新课标

鼎尖教案

教材教案、教辅教案、习题教案

英语

必修 5

人教版

新课标·高中同步·鼎尖教案（通用型教案）

新课标·高中同步·鼎尖学案（个性化学案）

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编 读 往 来

招聘启事	为了保证图书质量不断提升，吸纳更多教师的经验智慧和教学资源，本出版社常年征集优秀教案，并诚招优秀编稿教师和书稿审读教师，具体要求如下： ● 优秀教案 1. 教案内容包括从小学到高中的各年级各学科版本（高中大纲版教材除外）的教材。 2. 教案的内容和思路必须是作者原创的作品，突出新颖性、先进性、实用性和可操作性。 3. 投稿可使用电子稿，也可以使用手写稿。手写稿要求字迹工整清楚，装订整齐。 对参评教案我们将邀请专家进行评审，入选稿件将在本书中收录，支付相应的稿酬，并颁发证书。 ● 优秀编稿教师及书稿编审人员 1. 教龄在 7 年以上，至少有两届毕业班教学经历的各学段优秀教师。 2. 思维活跃，年富力强，熟练操作电脑者优先。 3. 有一定的文字功底，在省级及以上刊物上发表过论文，有写作经验者优先。 参与教案征集活动的教案和应征作者的简历，请邮寄至：北京市海淀区苏州街 18 号院 4 号楼 A1 座 1003，编辑部（收），邮编：100080。也可以发送邮件至：Yanbiandingjian@126.com.
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反馈意见	1. 您觉得本书对你教学帮助最大，实用性最强的内容是什么？ 2. 在使用过程中，你觉得本书中的哪些栏目实用性不强？ 3. 您觉得本书作为教案和教师用书，还应该增加什么内容对你更有帮助？ 4. 请选出一个最好和最差的教案。 5. 你认为本书有没有更好的编写思路？请简单谈谈您的看法。

前言

国家新课程改革的教学观，强调教学目标的全面性和具体化，强调学习方式、教学活动方式的多样化，强调学习的选择性。要适应新课程教学改革的要求，提倡自主、探索与合作的学习方式，使学生在教师指导下主动地、富有个性和创造性地学习，就必须坚持教学模式的多样化。

教学模式的多样化是新课程实施的重要途径，也为教学模式的多样化研究提供了有利的理论和实践环境。教学模式的多样化，要求教师必须在准确把握教学目标、教学内容、师生情况、运用条件和评价体系特点的前提下，利用和发挥自身特长、体现自身特色，采用相应的教学模式。

《鼎尖教案》系列丛书，是依托延边教育出版社多年教案出版经验和资源优势，由近百名教辅研究专家精心策划的一套教案丛书。书中的教学案例，大都是在全国范围内广泛征集的优秀作品，是全国一线特高级教师经验智慧的结晶，代表着当前教学改革方向和最高水平，堪称精品。

丛书以“教学模式多样化”为基本原则，通过科学合理的设计，克服了以往教案类产品无法解决的教学模式单一的问题，对于推进新课程改革具有很强的指导意义，是广大教师教学的参考和帮手，其主要特点如下：

○ **工具性** 突出实用性、系统性、工具性、资料性，汇集教学教案、重难点知识讲解、类题（题型）讲解、规律方法总结、知识体系构建、训练题库等内容，为教师提供融课堂教学、钻研教材、课后辅导、习题编选于一体的全息资源库。

○ **选择性** 体现教学模式多样化原则，对同一知识体系的教授和解读方式，提供两种教学形式和教学思路，展示两种解决问题的方法，搭建动态开放的资源平台。教师可根据学生特点和教学习惯自由选择组合，形成多种教学模式。

○ **系统性** 创新教案编写模式，内容包括教材教案、教辅教案、习题教案三个板块，为教师提供教学模式多样化的全方位系统解决之道，教师得到的不仅是新授课的教案，更有复习课、训练讲评等内容的教案。同时注重教师用书与学生用书的配套互补功能，同步推出配套学案，方便教师教学。

教学模式开发和应用的过程，是一个随着教育理论和教学实践不断发展的双向的动态的过程，在探索教学模式多样化的过程中，按照“学习—实践—评价—创新—构建”的思路，我们将不断探索和创新更多的教学模式。同时感谢在本书编写和教案征集中，为我们提供帮助和支持的广大教师，也希望有更多的人能够参与进来，与我们共同探索实现教学模式多样化的思路和办法。

北京世纪鼎尖教育研究中心

教材教案

单元整体教案
- 教材分析
- 单元目标
- 教学设想
- 课文翻译
- 备课资料

单元课时教案
- 教学目标
- 教学重点
- 教学难点
- 教学流程
- 板书设计
- 教学反思

教辅教案

课时详解
- 课堂导入
- 探究新知
- 随堂练习
- 语法精讲
- 语法精练

教材精析精练
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- 重点难点突破
- 综合技巧点拨
- 高考题型探究
- 课后基础练习

