



志鸿优化设计丛书

丛书主编 任志鸿

高中新教材

优秀教案

GAOZHONG XINJIAOCAI YOUXIU JIAOAN

高一英语

【上册】



南方出版社
南海出版公司

教育部《普通高中英语课程标准(实验)》

必修 1

高中新教材

优秀教案

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高一英语

Unit 1



人民教育出版社



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图书在版编目(CIP)数据

高中新教材优秀教案. 高一英语. 上/任志鸿主编. -3 版. -海口:
南方出版社:南海出版公司,2003.7

(志鸿优化设计系列丛书)

ISBN 7 - 5442 - 0809 - 5

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(2003)第 014861 号

策 划:贾洪君

责任编辑:贾洪君

装帧设计:邢 丽

志鸿优化设计丛书

高中新教材优秀教案(高一英语.上)

任志鸿 主编

山东世纪天鸿书业有限公司 总发行

南方出版社 南海出版公司 出版

(海南省海口市海府一横路 19 号华宇大厦 12 楼)

邮编:570203 电话:0898-65371546

邹平县博鸿印刷有限公司印刷

2004 年 6 月第 4 版 2004 年 6 月第 1 次印刷

开本:787×1092 1/16

印张:19.75 字数:581 千字

定价:26.00 元

(如有印装质量问题请与承印厂调换)

QIAN YAN
前言

实施素质教育的主渠道在课堂,而真正上好一节课必需要有一个设计科学、思路创新的好教案。

当今素质教育下的课程改革和教材变革带动了课堂教学改革,课堂教学改革的关键是课堂设计和教学过程创新。过去的教师一言堂怎样转变成今天师生互动的大课堂,过去的以知识为中心怎样转换成今天的能力立意,过去的只强调学科观念怎样转变为今天的综合素质培养,过去的上课一支笔、一本书怎样转换成今天的多媒体,这些都是课堂教学改革面临的重要课题。为了帮助广大教师更好地掌握教学新理念,把握新教材,我们特组织了一批富有教学经验的专家、学者和一线优秀教师,依据教学大纲新要求编写了这套《高中新教材优秀教案》丛书。

本丛书在编写过程中,力求做到以下几点:

- 渗透先进的教育思想,充分展现现代化教学手段,提高课堂教学效率。整个教案体现教师的主导作用和学生的主体地位,立足以学生发展为中心,注重学生学习方式及思维能力的培养。
- 教材分析精辟、透彻,内容取舍精当,力求突出重点,突破难点。
- 依照新大纲要求,结合新教材特点,科学合理地分配课时。
- 科学设计教学过程,优化 45 分钟全程,充分体现教学进程的导入、推进、高潮、结束几个阶段,重在教学思路的启发和教学方法的创新。
- 注重技能、技巧的传授,由课内到课外,由知识到能力,追求教学的艺术性和高水平。突出研究性、开放性课型的设计,引领课堂教学的革新。
- 展示了当前常用的各类先进教具的使用方法,提供了鲜活、详实的备课参考资料,体现了学科间交叉综合的思想。

本丛书主要设置以下栏目:

[教学目标] 以教材的“节”或“课”为单位,简明扼要地概括性叙述。内容按文道统一的思想,包括德育和智育两大方面,使学生的学习有的放矢。

[教学重点] 准确简明地分条叙述各课(节)中要求学生掌握的重点知识和基本技能。

[教学难点] 选择学科知识中的难点问题,逐条叙述,以便学生理解和掌握。



[教学方法] 具体反映新的教学思想和独特的授课技巧,突出实用性和创新性。

[教具准备] 加强直观教学,启迪学生的形象思维。通过多媒体、CAI 课件的使用,加深学生对课本知识的记忆与理解。

[教学过程] 按课时编写,每一课时分“教学要点”“教学步骤”两部分。“教学要点”概述课堂教学进展情况,兼有教法及学法提示;“教学步骤”一般包括导入新课(导语设计)、推进(传授新知识)、高潮(重点难点突破)、课堂小结、课堂练习(可随机安排)等五步。加强师生活动的设计,以师生互助探究为主。力求使知行合一,使课堂真正变为学堂。

