



志鸿优化设计丛书

丛书主编 任志鸿

高中新教材

# 优秀教案

GAOZHONG XINJIAOCAI YOUXIU JIAOAN

高一英语(下)



南方出版社



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丛书主编 任志鸿  
本册主编 秦宛钟  
编者 秦宛钟 郑月青  
廉云峰 刘支龙  
韩翠红 吴海平

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策 划: 贾洪君

责任编辑: 贾洪君

装帧设计: 邢 丽

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任志鸿 主编

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(海南省海口市海府一横路 19 号华宇大厦 12 楼)

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# 前言

QIAN YAN

实施素质教育的主渠道在课堂,而真正上好一节课必需要有一个设计科学、思路创新的好教案。

当今素质教育下的课程改革和教材变革带动了课堂教学改革,课堂教学改革的关键是课堂设计和教学过程的创新。过去的教师一言堂怎样转变成今天师生互动的大课堂,过去的以知识为中心怎样转换成今天的能力立意,过去的只强调学科观念怎样转变为今天的综合素质培养,过去的上课一支笔、一本书怎样转换成今天的多媒体,这些都是课堂教学改革面临的重要课题。为了帮助广大教师更好地掌握教学新理念,把握新教材,我们特组织了一批富有教学经验的专家、学者和一线优秀教师,依据教学大纲新要求编写了这套《高中新教材优秀教案》丛书。

本丛书在编写过程中,力求做到以下几点:

●渗透先进的教育思想,充分展现现代化教学手段,提高课堂教学效率。整个教案体现教师的主导作用和学生的主体地位,立足以学生发展为中心,注重学生学习方式及思维能力的培养。

●教材分析精辟、透彻,内容取舍精当,力求突出重点,突破难点。

●依照新大纲要求,结合新教材特点,科学合理地分配课时。

●科学设计教学过程,优化 45 分钟全程,充分体现教学进程的导入、推进、高潮、结束几个阶段,重在教学思路的启发和教学方法的创新。

●注重技能、技巧的传授,由课内到课外,由知识到能力,追求教学的艺术性和高水平。突出研究性、开放性课型的设计,引领课堂教学的革新。

●展示了当前常用的各类先进教具的使用方法,提供了鲜活、详实的备课参考资料,体现了学科间交叉综合的思想。

本丛书主要设置以下栏目:

**[教学目标]** 以教材的“节”或“课”为单位,简明扼要地概括性叙述。内容按文道统一的思想,包括德育和智育两大方面,使学生的学习有的放矢。

**[教学重点]** 准确简明地分条叙述各课(节)中要求学生掌握的重点知识和基本技能。

**[教学难点]** 选择学科知识中的难点问题,逐条叙述,以便学生理解和掌握。

[教学方法] 具体反映新的教学思想和独特的授课技巧,突出实用性和创新性。

[教具准备] 加强直观教学,启迪学生的形象思维。通过多媒体、CAI 课件的使用,加深学生对课本知识的记忆与理解。

[备课资料] 联系所讲授的内容,汇集生活现实、社会热点、科技前沿等领域与之相关的材料,形成具有鲜明时代气息的教学资料。并设计开放型问题供学生讨论,设置探究性课题供学生研究,或者科学设计能力训练题供学生课外练习。

