

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

(二年级)

崔君方 编著

北京师范大学出版社



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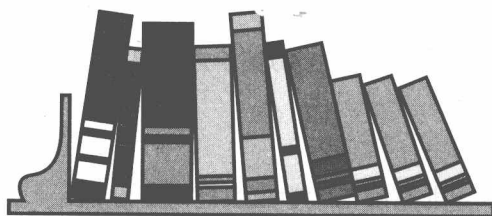
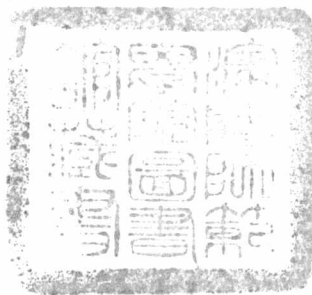
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出版说明

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,随着教育改革的深入发展,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主义建设的需要。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《高二英语课本》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:高二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 Disneyland

一、教学目标与要求

通过本单元教学, 学生了解沃尔特·迪斯尼艰苦创业的一生。学生能用英语简单描述迪斯尼乐园的概况; 描述沃尔特·迪斯尼如何从一个普通的年轻人成为事业上的强者。通过对话课的学习与操练, 复习有关问路及应答用语, 并能用所学语言描述学生所在地的一处名胜古迹; 复习宾语从句的用法, 熟练掌握该语言现象, 并正确运用到口语和书面语中; 正确完成练习册安排的练习。

二、教学重点与难点

1. 重点词汇 ahead; sign; character; operate; strict; imagine; view; heat; take along; in the hope of; well-known; lose heart; day after day; in this way; bring on

2. 重要句型 1) Disney's greatest wish was to be a famous artist. 2) They used to be shown in cinemas all over the country before the main film was shown. 3) It cost between \$ 500 and \$ 600 million to build.

3. 语法 复习宾语从句 (Revision of the Object Clause) 1) We're sure you'll be well known as an artist before long. 2) May I ask you when and where you were born, Mr. Disney? 3) Could you tell me what kind of family you were born in? 4) I considered that the park was good value for the money.

4. 日常交际用语 问路及应答 (Asking the way and responses) 1) Excuse me. Can you tell me the way to the Sleeping Beauty Castle? 2) Yes. Go straight ahead till you see the entrance. It's about four hundred yards down this street. 3) Excuse me. How can I get to Bear Country? 4) Go through the gate and you'll find the entrance to Bear Country on the other side. 5) Just take this street round to the right of the castle. 6) Where's the nearest men's room? 7) Go down the street till you get to the clock tower. Then you'll see the sign for the rest rooms.

三、课型

(一) 对话课

I. 教具 录音机、投影仪。

II. 课堂教学设计

1. 教师可通过以下这些话导入正课: I am very pleased to see you here again after the summer vacation. Now tell me something about your life in the summer holidays. Anybody

has done travelling? Hands up, please.

教师可向假期外出的同学提问,从而引出本课对话:1) Where have you travelled? 2) Who went there with you? 3) How did you get there? 4) How long did you stay there? 5) What did you do/see there? 6) Is there anybody in our class who has ever been abroad before? OK. Just now we heard some of you telling us your experience of travelling. I believe that all of us like travelling. Today we are going to a wonderful place to have a look. That is Disneyland in the USA. Would you like to go with me?

2. 准备放对话录音,用口头形式或用投影仪打出听前提问: Do you have to pay money if you want to take the horse-drawn streetcars? And how do you know?

放录音一遍,请一位同学回答上述问题。

Key: No, it is free to take the horse-drawn streetcars.

3. 再放录音,学生跟读一至两遍。

根据本课对话内容,教师再提出一些问题,检查学生的理解程度。

1) What do you think you can see or you can do in Bear Country? 2) What about the Tomorrow Land Building? What can you see or what could you do there? 3) What is another way of saying toilet in this dialogue? 4) What do you have to do if you want to take the horse-drawn streetcars?

