

# 高中英语优秀 教案集

主编◎陶纯恭

英语① - 英语④



重庆大学出版社

<http://www.cqup.com.cn>

# 高中英语优秀 教案集

主编◎陶纯恭

英语① - 英语④

重庆大学出版社

## 内 容 提 要

本书是重庆市教育科学研究院组织的高中英语教案评选的优秀作品集。教案都是教师们根据新课改的要求和具体的教学实际而设计,反映了教师们教学观念的更新及教学方法的改进。教案广泛采用多媒体教学手段,注重教学方式与方法,对于广大的教师有深刻的启发意义。

### 图书在版编目(CIP)数据

高中英语优秀教案集:英语1—英语4/陶纯恭主编.

—重庆:重庆大学出版社,2012.3

ISBN 978-7-5624-6581-2

I. ①高… II. ①陶… III. ①英语课—教案(教育)

—高中 IV. ①G633.412

中国版本图书馆 CIP 数据核字(2012)第 026870 号

## 高中英语优秀教案集

英语1—英语4

主编:陶纯恭

策划编辑:张春花 陈 亮

责任编辑:杨 敬 许红梅 版式设计:张春花

责任校对:姚 胜 责任印制:赵 晟

\*

重庆大学出版社出版发行

出版人:邓晓益

社址:重庆市沙坪坝区大学城西路21号

邮编:401331

电话:(023) 88617183 88617185(中小学)

传真:(023) 88617186 88617166

网址:<http://www.cqup.com.cn>

邮箱:[fxk@cqup.com.cn](mailto:fxk@cqup.com.cn) (营销中心)

全国新华书店经销

自贡兴华印务有限公司印刷

\*

开本:787×960 1/16 印张:14.5 字数:266千

2012年3月第1版 2012年3月第1次印刷

ISBN 978-7-5624-6581-2 定价:39.00元

---

本书如有印刷、装订等质量问题,本社负责调换

版权所有,请勿擅自翻印和用本书

制作各类出版物及配套用书,违者必究

# 目 录

Book 1	Unit 1	Favourite Teachers .....	1
Book 1	Unit 2	Helpful Schoolmates .....	4
Book 1	Unit 2	Helpful Schoolmates .....	9
Book 1	Unit 3	Powerful Music .....	13
Book 1	Unit 3	Powerful Music .....	18
Book 1	Unit 4	Unforgettable Films .....	21
Book 1	Unit 4	Unforgettable Films .....	25
Book 1	Challenging Yourself II : Enjoying Sports .....		29
Book 1	Unit 5	Special Clothes .....	32
Book 1	Unit 6	Healthy Diet .....	35
Book 1	Unit 6	Healthy Diet .....	39
Book 1	Challenging Yourself III Knowing About Houses .....		42
Book 2	Unit 1	Learning English .....	47
Book 2	Unit 1	Learning English .....	52
Book 2	Unit 2	Learning from Helen Keller .....	56
Book 2	Unit 2	Learning from Helen Keller .....	61
Book 2	Unit 2	Learning from Helen Keller .....	65
Book 2	Unit 2	Learning from Helen Keller .....	71
Book 2	Unit 2	Learning from Helen Keller .....	78
Book 2	Challenging Yourself I Using a Dictionary .....		81
Book 2	Unit 3	Gaining Confidence .....	85
Book 2	Unit 4	Helping People .....	91
Book 2	Unit 5	Enjoying Food .....	95
Book 2	Unit 5	Enjoying Food .....	99

Book 2	Unit 6	Making Journeys .....	102
Book 2	Challenging Yourself III	Knowing About Festivals .....	106
Book 3	Unit 1	Friends and Friendship .....	111
Book 3	Unit 1	Friends and Friendship .....	114
Book 3	Unit 2	Parents and Children .....	122
Book 3	Unit 2	Parents and Children .....	126
Book 3	Unit 3	Dreams and Dreamers .....	138
Book 3	Unit 4	Perseverance and Success .....	142
Book 3	Unit 4	Perseverance and Success .....	148
Book 3	Unit 5	Art and Culture .....	155
Book 3	Unit 6	Poems and Poets .....	158
Book 3	Unit 6	Poems and Poets .....	161
Book 3	Unit 6	Poems and Poets .....	163
Book 3	Unit 6	Poems and Poets .....	167
Book 3	Unit 6	Poems and Poets .....	172
Book 4	Unit 1	Plant World .....	175
Book 4	Unit 2	Animal Kingdom .....	178
Book 4	Unit 2	Animal Kingdom .....	183
Book 4	Unit 2	Animal Kingdom .....	189
Book 4	Unit 2	Animal Kingdom .....	192
Book 4	Unit 2	Animal Kingdom .....	195
Book 4	Unit 3	Project Hope .....	197
Book 4	Unit 4	Three Gorges .....	201
Book 4	Challenging Yourself II	Countries and Regions .....	204
Book 4	Unit 5	Familiar Neighbourhood .....	212
Book 4	Unit 6	Various Workplaces .....	218
Book 4	Unit 6	Various Workplaces .....	222

