



● 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

外研版

● 新课标·高中同步·**鼎尖教案**（通用型教案）



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和办法。

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	
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	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			
	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		



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Module 1 My First Day at Senior High



第一教案

教材教案

单元整体教案

教材分析

本模块主要介绍一位高中新生第一天到校观察和接触到的人和事物以及个人的感受,内容紧密结合学生现实生活而又相对简单,利于激发学生的兴趣,引起他们的共鸣。教材紧紧围绕介绍学校和班级情况,对比中外教育体系两大话题,开展了形式多样的听说读写活动,在学习本模块的语言知识的同时,提高了学生运用英语的能力,协助学生形成正确的学习策略和语言学习观,并在教师的指导之下,最终完成本模块的终极任务“写一份自己学校的简介”。

本模块的话题是“介绍学校或班级概况;对比国内外教育体系”。

1.1 Introduction 通过学习有关课程的英语名称,让学生初步了解高中阶段的学习内容。

1.2 Reading and Vocabulary 通过阅读、学习生词,让学生对教师、班级、学生以及学校等情况的英语表达有一个初步接触和了解;要求学生通过阅读,初步认识以-ing 和-ed 结尾的形容词在句子中的作用。

1.3 Grammar 1 复习一般现在时的用法,和现在进行时的比较。

1.4 Listening and Vocabulary 学习生词及其构词法并为听力活动打下词汇基础,通过听力活动巩固所学词汇并加深理解,培养思维能力。

1.5 Grammar 2 学习以-ing 和-ed 结尾的形容词。

1.6 Pronunciation 学习以-ed 结尾的单词的发音。

1.7 Speaking 通过回答模块提出的问题,对美国一所中学进行口头描述。

1.8 Writing 阅读一名美国中学生写的电子邮件,通过回答问题的方式,为写一封回信作准备。

1.9 Everyday English and Function 练习对话,学习使谈话继续进行的表达方式。

1.10 Cultural Corner 通过阅读初步了解和比较中美两国的中学教育系统。

1.11 Task 通过讨论,准备用书面形式介绍所在的学校。

1.12 Module File 有助于学生对本模块学习内容进行归纳,对自己的学习进行反思和检验。

单元目标

知识目标

单词: enthusiastic, amazing, information, instruction, method, bored, embarrassed, attitude, behaviour, description, amazed,

embarrassing, technology, impress, correction, encouragement, enjoyment, fluency, misunderstanding, disappointed, disappointing, system, disappear, move, cover

短语: nothing like, by oneself, in a fun way, in other words, look forward to, take part in, at the end of, be divided into

句型: 1. Ms Shen's method of teaching is nothing like that of the teachers at my Junior High School.

2. I don't think I will be bored in Ms Shen's class!

3. There are three times as many girls as boys.

交际用语: 1. How are you doing? 2. Oh, really?

3. So have I. 4. Is that right? 5. Cool! 6. How was it?

语法: 1. 复习一般现在时的三种不同的用法: a permanent state of affairs; a habit or something you do regularly; something which is always true.

2. 学习以-ing 和-ed 结尾的形容词。

能力目标

听: 听懂有关学校介绍的内容并获取信息; 听懂其他材料介绍的学校情况并获取信息; 识别所学生词、词语和含有-ing 和-ed 的派生词, 听懂它们所在句子和段落的意义并获取信息。

说: 能说出 Everyday English 介绍的使对话继续进行的表达方式; 熟练地和同学讨论本模块布置的话题; 熟练地介绍学校或班级情况; 流利地说出含有本模块生词、短语和含有-ing、-ed 的句子和段落。

读: 理解所学生词、短语和含有-ing、-ed 的句子和段落并获取信息; 理解模块、同学提供的介绍学校的材料并获取信息。

写: 熟练写出含有一般现在时的句子和段落; 熟练完成模块所要求的各种书面练习; 比较自如地写出介绍学校情况的文章。

情感目标

热爱新学校、新班级和新同学, 参与各种英语活动, 克服困难, 在新环境中进一步树立准确的语言学习观。

了解中外国家中学教学的大致情况, 帮助学生开阔视野, 了解中外教育的异同, 为发展跨文化交际能力开辟良好开端。

名师说课

本模块以“My first day at Senior High”为主题, 描写高中学生新的学校生活和丰富多彩的课外活动, 比较初高中新的学校生活以及中美两国学校教育系统的异同。本模块阅读文章题材丰富, 时代特征明显, 与学生生活贴近, 使学生愿意学, 语言生动形象, 使学生倍感亲切自然。通过阅读文章培养学生热爱新学校, 新班级和新同学, 积极参与各种英语活动, 克服困难, 树立正确的语言学习观。学生从初中到高中的转变有个适应过程, 本

