

教育部重点课题研究成果



SU ZHI JIAO YU XIN JIAO AN

# 素质教育新教案

(配套 人民教育出版社 现行教材)

全国知名中学科研联合体

修订版

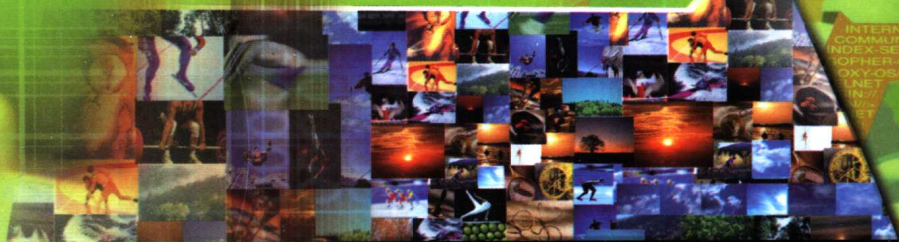
实施素质教育的途径与方法课题组 编

- 为教师减负
- 为家长分忧
- 为学生导航

## 英语

高中 (第一册下)

高一下学期用



西苑出版社  
XIYUAN PUBLISHING HOUSE

# 素质教育新教案

## 英语

高中第一册(下)

全国知名中学科研联合体实施  
素质教育的途径与方法课题组

编

西苑出版社  
XIYUAN PUBLISHING HOUSE

图书在版编目(CIP)数据

素质教育新教案·英语:高中第一册(下)/全国知名中学科研联合体实施素质教育的途径与方法课题组编. —北京:西苑出版社,2000.7

ISBN 7-80108-329-6

I. 素… II. 全… III. 英语课-教案(教育)-高中 IV. G633

中国版本图书馆 CIP 数据核字(2000)第 64516 号

英 语  
高中第一册(下)

---

编 者	全国知名中学科研联合体实施素质教育的途径与方法课题组
出版发行	西苑出版社
通讯地址	北京市海淀区阜石路 15 号 邮政编码 100039
	电 话 68173419 传 真 68173417
网 址	www.xycbs.com E-mail aaa@xycbs.com
印 刷	北京林业印刷厂
经 销	全国新华书店
开 本	787×1092 毫米 1/16 印张:25.25
印 数	15 001—20 000 册 字数:556 千字
	2002 年 12 月第 2 版 2002 年 12 月第 1 次印刷
书 号	ISBN 7-80108-329-6/G·103

---

定 价:27.00 元

(凡西苑版图书有缺漏页、残破等质量问题本社负责调换)

(配有听力磁带)

## 编 委 会 名 单

总 编:赵钰琳

执行总编:王文琪 孟宪和

编 委:程 翔 刘德忠 蔡放明 熊成文

肖忠远 税正洪 陈胜雷 王朝阳

张文林 张雪明 陈书桂

本册主编:王宝乾

副 主 编:周兆祥 何书利

编写人员:何书利 杨宝珍 唐瑞霞 张金玲

韩馥秀 史 印 李荣才 高金华

陈 静 王淑敏 毛舒凌 冯丽妍

孙宏伟 胡华华 黄健如 胡依伦

于化涓

# 修订说明

伴着新世纪的钟声,《素质教育新教案》从第一版出版发行至今,已经走过了两年的历程。在这两年多时间里,我们收到了全国各地 3500 多封读者来信。从读者来信情况看,大家对《素质教育新教案》基本上是肯定的。广大读者对《新教案》予以很高的评价,并且发表了许多溢美之辞。但是,我们深知,《新教案》离真正实现素质教育理想尚有很大差距。特别是近两年,我国基础教育获得了很大的发展,国务院颁布了《关于基础教育改革与发展的决定》,教育部颁布了《基础教育课程指导纲要》。为了充分体现这些新精神、新观念,我们决定对《新教案》予以重新修订。

## 一、《素质教育新教案》的修订原则

**第一,加大理论联系实际内容。**以前中小学各科教案过于强调学科理论体系的完整与严谨,而对如何把学科理论和学生所面临的实际生活结合起来重视不够。本次修订的《新教案》加大把各学科灰色的理论和鲜活的实际生活相结合的内容,使教师和学生更好地理解 and 把握学科知识和生活实际。

