



● 新课标·初中同步·鼎尖学案（个性化学案）

新课标

鼎尖教案

教材教案、教辅教案、习题教案


● 新课标·初中同步·鼎尖教案（通用型教案）

英语

九年级
下

冀教版

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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。

教材教案

单元整体教案

单元目标
教材分析
教学设想
课文对译
背景链接

单元课时教案

教学目标
教学重点
教学难点
教学过程
板书设计
教学反思

教辅教案

课时详解

课前预习
探究新知
随堂练习

教材精析精练

单元要点导读
重点难点突破
单元语法解析
解题技能点拨
中考真题再现

习题教案

同步练习

基础巩固
能力提升
考题回放

一课3练

听力入门
基础夯实
快乐进阶

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 | 单元目标 | 从整体上对本单元内容进行分析,对本单元内容形成系统的认识,便于引导教师有侧重地进行教学 | 明确教材结构及教学方法 | |
| | | 教材分析 | | | |
| | | 教学设想 | | | |
| | | 课文对译 | | | |
| | | 背景链接 | | | |
| | 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的课时进行教授,达到需要的教学目的 | 在具体的课时讲解中,给教师提供一套较为详尽的解决方案 | |
| | | 教学重点 | | | |
| | | 教学难点 | | | |
| | | 教学过程 | | | |
| | | 板书设计 | | | |
| 教学反思 | | | | | |
| 第二教案 (教辅教案) | 课时详解 | 课前预习 | 划分课时,每个知识点按照“导学”→“拓展”→“举例”的解析模式,对单词、短语、句型等进行层层解析 | 学生在课堂上结合教师所讲解的基础知识,巩固所学知识,达到“教学合一”的目的 | |
| | | 探究新知 | | | |
| | | 随堂练习 | | | |
| | 教材精析精练 | 单元要点导读 | 以单元为单位,分“词汇解读”“难句分析”对知识点解析,后设“针对性”练习,就难词和难句进行巩固训练 | 配合学生的学习和自查,引导学生自主完成练习,达到巩固知识点的效果 | 单元形成性测试卷 |
| | | 重点难点突破 | | | |
| | | 单元语法解析 | | | |
| | | 解题技能点拨 | | | |
| | | 中考真题再现 | | | |
| | 第三教案 (习题教案) | 同步练习 | 基础巩固 | 按课时划分,与讲解同步,分为基础知识训练和能力提高,考查本课时的基础知识 | 教师组织学生进行课堂即时训练 |
| | | | 能力提升 | | |
| 考题回放 | | | | | |
| 一课三练 | | 听力入门 | 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 | 单元过关性测试卷 |
| | | 基础夯实 | | | |
| | | 快乐进阶 | | | |
| 特别说明 | | 以上只是简单介绍大体轮廓,详情请参见内文 | | | |

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Unit 1 You Can Write Poetry



第一教案

教材教案



背景链接

What Is Poetry?

By Glenna Holloway

For me, poetry, in any language, is the highest form of human expression. Not all poetry, of course. Some postmodern verse has lost its music, imagery and primary purpose—which is communication and connection with the reader. Connection is not necessarily the same as agreement, but the reader wants and ex-

pects to be touched by the words, plucked like a stringed instrument. Even if the melody is not to our liking, we want to experience a response, an emotional reaction. Like the visual stimulation of paintings and sculpture and the sensory involvements of jazz or symphonies, poetry is a sensual art that must be shared by writer and reader. The finest poetry awakens thoughts and feelings the reader was not aware of before.



单元课时教案



Lesson 1: Poetry, Please

Teaching aims

1. Language goals:

① Mastery words and expressions: poem, decide, nature, express, learn/know... by heart, pleased, happiness, shout

② Oral words and expressions: poetry, description, continue, beyond

2. Ability goals:

① Learn about the poems in foreign countries.

② Know the differences between Chinese and foreign poetry.

3. Moral goals: How to make suggestions.

Teaching important points

1. The grammar: infinitives.

2. Some words and expressions: poem, decide, nature, express, learn/know by heart, pleased, happiness, shout

Teaching difficult points

1. Know the differences between Chinese and foreign poetry.

2. Some difficult sentences:

① I haven't decided what to write about.

② You could express the way you feel about it.

③ That's what I did in my poem.

④ I described something I love.

⑤ Feels like happiness, so wonderful that I close my eyes.

