



● 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
5

牛津版

● 新课标 · 高中同步 · 鼎尖教案（通用型教案）

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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 and 办法。

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

单元话题点击
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	
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			

编 读 往 来

<p>招聘启事</p>	<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> <p>● 优秀教案</p> <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> <p>● 优秀编稿教师及书稿编审人员</p> <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>
<p>您的联系方式</p>	<p>姓名_____联系电话_____电子邮箱_____</p> <p>通讯地址:_____省(区)_____市(县)_____</p>
<p>反馈意见</p>	<ol style="list-style-type: none"> 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。



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Unit 1 Getting along with others

第一教案

教材教案

单元整体教案

教材分析

本单元介绍和阐述怎样与人相处这一主题。在 Welcome to the unit 栏目,学生看到四幅图画和有关友谊的四个谚语。让学生了解朋友的重要意义。Reading 部分是两封信。两个学生都与他们最好的朋友之间产生了一些问题,于是写信求助。这一部分也谈到了阅读技巧,学习怎样理解文章作者表达的情感。Word Power 部分是关于描述人性格品质方面的形容词,褒义词、贬义词、同义词和反义词。下一部分 Task 是给朋友写一封信,学生也有机会锻炼他们的听说读写能力,学习怎样记下答案,怎样表示同意和不同意,怎样查读一篇文章。在 Project 部分,学生将了解到青年男女对友谊的不同态度和对友谊的一些有益忠告,进而更好地与人相处,发展友谊。

本单元也让学生有机会学习怎样与别人相处。让学生对朋友之间产生的问题有更好的认识,并学习理解文章的情感。进一步发展学生听说读写技能,培养学生语言技能和解决问题的能力,让学生学习讨论友谊和征求意见,通过让学生口头报告青年男女对友谊的不同态度进一步锻炼学生语言应用能力和语言表达能力。

本单元学习语法不定式和-ing 分词作名词。掌握不定式的构成,不定式的基本用法,不定式的完成式、进行式和否定式。学习-ing 分词作名词的基本用法,某些动词接不定式和-ing 分词作宾语的异同。

单元目标

知识目标

betray, primary, academic, stupid, overlook, cheerful, admit, deliberately, swear, forgive, tease, friendship, dilemma, brilliant, focus, absent-minded, afterwards, yell, mean, guilty, cruel, stand, awkward, outgoing, apologize, bitter, athletic, right, unlikely, blame, doubt, behaviour, embarrass, gifted, strength, teammate, unfair, stubborn, disagreement, ruin, delay, mailbox, persuade, badminton, DVD, note, dentist, algebra, arithmetic, Easter, amusement, circus, daily, identity, discourage, absurd, essay, punishment, area, frying, suffer, practical, free, line, puzzle, apartment, sofa, absorb, absorbed, attitude, consistent, worldwide, adolescent, hesitate, respond, hesitation, regardless

primary school, keep one's word, in trouble, as a result, in public, get along, amusement park, take care, discourage... from doing sth., get through, in the world, one another

Learn to-infinitive and have infinitive.

Learn verb-ing form as a noun.

能力目标

Read two letters and a school magazine article.

Understand a conversation on a radio talk show.

Discuss friendship and practise agreeing and disagreeing.

Write a letter to a friend.

Expand vocabulary related to personality and friendship.

情感目标

Know more about friendship.

How to get along with others.

How to describe friend and friendship.

How to describe feelings and emotions.

Know different attitudes teenage boys and girls have to friendship.

教学设想

思路一:通过看四幅图片和学习四句谚语让学生对友谊有更深入、更全面的理解和认识,从而为如何与别人相处,如何发展友谊作好铺垫,接着两封学生的信让我们了解到朋友之间有时会出现一些问题,两封回信使学生认识到怎样解决朋友间的问题,怎样与人相处发展友谊,阅读中我们要学习了解文章的情感线索从而更深入地理解文章和文章作者的情感态度。

思路二:如何扩大词汇量,通过有关词汇知识的学习进而更好地掌握词汇和使用词汇一直是学习英语过程中学生们面临的一个大问题。让学生分组竞赛写出尽可能多的积极意义的词和消极意义的词,褒义词和贬义词,通过这一比赛学生不仅可以扩大词汇量而且通过词汇知识的学习,更好地记单词和理解生词,提高阅读能力。

思路三:非谓语动词是高中英语语法教学的重要内容,动词不定式的构成和所充当的句子成分让学生通过例句来学习和认识,不定式的完成式和进行式要理解其表达的涵义和用法。不带 to 的不定式也很常见,要让学生了解在什么情况和条件下不定式常不带 to,然后用所给动词的适当形式填空这一题型来掌握动词不定式。