本丛书按学科分为语文、数学、英语、物理、化学、历史、政治、地理八册出版,具有较强的前瞻性、实用性和参考性。

我们愿以执着的追求与奉献,同至尊的同行们共同点亮神圣的教坛烛光。

编 者

2004 年 10 月

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## Unit 13 Healthy eating



备课札记

## I. Teaching Goals:

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

## II. Teaching Time:

Four periods

## III. Background Information:

## 1. Healthy diet

Most people, young or old, don't know how to plan a healthy diet. Some people eat too much, and some eat too little. Many people don't eat breakfast at all except for a cup of coffee, and most people eat a very heavy and greasy dinner. One important factor in a healthy diet is balance. A balanced diet contains enough amounts of food for the three meals of a day and a variety of foods such as vegetables, fruits, eggs, milk, cereals (谷类食品) and meat. For breakfast, which starts you off on a long day's work, you need enough food to provide you with enough energy. Lunch is equally important. If you don't store enough energy at lunchtime for a long afternoon of work, you will easily feel tired. But after dinner, normally you relax yourself and don't need much energy, so it's preferable to have a light dinner. Moreover, varieties of food give you different kinds of nutrients your body needs. If your diet lacks variety, you are bound to be deficient in nutrition. Your diet is essential to your health. If you often feel tired or fall sick, it's likely that you don't have a balanced diet.

## 2. Fast food

It's Saturday afternoon and you are downtown with your friends. You've been

shopping all morning and you're hungry! But where are you going to eat? There's a good chance that you'll go to a fast food restaurant like Pizza Hut, Burger King or Wendy's. The biggest problem is choosing one because there are so many.

In the last thirty years fast food has become a major part of our diets. Fast food is cheap, easy to find and easy to eat. You can even eat a burger while you are driving. Try doing that with a bowl of spaghetti (意大利面条)! Families stop at Pizza Hut on the way home from a day trip. Young people meet at McDonald's for a burger at lunchtime. Busy office workers buy nice sandwiches at Subway (赛百味三明治店). It's so quick and easy.

But is fast food healthy? Richard Benton is a nutritionist and he says that fast food can be healthy food. "Most fast food restaurants have healthy choices like salads and thin chicken sandwiches," he says. "Fast food is OK as long as you don't eat too much of it."

People who do eat too much fast food can have health problems. In the United States, 300 000 people a year die from illness related to obesity (肥胖症). Twenty percent of children in the United States are overweight. The problem has spread as Western fast food has become popular in countries like China, India and Japan. Five to ten percent of Chinese children are now overweight.

Also, some fast foods have a lot of fat and sugar. Some health experts believe that high-fat and high-sugar foods change children's behavior. A recent study in Japan found that badly behaved children ate more fast food than well-behaved children.

The good news is that fast food is changing. It is becoming healthier. Thai, Turkish



### 备课札记

(土耳其的), Japanese and Filipino fast food is becoming popular in the United States. You can have a quick snack in Elephant Jump (Thai), Jollibee (Filipino) or Yoshinoya (Japanese) if you don't want a pizza.

## The First Period

### Teaching Aims:

1. Learn and master the following:

Words: sweet, mushroom, fried, junk food, fat, snack, stomach, fever, salad, peach, ripe, ought, examine, plenty

Phrases: all the time, have a fever, be careful with, plenty of

Sentence Patterns: (1) advise sb. (not) to do sth.

(2) There's something wrong with...

Everyday English:

Patient: I've got a pain here. This place hurts. There's something wrong with my back/my knee/my arm. I don't feel well.

Doctor: Lie down and let me examine you.

Let me have a look. Where does it hurt? Drink plenty of water and get some rest.

2. Train the students' listening ability.
3. Develop the students' speaking ability by describing, talking and discussion.

### Teaching Important Points:

1. Train the students' listening ability.
2. Master the new phrases, sentence patterns and everyday English and make the students be free to talk about their favourite food and give reasons for their decisions.

### Teaching Difficult Points:

1. How to improve the students' listening ability.
2. How to finish the task of speaking.

### Teaching Methods:

1. Listening-and-answering activity to help

the students go through with the listening material.

2. Individual, pair or group work to make every student work in class.

### Teaching Aids:

1. a tape recorder
2. a projector
3. the blackboard

### Teaching Procedures:

#### Step I. Greetings and Lead-in

T: Hello, everyone.

Ss: Hello, teacher.

T: Sit down, please. Now the Spring Festival has just passed by. The new term has begun. Maybe all of you had a good time and got a lot of good things to eat and drink during the Spring Festival.

