



● 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
4

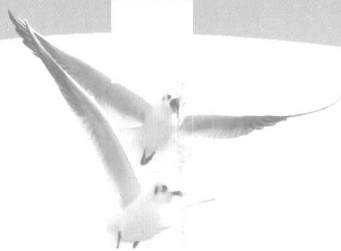
人教版

● 新课标·高中同步·**鼎尖教案**（通用型教案）

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延边教育出版社



我们提供的
不仅是传统的教案
还有
实现教学模式多样化的系统方法

我们提供的
不仅是不同思路的教学模式
还有
为实现这些思路而搭建的
一个动态开放的平台

在这个平台上
你尽可以
自由释放自己的教学思想、智慧与个性
组合适合自己的教学模式

而这一切
正是我们
对新课程教学改革的探索与回应
体现着我们
对人民教师的
充分尊重和终极关怀



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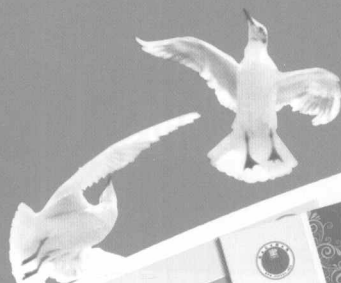
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学案教案配套用，老师学生真轻松！

教材教案、教辅教案、习题教案，两种思路任你选择。

课前预习、课堂笔记、课后作业，多种模式自由组合。

《鼎尖学案》丛书特色

- **学案模式自主定制** 《鼎尖学案》将教学过程分为课前预习、课堂笔记、课后作业三个环节，充分考虑教师的教学习惯和学生的差异性。同时依托《鼎尖教案》，提供多种学案组合模式，供您自由选择定制，满足师生的个性化需求。《鼎尖学案》的问世，标志着教辅个性化时代的到来。
- **教案学案配套使用** 丛书的编写以《鼎尖教案》为基础，合理区分教师教案和学生学案的内容功能，强调教案和学案的配套使用，强调教案与学案的实质性互动对接，方便于教师教学和学生听课、做笔记、训练，有助于提高教师的教学效果和学生的听课效率。是学生听课的笔记本，课堂训练、课后作业的作业本，让上课更方便，让学习更轻松。
- **互动开放方便实用** 《鼎尖学案》充分利用“鼎尖教案”这一动态开放式资源平台，体现教案与学案的互补功能，通过预留空白等形式，避免了以往的教案和学案对教学过程统得过多、过死以及不符合教学实际问题，为教师主导作用和学生主体作用的充分发挥，提供了广阔的思维空间。在装订方式上，我们也将根据您的要求，或采用成书的方式，或采用活页的方式进行制作，方便您的使用。

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。

北京世纪鼎尖教育研究中心

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			

CONTENT 目录

Unit 1 Women of achievement — 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	(6)
第 4 课时	(8)
第二教案 教辅教案	(10)
单元自主学习	(10)
案例一 课时详解	(11)
第 1 课时	(11)
第 2 课时	(23)
第 3 课时	(29)
单元综合能力训练	(32)
案例二 精析精练	(40)
单元综合能力训练	(55)
第三教案 习题教案	(62)
案例一 同步练习	(62)
第 1 课时	(62)
第 2 课时	(65)
第 3 课时	(67)
案例二 练测 1+1	(69)
单元终结测试	(76)

Unit 2 Working the land — 84	
第一教案 教材教案	(84)
单元整体教案	(84)
单元课时教案	(86)
第 1 课时	(86)
第 2 课时	(87)
第 3 课时	(88)
第 4 课时	(90)
第二教案 教辅教案	(91)
单元自主学习	(91)
案例一 课时详解	(91)
第 1 课时	(91)
第 2 课时	(97)
第 3 课时	(105)
单元综合能力训练	(108)
案例二 精析精练	(115)
单元综合能力训练	(127)
第三教案 习题教案	(134)

案例一 同步练习	(134)
第 1 课时	(134)
第 2 课时	(138)
第 3 课时	(140)
案例二 练测 1+1	(142)
单元终结测试	(148)

Unit 3 A taste of English humour 156	
第一教案 教材教案	(156)
单元整体教案	(156)
单元课时教案	(159)
第 1 课时	(159)
第 2 课时	(160)
第 3 课时	(161)
第 4 课时	(163)
第二教案 教辅教案	(164)
单元自主学习	(164)
案例一 课时详解	(165)
第 1 课时	(165)
第 2 课时	(171)
第 3 课时	(174)
单元综合能力训练	(178)
案例二 精析精练	(184)
单元综合能力训练	(196)
第三教案 习题教案	(204)
案例一 同步练习	(204)
第 1 课时	(204)
第 2 课时	(208)
第 3 课时	(212)
案例二 练测 1+1	(213)
单元终结测试	(220)

Unit 4 Body language — 228	
第一教案 教材教案	(228)
单元整体教案	(228)
单元课时教案	(231)
第 1 课时	(231)
第 2 课时	(232)
第 3 课时	(233)
第 4 课时	(236)
第二教案 教辅教案	(237)
单元自主学习	(237)
案例一 课时详解	(237)

