



志鸿优化系列丛书

丛书主编 任志鸿

# 高中 优秀教案

本丛书经新课标专家审定

南方出版社



配新课标外研版

【必修2】**英语**



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# 高中 优秀教案

丛书主编 任志鸿

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高中优秀教案·英语·必修: 2

任志鸿 主编

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# 前言

EXCELLENT TEACHING PLANS

## FOREWORD

高中新课程标准的教材如何教,新课程标准的课堂教学如何设计,这不仅是首批课改省区一线教师孜孜探究的课题,更是后续课改省区广大教师亟待解决的问题。

率先进入高中新课程改革实验区的教研机构和一线教师在课改实践中积累了丰富的教研和教学经验。为了能让这累累硕果与所有教育工作者分享,部分从事课程标准制定、研究的专家,从事教材编写、进行教材研究的学者,还有在教学一线埋头实践新课程理念的研究型教师走到了一起,把最能直接体现新课程标准教学研究成果的教案集结成书,精心打造了这套《优秀教案》丛书。

本套图书紧扣“提升学科素养,注重能力生成”的课标理念,以“好用+实用”作为编写落脚点,把专家的最新研究成果与一线教师的实践经验融为一体。“好用”主要体现在部分课时提供多个不同思路、不同风格的教学设计方案或者针对某个教学环节提供多种设计思路,便于教师选择、参考;“实用”主要体现在备课要素齐全,内容详实完备,资料丰富实用。

与现有的教案性质的教师用书相比,本套图书具有一些鲜明的特色。其一,每节课提供两种教学设计方案:一种详案,教师可直接拿来上课教学;一种简案,教师可借鉴上课,启发教学思维。两案供教师依据个人教学风格、教学水平灵活选用。部分科目还依托志鸿优化网提供了多媒体课的设计案例。向教师们提供更多的教学设计选择。其二,提供精选的备课资料和常用的网络教学资源,解决教师备课急需的参考资料缺乏的问题。备课资料紧密联系教材内容,均为精选的紧贴学生生活,充满时代气息,汇集生活现实、社会热点、科技前沿的资料信息;常用网络教学资源附在书末,网络资源中不乏直观形象的优秀课件、丰富的教学素材供教师备课时选用。

本丛书按照课时编写,遵循课堂教学规律,主要设置如下栏目:

**单元设计** 按单元(课)规划教学。系统概括单元(课)知识结构和特点,整体规划单元(课)教学思路、教学方法、教学目标和课时安排。从单元角度整体分析教材,安排教学。

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**【整(总)体设计】**对每课的教材作简要分析,提示本课的重点难点、三维目标、课时安排等,有助于教师短时间内了解教材要点,确立教学目标,把握重点难点,从宏观上高效指导授课全程。

**【教学设计(过程)】**按课时编写,每一课时分“导语设计”“推进新课(文本解读)”“课堂小结”等几个环节。以问题情境为中心,以师生互动探究活动为主要信息传递方式,强调学生的主体地位,重视学生的个人体验,力求通过教学活动促进学生高效学习并养成自主学习习惯。

部分课时提供多个教学设计方案,或者针对某个教学环节提供多种设计思路供教师依据个人教学风格灵活选用。部分科目还依托志鸿优化网提供了多媒体课的设计案例。

**【板书设计】**对每节课所授知识点、重难点、能力点的梳理和网络构建。内容设置条理化,呈现出设计的美感。板书设计还考虑了记忆规律和青少年学生的认知特点,有助于在教师的引导下形成网状知识结构。

**【精彩(设计)点评】**通过简练的语言对教学设计的优缺点进行点评,指出本课设计的亮点、优点及缺陷与不足,帮助教师从容选择。

**【活动与探究】**紧密结合教学内容设计了活动探究课题,并提供简要的活动要求与建议,为教师指导学生拓展视野,提升能力提供方法引导。

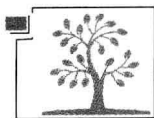
**【习题详解】**对教材每一节课后的习题进行详细解答,包括详细答案、解析过程和方法等,以方便教师进行习题讲解和批改作业时使用。

**【备课资料(资料选编)】**联系教材内容,汇集生活现实、社会热点、科技前沿等与之相关的材料,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,或精编能力训练题供学生课外提升。

时代在发展,学生在变化,教学改革与研究在推进,《优秀教案》丛书要跟上这些变化需要不断的更新,需要广大教师的积极参与。丛书编委会诚挚的邀请更多的教师参与本套图书的更新,提供优秀的教学案例与同行们交流、分享,提出图书改进的意见和建议,使该书更实用更好用,共同为我们的基础教育事业贡献一份力量。

