

根据最新高中教材编写

课堂教学设计丛书



GAOZHONG YINGYU JIAOAN

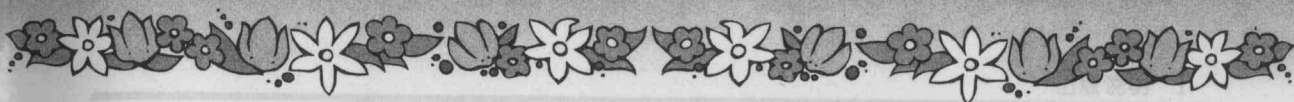
# 高中英语教案

(一年级)

崔君方 编著



北京师范大学出版社



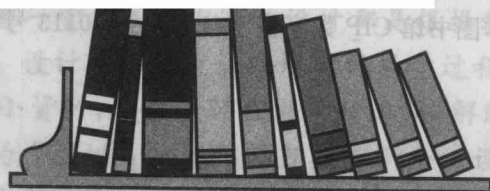
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# 高中英语教案

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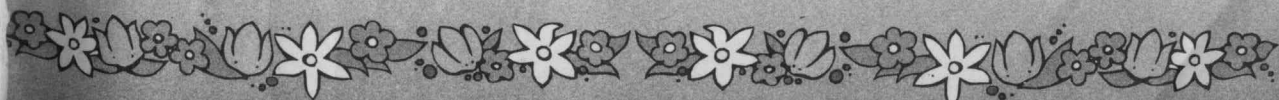
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## 出版说明

我社出版的中小学各科教案历来深受广大师生及家长的欢迎,对提高教学质量起到了一定的作用,尤其是对我国边远及少数民族地区,所起的作用就更大一些。

近年来,随着教育的深入发展,课程设置、教学大纲、教材都相应地进行了一些修订,其目的就是为了全面实施素质教育,以提高公民的素质,适应我国经济发展和社会建设的需要。朱镕基总理在第九届全国人民代表大会第二次会议上所作的《政府工作报告》中明确提出:“……大力推进素质教育,注重创新精神和实践能力的培养,使学生在德、智、体、美等方面全面发展。”“继续积极改革教育思想、体制、内容和方法。”“要更加重视质量。全面提高各级各类学校的教育质量,特别是中小学阶段的教育质量。”在提倡素质教育这一新形势下,如何将素质教育思想贯穿在课堂教学中,是当务之急。为此,我们组织了一批以特级教师为主,具有丰富教学经验的教师根据修改的教学大纲和教材重新编写了中小学的各科教案,冠名为《课堂教学设计丛书》。该丛书与以往的教案有所不同,它更注重教学思想和教学方式、方法上的探索。每堂课的教学分以下几个方面编写:

1. 教学目标。注重对学生的价值观、科学态度、学习方法及能力的培养。构建培养学生全方位的素质能力的课堂教学模式。
2. 教学重点、难点分析。其分析不仅体现在知识点上,还体现在方法、能力上。
3. 教学过程设计。因材施教,体现学生的主体作用,让学生爱学、会学,教学生掌握学习方法。每一堂课教学内容的设计都是根据教学目标和学生的基础,构建教学的问题情景,设计符合学生认知规律的教学过程。
4. 课后附有关的小资料,以备老师在教学时选用,解除老师到处找资料之苦。

为体现教学方法的多样性,有的课时可能有两个“设计”。

我们认为,本套丛书的编写内容适合学生的心理特点和认知规律,较好地体现了学生的主体性和因材施教的教育思想,从而调动了学生学习的积极性和主动性。

恳请广大师生在使用过程中多提批评意见。以便再版时修正。

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1999年4月

## 编者的话

《高中英语教案》按《高一英语课本》24个单元(Unit)逐课(Lesson)编写,每单元编有:

- 一、教学目标与要求:指出这个单元的教学目标及对学生能力的要求。
- 二、教学重点与难点:指出这个单元的教学重点与难点,以便在讲课时做到有的放矢。
- 三、课时安排。

