

北师大版英语选修 8

Unit 22 Environmental Protection

Warm-up and Lesson 1 Global warming 教案

Teaching aims

- 1. learn news words and phrases**
- 2. warm-up: talk about and discuss environmental problems**
- 3. text:global warming . get the general idea of the text**
- 4. language points and to practise using reporting verbs.**

Teaching time

Two periods

Teaching process

Step 1 Revision

Step 2 new words learning

- 1.ask some students to read the new words first and correct their pronunciation**

2.play the tape and have them read after the tape

3.give them a few minutes to read the new words freely ,tell them if they can't read the words, encourage them to ask the teacher .

Step 3 Warm-up

1.Read unit objectives, and ask the students to tell us the meanings.

2.Exercise 1

a) let the students read the key words

b)let them look at the pictures and discuss the question:

How much do you know about environmental problems?

c)ask them do exercise 1.

d)let some students write their answers on the board.

3.Exercise 2

a)let the students read the statements and guess what the report is about.

b)play the tape twice and decide if the statements are true or false.

c)check answers.and ask them to correct the false statements.

4.Exercise 3

ask students to discuss in pairs :which animals do you think are among the top 5 endangered species in China?

5.Exercise 4

a)read the questions first

b)have the students work in pairs and discuss the questions

step 4 Reading

1.Before you start

a)students work in groups,looking at the pictures,and give them a few minutes to dis

Discuss the question: what do you know about global warming?

b) discuss the question: which countries do you think contribute more to global warming? why?

c) ask students to go through the words in exercise 3. and then ask them to read the text and underline the words they find.

d) ask students to identify the words in the text and explain their meaning, either in English or Chinese.

2. Read to learn

a) ask the students look at exercise 4, and then play the cassette twice.

b) give them a few minutes to read the text and discuss the questions.

c) Go through the questions and ask them to give their answers and explain if necessary.

3. Language points

1. can we take the heat? 我们受得了这么热吗?

2. beyond our control 我们不能控制的

beyond prep. 在(到)...较远的一边, 超过, 那一边
adv. 在远处 n. 远处

eg. Don't stay there beyond midnight. 不要过了午夜还留在那儿。

What lies beyond the mountains? 山的那一边有什么?

Men can travel to the moon and beyond. 人们能到月球或更远处去旅行。

The road is beyond that hill. 路在山的那一边。

Some shops keep open beyond midnight. 有些商店营业到半夜以后。

The rumour is beyond belief. 这谣言不可信。

I know nothing of it beyond what he told me.

除了他告诉我的以外，别的我什么都不知道。

He is such a naughty boy and is beyond my control.

他是个顽皮的孩子，我实在无法管教。

3.speed up 加快速度,促进

eg. The train gradually speeded up.火车逐渐加快速度.

4.refer to 提到, 谈到, 涉及 ;参考, 查阅 ;向...打听[查询] ;认为与...有关, 认为...起源于...

refer to sb. [sth.] as 称某人[物]为

eg. What I have to say refers to all of you.我要说的话涉及到你们大家。

The teacher referred him to Chapter V. 老师叫他看第五章。

The visitors are referred to the information desk. 让来访者到问事处去。

He referred his success to the good teaching he had had.

他把他的成功归于他以前所受的良好教育。

5.in turn adv.依次, 轮流 in one's turn(依次) 轮到时;这一回

by turns 轮流地,依序地

eg.They sang on the stage in turn.

We drove the car by turns.

6.lead to 通向, 导致

lead up to 把话题渐渐引到...; 导致

eg. All roads lead to Rome. [谚]条条道路通罗马。

His actions lead me to distrust him. 他的行为使我不信任他。

7.leaving the earth cold....

Leave+n.+adj./adv. 听任,使...处于某种状态

Eg. left the lights on. 让灯亮着

The window was left open. 让窗子开着。

leave the door open 让门开着

leave a thing as it is 听其自然,置之不理

8.as a result of

9.continue to do sth.

10.all over the world

11.play one's part

12. slow down v.(使)慢下来

13.add up v.合计

step 5 vocabulary:exercise 6

1.look at the expressions in the box first.

2.ask students do the exercise individually and write down their answers on the board.

3.ask them read out the sentences.

Step 6 grammar:reporting

1.exercise 7.ask students to identify the sentences that these statements relate to and circle the reporting verbs.

2.ask them to explain the reasons.

3.exercise 8 students read the sentences and refer them to the grammar summary 1 on page 100.then ask them to explain the reasons.

4.exercise 9.ask them to do the exercise individually,then check their answers.

