

目 录

Disappear.....	3
Darwin Destroyed in one Night.....	7
End of Year Party	10
How Life Began on the Earth.....	15
In Some Countries in Western Europe.....	19
Nowadays, different people.....	23
Present Participle.....	27
Today we use chemicals.....	32
Well, I hope you' re enjoying... ..	36
How Daisy Learn to Help Wildlife	40

Disappear

阅读下面英文诗歌，讲解词汇：disappear, unknown, sleepless

Disappear

We're the last of the sleepless ones

We're the last of the sleepless ones

Left behind by those we left behind tonight

Quiet now let our poison take

Were we always just your lost cause mistakes

Wait for me, will you wait for me

Need you on my side

Way for me, make way for me

With arms wide

Alone, left alone

Watch us slowly disappear with time

Unknown, still unknown

Forgotten, lost, and left behind.

试讲要求：

- (1) 阅读全文
- (2) 全英文试讲
- (3) 适当板书设计

Teaching objectives:

1. Knowledge objectives

Ss master the words disappear, unknown and sleepless. They need to know the meaning and the word formation rules of these words.

2. Skill objectives

Ss get the method of learning new words' meaning by dividing words into suffix or prefix in order to understanding a new English poem properly.

3. Emotion objectives

Ss get the study ability to explore the meaning of the new words through study the new words by themselves and basically get the ability to enjoy an

English poem by understanding the English words.

Teaching key and difficult points:

Ss master the knowledge of word formation to guess the meaning of a new English word and use this ability to their reading and listening for a better understanding of the English materials.

Teaching procedures:

Step1 Lead-in

(1)Free talk: Ss talk about the poems they have ever learned. And teacher tell them there is a new poem. Let's enjoy it together!

【Purpose】The activity of free talk can not only create a relaxing English learning atmosphere for Ss to participate, but also stimulate Ss' relevant cognition which can pave way for the following learning.

Step 2 Presentation

(1) Teacher presents the new poem to the students. And separate the class into four groups to let them read the poem one group by one group.

(2) Teacher presents the provoking-mind question, and let them work in pairs to understand the main ideas of the poem and find out the new words they don't know.

(3) Teacher ask the students the new words they don't know and write them down on the blackboard.

(4) Ss work in pairs trying to describe the rules in these words, and guess the meaning of these words.

(5) Teacher guide the students to divide these words, like dis-appear; un-know, sleep-less. And telling the English meaning of these words.

(6) Teacher asks students what's the common characteristics of the

meaning of these words. And ask the student in one of each groups to find the rules.

(7) Teacher tells students that un-,dis-,and -less have the common meaning that is negative.

(8) Teacher tells students how to use these words and make sentences for each word.

(9)Teacher ask each students to find more words like what we have learned today. And read the whole poem again and understand the poem.

【Purpose】 Make students as the main role of the class, and guide the students to find out the words formation rules. It is good for students themselves to learn the new words in the help of the teacher and they could learn the words better in this way.

Step 3 Practice

(1) Match

dis-	appear
-less	known
un-	sleep

(2) Use the following words, disappear, unknow, sleepless, and fill the blanks.

Last night I dreamed a sweet dream. In my dream I made friends with an alien came from an_____planet. We have talked about the lives in our own planet.We had a long and happy talk. Finally, we said goodbye to each other. And she _____ in front of my eyes by UFO. Then I woke up and found it is a sweet dream and felt_____ then.

【Purpose】 Make students to master these words by these two practices.

Step 3 Consolidation

Teacher divide the students into four groups and ask each students in each group to work in pairs to make sentences using the new words. And then teacher asks the students in each group to organize the sentences into one short paragraph and asks one representative of each group to read in public.

【Purpose】 Ss master the words we have learned today and use them to write a short essay not only could review what we have learned today but develop the ability to use the new words in their writing.

Step 4 Summary

Ss summarize the English words with the suffix, -less and prefix, -un, dis-. In addition, let them conclude the function of learning the world formation rules.

【Purpose】 Ss' summarizing the key points can let them have the further understanding the key point of this class. And let them conclude the function of learning the world formation rules, which could trigger English words learning interests of students and improve their English words learning ability.

Step 5 Homework

Ss are encouraged collect more English words with suffix and prefix, and use five new words that they have collected to write a short passage.

【Purpose】 Find out more English word formation rules can trigger students' English learning interests as well as improving their English words learning ability.

Blackboard design

dis-	appear
un-	known

-less

sleep

Darwin Destroyed in one Night

DARWIN DESTROYED IN ONE NIGHT

At 1 am on 25 December 1974 a fierce(猛烈的)cyclone(旋风)hit Darwin, a city in the far north of Australia. Winds of up to 170 kilometers swept through the city, tearing roofs from houses, pulling up trees and turning over cars. Seven hours later, the cyclone moved away from Darwin and all was peaceful again. The damage to Darwin was huge and almost the whole city had to be rebuilt.

