



志鸿优化系列丛书

丛书主编 任志鸿



高中 优秀教案

GAOZHONGYOUXIUJIAOAN

英语

配人教版

【必修1】

本书由部分省市优秀教学设计大赛获奖作品选编而成

南方出版社





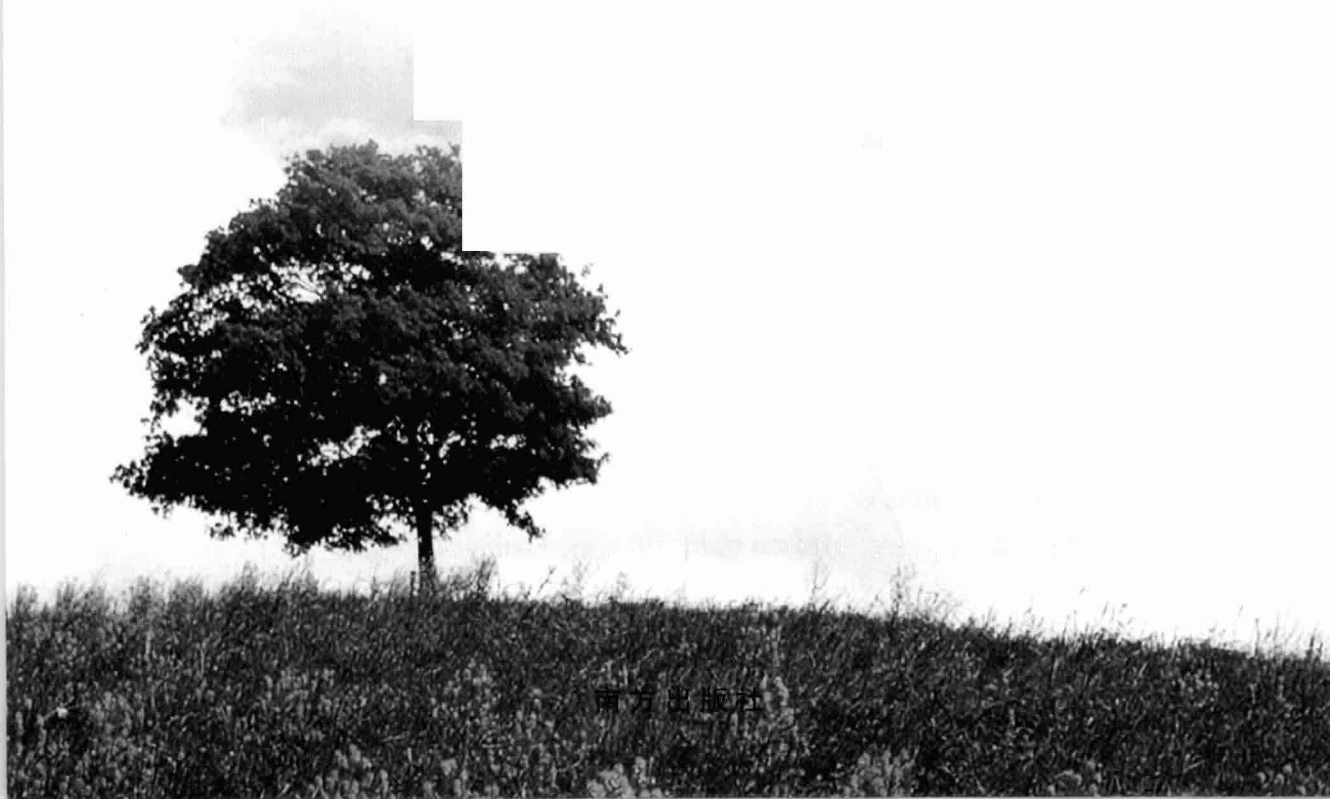
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图书在版编目(CIP)数据

高中优秀教案. 英语. 1:必修:配人教版/任志鸿主编. —2版. —海口:
南方出版社, 2005. 6(2009. 7 重印)

(志鸿优化系列丛书)