习题教案

同步练习
- 课前 10 分钟
- 课堂 15 分钟

练测 1＋1
- 基础知识训练
- 阅读能力训练
- 写作能力训练

体 例 表 解

	主要栏目名称		栏目设计功能	栏目使用建议	
第一教案(教材教案)	单元整体教案	教材分析	整体分析本单元内容,对本单元内容形成系统的认识,引导教师有侧重地进行教学	明确教材结构及教学方法	
		单元目标			
		教学设想			
		课文翻译			
		备课资料			
	单元课时教案	教学目标	按照“单元整体教案”中“教学设想”的分析,把整个单元分为不同课时进行教授,实现教学目标	在课时讲解中,提供一套较为详尽的教学案例	
		教学重点			
		教学难点			
		教学流程			
		板书设计			
		教学反思			
第二教案(教辅教案)	课时详解	课堂导入	分课时,每个知识点按“导学”→“拓展”→“例示”的解析模式,对单词、短语、句型等进行层层解析	学生在课堂上结合使用,并配合教师的讲解完成“例示”,训练所学知识点	单元综合能力训练
		探究新知			
		随堂练习			
		语法精讲			
		语法精练			
	教材精析精练	单元话题点击	以模块为单位,分“词汇解读”“难句分析”对知识点解析,然后进行“实战”训练。选取高考真题,并就解题技巧进行知识呈现	配合学生的复习和自查,可以自主完成“实战”训练和课后基础练习等	
		重点难点突破			
		综合技巧点拨			
		高考题型探究			
		课后基础练习			
第三教案(习题教案)	同步练习	课前 10 分钟	分课时训练上课所学知识以及本课重难点	教师组织学生课堂上完成部分内容	单元终结测试
		课堂 15 分钟			
	练测 1+1	基础知识训练	基础部分训练词汇、短语、语法、句型;其他两部分侧重训练阅读和写作	学生课后可自主完成,或者教师选择典型题目配合教学进行讲解	
		阅读能力训练			
		写作能力训练			
特别说明			以上只是简单介绍大体栏目轮廓,详情请参见内文		

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目录CONTENTS

第2课时:语法课(The Past Participle as the Predicative and Attribute)

将Learning about Language中的Discovering useful structures及Workbook(WB)中的Using structures放在一起教学,上一节语法课。

第3课时:语言学习课

将语言学习部分(Learning about Language)的词汇练习Using Language中的Reading and writing的课文结合起来,上一节语言学习课。

第4课时:听说课

将语言运用部分的Listening和WB中相关听说练习Listening,Listening Task整合为一节听说课。

第5课时:写作课

把Using Language里的Reading and writing部分的写作练习和WB里的Writing Task部分设计成一节写作课。

课文翻译

约翰·斯诺击败"霍乱王"

约翰·斯诺曾经是伦敦一位著名的医生——他的确太有经验了,以至于成为照料维多利亚女皇的私人医生。但当他一想到要帮助患病的普通老百姓,特别是那些得了霍乱的患者时,他就感到很振奋。霍乱在当时是致命的疾命,人们既不知道它的病源,也不了解它的治疗方法。每次爆发霍乱时,就有大批惊恐的老百姓病死。约翰·斯诺想要面对这一挑战来帮助解决这个问题。他知道,在找到病源之前,霍乱是无法控制的。

霍乱之所以能致人于死,当时有两种可能推测,斯诺对这两种推测都很感兴趣。一种看法是霍乱病毒在空气中繁殖着,像一团危险的气体到处飘浮,直到找到病毒的受害者为止。第二种看法是在吃饭的时候人们把这种病毒引入体内的。病从胃里发作而迅速殃及全身,患者就会很快死去。

约翰·斯诺相信第二种说法,但是需要证据。因此,在1854年伦敦再次爆发霍乱的时候,他就着手准备对这两种说法做些检测。当霍乱在贫民区迅速蔓延的时候,他就开始收集资料。在两条街道霍乱流行得很严重,在10天之内就死了500多人。他决心要查明其原因。首先他在一张地图上精确标明了死者住的地方。下面就是这张地图:(略)

注:线条—代表一个死亡病例

P. H. :酒馆

30,31,...:门牌号码

这给他提供了一条说明霍乱起因的很有价值的线索。许多死者都是住在宽街的水泵附近(特别是这条街上的16、37、38、40号)。他还发现有些住户(如宽街上21号和22号以及剑桥街上的8号和9号)却无人死亡。他没有预知这些情况,于是他决定做进一步的调查。他还发现,这些住户的家人都在剑桥街7号的酒馆里打工,而酒馆为他们免费提供啤酒喝,因此他们没有喝从宽街水泵抽上来的水。看来霍乱的流行要归罪于饮用水了。

而后约翰·斯诺调查了这两条街的水源情况。他发现,水是从河里来的,而河水被伦敦排出的脏水污染了。他马上叫宽街上惊慌失措的老百姓拆掉水泵的把手。这样,水泵就用不成了。

不久,疫情就开始得到缓解。在此之前约翰·斯诺就曾经表明,霍乱是由病菌而不是由气团传播的。他发现在伦敦的另一个地方有两个死亡的病例,与宽街暴发的霍乱有关联。有一位妇女是从宽街搬过来的,她特别喜欢那里的水,每天都要派人从水泵打水运到家里来。她和她的女儿喝了这种水,都得了霍乱而死去。有了这个证据,约翰·斯诺就能够肯定地宣布,这种被污染了的水携带着病菌。

为了防止这种情况再度发生,约翰·斯诺建议,所有水源都要经过检测。自来水公司也接到指令,不能再让人们接触被污染的水了。"霍乱王"就是这样被击败的。

具有革命性的哥白尼理论

尼古拉·哥白尼被吓得心烦意乱。虽然他曾经试着不去理睬那些数字,然而他所有的数学计算都得出了一个相同的结论:地球不是太阳系的中心。只有当你把太阳放在中心位置上,天空中其他行星的运动才能说得清楚。他的这个理论可不能告诉任何人,因为即使他只暗示有这种想法,他都会受到强大的基督教教会势力的惩罚。教会认为世界是上帝创造的,正因为如此,地球就具有特殊的意义,它必定要成为太阳系的中心。