试讲要求:

- (1) 朗读一遍
- (2) 设计听力教学
- (3) 适当板书

Teaching objectives:

1. Knowledge objective:

Word: tear, sweep

Topic: The destruction of cyclone.

2. Skill objective:

- a. Students' listening ability could be enhanced.
- b. Students' solving problem ability can be enhanced by working in groups.

3. Emotion objective:

- a. Students should know how to protect themselves and take proper emergency measures in the disaster.
- b. Students are willing to share information with others.

Teaching key points:

Students can get the main idea and specific information of the listening material.

Teaching difficult points:

Students know how to protect themselves in an emergency situation.

Teaching procedures:

Step 1 Lead-in

Teacher shows students several pictures of meteorological disaster. Students can guess what kind of weather caused the catastrophe.

【Purpose】 : Pictures are vivid and easy to attract students' attention.

Step 2 Pre-listening

(1) Teacher presents one of pictures of meteorological disaster. Students can predict what happened in this area.

(2) Students work in pairs trying to describe the picture in their own word. Choose several pairs to share their imagination with the class.

(3) Teacher presents and explains the key words, tear, sweep, to the students.

【Purpose】 To encourage students to predict the content of the material. Through prediction, the relevant background information in the students' mind could be activated. When students listen to the listening material, they will be more directive.

Step 3 While-listening

(1) listening for the gist.

Listen to the tape for the first time. Teacher presents the question: what's the listening text about?

(2) selective listening

Listen to the tape for the second time. Teacher presents more specific question:

When does the cyclone happened?

What speed of the wind?

(3) Intensive listening

Teacher reads the listening material and shows the passage with several blanks.

【Purpose】 Students listen to the material for three times. Those three steps could help students master the listening skills.

Step 4 post-listening

Discussion.

(1) Teacher divided the class into 6 groups.

(2) Each group discusses what they should do when they meet weather disaster.

(3) every group should recommend a representative to display their conclusion.

【Purpose】 This task aims to improve students' ability of solving problems. Besides, students could also learn how to protect themselves and take proper emergency measures in the disaster.

Step 5 Summary

Students retell the passage with their own words. Teacher emphasizes the importance of knowing the emergency measures.

【Purpose】 Students summarize the key points, which could embody student-centeredness in class.

Step 6 Homework

Students are encouraged to describe the most terrible weather they ever experienced and share it next class.

【Purpose】 Such an assignment could highlight students' enthusiasm to use the language they learned.

Blackboard design

Darwin Destroyed in one Night

Time :

tear

Speed:

sweep

End of Year Party

End of Year Party

I want you to remember the rules for school parties.

- Don't wear jeans! If you wear jeans, we won't let you in.
- Don't bring food to the party. If you do, the teachers will take it away.
- Don't bring friends from other schools. If you do, the teachers will ask them to leave.
- Don't leave the gym during the party. If you do, the teachers will call your parents.
- Don't run or shout at the party. If you do, you'll have to leave.
- Please bring your ID card. If you don't have your ID card, you can't go to the party.

试讲要求：

- (1) 配合教学内容适当的板书
- (2) 并对当中的语法进行讲解
- (3) 试讲时间：约 10 分钟
- (4) 全英文试讲

Teaching objectives:

1. Knowledge objective

Ss can not only learn the use of the negative form of imperative sentence, but also express themselves in daily communication.

Grammar: Don't + imperative sentence

2. Skill objective

Ss' can master a grammar structure: "Don't..." correctly and properly according to the context.

3. Emotion objective

Ss can become interested in grammar learning. And Ss can improve the sense of learning and cooperation. What's more, Ss can expand their knowledge and view about the "party culture".

Teaching important points:

Get students to learn and master the new grammar item: the negative form of imperative sentence.

Teaching difficult points:

Enable students to learn how to use the form of "Don't..." expertly in English communication.

Teaching procedures:

Step 1 Lead-in

(1)Free talk: Ss talk about the dress and clothing at school party.

【Purpose】 The activity of free talk can not only attract the attention of Ss to participate the class, but also make preparations for Ss'following learning processes.

Step 2 Presentation/practice

(1)Ss read through the whole text and observe the similarities of those sentences in the text. (For instance, all those sentences have the same structure of “Don’t...”)

(2) Ss pick out the sentences where the structure of “Don’t...” are, and underline them.

(3) Ss work in pairs to translate these sentences and try to understand the use of “Don’t...”.

(4) Teacher explain the usage and important points of the negative form of imperative sentence and draw the conclusion about the structure“Don’t...”.

【Purpose】 To stimulate the interests of Ss. Ss can find out the rule of negative form of imperative sentence. Ss can improve their confidence in grammar learning and also understand different culture and custom of party.

(5) Using structures

(Show the following exercises on the screen or give out exercises papers.)

Answer the following questions using the structure“Don’t...”.