ISBN 978-7-80660-668-1

I. 高... II. 任... III. 英语课—教案(教育)—高中 IV. G633

中国版本图书馆 CIP 数据核字(2005)第 057356 号

责任编辑:杨 凯

策 划:张延军

志鸿优化系列丛书

高中优秀教案·英语·必修:1

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南方出版社 出版

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邮编:570208 电话:0898-66160822

山东鸿杰印务集团有限公司印刷

山东世纪天鸿书业有限公司总发行

2009 年 7 月第 5 版 2009 年 7 月第 1 次印刷

开本:787×1092 1/16

印张:145 字数:2990 千字

定价:365.00 元(全套共 9 册)

(如有印装质量问题请与承印厂调换)



前言

EXCELLENT TEACHING PLANS

FOREWORD

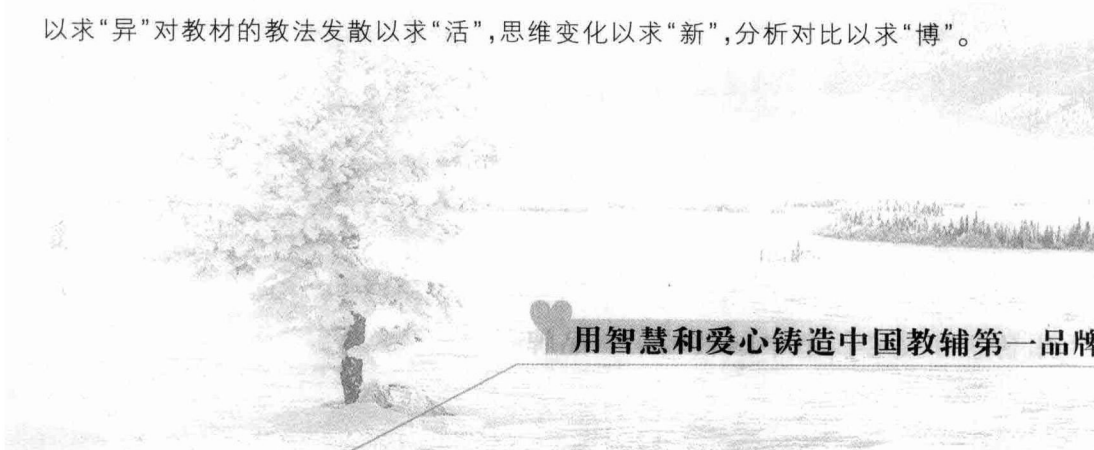
自新一轮课程改革在神州大地破土而出,新课标的教学理念、教材组织形式、教学结果评价方式的变化层出不穷,叹为观止。在这样一个变革的年代,《优秀教案》始终紧跟改革的步伐。

随着越来越多的省份加入新课改,老师们的教学思路越来越多,教学设计构思也越来越巧妙。正如叶圣陶先生所说:“教育者不是造神,不是造石像,不是造爱人。他们所要创造的是真善美的活人。”其实作为“创造者”的老师们在一线教学实践和研究中创造出了很多有价值的教学案例和设计。许多一线老师通过自己的努力,为新课程教材的教学提供了很多有益的想法。这些内容刊登在各种教学杂志上,产生于教研部门的优秀教案评选或讲课比赛中。如果能够把这些好的案例集中起来,一定能够对教师的备课、教学提供很大的帮助。

为此,我们通过采取与教研部门核心期刊杂志合作等形式,聘任专家,组织出版了高中《优秀教案》丛书。本丛书的稿件来源是各种教学研究(评比)活动中评选出来的优秀教案和权威教学杂志中刊登的教案。这些作品展示了近几年课改的成果,代表了课改发展的方向。这类教案具有极大的参考和研究价值,是新课程改革条件下一线教师研究学习教学设计的范本。

本书有以下特点:

个性独特,匠心独具。本书力求再现他们在教学实践中的独特发现:对教材知识体系挖掘以求“深”,辨误以求“真”,考查以求“准”;对教材内容的梳理系统以求“全”,创新以求“异”对教材的教法发散以求“活”,思维变化以求“新”,分析对比以求“博”。



