

中 小 学 英 语 名 师 系 列 教 案


名师说课

(高一·下)

**TEACHING PLAN
FOR SEFC 1B
(UNITS 13-22)**

《英语周报》组织编写

席玉虎 主编

 中国科学技术出版社

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前言

新中国成立以来规模最大、范围最广、影响最深远的全国基础教育第八次课程改革正在教育部的领导下有序、深入地向前推进,在历次教育改革中首当其冲的英语课程改革更是如火如荼,一路领先。为配合课程改革和新教材的出版,中国外语教育研究中心、中小学英语教育研究中心、《英语周报》教研部、《英语教学通讯》杂志社联合组织编写了这套中小学英语名师系列教案——《名师说课》。

参加《名师说课》系列教案编制的中小学英语名师除部分著名特级教师担任学术指导外,主要是一批在这次课程改革实验中担任英语新课程实施任务的英语学科带头人、骨干教师和近年来留学归国的中青年教坛新秀。由他们担任《名师说课》教案的主创人员,保证了这套系列教案的科学性、创新性、规范性和可操作性。

《名师说课》系列教案的总体特点可以用“求高、求准、求实、求新”八个字来概括,即教案设计由过去的“知识立意”提升为“能力立意”,这是教案设计的立意求高;在教学目标的设计中,将单元教学目标(Goals)分解为目标语言(Target language),帮助师生在教学活动中做到目标具体准确,这是教学目标的设定求准;在单元课型和课时的设计中,针对新修订的高中英语教材难度大、份量重的特点,坚持从学情实际出发,进行“教材分析”和“教材重组”,将单元教学目标科学地分解在5到6个不同课型的课时中来完成,以保证把教学任务落到实处,这是教案设计不搞花架子——求实;在教学过程的设计和每个教学环节(step)的教学方法的设计上,既坚持将这些年来在英语教育教学实践中证明行之有效的做法传承下来,又根据新课程、新课标、新教材的要求,努力做到使课堂教学的全过程符合英语教学的基本规律,使有关环节的英语教学方式符合“自主学习方式、研究性学习方式、合作学习方式和任务型教学方式”的要求,这是在教学实施过程和方式上的求新。

根据新教材“话题——功能——结构——任务”的基本特征,《名师说课》系列教案以话题为核心,功能为重点,结构为基础,最终落实在任务的完成上。课堂教学目标的设计采

用三维目标体系:目标语言、能力目标、学能目标。每节课时教案中的目标语言使教师对每节课时的教学内容重点一目了然。每节课的“能力目标”具体明确,且把能力目标与目标语言有机地结合到一起,使课时教案设计实现了目标语言和能力立意的高度统一。每课时的“学能目标”旨在培养学生怎样达到能力目标,教师的教是为了不教!教学环节(step)的设计把教学过程的重点放在上述三大目标(目标语言、能力目标和学能目标)上,努力做到三大目标的和谐统一。

《名师说课》系列教案来源于一线教师的教育教学实践,具有科学性、创新性、规范性和可操作性。课堂教学设计符合学生生理和心理特点,并遵循学习语言的规律。我们相信,这套《名师说课》系列教案的推出,将有助于广大中小学英语教师深刻地领悟新的课程标准,有效地进行课堂教学,达到教学相长的目的。

由于任务紧迫、时间仓促,若有谬误之处,欢迎批评指正。

本书有部分文章引自互联网,作者不详,无法付费,请作者与编者联系。

《英语周报》教研部

《名师说课》系列教案编写组

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Unit 13 Healthy eating

I. 单元教学目标

技能目标 Skill Goals

Talk about eating habits and health
Practise seeing the doctor
Practise giving advice and making suggestions
Use the modal verbs *had better*, *should* and *ought to*
Learn some useful cooking terms
Read and write recipes

II. 目标语言

功 能 句 式	1. Practise seeing a doctor 医生询问和提建议 What can I do for you? What was the matter(with you)? Lie down and let me examine you. Let me have a look. Where does it hurt? It is 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/ all right soon. 病人描述病情 I've got a pain/cough/headache. This place hurts. I don't feel well. There is something wrong with ... 2. Giving advice and making suggestions 劝告和建议 You had better/ ought to /should ... I advise you(not) to ... 3. Practise ordering food 练习点菜 May I take your order? Yes. I'd like ... , please. What does that come with? It comes with ... and ... What would you like to drink? What can you recommend? Anything else? I'd like to try ... , please.
	词 汇 fat, stomach, fever, salad, peach, ripe, ought to, examine, plenty of, energy, soft, bar, fuel, diet, keep up with, pace, make a choice, bean, function, fiber, mineral, chemical, balance, short of, fit, digest, gain, sleepy, now and then, brain, peel, roll up, tasty, mushroom, steam, boil, bacon, lettuce,