模块帮助新生尽快适应高中阶段新的学习环境。

为完成教学目标,突出重点,突破难点,本模块应采用任务型教学为主,交际法教学为辅的方式,结合“课文整体教学法”,充分利用多媒体和网络的优势,将大量的知识和方法直观地展示给学生,调动学生学习的积极性,激起他们的好奇心和求知欲,鼓励学生积极动脑,主动参与,利用他们已有的知识和经验,让学生在解决一个个小的任务的过程中,通过实际的语言运用,轻松地获取语言知识,提高应用能力,形成正确的语言学习观以及习惯和方法。

根据学生学习英语的特点和规律,我们把本模块划分为4课时:

period1: Introduction, Reading and Vocabulary

period2: Listening and Vocabulary, Pronunciation, Speaking,

Everyday English and Function

period3: Grammar 1, Grammar 2

period4: Writing, Cultural corner, Task, Module File

课文翻译

我的高中第一天

我叫李康。我住在石家庄,一个离北京不远的城市。也是河北省的省会城市。今天是我上高中的第一天,(现在)我正把我的高中生活第一天的想法写下来。

我的新学校很好,我能明白为什么。老师们都很热情友好,教室令人很吃惊。每间教室都装有带着很特别的屏幕的电脑,那屏幕几乎和电影屏幕一样大。老师们在电脑上写字,他们写的字就出现在身后的大屏幕上。屏幕上还显示图片,课文以及网络上的信息。真是好极了。

英语课十分有趣。(英语)老师是一位(被)称为沈老师的很热情的女士。我们使用的是一套新课本,沈老师的教学方法一点也不像我在初中时的老师们的教学方法。她认为阅读理解很重要,但我们在课堂上也说大量的英语。我们(上课)很快乐。我想上沈老师的课我不会感到厌烦!

今天我们互相做了自我介绍。我们是分组进行的。一些同学一开始感到不好意思,但大家都很友好,这样做真的很好。沈老师给我们做了指导,然后我们自己活动。

沈老师想帮我们提高拼写和书写(能力)。我们用拼写游戏和一些其他的活动等有趣的方式来做到这一点。我非常喜欢沈老师的态度,其他同学的行动也表明他们也喜欢她。我们班有65个同学——比我以前初中的班级更多。49个同学是女生,换句话说,女生是男生的3倍。他们说女生通常比男生更刻苦,但在这个班级里,大家都很努力。今天晚上的作业是,我们得写一篇对我们居住的街道的描写。我盼望着做这个作业。

备课资料

Education in Britain and America

In Britain all children have to go to school between the ages of 5 and 16. In the US children must go to school from the age of 6 to between the ages of 14 and 16, depending on the state they live in.

Subjects

In England and Wales the subjects taught in schools are laid down by the National Curriculum(课程), which was introduced in 1988 and sets out(制定) in detail the subjects that children should study and the levels of achievement they should reach by the ages of 7, 11, 14 and 16, when they are tested. The National Curriculum does not apply in Scotland, where each school decides what subjects it will teach.

In the US the subjects taught are decided by national and local governments. Whereas British schools usually have prayers(祈祷) and religious(宗教的) instruction, American schools are not allowed to include prayers or to teach particular religious beliefs(信仰).

Examinations

At 16 students in England and Wales take GCSE examinations. These examinations are taken by students of all levels of ability in any of a range of subjects and may involve a final examination, an assessment(评价) of work done during the two-year course, or both of these things. At 18 some students taken A-level examinations, usually in not more than 3 subjects. It is necessary to have A-levels in order to go to a university or polytechnic(综合技术大学).

In Scotland students take the SCE examinations. A year later, they can take examinations called HIGHS, after which they can either go straight to a university or spend a further year at school and take the Certificate(证书) of Sixth Year Studies. In Scotland the university system is different to that in England and Wales. Courses usually last four years rather than three and students study a larger number of subjects as a part of their degree.

In the US school examinations are not as important as they are in Britain. Students in High Schools do have exams at the end of their last two years, but these final exams are considered along with the work that the students have done during the school years.