Yes or no?

Ss: Yes.

T: OK. But whether most of the food you eat is healthy food or not, do you know?

(Students may have different opinions.)

T: Maybe some of the food is junk food.

Do you know what junk food means?

(Bb: junk food and explain it) "junk food" means "垃圾食品" in Chinese.

Today we're going to learn Unit 13

"Healthy eating". (Bb: Unit 13

"Healthy eating The First Period") "The First Period".

#### Step II. Warming-up

T: First let's look at some new words.

(Show the following on the screen.)

sweet [swit] n.	mushroom [maʃru:m] n.
fried [fraɪd] adj.	junk [dʒŋk] n.
fat [fæt] n.	vitamin ['vitamin] n.
snack [snaek] n.	stomach ['stamæk] n.
fever ['fi:və] n.	salad ['sæləd] n.

(Teacher teaches the words and explains them, then says the following.)

T: OK. Now open your books and turn to

Page 1. Look at the eight pictures.



Who can describe these pictures in English?

S<sub>1</sub>: I can see some hamburger and french fries in Picture 1.

S<sub>2</sub>: There are some boiled dumplings, noodles, rice and corn in Picture 2.

S<sub>3</sub>: In Picture 3 there are some vegetables, such as tomatoes, cabbages, carrots and cucumber.

S<sub>4</sub>: In Picture 4 we can see clay oven rolls, fried bread stick and some nuts, such as peanuts, chestnuts and walnuts.

S<sub>5</sub>: The fifth picture is the photos of oranges, bananas, apples, grapes and pears.

S<sub>6</sub>: The sixth picture is the photos of some chicken, fish, pork and beef.

T: OK. What you said is all correct. Now look at these pictures. Let's practise in pairs. One must tell your partner if it is junk food or healthy food. Of course, you'd better give reasons for your decisions. For example, Look at the seventh and third pictures, you can do it like this. I think that ice cream is junk food because it has a lot of fat and sugar. But I think that vegetables are good food because they contain lots of vitamins. Do you understand how to do it?

Ss: Yes.

T: OK. Please practise in pairs.

(Students begin to practise and teacher goes among them and helps them if necessary. After a while, teacher says the following.)

T: Stop here, please. Now look at the table on the screen. (Show the following on the screen.) Each of you takes out a sheet of paper. Make a list of the foods you often eat first. Then four persons are a group. One reads your list of foods, the others decide if what you eat is junk food or not. Is that clear?

Am I clear?

Name	Food	Junk Food/Healthy Food
Breakfast (Snack)		
Lunch		
Dinner		

Ss: Yes.

T: OK. Please do it.

(Teacher goes among the students to check their writings and practice.)

### Step III. Listening

T: Now let's do some listening. Look at the listening part. Listen to what happened to Mike and then answer the questions below. It needs your listening carefully. Of course, you should write down some key words when you listen. At last I'll check the answers with the whole class. Is that clear?

Ss: Yes.

T: All right. Let's begin.

(Teacher plays the tape for the first time. Then play for the second time, during this time, teacher may pause for students to write down the information. Play some parts of the tape more times if necessary. Finally teacher checks the answers with the whole class.)

### Step IV. Speaking

T: In our daily life, sometimes we may feel uncomfortable and go to see a doctor. Do you know how to talk with a doctor in English? Now look at the screen. These are very useful words and phrases. You should remember and use them freely. (Teacher and students go through with the following together.) (Show the following on the screen.)

Useful words and phrases	
Patient	I've got a pain here.
	This place hurts.
	There's something wrong with my back/my knee/my arm.
	I don't feel well.



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△



	Useful words and phrases
Doctor	Lie down and let me examine you.
	Let me have a look.
	Where does it hurt?
	Drink plenty of water and get some rest.

T: Now go back to the speaking part in the text. First look at the three given situations.