Teaching methods

Speaking and talking method

Teaching tools

An audiotape; flashcards; pictures

Teaching Procedures

Step 1. Organization

First the teacher greets students "Good morning, class!"

Step 2. Come to "THINK ABOUT IT"

Let the students talk about the questions in groups.

(1) Have you written a poem in Chinese? Is it hard? Why?

(2) What kinds of poetry do you like best?

After a while, let the students in each group present their ideas to the class in front of the class.

Step 3. Listen to the tape and find the answers to the questions:

(1) Has Brian finished his poem?

(2) What's Danny's poem about?

Step 4. Reading

1. Read the text and underline the new words in this lesson.

Present the meanings of the words with the help of the media computer. We can use our body language if necessary. Tell the main idea of this lesson.

2. Read the text again and decide the statements are true or false.

(1) Jenny wrote a Chinese poem.

(2) Brian wrote a poem about nature.

(3) Danny learned his poem by heart.

Step 5. Deal with the language points

1. How to make a suggestion:

(Maybe you could write a description of your favourite place.)

2. The infinitives:

(1) I haven't decided what to write about.

(2) Would you like to hear my poem?

(3) Do you really want to hear?

(4) I don't need to read it.

Let the students sum the use of infinitives of this lesson. Then encourage them to make more sentences with the grammar.

Step 5. Activities

1. Divide the class into several groups. Then let them translate

a Chinese poem written by Li Bai or other famous poets. Then compare the translations of the groups. Let's see which is the best.

2. Each group writes an English poem about the familiar things around us. Then let them change the poems in groups. They may give their own advice to the poems written by others.

Step 6. Describe the picture in English.

Ask the students work in their formal groups. Then let them read their poems in class loudly.

Step 7. Come to "LET'S DO IT"

Work with a partner. Let the students talk about the question; which do you think is more difficult to understand, English poetry or Chinese poetry?

All of the students have seen much Chinese poetry, but few of them have seen English poetry. So present the students several English poems. Let them discuss the main ideas of the poems. Then let them finish the task.

Step 8. Homework

1. Finish off the activity book.
2. Get more information about the English poetry after class.

Blackboard Design

Some words and phrases

poem, decide, nature, express, learn/know... by heart, pleased, happiness, shut

Some difficult sentences

- ① I haven't decided what to write about.
- ② You could express the way you feel about it.
- ③ That's what I did in my poem.
- ④ I described something I love.
- ⑤ Feels like happiness, so wonderful that I close my eyes.

Exercises

教学反思

课文对译

JENNY: Have you written your poem yet, Brian?

BRIAN: I've just started it. I'll finish it at home tonight.

What about you, Jenny? Have you written yours?

JENNY: No, I haven't decided what to write about.

BRIAN: You love nature. Maybe you could write a description of your favourite place. You could express the way you feel about it.

DANNY: That's a good idea, Brian! That's what I did in my poem: I described something I love. Would you like to hear my poem?

BRIAN: Have you finished already?

DANNY: Yes! It was easy!

JENNY: We'd love to hear your poem, Danny.

DANNY: Do you really want to hear it?

BRIAN: Yes.

DANNY: Are you sure?

JENNY: Just read it, Danny!

DANNY: No, I'm not going to read it.

BRIAN: What do you mean?

DANNY: I know it by heart. I don't need to read it.

詹妮:布莱恩,你写完诗了吗?

布莱恩:我刚开始写。我今天晚上将在家完成。你呢?詹妮,你的诗写完了吗?

詹妮:没有,我还没有决定写什么呢。

布莱恩:你喜欢大自然。或许你可以描写一个你最喜欢的地方。你可以通过这种方式来表达你对它的感受。

丹尼:布莱恩,这倒是个好主意!这也正是我的诗里所表达的:我描写了我所热爱的事物。你们想要听听我的诗吗?

布莱恩:你写完了吗?

丹尼:是的,很容易的!

詹妮:丹尼,我们很想听听你的诗。

丹尼:你们真的想听吗?

布莱恩:是的。

丹尼:你肯定吗?

詹妮:快读吧,丹尼!

丹尼:不,我不想读。

布莱恩:你是什么意思?

丹尼:我把它背下来了。我不需要读。

Lesson 2: Poems About Nature

Teaching aims

1. Language goals:

① Mastery words and expressions: hill, clear, brave, pale, golden, softly, kiss, noisy

② Oral words and expressions: swiftly, tiny, warmth, scene, related, topic

2. Ability goals:

① Cultivate the students' guessing ability of the whole text.