每课包括四项内容:

- 一、教学内容:提出学生必须掌握的基础知识和基本技能。
- 二、教具:根据不同教学内容,准备所需教具。
- 三、课堂教学设计。
- 四、难点讲解。

书末附:高一英语期末综合练习题及参考答案。

《高中英语课本》的编写指导思想是把英语作为交际语言来教学,要求学生通过听、说、读、写的全面训练,获得英语的基础知识,具有在口头和书面上初步运用英语进行交际的能力,为继续学习和运用英语切实打好基础。为了达到这一目的,本书编者在教学过程中,坚持了四个方面:(1)根据教材的特点及编排体例,设置了两个课型:对话课和阅读理解课,根据两个课型的不同特点设计和组织教学;(2)从听说入手,强调口语练习,重视语音教学;(3)精讲多练,讲练结合,以练为主。注意贯彻交际性原则,创设真实可信的交际情景,调动学生的主动性和积极性,引导学生在情真意切的语境中学习英语,在课堂教学中培养学生运用语言的交际能力;(4)使用英语,适当利用母语组织课堂教学。笔者遵循以上原则对《课本》进行了一轮(三年)教学,取得较好效果。

在教学过程中,承单先健老师热情关心和指导,并审校本书,对此表示衷心感谢。

限于编者水平,本书难免存在不足之处,恳请广大教师批评、指正。

编者

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# Unit 1 The summer holidays

## 一、教学目标与要求

通过本单元教学,使学生运用所学语言,流畅地表达自己对别人的问候,并对别人的问候,予以正确应答。能较为熟练地以书信形式描写自己暑期生活的片段;能运用特殊疑问句,就自己感兴趣的内容,与同学进行会话。能针对第3课的 Oral practice 练习,整理出相关的疑问句,并将答案以书面形式组织成一篇 60 词左右的短文。

## 二、教学重点与难点

1. 重点词汇 introduce; practice; go on doing; result; as a result; in one's opinion; general idea; employ; regards

2. 重要句型 1) So + be/have/助动词/情态动词 + 主语 2) Sometimes we go on working after dark by the lights of our tractors. 3) I'm quite good/not good at... 4) I enjoy... 5) I prefer ... to...

3. 语法 复习特殊疑问句: 1) Who is that boy over there? 2) What do you know about Bob White? 3) Which school did he go to last year? 4) Which school does he go to now? 5) Which subject is he going to study this term? 6) What was he doing at this time last year? 7) How many Chinese words has he learnt?

4. 日常交际用语 问候和道别 (Greetings and farewells): 1) Hello/Hi. 2) Nice to meet you. /Nice meeting you. 3) I'll introduce you. 4) I must go/be off/be leaving now. 5) Give one's regards/best wishes /love to...

## 三、课型

### (一) 对话课

I. 教具 录音机, 投影仪。

#### II. 课堂教学设计

1. 教师可通过以下开场白导入正课: Hello, everybody! I am very happy to be with you this school year.

Let me introduce myself first: I am your new English teacher. My name is... I've been teaching English for... years and I enjoy teaching very much. I believe that everybody wants to learn English well. Now I am going to show you three English proverbs: 1) Where there is a will, there is a way. 2) Practice makes perfect. 3) No pain, no gain. All these proverbs tell you that if you really want to learn English well and keep trying very hard every day, you will make much progress day by day. Now somebody stands up and introduce yourself to

the whole of the class. Anyone?

2. 教师请一两位同学用英语作自我介绍。如：姓名、来自哪所学校、个人爱好等。

3. 准备放对话录音，用投影仪打出听前提问：（注1）Which school was Harry in last year?

放录音一至两遍，请一位同学回答上述问题（注2）

Key: Harry was at Centre School last year.