**第二,实现 4 个渗透。**这 4 个渗透是:德育渗透、美育渗透、学科渗透、科学精神和人文精神的渗透。

**第三,教案学案一体化设计原则。**前两版《素质教育新教案》基本上是针对教师备课使用的。这次修订的《素质教育新教案》尽量增加学生可用的知识内容,争取让更多的学生能从中汲取有益的营养。

**第四,体现强烈的时代特点。**《新教案》充分体现了知识经济时代对人才综合素质的要求,突出对学生创新能力和实践能力的培养和训练。同时,尽最大可能激发学生的学习兴趣,关注学生的情感态度和价值观念的培养。

**第五,内容上反映了最新成果。**本教案的编写力求在充分理解《国务院关于基础教育改革与发展的决定》基本精神基础上,结合中小学课程教材改革最新进程,总结倡导素质教育以来的最新成果。

**第六,可操作性原则。**《新教案》的体例设计和教学安排充分考虑到中小学的学习特点,所有教师活动和学生活动均方便操作。

**第七,多种教学模式并存的原则。**在修订《新教案》时注意了不能整本书只有一种教学模式,尝试将多种教学模式运用到各科教学中。

## 二、《素质教育新教案》修订时把握的全新理念

《素质教育新教案》应把握的理念很多,为方便起见,特通过与传统教案的比较说明如下:

表现方式	传统的教案	素质教育新教案
教师与学生的位置	以教师为中心	以学生为中心
学生发展的关注范围	单方面发展(智育)	德智体美等多方面发展
知识范围	课内知识的理解	课内知识及课外广泛教育资源的运用
教学模式	灌输-接受	研究性学习
学习方式	独立学习	自主、合作、探究学习
学习反应	被动反应	有计划的行动
学习重点	以知识传授为重点	以能力和素质为重点
学习活动的內容	基于事实知识的学习	批判思维和基于选择、决策的学习
教学的背景	孤立的人工背景	仿真的、现实生活中的背景
教学媒体	单一媒体	多媒体
信息传递	单向传递	(双向)多项交换
评价方式	达标性内容和终结性评价	形成性评价以及这些评价所具有的反馈和激励功能
学习过程	基本知识和基本技能的分解	除双基外,更关注兴趣激发及学习中的情感体验和价值观的形成

### 三、《素质教育新教案》在原体例结构基础上增加或修改的内容

(一)“素质教育目标”增加“(四)美育渗透点”。

(二)增加“学法引导”,主要包括“教师教法”和“学生学法”。

(三)“学生活动设计”改为“师生互动活动设计”,即在原有“学生活动设计”基础上增加“教师活动设计”内容。

(四)“参考资料”改为“背景知识和课外阅读”,供教师备课参考和学生课外阅读。

(五)增加了“单元复习”教案。

(六)增加了“单元测试题”。

(七)增加了“期中期末测试题”。

(八)每节课增加3~10道题型多样的随堂练习。

(九)高中部分增加“研究性学习”课题及操作过程。初中部分增加“科学探究”课题及操作过程。

(十)语文学科除阅读课教案外,还增加听说和写作(作文)等内容的教案设计和训练。

(十一)英语学科,每单元增加一个听力材料。

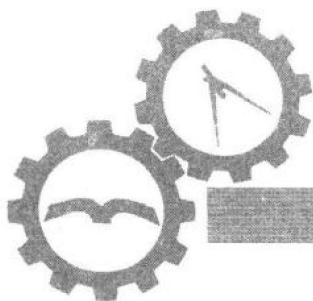
总之,实施素质教育的主渠道在课堂,实施素质教育的关键在教师。这是教育界的普遍共识。不过,更具建设性的问题是,教师如何通过教案的准备和设计,在课堂教学中渗透素质教育的观念,真正正地贯彻“以教师为主导,以学生为主体”这一教育思想,这是一个理论上没有正解的课题,实践上,也是一个存在着多元答案的开放性问题。因此,我们组织编写本教案的目的就是为广大教师进行课堂素质教育提供一种参考,而不是一种规范;这是对教学方法的研究,而不是对教学流程的固化。所以,我们希望通过此套教案,促进研讨,边实践边总结,广泛听取意见,把我们大家都很关心的素质教育课题完成得更好。

