



新课标

教案

课堂教学设计与案例

- 诠释新课标理念
- 荟萃教改精华
- 汇编全国优秀案例
- 同时呈现常规课与创新课

英语

选修 6 · R



延边教育出版社

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前言



《普通高中课程标准(实验)》和《普通高中课程标准实验教科书》所倡导的理念反映了时代的要求和课程改革的总趋势。面对新课程,我们怎样实现教师角色和学生学习方式的转变?怎样有效设计教学情境?如何突出学生的自主学习和探究学习?怎样引导学生在课堂活动中感悟知识的发生、发展过程?如何提高课堂提问和课堂评价的有效性?如何开发有价值的信息,并生成教学过程的有效课程资源?

《新课标教案》是广大一线教师实践新课程的行动记录,这些原汁原味的教学设计透射着教师对新教材的独特感悟;透射着教师对课程改革的专注和积极投身课改、大胆开展实验探索的精神;透射着教师对课堂教学改革的追求;透射着教师对学生的关爱,对新课程理念的个性诠释;透射着不同教师的个性与教学风格;也透射着一线教师实践课改理念的真实境况。它将对新课程实施者有很好的引领作用和借鉴价值。

书中的每篇教案都对教学主要过程作了详细的描述,同时附有教学反思。每篇教案都是实践过的,而且教师们对所采取的措施及效果、对自己的亲身体验与感悟作了深度反思,相信这些宝贵的经验与教训可以成为广大教师的“他山之石”。



从2010年起,延边教育出版社每年组织教案征文活动,向全国各地征集优秀的课堂教学设计与案例。在2011年和2012年连续两年中,为了集中体现高中新课程标准改革的成果,我们又联合在多年教学、教改中取得累累硕果的省、市、区县级教研室和教学团队,组织了大规模的图书内容修订,因此,我们顺利收录了大量获得国家级、省级、地市级比赛奖项的优秀教学设计与案例,相信能给使用这套书的一线教师提供有价值的教学参考信息。

由于我们的水平有限,同时实验还在探索之中,我们期待广大读者对本书提出宝贵的意见和建议。

在图书修订工作中,有一部分作者暂时联系不上,因此未能在相应案例下精确署名。在此,我们表示很大的歉意,并希望看到本书后,相关作者及时与我们联系。



教案 新课标

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Unit 1

Art



【单元整体教案】

教材分析

本单元的中心话题是“西方和中国各个时期绘画艺术的风格,各时期的著名画家以及他们的作品”。旨在让学生了解各个历史发展时期绘画艺术的不同风格,并培养他们对艺术的兴趣。

“热身(Warming Up)”部分共有四个话题,引导学生讨论本单元出现的所有绘画。通过为教室选画讨论并陈述其理由;为家居布置选中国画还是西洋绘画,并陈述其理由;假设学生是艺术家,交流他们喜欢创作哪个类型的画作;以及对于画画、雕塑、设计房屋来说,询问学生更喜欢从事哪类工作;让学生互相交流对绘画等艺术形式的认识,并在此过程中学习本单元即将出现的生词。

“预习(Pre-reading)”部分有三个问题,引导学生回顾在画廊中见过的绘画。尤其要回顾所见的西洋绘画和著名的艺术家并准备介绍给全班学生,这和“热身”部分的讨论有机地联系起来,帮助学生认识中国画和西洋画的不同特征、代表性作品及画家。最后请学生观察阅读部分中的画,看看是否认识它们。

“阅读(Reading)”部分主要介绍西方绘画史。文章开头阐述促使艺术发展的因素。随后,文章从四个不同的时期介绍了西方主要的绘画艺术流派。中世纪的绘画主题主要与宗教有关。文艺复兴时期,人们的思想和价值观发生了根本性的变化,绘画主题由宗教转向人与自然,绘画手法更为现实。19世纪晚期,欧洲的工业化导致了巨大的社会变革,也使绘画风格发生了变化,在法国的巴黎出现了印象派艺术画家。印象派绘画在一段时间内引起了争议,但如今被公认为是现代艺术的开端。无论是抽象画还是现实画,都得益于印象派艺术的启发。