② Enjoy the charming of the English poetry.

③ Compare the differences between the English and Chinese poetry.

Teaching important points

1. Learn the English poetry about nature by heart.

2. Know how to write an English poem.

3. Some words and phrases: hill, clear, brave, pale, golden, softly, kiss, noisy

Teaching difficult points

1. Use what we learn to write an English poem.

2. Some difficult sentences:

① Does the poem make you think of spring?

② Can you hear the water running down the hills?

③ Here are some ideas for a nature poem:

④ Start each line in your poem with a word related to the

scene, something you would see...

⑤ You can express yourself by telling how something looks...

⑥ Name things about winter that you can say in English.

Teaching methods

Speaking and talking method; practice method.

Teaching tools

An audiotape; flashcards; pictures

Teaching Procedures

Step 1. Organization

First the teacher greets students "Good morning, class!"

Step 2. Come to "THINK ABOUT IT"

Divide the class into several groups. Talk about the next questions:

(1) Have you read any poems in English? Which one do you like best? Why?

(2) What should you do first if you want to write a poem about winter?

Choose several best poems and let the students read them in front of the class. Show some pictures of winter to the students. Help them to find more words to describe winter.

Step 3. Listening and reading

1. Listen to the tape and fill in the blanks.

(1) Does the poem make you think of _____?

(2) You can write a poem about _____, too.

(3) Before you start writing your poetry, think about your _____.

2. Read the text and find the new words. Let the students guess the meanings of the new words. Most of the new words are related nature. So present some pictures to the students to help them understand the new words.

Ask some students to tell the main idea of this text.

Step 4. Do with the language points

Make sentences with the new words we learn in this text.

Ask if someone can tell a story with the words we learn today. Encourage them to stand in front of the class and tell his story to us.

Step 5. Reading

Encourage the students to ask questions about this text.

Finish the task in groups. Let the students design questions and exchange them in groups. They can ask questions like this:

1. What are your ideas for a nature poem?

2. What can you do to describe about something?

Step 6. Activities

Work in groups.

Write a poem about the two pictures. Finish a poem. Then each student in the group corrects it before reading it to the class.

Step 7. Come to "LET'S DO IT"

The task is similar to the step 6. Finish it in class. Try to write a poem about one of the seasons. The teacher shows some pictures about the seasons to the students.

Step 8. Homework

1. Finish off the exercises in activity book.

2. Go on the next reading in the student book.

Blackboard Design

Some words and phrases

hill, clear, brave, pale, golden, softly, kiss, noisy

Some difficult sentences

① Does the poem make you think of spring?

② Can you hear the water running down the hills?


③ Here are some ideas for a nature poem:


④ Start each line in your poem with a word related to the scene, something you would see. . .

⑤ You can express yourself by telling how something looks. . .

⑥ Name things about winter that you can say in English.

Exercises

 **教学反思**

 **课文对译**

When you read this poem, do you see a picture in your mind?
Hills, loud with new water, running swiftly under ice as clear as glass.

Flowers, tiny, brave and bright in the old snow.

Trees, smelling fresh with life, leaves opening slowly under the pale blue sky.

Sun, warm and golden, softly kissing the earth.

Does the poem make you think of spring? Can you hear the water running down the hills? Do you see the flowers? Can you smell the trees? Do you feel the warmth of the sun? The poem is about nature. It is a description of a spring scene.

You can write a poem about nature, too. Here are some ideas for a nature poem; a winter scene, a mountain scene, a forest scene, a desert scene, a morning scene and a storm scene.

Start each line in your poem with a word related to the scene, something you would see; hills, flowers, trees or sun. Then, describe each word. You can express yourself by telling how something looks, feels, sounds, smells or tastes.

Before you start writing your poetry, think about your topic. For example, if your poem is about winter, think about what winter is like. Name things about winter that you can say in English. For example: snow, ice, cold, trees without leaves, boots, jackets and mitts. Write these words in a list. Now, describe each word. You can describe how it looks, tastes or smells.

Use your imagination and have fun!

当你读这首诗的时候,你看见一幅画在你的大脑中吗?