本丛书涉及到中学的语文、数学、英语、政治、历史、地理、物理、化学、生物九个学科和小学的数字、语文两个学科。

这套丛书的读者对象,首先是有关学科的教师,其次是就读中小学的学生及主管教学工作的领导和开展素质教育科研工作的同志。此外,对关心孩子成长的家长来说,也是不可多得良师益友。

《素质教育新教案》编委会

2003年1月



## 目 录

<b>Unit 15</b>	Healthy eating .....	( 1 )
<b>Unit 16</b>	Fire! .....	(29)
<b>Unit 17</b>	Nature .....	(55)
<b>Unit 18</b>	The necklace .....	(86)
<b>Unit 19</b>	Jobs .....	(117)
<b>Unit 20</b>	Mainly revision .....	(143)
<b>Unit 21</b>	Karl Marx .....	(171)
<b>Unit 22</b>	Britain and Ireland .....	(207)
<b>Unit 23</b>	Rescuing the temple .....	(242)
<b>Unit 24</b>	The science of farming .....	(276)
<b>Unit 25</b>	At the conference .....	(310)
<b>Unit 26</b>	Mainly revision .....	(340)
听力原文	.....	(363)
参考答案	.....	(389)



教师备注

## Unit 15 Healthy eating

### 一. 素质教育目标

#### (一) 知识教学点

##### 1. 单词

examine *vt.* 检查; 诊察  
 salad *n.* 色拉(西餐中的一种凉拌菜)  
 peach *n.* 桃子  
 ripe *adj.* 成熟的; 熟的  
 advise *vt.* 忠告; 劝告; 建议  
 patient *n.* 病人  
 diet *n.* 饮食  
 contain *vt.* 包含; 包括  
 fat *n.* 脂肪  
 fibre *n.* 纤维素  
 energy *n.* 精力; 能量  
 calorie *n.* 卡(热量单位)  
 weight *n.* 重; 重量  
 crisp *adj.* 脆的; 松脆的 *n.* (常用复数)

油炸土豆片

chocolate *n.* 巧克力

soft drink 软饮料

quiz *n.* 测验; 小型考试grape *n.* 葡萄hamburger *n.* 汉堡包score *n.* (比赛)得分; 二十(单复同)westerner *n.* 西方人

Coca Cola 可口可乐

unhealthy *adj.* 不健康的; 不卫生的discuss *vt.* 讨论; 议论discussion *n.* 讨论; 辩论cause *vt.* 促使; 引起; 使发生suggestion *n.* 建议

##### 2. 词组

in (the) future

at the doctor's

burn up

put on weight

in the form of

be measured in calories

be rich / high in

change into

lose weight

scores of

different kinds of food

at the end (of)

as much as

one person in ten

##### 3. 交际用语与句型

###### (1) 交际用语

What can I do for you?

What was the matter?

I've got a pain / cough / headache.

I don't feel very well.

There's something wrong with...

This place hurts.

Let me examine you.





素质教育新教案

教师备注

Does it hurt here?  
It's nothing serious.  
You'd better have a good rest.  
Take this medicine three times a day.  
And I advise you not to do...  
Drink plenty of water and have a good rest.  
You'll be well soon.  
You will be all right soon.

4. 句型

- 1) When (you are) playing football or basketball you might be using 400 calories an hour.
- 2) The result is that many of them become fat.
- 3) Not good value for money.
- 4) There is as much sugar in it as eight pieces of sugar.
- 5) On sports Day, during the relay race, you will use most of all, perhaps as much as 650 calories an hour.

5. 语法

学习英语中提出建议或忠告的句型。

(二)能力训练点

1. 通过学习对话,使学生熟练掌握并运用有关看病的日常交际用语。
2. 指导学生阅读课文,培养阅读理解能力。
3. 掌握提出建议或忠告的句型。

(三)德育渗透点

让学生了解有关营养与卫生的基本常识,培养学生良好的饮食习惯。

(四)美育渗透点

培养学生爱惜身体、珍惜生命的良好情操。



二.重点·难点·疑点及解决办法

I. 单词和词组

1. **pain** *n.* —a feeling of suffering or discomfort in a particular part of the body(身体某一特定部位的)痛;疼痛;不适

- ① I've got a pain here, just here. 我就这里痛。
- ② I have (feel) a pain in my stomach. 我觉得肚子痛。
- ③ She had pains all over. 她全身疼。

notes:

1)某部位痛时,不能用该部位作主语,而应用人作主语。

I have a pain in my back. 我背痛。

不能说 My back has a pain.

