



新课标

教案

课堂教学设计与案例

- 诠释新课标理念
- 荟萃教改精华
- 汇编全国优秀案例
- 同时呈现常规课与创新课

英语

必修 4 · R

新课标

教案

- 1. 教学目标
- 2. 教学重点
- 3. 教学难点
- 4. 教学方法

主编

人民教育出版社

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课堂教学设计与案例

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延边教育出版社

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前言



《普通高中课程标准(实验)》和《普通高中课程标准实验教科书》所倡导的理念反映了时代的要求和课程改革的总趋势。面对新课程,我们怎样实现教师角色和学生学习方式的转变?怎样有效设计教学情境?如何突出学生的自主学习和探究学习?怎样引导学生在课堂活动中感悟知识的发生、发展过程?如何提高课堂提问和课堂评价的有效性?如何开发有价值的信息,并生成教学过程的有效课程资源?

《新课标教案》是广大一线教师实践新课程的行动记录,这些原汁原味的教学设计透射着教师对新教材的独特感悟;透射着教师对课程改革的专注和积极投身课改、大胆开展实验探索的精神;透射着教师对课堂教学改革的追求;透射着教师对学生的关爱,对新课程理念的个性诠释;透射着不同教师的个性与教学风格;也透射着一线教师实践课改理念的真实境况。它将对新课程实施者有很好的引领作用和借鉴价值。

书中的每篇教案都对教学主要过程作了详细的描述,同时附有教学反思。每篇教案都是实践过的,而且教师们对所采取的措施及效果、对自己的亲身体验与感悟作了深度反思,相信这些宝贵的经验与教训可以成为广大教师的“他山之石”。



从 2010 年起,延边教育出版社每年组织教案征文活动,向全国各地征集优秀的课堂教学设计与案例。在 2011 年和 2012 年连续两年中,为了集中体现高中新课程标准改革的成果,我们又联合在多年教学、教改中取得累累硕果的省、市、区县级教研室和教学团队,组织了大规模的图书内容修订,因此,我们顺利收录了大量获得国家级、省级、地市级比赛奖项的优秀教学设计与案例,相信能给使用这套书的一线教师提供有价值的教学参考信息。

由于我们的水平有限,同时实验还在探索之中,我们期待广大读者对本书提出宝贵的意见和建议。

在图书修订工作中,有一部分作者暂时联系不上,因此未能在相应案例下精确署名。在此,我们表示很大的歉意,并希望看到本书后,相关作者及时与我们联系。



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新课标

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Unit 1

Women of achievement



广东省珠海市实验中学 孙 新

【单元整体教案】

教学分析

本单元以“杰出女性”为中心话题。通过对本单元的学习,可以帮助学生了解不同国家、不同领域中的非凡女性及其取得的成就。

Warming Up 通过呈现六幅著名女性的照片,引出伟大女性这一话题。在这个阶段的语言实践中着重培养学生概述人物特征的能力,引导学生树立正确的世界观、人生观和价值观。

Pre-reading 的两个问题一方面提示学生关注要学习的文章,另一方面指导学生读前的预测技巧。

Reading 以 A STUDENT OF AFRICAN WILDLIFE 为题,描写了简和她的同事们在非洲原始森林观察非洲黑猩猩的一个片段,并阐释了她从事这项工作的重要性以及她所取得的成就。同时阐明了她的观点,即要理解、尊重和保护动物。

Comprehending 部分有四项练习,分别从不同层面引导学生进行阅读,通过这些练习帮助学生进一步地理解课文,从而提高阅读理解能力。

Learning about Language 部分着重于词汇和语法的训练。词汇部分主要涉及一些构词法、重点词汇和短语。语法部分紧扣“主谓语一致”这一语法项目,重点学习如何确定集合名词的数,并通过短文填空综合操练主谓语一致。

Using Language 部分综合训练听说读写的的能力。阅读部分介绍了另一位杰出女性——林巧稚,我国著名的妇科疾病专家。听力部分共设计了四个练习,要求学生在听完录音后,列举女性在通向成功道路上所面临的困难;要求学生做笔记,写出所听到的女性所面临的三个困难;要求学生根据听力内容完成句子;并要求学生就听力内容进行讨论。说的部分要求学生运用介绍人物品质和个性的形容词来口头描述生活中富有奉献精神的女性,然后把自己所选人物的故事、品质和个性写出来。写的部分从内容和方法两个方面给学生作了具体的提示。

教学目标

知识目标

1. 重点单词: achievement, welfare, project, institute, specialist, connection, campaign, organization, behave, shade, worthwhile, nest, bond, observe, outspoken, respect, argue, entertainment, crowd, inspire, support, refer, audience, rate, sickness, intend, emergency, generation, kindness, considerate, consideration, deliver, modest



2. 词汇: Elizabeth Fry, Quaker, Nobel Peace Prize, China Welfare Institute, Jane Goodall, chimp, Jody Williams, landmine, Joan of Arc, Gombe National Park, specialize, career, determination, personality

3. 重点词组: human being, come across, carry on, have... in common, devote... to, move off, take turns, lead a... life, crowd in, drive out of, by chance, look down upon/on

4. 重点句型:

1) Watching a family of chimps wake up is our first activity of the day.

