



志鸿优化系列丛书

丛书主编 任志鸿

# 高中 优秀教案

GAOZHONGYOUXIUJIAOAN

本书由部分省市优秀教学设计大赛获奖作品选编而成

## 英语

配人教版

【必修2】

南方出版社

责任编辑 / 杨 凯  
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# 优秀教案 | 高中

GAOZHONG  
YOUXIJIAGUAN  
系列丛书指导审订专家



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# 前言

EXCELLENT TEACHING PLANS

FOREWORD

自新一轮课程改革在神州大地破土而出,新课标的教学理念、教材组织形式、教学结果评价方式的变化层出不穷,叹为观止。在这样一个变革的年代,《优秀教案》始终紧跟改革的步伐。

随着越来越多的省份加入新课改,老师们的教学思路越来越多,教学设计构思也越来越巧妙。正如叶圣陶先生所说:“教育者不是造神,不是造石像,不是造爱人。他们所要创造的是真善美的活人。”其实作为“创造者”的老师们在一线教学实践和研究中创造出了很多有价值的教学案例和设计。许多一线老师通过自己的努力,为新课程教材的教学提供了很多有益的想法。这些内容刊登在各种教学杂志上,产生于教研部门的优秀教案评选或讲课比赛中。如果能够把这些好的案例集中起来,一定能够对教师的备课、教学提供很大的帮助。

为此,我们通过采取与教研部门核心期刊杂志合作等形式,聘任专家,组织出版了高中《优秀教案》丛书。本丛书的稿件来源是各种教学研究(评比)活动中评选出来的优秀教案和权威教学杂志中刊登的教案。这些作品展示了近几年课改的成果,代表了课改发展的方向。这类教案具有极大的参考和研究价值,是新课程改革条件下一线教师研究学习教学设计的范本。

本书有以下特点:

**个性独特,匠心独具。**本书力求再现他们在教学实践中的独特发现:对教材知识体系挖掘以求“深”,辨误以求“真”,考查以求“准”;对教材内容的梳理系统以求“全”,创新以求“异”,对教材的教法发散以求“活”,思维变化以求“新”,分析对比以求“博”。

**篇篇精彩,课课经典。**每一个教案都来自实行新课标地区的省级教研活动或者学科教学领域的核心期刊,还有不少是全国教学设计获奖作品。它们都是从众多的案例中经过层层筛选,优中选优,保证每一篇内容都精彩纷呈。这些在教坛耕耘多年的名师把他们的经验和智慧凝结到他们的作品中。他们对教学的每个环节,每一个步骤都经再三推敲、

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斟酌,打造出来的是可以供长期参考使用的经典教学案例。

**实用新颖,理念成熟。**课程改革对学生强调的是知识的生成。这种课程理念的贯彻需要教师既要调动学生主动的学习热情,又要通过教师的主导作用提高课堂效率。教案的筛选力求兼顾实用性和新颖性。每一篇带给您不同的感受,指引着课程改革的方向,引领着课程改革的潮流。

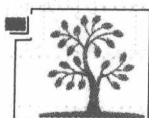
**一课多案,更多选择。**部分课时有多个思路迥异的精彩设计。细细品味,比较研读,既能感悟“教学有法,教无定法”的深刻内涵,又可以在教学中博采众长,使您的课堂融各家优点于一身,精彩每一瞬间。

我们相信,这套丛书将为广大新课标省份的教师提供更好的备课素材,为广大教师提供更具个人风格的优秀作品。当然,作为选集必然带有主编者的个人主观色彩,我们欢迎广大教师批评指正,同时欢迎更多的教师积极参与到本套丛书的更新发展之中。欢迎您将您的优秀教学案例和设计邮寄给我们,我们将为您提供平台与广大同行交流、分享,希望本套丛书能够与您同进步!