词 汇	mixture, spoonful, slice 2. 认读词汇 junk, vitamin, snack, Sharon, calorie, nutrient, nutrition, notorious, protein, muscle, calcium, dairy, product, carbohydrate, vegetarian, vegan, yoghurt, eco-food, organic, supplement, refuel, recipe, roll-up, ingredient, chop, dice, stir 3. 词组 have a fever/headache, make a choice, go on a diet, a balanced diet 4. 重点词汇 stomach, peach, examine, practise, offer
	重 点 句 子 1. You ought to be careful with ... 2. I think that might be the problem. 3. I have got a pain here. 4. We are well prepared for ... 5. Choosing what to eat is no longer as it once was. 6. Only in that way will we be ready for the challenges and opportunities in life.

III. 教材分析与教材重组

1. 教材分析

本单元以 **Healthy eating** 为话题,旨在通过单元教学使学生了解健康饮食以及饮食习惯与健康的关系,学会看医生,能正确使用情态动词 *had better*, *should* 和 *ought to* 进行劝告和提建议,掌握一些有用的烹饪词汇,读懂食谱并能写出自己喜爱的食谱。

1.1 **WARMING UP** 旨在引导学生结合自身已有的体验和认识,了解什么是垃圾食品,什么是健康食品,以及为什么这些食品被称为垃圾食品或健康食品,并要求学生能正确运用 *I think that ... is /are junk /health food because ...* 句型。

1.2 **LISTENING** 是关于 **Mike** 因饮食过量感觉不舒服去看医生的材料。此部分涉及英语新课标话题项目表 12“饮食”、13“健康”和功能意念项目表 4“就医”,并且设计了“提建议”(英语新课标功能意念项目表 22)的练习题。

1.3 **SPEAKING** 是一个任务型教学活动。共创设了三个情景: 1. 我一直咳嗽,发烧头疼。 2. 我的胳膊折了,很疼。 3. 我晚上睡不着,所以总是感觉很累。这些情景都要用到叙述病情、医生看病和提建议等用语,使学生进一步练习“看医生”的用语。这一部分设计是在“听力”部分的信息输入的基础上,训练学生口语输出的能力。

1.4 **PRE-READING** 是 **READING** 的热身活动。要求采用讨论式小组合作学习的学习方式完成。

1.5 **READING** 是关于“健康的饮食习惯”和“健康食

品”的科普文章。从文中我们可以了解到不同食物中含有不同的营养成分以及我们身体所需的各种营养应从哪些食物中摄取。健康的饮食习惯是保证身体健康的最好方法。教育同学们要养成良好的饮食习惯,保持健康,去应对人生的挑战和机遇。

1.6 POST-READING 第一题是阅读技巧中猜词能力的训练;第二题在理解课文的基础上,重点训练学生的归纳能力;第三题除了训练学生的概括能力外,更能开阔学生的思路,丰富学生的视野;第四题是训练学生开放性思维,要求学生能够把课本知识与社会生活知识联系起来,就社会热点问题用英语表达自己的观点。

1.7 LANGUAGE STUDY 分词汇和语法两部分。其中,Word study 是一个英语释义练习,Grammar 在引导学生体验、探究、归纳 had better (not) 结构的表意功能的基础上,进行任务型巩固训练。Part 1 是根据语境完成句子,训练学生正确提出劝告和给出建议;Part 2 则是综合性较强的语法练习题,要求以报纸专栏作家的口吻针对学生实际生活中遇到的问题给出忠告和提出建议。具体内容是要求学生就西方餐桌礼仪方面给出建议,餐桌礼仪曾是第一册(上)第六单元的话题,是已经学过的,教材的编写遵循了新旧结合原则,降低了新内容的难度。所以同学们只要正确掌握情态动词的用法,应该很容易就能完成此练习题。值得注意的是,从本单元的语法训练设计可以看出,本教材已明显地由以结构为特征的传统语法训练变为以功能为特征的功能语法训练,充分体现了新教材的话题、功能、结构、任务相结合的特点。

1.8 INTEGRATING SKILLS 中的 Reading and writing 是一个整体训练材料,而 reading 部分又是主课文的延伸,要求学生了解我们为什么需要 snacks,什么是 good snacks,怎样准备 snacks。写作部分(writing)要求同学们正确使用烹饪词汇(cooking terms),根据课文中 tips 和 reading 部分中的食谱,与同学合作,写出自己喜爱的一道菜的食谱。课前,可以通过向家长或厨师请教,或者通过图书馆、互联网、报刊或电视等途径了解一些烹饪知识和饮食常识,并经过实践再用文字表述出来,介绍给别人。此活动不仅有助于提高学生的英语写作能力,而且扩大了学生的视野,丰富了健康知识,同时也锻炼了学生的交际能力和自主学习能力。