-ing 分词用作名词是-ing 分词用法的一部分,要归纳掌握常接-ing 分词的动词和短语;理解掌握有些动词和短语既可接不定式,也可接-ing 分词作宾语;有些涵义相同,无多大差别;有些涵义不同、意义不同,要重点掌握。做好针对训练来掌握这一部分。

思路四:本单元的主题是与人相处。朋友有时会有矛盾。而友谊也不可能不出现一些问题。正确面对和解决这一问题才能让友谊继续。我们可以向家人、朋友求助,也可以拨打热线电

话求助,锻炼了听说能力和交流能力,可以与同学讨论友谊,了解别人对友谊的态度。当然应注意怎样更好地表达同意和不同意,可以向朋友写信来谈论友谊,当然写完信后要检查并改正信中错误,以便更好地表达思想和观点。

思路五:在口头报告这一部分,做好通过调查分析、通过调查结果,了解青年男女对友谊的不同态度,然后读青年人的友谊这一文章进一步了解这一主题,并为作口头报告做准备。首先做好计划,选定主题。其次做好准备,分工协作。接着实施调查并分析调查结果,得出结论。最后做好口头展示这一部分。通过小组活动、分工协作、锻炼学生的团队精神和解决问题的能力,和口头表达能力。

课文翻译

秘密与谎言

亲爱的安妮,

我感觉被我的朋友汉娜出卖了。我们俩打小学开始就是最要好的朋友,几乎每天相伴。有时候,别的同学们说我们俩一点儿意思都没有,因为我们俩都很擅长读书,又爱学习。可我们俩觉得这样挺好。我们很用功,在学校的成绩都很好。

星期一那天,老师突然搞了一次数学考试。我当时觉得这次考试对我来说应该是易如反掌,所以也没将考试结果放在心上。考试之后,我的口气听上去想必是自鸣得意,因为我嚷嚷着说那份试卷有多么容易,还说我肯定能够取得好的分数。但第二天下午课时,数学老师告诉我,我得了全班最低分!我羞愧极了;这么容易的一次数学考试都不能及格,我肯定是愚蠢到家了!我并不觉得自己学习不用心啊,但也许我应该在数学上加把劲儿了。

后来,我去了操场。我决心要让自己开心一点儿,但汉娜还是感觉到哪儿有些不对劲。午饭前,我们一起去洗手间洗手,我承认了自己的考试成绩是那么糟糕。我让她保证不跟其他人说这件事,她也答应要为我保守秘密。

然而第二天,一走进数学课堂我就注意到同学们都在盯着我;当我坐下的时候,我发现自己的课桌上放着一张纸条,上面写着:“愚蠢的萨拉只得了个D!”我当时觉得太难过了,甚至都想哭出来了。我想,汉娜肯定是出尔反尔,有意将我的分数透露给了大家。他们在我背后想必是笑得合不拢嘴了!

我怒不可遏,径直找到了汉娜,对她宣布,我们俩以后也不再是朋友了,因为她不能信守诺言。汉娜惶恐不安地跟我发誓说,她并没有对任何人说过。但我知道,能够看到分数的只有老师和学生本人。她说,肯定有人在洗手间听到了我们的谈话,可我不信。我觉得无法原谅她。现在,我失去了最好的朋友,而且人人都在讥笑我。我该怎么办呢?

萨拉

陷入窘境的友谊

亲爱的安妮,

我的名字叫安德鲁,今年17岁。我碰到了一个进退两难的尴尬处境。我最要好的朋友马修现在不跟我说话了。我们俩从

小就是最好的朋友,目前一起在校足球队踢球。上个星期,我们和另外一个学校的球队有一场重要的比赛。我们的对手很优秀,我们必须得一心一意地去踢。我下定决心要赢这场比赛,可马修踢得实在太差了。他似乎心不在焉,正因为他不用心,我们输掉了那场球赛。

比赛之后我对他说,我觉得他没有尽全力,他就对我气不打一处来。他说,如果他踢得没有我好,那也不是他的过错,而且我不应该对他大吼大叫的。他还说,哪怕是贝克汉姆也不能每次都有出色的发挥。然后,我们俩都开始向对方嚷嚷起来,结果就演变成了激烈的争吵。他不断地用那些很刻薄的话来伤害我。我现在感到很内疚,因为我也说了一些很无情的话,可我就是无法容忍我们队输球。足球对我很重要,可友谊也同样重要啊。

