



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

北师大版
【必修4】



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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。

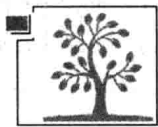
一课多案,更多选择。部分课时有多个思路迥异的精彩设计。细细品味,比较研读,既能感悟“教学有法,教无定法”的深刻内涵,又可以在教学中博采众长,使您的课堂融各家优点于一身,精彩每一瞬间。

我们相信,这套丛书将为广大实行新课程改革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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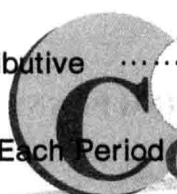
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Unit 10 Money

单元要览

This unit mainly talks about money. There is a passage about a professor who doesn't want to be a millionaire in the first period. Then students' attention will be fixed on how to shop and bargain in the second period, which may lead them to hold a right attitude towards consuming. The third period is about how to use our pocket money wisely, teaching students to accumulate money to contribute to protecting our environment. In the fourth period, advertisements are presented to teach students to describe products. Also, they should know how to write an advertisement to promote a product.

| 类别 | 课程标准要求掌握的内容 | | | |
|------|--|--------------------|---------------|-----------------|
| 话题 | Money | | | |
| 目标 | To read magazine and newspaper articles and advertisements. To practise shopping, bargaining, complaining and selling. To listen to a radio programme, shopping dialogues and a song. To write an advertisement. To learn about quantity words and expressions as well as infinitives. | | | |
| 重点词汇 | earn | vt. 挣得, 赚得 | wallet | n. 皮夹子, 钱包 |
| | determine | vt. 确定, 决定 | second-hand | adj. 旧的, 二手的 |
| | concern | vt. 使忧虑; 与……相关 | hardworking | adj. 勤奋的 |
| | dormitory | n. 寝室, 宿舍 | pleased | adj. 高兴的, 满意的 |
| | drunk | adj. (酒) 醉的 | greedy | adj. 贪婪的, 贪心的 |
| | resolution | n. 决心要做的事情 | product | n. 产品; 出品 |
| | bargain | n. & vi. 便宜货; 讨价还价 | enthusiastic | adj. 很感兴趣的, 热情的 |
| | ashamed | adj. 羞耻的, 惭愧的 | firm | adj. 坚定的; 稳固的 |
| | aggressive | adj. 好斗的; 有进取心的 | clothing | n. 衣服 |
| | annoy | vt. 使烦恼, 打搅 | comment | vi. & vt. 评论 |
| | appeal | vi. 吸引; 呼吁 | approximately | adv. 近似地, 大约地 |
| | contain | vt. 包含, 含有 | remove | vt. 移开, 挪走 |
| | puzzle | vt. 使困惑 | behave | vi. 举止, 表现 |
| | advance | vi. 前进; 取得进展 | headphone | n. 头戴式受话机, 耳机 |
| | signal | n. 信号, 暗号 | automatic | adj. 自动的 |
| | focus | n. 调焦; 焦点 | flash | n. 闪光灯; 闪光, 闪烁 |
| | refrigerator | n. (电) 冰箱 | electric | adj. 与电有关的, 用电的 |
| | incredibly | adv. 难以置信地 | replace | vt. 代替, 取代 |



续表

| 类别 | 课程标准要求掌握的内容 | |
|------|--|----------------------------|
| 重点短语 | be determined to do sth. 决定去做某事 | dream up 凭空想出 |
| | be concerned about 对……关心/挂念 | turn one's back on 不理睬 |
| | be tired of 对……厌倦 | give up 放弃 |
| | give away 泄露; 赠送 | achieve one's goal 实现目标 |
| | drop out 退学, 退出 | be ashamed of 对……羞愧 |
| | appeal to 呼吁, 要求 | keep the balance of 保持……平衡 |
| | play a role in 在……担任角色 | make a choice 作出选择 |
| 重要句式 | <p>1. But do all millionaires find the happiness that they thought they would get when they achieve their goals? 但是, 所有的百万富翁真正得到了他们实现目标前所期盼的幸福吗?</p> <p>2. He was tired of being a person who had everything in a world where many people had nothing. 他不再想做在许多人一无所有的情况下自己却拥有一切的那种人。</p> <p>3. In fact, it is you who have the most important role to play in stopping Yellow River erosion. 事实上, 就是你在阻止黄河水土流失中起了重要作用。</p> | |
| 语法 | <p>1. To practice using indefinite pronouns.</p> <p>2. To identify the functions of the infinitive.</p> | |
| 教学重点 | <p>1. To discuss how to use money properly.</p> <p>2. To discuss how to buy goods and bargain about prices.</p> <p>3. To enable the students to realize the importance of using money in a reasonable way.</p> | |
| 教学难点 | <p>1. How to lead students to hold a right attitude towards the use of money.</p> <p>2. How to write an advertisement to promote the sale.</p> | |
| 课时安排 | <p>Periods needed: 7</p> <p>Period 1 Warm-up & Lesson 1 A Material World</p> <p>Period 2 Lesson 2 The Right Price</p> <p>Period 3 Lesson 3 Your Money</p> <p>Period 4 Lesson 4 Advertisements</p> <p>Period 5 Communication Workshop & Culture Corner</p> <p>Period 6 Grammar: Infinitive & Indefinite Pronouns</p> <p>Period 7 Language Points of Each Period</p> | |