What’s the rule of ban about dressing when you take an interview?

What kind of notice signs can you find in a hospital?

Do you know some school rules in our campus?

①Ss work in group of four.

②Ss are given some certain time to finish the work and each group can

choose the most attractive answer.

③Ss choose the best sentences in class.

【Purpose】Ss are encouraged to use the grammar structure by themselves to express views. Ss can master new grammar in a fun way. Teamwork is also promoted through imagining, discussing and exchanging.

Step 3 Consolidation

Discussion:

The teacher puts forward a topic about the class rule: the necessity of class rule. (For instance: Do you think it is necessary for us to make some rules in our class?) Ss can make a list of their class rules and discuss opinion with partner according to the grammar structure “Don’t...”.

【Purpose】 Ss can practice the grammar in actual communication, which encourage them to cooperate and communicate with others and state different kinds of points in English.

Step 4 Summary

Ss summarize what they learned today and the important points of the usage of the structure “Don’t...”.

【Purpose】 Ss’ summarizing the important points can give full play to their subjectivity. Ss could improve confidence in English communication and expression. And Ss also can learn how to prove arguments and views in English. Therefore, the emotional objectives can be achieved in this activity.

Step 5 Homework

① Let the Ss finish the exercise in the workbooks with the grammar structure in this lesson.

② Make a rule for themselves using “Don’t...”. They are supposed to

share it next class.

【Purpose】 Ss could use the grammar they learned to improve their English learning ability. What's more, Ss could speak their mind and express viewpoints bravely.

How Life Began on the Earth

试讲内容:

How life began on the earth?

No one knows exactly how the earth began, as it happened so long ago. However, according to a widely accepted theory, the universe began with a “Big Bang” that threw matter in all directions. After that, atoms began to form and combine to create stars and other bodies.

For several billion years after the “Big Bang”, the earth was still just a cloud of dust. **What it was to become** was uncertain until between 4.5 and 3.8 billion years ago when the dust settled into a solid globe. The earth became so violent that it was not clear whether the shape would last or not. It exploded loudly with fire and rock. They were in time to produce carbon, nitrogen, water vapour and other gases, which were …… **What is even more important** is that as the earth cooled down water began to appear on us.

试讲要求:

- (1) 朗读一遍
- (2) 全英授课
- (3) 适当板书

Teaching objectives:

1. Knowledge objective:

Ss can know the language points and main idea of the passage and learn about the process of life on the earth.

2. Ability objective:

Ss' speaking, reading and listening ability can be improved through learning and discussing the questions. Ss can also learn some knowledge about the astronomy.

3. Emotion objective:

Increase Ss' knowledge of science. Ss learn more about universe and life

to enhance Ss' interests of exploring astronomy and consciousness of protecting the earth.

Teaching key points:

Ss can know the main idea of the passage, learn important grammar---subject clause, and structures in the passage. reading and understanding exercises.

Teaching difficult points:

Ss learn some important structures in the passage. Ss also discuss the order of development of life.

Teaching procedures:

Step1 Lead-in

(1)Free talk: Ss talk about the question where do we come from and who are our ancestors?

(2)Brainstorm: teacher asks students to brainstorm about the earth or universe.

【Purpose】 The activity of brainstorming can not only create a relaxing English learning atmosphere for Ss to participate, but also stimulate Ss' relevant cognition which can pave way for the following learning.

Step 2 Pre-reading

Teacher shows the pictures of the Solar System and talks about the planets, and then asks Ss whether can guess the topic today they learn, which will lead to the passage---How life began on the earth?

【Purpose】 Lead to the topic Ss learn today through showing some pictures and asking question.

Step 3 while-reading

Firstly, Ss read the passage quickly and discuss what the main idea is about the passage.

Secondly, learning detailed information through carefully reading.

a. Girls read loudly the first paragraph. Boys read it silently. Ss need answer the question: How life began according to the first paragraph?

B. Exchange the roles. Boys read the second paragraph and answer the questions:

Q1: After the big bang, what happened?

Q2: What happened next?

Q3: What did the water vapour and gases form?

Q4: what appeared on the earth then?

Thirdly, Ss read themselves the passage and find the sentences that they don't understand, which can lead to the subject clause.

【Purpose】 Help Ss understand the main idea and detailed information of the passage through a series of questions.

Step 4 post-reading

Ss will be divided into four groups and discuss the two questions.

The earth may become too hot for the lives on it. What will our future be?
How to protect our earth?

Do you think there's a chance to find intelligent beings on other planet(s) in the universe? Can we find them or can they find us?

【Purpose】 Attract Ss' attention. Ss' speaking and expressing skills are improved. Sa can also enhance their interests of exploring astronomy and consciousness of protecting the earth.

Step 5 Summary

Ss summarize what they learn today. Teacher give them some supplements.

【Purpose】 Ss summarize what they learn, which can improve their speaking and expressing skill and the teacher can know Ss' learning level.

