



● 新课标·高中同步·**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


英语

必修
1

人教版

● 新课标·高中同步·**鼎尖教案**（通用型教案）

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编 读 往 来

招聘启事	<p>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:</p> <ul style="list-style-type: none">● 优秀教案 <ol style="list-style-type: none">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。 <p>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。</p> <ul style="list-style-type: none">● 优秀编稿教师及书稿编审人员 <ol style="list-style-type: none">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。 <p>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.</p>
您的联系方式	姓名_____联系电话_____电子邮箱_____
反馈意见	1. 您觉得本书对您教学帮助最大,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您更有帮助?
	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。

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

教学目标

知识与技能
过程与方法
情感态度与价值观

重点难点

重点
难点

案例一、二(按课时编写)

教学过程
板书设计
教学反思(机动栏目)

教辅教案

案例一 课时详解(按课时编写)

课堂导入
课前预习
合作探究
情景激疑
学点归纳
典例剖析
课堂小结

案例二 精析精练(按节编写)

重点难点突破
典型例题分析
规律方法总结

定时巩固检测

习题教案

案例一 同步练习(按课时编写)

案例二 一课三练(按节编写)

复习测试

专题复习

探究引路
归纳拓展
迁移应用

单元测试

A卷
B卷

体例表解

主要栏目名称		栏目设计功能	栏目使用建议		
教材教案	【教学目标】	[知识与技能]	依据教材和课程标准,准确定位本课时内容的三维目标		
		[过程与方法]			
		[情感态度与价值观]			
	【重点难点】	[重点]	帮助教师、学生准确把握教材的深度和广度,明确本课时学习的重点难点内容		
[难点]					
案例一 案例二 (按课时编写)	【教学过程】	以讲稿式、提纲式的方式,为教师多角度地提供不同的授课思路和授课方法	通过提供两种不同思路的教学案例,提供先进的教学思想,充分体现新课标的教学特点,教师可根据自己的授课模式,自主选择一种教学案例,师生互动完成课堂教学活动		
	【板书设计】	直观、清晰地呈现本课时的主要内容			
	【教学反思】 (机动栏目)	对教学方法和教学过程的反思,提出改进设想			
教辅教案	【课堂导入】		引起学生学习兴趣,导入本堂课内容	供教师授课、学生课前使用	
	【课前预习】		引导学生自学课本内容,培养自主学习能力	供学生课前使用	
	案例一 课时详解 (按课时编写)	【合作探究】	[情景激疑]	提供课堂讨论材料,学生思考,归纳出知识点	可供教师在课堂上使用,学生在教师的帮助、引导下,通过思考、讨论、实验等方式归纳出下面的学点内容。也可供学生自主学习使用
			[学点归纳]	通过情景激疑的讨论、探究,自然引出学点内容,并对其进行详细讲解	可供教师授课、学生自主学习时使用
			[典例剖析]	通过例题讲解、变式练习,理解、巩固知识点内容	
			[课堂小结]	本课时主要内容的归纳总结,帮助学生形成知识网络	
	案例二 精析精练 (按节编写)	【重点难点突破】	从规律总结、解题方法指导等方面对重点知识进行讲解	可供教师授课、学生自主学习时使用	
		【典型例题分析】	通过例题讲解巩固复习知识点		
		【规律方法总结】	从解题方法、解题规律方面进行总结归纳		
	【定时巩固检测】	[基础训练]	通过强化训练,巩固所学知识,注重过程与方法,形成知识网络,提高综合能力	[基础训练]供课堂上使用,[能力提升]供课后使用	
[能力提升]					
习题教案	案例一 同步练习(按课时编写)		与课堂同步,题目简单,巩固当堂课的基础知识	教师可安排学生集中检测和学生课后自主完成相结合	
	案例二 一课三练 (按节编写)		习题分为“基础巩固——能力升级——拓展探究”三个阶梯,层层递进,逐步提高难度,训练学生的思维,让学生对本节所学知识分层次进行检测		
专题复习与测试	【专题复习】	[探究引路]	分专题进行讲解,以例题形式引入	供学生复习时使用	
		[归纳拓展]	归纳总结知识规律或解题方法		
		[迁移应用]	随堂同步练习,提高解题能力		
【单元测试】	A卷	对本单元知识进行过关测验	教师安排学生课堂集中检测,或者学生课后自主完成		
	B卷				
模块综合测试		对本模块知识进行综合过关测试	学完本模块后,教师集中检测或学生自主测试		
☆特别说明		1. 首创“复式教学案例模式”,极大地适应了一线教师课堂授课方式上的差异性 2. 作为教师授课的教案,本书所有例题及习题全解全析 3. 【】为上一级栏目,[]为下一级栏目			

Unit 1 Friendship 1

第一教案 教材教案	(1)
单元整体教案	(1)
单元课时教案	(3)
第1课时	(3)
第2课时	(5)
第3课时	(7)
第二教案 教辅教案	(8)
单元自主学习	(8)
案例一 课时详解	(9)
第1课时	(9)
第2课时	(22)
第3课时	(25)
案例二 精析精练	(27)
单元综合能力训练	(45)
第三教案 习题教案	(53)
案例一 同步练习	(53)
第1课时	(53)
第2课时	(54)
第3课时	(54)
案例二 练测 1+1	(55)
单元终结测试	(63)

