



● 新课标·高中同步·**鼎尖学案**（个性化学案）

新课标

鼎尖教案

教材教案、
教辅教案、
习题教案

英语

必修
1

北师大版

● 新课标·高中同步·**鼎尖教案**（通用型教案）



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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国家新课程改革的教学观，强调教学目标的全面性和具体化，强调学习方式、教学活动方式的多样化，强调学习的选择性。要适应新课程教学改革的要求，提倡自主、探索与合作的学习方式，使学生在教师指导下主动地、富有个性和创造性地学习，就必须坚持教学模式的多样化。

教学模式的多样化是新课程实施的重要途径，也为教学模式的多样化研究提供了有利的理论和实践环境。教学模式的多样化，要求教师必须在准确把握教学目标、教学内容、师生情况、运用条件和评价体系特点的前提下，利用和发挥自身特长、体现自身特色，采用相应的教学模式。

《鼎尖教案》系列丛书，是依托延边教育出版社多年教案出版经验和资源优势，由近百名教辅研究专家精心策划的一套教案丛书。书中的教学案例，大都是在全国范围内广泛征集的优秀作品，是全国一线特高级教师经验智慧的结晶，代表着当前教学改革方向和最高水平，堪称精品。

丛书以“教学模式多样化”为基本原则，通过科学合理的设计，克服了以往教案类产品无法解决的教学模式单一的问题，对于推进新课程改革具有很强的指导意义，是广大教师教学的参考和帮手，其主要特点如下：

- **工具性** 突出实用性、系统性、工具性、资料性，汇集教学教案、重难点知识讲解、类题（题型）讲解、规律方法总结、知识体系构建、训练题库等内容，为教师提供融课堂教学、钻研教材、课后辅导、习题编选于一体的全息资源库。
- **选择性** 体现教学模式多样化原则，对同一知识体系的教授和解读方式，提供两种教学形式和教学思路，展示两种解决问题的方法，搭建动态开放的资源平台。教师可根据学生特点和教学习惯自由选择组合，形成多种教学模式。
- **系统性** 创新教案编写模式，内容包括教材教案、教辅教案、习题教案三个板块，为教师提供教学模式多样化的全方位系统解决之道，教师得到的不仅是新授课的教案，更有复习课、训练讲评等内容的教案。同时注重教师用书与学生用书的配套互补功能，同步推出配套学案，方便教师教学。

教学模式开发和应用的过程，是一个随着教育理论和教学实践不断发展的双向的动态的过程，在探索教学模式多样化的过程中，按照“学习—实践—评价—创新—构建”的思路，我们将不断探索和创新更多的教学模式。同时感谢在本书编写和教案征集中，为我们提供帮助和支持的广大教师，也希望有更多的人能够参与进来，与我们共同探索实现教学模式多样化的思路 and 办法。

教材 教案

单元整体教案

教材分析
单元目标
名师说课
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

同步练习

课前 10 分钟
课堂 15 分钟

一课 3 练

基础知识训练
阅读能力训练
写作能力训练

习题 教案

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									
			名师说课									
			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)	本案思路导引		课时详解		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			
											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		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)	本案思路导引		同步练习		分课时训练上课所学知识以及本课重难点		教师组织学生课堂上完成部分内容		单元终结测试			
			课堂 15 分钟									
	一课 3 练		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							

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5. Well, mm...

本单元需要学习的语法项目:

1. 一般现在时和现在进行时
2. 一般将来时 will, be going to 的用法
3. 一般现在时表将来

能力目标

通过本单元的学习,让学生了解各个国家不同民族的形式各样的生活方式,并通过学习语言基础知识,经过听、说、读、写的训练,能够用英语描述别人的生活方式以及设想自己的未来生活计划,培养学生动手解决实际问题的能力。

情感目标

- 能主动参与课堂活动,在英语学习中不断树立自信心;
- 能尊重、理解不同的生活方式,学会明智地规划自己的生活;
- 在活动中发展合作意识,培养合作精神,主动与他人分享学习资源。

名师说课

本单元采用交际法,贯彻任务型教学法,以学生的实际生活作为切入点,深入浅出,调动学生学习的积极性和主动性,激发好奇心和求知欲,产生认同感,形成良好的情感体验。各项活动重在通过学生实际的语言活动,自然轻松地获取和运用知识。

整个模块共8个部分。按照课时计划,共分为4个课时。

第一课时包括 Warm-up 和 A Perfect Day? 上成一节阅读课;

第二课时是 Relaxing 上成一节听说课;

第三课时 A Volunteer Teacher 上成一节语法写作课;

第四课时是 City and Country 上成一节泛读课和归纳复习课。

课文翻译

1. 终日懒散在家看电视的人——沙发土豆

(来自伯明翰的43岁的布莱思·博莱克正坐在沙发上向我讲述他美妙的一天。)

“早上醒来,我不马上起床。我总是先打开电视,看看儿童节目,看看老片子,一直看到十点半,然后起床,下楼,打开起居室的电视。午餐时,我边吃饼干、喝牛奶,边看新闻。下午,我常看另一部老影片——眼下电视里正播放非常好看的老电影。晚上我要么看连续剧,要么看体育节目,接着再看新闻。我喜欢看六点的重要新闻。九点半,如果英国广播公司二频道有好看的电视剧,我会调过去看看。夜里,我接着看电影,通常看到凌晨两点才关电视。我从不通宵看电视。

我一天要看十六七个小时电视,每天也会出去活动活动。下午我带着小狗蒂娜出去散步。当然,我不会走远,只走到我家房子外的墙边。这时,我总是随身携带手提电视,靠在石墙上,小狗则在我身边绕圈。

当然,没有一个好妻子,我是不可能过上这种妙不可言的生活的,她在工作,所以现在不在家。她天天给我做饭,你知道,我们虽然钱不多,但活得很快活,想想看,坐在家,看着电视,手握遥控器,世界就在你脚下,在你手中! 这种感觉可真棒!