Step 6 Homework

Ss are encouraged to collect more information about the beginning of the earth and write a short article about the beginning of earth.

【Purpose】 Improve Ss' collecting skills and accomplish the emotion objectives.

Blackboard design

How Life Began on the Earth

Main idea

Detailed information

Para 1 Q: How life began according to the first paragraph?

Para 2 Q1; After the big bang, what happened?

Q2: What happened next?

Q3: What did the water vapour and gases form?

Q4: what appeared on the earth then?

Subject clause

In Some Countries in Western Europe....

试讲内容:

In some countries in western Europe,such as France,Spain and Britain,the countryside is changing.

Life has become difficult for many villages,and some disappearing . There are a number of reasons for this.Firstly,young people from villages usually want to live somewhere livelier and they often move to the towns and do not return.Secondly,people move to the cities to find work,as there are often very few jobs in the countryside.Sometimes villages remain because people from the cities have bought a “second home” in the village,where they come and stay at weekends.The prices of houses go up and people from the area cannot afford to buy a house there.Another problems is that it is becoming more and more difficult for farmers to make money from the farms.So they sell their land and find another job.

All these things mean that many villages in western Europe are fighting to survive.We can only hope that they will remain.The countryside would be a sadder and uglier place without them.

试讲要求:

- (1) 朗读一遍
- (2) 设计读写教学

Teaching objectives

1. Knowledge and skill objectives:

By listening and reading the passage, ss can go through the passage and get the main idea and the detail information. In this way ss' skimming,

scanning and intensive reading ability can be improved. According to the outline of this passage, ss will write a short composition about the changes of their own hometown in the countryside. And their writing skills can be enhanced.

2. Process and method objectives:

By ask and answer, free talk and group work, ss' exploring, self-study ability and their cooperation ability can be strengthened.

3. Emotion objectives:

By learning this new passage, students' awareness to cooperate with others can be improved. And they can know everyone have responsibility to protect the environment in the countryside.

Teaching content

It shows the problem that villagers are facing and where the countryside is disappearing.

Key and difficult points

The key point is the training of reading skill and writing skill, and their practical use of this topic in their daily life.

Teaching procedures

Step1 lead-in

Show ss pictures of the changing in Chinese countryside and ask them to talk freely about the topic to lead in the new lesson.

Justification: to arouse students motivation to get to the new topic.

Step 2 Presentation

Skimming

Ask students to skim the passage and get the gist of it.

Scanning

Ask students to scan the passage and find the specific information about the reasons in the countryside by doing true or false.

Intensive reading

Ask students to read the passage carefully to finish the following chart to find the problem and give the solutions

problems	solutions

Justification: to improve students reading skills by individual work and group work.

Step 3 Practice

Ask students to do group work to talk about changes in their own hometown in the countryside and find the reason, problems and the solutions. During the process, students awareness to have the responsibility to protect the environment in the countryside can be aroused.

Justification: to talk the topic to put it into practical use and improve students' comprehensive ability.

Step 4 Production

Writing

According to the above discussion, students put the idea together to write a short composition about the topic.

Justification: to practice the writing skills.

Step 5 Summary

To lead students to summarize what we have learned today and cultivate their emotion and attitude to love their hometown more and have the responsibility to protect the environment in the countryside.

Step 5 Homework

After class, ss exchange their compositions to check with each other about the vocabulary, grammar and punctuation, next time, the teacher will ask someone to show their compositions.

Nowadays, different people...

试讲内容:

Nowadays, different people have different views on advertisements. Some people think advertisements are very good to us, because they can give us advice. Sometimes we do not want to buy, they can lead us. Also they make our life colorful. However, others do not think so. They think there is no need to have advertisements. They will mislead us. As for me, I prefer the latter.

试讲要求:

- (1) 朗读一遍
- (2) 设计口语教学
- (3) 适当板书

Teaching objectives:

4. Knowledge objective:

Topic: Different views on advertisement.

5. Skill objective:

a. Students' cooperating ability could be improved by working in groups.

b. Students could express their views on advertisement fluently and have a good command of English in speaking.

6. Emotion objective:

a. Students could treat advertisement impersonally by analyzing the advantages and disadvantages and speak out their mind bravely.

b. Students' awareness of cooperation could be strengthened by working with others.

Teaching key points:

Students can express their views on advertisement and learn to treat things impersonally.

Teaching difficult points:

Students dare to speak English through discussing in groups and have a good command of English in speaking.

Teaching procedures:

Step 1 Lead-in

Teacher shows students several pictures and videos of advertisements and guides students to talk about their impressive advertisement.

【Purpose】 : Pictures and videos are vivid and easy to attract students' attention. Advertisement is closely related with students' daily life, so students will feel easy to talk about it.