2) For forty years Jane Goodall has been outspoken about making the rest of the world understand and respect the life of these animals.

3) For example, one important thing she discovered was that chimps hunt and eat meat.

4) Only after her mother came to help her for the first few months was she allowed to begin her project.

5) She also worked hard to make as many countries as possible agree not to use them.

6) Following Jane's way of studying chimps, our group are all going to visit them in the forest.

7) This means going back to the place where we left the family sleeping in a tree the night before.

8) However, the evening makes it all worthwhile.

5. 功能用语: Describing a person

词汇:

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

6. 句型:

1) What does she look like?

2) Why do you admire her?

3) What did she do to impress you most?

4) How would you describe her?

5) Why did she choose to...?

6) What are her strengths/weaknesses?

7) Can you give an example to show...?

7. 语法: Subject-Verb Agreement

1) Nobody knows who is going to win in the campaign.

2) My brother and I are both students in a middle school.

能力目标

1. To help students use some adjectives and expressions to describe a person.

2. To help students use the subject-verb agreement correctly.

3. To let students learn more reading skills such as skimming, scanning and so on.

4. To get students to write a short composition about people.

5. To help students know the basic skills while listening.



情感目标

1. To make students recognize the role of women.
2. To help students build up confidence and social responsibility.

文化目标

1. To make students respect women and know achievements of some great women.
2. To make students understand women's determination and their devotion in their chosen fields.
3. To make students understand and respect animals.

策略目标

1. To help students guess the meanings of some words and get the main idea by reading.
2. To help students enlarge their knowledge of grammar by learning the usages of subject-verb agreement.
3. To help students turn to others for help when they meet with difficulty.
4. To help students communicate with others in English.
5. To help students use dictionary and Internet freely.

教学重难点

重点

1. To help students know about great women and their achievements in different fields in the world.
2. To help students learn new words and expressions in this unit and know the effective ways to remember them.
3. To help students learn how to describe people and learn to use adjectives and expressions to introduce people's qualities and personalities.

难点

1. To get students to master new grammar item: the subject-verb agreement.
2. To get students to write a short descriptive article.
3. To get students to develop integrated skills.

课时安排

- 第1课时 Warming Up, Pre-reading, Reading and Comprehending
- 第2课时 Language Study
- 第3课时 Grammar
- 第4课时 Using Language (Reading)
- 第5课时 Using Language (Listening)
- 第6课时 Using Language (Speaking and writing)

备课资料

Jane Goodall—Global Conservationist

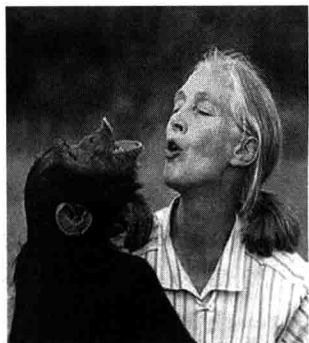
Dr Jane Goodall, is a real life "Tarzan" and a hero of nature and the environment. Her life story is legendary.



In the summer of 1960, the 26-year-old Jane Goodall arrived on the shore of Lake Tanganyika in East Africa to study the area's chimpanzee population.

Although it was unheard of for a woman to venture into the wild African forest, this was a lifelong childhood dream for Jane Goodall.

At first, Jane could not get close to the chimps of Gombe, but gradually she was able to move closer to the chimpanzees and watch them from a distance with binoculars. Eventually, Jane grew very close to the chimps at Gombe. Jane's sense of patience and trust won them over, and she enjoyed a degree of acceptance that was hardly dreamed possible. She sat among the chimps, and they would greet her as they do each other with a touch or a kiss.



Perhaps most significantly, Jane's work opened a window into the world of chimpanzees for a public with a strong curiosity, and it would prove more successful than anyone had ever imagined.