目录 CONTENTS



第1课时	(237)	第2课时	(301)
第2课时	(242)	第3课时	(302)
第3课时	(246)	第4课时	(304)
单元综合能力训练	(248)	第二教案 教辅教案	(306)
案例二 精析精练	(255)	单元自主学习	(306)
单元综合能力训练	(267)	案例一 课时详解	(306)
第三教案 习题教案	(274)	第1课时	(306)
案例一 同步练习	(274)	第2课时	(310)
第1课时	(274)	第3课时	(314)
第2课时	(276)	单元综合能力训练	(317)
第3课时	(279)	案例二 精析精练	(324)
案例二 练测1+1	(281)	单元综合能力训练	(336)
单元终结测试	(288)	第三教案 习题教案	(344)
		案例一 同步练习	(344)
		第1课时	(344)
		第2课时	(346)
		第3课时	(349)
		案例二 练测1+1	(352)
		单元终结测试	(360)

Unit 5 Theme parks 296

第一教案 教材教案	(296)
单元整体教案	(296)
单元课时教案	(300)
第1课时	(300)

附录 《鼎尖学案》模式说明

选择适合您的“学案”模式	(368)
个性化学案模式一	(369)
个性化学案模式二	(379)

Unit 4 Body language 282

第一教案 教材教案	(282)
单元整体教案	(282)
单元课时教案	(282)
第1课时	(282)
第2课时	(282)
第3课时	(282)
第4课时	(282)
第5课时	(282)
第6课时	(282)
第7课时	(282)
第8课时	(282)
第9课时	(282)
第10课时	(282)
第11课时	(282)
第12课时	(282)
第13课时	(282)
第14课时	(282)
第15课时	(282)
第16课时	(282)
第17课时	(282)
第18课时	(282)
第19课时	(282)
第20课时	(282)
第21课时	(282)
第22课时	(282)
第23课时	(282)
第24课时	(282)
第25课时	(282)
第26课时	(282)
第27课时	(282)
第28课时	(282)
第29课时	(282)
第30课时	(282)
第31课时	(282)
第32课时	(282)
第33课时	(282)
第34课时	(282)
第35课时	(282)
第36课时	(282)
第37课时	(282)
第38课时	(282)
第39课时	(282)
第40课时	(282)
第41课时	(282)
第42课时	(282)
第43课时	(282)
第44课时	(282)
第45课时	(282)
第46课时	(282)
第47课时	(282)
第48课时	(282)
第49课时	(282)
第50课时	(282)
第51课时	(282)
第52课时	(282)
第53课时	(282)
第54课时	(282)
第55课时	(282)
第56课时	(282)
第57课时	(282)
第58课时	(282)
第59课时	(282)
第60课时	(282)
第61课时	(282)
第62课时	(282)
第63课时	(282)
第64课时	(282)
第65课时	(282)
第66课时	(282)
第67课时	(282)
第68课时	(282)
第69课时	(282)
第70课时	(282)
第71课时	(282)
第72课时	(282)
第73课时	(282)
第74课时	(282)
第75课时	(282)
第76课时	(282)
第77课时	(282)
第78课时	(282)
第79课时	(282)
第80课时	(282)
第81课时	(282)
第82课时	(282)
第83课时	(282)
第84课时	(282)
第85课时	(282)
第86课时	(282)
第87课时	(282)
第88课时	(282)
第89课时	(282)
第90课时	(282)
第91课时	(282)
第92课时	(282)
第93课时	(282)
第94课时	(282)
第95课时	(282)
第96课时	(282)
第97课时	(282)
第98课时	(282)
第99课时	(282)
第100课时	(282)

Unit 1 Women of achievement

第一教案

教材教案

单元整体教案

教材分析

本单元紧扣“女性”这一中心话题,通过介绍几位生活在不同国度的杰出女性,探讨女性在社会生活中的地位、价值和贡献,关注她们所面临的困难,讴歌她们在社会各个领域的成就。这六位女性或早期或现代,在不同的时代和不同的国家,发挥了重要作用。她们在自己选择的领域都付出了艰辛,推行自己的主张。她们还不得不克服重重困难,为实现心中的理想与抱负,她们不得不牺牲家庭、亲人甚至生命。学习本单元内容有助于提高学生对妇女的社会角色的认识,培养学生(尤其是女学生)的自信心、事业心和社会责任感,建立正确的性别观和社会观。

本单元涉及的要点是:

(一)了解世界上不同领域中的杰出女性以及她们的生平经历,讨论伟大的女性所具有的品质和特点。

(二)学会如何描述他人的情况,学会运用介绍人物品质和个性的形容词。

(三)熟练识别集合名词的数,并掌握如何保持语句的主谓一致。

(四)掌握同根的动词与名词的构成关系,进一步学习英语的构词法。

(五)掌握本单元的词汇、短语及其用法。

单元目标

知识目标	Words:
	achievement, welfare, project, institute, specialist, connection, campaign, organization behave, behaviour, shade, worthwhile, nest, bond, observe, observation, childhood outspoken, respect, argue, argument, entertainment, crowd, inspire, support, refer, audience, rate, sickness, intend, emergency, generation, kindness, considerate consideration, deliver, modest
	Phrases:
	human beings, move off, lead a ... life, crowd in, look down upon/on, refer to, by chance, come across, carry on
	Grammar:
	Subject-verb agreement
	... our group are all going to visit them in the forest. ... our group is going to be very tired and dirty by the afternoon ... Everybody sits and waits in the shade of the trees while the family begins to wake up and move off.