“理解(Comprehending)”部分设置了四个练习。第一个为自我学习,要求学生阅读课文,把各个时期出现的各种艺术流派以及特点分类填表;第二个为自我评价练习,要求学生把本单元学到的关于西方艺术的新内容写下来;第三个为检测性练习,通过判断正误,检查学生对阅读内容的理解和掌握情况;第四个为拓展性练习,要求学生就在自己家中喜欢看到的或讨厌的艺术画作进行讨论,并陈述理由。

“语言学习(Learning about language)”的词汇部分通过三个练习帮助学生理解并运用课文中的生词。第一个练习是给出英文释义写出文中的生词。第二个练习则是要求学生从所给的单词中选出合适的词,并用其适当形式填空。第三个练习难度较高,要求学生一起完成,运用头脑风暴,把练习中给出的单词进行归类。语法部分学习虚拟语气的用法,通过练习理解虚拟语气的含义,并让学生用所给动词的正确形式填空,进一步理解和巩固虚拟语气的用法。最后玩游戏,并用虚拟语气造句。



“语言运用(Using Language)”部分综合训练学生听、说、读、写的能力。阅读部分介绍了曼哈顿的主要艺术画廊。阅读材料后设置了两个练习:一是把地图上标号的展览馆与其名称配对,二是根据阅读内容填写表格。听与说部分与阅读部分密切相关,Gao Yan, John 和 Susan 讨论假期期间想在纽约参观的艺术画廊,学习和运用表达“偏爱”的交际用语。写的部分要求学生写封信,就开办艺术画廊谈谈自己的想法。

“小结”(Summing Up)部分要求学生就西方艺术、艺术画廊、词语和结构等方面进行自我评价,判定学习情况:已经掌握了还是需要进一步的学习。

“学习建议”(Learning Tip)部分就如何把握文章的主题思想提出建议:

1. 阅读标题和副标题;2. 阅读图片和图表;3. 阅读第一段或者读各段的第一句;4. 阅读结论;5. 思考写作意图。从以上几个方面阅读能帮助学生理解文章的主题思想,从而提高其阅读能力。

单元目标

类别	课程标准要求掌握的项目
话题	A brief history of Western painting and Chinese art; Famous artists and works of art
词汇	abstract, sculpture, gallery, faith, faithfully, aim, conventional, typical, evident, adopt, possess, possession, superb, technique, coincidence, shadow, ridiculous, controversial, attempt, predict, specific, figure, clay, marble, carve, delicate, café, allergic, exhibition, aggressive, scholar, flesh, geometry, bunch, avenue, preference, appeal, fragile, reputation, civilization, Egypt, Egyptian, visual, fragrant, contemporary, permanent, district, committee, signature
短语	by coincidence, a great deal, on the other hand, in the flesh, appeal to
交际用语	Preference(偏爱) I'd prefer.... I'd rather.... I'd like.... I want to.... Would you rather...? Would you like...or...? Which would you prefer,...? If it was up to me, I'd choose We shouldn't miss That's my first choice. I'm not fond of I don't like What's your preference?
语法	Subjunctive mood(虚拟语气)(I) Have you ever wished you could paint as well as a professional artist? If you were an artist, what kind of pictures would you paint? If you could have three of these paintings on the walls of your classroom, which would you choose?



教学设想

思路一：阅读技能训练

阅读训练里可采用以下几种方法提高学生的阅读技能：

1. 介绍阅读技能之一：找出句子的主题。

Each sentence, no matter how long it is, usually contains one key idea. The rest of the sentences then give more information about that key idea. The key idea is usually about: What a person or object is, or what a person or object does.

For example, look at this passage: This text will describe the styles. Consequently, this text will describe only the most important ones, starting from the sixth century AD.

The key idea of both sentences is the same: Both sentences tell you that the text will describe the styles. That key idea is important because it helps you understand the importance of all the other details.

To find key ideas in sentences:

Ask who or what this sentence is about;

Ask what the person or object is doing or what is happening to the person or object;

Separate the minor details that just add extra information to the key idea. These details often tell when, where, why, what kind and how. By taking away the minor details you can see the main idea more clearly.

