



志鸿优化系列丛书

丛书主编 任志鸿



# 高中 优秀教案

GAOZHONGYOUXIUJIAOAN

本书由部分省市优秀教学设计大赛获奖作品选编而成

英语

北师大版  
【必修2】



北京师范大学出版集团  
BEIJING NORMAL UNIVERSITY PUBLISHING GROUP  
北京师范大学出版社



志鸿优化系列丛书



# 高中 优秀教案

GAOZHONGYOUXIUJIAOAN

北师大版

【必修2】英语

丛书主编 任志鸿

本册主编 王新村

副主编 谢宝继



北京师范大学出版集团  
BEIJING NORMAL UNIVERSITY PUBLISHING GROUP  
北京师范大学出版社

---

图书在版编目(CIP)数据

高中优秀教案. 英语. 2:必修/任志鸿主编. --  
北京:北京师范大学出版社, 2012. 6  
ISBN 978-7-303-14571-3

I. ①高… II. ①任… III. ①英语课—教案(教育)  
—高中 IV. ①G633

中国版本图书馆 CIP 数据核字(2012)第 121607 号

---

---

出版发行:北京师范大学出版社 [www.bnup.com.cn](http://www.bnup.com.cn)

北京新街口外大街 19 号

邮政编码:100875

印 刷:高青金立印业有限公司

经 销:全国新华书店

开 本:171 mm×245 mm

印 张:8

字 数:180 千字

版 次:2012 年 8 月第 1 版

印 次:2012 年 8 月第 1 次印刷

定 价:24.00 元

---

责任编辑:刘秀兰 张亚红

责任校对:张春燕 徐 晨

装帧设计:吴 琼 邢 丽

责任印制:马鸿麟

版权所有 侵权必究

反盗版、侵权举报电话:010—58800697

北京读者服务部电话:010—58808104

外埠邮购电话:010—58808083

北京京师普教文化传媒有限公司网址:<http://jspj.bnupg.com.cn>

营销中心电话:010—62209541 62200853

本书如有印装质量问题,请与出版制作部联系调换

出版制作部电话:010—62202540





# 前言

## FOREWORD

EXCELLENT TEACHING PLANS

自新一轮课程改革在神州大地破土而出,新课标的教学理念、教材组织形式、教学结果评价方式的变化层出不穷,叹为观止。在这样一个变革的年代,《优秀教案》始终紧跟改革的步伐。

随着越来越多的省份加入新课改,老师们的教学思路越来越多,教学设计构思也越来越巧妙。正如叶圣陶先生所说:“教育者不是造神,不是造石像,不是造爱人。他们所要创造的是真善美的活人。”其实作为“创造者”的老师们在一线教学实践和研究中创造出了很多有价值的教学案例和设计。许多一线老师通过自己的努力,为新课程教材的教学提供了很多有益的想法。这些内容刊登在各种教学杂志上,产生于教研部门的优秀教案评选或讲课比赛中。如果能够把这些好的案例集中起来,一定能够对教师的备课、教学提供很大的帮助。

为此,我们通过采取与教研部门核心期刊杂志合作等形式,聘任专家,组织出版了高中《优秀教案》丛书。本丛书的稿件来源是各种教学研究(评比)活动中评选出来的优秀教案和权威教学杂志中刊登的教案。这些作品展示了近几年课改的成果,代表了课改发展的方向。这类教案具有极大的参考和研究价值,是新课程改革条件下一线教师研究学习教学设计的范本。

本书有以下特点:

**个性独特,匠心独具。**本书力求再现他们在教学实践中的独特发现:对教材知识体系挖掘以求“深”,辨误以求“真”,考查以求“准”;对教材内容的梳理系统以求“全”,创新以求“异”,对教材的教法发散以求“活”,思维变化以求“新”,分析对比以求“博”。

**篇篇精彩,课课经典。**每一个教案都来自实行新课标地区的省级教研活动或者学科教学领域的核心期刊,还有不少是全国教学设计获奖作品。它们都是从众多的案例中经过层层筛选,优中选优,保证每一篇内容都精彩纷呈。这些在教坛耕耘多年的名师把他们的经验和智慧凝结到他们的作品中。他们对教学的每个环节,每一个步骤都经再三推敲、