优秀教案丛书编委会

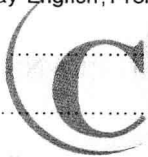
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# Module 1 Our Body and Healthy Habits

## 单元规划

### 内容预览

This module centers on our body and healthy habits. As we all know, a sound body is essential to us and to get a healthy body, one must form healthy habits in his daily life. From this module students will learn more about the connection between the two of them. They will also learn to talk about diseases, health, habits as well as health protection. The reading passage deals with different health care systems in different countries, such as Britain, the US and Canada. The contents of this module are so closely related to the real life of students that it will surely arouse their interest in the classroom activities. The teacher may design and organize activities related to the above topic so as to develop students' skills of language use as well as their communicating skills. Through the study of this module not only are students able to learn what are healthy habits, but also they will learn to apply what they have learned to their real life little by little.

### Introduction

In this section students are required to learn some new words connected with illnesses. Four activities are designed. The first two activities can be dealt with together. The teacher may make full use of pictures, sketches as well as multimedia to show some people's eating and exercising, etc. so that more information will be elicited from students. English proverbs about healthy habits are presented in activity 3. You may choose a certain proverb and carry out a discussion among the whole class about the real meaning of it. There are two options in dealing with activity 4. You may ask students to collect some Chinese proverbs connected with healthy habits on the Internet after class and try to make a wall newspaper for the class, which is suitable for a class of a high level. For students of an ordinary level, you may make them work in groups to speak out two or three proverbs connected with healthy habits and then translate them into English.

### Vocabulary and reading

The reading passage, which is divided into two parts, tells us something about the life style of a schoolboy, Zhou Kai. What's more, some vocabulary will be learned. In this section five exercises related to the reading contents as well as vocabulary are designed. Through these exercises students may have a better understanding of the reading passage. This section aims at developing students' reading ability. As we all know, reading skills are very important for senior students. To gain skimming and scanning abilities, the first reading is intended for the students. First ask students to read fast to find out the main idea of each part. In order to stimulate the students to take part in the class activities more actively, the teacher can organize a group competition to see which group can finish the tasks fastest and best. For the second reading, students are expected to know some details about the passage. Later on, the teacher will present some questions for students to answer and at the same time they are asked to finish the tasks in the textbook individually.



### Speaking 1

This section is made up of two activities, which are designed to develop students' speaking skills as well as get more knowledge about healthy habits. In activity 1 the students are asked to talk about their answers to *Vocabulary and speaking activity 2* in *Introduction*. Thus the teacher may choose to deal with it following *Introduction*. This activity can be carried out in pairs. Activity 2 can be designed as follows: First divide students into two groups and elicit some important things they should or shouldn't do in order to stay healthy; then they may choose five from the items and debate with each other; finally, put them in the order of importance.

### Function

This section, consisting of two activities, is designed to train students' speaking ability. Through speculation and imitation, the students will learn some ways to talk about the future. In the first activity students are required to answer three questions extracted from *Reading 1* in *Vocabulary and Reading*. Through this activity they may know more about the different meanings of the future tense. The second activity provides the students with an opportunity to learn more about the future tense and the application of some verbs as well. In order to develop students' speaking ability to a great extent, the teacher may have them make up a dialogue in pairs talking about the weather and the basketball match that will take place in the afternoon or something else.

### Grammar 1

In this part students will learn some knowledge about nouns used as verbs. Simple as the grammar is, it is quite confusing for the students. To make students have a better understanding, the teacher needs to remind students to note whether the two parts of speech are of the same meaning. For a class that is good enough more such words can be added.

### Listening and vocabulary

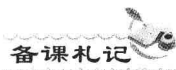
The main purpose of this section is to make students learn more vocabulary about human organs, the symptoms of some diseases and some other vocabulary people use when they go to see a doctor. Altogether there are six activities. Activities 1, 2 and 6 are designed to have students master some vocabulary related with body parts as well as the symptoms of some diseases. To achieve the goal, the teacher can organize his/her teaching with the help of the multimedia or pictures. Besides, some more exercises can be added. In activities 3, 4, and 5, students are expected to listen to the material and finish the tasks individually and then check up the answers in a whole class setting.