那次比赛以后,他一直没有跟我说话,尽管我们俩在班上还是邻座,这真让人觉得别扭。他平时很快乐、很开朗,可是这件事以后他就沉默寡言了,总是一脸的不开心。他说的那些话也伤害了我,可他也还没有向我道歉。

昨天,我看到他和另外一个叫彼得的男生在说话,我禁不住在想,他是不是希望彼得取代我,成为他最要好的朋友呢?我们将我们俩吵架的事告诉了我哥哥,但我哥哥说,马修只是生气了,也许还有点怀恨在心,是因为我确实是块做运动员的料,足球踢得好;我哥哥说我最好再找个朋友。我该怎么办呢?

真诚的,
安德鲁

备课资料

注意英文书信的写法

(一)英文书信的分类

英文书信大致可以分为公务信件和私人信件。前者指因工作而来往的信件;后者指亲戚朋友之间来往的信件。英文书信涉及面广,故根据不同的作用和用途,还可以细分为社交书信、商业书信、私人书信以及事务书信等。

(二)英文书信的格式

一般来说,英文书信的格式主要分为并列式和斜列式。

(三)英文书信的组成部分

英文书信主要由下面五部分组成:

①信头,包括写信人的地址和日期,通常放在信笺的右上角,先写地址,后写日期。地址应由小地址到大地址。

②称呼,它指写信人对收信人的称谓。英文信的称呼一般以 Dear, My dear 等开头。

③正文(body),它是信的主体部分,是写信人要谈论或陈述的内容。

④谦称和结束语,位于正文之后。

⑤签名(signature),位置在谦称或致敬语下面一行。除对熟人外,签名必须写全名。

注意:若是公务性的或商业性的书信,须写一个信内地址,即将收信人的地址写在收信人的称呼上面。

单元课时教案

第1课时

教学目标

1. Learn and master the following:

Words: betray, primary, academic, stupid, overlook, cheerful, admit, deliberately, swear, forgive, tease

Phrases: get along, primary school, keep one's word, must have done

Sentence Patterns: So... that...

I don't think I can...

2. Train the students' reading ability by fast reading and careful reading.

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

教学重点

1. Train the students' reading ability.

2. Master the new phrases and sentence patterns.

教学难点

1. How to improve the students' reading ability.

2. How to describe a thing.

情感目标

1. How to deal with friends and friendship.

2. How to get along with others.

媒体准备

1. a tape recorder

2. a projector

3. the blackboard

教学过程

Step I Greetings and Lead-in

T: Good morning/afternoon, everyone.

S: Good morning/afternoon, sir/madam.

T: Sit down, please. Now you have come to grade two. From now on I'm your English teacher. I'm too glad to know you and willing to give you lessons. First let's introduce each other. All right? I introduce myself to you now. My name is... What about you? Hello, may I know your name? Nice to know you. (Go around the class and get individual students to introduce themselves.)

T: From now on we have known each other. Maybe I'm not only your teacher, but also your good friend in future. Do you think so?

Step II Welcome to the Unit

T: Do you have a best friend? Why do you think that he or she is your best friend? (Ask some students to answer these questions and write Unit 1—Getting along with others on the blackboard.)

Divide the class into several groups to discuss the following questions:

(The teacher show the following on the screen)

1. How do you get on with your friends?
2. How do you help each other when you have problems?
3. What do you think are the most important characteristics in a friend?
4. Look at the four pictures and read the proverb under each one. What do you think the proverbs? Tell us about friendship and getting along with others?

Step III Preparation for Reading

Let's learn some new words and phrases.

(Show the following on the screen)

betray[bi'trei] <i>vt.</i>	overlook[əuvə'luk] <i>vt.</i>
swear[sweə(r)] <i>vt.</i>	primary[praɪməri] <i>adj.</i>
cheerful[tʃiəfl] <i>adj.</i>	forgive[fə'giv] <i>vt.</i>
academic[ækə'demik] <i>adj.</i>	admit[əd'mit] <i>vt. & vi.</i>
tease[tiz] <i>vt.</i>	stupid['stju:pɪd] <i>adj.</i>
deliberately[dɪ'lɪbə'retli] <i>adv.</i>	
get along, primary school, keep one's word	

(Teacher teaches the words and phrases in the box and explains them, and then asks the following)

1. Do you share your secrets with your best friend(s)?

2. What would you do if your friend tells a lie?

T: Now discuss the two questions with your partner. Off you go!