Step 2 Presentation and Practice

- (1) Teacher presents the question: Do you think advertisement is necessary in our daily life?
- (2) Teacher guides students to consider the necessity of advertisement along with the help of teacher's reading the listening material.
- (3) Students work in groups trying to brainstorm about the advantages and disadvantages of advertisements.

【Purpose】 To encourage students to speak out their mind bravely. Through brainstorm, students could broaden their vision on advertisement.

(4) Debate

Topic: Should the famous stars endorse the product?

The whole class are divided into 2 groups. One group is on the con side and the other is on the pro side. Each group recommends 3 representatives to

show their opinion about the advertisement and persuade others that their opinion is more convincing.

【Purpose】 This activity could stimulate students to speak fluently in order to express his own idea clearly. Through debating, students can view the advantage and disadvantage of advertisement in a more impartial way.

Step 3 Consolidation

Role play

- ① Teacher divides the whole class into groups of 4-6 people.
- ② Each group comes up with a video advertisement for our class and every member should have a role in it.
- ③ After each group's performance, the class should select the best advertisement.

【Purpose】 Students are encouraged to use imagination. Designing an advertisement for the class can also promote the students' sense of cohesiveness. Students' awareness of cooperation could be strengthened by working with others. This activity needs students to act in front of all the class, which could encourage students to release himself or herself and practice their oral English bravely.

Step 4 Summary

Students summarize the advantages and disadvantages of advertisements and teacher emphasizes that the advertisement should be viewed with an impartial eye.

【Purpose】 Students summarize the key points, which could embody student-centeredness in class.

Step 5 Homework

Students are encouraged to write an advertisement for themselves and share it next class.

【Purpose】 Such an interesting homework could highlight students' enthusiasm to use the language they learned.

Blackboard design

	Advertisement
Advantage	1. 2. 3.....
disadvantage	1. 2. 3.....

Present Participle

试讲内容：

One of the favorite events is the dog sled race, in which teams of about six husky dogs pull long sleds at great speeds along a snowy track. One person runs behind the sled, shouting to the dogs to encourage them. The sound of the dogs barking the calls of the drivers and the shouts of the crowd make an exciting Northern experience. The dogs are beautiful strong animals, with long, thick fur and many with blue-eyes.

试讲要求：

- (1) 朗读所给段落
- (2) 配合教学内容适当的板书
- (3) 并对当中的语法进行讲解
- (4) 试讲时间：约 10 分钟
- (5) 全英文试讲。

Teaching objectives:

1. Ss know what's present participle (V.-ing). And find out the present participle (V.-ing) in the text and master the use of present participle (V.-ing).

2. Ss use the guided discovery method to acquire the key grammar point and use this method to learn English grammar in their English study.

3. Ss acquire the cooperation spirit through teamwork in the English learning process and gain the ability of analyzing and solve the problem of the English grammar point in reading a new passage.

Teaching key and difficult points:

Ss master the usage of present participle (V.-ing) properly in their writing and speaking.

Teaching procedures:

Step1 Lead-in

(1)Free talk: Ss talk about the outdoor activities in winter they have ever experienced. And then teacher ask them whether they want to know an outdoor activity called dog sled race in winter. Let's learn this winter outdoor activity together!

【Purpose】The activity of free talk can not only create a relaxing English learning atmosphere for Ss to participate, but also stimulate Ss' relevant cognition which can pave way for the following learning. Then guide the students to the topic of this class.

Step 2 Presentation

(2) Teacher presents the text to the students. And separate the class into four groups to let them read the text one group by one group(each group read one sentence).

(2) Teacher presents the provoking-mind question, and let them work in pairs to understand the main ideas of the poem and find out the difficult sentences they don't understand.

(3) Teacher ask the students difficult sentences they don't understand and write them down on the blackboard. And teacher write down the similar sentences in the blackboard. Then divide the students in to four groups to work in pair to find out the common characteristic of each sentence.

1. One person runs behind the sled, shouting to the dogs to encourage them.

We found the earth is blue seeing from the space

Seeing from the hill, we found the city is beautiful.

2.The sound of the dogs barking the calls of the drivers and the shouts of the crowd make an exciting Northern experience.

The birds singing in the tree is very beautiful.

The singer speaking to my brother is my sister-in-law.

(4) Teacher ask one of the students in each group to tell the common characteristic of present participle in each sentences. And then guide the students to know the present participle.

(5) Teacher ask each students to find more sentences like what we have learned today. And read the whole text again and understand the text.

【Purpose】 Make students as the main role of the class, and guide the students to find out the present participle. It is good for students themselves to learn the new words in the help of the teacher and they could learn the words better in this way.

Step 3 Practice

(1) Fill the blanks with the correct form of the word.

1. _____(walk) along the street one day, she saw a little girl running up to her.

2. They ought to have another chance, _____(take) everything into consideration.

3. The teacher _____(give) the speech is my English teacher.

(2) Multiple choice

1. The plane crashed, _____ all 200 people aboard.

A. killed B. having killed

C. killing D. had killed

2. A few days after the interview, I received a letter _____ me the job.

A. offered B. offering

C. to be offering D. having offered

【Purpose】 Make students to master present participle by these two practices.

