



前言

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真正上好一节课的前提 ,就是要有一个让人赏心悦目的好教案。

当今素质教育下的考试改革和教材改革带动了课堂教学改革 ,课堂教学改革的关键是教案的革命。过去的教师一言堂怎样变成今天的师生互动大课堂 ,过去的以知识为主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 ,过去的上课一幅挂图怎样换成今天的多媒体 ,这些都是课堂教学改革面临的重要课题。有的教师牺牲节假日苦熬也不得要领 ,有的教师挑灯夜战也不得其法。为了帮助广大教师更好地把握新教材 ,推广优质教研成果 ,我们特意组织了一批富有新教材教学经验的教育专家、教研人员和一线优秀教师 ,依据教学大纲要求编写了《高中新教材优秀教案》一书。

本书在编写过程中 ,力求做到以下几点 :

1. 渗透先进的教育思想 ,充分利用现代化教学手段 ,提高课堂教学效果。整个教案体现教师主导作用和学生主体地位兼顾 ,立足以学生发展为中心 ,注重学生学习能力及思维方式的培养。
2. 教材分析辩证精辟 ,对教材内容的取舍精当 ,力求突出重点 ,突破难点。
3. 参照新大纲要求 ,结合新教材特点 ,科学合理地分配课时。
4. 科学组织课堂教学 ,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。注重活动课的设计 ,体现课堂内师生间、学生间灵活互动。
5. 板书设计明晰、准确 ,并力求网络化以起到在教学过程中画龙点睛的作用。
6. 注重技能、技巧的传授 ,由课内到课外 ,由知识到能力 ,追求高水平的教学艺术。
7. 以教材内容的“节”或“课”为教学单位 ,分课时备课(每课时教案字数在 4000~5000 字之间)。



8. 展示了目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。

依据教案撰写的规律和教学的实际需求 ,本书主要设置了如下栏目 :

[教学目标]以教材内容的“节”或“课”为教学单位 ,简明扼要地概括 ,分条叙述。其内容按文道统一的思想 ,涉及德育与智育两大方面 ,让学生的学习做到有的放矢。

[教学重点]简明准确地分条叙述各课(节)中要求学生掌握的重点知识和技能。

[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]具体地反映最新的教学思想和独到的授课技巧 ,突出实用性。

[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和理解。

[备课资料]联系所授内容 ,汇集生活实际、社会热点、科技前沿等领域内与之相关的材料 ,形成资料性强的鲜明特点。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。

本套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、实用性和参考价值。

我们愿以执着的追求与奉献 ,同至尊的同行们一起共同点亮神圣的教坛烛光。

编 者

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Unit 15 Healthy eating

I. Words and Phrases

pain, in (the) future be rich in, contain, fat (n.) soft drink, score, scores of discuss, discussion, at the end (of)	L. 57 L. 58 L. 59	Four skills
examine, ripe, advise, patient, energy, weight, put on weight, westerner, cause, unhealthy, lose weight, suggestion	L. 57 L. 58 L. 59 L. 60	Three skills
ouch, salad, peach, sharon, diet, fibre, calorie, crisp, quiz, grape, hamburger, coca cola	L. 57 L. 58 L. 59	Two skills

II. Everyday English

What can I do for you?

What was the matter?

I've got a pain/cough/headache.

I don't feel well.

There's something wrong with...

This place hurts.

Let me examine you.

Does it hurt here?

It's nothing serious.

You'd better have a good rest.

Take this medicine three times a day.

And I advise you not to do...

Drink plenty of water and have a good rest.

You'll be well soon.

III. Grammar

Learn the sentence patterns which make sugges-

tions or give advice in English.

IV. Language Use

Using the learned language and centering on seeing a doctor, teachers and students complete the tasks of listening, speaking and writing which textbook and workbook provide. Reading material the "What is a healthy diet?" should be further understand, and concerned exercises should be completed. Let students know some common sense about nutrition and health.

V. Teaching Time: Four periods

Background Information

1. Food

There are three main kinds of food: carbohydrates (碳水化合物), fats and proteins (蛋白质). Sugar and starch (淀粉) are grouped together as carbohydrates, they are found in bread, potatoes and rice. These are mainly energy-giving foods which the muscles and other tissues (生物组织) use. Fats are also energy-giving foods but do not give it as quickly as the sugar and starches. They have to be broken down in the liver and made into sugar before they can be burnt by the body. Proteins are the main solid part in all living cells. They are found in milk, meat and fish, and are necessary to the body to enable it to build new cells and repair old ones.