Period 1 Warm-up & Lesson 1 A Material World

整体设计

教学内容分析

This lesson is the first part of Unit 10, which is a reading text. The passage talks about a professor who was an ex-millionaire and had a deep understanding of life and money. He gave up his rich life, donated all his money and lived as simply as possible. The teacher should help students hold a right attitude towards using money after reading.

三维目标设计

Knowledge and skills

1. To make students master the following new words and expressions:

ex-millionaire; be determined to do; dream up; achieve one's goal; be concerned about; make sure; turn one's back on; appreciate; be pleased to do; be tired of; give away; feel like; drop out; hardworking; enjoyable; dormitory; second-hand; furniture

2. To develop students' reading ability; to predict the content of the text by the headline and to get the main idea by fast reading and to get the detailed information by intensive reading.

3. To develop students' ability to express opinions.

Process and methods

1. Do some warm-up activities to get students to know about currencies from different countries.

2. Lead in the text by getting students to talk about the advantages and disadvantages of being a millionaire.

3. In fast reading, ask students to try to get the main idea of each paragraph. In intensive reading, ask students to get more detailed information by doing related exercises.

4. For post-reading, students are required to debate money and express their opinions.

Emotion, attitude and value

1. To develop students' awareness of the function of money.

2. To help students hold a right attitude towards using money.

教学方法

1. Activity-based teaching method

2. Task-based learning method

教学重、难点

1. Enable students to debate whether money is everything.

2. Help students know the importance of using money in a reasonable or meaningful way.

3. Enable students to learn some sentence patterns about giving opinions.

4. Enable students to fully take part in the activities and fluently talk in English.



教学过程

⇒Step 1 Lead in

Lead the topic with some signs of money in different countries or areas on the black-board, such as dollar (\$), euro(€), pound (£), etc.



Then ask students some questions:

(1) Would you like to be a millionaire? Why or why not?

Advantages of being a millionaire

To buy what you want(a beautiful house, a nice car...)

To do what you want to do (study abroad, travel around the world...)

To help the poor...

Disadvantages of being a millionaire

To worry about your safety(rob you of your money; kidnap you or your family; kill you...)

(2) How do people become a millionaire?

1) Born into a rich family.

2) Successful business.

3) Invent something that everybody wants.

4) Marry a rich person.

(3) If you were a millionaire, what would you do and what would you buy?

⇒Step 2 Pre-reading

Help the students to preview the new words and expressions in the passage that they may not understand.

1. ex-millionaire 2. be determined to do 3. dream up 4. be concerned about 5. turn one's back on 6. be tired of 7. give away one's money 8. be aware of 9. drop out

⇒Step 3 Reading

1. Talk about the meaning of the title with students. Give students several minutes to read the passage and get the main idea of each paragraph. Tell them the general structure of the text.

2. Listen to the tape and decide if the statements below are true(T), false(F) or there is no information(NI).

1) Charles Grays was a rich businessman 16 years ago.

2) He hasn't got a stove in his dormitory.

3) He has got a small garden.

4) Charles gave his money away to poor people.

5) People thought he was drunk when he gave away small bank notes in the street.

6) He was happier when he was rich.

Answers: 1) F 2) NI 3) T 4) T 5) NI 6) F

3. Ask students to read the text carefully again to answer the following questions. After some minutes, invite some students to answer the questions and then check with the whole class.

1) What was Charles' life like in the past?

He was a college professor with a huge six-bedroom house and \$2 million.

2) Why didn't Charles want to be a rich man?

He was tired of being a person who had everything in a world where many people had nothing.

3) How did he deal with his money?

He gave away all his money to charities. When he had two thousand dollars left, he gave away small bank notes in the streets of local poor areas.