### Grammar 2

Another grammar in this module is the structure "Will/be going to for future actions". This section consists of two activities. Activity 1 is aimed at helping students to make sense of the different occasions when the two structures are applied. Activity 2 is a consolidation of this grammar. If time is sufficient, you can divide the students into two groups and have a quiz, in which students are encouraged to compete with each other in finishing the statements begun by the teacher. This is not only a chance to consolidate the grammar but also an opportunity to develop their speaking skills.

### Pronunciation

As you may find, Liaison plays quite an important part in spoken English, because it can not only simplify our language, but also can make the language sound more beautiful. To



have them learn this section better, you may give them as many sentences as possible. And at the same time, you need to help them sum up some rules in Liaison. Except for the exercise given, the teacher may find some tongue twisters to practice. Meanwhile, the tape-recorder should be made full use of.

### Speaking 2

Students are required to talk about a health problem and its symptoms in pairs. There are two options for the teacher to choose from. For an ordinary class, the teacher may set a few questions in relation to the topic so that the difficulty of the task may be reduced. Then they should work in pairs to make up a dialogue according to the requirement. If your students are good enough, you may create an opportunity for the students to carry out a questionnaire in the form of a chart showing the related diseases, symptoms and solutions.

### Everyday English

This part is mainly about several daily expressions in English, which are designed to help students understand and master how native English speakers make use of useful phrases and expressions in their daily life. Encourage students to do this activity individually and then check with a partner. To consolidate it, the teacher may ask students to have a free talk using the expressions in this part.

### Writing

This section can be conducted as follows: First the teacher can ask students to finish activity 1 individually; then they may talk about the answers to activity 1 and find the logical relations of the sentences; third, students work in pairs to talk about the causes of Zhou Kai's cold, symptoms and the treatment; next, the whole class have a speech relay about Zhou Kai's cold, which allows for possible mistakes; finish activity 2; finally, the students interview one of their classmates or some other people to learn about their similar experiences. (This can be their assignment.)

### Cultural corner

The reading passage mainly introduces to us the health care system in three different countries: Britain, America as well as Canada. This part is designed to broaden the students' view and increase their background knowledge. To help students make sense of the passage better, the teacher may set some questions based on the contents of the passage. Meanwhile, they are expected to work in groups to have a discussion about the question given so that their understanding of the passage will be further deepened.

### Task

The task in this module is to teach the students how to prepare a survey about healthy living. As the topic is so closely related to people's daily life, the students' enthusiasm will surely be aroused. First they can think of at least five questions about a healthy lifestyle in groups and do a survey with five other students. Then collect all the questions and write one long questionnaire. Finally, take turns to read out and answer the questionnaire.

### Module file

This section lists the main areas of language dealt with in this module. You may want to use it formally for repetition, and pronunciation revision, or you may want to give students ten minutes to go through it, ticking the things they are confident they know, putting a question mark next to those things they are not sure of, and a cross next to those they don't know. This should then be the basis of their own revision of the module.

### 教学重点

1. Introduce many new words describing healthy habits and diseases; dentist, diet, fat, fit, flu(influenza), get/catch a cold, health, rare, toothache, unhealthy, wealthy. . .
2. Learn some nouns used as verbs: head, eye, name, paper, book, air, voice, hand, coat, dress, diet, skin, mail, ship, face, shoulder, dust, work, answer, picture, peel, knife, nurse, bottle, cash, use, house, mother, brother, mask, etc.
3. Help the students make sense of the passages describing a lifestyle as well as health care systems in some developed countries.
4. Encourage the students to talk about health and health care.
5. Have the students know more about the differences between “will be” and “be going to” for future actions.

### 教学难点

1. How to help students to master as many words describing health and health care.
2. How to have them talk about certain diseases and their treatment
3. How to foster students' cultural awareness.

### 课时安排

- Period 1 Introduction; Speaking 1; Speaking 2; Everyday English  
Period 2 Vocabulary and Reading  
Period 3 Grammar 1; Grammar 2; Function;  
Period 4 Listening and Vocabulary; Pronunciation  
Period 5 Writing; Cultural Corner; Task; Module File

## Period 1 Introduction; Speaking 1; Speaking 2; Everyday English

### 整体设计

### 教材分析

This period is made up of four parts, that is, *Introduction*, *Speaking 1*, *Speaking 2* and *Everyday English*. As the topic is healthy habits, the teacher can lead the lesson in by asking them what they understand by “healthy habits” and elicit what they do in their lives which they consider to be “healthy”. Then they may compare their own healthy habits with the sentences listed in activity 2, *Introduction*, in which the last two activities are designed to learn more about the English and Chinese proverbs about healthy habits. Focused on healthy habits, the two speaking tasks aim at developing students' speaking ability. To achieve this goal, the teacher may organize all kinds of activities, including pair work, group work and individual work. In *Everyday English* the students will learn some daily expressions concerning healthy habits. At the same time, they are also offered a chance to learn how these daily expressions are used in our daily life. Through the study of this module, not only will the students' speaking skills be fostered, but also they will learn to reflect on their habits often so that they will form healthy habits.