Step IV Fast-reading

T: Today we'll read a letter about secrets and lies from Sarah in three minutes and answer these questions on the screen:

1. Is Sarah feeling happy or sad?

2. What did Sarah get for the surprise—Maths test?

Step V Careful-reading

Now read the letter carefully and discuss the questions on the screen. Pair work or group work.

(Show the following on the screen)

Answer the following questions:

1. What did Sarah think about the surprise—Maths test?

2. What did Sarah tell Hannah in the girls' toilet?

3. Why did Sarah tell Hannah that they weren't going to be friends any more?

T: Well done! That shows you have a clear understanding of the text. Look at the screen again. I'll explain some expressions and language points to you.

(Show the following on the screen.)

1. get along

eg: How are you getting along with your new classmates?

2. "must have+过去分词"表示对过去的肯定推测

eg: Jack must have attended Tim's wedding.

3. so... that...

eg: He was so angry that he left without a word.

4. keep one's word; keep one's promise

5. don't think that... 否定前置

eg: 1. I don't think I know you.

2. I don't believe that he will keep his word, will he?

3. He doesn't think I am wrong, does he?

T: (After explaining the language points.) Have you anything you don't understand? If you have, please tell me. I'll be glad to have a discussion with you.

(The teacher answers the questions raised by the students)

Step VI Listening and Read Aloud

T: Let's listen to the tape. I'll play the tape twice. When I first play it, just listen. When I play it for the second time, listen and repeat it. After that, read the text aloud. Is it clear? (The teacher corrects the students' mistakes in pronunciation, intonation and stress)

Step VII Practice and Homework

Read Sarah's letter again and fill in the table below.

The first one has been done for you.

How Sarah felt	Why she felt so
1. She felt betrayed	1. She thought her best friend Hannah didn't keep her secret.
2.	2. She scored the lowest mark in her class.
3.	3. She found a piece of paper on her desk that said 'Stupid Sarah got a D!'

Today's homework:

1. Discuss the question: Do you think Sarah and Hannah should try to be friends again or go their separate ways?

2. Do exercise D on Page 4.

板书设计

Unit 1 Getting along with others

The First Period

- I. 1. Words: betray, primary, academic, stupid, overlook
2. Phrases: get along, keep one's word, keep one's promise
3. Sentence pattern: must have done
- II. 1. How do you get along with your friends?
2. What did Sarah think about the surprise—Maths test?

教学反思

第2课时

教学目标

1. Learn and master the following:

Words: friendship, dilemma, brilliant, focus, absent-minded, afterwards, yell, mean, guilty, cruel, stand, awkward, outgoing, apologize, bitter, athletic, right, unlikely, blame, doubt, behaviour, embarrass, gifted, strength, teammate, unfair, stubborn, disagreement, ruin, delay

Phrases: in trouble, as a result, in public

Sentence Patterns: So/Nor+link(model or auxiliary) Verb+

Subject.

2. Improve the students' reading ability

3. Understand emotion by reading

教学重点

1. Train the students' reading ability.

2. Master some useful phrases and sentence patterns.

教学难点

1. Master the ways of fast-reading and careful-reading.

2. How to understand emotion by reading.

情感目标

1. Know how to deal with friends and friendship.

2. How to get along with others.

媒体准备

1. a tape recorder

2. a projector

3. the blackboard

教学过程

Step I Greetings and Revision

Greet the whole class as usual

Check the homework—match words with their definitions

Step II Lead-in and word study

T: Yesterday, I ask you to discuss whether Sarah and Hannah should try to be friends again or go their separate ways. Li Lei, what's your opinion?

Li Lei: I think they should try to be friends again. They have many happy memories together.

T: Very good! Thank you. What about you, Tom.

Tom: I think they should try to make new friends,...

T: Well done! But what would you do if your friendship is in trouble?

Ss:...

T: Good job! Thank you. Today we'll read a letter from Andrew about a friendship in trouble. Before reading the letter, let's learn some new words and phrases in it. (Show new words, phrases and exercises about them on the screen.)

Step III Fast-reading

Read the letter quickly and answer the two questions on the blackboard:

1. Is Andrew feeling happy or sad?

2. Is Andrew usually a quiet boy?

Step IV Careful reading

Let the students read the letter carefully and discuss the questions on the screen.

(Show the following on the screen)

1. What did Matthew think about losing the match?

2. What did Andrew shout at Matthew after the match?

3. What kind of boy is Matthew?

(The teacher and the students discuss the questions together for a few minutes)

T: Have you finished? (Ss: Yes) Let's begin to answer the

questions. One student, one question, Any volunteers?

T: Very good. Thank you.

