

聚焦新课程系列丛书

主编 夏谷鸣

G 高中英语新课程

GAOZHONG YINGYU XINKECHENG CHUANGXIN JIAOXUE SHEJI

创新教学设计

——评第三届全国高中英语优质课



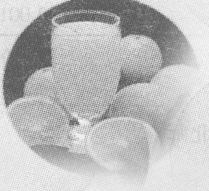
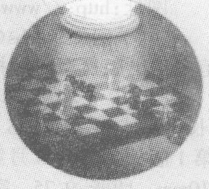
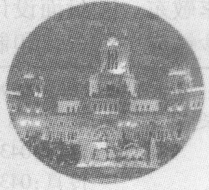
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第一部分

创新教学案例

To Play or to Watch

重庆市巴蜀中学 徐建军

[案例实录]

T: Hello. [The teacher points his microphone to the students.]

Ss: Hello.

T: Thank you very much. It's the very first time for me to come to Changsha, Hunan Province. And I'm here. I feel terribly exciting and thrill. Because of why? Today we will talk about football. Do you like football?

Ss: Yes.

T: Do you think football is the most popular sports in the world?

Ss: [Some students say "Yes", others say "No".]

T: Why do you think so? Why? Can you tell me?

Sa2^①: [Shaking heads.]

T: Can you tell me why? What about you?

[The teacher points his microphone to Student a1.]

Sa1: Because football is very exciting and football player is superior and watch them will be relaxed and fine.

T: OK. Thank you very much. What about you, the gentleman?

① 字母表示班级座位的列，数字表示班级座位的行。如 Sa2 表示第 a 列第 2 名学生。下同。

Sc3: All people will feel it a very exciting sports. When they play football, they play on the people who they feel relaxed on the field in your sense, and feel excited that will give which produce you on the body.

[All the students applause for Student c3's response.]

T: Yeah, you've got it. Thank you very much. Football! OK. What about this girl?

[The teacher points his microphone to Student e1.]

Se1: Football is a kind of good sports. But I prefer basketball.

[All the students laugh for the girl changes the topic.]

T: Basketball is also very interesting. Now, OK. Do you know Henry? Henry is my English name. Do you know I like football lads? I like football very much. Do you know why?

Ss: No.

T: [Seriously.] Football makes a man.

Ss: Wow! [Students feel very surprised.]

T: And as far as ladies, football also makes a ...

Ss: [Laughing.] Ladies.

T: You will talk about that —— “makes a lady”. OK. Now, before you get started, please turn over your paper, and we'll do a little experiment on listening comprehension. OK. Now, here we go. And before you get started, please look at the screen. Everybody knows that. Who is this man?

Ss: Beckham.

T: David ...

Ss: Beckham.

T: OK. What, what does this mean? “Pitch”. What does this word mean? Can you tell me?

[The teacher points his microphone to Student a1 and Student

b1. Both of them shake heads. Then, the teacher puts the microphone in front of Student c2.]

T: Can you tell me? Can you just guess?

Sc2: It just means a football field?

T: It's a football field. Do you think so?

Ss: Yes.

T: Here, it's a court. It's a field for playing football. OK. Here we go, listening comprehension. OK. Here you've got five statements. After listening, tell me whether the five statements are true or false. OK. Now focus on listening.

[Students listen to the tape. However the loudspeaker doesn't sound very clear.]

T: Now, I'm sorry. Can you hear this?

Ss: No. [In a low voice.]

T: "No" or "Yes"?

Ss: No.

T: OK. I am going to read it here. OK. Listen. Because, you see, some voice is not so clear.

[The teacher reads: Listening comprehension, *To Play or to Watch*.]

T: That's all for listening comprehension. Now look at the blackboard to tell me the four, the five statements are true or false. No. 1. It's a fine day to practice football. True or false?

Ss: True.

T: Yeah. [The teacher uses the computer to present "T" on the screen.] It's true. No. 2. According to the speaker's mother, David Beckham has good manners.

Ss: False.