# Book 1 Unit 1 Favourite Teachers

## Further Reading

重庆市渝中区四十二中 倪宏婷

### Objectives

#### 1. Instructional objectives

- (1) The students know the pattern of a personal letter in English and will be able to write one.
- (2) They will realize the importance of writing a letter — a traditional means of communication, and their awareness of strengthening communication and friendship will be awakened.

#### 2. Educational objectives

To enable students to obtain the ability of learning by themselves and have a better understanding of the importance of letter in communication as well as in maintaining friendship.

### Focal points

- (1) The basic format of informal letters.
- (2) The importance of letters in communication and daily life.

### Difficult points

- (1) The students obtain the basic format of an informal letter and can write a letter according to certain situations.
- (2) The students have a better understanding of the importance of writing letters.

## Procedures and time allotment

### Stage 1 Pre-writing ( to get students ready for the writing task)

#### *Step 1 Greetings*

#### *Step 2 Lead-in*

Teacher: Suppose you are Robbie and you receive a letter from your old friend Tony, what would you do? ( **With the development of technology, especially computer, people seldom write letters to keep in touch with each other. Here I just remind them of the different means of communication.** )

Students: to make a phone call

to send him an E-mail

to write a letter

QQ

MSN

...

Teacher: Let's try the most traditional way of keeping in touch with Zhang Feng — to write a letter to him in English. Ask the students what the basic elements of a letter are. ( **They, of course, know the pattern and elements of a letter in Chinese and now they may use them in English. They surely manage to connect them together.** )

Students: Date

Address

Greeting

Body

Ending

Signature

*Step 3 The teacher guides students to get the difference between formal letters and informal letters and can tell when an informal letter should be employed. ( to make students know in what kinds of situation it is proper to write an informal letter )*

### Stage 2 While-writing

*Step 1 The teacher guides students to get the basic format of an informal letter. ( to get students ready for the writing task )*

*Step 2 The teacher shows students some sentences that are used a lot in a letter*

***and then ask students to tell the correct position of the sentences; whether it is at the beginning, the end or in the middle of a letter. (to get students familiar with sentences that are often used in a letter)***

***Step 3 The teacher guides students to find the three steps of writing a letter. (to get students well prepared for the writing task)***

**(1) Before you write**

Ask yourself:

Whom are you writing to?

What are you writing for? (list the things you will write about in your letter)

Which type of letter should you choose? (informal or formal)

Should you use the formal or informal language?

**(2) Write your letter**

Explain your purpose at the beginning;

Go into more details and piece together your ideas;

Return to the main purpose at the end;

Be brief and to the point;

If necessary, add a greeting before your signature.

**(3) After you write**

Check your letter:

Did you list the address at the top right?

Did you write the date underneath the address?

Does your letter have all the other parts?

Do you make any mistake about your language?

***Step 4 Give the situation again; suppose you are Robbie, reply to your friend Tony's letter. (to get the main ideas that should be written about in the letter)***

Guide students to go over the reading.

Ask students to work in a group of two to get the main things that will be written about in the letter.

***Step 5 Write the letter***

**Stage 3 Post-writing**

Ask students to pair-editing the letter (to train students' ability of looking for and correcting mistakes)

**Stage 4 Homework: Write the final draft of the letter**



# Book 1 Unit 2 Helpful Schoolmates

## Reading

重庆市巴南区鱼洞中学 封成碧

### I .Knowledge and Skills

- (1) To get to know some new words & phrases.
- (2) Understand the passage.
- (3) Learn how to write a diary.