唤醒群山,水儿在如镜的冰川下潺潺流淌。

不畏严寒的小花在残雪中绽放。

树木有了生命的气息,树叶在蓝天下慢慢地舒张开来。

温暖金色的太阳,温柔地亲吻着大地。

这首诗唤起了你对春天的遐想吗?你能听见溪水从山上奔腾而下的声音吗?你能看见花儿了吗?你闻到树木的芬芳了

吗?你感觉到阳光的温暖了吗?这是一首关于大自然的诗。它是春天美景的描绘。

你也可以写一首大自然的诗歌。这里有一些关于写自然诗歌的想法:冬天的景色,山峦的景色,森林的景色,沙漠的景色,早晨的景色和风暴的景色。

在你的诗歌的每一行,用有关景物的单词开头,比如你所看到的:山冈、鲜花、树林或太阳。然后具体描述每一个表示景物的单词。你可以通过对某一景物从视觉、感觉、听觉、嗅觉、味觉的描写来表达你的情感。

在写诗歌以前,先想一下诗歌的题目。例如,如果你的诗歌是有关冬天的,想象一下冬天是什么样子。用英语写出你说出的有关冬天景物的句子。例如:雪、冰、寒冷、落光叶子的树,皮靴、外套,以及手套等等。将这些单词分别列出来。现在将描述每一个单词。你还可以描写它看起来、尝起来或闻起来是什么样子。

发挥你的想象力,你一定会乐在其中!

Lesson 3: Say It in Three

Teaching aims

1. Language goals:

① Mastery words and expressions: direction, form, poet, simply, a set number of, middle, clearly, dark, sleepy, unexpected, frog, feeling

② Oral words and expressions: petal, cherry, grebe, Haiku, particular, pattern, set, syllable, interruption, plop, splash, limerick, adverb

2. Ability goals:

① Cultivate the students' reading comprehension.

② Know more about the foreign culture.

③ Compare the differences between the Chinese and Japanese poems.

Teaching important points

1. Learn about an old style of Japanese poem: Haiku.

2. Know some styles of poems: Haiku, Nature Poem and Limerick.

3. Some words and phrases: direction, form, poet, simply, a set number of, middle, clearly, dark, sleepy, unexpected, frog, feeling

Teaching difficult points

2. The old form of Japanese poetry: Haiku.

2. Some difficult sentences:

① Haiku is an old form of Japanese poetry.

② They do not tell a story, as some poems do.

③ Haiku is simply what is happening in this place, at this moment.

④ I need either a _____ or a _____.

Teaching methods

Speaking and talking method; practice method.

Teaching tools

An audiotape; flashcards; pictures

Teaching Procedures

Step 1. Organization

The teacher greets students "Good morning, class!"

Step 2. Warming up

Show pictures of Japanese poets and poems. Then introduce Haiku to the students. The teacher can find some music to match the poem.

Step 3. Listening

Listen to the tape and fill in the blanks.

(1) Usually Haikus are about _____.

(2) Haiku always has _____ lines.

(3) The first line of a Haiku has _____ syllables.

Check the answers in class in oral.

Step 4. Reading

1. Read the text and guess the meanings of the new words.

Sometimes some new words are too hard to understand, so the teacher can find some related pictures to help them. If the students bring some pictures about nature to the class, let them show them in front of the class.

2. Read the text and find the answers to the questions:

(1) Do Haikus tell a story?

(2) What's a syllable?

Step 5. Come to "PROJECT"

1. Divide the class into groups to finish the task.

2. Finish the three poems in the text. Use the sentence: I need a _____. Let the others give the answers, one student write the words down.

3. After finishing the poems, read it to the class. All the groups have different poems. Do they sound funny?

4. Decide a subject by each group. Then make a pattern according to the subject. Then finish the poem as the models in the text.

5. Read the poem to the class.

Step 6. Homework

1. Finish off the exercises in activity book.

2. Go on the next reading in the student book.

Blackboard Design

Some words and phrases

direction, form, poet, simply, a set number of, middle, clearly, dark, sleepy, unexpected, frog, feeling

Some difficult sentences

① Haiku is an old form of Japanese poetry.

② They do not tell a story, as some poems do.

③ Haiku is simply what is happening in this place, at this moment.

④ I need either a _____ or a _____.

Exercises



教学反思

Lesson 4: The Wish

课文对译

Here is a very old poem. Do you like it?

From all directions

Winds bring petals of cherry

Into the grebe lake.

—Matsuo Basho (1644~1694)

This is a Haiku. Haiku is an old form of Japanese poetry. Usually Haiku are about nature. Often they are about a particular season. They do not tell a story, as some poems do. A Haiku is just a description of a scene. The Japanese poet said, "Haiku is simply what is happening in this place, at this moment."