2. 教材重组

2.1 把 WARMING UP 作为 READING 的导入内容。将 PRE-READING, READING 和 POST-READING 整合在一起上一节“阅读课”。

2.2 从话题内容和训练目的上分析,LISTENING 与 SPEAKING 相一致,将 LISTENING, SPEAKING 整合在一起,设计成一节“听说课”。

2.3 将 GRAMMAR 与 WORKBOOK 中的语法练习题整合在一起上一节“语法课”。

2.4 将 INTEGRATING SKILLS 设计为一节“综合实践课(一)”。

2.5 将 WORKBOOK 的 INTEGRATING SKILLS 设计为一节“综合实践课(二)”。

3. 课型设计与课时分配(经教材分析,本单元可以用5课时教完)

1st Period	Reading
2nd Period	Listening & Speaking
3rd Period	Grammar
4th Period	Integrating Skills(I)
5th Period	Integrating Skills(II)

IV. 分课时教案

The First Period Reading

Teaching goals 教学目标

1. Target Language 目标语言

a. 重点词汇和短语

no longer, keep up with, had better, make the right choices, base on, keep a balanced diet, lose weight, go on diets, keep fit

b. 重点句型

Only in that way will we be ready for the challenges and opportunities in life.

2. Ability goal 能力目标

From the text students should learn that different foods will give us different nutrients and their functions to our body are different. Learning the text will help them develop healthy eating habits.

3. Learning ability goal 学能目标

Students are divided into different groups. Each group will be assigned different tasks. They will learn the following from different resources: what are healthy food and what are junk food, different foods contain different nutrients, different nutrients have different functions, what are healthy eating habits and how to develop healthy eating habits.

Teaching important point 教学重点

To help students learn that different foods have different nutrients and their functions to our body are different. We should eat healthy food and develop healthy eating habits.

Teaching difficult point 教学难点

How to analyze the text and grasp the main idea of the text.

Teaching methods 教学方法

Listening, reading, discussing

Teaching aids 教具准备

A tape recorder, a projector and a computer

Teaching procedures & ways 教学过程与方式

Step I Leading in

T: Welcome back to school. How did you spend the Spring Festival?

S: *Every day I watched TV programmes and slept late. During the Spring Festival I had a lot of delicious food.*

T: The Spring Festival is the most important Chinese traditional festival. During the festival, we usually have delicious food. But not all delicious food is healthy food. Please look at some photos of food. Can you tell me what is healthy food and what is junk food?

(Show some photos of food on the Powerpoint.)

Step II Warming up

First the teacher will show students how to describe the food shown in the photos, using the pattern "I think that ... is junk/healthy food because ..." (This pattern will be shown on the PowerPoint). Then ask students to tell what is healthy food and why these are healthy food while those are junk food. The teacher will give an example, talking about the photos with students.

T: What do you think is junk food shown in the photos?

S1: *I think that ice cream is junk food because it has a lot of fat and sugar.*

T: What is healthy food in your opinion?

S2: *I think that vegetables are healthy food because they contain lots of vitamins.*

Then ask students to work in pairs talking about the photos and make sure students know what is junk food and what is healthy food.

Suggested answers:

1. I think that French fries/chips and hamburgers are junk food because they contain a lot of fat.
2. I think that dumplings, corn, noodles and rice are healthy food when we eat the right amount with some vegetables and meat because they give us the main fuel.
3. Cabbages, tomatoes, carrots and cucumbers are healthy food because they contain plenty of vitamins.
4. I think fried bread is junk food because it has too much oil and fat. Nuts and beans are healthy food because they contain plenty of protein and minerals.
5. I think bananas, apples, pears, oranges and grapes are healthy food because they are rich in fibers, minerals and vitamins.
6. I think beef, chicken, pork and fish are healthy food because they contain lots of protein.
7. I think ice creams, candy, candy bars and chocolates are

junk food because they have too much fat and sugar.

8. I think tofu is healthy food because it contains protein. I think mushrooms are healthy food because they have fibers, vitamins and minerals.

Task1: Every student should stand up and walk around the classroom to make a survey on five of his classmates of their eating habits. Try to find out how many meals they have every day, what their favourite food is and how much water they drink every day. Fill in the following form and decide whether what they eat is junk food or not and if they have good eating habits.

name	breakfast	snacks	lunch	dinner	water

After students finish the form, show one or two on the projector and discuss with the whole class.

Step III Reading

T: Eating habits are very important to our health. In this class we are going to talk about what we should eat. Now open your books on Page 3 and look at the pre-reading questions. Please discuss the questions in pairs. (You may skip the pre-reading questions if the students have done task 1 quite well.)