4) How about his life now?

He lives in a small dormitory with only second-hand furniture. There is a small garden outside with a few fruit trees. Charles grows some vegetables and a few flowers. He gets his daily goods from charity shops.

5) How does he feel now?

He is much happier now.

4. After checking the answers, give the following passage and ask students to fill in the following blanks according to the passage.

A lot of people are [1] _____ (determine) to become a millionaire. They spend half their time [2] _____ (dream) up ways of getting rich, and [3] _____ rest of their time thinking about all the [4] _____ (enjoy) things they would do once they got rich. [5] _____ do all millionaires find the happiness [6] _____ they thought they would get [7] _____ they achieve their goals? Some millionaires continue to be concerned [8] _____ money when they become millionaires. They are hardworking to get all that money. [9] _____ they are hardworking to make sure they never [10] _____ (lose) it!

Answers: [1] determined [2] dreaming [3] the [4] enjoyable [5] But [6] that [7] when [8] about [9] Then [10] lose

⇒ Step 4 Debate

Encourage the students to debate whether money is everything. Some may agree with it. Others may not. In addition, some sentence patterns about giving opinions will be shown on the blackboard to help students to express their own opinions.

1. Encourage more students to take part in the debate.

2. Give a mini-summary about the debate.

Sentence patterns:

1) In my opinion/view,...

2) As far as I am concerned,...

3) I don't think so. I think that...

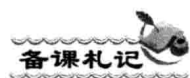
4) I don't agree with you. I believe/suppose...

Proverbs

1. There will be ten proverbs shown on the blackboard. Let students read and work out their meanings in Chinese. Encourage students to be active in class.

1) Money is the root of all evils. 金钱是罪恶的根源。

2) Time is money. 时间就是金钱。



- 3) Money makes the mare go. 有钱能使鬼推磨。
- 4) Money is the key that opens all doors. 金钱是打开一切门户的钥匙。
- 5) All is not gold that glitters. 闪光的不一定都是金子。
- 6) Don't let your money direct you. 不要成为赚钱的工具。
- 7) Money is a good servant but a bad master. 人要支配金钱,而非让金钱支配。
- 8) Wisdom in mind is better than money in hand. 头脑里的知识比手中的金钱更有用。
- 9) Money is not everything, but without money, you can do nothing. 钱不是万能的,但是没有钱是万万不能的。
- 10) Take care of the pence, and the pounds will take care of themselves. 小事留意,大事顺利。

► Step 5 Homework

1. Ask students to remember the proverbs after class.
2. Ask students to write a short passage about money, which is about 100 words.

教学参考

盖茨慈善之举给我们的启示

世界巨富比尔·盖茨退休之际将总计市值 580 亿美元的个人资产悉数捐给名下的“比尔及梅琳达盖茨基金会”,没留给子女任何财产。盖茨并表示,作为全职慈善家,他要去的第一个站就是中国。众所周知,比尔·盖茨的捐赠举动,离不开其个人的价值取向以及所处的财富文化。他曾经说过,“名下的巨额财富,不仅是巨大的权利,也是巨大的义务。”像盖茨这样将个人资产悉数捐赠的确实不多见,但美国人热心慈善捐助也是不争的事实。据美国施惠基金会公布的报告显示,美国 2007 年慈善捐款总额创下历史新高,达到 3 060 亿美元,其中 2 290 亿美元来自个人捐助。最为可贵的是,与拥有巨大财富的人相比,低收入的人在他们总收入的百分比中,用于捐款的比例更高。美国人愿意捐赠的原因是多方面的,在个人信仰、慈善传统的背后,更有着深层的制度环境方面的重要原因。现代慈善的本质,是一种基于人类同情心和道德感的公益行为。作为与市场经济相适应的价值取向,财富观念与慈善行为具有时代的特征。除了道德和宗教信仰以外,法律和税收逐渐成为富人头上的达摩克利斯之剑,是约束富人从事慈善事业的主要力量。近代以来,西方各国相关法律法规的颁布使传统慈善走向现代慈善。一般说来,欧美国家对个人收入和消费的税收很高,尤其是消费税,更是高得惊人。因此,富人们建立自己的慈善基金或是捐助善款,既可达到合理避税,也可回报社会。比如在美国,遗产税以 10 万美元为起点,共分为 11 个档次,如 10 万到 15 万美元,税率是 30%;100 万到 125 万美元,税率是 40%;200 万到 250 万美元,税率是 49%;300 万美元以上则是 55% 的遗产税。遗产越多,缴纳的税款也越高。