4. 学生两个人一组，练习对话3至5分钟。教师请几组同学到前面表演。

5. 组织学生两个人一组，练习 Oral practice 所提供的问答练习。教师可请几组同学进行问答表演。

6. 教师指导学生归纳在本课中所出现的有关打招呼和告别的常用语句。（见日常交际用语部分）

教师提供如下情景（注3），组织学生编演新的对话：

两个同学在教室门口见面，一个来自本市5中，另一个来自15中，相互介绍个人爱好及暑假活动等。

Two students happen to meet at the classroom door. One is from No. 5 Middle School and the other is from No. 15 Middle School. Make a dialogue between the two to introduce each other and exchange personal interests as well as activities during the summer vacation.

提示词语：（注4）1) enjoy reading, watching TV and so on; 2) like playing sports, such as basketball, football, go swimming and so on; 3) have a wonderful time during the summer holidays; 4) go to Mount Tai in Shandong; 5) stay at home, reading books

7. 3至5分钟后，请两组同学到前面表演。（注5）

8. 布置作业 1) 预习第2课；2) 完成练习册中所安排的练习。

注1：关于听前提问 Pre-listening questions 以及在阅读中的读前提问 Pre-reading questions, 教师可视学生的生源情况，采用不同方法呈现给学生。如：使用投影仪、小黑板等；如生源情况较好，也可以采用口头提问形式。

注2：进行这一步教学时，一定要求学生在不看书的情况下听录音，并且带着教师所提出的问题去听。通过长期训练，可提高学生的听力。

注3：新学年伊始，教师在提供语言情景时，可采用汉语提示。随着时间的推移，可逐步过渡到使用英语。为方便起见，本教案在开始阶段提供中英文提示。

注4：当学生根据教师所提供的情景编演对话时，教师应酌情为学生提供在对话中可能出现的单词和短语，以便帮助学生更好地完成对话。可视自己学生的情况决定提供哪些词语，以及用何种方式提出。

注5：当组织学生表演新的对话时，教师可视学生的不同程度提出不同要求。如生源情况较好，可要求学生在预习的基础上，通过课上练习，将对话以背诵的形式表演下来。如学生有实际困难，可要求学生在开始阶段（一个月左右）借助课本将对话表演下来。以后视情况逐步提高要求。

## （二）阅读理解课

I. 教具 录音机，投影仪。

### II. 课堂教学设计

1. 检查生词及短语（注）。

2. 教师给出读前提问: 1) What do they grow in the south of the States? 2) How many different time areas in the United States?

教师给学生数分钟, 要求学生快速阅读课文(默读)。之后请同学回答上述问题。

Key: 1) They grow rice in the south of the States. 2) There are five different time areas in the States.

3. 放课文录音, 学生跟读一至两遍。教师就课文内容提问, 检查学生的理解程度:

1) What is Charlie doing on the farm? 2) How long does he work every day? Why? 3) How many helpers does his father have? 4) How many people does his father employ for the harvest? 5) Charlie is the only son in the family, isn't he? 6) What do they usually do on Saturday evenings? 7) According to Charlie, should Americans eat more meat or less meat? 8) If it is 8: 00 a. m. in Beijing, what's the time in the USA?

Key: 1) Charlie is helping his Dad on the farm. 2) Every day he has to work from dawn until dark, because it is the time of year for the rice harvest. 3) His father usually has two helpers. 4) The letter does not say exactly how many people. But his father employs more men for the harvest. 5) No, Charlie has got a brother. 6) They would have a party on Saturday evenings. 7) In Charlie's opinion, the Americans eat too much meat. So they should eat less meat. 8) Since they are fourteen hours behind Beijing time in Charlie's state, it's 10 p. m. in the USA.

4. 教师指导学生从 Charlie 信中的描写找出和中国学生的暑假生活的不同, 并要求学生以对比的形式口头描述。

Help the students find out the things that are different in their part of China. 例如:

1) In Charlie's letter he says that he is helping his Dad on the farm. But I spent a lot of time reading during my summer vacation. I did not do any farm work.

2) Charlie says that they grow rice in the south of the States, but in the north where it is colder they grow wheat. In my part of China, we do grow rice in the south, but we also grow rice in the north. And we grow wheat in the north, too.