单元课时教案

第1课时

教材分析

Introduction 通过学习有关课程的英语名称,让学生初步了解高中阶段的学习内容。

Reading and Vocabulary 通过阅读、学习生词,让学生对教师、班级、学生以及学校等情况的英语表达有一个初步接触和了解;要求学生通过阅读,初步认识以-ing和-ed结尾的形容词在句

子中的作用。

课时目标

1. Knowledge aim:

New words: amazing, information, instruction, embarrassed, attitude, impress

Phrases: nothing like, by oneself, in a fun way, in other words, look forward to

2. Ability aim:

Learning how to express one's opinion about the new school.

3. Emotion aim:

Form positive attitudes towards all subjects in senior high.

教学重点

Enable the students to learn how to talk about the main differences between Junior High school and Senior High school.

教学难点

Enable the students to talk about their opinions about the new school.

教学方法

task-teaching, speaking, discussing, pair-work & group-work

教具准备

Multi-Media

教学流程

Task 1 Talk about the favourite or difficult subjects and the reasons

Pre-task Brainstorming

Ask students to bring out as many words about the subjects as possible.

(work in pairs) Then collect the answers from students.

Task-cycle Learn the new words and review the old ones by using.

Activity 1 Classify the words about the subjects.

science subjects	languages	academic subjects	your favourite subject	your difficult subjects

Check the answers by raising the questions in Ex 1 on page 1 or Ex 6 on page 68.

Activity 2 Ask students do Ex 2 individually—complete the sentences and a reason and then show the answers in a group of 4.

Post-task Describe the favourite or difficult subjects.

Activity 1 Collect some expressions or sentence patterns that can be used to describe the likes or dislikes.

Activity 2 Oral composition—My favourite/difficult subjects

Task 2 Describe the English study in Junior School (Warming up of the Reading)

Activity 1 Discuss the 3 questions in Ex 1 on page 2 in pairs.

- (1) What are the main differences between Junior High school and Senior High school?
- (2) Do you think that work at Senior High school is harder than at Junior High school?
- (3) Are Senior High teachers similar to Junior High teachers?

(If the students have difficulty in talking, give them some tips and help).

Activity 2 Guess the meaning of the words and discuss the English study.

(1) Read the questions in Ex 2 and ask students to guess the

meaning of the following of the words: attitude, behaviour, method, comprehension, textbook.

(2) Ask students to answer those questions and learn more words.

(3) Work in pairs and get students to share the answers by asking and answering.

Activity 3 Written Practice

My English Study

English is one of my favourite subjects. I like it because it plays an important part in our daily life. I have a positive a _____ to studying English. I am very i _____ in it and every day I watch the Outlook English program on CCTV channel 10. All of my class work hard in class and we b _____ quite well and listen to the teachers attentively. My English teacher is very nice and she likes telling stories to us. I like her teaching m _____. Though I like English very much, I still find reading c _____ and understanding i _____ difficult for me. I think this t _____ is really beautiful, as it has got a lot of nice p _____ on it. I am sure I will work harder than before and make great progress in my English study.

答案 attitude, interested, behave, method, comprehension, instructions, textbook, photographs

Task 3 Learn and retell the passage

Pre-task Prediction

1. Ask students to discuss what Li Kang will mention about his first day at Senior High — predict the topic.

2. Ask students to predict what Li Kang's first day will be like—use some adjectives to describe.

Take-cycle Reading

Activity 1 Scanning

Ask students to do Ex 3 on page 2—find the answers to the 3 questions.

Questions	Answers
1. What are differences between Li Kang's Junior High school and this school?	
2. What are the two things that the English teacher thinks are important to do in class?	
3. What are the two things that the English teacher wants to improve?	

Discuss and check the answers in pairs.

Activity 2 Skimming

Find the topic sentence of each paragraph and summarize the main idea — pair work.

Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	
Paragraph 6	

Check the answers and then ask students to do Ex 6 on page 4—decide which is the best summary of Li Kang's opinion about the new school.

Activity 3 A better understanding of the text

- Do Ex 4 on page 3—learn how to paraphrase the difficult sentences.
- Do Ex 5 on page 4—learn the new words and ask Ss which words appear in the text and read out the sentences with the words.
- Read the text again and deal with some language points in the text and give students a few minutes to raise the questions.

Useful words and expressions:

as big as... , as many girls as... , nothing like... , one's method of teaching, one's previous school, reading comprehension, give sb instructions to do sth, in other words, write/give a description of sth

Some Adjectives to modify somebody or something: brilliant, bored, embarrassed, enthusiastic, amazing.