用智慧和爱心铸造中国教辅第一品牌

斟酌,打造出来的是可以供长期参考使用的经典教学案例。

**实用新颖,理念成熟。**课程改革对学生强调的是知识的生成。这种课程理念的贯彻需要教师既要调动学生主动的学习热情,又要通过教师的主导作用提高课堂效率。教案的筛选力求兼顾实用性和新颖性。每一篇带给您不同的感受,指引着课程改革的方向,引领着课程改革的潮流。

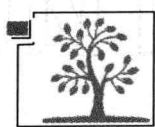
**一课多案,更多选择。**部分课时有多个思路迥异的精彩设计。细细品味,比较研读,既能感悟“教学有法,教无定法”的深刻内涵,又可以在教学中博采众长,使您的课堂融各家优点于一身,精彩每一瞬间。

我们相信,这套丛书将为广大实行新课程改革省份的教师提供更好的备课素材,为广大教师提供更具个人风格的优秀作品。当然,作为选集必然带有主编者的个人主观色彩,我们欢迎广大教师批评指正,同时欢迎更多的教师积极参与到本套丛书的更新发展之中。欢迎您将您的优秀教学案例和设计邮寄给我们,我们将为您提供平台与广大同行交流、分享,希望本套丛书能够与您同进步!

**优秀教案丛书编委会**



**用智慧和爱心铸造中国教辅第一品牌**



# 目录

## CONTENTS

<b>Unit 4 Cyberspace</b>	1
Period 1 Warm-up & Lesson 1 Tomorrow's World	3
Period 2 Lesson 2 Websites	6
Period 3 Lesson 3 Virtual Reality	11
Period 4 Lesson 4 Virtual Tourism	14
Period 5 Communication Workshop & Culture Corner	19
Period 6 Grammar: Will and Be Going To & First and Second Conditionals	22
Period 7 Language Points of Each Period	29
<b>Unit 5 Rhythm</b>	40
Period 1 Warm-up & Lesson 1 Performance	42
Period 2 Lesson 2 Beijing Opera	47
Period 3 Lesson 3 Experiment in Folk	51
Period 4 Lesson 4 Let's Dance	55
Period 5 Communication Workshop & Culture Corner	58
Period 6 Grammar	62
Period 7 Language Points of Each Period	69
<b>Unit 6 Design</b>	81
Period 1 Warm-up & Lesson 1 A Matter of Taste	83
Period 2 Lesson 2 Great Buildings	87
Period 3 Lesson 3 Chinese Paper Art	92
Period 4 Lesson 4 Dream Houses	96
Period 5 Communication Workshop & Culture Corner	100
Period 6 Grammar: Prepositions & Relative Clauses	102
Period 7 Language Points of Each Period	114



EXCELLENT TEACHING PLANS

CONTENTS

# Unit 4 Cyberspace

## 单元要览

The theme of this unit is about cyberspace, which mainly covers *Tomorrow's World*, *Websites*, *Virtual Reality* and *Virtual Tourism*. In this unit, students will first read about the Internet and virtual reality. Then, listen to a phone conversation, radio programmes and a song to practise telephoning and making suggestions. Next, write an e-mail message and an Internet page about your area. As for grammar, how to make predictions about the future and conditionals will be the focus of this unit.