这样,问题就来了,因为天文学家以前发现过,天上有些行星停顿下来,往后移动,然后再成环状向前移动,而其他行星看上去有时亮些,有时又不怎么亮。如果地球是太阳系的中心,而所有行星环绕着地球转的话,那么这种现象就很奇怪了。

哥白尼对这些问题曾经苦苦思索过很久,试图找出问题的答案。他曾经收集过观测星球的数据,并且利用他的全部数学知识来解释这些数据。但是只有他的新理论才能作出解释。于是他在1510—1514年期间连续从事这项研究,逐步修改他的理论,直到他感到完善时为止。

1514年,他把他的新理论私下里给他的朋友们看。他对旧理论的修改是具有革命性的。他把太阳固定在太阳系的中心位置上,而行星则围绕着太阳转,只有月球仍然绕着地球转。他还提出地球在围绕太阳转的同时,它本身还自转,这样就说明了行星运动的变化情况以及星球的亮度问题。他的朋友都热情地鼓励他把他的想法公之于世,而他却小心谨慎。他不想遭到基督教教会势力的攻击,所以他只是在1543年临终之前才把它公布出来。

当然,他小心谨慎是对的。基督教教会拒绝接受他的理论,说这种理论违背了上帝的旨意,而支持这种理论的人都受到了打击。然而现在哥白尼的理论却是我们宇宙观赖以建立的基础。他的理论还攻击了基督教对地心引力的看法,他们认为物体往地球上掉落是因为上帝创造了地球,而地球正是宇宙的中心。哥白尼早就表明这是明显错误的。如今人们可以看到,他的这些想法与艾萨克·牛顿、阿尔伯特·爱因斯坦以及斯蒂芬·霍金等人的研究都有着直接的联系。

备课资料

A

天文学是最古老的自然科学学科之一。人类对宇宙以及地球在宇宙中地位的正确认识经历了漫长的过程,这一过程与历史上许多著名学者的辛勤劳动——细致的观测和深入的理论研究是密不可分的。

The history of astronomy

"The history of astronomy is a history of receding horizons." These words were written by the famous American astronomer Edwin Hubble, who is famous for many important discoveries

about our galaxies (星系) and the universe.

We used to think of the earth as the center of the universe, and the planets and stars as moving around it. This understanding was from an ancient Greek philosopher Ptolemy, and it lasted for thirteen hundred years before it was proved wrong. History advanced when Copernicus, a Polish astronomer, suggested that the sun is the center of the universe, and the earth and other planets in our solar system move around it. But this was only an idea. It needed observation of the movement of the planets in the sky to prove it. It was the German astronomer Kepler who made many observations of the planets to provide the proof that this sun-centered idea was correct for the planets.

But by then, astronomers realized that there was much more to see in the sky than just the planets. There were millions of stars, and before long Hubble and his colleagues working in America in the 1930s and 1940s made an important development that took the history of the subject into its modern era.

What did they find? First, they found that our universe is made up of units called galaxies. These are very common in space and contain millions of stars. The sun is only one star, and the earth is tiny compared to these large gatherings of stars in space.

The second discovery was just as important. What Hubble found was that each galaxy is moving apart from every other galaxy, and at great speed. This meant that the whole universe, and not just our planet Earth, is in motion. It turned out that, as a result, the universe as a whole is expanding, growing larger with every passing second!

"The history of astronomy is a history of receding horizons." What Hubble meant was that not only is the universe expanding, but so is its history, which never ends as we make even more astronomical discoveries.

(from *Ohana Foundation*: *www. ohanachina. com*)

单元课时教案

第1课时　阅读理解课

教学目标

1. Train the students' reading ability.

2. Learn and master the following:

words: discover, explain, defeat, attend, ease, cure, control, suggest, absorb

phrases: lift up, put forward, use... to do sth, help(to)do sth be similar to

sentence patterns: so... that..., neither... nor..., every time

教学重点

Improve the students' reading ability.

教学难点

How to make the students understand the reading text better.

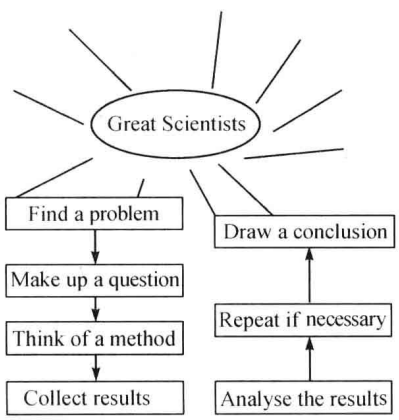
教学流程

第一步: Lead in

Guessing a game by showing the students pictures of some great scientists and their great inventions, then ask the students to guess who they are.

第二步: Brainstorm

1. Students work in pairs: Discuss the quiz questions (P_1) and find out the answers. (以竞赛的形式进行,看哪一组同学最快完成。)



2. 把上面的 the quiz answers 设计成一个头脑风暴,学生共同完成。

Suggested answers: 1. Archimedes　2. Charles Darwin　3. Thomas Newcomen　4. Gregor Mendel　5. Marie Curie　6. Thomas Edison　7. Leonardo da Vinci　8. Sir Humphry Davy　9. Zhang Heng　10. Stephen Hawking

第三步: Discussion in groups

完成 Pre-reading 部分,初步了解要得出科学观点所需要的基本程序,为完成阅读奠定基础。

第四步: Fast reading

1. Find out the main idea (or topic sentence) of each paragraph:

Par. 1: John Snow wanted to use his know ledge to solve cholera.

Par. 2: He got interested in two theories explaining.

Par. 3: He needed to prove the second theory was correct.

Par. 4: He found out that dirty water was the cause of cholera.