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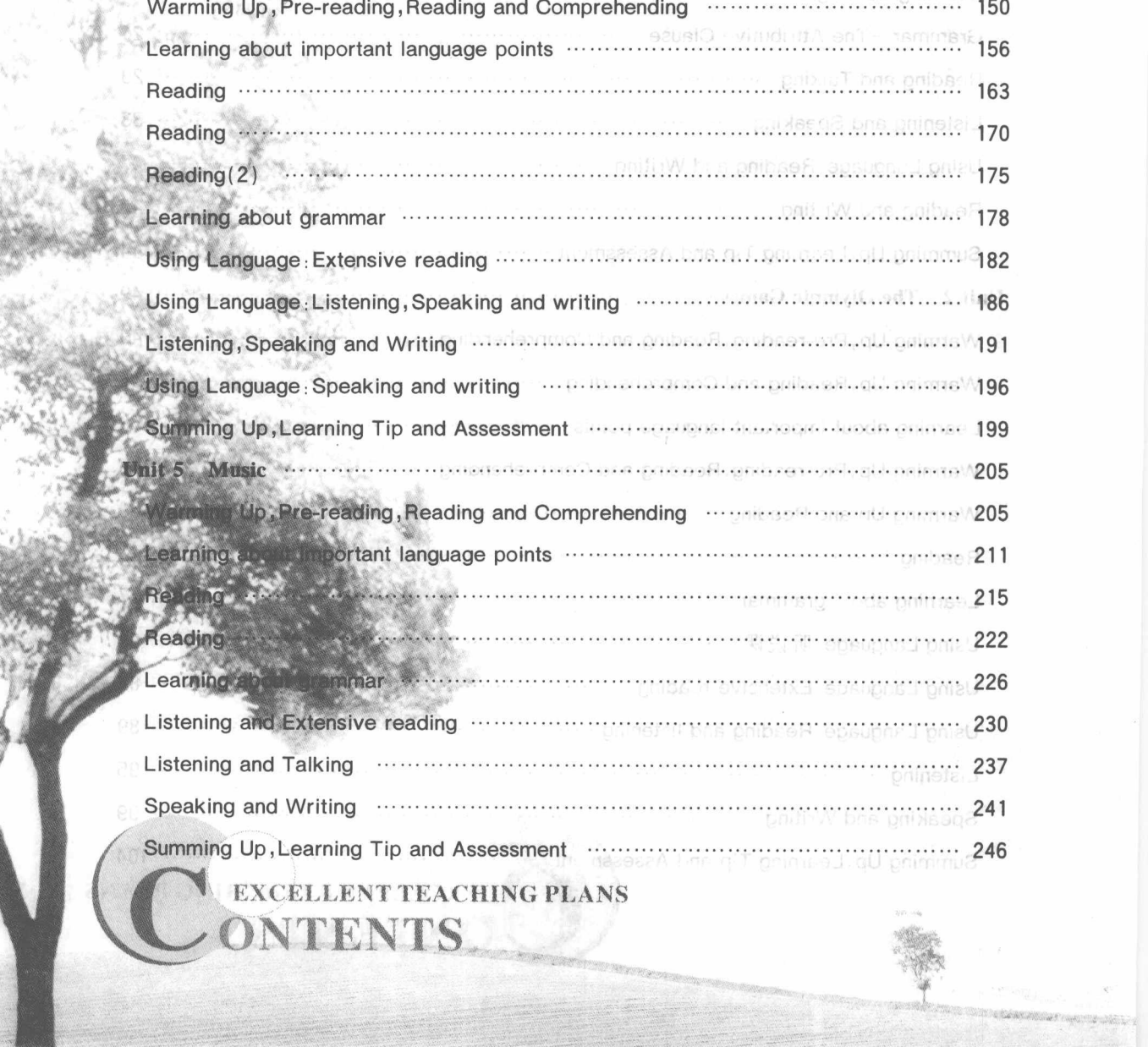