[备课资料] 联系所讲授的内容,汇集生活现实、社会热点、科技前沿等领域与之相关的材料,形成具有鲜明时代气息的教学资料。并设计开放型问题供学生讨论,设置探究性课题供学生研究,或者科学设计能力训练题供学生课外练习。

本丛书按学科分为语文、数学、英语、物理、化学、历史、政治、地理八册出版,具有较强的前瞻性、实用性和参考性。

我们愿以执著的追求与奉献,同至尊的同行们共同点亮神圣的教坛烛光。

编者

2004年6月

M U L U
目 录

| | | |
|----------------------------------|---------------------------------|-------|
| Unit 1 | Good friends | (001) |
| Unit 2 | English around the world | (022) |
| Unit 3 | Going places | (047) |
| Unit 4 | Unforgettable experiences | (073) |
| Unit 5 | The silver screen | (097) |
| Unit 6 | Good manners | (127) |
| Unit 7 | Cultural relics | (157) |
| Unit 8 | Sports | (181) |
| Unit 9 | Technology | (203) |
| Unit 10 | The world around us | (228) |
| Unit 11 | The sounds of the world | (251) |
| Unit 12 | Art and literature | (280) |
| Appendices | | (303) |
| Translation of the reading texts | | (303) |

Unit 1 Good friends



I . Brief Statements Based on the Unit

Every one of us has a friend or some friends in our daily life. But what is a good friend? What should a good friend be like? What qualities should a good friend have? This unit just deals with such topics. There are three questions which talks about what qualities a good friend should have in the part of Warming Up. Listening part provides students with a dialogue among friends. It tells us that friends should help each other, and that sometimes friends have contradictions between them and how to solve their contradictions. Speaking part supplies some oral materials about self-introduction to students. Reading part is a narrative story

which is about the plot of the American film "Cast Away". The questions of Pre-reading and Post-reading benefit to train students' abilities to think and distinguish.

In the aspect of Language Study, teacher should let students further understand new words, in particular master learning methods of words through the contest. As to the grammar "Direct Speech and Indirect Speech", students should master their changes between them. The part of Integrating skills designs a real assignment "sending an e-mail". It's very useful and popular with students. Because it presses close to students' life. Teacher should help students master such skills.

II . Teaching Aims and Demands

| Category | Contents based on the new course standard |
|-----------------------|---|
| Topics | 1. Talk about friends and friendship 2. Discuss problems occurring in a friendship and suggest solutions 3. Write an e-mail to find an e-pal |
| Functions | 1. Likes and dislikes He/She likes/loves... He/She is fond of... My interests/favourite hobbies are reading and singing. He/She doesn't like... He/She doesn't enjoy... He/She hates... He/She thinks...is terrible/boring. 2. Making apologies You said that you would... Why did/didn't you...? You promised to... Why didn't you...? Please forgive me. I'm very sorry... It won't happen again. I'm sorry I forgot. |
| Words and Expressions | honest brave loyal wise handsome smart argue classical fond match mirror fry gun hammer saw rope movie cast deserted hunt share sorrow feeling airplane lie(n.) speech adventure notebook error fond of hunt for in order to care about such as drop sb. a line |



续表



| Category | Contents based on the new course standard |
|----------|---|
| Grammar | <p>Direct Speech and Indirect Speech(1)</p> <p>1. to report what someone said--The Declarative Sentence "I like reading adventure stories,"said John. → John said that he liked reading adventure stories. "I don't enjoy computers,"Sarah said to her friends. → Sarah told her friends that she didn't enjoy computers.</p> <p>2. to report what someone felt uncertain about--The General Question "Ann,have you seen my blue notebook?"Peter asked. → Peter asked Ann if she had seen his blue notebook.</p> <p>3. to report what someone asked→The Special Question "What differences does it make?"Peter asked Jim. → Peter asked Jim what differences it made.</p> |

III. Teaching Time: Four periods

IV. Background Information

1. How to be a Friend

Too many people want others to be their friends, but they don't give friendship back. That is why some friendships don't last very long. To have a friend, you must learn to be one. You must learn to treat your friend the way you want your friend to treat you. Learning to be a good friend means learning three rules: be honest; be generous(慷慨的); be understanding.