2. 运用阅读技能

(1) 读前活动：

阅读课文标题 A SHORT HISTORY OF WESTERN PAINTING, 回答: What will the article be about? 预测课文内容。

(2) 读中活动：

运用上面所讲的方法，找出每段的主题句。

(3) 读后活动

① Bring in some prints or photographs or art works that appeal to the students to share with in the class. Tell whether it is the subject, the style, or both what you like about these paintings and why you are deeply impressed by them.

② Try to find a book with reproductions of Western paintings and explain what you like or dislike about them.

思路二：口语训练

本单元学习西方绘画艺术。东西方艺术根植于不同的文化之中，虽有相似处，也有很大差异。了解自己的文化，有助于学习其他文化。在学习西方绘画艺术之前，教师不妨和学生先一起了解一下中国的绘画艺术。国画所表现的主题具有民族特征，有的与人民的生活有关，有的与民俗有关，也有的出自典故。比如松、竹、梅代表“岁寒三友”。

让学生进行小组活动，列举常见的国画，并讨论它们所代表的意义。

Dragon(Long)

One of the most complex and multi-tiered Chinese symbols. The dragon is a good



natured and benign creature. A symbol of male vigour and fertility, the dragon is also a symbol of the Emperor, the Son of Heaven. Paintings often show two dragons playing in the clouds with a ball or a large pearl.

Peacock(Kong-Que)

Symbolizes dignity and beauty.

Peony(Mu-Dan)

Queen of flowers, the peony is a emblem of wealth and distinction.

Tiger(Hu)

King of the wild animals, the tiger is a symbol of courage and bravery and it can drive off demons.

Plum(Mei)

The five petals of the plum flower symbolize the five gods of good luck. The plum tree, pine, and bamboo are the "Three Friends in Winter".

思路三:写作训练

介绍一位艺术家,并与乔托相比较。

1. 讨论:

Do artists tend to have similar types of lives even though they are from different cultures and time periods?

2. 调查:

Go to the library and get information on Giotto di Bondone and an artist from any country other than Italy.

3. 比较:

Write a brief comparison between the life of this artist and that of Giotto di Bondone. Do not write the whole story of the artist's life, only several points that show similarity. If there is no similarity, try to explain why.

思路四:语法:虚拟语气(I)

学习本单元语法可以用表格的形式来展示其用法规则。

备课资料

Van Gogh at the National Gallery

An exhibition of the paintings of Dutch artist Vincent Willem van Gogh(1853—1890) held at the National Gallery in Washington D. C. proved to be immensely popular with Americans. Almost as soon as tickets became available, they were snapped up. Tickets were free from the National Gallery itself, but ticket selling companies found the demand sufficiently strong to sell them for \$85 US each, and "scalpers", people who illegally sell tickets to public events, were able to ask as much as \$125 each.

Each ticket allowed viewers to enter the exhibition hall at a specific time on a specific date, as a means of crowd control. Because we have friends who work in the Washington D. C. area and who were able to get tickets shortly after they became available to the public, my



wife and I were very fortunate indeed to be able to see this popular exhibition.

One hundred years after his death, we can only marvel at how renowned Van Gogh's works have become. He was little known in his life time, and in fact the number of years he worked as an artist are comparatively few—from 1880 to 1890. During that time he was enormously prolific. The Van Gogh Museum in Amsterdam has over 200 of his paintings and more than 500 drawings. The 70 paintings in the National Gallery exhibition were all on loan from the Van Gogh Museum in Amsterdam, the Netherlands, a collection passed on to that museum by the Van Gogh family itself.

In the novels and movies about him, Van Gogh has been portrayed as a man possessed by inner demons who expressed his torment in his art. That he spent time in sanatoriums, mutilated his ear on one occasion, and finally shot himself, all point to a tumultuous life. He never married and had no children and at one point, his own father, exasperated by Van Gogh's failures in school and at keeping a job, called him “a social misfit”. It was his brother Theo who urged him to become an artist and who supported him financially and psychologically. Throughout his adult life Van Gogh wrote more than 700 letters to Theo, describing his work and his state of mind. These letters are the basis for most of what is known about Van Gogh (besides the works of art themselves).