T: [Nodding.] No. 3. True or false?

Ss: [Some students say “True”, others say “False”.]

T: David Beckham is rude to his teammates. Is he rude to his teammates?

Ss: False.

T: [The teacher asks Student d2.] True or false?

Sd2: Sorry. I don't know what you mean.

T: OK. What about you?

Sd3: I think it's false.

T: It's false. Do you think so? He is not rude to his teammates. Right? [The teacher presses the mouse to present “F” on the screen.] Now, what about No. 4? True or false?

Ss: False. [In a low voice.]

T: What about you? [The teacher turns to Student e2.]

Se2: False.

T: False. Do you think so?

Ss: Yes.

T: All the speakers think it can improve his skills and understanding, right? OK, No. 5. True or false? True or false?

Ss: True.

T: What about you?

[The teacher points his microphone to Student b2.]

Sb2: I think it's true.

T: It's true. Let's check up the answer. [The teacher shows the wrong answer.] Sorry. [He presses the mouse again.] It's true. Right? OK. Thank you very much for the listening. OK. Here we go. Now, open your...the piece of paper. I'm going to give you three minutes [Gesturing.] to look through the whole dialogue again, three minutes, and to check out A's points. Because there are two speakers there, right? A's points, what did A think? And B's points,

what are B's points? Right? What did B think? OK. Try to underline the points. Three minutes. [Gesturing.]

[Students read the paper. The teacher moves around to see if the students have any difficulty. Some students are referring to dictionaries. And some are having a discussion in a low voice.]

T: OK. Time is up. First, OK, let's check it up. What are A's points? Any volunteer? What are A's points? What did A think? What are A's points?

Sf3: [Volunteering.] I think, I think practice more, practice is more useful to improve the football skills.

T: [Nodding.] Thank you very much. She's got it. Now. Any more? Any more? [The teacher puts up one hand to ask students to take part in the discussion actively.] A thought a lot besides this point. Now. What about you?

Sc3: A thinks they can't play football well just by watching TV, so this is what A thinks.

T: Yeah. What about others? A got a lot of... more points. Think about it.

Sd2: [Volunteering.] And A thinks they can't make a good football player.

T: Is that true?

Sd2: [Murmuring.] No.

T: Is that true? I think so. Now what about others? A got a lot more points. A's points. Think about it. He prefers to play football. Do you think so?

Ss: Yeah.

T: Yeah. And besides that ... [The teacher moves to the corner.] Now what about you? [He points his microphone to Student a4.]

Sa4: I think there's something we can talk about. And the others think David has no manners and he's not a good player.

T: I can not hear clearly. Which means David Beckham has no manners. Right? [Student a4 nods.] OK. Now, David Beckham has no manners according to speaker A. Right? And besides that, we can have any more?

Sf2: [Volunteering.] And A agrees that David Beckham doesn't care anyone only himself.

T: Yeah. David Beckham only cares about himself. Right? Any more? Any more?

Sf1: [Volunteering.] And he thinks Beckham should take more careful about his behavior, maybe the way he had in public.

T: Yeah. You've got it. David Beckham should be more careful about his behavior, do you think so, which is the way he has in public. Right? OK. Anything more? Anything more? What did he prefer to do?

Sb2: He prefers to practice. He think he will certainly be better at skill of performance.

T: Yeah. She got it. Do you think so? He prefers to do the real thing. OK. Let's check it out whether you are right or wrong. Do you think so? OK. Now, let's come to B. What are B's points?

[Student e2 puts up her hand, and the teacher puts the microphone in front of her.]

Se2: Beckham is a good sportsman.

T: Beckham is a good sportsman. Right? Yeah, she got it. Next one.

Sd4: [Volunteering.] He thinks his skills and understanding improves when he watches him play in the match.

T: Yes. Watching him can improve his understanding of foot-

ball. Right. OK. Now, next one, next one. Use your microphone. Thank you very much.

Sa2: [Volunteering.] He would rather stay indoors when he watches the football game.