Step 7 Summary and exercise

a) new words b) exercise 1 on page 52

Unit 22 Environmental Protection

Lesson 2 Endangered Species 教案

Teaching aims

1.words and phrases:

2.listening:a lecture and a dialogue and take notes

3.to practise justifying arguments.

Teaching time

Two periods(两课时连堂)

Teaching process

Step 1 Revision

Review the new words of last lesson

Step 2 learn the new words

step 3 listening

1.before you start

a) exercise 1:match the names of the endangered species with the pictures.

Ask students to look at the pictures and do the exercise individually.

Then go through the pictures and check answers.

b) exercise 2

students look at the words and explain the meaning of the words.

Then do the exercise on the blackboard.

2.listen to learn

a)ask students to look at the listening strategies and review them together.

b)listen to the tape ,do exercise 3.let students write some notes.

c)exercise 4.students work in pairs and use their notes to make sentences in turn.

d)check their answers.

e)exercise 5.have a few pairs of students compare their notes. let them tell the most important information that they got from the lecture.

f)exercise 6.play the tape, ask the students to complete the fact files. then go through the fact files with the class.

Step 4 vocabulary

Exercise 7

Ask students to do the exercise individually and then check their answers

Step 5 pronunciation

1.exercise 8.play the cassette again.ask students to pay attention to compound words.

2.ask them to read out the compound words they heard.

3.exercise 9.listen to the dialogue and complete the function file with these expressions.

4.play the cassette and do the exercise, then ask students to read the sentences.

Step 6 speaking

1.ask students to read the information in exercise 10.

2.go through the key words with students in exercise 11.ask students to note down their priorities and solutions to the problems.

step 7 Homework

Exercise 2 in page 54

Unit 22 Environmental Protection

Lesson 3 Unnatural disasters 教案

Teaching aims

1.words and phrases:

2.the text

3.reading strategies

4.exercises about text

5.vocabulary: prefixes

Teaching time

Two periods(两课时连堂)

Teaching process

Step 1 Revision

Review the new words of lesson 2 and have diction

Step 2 learn the new words

1.ask some students to read the new words first and correct their pronunciation

2.play the tape and have them read after the tape

3.give them a few minutes to read the new words freely, tell them if they can't read the words, encourage them to ask the teacher .

step 3 reading

1.before you start

have students read the key words,pay particular attention to word stress.then let them discuss the questions in pairs.

2.let students read reading strategies.get their meaning.

3.read to learn

a)exercise 2. students read the text quickly and check their answers to exercise 1.

b)exercise 3.tell students to read through the sentences first before they go back to the text and study each paragraph.then ask them to complete the exercise individually. check their answers

c)exercise 4.play the cassette twice, and ask students to read the text again and answer the questions

step 4 vocabulary: prefixes

1. Exercise 5

a)read the instructions to the class and let students know what to do

b)students do the exercise in pairs

2.exercise 6

a)read the instructions to the class and tell students the answers include words that are in brackets in exercise 5.

b)ask some students to do the exercise on the blackboard.

c)check their answers and read the sentences

3.speaking:exercise 7

a)give them a few minutes to discuss the questions in pairs

b)go around and monitor them

c)check their answers

step 5 Homework

Exercise 2 in page 56

Unit 22 Environmental Protection

Communication workshop 教案

Teaching aims

1.words and phrases

2.listening:a radio interview

3.writing:a report

4.practising using formal linkers and synonyms

5.finishing the exercises about the text

Teaching time

Two periods

Teaching process

Step 1 Revision

1.dictation

2.check the homework exercise

Step 2 new words learning

Step 3 listening

Exercise 1

1.discuss the pictures and ask students to describe each picture.

2.students work in pairs, discuss the question:

What is noise pollution?

Exercise 2

1.first tell students a bad experience with noise.

2.students work in pairs and discuss their experiences with noise

3.ask some students to tell the class their partner's bad experiences with noise.

Exercise 3.

1.give students time to read the sentences and predict the kind of information that is missing.

2.then play the tape twice or more.

3.students complete the notes. and then check their answers.

Exercise 4

1.read the three topics to the class and tell students to focus on taking notes on these three topics.

2.play the second part of the radio program twice for students to listen and take notes

3.then students work in pairs and compare their notes.

step 4 writing:a report

exercise 1

1.read out the heading to the class

2.ask students to read the report quickly and match sections with these headings.

Exercise 2

1.give students time to do the exercise individually.

2.check their answers.

Exercise 3

Students do the exercise in pairs then check their answers

Exercise 4.

1.read the instructions to the class and check that students understand what to do.

2.students do the exercise by themselves.