用智慧和爱心铸造中国教辅第一品牌


篇篇精彩,课课经典。每一个教案都来自实行新课标地区的省级研活动或者学科教学领域的核心期刊,还有不少是全国教学设计获奖作品。它们都是从众多的案例中经过层层筛选,优中选优,保证每一篇内容都精彩纷呈。这些在教坛耕耘多年的名师把他们的经验和智慧凝结到他们的作品中。他们对教学的每个环节,每一个步骤都经再三推敲、斟酌,打造出来的是可以供长期参考使用的经典教学案例。

实用新颖,理念成熟。课程改革对学生强调的是知识的生成。这种课程理念的贯彻需要教师既要调动学生主动的学习热情,又要通过教师的主导作用提高课堂效率。教案的筛选力求兼顾实用性和新颖性。每一篇带给您不同的感受,指引着课程改革的方向,引领着课程改革的潮流。

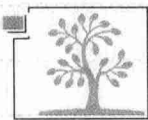
一课多案,更多选择。部分课时有多个思路迥异的精彩设计。细细品味,比较研读,既能感悟“教学有法,教无定法”的深刻内涵,又可以在教学中博采众长,使您的课堂融各家优点于一身,精彩每一瞬间。

我们相信,这套丛书将为广大新课标省份的教师提供更好的备课素材,为广大教师提供更具个人风格的优秀作品。当然,作为选集必然带有主编者的个人主观色彩,我们欢迎广大教师批评指正,同时欢迎更多的教师积极参与到本套丛书的更新发展之中。欢迎您将您的优秀教学案例和设计邮寄给我们,我们将为您提供平台与广大同行交流、分享,希望本套丛书能够与您同进步!

优秀教案丛书编委会



用智慧和爱心铸造中国教辅第一品牌



目录

CONTENTS

Unit 1 Friendship	1
Warming Up and Speaking	2
Reading	9
Reading	12
Important Language Points	17
Grammar(Direct Speech and Indirect Speech (I))	31
Friendship in Hawaii(Reading Task in the Workbook)	39
Using Language(Listening and Writing)	42
Revision(Summing Up and Learning Tip)	46
Unit 2 English around the world	53
Warming Up and Reading	54
Extensive Reading	59
Important Language Points	64
Grammar(Direct Speech and Indirect Speech (II))	74
Listening	79
Speaking	83
Writing	87
Revision(Summing Up and Learning Tip)	92
Unit 3 Travel journal	100
Warming Up	101
Warming Up and Reading	105
Reading	112
Reading	115

Important Language Points	119
Grammar(The Present Continuous Tense for Future Actions)	129
Using Language	135
Listening	138
Extensive Reading	142
Speaking and Writing	148
Revision(Summing Up and Learning Tip)	153
Unit 4 Earthquakes	159
Warming Up and Reading	160
Warming Up and Reading	167
Reading	173
Important Language Points	179
Grammar(The Attributive Clause(I))	187
Listening	193
Using Language	199
Reading Task and Speaking Task	205
Revision(Summing Up, Learning Tip and Project)	211
Unit 5 Nelson Mandela—a modern hero	221
Warming Up and Reading 1	222
Warming Up and Reading	227
Reading	233
Important Language Points	237
Grammar(The Attributive Clause(II))	248
Listening and Talking	255
Extensive Reading and Speaking	264
Writing and Writing Task	269
Revision(Summing Up and Learning Tip)	275
Appendix	282

Unit 1 Friendship

单元规划

本单元的话题是“朋友和友谊”(friends and friendship)和“人际关系”(interpersonal relationships),中心话题是“友谊”(friendship),具体涉及“朋友是不是仅限于人类”“朋友的真实含义”以及“如何与人相处的问题”,语言技能和语言知识等,几乎所有的内容都是围绕“友谊”(friendship)这一中心话题展开的。