2)(精神上的)痛苦(不可数名词)

He gave his mother much pain by acting in such foolish way.

他干这样的蠢事使他母亲很痛苦。

3) pain 作“努力”和“辛苦”讲时,只用复数形式,但不能用 many, few 修饰。



教师备注

No pains, no gains. 不劳无获

4)与 ache 的区别

a. ache 表“疼痛”,主语常是身体部位而不是“人”。

My leg aches. (= I have a pain in my leg.) 我腿痛。

b. leg, foot, hand, forehead 之类的词,不加在 ache(名词)前构成复合名词,如不说: leg-ache, footache, 而说 have a pain in one's leg (hand, foot, ...), 但 ache 前可加 head (tooth, stomach 等)构成复合名词: have a headache (toothache)。

2. **illness** *n.* 一state of being ill (contrasted with health) 不健康,疾病(为 health 的相反词)  
specific kind of, occasion of 某种疾病,生病

① What does the doctor say for each illness?

医生对每种疾病都说什么啦?

② There has been no illness in the village this winter.

今年冬季这村子里没有疾病。

notes: ill 与 sick 的区别 (*adj.*)

1)这两个词都有“生病”、“有病”之意。

2)“ill”只能作为表语形容词,而 sick 既可作表语,又可作定语修饰名词。

① He has been ill. = He has been sick.

② She is looking after her sick father. (此句中不能把“sick”换成“ill”)

3)“ill”用作定语时,是“坏的”、“恶意的”之意。

ill will 仇恨; ill health 不健康; ill news 坏消息

4)sick 还有“恶心”、“想呕吐”、“讨厌”之意。

I feel sick. 我觉得要吐(我觉得恶心)。

3. **advise** *v.* 一give advice to 劝告;忠告

give advice to sb. 给某人提建议(忠告)

1)接名词或代词:

①The doctor advised a complete rest.

医生建议全休。

②He will advise you about the right thing to do.

他会帮你出主意该怎么办。

2)接由“宾语 + 不定式”构成的复合宾语:

①He often advised people to use their brains.

他经常劝人多动脑子。

②Doctors advised me to have plenty of water.

医生劝我喝足量的水。

③She advised her husband to give up smoking, but she failed.

她劝她丈夫把烟戒掉,但她没有成功。

④The doctor advised me not to take more exercise.

医生建议我不要做太多的锻炼。

3)接由“宾语 + 疑问词 + 不定式”构成的双宾语:

①I advised them how to do it.

我建议他们该怎么办。

②He will advise you what to do next.

## 教师备注

他会建议你们下一步怎么办。

4) 接从句: 须用虚拟语气:

(should + 动词或直接用动词原形)

① I advise that you go at once. 我劝你马上去。

② Please advise us whether we should have such activities.

请你们提出建议我们是否应当开展这类活动。

5) 接动词 - ing 形式:

① They advised our starting at once.

他们建议我们马上动身。

② I advise waiting till the proper time.

我建议等到适当的时候。

一般情况下 advise 后跟宾语 sb. 就用 "advise sb. to do", 而不说 "advise sb. doing".

6) advise 其名词形式为 advice.

4. **contain** *v.* —have or hold within itself 包含, 含有

The Chinese diet contains a lot of fruit and green vegetables.

中国的饮食包括很多水果和青菜。

further meaning —be capable of holding 能容纳; 可盛; 可装

How much does this bottle contain? 这瓶能装多少?

Hearing the news, she could hardly contain herself for joy.

听到这个消息她高兴得不得了。

5. **change** *v.* —take or put in place of (another or others) 调换、更换、更(衣)

① He changed his clothes before going out.

他在出门前曾换过衣服。

② They eat different kinds of food which change into energy.

人们吃的各种各样的食物都转化成能量。

③ He changed into his working clothes.