类别	Contents needed in the syllabus			
话题	Cyberspace			
目标	To know the actualities and the future of cyberspace To acquaint oneself with the function of the website To know about virtual reality and virtual tourism To acquaint oneself with the knowledge about New Zealand			
重点 词 汇 及 拓 展	climate	<i>n.</i> 气候	reject	<i>vt.</i> 拒绝, 不接受
	global	<i>adj.</i> 全球的, 全世界的	arrangement	<i>n.</i> 安排
	flood	<i>n.</i> 洪水, 水灾 <i>vt. &amp; vi.</i> 淹没	suggest	<i>vt.</i> 建议, 提议
	reality	<i>n.</i> 真实, 现实	title	<i>n.</i> 标题, 题目
	virus	<i>n.</i> 病毒	destination	<i>n.</i> 目的地
	affect	<i>vt.</i> 影响	exit	<i>vt.</i> 出, 离开
	growth	<i>n.</i> 增长; 生长	historical	<i>adj.</i> 历史的, 有关历史的
	crime	<i>n.</i> 犯罪; 罪行	site	<i>n.</i> (事物或事件发生)场所, 位置
	attack	<i>n. &amp; vt.</i> 攻击, 进攻	pack	<i>vt.</i> 收拾(行李), 打包
	chaos	<i>n.</i> 混乱, 无秩序	dip	<i>vt.</i> 浸
	crash	<i>vt.</i> (汽车、飞机等)撞毁; 坠毁	smoker	<i>n.</i> 吸烟者
	offer	<i>vt. &amp; n.</i> 提供, 提议	tourism	<i>n.</i> 观光, 游览
	entertainment	<i>n.</i> 娱乐; 款待	guide	<i>n.</i> 指南; 导游, 向导
	disappear	<i>vi.</i> 消失	seaside	<i>n.</i> 海滨, 海边
	harm	<i>vt. &amp; n.</i> 伤害, 损害	settle	<i>vi.</i> 定居
	obvious	<i>adj.</i> 明显的, 显而易见的	central	<i>adj.</i> 中央的, 中心的
	destruction	<i>n.</i> 破坏, 毁灭	suburb	<i>n.</i> 市郊, 郊区
	scientific	<i>adj.</i> 科学的	zone	<i>n.</i> 地域, 地区
	nuclear	<i>adj.</i> 原子能的	harbour	<i>n.</i> 海港
	project	<i>n.</i> 课题; 方案; 工程	view	<i>n.</i> 景色, 风景
	fashion	<i>n.</i> 时髦, 时尚	average	<i>adj.</i> 平均的 <i>n.</i> 平均数
	fancy	<i>vt.</i> (非正式)想要做; 幻想	regular	<i>adj.</i> 定期的; 规则的
	suggestion	<i>n.</i> 建议, 提议	material	<i>n.</i> 材料, 原料

备课札记

重点 短 语	make up 构成,组成,编造	get in touch 取得联系
	in space 在太空	hang on 别挂断
	come true(愿望、梦想等)实现	be up to 做,从事于
	find out 找出,查明	in fashion 流行
	be connected to... 与……连接	make a suggestion 提建议
	be pessimistic about 对……悲观	in the flesh 本人亲身
	be optimistic about 对……乐观	be excited about 对……感到兴奋
	as if 好像,仿佛	consist of 由……组成
	do harm to 伤害	cut off 切掉,切断
重 要 句 式	<p>1. ... , "it is clear that we are going to see a huge growth in shopping on the Internet."</p> <p>....., "很显然,我们将会看到网上购物的巨大增长。"</p> <p>2. ... make you feel as if you are in a real situation.</p> <p>.....使人感到仿佛置身于一个真实的空间。</p> <p>3. In 1985, the New Zealand government made the whole country a nuclear-free zone. ...</p> <p>1985年,新西兰政府使整个国家成为无核区.....</p> <p>4. It is easy to travel between Auckland and the rest of New Zealand.</p> <p>在奥克兰和新西兰其他地区之间旅行很容易。</p>	
语 法	<p>1. Predictions: will and be going to</p> <p>2. First and Second Conditionals</p>	
教 学 重 点	<p>1. Practise using the words concerning the cyberspace.</p> <p>2. Identify the use of "will" and "be going to".</p> <p>3. Practise using First and Second Conditionals.</p> <p>4. Practise intensive and extensive reading skills.</p> <p>5. Practise intensive and extensive listening skills.</p>	
教 学 难 点	<p>1. Enable students to master the use of Second Conditional.</p> <p>2. Write an Internet page.</p> <p>3. Develop students' integrative skills.</p>	
课 时 安 排	<p>Periods needed: 7</p> <p>Period 1 Warm-up &amp; Lesson 1 Tomorrow's World</p> <p>Period 2 Lesson 2 Websites</p> <p>Period 3 Lesson 3 Virtual Reality</p> <p>Period 4 Lesson 4 Virtual Tourism</p> <p>Period 5 Communication Workshop &amp; Culture Corner</p> <p>Period 6 Grammar: Will and Be Going To &amp; First and Second Conditionals</p> <p>Period 7 Language Points of Each Period</p>	