Honesty is where a good friendship starts. Friends must be able to trust one another. If you don't tell the truth, people usually find out. If a friend finds out that you haven't been honest you may lose your friend's trust. Good friends always count on one another to speak and act honestly.

Generosity means sharing and sharing makes a friendship grow. You don't have to give your lunch money or your clothes, of course. Instead you have to learn how to share things you enjoy, like your hobbies and your interests. Naturally you will want to share your ideas and feelings. These can be very valuable to a friend. They tell your friend what is important to you. By sharing them you help your friend know you better.

Sooner or later everyone needs understanding and help with a problem. Something

may go wrong at school. Talking about the problem can make it easier to solve. Turning to a friend can be a first step in solving the problem. So to be a friend you must listen and understand. You must try to put yourself in your friend's place so you can understand the problem better.

No two friendships are ever exactly alike. But all true friendships have three things in common. If you plan to keep your friends, you must practise honesty, generosity and understanding.

2. Real Friendship

By Rachel Chastain

You know you have a friend for life when they answer your phone at one o'clock in the morning because you can't sleep and have a lot on your mind, and they don't mind talking about nothing to get your mind off everything.

When they spare some time to spend with you.

When you know that if something bad happened to you they'd be there for you, no questions asked.

When you can look at them when something is wrong and they know it just by the look in your eyes and all they have to do is offer a hug and you feel a thousand times better.

When you know that they'd never lie to you, and would never hurt you, and if they

did, it would only be for your betterment.

When they make you laugh when skies are the darkest; and they're there with a good movie and some popcorn (爆米花) when you're totally depressed (心情低沉的).

And even if you're a thousand miles apart, it doesn't matter because what you share with this friend is so much deeper than what lies on top that distance plays no role in your friendship.

Friendship is when they push when you need it, but never too hard; and stands back when the time is right but never too far.

When you feel life is so much better because you know them, and they bring out the best of you that lies within.

The First Period

Teaching Aims:

1. Learn and master the following:
Words: quality, honest, brave, loyal, wise, handsome, smart, introduce
Phrase: be fond of
Sentence Pattern:
So/Nor + link (modal or auxiliary) verb + subject.
2. Train the students' listening ability.
3. Improve the students' speaking ability by describing, talking and discussion.

Teaching Important Points:

1. Train the students' listening ability.
2. Master the new phrase and sentence pattern and make the students be free to talk about their names, ages, hobbies and so on.

Teaching Difficult Points:

How to improve the students' listening ability.
How to finish the task of speaking.

Teaching Methods:

1. Listening-and-answering activity to help the students go through with the listening material.

2. Individual, pair or group work to make every student work in class.

Teaching Aids:

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

Teaching Procedures:

Step I Greetings and Lead-in

T: Good morning/afternoon, everyone.

Ss: Good morning/afternoon, teacher.

T: Sit down, please. Now you're Senior Middle School Ss. From now on I'm your English teacher. I'm very glad to know you and willing to give you lessons. First let's introduce each other. All right? Do you know "introduce"? (Bb: introduce) "introduce" means "to make known for the first time to each other or someone else". So I introduce myself to you now. My name is... What about you? Hello, what's your name? Nice to know you.

(Go around the class and get individual Ss to introduce themselves.)

T: Yeah, 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?

Ss: Yes.

Step II Warming up

T: Today we're going to learn Unit 1 "Good friends".

(Bb: Unit 1 Good friends The First Period) "The First Period". First let's look at some words.

(Show the following on the screen.)

quality ['kwɒlɪtɪ] *n.*

honest ['ɒnɪst] *adj.*

brave [breɪv] *adj.*

wise [waɪz] *adj.*

loyal [lɔɪəl] *adj.*

smart [smɑ:t] *adj.*

handsome ['hænsəm] *adj.*

kind, happy, strong, beautiful, rich, funny



备课札记



备课札记

(Teacher teaches the words in the first box and explains them, and then says the following.)

T: OK. Now I want you to discuss two questions.

1. What should a good friend be like?
2. What qualities should a good friend have?

(Bb: Write them on the blackboard.)