Step 3 Consolidation

Divide students in four groups. Teacher ask students to work in pairs to make sentences using the present participle. And then ask one of students in each group to write it down on the blackboard.

【Purpose】 Ss master present participle we have learned today and use them to write sentences as many as not only could review what we have learned today but develop the ability to use the new grammar point in their writing.

Step 4 Summary

Ss summarize present participle we have learned today, and let them conclude the function of present participle.

【Purpose】 Ss' summarizing the key points can let them have the further understanding the key point of this class. And let them conclude the function of present participle, which could trigger English learning interests of students.

Step 5 Homework

Ss are encouraged to write a passage by using present participle to describe an interesting summer outdoor activity.

【Purpose】 Write a passage by using present participle can improve the English language application ability of students.

Blackboard design

Non-finite verb: the use of present participle (V.-ing)

1. One person runs behind the sled, shouting to the dogs to encourage them.

We found the earth is blue seeing from the space.

Seeing from the hill, we found the city is beautiful.

2.The sound of the dogs barking the calls of the drivers and the shouts of the crowd make an exciting Northern experience.

The birds singing in the tree is very beautiful.

The singer speaking to my brother is my sister-in-law.

Today we use chemicals...

试讲内容:

Today we use chemicals in almost every part of our lives, hoping to make life faster, more convenient or just better. **At home** we use them to kill flies and other diseases-carrying pests. **Doctors** give them to us in medicine to fight harmful bacteria in our bodies. **Factory** workers use them in industrial production to make everything from toys to shoes to toothbrushes. **Farmers** also use them in the soil to help their plants grow fast and become strong. However, the discoveries of new ways to use chemical have brought difficulties as well as benefits. For example, too much use in farming leads to food that is low in minerals and other things that we need for good nutrition.

试讲要求:

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书
- (3) 针对该段落中的主要内容, 设计相应的议论文写作教学活动

Teaching objectives:

4. Knowledge objective:

Ss can know the main idea of the passage and learn what argumentative writing is as well as how to write. Ss can grasp the key point, organize languages and know how to write or modify passages and so on.

5. Ability objective:

Ss' writing and using English ability can be improved through discussing and practicing. Ss' speaking and expressing skill also can be enhanced.

6. Emotion objective:

Ss can realize that the chemicals are double-edged. Ss can know how to avoid the bad way of chemicals.

Teaching key points:

Ss can know the main idea of the passage and learn what argumentative

writing is as well as how to write. Ss can also grasp the key point, organize languages and Ss learn how to write or modify compositions and so on.

Teaching difficult points:

Ss' writing and using English ability can be improved and enhanced through discussing and practicing.

Teaching procedures:

Step1 Lead-in

(1)Free talk: Ss talk about the chemicals that they meet in our lives.

(2)Brainstorm: teacher asks students to brainstorm about the chemicals of our lives, which parts they are always used, for example, medicines of the hospital, toys or shoes of the factory.

【Purpose】 The activity of brainstorming can not only create a relaxing English learning atmosphere for Ss to participate, but also stimulate Ss' relevant cognition which can pave way for the following learning.

Step 2 Presentation/practice

(1) Pre-writing

Teacher shows the pictures about chemicals and the fragment as well as says "Today we learn how to write the argumentative writing. Firstly, let's read the fragment."

【Purpose】 To complete the first requirement that read the fragment.

After this fragment, who can share the main idea of it for us?

Teacher will give Ss 5 minutes, Ss need read carefully the fragment again and discuss what structure the fragment is and what features it has? Yes, it is total structure. Through Ss' discussion they know today people use chemicals in almost every part of our lives, which is named the point of argumentative

writing. Next, the fragment has four proofs to prove that point, which are good our lives. Finally, the fragment give the other way to describe the bad way that the chemical give people, which can make them realize the chemicals are double-edged.

(2) while-writing

Ss write a composition within the given time, which is the argumentative writing accord that they discussed with classmates and teacher just now. Ss will be divided into four groups. They can discuss how to write or what points they need to show in it. Maybe they will use the way that everyone writes one sentence or one fragment. They accomplish the first draft through cooperating each other.

(3) after-writing

Ss exchange and comment on their compositions of their groups. Next, Ss will modify their compositions according to the commentaries of group-mates. Thirdly, the teacher spots check compositions and gives some points that Ss easy to make mistakes. Finally, Ss modify their compositions again.

Ss discuss how to avoid the bad way of chemicals in our lives after finishing revisions.

【Purpose】 To attract Ss' attention. Ss can learn about the argumentative writing has points , grounds and proofs of the argumentative writing. Ss are able to better understand how to use and modify the compositions.

Step 3 Summary

Ss summarize what they learn today. Teacher give them some supplements.