为了围绕中心话题开展听、说、读、写活动,本单元安排了八个部分:“热身(Warming Up)”“读前(Pre-reading)”“阅读(Reading)”“理解(Comprehending)”“语言学习(Learning about Language)”“语言运用(Using Language)”“小结(Summing Up)”和“学习建议(Learning Tip)”。

“热身(Warming Up)”部分设计了一份调查问卷,共五个问题,都是日常生活中经常发生的真实问题,每个问题后的三个选项都是解决这些问题的常用的方法,要求学生做过之后计算出自己的得分。该部分的目的是引导学生了解日常生活中朋友之间发生的真实问题以及解决这些问题的方法,从而激发他们的学习兴趣,激活其已有的背景知识,使其能运用自己已有的知识和经验思考该单元的中心话题,以探索者的姿态投入该单元的学习,去获取新的信息,掌握新的知识,并丰富自己的经验,提高分析问题和解决问题的能力。

“读前(Pre-reading)”部分提出了三个问题:人为什么需要朋友?朋友必须是人吗?其他东西会成为朋友吗?这些问题不仅与单元主题有关,而且与下一部分的阅读材料内容紧密联系。因此,它们不仅可以启发学生对“友谊”和“朋友”进行思考,使学生明确不仅人与人之间可以做朋友,日记也可以成为人们的朋友,而且也可以启发学生预测课文的内容,展开简短的讨论,以便通过阅读验证自己的推测。讨论时,要鼓励学生独立思考,阐述不同的看法。

“阅读(Reading)”部分摘自《安妮日记》,标题是 ANNE'S BEST FRIEND,讲述了犹太女孩安妮把日记作为朋友,倾吐自己内心感受的一段故事:二战中为躲避纳粹的迫害,她和家人不得不藏身于荷兰阿姆斯特丹的一个小阁楼里,不能与外界接触,周围又没有可以推心置腹、与之深谈的朋友。孤独之中她将日记作为朋友倾诉衷肠,在写日记的过程中寻求解决问题的方法。教材的设计目的,不仅仅是对学生进行阅读理解的训练,更重要的是通过阅读帮助学生“对朋友”和“友谊”有进一步的理解。因此,教师应该让学生了解纳粹迫害犹太人的那段历史,使学生在感受外国文化的同时自然而然地习得语言。只有了解当时的历史背景,才能深刻理解安妮当时的心境和为什么将日记视为自己的朋友。在此基础上,教师可引导学生对该文章进行全面整体理解,也可以给学生设置情景,引发他们的思考。例如:“如果你是安妮,你会怎么做?”、“如果你三天不许出门,待在一个几平方米的小阁楼上,你会做什么?”,这样可以使学生通过体验学习,感悟语境,实践语言,以达到强化学生语言意识,积累语言经验的目的。

“理解(Comprehending)”部分提供了四个练习。通过连句、问答题、填表格等的形式帮助学生对课文内容、细节进行更深入地理解。问题的设计由浅到深,由课内到结合自己的实际,使学生逐步加深对“朋友”和“友谊”的理解。这阶段要尽量挖掘学生的学习潜能,注意给他们提供充分的思维时间和空间。让学生做学习的主人,学会自己解决问题。

“语言学习(Learning about Language)”部分教学本课重点词汇和重点语法项目。词汇部分设计了三个练习,练习1是从课文中找出有相同意思的词汇,练习2是用练习1中的一

些单词和短语完成段落;练习3是用课文中的单词和短语完成句子。设计这些练习的目的是帮助学生复习掌握重要词义和词语,并能在具体的语境中正确使用。在这一环节中,教师要引导学生自学、自做、自助、自悟,即指导学生形成自主学习意识,掌握合适的学习策略。语法项目是陈述句、一般疑问句和特殊疑问句的直接引语和间接引语,设计了三个练习:练习1是通过观察句子来了解直接引语和间接引语的不同;练习2要求把直接引语变成间接引语、间接引语变成直接引语;练习3要求利用间接引语编一段对话。设计这些练习的目的就是让学生了解直接引语和间接引语的不同,理解并运用直接引语变间接引语的一些简单规则。教师在教学中要注意提醒学生不要死记硬背语法规则,而是要启发学生从实际出发,灵活掌握、运用规律。

