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新课程怎么教

HOW TO TEACH
THE NEW CURRICULUM

英语新课程案例精编

王丽 张芹◎编



新疆青少年出版社

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前言

随着高中新课程改革的逐步实施,新课程理念下的教案也必须适应由以前的“教师中心”、“教材中心”、“课堂中心”向“以学生为中心主体”的教学模式的转变,以利于素质教育的开展和课堂教学效益的提高,大批的“个性教案、创新教案、实用教案”成为了高中一线教师的迫切需求。

为了满足广大教师的这一要求,本书依据《普通高中英语新课程标准(实验)》,贯彻高中新课程英语必修课基本理论与要求,精心汇编课改区一线教师高中新课程课堂原创教学经典,帮助教师举一反三强化教学技能,适应高中新课程教学要求。

本书的主要特点是以课堂教学实践为基础,精心挑选必修模块重点章节设计教学。每个教学设计按照实际课堂教学要求设置了“教学目标”、“重点难点”、“情境导入”、“教学过程”、“相关素材”等相关栏目。

限于编写人员的水平,本书未必都能如愿,错漏之处,希望广大读者予以斧正。

编者

目 录

必修模块①

Model 1 Friendship	2
Model 2 English around the world	17
Model 3 Travel journal	31

必修模块②

Model 4 Cultural relics	46
Model 5 The Olympic Games	62
Model 6 Computers	80

必修模块③

Model 7 Festivals around the world	96
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Model 8 Healthy eating	112
Model 9 Astronomy: the science of the stars	129

必修模块④

Model 10 Women of achievement	144
Model 11 Working the land	164
Model 12 A taste of English humour	180

必修模块⑤

Model 13 Great scientists	198
Model 14 The United Kingdom	217

必修模块
①

Model 1 Friendship

1. Teaching aims and demands

1) Ability aims

- a. Encourage students to think and talk about friends and friendship by using some phrases and structures.
- b. Learn to solve problems that may occur between friends.
- c. Cultivate the students to form a good habit of learning English in Senior Middle School.
- d. Be able to express attitudes, agreements & disagreements, certainty.
- e. Learn direct & indirect speech.
- f. Write a letter of advice .

2) Functional items

(1) Attitudes

Are you afraid that...?

I've grown so crazy about...

I didn't dare...

(2) Agreement and Disagreement

I agree. I think so. Exactly. That's correct.

I don't agree. I don't think so. I'm afraid not. Of course not.

(3) Certainty

That's correct. Of course not.

3) Structures

Direct speech & indirect speech(I); statements and questions

(1) Statements

"I don't want to set down a series of facts in a diary." said Anne.

Anne said that she didn't want to set down a series of facts in a diary.

(2) Commonly questions

He asked, "Are you leaving tonight?"

He asked us whether we were leaving that night.

(3) Special questions

"When did you go to bed last night?" father said to Anne.

Father asked Anne when she went to bed the night before.

4) Words and expressions

add, point, upset, ignore, calm, concern, loose, cheat, reason, list, share, feeling, Netherlands, German, outdoors, crazy, nature, purpose, dare, thunder, entirely, power, according, trust, indoors, suffer, teenager, advice, questionnaire, quiz, situation, editor, communicate, habit;

add up, calm down, have got to, be concerned about, walk the dog, go through, hide away, set down, a series of, on purpose, in order to, face to face, according to, get along with, fall in love, join in.

2. Make the teaching plan

The whole teaching procedures can fall into six periods as follows:

Period 1	Warming-up
Period 2	Reading
Period 3	Learning about language

Period 1	Warming-up
Period 4	Listening practice
Period 5	Using language
Period 6	Writing

3. Teaching procedure

Period 1 Warming-up

1. Teaching aims

- a. Describe friends in English, get the students to realize the importance of friends and friendship, and to tell true friends from false friends.
- b. Figure out the problems between friends and then find different ways to solve the problems.

2. Teaching important and difficult points

- a. Use the given adjectives and sentence structures to describe one of your friends.
- b. Learn to evaluate friends and friendship.

3. Teaching methods

- a. Task-based teaching and learning
- b. Cooperative learning
- c. Discussion

4. Teaching aids

A recorder, a projector, a computer

5. Teaching procedure

Step 1 Lead-in

1. This is the first class of the term, and the teacher should introduce himself/herself to students. Such as follows:

Hello, everybody! I am very happy to be with you this school year. Let me introduce myself first; I am your new English teacher. My name is ... I have been teaching English for years and I enjoy teaching very much. I believe that every one of you wants to learn English well. And I also wish you make progress in learning English under my teaching.