Haiku follows a pattern. It always has three lines. Each line has a set number of syllables. What's a syllable? A syllable is a part of a word that you pronounce without interruption. The word "red", for example, has one syllable. The word "middle" has two syllables: mid-dle. The word "syllable" has three syllables: syl-la-ble.

The first line of a Haiku has five syllables. The middle line has seven syllables. The last line has five syllables again. Let's look at the 5-7-5 pattern of Haiku. Here it is with the syllables clearly shown.

From all di-rec-tions

Winds bring pe-tals of cher-ry

In-to the grebe lake.

Here is another example of Haiku:

Old, dark sleepy pool

Quick unexpected frog goes

Plop! Water splashes.

下面是一首古诗,你喜欢吗?

八方风吹暖

携来樱花片片

飞入湖中寻不见。

——松尾马生(1644~1694)

这是一则俳句。俳句是日本的一种古诗体。通常俳句都是描写大自然的。它们常常是用来描写特定的季节。俳句不像有些诗那样有故事情节。一则俳句仅是一般景物的描写。日本诗人说：“俳句仅是即兴而作，有感而发。”

俳句都遵循固定的格式。俳句通常有三行。每一行都有固定的音节。什么是音节？音节是指你在拼读一个单词时没有停顿的一个响亮片段。如单词“red”有一个音节。单词 middle 有两个音节：mid-dle。而单词 syllable(音节)则有三个音节 syl-la-ble。

俳句的第一行有五个音节。中间一行有七个音节，而最后一行又有五个音节。让我们看一下俳句的 5-7-5 模式。下面的表达可以清楚地看出音节：

八方风吹暖

携来樱花片片

飞入湖中寻不见。

下面是另一则俳句的例子：

荒郊池塘边

倏忽青蛙越其间。

水花溅一片。

Teaching aims

1. Language goals:

Mastery words and expressions; wish, in the middle of, stone, friendship, recite

2. Ability goals:

① Know more about the foreign culture.

② Learn about the styles of all kinds of poems in other countries.

Teaching important points

1. Master the main idea of the song.

2. Grasp the use of "without".

3. Some words and phrases; wish, in the middle of, stone, friendship, recite

Teaching difficult points

1. Make a similar song.

2. Some difficult sentences:

① What's in the middle of a cherry?

② I will show you a cherry without a stone.

③ Cherries always have stones in the middle, don't they?

④ Isn't that great?

Teaching methods

Speaking and talking method; practice method.

Teaching tools

An audiotape; flashcards; pictures

Teaching Procedures

Step 1. Organization

First the teacher greets students "Good morning, class!"

Step 2. Listening and Reading

1. Listen to the tape for several times. At the same time, ask the students to sing after it. Test how long they grasp the rhythm of the song.

2. Read the song as a poem. Let the students read the poem as a lyric line by line.

Step 3. Make a poem like this

Divide the class into several groups. Make the similar this. Each group makes a poem. Then present it to the class. If the others have other better ideas, they can give their advice.

Step 4. Do with the language points

Make sentences with the important phrases; in the middle, without.

S1: Danny sits in the middle of the classroom.

S2: There is a stone in the middle of the road.

S3: Fish can't live without water.

S4: We can't finish the work without your help.

Step 5. Come to "PROJECT"

Finish the task in groups.

1. Everyone in the group chooses one pattern of these poems and writes one by yourself.

2. After writing the poem, show it to the others in the group.

3. Each exams the others' poems and gives his advice.

4. After examining all of their poems, exchange them with other group. Give their reasonable advice.

5. The teacher gives them chances to express themselves.

Step 6. Homework

1. Finish off the exercises in the activity book.

2. Go on the next reading in the student book.

Blackboard Design

Some words and phrases

wish, in the middle of, stone, friendship, recite

Some difficult sentences

- ① What's in the middle of a cherry?
- ② I will show you a cherry without a stone.
- ③ Cherries always have stones in the middle, don't they?
- ④ Isn't that great?

Exercises

教学反思

课文对译

I wish I had a cherry without a stone.

I wish I have a chicken without a bone.

I wish I knew a story without an end.

I wish I knew a language with no speaking.

How can there be a cherry without a stone?

How can there be a chicken without a bone?

How can there be a story without an end?

How can there be a language with no speaking?

I'll show you a cherry without a stone.

