



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

必修 1 · 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,并生成教学过程中的有效课程资源?

《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

目录

<p>Unit 1 Friendship</p>	<p>单元整体教案 1</p> <p>Period 1 Warming Up 2</p> <p>Period 2 Pre-reading, Reading & Comprehending 5</p> <p>Period 3 Language Learning 11</p> <p>Period 4 Reading Task 14</p> <p>Period 5 Reading and listening & Speaking 16</p> <p>Period 6 Reading and writing 18</p>
<p>Unit 2 English around the world</p>	<p>单元整体教案 21</p> <p>Period 1 Warming Up & Listening 22</p> <p>Period 2 Reading 24</p> <p>Period 3 Language Learning 28</p> <p>Period 4 Reading Task 32</p> <p>Period 5 Listening, Reading and speaking 34</p> <p>Period 6 Writing 35</p>
<p>Unit 3 Travel journal</p>	<p>单元整体教案 38</p> <p>Period 1 Warming Up 39</p> <p>Period 2 Pre-reading, Reading & Comprehending 42</p> <p>Period 3 Learning about Language 48</p> <p>Period 4 Reading Task 50</p> <p>Period 5 Listening and speaking 53</p> <p>Period 6 Writing 54</p>

目录

新课标 教案

Unit 4 Earthquakes	单元整体教案 57 Period 1 Warming Up 59 Period 2 Pre-reading, Reading & Comprehending 65 Period 3 Discovering useful words and expressions 71 Period 4 Discovering useful structures 78 Period 5 Reading and speaking, Reading and writing ... 84 Period 6 Listening 91
Unit 5 Nelson Mandela—a modern hero	单元整体教案 98 Period 1 Warming Up & Pre-reading 100 Period 2 Reading & Comprehending 106 Period 3 Discovering useful words and expressions 111 Period 4 Discovering useful structures 115 Period 5 Using Language 121



Unit 1

Friendship



执 教:天津市第 66 中学 王宁 薛勤 穆英

【单元整体教案】

教材分析

This unit is about friendship, and almost all the teaching materials concentrate on it.

Warming Up

The questionnaire makes students think and talk about friendship, get to know the problems between friends and seek solutions, which makes preparations for the further teaching in topics, background and vocabulary.

Pre-reading

The questions encourage students to think carefully about friends and friendship in reality, telling them the fact that something besides people just like a diary can also be a friend.

Reading

The diary by a Jewish girl named Anne gave a glimpse of her life during her family's shelter in Amsterdam from the German Nazis' killing in World War II. She treats the diary as her best friend, and the diary shows her longing for a normal life and the close contact with nature, which helps her get through the days.

Comprehending

It helps students further understand the text by joining, answering the questions, describing, and giving their reasons.

Learning about Language

It teaches useful words, expressions, structures and grammar: direct and indirect speech.

Using Language

The two letters make students further learn about friendship, especially the problems with misunderstanding and unfriendliness, thus strengthening students' abilities to practice language, discover and solve problems.

教学目标

知识目标

a. To help students talk about their friends and friendship, find the ways of making true friends.



b. To help students master the following words and expressions:

Yes, I think so. / I don't think so.

I agree. / I'm sorry, but I don't agree.

You're correct.

Of course not.

Certainly.

I'm afraid not.

c. Through learning the grammar, master the direct and indirect speech.

能力目标

a. Through speaking and listening activities, train students how to get useful information and show opinions.

b. Through processing the information in reading part, make students master the abilities of skimming, scanning, predicting and summarizing.

c. Through guided writing, help students get the method of writing a passage about friendship.

情感目标

a. Through learning Unit 1, develop students' ability to cope with misunderstanding, conflicts and problems related to friendship.

b. To make students realize the cultural differences in the values of friendship and their importance in all cultures.

教学设想

Period 1 Warming Up

Period 2 Pre-reading, Reading & Comprehending

Period 3 Language Learning

Period 4 Reading Task

Period 5 Reading and listening & Speaking

Period 6 Reading and writing

Period 1 Warming Up

教学设计

Three dimensional teaching aims

1. Knowledge and skills

a. To encourage students to think and talk about friends and friendship by using some phrases and structures;

His/Her name is...

He/She is... years old.



He/She likes...and dislikes...

He/She enjoys...and hates...

He/She is very kind/friendly/...

b. To help students to learn to solve problems that may occur between friends.