Key: 1) Surely we can see lots of interesting bears and probably the tourists can have pictures taken with the bears. 2) Probably we can go inside a spaceship and have a wonderful experience of "travelling in space". 3) Men's room. 4) You have to join a long line behind the clock tower and wait for quite a long time.

4. 学生五个人一组,练习对话三至五分钟。教师请几组同学到前面表演。

5. 要求学生将本课对话改写为一篇短文,教师可给予必要的提示。

提示语(用投影仪打出): 1) ask the way to the Sleeping Beauty Castle 2) ask the way to the Bear Country 3) information about horse-drawn streetcars 4) ask the way to the Tomorrow Land Building

将首句给出: Carl is now answering visitors' questions. The first visitor asks Carl the way to the Sleeping Beauty Castle...

要求学生根据对话,参照老师所给提示及首句编写短文。数分钟后,请同学朗读自己的短文,教师予以讲评。

6. 教师指导学生归纳本课中所出现的有关问路及应答(Asking the way and responses)的常用语句(见日常交际用语部分)。要求学生能熟练掌握这些语句,并在编练新的对话时加以运用。

教师组织学生编演新的对话,尽量使用有关问路及应答的常用语句。学生可自己设计有关情景。数分钟后,请两组同学到前面表演。

7. 布置作业 1) 预习第2课; 2) 完成练习册中所安排的练习。

(二) 阅读理解课 (I)

I. 教具 录音机、投影仪。

II. 课堂教学设计

1. 检查生词及短语。

2. 教师向学生提出以下问题: 1) Do you like to watch cartoon films? 2) Can you tell me some of the famous cartoon characters? 3) By the way, do you know who designed these cartoon characters? Yes, you are right. That's Walt Disney. Do you know anything about this famous person? 4) What do you expect to learn about this famous person from this reading passage?

教师板书学生针对问题 4) 所提出的不同设想, 将学生的思路引导至本课内容。

3. 教师给出读前提问: 1) When and where was Walt Disney born? 2) What appeared one day when he was drawing pictures in his family garage?

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) Walt Disney was born in Chicago in 1901. 2) A mouse appeared one day when Walt Disney was drawing pictures in the family garage.

4. 放课文录音, 学生跟读一至两遍。教师用投影仪打出以下 statements, 要求学生判断其正误, 并对错误的 statements 进行修改。

To check students' understanding of the text, the teacher may present the following statements to the class and let the students decide whether the statements are true or false and make necessary changes to the false statements.

1) Walt Disney's greatest wish was to become a famous film maker. 2) Once he took along some of his pictures to a studio in the hope of getting a job there. 3) The people in the office were not interested in Disney's pictures because the pictures were not well-drawn. 4) Disney used to practise his drawing in the family garage because he knew he might see Mickey Mouse there. 5) As soon as he moved to the west coast of the USA, he was very successful as an artist. 6) He had practised drawing many different pictures of the mouse before finally he was pleased with one of them which he called Mickey Mouse.

Key: 1) False. (Walt Disney's greatest wish was to become a famous artist.) 2) False. (He took along some of his pictures to a newspaper office in Kansas City rather than a studio.) 3) False. (Probably the people in the office were not interested in the pictures Walt Disney had drawn.) 4) False. (He practised drawing in the family garage because his family was poor and probably he did not have any other place to do that.) 5) False. (After he moved to the west coast of the USA, he tried to get work as an artist, but still he was unsuccessful.) 6) True.

5. 课堂活动

将学生分为八人一组, 每组内学生由 A 到 H 编号, 每个学生又按其编号拿到由 A 到 H 的纸条, 在这些纸条上, 分别写有以下句子:

A. Over several days he and his mouse became good friends in this way. Some years later he tried to get work but still he was unsuccessful.