2. 工作狂

(36岁的鲍勃·布莱克正坐在写字台前忙着他的案头

工作。)

我一般在闹钟响前5分钟就醒了。闹钟一响,我立刻跳下床,从洗漱、穿衣、吃早饭、离家到坐上公共汽车只用15分钟。

我总是第一个到办公室,每天早晨都很忙碌,下午更忙。整天会议、电话不断。几乎每一分钟都充斥着急待处理的事情。通常大约晚8点我才有时间处理自己的事:写写东西,回复些电子邮件等。

晚上10点我才能到家。到家后还要浏览带回的文件,为第二天的工作做准备,我一般半夜才能上床睡觉。那时妻子和孩子们都早已进入梦乡。

我很少有时间娱乐或和家人一起活动。妻子和孩子们总是抱怨,但我得拼命工作,为他们赚更多的钱。而且,要没事可做我会觉得非常无聊,我真的喜欢忙忙碌碌。

3. 城市和农村

(戴比是伦敦一家大公司的会计。)

我通常每天7点起床,9点钟前赶到办公室。我乘地铁上班。(the tube 就是人们通常所称的伦敦地下铁路系统。)乘地铁大约需要50分钟。通常地铁很拥挤,很难找到座位,我只好站着。这样每天到办公室前,我就已感到很疲倦。我一点儿都不喜欢乘地铁!

每天上午我要计算数字,核对账目,午饭总是很简单,我常在附近的三明治店买个三明治,或吃些饼干,喝杯咖啡。下午我在办公室处理文字资料。

星期一晚上我上舞蹈课。星期三晚上去健身房,我需要运动,因为每天运动量不够。星期二和星期四晚上我去上法语课。我在一家法国公司工作,所以我认为学法语对我的工作有益。

几乎每个周末我都去看电影。有时,如果预报天气好的话,我会和朋友们开车去乡下度周末。我喜欢去那些远离城市、幽静、风光秀丽的地方,在没有商店、人群、地铁的地方漫步;那里的新鲜空气对肺部有好处,我喜欢新鲜的空气。

(保罗住在英格兰北部的一个小村庄。)

我通常大约凌晨4点天还黑着的时候就起床。我在农场工作、生活,不用乘通勤车上下班。饱餐一顿之后,我走出家门,开始一天的工作。

每天我都有很多事要做。和在办公室工作的人不同,我们的工作时间依需要而定。可能在一大早,也可能是在半夜。我的农场里有猪、羊、牛、鸡等,我得确保它们不得病。我也种麦子、蔬菜。每天我都有很多事需要料理。

晚上我喜欢和孩子们一块儿玩。我有两个孩子,一男一女,一个6岁,一个8岁。我也喜欢学习。眼下我正在通过远程教育学习汉语。我对中国很感兴趣,我一直梦想着有一天能亲眼看看长城。

我喜欢看电影。妻子称我为影迷。遗憾的是,我们村没有电影院,所以我没有机会经常看电影,我一年只能看两次电影,通常是在和家人去伦敦的时候。只要农场活不太多,我们会抓住机会度周末。妻子喜欢逛服装店;我喜欢看看人群、听听城市的嘈杂声,我还喜欢买几支雪茄烟,我妻子不像我那样喜欢雪茄。女儿和儿子喜欢坐伦敦的红色公共汽车游览观光,他们特别喜欢乘地铁。



备课资料

Game Shows

A game show is a type of television program in which members of the public or celebrities, sometimes as part of a team, play a game, which is likely to involve answering quiz questions for points, cash or prizes. In some shows contestants compete against other players or another team whilst other shows involve contestants striving alone for a good outcome or high score, like Who Wants to Be a Millionaire in the United States, esp. on the ABC television network hosted by Regis Philbin. Early television game shows descended from similar programs on broadcast radio.

• Talk Shows

A talk show is a television or radio program where one person or a group of people come together to discuss various topics put forth by a talk show host. Sometimes, talk shows feature a panel of guests, usually consisting of a group of people who are learned or who have great experience in relation to whatever issue is being discussed on the show for that episode. For example, the Rush Limbaugh show is a very popular talk-radio show in the US. Politics are hardly the only subject of American talk shows however. Late night talk shows are among the oldest. Current late night talk shows such as The Tonight Show and Late Show with David Letterman have aired for years, featuring celebrity guests and comedy sketches.

• Couch Potato

A couch potato refers to a person who spends most of his or her free time sitting or lying on a couch. This stereotype often refers to lazy and overweight men who watch a lot of television, sometimes in their underwear and sometimes drinking beer. Generally speaking, the term refers to a lifestyle in which children or adults don't get enough physical activity.

• Birmingham

Birmingham is an ethnically and culturally diverse city in the West Midlands, England. At the time of the 2001 UK census, 29.7% of the population was not White. There are significant African-Caribbean population and Irish population in the city. The city's largest single-day event is its St. Patrick's Day parade (Europe's second largest, after the one in Dublin).

• BBC 2

BBC Two is the second major terrestrial television channel of the BBC aimed at minority interests and more specialist areas.

The UK's five most watched channels are BBC One, BBC Two, ITV, Channel Four and Five. BBC, funded by a television license fee that all households with a television must pay, does not sell advertising time. An important part of BBC's mission is to fulfill the public service functions of educational and community broadcasting.