### II .Process and Methods

- (1) Individual work by telling the story.
- (2) Pair work by asking and answering questions.
- (3) Group work by discussing questions to make every student work in class.

### III .Emotion and Values: To learn how to develop the correct friendship

Focal points: Train the students' skill by understanding the material.

Difficult points: How to improve the students' reading skill.

### IV .Procedures and Time Allotment

**Stage 1 Getting students ready for learning (3 min. )**

#### ***Step 1 Greetings***

#### ***Step 2 Routine task (Show studying aims)***

- (1) To learn the new words and phrases in reading part.
- (2) To understand the text.
- (3) To learn how to write a diary.

**Stage 2 Revision (5 min. )**

Ask questions

Eg. (1) Do you have any good friends?

(2) What do you usually do for your friends?

(3) Do you know what a true good friend is?

**Stage 3 Presentation (12 min. )**

***Step 1 Self-study***

(1) Get the students to understand the meaning of the topic sentence under the title.

“The bird a nest, the spider a web, man friendship.”

(2) Ask the students what they usually write in their diary and tick their answers in the following list. If they are not listed, write them down on the line below.

☐ the stories I read

☐ my schoolmates

☐ the music I enjoy

☐ my experiences

☐ my teachers

☐ my secrets

☐ my worries

☐ my problems

☐ the stars I love

☐ my complaints

☐ activities at school

Others \_\_\_\_\_

---

***Step 2 New words & phrases (Vocabulary presentation and practice)***

(1) Give students about five minutes to read the new words and phrases.

(2) Ask one or two students to read the new words & phrases. Correct the mistakes if they have when reading. Then the students read the new words and phrases together.

***Step 3 Prediction before reading***

Look at the following picture and answer the questions. (Refer to Ex 4 on P14)

(1) What is happening in the picture?

(2) Are you familiar with the situation? Have you ever had the same experience as Brian or James? If so, what were you thinking at that moment?

(3) Can you predict what the following text is about with the help of the picture above?

**Stage 4 While-reading (8 min. )**

***Step 1 Skimming***

(1) Get the main idea of the passage.

(2) Finish the tasks on the right of the material.

***Step 2 Scanning***

Read the text again and complete the table below.

During the exam	
James	Brian
watched Brian _____.	(1) turned and saw James not sure _____. (2) leaned more closely _____.
couldn't see _____.	(1) _____ around his answers, struggling in his mind. (2) tapped the top of his desk to _____. (3) did what he thought was right and _____.
After the exam	
understood why Brian did so and promised to _____.	apologized and explained, offered to help James _____.

### Stage 5 Post-reading (10 min. )

- Students work in pairs to retell the story with the help of the information in the table above.
- Answer the following questions.
  - How do you understand "It is a simple rule, but it's not a rule everybody chooses to follow."?
  - What's your understanding of the sentence "I hope you studied for this test!"?
  - What does "It" in the last paragraph but one refer to?
- Discuss the following questions in groups, and then select a speaker to report your ideas to the class.
  - If one of your classmates wanted you to "help" him/her in an exam, what would you do and why?
  - If you were a rule breaker, what would be your attitude to your friend who refused to help?

### Stage 6 Consolidation (5 min. )

**Step 1 Read the words first and fill in the blanks.**

whisper, cheat, belief, guard, destroy, breathe, gently

- (1) I would rather fail than \_\_\_\_\_ in the exam.
- (2) The children are \_\_\_\_\_ in the corner.
- (3) He has lost his \_\_\_\_\_ in God.
- (4) The dog \_\_\_\_\_ the house against the strangers.
- (5) It's good to \_\_\_\_\_ in fresh air in the morning.
- (6) The earthquake \_\_\_\_\_ their home so they had to move away.
- (7) She sang to the music with her hand waving \_\_\_\_\_.

**Step 2 Translate the following phrases into English.**

看着, 照看 \_\_\_\_\_ 违反规矩的人 \_\_\_\_\_ 违背, 对……不利 \_\_\_\_\_  
 为什么, 干什么用 \_\_\_\_\_ 一会儿 \_\_\_\_\_  
 默默地 \_\_\_\_\_ 搜寻 \_\_\_\_\_ 试一试 \_\_\_\_\_

**Stage 7 Summary and homework (2 min.)**

We have learnt how to write a diary and how to develop the correct friendship. After class, the students should

- (1) read the passage again and remember the new words we learnt today.
- (2) write a diary in English.