# 目录

## CONTENTS

<b>Unit 1 Cultural relics</b> .....	1
Warming Up, Pre-reading, Reading and Comprehending .....	1
Learning about important language points .....	6
Reading .....	12
Learning about grammar .....	16
Grammar—The Attributive Clause .....	21
Reading and Talking .....	29
Listening and Speaking .....	33
Using Language: Reading and Writing .....	37
Reading and Writing .....	42
Summing Up, Learning Tip and Assessment .....	44
<b>Unit 2 The Olympic Games</b> .....	49
Warming Up, Pre-reading, Reading and Comprehending .....	49
Warming Up, Reading and Comprehending .....	55
Learning about important language points .....	58
Warming Up, Pre-reading, Reading and Comprehending .....	65
Warming Up and Reading .....	68
Reading .....	72
Learning about grammar .....	77
Using Language (听说课) .....	81
Using Language: Extensive reading .....	84
Using Language: Reading and listening .....	89
Listening .....	95
Speaking and Writing .....	99
Summing Up, Learning Tip and Assessment .....	104

<b>Unit 3 Computers</b> .....	110
Warming Up, Pre-reading, Reading and Comprehending .....	110
Learning about important language points .....	116
Reading .....	123
Learning about grammar .....	126
Listening and Talking .....	130
Reading and Speaking .....	137
Speaking, Reading and Writing .....	140
Summing Up, Learning Tip and Assessment .....	144
<b>Unit 4 Wildlife protection</b> .....	150
Warming Up, Pre-reading, Reading and Comprehending .....	150
Learning about important language points .....	156
Reading .....	163
Reading .....	170
Reading (2) .....	175
Learning about grammar .....	178
Using Language: Extensive reading .....	182
Using Language: Listening, Speaking and writing .....	186
Listening, Speaking and Writing .....	191
Using Language: Speaking and writing .....	196
Summing Up, Learning Tip and Assessment .....	199
<b>Unit 5 Music</b> .....	205
Warming Up, Pre-reading, Reading and Comprehending .....	205
Learning about important language points .....	211
Reading .....	215
Reading .....	222
Learning about grammar .....	226
Listening and Extensive reading .....	230
Listening and Talking .....	237
Speaking and Writing .....	241
Summing Up, Learning Tip and Assessment .....	246





# Unit 1 Cultural relics

## Warming Up, Pre-reading, Reading and Comprehending

### 整体设计

#### 教材分析

The part Warming Up presents some questions and pictures about cultural relics. The purpose is to get students thinking and talking about what a cultural relic is. The teacher can first let students read these questions and look at these pictures carefully and make sure they know what to do. Then get them to discuss and answer them in pairs.

Pre-reading provides two questions. The first asks students about the knowledge of amber. The second lets students predict what the text is about. The teacher can go around the classroom and discuss the questions with several students.

The reading passage *In Search of the Amber Room* tells the strange history of the Amber Room. This is the key part of this unit. The teacher can first get students to skim for key words and the main idea of each paragraph and the passage, and then scan for further understanding. In order not to let students feel much difficult while reading, the teacher should deal with some language problems. After reading this passage, students are encouraged to discuss the writing style. Let them know the passage is a non-fiction article and it presents mostly facts in the chronological order.

To consolidate the contents of the reading passage, the students should be required to retell the history of the Amber Room in their own words at the end of the class. In order to arouse students' interest, the teacher can hold a competition between groups.

#### 三维目标

##### 知识目标

1. Get students to learn the useful new words and expressions in this part:  
rare, valuable, survive, vase, dynasty, amaze, select, honey, design, fancy, style, decorate, jewel, artist, belong, troop, reception, remove, wooden, doubt, former, worth, in search of, belong to, in return, at war, less than

2. Let students learn about the history of the Amber Room.

##### 能力目标

1. Let students read the passage *In Search of the Amber Room* to develop their reading ability.

2. Enable students to learn to talk about cultural relics.

##### 情感目标

1. Stimulate students' sense of cultural relics' protection by reading the passage *In Search of the Amber Room*.

2. Develop students' sense of cooperative learning.

### 教学重点

1. Let students read the passage *In Search of the Amber Room* and learn about the history of the Amber Room.
2. Get students to learn different reading skills.

### 教学难点

1. Develop students' reading ability.
2. Enable students to learn to talk about cultural relics.

### 教学方法

1. Task-based teaching and learning
2. Cooperative learning
3. Discussion

### 教学过程

#### →Step 1 Warming Up

1. Warming up by looking and talking

Show some pictures of cultural relics, such as the Great Wall, Yuan Ming Yuan and the Amber Room. Ask students to name them out and talk about them.