Children are much more active than adults and use more energy for their size so they need a lot of energy-giving foods, the carbohydrates. Children cannot get much of their energy from fat because it makes them unwell if they eat too much of it. A specially fine thing about the body is that it uses the

things you like better than the things you do not like.

Few of the things we eat can be used directly by the body calls. They must be changed chemically before they can supply the energy required. This is called digestion (消化) and is carried out in the stomach and in the small intestine (肠). Now the food, in the form of digested sugars, proteins and starches, dissolved (溶解) in water, passes into the blood system where, as blood, it can circulate (循环) through the body in less than one minute.

In addition to (除……外) these foods the body needs small quantities of protective substances (保护性物质) called vitamins (维生素). Vitamins A and D are found in fat. If a child does not receive enough vitamin D, his bones do not harden so that he begins to walk late and when he does so his bones bend so that he may get bow legs (罗圈腿). Vitamin B is found in the husks (壳) of wheat and rice. Vitamin C is found in fresh fruit and vegetables. Babies have to be given vitamins in orange juice to prevent scurvy (坏血病), and cod-liver oil (鱼肝油) to prevent rickets (佝偻病).

2. Food and health

Scientists say their studies show that some foods may help prevent, possibly treat, some diseases such as cancer and disorders of the heart and blood system. The proof (证据) is not always clear. But researchers believe they have enough information to provide general advice about eating that may help people reduce the danger of suffering heart disease or cancer.

Health experts in many countries are still testing their ideas about the link between our food and our health. Thousands of persons are involved (加入) in the experiments. Doctors hope the tests will help prove which foods may help cause a disease and which may help prevent it. But such studies take many years.

Still, health experts believe they already can offer some advice, especially about heart disease and cancer. And their advice is similar for both. We would be much healthier if we sharply cut the amount of fatty, salty and sweet foods that we eat. We also should limit the amount of alcohol we drink. And we should eat more fruit and vegetables, and foods that are high in fibre and in vitamins A and C.

The experts say they cannot yet prove this advice will prevent cancer. But most agree it will do no harm. And even if the advice cannot halt (停止) cancer, it will cut the danger of developing heart disease.

3. Western Fast Food Thrives in China

You seem to be wandering around in the jungle, appreciating the exotic plants, shaking hands with chimpanzees when all of the sudden a thunder storm hits.

Believe it or not, you are just at a Rainforest Cafe.

The theme restaurant, which is headquartered in the US state of Minnesota, opened its first chain store in Beijing, the third in China. On the menu are roast ribs, salad and macaroni (通心粉).

Rainforest Cafe has become the newest member in the western fast food market in China among McDonald's, Kentucky Fried Chicken (KFC) and Pizza Hut, which have won the favor of many Chinese consumers.

Experts pointed out, as the income of Chinese people has increased, fast food has become an important part of their daily life.

The turnover of fast food, worth of 20 million yuan, occupied over 40 percent of the total Food and Beverage income last year in China, according to the latest report from National Bureau of Statistics (NBS).

The survey showed that urban people are fre-

quent customers of fast food restaurants, especially those in the well-off regions of eastern and southern China.

Western fast food restaurants tend to attract more kids and young people, who have created a big potential market for the food. Most of these people are fond of trendy and new food, putting emphasis on different tastes.

"I really like the soft music, clean environment, good service and seasonal promotions here," a frequent female customer at the Pizza Hut said.

The adaptation of Chinese favors also contributed to the expansion of western fast food in China, such as the red bean pie at McDonald's and KFC's soup.

Experts believe more styles and flavor of western food will come to China, which is expected to bring along with them advanced managing ideas, methods and a standard production process. And this will help stimulate(刺激) the development of Chinese food, fast food in particular.

4. Idiomatic sentences at the Doctor's

What's wrong/the matter with you? (怎么了?)

What's the problem? (有什么病了?)

What's troubling you? (怎么不舒服?)

Do you hurt? (疼吗?)

I feel a pain in my left leg. (我觉得左腿疼痛)

Do you feel short of breath and tired?

(你觉得气短和乏力吗?)

I feel terrible. (我很不舒服)

I cough a lot at night. (我晚上咳嗽得很厉害)

How about your appetite? (你胃口怎么样?)