“语言运用(Using Language)”部分分读和听(Reading and listening)、说(Speaking)、读和写(Reading and writing)三个步骤,提供了如下活动:读两封信、听一段话、讨论和写信,给学生提供了广阔空间去探讨友谊、友情,尤其是涉及现实生活中被朋友误解、曲解,没有朋友的孤单寂寞等问题。在这一环节中,教师应想方设法激发学生的学习热情,让学生学会自己动手收集信息、处理信息,用所学语言去实践,通过自学、自做解决问题,同时帮助同学解决问题,使学生在运用语言的过程中感悟体验所学语言的规律,培养语言意识,积累语言经验,形成语言感觉,达到语言运用的目的。这样做既锻炼了学生听、说、读、写的语言运用能力,又培养了学生发现问题、解决问题的能力。

“小结(Summing Up)”部分设计了一个表格,引导学生从本单元的话题、词汇和语法等方面对所学内容进行归纳总结。这样做的目的是便于学生复习掌握本单元的要点内容,更重要的是使学生养成良好的学习习惯,从而提高学习效率,同时也锻炼了学生的归纳总结的能力。

“学习建议(Learning Tip)”部分鼓励学生养成写日记的好习惯。这样,一方面可以习得语言,另一方面还可以将日记作为自己的朋友表达感情与思想。

Warming Up and Speaking

整体设计

从容说课

This is the first teaching period of this unit, perhaps also the first in this new term. So the teacher can first ask the students to talk about their summer holiday life. They can talk freely as they like.

The main topic of this unit is about friendship, and nearly all the teaching materials center on it. The teacher can introduce the topic to the students in interesting ways, such as playing videos and songs on friendship, getting the students to make a list of qualities a good friend should have, letting the students make a group discussion on questions about the topic, and so on. Then have the students make the survey in the textbook. This survey examines whether the students are good friends or not and leads them to think and talk about friendship, get to know the problems between friends and seek solutions. In doing so, it should make them consider what qualities and behavior make a good friend. This is the first of many activities designed for self-reflection in this textbook. It makes preparations for the further teaching in topics, background and vocabulary.

Another teaching aim in this period is to get the students to learn how to express their attitudes, agreement and disagreement, and certainty. The teacher can get the students to

work in pairs to talk about "If your best friend does something wrong, what will you do?" and share their ideas with each other. Then ask them to work in groups on other questions (a question each group). In the above two steps, tell them to use such structures as I (don't) think... , I (don't) believe... , In my opinion... , I (don't) think so, I (don't) agree, Exactly, I'm afraid not, That's correct, Of course not, and so on.

To consolidate the contents of this period, the students are required to make a dialogue on qualities a good friend or an ideal friend should have.

教学重点

1. Use the given adjectives and sentence structures to describe one of their friends.
2. Learn to evaluate friends and friendship.

教学难点

1. Work together with partners and describe one of their good friends.
2. Discuss with partners and find out ways to solve the problems.

教学方法

1. Task-based teaching and learning
2. Cooperative learning
3. Discussion

教具准备

The multimedia and other normal teaching tools

三维目标

Knowledge aims:

1. Let the students learn the following new words and expressions; survey add point upset ignore calm concern loose cheat add up calm down have got to be concerned about walk the dog

2. Get the students to learn to express attitudes, agreement and disagreement and certainty using the following structures; Are you afraid that...? I (don't) think... In my opinion... I (don't) think so, I (don't) agree, I believe... , I'm afraid not, Exactly, That's correct, Of course not.

Ability aims:

1. Enable the students to describe their friends in English.
2. Figure out the problems between friends and then find different ways to solve the problems.
3. Encourage the students to think and talk about friends and friendship by using some phrases and structures.

Emotional aims:

1. Get the students to learn to solve problems that may occur between friends.
2. Cultivate the students to form the good habit of learning English in Senior Middle School.