Yeah, please discuss them in groups of four. After a while, everyone is asked to make a sentence using the words in these boxes on the screen. Of course, you can use other words if you like. Is that clear?

Ss: Yes.

T: OK. Please discuss these questions.

(After a while, teacher asks some students to describe a good friend. If time permitting, teacher may ask more students to answer.)

T: Now time is up. Who wants to say first?

S₁: I think a friend should be kind and honest.

S₂: A good friend is someone who makes me happy.

S₃: A good friend should be loyal, wise and brave.

S₄: I think a good friend should be smart, kind and funny. When I am bored, he can entertain me. When I am lonely, he keeps me company.

...

T: Very good. Your opinions are all right. Now who can describe yourself in three adjectives? You try, please.

(Teacher comes to one student.)

S: I think I am beautiful, strong and wise.

T: What about you? (Teacher comes to one boy.)

S: Yeah, I think, first I'm honest, and I'm well educated, of course I'm handsome.

...

Step III Listening

T: Now please turn to Page 2. Let's do

some listening. You are going to hear two friends arguing. What are they arguing about? How to solve their problems? It needs your listening carefully. Write down what you hear. At last I'll check the answers with the whole class. Is that clear?

Ss: Yes.

T: OK. Let's begin.

(Teacher plays the tape for the first time. Then play for the second time, and during this time, teacher may pause for students to write down the information. Play some parts of the tape more times if necessary. Finally teacher checks the answers with the whole class.)

Suggested answers:

1 Peter is often late for football practice. I think that he should try to be on time in the future.

2 Ann usually borrows things without asking and she doesn't return things on time. She should ask the owner if she wants to borrow something and try to return it on time in the future.

3 Adam borrowed John's CD player yesterday and now it is broken. Adam can ask his uncle to fix it.

T: OK. Now please turn to Page 85. Let's listen to another passage. Then fill in the blanks in Part 1. (After a while, teacher checks the answers.)

Suggested solution:

1 Solution: Try to understand your friend/Try to talk about the problem in a different way.

2 Solution: Start by telling each other that you are sorry and take it from there. A simple apology is often enough.

3 Solution: Keep your secrets to yourself.

Step IV Speaking

T: OK. Now I'd like to know something

about your favourite hobbies. (Teacher comes up to one boy.) What are your favourite hobbies?

S₁: I love football and hiking. I also like reading a lot. I think reading can make people rich and wise.

T: Yeah, what about you?

S₂: I enjoy computers and music. I often surf the Internet and listen to some pop music. But I don't like classical music.

(Teacher may ask more students to answer.)

T: Yes. We know different persons can have different hobbies. Now look at the part —“Speaking” on Page 2. You are given four minutes to read the following self-introduction. After that, fill in the following form.

(Show the form on the screen.)

| Name | Steve | John | Peter | Ann | Sarah | Joe |
|----------|-------|------|-------|-----|-------|-----|
| Age | | | | | | |
| Gender | | | | | | |
| Likes | | | | | | |
| Dislikes | | | | | | |

T: OK. Time is up. I'll ask six of you to fill in this form. Each student fills in one person's related content. I can give you one example. For example, as to “Steve”, you can fill in “Age → 14, Gender → girl, Likes → skiing, reading, Dislikes → hiking, rock music, football”. Do you understand?

Ss: Yes.

T: OK. Who can fill in John's related content? Li Lin, you try, please...

(Teacher asks another five students to fill in the form, then teacher shows the suggested answers on the screen.)

Suggested answers:

| Name | Steve | John | Peter | Ann | Sarah | Joe |
|--------|-------|------|-------|------|-------|-----|
| Age | 14 | 15 | 15 | 16 | 14 | |
| Gender | girl | boy | boy | girl | girl | boy |

续表

| Name | Steve | John | Peter | Ann | Sarah | Joe |
|----------|------------------------------|--------------------------------|------------------------------------|--------------------------------|--------------------|-------------------|
| Likes | skiing, reading | football, reading | singing | dancing, computers, rock music | reading, football | computers, skiing |
| Dislikes | hiking, rock music, football | singing, computers, rock music | football, classical music, dancing | hiking, reading | dancing, computers | football, hiking |



T: Now please discuss in pairs who could be friends according to the form which you filled in just now. Of course, you'd better give your partner your reasons. When you express your ideas, you can use such sentence structures. Look at the screen. (Show the following on the screen.)