I don't feel like eating anything. (我什么也不想吃)

How long has this been going on? (这有多久了?)

Open your mouth and say "Ah". (张嘴说“啊”)

Take your breath, please. (请呼吸)

I'm afraid you'll have to be operated on.

(恐怕你得动手术)

You must be hospitalized right now.

(你得马上住院)

I'll follow the doctor's advice. (我将遵照医嘱)

Take it easy. (不用担心)

Don't worry about it. You'll be all right soon.

(别着急,你马上就会好的。)

Nothing serious. You'll be quite right pretty soon.

(不要紧,你很快就会好的。)

Drink more liquids and take the medicine.

(多喝开水,别忘了吃药。)

Be careful of your diet and be sure to keep warm and rest.

(吃东西要注意,还要注意保暖和休息)

Lesson 57



● Teaching Aims:

1. Learn and master the following:

(1) Four skills: pain, in (the) future

(2) Three skills: examine, ripe, advise, patient

2. Everyday English

What can I do for you?

What was the matter?

I've got a pain/cough/headache.

I don't feel well.

There's something wrong with...

This place hurts. Let me examine you.

Does it hurt here?

It's nothing serious. You'd better have a good rest.

Take this medicine three times a day.

And I advise you not to do...

Drink plenty of water and have a good rest.

You'll be well soon.

3. Train and improve the students' ability of listening and speaking.

● Teaching Important Points:

1. Phrases

at the doctor's, a bit, in future, in the future

2. Sentence patterns

- (1) advise sb. (not) to do sth.
- (2) There's something wrong with...
- (3) I suggest that...

● Teaching Difficult Points:

How to teach the difference between the two kinds of Object Clause caused by "suggest" and the difference between "in future" and "in the future".

● Teaching Methods:

1. Listening-and-answer activity or watching-and-answer activity to help the Ss to go through with the dialogue.
2. Pair work or group work to make every student work in class.

● Teaching Aids:

1. a tape recorder (a video tape)
2. a projector
3. the blackboard

● Teaching Procedures:

Step I. Greeting and Lead-in

T: Good morning/afternoon, everyone.

Ss: Good morning/afternoon, 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 Festival. Yes or no?

Ss: Yes.

T: Now I want to know how you feel if you are not used to certain food. For example, some fruit is not ripe. Do you know "ripe"? (Bb: ripe and explain it) "ripe" means "some fruit or grain is ready to be gathered." Yeah, perhaps you will feel terrible or have a stomachache if you eat some food. Then what will you do? You have to go to see a doctor. Right?

Ss: Yes.

(Teacher goes around the class when she or he says the above words.)

Step II. Preparation for Dialogue

T: Today we're going to listen to/watch a dialogue at the doctor's. Sharon is visiting a doctor, Dr Yang. Before we listen to/watch the dialogue, we should learn some new words.

(Show the new words in this lesson on the screen, then give a brief introduction to the Ss and then let Ss read the new words after the tape.)

sharon['ʃeərən]	ouch[autʃ] <i>interj.</i>
examine[ig'zæmin] <i>vt.</i>	salad[sæləd] <i>n.</i>
peach[pi:tʃ] <i>n.</i>	ripe[raip] <i>adj.</i>
advise[ədvaiz] <i>vt.</i>	patient['peɪʃənt] <i>n.</i>

Step III. Dialogue

T: OK. Let's listen to the dialogue. Listen/Watch carefully, and try to remember some information. After that, I'll ask you two simple questions.

(Teacher plays the tape recorder or the video tape. After that, teacher asks the Ss the following questions.)

T: What was the matter with Sharon?

Ss: She has a pain.

T: Why does she have a pain?

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

T: Right. Now open your books. Please read the

dialogue. If you have some difficulty in understanding the dialogue, you can ask me.

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

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

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

1. at the doctor's; at the doctor's office/clinic
eg: I'm going to the tailor's (tailor's shop).
We shall meet at Wang's (Wang's house).
2. a bit; a little
eg: I'm a bit tired; I'd like to have a rest. You're driving too fast. Could you drive a bit slower?
3. in future; from now on
in the future; in the time yet to come
eg: You'd better not go out alone in future.
No one knows what will happen in the future.
4. advise sb. (not) to do sth.
eg: I advised him to stay here a bit longer.
He strongly advised me not to do so.

(Bb: at the doctor's; a bit; in (the) future, advise sb. (not) to do sth.)