I'll show you a chicken without a bone.

I'll tell you a story without an end.

I'll show you a language with no speaking.

A cherry as a flower, it has no stone.

A chicken as an egg, it has no bone.

Our friendship is a story that has no end.

My smile says I'm happy with no speaking.

我渴望有一枚没有核的樱桃。

我渴望有一只没有骨头的鸡。

我渴望知道一个没有结尾的故事。

我渴望学会一种不用说的语言。

怎么会有没有核的樱桃?

怎么会有没有骨头的鸡?

怎么会有没有结尾的故事?

怎么会有不用说的语言?

我给你看一个没有核的樱桃。

我给你看一个没有骨头的鸡。

我给你讲一个没有结尾的故事。

我给你看一种不用说的语言。

樱桃还是花的时候,它就没有核。

小鸡还是蛋的时候,它就没有骨头。

我们的友谊是没有结尾的故事。

表达我快乐的微笑是不用说的语言。

Lesson 5: That's a Funny Limerick!

Teaching aims

1. Language goals:

① Mastery words and expressions; both... and...

② Oral words and expressions; blank, motion

2. Ability goals:

① Cultivate the students' ability of learning by themselves.

② Master one of the patterns of foreign poems.

Teaching important points

1. Know more about the limerick.

2. Learn more words about describing weight, size, feeling and age.

3. Some words and phrases; both... and...

Teaching difficult points

1. Know how to write a limerick.

2. Some difficult sentences:

① Will someone please help me fill in the blanks in my limerick?

② Now, there's just one more blank.

③ What's the first word you need?

④ Shall I learn my poem by heart, and then say it to you?

Teaching methods

Speaking and talking method; practice method.

Teaching tools

An audiotape; flashcards; pictures

Teaching Procedures

Step 1. Organization

First the teacher greets students "Good morning, class!"

Step 2. Come to "THINK ABOUT IT"

Let the students answer the questions in class in oral.

Ask several students to say funny sayings in English. If they can't express themselves in English, they can say them in Chinese.

Let some students tell jokes. Encourage them to tell jokes in English.

Step 3. Listening

Listen to the tape and fill in the blanks.

(1) _____ and _____ help Jenny fill in the blanks in her limerick.

(2) They choose _____ to describe the weight.

Step 4. Reading

1. Let the students scan the text. Then tell the main idea of the text.

2. Find the new words and guess their meanings according to the text.

Step 5. Do with some language points

- ① either... or...
- ② both... and...

Let some students make sentences with the help of the pictures.

- S1: He eats either apples or oranges.
 - S2: Either he or I am good at dancing.
 - S3: Both his teachers and his parents love him.
 - S4: Susan loves both reading and listening.
- Step 6. Come to "LET'S DO IT"

Limerick is a kind of poem that has a pattern.
Study the Limerick. Get the results.

1. There are five lines in the limerick.
2. From Jenny's limerick, we can see the first, second and fifth lines have rhyme. Look in to the library or search on the Internet to find some information about limericks. Show them to the class and let them find the patterns of limerick.

3. Let different groups act the dialogue out in front of the class.

Step 7. Homework

1. Finish off the exercises in activity book.
2. Go on the next reading in the student book.

Blackboard Design

Some words and phrases

both... and...

Some difficult sentences

- ① Will someone please help me fill in the blanks in the limerick?
- ② Now, there's just one more blank.
- ③ What's the first word you need?
- ④ Shall I learn my poem by heart, and then say it to you?

Exercises

教学反思

课文对译

JENNY: Will someone please help me fill in the blank in my limerick?

BRIAN: Yes, I'd love to.

JENNY: Thanks, Brian.

DANNY: No, don't let him, I want to help you, Jenny!

JENNY: (*She laughs.*) You and Brian can both help me.

BRIAN: What's the first word you need?

JENNY: I need a word that describes age.

BRIAN: How about "old"?

JENNY: (*She writes the word in the blank.*) Great.

DANNY: Huge, then.

JENNY: The next two blanks are both motion words. You can each give me one.

DANNY: Slowly!

BRIAN: Quickly!

JENNY: Now, there's just one more blank. I need a word that describes weight.

DANNY: Sunny! Short! Thirsty! Famous!

BRIAN: (*He laughs.*) Those aren't description for weight! Jenny needs a word like "heavy" or "light." Let's choose "heavy".

JENNY: (*She fills in the last blank.*) Shall I learn my poem by heart, and then say it to you?