Unit 2 English around the world 73

第一教案 教材教案	(73)
单元整体教案	(73)
单元课时教案	(75)
第1课时	(75)
第2课时	(77)
第3课时	(79)
第二教案 教辅教案	(80)
单元自主学习	(80)
案例一 课时详解	(81)
第1课时	(81)
第2课时	(89)
第3课时	(92)
案例二 精析精练	(94)
单元综合能力训练	(107)
第三教案 习题教案	(114)
案例一 同步练习	(114)

第1课时	(114)
第2课时	(116)
第3课时	(117)
案例二 练测 1+1	(119)
单元终结测试	(125)

Unit 3 Travel journal 134

第一教案 教材教案	(134)
单元整体教案	(134)
单元课时教案	(138)
第1课时	(138)
第2课时	(140)
第3课时	(142)
第二教案 教辅教案	(143)
单元自主学习	(143)
案例一 课时详解	(144)
第1课时	(144)
第2课时	(156)
第3课时	(160)
案例二 精析精练	(163)
单元综合能力训练	(179)
第三教案 习题教案	(187)
案例一 同步练习	(187)
第1课时	(187)
第2课时	(187)
第3课时	(189)
案例二 练测 1+1	(191)
单元终结测试	(198)

Unit 4 Earthquakes 208

第一教案 教材教案	(208)
单元整体教案	(208)
单元课时教案	(210)
第1课时	(210)
第2课时	(212)
第3课时	(214)
第二教案 教辅教案	(215)
单元自主学习	(215)
案例一 课时详解	(216)
第1课时	(216)
第2课时	(229)
第3课时	(233)

目录 CONTENTS



案例二 精析精练	(236)
单元综合能力训练	(253)
第三教案 习题教案	(260)
案例一 同步练习	(260)
第1课时	(260)
第2课时	(260)
第3课时	(262)
案例二 练测 1+1	(263)
单元终结测试	(272)

○ Unit 5 Nelson Mandela—a modern hero

281

第一教案 教材教案	(281)
单元整体教案	(281)
单元课时教案	(282)
第1课时	(282)

第2课时	(285)
第3课时	(287)
第二教案 教辅教案	(288)
单元自主学习	(288)
案例一 课时详解	(289)
第1课时	(289)
第2课时	(299)
第3课时	(302)
案例二 精析精练	(307)
单元综合能力训练	(325)
第三教案 习题教案	(333)
案例一 同步练习	(333)
第1课时	(333)
第2课时	(334)
第3课时	(335)
案例一 练测 1+1	(336)
单元终结测试	(343)

附录 《鼎尖学案》模式说明

选择适合您的“学案”模式	(352)
个性化学案模式一	(353)
个性化学案模式二	(363)

Unit 1 Friendship

第一教案

教材教案

单元整体教案

教材分析

This unit is about friendship, and nearly all the teaching materials center on it.

Warming up—The questionnaire leads students to think and talk about friendship, get to know the problems between friends and seek solutions, which makes preparations for the further teaching in topics, background and vocabulary.

Pre-reading—The questions prompt students to think critically about friends and friendship in reality, alerting them to the fact that besides people, a diary can be a friend, too.

Reading—The diary by the Jewish girl Anne gave a glimpse of her life during her family's shelter in Amsterdam from the German Nazis' killing in World War Two. She treats the diary as her best friend, and it reveals her longing for a normal life and close contact with nature, which helps her get through the days.

Comprehending—It helps students further understand the text by doing multiple choices, questions and answers, and matching.

Learning about language—It teaches the important expressions and structures and grammar: direct and indirect speeches.

Using language—The two letters, listening, questionnaire design, letter writing and fun writing prepares students to further talk about friendship, especially the problems with misunderstanding, and unfriendliness, thus strengthening students' abilities to practise language, discover and solve problems.

Summing up—It summarizes the whole contents of this unit from the aspects of topics, vocabulary and grammar.

Learning tip—This part encourages students to form the habit of writing a diary.

Integrating skills—The text introduces the way Hawaiians express friendship, to get students to realize the cultural differences in the values of friendship in addition to its importance in all cultures.

This unit centers on friends and friendship, exploring different types of friendship with particular attention to what one can develop with oneself, i. e., the comfort and support one seeks from an imaginary friend. Students are expected to come to be truly aware of the qualities and conducts that make a good friend, display and develop the ability to cope with misunderstanding, conflicts and problems related to friendship, and give advice on it.

The concept that even an ordinary thing can be a friend should break down the traditional belief in the interpersonal nature of friendship. Also, the comparison of similarities and dissimilarities in friendship comprehension between the East and the West leads students to know better the values of friendship in Westerns' eyes. All in all, this unit promises to unveil the true essence of friendship and helps students to lead a more friendly and harmonious life. Thus, based on the theme, contents and teaching objectives, the whole teaching procedures can fall into three periods as follows:

第1课时(Period 1): Warming up, Pre-reading, Reading and Comprehending

第2课时(Period 2): Learning about language

第3课时(Period 3): Using Language

单元目标

知识目标

1. 教学重点

To grasp the following useful important words and phrases of this unit.

upset, ignore, calm, concern, outdoors, settle, suffer, recover, pack, disagree, add up, calm... down, have got to, be concerned about, go through, set down, a series of, on purpose, in order to, at dusk, face-to-face, no longer/ not... any longer, suffer from, get/ be tired of, pack (sth) up, get along with, fall in love, join in

2. 教学难点

(1) How to describe friends and friendship.

(2) Exchange of direct speech and indirect speech.

3. 语言目标

To learn about how to express agreement and disagreement.