Step IV. Listening and Pairwork

1. (Play the tape for the Ss to listen to and repeat. Then let the Ss practise the dialogue in pairs.)

T: Listen to the tape again. This time you can read the dialogue after the tape. After that, please practise it in pairs.

2. After a while, deal with Part 2.

T: Now listen to me carefully. I'm a patient. You are a doctor. I'm visiting you. I say I've got a pain here. This place hurts. What will you say?

(Teacher goes among the Ss and asks some student and then asks another.)

S₁: Lie down and let me examine you.

T: Today I'm not feeling well.

S₂: Maybe you should go to bed and have a good test.

T: Yeah, your answers are very good. Now look at the table at the bottom of the page. First I explain the usage of "suggest". Do you find it?

Ss: Yes.

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

1. suggest = advise
eg: I suggest an early start/our starting early/we (should) start early.
2. suggest = make known
eg: His pale face suggested that he was ill.

(Bb: Write the examples on the blackboard.)

T: OK. Now I give you several minutes. Please practise them in pairs.

(After a while, ask some Ss to close their books and act it out.)

Step V. Consolidation

T: Now you have some knowledge of expressing feeling unwell. Let's do some exercises.

(Show the following on the screen.)

- Read the answers and then write out the questions.
1. A: What _____?
B: I've got a pain in my back. I can't turn over while in bed.
 2. A: _____?
B: The doctor told me to take some medicine and have a rest.
 3. A: _____?
B: I had a sandwich, some salad and a glass of orange for lunch.
 4. A: _____?
B: No, it's nothing serious. But you need a rest for several days.

5. A: _____ ?

B: Take two of the red pills and four of the white pills each time. And I advise you not to drink water that isn't boiled any more.

Suggested answers:

1. A: What was the matter ?
2. A: What did the doctor say ?
3. A: What did you have for lunch ?
4. A: Is there anything wrong with my head ?
5. A: There's something wrong with my stomach.

Step VI. Workbook

T: Now if you are a doctor, some patient tells you there's something wrong with him or her. What should you say? Please turn to Page 49. Let's do Ex. 1. Please do it in your workbooks. In two minutes, I'll check your answers.

Suggested answers:

Doctor A: Oh dear ! Why don't you have a rest ?

Doctor B: Just let me examine you.

Doctor C: It's nothing serious. You'd better have a good rest.

Doctor D: Take this medicine three times a day. You'll be all right soon.

Step VII. Homework

T: Today we've learnt a dialogue at the doctor's. You have got some knowledge of how to express feeling unwell. And we've known the difference between "in future" and "in the future" and the different usages of "suggest". Now homework for you:

1. After class, read until you can recite the dialogue we learnt today.
2. Preview the next lesson—Lesson 58.

Step VIII.

The Design of the Writing on the Black-board

Lesson 57

ripe, at the doctor's, a bit, in (the) future, advise sb. (not) to do sth.

suggest; I suggest an early start/our starting early/we(should) start early.

His pale face suggested that he was ill.

Step IX. Record after Teaching

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Lesson 58



● Teaching Aims:

1. Learn and master the following:

(1) Four skills:

contain, fat(n.), soft drink

(2) Phrases:

burn up, as many/much as, be rich/low in, put on weight, in the form of

2. Improve the Ss' ability of reading comprehension.

3. Let students know what a healthy diet is.

● Teaching Important Points:

How to improve the students' ability of reading comprehension ?

● Teaching Difficult Points:

How to let students understand the following sentence better, especially the usage of "consider" ?

The Chinese diet is considered to be the healthiest in the world.

●Teaching Methods:

1. Fast reading to find out the general information in the text.
2. Draw two columns and contrast the Chinese diet with the western to help the students to understand the detailed information in the text
3. Pair work 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 . Greeting

Greet the whole class as usual.

Step II . Revision and Lead-in

T: Yesterday we learned a dialogue at the doctor's. It talks about Sharon who visited a doctor. Do you know what the matter was with her?

(Teacher asks one student to answer.)

S: She couldn't sleep at night. Because she ate a green peach.

T: Right. We shouldn't eat fruit that isn't ripe in our daily life, either. We should pay attention to healthy eating. Today we are going to read about a healthy diet. Do you know diet?

Ss: No.

T: Diet means the food we eat. Before we learn the text. We should learn some new words.