能力目标

Describing people:

What does she look like?

Why do you admire her?

What did she do to impress you most?

How would you describe her?

Why did she choose to ...?

What are her strengths/weaknesses?

Can you give an example to show ...?

She is hard-working / energetic / active / determined / intelligent / fair / generous / kind / helpful / modest / confident / brave / honest / considerate / unselfish / devoted / educated / warm-hearted / ...

情感目标

1. Realize the important role that women play in our society.
2. Train the students' especially girl students' self-confidence, dedication and the sense of responsibility.

教学设想

思路一:

在“热身(Warming Up)”部分,以设问的方式引出“女性”这一中心话题;众所周知在1992年巴塞罗那奥运会上中国体育代表队共获十六块金牌,而其中十二块是由女子获得的,可见“女子并非不如儿男”。然后借助于背景简介六位伟大女性不平凡的人生经历。

思路二:

“阅读(Reading)”部分,通过对伟大女性的共同品质的回顾开题,然后解题《非洲野生动物研究者》,教师回顾一下 Jane Goodall 的生平。本文共有四个自然段,让学生快速阅读之后找出各段主题句并概括段落大意,训练学生略读归纳内容等阅读技巧,把握篇章中心内容,获取关键信息。然后还要通过设问训练学生仔细阅读,捕捉文章细节的能力。

思路三:

“语言学习”部分涉及到构词法知识,旨在巩固本单元重点语言知识。可采用发现和探究的方法,启发学生通过所给的启示(如新词语的英文释义或文中的例句等)自己找出书中的重点语言项目,提醒学生在句子中理解词义。

思路四:

“语言运用”中应注意读、听、说、写四种能力的培养。读就是让学生仔细阅读短文,列举林巧稚所取得的成就;然后让学生结对子,从课文中找出一些表达医生素养的词汇来描述林巧稚的个性与品质。听之前要引导学生回顾 Jane Goodall 和林巧稚

等伟大女性在成功道路上所遇到的种种困难,继而讨论她们遭遇这些困难的原因,然后引导学生列举现实生活中所遭遇的不平等现象,以便与听力中女性在择业时受到歧视的三个原因进行比较。而说和写时首先引导学生回顾林巧稚所取得的成就,描述她的个性和品质,然后是结对活动,找一个像林巧稚那样成功的女性,比如说吴仪,说说你为何钦佩她。

思路五:

现代社会,女性问题依然相当“热门”。尽管社会制度已经发生了很大的变化,但是在世界各地,男女不平等的现象仍然存在,传统的道德标准依然影响着社会的评价体系,而人们对“伟大女性”的定义也因时代和地域的不同而各异。因此有必要根据学生对“伟大女性”的不同认识组织辩论赛。共分四个步骤:1.选取题目。2.让学生根据不同的观点分成小组,搜集支持自己论点的材料和事例。3.学生根据所搜集的材料写成发言稿,在全班或全年级范围内展开英语演讲。4.从优秀的演讲中挑选代表正反方观点的两方辩手进行辩论赛。

课文翻译

卓有成就的女性
非洲野生动物研究者

清晨5点45分,太阳刚从东非的贡贝国家公园的上空升起,我们一行人准备按照简研究黑猩猩的方法去森林里拜访它们。简研究这些黑猩猩家族已经很多年了,她帮助人们了解了黑猩猩跟人类的行为是多么的相似。我们当天的首要任务就是观察黑猩猩一家是如何醒来的。这意味着我们要返回前一天晚上我们离开时黑猩猩一家睡觉的大树旁。大家坐在树荫下等待着,这时候猩猩们睡醒了,准备离开。然后这群黑猩猩向森林深处漫步而去,我们尾随其后。在大部分时间里,黑猩猩或互相喂食,或彼此擦身,这在它们的家族里是表达爱的方式。简预先提醒我们,到下午的时候我们会又脏又累。她说对了,但是到傍晚时分我们就觉得这一切都是值得的。我们看到黑猩猩妈妈跟她的幼子们在树上玩耍,后来看见他们一起回窝里睡觉了。我们明白了猩猩家庭成员之间的联系像人类家庭一样紧密。

在简之前没有人完全了解黑猩猩的行为。她花了多年的时间来观察并记录黑猩猩的日常活动。从孩提时代起,简就想在动物生活的环境中研究它们。但是,这不是一件简单的事。当她1960年最初来到贡贝时,对女性来说,住进大森林还是很稀罕的事情。她母亲头几个月来帮过她的忙,这才使她得以开始自己的计划。她的工作改变了人们对黑猩猩的看法。比方说,她的一个重要发现是黑猩猩猎食动物。而在此之前,人们一直认为黑猩猩只吃水果和坚果。她曾经亲眼看到过一群黑猩猩捕杀一只猴子,然后把它吃掉,她还发现了黑猩猩之间是如何交流的,而她对黑猩猩身势语的研究帮助她勾勒出黑猩猩的社会体系。