Par. 5: Polluted water carried the disease.

Par. 6: Finally "King Cholera" was defeated.

2. What's the main idea of the passage?

A. John Snow was a well-known doctor in London.

B. The cause of cholera was polluted water.

C. The source of all drinking water should be examined.

D. How John Snow collected, analyzed data and found the cause of the disease and solved it.

Suggested answer: D

第五步: Detail reading

1. Listen to Par. 1 and fill in the blanks:

John Snow was a well-known _____ in London—so famous, indeed, that he _____ Queen Victoria to ease the birth of her babies. But he became _____ when he thought about helping ordinary people _____ to _____. This was the most deadly disease of its day. Neither its _____, nor its _____ was understood. So many thousands of _____ people died every

time there was an _____. John Snow wanted to use his know ledge to help _____ this problem. He knew it would never be _____ until its _____ was found.

Suggested answers: doctor, attended, inspired, exposed, cholera, cause, cure, terrified, outbreak, solve, controlled, cause

2. Read Par. 2 carefully and answer:

What are the two causes explaining how cholera killed people?

Suggested answers:

Idea 1: Strange cloud in the air that attacked victims.

Idea 2: People absorbed the disease with their meals.

3. Read Par. 3, 4, 5 and 6 and finish the table:

Research on an outbreak in London in 1854	
The method	First:
	Next:
	In addition:
The result	
Solution	

Suggested answers:

First: Marked on a map where all the dead had lived.

Next: John Snow looked into the source of the water.

In addition: He found two other deaths.

The result: The polluted water.

Solution: The source of all water supplies should be examined and new methods of dealing with polluted water should be found.

第六步: Retell the text according to the key words.

John Snow ... a famous doctor ... Once many thousands of ... He believed in the theory that ... and he proved it. First he... from the map ... Next he ..., he... So the cause of the cholera was... To prevent the cholera, he...

第七步: Group activities

四人小组共同合作,在老师的适当引导下,就以下两个问题展开讨论,让学生将所知、所学、所感和所想融入话题,然后抽若干组同学代表作小组发言。

1. What do you think about John Snow, what should we learn from him?

2. Cholera was 19th century disease, which two diseases are similar to cholera today? Why?

第八步: 布置作业

1. Write a report according to your discussion.

2. 教师列出本课中出现的重点词汇,让学生组成小组(根据班级的人数分成以4~6人为单位的小组),通过讨论、查资料等方式独立归纳重点词汇的意义和用法。

板书设计

Unit 1 Great scientists

The First Period

1. Topics: How to organize a scientific research; contributions of scientists

2. Words: put forward, defeat, attend, absorb, blame, expose

3. Structure: neither... nor, so... that..., help (to) do sth, every time

教学反思

第2课时 语法课

教学目标

Learn and master the grammar: The Past Participle as the Attribute and Predicative.

教学重点

过去分词作主语及表语的用法。

教学难点

How to master the grammar.

教学流程

第一步: 复习

1. 让一个学生读出所写的 report。

2. 让学生用 put forward, draw a conclusion 造句。

第二步: 运用语言知识

1. 让学生完成 Learning about Language 中 Discovering useful structures 中的 Ex1。

2. 让学生朗读所完成的句子以核对答案。

第三步: 热身

Ask the students to look at some sentences carefully and pick out the attributes & predicatives of the sentences.

1. I was angry with him for keeping me waiting so long. (Predicative)

2. She is a beautiful young lady. (Attribute)

3. He got worried about losing the money. (Predictive)

4. Sally was so excited at the good news. (Predictive)

5. So many thousands of terrified people died. (Attribute)

第四步: 定义

过去分词是动词的一种非限定形式,过去分词作定语时,其语法功能相当于一个定语从句。被修饰的词是分词所表示行为的承受者;在逻辑上,它们是动宾关系。

1. 基本形式(以 do 为例): done

2. 功用

功用	例句
定语	Polluted air and water are harmful to our health. The book written by Lu Xun is worth reading.
表语	She looked very excited.
宾补	I'm going to have my hair cut.
状语	Seen from the hill, the park looks very nice.

第五步: 寻句

让学生在 Reading 课文中找出 more examples in the reading passage where the past participle is used as attribute and predicative。

Suggested answers:

1. Doctor John Snow was a well-known doctor in London. (Attribute)

2. John Snow told the astonished people in Broad Street. (Attribute)

3. He got interested in the two theories. (Predicative)

4. Neither its cause, nor its cure was understood. (Predicative)

第六步:转换

在屏幕上展示如何把过去分词作定语转化成过去分词作表语,然后引导学生发现造句过程中的变化并总结变化。让学生完成 Discovering useful structures 中的 Ex2。

Suggested answers:

Past Participle as the Attribute	Past Participle as the Predicative
1. terrified people	1. people terrified of(cholera)
2. reserved seats	2. seats reserved by...
3. polluted water	3. water polluted by...
4. a crowded room	4. a room crowded of...
5. a pleased winner	5. a winner pleased of...
6. astonished children	6. children astonished at/by...
7. a broken vase	7. a vase broken by...
8. a closed door	8. a door closed by...
9. the tired audience	9. the audience tired of...
10. a trapped animal	10. an animal trapped in/by...