Step V Explanation and Further understanding

T: Now, please look at the screen. I'll explain something to you.
(Show the following on the screen.)

1. in trouble
eg: Accept his advice or you'll be in trouble.
2. as a result
eg: He always breaks rules. As a result, he is removed from this factory.
as a result of
eg: He got a 'D' in the exam as a result of carelessness.
3. mean
eg: (1) You should not say these mean words to hurt her.
(2) He is very mean. Don't depend on him to lend money to you.
4. So/Nor+be(have, did, etc)+subject
eg: (1)—I have finished the work.
—So have I.
(2)—Mr. Smith is really a kind man.
—So is his brother.
(3)—I can't swim.
—Nor can I.
(4)—Tom is not a student.
—Nor am I.
So it is/was with sb. /It is/was the same with sb.
eg: (1)—He is a worker and works very hard.
—So it is with his wife. /It is the same with his wife.
(2)—Tom can speak Japanese but can't speak French.
—So it is with Mary/It is the same with Mary.
5. stand 忍受
eg: (1) I can't stand his bad temper.
(2) He can't stand people shouting and arguing at the meeting.
6. apologize 道歉
eg: You should apologize to him for your rudeness.
apology
eg: I make an apology to my teacher for being late.
7. doubt 疑惑
eg: (1) There is some doubt whether he can come.
(2) There is no doubt that he broke the window.
(3) I don't doubt that he is an honest boy.
(4) I doubted if/whether she could help me.
8. bitter 辛酸的, 难以接受的
eg: (1) You should not be bitter for what you did.
(2) Since then, she always lives a bitter life.

(The teacher should give some exercises to strengthen the language points if necessary)

Step VI Listening and Read Aloud

Play the tape. Let the students listen carefully to improve their pronunciation, intonation and stress. After that, the students read the letters aloud and then fill in the table below.

How Andrew felt	Why he felt so
1.	1. His best friend Matthew has stopped talking to him.
2.	2. He said some really cruel things to Matthew.
3.	3. They lost the game because of Matthew's carelessness.

Let the students do the exercise to help them understand emotion in the letter.

Step VII Practice

T: Now we all know how Andrew felt. Can you give some advice to Andrew? How to deal with the situations of Sarah's and Andrew's? Here are two letters written by Annie. Read the two letters first and fill in the blanks in the letters on the screen. After finishing the exercise, we can read the letters again and then answer the questions on the blackboard.

1. What advice did Annie give to Sarah?

2. Do you agree with Annie's advice to Andrew? Why or Why not?

Let students discuss the questions with their deskmates and then check them.

Step VIII Summary and Homework

T: Now we have read four letters about getting along with others. After class, you should read them again to further understand how to deal with friend and friendship and how to get along with others. After class, discuss how to get along with your classmates and preview Word power.

板书设计

Unit 1 Getting along with others The Second Period	
Questions: Fast-reading: 1. Is Andrew feeling happy or sad? 2. Is Andrew usually a quiet boy? Practice: 1. What advice did Annie give to Sarah 2. ...	Language points 1. in trouble eg: ... 2. as a result as a result of. . .

教学反思

第3课时

教学目标

1. Learn some adjectives to describe personality.
2. Learn and master synonyms and antonyms.

教学重点

1. Enlarge the students' words
2. Use adjectives to describe persons

教学难点

How to describe persons using proper adjectives

媒体准备

1. a projector
2. the blackboard

教学过程

Step I Greetings

Greet the whole class as usual.

Step II Revision

T: In the last two periods, we have read four letters and learn how to get along with others. I will ask some students to tell us how he or she gets along with his classmates. Any volunteer?

S_A: I respect my classmates. If they have any difficulty, I am glad to help them.

S_B: I think everyone should be polite, generous and warm-hearted to others.

S_C: ...

T: Very good. If you are friendly, loyal and helpful to your classmates, you will get along with them. Also, you should be open-minded and generous in case your friendship is in trouble.

Step III Lead-in

T: Now, I learn that you value friendship and hope to get along well with friends. I want to know them. Can you describe them for me?

S_A: My friend Jim is a friendly, reliable, warm-hearted boy.

S_B: My friend John is honest, polite, open-minded. I value our friendship.

S_C: ...

T: Thank you. Just now, you use some positive adjectives to describe your friends. There are also some negative adjectives to describe a person. Do you know? Can you list them?

S_S: Yes, impolite, dishonest, bad-tempered, moody and so on.

Step IV Word Power

T: Well done! Now we'll read a short dialogue and learn how to use adjectives to describe people's personalities.