DANNY: (*He laughs.*) No. Just read it!

詹妮:有谁愿意帮我填充打油诗里的空白吗?

布莱恩:好吧,我愿意帮你做。

詹妮:谢谢你,布莱恩。

丹尼:不要!你不要用他帮。詹妮,我想帮你。

詹妮:(她笑了。)你和布莱恩两个都可以帮我呀。

布莱恩:你需要的第一个单词是什么?

詹妮:我需要一个表年龄的词。

布莱恩:"old"(年老的)怎么样?

詹妮:(她把单词填在表格)很好。

丹尼:下一个就填 huge(巨大的)吧。

詹妮:下面两个空都是修饰动作的单词。你们可以每人举出一个。

丹尼:Slowly!(慢慢地!)

布莱恩:Quickly!(快速地!)

詹妮:好了,还有一个空格。我需要一个修饰重量的单词。

丹尼:晴朗的!矮的!口渴的!著名的!

布莱恩:(他笑了。)那些不是修饰重量的单词。詹妮需要的是像"heavy"(重的)或"light"(轻的)那样的词。咱们就选 heavy(重的)吧。

詹妮:(他填了最后一个空格。)我把这首诗背下来,然后朗诵给你们听好吗?

丹尼:(他笑了笑。)不用了。读一下就行!

Lesson 6: Say It in Five

Teaching aims

1. Language goals:

- ① Mastery words and expressions; create, single, thought
- ② Oral words and expressions; fur, stretch, hum, adjective

2. Ability goals:

- ① Improve the students' listening and reading abilities.
- ② Know more about the foreign poetry.
- ③ Learn the American five-line poems.

Teaching important points

1. Grasp the pattern of the five-line poem.
2. Use the pattern to describe something.
3. Some words and phrases; create, single, thought

Teaching difficult points

1. Use the pattern to describe something.
2. Some difficult sentences;

- ① Look at the poem on the right.
- ② This kind of poem was created by an American poet in the nineteenth century.
- ③ Now it's your turn to be a poet.

Teaching methods

Speaking and talking method; practice method.

Teaching tools

An audiotape; flashcards; pictures

Teaching Procedures

Step 1. Organization

First the teacher greets students "Good morning, class!"

Step 2. Come to "THINK ABOUT IT"

We all know Chinese poetry has different kinds of patterns.

Let the students give some examples.

Step 3. Listening

Listen to the tape and answer the following questions:

- (1) Who created the five-line poem?
- (2) How many poems does the text show us?

Finish the listening part in class in oral.

Step 4. Reading

1. Read and tell the main idea of the text. This is a game to practice the students' memories. It can improve the students' summary abilities.

2. Read and decide the statements are true or false.

- (1) Today we learn a pattern of French poetry.
- (2) The second line has three words.
- (3) The topic of the poem is a noun.

Finish the questions in class in oral.

Step 5. Activity

Show some pictures to the students. Let them choose the favourite one to describe. They can work in pairs. Then show their poems to the class.

It's easy to finish the task, but it is hard to do it well.

Step 6. Come to "LET'S DO IT"

Work in groups of three or four students.

1. Say the differences between a Haiku and a five-line poem. Say about their different forms and different patterns.

A Haiku is just a description of a scene. It is simply what is happening in this place, at this moment.

Five-line poem has five lines. It is always about a single topic. Each line has a set number of words. The first line has one word. The second line has two words. The third, or middle, line has three words. The fourth line has four words. The last line has one word.

2. Finish the task in groups. Choose one topic as they like. Then exchange the poems among the groups.

Step 7. Homework

- 1. Finish off the exercises in activity book.
- 2. Ask the students to find more topics after class.

Blackboard Design

Some words and phrases

create, single, thought

Some difficult sentences

- ① Look at the poem on the right.
- ② This kind of poem was created by an American poet in the nineteenth century.
- ③ Now it's your turn to be a poet.

Exercises



教学反思



课文对译

Look at the poem on the right. It has five lines. This kind of poem was created by an American poet in the nineteenth century. It is always about a single topic. Each line has a set number of words. The first line has one word. The second line has two words. The third, or middle, line has three words. The fourth line has four words. The last line has one word.

Let's look at another two poems as examples.

Cat
Smooth fur
Sleeping, waking, stretching
You are like water
Liquid

Happiness
Light, bright,
Smiling quickly, laughing.
What colour are you?
Sunshine!