40年来,简·古道尔一直在呼吁世人了解并尊重这些动物的生活。她主张应该让野生动物留在野外生活,而不能用于娱乐或广告。她还为黑猩猩建起了可以安全生活的专门的保护区。她的生活是忙忙碌碌的,然而,正如她所说的:“我一旦停下来,所有的一切都会涌上心头。我就会想起实验室的黑猩猩,太可怕了。每当我看着野生黑猩猩时,这个念头总是萦绕着我。我会对自己说:‘难道它们不幸运吗?’然后我就想起那些没有任何过错却被关在笼子里的小黑猩猩。一旦你看到这些,你就永远不会忘记……。”

简已经得到了她想要得到的一切:在动物的栖息地工作;获得博士学位;还向世人证明女人和男人一样也能在森林里生活。她激励着人们为妇女们的成就而欢呼喝彩。

为什么不继续她的事业?

上学时我喜欢英语、生物和化学,但是我进大学该选哪门专业呢?直到有一天晚上坐在电脑旁研究中国的伟大女性时,我才有了答案。

很偶然地,我看到了一篇关于林巧稚大夫的文章。她是妇科专家,1901年出生,1983年去世。林巧稚似乎一直都在为自己选择的事业而奔忙,去国外留学,写了很多书和文章。其中有一本书引起了我的注意。这是一本小书,介绍如何从妇女怀孕到护理婴儿的过程中降低死亡率,她提出了一些可以遵循的简单的做法,保持婴儿清洁和健康,让他们远离疾病。她为什么要写这些东西呢?林巧稚认为哪些妇女会需要这些忠告呢?我细细地看了这篇文章,了解到那是为农村妇女写的。也许是她们在遇到紧急情况时找不到医生。

突然我想起,在那个年代,一个女子去学医是多么困难啊!那可是一个女性受教育总是排在男性之后的年代。难道她比别人要聪明得多?进一步阅读使我了解到,是苦干、决心和善良的天性使她走进医学院的大门。后来使她成功的是她对所有病人献出的爱心和体贴。数不胜数的事迹讲述着林巧稚如何在劳累一天之后,又在深夜去为贫苦家庭的产妇接生,而这些家庭是不可能给她报酬的。

现在我迫不及待地想了解更多有关她的情况。我发现林巧稚把毕生都奉献给了病人,而自己却选择了独身。她确保了大约五万名婴儿的安全出生。这时候,我非常激动。为什么不像林巧稚那样去读医学院,继续她的事业呢?现在努力提高学习成绩、准备大学入学考试还不算晚……

备课资料

1. Gombe National Park 贡贝国家公园

Size	52 sq km (about 32 sq miles), Tanzania's smallest park
Location	16 km (about 10 miles) north of Kigoma on the shore of Lake Tanganyika in western Tanzania
How to get there	Drive, flight from Dar Es Salaam or Arusha, slow train from Dar Es Salaam to Mwanza or lake ferry from Burundi or Zambia to Kigoma, then local boat from Kigoma to Gombe(2-3 hrs)
What to do	Chimpanzee trekking, hiking, swimming, snorkeling
Best time	The chimps don't roam as far when it is wet (February-June, November-mid December), so may be easier to find; better picture opportunities in the dry (July-October and late December)
Accommodation	One hostel, 1 guest house and 2 camp sites, all self-catering
Attractions	Chimpanzees
Note	Strict rules are in place to safeguard you and the chimps. Allow at least 2 days to see them—this is not a zoo so there are no guarantees where and when they'll be each day

2. Some great women



1) Mother Teresa founded the Missionaries of Charity in 1948. Through it, she has dedicated her life to helping the poor, the sick and the dying around the world, particularly those in India. She founded the Kalighat Home for the Dying and a leper colony was established under her guidance. Her selfless work has brought her many awards, including the Nobel Peace Prize in 1979.

2) Marie Sklodowska Curie researched into the science of radioactivity. She is best known for discovering the radioactive elements-polonium and radium and as the only person to win two Nobel prizes. She did not patent her discoveries but made them available to everyone. She encouraged the use of X-rays for medical treatment. But she was not sufficiently aware of the dangers of radium and died of leukemia brought on by too much contact with radium.

3) Rosa Parks worked as a seamstress at a Montgomery de-

partment store in 1955. On December 1 of that year she got onto a city bus and sat in the "colored" section. The "whites-only" section in the front of the bus filled up and a white man was left standing. The bus driver demanded that Mrs Parks and three other people in the colored section give up their seats so the white man could sit. The other three people moved but Mrs Parks refused. She was arrested when the bus driver contacted the police and charged her with "disorderly conduct". Four days later she was found guilty. Then the Montgomery bus boycott began. It encouraged Martin Luther King to preach about the injustice to black people in the USA in his church. It is often thought of as the start of the Civil Rights Movement.