Nevertheless it was not true that Van Gogh's life was entirely miserable and that, as legend has it, he was completely unknown. Some of his paintings, in fact, celebrate life and the beautiful things in it; and by 1888 his works were beginning to be exhibited and he had a small but growing circle of ardent fans. The great tragedy of Van Gogh's life is that he became so severely afflicted with epilepsy and mental anguish when he had at last matured as an artist. I doubt he would have guessed how popular his works would become, or how huge his influence would be on following generations of painters, but he was certainly far from crazy when he told his brother. Then, he was painting for the future, or for “an audience 100 years from now”. One hundred eight years later, viewers at the National Gallery exhibition seemed to be almost universally enthralled, and to fulfill his prophecy.

第 1 课时(A 案)

执 教:北京师范大学(珠海)附属高级中学中学高级教师 高春梅

【 教 学 分 析 】

设计思想

本课时为阅读课。主要介绍了西方绘画简史、不同的艺术流派、艺术特点及其代表性的画家和作品。阅读部分篇幅较长,但内容简单、结构层次鲜明、难句少。学生在理解方面不会存在问题。关键是教师要引导学生把握各个时期的艺术特点。

本课时的设计中心在“运用”二字上,让学生读简史——赏简史——用简史。教师在引导学生阅读时,抓住“风俗和信仰影响艺术”这一中心句,引导学生归纳、总结出不同时期艺术家



们的信仰,从而把握不同时期艺术发展的主旨内容,最后让学生根据所学内容自行创作符合所选时代特色的作品并加以讲解,达到语言技能的输出。

教学重点、难点、目标、方法

Topic	A SHORT HISTORY OF WESTERN PAINTING	
Objectives	Knowledge and Skills	At the end of the class; 1. All of the students will be able to know the four periods of Western painting. 2. All of the students will be able to know some social, political changes and cultural changes that have influenced the artistic styles. 3. Most of the students will be able to describe a painting.
	Feeling Attitude and Value	By learning this text, students can not only understand the history of Western painting, but also arouse their interest in art. In addition, they can be offered a chance to introduce their different styles of painting.
Focus	Learn the different styles of Western painting and comprehend the reading passage.	
Difficulties	How to make students tell the characteristics, styles of Western painting.	
Teaching Methods	1. Task-based method & skimming and scanning. 2. Ask and answer activity. 3. Individual, pair or group work. 4. Strategies of finding information by reading. 5. Co-operation strategy for discussion.	
Teaching Aids	Multimedia and blackboard	

教学流程





【 教 学 设 计 】

教学过程

Step I Warming up(3 minutes)

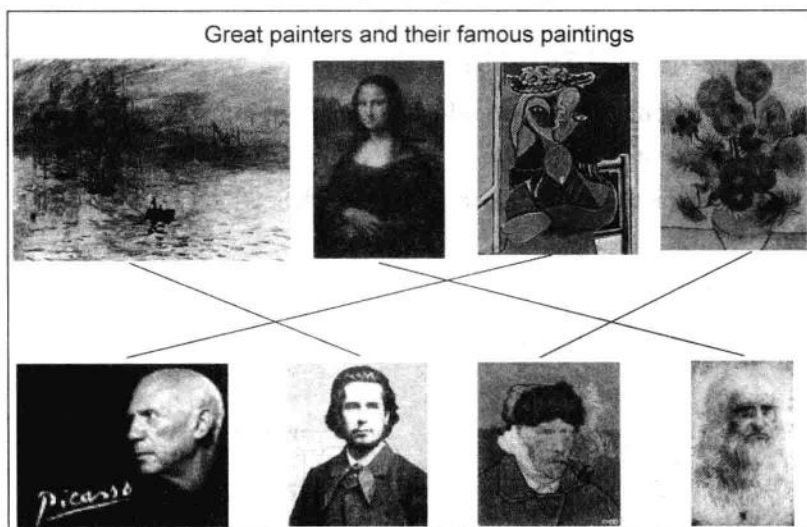
(Purpose: Task-driven while learning and feedback)

Brainstorm with students and ask them to notice their schools' construction by asking the following questions: (Group work)

Have you found any changes in our school?