【Purpose】 Ss summarize what they learn, which can improve their

speaking and expressing skill and the teacher can know Ss' learning level.

Step 4 Homework

Ss are encouraged to write another argumentative passage that they want to write and supposed to share it next class.

【Purpose】 Use the writing skills they learn and improve their English writing as well as using skills.

Blackboard design

three parts

points of argumentative writing

grounds of argumentative writing

proofs of argumentative writing

Well, I hope you're enjoying...

教学内容:

Well, I hope you're **enjoying** my school in New York. I like your school in Beijing, but I'm not feeling very well at the moment. I'm tired and have a lot of headaches. And I'm **stressed out** because my Putonghua isn't **improving**. I study late every night, sometimes until 2 am, but I don't think I'm improving. I really need some conversation practice! I think I have a cold, too.

试讲要求:

- (1) 朗读所给段落
- (2) 配合教学内容适当板书
- (3) 举例解释本段落中三个黑体词汇的意义，并设计相应的词汇

运用教学活动

- (4) 试讲时间: 约10分钟
- (5) 用英文试讲

Teaching objectives:

1. Knowledge objective

Ss can master the meaning and usage of new words. And Ss can express those new words in daily communication.

New words: enjoying, stressed out, improving

2. Skill objective

Ss can put the words into use correctly and flexibly. In addition, Ss can get the method of learning and application of English words.

3. Emotion objective

Ss can become interested in English learning. And Ss can improve the sense of learning and cooperation.

Teaching important points:

Get students to learn the meaning and usage of the new words.

Teaching difficult points:

Enable students to learn how to use these words correctly and expertly in daily communication.

Teaching procedures:

Step1 Lead-in

(1)Free talk: Ss talk about a letter from their friends.

【Purpose】The activity of free talk and brainstorming can arouse students' enthusiasm of the class and make preparations for Ss' following learning processes.

Step 2 Presentation/practice

(1)Ss scan the text and get the main idea of the passage.

(2) Ss pick out the words and sentences that they do not know and understand, and then mark them out.(enjoying, stressed out and improving)

(3) Ss work in pairs and try to guess the meaning of those words.

(4) Teacher explain the usage and key points of those words by using examples:

enjoying=enjoy(v.)+ing

stressed out stressed=stress(v.)+ed

improving=improve(v.)+ing

①I'm really enjoying myself at the moment.

②Why get stressed out? It will just make things worse.

③We are still not quick but we are improving.

【Purpose】 To help the Ss master the new words in this lesson and the method of learning English words. Ss can improve their confidence in English learning.

(5) Translation exercise

Ss will review the new words in several minutes and finish the translation exercises by themselves. The sentences are presented as follows:

① When we stop enjoying ourselves we'll knock it on the head.

(等玩够了, 我们就会结束。)

② Those who are stressed out are often nervous, angry or ill.

(凡是压力过大的人经常会紧张、生气或生病。)

③ The extra money could be spent on improving public transport.

(多余的资金可以用于改善公共交通系统。)

【Purpose】 Ss can be familiar with the usage of those new words according to the exercises. In addition, the learning interests and confidence of the Ss can be stimulated in class, in which they can express views in English courageously.

Step 3 Consolidation

Telling story

The teacher gives students a topic: school life or campus life. Ss tell a story around the topic, using the new words in this lesson(enjoying, stressed out, improving). Telling Ss' own stories and share the stories to each others. And all the students can have a discussion about their stories. The teacher invites one or two student to share his or her story in front of the class.

【Purpose】 Ss can practice the new words they have learned in the process of sharing story. This could help the Ss to stimulate the interests of learning and communication. What's more, Ss could be encouraged to communicate with others and express opinions in English.

Step 4 Summary

Ss summarize the usage of the new words they have learned today and teacher emphasizes that attention be paid to the method of learning new English words.

【Purpose】 Ss' summarizing the knowledge can stimulate their creative ability motives for study.

Step 5 Homework

① Let the Ss finish the exercise in the workbooks with the new words in this lesson.

② Write s letter to friend and describe their life in campus using the new words. They are supposed to share it next class.

【Purpose】 Use the new words they have learned and improve their English ability.