4) Florence Nightingale was the daughter of a wealthy British landowner, William Nightingale. She was born in Florence, Italy, on 12th May, 1820. Florence wanted to become a nurse, but it was not considered a proper profession for a young lady at that time. In 1851 Florence's father gave her permission to train as a nurse and in 1853 she went to the Crimea to help the soldiers during the war. There she became known as "the lady with the lamp" for the concern she showed to the sick soldiers. Back in England, she started working to improve the training and status of nurses. She is considered a pioneer of nursing care.

单元课时教案

第1课时

教学目标

1. Learn and master the following words: achievement, welfare, project, institute, specialist, connection, human being, organization
2. Learn about six great women who have made great achievements.
3. Train the students' listening ability.
4. Improve the students' speaking ability by describing, talking and discussion.

教学重点

1. Train the students' listening ability.
2. Improve the students' speaking ability.
3. Master the new words and phrases.

教学难点

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

情感目标

1. Realize the important role that women play in our society.
2. Train the students' (especially girl students') self-confidence, dedication and the sense of responsibility.

教学方法

1. Pair work or group work to make every student learn in class.
2. Asking-and-answering activity to help students understand the text.

媒体准备

1. a projector
2. the blackboard

教学过程

Step I Greeting and lead-in

T: Good morning/afternoon, everyone.

S: Good morning/afternoon, Sir/Miss. ...

T: Sit down, please. Who can tell the class how many gold medals we Chinese athletes won in the 1992 Barcelona Olympic Games?

S: 16.

T: Then how many of them were gained by women?

S: 12.

T: Good, Now we'll talk about six great women who have made great achievements.

Step II Warming up

T: Today we're going to learn Unit 1 "Women of achievement", which is the sister unit to NELSON MANDELA—A MODERN HERO.

(Blackboard: Unit 1 Women of achievement The first Period)

First let's look at some words.

(show the following on the screen.)

achievement [ə'tʃi:vmənt] n.

welfare ['welfeə(r)] n.

project ['prɒdʒekt] n.

institute ['ɪnstɪtju:t] n.

China Welfare Institute

specialist ['speʃəlɪst] n.

connection [kə'nekʃn] n.

human being

campaign [kæm'peɪn] n. & vi.

organization [ɔ:ɡənaɪ'zeɪʃn] n.

(Teacher teaches the words in the box and explains them.)

T: OK. Now that we have learned about the criteria used in the unit on NECSON MANDELA—A MODERN HERO, I want you to discuss a question in pairs:

What makes a great man or woman? (Blackboard.)

T: Yeah, please discuss it in pairs. After a while, everyone is asked to make a sentence. Are you clear?

Ss: Yes.

T: OK. Please.

(After a while, teacher asks some students to describe a great man or woman.)

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

S₁: I think a great man or woman is someone who should be determined.

S₂: I think a great man or woman should be inspiring.

S₃: A great man or woman should be altruistic.

S₄: A great man or woman should be influential.

...

(Blackboard: determined, inspiring, altruistic, influential)

T: Very good. Your opinions are all right. Now open your books and turn to page 1. Here are pictures of six great women. They all have played important role at different times, and in different countries. Some of the women are from earlier time, and some are modern women. Now please read the short introduction to the women featured in the textbook and discuss the question in groups of four:

What do these women have in common?

(Blackboard: What do these women have in common?)

(After a while, ask some students to give their answers. Maybe they still use the words—determined, inspiring, altruistic, influential and so on. It's all right. Teacher should praise students for their good work.)

Step III Speaking

T: Your work is well-done. Now please read the short introduction to the women featured in the textbook again and try to find the answers to the following questions:

1. What did these women do for other people?

2. What problems did they have to overcome?

3. What did they have to give up to achieve their ambition?

The following chart may be useful for you to organize your thinking.

Name	Ambition	Problems	Sacrifices
Joan of Arc			
Elizabeth Fry			
Song Qingling			
Lin Qiaozhi			
Jane Goodall			
Jody Williams			

(Show the form on the screen.)

T: OK. Time is up. I'll ask five of you to fill in this form. Each student fills in one woman's related content. I can give one example. For example, as to "Joan of Arc", you can fill in "Ambition→To drive the English from France; Problems→Women were not allowed to fight like a man; Sacrifices→She lost her life. Do you understand?

Ss: Yes.

T: OK. Who can fill in Elizabeth Fry's related content? Wang Lin, you try, please...

(Teacher asks another 4 students to fill in the form, then teacher shows the suggested answers on the screen.)

Suggested answers:

Name	Ambition	Problems	Sacrifices
Joan of Arc	To drive the English from France	Women were not allowed to fight like a man.	She lost her life.
Elizabeth Fry	To help improve prison conditions	She was criticized for neglecting her family and enjoying fame.	Less time was spent with her husband and family.
Song Qingling	To work for civil rights, democracy and peace	Her relatives held political opinions completely different from hers.	After her husband died, she lived alone.
Lin Qiaozhi	To help women and children with their illnesses and health	Women had greater difficulties getting into medical college and getting further training.	She never got married or had a family of her own.
Jane Goodall	To work with animals in the wild	She lived a hard life in the wild.	She gave up the comforts of life to study the chimps.
Jody Williams	To prevent the making and use of landmines	It isn't easy to work with groups in different countries and persuade governments to stop the making and use of landmines.	She has lost her own personal time because of the demands of the job.