在欧美国家,完善的监管体系和慈善机构的公信力,使捐赠者相信接受捐款的慈善机构会把他们的钱真正用于他们所关注的事业上。同时,一些国家的政府规定,进行慈善捐款可以大幅度减免税收。美国一直向富人征收高额财产税与遗产税,但同时规定,凭借捐赠票据可以免征一定数量的财产税和资本增值税。对美国人来说,与其财产被当作税款给征走,还不如捐给慈善机构。这种捐赠制度极大地激起了人们的慈善之心。美国还对基金会的运作有大量的免税减税优惠,包括免税、所得税豁免和捐赠减税等。另外,慈善事业往往能为企业带来用巨额广告费才能换取的社会效益。整体来说,企业更关注它们从慈善捐赠所获得的回报,将这些捐赠视为一项有良好经济效益的社会投资。

盖茨慈善之举及其背后的制度环境表明,现代慈善事业是市场经济社会的有机组成部分,是对有形或无形社会资源的一种合理、有效的重新配置和开发。这种重新配置的动力来

自两个方面:慈善的心灵和利益的驱动。前者是人类善良本性的显现或引发,后者是人们对个人利益的明智选择。无论是慈善心灵的激发,还是利益驱动的激励与约束,都不仅需要道德与信仰的引导,而且需要良好的现代慈善制度环境。同时,作为人们自愿、无偿地实施扶贫济困的行为,慈善事业不仅体现了自身的人道精神,而且通过对社会资源的进一步整合,使社会财富惠及社会各个阶层,进而协调了不同利益群体之间的利益关系。

Period 2 Lesson 2 The Right Price

整体设计

教学内容分析

The lesson is organized by bargaining, including the goods that can be bargained and bargaining strategies, also the language use of bargaining. There are three parts in the listening part. Part 1 and Part 2 are the parts that tell the information about the place where you can bargain and the strategies of bargaining. Part 3 is a dialogue about shopping and bargaining, which is about functional expressions. Students are encouraged to imitate them.

三维目标设计

Knowledge and skills

1. To practice intensive listening skills.
2. To understand the functional expressions of shopping and try to use them.
3. To use the listening strategies of prediction and taking notes.
4. To recognize and practice the rising intonation.

Process and methods

1. First give some questions about bargaining to practise students' oral English.
2. Teach some strategies about bargaining, and then give useful expressions for bargaining on the blackboard.
3. Do more listening exercises to practise the skills of bargaining.
4. Make up a new dialogue about buying to practise their spoken English.

Emotion, attitude and value

1. Try to use the right intonation for politeness.
2. Learn more communicative languages about shopping and bargaining.

教学方法

1. Task-based language teaching

The focus of the task is on solving problems about bargaining when we shop.

2. Communicative language teaching

More activities like language exchanges, information gap and pair work, will be designed in order to help students vary the language according.

教学重、难点

1. To practice the language of shopping and bargaining and remember some useful expressions for bargaining.
2. To practice the polite rising intonation.
3. How to use bargaining strategies.



教学过程

→Step 1 Warming up

Some questions will be presented to lead students to discuss the problem of price and bargaining. The purpose of the exercise is to practise spoken English and also lead in the topic.

1. What's the meaning of bargaining? Do you think the prices marked on the goods are reasonable? Where can you bargain? Where not?
2. Can you judge the value of daily goods?
3. Do you often regret having bought something for price?
4. Are you good at bargaining and how to bargain?

→Step 2 Before listening

Before listening, teach some bargaining strategies.

Be friendly but firm.

Be confident but not aggressive.

Say some good things about the product before talking about the bad things; say that you don't get much money.

Pretend to leave.

→Step 3 Listening

Give some useful expressions for bargaining on the slide. Ask students to read them aloud. And try to recognize them in the listening exercises.

Ask for price

How much do you want for this?

How much is this?

Reject the offer

I'm sorry. /No way.

Don't try to rip me off(别敲竹杠/别宰我).

I can't do that. I have to make a living.

Accept the offer

Final price/offer.

I'll take it/Deal.

You drive a hard bargain. = You're good at bargaining.

1. Do Exercise 4

Now let's listen to an interview with Helen Cooper about where you can bargain.

2. Do Exercise 5

Now let's listen to the part and decide which of these strategies Helen uses when she bargains.

3. Do Exercise 6

We can bargain in the market in Chinese freely. If one day you go abroad, do you know how to bargain in English? Now let's listen to the cassette and you will learn how to bargain in English. Then complete the sentences in the Function File.