Life quality is important to British people. They always want to enjoy the best possible quality of life. They dress for the occasion. British cuisine is substantial, yet simple and wholesome. Britain has a maritime temperate climate which means that it's quite mild. Though there is plentiful rainfall all the year round, British people enjoy their time with sunshine. They spend much time in doing housework, having sports activities, going on vacations, etc. Many British people like cultural-art activities, e. g. reading, visits to concerts or theatres, movies, etc. Some British people also dream of living in the country, with their pets, where they can find peace and tranquillity.

The London Underground is the world's oldest underground system. The Underground has 12 lines and 276 stations that runs over 243 miles (408 km) of line, making it the longest underground railway in the world, and one of the most served in terms of stations. As of March 2007, just over 3 million passengers used the Underground each day.

Among the 504 stations in the United States, 469 of them are of the New York City Subway, it makes the Subway one of the most extensive public transportation systems in the world. Though it is not the oldest rapid transit system or the busiest system in the world in terms of annual passenger traffic, the New York City Subway is very important to New York in becoming a metropolitan and world financial centre.

With its first line opened without ceremony in 1900, now the Paris Metro has 14 lines and 380 stations running 211 km. The Metro carries 4.4 million passengers a day and 1.16 billion passengers a year, and it runs 40 million kilometres a year.

MTR, or Mass Transit Railway, is the rapid transit railway system in Hong Kong. The MTR system is currently being operated by MTR Corporation Limited (MTRCL). Since it began its service in 1979, the network was expanded to 91 km with 7 lines. There are 53 stations in which 14 are interchange stations.

MRT, or Mass Rapid Transit, refers to the metro systems in Singapore, Taipei, Jakarta and New Delhi.

单元课时教案

第1课时

Teaching Aims

1. New words and expressions

boring, relaxing, stressful, peaceful, active, interesting, dangerous, exciting, sports programs, TV series, cartoons, game shows, talk shows, switch on/off/over, go off, take up, be filled with, complain about

2. Sentence structures

(1) Then I get up, go downstairs and switch on the TV in the living room.

(2) In the evenings, I often watch TV series or sport and the news again.

(3) Meetings and phone calls take up a large part of the day.

(4) Every minute of the day is filled with urgent matters.

(5) When I get home at about ten, I look at some documents that I bring back from the office so that I can be ready for the next day's work.

(6) Besides, I get bored if there's nothing to do. I like being busy.

Ability Goals

1. To understand some relative idioms.
2. To learn two different kinds of lifestyles by reading the text.

Teaching Important Points

To learn what is a healthy lifestyle?

Teaching Difficult Points

To understand how different two lifestyles are and how to keep a healthy lifestyle.

Teaching Approaches

Discussion, skimming, scanning, listening

Teaching Aids

A tape-recorder

Affection and Attitudes

To develop our own opinions of a healthy lifestyle.

Culture Awareness

To learn about differences of the two lifestyles between the people from English-speaking countries and China.

Teaching Process

Step I :Lead-in and pre-reading

1. Show the students some pictures about different life styles.
2. Questions followed.

What kind of life style do you think the people have?

(Boring, dangerous, busy, active, easy, lazy, free, interesting, peaceful, relaxing, stressful) What kind of life style do you prefer? Why?

Step II :Predicting

Ask the students to look at the title and the photos and pick out the words related from the given list:

sports programs, TV series, the news, cartoons, game shows, talk shows, music shows

Step III :Fast reading

Underline the TV programs that Brian usually watches and underline the kinds of work Bob does everyday.

Step IV :Listening and further reading

Listen to the record and read the texts again and answer the following questions:

1. Is Brian a lazy person? Can you find two examples of his lazy behavior?
2. What do you think "You've got the world at your feet" means?

3. How does Bob spend his morning and evening?

4. Why does Bob's family complain?

5. Why does Bob work so hard?

Step V :Discussion

Are Brian and Bob's lifestyles healthy? What can they do to improve their lifestyles?

Step VI :Language study

Ask the students to translate the following sentences from the two texts.

1. switch on = turn on

switch off = turn off

switch over

2. in the evenings = in the evening

3. take up

The table takes up too much room.

Her time is fully taken up with writing.

4. fill *vt.* / *vi.*

Flowers filled the garden.

Her eyes are filled with tears.

5. be / get bored

I'm getting bored and homesick.

I'm bored with the subject anyway.

Step VII :Summarize.

Ask the students to read carefully and find out the topic sentences for each paragraph.

Step VIII :Homework

Have a good revision on what we have learned this period.

板书设计

Teaching process:

Step I :Lead-in and pre-reading

Step II :Predicting

Step III :Fast reading

Step IV :Listening and further reading

Step V :Discussion

Step VI :Language study

Step VII :Summarize

Step VIII :Homework

教学点评

本课堂的安排首先是为整个单元学习做好话题内容和词汇方面的准备和铺垫,目的在于为学习创造气氛,激发兴趣,对学生的阅读能力加以训练时,不要对文章进行肢解,逐字逐句地讲解翻译。

第2课时

Teaching Aims

1. New words and expressions

stress, expert, pressure, social, reduce, organize, prefer, suffer from, take place, lose weight, can't stand doing sth, take turns to do sth

2. Sentence structures

I'm shy and find situations stressful.

Ability Goals

1. To understand and learn how to use hesitation words.
2. To improve listening and speaking ability.

Teaching Important Points

Listening and speaking and their application in real situations.

Teaching Difficult points

Use what is learned in these aspects.

Teaching Approaches

Listening, Pronunciation, Speaking.

Teaching Aids

A tape-recorder

Affection and Attitudes

Comprehend and express how to be hesitating.