Step III . Preparations for Reading

1. T: Look at the screen. Please read after the tape.

(Show the new words in this lesson on the screen, then let Ss read them after the tape. Then give brief introduction to the students.)

diet ['daɪət] <i>n.</i>	fibre ['faɪbə] <i>n.</i>
weight [weɪt] <i>n.</i>	quiz [kwɪz] <i>n.</i>
contain [kən'teɪn] <i>v.</i>	energy ['enədʒi] <i>n.</i>
crisp [krɪsp] <i>a. n.</i>	grape [greɪp] <i>n.</i>
fat [fæt] <i>n.</i>	calorie ['kæləri] <i>n.</i>
chocolate ['tʃɒkəlɪt] <i>n.</i>	

2. (After that, teacher draws two columns on the Bb, with the headings. Chinese food and Western food and says the following.)

T: Now listen to me carefully. I want to know about your favourite food. Which food do you like best of all, pork, chicken, duck, noodles or jiaozi?

(Students may answer in random order. Then teacher says the following.)

T: OK. Do you know your favourite food is healthy or unhealthy? Now let's learn an article about a healthy diet.

Step IV . Reading

1. Ask the Ss to read the text as quickly as possible and try to find the answer to the question of the title.

"What is a healthy diet?"

T: Now open your books, please. I give you three minutes to read the text. Try to get the answer to the question—What's a healthy diet? Write the answer on a sheet of paper. (Teacher goes among the Ss to check their answers. Then asks one student to tell all the Ss the answer.)

T: Xiao Hai, you try, please.

S: A healthy diet should contain a lot of fruit and green vegetables. And it is rich in fibre and low in sugar and fat, I think.

T: Very good. Thank you. Now I give you another three minutes to read the text again. This time you should draw two columns in your exercise books. One column is about Chinese food, the other is western food. While you are

reading the passage, make notes in your exercise books about Chinese food and western food. After several minutes, let's see which is the better diet. Are you clear?

S: Yes.

T: OK. Let's begin. First you do it alone, then check your notes in pairs.

(Teacher first goes among the Ss and then chooses one student to write his note on the Bb whose note shows that the Chinese diet is healthier.)

T: Now, look at the Bb. (Teacher points at two columns—Chinese food and western food.) You may find Chinese food contains a lot of fruit and green vegetables. It is rich in fibre and low in sugar. But western food contains too much fat, meat, potato crisps, butter, cream and chocolate. Obviously Chinese food is a healthy diet.

(Then teacher begins to deal with the language points.)

T: Just now maybe you find some sentences are hard to understand. Now I explain them to you. Look at the screen, please.

(Show the following on the screen and give the Ss an explanation.)

Word—consider

(1) consider + *n.* / *pron.* / *v.* -ing / clause / what (how) + to do.

eg: Mr Wang said that he would consider this problem.

He is considering changing his job.

They considered what to do next.

(2) consider + that - clause / sb. + (to be) + *n.* (*adj.*)

eg: They considered that he had made a great mistake.

We don't consider Tom (to be) our best friend.

Phrases

※ burn up:

eg: He burned up all the old letters.

The house burned up before the firemen got there.

※ as much / many as:

eg: In the countries of Africa, there are as many as 700 languages.

When she worked there, she could earn as much as 500 dollars a week.

※ be rich / low in

eg: Our country is rich in oil.

The mountain area is low in water.

※ put on weight

eg: If you eat too much and don't take any exercise, you'll put on weight very easily.

※ in the form of

eg: He made the suggestion in the form of question.

(Bb: Word—consider

Phrases: burn up, as many / much as, be rich / low in, put on weight, in the form of)



Step V. Consolidation and Listening

T: That's all for explanation. Now let's do some exercises. Look at the screen. First do it by yourself. Then I'll check the answers with the whole class.

(Show the following on the screen, then check the answers with the whole class.)

Fill in the blanks with proper words.

The Chinese diet is considered to be the healthiest in the world. It (1) a lot of fruit and green vegetables. It is (2) in fibre and (3) in sugar and fat. However, people in the western world (4) too much fat and sugar and don't (5) enough exercise. Because (6) this, they (7) on weight very easily. Many people in the western countries are (8) and some have bad (9).

Suggested answers:

(1)contains (2)rich (3)low (4)eat (5)take (6)of
(7)put (8)fat (9)teeth

(After that, teacher plays the tape and says the following.)