- Ask students to reorder the following jumbled sentences.
 - My new school is very good and I can see why.
 - The English class is really interesting.
 - My name is Li Kang.
 - Ms Shen wants to help us improve our spelling and hand writing.
 - The teachers are very enthusiastic and friendly and the classrooms are amazing.
 - There are 65 students in my class—more than my previous class in Junior High.
 - The teacher is a very enthusiastic woman called Ms Shen.
 - I like her attitude very much.

Post-task

Activity 1 Retelling

Retell the text — Li Kang's First Day at Senior High with the help of some key words.

Activity 2 Discussion

Do Ex 7 on page 4 — work in groups to discuss the 3 questions.

- Is your English classroom like Li Kang's?
- Is your class the same size as his? Is the number of boys and girls the same?
- Are you looking forward to doing your English homework?

Design a questionnaire to write down students' opinions.

Group number	Answers	Reasons	Comments
Student A			
Student B			
Student C			
Student D			

Task 4 Homework

- Review the new words learned today.
- Describe one of your favourite subject and your study about it.
- Give a description of your new senior high school to your previous classmates and ask about his.
- Do Ex 6,7,9,11 Reading on page 68~70.

板书设计

Module 1 My First Day at Senior High

Period 1

Task 1 Talk about the favourite or difficult subjects and the reasons

Task 2 Describe the English study in Junior School (Warming-up of the Reading)

Task 3 Learn and retell the passage

教案点评

本节课的安排首先为整个模块学习做好话题内容和词汇方面作了准备和铺垫,同时又突出了该模块中的阅读教学。通过这节课的设计,提高了学生从阅读中获取信息并处理信息的能力,注重了阅读的整体教学,突出了阅读教学课的特点。

第 2 课时

教材分析

Listening and Vocabulary 学习生词及其构词法并为听力活动打下词汇基础,通过听力活动巩固所学词汇并加深理解,培养思维能力。

Pronunciation 学习以-ed 结尾的单词的发音。

Speaking 通过回答模块提出的问题,对美国一所中学进行口头描述。

Everyday English and Function 练习对话,学习使谈话继续进行的表达方式。

课时目标

- Knowledge aim:
 - Obtain and deal with information by listening
 - Get the Ss to know the similarities and differences about American and Chinese school systems
- Ability aim:

Improve the students' listening and speaking ability.

教学重点

Learn about the differences between American and Chinese school systems.

教学难点

How to get information by listening.

教学方法

task—teaching, speaking, making conversations and comparative method.

教具准备

A computer and a recorder.

教学流程

Task 1 Listening and Vocabulary

Pre-listening

Activity 1 Words learning from the word formation

Ask students to do Ex 1 on page 5 — complete the chart and find the rules of the word formation (-ment,-ing,-tion). Give students more examples to practise.

Activity 2 Ask students to do Ex 2 on page 5 in pairs — discuss how to use the suitable words in the sentences.

While-listening

Activity 1 Listen for the main idea

Ask students to do Ex 3 on page 6 — answer the questions.

Activity 2 Listen for the detail

Ask students to do Ex 4 on page 6 — answer some detailed questions. When the teacher checks the answers, encourage students to add more information.

Activity 3 Dictation

Give students the tapescript with blanks. Ask them to fill in the blanks according to what they have heard (Design the paper with some important words and sentences left out).

An Example

R=Rob D=Diane

R: Hi, Diane!

D: Hi, Rob! _____?

R: I'm fine. I've just been to my first language class.

D: _____? So have I.

R: Really? Which language are you studying?

D: Spanish. Which language are you studying?

R: Chinese.

D: _____? Cool! How was it?

R: It was good. The teacher's name is Mr Davies.

D: Mr Davies?

R: Yes, he isn't Chinese, obviously, but he's _____ in Chinese. And there's an assistant teacher called Miss Wang. She is Chinese. We're going to see her once a week.

D: And what do you think?

R: Well, learning Chinese isn't going to be easy — but the first lesson was very _____ — I liked it a lot. Mr Davies gave us a lot of _____ — he made us feel really good about being there. The most _____ thing at the beginning is _____, getting the sounds right — and he was very good at _____ — he said it didn't matter if we made _____. I think we all made a lot of _____ — in just an hour!

D: _____.

R: What about Spanish? Did you start yet?

D: Yes, we did. The teacher is nice, but I already speak some Spanish and the rest of the class are really beginners. I _____ the teacher — I thought she said the class was for people who already speak Spanish. I'm not sure if I'm going to make much progress.

R: _____.

D: Maybe — actually, I was a bit disappointed — she _____ everything in English.

R: _____.