After reading the dialogue, let the students find out positive and negative adjectives in it.

T: Are you ready? Li Hua, please.

Li Hua: Positive adjectives are open-minded and cheerful while negative adjectives are jealous and moody.

T: Great! Now we will have a competition to write as many positive and negative adjectives as you can. Those who can write more win the competition. Is it clear?

T: Boys write negative adjectives and girls write positive ones. Two words a student. Write them on the blackboard in three minutes. Let's begin.

T: Both sides are very good. But girls win. Congratulations! Now, let's come to another game. Before the game, we must know the two words synonyms and antonyms. Do you know?

S: Yes. Words that have the same or similar meanings are called synonyms while those that have the opposite meaning are called antonyms.

T: Great! There are many adjectives on the blackboard. Boys write synonyms while girls write antonyms. This time those who can finish it sooner will win the game. Is it clear? Off you go!

T: It is obvious that boys are quicker. Congratulations, Boys! So both sides end in a tie. That shows that boys and girls are clever and diligent.

Step V Practice

Now, let's read a letter to learn to choose the proper adjectives to describe their personalities on the screen.

(Show the letter on the screen.)

Five minutes later, check the exercise.

Step VI Summary and Homework

This period we learn adjectives (positive and negative) and how to describe a person. We also learn synonyms and antonyms. After class, use some of them to describe and introduce yourself. Class is over.

板书设计

Unit 1 Getting along with others

The Third Period

open-minded

honest

reliable

friendly

positive

polite

helpful

warm-hearted

moody

dishonest

stubborn

negative

boring

unkind

impolite

Synonyms		Antonyms	
shy	timid	generous	selfish
friendly	kind	polite	rude
happy	cheerful	hard-working	lazy

教学反思

第4课时

教学目标

1. Learn and master the following:

Words: mailbox, persuade, badminton, DVD, note, dentist, algebra, arithmetic, Easter, amusement, circus, daily, identity, discourage, absurd, essay, punishment

Phrases: amusement park, take care, discourage... from doing sth.

2. Learn to-infinitive and bare infinitive.
3. Learn verb-ing form as a noun.

教学重点

1. How to use to-infinitive and bare infinitive
2. How to use verb-ing form

教学难点

Master some verbs that can be followed by a verb-ing or a

to-infinitive as an object.

媒体准备

1. the blackboard
2. a projector

教学过程

Step I Revision and Lead-in

Check the students' homework. Let the students describe and introduce themselves.

S_A: My name is Li Gang. I am sixteen years old. I am warm-hearted, generous and helpful. I like to play basketball.

S_B: I am Li Li and fifteen years old. I am a cheerful, open-minded and friendly girl. My hobby is to travel.

(Write down the two sentences on the blackboard.)

1. I like to play basketball.
2. My hobby is to travel.

The teacher praise the students for them having finished their homework so well. Ask all the students to read the two sentences and find out the same structure.

T: Li Lei, what's the same structure between the two sentences?
Li Lei: "to play basketball" and "to travel".

Step II Grammar—Infinitive

T: Very good! "to + the base form of a verb" makes up the to-infinitive.

eg: to play basketball and to travel. It can be used alone or as part of an infinitive phrase.

Show the sentences on the screen and let the students learn the underlined part of each sentence.

1. To find a best friend is difficult. = It is difficult to find a best friend. (Subject)
2. I need to sleep for eight hours every night. (Object)
3. I asked him to come over. (Object complement)
4. I have a very important meeting to attend. (Attribute)
5. His intention was to cheer me up. (Predicative)
6. My dad arranged some swimming lessons to surprise me. (Adverbial)

Write another two sentences on the blackboard. Let the students know that the to-infinitive can also have a continuous or perfect form.

1. Things seem to be getting better. (continuous form)
2. John pretended not to have seen me. (perfect form)

Let some students make up some sentences using infinitive.

S_A: I am glad to meet you.

S_B: She lets me(to) help her.

S_C: Tom pretends to be reading.

S_D: He appeared to have accepted the invitation.

The teacher writes down these sentences on the blackboard and let students find a wrong sentence and correct it.

In the sentence "She lets me to help her.", "to" must be omitted. Let the students learn another kind of infinitive—the bare infinitive. It is the infinitive without to. Look at the screen to learn bare infinitive.

I. We use the bare infinitive after:

△Let and make and sometimes have

1. I let her borrow my book.
2. She made me promise to write every day.
3. The teacher often has his students read aloud in class.

△Verbs of perception: feel, hear, see and watch

I saw her talk to her new friends.

