



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

【选修7】

南方出版社



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优秀教案

New

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特别提示

本书依托“志鸿优化网” www.zhyh.org 致力于打造全国最大的开放式教学案例交流平台。期待您的参与，欢迎您参与稿件征集活动。（详情见书末“征稿启事”）



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。

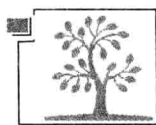
一课多案,更多选择。部分课时有多个思路迥异的精彩设计。细细品味,比较研读,既能感悟“教学有法,教无定法”的深刻内涵,又可以在教学中博采众长,使您的课堂融各家优点于一身,精彩每一瞬间。

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!

优秀教案丛书编委会



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CONTENTS

Unit 1 Living well	1
Period 1 Warming Up, Pre-reading and Reading	1
Period 2 Language Study	6
Period 3 Grammar	10
Period 4 Reading, Speaking and Writing	14
Period 5 Listening	19
Unit 2 Robots	24
Period 1 Warming Up, Pre-reading, Reading and Comprehending	25
Period 2 Language Study	34
Period 3 Grammar	41
Period 4 Using Language: Listening, Speaking and Writing	45
Period 5 Using Language	51
Period 6 Listening and Reading Task	58
Period 7 Speaking, Listening and Writing Task	63
Unit 3 Under the sea	73
Period 1 Vocabulary and Warming Up	74
Period 2 Pre-reading, Reading and Comprehending	77
Period 3 Language Study	91
Period 4 Grammar	94
Period 5 Using Language: Reading, Discussing and Writing	96
Period 6 Listening, Speaking and Writing	100
Period 7 Listening Task, Talking and Writing	102

EXCELLENT TEACHING PLANS

CONTENTS

Unit 4 Sharing	106
Period 1 Warming Up and Listening	108
Period 2 Speaking	112
Period 3 Pre-reading and Reading	116
Period 4 Grammar	120
Period 5 Reading, Speaking and Writing Task	123
Period 6 Summing Up and Learning Tip	126
Unit 5 Travelling abroad	132
Period 1 Warming Up and Reading Task	132
Period 2 Reading	135
Period 3 Grammar	143
Period 4 Listening	146
Period 5 Using Language: Reading and Speaking	149

Unit 1 Living well

Period 1 Warming Up, Pre-reading and Reading

设计者 邵宁宁

教材分析

Warming Up is made up of two parts: discussing and talking. The purpose is to get students interested in the topic “disabilities”. The teacher first asks students to talk about people with a mental or physical disability to see how much they know about disabilities. Next, ask students to look at the pictures and read what these people have achieved even though they each have a disability. Finally, find out what disability they might have according to each description below the picture. Meanwhile, make sure students learn some useful new words and expressions in this unit.

Pre-reading provides a short passage about a website called “Family Village”. Ask students to read it and find out the purpose of the website. Make sure the students have a basic knowledge of the website for the disabled.

The reading passage *Marty's Story* presents a story that although Marty is a disabled boy, he never feels sorry for himself and he leads a good and busy life. This is the key part of this unit. The teacher can first get students to skim for the main idea of each paragraph in the reading passage, and then scan for further understanding. In order to let students fully understand the passage while reading, the teacher should analyze the change of Marty's feeling over time and next guide students to write a mini biography for Marty.

To consolidate the contents of the reading passage, the teacher will present some poems to students for appreciation.

三维目标

知识目标

1. Get students to learn the useful words and expressions in this unit.

eyesight, ambition, disabled, beneficial, in other words, clumsy, adapt, microscope, out of breath, absence, stupid, fellow, annoyed, all in all, industry, tank, make fun of, encouragement, adapt to

2. Help students to learn about disabilities and life of the disabled.

能力目标

1. Let students read the passage *Marty's Story* to develop their reading ability.
2. Enable students to know that people with disabilities can also live well.

情感目标

1. By talking about disabilities and life of the disabled, make sure students can learn some positive stories of the disabled.
2. Help them understand more about how challenging life can be for the disabled.
3. Develop students' sense of cooperative learning.

教学重点

Get students inspired by positive stories of the people with disabilities.



备课札记

教学难点

1. Develop students' reading ability.
2. Help students understand the difficulties the disabled have to overcome.

教学方法

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

教学过程

⇒ Step 1 Warming up

1. Warming up by discussing

First ask students to talk about people with a mental or physical disability to see how much they know about disabilities. Then show some photos of people with disabilities. Students will be asked to discuss the following questions in small groups.