Task 2 The pronunciation of the words with -ed endings

Activity 1 Listen to the pronunciation of the words and find out the rules.

Activity 2 Listen again and repeat and find more examples to practise.

Task 3 Speaking—Talk about the two school systems

Activity 1 Ask students to turn to page 10 — Learning to learn.

Activity 2 Get students to look at the photos from a U. S. high school and ask them to describe what they can see from the pictures.

Activity 3 Get students to answer the questions.

Activity 4 Get students to discuss:

(1) Which school system is more interesting and attractive? Why?

(2) What do you imagine the perfect school system to be like? If you are the Minister of Education in China, do you think it is necessary to make some changes of the school system? And in what way?

Task 4 Everyday English and Function

Activity 1 Do Ex 1 on page 8 — Making conversation

Ask students to read the part of the conversation and underline the expressions that they use to keep the conversation going.

How are you doing?

Oh really?

Cool! How was it?

What do you think...?

Activity 2 A game — pair work

Give students some cards with the following sentences and ask them to put the cards in the correct order.

A: Oh really? That's great. How do you feel?

B: Hi, David. How are you doing?

C: But Chinese it not easy to learn.

D: I'm now doing Chinese.

E: So am I. I have studied it for three years.

F: Cool!

G: Is that right?

H: Maybe, at the beginning. But it will change.

I: Pretty well.

J: I'm sure things will improve.

K: And what do you think...?

Suggested answer: BDEAIFCHGJK

Activity 3 Ask students to discuss about their language learning. Raise the following questions.

Do you think it is easy/difficult to learn Chinese/English/other languages? Why or why not?

Which part is the most interesting/difficult for you? Why?

Do you have any interesting stories about your learning of any language? Would you like to share with us?

Activity 4 Role-play

Pair work. Suppose one day on the way to school, you and one of your former classmates meet each other and you two start



to talk about your study in school. You can begin the conversation like this:

A: Hi, XXX!

B: Hi, YYY, how are you doing?

Task 5 Homework

1. Review the words and the sentences in Listening and Vocabulary

2. Search to find more passages about the school.

Systems in different counties and share something exciting tomorrow.

板书设计

Module 1 My First Day at Senior High

Period 2

Task 1 Listening and Vocabulary

Task 2 The pronunciation of the words with -ed endings

Task 3 Speaking—Talk about the two school systems

Task 4 Everyday English and Function

教案点评

本节课在精心策划下,突出本节课的重点,解决了难点问题,词汇学习,注意掌握词汇的构成方法,前缀和后缀等构词知识;听力活动中,注意巩固所学词汇并加深理解,培养了思维能力,提高了听力技能,达到了预期的目的。

第3课时

教材分析

Grammar 1 复习一般现在时的用法,和现在进行时的比较。

Grammar 2 学习以-ing 和-ed 结尾的形容词。

课时目标

1. Knowledge aim:

1) Sum up the uses of adjectives with -ing or -ed endings.

2) Sum up the uses of the present tenses.

2. Ability aim:

How to understand the rules of grammar and how to use them.

教学重点

How to use the adjectives with -ing or -ed endings and the present tenses.

教学难点

How to use the adjectives with -ing or -ed endings and the present tenses.

教学方法

task—teaching, discovering and summarizing, discussing and group—work.

教具准备

Multi—Media

教学流程

Task 1 Revision

Check the students' homework. Then ask them to exchange their homework to share something new.

Task 2 Revision of the present tenses and make good use of them

Activity 1 Do Ex 1 on page 4 — help students to under-

stand the different uses between present simple tense and the present continuous tense.

Activity 2 Read the text — My First Day at Senior High and classify the sentences with the present simple tense and the present continuous tense.

Activity 3 Written work

My First Day at Senior High

Today is my first day at Senior High. I always _____ (get) up very early. I _____ (exercise) this month, so I _____ (jog) every morning. I _____ (walk) to school every day because I _____ (live) not far away from the school.

Now I _____ (sit) in the classroom and _____ (listen) to my new teacher's self-introduction. I must say I like her very much. She _____ (smile) all the time. Everything about the new school is so exciting, I _____ (write down) all my feelings now and I _____ (look forward) to the next day at my senior high school.

答案 get, am exercising, jog, walk, live, am sitting, listening, smiles, am writing down, am looking forward to

Task 3 Make good use of the adjectives ending in -ing and -ed

Activity 1 Brainstorming (a competition between groups, writing as many words ending in -ing and -ed)

Activity 2 Do Ex 1 on page 6 — Read My First Day at Senior High again and underline the adjectives with -ing or -ed endings.