Computer,
Bright screen
Humming with information.
Show me the world.
Connect.

Line 1: Name the topic of your poem in one word. Use a noun.
Line 2: Describe your topic in two words. Use a noun and an adjective, or two adjectives.

Line 3: Choose three words that tell what your topic can do. Use verbs.

Line 4: Express a thought or a feeling about your topic in four words. You can use any kind of words here.

Line 5: Say something about your topic using one word.

看一下右边的诗。这种诗有五行，这种格体是一位美国诗人十九世纪独创的。它通常只有一个主题。每一行都有固定的单词数目。第一行有一个单词。第二行有两个单词。第三行，也就是中间一行，有三个单词。第四行有四个单词。最后一行

有一个单词。

咱们再看另外两首诗作为例子:

猫
油光顺滑的毛
睡足了,醒来,伸伸懒腰
看上去柔软可爱像水
流动的
幸福
发光的,明亮的。
稍纵即逝地笑,快乐地笑。
你是什么颜色?
看看阳光就知道。
电脑
明亮的荧屏,
蜂鸣般传递着信息。
把世界展现在我的面前。
连接着你我他。

第一行:用一个单词点出你诗歌的主题。用一个名词。

第二行:用两个单词描述你的主题。使用一个名词和一个形容词,或者两个形容词。

第三行:选择三个告诉你的主题所能执行的动作的词。

第四行:用四个词表达你对主题的想法或感觉。这里你可以使用任何一种词。

第五行:用一个单词对你的主题做总结。

Lesson 7: Trading Poems

Teaching aims

1. Language goals:

① Mastery words and expressions: awake, riddle

② Oral words and expressions: avenue

2. Ability goals:

① Know more about the foreign culture.

② Create the students' cooperation ability.

Teaching important points

1. Master the written style, letter.

2. Learn the differences between Chinese and foreign poetry.

3. Some words and phrases: awake, riddle

Teaching difficult points

1. Write a letter with what we learn in this unit.

2. Some difficult sentences:

① Poetry is a beautiful way to express thoughts and feelings.

② Good, because I want all of you students to write poems for me.

③ But it was hard to write that poem.

④ You're always saying funny things.

⑤ Why don't you try writing a funny poem?

⑥ A student whose name was Li Ming, took some lessons to learn how to sing.

Teaching methods

Speaking and talking method; practice method.

Teaching tools

An audiotape; flashcards; pictures

Teaching Procedures

Step 1. Organization

First the teacher greets students "Good morning, class!"

Step 2. Warming up

Show the type of the letter. Let the students sum how to write a letter. Pay attention to the written style of the envelope.

Step 3. Listening

Listen to the tape and fill in the blanks.

(1) _____ is a beautiful way to express thoughts and feelings.

(2) Danny's teacher says Danny's always saying _____ things.

Let the students listen to the tape and finish the listening task in class in oral.

Step 4. Reading

Read the text and answer the following questions:

(1) Does Danny think it is hard to write a poem?

(2) Did Li Ming write back to Danny?

Ask the students scan the text and answer the questions.

Step 5. Practice

Write a letter to your friends about what we learn in this unit. The teacher encourages them to write a poem to their friend, too. It's hard, so they can choose any topic that they like. They only write for friends. We don't need to demand too much.

Step 6. Come to "LET'S DO IT"

Finish the task in groups of three or four students. In a small group, write a poem like the one in Li Ming's postcard.

1. First, choose a word your group like. They can choose any word that they like. Because the task is to begin a poem with the letters in this word, everyone can write a word on a piece of paper. Then they can choose one from these.

2. Use each letter in this word to begin a line of our poem. Everyone in the group can write different poem according to the word. Then they can exchange their poems and give advice to each other.

3. Make a poster to display your poems on the wall. It takes some time to design the poster.

4. Which one do you think is the best? Give your reasons.

Let the students choose the best poem that they like best and give their reasons in front of the class.

Step 7. Homework

1. Finish off the exercises in activity book.

2. Go on the next reading in the student book.

Blackboard Design

Some words and phrases

awake, riddle

Some difficult sentences

① Poetry is a beautiful way to express thoughts and feelings.

② Good, because I want all of you students to write poems for me.

③ But it was hard to write that poem!

④ You're always saying funny things.

⑤ Why don't you try writing a funny poem?

⑥ A student whose name was Li Ming, took some lessons to learn how to sing.

Exercises