## Period 1 Warm-up & Lesson 1 Tomorrow's World

### 整体设计

#### 教学内容分析

The first period of the unit, the theme of which is cyberspace, is focusing on the reading of the passage *The Future of Cyberspace*. Students can have easy access to the future and present status of the Net by reading, which contributes to the following teaching of the unit. Adequate vocabulary concerning computers and the Net in Warm-up has laid a solid foundation for Lesson One. Therefore, the combination of Warm-up and Lesson One is a better choice.

Meanwhile, more activities should be designed to help students use new words repeatedly. What's more, the differences between "will" and "be going to" are also the focus of the period, but students have learned a lot about "will" and "be going to" in junior school. So teachers shouldn't put too much emphasis on it.

#### 三维目标设计

##### Knowledge and skills

1. To make students master some new words and expressions concerning computers and the Net in this period: affect, rapidly, growth, pessimistic, crime, hacker, terrorist, attack, chaos, crash, optimistic, offer, entertainment, disappear, obvious, destruction, be connected to, be pessimistic about, be optimistic about, all sorts of, as if.

2. To further understand the grammar: "will" and "be going to".

3. To improve students' reading ability by scanning and skimming.

4. To develop students' communicative ability.

##### Process and methods

1. Use a word riddle game to lead in the new text to arouse the students' interest.

2. During Pre-reading, some questions related to cyberspace can help students better understand the text.

3. In While-reading, the whole language approach is fully made use of to help students form the overall comprehension of the text.

4. For Post-reading, students can form proper attitudes towards cyberspace by discussing with each other in a cooperative way.

##### Emotion, attitude and value

1. To develop students' imagination and proper attitudes towards development of cyberspace.

2. To cultivate students' appreciation of cyberspace and stimulate them to work hard in order to get a knowledge of computers and the Net.

3. To help students hold the right attitudes towards the advantages and disadvantages of the development of the Net.

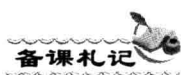
4. To help students experience the pleasure of success in reading the passage.

#### 教学方法

1. The whole language approach



备课札记



Instruct students to begin with reading the title, and then get the overall perception before the understanding details of the article, inspiring students to participate in learning, discussion and cooperation.

## 2. Task-based language teaching

The text deals with the theme of cyberspace. Pictures related to the theme will be presented by multimedia computers to develop students' imagination, which makes for the understanding of the text and the improvement of the teaching efficiency. A number of tasks are designed to ensure the joy of success in reading the text.

## 教学重、难点

1. To improve students' reading ability.
2. To know more about the future and enrich students' imagination.
3. To talk about the questions in Post-reading.

## 教学过程

### ⇒Step 1 Lead in

Let students guess a word riddle.

It is a word that describes the place where messages, information, pictures, etc. exist when they are sent from one computer to another. Can you tell me what the word is? (It's cyberspace.)

### ⇒Step 2 Pre-reading

I. Ask students some questions concerning cyberspace. If students' response is limited, the teacher can use the pictures from Warm-up—a picture from *The Day after Tomorrow* to lead in the text. The questions are as follows:

How does cyberspace affect our lives?

(Possible answers; more connections; more activities done on the Internet; more attacks.)

What can we do on the Internet now?

(Possible answers; go shopping on the Net; book tickets; get all sorts of information; get experience in virtual reality; send e-mails; find out about holiday offers and get entertainment.)

Who attacks cyberspace?

(Possible answers; terrorists; criminals and hackers.)

What effects do these attacks cause?

(Possible answers; cause crime; cause chaos; make planes and trains crash and information disappear.)

II. Look at the title of the article—*The Future of Cyberspace*. Please predict what will be talked about in the text. Which of these topics do you think it will mention?