Activity 3 Discuss the differences between -ing and -ed and do Ex 2 and 3 on page 6~7.

Activity 4 Creative sentence-making

1. I am _____ in _____ (a school subject).

2. My _____ (a school activity) is _____.

3. I think _____ (something you don't like) is _____.

4. I am sometimes _____ by _____ (something you don't do well at school).

5. I like _____ (something that's really exciting); it is _____.

Task 4 Homework

1. Find out more adjectives ending in -ing and -ed and sentences

2. Prepare to learn the cultural corner.

板书设计

Module 1 My First Day at Senior High

Period 3

Task 1 Revision

Task 2 Revision of the present tenses

Task 3 Make good use of the adjectives ending in -ing and -ed.

教学反思

语法教学注重通过实例总结规律,并通过练习加以巩固;通过词汇学习掌握词汇的构成方法,并注意词法知识的运用。

第4课时

教材分析

Writing 阅读一名美国中学生写的电子邮件,通过回答问题的方式,为写一封回信作准备。

Cultural Corner 通过阅读初步了解和比较中美两国的中学教育系统。

Task 通过讨论,准备用书面形式介绍所在的学校。

Module File 有助于学生对本模块学习内容进行归纳,对自己的学习进行反思和检验。

课时目标

1. Knowledge aim:

(1) Master some useful words or expressions.

(2) Master some important drills.

2. Ability aim:

(1) Compare education systems, activities at school and other aspects between China and the USA.

(2) Improve the students' ability of using English.

教学方法

task-teaching, explaining, discovering, practicing

教具准备

Multi-Media, Recorder

教学流程

Task 1 Revision

Check the homework

Task 2 writing a reply to the e-mail

Activity 1 Ask students to read the e-mail from an American student in tenth grade and find out the questions and the requests.

Activity 2 Teacher can raise some questions to test the students' understanding. Get the students to practise in groups of 4 or in pairs orally what they are asked to write so as to widen each other's knowledge.

Activity 3 Ask each student to write a reply to the e-mail, answering the 4 questions. Teach students how to write a e-mail and remind students of the different tenses they use in the e-mail.

Activity 4 Give the students enough time to write a passage and show one or two volunteer's writings on the screen. Exchange the work and check. Ask the students to comment on their writings and help them to correct the mistakes, if any.

Task 3 Compare the School Systems

Activity 1 Warming up — Ask students to answer the question to test their existing knowledge and to stimulate the interest in reading.

What do you know about the high school system in the US?

Activity 2 Read and compare — pair work

Ask students to read the text carefully and fill in the blanks to compare the similarity and the differences between the American and Chinese school systems.

Things to compare	US secondary school system	Chinese secondary school system
Years(from... to...)		
School diploma		
National government		
Influence on school curriculum		
First semester(time)		
Second semester(time)		
Summer vacation		
School schedule		
Compulsory subject		
Foreign languages to choose		
After-school activity		

Activity 3 Teachers organize the students to discuss together and try to get the answers from the students.

Task 4 Revision of the module and the self-evaluation

Activity 1 Ask students to read the Module File on page 10 by themselves and write down anything that they still feel puzzled or have difficulty with. Then discuss together and teacher helps to solve the problem.

Suggestion: Show each title on the screen and get the students to recall what they have learned in each part. (A competition is welcome.)

Activity 2 Design some exercises for students to test themselves.

Suggestions:

A: Teacher designs a test paper according to his own students' level. Make sure that the important points in this module are included. And it also includes the words or expressions in which the students keep making mistakes in this module.

B. Make good use of the book 《同步评价手册》.

C. Ask students to keep a learning diary. Write down anything about their own learning and performance, including the problems they meet and the difficult and easy thing to learn.

Task 5 Task of the module — Give a presentation and show students' work

Suggestion: Actually the assignment of the task should be given to students when Teacher begins to teach this module, then both Teacher and Ss will have the sense of what to teach and what to learn, and make good use of the vocabulary, the grammar to prepare for the task.

Activity 1 Ask students to discuss what to write in this brochure and teacher gives students some tips or help and encourages them to add some special features to their work. (group work)

Activity 2 Presentation — Each group chooses a student to come on the stage to give an introduction of their work and show the brochure. Ask students to evaluate their own work and choose

3 best pieces of work. Give students a chance to show their talent and help them gain the self-achievement and cooperation by doing the work together.

Task 6 Homework

Finish the exercises about this module in the workbook.