Structures:

- I'm sure _____ and _____ could be friends, because...
- I'm not sure if _____ and _____ could be friends, because...
- Perhaps _____ and _____ could be friends, because...

(Teacher reads the structures, then says...)

T: Is that clear?

Ss: Yes.

T: OK. Please begin to discuss them.

(Teacher goes among the students and listens to their discussion. Then choose several students to express their ideas in different ways.)

T: Who can use Structure 1 to express your idea?

S₁: I'm sure John and Sarah could be friends, because both of them like reading and football.

S₂: I'm not sure if Steve and John could be friends, because both of them like



备课札记

reading, but Steve thinks that football is boring, while John loves football very much.

S₃: Perhaps Ann and Joe could be friends, because they both like computers and dislike hiking.
...

Step V Language Study

T: That's all for discussion. Now let's learn some language points. First, pay attention to a phrase: be fond of. (Write it on the blackboard.) Then we'll learn a sentence pattern: So/Nor + be (have, did, etc.) + subject. (Write it on the Bb.) Now look at their usages. (Show the following on the screen and explain them.)

1. be fond of; like
e. g. He is fond of sweet food.
I am fond of swimming in winter.
2. So/Nor + be (have, did, etc.) + subject.
e. g. (1) — I have finished the work.
— So have I.
(2) — Mr. Smith is really a kind person.
— So is his wife.
(3) — I can't swim.
— Nor can I.
(4) — Tom is not a student.
— Nor am I.

Step VI Summary and Homework

T: In this class we've done some listening and speaking. We've also talked about some self-introduction. Of course we've learned a new phrase and a very useful sentence pattern. After class, practise more talking about self-introduction in English. Master the useful sentence pattern. (Teacher points to the blackboard.) Then do Exercise 2 on Page 86. You can imitate Exercise 1 in the part of talking. At last, don't forget to preview the reading material "Chuck's Friend". Is that clear?

Ss: Yes.

T: OK. So much for today. Goodbye eve-

ryone.

Ss: Goodbye, teacher.

Sample Dialogue on Page 86:

A: Um, I'm sorry, but I have to ask if you could pay back the money you borrowed from me last week? I really need it.

B: Oh, I forgot. Now I remember that I borrowed 10 yuan from you last week. I'm very sorry, but I can't pay back the money until next week.

A: What? You promised to pay me back this week. / You said that you would pay me back this week. Why did you say that?

B: Please forgive me. I thought that I would get some money from my parents today, but I forgot to ask for from them.

A: Well, what am I going to do?

B: I'm really sorry, but I'll bring it tomorrow morning.

Step VII The Design of the Writing on the Blackboard

Unit 1 Good friends

The First Period

I. 1. Word—introduce

2. Phrase—be fond of

3. Sentence Pattern—

So/Nor + be (have, did, etc.) + subject.

II. 1. What should a good friend be like?

2. What qualities should a good friend have?

Step VIII Record after Teaching

.....

.....

.....

.....

The Second Period

Teaching Aims:

1. Learn and master the following words and

phrases:

survive, item, mirror, hammer, saw, rope, compass, company, Pacific Ocean, parachute, hunt for, make a fire, care about.

- 2. Improve the students' reading ability.
- 3. Enable the students to value the friendship between friends by learning the reading text.

Teaching Important Points:

- 1. Improve the students' reading ability.
- 2. Master the following phrases:
hunt for, make a fire, care about

Teaching Difficult Points:

How to make the students understand the reading text better.

Teaching Methods:

- 1. Discussion before reading to make students interested in what they will learn.
- 2. Discussion after reading to make students understand what they've learned better.
- 3. Fast reading to get a general idea of the text.
- 4. Careful reading to get the detailed information in the text.

Teaching Aids:

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

Teaching Procedures:

Step I Greetings and Revision

Greet the whole class as usual.