2. Warming up by defining

Tell students: We are going to learn Unit 1 Cultural relics. Before we start, I'd like to know the following things:

(The teacher writes the following on the blackboard while speaking.)

- 1) What kind of old things are cultural relics?
- 2) Are all the old things cultural relics?
- 3) What is the definition and classification of cultural relics?
- 4) Whom do cultural relics belong to?

Keys for reference:

1) Cultural relics are physical remainders of what different peoples valued in the past and continue to value now. It can also be said that cultural relics are more than works of art; they are symbols of history and the peoples who lived in the past.

2) No, not all the old things are cultural relics.

3) Each kind of relics preserves some aspect of cultural heritage and each relic is still a unique cultural expression and contribution.

4) In a larger sense, it can be said that all the cultural relics belong to all peoples and the whole society, not a certain individual.

#### →Step 2 Pre-reading

1. Here are two questions, which aim to check how much students know about amber.

2. Ask students to predict what the reading passage is about according to the title and the picture. The aim is to let students read the reading passage with a purpose.

### ⇒ Step 3 Reading

1. Skimming for the general idea of each paragraph

Ask students to read the passage fast to get the key words and general idea of each paragraph and fill in the chart.

	The general ideas
The passage	The history of the Amber Room.
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

### Suggested answers:

	The general ideas
The passage	The history of the Amber Room.
Paragraph 1	The introduction about the Amber Room: design, color, shape, material.
Paragraph 2	The present to the Czar; a part of winter palace in St. Petersburg, a reception hall for important visitors.
Paragraph 3	The relocating of the Amber Room in the Catherine II times; moved into the Summer Palace, more added to its design.
Paragraph 4	The missing of the Amber Room; The two countries were at war. Nazi German army stole the Amber Room, and 27 wooden boxes were trained to a German city. Nobody knew it from then on.
Paragraph 5	The rebuilding of the Amber Room; a new one but the same as the old built by the two countries, for celebrating the 300th birthday of Petersburg.

2. Scanning for detailed information

Ask students to read the passage carefully to locate the detailed information.

1) Do Exercise 1 and Exercise 2 in Comprehending on page 2.



2) Additional questions:

- (1) What does the text tell us about amber?
- (2) How many tons of amber were used to make the Amber Room?
- (3) What else were used to make the room besides amber?
- (4) Why was the Amber Room first built?
- (5) When and why did Frederick William I give the Amber Room to Peter the Great?
- (6) What did Peter the Great give in return?
- (7) What did Catherine II do with the Amber Room?
- (8) When and how was the Amber Room supposed to have been lost?

3. Deal with any language problems students might meet while checking the answers with the whole class.

4. Reading aloud and underlining

Ask students to read the passage aloud to the tape and let them pay attention to the pronunciation of each word and the pauses within each sentence. Tell them to pick out all the useful expressions or collocations from the passage while reading and copy them to the notebooks after class as homework.

Collocations: be used to do... , be made into, make the design for the room, feel as hard as stone, be of the fancy style, give the name, be made into any shape, be made with gold and jewels, in fact, as a gift of, in return, be made to be a gift, serve as, add more details to... , the search for, be made for, one of the great wonders, art objects, look much like... , at war, remove... from... , remain a mystery, be ready for...

5. Reading and transferring information

Ask students to read the text again to complete the table, which lists all the numbers in the text, using the related information.

Number	Meaning
1716	
1770	
1941	
2003	
7000 tons	
600	
2	
2	
100 000	
27	
the 300th	



## Suggested answers:

Number	Meaning
1716	Frederick William I gave the Amber Room to Peter the Great as a gift.
1770	Catherine II had completed the adding to the Amber Room in this year.
1941	The Nazi German army stole the Amber Room in this year.
2003	The rebuilding of the Amber Room was completed in this year.
7000 tons	The total weight of the ambers used to make the room.
600	The number of the candles lighting the Amber Room.
2	The two countries: German and Russia.
2	In two days the Amber Room was removed to a German city.
100 000	The Amber Room was dismantled into 100 000 pieces.
27	27 wooden boxes were used to contain the pieces of the Amber Room.
the 300th	The newly rebuilt Amber Room was ready for the 300th birthday of St Petersburg city.