△Would rather, had better and why not

1. I would rather go swimming.
2. You had better tidy your bedroom.
3. Why not visit your cousin in Japan.

II. When two infinitives are joined by and, or, except, but, than rather than, we normally use the bare infinitive for the second infinitive.

1. She told me to be cheerful and look on the bright side.
2. Do you want to go shopping or watch a film.
3. We had nothing to do but watch TV.
4. I decided to write rather than phone.

Step III Word study and Practice

Let the students practise infinitive. Before practising, learn some words and phrases in this period. Show them on the screen, teach them and explain some of them.

1. persuade

eg: I persuaded him to go out for a walk. = I persuaded him into going out for a walk.

2. take care

eg: Let John take care of my pet dog.

3. discourage... from doing sth.

eg: He discouraged his little brother from going swimming.

Do the exercise in Page 9 and correct them.

Step IV Grammar—Verb-ing form as a noun.

After learning infinitive, let the students read the following on the blackboard.

1. I like to play basketball. → I like playing basketball.
2. My hobby is to travel. → My hobby is traveling.

The to-infinitive is to + the base form of a verb while verb-ing forms (playing basketball and traveling) can be used as nouns. Show the following on the screen and pay attention to the underlined part in each sentence.

1. Swimming is good for your health. (Subject)
2. I love swimming in the sea during the summer. (Object)
3. I keep fit by swimming every day. (after prepositions)
4. Her swimming has improved since she started training every day. (after possessive pronouns)
5. There is a shoe in the swimming pool. (in compound nouns)

T: We use a verb-ing form after these verbs (admit, dislike, imagine, delay, consider, mind, understand, avoid, enjoy, practise, miss, finish, keep and suggest) and some phrases (can't help, look forward to, feel like, it is no use/good, put off, keep on). Learn these words and phrases by heart.

eg: 1. I dislike swimming.

2. Please practise speaking English every day.
3. I can't help wondering why she doesn't like me.
4. It is no use crying about your exam results now.

Some verbs(continue, prefer, begin, hate, like, start, love) can be followed by a verb-ing form or an infinitive with little difference in meaning while the other verbs(forget, regret, remember, mean, try, go on) can be followed by a verb-ing form or a to-infinitive with some difference in meaning or usage so we need to make sure we use the correct form. Let some students translate some sentences.

1. He began to learn English five years ago= He began learning English five years ago.

2. I remember having heard you speak on that subject. (I have heard...)

3. Remember to post the letter for me. (You have not posted...)

Let the students do the exercise in Page 11 to check whether they master verb-ing form as a noun.

Step V Practice and Homework

Show the following on the screen and let the students do the exercise to master them.

1. In some parts of London, missing a bus means _____ for another hour.
A. waiting B. to wait C. wait D. to be waiting
2. I really appreciate _____ to relax with you on this nice island.
A. to have had time B. having time
C. to have time D. to having time
3. Sandy could do nothing but _____ to his teacher that he was wrong.
A. admit B. admitted C. admitting D. to admit
4. One learns a language by making mistakes and _____ them.
A. correct B. correcting C. corrects D. to correct
5. There are five pairs _____, but I'm at a loss which to buy.
A. to be chosen B. to choose from
C. to choose D. for choosing

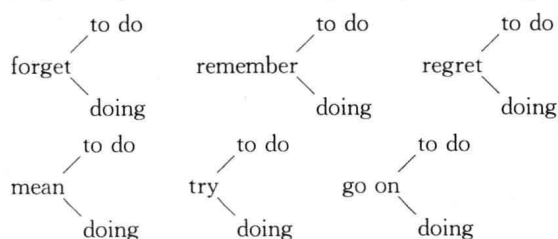
Check the answers: 1. A 2. B 3. A 4. B 5. B

Today we have learnt infinitive and verb-ing form as a noun. After class, make some sentences using forget, remember, regret, mean, try and go on.

板书设计

Unit 1 Getting along with others The Fourth Period

1. I like to play basketball. → I like playing basketball.
2. My hobby is to travel. → My hobby is traveling.



教学反思

第5课时

教学目标

1. Learn to write a letter to a friend.
2. Learn to write down the answers and express agreeing and disagreeing.
3. Learn to proofread and correct mistakes.

教学重点

1. How to write down the answers.
2. How to express agreeing and disagreeing in English.

教学难点

1. How to write a letter to a friend.
2. Learn to discuss friendship with others.

情感目标

Learn how to face and deal with problems with your friends.

媒体准备

1. the blackboard
2. a projector
3. a tape recorder

教学过程

Step I Greetings and Revision

Greet the whole class as usual and check the homework—Let the students make up some sentences.