T: Now listen to the tape. You can follow it in a low voice. Pay attention to the pronunciation, stress and intonation.

Step VI. General Knowledge Quiz

(After a while, teacher begins to deal with Part 2.)

T: OK. Look at Part 2. It's a general knowledge quiz. Now four persons of you are a group. First discuss the answers in small group, then I'll check the answers with the whole class.

(After a while, teacher checks the answers with the whole class.)

Suggested answers:

1. The order should be the following.

(most energy) butter → ice cream → chocolate → cream → duck → rice → chicken → eggs → peaches
(least energy)

2. a) chocolate, cakes b) cream, chocolate

c) peas, nuts d) potato crisps, butter

Step VII. Workbook

T: OK. Please turn to Page 50. Let's do the exercise. Look at No. 1 first.

Answers:

Wrong 1, 2

right 3, 4, 5

T: As to No. 3, read it in pairs, please. After class, make up a similar dialogue. Are you clear?

Yes, begin.

Step VIII. Homework

Today we have learned what a healthy diet is. I hope you pay attention to your diet in your daily life. Today's homework is to read the text again and again after class and learn some useful expressions by heart. OK! So much for today.

Class is over. Goodbye, everyone!

Ss: Goodbye, teacher.

Step IX. The Design of the Writing on the Blackboard

Lesson 58

Chinese food

a lot of fruit and
green vegetables,
rich in fibre,
low in sugar

Western food

too much fat(meat,
potato crisps, butter,
cream, and chocolate...)

Word—consider

Phrases: burn up, as many/much as, be rich/
low in, put on weight, in the form of

Step X. Record after Teaching

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Lesson 59



● Teaching Aims:

1. Let Ss understand further why western food is unhealthy.
2. Learn the structure of double interrogative sentence.
3. Learn a little of word-formation.

● Teaching Important Points:

How to let the students understand the reading material better, and learn to express their opinions about food.

●Teaching Difficult Points:

1. the understanding of the sentence—Not good value for money.
2. the structure of double interrogative sentence.

●Teaching Methods:

1. Question-and-answer activity to help the students to go through with the learning content.
2. Pair work and 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

T: Hello ! everyone !

Ss: Hello, teacher.

T: Sit down, please.

Step II. Revision and Lead-in

(Teacher checks the homework first, and may begin with the following.)

T: Yesterday we studied the article “what’s a healthy diet ?” Maybe you learn a lot from it. Now I want to ask you some questions. Now look at the screen.

(Teacher shows the following on the screen and then says…)

A Questionnaire

1. What do Chinese people like to eat ?
2. Why are these foods healthy ?
3. What about people in some western countries ?

T: Now I give you two minutes to think them over, and then I’ll ask some students to answer.

(After two minutes, teacher asks three students to answer.)

S₁: Chinese people like to eat a lot of fruit and green vegetables.

S₂: Because such foods are rich in fibre and low in sugar and fat.

S₃: People in the western world do not eat such healthy foods. They eat too much fat and sugar, so they put on weight easily and some have bad teeth.

T: Very good.

Step III. Reading and Listening

T: Today we are going to read about some western foods that we can buy in China. Open your books, and turn to Page 3. Look at Part One. I give you two minutes. Read this passage quickly and silently, and then try to find out the answers to the following questions.

(Show them on the screen.)

(1) Why are these Western foods unhealthy ?

(2) What happens to people who have too much of these foods ?

(Teacher goes among the students and after a while asks someone to answer the questions.)

T: Wei Fang, you try. Please answer No. 1.

S: Because these Western foods are high in fat, sugar and salt.

T: Right. sit down, please. Chen Lei, what about Question 2 ?

S: I think such persons have weight problems. They also have bad teeth. Even some die at an early age from heart illnesses.

T: Yes, what you said is right. That’s all for your answers. Just now when you were reading, maybe you found some sentences were hard to understand. Now I explain them to you. Look at the screen.

(Show the following on the screen.)

1. Three score years ago there was a middle school nearby.

Scores of people went out of the factory.

2. For the first few weeks, they didn't talk to each other.

He was one of the first people to arrive here.

3. Not good value for money. = Not worth the high price.

(Bb; three score years/scores of people; first few weeks.)

T: OK. Now let's listen to the tape. Listen carefully and repeat in a low voice, please. This is a good time when you can improve your pronunciation and intonation.

(Teacher plays the tape and Ss repeat in a low voice.)