3) Charlie says that it doesn't often rain in the summer there. But in the place where I live, we have plenty of rain during this period.

5. 教师指导学生根据 Charlie 的这封信, 分别描写你所了解的 Charlie; Charlie's father; life on the farm. 将学生分为几个大组, 每组围绕一个题目准备。数分钟后, 请同学口头表演。例如:

1) Charlie is an American student. During the summer vacation he helped his father on the farm. He worked very hard because it was harvest time. He and his brother did a lot of work. For example, they pumped water from a well to water the vegetable garden.

2) Charlie's father has got a farm. Usually he has two helpers. But when harvest time comes, he would employ more people. He has two sons, who often help him during the summer vacation.

3) Life on the farm is interesting. Though it is harvest time, they still have a party every Saturday evening. People cook meat on an open fire outside. They drink beer and have a lot of fun.

6. 布置作业 1) 复述课文; 2) 完成练习册中所安排的练习。

(注) 在进行阅读课前, 如何处理生词及短语, 是值得我们探讨的。不少教师主张由学生预习, 这是要坚持的。但学生的预习效果是不同的, 需要教师在课上检查, 如学生发音是否正确, 是否明确词义, 哪些单词的发音或拼写形式需要特别注意, 以及是否可根据学生的情况对词语进行补充和扩展, 如: 同义、近义、反义、词型转换等。并对困难的学生提供必要的帮助。因此, 这一教学步骤需要教师依所教学生的实际情况灵活设计。

### (三) 语言训练课

I. 教具 投影仪。

#### II. 课堂教学设计

1. 教师检查课文复述。

2. 教师从本单元词语中选择部分常见词语配以例句介绍给学生。要求学生反复练习这些例句, 并视学生情况, 请同学造句, 教师予以订正(注1)。

词语: at the beginning of; in the beginning; be off/be leaving; introduce somebody to...; in one's opinion; find out; from dawn until dark; go on doing something; go on with something; go on to do something; employ; as a result; give one's regards (best wishes, love) to...;

例句: 1) At the beginning of the class, the teacher gave the students a dictation. 2) Sure, you'll find it difficult in the beginning. If you work hard at it, you will be good at it. 3) It's going to rain. I must be off now. 4) Well, it's too late. I must be leaving now. 5) Now let me introduce our foreign teacher, Mr. Smith to you. 6) In my opinion you should go and see the headmaster and ask for some advice. 7) Will you please find out what time the train leaves? 8) In some Asian countries, children are made to work from dawn until dark. 9) Though it was very late, he went on working in his office. 10) We'll stop there for today, and go on with the discussion tomorrow. 11) He did morning exercises on the playground, and then went on to read English aloud in the classroom. 12) Charlie was employed in the bank. 13) He was late as a result of the heavy traffic. 14) Please give my best wishes to your parents. 15) Please give my kind regards to your uncle.

3. 书面表达练习(注2) 中文提示(用投影片打出):

1) 姐姐暑假当家庭教师 tutor, 2) 教一个男孩英语; 3) 男孩淘气不认真; 4) 一次上课, 他什么也记不住, 又喊叫, 又做鬼脸; 5) 姐姐生气。

英文提示(用投影片打出): summer vacation; have somebody do something; go on doing something; as a result; in one's opinion

将首句给出: My sister was employed as a tutor (family teacher) during the summer vacation.

七、八分钟后, 请几位同学朗读自己的短文, 教师予以讲评。

Model:

My sister was employed as a tutor (family teacher) during the summer vacation. She had her boy student reading English and writing compositions. Yet the boy was very naughty and never did anything carefully.

One day my sister spent hours teaching him some words and then went on teaching him

the text. But the boy couldn't remember a single word and he couldn't read the text either. Instead he kept on shouting and made strange noises. As a result, my sister was very disappointed. She said to the boy, "In my opinion, you should have a policeman instead of a tutor."