(1) Expressing agreement

I agree. Yes, I think so. So do I. Me Too. Exactly.

No problem. Sure/Certainly/Of course. All right.

I believe... In my opinion,... That's correct/right.

Good idea.

(2) Expressing disagreement

I don't think... I don't think so.

I'm sorry, but I don't agree. Neither do I.

That's not right. I am afraid not.

No way. Of course not.

4. 能力目标

(1) To develop the students' reading ability. Get the students to learn to use some reading strategies such as guessing, key sentences, skimming, scanning and so on so as to get the main idea and find some detail information of the reading quickly.

(2) Practise listening and speaking ability.

(3) To learn the writing style of this passage.

5. 情感目标

(1) To get the students to realize the importance of friends and friendship, and to tell true friends from false friends.

(2) Learn to evaluate friends and friendship.

教学设想

In order to introduce the topic of this unit—friends and friendship, we can do the following as lead-in and warming up.

思路一:

Before the lesson, the teacher can arouse the students' interests by showing a video of Auld Lang Syne. At the beginning of the first class, we can get the students to talk about their summer holidays. The students can talk freely as they like. You can use the following questions to help you.

1. How did you spend your summer holidays? How did you feel? What did you do in your summer holidays? What did you do in your spare time?

2. What do you think of our new school? Do you like it? Could you say something about it?

3. Do you like making friends? How do you get in touch with your friends? Do you have many friends? Where are they now? Do you have any old friends in our school? Have you made any new friends in our class?

思路二:

Before the lesson, the teacher can arouse the students' interests by showing a video of Auld Lang Syne. At the beginning of the first class, we may ask the following questions.

1. Do you like making friends? Do you have many friends? Please give a brief description of one of your friends. The following phrases and structures may be helpful:

His/Her name is. . .

He /She is. . . years old.

He /She likes. . . and dislikes. . .

He /She enjoys. . . and hates. . .

He /She is very kind/friendly/. . .

When /Where we got to know each other.

2. What types of friendship do you have? Please tick them out. Then fill in the blanks.

girl friends boy friends pen friends

long-distance friends friends of the same age

e-friends (friends over the internet)

friends across generations

unusual friends like animals, books. . .

1) _____ is /are most important to you.

2) You spend most of your free time with _____.

3) You will share your secrets with _____.

4) When in trouble, you will first turn to _____.

思路三:

Make a survey:

1. Let the students list some qualities of a good friend or your ideal friend.

humorous, honest, caring, loyal, friendly, responsible, patient, helpful

2. Tell your partner your standards of good friends by using the following structure:

"I think a good friend should (not) be. . ."

"In my opinion, a good friend is someone who. . ."

3. Have the students get into groups of four to find out what each has listed.

Have a member of each group report on what their lists have in common and list them on the board. Ask the class whether or not they agree with all the qualities listed.

4. Then have the students do the survey in the textbook. Ask the students to score their survey according to the scoring sheet on page 8.

课文翻译

安妮最好的朋友

你是不是想有一位能无话不谈推心置腹的朋友呢? 或者你是不是担心你的朋友会嘲笑你, 会不理解你目前的困境呢? 安妮·弗兰克想要的是第一种类型的朋友, 于是她就把日记当成了她最好的朋友。

安妮在第二次世界大战期间住在荷兰的阿姆斯特丹。她一家人都是犹太人, 所以他们不得不躲藏起来, 否则他们就会被德国纳粹抓去。她和她的家人躲藏了差不多 25 个月之后才被发现。在这段时间里, 她唯一的忠实朋友就是她的日记了。她说, “我不愿像大多数人那样在日记中记流水账。我要把这本日记当作我的朋友, 我要把我的这个朋友称作基蒂”。安妮自从 1942 年 7 月起就躲藏在那里了, 现在来看看她的心情吧。

1944 年 6 月 15 日 星期四

亲爱的基蒂:

我不知道这是不是因为长久无法出门的缘故, 我变得对一切与大自然有关的事物都无比狂热。我记得非常清楚, 以前, 湛蓝的天空、鸟儿的歌唱、月光和鲜花, 从未令我心迷神往过。自从我来到这里, 这一切都变了。

……比方说, 有天晚上天气很暖和, 我熬到 11 点半故意不睡觉, 为的是独自好好看看月亮。但是因为月光太亮了, 我不敢打开窗户。还有一次, 就在五个月以前的一个晚上, 我碰巧在楼上, 窗户是开着的。我一直等到非关窗不可的时候才下楼去。漆黑的夜晚, 风吹雨打, 雷电交加, 我全然被这种力量镇住了。这是我一年半以来第一次目睹夜晚……

……令人伤心的是……我只能透过脏兮兮的窗帘观看大自然, 窗帘悬挂在沾满灰尘的窗前。但观看这些已经不再是乐趣, 因为大自然是你必须亲身体验的。

你的 安妮



备课资料

Background

This is a true story. It took place in Amsterdam, Holland in the early 1940s after the German Nazis had occupied most of Europe. The Nazi Party ruled Germany from 1933 to 1945. One of their key policies was to kill all the Jews in Europe. If any persons known to be Jews were found, they would be sent to concentration camps farther east, mostly in Poland. Families were separated and transported in trains.

For many days, they went without food, water, sanitation or fresh air. To avoid this terrible fate, some Jewish families went into hiding, often with the help of non-Jewish friends. This diary was written during the time when Anne and her family moved to escape from being killed by Nazis.