他换上了工作服。

④ Would you like to change your dollars into RMB?

你想把美元换成人民币吗?

6. **because of** (*prep.*) 常跟名词或代词

because (*conj.*) 跟从句

① Because of this, they put on weight very easily.

因为这个他们很容易发胖。

② We stayed at home because it rained. 因为下雨, 我们呆在家里。

= Because of the rain we had to stay at home.

7. **discuss** *vt.* 讨论, 谈论

其后可以跟名词或代词、动词 - ing 形式、特殊不定式或从句等。例如:

① I have something important to discuss with you.

我有重要的事情要和你商量。

② They told me that they had discussed exchanging scientists.

他们告诉我他们讨论了互派科学家进行交流的问题。

③ We want to discuss how to give him a reply.

我们想讨论怎样给他答复。

① They are discussing who will be sent abroad.

他们正在讨论派谁出国。

8. **as much/many as** 这个结构作“多达”,“到达……的程度”解,所涉及的数量如果是可数的,则用 **many**,如果是不可数的,则用 **much**。例如:

① In the countries of Black Africa, there are as many as 700 languages.

黑非洲国家的语言多达七百种。

② When working there, he could earn as much as 300 dollars a week.

他在那儿工作时,每周能挣 300 美元。

③ He is not strong enough to carry as much as 200 jin.

他身体没有那么强壮,不能扛二百斤重。

9. **at the end of** 意为“在……末尾/末端”。例如:

① At the end of last century, we have had a relatively comfortable lives.

到上世纪末,我们已过上了小康生活。

② At the end of this term, every student will take the final-term examination.

在本学期末,每个同学都要参加期末考试。

③ At the end of the road, you'll find the hospital.

在这条路的尽头,你会找到那所医院。

10. **be rich/ low in** 的意思是“在……方面丰富(缺乏)”。例如:

① The expert is a person who is rich in knowledge and experience.

专家是一个拥有丰富知识和经验的人。

② Beijing is a city rich in ancient buildings.

北京是一座拥有大量古代建筑的城市。

③ Chinese diet is rich in fibre and low in sugar and fat.

中国的膳食纤维多而糖和脂肪少。

11. **burn up** 是动词短语,作“烧掉”、“烧毁”、“(炉火)旺起来”解。例如:

① The fire burned up more than 50,000 dollars worth of antiques.

这次大火烧毁了价值五万美元的古物。

② They burned up all the photos.

他们把全部照片都烧掉了。

③ Let's burn up all this waste paper.

咱们把这些废纸都烧掉吧。

④ The house burned up before the firemen got there. 消防队员到达之前,房子已经烧毁了。

⑤ The fire burnt up suddenly.

炉火突然旺了起来。

12. **change into** 意为“变成,使变成”。例如:

① Liquid can be changed into gas when temperature is high enough.

当温度足够高的时候,液体能够变为气体。

② When the prince kissed the cat, it changed into a beautiful princess.

王子吻了猫之后,猫就变成了一位漂亮的公主。

【注意】介词 **into** 与动词 **break, come, divide, get, run, translate** 等连用构成短语动词。例如:

## 素质教育新教案

教师备注

① We tried not to get into trouble at school.

我们在校尽量避免出麻烦。

② Can you translate this story into French?

你能把这个故事译成法语吗?

③ The thief broke into the bank last night and stole a lot of money.

小偷昨天夜里闯入银行偷走了许多钱。

## 13. in future 和 in the future

in future = from now on, 表示“今后”, 强调与过去相对照, 过去是什么情况, 今后将是什么情况。in the future = in time yet to come, 表示“将来”, 指较长时间的将来。in the near future 指“在不久的将来”。例如:

① Be more careful with your spelling in future/from now on.

今后要更加注意你的拼写。

② Who can tell what will happen in the future?

谁能知道将来会发生什么?

③ I'm sure he will come to understand this in the near future.

我敢肯定在不久的将来他会慢慢明白这一点的。

【注】in future 常指将来某一时间, in the future 常指全部的将来, 在日常英语中, 有时这两个短语的区别并不十分明显。

## 14. put on weight/lose weight 意为“发福/减肥”。例如:

① In order to lose weight, he does morning exercises every day.