What can you think of when seeing the word "art"?

Ask students to match some famous paintings with painters. (Individual work)



Encourage students to introduce more information about the painters if possible. (Individual work)

Students may give the following answers:

Monet influenced the development of impressionism. He painted everyday objects. Monet had a fascination with light and that made him not only paint this picture, but also several others showing the same effect on different objects.

Pablo Picasso was a Spanish artist. As one of the most prolific and influential artists of the 20th century, Picasso excelled in painting, sculpture, etching, stage design, and ceramics.

Vincent Willem van Gogh was a Dutch Post-Impressionist. His thickly painted canvases with their kinetic, swirling brushstrokes have come to symbolize Expressionism. He was a famous artist in the 19th century.

Step II Fast reading

Task 1 Choose the right answer.

Ask students to look through the whole passage and choose the right answer about the main idea of the text. (Individual work)

A. A history of Chinese painting.



B. How to draw pictures.

C. Different people, different paintings.

D. Art is influenced by the ways of life and beliefs of the people.

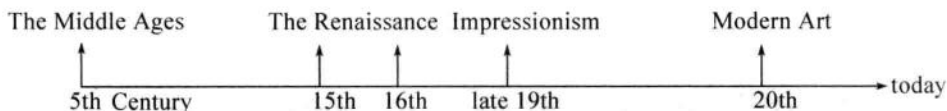
The suggested answer is C.

(Purpose: Help students learn some skills used by experienced readers.)

Task 2 Draw a timeline

Ask students how the text is organized. Then work in pairs to draw a timeline. (Pair work)

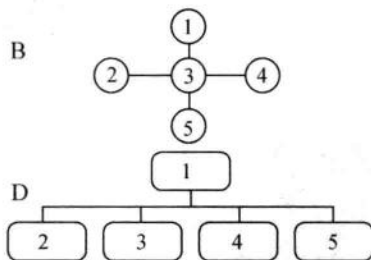
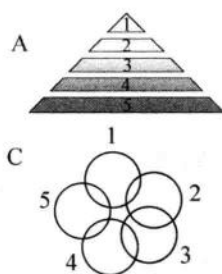
Students may give the following answer:



(Purpose: Help students find more information about subtitles.)

Task 3 Choose the structure

Give students four pictures to choose. (Class work)



(Purpose: Help students understand the structure of the text.)

Step III Listening

Listen to the tape and finish Exercise 3 on page 3. (Class work and group work)

1. Western art has changed very little over the last seventeen centuries.
2. Paintings in the Middle Ages did not use perspective.
3. Impressionists painted landscapes.
4. You cannot recognize any object in abstract modern art.
5. In the Renaissance most artists painted indoors.
6. Abstract art is still an art style today.

The suggested answers: F T T T T T

(Purpose: Make sure that students understand the details and make preparations for the next step.)

Step IV Intensive reading

Read the first paragraph and answer the question: What influenced art?

(Group work and individual work)

Students may give the following answer:



Art is influenced by the customs and faith of a people.

Tell students that it is the main idea of the passage. So advise them to pay attention to the faith of each period while they are reading the other parts of the text.

Read Paragraph 2 and answer the question: What was a typical picture like during The Middle Ages? Why was it full of religious symbols? Why do people believe in God? What kind of faith did people have? (Pair work)

Students may give the following answers:

A typical picture at that time was full of religious symbols. They painted many religious scenes.

They were interested in creating a respect and love for God.

...

Take out a painting about God and stick it to the blackboard, which can help students understand the text. (Class work)

Then give four minutes to students to read the next two paragraphs and let them fill in the blanks.

1. People became focused _____.
2. What were the two important discoveries?

Students may give the following answers:

1. People became focused more on humans and less on religion.
2. Perspective and oil paints were the two most important discoveries.

Ask students why they didn't believe in God. And what kind of faith they have. (Class work)

Students can easily tell the answer that they believe in themselves, so they try to paint people and nature they really like. What a teacher needs to do is tell the reason why they do so is that they adopt a more humanistic attitude to life.