- B. These cartoons used to be shown in cinemas all over the country. All of them were liked very much by children.
- C. When Walt Disney was a young man his greatest wish was to be a famous artist. One day he went to a newspaper office.
- D. His success as a cartoon maker began. During the 1920s and 1930s he made scores of cartoons about the characters like Donald Duck and Mickey Mouse.
- E. One day he remembered the mouse. He experimented and drew different pictures of the mouse. At last he was pleased with one of the pictures and he called it Mickey Mouse.
- F. He didn't lose heart. He used to sit in the garage and drew pictures there. One day a mouse came into the garage and played on the floor.
- G. He took along some of his pictures in the hope of getting a job there. But he had no luck. However, his friends tried to encourage him.
- H. Disney watched the mouse and gave the mouse some bread. Then the mouse came and sat on his desk. Day after day the mouse came back and was given bread.

在学生拿到纸条之后,教师要求每个学生在短时间内记住自己的句子。然后,交回纸条。每个学生根据记忆说出自己的句子,并排成正确的顺序。各组可展开竞赛。

Key: 1) C 2) G 3) F 4) H 5) A 6) E 7) D 8) B

将这些句子连接起来,复述课文。

6. 布置作业 1) 复述课文; 2) 完成练习册中所安排的练习。

阅读理解课 (II)

I. 教具 录音机、投影仪。

II. 课堂教学设计

1. 检查学生课文朗读和复述。

2. 准备阅读课文 Disneyland。教师给出读前提问: 1) In which year did Walt Disney open the first Disney park? 2) Where can you find all the characters from Walt Disney's films? 教师给学生数分钟, 要求学生快速阅读课文, 之后请同学回答上述问题。

Key: 1) Walt Disney opened his first Disney park in the year 1955. 2) You can find all the characters from Walt Disney's films in Disneyland.

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) Where is Disneyland? 2) Where is Disney World? And when was it opened? 3) How much did it cost to build Disney World? 4) Are there any Disney parks outside the USA? What are they? 5) Please say something about the workers working in Disney parks. 6) What is special about many of the streets in Disneyland? 7) Where can you get a wonderful view? 8) Please give an example to show what you can do in the Future House.

4. 教师用投影仪打出以下表格, 组织学生两人一组, 利用课文中所提供的信息填写表格, 描写沃尔特·迪斯尼和迪斯尼乐园。

Say something about Walt Disney and Disneyland according to the following chronological list.

In 1901	<i>Walt Disney was born.</i>
During the 1920s and the 1930s	<i>He made scores of cartoons about Mickey Mouse and Donald Duck.</i>
In 1955	<i>Walt Disney himself opened the first Disney park in Los Angeles.</i>
In 1966	<i>Walt Disney died.</i>
In 1971	<i>Disney World was opened on the east coast, in Florida.</i>
In 1983	<i>Tokyo Disneyland opened in Japan.</i>
In 1992	<i>Euro Disney opened in France.</i>

(斜体部分为参考答案,可不向学生展示)

数分钟后,学生在班上交流,教师予以讲评。鼓励学生将自己整理的内容连成短文。

5. 要求学生快速找出本单元中出现的有关迪斯尼乐园的名词。

Disneyland; Disney World; Walt Disney; Sleeping Beauty Castle; the Tomorrow Land Building; Bear Country; Donald Duck; Mickey Mouse; horse-drawn streetcar; the Future House; Tokyo Disneyland; Euro Disney

可要求学生将以上名词逐一用英语介绍(不少于一句)。

Model:

1) Disneyland: It was the first Disney park opened in the year 1955 in Los Angeles on the west coast of the USA.

2) Disney World: It was opened on the east coast in Florida, in 1971.

3) Walt Disney: The famous film-maker. He designed the lovely characters as Mickey Mouse and Donald Duck.

4) Sleeping Beauty Castle: It is a favourite place for visitors. You can get a wonderful view from the top of the tower.