### 三维目标

#### 1. 知识与技能

- 1) Make students master some words about healthy habits.
- 2) Encourage students to participate in class actively.
- 3) Know more about some proverbs in relation to healthy habits.

#### 2. 过程与方法

- 1) Train students speaking ability through individual and pair work.
- 2) Learn some daily expressions concerning healthy habits.

#### 3. 情感与价值

Through the study of this period, not only will the students' speaking ability be improved, but also they can reflect very often on their own living habits so as to form healthy habits in life.

### 教学重点

1. Encourage students to talk about healthy habits.
2. Train students' speaking ability.
3. Teach students some new words: dentist, diet, fat, fit, flu (influenza), get/catch a cold, health, rare, toothache, unhealthy, wealthy. . .
4. Learn some daily expressions about healthy habits.

### 教学难点

1. Lead students to talk in class actively.
2. Help students to sum up the symptoms of some diseases.

### 教学过程

#### Step 1 Introduction—Vocabulary and Speaking

##### 1. Activities 1 & 2

There are three options for the teacher to choose from.

##### Option 1

1) The teacher asks students a few questions related to the vocabulary given orally and quickly, while students give their complete answers. The questions you may use:

- (1) Do you often eat fish?
- (2) Are you fond of vegetables?
- (3) Which do you prefer, meat or vegetables?
- (4) You eat a lot of sweet things, don't you?
- (5) How much exercise do you take a week?
- (6) Do you often get colds?

2) Read through the words in the box while students listen and follow.

3) Students asking and answering questions concerning diets and health in pairs, using the words listed.

4) Time permitting, you may ask a pair to present each other's information to the whole class. For example:

She/He likes chocolate, but she/he gets toothache. She/He does exercise very often, so she/he doesn't get flu very often.

##### Option 2

##### 1) Activity 1



(1) Read through the words in the box while the students listen and follow. Pay particular attention to the stress on the third syllable of influenza and the second syllable of unhealthy. Make sure that they understand what all the words mean, either by eliciting the meaning in a whole class or by asking them to use their dictionaries to look up unknown words.

(2) Ask them to complete Activity 1 individually, and then check with a partner.

(3) Collect the answers from the whole class, and list their responses on the blackboard.

#### 2) Activity 2

(1) Read through the sentences while students listen and follow.

(2) Check that they understand them all. You may need to elicit/gloss “portions” and “fit” for them.

(3) Pair them to ask and answer. Elicit model questions (Do you sometimes get colds or flu?) and short answers (Yes, I do. / No, I don't. ).

(4) You may then wish to have some general whole-class feedback. You might do this by asking “Who sometimes get colds and flu?” and having the students raise their hands. You may wish to elicit which statements they think represent healthy and which unhealthy living.

(5) Finally ask students to write two more sentences about their own diet or healthy habits. Individually and share the sentences with the whole class. If necessary, you can collect some of the sentences and write them on the blackboard.

#### Option 3 (Suitable for a class of high level)

1) Allow students a few minutes for activity 1. You may ask them to read the words and ask them to memorize the words in the box. If they can't memorize all the words, it doesn't matter.

2) Students work in pairs and introduce their own information to each other. For example:

I sometimes get colds and flu. I don't get much fat. I eat an apple almost every day. I often take exercise. As I eat a lot of sweets, I sometimes get toothache. . .

3) The teacher shows some sketches to students expressing different diets, exercise and physical conditions of different students. For example, it may be a fat boy who is eating chocolates, or it may be a patient who is being examined by the dentist. Students are required to work in groups to describe the sketches to the whole class. In order to arouse the students' interest, you may carry out a competition to decide which group does the best and award them accordingly.

#### Suggested answers to activity 1:

flu (influenza), get/catch a cold, toothache, unhealthy

#### 2. Option 1 Activity 3

Before Activity 3, encourage students to think of the Chinese old proverbs related to health.

1) Read through the four proverbs while the students listen and follow.

2) If you wish, you may have them repeat the proverbs after you. And then put them into groups of four to discuss what the proverbs mean.