(Teacher asks three students to read aloud the situations one by one. One student, one situation. Then teacher says the following.)

T: Now close your books. Let's listen to a dialogue at the doctor's. Sharon is visiting a doctor, Dr Yang. Listen carefully, and try to remember some information. After that, I'll ask you two simple questions.

(Teacher plays the tape recorder, then asks the following questions.)

T: What was the matter with Sharon?

Ss: She has a pain.

T: Why does she have a pain? Do you know?

(Teacher goes up to a student.)

S: I'm sorry I'm not sure of the reason. Maybe she ate something bad.

T: Yes or no?

T and Ss: Yeah. Because she ate some fruit that wasn't ripe.

T: Now open your books. Please read the dialogue. If you have some difficulty in understanding the dialogue, you can ask me.

(Teacher goes round the class and helps the Ss understand some difficult sentences. After a while, teacher explains to the Ss some language points.)

T: Look at the screen. I explain some difficult language points now.

(Show the following on the screen and explain them.)

1. all the time; all the while  
e. g. Mary went to college in her home town, and lived at home all the time.

2. have a fever

e. g. Yesterday evening he had a high fever and we took him to a hospital.

3. be careful with  $\neq$  be careful of

e. g. You'd better be careful with your pronunciation.

The public was warned to be careful of rats.

4. in the future  $\neq$  in future

e. g. Who can tell what the computer will be like in the future?

You'd better not go out alone in future.

5. advise sb. to do sth.

e. g. The doctor advised her to drink more water.

The doctor advises him not to eat chocolate any more.

(Bb: all the time, have a fever, be careful with, in the future, advise sb. (not) to do sth.)

### Step V. Practice

T: OK. Have you any questions?

Ss: No.

T: Well, if you have no questions, please practise in pairs. First choose one of these three situations and make a dialogue. Then act it out. After a while, I'll ask some pairs to perform before class.

Suggested answers:

Situation 1

A: What's the matter with you?

B: My left arm is broken. It really hurts.

A: Let me check your arm. Does it hurt when I press here?

B: Yeah, it hurts terribly.

A: You must be hospitalized right now and treated for a fracture of the bone.

B: Oh God! I really don't know what to do.

A: Cheer up, boy! You'll be all right soon.

B: Thanks.

Situation 2

A: What can I do for you, young man?



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B: I cough all the time. I have a fever and a headache.

A: Open your mouth please, and show me your tongue. How long have you been like this? (tā qī n. 3 天)

B: Two days. Is that serious?

A: Well, it's nothing serious. Take this medicine three times a day. You'll be all right soon.

B: OK. Thank you. Goodbye!

### Step VI. Summary and Homework

T: In this class we've done some listening and speaking. And we know which food we eat is healthy food and which food is junk food. Of course we've also learned some useful phrases. I hope you can master them after class (Teacher points to the blackboard) and preview the reading material "We are what we eat". So much for today. Goodbye, everyone.

Ss: Goodbye, teacher.

### Step VII. The Design of the Writing on the Blackboard

Unit 13 Healthy eating

The First Period

all the time, have a fever, be careful with, in the future, advise sb. (not) to do sth.

### Step VIII. Record after Teaching

## The Second Period

### Teaching Aims:

1. Learn and master the following words and phrases: soft, bar, fuel, diet, calory, pace, bean, fibre, mineral, disease, environmental, chemical, probably, balance, keep up with, too much, make choices, be harmful

to, lose weight, be prepared for, go for

2. Improve the students' reading ability.

3. Enable the students to understand the best way to make sure that we will feel and look fine is to develop healthy eating habits by learning the reading text.

### Teaching Important Points:

1. Improve the student's reading ability.

2. Master the following phrases: keep up with, too much, make choices, be harmful to, lose weight, be prepared for

### Teaching Difficult Points:

How to make the students understand the reading material better, and answer some questions on the passage.