Step IV. Practice

(Teacher begins with the following to deal with Part 2.)

T: Up to now we have learned something about food. We know which food is healthy and which is unhealthy. Look at Part 2 on Page 3. You may notice the first line is an interrogative sentence. In fact, this is a structure of double interrogative sentence. Now let's look at its structure first.

Its formation should be the following.

"interrogative(e.g. who, why, what, etc) + do you think (suppose, believe, etc) + declarative sentence"

Look at some examples.

(Show the following on the screen and give the Ss an explanation and emphasis.)

What do you think I should do?

When do you suppose your father will come?

Who do you imagine would be sent for?

Which of the following do you believe is true?

(Bb; who/what... + do you think (suppose...)) + declarative sentence?

T: Now let's look at the nouns below the double interrogative sentence. First you should judge which is healthy and which is unhealthy according to your understanding of the two texts.

Suggested answers:

healthy food; fruit, peas, cabbage, nuts

unhealthy foods; hamburger, Coca Cola, chocolate, cakes, cream, fried cakes

(Then teacher goes among the Ss and say the following.)

T: Let's make up a dialogue. I act as A, you act as B. Are you clear? OK, let's begin. What about hamburger?

Ss: I think it's unhealthy.

T: Why?

Ss: It has too much fat and salt in it.

T: Very good. Please make up similar dialogues in pairs. After a while I'll get some pairs to act out your dialogue.

(After that, teacher begins to teach Ss a little of word-formation.)

T: OK. Now let's learn a little of word-formation.

(Show the following on the screen and begin to explain.)

noun. + *y* → *adj*. un + *adj*. → (opposite) *adj*.

health → healthy kind → unkind

blood → bloody comfortable → uncomfortable

fun → funny easy → uneasy

shade → shady healthy → unhealthy

star → starry important → unimportant

(Bb; *noun*. + *y* → *adj*. un + *adj*. → (opposite) *adj*.)

T: Let's do an exercise. Look at the screen. (Show the following on the screen.) First do

it alone, then discuss it in pairs. At last I'll check the answers with the whole class.

Spell out a word with the root of each of the following words.

invent	wind	slave	Japan	meet
explain	sun	mix	China	sail
pronounce	cloud	act	America	shoot
compete	rain	run	Australia	wrestle
decide	noise	win	Canada	swim
operate	luck	own	France	skate

Suggested answers:

invention windy slavery Japanese meeting
 explanation sunny mixture Chinese sail-
 ing pronunciation cloudy action American
 shooting competition rainy runner Aus-
 tralian wrestling decision noisy winner
 Canadian swimming operation lucky owner
 French skating

Step V. Discussion

(Deal with Part 3. Teacher may give the Ss an example. Say the following.)

T: Look at Part 3. Discuss which answer is better. You'd better use some everyday English to express your opinions. For example, why do people go to hamburger restaurants? I think people can eat something quickly there. What do you think? I don't think so. In my opinion, it's a place to meet friends. You can do it like this. Are you clear?

Ss: Yes.

T: OK. Do it in pairs first, please. And then I'll check your discussion with the whole class.

Step VI. Workbook

(After that, teacher begins to deal with the exercises on Page 51.)

T: Please turn to Page 51. Let's do the exercises.

Suggested Answers:

1. examine—look over

ripe—ready to be eaten or used

patient—a person who is receiving medical care
 advise—give advice to

discuss—talk with one another about something
 cause—make something happen

weight—how heavy a thing is

2. (1) the things which cannot be eaten:

fibre, kitchen, fat, silk, petrol

(2) vegetables:

pea, tomato, potato, cabbage, bean, carrot

(3) fruit:

peach, grape, apple, orange, nut, banana, pear

(4) drink:

milk, beer, Coca Cola, tea, coffee

(5) food:

hamburger, bread, dumpling, chicken, bean-
 curd, sugar, rice, beef, cheese, vinegar, noodles,
 cake, corn, salad, mutton, fish, meat, butter,
 salt, porridge, egg, chocolate

Step VII. Summary and Homework

T: Today we further learn something about food.

We know why western food is unhealthy, and we learn double interrogative sentence and a little of word-formation. After class you should finish the exercises left, and write down your opinions of the questions of Part 3 on Page 3 in your exercise-books.