Culture Awareness

1. How to deal with stress in everyday life.
2. To practise expressing preferences.

Teaching Process

Step I :Lead-in

"quite relaxing,very relaxing,a little stressful,very stressful"

Write the above key words on the blackboard. Ask students which word means more stressful(very) and which less stressful (a little). In pairs,students talk about the activities they find relaxing or stressful,using the key words.

Example:

A:I find lying on a beach very relaxing.

B:I agree,but it's very stressful to study for an exam.

Step II :Preparatory work

1. Ask students to pay attention to listening skills.

Prediction. That is,before you listen,read the questions carefully, try to think the possible answers and use your general knowledge to help you.

2. Ask students 5 minutes to preview Activity 2 and 3 on Page 10 and 11.

Step III :Listening

1. Play the tape-recorder to the whole class and ask students to finish Activity 2 and 3 on Page 10 and 11.

2. Check the answers.

Activity 2 (1)stress (2)studio (3)social (4)is suffering from (5)pressure (3)reduce (7)organize (8)expert

3. In pairs,students read the questions about Activity 3 and try to predict the answers,point out more than one answer is possible. Students then exchange ideas to find out if they have the same predictions.

4. Listen to the tape again and check their answers. The answers are:(1)abcd (2)bc (3)acd

5. Listen to the tape again and ask students to complete Activity 5.

Step IV :Practice

1. Listen to another cassette about Mark then complete the table about Activity 6.

2. Students look at Activity 7 and see if they understand the meaning of the verbs.

3. Listen to the tape again,and try to finish the sentences in the Function File. The answers are:

- (1)hate (2)can't stand (3)don't like (4)prefer (5)enjoy (6)like (7)quite like (8)love

4. Students write eight sentences about themselves,in Activity 9,using the verbs in the Function File.

5. Listen to Mark again. After each sentence,pause the cas-

sette so that students can repeat the hesitation words.

Step V :Speaking

1. Before starting talks,students can look at the sentences they wrote in Activity 9.

2. In pairs,students act out a role play in which one person is not sure what to say and so he uses a lot of hesitation words. Give some examples of situations which students could use.

e. g. You borrowed your friends' favorite CD last week. Now she asks you for it back but you can't find it.

板书设计

Teaching process:

Step I :Lead-in

Step II :Preparatory work

Step III :Listening

Step IV :Practice

Step V :Speaking

教学点评

This period focuses on activating the abilities of listening and speaking. The teacher should lead the students to brainstorm the information needed and encourage the students to participate actively,don't hurry to correct their mistakes. If necessary,use more ways to protect the students enthusiasm.

第3课时

Teaching Aims

1. New words and expressions

volunteer, graduate from, minus, basin, challenge, support, dial, design, advertisement, presentation, solve, prepare for

2. Sentence structures and grammar

(1)The train leaves at 9 o'clock tomorrow morning.

(2)So I'm getting up at about 6 to get everything ready.

(3)I'm going to work as a volunteer teacher in a small country town in Inner Mongolia.

Ability Goals

1. Enable the students to learn grammar about future arrangements and intentions,such as,be going to do,will do.

2. Enable students to write about their plans,using the future tense.

Learning Ability Goal

1. Help students to learn how to use the future tense.
2. Help students learn how to write a paragraph about their plans.

Teaching Important Points

1. How to express your intention and prediction with "will" and "be going to".

2. Teach students how to write about their future plans using future tense.

Teaching Difficult Points

1. How to teach students to learn future tense correctly and master it.
2. Teach the students how to write a paragraph about their plans.

Teaching Approaches

- (1) Discovery approach.
- (2) Task-based learning and discussion.

Teaching Aids

Multi-media.

Affection and Attitudes

Learn how to express future actions.

Culture Awareness

Learn from different lifestyles both at home and abroad and develop their own healthy ones.

Teaching Process

Step I :Lead-in

Look at the photo about a girl using multi-media then let students have a discussion, answering the following questions:

1. Which part of China do you think it is from?
2. What do you know about this part of China?
3. Is it a good idea to do volunteer work? And why?

Step II :Listening

1. Before you listen to the tape, make sure of the meanings of the following words: volunteer, graduate, minus, basin, challenge, decision, support, dial.

2. Using the above words, finish Exercise 5, the answers are as follows: (1) minus (2) graduated (3) support (4) dial (5) challenge (6) decision (7) volunteer (8) basin

3. Listen to the tape and answer these questions on Page 12 Exercise 3, then listen to the interview again, and pay attention to the sentences about future plans.

Step III :Grammar

1. Look at the following three sentences, and discuss what verb forms are used to talk about the future?

- (1) The train leaves at 9 o'clock tomorrow morning.
- (2) So I'm getting up at about 6 to get everything ready.
- (3) I'm going to work as a volunteer teacher in a small country in Inner Mongolia.

(1) leaves—present simple (2) I'm getting up—present continuous (3) I'm going to work—"be going to do"+infinitive

The above examples all stand for future arrangements and intentions.

2. Ask students to read Grammar Summary 2 for reference in textbook Page 92, it can be used on Multi-media.

3. Further practice.

Finish the Exercise 7, and help students to identify their usage.

- (1) The new school begins the day after I arrive. —present simple
- (2) I'm taking a box of those. —present continuous
- (3) I'm going to give some to the students too. —be going to + infinitive

Step IV :Writing

1. Write down on the blackboard some useful words related to the different plans.

2. Students tell each other about their plans.
3. Students write sentences about their arrangements.

4. Join the sentences into a paragraph, using the future tense.

板书设计

Teaching Process:

Step I :Lead-in

Step II :Listening

Step III :Grammar

Step IV :Writing

教学点评

This period is based on language study and information from reading, grammar, which is the summary of language use, with the intention to improve the students accuracy of using English language. The advice is that teachers should pay attention to creating vivid life-like situations for students to understand and use these language rules. This can arouse students real interest and impulse to use the language.