教学过程

→Step 1 Lead-in

Before the lesson, the teacher can arouse the students' interests by showing a video of



Auld Lang Syne. This is the first class in the new term. So at the beginning, ask the students to talk about their summer holidays. They can talk freely as they like.

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?

(Other suggestions for introducing the topic of this unit: 1. Play two songs on friendship, then ask the students what they are about. 2. Have a discussion about friendship with the students. Get the students to make a list of three qualities a good friend should have.)

Step 2 Warming-up

1. Ask some students to tell the class how his or her friend is in one or two sentences. The following adjectives may be helpful.

brave loyal wise handsome pretty smart friendly

Suggested sample sentences:

1) My friend Alan is brave. He once saved the life of a little girl who had fallen into a lake.

2) My friend Bob is loyal. He wouldn't talk to Charles whom I don't like at all.

3) My friend David is wise. He always gives me the best advice.

4) My friend George is a handsome boy, but he doesn't like to study and always dreams of becoming a model.

5) My friend Harry is a smart student. He always asks good questions in class.

2. Ask the students to give a brief description of one of their 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.

Suggested sample description:

Zhang Xiangming is my best friend. She is seventeen years old. She likes English and Chinese, and dislikes mathematics and physics. She enjoys music and hates sports. She is very pretty and also friendly. Last month when we entered the senior middle school we got to know each other and we are best friends now.

3. 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
friends across generations e-friends (friends over the Internet) unusual friends like
animals, books. . .

1) _____ is/are most important to me.

2) I spend most of my free time with _____.

3) I will share my secrets with _____.

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

5) I think it easier to communicate with _____.

6) _____ would make us feel safe.

Suggested answers (Students' answers may vary): 1) A girl/boy friend (Girl friends/Boy friends) 2) e-friends 3) unusual friends like animals 4) friends across generations 5) friends of the same age 6) Long-distance friends

⇒ Step 3 Make the survey

1. Ask the students to list some qualities of a good friend or their ideal friend. Have the students get into groups of four to find out what qualities each has listed. Get the students to tell their partners their standards of good friends by using the following structures.

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

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

2. Have a member of each group report on what their lists have in common and list them on the board.

3. Ask the class whether or not they agree with all the qualities listed on the board.

4. Now have the students make the survey in the textbook.

While doing a survey, the students may need some explanations.

Question 1: This question deals with how thoughtful you are towards others and how much you value your friends.

Question 2: This question is concerned with fairness.

Question 3: This question also deals with your concern for others.

Question 4: This question is concerned with responsibilities to a friend.

Question 5: This question is concerned with honesty.

5. Have the students score their survey according to the scoring sheet on Page 8.

6. Ask some students how many points they got for the survey and assess their values of friendship.

4-7 points: You are not a good friend. You either neglect your friend's needs or just do what he or she wants you to do. You should think more about what a good friend needs to do.

8-12 points: You are a good friend but you sometimes let your friendship become too important, or you fail to show enough concern for your friend's needs and feelings. Try to strike a balance between your friend's needs and your own responsibilities.

13+ points: You are an excellent friend who recognizes that to be a good friend you need balance your needs and your friend's. Well done.

(The teacher may also show the Ss the results above and let themselves self-reflect upon their own values of friendship.)

⇒ Step 4 Talking and sharing

1. Get the students to work in pairs.

If your best friend does something wrong, what will you do?

Try to use the following expressions.

I think...

I think so.

I agree.

I don't think...

I don't think so.

I don't agree.

I believe...

That's correct.

In my opinion,...



What to do	Reasons

2. Get the students to work in groups.

Divide the students into four groups and each group chooses a topic to discuss. There are four topics.

Topic 1: Why do you need friends? Make a list of reasons why friends are important to you.

Topic 2: There is a saying "To have a good friend, you need to be a good friend." What do you think of the saying and how can you be a good friend?

Topic 3: Does a friend always have to be a person? What else can be your friend? Why?

Topic 4: List some qualities of a person who does not make friend easily.

→ Step 5 Summary

1. Ask the students to summarize what friendship is and what is the most important in making friends themselves.

2. The teacher shows more information about friendship and a poem about friendship. Enjoy it together.

What is friendship?