5) The Tomorrow Land Building: You can go inside a spaceship and drive one there.

6) Bear Country: It's part of Disneyland. If you go through the gate you will find the entrance to Bear Country on the other side.

6. 布置作业 1) 复述本课课文,向别人介绍迪斯尼乐园; 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用词语，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。

1) *sign* n. /v.

There were signs of suffering on her face.

He made a sign of agreement.

He has forgotten to sign his name.

2) *in the hope of*

Bob Geldof organized a lot of famous singers to sing on his record DO THEY KNOW IT'S CHRISTMAS in the hope of collecting money for the poor African countries.

3) *lose heart*

Though he had failed many times in his experiment, he still didn't lose heart.

4) *day after day*

We have to do this work day after day.

They waited day after day, but the expected visitor never arrived.

5) *in this/that way*

Why are you behaving in this way?

Please do not talk to the strangers in that way.

6) *operate*

The lift does not operate properly.

The medicine operates quickly.

The doctor operated on the injured man.

The company operates several factories.

7) *imagine/imagination*

We can hardly imagine what life we'll lead without electricity.

Can you imagine a fat man climbing a tall tree like this?

He has a very strange imagination.

8) *view* n. /v.

Last summer we went to Qingdao and we had our first view of the sea.

A ship came into our view.

How do you view the situation?

3. 书面表达练习

中文提示 (用投影片打出): 1) 汤姆幼年喜欢乡村音乐, 想当歌手; 2) 去田纳西州的纳什维尔, 想找使他成名的老师; 3) 不走运, 钱花完了, 没找到老师; 4) 未灰心, 带着吉他到处演唱, 终于成名。

英文提示 (用投影片打出): take along; in the hope of; be fond of; lose heart; day after day; in this way; strict; well-known

将首句给出: When Tom was very young, he was fond of country music and wanted to be a country music singer.

七八分钟后，请几位同学朗读自己的短文，教师予以讲评。

Model:

When Tom was very young, he was fond of country music and wanted to be a country music singer. Years later when he was old enough to leave home, he went to Nashville, Tennessee, in the hope of finding a strict teacher who could make him a famous singer. But he was not lucky. He had spent all his money and still no one would like to teach him. Yet he didn't lose heart. Wherever he went, he would take along his guitar and sang songs while playing it. He did this day after day and in this way he had travelled many parts of his country. Now he has become a well-known country music singer.

4. 布置作业 1) 预习第2单元; 2) 完成练习册中安排的练习。

四、难句分析

1. He took along some of his pictures in the hope of getting a job there. 他随身带去自己的几幅画，希望能在那儿找到工作。

take along 意为：“随身带着；带领”。例如：

They planned to spend their holidays abroad and took along their pet dog with them. 他们计划到国外去度假并带上他们的宠物狗。

in the hope of 意为：希望能……。例如：

The police searched the house thoroughly in the hope of finding the lost treasure. 警方彻底地搜查了这所房子，希望能找到丢失的财宝。

在这个短语后也可接从句。例如：

He goes to the club to do exercises in the hope that he may keep good shape. 他经常去俱乐部锻炼身体，希望能保持好的体形。

这个短语可演变为 in hopes, 意思差不多。例如：

We live in hopes of better times. 我们希望能过得更好些。

Mother was in hopes that all her children would go to college. 妈妈希望她所有的子女都能上大学。

2. We're sure you'll be well-known as an artist before long. 我们相信不久你就会成为一名著名画家。

be known as 意为：作为……而出名；大家公认，短语中可加入副词 well。例如：

He is known as a fair judge. 大家公认他是个公正的法官。

She was well known as an excellent dancer. 她被称为是一位杰出的舞蹈家。

be known 后如果接介词 to, 表示：……所熟知的。例如：

The beggar is known to everybody in the neighbourhood. 住在这个地区的人都知道这个乞丐。

before long 意为“不久”，相当于 soon。例如：

The doctor said that the patient would be well again before long. 医生说病人用不了多久就会好的。