4. Do Exercise 7

Intonation can express a person's manners. Being polite is very important in communication especially in business. Now listen to the first part of the dialogue again. The underlined expressions have a rising intonation. This sounds polite.

⇒Step 4 Speaking

After listening, ask students to make up a new dialogue about buying a product. They may have an example of buying a leather jacket.

Salesgirl: Is there anything I can do for you?

Customer: I'd like a leather jacket.

Salesgirl: What kind would you like?

Customer: The red leather jacket maybe fit me. Ah, that will be nice. Can I try it on?

Salesgirl: Certainly.

Customer: How do I look?

Salesgirl: It looks nice on you.

Customer: How much is it?

Salesgirl: £90.

Customer: Oh, it is a bit expensive, though I like it. It is at most worth 70 pounds.

Salesgirl: It is the most popular style and in good quality. The color suits you well.

Customer: But it seems to be bigger; besides, I haven't got much money on me.

Salesgirl: £85.

Customer: OK, one last offer, 75 pounds. That's fair, or else I have to try somewhere.

Salesgirl: 77 pounds, cash. And that's it.

Customer: OK, I'll take it.

⇒Step 5 Homework

Oral practice: ask students to choose something they have (watch, clothes, pen etc.) to think of a price. Try to "sell" it to their partner.

教学参考

如何讨价还价

第一招: 声东击西。

当你看好某商品时, 不要急着问价, 先随便问一下其他商品的价格, 表现出很随意的样子, 然后突然问你要的东西的价格。店主通常不及防范, 报出较低的价格。切忌表露出对那件商品的热情, 善于察言观色的店主会漫天要价。

第二招: 漫不经心。

当店主报价后, 要扮出漫不经心的样子: “这么贵?” 之后转身出门。注意, 走, 是砍价的“必杀技”。店主自然不会放过快到口的肥肉, 立刻会减一部分价格, 此时千万别回头, 照走也可。

第三招: 攻其不备。

在外头溜达一圈后, 再回到店中。拿起货品, 装傻地问: “刚才你说多少钱? 是××吧?” 你说的这个价比刚才店主挽留你的价格自然要少一些, 要是还可接受, 店主一定会说“是”。好, 又减价一次。

第四招: 虚张声势。

指出隔壁同样商品的价格, 说明隔壁那家更便宜。这一招“杜撰”虽已用滥, 但仍是砍价必要的一环。不要给时间让店主破解, 立刻进入第五式。



第五招:评头品足。

颇考功力的一式。试着用最快的速度把你所想到的该货品的缺点列举出来。一般的顺序是式样、颜色、质地、手工……总之要让人觉得货品一无是处,从而达到减价的目的。

第六招:夺门而出。

这个时候店主就会让你还价。不要着急,先让店主给出最低价。然后就要考你的胆量了,给出你心目中的最低价,视地方而定,建议只给店主最低价的一半。如果不怕恶言相向,给最低价的一成更好。店主必然不肯,这时你要做的是转身再走。店主会做出连续性的减价,不要理会,随他减吧。

第七招:浪子回头。

等到店主给他所能接受的最低价后,你就该回过头重新进来,跟他说明退一步海阔天空的道理。然后在自己的最低价上加上一点,再跟他砍价。

第八招:故伎重演。

如果店主还不肯,再用“走”这一招。店主的最后一次减价通常都可接受了,回去买了它吧。

Period 3 Lesson 3 Your Money

整体设计

教学内容分析

The topic of Lesson 3 is about how to use money. The main idea of the passage is to save money to plant more trees to protect our mother river. Before reading, a discussion will be needed about how to spend their pocket money to draw students' attention to their daily consuming habit. Then, the guessing skills in the context will be practiced in the reading activities. Meanwhile, help students to review the attitude towards consuming and develop the good habit of spending money and improve the awareness of protecting the environment.

三维目标设计

Knowledge and skills

1. To help students get some information about the Yellow River erosion and solutions to the improvement.
2. To help students realize the importance of protecting the environment.
3. To help students guess the meaning of the new words in context.

Process and methods

1. Show some pictures about the erosion of the Yellow River and five *yuan* to lead in the topic.
2. Match the topic with each paragraph after fast reading.
3. More exercises are designed to promote the understanding of the passage.
4. Students will fill in the blanks with proper words or phrases from the text to consolidate what they have learned.
5. Give a summary of the text.

Emotion, attitude and value

1. To develop the awareness of protecting the environment.
2. To hold a correct attitude towards pocket money.