### Teaching Methods: 教学方法

1. Discussion before reading to make students interested in what they will learn.
2. Discussion after reading to make students understand what they've learned better.
3. Fast reading to get a general idea of the text.
4. Careful reading to get the detailed information in the text.

### Teaching Aids:

1. a recorder
2. a projector
3. the blackboard.

### Teaching Procedures:

#### Step I. Greetings

Greet the whole class as usual.

#### Step II. Revision and Pre-reading

T: Yesterday we learned something about food. And we've known what food we eat is healthy food and what food is junk food. Who can give us an example? You try, please. (Teacher comes up to a student.)

S: Fruit, green, vegetables, fish, rice and so on, they are all healthy food. But cakes, ice cream, sweets, chocolate are



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junk food, I think.

(Teacher may ask more students and there will be many different answers.)

T: Yeah. All of your answers may be reasonable. So we'd better eat healthy food in our daily life, eat less or never to eat junk food. Now let's discuss some questions. Look at the screen.

(Show the following on the screen.)

1. How many meals do you eat every day? Which meal do you think is the most important? Why?
2. How much water do you drink every day?
3. What kind of snacks do you eat?
4. Which of the following gives you the most energy: a banana, a soft drink, a bar of chocolate?

T: These questions are very common. Please discuss them in pairs. Then I'll collect your answers.

(Teacher goes among the students to listen to their discussion. Then choose several students to express their opinions.)

T: OK. Now I want some of you to talk about your own opinions...

Suggested answers:

1. Three meals. I think breakfast is the most important. Because the sleeping of the whole night has used up the energies in the body, besides people also need to work in the morning. Lunch is the most important. I think. Because in the morning people have to work and need energies. In the afternoon they need energies, too.
2. Three bowls/cups of water.  
Three litres of water. 1/11-10 7/4
3. clay oven rolls/fried bread stick/soy-bean milk/wonton and noodles/smelly tofu...
4. a bar of chocolate

### Step III. Reading

T: Yeah, in order to live we need food and water in our daily life. And with the

development of science, choosing what to eat and drink is no longer as easy as it once was. Because stores offer all kinds of foods and snacks and we have to make many choices. Is that right?

Ss: Yes.

T: I know all of you study hard at school.

But I want you to answer such a question: Do you study hard for a big test and then fail it, but you don't know why?

Ss: Yes. Sometimes.

T: OK. Maybe you think you are not as smart as everyone else. In fact, it may not be that you're less clever than everyone else is, but maybe it's what you're eating. Scientist have found that you are what you eat and what you eat can change how you learn. Today we are going to learn a passage "We are what we eat." First let's learn the new words.

(Show the new words on the screen and then explain them.)

T: Open your books. Look at the text, "We're what we eat." You are given four minutes to read the passage quickly and silently. Try to remember the general idea. Then answer the question: What's the best way to make sure that we will feel and look fine? Please begin.

(Students begin to read the text and after four minutes, teacher checks the answer.)

T: Time is up. Who wants to answer the question? Any volunteers?

Ss: (A student stands up.) The best way is to develop healthy eating habits.

T: Very good, what you said is right. Sit down, please. In fact, there are some new phrases in this reading material. They are very important and useful. Look at the screen.

(Show the following on the screen.)

## 1. too much(+n. ≠much too(+adj.))

e. g. Too much snow can cause trouble.

He was often ill because he ate and drank too much.

She's afraid the trip will be too much for me.

This book is much too difficult for him.

The old man walks much too slowly.

## 2. keep up with≠catch up with

e. g. Tom was not good at maths and he couldn't keep up with the rest of the class.

Jack was away from school for a month so now he's got to work hard to catch up with his classmates.

## 3. make a choice/make choices

e. g. You can make a careful choice.

Did she regret the choice she had made?

## 4. The polluted air is harmful to our health.

## 5. What I have said about him goes for you, too.

## 6. lose weight

put on weight

e. g. The advice he gave the fat lady is to lose some weight.