It is quite certain that he'll arrive before long. 毫无疑问，他很快就会到这里的。

要注意 before long 和 long before 的区别。long before 相当于 long ago, 意为：很久以前，

常与过去时连用。例如：

He finished middle school long before. He is now working at a car factory. 他很久以前就中学毕业了，现在在一家轿车工厂工作。

3. At last he was pleased with one of his pictures of the mouse. 最后他对其中的一张画感到满意了。

be pleased with 意为：对……感到满意。例如：

The teacher was very pleased with the boy's composition. 老师对这个孩子的作文感到很满意。

be pleased 后可接由 at 或 about 引起的短语，也可接从句。例如：

The girl was quite pleased at being chosen to take part in the celebrations. 这个小女孩对能被选中参加庆祝活动感到非常欢喜。

Your father has told me of your success, and I am very pleased about it. 你父亲告诉你你取得的成功，我对此十分高兴。

Everyone is pleased that you've decided to come to the party. 你决定前来参加这个聚会大家都十分高兴。

4. You can see as far as the coast. 你可以一直看到海岸。

as far as 在本句中意为：远到，直到。例如：

Everyday he does some walking and goes as far as to the square. 每天早上他都去散步，一直走到广场。

as far as 还可表示：就……而言，至于；尽……可能等。例如：

As far as I know, he went abroad many years ago and he no longer lives here. 就我所知，他多年前就出国了，再也不住在这里了。

They will help you as far as they can. 他们将尽可能地帮助你。

5. If you press another, your meal is prepared and heated for you; then it is brought on along a very small railway line to your seat in front of your television so that you don't even have to stand up when you get what you need. 你揿另一个按钮，你的饭菜就准备好并热好了。然后饭菜就沿着一条小轨道送到电视机前你的座位上来。这样，你甚至不用起身就可以得到你需要的饭菜。

这个句子较为复杂，是一个并列复合句。分号前是一个带有条件状语从句的复合句（your meal is prepared and heated for you 是主句；if you press another 是条件状语从句）。分号后，then it is brought on... your television 是主句；so that you don't even have to stand up 是表示结果的状态从句；when you get... 是表示时间的状语从句；而 what you need 是宾语从句，做动词 get 的宾语。

短语动词 bring on 有“引起；带来；使提高”等意。例如：

Overwork brings on illness. 过度劳累会引发疾病。

The sudden cold weather brought on his fever again. 天气突然变冷，使他再次发烧。

The warm weather should bring on the crops. 温暖的天气应该能提高作物产量。

so that 既可引导表示结果的状态从句，也可引导表示目的的状态从句。这时可依据上下文及句子所表达的意思来判断。此外，so that 引导的从句中如果有情态动词，则多是表示目的的状态从句。例如：

He often tells lies so that nobody believes him. 他经常撒谎, 没人相信他。(结果状语从句)

It was very cold, so that the river froze. 天很冷, 河结冰了。(结果状语从句)

He got up very early so that he could catch the early bus. 他很早就起床了, 为了能赶上早班车。(目的状语从句)

再请比较下面一组句子:

He hurried to the lecture room so that he might get a good seat. 他急匆匆地奔向演讲厅, 以便能找个好座位。(目的状语从句)

He went to the lecture room early, so that he got a good seat. 他很早就去了演讲厅, 找到一个好座位。(结果状语从句)

Unit 2 No smoking, please

一、教学目标与要求

通过本单元教学,学生了解吸烟的危害,以及在中国、英国等国家烟民吸烟的现状,所产生的后果和如何采取有效措施控制吸烟;学生应能运用所学语言,简述以上内容;通过对话课的学习与操练,学生进一步熟悉有关请求许可和应答的语句,并能正确运用到口语和书面语中;学会使用名词性从句表达较为复杂的思想内容,用简练的英语写出有关抵制吸烟的布告;正确完成练习册安排的练习。