第4课时

Teaching Aims

1. New words and expressions

accountant, crowded, otherwise forecast, a crowd of, classic, formal, miniskirt, cycling, kongfu, style, underground, serve, as a result, play a part in, come up with, distant learning, at the moment.

2. Sentence structures

- (1) That's what people call the underground in London.
- (2) Usually it's so crowded that I can't find anywhere to sit.
- (3) In fact, the London Stock Exchange is believed to have started from these coffee houses.

Ability Goals

To enable students to compare one lifestyle with another. And they will know something about English tea and coffee culture.

Teaching Important Goals

To enable students to compare one lifestyle with another.

Teaching Difficult Points

To enable students to compare one lifestyle with another.

Teaching Approaches

Task-based learning reading and writing.

Teaching Aids

Multi-media system.

Affection and Attitudes

Students learn about different lifestyles between different people.

Culture Awareness

Different lifestyles among different people, esp their English tea and coffee culture.

Teaching Process

Step I :Lead-in

Ask the students to be divided into groups, and in groups they will discuss the following questions:

1. What's your lifestyle?
2. Can you imagine city and country lifestyles in Britain?

Step II : Prediction

1. Before you read the text, look at the title, photos and drawings.

2. Read the first two or three lines of the text.

3. Try to guess what's the text is going to be about.

Step III : Fast reading

Read the passage quickly to get the main idea and structure of it. After reading students will finish Exercise 4.

Step IV : Careful-reading

Read the passage carefully again, try to underline important words, expressions and structures in the passage, then use what students have under-lined, finish Exercise 5 on Page 15, the answers may be as follows:

1. underground, tube 2. cigar, lung 3. forecast
4. accountant, otherwise 5. nearby, crowded 6. distant learning

Step V : Language learning

1. That's what people...

what 引导表语从句

This is what I want to tell you.

2. Usually it is so crowded that...

so... that 引导结果状语从句

He works so hard that he often forgets to eat and sleep.

Step VI : Writing

1. Ask students try to retell the information according to the text.

2. Ask students to write an article, introducing Debbie's life.

板书设计

Teaching process:

Step I : Lead-in

Step II : Prediction

Step III : Fast-reading

Step IV : Careful-reading

Step V : Language learning

Step VI : Writing

教学点评

The purpose of this period is to broaden the students' horizon by reading and making comparisons. In addition, it's designed to lead them to sum up what they have learned.

第二教案

教辅教案

单元自主学习



本案思路导引

本单元以“lifestyles”为话题,了解西方国家不同的生活方式,对比自己的生活方式。从而了解导致生活压力的原因和解决办法,有效合理地安排自己的学习和生活。指导学生谈论未来生活计划,指导学生发表自己的见解和看法,通过进一步讨论使学生对未来生活做出正确规划。要学习这一单元,我们既要了解相应的文化背景,还要认读并正确使用新词汇,提高阅读能力。复习一般现在时和现在进行时态,重点是区分两个时态的用法,并能在语境中使用。



单元重点

重点单词	boring, relaxing, stressful, peaceful, active, interesting, dangerous, exciting, quite, studio, expert, pressure, social, reduce, organize, prefer, stand, support, solve, design, volunteer, challenge, advertisement, presentation, crowd, career, accountant, otherwise, nearby, classical, formal, survey, style, cycle
重点短语	sports programs, TV series, game shows, talk shows, switch on/over/off, go off, take up, be filled with, complain about, a little, graduate from, be excited about, make a decision/a lesson/plan, be prepared for, meet changes, to tell the truth, have a long talk, win one's support, be proud of, solve problems, distant learning, weather forecast
重点句型	1. Then I get up, go downstairs and switch on the TV in the living room. 2. In the evenings, I often watch TV series or sport and the news again. 3. meetings and phone calls take up a large part of the day. 4. Every minute of the day is filled with urgent matters. 5. When I get home at about ten, I look at some documents. 6. Besides, I get bored if there is nothing to do, I like being busy.

交际用语	Hesitation(犹豫): Mm... Mm... you know You know what I mean. Er... mm Well... mm
重点语法	1. 学习一般现在时和复习现在进行时 2. 学习 will, be going to 表示将来的用法 3. 学习一般现在时表示将来这一特殊用法



单元预习

I. 单词拼写

1. The I get up, go downstairs and _____ on(打开) TV in the living room.
2. She always c _____ to her parents about the school meals.
3. Her sister is an _____ (会计师). She graduated from Shanghai University.
4. Take an umbrella, o _____ you'll be caught in a rain.
5. My car broke down in a _____ (拥挤的) street.
6. D _____ learning is very useful for some students in poor areas.
7. Don't speak loudly, for the classroom is very _____ (吵闹的).
8. Once you have made a d _____, don't change it. You'll succeed sooner or later.
9. I want to be a v _____ to help those who need help.
10. I'm sorry, you've d _____ the wrong number.

答案 1. switch 2. complains 3. accountant 4. otherwise
5. crowded 6. Distant 7. noisy 8. decision 9. volunteer
10. dialed

II. 句型转换

- Every minute of the day is filled with important matters.
Every minute of the day _____
important matters.
- Now farmers of China live a much happier life than before.
Now farmers of China _____
life than before.
- He is confident of winning the game.
He is _____ he will win the game.