During this month of hard work, many of us have lost weight.

She told me that she was putting on weight.

## 7. be prepared for= be ready for

e. g. Little Franz was not prepared for the master's question.

It is going to rain. It doesn't matter; he was prepared for it.

Is he ready for the exams?

(Bb: too much≠much too, keep up with

△ catch up with, make a choice/make choices, be harmful to, lose weight↔ put on weight, go for, be prepared for= be ready for)

T: OK. Now please read the reading ma-

terial again. This time you may read slowly. Pay attention to some detailed information, then answer the following questions on the screen.

(Show the questionnaire on the screen.

Teacher goes among the students and explains some problems which students may meet with. After four or five minutes, teacher deals with the questions with the whole class.)

## A Questionnaire

1. What does the word "green" mean in the text above? What about the word "fuel"? Can you find any other words used in the same way?
2. The text gives examples of how people make choices about what they eat. List the examples and the reasons why people eat or don't eat certain kinds of food.
3. How have our eating habits changed? Why? Try to think of as many examples and reasons as possible.
4. Why do people go to fast food restaurants?
5. Why is it not good for you to eat too much sugar or fat?
6. Why are crash diets and supplements so popular?
7. What can we do to keep a balanced diet?

## Suggested answers:

1. Here "green" means "unpolluted, un-harmful and good for people's health". There are some other words used in the same way, such as nutrients, carbohydrates, energy.

Here "fuel" means "all the things we eat for our bodies". It can help keep our body functioning and fighting disease.

There are some other words used in the same way, such as eco-foods, organic vegetables.

2. Many people today make choices about their eating habits based on what they believe. Some people are vegetarians,



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because they believe it is healthier not to eat meat or because they do not think we should kill animals for food. Some people are vegans, because they will not eat any animal products at all, not even milk or eggs. Others make choices based on how the products are grown or made. For example, they would like to eat eco-foods which are made by using green and clean ways or organic vegetables which are grown without chemicals.

3. Our eating habits have changed a lot in the past several decades. People have experienced the processes from having no enough food to having enough food, and later from having enough food to having better food. Now people buy and eat something, we not only think about if the food will give us the nutrients we need, but also if the food belongs to eco-foods.

4. Because it is very convenient for people to go to fast food restaurants. So it can save time for people to work.

5. Because if people eat too much sugar and fat, they put on weight very easily and some of them may have bad teeth.

6. Because people want to be smarter, healthier, in particular, young people want to be more beautiful. Crash diets and supplements go with the need of the times.

7. Maybe if we buy and eat good and nutrient foods from all the food groups in the right amounts, and eat less fat and sugar and take more exercise, we can keep a balanced diet.

T: OK. Your answers are all reasonable.

In fact, we'd better pay attention to keeping a balanced diet in our daily life. In other words, we should develop healthy eating habits, so that we can keep up with the high pace of modern life.

Step IV. Summary and Homework

T: In this class, we've read a passage about "We are what we eat". We've learned a lot from it and we know developing healthy eating habits is very important. At the same time we've also learned some useful phrases. After class, read the passage again and again until you can recite some sentences. What's more, don't forget to preview "word study and grammar" in the next period. Well, that's all for today. Class is over.

Step V. The Design of the Writing on the Blackboard

Unit 13 Healthy eating

The Second Period

too much  $\neq$  much too

keep up with  $\neq$  catch up with

make a choice/make choices

be harmful to, go for

lose weight  $\leftrightarrow$  put on weight

be prepared for = be ready for

Step VI. Record after Teaching

The Third Period

Teaching Aims:

1. Review the words learned in the last two periods.
2. Learn and master modal verbs: had better, should, ought to

Teaching Important Points:

1. How to guess the missing word according to the given sentence.
2. Let the students learn how to give advice or opinion about something, especially master how to use "should, ought to, had better and their negative forms" to give advice.