4. 布置作业 1) 预习第2单元; 2) 完成练习册中安排的练习。

(注1) 由于各单元的难句已在“难句分析”中有详细讲解, 故在这个教学步骤中, 只处理一些常见词语和固定搭配(其中部分与“教学重点与难点”中的“重点词汇”相吻合), 目的是为学生提供更多的语言实践机会, 接触到一些地道的英语短句。并通过练习, 逐步掌握这些句子。展现例句的方法, 教师可考虑用投影仪, 也可用板书或口头形式。在请同学造句时, 可酌情为他们提供一些中文提示。

(注2) 关于书面表达能力训练和培养, 建议教师从高一起始阶段抓起。在起始阶段, 可为学生准备较为详尽的提示词语, 以及主要内容的大意。提示词语可考虑从该单元课文或对话中提取, 进行有针对性的书面练习。并将短文首句给出。最后, 可用投影片为学生打出范文, 供学生参考、比较和修改自己的短文。

#### 四、难句分析

1. So was my friend Bob White. 我的朋友鲍勃·怀特也是(去年在中心学校学习)。

“So + 助动词/情态动词 + 主语”这一结构中的“So”代替上文中的某个成份。

该结构所使用的是倒装语序, 句中助动词/情态动词一般与上句中的助动词/情态动词相同。如上句中的谓语动词是行为动词, 则“So”后面助动词的do采用适当形式。例如:

1) I will have a swim this afternoon. So will my classmates. 今天下午我要去游泳, 我的同学也去。

2) A: I have lost my dictionary. 我的字典丢了。

B: So have I. 我的字典也丢了。

3) A: I went to the theatre yesterday. 我昨天去剧场了。

B: So did I. 我也去了。

2. I must be off now. 我现在得走了。

“be off”意为“走掉”、“动身”。例如:

1) I am off tomorrow morning. 我明天一早动身。

2) The next day I was off to Washington in a train. 第二天, 我动身坐火车去华盛顿。

3. Come on. I will introduce you. 来, 我来给你做个介绍。

come on 这个习惯用语常用来催促或鼓励别人。意为: “快、赶快、来吧、加油”等。例如:

1) Come on, Jim! I will show you some pictures. 吉姆, 过来! 我来给你看看这几张照片。

2) Sing us a song, Jane. Come on! 来吧, 简, 给我们唱支歌。

3) “Come on, Bruce! You are falling behind!” “加油啊! 布鲁斯, 你已经落后了!”

introduce 在句中的意思是“介绍(相识)”。常用于以下结构: introduce sb. to sb. 其中, to sb. 可以省略。例如:

1) I want to introduce our school headmaster to you. 我想把我们的校长介绍给大家。

2) I'd like to introduce you to my friend, Li Lei. 我来把你介绍给我的朋友, 李磊。

4. What was the nicest part of your holiday in your opinion? 在你看来, 你的假期哪段时间过得最好?

“in one's opinion”意为: “依……看、在……看来”, 用来表示个人的看法和意见, 并使自己的看法和意见听起来不那么武断。例如:

1) In my opinion, autumn is the best season in Beijing. 在我看来, 秋天是北京最好的季节。

2) In Charlie's opinion, Americans should eat less meat. 查理认为, 美国人应该少吃点肉。

3) In the opinion of most people, there will be a good harvest this autumn. 大多数人认为, 今年秋天应该有个好收成。

5. Here is part of his letter to Li Xiaojun about his summer vacation. 这是他写给李晓军有关他假期生活的一封信的一部分。

part 为名词, 意为: 部分、局部。常用做单数, 并且不用不定冠词。例如:

1) I'm sorry to do this, but it's part of my duty. 很抱歉我得这么做, 这是我的职责。

2) There is but one China and Taiwan is part of China. 只有一个中国, 而台湾是中国的一部分。

part 还可以用在以下短语中: take part in 参加 play a ... part in... 起……的作用 for the most part 大部分; 在大多数情况下 in part 部分的; 有些部分

6. Sometimes we go on working after dark by the lights of our tractors. 有时天黑后, 我们还借拖拉机的灯光继续工作。

go on doing something 意为: 继续、连续不断地做某事。例如:

1) Charlie went on reading till midnight. 查理一直读书到半夜。

2) She waved to me and went on writing her letter. 她冲我挥挥手, 然后继续写她的信。

注意 go on doing something 和 go on to do something 的区别:

go on doing something 是接着做刚才在做的事, 而 go on to do something 是在做完某事后接着做另一件事。例如:

1) After she finished doing her homework, she went on to read her favourite novel. 她写完作业后接着就读她喜爱的小说。

2) She rested for a while and went on reading her newspaper. 她休息了一会儿, 然后接着看报纸。

此外, 本句中 by 的意思是: 借助、通过、用、以等等, 用以说明方式或手段, 翻译时需要灵活处理。例如:

1) I knew by his appearance that he was not English. 通过他的相貌, 我知道他不是英国人。

2) You have to express your thought by action. 你得用行动表达你的思想。

7. Although the farm is large, my dad has only two men working for him. 尽管农场很大, 我父亲只雇佣了两个人干活。

句型 have sb. doing sth. 意为: 让某人做某事; 或: 让某种情况发生。与 have sb. do sth. 相近, 但前一种结构强调正在进行的动作; 后一种结构表示一般意义的动作。例如:

1) Don't forget to have him come. 别忘了让他来。

2) We'd be pleased to have you work with us. 我们很高兴你能和我们一起工作。

3) I'll have you all speaking English well within a year. 我要让你们在一年内都能讲一口漂亮的英语。

8. As a result, we have to water the vegetable garden. 因此, 我们不得不给菜园浇水。  
as a result 意为: 因此、结果。例如:

1) It was late at night and there was no bus. As a result, we had to walk home. 夜深了, 又没有公共汽车, 结果我们只好步行回家。

2) He has broken his leg. As a result, he will have to be away from school for two or three months. 他把腿摔断了, 因此他将不得不休学两三个月。

as a result 之后还可以加 of 结构, 即: as a result of, 意为: 由于……的结果。例如:

1) He is unable to go to work as a result of the fall from his bike. 由于从自行车上摔下来, 他不能去上班了。

2) As a result of his hard work, he received a big prize. 由于他工作勤奋, 所以获得了大奖。

9. Please give my regards to your parents. 请代我问候你的父母。

类似的句子还有:

Please give my best wishes to your parents.

Please remember me to your parents.

Please say hello to your parents.

## Unit 2 In the lab

### 一、教学目标与要求

通过本单元教学,使学生能熟练掌握英语中表示命令和请求的句式。并在日常生活中予以正确运用,即使用得体的语言,表示命令或请求以及对他人的命令或请求做出正确应答。掌握将祈使句的直接引语改为间接引语的有关用法。要求学生运用所学英语,写出物理实验室或化学实验室的一些使用规定。

### 二、教学重点与难点

1. 重点词汇 allow; once; unless; shut; mix; taste; request; first of all; turn off; by the side of; instead of; on holiday

2. 重要句型 1) Don't touch anything unless your teacher tells you to. 2) Make sure + that 引导的从句; 3) allow somebody to do something

3. 语法 直接引语和间接引语 (1): Direct Speech and Indirect Speech "Don't touch anything," he said. He told us not to touch anything. "Make sure the door is shut," said she. She told me to make sure the door was shut. "Please tidy the lab," she said. She asked me to tidy the lab. "Do some shopping for me, please," he said to her. He asked her to do some shopping for him.

4. 日常交际用语 命令和请求 (Orders and requests): 1) Don't touch anything. 2) Make sure the door is shut. 3) Please tidy the lab. 4) Can you lend me 2 yuan? 5) Could you please show me how to use the computer?

### 三、课型

#### (一) 对话课

I. 教具 录音机, 投影仪。

#### II. 课堂教学设计

1. 教师通过以下提问导入本课: Where do you go if you have your English listening class? (注 1) Where do you go if your chemistry teacher wants you to do an experiment? Yes, you go to the language lab for your listening class and you go to chemistry lab to do your chemistry experiment. Now please listen to the dialogue and try to remember what you should not do in the chemistry lab.