第七步:拓展

比较下列句子中 -ed 形式和 -ing 形式作定语和表语的区别。

1. America is a developed country. (表完成)
   China is a developing country. (表进行)
2. There are so many fallen leaves on the ground. (表完成)
   I sat under a tree, looking at the falling leaves in the air. (表进行)
3. The news is exciting. (某事令人……)
   He is excited at the news. (某人感到……)
4. The story told by Mr Li is interesting. (表被动、完成)
   The man telling the boys stories is Mr Li. (表主动、进行)

第八步:运用

1. 让学生完成 Discovering useful structures 中的 Ex3。
2. 让学生完成 Discovering useful structures 中的 Ex1, P5。
3. 让学生完成 Discovering useful structures 中的 Ex2, P5。
4. 让学生完成 Discovering useful structures 中的 Ex4, P5。
5. 补充练习

A)用所给动词的适当形式填空。

1. We were all _____ at the _____ news. (surprise)
2. I phoned to thank her for her _____ advice. (encourage)
3. The students were so _____ that some of them fell asleep. (bore)
4. Prices of daily goods _____ through the Internet can be lower than store prices. (buy)

Suggested answers: surprised, surprising; encouraging; bored; bought

B)从下列方框中选用动词完成短文,并注意其适当形式。

come; flow; train; call; relax; serve

I find the tea house __1__ Qingxiang an interesting place to spend an afternoon in. I enjoy sitting in a corner, seeing people __2__ in and out and hearing them talk. The service here is very good; the well __3__ waitress will never keep you waiting. If you are lucky, you will be able to watch a waitress serve tea in the traditional way. When the tea is __4__, I like to hold my face above the cup, letting the steam warm my face from under, holding my breath for a while and then taking a deep breath. It smells so good. While drinking, I can feel the hot tea __5__ down my throat. This helps me feel __6__.

Suggested answers: called; coming; trained; served; flowing; relaxed

5. 小组活动

让学生三人组成一个小组,学生 A 口头造句(必须含分词作定语或表语),学生 B 问学生 C "What did he/she say? Did he/she say (that)...?",然后学生 C 作出 Yes 或 No 的回答,并且还须转述学生 A 的话,如有可能,还要求将作定语的分词改为作表语进行转述。

第九步:课堂小结

1. 单个过去分词作定语时,通常置于被修饰的名词之前。

At that time "love" was a forbidden topic to be written or talked about. 那时,爱情是一个被禁止写作或谈论的话题。

2. 过去分词短语作定语时,通常置于被修饰的名词之后。

The legal medical experts were surprised to find a major case from the human skeleton of a person killed five years ago. 法医们根据五年前被害人的骷髅,惊奇地发现一桩大案。

第十步:布置作业

1. 复习过去分词作定语和表语的用法。
2. 完成下列单项选择题。

(1)The teachers _____ to the concert arrived on time.
A. were invited　　B. having been invited
C. to be invited　　D. invited

(2) All of us were _____ by the _____ question _____ by a little girl.
A. puzzled; puzzling; rose
B. puzzling; puzzled; raised
C. puzzled; puzzling; raised
D. puzzled; puzzled; lifted

(3)He came back from his holiday with _____ health.
A. greatly improved　　B. greatly improve
C. great improved　　D. a great improving

(4) I could say nothing, and _____ tears come to my eyes.
A. surprising　　B. surprised
C. exciting　　D. excited

(5)We were _____ to have seen the _____ leader.
A. inspired; inspiring　　B. inspiring; inspiring
C. inspiring; inspired　　D. inspired; inspired

(6)Don't worry. It's quite safe skating on the _____ lake.
A. freezing　　B. frozen
C. freeze　　D. having frozen

Suggested answers: (1)~(6)DCADAB

板书设计

Unit 1　Great scientists

The Second Period

1. Words: need, conclude, construction

2. Phrases: believe in, look into, link... to, prevent... from doing sth, deal with, come to an end, take up, apart from

3. Grammar: The Past Participle

He is excited at the exciting news.

I saw a frightened boy crying at the crossing.

教学反思

第3课时　语言学习课

教学目标

通过讲述哥白尼的故事，使学生了解科学家的生活经历。

教学重点

words: complete

phrases: strict with, lead to, work on

structures: Only+介词短语/状语从句/副词放句首时后面主句采用部分倒装语序。

教学难点

如何通过阅读文章，理解文章的主旨大意，提高阐明自己观点的能力。加强学生品格素养的培养，陶冶学生的情操。

教学流程

第一步：Revision

Ask students to translate the following into Chinese:

1. a written test　2. a heated discussion　3. spoken English　4. a picture drawn by Tom　5. returned students　6. The door remained locked.

Suggested answers: 1. 笔试　2. 热烈的讨论　3. 英语口语　4. 汤姆画的画　5. 归国留学生　6. 门仍然锁着

第二步：Warming up

Ask students to look at the pictures on P_7, and remind them of the common knowledge of "Sun-Centred Theory" and ask them to have a short discussion on it with the questions:

1. Do you know what the center of the solar system is?

2. Can you name the nine planets in the solar system?

第三步：Skim the text and finish the table.

Before Copernicus' theory	Showing Copernicus' theory

Suggested answers:

Before Copernicus' theory: a diagram showing that the solar system with the earth as its centre

Showing Copernicus' theory: a diagram showing the solar system with the sun as its centre

第四步：Reading with questions

1. According to the text, why is the theory wrong that the centre of the solar system is earth?

2. Could Copernicus tell his theory to everyone? Why?

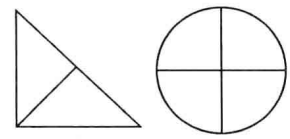
Suggested answers:

1. Some planets in the sky sometimes seemed to stop, move backward and then go forward in a loop. Others appeared brighter at times and less bright at others.

2. No. Because the Christian Church would have punished him. They believed God had made the world and that the centre of the solar system should be the earth.