T: He prefers to stay indoors. Right? Anything more? Anything more? Anything more? OK. Use your microphone.

Se1: [Volunteering.] She thinks we should follow Beckham's example.

T: Yeah. We should follow David Beckham's example. Right? Anything more?

Se3: [Volunteering.] I think people in sports always seem to get angry quickly.

T: Sportsmen always get angry very quickly. Right? Yeah. OK. Now, what about you?

Sa4: [Volunteering.] Only staying in the football field and playing football will not be more progressive than watching football games.

T: I beg you pardon.

Sa4: I mean watching football games is more valuable than practice.

T: OK. Watching is more valuable than doing the real thing. Right? OK. That's all for these points. Now. Let's check it out. OK. We've got it. Right? He thinks he prefers to stay indoors when he watches football. Let's look at these slangs. What does this mean? "No manners". What does this mean?

[The teacher points the microphone to Student e1.]

Se1: I think it means he doesn't like a gentleman.

T: He doesn't look like a gentleman. Do you think so? For example, I am walking on the street, and I spit. [He pretends to spit.]

All the time you will talk about I have no manners. What does this mean? “Behave”. What does this mean? Just make a white guess. What does this mean, “Behave”?

Se4: Action.

T: Action or act. “Behave” which means “act”, which means “doing something”. Now, let’s come to next one. “A good example to follow”, what does this mean? “Follow one’s example”. What does this mean? Just guess.

Sf1: [Volunteering.] If we follow him, we can improve a lot.

T: If we follow him, we can improve a lot. Is she right? “Follow one’s example”. What does this mean? Lei Feng ...

Sc3: [Volunteering.] Model and idol him.

T: Model and idol. We learn from somebody, which means we follow his example. You’ve got it. OK. Now what does this mean? “Play fair”. Just make a white guess according to the speaker. David Beckham doesn’t try to push them. [Gesturing.] Right? He does not try to make them fall over. What does this mean? “Play fair”. Think about it.

Sd2: [Volunteering.] Maybe it means he plays in the rules.

T: Yes. She got it. Do you think so? He plays according to all, according to the rules, obeys the rules. Now what about this one? [The teacher presses the mouse.] “Strategy”. What does this mean? Watching TV and watching football can improve his strategy. What does this mean?

Se2: [Volunteering.] It means the best way to the game.

T: The best way ... Do you think so? What about you?

Sd4: [Volunteering.] The plan before he played football.

T: Would you say that again?

Sd4: The plan before he played football.

T: She says it's the plan. Is she right? Is it really a plan or something else? "Strategy". We will play football ...

Sd1: [Volunteering.] The way to play football.

T: Do you think so? Yes, which means strategy is "a kind of way, means or method". Do you think so? That's a way. OK. You've got it. [He presses the mouse.] What does this mean? "Fitness". "Fitness". What does this mean? What does this mean, "fitness"? Look at me. Look at me. I'm so fat, I ...

Sc4: [Volunteering.] I think it means exercise.

T: Exercise. Do you agree?

Sd3: Problem.

T: Problem? Here "fitness" is a noun. Here "fitness" is a noun. What does this mean?

Sb3: [Volunteering.] Is this mean "health"?

T: "Health"? Do you think so? I think so. It's "health", your physical condition. Right? How to fit, fitness. OK. You've got it. A got a lot of points. B got a lot of points. Do you agree with A, or do you agree with B? If you agree with A's points, please put up your hands. If you agree with A's points, please put up your hands. [Gesturing.] OK. The rest agree with B's points. So if you agree with A's points, please sit here, sit here. [The right side of the classroom.] If you agree with A's points, sit here, OK? And who agree with B's points, please sit there, there. [The left side of the classroom.] If you agree with A's points, please sit here. If you agree with B's points, please sit there. We are going to have a discussion. We are going to have a discussion. OK. These seats are for A and those seats are for B. OK. Thank you very much for your cooperation. Please sit here. It doesn't matter. OK. It doesn't matter. It's just a discussion. OK. Think about it. Do you think David Beck-