2. 放对话录音一至两遍。请几位同学回答上述问题。

Key: 1) Don't come into the chemistry lab without a teacher. 2) Don't touch anything

unless your teacher tells you to.

3. 组织学生四个人一组练习对话。5 分钟后请两组同学到前面表演。
4. 教师指导学生归纳本对话中表示命令和请求的句式。(见日常交际用语部分)
5. 教师提供如下情景, 组织学生编演对话:

1) 假设你在语言实验室, 2) 列出应该做什么和不应该做什么。

Suppose you are in a language lab. Tell us what you should do and what you must not do.

2) 假设你在图书馆, 列出应该做什么和不应该做什么。

Suppose you are in a library. Make a list of what you should do and what you must not do.

提示语: 1) do not come in without a teacher, take care of the earphones; 2) do not play your own tape, turn off the light before you leave; 3) keep quiet, do not make any noise, speak in a low voice

6. 数分钟后, 请两组同学到前面表演, 教师给予必要帮助和纠正。

7. 要求学生将该课对话改写为一篇短文。教师可给予必要的提示。(注 2)

提示语: 1) a chemistry lab in the school; 2) not allowed to enter without a teacher; 3) listen to the teacher; 4) do as the teacher tells them; 5) tidy the lab and put everything back; 6) turn off electricity and shut windows before leaving

将第一句给出: There is a chemistry lab in the school.

要求学生根据对话, 参照老师所给的提示及首句, 编写短文。

Model:

There is a chemistry lab in the school. The students are not allowed to enter the lab without a teacher. Once the students are in the lab, they should listen to their teacher carefully. They should do as the teacher tells them. When they finish the experiment, they should tidy the lab and put everything back in the cupboards. Before they leave, they should turn off the electricity and close all the windows. Finally they should turn off the lights and lock the door.

当堂要求学生完成, 如时间允许, 可请几位同学朗读自己的短文, 教师予以讲评。

8. 布置作业 1) 预习第 6 课; 2) 完成练习册中所安排的练习。

注 1: 在对话课中可尽量由学生回答。学生在回答时, 起 warm-up 作用的提问, 教师要鼓励他们发挥想象力, 尽可能多地使用已学过的英语。一般情况下, 教师不把答案规定得过死。允许学生有各种说法, 语言无大错即可。

注 2: 在起始阶段, 可为学生准备较为详尽的提示词语, 帮助学生进行改写。如有必要, 可将短文首句给出。

## (二) 阅读理解课

I. 教具 录音机, 投影仪, 三个瓶子, 一个茶杯等。

II. 课堂教学设计

1. 检查生词及短语。

2. 教师可通过以下开场白导入正课: Now I have got a question: When you do your

chemistry experiment in the lab, what is the most important thing for you to remember?

学生可能有不同的答案或想法。教师可板书学生的应答。

Yes, you have to listen to your teacher carefully; you have to watch your teacher carefully; you can not touch anything unless the teacher allows you to; you have to follow your teacher's instructions, and so on. Good.

教师给出读前提问: 1) What did Paul's chemistry teacher look like? 2) Why did each of the students make a face after they tasted the mixture?

教师给学生数分钟, 要求学生快速阅读课文(默读)。之后请同学回答上述问题。

Key: 1) The teacher was a little man with thick glasses. 2) Because the mixture tasted terrible.

3. 放课文录音, 学生跟读一至两遍。教师就课文内容提问(可参阅书后练习册中所列问题), 检查学生的理解程度。

More questions on the text: 1) What did the teacher fill a cup with?

2) What did the teacher do after he mixed the three things together?

3) What did he say to the class after all the students had tasted the mixture?

Key: 1) The teacher filled a cup with some petrol, some castor oil and some vinegar. 2) He held up one finger and showed it to the class, dipped it into the cup and after a few seconds he took it out and put it into his mouth. 3) He said that none of the students had watched carefully enough. Because he did not suck the finger he had dipped into the cup.