为了减肥, 他每天都做早操锻炼身体。

② Eating too much meat will make you put on weight.

吃太多的肉将使你发福。

③ Don't eat too much fat, or you'll put on weight.

不要吃太多脂肪, 否则你会长胖的。

## 15. scores of 意为“许多, 大量”。例如:

① She has seen the film scores of times.

那部电影她已看几十次了。

② Scores of years ago, a number of visitors came to the alone island.

许多年前, 一批来访者来到了这个孤岛。

【注意】score 意为“二十”时, 单复数同形。例如:

a (three) score of people 二十(六十)人

## 16. too much 和 much too

too much 可单独使用, 也可修饰一个不可数名词, 意思是“太多的”, “过分的”, much 为主要的词, too 加强 much 的语气。much too 通常用来修饰形容词或副词, too 为主要的词, much 加强 too 的语气。例如:

① You've given me too much. 你给我的太多了。

② That's too much. 那太过分了。

③ The trip might be too much for your grandmother.

你奶奶可能经受不住这次旅途。

④ I'm afraid I've put you too much trouble.

我怕是太麻烦你了。



教师备注

⑤ The coat is much too large for me.

这件外套我穿太大了。

⑥ He studies physics much too hard.

他学物理实在太刻苦了。

17. **soft drink** 软饮料, 指不含酒精的饮料, 如汽水、可乐等。例如:

—Do you like soft drink? 你喜欢软饮料吗?

—Yes, I like it, but sometimes I have a taste of wine.

对, 我喜欢的, 但我有时也喝些葡萄酒。

## II. 常用句型结构

### 1. You'd better(not) do something.

这个句型的意思是“你最好(不)干某事”。“You'd better”是“You had better”的省略形式, 其后跟原形动词, 其否定式是把否定词 not 直接放在原形动词的前面。例如:

① You'd better take a walk after supper.

你最好晚饭后散散步。

② You'd better drink more water when you catch a cold.

你患感冒时, 最好多喝些水。

③ You'd better not do that.

你最好甭那样做。

2. **Why not do something? / Why don't you do something?** 这两个句型的表面意思是: “为什么不干某事呢?”, 实际上是提出“去干某事”的建议。例如:

① Why not spend your spare time collecting stamps?

(= Let's spend spare time collecting stamps.)

为什么你不把业余时间花在集邮上呢?

(咱们把业余时间花在集邮上吧。)

② You're badly hurt. Why don't you take some medicine? (= I suggest you take some medicine.)

你伤得很厉害。为什么不服些药呢。(我建议你服些药。)

### 3. What can I do for you?

这是表示“提供帮助/服务”的交际用语, 用于商店、医院等服务行业。如:

—What can I do for you?

—Yes. Two tickets to Shanghai for tomorrow, please.

“您要买票吗?”

“是的, 请给我两张明天去上海的票。”

类似的说法有:

Can I help you?

Is there anything I can do for you?

Can I be of any help to you?



5 课时学完本单元。

第一课时 Lesson 57

第二课时 Lesson 58

第三课时 Lesson 59



教师备注

第四课时 Lesson 60

第五课时 Unit Test

## 四. 师生互动活动设计

Lesson 57 组织学生朗读、表演对话,并利用所学的日常交际用语编出新的对话。

Lesson 58 教师以问答形式让学生回答与课文相关的问题;对学生进行饮食常识的测试。

Lesson 59 阅读课文,做判断正误的练习;列举一些食物,组织学生讨论哪些食物有益于健康,哪些不利于健康;教师然后进行归纳与总结。

Lesson 60 进行听力训练。

## 五. 教学步骤

### Period 1

#### (一) 明确目标

1. Learn everyday English used by doctors and patients through the dialogue.
2. Study the language points connected with the dialogue.

#### (二) 整体感知

##### Step 1

##### 1. Presentation

Everyone wants to be healthy and strong. But we are not always feeling well. Sometimes we get ill. If we are ill, we should go to see a doctor and the doctor will examine us and give us some advice. Today we are going to learn some everyday English used by doctors and patients through the dialogue.

##### 2. Ask the students to listen to the dialogue and then answer the following questions.

- (1) What's wrong with Sharon?
- (2) Why does she get ill?
- (3) What advice does the doctor give her?
- (4) What can we learn from this matter?