2. 语法规律

(1)直接引语如果是一般疑问句,变为间接引语时,要用连词 whether 或 if 引导。主句中的谓语动词是 said 时,要改为 asked,没有间接宾语的,可以加一个间接宾语(me, him, her, us, ect.),而引述选择疑问句时,通常只用 whether 引导。

(2)直接引语如果是疑问句,变为间接引语时,要把疑问句语序改为陈述语序。句末用句号,主语的人称、时态和状语等也

要作相应的变化。

口诀:

间接引语(宾语从句)三要素:引导词、语序和时态。

(1)引导词分为三情况,

陈述句的 that 可省略,

一般问句要用 if 或 whether,

碰到特殊疑问句,

疑问词用来担此任。

(2)语序总体为主谓,

疑问词从句作主语,

语序不必去改变。

(3)从句时态主句定,

如果主句为过去,

从句相应作改变,

客观真理仍现在。

注意:

(1)时态不需要呼应的情况(客观真理/经常的习惯/历史事件/部分情态动词 must/ought to/used to/had better 等)。

(2)同时、同地转述,有些时间如 today、地点 here 等状语不需改变。

单元课时教案

第 1 课时

教学目标

1. 教学重点

(1)Learn the use of the following words and phrases.

upset, ignore, outdoors, add up, calm... down, have got to, be concerned about, go through, set down, a series of, on purpose, in order to, at dusk, face-to-face, no longer/not any longer, suffer from

(2)Use the given adjectives and sentence structures to describe one of your friends in English.

2. 教学难点

(1)Talk about friends and friendship in English.

(2)Get the students to learn to use some reading strategies such as guessing, key sentences, skimming, scanning and so on so as to get the main idea and find some detail information of the reading quickly.

媒体准备

1. 计算机 2. 投影仪 3. 多媒体课件

教学过程

Step 1. Leading in

Before the lesson, the teacher can arouse the students' interests by showing a video of Auld Lang Syne. At the beginning of the first class, we can get the students to talk about their summer holidays. The students can talk freely as they like.

1. How did you spend your summer holidays?
2. What do you think of our new school?
3. Do you like making friends? Do you have many friends

here?

设计意图(Design purpose):通过谈论暑假活动和新学校,引出朋友这一话题。

Step 2. Warming up

1. What are the qualities of a good friend? List some qualities of a good friend or your ideal friend. Have the students get into groups of four to find out what each has listed.

humorous, honest, caring, loyal, friendly, responsible, patient, helpful

2. Tell your partner your standards of good friends by using the following structure:

"I think a good friend should (not) be..."

"In my opinion, a good friend is someone who..."

3. Have the students do the survey in the textbook and then score their survey according to the scoring sheet on page 8.

设计意图(Design purpose):通过谈论好朋友的优秀品质及标准,让学生能够用英语谈论朋友;而通过作调查表,让学生知道应该如何对待朋友。

Step 3. Pre-reading

1. Why do we need friends?
2. Does a friend always have to be a person? Why?
3. Do you think a diary can become your friend? Why or why not?

Step 4. Reading

First reading: Scanning

Get the students to comprehend the passage quickly and accurately, and meanwhile help the students to form a good habit of reading. Teacher gives the students a couple of minutes to look

through the whole passage. Tell the students to read silently and then ask some detail questions about the text on the slide show with their partners. Teacher encourages the students to express their ideas.

1. Read the first and second paragraph and answer the following questions:

- 1) Who is Anne's best friend?
- 2) How long were Anne and her family in the hiding place before they were discovered?

2. Read the letter and answer the following questions:

True or False

- (1) A friend would never laugh at you.
- (2) Anne lived in Amsterdam in the Netherlands during the second World War.
- (3) She and her family hid away for 1.5 years before they were discovered.
- (4) She kept a diary as others did.
- (5) She was fond of nature.
- (6) She stayed awake in the night because she couldn't sleep well.
- (7) She couldn't go out as she liked.

答案: (1)-(7) F T F F T F T

设计意图 (Design purpose): 培养学生快速捕捉文章信息的能力。

Second reading: Skimming

Students read the text again and then work together with their partners to get the main idea.

1. What is the main idea of the letter?

答案: Anne was crazy about everything to do with nature. (her love for nature)

2. Fill in the following form

Time	Nature	Feeling
Before hiding	blue sky, songs of birds, moonlight, flowers	never felt spellbound
After hiding	darkness, rain, wind, thundering clouds	grew crazy

Detail Reading

1. Read the text again carefully and get the answers to Exercise 1 and 2 on page 3.

2. Students work in group of four to discuss the following open questions:

- 1) Why did the windows stay closed?
- 2) How did Anne feel?
- 3) What do you think of Anne?
- 4) Guess the meanings of "spellbound", "hold me entirely in their power" from the discourse (语篇, 上下文).
- 5) Which sentences attract you in the passage?

设计意图 (Design purpose): 通过 Detail reading 培养学生把握文章事实细节的能力和通过上下文猜测词义和推理判断能力, 启发学生的想象力。

Step 5. Language focus

1) Explain the difficult sentences.

(1) I wonder if it's because I haven't been able to be outdoors for so long that I've grown so crazy about everything to do with nature.

This sentence means that Anne couldn't go out for so long that she had felt wildly excited about nature.

(2) For example, one evening when it was so warm, I stayed awake on purpose until half past eleven in order to have a good look at the moon by myself.