Suggested answers to the pre-reading questions:

1. The answer should be based on the number of calories per 100 grams. A bar of chocolate will give us the most energy.
2. Generally speaking people have three meals, but some young people and students don't have breakfast. I think breakfast is very important because after a night we need to refuel so that we can have energy for the day.
3. I drink 1.5 liters.
4. I usually have some vegetables. Because they are healthy food.

I usually have some cookies. Because it is very convenient to get.

S: *We are what we eat.*

T: How do you understand this sentence?

S1: *We can get some nutrients from what we eat.*

S2: *We should eat healthy food, not junk food.*

T: It means that if we don't eat healthy food, then we won't be healthy physically... if we eat junk food, then we will be less physically fit. What we eat affects our life. So much for the title. First I'd like you to do the scanning and then fill in the form.

There is no need to look through the whole text. (Show the form on the Powerpoint.)

Scanning

This is individual work. Ask the students to scan the text and fill in the following form. The students should finish the work independently.

Food	Nutrient	Function
	Protein	
Eggs, milk and other dairy products		
		Main fuel for our body
	Vitamins	

Three minutes later, check the answers with the whole class. Show the answers on the Powerpoint.

Food	Nutrient	Function
Fish, meat and beans	Protein	Good for muscles
Eggs, milk and other dairy products	Calcium	Good for bones and teeth
Bread, rice and noodles	Carbohydrates	Main fuel for our body
Vegetables, fruits, fish and milk	Vitamins	Help body fight diseases

Skimming

Sum up main ideas of the text.

Ask the students to read through the text and grasp the main idea of the text. Before giving students the answers, ask them to discuss first.

In this procedure, students should sum up the main ideas by themselves first, then discuss with group members. (cooperative learning)

T: Now let's sum up the main idea of each part. This time I will play the tape for you. While listening, please think carefully and decide how many parts the text should be divided into.

After listening to the tape, students will think carefully and then they will discuss with their group members. Then some spokesmen will stand up and speak out their opinions.

T: OK. I'm glad you have thought actively and had a heated discussion. Let's look at the suggested answers.

(Show the suggested answers on the Powerpoint.)

The main idea of each part

Part 1 (Para. 1):

In order to keep up with the high pace of modern life, we had better learn to make the right choices about what and how we eat.

Part 2 (Para. 2):

Different foods have different nutrients and different functions.

Part 3 (Para. 3-5):

How we make right choices about what we eat. The best way to keep healthy is to develop healthy eating habits.

Step IV Explanation

During this procedure teacher will play the tape for students. Students will underline the difficult sentences. After listening to the tape, teacher will explain the text and deal with language problems. While explaining the text, teacher will ask students to refer to Note 4-6 on Page 131-132 and learn the phrases "no longer, keep up with, had better, make the right choices".

T: We have learned the main idea of the text. Now let's read the text carefully and pay attention to some details. This time we will deal with some difficult language points. Next I will play the tape for you.

After explaining the difficult sentences, show the following on the Powerpoint.

1. We are what we eat. 句中 what 意为 the thing(s) that, 引导一个表语从句。全句意为: 我们就是所吃的那种东西。用通顺的汉语来说, 可理解为“吃啥像啥”或“吃啥补啥”。

2. base(与 on, upon 连用)根据; 基于

Advertisements based on these facts have been printed in newspapers and magazines but have not helped much. 根据这些情况拟定的广告词已经登载在报纸和杂志上, 但是效果不大。

This news report is based entirely on fact.

这篇新闻报道完全是根据实际情况写成的。

Judgement should be based on facts, not on hearsay.

判断应该以事实为依据, 而不应该依靠道听途说。

One should always base one's opinions on facts.

意见应以事实为根据。

3. gain (lose) weight 增加(减少)体重, 吃胖(消瘦)

He gained weight after his illness. 病后他的体重增加了。

put on weight 体重增加, 发胖

4. to be on a diet 节食; 吃限定食物

People who are on a diet mustn't have chocolate.

正在节食的人不能吃巧克力。

5. Eating habits become part of who we are.

句中的 who we are 是 part of 中介词 of 的宾语从句, who 是从句的表语, are 在从句中作“人的原本构成”解, who we are 意为“我们本身(自身)的”。全句意为:饮食习惯成为我们自身的一个组成部分。全句意为:讲究餐饮已成为很多人的习惯(或:已成为时下人们观念的一部分)。

6. keep fit 保持健康

He runs to keep fit. 他跑步是为了保持健康。

7. Only + 状语 置于句首, 句子要倒装。

Only then did I realize that I was wrong.