3) Elicit the meanings of the proverbs from the whole class.

#### Suggested answers:

1. *You are what you eat* means that your body and even mental state is affected by the type of food you eat. If you eat lots of sweets and cakes, you may be soft in character as well as fat; if you eat lots of meat, you may be aggressive and tough.
2. *Healthy mind in a healthy body* means that if you are clear about eating healthily and follow a sensible diet, you are likely to be clear thinking in other areas of life.

3. *Early to bed, early to rise makes a man healthy, wealthy and wise* means that late nights and sleeping in the morning are not good for the body, the mind or for business.
4. *An apple a day keeps the doctor away* means that it is important to eat good fresh fruit every day in order to stay healthy.

Additional proverbs

- (1) 病从口入。A close mouth catches no flies.
- (2) 健康胜于财富。Health is over wealth.
- (3) 饭后百步走,延年又益寿。After dinner sit a while; after supper walk a mile.
- (4) 冬吃萝卜夏吃姜,不用医生开药方。Carrots in winter and gingers in summer keep the doctor away.

(5) 冬天动一动,少闹一场病。Exercise in winter makes a man healthier.

(6) 不吸烟,不饮酒,病魔见了绕道走。No smoking and none alcoholic keeps the doctor away.

Activity 4

1) You may ask students to work in groups of four and answer the following two questions:

(1) Can you think of any Chinese proverbs connected with health?

(2) Can you translate them into English?

2) Circulate and help with translations if they are having problems.

3) Elicit answers from the groups in a whole class setting.

Option 2 To use activity 4 as a lead-in, and then carry on with Activity 3 is also practical, for the students may be familiar with the Chinese old proverbs.

## ⇒ Step 2 Speaking 1

### 1. Activity 1

Students are encouraged to work in pairs and talk about their answers to *Vocabulary and Speaking* Activity 2 in *Introduction*.

1) Pair the students with a different partner and ask them to refer back to activity 2 on page 1. They should ask and answer as before. ( Do you sometimes get colds and flu? Yes, I do. /No, I don't. )

2) Collect answers in a whole class situation, asking individuals to say what their partner answered. For example:

My deskmate sometimes gets colds but never gets flu.

### 2. Activity 2

Have students work in groups of three or four and decide on the five most important things they should or shouldn't do in order to stay healthy. Then put them in order of importance.

1) First, group students to make their lists. Tell them to appoint one member as a secretary to write down their suggestions.

2) Encourage students to brainstorm ideas first, note what the members say, finally select the five most important ideas and put them in order.

3) Collect suggestions from the groups in a whole class setting.

4) If you wish, list them on the blackboard, and try to make a whole-class list. Or you may divide the class into two groups and make them debate each other on the following topic:

A lot of exercise is the most important thing for staying healthy.

## ⇒ Step 3 Speaking 2

Encourage students to work in pairs. Student A chooses a health problem and describes



the symptoms. Student B asks about it and offers help.

1. The teacher asks students some questions concerning some diseases and their symptoms, while the students try to make answers. This step is a preparation for the students' making dialogues. The following is a sample conversation between the teacher and the student:

T: What's the matter with you?

S: I think I've got a bad cold.

T: Do you cough?

S: Yes, I do.

T: Any other symptoms?

S: I've got a temperature of 38°C.

2. Ask students to work in pairs and produce their own dialogue. The teacher may give them a sample dialogue first.

(Show the following dialogue on the screen.)

Student B: What's the matter?

Student A: I think I've got pneumonia.

Student B: Why? What are your symptoms?

Student A: I've got a high temperature and my chest hurts when I breathe.

Student B: Oh, dear. What are you going to do with it then?

Student A: I'm going to stay in bed and ask the doctor to visit me.

Student B: I'll ring the doctor for you.

If you wish, ask some pairs to perform their dialogues for the rest of the class.

#### Step 4 Everyday English

1. Ask students to do the following activity individually.

(Show the following on the blackboard.)

Choose the right answer.