Step IV Language Study

T: That's all for discussion. Now let's learn some language

points. First, pay attention to phrases: dress as, fight for, have sth in common, the Nobel Peace Prize, concern oneself with sth, de-

vote all one's life to. (Blackboard.) Then we'll learn a sentence pattern: she was caught and put to death by the English. (Blackboard.) Now look at their usages.

(Show the following on the screen and explain them.)

1. ① dress as; act as

eg. She was often dressed as a boy by her parents when she was young.

In the film she dressed as a witch.

② fight for

eg. If you want the job you'll have to fight for it.

③ the Nobel Peace Prize: a prize given in Sweden each year to people from any country for important work towards world peace.

④ concern oneself with/about sth; to become involved in sth because one is interested in it or because it worries one.

eg. More and more people are concerning themselves with environmental problems.

⑤ devote oneself to; to do everything one can to achieve sth or help someone.

eg. Mother Teresa has devoted herself to caring for the poor.

⑥ have sth in common; if objects or ideas have sth in common, they share the same features.

eg. Their methods have a lot in common.

2. She was caught and put to death by the English.

eg. The girl was caught stealing and fired by her boss.

The house was broken into and everything was stolen.

Step V Summary and Homework

T: In this class we've done some listening and speaking. We have learned about six great women of achievement. We've realized the important role that women play in our society. Of course we also have learned some useful phrases and a very important sentence pattern. After class, practise more talking about the topic of women. Master the useful phrases and the important sentence pattern.

Then do Exercise (Talking 1, 2) on Page 41. At last, don't forget to preview the reading material—A Student of African Wildlife. Is that clear?

Ss: Yes.

T: OK. So much for today. Goodbye everyone.

Ss: Goodbye, teacher.

板书设计

Unit 1 Women of achievement

The First Period

- I. 1. Words—achievement, project, connection
2. Phrases—dress as, fight for, the Nobel Peace Prize, Concern oneself with/about sth, devote oneself to, have sth in common
3. Sentence Pattern—She was caught and put to death by the English.

- II. 1. What makes a great man or woman?
determined, inspiring, altruistic, influential
2. What do the six women have in common?

教学反思

第2课时

教学目标

① Learn and master the following words and phrases: behave, shade, move off, worthwhile, bond, behaviour, observe, childhood, outspoken, respect, argued, entertainment, lead a... life, crowd in, inspire, support, nest.

② Improve the students' reading ability.

教学重点

How to use these words, phrases and sentence patterns above.

教学难点

How to make students understand the reading text better.

情感目标

① Make the students know what important role women play in our society.

② Go on training the students' (especially girls') self-confidence, dedication and the sense of responsibility.

教学方法

1. Fast-reading to grasp the main idea.

2. Pair work or group work to get every student to join in the class.

媒体准备

① a recorder ② a projector ③ the blackboard

教学过程

Step I Greeting and Revision

Greet the whole class as usual.

T: Yesterday we have discussed the roles that six women have played at different times and in different countries, who can tell me what these women have in common?

S₁: They are determined.

S₂: They always think of others.

S₃: They are committed and inspiring.

S₄: They are influential.

...

Step II Pre-reading

T: OK. Thank you for your answers. They are the qualities that these women have in common. In today's reading, We'll learn more about Jane Goodall. First, let's learn some new words and phrases.

(Show the following box on the screen.)

behave, shade, move off, worthwhile, nest, bond, behaviour, childhood, observe, outspoken, respect, argue, entertainment, lead a... life, crowd in, inspire

(Teacher teaches the words in the box)

T: Last lesson, we have learnt something about Jane Goodall, Much of the information known about chimpanzees' behaviour

is attributed to the research of Jane Goodall, who has spent many years studying chimpanzees in Tanzania's Gombe National Park. Then what are chimpanzees?

Chimpanzees live in equatorial Africa. The male common chimp is up to 1.7 m high when upright, and weighs as much as 70 kg; the female is somewhat smaller. The chimp's long arms, when extended, are half as long as the body height. The feet are better suited for walking than those of other animals. The brain of a chimpanzee is about half the size of the human brain.

Chimpanzees form loosely organized communities of about 50 individuals, where the animals remain for years. Within a community, smaller groups may form, break up and reform. Members of a community cooperate in hunting and the sharing of food. On finding food, they scream and bang logs to attract others.

Chimpanzees communicate through calls, facial expressions, posture, touch and movement. Studies show that a young chimp is able to make as many as 34 different calls, and his/her facial expressions can communicate a wide range of emotions. The animals show great intelligence in problem solving and the use of simple tools. Experiments suggest that chimps can even learn to use language in a symbolic sense, but these results are in doubt.

Step III Reading

T: Now, please read the text quickly. Then answer the following questions:

Who is the student? (Jane Goodall)

What animals were observed? (chimps)
(Blackboard.)