This is a complex sentence, the main clause is "I stayed awake on purpose". "one evening when it was so warm" "is adverbial clause of time" "until half past eleven" and "in order to have..." are adverbials of time and purpose.

2) Let the students read and underline all the useful words, expressions or collocations in the passage. Copy them down as homework.

upset, ignore, outdoors, entire, add up, calm down, have got to, be concerned about, walk the dog, cheat in the exam, go through, make/call + O + OC (adj. /n.), hide away, set down, a series of, grow crazy about, do with, keep sb spellbound, on purpose, in order to do sth, far too + adj. /adv., happen to do sth, It was the first time... , face to face, not... any longer, at dusk

3) Fill in the blanks with the important words and phrases. (hide away, escape, outdoors, settle down, go through, crazy, nature, face to face, according to, on purpose)

Anne's family were Jews. _____ Nazis' opinion they would be sent to concentration camps farther east, mostly in Poland. They had to _____ from being killed by Nazis. They _____ for 2 years. It is hard for them to _____ and _____ the situation. Anne wasn't able to be _____ for so long that she was _____ about _____.

In order to see the bright moon _____ she stayed awake _____ until late into the night. During the time Anne kept her diary as her friend to tell everything to.

答案: According to, escape, hid away, settle down, go through, outdoors, crazy, nature, face to face, on purpose

设计意图 (Design purpose): 通过 Language Focus 增强学生的句子分析和理解能力以及对语言知识的运用能力。

Step 6. Group work (output)

The teacher can give each group one of these questions below to talk about. Then let the class share their ideas. It's better to stimulate the students to express their own opinions about these questions.

1. Do you think it is a good idea to borrow money from your friend? Why or why not?
2. What factors may cause the breakdown of a good friendship?
3. What can be your unusual friend besides human beings? And why?

设计意图 (Design purpose): 通过 Group work 培养学生的语言运用能力。

Step 7. Homework

1) Read the text after class.



- 2) Do Reading Task on Page 44.
- 3) Collect some proverbs about friends and friendship after class.

板书设计

- 1. Leading in
- 2. Warming-up
- 3. Pre-reading
- 4. Reading and comprehending
- 5. Further comprehending
- 6. Language focus
- 7. Debate

教学反思

第 2 课时

教学目标

1. 教学重点

- (1) Learn to use some useful words and expressions.
- (2) Learn to use direct speech and indirect speech.
- (3) Summarize the rules of direct speech and indirect speech.

2. 教学难点

Learn about the special cases in which the tenses shouldn't be changed.

媒体准备

- 1. 计算机
- 2. 投影仪
- 3. 多媒体课件

教学过程

Step 1. Revision and check-up

- 1. Do you know some proverbs about friendship? Try to give their Chinese meaning of the following proverbs.
 - (1) A friend in need is a friend indeed. _____
 - (2) Friends are like wine; the older, the better. _____
 - (3) The best mirror is an old friend. _____
 - (4) With clothes the new are the best; with friends the old are the best. _____
 - (5) A friend to all is a friend to none. _____
 - (6) A friend is easier lost than found. _____
- 2. To ask the students to give the answers to Exercise 1—2 on Page 41—42.
- 3. Translate the following phrases.
 - (1) 把……加起来
 - (2) 必须; 不得不
 - (3) 经历/经受……; 穿过; 浏览
 - (4) 躲/藏起来
 - (5) 一连串/一系列的
 - (6) 写下/记下
 - (7) 受痛苦/受损失/受折磨
 - (8) 在黄昏时刻

- (9) 爱上某人/某物
- (10) 对……着迷
- (11) 按照, 根据……
- (12) 为了
- (13) 面对面
- (14) 有目的地/特意(做某事)
- (15) 平静/镇静下来
- (16) 关心/挂念(某人/某事)

答案: 3. (1) add up (2) have got to (do sth) (3) go through (4) hide away (5) a series of (6) set down (7) suffer from (8) at dusk (9) fall in love with (10) be crazy about/on (11) according to (12) in order to (13) face to face (14) on purpose (15) calm down (16) be concerned about

Step 2. Discovering useful words and expressions

- 1. Turn to Page 4 and do Exercises 1, 2, 3. Then check the answers.
- 2. Can you fill in the blanks with the missing words or phrases according to the explanations?

Tuesday Aug, 25th Rainy

Another gold medal. I can hardly (1) _____ (not be excited) when I (2) _____ (write down) this diary. Up to now, China has won 23 gold medals. These days we Chinese (3) _____ (show care about) the 28th Olympic Games. We share the happiness of success, but feel (4) _____ (unhappy) when we lose. Anyhow all the players have (5) _____ (experienced) the great difficulties.

答案: (1) calm down (2) set down (3) are concerned about (4) upset (5) gone through

设计意图 (Design purpose): 通过 Step 1 和 Step 2 让学生复习上节课的内容, 引出本节课的内容。

Step 3. Discovering useful structure

T: In the last lesson, we learned Anne Frank's story. She is telling her stories to two of her friends—you and Tom. Tom has something wrong with his ears, so you have to repeat Anne's sentences, using indirect speech. Sometimes you explain Tom's sentences to Anne.

- (1) "I have to stay in the hiding place." said Anne. → Anne said she had to stay in the hiding place.
- (2) "Do you feel sad when you are not able to go outdoors?" Tom asked Anne. →

Tom asked Anne if/whether she felt sad when she was not able to go outdoors.