板书设计

**Module 1 My First Day at Senior High
Period 4**

- Task 1 Revision
- Task 2 Writing a reply to the e-mail
- Task 3 Compare the school systems
- Task 4 Revision of the module and the self-evaluation

Task 5 Task of the module— Give a presentation and show students' work.

教学反思

通过 Cultural Corner 学习与模块主题相关的、关于文化的阅读文段,进一步发展用英语获取(文化)信息的能力,拓展思维,享受阅读的乐趣。通过 Task 提供相对真实语境和任务,使学生综合本单元所学技能和知识有效完成任务,有些开发型任务有利于高中学生运用语言获取信息,进行思维,相互合作,展示个性,使语言学习的学以致用原则得到体现。通过 Module File 分点列举本模块应掌握的语言知识与技能,帮助学生反思和总结自己的学习成果,进而认识到自己的进步——发展成就意识。

第二教案 **教辅教案**

本案思路导引

《英语课程标准》在总目标中指出“使学生在义务教育阶段英语学习的基础上,进一步明确英语学习的目的,发展自主学习和合作学习的能力;形成有效的英语学习策略;培养学生的综合运用能力”。本模块作为升入高中的英语第一课,介绍了一位高中新生第一天到校观察和接触到的人和事物以及个人感受,内容紧密结合学生现实生活,还帮助学生了解英语国家教育的大致情况;通过对比,思考我国中学教育。从思想上培养学生热爱新学校,新班级和新同学。引导新生参与各种英语活动,克服困难,在新环境中进一步树立准确的语言学习观。

本模块的语言技能目标是:

单词	enthusiastic, amazing, information, instruction, method, bored, embarrassed, attitude, behaviour, description, amazed, embarrassing, technology, impress, correction, encouragement, enjoyment, fluency, misunderstanding, disappointed, disappointing, system, disappear, move, cover
短语	nothing like, by oneself, in a fun way, in other words, look forward to, take part in, at the end of, be divided into
句型	1. Ms Shen's method of teaching is nothing like that of the teachers at my Junior High School. 2. I don't think I will be bored in Ms Shen's class! 3. There are three times as many girls as boys.
交际用语	1. How are you doing? 2. Oh, really? 3. So have I. 4. Is that right? 5. Cool! 6. How was it?
语法	1. 复习一般现在时的三种不同的用法: a permanent state of affairs; a habit or something you do regularly; something which is always true. 2. 学习以-ing 和-ed 结尾的形容词。

根据以上目标,“在课时详解”和“精析精练”两个栏目中,进行全面细致的辅导解析,并拓展训练。

“课时详解”面向中等及以下学生学习英语的要求与实际,本着“详”与“细”的要求,针对教材知识点及语言技能目标全面覆盖和详尽解读。立足于课堂同步,夯实双基,适度拓展。在保证讲解到位的基础上,还注重解题思路指导,使学生有效地学习,全面掌握。从“课堂导入”、“探究新知”、“语法精讲”、“随堂练

习”等栏目入手,循序渐进,环环相扣,重点解读每课时内容,方便学生课堂使用,亦可帮助学生预习,自学思考,归纳总结,自评自测,达到了“课课通,堂堂清,题题通”的目标。既注重夯实基础,又体现综合运用语言技巧的拓展,巧妙加入归纳点拨,为中学生及以下水平同学提供了有效的帮助。

“精析精练”面向中等生及以上水平的学生,在“精析”和“精练”上下功夫,充分考虑到高考实际需要,又反映出新课标下的教学模式与评价模式的要求。以独特的方法突破教材中的重难点,讲解透彻,分析精辟。指导到位。对教材中的重、难、易错点,考点全面突破,帮助教师有侧重地讲解与学生有重点的学习,语言技能与学习策略有机融合,体现出教师的主导作用和学生的主体作用。

从“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”和“单元综合能力训练”等栏目上,指导到位,环环相扣,加强对思维方向的自觉控制,举一反三,触类旁通,又有助于学生自主探究,运用技巧,互动学习。精选的训练题,拔高题,有趣,有效,精彩,限时巩固与检测,讲与练有机结合,为培养学生良好的学习策略奠定了基础。