- He gave me money as well as clothes.
He gave me clothes, and money _____.
 - There is a long wait between the two meals. As a result, people often feel hungry.
People often feel hungry _____
the long wait between the two meals.
- 答案 1. is full of 2. live a much happier 3. confident that
4. as well 5. as a result of

案例(一)——课时详解

第1课时

课堂导入

Look at the four pictures on Page 7 in the textbook and let students have a free talk. They will talk about the lifestyles of a business manager, a shepherd, a football player, and a student.

探究新知

1. He goes fishing in his free time. 他有时去钓鱼。

【导学】 go fishing “去钓鱼”。此处为 go doing 结构,意为“去进行某项体育活动或娱乐活动”。

如: go swimming/jogging 去游泳/慢跑

It's not a good idea to go swimming on such a cold day.
在这么冷的天去游泳不是个好主意。

【拓展】 go on doing sth 表示“继续干某事(同一件事)”。

go on to do sth 表示“做完一件事继续接着做另一件事”。

如: In England Marx went on studying English.

马克思在英国继续学习英语。

After mastering English he went on to study Russian.

掌握了英语后,他继续学习俄语。

【辨析】 do some/a little cooking/shopping/ironing/acting/writing, etc. 意为“从事(做些)烹调/购物/熨烫/演戏/写作等活动”。

如: She did a lot of acting when she was at college.

她在大学时演过很多戏。

I like listening to the radio when I'm doing the ironing.

我喜欢边熨衣服边听收音机。

例示

- (1) Would you please _____ (去溜冰) with me?
- (2) When you have finished this exercise, _____ (继续做) the next one.
- (3) I like _____ (做扫除) on Saturday.

答案 (1) go skating (2) go on to do (3) doing some cleaning

2. Imagine the lifestyle of your dreams. 想象你梦想的生活方式。

【导学】 imagine 此处是及物动词,意为“想象;在心里描绘,设想”,不可用于进行时。后可跟名词,动名词或宾语从句及名词+to be 结构。

如: I can't imagine life without electricity now.

我现在无法设想没有电的生活。

She imagined walking into the office and handing in her resignation. 她想象着自己走进办公室,递上辞呈。

I had imagined her to be older than that.

我本来以为她的年龄还要大些。

【拓展】 imagine 还可用作及物动词,意为“误以为,猜测”。

如: He's always imagining (that) we are talking about him behind his back. 他总是胡猜乱想我们在背后说他的闲话。

Can you imagine what he is doing?

你能猜想他正在干什么吗?

另: imagine 还可用于插入语或感叹句,意为“料想,认为”。

如: I don't imagine (that) they'll refuse.

我认为他们不会拒绝。

—Can we still buy tickets for the concert?

我们还会买到音乐会的票吗?

—I imagine so.

我想可以吧。

You'll like the film, I imagine. 我想你会喜欢那部电影的。

例示

(1)—Look! He's running so fast!

—Hard to _____ his legs were once broken.

- | | |
|------------|------------|
| A. know | B. imagine |
| C. realize | D. find |

(2)—There is a story here in the paper about a 110-year-old man.

—My goodness! I can't imagine _____ that old.

- | | |
|----------|-----------------|
| A. to be | B. to have been |
| C. being | D. having been |

解析 (1)B. 句意为:——看!他跑得如此快!——很难想象他的双腿曾经断过。imagine 意为“想象”。

(2)C. imagine vt. “想象”,后跟名词或动名词作宾语。

3. When I wake up, I don't get up immediately. 早上醒来,我不马上起床。

【导学】 wake up 意为“醒,醒来;唤醒,弄醒”。

如: Has he woken (up) yet? 他醒了没有?

More and more oppressed people are waking up.

越来越多的被压迫人民正在觉醒。

The noise woke me up. 那响声把我吵醒了。

【辨析】 wake up, awake, waken 与 awaken

表达“觉醒,醒来”时, wake up 和 awake 常用作不及物动词,

waken 和 awaken 常用作及物动词。wake (up)较通俗,waken 和 awaken 较正式,awaken 尤用于文学作品。awake 也可作形容词。

如:We were wakened by a loud noise.

我们被很响的声音吵醒。

I awoke in the middle of the night. 我在半夜醒来。

Is the baby awake yet? 宝宝还醒着吗?

例示

用所给动词 wake, awake, waken, awaken 的正确形式填空。

(1) He _____ to find her gone.

(2) The dream _____ terrible memories.

(3) A cold shower will soon _____ you up.

(4) I was finding it hard to stay _____.

(5) I was _____ by a knock at the door.

答案 (1) awoke (2) wakened/awakened (3) wake

(4) awake (5) awakened/wakened

4. Then I get up, go downstairs and switch on the TV in the living room. 然后起床,下楼,打开起居室的电视。

【导学】 switch on=turn on 把开关打开;接通

【拓展】 switch off=turn off 关掉/关上

switch over (to)... 转换(到.....)频道;转变

switch n. 开关;转变,转换

如:At weekends, he often switches on the computer early in the morning and doesn't switch it off until midnight. 周末,他一早就把电脑打开,直到半夜才关。

If there is not a good play on CCTV 8, I would switch over to CCTV 7. 如果中央八台没有好节目,我就换到七频道。

例示

翻译句子。

(1) 他打开了灯。_____

(2) 关闭发动机。_____

(3) 几次转向之后,他们发现自己走上了正确的路。

答案 (1) He switched/turned on the light.

(2) Switch off the motor.

(3) After several switches of direction, they found themselves on the right road.

5. For lunch, I have biscuits and a glass of milk, and I watch the news. 午餐时,我边吃饼干,喝牛奶,边看新闻。

【导学】 for lunch 吃午餐

如:Jenny had a sandwich and an apple for lunch.