→Step 4 Discussing the characteristics of the text

After reading, ask students to discuss the characteristics of the passage, such as the type of writing, the way of narrating and the tense.

Keys for reference:

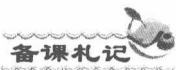
This passage is a narrative prose or non-fiction article. It tells the history of Amber Room in the order of time so that we can clearly learn about what happened to it. The tense used in the text is the past tense.

→Step 5 Closing down by retelling the story of the Amber Room

Ask students to talk about the history of the Amber Room in their own words. Give them some key words and expressions on the board. The teacher can retell it first, and later students follow the teacher. Then let them retell the story of the Amber Room.

→Step 6 Homework

1. Learn the useful new words and expressions in this part by heart.
2. Tell the story of the Amber Room.



## Learning about important language points

### 整体设计

#### 教材分析

The emphasis of this period will be placed on the important new words, expressions and sentence patterns in Warming Up and Reading. In order to make students understand these important points thoroughly, we can first get students to understand their meanings in the context, then give some explanations about them, and later offer some exercises to make students master their usages. Some words and expressions, such as survive, belong, doubt, belong to, in search of, etc. are very useful and important. So are the sentence patterns "Sadly, although the Amber Room was considered one of the wonders of the world, it is now missing," and "There is no doubt that the boxes were then put on a train for Königsberg. . ." and so on. We ought to pay more attention to them and design special exercises.

At the end of the class, the teacher can make students do more exercises for consolidation. In doing so, they can learn, grasp and use these important language points well.

#### 三维目标

##### 知识目标

1. Get students to learn and grasp the important useful new words and expressions in this part: rare, valuable, survive, vase, dynasty, amaze, select, honey, design, fancy, style, decorate, jewel, artist, belong, troop, reception, remove, wooden, doubt, former, worth, in search of, belong to, in return, at war, less than

2. Let students learn the following important and useful sentence patterns:

1) This gift was the Amber Room, which was given this name because several tons of amber were used to make it.

2) ... Catherine II had the Amber Room moved to the palace outside St Petersburg where she spent her summers.

3) In 1770 the room was completed the way she wanted.

4) Sadly, although the Amber Room was considered one of the wonders of the world, it is now missing.

5) There is no doubt that the boxes were then put on a train for Königsberg. . .

6) After that, what happened to the Amber Room remains a mystery.

##### 能力目标

1. Get students to use some useful new words and expressions correctly.

2. Enable students to make sentences after the useful sentence patterns.

##### 情感目标

1. Stimulate students' interest in learning English.

2. Develop students' spirits of cooperation and teamwork.

#### 教学重点

1. Enable students to grasp the usages of such important new words and expressions as

survive, belong, doubt, belong to, in search of, etc.

2. Get students to master the patterns: "Sadly, although the Amber Room was considered one of the wonders of the world, it is now missing." and "There is no doubt that the boxes were then put on a train for Königsberg.."

### 教学难点

1. Let students learn the usages of the words "belong" and "doubt" and the expression "belong to".
2. Get students to understand some difficult and long sentences.

### 教学方法

1. Task-based teaching and learning
2. Cooperative learning
3. Discussion

### 教学过程

#### →Step 1 Revision

1. Check the homework exercises.
2. Ask some students to tell the history of the Amber Room.

#### →Step 2 Reading and finding

Get students to read through Warming Up, Pre-reading, Reading and Comprehending to underline all the new words and useful expressions or collocations in these parts:

Collocations: a cultural relic, be rare and valuable, survive for a long time, whether... or not, an amazing history, be used to do..., the design of the room, the fancy style, popular in those days, give the name, decorated with gold and jewels, in fact, as a gift of..., in return, be made to be a gift, serve as, add more details to, the search for, be made for, one of the wonders, art objects, look much like..., at war, remove... from..., remain a mystery, be ready for...

Read them aloud and copy them down in the exercise book after class.