### Teaching Difficult Points:

How to correctly use “should, ought to, had better and their negative forms” to give advice.

### Teaching Methods:

1. Review method to consolidate the words learned in the last period.
2. Explanation method to make the students master how to use “should (not), ought (not) to, had better(not)” correctly.
3. Individual, pair work to make every student work in class.

### Teaching Aids:

1. a projector
2. the blackboard

### Teaching Procedures:

#### Step I. Greetings

Greet the whole class as usual.

#### Step II. Word Study

T: In the last two periods, we have learned something about diets. As we all know, we'd better eat healthy food, eat less or junk food, and we should develop healthy eating habits. Only in this way can we keep up with the high pace of modern life. Of course, we have also learned some important words and phrases. Now let's review them. Open your books. Let's look at Word Study in this unit. You are given five minutes to find the words that fit the following descriptions. Read first, then fill in it according to the meaning of each sentence. Is that clear?

Ss: Yes.

T: OK. First do it by yourself. Then discuss them in pairs. After a while, I'll ask some students to read the words.

(Teacher goes among the students and the students begin to do it. After a while, teacher checks their answers.)

Suggested answers:

1. nutrient
2. diet
3. vitamin
4. mineral
5. fat
6. sugar
7. protein
8. calory

#### Step III. Grammar

T: Now I want you to translate several Chinese sentences into English. Look at the screen. (Show the following on the screen.)

1. 外面很冷,你最好穿上你的大衣。
2. 你最好别脱去你的大衣。
3. 我们应该尊敬老师与父母。
4. 你不应该这么粗心。

T: Now how to translate these sentences?

Who wants to try? Any volunteers?

Yeah, Zhang Yi, you try, please. The first one.

S: It's very cold outside. You had better put on your coat.

T: Good, sit down, please. (At the same time, teacher writes the sentence on the blackboard.) the second, you, please.

S: I'm sorry I can't.

T: Oh, sit down. Peter, you try, please.

S: You had better not take off your coat.

(Bb: You had better not take off your coat.)

T: OK. Now look at the third and the fourth sentences.

(Bb: 3. We should/ought to respect our teachers and parents.

4. You shouldn't/ought not to be so careless.)

T: Now look at the blackboard. In our daily life, we often give advice or our opinion about something. Even we're trying to advise someone to do or not to do something. In such an condition, we'll use the Modal Verbs “had better, should/ought to”. Of course, you should also pay attention to their negative forms. “Not” should be put behind “better” and “should” or “ought”.

This point is very important.

(Teacher underlines “had better, had better not, should, shouldn't, ought to, ought not to” as he speaks.)



备课札记



备课札记

T: Now let's go back to the textbook.  
Look at the grammar: Modal Verbs—  
had better, should, ought to.  
(Teacher begins to deal with it with the  
whole class, then with part 1.)

Step IV. Practice

T: Look at part one. The doctor is giving  
advice. Complete the following sen-  
tences, using "should, ought to, had  
better or their negative forms to give  
advice." You're given four minutes to  
do them. First do them by yourself.  
Then read to each other. At last I'll  
ask some students to read your advice.

(Teacher goes among the students to  
check their filling, then picks out some  
typical advice and lets some students read  
them to the whole class.)

Suggested advice:

1. You have a bit of a fever. You had bet-  
ter drink more water and have a good  
rest.
2. You shouldn't smoke any more if you  
want to be healthy.
3. If you are sick, you ought to go to see a  
doctor at once.
4. You'd better not eat it if it is not ripe.
5. You don't look well. You should let me  
make a careful examination for you.
6. You have a bad cough. You oughtn't to  
go on working. You should have a good  
rest.
7. This medicine will make you sleepy.  
You should take one pill now and one  
more in four hours' time.
8. There's nothing serious with your  
knee, but you'd better take some med-  
icine and have a rest.