**Evaluation Sheet**

Stage	Time	Tasks (Teacher)	Tasks (Students)	Interaction patterns	Purpose, skills, etc.	Comments	Improvement
1	3 min.	organize	Know the aims	T→Ss	To know the aims		
2	5 min.	questions	answer	T→Ss	Lead-in		
3	12 min.	Guide & check	Self-study	T→Ss Ss→Ss	Prepare for reading		
4	8 min.	Guide & check	Read & do Ex	Ss	Train reading skill		

高中英语优秀教案集

continued

Stage	Time	Tasks (Teacher)	Tasks (Students)	Interaction patterns	Purpose, skills, etc.	Comments	Improvement
5	10 min.	Guide & check	Pair & Group work	T→Ss Ss→Ss	Further understanding		
6	5 min.	check	Drill	Ss	consolidation		

# Book 1 Unit 2 Helpful Schoolmates

## Reading

重庆市渝中区复旦中学 杜娟

### I .Teaching goals

#### 1. Language target

##### (1) words and phrases

whisper, lean, cheating, belief, mad, guard, destroy, gently, breathe, relieved, keep one's eyes on..., think to oneself, go against, a way out of, for a moment, in silence, search for, curl...around.

##### (2) sentences

- 1) I had an experience with a "rule breaker" during an English exam.
- 2) I turned my head quickly and saw James, who sat right behind me.
- 3) I gave him a smile, not sure whether he was joking or not, and returned to my test.
- 4) Besides, I'd studied hard for the test.
- 5) I tapped the top of my desk, hoping for an easy way out of this matter.

#### 2. Ability target

- (1) Develop students' ability to skim, scan and read carefully.
- (2) Develop students' ability to guess words, infer, understand the meaning between lines, and master the development of the story.
- (3) Learn the structure of a diary.

#### 3. Emotional target

Help students to understand the truth of friendship.

### II .Teaching important points

Develop students' ability to skim, scan and read carefully.

### III. Teaching difficult points

Develop students' ability to understand the meaning between lines and master the development of the story.

### IV. Teaching methods

- (1) Individual reading.
- (2) Group discussion and cooperative learning.

### V. Teaching aids

Computer, multi-media.

### VI. Teaching procedures

#### ***Step 1 Pre-reading***

##### **(1) Lead-in**

Do you have a habit of writing a diary? What do you usually write in your diary?

Do you often write about your friends in your diary?

When is the last time you ask your friend for help? What kind of help was that?

Have you ever co-operated with your friend? What was that?

##### **(2) Prediction**

Look at the picture on page 14. Group work:

Are you familiar with the situation?

What's the relationship between Brain, James and Mrs. Archer?

What is happening in the picture?

What do you think will happen to Brain and James?

#### ***Step 2 While-reading***

##### **(1) Skimming**

Skim the text to find the relationship between Brain and James.

Are they still friends after the examination?

##### **(2) Scanning**

Scan the text and underline the following words and phrases. Then guess the meaning of them.

whisper/lean/go against/mad/guard/destroy/relieved

(3) Careful reading

1) How did Brain manage to follow the rule? Read the text and complete the table on page 15.

2) Explain the meaning between lines.

It is a simple rule, but it's not a rule everybody chooses to follow.

I hope you studied for this test.

He's your friend, and what are friends for?

You know it's wrong.

Cheating went against my beliefs.

3) Find one sentence to summarize the beginning, development, climax and the ending of the story.

Beginning	Brain felt somebody was watching him a little too closely.
Development	James whispered to Brain, asking to see Brain's paper.
Climax	Brain struggled in his heart if he should help James to cheat. At last, he refused James.
Ending	Brian explained to James and promised to help James with his study.

4) Retell the story in groups. And have two or three students to retell it in class.

### **Step 3 Post-reading**

If you were James, what would you think about Brain?

If you were Brain, how would you explain true friendship to James?

### **Step 4 Conclusion**

(1) Let's share a poem

Someone who follows you when you turn and walk away;

Someone who guides you and cheers you on when you lose your way;

Someone who holds your hand and tells you that everything gonna be okay when you feel frustrated;

Someone who makes you believe that there really is good in the world;



Someone is friend.

(2) Ask students to raise any question they might have about the text

***Step 5 Homework***

Word power 2. Fill in the blanks with proper words.