(Possible predictions; the growth of the Internet; attitudes towards the future of cyberspace; the future of virtual reality; how computers and the Internet affect our lives; future crimes and dangers in cyberspace; future life in cyberspace and activities done on the Internet.)

### ⇒Step 3 While-reading

I. Let students read the article quickly and check their predictions.

II. Let students read the text again. Let them try to understand the structure of the text and then try to give a heading for each part in pairs.

Headings:

Part 1 The growth of the Internet

Part 2 Pessimistic ideas about the future of cyberspace

Part 3 Optimistic ideas about the future of cyberspace

Part 4 The future of virtual reality

III. Let students read the text carefully to find the specific information to fill in the blanks.

Read the text carefully and fill in the diagram.

(Show the diagram on the screen and let students read it before reading the text.)

Outline of the passage

	Topics	Details	
Para 1	The <u>growth</u> of the Internet	Around 50 million computers are connected to the Internet.	
Para 2	Pessimistic ideas about the future of cyberspace	Now	Hackers can get into the computers.
		In the future	Terrorists may “attack” computers, cause chaos, and make planes and trains crash.
Para 3	Optimistic ideas about the future of cyberspace	Already	People can use the Internet to buy books, find out about holiday offers, book tickets, and get all sorts of information.
		In the next few years	Many more people will shop on line.
		In the future	① We get entertainment from the Net. ② Television and mail service may disappear.
Para 4	The future of <u>virtual reality</u>	Definition	The use of computers to make situations feel and look real.
		Use of it	① People can work in virtual offices. ② People can shop in virtual supermarkets. ③ People can study in virtual schools.

#### →Step 4 Post-reading

I. Task: Voice your opinion about the future of the Internet.

Questions; 1. Do you feel optimistic or pessimistic about the future of the Internet?

2. Why are you optimistic about the future of the Internet? /Why are you pessimistic about the future of the Internet?

Students are required to work in groups to discuss the questions by referring to the diagram given above. Then voice their opinions in front of the class. Maybe they can use the following expressions:

1. In my opinion... /Personally... /I think...

2. We are optimistic/pessimistic about the future of the Internet because...

#### II. Summary

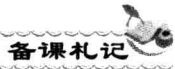
1. In this class we have learned some vocabulary about cyberspace.

2. Besides, we have learned about the different attitudes towards cyberspace.

3. Each coin has two sides. So does cyberspace.



备课札记



## Step 5 Homework

Write an article about the future of cyberspace.

## 教学参考

① *The Day after Tomorrow* 《后天》描绘的是以美国为代表的地球一天之内突然急剧降温,进入冰期的科幻故事。故事中,气候学家杰克·霍尔(丹尼斯·奎德饰演)在观察史前气候研究后指出,温室效应带来的全球暖化将会引发地球空前灾难。杰克博士曾警告政府官员采取预防行动,但警告显然已经太晚。杰克·霍尔博士于是紧急告诉美国副总统宣布北纬 30 度以南全美民众尽快向赤道方向撤离,该线以北民众要尽量保暖。而就在此时,霍尔博士得知儿子山姆(杰克·吉伦荷饰)只身前往纽约去营救女友,于是决定冒险前往纽约,在冰天雪地中展开救援行动。这时候灾难从纽约开始,曼哈顿摩天大楼遭到强烈旋风的袭击,大部分摧毁。突然间,地铁隧道里涌出狂暴不止的汹涌洪水。大水吞噬了纽约,淹没了美国,欧洲也在洪水之下不复存在。此后,冰层和白雪覆盖了整个地球表面,冰期时代开始了。当镜头再次回到美国时,那些侥幸生还的美国人都逃往墨西哥,请求进入那里的难民营。影片末尾处美国总统不得不叹息地承认道,他所奉行的气候政策是一次巨大的败笔。

② *A. I. (Artificial Intelligence)* 《人工智能》是由史蒂文·斯皮尔伯格继承了大师斯坦利·库布里克的遗志而拍摄的。在机器人的发展过程中,赋予机器人以情感是最富有争议的,也是最后未能做到的事。通常机器人被视作为一个极其复杂的装置,人们认为他们不会具备感情。但是,现在有很多父母失去了自己的孩子,时代的需要就使这种可能性大大增加了。终于,Cybertronics Manufacturing 制作公司着手解决了这个问题,制造出了第一个名叫大卫的具有感情的机器人。但是,一系列意想不到的事件的发生,使得大卫的生活无法进行下去。大卫开始踏上了旅程,去寻找真正属于自己的地方。