T: Yesterday we learned some self-introduction. We know how to describe yourself and your friends in English. Now who can give us self-introduction in English?

(Teacher asks some students to introduce themselves in English.)

Step II Pre-reading

T: OK. Thank you for your self-introduc-

tion. We all know that we have lived with our parents since we were born. We have never been left on a place without your parents, brothers or sisters, friends and all the things we use in our daily life. Yes or No?

Ss: Yes.

T: Imagine that you were alone on a deserted island. You have to survive. Yeah, do you understand "deserted, survive"? (Bb: deserted, survive)

Ss: No.

T: "Deserted" means "of the place where no people can live". "Survive" means "continue to live". Now do you understand the two words?

Ss: Yes.

T: If you have to survive on the deserted island, what will you do? Here are some items that would be most useful to you on the island.

(Show the following box on the screen.)

a knife, a box of matches, a mirror, a radio, a frying pan, a gun, a book, a hammer, a saw, an umbrella, a rope, a compass

T: Maybe some of them are new words. Now I explain them to you.

(Teacher begins to explain them. After that, teacher says...)

T: Now let's discuss in pairs which three items are most useful to you on the island. Of course, you must explain why you think they would be useful. Please begin.

(Teacher goes among the students to listen to their discussion. Then choose several students to express their opinions.)

T: OK. Now I want some of you to list the three most useful items and explain why you think they would be useful. You'd better use the sentence structure to express your opinion; I think



备课札记

Vertical writing area with horizontal lines for notes.



备课札记

that _____ would be the most useful, because I could use it to _____, to _____, and to _____. (Bb: Write it on the blackboard.)

Suggested opinions:

1. I think that a box of matches would be the most useful, because I could use it to make a fire to prepare a meal, to warm myself, and to give the signal.
2. I also think that a knife would be useful, because I could use it to defend myself to cut down trees to build a house, and to cut up something to eat.
3. I think that a radio would be the most useful, because I could use it to listen to singing or music to enjoy myself, to listen to news broadcast and weather report, and to frighten savages or other animals by turning it up.

Step III Reading

T: OK. Today we're going to learn a similar passage "Chuck's Friend". Now open your books, turn to Page 3. You are given four minutes to read the text quickly and silently. Try to remember the general idea. Then answer the question: Who's Wilson? Please begin.
(After five minutes, teacher checks the answer.)

T: Time is up. Who wants to answer this question? Any volunteers?

S: (A student stands up) Wilson is a volleyball.

T: Quite right. Wilson is Chuck's unusual friend. Now read the passage again and then answer the questions on the screen. This time, you should read slowly and carefully.

(Show the following questions on the screen.)

1. What's Chuck's job?
2. What happens to Chuck one day?
3. What things must Chuck learn to do to survive on the island?
4. What does Chuck learn about himself when he is alone on the island?

(Teacher gives students another four minutes to read the passage and then asks some students to answer these questions.)

Suggested answers:

1. Chuck is a businessman and a successful manager in a company.
2. One day Chuck is on a flight across the Pacific Ocean when suddenly his plane crashes. But Chuck survives the crash and lands on a deserted island where there are no people.
3. Chuck must learn to survive all alone. He has to learn how to collect water, hunt for food, and make a fire. The most importance is that Chuck has to learn how to survive without friends.
4. When Chuck is alone on the island, he learns how to be a good friend to Wilson. Even though Wilson is just a volleyball. He learns that we need friends to share happiness and sorrow, and it is important to have someone to care about. He also learns that he should have cared more about his friends. And he understands that friendship is about feelings and that we must give as much as we take.

Step IV Language Study

T: Now you are familiar with the passage. But you should also pay attention to some useful phrases. Let's look at their usages.

(Show the following on the screen.)

1. They hunted high and low for the book.
2. It's your turn to make a fire.
3. She thinks only of herself; she doesn't care about other people.

(Bb: hunt for, make a fire, care about)

(Teacher asks some students to translate these sentences into Chinese. At the same time teacher explains the underlined phrases.)

Step V Listening and Consolidation

T: Now I'll play the tape. You can follow it in a low voice. Pay attention to your pronunciation and intonation.

(After that, teacher asks students to discuss the last two questions behind the text in groups of four.)