#### (三) 教学过程

##### Step 2

Go through the dialogue with the students and make sure the students understand it fully.

##### Step 3

Deal with the language points.

##### Step 4

Practise the dialogue in pairs and then act it out.

#### (四) 总结、扩展

##### Step 5

Do Part 2, Practice. Make up short dialogues between the doctor and the patients, using the sentences given.

##### Step 6



教师备注

Finish off the exercises in the workbook.

### (五) 随堂练习

用动词的式当形式填空

- Jane \_\_\_\_\_ (wait) for me when I \_\_\_\_\_ (arrive).
- What \_\_\_\_\_ you \_\_\_\_\_ (do) this time yesterday?  
— I was asleep.
- \_\_\_\_\_ you \_\_\_\_\_ (go) out last night?  
— No, I was too tired.
- Was Carol at the party last night?  
— Yes, she \_\_\_\_\_ (wear) a really nice dress.
- How fast \_\_\_\_\_ you \_\_\_\_\_ (drive) when the accident \_\_\_\_\_ (happen)?
- John \_\_\_\_\_ (take) a photo of me when I \_\_\_\_\_ (not look).
- We were in a very difficult situation. We \_\_\_\_\_ (not know) what to do.
- I haven't seen Alan for ages. When I last \_\_\_\_\_ (see) him, he \_\_\_\_\_ (try) to find a job in London.
- I \_\_\_\_\_ (walk) along the street when suddenly I \_\_\_\_\_ (hear) footsteps behind me. Somebody \_\_\_\_\_ (follow) me. I was frightened and I \_\_\_\_\_ (start) to run.
- When I was young, I \_\_\_\_\_ (want) to be a bus driver.
- I \_\_\_\_\_ (see) Sue in town yesterday but she \_\_\_\_\_ (not see) me. She \_\_\_\_\_ (look) the other way.
- I \_\_\_\_\_ (meet) Tom and Ann at the airport a few weeks ago. They \_\_\_\_\_ (go) to Berlin and I \_\_\_\_\_ (go) to Madrid. We \_\_\_\_\_ (have) a chat while we \_\_\_\_\_ (wait) for our flights.

#### 参考答案

- was waiting, arrived
- were, doing
- Did, go
- was wearing
- were, driving, happened
- took, was not looking
- didn't know
- saw, was trying
- was walking, heard, was following, started
- wanted
- saw, didn't see, was looking
- met, were going, was going, had, were waiting

## Period 2

### (一) 明确目标

- To learn how to write a letter.
- To train the abilities of skimming and scanning the text.





教师备注

3. To learn Lesson 59.

## (二) 整体感知

### Step 1 Presentation

Today we are going to read about a healthy diet. "Diet" means the food we eat. Read the passage and make notes in your exercise books about Chinese food and Western food. Let's see which is the better diet.

## (三) 教学过程

### Step 2

Get the students to read the text and then find the answers to the following questions.

1. What caused Sharon's illness? ( )
  - A. Eating too much.
  - B. The peach is green in colour.
  - C. Eating too many peaches.
  - D. Eating an unripe peach.
2. What does the doctor advise Sharon to do? ( )
  - A. To have a good rest.
  - B. Not to eat unripe fruit.
  - C. To take some medicine.
  - D. All of the above.
3. Which of the following is wrong according to the passage? ( )
  - A. Vegetable is low in fibre.
  - B. Chocolate is high in fibre.
  - C. Sugar contains less energy than fruit.
  - D. All of the above.
4. It's obvious that \_\_\_\_\_ is bad for teeth. ( )
  - A. fruit and vegetable
  - B. sugar
  - C. fat
  - D. drink
5. From the passage we can conclude, when we have sports meet, we usually eat \_\_\_\_\_. ( )
  - A. rice
  - B. fruit
  - C. peas
  - D. chocolate

参考答案 DDDBD

### Step 3

Do Wb Exercise 3.

Tell if the sentences are right or wrong.

### Step 4

Read each paragraph more carefully and then find out the main idea.

Paragraph 1: A healthy diet.

Paragraph 2: People need energy to live.

Paragraph 3: The Chinese diet.

Paragraph 4: The Western diet.

### Step 5