- (3) "I don't want to set down a series of facts in a diary." said Anne. →

Anne said that she didn't want to set down a series of facts in a diary.

- (4) "What do you call your diary?" Tom asked. → Tom asked what she called her diary.

Then let the students go on this topic by themselves. T: Now let's look at these sentences. If we want to change direct speech into indirect speech, what should be changed?

(Ss discuss by themselves.)



Ss: Sentence structures, tenses, pronouns, adverbials of time and place and verbs should be changed.

T: Quite right. Look at the form on the screen. These are the rules.

直接引语和间接引语(direct speech and indirect speech):

1. 直接引述别人的原话,叫直接引语(直接引语一般前后要加引号)。

2. 用自己的话转述别人所说的内容,叫间接引语(间接引语在多数情况构成宾语从句,不用引号)。通常以宾语从句的形式出现。当直接引语变为间接引语时,有关的人称、语序、时态、代词、时间状语、地点状语和少数动词都要作相应的改变。

3. 直接引语变为间接引语时需要注意以下几个问题:

1)人称:

直接引语中的第一人称要改为与“讲话人”一致的人称。直接引语中的第二人称要改为与“听话人”一致的人称,如果未明确指出,就理解为“me”或“us”。直接引语中的第三人称不变。

2)时态:

当主句是一般现在时时,改为间接引语,时态不变。当主句是过去时时,从句中的时态要用过去时的一种;但当直接引语是客观真理/经常的习惯/历史事件/部分情态动词 must/ought to/used to/had better 等,改为间接引语时,时态不变。如下所示:

直接引语:间接引语:

- 一般现在时→ 一般过去时
- 现在进行时→ 过去进行时
- 现在完成时→ 过去完成时
- 一般过去时→ 过去完成时
- 过去完成时→ 过去完成时(不变)
- 一般将来时→ 过去将来时

3)句子的语序及连接词:

间接引语都要用陈述句的语序。

(1)直接引语是陈述句,改间接引语时用 that 连接(that也可省略),语序不变。例如:

She said, "I am very happy to help you." →
She said that she was very happy to help you.

(2)直接引语是特殊疑问句,改间接引语时由相应的疑问词 who, whom, whose, how, when, why, where 等引导,用疑问词做连接词,句子语序改为陈述句。(当这个特殊疑问句是对主语或主语的一部分提问时,疑问句的语序与陈述句的语序相同,就不用改变了。)

例如:

My sister asked me, "How do you like the film?" →
My sister asked me how I liked the film.

(3)直接引语是一般疑问句或选择疑问句,变成间接引语时,由连词 whether 或 if 引导,语序改为陈述句。大多数情况下,if 和 whether 可以互换,但后有 or not,或在动词不定式前,或放在介词后作连接词时,一般只用 whether。例如:

He asked me, "Do you like playing football?" →
He asked me if/whether I liked playing football.

4)指示代词、时间状语和地点状语及部分动词变化如下:

直接引语→ 间接引语:

指示代词: this /these→ that/ those

时间状语: now → then

today→ that day

tonight→ that night

this week(month, etc)→ that week(month, etc)

yesterday→ the day before

last week(month, etc)→ the week(month, etc) before

three days(a year, etc) ago→three days(a year, etc) before

tomorrow→ the next /following day

next week(month, etc)→ the next week(month, etc)

地点状语: here→ there

动词: come→ go

注意:如果转述时就在原来的地方,就在说话的当天,就不必改变指示代词、时间状语、地点状语等。

例如:

(1)He said to me, "I've left my book in your room..."

变为: He told me that he had left his book in my room.

(2) The teacher said, "Light travels much faster than sound."

变为: The teacher said that light travels much faster than sound.

(3)He said, "Come here with this book tomorrow."

变为: He told me to go there with that book the next /following day.

(4)She said, "It is ten o'clock now. I came here this time yesterday."

变为: She told me that it was ten o'clock then and that she had gone there that time the day before.

设计意图(Design purpose):通过 Step 3 让同学们先观察,然后总结规律,从而明确知道直接引语变成间接引语时应该进行哪些变化。

Step 4. Practice

1)Do Exercise 1 on Page 5. Pay special attention to the underlined parts.

2)Do Exercise 2.

Step 5. Further Practice.

Look at the screen. Please change the following direct speech into indirect speech and indirect into direct.

"I'm going to hide from the Germans," Anne said.

"I don't know the address of my new home," said Anne.

"I cannot ask my father because it is not safe to know," she said.

"I had to pack up my things very quickly," the girl said.

"Why did you choose your diary and old letters?" Dad asked her.

Mum asked her if/whether she was very hot with so many clothes on.

Margot asked her what else she had got.

Anne asked her father when they would go back home.

Anne asked her sister how she could see her friends.

Mother asked Anne why she had gone to bed so late the night before.

设计意图(Design purpose):通过 Practice 和 Further Practice 让同学们进一步熟练运用。



Step 6. Pair work

Show the following picture.

Talk about the following picture in direct speech and indirect speech in pairs, you can just imagine what they are saying.



设计意图 (Design purpose): 拓展学生的思维, 加深对这一语法的灵活运用, 从而激发学生的英语兴趣。

Step 7. Homework

1. Do Exercise 1 on Page 41 and Exercise 2 on Page 42 and Exercise 1 on Page 42 after class.
2. Preview the words and expressions in using language.

板书设计

I. Revision

II. Grammar: Direct Speech and Indirect Speech

1. Direct Speech

In direct speech, the original speaker's exact words are given and are indicated by quotation marks.