③ *From the Earth to the Moon* 《从地球到月球》是根据历史真人真事改编的作品,它借用了法国著名科幻小说家凡尔纳的纪实小说 *A Man on the Moon* 《站在月球上的人》的内容和素材改编而成。它全景式地描写和反映了围绕 20 世纪人类最重要的科学活动——“登陆月球”所发生的种种事件,再现了这个人类历史上最伟大的探险壮举中的无数感人片断。

④ *Star Wars* 银河帝国的各星系居民饱受暴政之苦,达度尼星球的居民奋起反抗。莉雅公主潜入帝国基地,偷走了足以摧毁暴君的秘密武器——死星中心结构资料,不料公主被捕,但她已经把数据输入机器人 R2D2 的计算机中。机器人 R2D2 逃亡到了一个遥远的星球,这个星球的年轻人卢克发现了 R2D2 中的求救信息,卢克找到在反抗帝国的战斗中仅存的绝地骑士奥比温,奥比温要求卢克和他一起去救公主,他们一行在梭罗的帮助下,营救了公主,并一同对帝国进行了毁灭性的打击。本片故事的意义在于把如此真实的一个科幻世界在 70 年代就展示给世人,这种展示改变了人们对 80 年代的看法,这主要反映它在某种意义上改变了人们看问题的角度。

## Period 2 Lesson 2 Websites

### 整体设计

#### 教学内容分析

The second period of the unit focuses on listening skills. The topic of the lesson is websites, which has something to do with the first period. Due to the fact that students are very interested in

the Internet, the lesson will be started by discussing the use of the Internet, which can not only stimulate students' background knowledge but also lead students to predict the history of the Internet.

Also, more activities are designed to help students pick up and sort out specific information by prediction and grasp of the key words.

### 三维目标设计

#### Knowledge and skills

1. To make students understand some new words and expressions in this period: fashion; fancy; reject; get in touch (with); hang on; be up to.
2. To find the information needed on English websites.
3. To improve students' listening ability by intensive and extensive listening.
4. To develop students' communicative ability.

#### Process and methods

1. Use some pictures on page 10 to lead in the topic to arouse students' interest.
2. During Pre-listening, some questions related to the Internet and websites are offered to help students make better preparations for listening.
3. In While-listening, the information gap activities are employed to fill in the table related to the listening materials.
4. For Post-reading, students are required to make a call, using expressions from what they have learned in a cooperative way.

#### Emotion, attitude and value

1. To develop students' competence of prediction and guessing.
2. To help students hold the right attitudes towards the Internet and gain access to some useful English websites.
3. To experience the pleasure of success in listening the passage.

### 教学方法

#### 1. Communicative language teaching

Communicative language teaching is an approach to the teaching of second and foreign languages that emphasizes learning to communicate through interaction in the target language. More activities, such as interviews, language exchanges, information gap and pair work, will be designed in order to achieve the goals.

#### 2. Task-based language teaching

The text deals with the theme of websites. Pictures related to the theme will be presented by multimedia computers to further students' understanding, which makes for the improvement of the teaching efficiency.

### 教学重、难点

1. To practise intensive and extensive listening skills.
2. To help some students overcome their nervousness when faced with the listening task.

## 教学过程

### ➡Step 1 Lead in

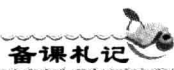
Ask the questions related to the topic.

What pictures can you see on pages 10 and 11? (Some web pages.)



备课札记





If we want to surf the web, we must know the related websites. What's the definition of the websites? (A website is a collection of related web pages containing images, videos or other digital assets. A website is hosted on at least one web server, accessible via a network such as the Internet.)

### ⇒Step 2 Pre-listening

I. Ask students to read the web pages carefully and try to answer the question:

Which "website" can you visit to do these things?