I want to find the answer to the question:

What is friendship?

When it rains, I think friendship is a small umbrella.

It can give me a piece of clear sky.

When I'm crying, I think friendship is a white handkerchief.

It can wipe my tears dry.

When I am sad, I think friendship is a warm word.

It can bring me happiness again.

When I am in trouble, I think friendship is a strong hand.

It can help me escape my troubles.

When I sit in a quiet place, I think friendship is a very wonderful feeling.

It can't be pulled and torn, because it is in everyone's heart.

It is there from the beginning to the end of our lives.

→ Step 6 Workbook

1. Talking (on Page 41)

While the students listen to the material, ask them to take notes about the speaker's views of making friends.

Suggested steps:

1) Listen to what Leslie Clark, the Canadian, has to say about her experiences with friendship in China.

2) Ask the students in small groups to discuss whether they agree or disagree with her.

3) Then have the students take sides, at least one of them will support Leslie's viewpoint, and the rest will not support it. Tell the students to think about why they agree or disagree with Leslie.

2. Speaking task (on Page 45)

Suggested steps:

- 1) In pairs, have the students read the following dialogue and discuss what they would do.
- 2) After each pair comes to an agreement, have them record their solution to the problem on a piece of paper and give it to you.
- 3) Put pairs that have different solutions to the same situation in groups of four.
- 4) Let them present their reasons to each other about what to do and try to come to an agreement about the best course of action.
- 5) Have a student from each group report their new solution to the class.
- 6) If time permits, ask the students to work in pairs and make a dialogue.

→ Step 7 Evaluation

Students finish the following evaluation form. Standard: A, B, C

Contents	自评	他评
1. I'm active in talking with others.		
2. I'm active in cooperating with others.		
3. I can express myself fluently, accurately and appropriately.		
4. I know more about friendship after this lesson.		
5. Do you think you need to improve yourself in some aspects? Which aspects?		

→ Step 8 Homework

1. Finish off the related exercises in the Workbook.
2. Write down a short passage about your friend.
3. Prepare for the next part Reading.

备课资料

英文歌曲欣赏

That's What Friends Are For

And I never thought I'd feel this way
 And as far as I'm concerned
 I'm glad I got the chance to say
 That I do believe I love you
 And if I should ever go away-ay
 Well then close your eyes and try
 Feel the way we do today
 And then if you can remember

Keep smiling, keep shining
 Knowing you can always count on me-ee, for sure
 That's what friends are for
 For good times and bad times
 I'll be on your side forever more-ore
 That's what friends are for



Well you came and opened me
And now there's so much more I see
And so by the way I thank you
Woh, and then for the times when we're apart
Well then close your eyes and know
The words are coming from my heart
And then if you can remember

Oh-oh, keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
In good times, in bad times
I'll be on your side forever more
Oh-oh, that's what friends are for, oh-oh-oh

Woh-oh-oh, keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for-or-or-or-or
For good times and bad times
I'll be on your side forever more-ore-ore-ore-ore
That's what friends are for-or-or-or-or-or

Keep smiling, keep shining
Knowing you can always count on me, that's for sure
Because I tell you, that's what friends are for
For good times and the bad times
I'll be on your side forever more
That's what friends are for
That's what friends are for, hah-hah, yeah

I mean for sure

I don't mean for sure, I don't mean for sure [fade]

每当夜深人静听到这首歌时,心里总是百感交集,回忆起昔日同窗在一起时的欢笑与泪水。在那个青葱的美好岁月里,我们不仅有“同桌的你”般的纯真初恋,还有那一段段天真无邪、弥足珍贵的友谊,也是一生最美好的回忆之一。

亲爱的朋友们,无论我们分隔天涯海角,心底永远为对方留下一片湛蓝的天空,碧绿的湖水。每当想到这里,似乎就给我更多的人生前行的动力,好好地生活,努力地工作,期待着与你们的重逢,也更加珍惜眼前的友谊与朋友。

有朋友的感觉真好,朋友不是那种逢年过节聚在一起吃喝玩乐一番的含义,而是那种像歌中所唱的那样无论是你事业有成还是落魄寂寞时都能用一种交心的方式给你安慰与关心的人,让你可以精神依靠的人,值得你从内心里信任的人;同时你作为别人的好朋友,奉献才是根本,不要永远想着索取,否则我们怎么能过得快乐?祝每一个听到这首歌的人都找到了或即将找到一个让你真正交心的好朋友!