Read the next paragraph together and find what happened from the late 19th to the early 20th century. Then ask the following questions:

What did the Impressionists want to show? And what did people think of their paintings first? (Class work)

Students may give the following answers:

The Impressionists wanted to show how light and shadow fell on objects at different times of day.

At first, many people disliked this style of painting and became very angry about it. They said that the painters were careless and their paintings were ridiculous.

Read the last paragraph, discuss and then fill in the chart. (Pair work)

Students work in pairs and report their possible answers, one of which may be like this:

On the one hand, some modern art is abstract but concentrates on certain qualities of the object. On the other hand, some paintings of modern art are so realistic that they look like



photographs.

Guide students to analyze the belief in modern times by asking question; Can you tell me what people believe in modern times? (Class work)

Students can tell the following answers:

People think they are gifted because they can draw and understand abstract painting.

In my opinion, people become more realistic.

The people in modern times believe we are special and different.

(Purpose: Help students fully understand what they have learned and master some detailed information.)

Step V Application

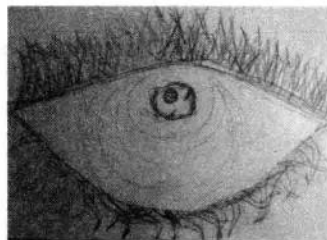
Divide students into four groups. First let students choose any period they like to draw a picture during that time, then make an introduction about their own paintings. (Group work and individual work)

Students may give the following answers:

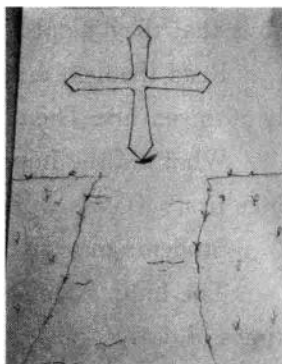
Group One: Our picture is Mona Lisa. It's from the Renaissance. Its' painter is Leonardo da Vinci. It's the world's most famous painting. Please focus on her face. She is smiling. I think she is beautiful and graceful.



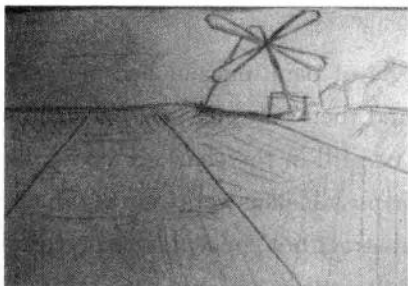
Group Two: Attention, please! We have the most beautiful picture in modern times. It's abstract. The whole picture is an eye. In the center of it is a fish that puts its head above the water. We concentrate on one eye and a fish. We want to tell you that fish may breathe like our human beings, so give them more space. It's very meaningful, isn't it?



Group Three: Morning, my dear classmates. You know, God is everywhere. I'll show you a picture from the Middle Ages, which is made of a road with grass and a golden cross. I think it means God is showing us ahead.



Group Four: My picture belongs to the Impressionism. It's about a peaceful field. You notice the house, the grass and a big windmill.





(Purpose: Help students apply what they have learned and develop their abilities of co-operation and speaking.)

Step VI Self-assessment

Help students use the following questions to evaluate themselves: (Individual work)

- 1. Can you give a brief introduction about the history of Western painting?
- 2. What strategies of reading have you learned in the class?
- 3. Are you active in the class?
- 4. What problems did you have in reading?
- 5. What help do you need from the teacher?




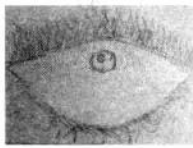
(Purpose: Strengthen today's topic and instruct students to reflect on their learning in order to improve teaching and learning.)

Step VII Homework

1. Please polish your introduction.
2. Write a short passage about the history of Western painting with five sentences.

板书设计

Unit 1 Art The First Period

Period	The Middle Ages	The Renaissance	Impressionism	Modern Art
Style	religious	perspective, realistic	detailed, ridiculous	abstract, realistic
Faith	We believe in God.	We are God.	We love nature.	We are special.
Students' pictures				

第 1 课时(B 案)

【 教 学 分 析 】

教学目标

By learning the text, students are asked to think about their own preferences and tastes in art. Students are also asked to think about their own environment and how they can improve it artistically.