T: There are 4 paragraphs in all in this text. Now, please read it a second time and try to find the topic sentence and main idea of each paragraph.

	Topic Sentence	Main Idea
Para. 1	Following Jane's way to studying chimps, our groups are all going to visit them in the forest.	How our group studied chimps in the forest.
Para. 2	Nobody before Jane fully understood chimp behaviour.	What Jane discovered about chimps.
Para. 3	For forty years Jane Goodall has been outspoken about making the rest of the world understand and respect the life of these animals.	What Jane is doing now to help chimps.
Para. 4	She has achieved everything she wanted to do.	Jane's achievements.

Step IV Comprehending

T: Please turn to Page 3. Let's do Ex 1, Ex 3, and Ex 4. Write your answers on a piece of paper. Later, we'll check the answers.

Suggested answers.

Answer key for Exercise 1:

1. C 2. A 3. C 4. C

Suggested answers to Exercise 3:

What did Jane do after she came to Africa?	What did she achieve?
<ul style="list-style-type: none">Studied chimps in their natural environmentLived in the forest so she could observe the chimps and record their activitiesFound what chimps eat and their social systemTried to make people aware that it is wrong to use chimps for entertainment or advertisements	<ul style="list-style-type: none">Helped to set up special places where chimps can live safely in the wildGot a doctor's degreeShowed that women can live in the forest to study wild animals as men canInspired others who wanted to cheer the achievements of women

Suggested answers to Exercise 4:

1. Because she studies animals and learns from them in their own habitat.
2. She had to give up friends, a social life, boyfriends, fun, going to the cinema, seeing her friends, parties, shopping, etc.
3. Yes, because it is only in their natural environment that chimps will behave naturally.

4. Answers may vary. Make sure each answer has a reason.

Step V Summary and Homework

Today we've learned a article about an woman. After class, you should read the text again to get the idea of the text further and try to master the useful expressions appearing in the text. Today's homework: Preview "Learning about Language".

板书设计

Unit 1 Women of achievement

The Second Period

1. Who is the student? —Jane Goodall
2. What animals were observed? —Chimps

教学反思

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第3课时

教学目标

1. Learn Word Study to enlarge vocabulary.
2. Learn and master the grammar subject-verb agreement.

教学重点

Master the word formation rules to improve students' ability to enlarge their vocabulary.

教学难点

How to help students to master subject-verb agreement.

媒体准备

A projector and some slides

教学方法

1. Showing and explaining methods to have the students get a clear concept.
2. Discussing method.
3. Analysing method.

教学过程

Step I Greetings

Greet the whole class as usual.

Step II Revision and Lead-in

T: Yesterday, we read a passage about Jane Goodall. The reading is divided into two main parts. Part 1 is formed by the first paragraph. Part 2 is the rest of the reading passage. Now I want some of you to give the class the main idea of each part.

S₁: Part 1 describes the method by which Jane studied the family of chimps that she followed. It explains her research method through the eyes of a visitor coming to see her centre in the Gombe National Park.

T: Well done. Please be seated. Anyone else?

S₂: Part 2 sets out Jane's discoveries, her continuing work to help chimps and her achievements.

T: Very good. Thank you. As we all know, words can be most easily learned through context. Here are some examples.

Step III Word study

1. Jane has studied these families of chimps for many years and helped people understand how much they behave like humans. When we look at this sentence, we see that the word "behave" describes something that is humanlike. What is it that people need to understand about chimps? It is how human they are. So "behave" (which is related to the word "behaviour") means a certain way of acting. In other words, do chimps act like human beings?

2. Then we see them go to sleep together in their nest for the night. We realize that the bond between members of a chimp family is as strong as in a human family. The word "nest" is clearly the place where the family of chimps sleep for the night. A bird's nest is made of small sticks and feathers. Presumably the sleeping place for a chimp is made of larger sticks and perhaps grass or leaves. Perhaps they are similar in shape and construction as they both have to rest in trees, but clearly they are not similar in size. However, despite that it seems reasonable to call them both nests.

3. She spent years observing and recording their daily activities. This is an example of Jane's research style. To find the evidence she needed, she had to make many notes of chimp day-to-day behaviour. "Recording" means to write things down, so "observing" must mean watching the chimps.

Other phrases that need attention:

1. The phrase "a social system" describes the way people organize the groups they live in. Jane Goodall's work on chimps showed that they were like people because they had a similar social system with duties and responsibilities for each member of a chimp family.

2. The phrase "making sth worthwhile" is useful. It means that you have problems doing something but the result is useful. So Janet's efforts of studying chimps in the forest were worth it when she was able to do her doctor's degree and work to preserve the life of chimps in the wild.

3. The phrase "to change the way people think about sth" is to persuade people by your evidence, knowledge and arguments that their ideas were wrong. Jane did this when she found that chimps behaved like people in some ways. Before that chimps were thought to be very different from people because they could not talk. Now we know that idea was wrong. You can use this structure to describe changes in ideas that have been made by arguments.