- a) find out what's going on in your town
- b) look for a job
- c) find out world news
- d) get information for a school history project
- e) write to your friends by e-mail
- f) buy clothes

(Possible answers: a)3 b)1 c)6 d)2 e)5 f)4)

Ask students to tell you the reason why they choose the answers.

II. T: We can learn about all kinds of knowledge we want to know on the Internet. We can look through the Internet to find what we want to know. The Internet changes our life and makes life more convenient. Do you want to know its history? Can you answer any of these questions about the history of the Internet? Before you listen, read the questions carefully and try to think of possible answers in pairs, using your general knowledge to help you and then report your ideas to the class.

1. Why did the Net begin?

- a) for military reasons
- b) for scientific reasons
- c) for business

2. What year did it start in?

- a) 1959
- b) 1969
- c) 1979

3. When did people start calling it the "Internet"?

- a) in the 1980s
- b) in the early 1990s
- c) in the late 1990s

4. When did the Internet start to grow very fast?

- a) in the late 1980s
- b) in the mid-1990s
- c) in the late 1990s

### ⇒Step 3 While-listening

I. Listen to the tape to check your predictions.

Answers: 1. a 2. b 3. a 4. b

II. Listen to the tape again and fill in the table.

When	What happened
In the 1960s	The military _____. The Pentagon _____ after a nuclear war. In 1969 they thought of _____ (one part of the network _____, other parts could _____). _____ and _____ began to use the network to _____. They use it _____ and _____.
_____	People started calling it the Internet.
In the mid-1990s	The Internet really _____.
_____	The Internet is important for _____.

Possible answers:

When	What happened
In the 1960s	The military <u>started</u> the Internet. The Pentagon <u>were</u> worried about <u>communications</u> after a nuclear war. In 1969 they thought of <u>linking</u> computers into a <u>network</u> (one part of the network <u>was</u> destroyed,other parts could <u>continue</u> working). <u>Scientists</u> and <u>people</u> in universities all over the <u>world</u> began to use the network to <u>share</u> ideas. They use it <u>for</u> <u>work</u> and <u>for</u> <u>fun</u> .
<u>In the 1980s</u>	People started calling it the Internet.
In the mid-1990s	The Internet really <u>began</u> to <u>grow</u> fast.
<u>Now</u>	The Internet is important for <u>entertainment</u> , <u>e-mail</u> , <u>playing games</u> and <u>getting information</u> .

III. In pairs,ask and answer the following questions on the information in the table.

Possible questions:

- How did the Internet begin?
- What did the Pentagon think of doing and why it happened in the 1960s?
- Who began to use the network? What did they use it for?
- When was it called the Internet?
- What can people use the Internet for now?
- What else can the Internet be used for in the future?

IV. Listen for collocations or words and choose them to complete the passage.

The Internet was started by the 1. As they were worried about communications after a 2,the Pentagon made a big decision to 3 computers 4 a network so that if one part of 5 was destroyed,other parts could 6. And then scientists and people in universities all over the world began to use the network 7. They 8 for work and 9. In the 1980s,people started calling it the Internet. And it was 10 that the Internet really began to 11. Now it is important for 12,e-mail,playing games and 13.

(Possible answers: 1. military 2. nuclear war 3. link 4. into 5. the network 6. continue working 7. to share ideas 8. used the network 9. for fun 10. in the mid-1990s 11. grow fast 12. entertainment 13. getting information)

V. Listen to a telephone conversation between two people in Brighton. Which thing from the Internet page do they decide to do?

(Possible answer:Go to the cinema on Friday night to see Richard Bailey's new film the *Colosseum*.)

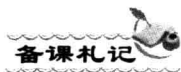
VI. Listen to the conversation again. Complete the Function File with words and phrases from the list.

See you,973273,Would you like,hang on,are you up to,Do you fancy,I'd better,Why don't we,I can't,I'd love to,Sorry,Let's,This is,please

Telephoning/Making suggestions

Answer the question

Hello. (1) \_\_\_\_\_.