Blackboard design

Well, I hope you're enjoying...

enjoying=enjoy(v.)+ing

stressed out stressed=stress(v.)+ed

improving=improve(v.)+ing

How Daisy Learn to Help Wildlife

教学内容：

Unit 4 Wildlife Protection

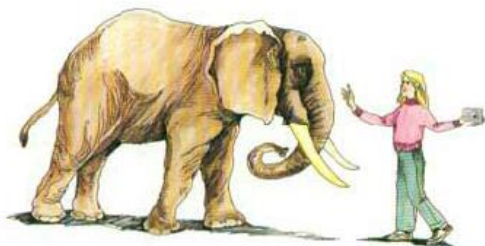
Reading



HOW DAISY LEARNED TO HELP WILDLIFE

Not long ago there was a girl called Daisy. One day she woke up and found a flying chair by her bed. "Where do you want to go?" it asked. Daisy hurried to get dressed and put on her jeans and sweater. "I would like to see the animals that gave **fur** to make this sweater," she said. The chair began to rise. It flew away to Tibet in China faster than a bird. "But where are the antelopes?" cried Daisy. "There are only mountains and people!" She turned round and there was an antelope with a sad face looking at her. The antelope said, "Our fur is being used to make sweaters like yours. We are killed for the wool that is taken from under our **stomachs**. Every year over 29,000 of my friends are killed and now there are only 72,000 of us left. In three years we may all be gone!" Daisy began to cry. "I didn't know that," she said, "Flying chair, please show me some place where there is some wildlife protection."





protection.”

The chair flew away so fast that you could not see it. Next minute they were in Zimbabwe. Daisy turned round and saw she was being watched by an excited elephant. “Have you come to take my picture? Or would you prefer a rhino?” it asked. Daisy laughed. “I wait here because we’re becoming

endangered in Zimbabwe. Farmers used to hunt us and the rhinos. They didn’t want to protect us even though tourists love to see us. They said we destroyed their farms, and money from the tourists used to go to the big tour companies in Harare. So the government decided to help. They asked the tour companies to bring tourists to the area to take photos or to hunt, and they set the number of animals to be hunted. The tour companies **applied** to be allowed to hunt some for a fee, which made a lot of money for the farmers. As a result, farmers like us and no longer hunt us. Now please be quick! I’m ready now for my photo!”

Daisy took it quickly. Then she smiled. “That’s better, but I’d like to help as the WWF suggests.”

The chair rose again and almost at once they were in **thick** rain forest. A monkey watched them as it **rubbed** itself. “What are you doing?” asked Daisy. “This **protects** me



Unit 4 Wildlife Protection

from mosquitoes,” it replied. “I find a millipede **insect** and rub it over my body. It **contains** a **powerful drug** which **affects** mosquitoes. It might help you if you **pay attention to** the rain forest where I live and understand how the animals live together there. No rain forest, no animals and no drugs.”

Daisy was amazed. “Flying chair, take me home so I can tell WWF and begin producing this new drug. Monkey, come with me to help.” The monkey agreed. The chair rose and flew home. As they landed, things began to disappear. Two minutes later everything was gone — the monkey, too. So Daisy was not able to make her new drug. But what an experience! She had learned so much! And there is always WWF

试讲要求:

- (1) 朗读所给段落
- (2) 配合教学内容适当板书
- (3) 设计相应的阅读教学活动
- (4) 试讲时间: 约10分钟
- (5) 用英文试讲

《How Daisy Learn to Help Wildlife》选自人教版必修二第四单元 **Unit 4 wildlife protection。**

T: Good morning, everyone. Let us see a piece of video.(show ss a piece of public service advertisement where Jack Chen and some other famous people initiate to protect wild animals. No killing, No sale.) Ok, what is your feeling after seeing that?

Ss: Shocked. So many wild animals are killed.

Ss: What a pity!

Ss: It is good news. It means the government and the public have the awareness to protect the endangered animals.

T: Yes, because of killing and Natural factors, many animals are extinct or endangered. It is our responsibility to protect them. Do you agree?

Ss: Absolutely agree.

T: I believe that you are concerned about animals and plants disappearing. Why should you worry about this?

S1: If we do not protect them, one day we human beings cannot live on the earth, either.

S2: Everything living on the earth all have lives. Therefore, all of us should be treated equally.

T: Exactly true.

T: Please look at the picture on page 26, predict what the passage is mainly

about.

S1: Maybe it is about a story between the girl and animals.

S2: Maybe it is about the girl's Fantasy trip and animal protection.

S3:

T: Ok, guys. I am so glad to hear that. Now read the passage quickly and tell me what is mainly about and check whether your answer is right or not.

T: Who want to have a try? Ok, please.

S: It is mainly about Daisy's fantasy trip with a flying chair arousing Daisy's awareness to protect animals.

T: Fantastic.

T: all right! Please read the passage carefully again and answer the questions in exercise 1 on page 27. And then check the answer with your group members.

T: Have you finished? Ok, now please read the passage again and discuss with you group members to find out how many ways are there the animals being destroyed. Finish the following chart please.

The way being destroyed	examples

T: hot topic, is not it? From the discussion, can you tell me why animal protection is so important?

Ss: The earth is like a big family for us and everything living on it. That everything can live freely and equally is necessary.

Ss:

T: ok, today from reading this passage we know the importance of protecting animals. After class, please get some information by surfing the internet about the endangered animals and there living circumstances. Next time share with us by presentation. Thanks for your cooperation. See you tomorrow.

板书设计

Unit 4 wildlife protection

The way being destroyed	examples