第五步：Warming up for Reading Task (P_{44}～P_{45})

1. Ask the students to draw the whole figure without lifting their pencil from the paper or going over any line twice. (一笔画完)



2. What about the Seven Bridge Problem?

第六步：Reading and Finding the Solution(P_{45})

1. Fast reading

How many parts can the text be divided into? What's the main idea of each part and each paragraph?

Part 1 (Par. 1): Introduction: Find a problem: Seven Bridge Problem can't be solved. Make a question: Why can't the problem work?

Part 2 (Par. 2～4): Study of the reason:

(Par. 2) Think of a method: Draw a picture to make the puzzle clearer.

(Par. 3) Experiment: Take one bridge away (to make a new diagram).

(Par. 4) Experiment: Work out the new diagram. Find out the general rule.

Part 3 (Par. 5): Development of the puzzle: New branch of maths "topology" and "Euler path"

2. Detail reading

(1) Can Euler solve the seven bridge problem?

(2) What's "odd point" and what's "even point"?

(3) How do you go over Fig 4 as the passage told us?

(4) What's the rule of these going over problems?

Suggested answers:

(1) No.

(2) The point that have odd numbers of line is odd point. The point that have even numbers of line is even point.

(3) See Paragraph 4.

(4) Took one bridge away (to make a new diagram).

第七步：布置作业

1. Search on the Internet for more about Copernicus and Euler.

2. Search on the Internet or in the library for information about scientists in China.

板书设计

Unit 1　Great scientists

The Third Period

1. Words: complete, cautious, reject

2. Phrases: strict with, lead to, work on

3. Structures: Only+介词短语/状语从句/副词放在句首时后面主句用部分倒装语序。

教学反思

第4课时　听说课

教学目标

1. Train the students' listening ability.

2. Improve the students' speaking ability by describing, talking and discussion.

教学重点

Train the students' listening ability.

教学难点

How to improve the students's listening ability.

How to finish the task of speaking.

教学流程

第一步:作业检查

Ask several students to talk about more about Copernicus and Euler according to the information they got on the Net.

第二步:听力训练(1)Listening P_6

1. Ask the students to describe the picture on page 6 and guess what details may be talked about in the listening.

2. Ask them to read the 3 questions fast to find out the listening points before they listen to the tape.

3. Listen to the tape and get the answers to the questions and write out the main idea of Part 1 and Part 2.

4. Have the students exchange the information in pairs.

5. Play the tape once again and check the answers.

6. Ask the students to finish Ex4, P_6.

第三步:口语训练 Speaking(group work)

1. Ask the students to exchange the information about scientists in China they got from the Internet.

2. Have them work in group of 4 to 6 to complete an introduction of one scientist in China they are interested in.

3. Ask one or two groups to present their work to the class.

4. The teacher give brief assessments.

教师在学生发表个人看法时要注意提醒和引导学生灵活运用在本单元学习的词组和句型以及分词。教师对学生的讨论情况和结果做出评价时,建议以鼓励为主,最好避免当场纠正学生在表达过程中所犯的语法错误,以免打击学生发言的积极性,但发言结束后还是应该对比较明显的错误进行纠正。

第四步:听力训练(2)Listening P_{41}

1. Ask the students to name the flowers in the picture.

2. Show some new words in the listening text to the students:
species(种类), parrot(鹦鹉), blackbird(乌鸦)

3. Listen to the tape to get the main idea, finishing Ex 1, P_{41}.

4. Play the tape and let the students fill in the blanks. The teacher can pause when necessary.

5. Play the tape once again and check the answers.

第五步:听力训练(3)Listening Task P_{44}

1. Ask the students to exchange the great mathematicians that they know from the books or Internet.

2. Ask the students to read aloud the new words(P_{44}) in the listening text after the teacher.

3. Play the tape and write out the words above that Euler introduced into mathematics, then let them finish the chart.

4. Check the answers.

5. Play the tape again if needed.

第六步:布置作业

Ask the students to write a short passage about Euler and his job based on the information they got in this unit.

板书设计

Unit 1　Great scientists

The Fourth Period

1. Words: engineer, develop, design, honour, suggest

2. Useful expressions:

I always wanted to... because...

I might find it difficult to...

I need to practise...

The experience I will need is...

...

教学反思

第5课时　写作课

教学目标

Learn to write a persuasive letter.

教学重点

Get the students to learn to write a persuasive letter.

教学难点

How to improve the students' writing ability.

教学流程

第一步:作业检查

Ask some pairs to perform their discussions in Speaking Task on page 46.

第二步:写前指导

1. Ask the students the question: If you want to persuade someone, what will you do first?

2. Let the students read Learning Tip on page 8.

3. Show the students some useful expressions that may help them in their writing. They are as follows:

Why don't you ...?

Perhaps you should...

I think you really should/ought to...

I would advise/recommend you to...

You could consider doing...

Well, it might be a good idea to...

If you take my advice, you will...

If I were you, I would...

In my opinion, you should...

4. Ask the students to write down the ideas of their own about how to ask Copernicus to publish his ideas and discuss with their group members.

5. Use the expressions to make some sentences.

6. Ask some students to read out their ideas.

7. The teacher reminds the students of letter writing.

第三步:限时写作 (Ex3 in Reading and writing on page 7)

Give eighteen minutes to the students and ask them to write a short letter.

第四步:评讲

1. Ask the students to exchange their finished works with their group members and try to give some comments.

2. Each group chooses the best letter in the group and read it out.

3. Other groups and the teacher can give their comments.

第五步:展示参考范文

Sample writing:

Dear Nicolaus Copernicus,

I am a student studying astronomy and I would very much like to read your new theory about the solar system. I hope you will publish it for several reasons.