Nowadays, Jane is a leading conservationist. She started the Jane Goodall Institute and Roots & Shoots, global non-profit organizations that empower people to make a difference for all living things. Roots & Shoots is the environmental and humanitarian program for the youth of the Jane Goodall Institute. Roots & Shoots chapters have been established in over 90 countries including China, which officially started the program 5 years ago. The organization provides training to teachers and advisors, and holds many activities concentrating on care and concern for the environment, animals and the community. More and more young people in China are joining Roots & Shoots Clubs and showing great interest in participating in Roots & Shoots activities. To date, more than 200 groups involving over 50 thousand students from 'pre-school' to university age have been formed around China.

第 1 课时

【 教学分析 】

设计思想

本课为阅读课,主要将 Warming Up, Pre-reading, Reading 和 Comprehending 的内容合成一节。本课的重点内容是让学生了解 Jane Goodall 工作的重要性以及她所取得的成就。本课的难点有两个,一是学生阅读后根据所提供线索对课文进行复述;二是在语言运用阶段,让学生以小组为单位做现场模拟采访。

本课设计特色遵循阅读教学的基本原则。通过看图猜人物、读前讨论预测、读中归纳段意、判断正误、读后复述等教学活动对学生阅读的过程和方法进行指导与运用。通过现场的模拟采访和读后的延伸讨论,既体现了对学生知识和能力的培养,又充分挖掘了课文的人文性内涵,利于学生学习 Jane Goodall 对待工作一丝不苟、无私奉献的精神。



教学目标

知识目标

1. To get students to know great women and their achievements.
2. To help students know something about Jane Goodall.

能力目标

1. To train students' reading ability by reading the text and learn different reading skills.
2. To get students to retell the text according to some clues.
3. To let students make a short interview.

情感目标

1. To encourage students to learn from Jane Goodall.
2. To develop students' sense of cooperation.

教学重难点

重点

1. To get students to know great women and their achievements.
2. To get students to learn different reading skills.

难点

1. To get students to retell the text according to some clues.
2. To get students to make an interview about Jane Goodall by preparing enough questions.

教学设计

教学过程

Step 1 Warming up(6 minutes)

Task 1: Guessing game

Tell students that as an old saying goes, women can hold up half the sky. First show students some pictures and descriptions. Then ask them to guess the names of these famous women. (Group Work)



Picture 1: She was the only female monarch (君主) of China, and remains the most remarkable (非凡的), influential (有影响的) and mysterious (神秘的) woman in Chinese history.

Picture 2: She was an inventor and a scientist from Poland. She went to Paris and studied physics and chemistry there. She is the only woman scientist who was awarded two Nobel



Prizes. On July 4, 1934, she died in Paris, killed by her own experiments. She died of radiation poisoning (放射物中毒).

Picture 3: There was something in her smile, in her eyes, in her timeless and natural elegance. She was a much beloved actress, icon of style, devoted mother, humanitarian and spokesperson for the children of the world. She became very popular with her role in *Roman Holiday* in 1953. This film turned out to be a smashing success as she won an Oscar as Best Actress. One of her most radiant roles was *My Fair Lady* in 1964. In 1988, she became a special ambassador to the United Nations UNICEF fund helping children in Latin America and Africa.



Suggested answers:

Picture 1: Empress (女皇) Wu Zetian (624 ~705) in the Tang Dynasty

Picture 2: Marie Curie (1867~1934)

Picture 3: Audrey Hepburn

Task 2: Read and answer

Show students the following pictures and ask them to read the descriptions below them, and then answer the following questions. (Individual Work and Pair Work)



Questions:

- 1) What did Joan of Arc do?
- 2) What did Elizabeth Fry do?
- 3) What did Song Qingling do?
- 4) What did Lin Qiaozhi do?
- 5) What did Jane Goodall do?
- 6) What did Jody Williams do?

Suggested answers:

- 1) She dressed as a man and went to fight for the French. She helped drive the English out of France.
- 2) She helped improve prison conditions and gave prisoners work and education.
- 3) She concerned herself with welfare projects, especially the China Welfare Institute for women and children.



4) She devoted all her life to medical work for Chinese women and children. Her work encouraged many other women to become doctors.

5) She went to Africa and studied chimps instead of going to university. Her research showed the connections between chimps and human beings. She works to protect chimps everywhere.

6) She helped found an international campaign to stop the making of landmines. She also worked hard to make as many countries as possible agree not to use them.

Task 3: Discussion

Ask students to work in pairs and discuss the following questions. (Pair Work)

- 1) What do these six women have in common?
- 2) Do you still remember Nelson Mandela? What do you think makes a great man or woman?