4. 给学生七、八分钟时间, 认真准备课文中化学教师演示实验的有关部分。然后请同学借助教师准备好的教具, 到前面表演。

5. 布置讨论题目: Why do you think we can say that the chemistry teacher had a strange way of making his class lively and interesting and not easily forgotten? 学生可各抒己见。教师鼓励全班用英语来表达不同想法。

A possible answer:

The main purpose of this lesson is to ask the students to watch carefully everything the teacher does in class. Instead of telling the students to "watch carefully", the teacher uses another way, which is better and more interesting. And his students will never forget this experience.

6. 布置作业 1) 复述课文; 2) 完成练习册中所安排的练习。

### (三) 语言训练课

#### I. 教具 投影仪。

#### II. 课堂教学设计

##### 1. 教师检查课文复述。

2. 教师从本单元词语中选择部分常见词语, 配以例句介绍给学生。要求学生反复练习这些例句, 并请同学造句, 教师予以讲评订正。

词语: first of all; allow; unless; put back; turn off; turn on; make sure; in/at the corner; at the end of; in the end; taste/smell/sound; instead of

例句: 1) First of all I should say that I am very pleased to be here. 2) Smoking is not

allowed in this office. 3) Unless I am mistaken, I've seen that man before. 4) Please put the English book back on the desk. 5) Remember to turn off the light before you leave the room. 6) Will you please turn on the radio? 7) Make sure that all the windows are closed and the door is locked when you leave. 8) I'll meet you at the corner of Guang Ming Street. 9) Tom went to the telephone in the corner of the room. 10) At the end of the class the students sang an English song together. 11) In the end he died of hunger and cold. 12) The music sounds wonderful. 13) Roses smell sweet. 14) The milk doesn't taste all right this morning. 15) The professor's assistant is going to give us a talk instead of him.

### 3. 书面表达练习

中文提示 (用投影片打出): 1) 一天偶遇林涛; 2) 他讲述英语课上趣事; 3) 老师听写; 4) 他有准备; 5) 叫他到前面写; 6) 他做鬼脸; 7) 被留下, 8) 表示悔意。

英文提示 (用投影片打出): once; fill with; make a face; instead of; sadly

将首句给出: The other day I met Lin Tao in the street.

七、八分钟后, 请几位同学朗读自己的短文, 教师予以讲评。

Model:

The other day I met Lin Tao in the street. He told me something about their English class. Once their teacher told them to take out their exercise books to have a dictation. Lin Tao was filled with joy because he had gone over the words the day before. After the dictation the teacher asked Lin Tao to write the words on the board. While Lin Tao was doing so, he made a face to his classmates and they all laughed. The teacher asked Lin Tao to stay behind after school instead of going home. Lin Tao said sadly that he would never do that again.

4. 布置作业 1) 预习第 3 单元; 2) 完成练习册中安排的练习。

## 四、难句分析

1. Have you been in this lab before? 你们以前进过这个实验室吗?

Have (Has) been to 意为: 到过什么地方。例如:

1) I have been to the Great Wall many times. 我去过长城多次。

2) A: Where have you been? 你去哪里了?

B: I've been to the library. 我去图书馆了。

3) Have you ever been abroad before? 你以前出过国吗?

注意 have (has) been to 和 have (has) gone to 的区别:

have (has) gone to 表示: 已去某地, 或已到达某地。例如:

1) My husband has gone to London today. 我丈夫今天去伦敦了。

2) It's seven already. All the teachers have gone home. 现在已经七点了, 所有的老师都回家了。

2. Once you are in here, listen to your teacher. 一旦你们进到这里, 就要听老师的。

once 在这里用作连词, 意为: 一 (旦) ……就。例如:

1) Once you began you couldn't stop. 你一旦开始了就不能停止。

2) Once you have learned Spanish you will find Italian easy. 一旦你学会了西班牙语, 就