I understand the problems with the present theory. The way the planets move is not what you would expect if the earth was the centre of the universe. It is also odd that the brightness of some stars seems to change. So I agree with you that we need a new theory.

I know your observations have been very carefully carried out over many years. Now you must have the courage to publish them. Science can never advance unless people have the courage of their beliefs. I know you worry about what will happen if you publish your new theory. No matter how people oppose it, time will show if your ideas are right or wrong.

So I hope you will feel you can publish your new theory.

Yours sincerely,

(*your name*)

第六步:布置作业

1. Writing Task (Hand in the next day.)

2. Project and Check Yourself (Try to know more about the topic of this unit).

板书设计

Unit 1 Great scientists

The Fifth Period

1. If you want to persuade someone, what will you do first?
   Why don't you...?
   I would advise you to...
   ...

2. Sample writing

教学反思

第二教案 教辅教案

单元自主学习

单元难点

类别	内容	课标要求
话题	how to organize a scientific research; contributions of scientists	
词汇	engine, characteristic, scientific, put forward, examine, defeat, attend, cure, control, absorb, severe, valuable, blame, immediately, link, strict, announce, instruct, lead to, make sense, apart from	掌握词汇
	theory, conclude, analyse, expose, addition, spin, enthusiastic, cautious, reject, view	理解词汇
	radium, infect, deadly, outbreak, clue, certainly, loop, brightness persuasive, logical	接触词汇
句型	1. keep sb/sth+*adj.* /*adv.* 2. neither... nor 3. so... that 4. every time 5. help(to)do sth	牢固掌握并灵活运用
语法	过去分词作定语和表语	掌握
功能	Describe people; characteristics and qualities	理解

单元预习

Ⅰ. 选择正确的单词填空。

1. John Snow devoted himself to _____ (science, scientific) research.
2. He worked hard until he drew a _____ (conclude, conclusion) in 1854.
3. The teacher drew a picture to make herself _____ (ease, easy, easily) understood.
4. The boy needs one more stamp to make his collection _____ (complete, completely).
5. _____ (Apart from, Except) that 10 dollars, I have another ten given by my mother.

答案 1. scientific 2. conclusion 3. easily 4. complete 5. Apart from

Ⅱ. 用动词的正确形式填空。

6. Who wrote a book _____ (explain) how animals and plants developed as the environment changed?
7. Do you know how _____ (prove) a new idea in scientific research?
8. But he became _____ (inspire) when he thought about helping ordinary people _____ (expose) to cholera.

9. Neither its cause, nor its cure _____(be) understood.
10. He knew it would never be controlled until its cause _____(find).

答案 6. explaining 7. to prove 8. inspired, exposed 9. was 10. was found

案例(一)——课时详解

第1课时 (Warming Up, Pre-reading and Reading)

课堂导入

1. Ask the students the questions:
Have you ever caught cold?
What contributions did they make?

2. Tell the students to play a game called Guess Who I Am. Here is how to play the game: The teacher divides the whole class into four groups. The group who worked out the scientist described by the teacher can get a point. Let four groups compete with each other.

3. Read out the hints for the class and ask the class to guess who the scientist is.

(1)①I lived in ancient Greek.
②I was a mathematician.
③I discovered that objects in water were lifted up by a force that helped them float.
Answer: Archimedes(阿基米德)

(2)①I lived in Britain.
②I published The Origin of Species.
③I could explain how animals and plants develop as the environment changed.
Answer: Charles Darwin(查尔斯·达尔文)

(3)①I am an Englishman.
②I have worked in astronomy.
③I have put forward a theory about black holes.
Answer: Stephen Hawking

★NOTE: In this game, the teacher can choose some of the scientists from the Quiz Questions or use all of them. It depends on the situation.

探究新知

Warming Up

1. Try this quiz and find out who knows the most. 试试这个测试,看谁知道得最多。

【导学】 try 意为"尝试",又如 try your pen(练笔)。
e. g. I tried the back door but it was locked, too.
我试着开后门,但后门也上了锁。
She tried a new shampoo. 她试用了一种新的洗发水。

【辨析】 find 与 find out
这两个词都有"发现"的意思,find 是"找到,发现",着重找的结果。find out 是经过努力"发现秘密,查明真相",着重动作。
e. g. I have found the key I lost yesterday.
我已经找到昨天丢失的钥匙。
Where were the jewels found?
宝石是在什么地方发现的?
We'll try and find out who did this.
我们要尽力查出这是谁干的。

例示
Some children are bad when no one is watching them, but they are usually _____.
A. try B. find C. find out D. found out

解析 该句句意为:"有些孩子没人看管时很坏,但他们所犯的错误总会被发现。"指"查明真相"用 find out,且要用被动语态。

答案 D

2. Which scientist discovered that objects in water are lifted up by a force that helps them float? 哪位科学家发现水中物体由于浮力而浮在水上?