詹妮午餐吃了一个三明治和一个苹果。

【拓展】 (1) have lunch 吃午饭 at lunch 在吃午饭

(2) 三餐、正餐及其他日常饮食的名词前,不用冠词。但是,表示特指或具体的饮食时,可用定冠词;当饮食名词前有形容词修饰时,要加不定冠词。

如:Have you had breakfast? 你已吃早饭了吗?

After lunch we usually have a nap.

午饭后,我们一般睡个午觉。

Will you stay for tea with us?

请你一块来和我们喝茶好吗?

The breakfast was well cooked. 这顿早饭烧得不错。

I had a good lunch at the restaurant.

我在餐馆吃了顿丰盛的午饭。

例示

将下列句子翻译成英语。

(1) 早饭你吃的什么? _____

(2) 胖先生非常胖,因为他经常吃过量的晚餐。

答案 (1) What did you have for breakfast?

(2) Mr Fat is very fat and often has a big supper.

6. In the afternoon, I often watch another old film—they're showing some good ones at the moment. 下午,我常看另一部老影片——眼下电视里正播放非常好看的老电影。

【导学】 at the moment=at the present time 此刻;目前,现在(可指较短或较长的时间)。

如:Her mobile phone is engaged at the moment.

她的手机占线。

Unfortunately, his parents are out of work at the moment.

很不幸,他父母目前都下岗了。

【拓展】 有关 moment 的常用短语:

for the moment=for the present 暂时;目前

in a moment=very soon 一会儿;立刻;马上

如:They are living in an ugly house for the moment.

他们暂时住在一间简陋的房子里。

He was here a moment ago. Just wait a moment, he will come back in a moment. 他刚才还在这里。等一会儿吧,他很快就会回来。

【注意】 本单元还出现了其他一些常见的时间状语,如:at weekends=at the weekend 在周末;on weekdays 在工作日;in the evenings=in the evening 晚上;今晚;on the evening of...=on... evening 在.....的晚上/傍晚。

例示

用适当的介词填空。

(1) Most school libraries are open _____ weekdays.

(2) Our office is closed _____ the weekend.

(3) _____ the evenings, I often watch TV series.

(4) How about going to see a film _____ Sunday evening?

答案 (1) on (2) at (3) In (4) on

7. I also do some exercise every day. 我每天也会锻炼锻炼身体。

【导学】 do some exercise=do some sports=take some exercise 锻炼身体

【拓展】 exercise 意为“锻炼”“运动”时,作不可数名词用;意为“练习题”“(成套的)操练”时,作可数名词用。

如:do morning/eye exercise 做早操/眼保健操

do exercises 做练习;做作业

例示

根据汉语提示完成下列句子。

- (1) He is so fat that everyone advises him to _____ (多锻炼).
 (2) Doing crosswords gives the mind _____ (锻炼).
 (3) Students have _____ (太多的练习) to do after class.

答案 (1) take/do more exercise (2) some exercise
 (3) too many exercises

8. Of course, I couldn't live this lifestyle without a good wife. 当然, 没有一个好妻子, 我是不可能过上这种生活的。

【导学】 live this lifestyle 过这种生活

【拓展】 不及物动词不能直接加宾语, 但有些不及物动词后可加同源宾语(即以与动词同词根的名词作宾语)。

如: live a happy life 过幸福生活

die a heroic death 英勇牺牲

breathe a deep breath 做深呼吸

dream a sweet dream 做美梦

laugh a merry laugh 开心一笑

smile a forced smile 勉强笑笑

sleep a sound sleep 酣睡

【辨析】 live by, live on, live out, live through, live up to

live by 靠……(手段, 方式)生活

live on 继续活下去; 以……为生, 以……为主食

live out 活过, 度过, 实践

live through 经历……还活着; 度过, 经受住

live up to 遵守, 实践(诺言, 原则); 符合, 不辜负(期望)

例示

根据汉语提示, 完成下列句子。

- (1) Oh, I do not want to _____ (过枯燥乏味的生活).
 (2) Will he _____ (活过, 挺过) the night?
 (3) He failed to _____ (符合他个人的声誉).

答案 (1) live a dull life (2) live through (3) live up to his reputation

9. I normally wake up about five minutes before my alarm clock goes off. 我一般在闹钟响前5分钟就醒了。

【导学】 go off(爆竹, 铃等)响

【拓展】 go off 离去; 走掉; 去世; 消失

如: Don't go off without saying good-bye. 不要不辞而别。

The pain will go off. 疼痛将会消失。

【辨析】 与 go 相关的短语:

go by (指时间)过去, 逝去; 依据, 遵循; 根据……做出判断
 go against 违背

go ahead 进步; 前进; (用于祈使句)行, 可以

go away 离开; 走开

go down 下降; 落下; 平静下来

go in for 从事; 参加

go over 调查; 复习

go through 经过; 经历; 调查

例示

(1)—Didn't you have a good time at the party?

—Of course I did. As a matter of fact, I had such fun that time seemed to _____ so quickly.

A. go by B. go away

C. go out D. go over

(2)—Do you think that housing price will keep _____ in these years to come?

—Sorry, I have no idea.

A. lifting up B. going up

C. bringing up D. growing up

解析 (1) A. 句意为:——聚会上你玩得不开心吗?——我当然玩得开心了。事实上, 我如此开心以至于时间似乎过得很快。go away 离开; go out 出去; go over 复习; go by (时间)过去。故选 A。

(2) B. 句意为:——你认为在未来几年中房价会持续上涨吗?——抱歉, 我不清楚。lift up 举起, 抬高; go up 上升, 上涨; bring up 抚育, 提出; grow up 长大。根据句意应为房价“上升”, 故选 B。

10. It takes me less than fifteen minutes to wash, get changed, have breakfast, leave home and get on a bus. 从洗漱、穿衣、吃早饭、离家到坐上公共汽车只用15分钟。

【导学】 (1) 本句用了 It takes/took/will take sb some time to do sth 结构。注意此结构与 sb spends some time on/(in) doing sth 及 It costs sb some money to do sth 的句型转换及区别。

如: It took me three years to write that book.