Step V Post-reading

Ask the students to discuss the following questions according to what they have learnt from the text and the Internet. They can also refer to the chart on Page 73.

T: We have learned a lot about healthy eating and healthy food. Now let's discuss the following questions. Please work with your group members.

1. How have our eating habits changed? Why? Try to think of as many examples and reasons as possible.
2. List the examples and the reasons why people eat or don't eat certain kind of food.
3. Why do people go to fast food restaurants?
4. Why is it not good to eat too much sugar and fat?
5. Why are crash diets and supplements so popular?
6. Shall we follow the advice that many companies and stores offer?
7. What can we do to keep a balanced diet?

After the spokesmen in each group give possible answers, show the suggested answers on the Powerpoint.

Suggested answers

1. Because our way of life has changed, our eating habits have also changed. Traditional diets often have too much fat and too many calories. For example my father told me when he was young, he ate more rice than vegetables and seldom ate fish and meat. Because his family were poor and the living conditions were not good.
2. Various answers.
3. Because it is convenient and takes less time.
4. Too much sugar and fat is bad for our teeth, and they may cause high blood pressure and weight problems.
5. Because weight problem is very common. In order to lose weight, many people choose crash diets and supplements, for some companies say they will make people lose weight fast.

6. It depends. We should ask experts for advice.

7. We should learn more about our body and fuel it needs to keep fit and develop healthy eating habits.

Suggested answers to the post-reading questions on Page 4:

1. "Fuel" in the text means the food we need to keep our bodies healthy and active. Green foods are those healthy ones that are grown and produced naturally. Green foods are good to human being and will do no harm to the environment.
2. any food that tastes good
any food that is healthy
any food that is a vegetable
any food that is organic
any food that is safe
3. People are paying more attention to their health with the living conditions improved.

Step VI Homework

Go over the text.

1. Sum up what is healthy food and what is junk food.
2. Different foods have different nutrients and different functions. Talk about them.

The Second Period Listening & Speaking

Teaching goals 教学目标

1. Target language 目标语言

a. 重点词汇和短语

fat, stomach, fever, salad, peach, ripe, ought to, examine, plenty of

b. 交际用语(Learn the following by heart.)

What can I do for you?

What was the matter(with you)?

Lie down and let me examine you.

Let me have a look.

Where does it hurt?

It is nothing serious.

You'd better have a good rest.

Take this medicine three times a day.

And I advise you not to do ...

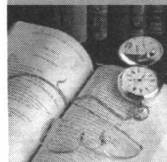
Drink plenty of water and have a good rest.

You'll be well/ all right soon.

I've got a pain/cough/headache.

This place hurts.

I don't feel well.



There is something wrong with ...

2. Ability goal 能力目标

Enable students to see a doctor.

3. Learning ability goal 学能目标

Practise seeing a doctor.

Teaching important point 教学重点

Learn the patterns used when seeing a doctor.

Teaching difficult point 教学难点

Make another dialogue between the doctor and patient and act it out in class.

Teaching methods 教学方法

1. Listening to the tape (individuals).
2. Pairs work to practice the dialogue and make up another dialogue (cooperative learning).

Teaching aids 教具准备

A recorder, a projector and a computer.

Teaching procedures & ways 教学过程与方式

Step I Revision

T: Good morning / afternoon, class! Yesterday we learned that different foods have different nutrients and different functions. So I'd like you to name some foods and tell us their nutrients and functions.

S1: *Fish, meat and beans contain a lot of protein, which is good for our muscles.*

S2: *Eggs, milk and other dairy products are rich in calcium, which is good for our bones and teeth.*

S3: *We can get carbohydrates from bread, rice and noodles. Carbohydrates are the main fuel for our body.*

S4: *Vitamins, which we can get from eating vegetables, fruits, fish and drinking milk, help our body fight disease.*

T: What is healthy food?

S: *Healthy food should contain some fat, some fibre, and a little salt and so on. Healthy food is rich in fibre and low in sugar and fat. Healthy food will give us the nutrients we need.*

T: What is junk food?

S: *Junk food is rich in sugar and fat.*

T: We should learn more about our body and fuel it needs to keep fit. We should develop healthy eating habits.

Step II Leading in

T: If one doesn't have good eating habits, he will have problems. If he doesn't feel well, what should he do?

S: *He should go and see a doctor.*

T: Yes, he should go and see a doctor. In this class we will

learn how to see a doctor. Something is wrong with Mike, so he has to go and see a doctor. Let's listen carefully and try to find out what's wrong with Mike and what causes the problem. While listening to the second dialogue, pay more attention to what the doctor says and what Mike says. Please finish the exercises on Page 2.