2. Indirect Speech

In indirect speech, the exact meaning of the speaker's words is given, but the exact words are not directly quoted.

3. To change direct speech into indirect speech.

Indirect statements and indirect questions.

教学反思

第 3 课时

教学目标

1. 教学重点

- (1) To listen to a letter about friendship.
- (2) To talk about agreeing and disagreeing.

2. 教学难点

- (1) To write some advice about friendship.
- (2) To write a few lines describing a friend.

媒体准备

1. 计算机
2. 投影仪
3. 多媒体课件

教学过程

Step 1. Revision

1. Ask some students to read the words and expressions in using language.

2. Let the students make some sentences using "get tired of; pack up; get along... with; fall in love with; disagree; grateful; join in"

Step 2. Brainstorming

Let the students discuss the following question in pairs.

What would you do if you are misunderstood by others?

设计意图 (Design purpose): 通过 Step 1 和 Step 2 检查学生对于单词及短语的预习情况, 同时引出和本节课相关内容的课题。

Step 3. Reading and listening

1. Read the letter that Lisa wrote to Miss Wang and find out the answer to the following question.

What was upsetting Lisa?

She was understood by others to have fallen in love with a boy.

2. Listen to what Miss Wang says, and then answer the questions in Exercise 2.

3. Listen to the tape again and try to spell out the missing words in Exercise 3.

4. Do listening task on Page 43.

设计意图 (Design purpose): 让学生进一步把握相关的话题内容, 训练他们的听力。

Step 4. Speaking

Talk in pairs.

1. Imagine the following situation.

Your best friend tells you that he/she has stolen something small from a shop. He /she thinks it is funny that he/she got away with it. What will you say to him/her? Give reasons for your answer and try to use the expressions about agreeing and disagreeing on Page 6.

2. Do Exercise 3 on Page 43.

设计意图 (Design purpose): 通过 Speaking 让学生熟练运用表达自己的意见和看法的短语和句型。

Step 5. Reading and writing

1. Read the letter to Miss Wang from Xiaodong and make sure you know what problem Xiaodong has.

2. Discuss in groups of four and think of what advice you can give to Xiaodong.

3. Write your advice to Xiaodong as an editor individually. You can use the expressions in Exercise 2 on Page 7.

4. Swap your letter with your partner. Go through their work and help to improve it, trying to pick out any mistakes you can find in spelling, verb forms, or punctuation. Then swap your work back and correct any mistakes and write them out.

设计意图 (Design purpose): 通过写作训练, 使学生进一步熟悉本单元话题内容, 培养写作能力。

Step 6. Discussion

Look at the screen. Here are some proverbs about friends and friendship. Read them carefully and pay attention to the sentence stress and intonation. Discuss which you agree with or disagree with and explain why.

A life without a friend is a life without a sun.





人生没有朋友,犹如生活没有了太阳。
 A friend in need is a friend indeed. 患难见真情。
 Without a friend, the world is a wilderness.
 没有朋友,世界成了荒野。
 The best mirror is a friend's eye.
 朋友的眼睛是最好的镜子。
 Poverty tries friends. 贫穷考验朋友。
 Better without gold than without friends.
 宁可没有金钱,不可没有朋友。
 A man is known by his friends. 视其友可知其人。
 Books and friends should be few but good. 书籍和朋友,在好不在多。

Friends must part. 送君千里,终须一别。
 A friend is easier lost than found. 朋友易失不易得。
 Even the best of friends must part. 天下无不散的宴席。

设计意图(Design purpose):通过 Discussion 拓宽学生的视野,激活思维,培养学生的创新能力。

Step 7. Homework

1. Do writing task on Page 46 after class.
2. Imagine the following situation:

You promised your friend last Tuesday that you would go on a picnic with him/her on Saturday. On Friday night you are offered one ticket to the "Backstreet Boys" concert on Saturday. But there are no more tickets and this is your favourite band. Will you go to the concert or the picnic? Give reasons for your decision. Then write a short passage.

板书设计

- I. Some useful words and phrases.
 get tired of, pack up, get along... with, fall in love with, disagree, grateful, join in
- II. What would you do if you are misunderstood by others?
- III. What advice can you give Xiaodong?
- IV. Writing.

教学反思

第二教案

教辅教案

单元自主学习



单元重难点

1. 单元重点

- (1) Learn to evaluate friends and friendship.
- (2) Important words and phrases.

upset, ignore, calm, concern, outdoors, settle, suffer, recover, pack, disagree, add up, calm... down, have got to, be concerned about, go through, set down, a series of, on purpose, in order to, at dusk, face-to-face, no longer/not... any longer, suffer from, get/be tired of, pack (sth) up, get along with, fall in love, join in

2. 单元难点

- (1) How to describe friends and friendship.
- (2) Exchange of direct speech and indirect speech.