4. The phrase "crowding in" means when you cannot forget an idea, and every time you stop to relax, the idea comes back into your mind. The idea that Jane Goodall cannot forget is the unhappiness of chimps in cages and not in the wild. So she speaks at meetings and tries to convince people that it is better to let chimps live in the wild.

T: After we have learned the words and phrases above, Let's do some homework. Please turn to page 4. Ex 1 should be finished by using the words or phrases from the previous pages of this unit.

(Teacher also can show this exercise on the screen.)

Suggested answers:

1. bond 2. nest 3. institute 4. crowd in 5. childhood
6. outspoken 7. move off 8. welfare 9. project

(Teacher checks the answers with the students)

T: Now, Let's go on with Ex 2. You know, a verb can be turned into a noun with a suffix, such as -ment, -tion, -ist. For example, achieve is a verb, but achievement is a noun; behave is a verb, while behaviour is a noun. OK, please fill in the form using the word formation rules. Be sure about your spelling.

Answer key for Exercise 2.

Verb	Noun
achieve	achievement
behave	behaviour
observe	observation
specialize	specialist
advertise	advertisement

Verb	Noun
connect	connection
organize	organization
inspire	inspiration
argue	argument
permit	permission

T: Some nouns and verbs remain the same. Here is one example to shade (some one from something); the shade of a tree.

Can you find at least two more in this unit?

S₁: respect/respect, campaign/campaign. (Blackboard)

S₂: support/support, wonder/wonder. (Blackboard)

T: You're excellent. Now, exercise 3 on page 4.

Answer key for Exercise 3.

1. Observed 2. worthwhile 3. argue 4. respect

Step IV Grammar

(Teacher shows the following on the screen.)

Our group are all going to visit them in the forest.
Our group is going to be very tired and dirty by the afternoon.

T: If the word group refers to different members, use a plural verb. If the word group is considered as a whole, use a singular verb. Here are some other nouns that can be used in the same way: class, family, the public, team, police, group, government, college, school, crowd, audience, etc.

Now, turn to page 5, finish Exercise 2, and then check your answers with you partner.

Discovering useful structures

Answer key for Exercise 2:

1. is, are 2. has, is 3. was/were, are 4. was, seem 5. is, are 6. is, were

Step V Consolidation

T: Now let's do another exercise on the screen.

Dear Xiaoyu,

I think everyone _____ (is/are) settled in London, although neither the weather nor the food _____ (is/are) good. Either rain or snow fell every day this week but everybody _____ (has/have) tried to ignore it. My friends and my mother _____ (has/have) visited almost all the museums in London. None of them _____ (carry/carries) an umbrella but nobody _____ (has/have) let that affect their activities. We are enjoying ourselves so much that I wonder if anybody _____ (want/wants) to come home. This group of tourists _____ (love/loves) the culture and _____ (is/are) happy in England and would like to visit London every summer!

See you soon,
Dong Xiaoshun

Suggested answers:

is, is, has, have, carry/carries, has, wants, love, are

Step VI Summary and Homework

T: In this class, we've learned some noun suffix. They are "-meet", "-iour", "-ation", "-ist", "-tion" and "sion". We can use them to change a verb into a noun. We've also learned some collective nouns can be followed by a plural verb or a singular verb.

They are class, family, public, team, police, group, government, college, school, crowd, audience. After class, please collect more words with noun suffixes and do more exercises to understand the grammatical point. Remember to prepare for the next period. That's all for today. See you tomorrow!

Ss: See you tomorrow!

板书设计

Unit 1 Women of achievement

The Third Period

Words: behave, nest, bond, observe, record

Phrases: a social system, make sth worthwhile,

to change the way people think about sth

crowd in

n. & v. : respect/respect, campaign/campaign

support/support, wonder/wonder

教学反思

第4课时

教学目标

1. Improve the students reading, listening, speaking and writing abilities.
2. Learn to write a short article.

教学重点

Improve the Ss' reading and writing skills.

教学难点

How to describe a person.

教学方法

1. Practice method to get the students to master what they've learned.
2. Pair work or group work.

媒体准备

1. A projector and some slides
2. A recorder

教学过程

Step I Greetings

Greet the whole class as usual.

Step II Revision and lead-in

T: Yesterday we've learned the grammar: Subject-Verb Agreement.

Now let's do some consolidating exercises. Look at the screen.

1.

① Mr Smith's family _____ (be) rather large, with a total of twelve people in all.

② Mr Smith's family _____ (be) fond of reading.

2. ① Our class _____ (be) made up of 50 students.

② Our class _____ (be) preparing for the coming exams.

3. ① There _____ (was/were) a large audience at the theatre.

② The audience _____ (was/were) very excited.

Suggested answers:

1. ① is ② are 2. ① is ② are 3. ① was ② were

T: Well done. As a student, you will have to make a choice about your own careers, although you may have no clear idea what you would like to do. Work in pairs to find the personal questions' answer.

Which subject should you study at university? (Black-board.)

T: Now please compare your choice with the one the writer made.

Step III Reading

T: This reading is about the life and career of a famous Chinese doctor—Lin Qiaozhi. She was important for women in China, because she was the first woman doctor to specialize in