2. Considering that in the first class after they enter High School, they are not familiar with each other. The teacher can request some students to introduce themselves to all the class in English at the front desk, imitating what the teacher just has done, such as name, school where he/she comes from, hobbies, wishes to become good friends with all classmates, and so on.

Then the teacher does summary; Just now some students have introduced themselves to all of us. I should say that they all speak very good English. From their introduction we know what their names are, which junior school they come from and also some of their hobbies. All of them want to have more friends in this class. Now let me ask you two questions.

3. Questions:

(1) Do you need friends?

(2) Do you think friendship is important in your life? Why do you think so? Make a list of reasons why friends are important.

Suggestions: We want a true friend whom we can trust. We need a friend whom we can tell everything to, like our deepest feelings and thoughts. We need friends. Even if we are in a lonely island we will never feel lonely.

Present new words and idioms in the passage.

4. Show some proverbs.

A. The better part of one's life consists of his friendships. —Abraham Lincoln

B. A friend is a gift you give yourself. —Robert Louis Stevenson

C. A cheerful friend is like a sunny day spreading brightness all

round. —John Lubcock

5. Brainstorming

What qualities(品质) should a good friend have?

Lovely, helpful, quick-minded, honest, brave, smart, loyal, handsome, trust, worthy, pretty, kind-hearted, talkative, silent, careful, generous, unselfish, diligent, active, creative, thoughtful, humorous, responsible, open-minded, funny, kind, easygoing, outgoing, selfless, caring,

Step 2 Make a survey

1. Have the students do the survey in the textbook.
2. Have the students score their survey according to the scoring sheet on page 8.
3. The teacher asks some students how many points they get in the survey and assesses their values of friendship:

★ 4~7 points: You are not a good friend. You either neglect your friend's needs or just do what he/she wants you to do. You should think more about what a good friend needs to do.

★ 8~12 points: You are a good friend but you sometimes let your friendship become too important, or you fail to show enough concern for your friend's needs and feelings. Try to strike a balance between your friend's needs and your own responsibilities.

★ 13+ points: You are an excellent friend who recognizes that to be a good friend you need balance your needs and your friends'. Well done.

As a teacher, you may also show your students the results above and let themselves self-reflect upon their own values of friendship.

Step 3 Discussion

Does a friend always have to be a person? What else can be your friends?

Step 4 Pre-reading

1. Do you think a diary can become your friend? Why or why not?

2. Introduce something about Anne Frank.

Anne Frank was one of the Jewish victims of Nazi persecution during the Second World War. After Nazi Germany invaded the Netherlands in 1940, increasingly severe anti-Jewish measures began here as well. The Frank family tried to escape by going into hiding.

On July, 1942, Anne, her parents and sister Margot hid in this building on the Prinsengracht. They were later joined by another family. The building consisted of two parts: a front house and a back attic. Otto Frank's business was located in the front house. The uppermost floors of the back annex became the hiding place. After more than two years, the group was betrayed and departed. Anne and Margot died of typhus in Bergen-Belsen in March 1945, only a few weeks before this concentration camp was liberated. Otto Frank, the only member of the group to survive, returned after the war.

3. Why did Anne Frank make her diary her only true friend?

She was afraid that her friend would laugh at her, or just couldn't understand what she was going through.

Step 5 Homework

1. Write down a short passage about your ideas /the factors/your unusual friends.
2. Prepare for the new lesson.

Period 2 Reading

Step 1 Pre-reading

1. Please enjoy three pieces of music and find out what they are about.
Review the words and expressions learned the day before.

2. Why do you think friends are important to you?

3. Have you ever considered making friends with animals, plants or even an object? Why or why not?

Step 2 Reading

1. Try to guess what Anne's best friend is and what the passage is about by reading the title and having a quick look at the pictures in this passage without reading it.

2. Skimming the first two paragraphs to confirm your guessing.

1) What was Anne's best friend? Why did she make friends with it?

2) Did she have any other true friends then? Why?

3) What is the difference between Anne's diary and those of most people?

4) Do you keep a diary? What do you think most people set down in their diaries?

5) We are going to read one of Anne's diaries. But before reading it, let's get to know something about Anne and her house.