单元预习

I. 翻译下面单词和短语。

- | | |
|------------------|------------------|
| 1. 感激的 _____ | 2. 忽视 _____ |
| 3. 关心; 挂念 _____ | 4. 经历 _____ |
| 5. (使)平静下来 _____ | 6. 记下; 放下 _____ |
| 7. 一系列的 _____ | 8. 户外 _____ |
| 9. 故意地 _____ | 10. 在黄昏时刻 _____ |
| 11. 面对面地 _____ | 12. 遭受; 患病 _____ |
| 13. 痊愈 _____ | 14. 对……厌烦 _____ |
| 15. 爱上 _____ | |

答案 1. grateful 2. ignore 3. be concerned about 4. go through 5. calm down 6. set down 7. a series of 8. outdoors

9. on purpose 10. at dusk 11. face to face 12. suffer from
13. recover 14. get/be tired of 15. fall in love with

II. 用以上单词和短语的适当形式填空。

1. The children have been indoors all day. Let them play _____ for a while.
2. The man saved the girl from the river and her mother was very _____.
3. This _____ of readings is very interesting.
4. When it was so warm, I stayed awake _____ until half past eleven one evening in order to have a good look at the moon for once by myself.
5. It is difficult to see clearly _____.

答案 1. outdoors 2. grateful 3. series 4. on purpose 5. at dusk

III. 阅读课文内容,用文中的单词或短语完成下列短文。

Anne (1) _____ World War II. During that time, she wanted a friend (2) _____ whom she could tell everything, like her deepest (3) _____, but she and her family had to hide in order not to be (4) _____ by the German Nazis. They (5) _____ for two years. During that time her only true friend was her diary. She didn't want to set (6) _____ a (7) _____ of facts in a diary as most people (8) _____, she made the diary itself her friend and called it Kitty.

In her letter, she told Kitty everything that happened to her. She hadn't been able to be (9) _____ for so long that she had grown so (10) _____ nature. She remembered one

evening she stayed (11) _____ until half past eleven (12) _____ have a good look at the moon. Another time, she (13) _____ to be upstairs one evening when the window was open. The dark, rainy evening, the wind, the thundering clouds (14) _____ her entirely (15) _____. It was the first time in a year and a half (16) _____ she had seen the night (17) _____.

答案 (1)went through (2)to (3)feelings and thoughts (4)caught (5)hid away (6)down (7)series (8)did (9)outdoors (10)crazy about (11)awake on purpose (12)in order to (13)happened (14)held (15)in their power (16)that (17)face to face

案例(一)——课时详解

课堂导入

Do you know how to make friends with Americans?
Here are a few tips on making friends with Americans:

1. Visit places Americans enjoy: parties, churches, Western restaurants, parks, sports clubs.

2. Be willing to take the first step. Don't wait for them to approach you. Americans in China may not know you speak English. They may be embarrassed if they can't speak your language.

3. Use small talk to open the conversation. Ask them where they're from, why they came to China, etc Remember; Be careful to avoid personal questions about age, salary, marital status and appearance.

4. Show an interest in their culture, their country or their job. (Americans like to talk about themselves!)

5. Invite them to join you for dinner or just for coffee or tea. Try to set a specific time. Americans sometimes make general invitations like "Let's get together sometime." Often this is just a way to be friendly. It is not always a real invitation.

6. Don't expect too much at first. Maybe they're just being friendly. But maybe they do want to be your good friends. It will take time to tell.

第1课时

探究新知

1. Do the following survey. Add up your score and see how many points you get. 做下面的调查, 将你所得的分数加起来, 看看你能得多少分。

【导学】(1)add up 意为“把……加起来”, up 为副词。例如:
Now try and add up these figures.
现在设法把这些数字加起来。

You haven't added them up right. 你没把它们加对。

【拓展】①add...to... 意为“把……加到……里”。例如:
It was adding fuel to the fire. 这正如火上加油。

If you add 5 to 5, you get 10. 5加5得10。

②add to 意为“增加, 促进”。例如:

This of course added to our difficulty.

这自然增加了我们的困难。

I didn't want to add to mother's misery.

我不想去增加母亲的痛苦。

③add up to 意为“加起来总共是”, 有时可引为“所有一切说

明”的意思。例如:

The figures add up to 270. 这些数字加起来是 270。

It all adds up to this—he's a selfish man.

所有这些说明一点——他是个自私的人。

例示

(1)The visiting Minister expressed his satisfaction with his talks, _____ that he had enjoyed his stay here.

- A. having added B. to add
C. adding D. added

(2)All this _____ a new concept of the universe.

- A. adds B. adds to
C. adds up D. adds up to

解析 (1)C. 此处选现在分词作伴随状语, 表示其动作和谓语动词的动作同时发生。在这里 adding 相当于 and added. adding 表示“又补充说……”。

(2)D. 题目的意思为“所有这些是一个新的宇宙概念”。“a new concept of the universe”相当于一个结果。只有 add up to 才有此意, 此处 add up to 引申为“构成”之意。

【导学】(2)point 在本句中作名词, 表示“分数”之意, 还可以表示“点; 尖端”。例如:

How many points did you get in the examination? 这次考试你得了多少分?

I failed to catch his point of view. 我没能领会他的观点。

【拓展】1)注意 point 作为名词构成的下列短语:

- a point of view 观点; 着眼点
at all points 在各方面; 充分地
at the point of 靠近, 接近, 将近……时候
in point of 就……而言, 关于
beside the point 离题, 不中肯
keep/be the point 扣住主题

2)point 也可用作动词, 常用于下列短语:

①point out 意为“指出”, 后面可接名词, 也可接从句作宾语。例如:

The teacher pointed out the mistakes in the composition.
老师指出了这篇作文中的错误。

②point to 意为“指向”, 强调方向, 并不是指着该物体。而 point at 表示“指着某一物体, 指人时一般表示粗鲁或不礼貌”。例如:

He pointed to the door and there I saw a girl smiling at me.
他指向门, 我发现那里有一位姑娘朝我微笑着。