【导学】 (1)第一个 that 引导的是一个宾语从句,第二个 that 引导的是一个定语从句,先行词为 force(力)。
(2)are lifted up by a force 被一种力举起,这种力就是浮力。lift 为"举起,举高"之意。
e. g. lift one's face/eyes/one's hat 抬头/举目/举起帽子

【辨析】 lift, raise 与 rise
lift 指用力"提起""举起"重物,强调物体沉重,需用较大力气;也可指"提高"精神等抽象概念。raise 是及物动词,意为"举起,提高",多含人为因素。rise 是不及物动词,意为"上升,上涨",多含自然因素。作"举起"等意思讲时,lift 常与 raise 通用。
e. g. I can't lift this bag — it's too heavy.
这个袋子太重了,我抬不起来。
The good news lifted my spirits. 这好消息使我精神大振。
He was too weak even to lift/raise his hand.
他虚弱得连手都抬不起来。
The price has been raised recently. 近来价格提高了。
The price has risen recently. 近来价格上涨了。

例示
None of them _____ any objection.
A. rose B. raised C. lifted D. arose

解析 句意为:"他们谁也没提出反对意见。"只有 raise 有"提出"之意。

答案 B

(3)force *n.* 力,暴力,军队;*v.* 强制,强迫
e. g. the force of wind 风力; the force of gravity 重力
resort to force 诉诸暴力; by force 凭武力

the air force 空军;the labour/police force 劳动力/警力

force sb to do sth 强迫某人做某事

(4)float 作动词时,意为"(使)漂(浮),漂流";作名词讲时,意为"漂浮物,浮子"等。

e. g. The logs floated down the river. 木排在河上飘浮。

We floated the canoe out into the middle of the river.

我们让小舟漂到河中央。

3. Who wrote a book explaining how animals and plants developed as the environment changed? 谁写了一本书,解释动植物是怎样随着环境变化而进化的?

【导学】 (1)explaining how... 是分词短语作定语,修饰 book,相当于一个定语从句:which explained how...

e. g. There was a letter on the door saying "wait for you at the school gate at 7:30 tonight". 门上有张条,写着"今晚 7:30 在校门口等你"。

Do you know the old man standing over there?

你认识站在那儿的那个老头吗?

(2)as the environment changed 意为"随着环境的变化"。

as 作连词的用法:

①像,如同;同等的程度或数量,常与副词 so,as 组成 so/as... as。

e. g. You are as sweet as sugar. The situation is not so bad as you suggest. 你甜如蜜。情形不像你说的那样糟。

②以同样方式,以同样方法

e. g. Think as I think. 像我这样去想。

③同时;当……时

e. g. I slipped on the ice as I ran home.

我跑回家时在冰上滑了一跤。

④由于,因为

e. g. I went to bed early, as I was exhausted.

我睡得早,因为我筋疲力尽了。

⑤结果

e. g. He was so foolish as to lie. 他太傻才会撒谎。

⑥虽然……但是,引导让步状语从句(形容词、副词、动词等在句首,而 as 置于其后)。

e. g. Strange as it may seem, nobody was injured in the accident. 这次意外虽然显得令人不可思议,却没有人受伤。

Object as you may, I'll go. 纵使你反对,我也要去。

例示

The earth goes around the sun _____ the moon goes around the earth.

A. so that　　B. just like　　C. as how　　D. just as

解析 as 引导方式状语从句,意为"地球绕着太阳转恰恰像月亮绕着地球转一样。"

答案 D

4. Who used peas to show how physical characteristics are passed from parents to their children? 谁用豌豆来显示身体特征是怎样由父母传给孩子的?

【导学】 (1)show 在句中意为"显示,演示",即通过观察豌豆的遗传特征来了解人类的遗传特征,化抽象为具体,使科学浅显易懂。

(2)physical characteristics 身体特征

physical 意为"身体的,肉体的""物质的"或"物理学(上)的",physical exercise 体操,运动,physical strength 体力,physical construction 体格,the physical world 物质世界,physical environment 自然环境,a physical change 物理变化,physical education 体育(PE),physical examination 体检。

(3)pass from... to... 指(情况)变得……,转变;变成为(某种情况)。

e. g. My feeling passed from disappointment to despair.

我的心情从失望到绝望。

Pass from a liquid to a solid state. 由液体变为固体。

(4)characteristic *n.* 特色,特征,典型;*adj.* 显著的,有特色的,独特的。

e. g. Kindness is one of his characteristics.

善良是他的特征之一。

I heard my friend's characteristic laugh.

我听见了我朋友独特的笑声。

5. Who invented a lamp to keep miners safe underground? 谁发明了一种用来保证地下矿工安全的灯?

【导学】 (1)句中 to keep miners safe underground 作 a lamp 的定语,说明它的用途,亦可看成是不定式作目的状语。

(2)keep miners safe 为"keep+宾语+宾语补足语"的结构。意为"使……处于某种状态(情况)"。

用作宾语补足语常见的词有现在分词、过去分词、形容词、副词以及介词短语。

e. g. He kept me waiting for half an hour.

他让我等了半个小时。

Keep your mouth shut and your eyes open. 少说话,多观察。

The doctor kept me in for a week. 医生一周没让我出去。

例示

He always keeps his books _____ good order.

A. in　　B. at　　C. with　　D. for

解析 句意为"他总是把书摆放得整整齐齐","in good order"为"井然有序",介词短语在此作宾语补足语。

答案 A

6. Who put forward a theory about black holes? 谁提出了关于黑洞的理论?

【导学】 (1)黑洞是英国当代最重要的广义相对论和宇宙论家 Stephen Hawking 提出的一个概念。它是广义相对论所预言的一种特殊天体,有非常强大的引力,以致使投射到这种天体上的物质只进不出,连光线也反射不出来,因此称之为"黑洞"。霍金还著有著名的科普读物《时间简史:从大爆炸到黑洞》,累计发行 2500 多万册。

(2)put forward 提出(建设等);推荐某人或自己任职位,提名。

e. g. He put forward a new plan. 他提出一个新计划。

May I put your name forward as a possible chairman of the committee? 我能否提名你当委员会主席?

【拓展】 有关 put 的一些短语:

put away 抛弃,舍弃　　put down 写下来,结束,抑制

put off 耽误,延期　　put on 穿衣服,穿上,增加