3. Scan Anne's diary and fill in the form below.

Place to live	Amsterdam, Netherlands
Friend's name	Kitty, her diary (not a series of facts as...)
Reasons of hiding away	Being Jewish, in order not to be caught by the German Nazis
Time in the hiding place	Nearly twenty-five months

4. More detailed reading

a. When did she write the diary?

Why did she grow crazy about everything to do with the nature?

b. Why did she stay awake until 11:30 one evening?

Why didn't she dare (to) open a window?

c. List the facts in the nature that kept Anne spellbound.

d. How would you describe Anne's feelings as she was looking out into the night sky?

e. Why didn't she dare (to) open a window?

Step 3 Exercises on page 3

1. Join the correct parts of the sentences.

2. Choose the correct answers.

3. Answer the following questions.

Step 4 Homework

Learn the passage by heart.

Period 3 Learning about language

1. Teaching aims

- a. Learn to use direct speech and indirect speech.
- b. Practice students' writing skills of how to offer advice.

2. Teaching important and difficult points

- a. Some special usage of language points.
- b. Summarize the rules of direct speech and indirect speech.
- c. Improve students' ability to help others solving problems.

3. Teaching methods

Discussing, summarizing and practicing.

4. Teaching procedure

Step 1 Reading

1. Help the students grasp the main idea of each paragraph. List some key words to help them memorize the passage easily and quickly.

2. Analyze some difficult sentences

a. She and her family hid away for nearly twenty-five months before they were discovered.

b. I wonder if it's because I haven't been able to be outdoors for so long that I've grown so crazy about everything to do with the nature.

grow (be) crazy about 对……十分狂热;十分痴迷

Step 2 Exercises

Do exercise on Page 4.

Step 3 Reviewing

1. Ask the students to recite the diary one by one. Help the students to list out the structure of the two paragraphs.

2. Main expressions translating.

Step 4 Lead-in

Look at the sentences on the screen and find out the differences between the two.

Give out the grammar we are going to talk about today: direct speech and indirect speech.

Step 5 Grammar

Now let's look at these sentences again. If we want to change direct speech into indirect speech, what should be changed?

students discuss by themselves.

Suggested answers: Sentence structures, tenses, pronouns, adverbials of time and place and verbs should be changed.

五变:一变句型,二变指代词、动词,三变时间、地点,四变时态,五变人称。

1. 直接引语是陈述句,变成间接引语时,由连词 that 引导。例如:

She said, "I am very happy to help you."

→She said that she was very happy to help him.

2. 直接引语是一般/选择疑问句,变成间接引语时,由连词 whether 或 if 引导。例如:

He asked me, "Do you like playing football?"

→He asked me if/whether I liked playing football.

注意:大多数情况下,if 和 whether 可以互换,但后有 or not,或在动词不定式前,或放在介词后作连接词时,一般只用 whether。例如:

She asked me whether he could do it or not.

3. 直接引语是特殊疑问句,变成间接引语时,由相应的疑问词 who, whom, whose, how, when, why, where 等引导。例如:

My sister asked me, "How do you like the film?"

→My sister asked me how I liked the film.

注意事项

(1) 间接引语一般要用陈述句的语序,即主、谓、宾的顺序。例如:

He asked Lucy, "Where did you go?"

→He asked Lucy where she went.

Tom said, "What do you want, Ann?"

→Tom asked Ann what she wanted.

(2) 直接引语是客观事实、普遍真理等, 变成间接引语时, 时态不变。

例如:

They told their son, "The earth goes a round the sun."

→They told their son that the earth goes a round the sun.

(3) 直接引语变间接引语时, 指示代词、时间状语、地点状语等要作相应的变化。例如:

He said, "I haven't seen her today."

→He said that he hadn't seen her that day.

注意: 如果转述时就在原来的地方, 就在说话的当天, 就不必改变指示代词、时间状语、地点状语等。

Step 6 game

Play a guessing game "who is my secret friend?" One student comes to the front with his partner. The rest students ask him questions while his partner changes them into indirect speech. In the end, the person who has guessed the right answer can come to the front to take place of the first student. So the game goes on.

Step 7 Homework

Do Exercise 1 on Page 42. Here is another page of Anne's diary. Read it through and then use indirect speech to retell the story.

Period 4 Listening Practice & Writing

Step1 Lead-in

Do you remember what Anne's best friend is?

Is it a man or a thing?

Have you seen the film *Cast Away*?

When Tom is alone on a deserted island, what does he make friends with? (a volleyball)