1 *Terrific* means \_\_\_\_\_. (a) wonderful (b) quite good

2 *To be off work* means \_\_\_\_\_. (a) not to go to work (b) to stay longer at work

3 *Oh dear!* means \_\_\_\_\_. (a) That's bad news (b) My good friend

4 *That couldn't be better* means \_\_\_\_\_. (a) That's excellent news (b) Well done

5 *I've a sweet tooth* means \_\_\_\_\_. (a) I like sweet things (b) I've toothache

6 *I'm crazy about football* means \_\_\_\_\_. (a) I love football (b) Football is crazy

2. Collect the answers in a whole-class setting, asking students to say the whole correct sentence.

**Suggested answers:**

1 a    2 a    3 a    4 b    5 a    6 a

#### Step 5 Summary and Homework

This period is actually an oral class, through which students' speaking skills will be developed. In the course of study, all kinds of activities are organized, including pair work, group work and individual work, so that their interest will be aroused. Besides, they will learn some proverbs concerning health and they also learn some vocabulary about health and diseases. Altogether, through the study of this period, not only will their speaking skills be improved, but also their vision may be broadened.

## 板书设计

### Module 1 Our Body and Healthy Habits

#### Period 1

Words and expressions:

dentist diet fat fit flu(influenza) get/catch a cold health rare toothache  
unhealthy wealthy

English proverbs:

You are what you eat.

Healthy mind in a healthy body.

Early to bed, early to rise makes a man healthy, wealthy and wise.

An apple a day keeps the doctor away.

## 活动与探究

1. Show the following picture through the multimedia to the class and elicit what they can see. ( There are five men running a marathon through the streets of a city. A marathon is a race which is 42.195 kilometers long, and is often run in big cities—London, New York—and is also part of the Olympic Games and other major athletic meetings. )



2. Ask students what kind of health and fitness they need to run a marathon.

## 备课资料

### Related Language Points:

1. Early to bed and early to rise makes a man healthy, wealthy and wise. 早睡早起使人健康、富有、聪明。

make sb. + *adj.* 是 make 的复合结构, 表示“使某人处于什么状态”。

make 的复合结构的常见的形式:

make + 宾语 + <i>n.</i> / <i>pron.</i>
make + 宾语 + <i>adj.</i>
make + 宾语 + 动词原形
make + 宾语 + <i>v.</i> -ed
make + 宾语 + 介词结构
make it + <i>n.</i> / <i>adj.</i> + 从句 / to do sth.



例句:

Who would like to make yourself known first? 谁愿意第一个作一下自我介绍?

Mother makes Tom clean his room every day. 母亲让汤姆每天自己打扫房间。

Too much food made him ill. 没有节制的饮食使他病倒了。

We made him monitor. 我们选他做班长。

拓展:

make 的相关短语如下:

make up	组成,构成;虚拟,捏造
make sure	确保
make use of	利用
make fun of	取笑
make for	朝……进行;对……有好处
make the most of	充分利用
make sense	讲得通;合理;有意义
make out	辨认出;理解

及时反馈:

1) What the speaker said at the meeting \_\_\_\_\_.

- A. doesn't have sense                      B. doesn't make sense  
C. doesn't make meaning                  D. doesn't mean

2) I could just see a car in the distance, but I couldn't \_\_\_\_\_ what color it is.

- A. make out                      B. look to                      C. look out                      D. take in

答案: 1) B make sense “有意义;有道理”相当于 have meaning/be meaningful.

2) A 句意为“我只能看到远处有一辆汽车,但我分辨不出汽车的颜色”。make out “辨认出;理解”,符合句意。

2. Not many people are fit enough to do this. 并不是很多人能足以健康到做这样的运动。

fit 1) *adj.* 合适的;健康的;称职的

Your car isn't fit to be on the road. 你的车子不适合上路。

The children seem to think I'm only fit for cooking and washing.

孩子们似乎认为我只配做饭洗衣服。

2) *v.* 适合;合身;安置;一致;相称

I tried the dress on but it didn't fit (me). 我试穿了那件连衣裙,但不合身。

The facts certainly fit your theory. 这些事实和你的说法丝毫不差。

比较:

fit/suit/match

这三个词都有“合适”之意,但含义有所不同。

1) 指衣着、鞋帽“合适”时,fit 强调大小、形状、宽松舒适度的合适,而 suit 则强调颜色、款式、色调方面的合适。例如:

The suit fitted him nicely. 这身衣服他穿正合适。

The color doesn't suit her. 那种颜色不适合她的肤色。

2) 如果衣着使某人看上去有吸引力,不能用 fit,而用 suit。用于比喻意义也多用 suit。例如:

I love you in that dress; it really suits you. 我很喜欢你穿的这件衣服,它使你看上去很有吸引力。

3) match 着重颜色、式样的搭配,也可指“相一致”。例如:

The doors were painted blue to match the walls. 门被漆成了蓝色,为的是与墙的颜色相配。

As a couple they were not very well matched. 作为夫妻,他们并不十分般配。