#### →Step 3 Practice for useful words and expressions

1. Turn to page 3. Go through the exercises in Discovering useful words and expressions with students and make sure they know what to do.
2. Give them several minutes to finish the exercises. They first do them individually, and then discuss and check them with their partners.
3. Check the answers with the whole class and explain the problems they meet where necessary.

#### →Step 4 Vocabulary study

##### 1. survive vt. & vi.

1) vi. continue to live or exist 继续生存或存在

Few survived after the flood.

洪水后生还者极少。

The custom still survives.

这种风俗习惯还保存着。

2) *vt.* continue to live or exist in spite of nearly being killed or destroyed 幸存;幸免于

He survived the shipwreck.

在这次船只沉没事件中他幸免于难。

The plants may not survive the frost.

这些植物不经冻。

The house survived the storm.

经过暴风雨袭击,这所房屋并未倒塌。

3) *vt.* remain alive after sb. 比某人长命

He survived his wife for many years.

他比妻子多活好多年。

【拓展】

survivor *n.* person or thing that has survived 幸存者;逃生者;残存物

survival *n.* 1) state of continuing to live or exist 幸存;残存;生存 2) person, thing, custom, belief, etc. that has survived from an earlier time 遗老;遗习;旧风俗;旧思想

**2. belong to; be the property of; be a member of 属于;是……的成员**

The land belongs legally to the government.

该地依法属政府所有。

The blue sky belongs equally to us all.

蓝天为我们所共有。

They belonged to a younger generation.

他们属于年轻的一代。

【注意】

belong to 不用于被动语态,也不用于进行时态。例如:

这本书现在属于我。

正: This book belongs to me.

误: This book is belonged to me.

误: This book is belonging to me.

**3. in return; as payment or a reward for sth. 作为对某事的酬谢或回报**

I bought him a drink in return for his help.

我请他喝酒以酬谢他的帮助。

He presented her a notebook in return.

他回赠给她一本笔记本。

**4. doubt *n.* & *v.***

1) *n.* uncertainty or disbelief; reason for not believing sth. 怀疑;不确定;不信任;不相信

There is not much doubt about it.

这没什么可怀疑的。

I have doubts about his competence.

我对他的能力有很大怀疑。

He has his doubt to this being true.

他怀疑这件事是否属实。

Please dismiss all doubts about it.

请打消对此事的一切顾虑。

2) *v.* feel uncertain; question the truth of 无把握;有怀疑

It is human to doubt.



怀疑是人的天性。

I do not doubt of your success.

我不怀疑你的成功。

I doubt whether/if he is at home.

我看他不一定在家。

I do not doubt that he can recite it.

我相信他能把它背下来。

Can you doubt that he will win?

你不相信他会获胜吗?

I doubt what he said.

我不相信他说的话。

**5. remain vi. (usually not used the continuous tenses 通常不用于进行时态)**

1) be left or still present after other parts have been removed or used or dealt with 剩下; 剩余

After the fire, very little remained of my house.

火灾过后, 寒舍所剩无几。

If you take 3 from 8, 5 remains.

8 减 3 剩 5。

2) be left to be seen, done, said, etc. 留待以后去看、去做、去说等

It remains to be seen whether you are right.

你是否正确, 以后可见分晓。

Much remains to be done.

要做的事情还很多。

3) stay in the same place; stay behind 停留; 逗留; 留下

I remained in London until May.

我在伦敦一直待到五月。

She left, but I remained (behind).

她走了, 我没走。

4) continue to be; stay in the same condition 仍然是; 保持不变

We should remain modest and prudent.

我们应该保持谦虚谨慎。

Let things remain as they are.

保持现状吧。

**【辨析】remain & stay**

remain 和 stay 都指“继续停留”或“继续保持某种状态、关系或行动”, 二者常可互换。

remain 强调“继续停留于一处或保持原状态, 情况性质不改变”。例如:

This place remains cool all summer.

这个地方整个夏天都凉爽。

stay 强调“某人或某物继续留在原地而不离开”。例如:

He stayed to see the end of the game.

他一直待到比赛结束。

### ⇒ Step 5 Sentence focus

1. This gift was the Amber Room, which was given this name because several tons of amber were used to make it.