Do you know any famous people who are disabled?

What difficulties do they have to overcome in daily life?

What have they achieved?

Suggested answers:

Steven Hawking has a muscle disease, but he makes great contributions in science and puts forward his theory about black holes.

Beethoven was deaf in one ear when he was 26 and totally deaf at the age of 35, but he was a great composer.

Helen Keller was deaf and blind, but she was a great writer.

2. Warming up by talking

First, ask students to look at the pictures and read what these people have achieved even though they each have a disability. Next, work with partners to talk about what disability they might have according to each description below the picture.

Suggested answers:

Rosalyn is in a wheelchair. She has walking difficulty.

Richard has difficulty with eyesight, so he can't read the questions or write the answers for his college entrance exams.

Sally has hearing problems (though not deaf as she can still understand loud speech in the cinema).

Gao Qiang was born with Down's Syndrome, which is a mental disability. Some Down's Syndrome Sufferers have made a good career as actors.

⇒ Step 2 Pre-reading

Ask students to read the short paragraph in *Pre-reading* carefully and find out the purpose of the website "Family Village".

Suggested answers:

1. To give ordinary young people with a disability a chance to share their stories with others.

2. To inspire other disabled people.

3. To get non-disabled people to understand more about how challenging life can be for

people with disabilities.

Step 3 Reading

1. Skimming

Give students 2 minutes; ask them to read the passage fast to fill in the blanks:

Sum up the main idea of each paragraph:

Paragraph 1: A(n) _____ to Marty and his muscle disease.

Paragraph 2: How the disease _____.

Paragraph 3: Marty met a lot of _____ at school.

Paragraph 4: How his life has become _____.

Paragraph 5: The _____ of his disease.

Suggested answers:

Paragraph 1: An introduction to Marty and his muscle disease.

Paragraph 2: How the disease developed/started.

Paragraph 3: Marty met a lot of difficulties at school.

Paragraph 4: How his life has become easier.

Paragraph 5: The advantages of his disease.

2. Scanning for detailed information

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

(1) First ask students to read paragraph one and complete the chart below.

Disease	
Difficulties	
Motto	

Suggested answers:

Disease	A muscle disease that makes him very weak.
Difficulties	He can't run or climb stairs as quickly as other people. Sometimes he is clumsy and drop things or bump into furniture.
Motto	Live one day at a time.

(2) Next read paragraphs two and three and choose the best answer.

Why did the doctors cut out a piece of muscle from Marty's leg?

- A. Because they could cure the disease by cutting it out.
- B. Because they wanted to use it as a specimen(标本).
- C. Because they would transplant(移植) the new muscle.
- D. Because they wanted to find out the cause of the disease.

Key: D

(3) Read paragraph four and answer the following questions:

- ① What is Marty's ambition?
- ② What is Marty's achievement?
- ③ What is Marty's hobby?

Suggested answers:

① Marty's ambition is to work for a firm that develops computer software when he grows up.

② Marty invented a computer football game and a big company decided to buy it from



him.

③As well as going to the movies and football matches with his friends, he spends a lot of time with his pets. He has two rabbits, a parrot, a tank full of fish and a tortoise.

(4) Ask students to find Marty's advice in paragraph five.

Suggested answers:

Don't feel sorry for the disabled.

Don't make fun of them.

Don't ignore them.

Accept them for who they are.

Encourage them to live as rich and full a life as healthy people do.

→ Step 4 Consolidation

1. Ask students to read the whole passage and choose the best answers.

(1) Which of the following is false?

A. Although there are a few students who look down upon him, Marty never gets annoyed.

B. Marty leads a meaningful life and does not feel sorry for being disabled.

C. Marty only spends time with his pets and never with his friends.

D. Marty's disability has made him more independent.

(2) From the passage we can infer that ____.