Reading

整体设计

从容说课

As usual, the teacher checks the students' homework and offers chances for them to go over what they learned in the last period at the beginning of the class.

In this period, the teaching emphasis will be put on developing the Ss' reading ability and getting them to learn to use some reading strategies such as guessing, key sentences, skimming and so on. As to new words and phrases, the teacher can first find those the Ss find most difficult and help them to understand. One way of helping them learn new words is to ask them to study the text before the lesson and find out the meaning of any word they are unsure of. A second way of helping them is to choose the words they maybe find difficult and pre-teach them before beginning the reading.

In order to lead in the part Reading, the teacher can first ask the students to discuss whether they have ever considered making friends with animals, plants or even an object and why or why not. The students are supposed to analyze their reasons. The purpose of this activity is to begin to draw the students' attention on the main topic of the reading passage.

It is very important that the students learn to use all the clues in the text to help them understand the gist of what they are reading. So first encourage them to look at the pictures and the heading and guess what the text might be about. Then ask the class to read the passage silently. Sometimes ask them some questions to focus their reading. Alternately, ask them to tell what the main idea for each paragraph is. Make sure that they do it in one sentence. This is very useful because it is making them analyze what is important and what is not.

While discussing the ideas put forward in the reading passage, the students should be encouraged to put forward their own ideas, either criticizing the text or using it as a support because they should think whether they agree or disagree with the writer. Besides, in order to help the students' own writing, it is also important to ask them to find out and remember some phrases and sentences.

To consolidate the contents of the reading passage, the students should be required to retell the text. In order to arouse the students' interest, the teacher can hold a competition between groups.

教学重点

Get the students to learn different reading skills.

教学难点

Get the students to learn different reading skills for different reading purposes.

教学方法

1. Task-based teaching and learning
2. Cooperative learning
3. Discussion

教具准备

The multimedia and other normal teaching tools

三维目标

Knowledge aims:

1. Get the students to learn the following useful new words and expressions: reason list share feeling Netherlands German series outdoors crazy nature purpose dare thunder entirely power according trust indoors share... with... go through hide away set down a series of be crazy about on purpose in order to in one's power face to face according to

2. Help the students to find the words and phrases that they find most difficult and help them to understand.

Ability aims:

Help the students develop their reading ability and learn to use some reading strategies such as guessing, key sentences, skimming, scanning and so on.

Emotional aims:

Enable the students to realize the importance of friends and friendship, value the friendship between friends by learning the reading text and tell true friends from false friends in their lives.

教学过程

⇒ Step 1 Revision

1. Check the homework exercises.
2. Ask some students what a friend is.

⇒ Step 2 Lead-in

Enjoy the song *That's What Friends Are For* with the students. Ask the students to find out what it is about.

⇒ Step 3 Pre-reading

Ask the students the following questions so as to begin to focus students' attention on the main topic of the reading passage.

1. Why do you need friends? Make a list of reasons why friends are important to you.
2. What do you think a good friend should be like? List the good qualities a good friend should have.
3. Does a friend always have to be a person? What else can be your friend?
4. Have you ever considered making friends with animals, plants or even an object? Why or why not?

(The teacher can also tell students some background before starting to read. This is a true story. It took place in Amsterdam, Holland in the early 1940s after German Nazis had occupied most of Europe. They killed many Jews. To avoid being killed, some Jewish families went into hiding, often with the help of non-Jewish friends. This is what Anne's family did.)

⇒ Step 4 Reading

1. Get the students to try to guess what Anne's friend was and what the passage is about by reading the title and having a quick look at the pictures in this passage without