Step VIII. The Design of the Writing on the Blackboard

Lesson 59

(1) score:

three score years

scores of people

first:

first few weeks

first people

(2) double interrogative sentence:

who/what... + do you think (etc.) + de-
 clarative sentence?

(3) word-formation

noun. + *y* → *adj.**un* + *adj.* → (opposite) *adj.*

eg: health → healthy

unhealthy

 Step IX. Record after Teaching

Lesson 60

● Teaching Aims:

1. Review the grammatical points and useful expressions in this unit.
2. Do some listening.
3. Do some exercises to review several kinds of common sentence patterns of making suggestions.
4. Do some writing.

● Teaching Important Points:

1. Understanding of listening materials.
2. Revision of several kinds of common sentence patterns of making suggestions.

● Teaching Difficult Points:

Train and improve the students' ability of listening comprehension.

● Teaching Methods:

1. Listening-and-choice activity to help the students to go through with the listening materials.

materials.

2. Individual or pair work to train the students' writing ability and orally expressing ability.

● Teaching Aids:

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

● Teaching Procedures:

 Step I. Greeting

Greet the whole class as usual.

 Step II. Revision

T: Yesterday we learned something about a new hamburger restaurant opened on Wang Fujing Street in Beijing. Now, I want to know what doctors say about hamburger restaurants. Who knows?

(One student stands up and says the following.)

S: I know. Doctors advise people not to have hamburgers. Because the foods in hamburger restaurants are high in fat, sugar and salt. They are not a healthy diet.

T: Yes. What you said is right. And we know people may have weight problems if they often have hamburgers. Even some may die from heart illness or have bad teeth.

 Step III. Preparation for Listening

T: OK. Let's listen to the tape. Close your books. Listen carefully. In the tape some people are talking about their problems. You should pay attention to several questions. How many people are there? Where are they? Who are they waiting to see?

(Teacher plays the tape for the first time. And then asks some Ss to answer.)

Suggested answers:

eight people, at the doctor's, the doctor

Step IV. Listening

T: Now open your books. Please turn to Page 121. Look at the requirements 1, 2 and 3 first.

(Teacher goes through each task before playing the tape and makes sure the Ss understand what to do.)

T: OK. Now we do Ex. 1. This item is mainly asking us to pay attention to each gist of each accident.

(Teacher plays the tape of the second time.)

Listening Text

1

I was in a chemistry lesson. I was carefully looking at something on the lab table and my hair caught fire. Luckily I wasn't badly hurt. Next time I'll tie my hair back before I go into the lab. Long hair can be dangerous.

2

I was in a car accident. It was terrible. We were waiting at some traffic lights and a truck came up behind us very fast. It couldn't stop and hit the back of our car. I hurt my neck quite badly in the accident. I think the driver of the truck was going too fast.

3

I was trying to milk a new cow which we've just bought. She didn't like me. First she kicked me and then she put her foot on mine. I've got a lot of pain in my foot and can't walk on it. I think I've broken a bone, or maybe several bones.

4

I was playing in a football match. Two of us were running towards the ball. The ground was wet, so I fell over. I broke my nose, and he broke his leg. It hurts a lot.

5

I was cutting carrots and preparing dinner. My little boy pulled a thermos of hot water onto him

and burnt his arm very badly. It's getting better now.

Suggested answers:

1. hair 2. neck 3. foot 4. nose 5. boy, arm

T: Now listen to the tape again. After that we'll deal with No. 2 and No. 3. Ex. 2 and 3 are mainly asking us to pay attention to specific word. Listen carefully.

(After playing the tape again, teacher asks the Ss to write the information in the blanks of Ex. 2 and makes necessary changes of Ex 3, then asks them to check their answers in pairs. If necessary, Ss can discuss their answers. At last, teacher gives the suggested answers.

Suggested answers:

Ex2: 1. carefully looking at

2. truck, behind us, fast

3. put, foot on mine

4. of us, running towards

5. pulled, of, onto him

Ex3: 1. I wasn't badly hurt.

2. I hurt my neck quite badly.

3. I've got a lot of pain in my foot.

4. It hurts a lot.

5. It's getting better now.



Step V. Checkpoint

(Summary and review the useful expressions and grammar appearing in this unit. Show the following on the screen.)

T: In this unit, we have learned many useful expressions and some common sentence patterns of making suggestions and giving advice. You should often use them and master them. Look at them on the screen.

(Bb: be rich in; scores of; put on/lose weight; consider sb. to be)