二、教学重点与难点

1. 重点词汇 permission; nation; reduce; fetch; compare; therefore; remain; dislike; share; persuade; hardly; go ahead; burn down; compared to; compare... with ...; give up; call for; get into the habit of; be used to

2. 重要句型 1) Every year, millions of smokers die because of illnesses which are caused by smoking tobacco. 2) This is good news for the tobacco companies, but bad news for the health of the nation. 3) The chance is that one smoker in four will die from smoking. 4) Why do smokers continue to smoke, even when they know that the habit may kill them or at least cause a serious illness?

3. 语法 复习宾语从句和表语从句 (Noun Clauses as the Object and Predicative)

1) That means that once you start taking the drug, it is hard to stop. 2) Seventy percent of the smokers say they would like to stop smoking. 3) The problem with tobacco is that it contains a drug called nicotine. 4) This is because each year millions of smokers die from the habit.

4. 日常交际用语 请求许可和应答 (Asking for permission and responses)

1) Do you mind if I smoke? 2) I'm sorry, but it's not allowed. 3) Would you mind if I smoke in the office next door? 4) I'm afraid all these offices are non-smoking offices. 5) I wonder if I could use your phone. 6) Sure. Go ahead.

三、课型

(一) 对话课

I. 教具 录音机、投影仪。

II. 课堂教学设计 1. Learning - Task.

1. 教师可通过以下提问导入正课: Whose parents smoke? Hands up, please.

然后,向这些同学提问: Do you like your parents to smoke? Why/Why not? Can you say something about why smoking is bad?

2. 准备放对话录音,用投影仪打出听前提问: Where does the conversation take place? 放录音一至两遍,请一位同学回答上述问题。

Key: The conversation takes place in Hank's office.

3. 再放录音,学生跟读一至两遍。

根据本课对话内容,教师再提出一些问题,检查学生的理解程度。

1) What does Wang Bing want to do? 2) Why doesn't Hank allow him to do so? 3) Where can he go if he wants to smoke a cigarette? 4) What else does he want to do?

Key: 1) He wants to smoke in Hank's office. 2) Because smoking is not allowed in the office and all the offices are non-smoking office. 3) He can smoke in the entrance hall. 4) He also wants to use the phone.

4. 学生两个人一组,练习对话三至五分钟。教师请几组同学到前面表演。

5. 教师指导学生归纳本课中所出现的有关请求许可和应答 (Asking for permission and responses) 的常用语句 (见日常交际用语部分)。要求学生能熟练掌握这些语句,并在编练新的对话时加以运用。

教师提供如下情景,组织学生编演新的对话:

Situation 1: Student A wants to borrow a tape-recorder from the teacher's office. They are going to have a class meeting and at the meeting they are going to play some songs of the past. The teacher promises to lend him one and shows him how to use it.

Situation 2: Someone is riding his bicycle on the playground. But it's not allowed. You go up and explain this to him. After the explanation, this boy gets off the bicycle and says he feels sorry about that.

学生可任选其中之一的情景编小对话,也可运用课本提供的情景练习编演新的对话。数分钟后,请两组同学到前面表演,教师予以讲评。

6. 布置作业 1) 预习第6课; 2) 完成练习册中所安排的练习。

(二) 阅读理解课 (I)

I. 教具 录音机、投影仪。

I. 课堂教学设计

1. 检查生词及短语。

2. 教师通过以下引导,使学生进入本课学习: We already know that smoking is a bad habit and smoking does a lot of bad to people's health. This is true everywhere in the world, not only in China, but also in other countries, like Britain. Now we'll see what happens to the smokers both in China and in Britain.

教师给出读前提问: 1) How many Chinese people smoke according to the passage? 2) How many British people die from smoking each year?

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) About 38% of the Chinese population smoke. 2) About 110 000 people die from smoking each year in Britain.