T: OK. Now look at the last two questions behind the text. (Teacher begins to read them.) I give you several minutes to discuss them in groups of four. After a while, I'll ask some of you to talk about your opinions.

(Students begin to discuss the two questions and after a while teacher asks some students to express their ideas.)

Suggested ideas:

3. First I'll search for something to eat, some place to live in, then I'll try to get in touch with the family or government as soon as possible.
4. I think the scientist should get the parachute. Because the scientist is of greater value than the other three persons to the world.

T: Now look at Vocabulary on Page 87.

First listen to the tape, then we'll do Exercise 1 and 2.

(After listening, students begin to do the exercises. After a while, teacher deals with it with the whole class.)

Suggested answers:

Exercise 1:

- 1) rope 2) notebook 3) pan 4) gun
5) mirror 6) compass 7) hammer
8) match 9) airplane 10) movie

Exercise 2:

- 1) My friend Alan is brave. He once saved the life of a little girl who had fallen in to a lake.
- 2) He is an honest boy. We all like him.
- 3) My friend Bob is loyal. He wouldn't talk to Charles whom I don't like at all.

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

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

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

Step VI Summary and Homework

T: In this class, we've read a passage about Chuck's Friend. We've learned a lot from it and we know friendship can help us understand what kind of people we are, why we need each other and what we can do for each other. At the same time we've also learned some useful phrases. After class, read the passage again and again until you can recite some sentences. Then translate the letter on Page 87. What's more, don't forget to preview "Word Study and Grammar Study" in the next period. Well, that's all for today. Class is over.

Answers to Exercises on Page 87 Translation:

Dear Aunt,

Hi! I have made many friends at my school. We are getting along very well. But one day one of my friends lost 100 yuan. He thought I had taken his money and he told others about it. They are not as friendly to me as they were before. I'm very unhappy.

I need your help. Can you give me some advice?

Yours/Your nephew,
Gao Fei

Sample letter:

Dear Xiao Fei,

I am sorry to hear about your problem and thank you for your trust. Both your uncle and I are fond of you, because you are a nice and honest boy.

It is always easier to make friends than to keep them. You are feeling bad



备课札记



备课札记

about losing their friendship, and they may feel the same way. In my opinion, you should go to talk to your friends and honestly tell them that you didn't do it. You may also need to work together with your friends in order to find out who took the money.

I hope my advice is helpful and I wish you good luck.

Yours truly,
Aunt Betty

Step VI The Design of the Writing on the Blackboard

Unit 1 Good friends
The Second Period

Words: deserted, survive
Phrases: hunt for, make a fire, care about
Sentence: I think that _____ would be the most useful, because I could use it to _____, to _____, and to _____.

Step VII Record after Teaching

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The Third Period

Teaching Aims:

1. Review the words learned in the last two periods.
2. Learn and master direct speech and indirect speech.

Teaching Important Points:

1. How to guess the missing word according to the given sentence.
2. Master the interchanges of direct speech and indirect speech in the declarative sentence and interrogative sentence.

Teaching Difficult Points:

Master the changes of the pronouns, tenses, adverbials in the interchanges of direct speech and indirect speech.

Teaching Methods:

1. Review method to consolidate the words learned in the last two periods.
2. Explanation and inductive methods to make the students master the interchanges of direct speech and indirect speech.
3. Individual, pair work to make every student work in class.

Teaching Aids:

1. a projector
2. the blackboard

Teaching Procedures:

Step I Greetings

Greet the whole class as usual.

Step II Word Study

T: In the last two periods, we have learned some self-introduction, a reading text—Chuck's Friend. We have also discussed what a good friend should be like and what qualities a good friend should have. If you are alone on a deserted island, we also know what would be the most useful to you. All these include some useful and important words and phrases. Now let's review them. Open your books, turn to Page 4 and look at Word Study. Fill in the blanks with the words and phrases you have learnt in this unit. You are given five minutes to do it. Read first, and then fill in it according to the meaning of each sentence. Is that clear?

Ss: Yes.

T: OK. First do it by yourself. Then discuss them in pairs. After a while, I'll ask some students to read the words.