Suggested answers:

1) They all devoted themselves to their work and had determined minds, and what they did always inspired others.

2) Yes. In my opinion, it is the determination to help others or their countries and the willing to sacrifices themselves that makes them a great man or woman. / There are a lot of qualities that can make a great man or woman, such as be hard-working, intelligent, determined, generous, helpful, honest, kind, brave, confident, unselfish, energetic, passionate; make great contributions to mankind, get on well with others, never lose heart, be active in social activities, do public service work without being paid and so on.

Step 2 Pre-reading(3 minutes)

Let students discuss the following questions. (Pair Work)

1. Why do you think Jane Goodall went to Africa to study chimps rather than to university? Do you think she was right? Give your reasons.
2. Look at the title and pictures of the passage and predict the content.
 - 1) What do you think the passage will tell us?
 - 2) What is Jane Goodall doing in the picture on the top?
 - 3) What is Jane Goodall doing in the picture on the bottom?

Suggested answers:

1. Jane wanted to study chimps in the wild because it is important to test the theories that people hold about chimps. She was able to find out the “real” life of chimps rather than the life people thought chimps lived because they had only studied them in zoos.

Was she right? Yes, she was, because her work was based on original evidence and the “real” behaviour of chimps.

2. 1) The passage will tell us something about a woman who loves chimps studying and protecting African wildlife.

2) Maybe she is making a speech on a rewarding ceremony.



3) She is communicating with a chimp.

Step 3 Reading and listening(20 minutes)

Task 1:Fast reading

Give students several minutes to look through the passage and then answer the following questions. (Individual Work and Group Work)

- 1) Who is the “student”?
- 2) What animal was observed?
- 3) Where did Jane Goodall observe the animal?
- 4) When did she first arrive there?

Suggested answers:

- 1) Jane Goodall.
- 2) Chimps.
- 3) At Gombe National Park in East Africa.
- 4) In 1960.

Task 2:Scanning

Ask students to read the text again and underline the topic sentence in each paragraph. (Individual Work and Pair Work)

Suggested answers:

- 1) Following Jane’s way of studying chimps, our group are all going to visit them in the forest.
- 2) Nobody before Jane fully understood chimp behaviour.
- 3) For forty years Jane Goodall has been outspoken about making the rest of the world understand and respect the life of these animals.
- 4) She has achieved everything she wanted to do.

Then according to the topic sentences summarize the main idea of each paragraph.

Suggested answers:

Para. 1	How the group followed Jane’s way of studying chimps in the wild.
Para. 2	How Jane tried to protect the lives of chimps in their natural habitat.
Para. 3	What Jane discovered about chimps.
Para. 4	Jane’s achievements.

Task 3:Listening

Choose the correct answers while listening. (Class Work)

- 1) What did the group do first in the morning? They _____.
A. went into the forest slowly
B. left the chimp family sleeping in a tree
C. observed the family of chimps wake up
D. helped people understand the behavior of the chimps



2) Why did Jane go to Africa to study chimps in the wild? Because she wanted _____.

- A. to work with them in their own environment
- B. to prove the way people think about chimps was wrong
- C. to discover what chimps eat
- D. to observe a chimp family

3) Jane was permitted to begin her work after _____.

- A. the chimp family woke up
- B. she lived in the forest
- C. her mother came to support her
- D. she arrived at Gombe

4) The purpose of her study was to _____.

- A. watch the wild chimps in cages
- B. gain a doctor's degree
- C. understand and respect the lives of chimps
- D. live in the forest as men can

5) Where did Jane Goodall suggest the chimps be left?

- A. In the wild.
- B. In the zoo.
- C. In cages.
- D. In Africa.

6) The chimps show love in their family by _____ each other.

- A. touching
- B. feeding
- C. feeding or cleaning
- D. feeding or touching

7) Which of the following is true according to the text?

- A. Jane Goodall is the first person to understand chimps' behavior fully.
- B. Nobody had studied the chimps before Goodall.
- C. Jane's duty is to watch chimps wake up in the morning.
- D. Jane has been helping the world to understand and respect great women.

Suggested answers:

1)C 2)A 3)C 4)C 5)A 6)C 7)A

Task 4: Detailed reading

Divide the whole class into four groups and assign a different task to each group.

Group 1: Read the first paragraph. Tell us how Jane and her group work and the daily activity of chimps.

Group 2: Read the second paragraph and introduce Jane's discoveries by answering the following questions.

- 1) How could Jane fully understand chimp behavior?
- 2) What did she discover?

Group 3: Read the third paragraph and introduce Jane's attitude towards the chimps by answering the following questions.