A. Marty asks others to feel sorry for him

B. Marty never loses heart

C. Marty is afraid of being made fun of

D. Marty will not accept any encouragement because he has grown stronger psychologically

Keys: (1) C (2) B

2. Ask students to work together to write a mini biography for Marty according to the text.

My mini biography	
Name	
Status	
Health	
Interests and Hobbies	
Ambition	
Motto	

Suggested answers:

My mini biography	
Name	Marty Fielding
Status	High school student
Health	Developed a muscle disease at the age of 10, very weak, cannot do things like normal people

续表

My mini biography	
Interests and Hobbies	<ul style="list-style-type: none"> • Enjoying writing and computer programming • Going to the movies and football matches with friends • Spending a lot of time with my pets—two rabbits, a parrot, a tank full of fish and a tortoise
Ambition	To work for a firm that develops computer software
Motto	Live one day at a time

3. Discuss in pairs to get the main idea of the passage by filling in the blanks.

Though he is a _____ person, Marty never feels _____ for himself and he _____ his life.

Suggested answers: disabled; sorry; enjoys

⇒Step 5 Discussion

1. Ask students to discuss the following questions in small groups.

(1) How did Marty's feeling changed over time?

(2) What kind of person do you think Marty is? Can you use adjective words to describe him?

Suggested answers:

(1) The change of Marty's feeling over time:

hopeful→hopeless→stupid→not get annoyed→good/busy

(2) We can see Marty is optimistic/brave/independent/strong-minded.

2. Show a video of "Qianshou Guanyin" to the students and encourage them to remember the famous saying: "Where there is a will, there is a way."

⇒Step 6 Appreciation

Ask students to read two poems for appreciation when facing obstacles in the future.

Facing Obstacles (Two poems by Tom Krause)

The Heart of the Strong

Strong is the heart that knows not the way
of comfort and ease while living each day.

Yet continues to believe from the depths of its soul
that the future is destined to silver and gold.

Strong is the heart whose yearning is waned
by storms in life filled with heartache and pain.
Yet still gives its all—everything that it can
in search of a dream—God's ultimate plan.

When there is a victory—when battles are won
when burdens are lifted and bright shines the sun—
when struggling souls gather—where heroes belong—
they find in themselves—the heart of the strong.

Carry On

At times when you feel troubled

备课札记

when your happiness is gone
look to the heart within you
for the strength to carry on.

In your heart you will find special virtues
such as faith and hope and love.
These gifts have been sent down to you
from a power up above.

It is faith that keeps the soul searching
for the joy the heart hopes for.
It is love that heals the spirit
making it stronger than before.

And if your heart be broken
if your strength should fade away
the power of these virtues
will still win out the day.

So remember when you are troubled
when your happiness is gone
look to the heart within you
for the strength to carry on.

⇒Step 7 Homework

1. Retell *Marty's Story* according to the mini biography.
2. Surf the Internet to learn more about the life of disabled people.

Period 2 Language Study

设计者 邵宁宁

Teaching aims

1. To learn the useful expressions and sentence structures in the reading.
2. To enable students to use language points both orally and in written forms.
3. To further get students inspired by Marty Fielding.

Teaching procedures

⇒Step 1 Learning words and phrases

1. ambition *n.* 雄心, 野心

Her ambition is to become part of the national team for the next Paralympic Games.
她的抱负是能够成为国家队的一员来参加下一届残奥会。

To be a good teacher has been her lifelong ambition.

做一名好教师是她终生追求的目标。

[拓展]

full of ambition 野心勃勃

achieve one's ambition 实现某人的愿望

have the ambition for sth. 渴望得到某物

2. suitable *adj.* 适合的, 适宜的

Although some may think the cinema is noisy, it is suitable for Sally's condition.

尽管有人可能认为电影院里太吵了,但是它非常适合萨利的身体状况。

He has nothing suitable for a formal party.

他没有适合这样正式晚会的任何东西。

3. beneficial *adj.* 有益的

be beneficial to 对……有益处

[拓展]

benefit *vt.* 使……受益

n. 益处, 优势

benefit sb. /sth. 对某人/物有益

benefit from/by 从……中获得益处

be of benefit to... 对……有益

for sb.'s benefit = for the benefit of sb. 为了某人的利益

These birds are beneficial to man.

这些鸟对人类有益。

We benefit a lot from daily exercise.

日常锻炼对我们很有益。

His mother lost her life for the benefit of the bank.

他母亲为了银行的利益献出了自己的生命。

4. in other words 换句话说

In other words, there are not many people like me.

换句话说,像我这样的人并不多见。

[拓展]

in a/one word 总而言之

in word 在口头上;在表面上

have a word with sb. 与某人说(私)话

have words with sb. 与某人吵嘴

keep/break one's word 遵守诺言/失信

Have a word with Tom and see what he thinks.

和汤姆谈一谈,看他是怎么想的。

Please retell the story in your own words.