Step III Listening

Play the tape for students. While listening, the students should grasp the key words and get the main idea. After listening to the tape, do the exercises. And check the answers with the whole class. Then sum up the useful expressions used when seeing a doctor.

Later look at the screen to compare with what they have chosen.

Teachers shows the useful expressions used when seeing a doctor on the Powerpoint.

Step IV Speaking

T: Now let's practice these useful expressions. There are 3 situations about seeing a doctor on Page 2. One pair may choose one situation. First Student A and I will give you a sample.

Teachers and a student will give a sample of "Seeing a doctor".

The other students listen carefully while the teacher and the student are performing the dialogue.

After seeing the sample, students will do pair work.

T: OK, everyone! Please remember when a patient goes and see a doctor, he /she should tell the doctor his/her problem. The doctor should ask some questions and examine the patient. And then the doctor should give the patient some treatment and advice. Now you are going to work in pairs to write a dialogue between a doctor and a patient. Please remember to use the useful expressions on the Powerpoint.

The useful expressions:

DOCTOR

What can I do for you?

What was the matter (with you)?

Lie down and let me examine you.

Let me have a look.

Where does it hurt?

It is 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/ all right soon.
PATIENT
 I've got a pain/cough/headache.
 This place hurts.
 I don't feel well.
 There is something wrong with ...

Step V Practice

Two minutes later, some pairs will be asked to act out their dialogues.

Step VI Language points

T: At the end of the class, I'd like to sum up the usage of some words.

Please pay more attention to the following.

1. stomach -ch /k/ two stomachs
 peach -ch /tʃ/ many peaches
 Please remember -ch is pronounced differently in the two words, so their plural forms are different.
2. ripe adj.
 1) 成熟的
 be ripe for harvest 已成熟, 可以收割
 be ripe for settlement 解决问题的时机已经成熟
 This fruit isn't ripe yet - we can't eat it.
 这水果还没有熟, 不能吃。
 Soon ripe, soon rotten. [谚]早熟早烂, [喻]早慧早衰
 2) 准备好的; 适宜的
 ripe land for industrial development
 适于工业发展的土地
3. fever n 发烧; 热度
 have a high fever 发高烧 be in a fever 在发烧
 Mike doesn't have a fever. 迈克不发烧。
4. plenty of 丰富, 充足; 大量
 后接可数名词或不可数名词均可
 We have plenty of time to catch the train.
 我们有充足的时间赶火车。
 There is plenty of room in my bag. 我包里还很空。
 There are plenty of men out of work. 有很多人失业。
 We have plenty of time to finish the job.
 我们有充裕的时间完成这项工作。
5. examine 检查; 细查 强调“认真地仔细地检查”
 The doctor examined her carefully.
 医生给她作了仔细的检查。
 Yesterday the firemen examined the ground carefully,

but were not able to find any broken glass. 昨天, 消防队员们仔细地检查了地面, 但未能找到任何碎玻璃。

My suitcases were examined at the Customs when I entered the country.

入境时, 我的提包在海关受到了检查。

6. check 检查; 核对

不用于被动语态。强调用检查或调查的方法印证某事物; 核实或核对的目的是确保情况良好 (某事是正确的, 或是安全的)。

You should check your bicycle before you ride it.
 你在骑自行车之前应该检查一下。

How does his story check out with the facts?
 他的说法经核实后真实程度有多大?

Please check over the speech draft and correct the mistakes, if any.

请把讲演稿检查一遍, 如果有错误, 请改正过来。

Step VII Homework

1. Do listening exercises on Page 71. Do Vocabulary Exercise 1-3 on Page 72 & 73. The answers to Exercise 1-2 will be given to students and they will check the answers by themselves. Check Exercise 3 at the beginning of next period of class.
2. Try to find out the calories of different foods on the Internet or from the biology book.

The Third Period Grammar

Teaching goals 教学目标

1. Target language 目标语言

Learn the modal verbs *had better, should, ought to*

2. Ability goals 能力目标

Practise giving advice and making suggestions.

3. Learning ability goals 学能目标

Give advice and make suggestions, using the modal verbs *had better, should, ought to*

Teaching important points 教学重点

How to use the modal verbs *had better, should, ought to*

Teaching difficult points 教学难点

How to give advice and make suggestions using the modal verbs in proper situations.

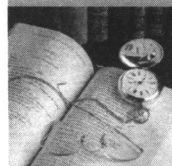
Teaching methods 教学方法

Explaining and practicing

Teaching aids 教具准备

A projector and a computer

Teaching procedures & ways 教学过程与方式



Step I Revision

Check Exercise 3 on Page 73.

Show the possible answers on the Powerpoint.

After showing the answers, go on to deal with the grammar.