T: OK. We all know that most news-  
papers have an Advice Column. People  
can write and ask for advice about  
their problems. Have you read such  
letters asking for advice?

Ss: Yes/No.

T: Here is a letter. Please read it.

(Show the following letter on the screen.)

Dear Marty,

I've got a problem and as I don't  
know what to do I thought I'd write to  
you and ask for your advice.

I've been working at a meat factory  
for about two months now. It's a part-  
time job, so I only work in the evening.  
I've recently noticed that one of my  
workmates is stealing. From time to  
time, I notice that he puts a piece of  
meat down his trousers just before he  
leaves the factory. Now the manager has  
found that things are missing. He says  
that all this happened after I started  
work.

What should I do? Please tell me  
how I can solve this problem. I'd like to  
hear your advice.

Best wishes,

John

(After two minutes, teacher says the fol-  
lowing.)

T: OK. Now stop here, please. Do you  
know how to solve the problem? Of  
course, different people have different  
ideas. Here are some advice. Let's look  
at them together.

(Show the following on the screen.  
Teacher begins to deal with them with  
the students.)

John should tell that workmate he knows  
what he is doing.

John ought to go to the manager and tell  
him who is stealing meat.

John shouldn't wait any longer. He should  
have reported that workmate to  
the manager as soon as he found  
out the workmate was stealing.

John had better check his bag every eve-  
ning before going home. Be-  
cause that man is a clever thief  
and he might put some meat in  
John's bag, hoping John will  
be caught and called a thief.

(After that teacher says the following.)

T: Now let's go back to the text. Look at part 2. You're given several minutes to read these letters. After that write down four pieces of advice for each letter. Of course, you'd better use "should (not)", "ought (not) to", "had better (not)". First do them by yourself. Then you can check each other. Is that clear?

Ss: Yes.

T: OK. Please do them.

(Teacher goes among the students, then picks out several students to read aloud their advice for each letter.)

#### Step V. Summary and Homework

T: OK. In this class, we've reviewed the new words we learned. In particular, we have learned the usage of modal verbs—had better, should, ought to and their negative forms. After class, do more exercises to master them. Time is up. That's all for today. See you next time.

#### Step VI. The Design of the Writing on the Blackboard

##### Unit 13 Healthy eating

##### The Third Period

1. It's very cold outside. You had better put on your coat.
2. You had better not take off your coat.
3. We should/ought to respect our teachers and parents.
4. You shouldn't/ought not to be so careless.

#### Step VII. Record after Teaching

### The Fourth Period

#### Teaching Aims:

1. Review the useful expressions learnt in this

unit by making sentences with them.

2. Review how to use some Modal verbs to give advice or opinion about something.
3. Let students know how to write recipes for their favourite dishes by reading "SNACKS" and two examples of recipes.

#### Teaching Important Points:

1. How to master Modal verbs—had better (not), should(not), ought(not) to.
2. How to let the students understand the text "SNACKS" better and learn to write a recipe.

#### Teaching Difficult Point:

How to improve the students' integrating skills.

#### Teaching Methods:

1. Asking-and-answering activity to go through the reading material.
2. Individual, pair or group work to make every student work in class.

#### Teaching Aids:

1. a projector
2. the blackboard

#### Teaching Procedures:

##### Step I. Greetings

Greet the whole class as usual.

##### Step II. Revision

T: Yesterday we learned the grammar—Modal verbs: had better, should, ought to and their negative forms. We know we can use them if we give advice or opinion about something. And we also know "had better" is less strong than "should" or "ought to". Now let's do some exercises to see if you have mastered them. Look at the screen.

(Show the following on the screen.)

Translate the following into English.

1. 你最好休息。
2. 你最好不要吃不熟的水果。
3. 对水果你应该认真些。
4. 你不应该吃那么多垃圾食品。
5. 你应该更努力地学习,取得更大的成绩。