Step II Word study and Lead-in

Before the new lesson, let the students learn some new words on the blackboard to prepare for the period. (The teacher teaches the pronunciation of new words and let the students learn them by heart. Show the new words on the blackboard.)

In the first three periods, we learnt friends, friendship and how to get along with your friends. Do you often get along well with your friends? What would you do if you have problems with your friends? This period we will learn how to solve problems with friends.

Step III Task

Let the students discuss the following on the blackboard:

1. Do you have some problems with your friends?
 2. How do you solve these problems?
- S_A: I ask my other friends for advice about problems.
S_B: I usually talk with my parents about them.
S_C: I sometimes call a hot line for help.
S_D: I always write to my pen-friend for advice.

There are probably many ways to solve the problem. If you phone a hot line. You must know why to call, what are the problem and your feelings and how to make notes. Show the guidelines to make notes on the screen to let the students read and learn.

Read the leaflet about Teen Talk and complete the notes below.

Listen to the conversation with Barbara from Teen Talk and fill in the notes sheet below. Write down the key words only. (Play the tape and show the note sheet on the screen for filling)

After making notes, let the students discuss on friendship and express their opinions (agreeing or disagreeing). Show the expressions that we can use to express agreeing and disagreeing on the screen.

Report what you discussed and decide whether you agree or disagree with them.

Write your friend a letter which includes your feelings, the qualities of a good friend and what makes a good friendship last. And then proofread to correct mistakes in facts, grammar, handwriting, punctuation, vocabulary, spelling and style.

Step VI Practice

Do the listening in page 12 and make notes of the answers to the questions.

Correct mistakes in a diary on page 16.

Step V Summary and Homework

This period, we learnt to make notes, express agreeing and disagreeing and write a letter to your friend. After class, go on to discuss friendship with your group and write down them in short.

板书设计

Unit 1 Getting along with others		
The Fifth Period		
area <i>n.</i>	practical <i>adj.</i>	Task: write a letter to a friend
trying <i>adj.</i>	free <i>adj.</i>	write down the answers
anxious <i>adj.</i>	line <i>n.</i>	agreeing and disagreeing
suffer <i>vi.</i>	get through	proofreading

教学反思

第6课时

教学目标

1. Learn and master the following:

Words: puzzle, apartment, sofa, absorb, absorbed, attitude, consistent, worldwide, adolescent, hesitate, respond, hesitation, regardless

Phrases: in the world, one another

Sentence Patterns: 1. sb. is said to do/have done/be doing

2. Boys share activities, while girls share feelings.

2. Read a text to improve the students' reading ability.

3. Giving an oral report.

教学重点

1. Improve the students' reading abilities.
2. How to conduct a survey and prepare an oral report.

教学难点

1. Master some words and phrases.
2. How to organise a survey.

情感目标

1. Learn about the differences of friendship between teenage boys and girls.
2. Further understand friendship.

媒体准备

1. the blackboard
2. a tape recorder

教学过程

Step I Greetings and Lead-in

Greet the whole class as usual. Check the last period's homework. Let some students talk about friendship.

Divide the whole class into different groups. Ask each group to discuss the differences of friendship between teenage boys and girls.

Step II Word study and Listening

Come to the text—Teenager's friendships. Before the text, Let the students learn new words and phrases in this period. The teacher plays the tape for students to listen and explains some important words and phrases.

Let the students close their books and listen to the tape carefully. Meanwhile, answer the following questions:

1. Who is Robert's twin sister?
2. Do boys and girls have different attitudes towards friendship? Check the answers to the questions above.

Step III Reading

Ask students to read the school magazine article carefully to learn about the different attitudes teenage boys and girls have towards friendship. The following questions may help them understand the article better.

What puzzles Robert? (Something about Amanda and her friends. For example, he can't understand what girls can talk about for so long.)

What's the difference between boys and girls in their attitudes towards friendship? (Girls always seem to have a lot to talk about with their best friends. They seem to have more friendships than boys. Boys cannot name a single best friend)

What are boys' and girls' friendships each based on? (Girls' friendships are based on shared feelings and support while boys' friendships are based on shared activities or interests.)

Step IV Listening and Discussion

Ask the students to read the text after listening, then let them discuss whether they agree with these differences between teenage boys' and girls' friendship.

Step V Giving an oral report

Ask students to work in small groups. Discuss and determine how attitudes between boys and girls differ on a certain topic. Make sure all the group members agree on the topic they choose and that different groups choose different topics.