T: From the chart we learn that fried rice, French fries, roast duck and chocolate contain a lot of fat. So we should not eat too much of these. We ought to eat more vegetables and fruits. This is the grammar we are going to learn in this class.

Show the Powerpoint of Grammar:

had better, should, ought to

Step II Grammar

Explain how to use the modal verbs-had better, should, ought to

T: When we give advice or show our opinions about something, we can use had better or had better not. When we are trying to advise someone what to do or what not to do, we can use should/ ought to, should not/ought not to

Ask students to read the following sentences:

You had better get some rest. (You'd better get some rest.)

You had better not eat fruit that isn't ripe.

(=You'd better not eat fruit that isn't ripe.)

You should/ought to be careful with fruit.

You should not/ought not to eat too much junk food.

(=You shouldn't/oughtn't to eat too much junk food.)

Step III Practice

T: Now we are going to do some exercises to practise the three modal verbs. Do Exercise 1 on Page 5. Complete the following sentences, using should, ought to, had better or their negative forms to give advice. You may have various answers. First do the exercises individually and then we will check them together.

Check the answers with students:

1. You have a bit of fever. You should drink more water.
2. You ought not to eat junk food if you want to be healthy.
3. If you are sick, you should have a good rest.
4. Before you eat an apple, you should wash it first or peel it.
5. You don't look well. You had better go and see a doctor.
6. You have a bad cough. You had better take some medicine.
7. This medicine will make you sleepy. You ought not to drive after you take the medicine.
8. There is nothing seriously wrong with your knees, but you should be careful.

Teacher will encourage students to give many possible answers.

Do Exercise 2 of the grammar on Page 6. The students work

in groups and finish the exercise. Five minutes later, Teacher will show three of the students' work on the projector.

Step IV Consolidation

Do Exercise 1 first and then do Exercise 2. Ask five students to the blackboard to write the sentences on the blackboard. Each student writes one sentence. The others will write in their exercise-books. Then check the answers with the whole class.

T: To build up the grammar, we are going to do the grammar exercises on Page 74 and do Exercise 1 together.

Student A, please fill in the first blank.

S1: "You had better take this medicine and stay in bed", the doctor said to him.

Then finish the rest 9 sentences like this.

T: We are going to translate the five sentences into English, using the modal verbs we've learned in this class. Student A, please come here and write the first sentence on the blackboard. Student B, the second. Student C, the third. Student D, the fourth. Student E, the fifth. The other students write the sentences in your exercise-books. Then we will check the answers together.

Step V Homework

1. Write Exercise 3 on Page 74 in their exercise-books after class.
2. Talking on Page 72. Students are asked to practise ordering food as the waiter/waitress and customer.

The Fourth Period Intergrating Skills(I)

Teaching goals 教学目标

1. Target language 目标语言

Talk about good snacks.

2. Ability goals 能力目标

Students should learn what are good snacks and be able to write a recipe. When writing a recipe, try to use the following words: chop, peel, slice, dice, stir, mix, add, boil, steam, fry and etc.

3. Learning ability goals 学能目标

Learn what are good snacks and how to prepare snacks.

Teaching important points 教学重点

What are good snacks. Learn some useful cooking terms.

How to write a recipe.

Teaching difficult points 教学难点

How to write a recipe.

Teaching methods 教学方法

Reading & Writing

Teaching aids 教具准备

A recorder, a projector and a computer

Teaching procedures & ways 教学过程与方式

Step I Revision

Check the homework.

T: If you are a doctor who answers questions about diets and nutrition of Food and Diet. Yesterday you got three letters from readers. You are asked to give them some advice. Please give your advice to the three readers.

The students hand in their homework and the teacher shows a few copies of the students' homework on the projector.

The whole class will check the advice together and correct the mistakes if there are any.

Step II Pre-reading

Brainstorm

Before reading the passage, ask the students some questions.

1. Why do we eat snacks?
2. What are good snacks?
3. How to prepare a delicious snack?

The students may not know the answers. But they are free to speak out what they think.

Step III Explanation

After students give their answers, ask students to read the text. While reading the text, students should be able to find the answers to the above questions. After discussing the questions, check the answers with the whole class. Then play the tape for students to listen and try to imitate the intonation.

T: OK, let's read the text and see what the text tells us about snacks.

Show the possible answers on the Powerpoint.

Students should work individually and then discuss with the other group members.

Show the answers to the questions on the Powerpoint.

The suggested answers:

1. Besides our main meals, we still need to refuel now and then. Eating snacks will give our body and brain more energy.
2. Good snacks should not have too much fat or sugar.
3. Step 1: Start by making a list of all the ingredients. Also listed how much is needed—a spoonful, a cup, a pound, etc.
Step 2: Know what should be done with each ingredient.
Step 3: Know which ingredients should be mixed together

and how to mix.