Say <i>who you are</i>	Hello, Mrs Turner. (2) _____ Mandy.
Ask to <i>speak to somebody</i>	Can I speak to Lucy, (3) _____?
Ask <i>somebody to wait</i>	Just (4) _____ a second.
Ask about <i>plans</i>	What (5) _____ this weekend?
Say you <i>didn't hear</i>	(6) _____?
Make <i>suggestions</i>	(7) _____ go on Saturday morning? (8) _____ doing something on Friday night? (9) _____ to go?
Reject <i>suggestions</i>	Well, (10) _____. I've got a music lesson.
Accept <i>suggestions</i>	Great, (11) _____.
Finish the <i>call</i>	Well, (12) _____ go now.
Make an <i>arrangement</i>	(13) _____ meet at 6:30, outside the cinema.
Say <i>goodbye</i>	Right, (14) _____ tomorrow.

(Answers: 1. 973273 2. This is 3. please 4. hang on 5. are you up to 6. Sorry 7. Why don't we 8. Do you fancy 9. Would you like 10. I can't 11. I'd love to 12. I'd better 13. Let's 14. See you)

#### ⇒Step 4 Post-listening

Work in pairs. Have a telephone conversation with your partner and plan the weekend. Use expressions from the Function File.

#### ⇒Step 5 Homework

1. E-mail a friend of yours and briefly introduce how the Internet was started and developed.
2. Write down your telephone conversation about the weekend arrangements.

### 教学参考

网址中常见英文缩写的含义汇编表

WWW 是 World Wide Web 的缩写,也有人戏称为 World Wide Wait。

com 是 commerce 的缩写,代表商业组织。

gov 是 government 的缩写,代表政府部门。

net 是 network 的缩写,代表主要网络支持中心,提供网络服务业务。

int 是 international 的缩写,代表国际组织。

edu 是 education 的缩写,代表教育部门。

mil 是 military 的缩写,代表军事部门。

org 是 organisation 的缩写,代表社会组织,多为非赢利性的。

IP(Internet Protocol)网际协议。

ISO 国际标准化组织(ISO, International Organisation for Standardization 的缩写)。

IT 是指信息技术,即英文 Information Technology 的缩写。

EC Electronic Commerce 或 E-commerce 电子商务,源于英文。

Biz business 经济的缩写。

Info information 信息的缩写。

BBS Bulletin Board System 电子公告版。

VIP Very Important Person 贵宾。

URL Uniform Resource Location 统一资源定位符。

FTP 是英文 File Transfer Protocol 的缩写,即文本传输协议。

## Period 3 Lesson 3 Virtual Reality

### 整体设计

#### 教学内容分析

The third period of the unit is in close contact with Lesson One. The definition and materials related to virtual reality can be seen in Lesson One. Thus, it is a wise choice to lead in the text by reviewing Lesson One. The reading material in the text is a dialogue, which differs from others, so the reading focus should be on the improvement of the comprehension of others' viewpoints.

#### 三维目标设计

##### Knowledge and skills

1. To make students understand some new words and expressions in this period: suggest; destination; dip; depend on; go camping; pack a suitcase.
2. To find the speaker's attitude about virtual reality.
3. To improve students' reading ability by intensive and extensive reading.
4. To develop students' competence of using the new words in contexts.

##### Process and methods

1. Review Lesson One to lead in the definition of virtual reality.
2. During Pre-reading, some questions related to virtual reality are delivered to help students make better preparations for reading the dialogue.
3. In While-reading, fast reading and careful reading activities are employed, such as: the true-false exercises, wh-questions and correction of mistakes activities.
4. For Post-reading, students are required to list the advantages and disadvantages of a virtual university.

##### Emotion, attitude and value

1. To develop students' competence of imagination and creativity.
2. To help students hold the right attitudes towards virtual reality.

#### 教学方法

##### 1. Communicative language teaching

The approach enables students to read the dialogue so as to have the chance to write to express their own feelings or describe their own experience. Besides, students have easy access to what is meaningful, authentic, unpredictable and creative.

##### 2. Bottom-up approach

The text deals with the theme of virtual reality. Teaching activities, from true-false exercises, wh-questions to the discussion of the advantages and disadvantages, have been



备课札记