单元重点

单词	enthusiastic, amazing, information, instruction, method, bored, embarrassed, attitude, behaviour, description, amazed, embarrassing, technology, impress, correction, encouragement, enjoyment, fluency, misunderstanding, disappointed, disappointing, system, disappear, move, cover
短语	nothing like, by oneself, in a fun way, in other words, look forward to, take part in, at the end of, be divided into
句型	1. Ms Shen's method of teaching is nothing like that of the teachers at my Junior High School. 2. I don't think I will be bored in Ms Shen's class! 3. There are three times as many girls as boys.
交际用语	1. How are you doing? 2. Oh, really? 3. So have I. 4. Is that right? 5. Cool! 6. How was it?
语法	1. 复习一般现在时的三种不同的用法: a permanent state of affairs; a habit or something you do regularly; something which is always true. 2. 学习以-ing 和-ed 结尾的形容词。

 单元预习

I. 单词拼写

1. What's your a _____ towards this matter?
2. He gave a d _____ of what he had seen.
3. What he said gave me great e _____.
4. He was d _____ that the other guests were not coming.
5. After he handed in his homework, the teacher made several c _____ in red ink.
6. I am _____ (感到惊异) by what he told me.
7. You should give clear _____ (说明) for all the exercises.
8. Reading aloud can be used to improve tone, rhythm and _____ (流利).
9. She is unhappy with her child's bad _____ (行为).
10. He received a _____ (文凭) from Harvard University last year.

答案 1. attitude 2. description 3. encouragement

4. disappointed 5. corrections 6. amazed 7. instructions
8. fluency 9. behaviour 10. diploma

II. 句型转换

1. The speaker impressed us with the sense of humour.
The speaker _____ on _____ the sense of humour.
2. The teacher is a very enthusiastic woman called Ms Shen.
The teacher is a very enthusiastic woman _____ Ms Shen.
3. Would you mind if you turned down the recorder a little bit?
Would you mind _____ the recorder a little bit?
4. I like the magazine and its cover is blue.
I like the book, the cover _____ is blue.
5. I don't know about it and I don't care, either.
I don't know about it, _____ I care.


答案 1. impressed; us 2. who is called 3. turning down
4. of which 5. neither/nor do



案例 (一) —— 课时详解




第 1 课时

 课堂导入

根据实际情况回答问题

1. Among the subjects you have learnt, which are science subjects and which are art subjects?
2. Which subject do you like best at your middle school? Give your reason.
3. What languages have you learnt? Can you name more languages?
4. Is your school far away from or quite near your home? Do you go to school by bus or by bike or just on foot?
5. Do you like your new school? Do you think it is beautiful?
6. How many classes are there in Grade One? And how many students are there in your school?
7. What do you think is the biggest difference between your junior high school and your new school?

 探究新知

Introduction

1. Which are your three favourite subjects? 你最喜爱的三门功课是什么?

【导学】 favourite *adj.* 心爱的, 最喜爱的

What is your favourite colour? 你最喜爱的颜色是什么?

My favourite food is Chinese. 我最喜欢的食物是中国菜。

【拓展】 favourite *n.* 心爱的人(或物), 最喜爱的东西; 受宠的人, 亲信

That song is one of his favourites.

那首歌是他最爱听的歌曲之一。

She is a favourite with her aunt. = She is her aunt's favour-

rite. 她受她伯母的宠爱。

例示

Football is my _____ sport.

- | | |
|-------------------|-------------------|
| A. favourite | B. more favourite |
| C. most favourite | D. less favourite |

解析 A. favourite(最喜爱的)无比较级和最高级。

2. I like Chinese because I enjoy reading stories and poems.

我喜欢语文, 因为我喜欢读小说和诗歌。

【导学】 enjoy 作“喜欢, 喜爱”, 享受, 享有后接名词、代词或动名词而不接不定式。

Most students enjoy asking questions in English.

多数学生喜欢用英语问问题。

Did you enjoy yourself last week?

上个周末你过得愉快吗?

Teachers enjoy free medical care in our country.

在我们国家, 教师享受公费医疗。

【拓展】 enjoyment *n.* 享受; 享乐; 乐事

We young people are in the enjoyment of a happy life.

我们年轻人在享受着幸福的生活。

【归纳】 与 enjoy 用法相同, 只能接动名词作宾语的动词有: miss, excuse, delay, suggest, complete, imagine, forbid, finish, mind, practise, admit, risk, can't help, feel like.

He admitted having stolen the car. 他承认偷了这辆车。

I'd like to know why you always delay handing in your homework. 我想知道你为什么一直耽误交作业。

例示

In this seaside resort, you can _____ all the comfort and convenience of modern tourism.

- | | | | |
|----------|----------|------------|------------|
| A. enjoy | B. apply | C. receive | D. achieve |
|----------|----------|------------|------------|