请用自己的话复述这个故事。

In a word, I didn't like that car at all.

总之,我一点也不喜欢那辆小汽车。

5. adapt to 适应

Unfortunately, the doctors don't know how to make me better, but I am very outgoing and have learned to adapt to my disability.

不幸的是,大夫们不知道如何治好我的病,但是我很开朗乐观,学会了适应身体的残疾。

We should adapt to the new environment as soon as possible.

我们应该尽快适应新环境。

6. cut out 切去;省略;停止做某事

I think I had at least a billion tests, including one in which they cut out a piece of muscle

from my leg and looked at it under a microscope.

我想我至少做过十亿次检查了,包括有一次检查,他们从我的腿部切下了一小块肌肉,放在显微镜下观察。

You should cut out the second part of the article.

你应该删掉文章的第二部分。

She tried to persuade me to cut out drinking.

她试图说服我戒酒。

[拓展]

cut down 砍倒;削减

cut in 插嘴;超车

cut off 切断……供应;中断

cut across/through 抄近路

cut up 切碎

I wish she would stop cutting in on our conversation all the time.

我希望她别老是在我们谈话中插嘴。

My doctor has told me to cut down on salt.

我的医生告诉我减少盐的摄入量。

They had cut off aid to us.

他们已经中断了对我们的援助。

7. out of breath 上气不接下气

So sometimes some children in my primary school would laugh, when I got out of breath after running a short way or had to stop and rest halfway up the stairs.

因此,上小学时有些孩子见到我跑很短一段路就喘不过气来或者爬楼梯爬到一半就得停下来休息,他们就会笑我。

They were both red in the face and out of breath.

他们俩都面红耳赤,气喘吁吁。

[拓展]

hold one's breath 屏住呼吸

lose one's breath 喘不过气来

take a deep breath 做深呼吸

When entering the room, please hold your breath.

当进入房间时,请屏住呼吸。

8. all in all 总而言之

All in all I have a good life. 总而言之,我生活得很好。

All in all, it had been a good success.

总而言之,那是个巨大的成功。

[拓展]

in all 总共

at all 根本;全然

above all 最重要的是

after all 毕竟;终究

Please don't be angry with him—he is only 6, after all.

请别生他的气了,毕竟他只有六岁。

9. as well as 也;和

As well as going to the movies and football matches with my friends, I spend a lot of time with my pets.

除了和我的朋友一起去看电影和足球比赛之外,我还花很多时间和我的宠物在一起。

She had all her homework to do, as well as looking after her sick father.

她除了要照顾生病的父亲之外,还要完成所有的作业。

[提醒]

as well as 还可以用作连词,表示“和……一样好”;另外,连接两个主语时,谓语动词和最前面的主语保持一致。

He plays the piano as well as his teacher.

他钢琴弹得和他的老师一样好。

Mr. Li as well as his students is going to the zoo tomorrow.

李老师和他的学生们打算明天去动物园。

10. in many ways 在很多方面

In many ways my disability has helped me grow stronger psychologically and become more independent.

在许多方面,我身体的残疾使我在心理上变得更加坚强,更加独立。

My uncle has helped me in many ways.

我叔叔在很多方面帮助过我。

11. make fun of 取笑

So don't feel sorry for the disabled or make fun of them, and don't ignore them either.

因此,不要感到残疾人可怜,或者取笑他们,也不要不理他们。

It is impolite to make fun of the disabled.

取笑残疾人是不礼貌的。

[同义短语]

play a joke/trick on sb. = make a fool of sb. = laugh at sb. 取笑

⇒ Step 2 Using words and phrases

1. Do Exercises 1, 2 and 3 on Page 4 in *Learning about Language*.

Suggested answers:

Exercise 1:

Noun	Adjective	Noun	Adjective
ambition	ambitious	clumsiness	clumsy
absence	absent	firmness	firm
suitability	suitable	noise	noisy
benefit	beneficial	psychology	psychological
annoyance	annoyed/annoying	encouragement	encouraging

Exercise 2: 1. lap 2. annoyed 3. dictation 4. entry 5. microscope 6. outgoing
7. fellow 8. conduct

Exercise 3: in many ways; sit around; made fun of; adapt to; out of breath; All in all; cutting out; In other words

2. Translate the following sentences into Chinese.

(1) As her eyesight failed she knew she would have to resign from the community health