3.ask some students to write their answers on the blackboard

4.check their answers.

step 5 speaking: discussing photos

exercise 1

1.read through the opinions first

2.play the cassette and let students do the exercise

Exercise 2

1.let students read through the expressions first.

2.play the cassette again

3.students do the exercise and then check their answers

Exercise 3

1.students do the exercise in pairs

2.check their answers

step 6 homework

exercise 2 in page 59

Unit 23 Conflict

Lesson 1 Living in a Community 教案

Teaching aims

- 1. Learn news words and phrases**
- 2. To get the general idea of the text**
- 3. Language points and to practise using vocabulary belonging to the same semantic family.**

Teaching important points :

- 1) Words and phrases: gnarl ,Vietnamese, identification , flee, spare, stick up,**

**commander, a couple of , unofficial , chief ,
ward , hug, aboard , fire brigade, procedure,
mission**

2) To improve students 'reading abilities .

Teaching difficult points :

**1)How to use the useful and important words
and phrases.**

2)How to get the general idea in a limited time .

重难点突破： 本课为阅读课，在清除单词障碍后，重点放在篇章的理解和阅读技巧上。利用课文内容补充关于战争的信息，激发学生学习英语的兴趣，利用录音培养学生的语感和听力技巧。

Teaching aids : cassette , computer

教学板书：见课件

Teaching process

Step 1 New words learning

Step 2 Before you start (exercise 1)

a) Have students look at the pictures on the page and say what they know about World War I , World War II and the Vietnam War.

b) Students work in pairs , doing the quiz on Students' Book page 102.

c) Checking their answers, have them give reasons for their choice if they disagree about any of the answers.

Step 3 .Read to learn

a) Read out the strategies to the class. Ask students which of these strategies they use, if they have to read a text and answer questions in an exam or within a certain time limit.

b) Exercise 2.students then use the strategies to answer the questions in exercises 3,4,5 within a realistic timelimit.

c) Check their answers

Step 4 Language points

- | | |
|-------------------------------|---|
| 1 竖起 stick up | 2. 厌烦 be fed up with |
| 3. 几个 a couple of | 4. 达成共识 come to an understanding |
| 5. 在午夜 at midnight | 6. 确信 make sure |
| 7.清理 clear up | 8. 被炸毁的 be blown off |
| 9.对.....厌倦 be tired of | 10.为.....而战 fight |

for

Step 5 . Exercises

Do some exercises ,make sure the students can use the useful phrase freely .

Step 6 speaking(exercise 7)

1.read out the questions to the class. ask students to think of different war contexts.

2.students then form groups of four or five to discuss their own replies to the questions.

Step 7 Summary

1.Review the new words and phrases we have learnt in this class

2. Describe the war and its sufferings according to the text .

Step 8 homework

1.Recite the useful phrases and new words

2. Finish P66-67

Unit 23 Conflict

Lesson 2 Conflict Resolution 教案

Teaching aims:

To practice using phrasal verbs (短语动词)

To practice listening strategies for identifying mood

To practice using the language of arguing

Teaching important points:

1) Useful vocabulary: talk...over, put forward, get your own back, going off with, give in, give...back, kick up a fuss, put up with, getting at, getting to, go off.

2) To improve students' listening abilities.

Teaching difficult points:

1) Some students may not be good at “arguing” in Chinese and so will find it difficult to argue in English.

2) Some students may feel confused about using some of the phrasal verbs.

2. 本课也侧重引导学生学会使用听力策略分辨说话者的语气和情绪。

Teaching procedures:

Step 1: Greetings and warming up.

Step 2: Before you start

answer the questionnaire saying how you would react in the situations. Then check your answers on Page 103

Step 3: Listen to learn.

Listen to the argument between a brother and sister.

Step 4 Use the strategies to classify the expressions in the Function File.

Step 5 Pronunciation.

Listen to eight sentences and identify the mood.

step 6

listen to a radio programme about how to resolve conflicts. Complete the sentences with the correct ending: a, b or c.

Step 7: Language points:

1. irritate 激怒, 使急躁

He was irritated for his son's laziness.

**2. respond to...对.....的回应,对.....的
反应**

He didn't respond to my invitation.

3. withdraw- withdrew- withdrawn

退出,撤消,撤退,从.....退出

1) He withdrew from the race.

2) The army withdrew from the front.

4. mediate (v.) – mediation (n.) 仲裁,调停, 调解

The government mediated between the workers and the employer.

5. propose 计划,建议,向.....提议

propose sth./ doing sth./ that

***I propose a rest* before we continue the work. / *I propose resting* before.../ *I propose that* we have a rest before...**

Homework: Do exercise 1 on page 70.

Unit 23 Conflict

Lesson 3 War Memories 教案

Teaching aims