Step 4: Know how the ingredients should be cooked.

Step 5: Know how long it takes to cook the snack.

Step IV Pre-writing

Read the two recipes carefully and pick out the useful cooking terms.

Show the useful cooking terms on the Powerpoint.

Students pick out the useful cooking terms: chop, cut, peel, slice, dice, stir, mix, add, boil, steam and fry.

T: Now read the two recipes in the text and pick out the cooking terms. Please pay attention to the writing of a recipe.

Step V Writing

Work with the other group members and discuss first and then write out their own favorite dish, referring to the tips on Page 7.

Students are given 10 minutes to write a recipe. They should discuss first and then a group will write one. Ten minutes later, show their recipes on the projector. Students check each other.

Step VI Post-writing

Show the students of a western healthy recipe on the Powerpoint. Students should work together and analysis the western recipe and write out a Chinese recipe according to the sample. While writing the recipe, students should refer to Exercise 3 on Page 73.

Loin of Pork with Vegetable Stuffing

Serves 4

2 tablespoons finely chopped yellow onion

2 tablespoons finely chopped carrot

1/2 medium-size sweet red pepper, cored, seeded, and chopped fine

1 slice whole wheat bread, crumbled

1/4 cup hot water

1/4 teaspoon salt

1/4 teaspoon ground ginger

1/8 teaspoon each black pepper and ground cloves

1 boneless loin of pork (1 or 1/2 pounds), trimmed of fat

2 tablespoons lemon juice

1. Preheat the oven to 400 degrees F. Put the onion, carrot and red pepper in a small saucepan with just enough boiling water to cover; simmer over moderate heat until

tender but still crisp – about 4 minutes. Drain, rinse under cold water, then drain well again; set aside.

2. In a medium-size bowl, soften the bread by pouring the hot water over it and letting it stand for 1 minute. Squeeze out all the liquid. Add the cooked vegetables to the bread along with the salt, ginger, pepper, and cloves, and mix well.
3. With a sharp knife, cut a large pocket in the middle of the loin of pork, taking care not to cut through the opposite end. Fill with the vegetable stuffing. Sprinkle the lemon juice over the pork and rub it in.
4. Place the pork in an ungreased (脱脂的) 13"x9"x2" baking pan and roast, uncovered, for 20 minutes; lower the heat to 350 degrees F. and roast 20 minutes longer.
5. Let the roast stand at room temperature for 20 minutes before serving. Cut into 3/8 inch thick slices and serve.

Per Serving:

Calories 332 J

Protein 36 g

Carbohydrates 5 g

Cholesterol (胆固醇) 117 mg

Total fat 18 g

Sodium (钠) 258 mg

Added sugar 0 g

Fiber 1 g

Source: *Reader's Digest* "Great Recipes for Good Health"

Step VII Homework

Students are asked to write a Chinese healthy recipe by themselves in their exercise books.

The Fifth Period Integrating Skills (II)

Teaching goals 教学目标

1. Target language 目标语言

Talk about healthy life

2. Ability goals 能力目标

Students will learn why fast food is junk food and what a healthy life is.

3. Learning ability goals 学能目标

Fast reading skills. From the text students should learn to guess a word from the context.

Teaching important points 教学重点

Fast reading skills. Help students to learn that a balanced diet combined with exercise is the recipe for a healthy life.

Teaching methods 教学方法

Reading & Writing

Teaching aids 教具准备

A recorder, a projector and a computer.

Teaching procedures & ways 教学过程与方式

Step I Revision

Show some photos of food on the Powerpoint and ask students to pick out the junk food. Students should be able to pick out what is junk food.

T: Please look at the photos on the Powerpoint. What is junk food?

Step II Pre-reading

Ask students what is the difference between junk food and health food.

If they are not very clear about the difference, ask them to look through the text quickly and try to find out the answer. Students may give various answers.

T: Why do we call them junk food?

S: *Because they are rich in fat and sugar. They are low in nutrients.*

T: What about health food?

S: *Health food contains nutrients that our body needs.*

Step III Listening & Reading

Play the tape for students to follow and find the answers to the following questions. Show the questions on the Power-Point.

1. What is a couch potato?

2. What is a mouse potato?

3. Why are there so many couch and mouse potatoes?

After reading through the text, students should give the possible answers.

1. A couch potato is someone who spends too much time in front of TV and eats too much junk food.

2. A mouse potato is someone who sits in front of his or her computer all day and eats junk food instead of regular meals.

3. One reason is our modern way of life. We go to fast food restaurants and buy ready-made or pre-prepared dishes. It is difficult for us to control what we eat.

Step IV Explanation

Read for the second time. While reading students should find the answers to the following questions.