= I spent three years (in) writing that book.

我用了三年的时间写那本书。

You should spend as much time as possible on English.

你应该把尽可能多的时间用在学习英语上。

【导学】 (2) get changed 的意思是“换衣服, 穿衣”, 它是“get+过去分词”结构, 在这种结构中, get 相当于系动词 be, 常在口语中表被动。该结构着重表示动作, 不可延续, 因此不能和表示一般时间的状语连用。

如: get dressed 穿上衣服

get killed 被杀

get burnt 烧伤, 灼烧

get paid 获得报酬

get lost 迷失, 迷路

get separated from... 和……分离

get known to 为……所知

get married 结婚

例示

(1) Sarah, hurry up, I'm afraid you can't have time to _____ before the party.

A. get changed

B. get change

C. get changing

D. get to changed

(2) It _____ a lot of money to buy a house.

A. spends

B. takes

C. pays

D. gets

解析 (1)A. 本题考查“get+过去分词”结构,意思是“换衣服”。

(2)B. 本题考查“It takes sb some time/money to do sth”结构,意思是“做某事花了某人……时间/钱”。spend 及 pay 的主语是“人”。

11. I am always the first person to get to the office. 我总是第一个到办公室。

【导学】 当名词前有序数词最高级或 no, all, any 等修饰时,用不定式作定语。

如: She was the first woman to win the gold medal in the Olympic Games. 她是在奥运会上第一个获得金牌的女选手。

He was the best man to do the job.

他是做这项工作的最佳人选。

【拓展】 与 first 搭配的短语:

at first 起先,最初

first of all 首先,第一

from first to last 自始至终,一贯

示例

根据汉语提示完成下列句子。

(1) Happiness lies, _____ (首先).

(2) She has been kind to everybody _____ (一直, 自始至终).

(3) I'm _____.

我是我们家第一个上大学的。

答案 (1) first of all (2) from first to last (3) the first in my family to go to university

12. Meetings and phone calls take up a large part of the day. 整天会议、电话不断。

【导学】 take up 在本句中意为“占据(时间或空间)”。

如: The new sofa has taken up much place of the sitting room. 新沙发占据了客厅的许多空间。

Her time is taken up with housework.

她的时间都用在家务上。

【拓展】 take up 还有常见的几种含义:

开始从事;着手处理;拿起,举起;采纳,接受;继续。

如: He had studied Japanese for a year and a half before he took up English. 他开始学英语之前已经学了一年半日语。

He took up his pen and began to write.

他拿起笔开始写起来。

She took up my gift for her as her birthday present.

她接受了我的生日礼物。

The teacher took up the lesson where she stopped.

老师从昨天留下的部分开始讲。

【辨析】 与 take 相关的短语:

take apart 拆开(机器等)

take down 取下;记下

take away 拿走,夺去

take for 认为,认为;误认为

take on 承担;呈现;开始雇用

take off 拿走;脱下(衣服、鞋帽等);起飞

take over 接任(职位)

take in 接受,吸收;包括;领会,理解;欺骗

take after 与……相像

take to 开始;对……产生好感;形成的习惯

take out 拿出;扣除

take back 收回(说错的话)

示例

(1) After studying in a medical college for five years, Jane _____ her job as a doctor in the countryside.

A. set out

B. took over

C. took up

D. set up

(2) After he retired from office, Rogers _____ painting for a while, but soon lost interest.

A. took up

B. saved up

C. kept up

D. drew up

解析 (1)C. 句意为:在一所医科大学上了五年学以后, Jane 开始在乡下做一名医生。take up 开始做某事; set out 出发, 动身、着手做……, 后接不定式; take over 接管, 接收; set up 设立, 建立, 创办。

(2)A. 句意为: Rogers 退休后, 从事绘画一段时间, 但不久就对绘画失去了兴趣。take up 学着做, 从事, 开始做; save up 储蓄, 攒钱; keep up 保持; draw up 拟订, 起草。综上所述, A 项为正确答案。

13. Every minute of the day is filled with urgent matters. 几乎每一分钟都充满着急待处理的事情。

【导学】 be filled with=be full of 装着……; 装满……

fill... with... 把……装进……

如: The bottle is filled with/full of oil. 瓶子里装满了油。

Don't fill the bottle with oil. 别把油装进瓶子里。

【拓展】 与 fill 相关的短语:

fill in 填写; 填充

fill up 充满; 装满

如: Fill in your name on the check. 在支票上填上你的名字。

Fill the car up, please. 请把汽车装满油。

示例

(1)—Come on, please give me some ideas about the project.

—Sorry. With so much work _____ my mind, I almost break down.

A. filled

B. filling

C. to fill

D. being filled

(2) _____ fear, she didn't dare go out at night.

A. Filling with

B. Full with

C. Filled with

D. Filled of

解析 (1)B. 句意为:——快点, 请给我一些有关这个项目的建议。——很抱歉, 脑子里装这么多的工作, 我几乎要垮掉了。在 with 复合结构中, so much work 与动词 fill 之间是逻辑上的主动关系, 故选 B。此结构还可表示为: With my mind filled with so much work...

(2)C. 本句考查形容词或形容词短语作状语。filled 与 with 搭配, full 与 of 搭配。