2. Process and strategies

To train students' speaking ability through individual and group work.

3. Feeling and value

a. To arouse students' interest in learning English.

b. To make students know about the meaning of "friendship" and help each other when "friends" have trouble.

Teaching important points

1. To enable students to use given adjectives and sentence structures to describe one of their friends.

2. To enable students to learn to evaluate friends and friendship.

Teaching difficult points

1. To make students work together with partners to describe one of their good friends.

2. To make students discuss with partners to find out ways to solve problems.

Teaching procedures

Step 1 Leading-in and warming up

The teacher can get students to begin with their summer holidays. Students can talk freely about the following questions:

1. How did you spend your summer holidays? What did you do in your summer holidays? How do you feel?

2. What do you think of our new school? Do you like it? Could you say something about it?

3. Do you like making friends? How do you get along with your friends? Do you have many friends? Have you made any new friends in the class?

Step 2 Practice speaking

1. To ask students to give a brief description of one of their old friends. They can talk about their appearance, personality, hobbies, etc. The following phrases and structures given by the teacher may be helpful:

His/Her name is...

He/She is... years old.

He/She likes...and dislikes...

He/She enjoys...and hates...

He/She is very kind/friendly/...



2. To make new friends.

a. Self-introduction or work in pairs.

b. Students go around and ask their new friends some information and write down the following information: name/age/hobbies/favorite sports, books, etc.

c. Report to the class: Who will probably be your friend? Why?

Step 3 Work in groups

Ask students to list some qualities of a good friend or their ideal friend.

Divide the students into groups of four to find out what each has listed.

Ask students to tell their partners their standards of good friends by using the following structures:

I think a good friend should (not) be...

In my opinion, a good friend is someone who...

Step 4 Do a survey

1. Students do the survey on page 1.

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 for the survey and assess their values of friendship:

a. 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 is.

b. 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 keep a balance between your friend's needs and your own responsibilities.

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

Step 5 Discussion

Divide students into groups of four and each group chooses a topic to discuss. There are four topics.

Topic 1: Why do you need friends? Make a list of reasons. Why friends are important to you?

Topic 2: There is an old saying "To have a good friend, you need to be a good friend." What do you think of the old saying and how can you be a good friend?

Topic 3: Does a friend always have to be a person? What else can be your friend? Why?

Topic 4: List some qualities of a person who does not make friends easily.

Step 6 Summary

Ask students to summarize what is friendship and what is the most important in making friends.

Tell students: Make new friends and keep the old; one is silver and the other is gold.



Homework

1. Ask students to review the new words and expressions in Warming Up.
2. Ask students to write a short passage about their best friend.
3. Ask students to prepare for the next period.

Board design

<p>Unit 1 Friendship</p> <p>Period 1 Warming Up</p> <p>His/Her name is....</p> <p>He/She is...years old.</p> <p>He/She likes...and dislikes....</p> <p>He/She enjoys...and hates....</p> <p>He/She is very kind/friendly/....</p> <p>...</p>
--

Period 2 Pre-reading, Reading & Comprehending

【 教学设计 】

Three dimensional teaching aims

1. Knowledge and skills

To grasp some useful words and expressions in this passage; add, upset, ignore, concern, go through, in order to.

To develop the students' reading ability and make them learn to use some reading strategies, such as guessing, key sentences, skimming and so on.

2. Process and strategies

To make students know about something of a girl named Anne from her diary by using a variety of reading skills.

3. Feeling and value

To get students to realize the importance of friends and friendship, and to tell true friends from false friends.

Teaching important points

1. To develop students' reading ability and learn how to appreciate works of literature.
2. To help students master the above words and expressions through learning the text.



Teaching difficult points

1. How to develop students' reading ability.
2. To help students grasp some key sentences and their structures.

Teaching procedures

Step 1 Pre-reading

1. Please enjoy three pieces of music and find out what they are about.
2. Why do you think friends are important to you?
3. What do you think a good friend should be like? List the good qualities a good friend should have.
4. Have you ever considered making friends with animals, plants or even an object? Why or why not?

Step 2 Reading

1. Fast reading.
 - a. Try to guess what Anne's 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.
 - b. Skim the first two paragraphs to confirm your guessing.
Who/What was Anne's best friend?
When and where did the story happen?
- c. Fill in the form below.

The time	
The place	
The characters	
Anne's best friend	
The length of time they hid away	
The date of the diary	

2. Careful reading.
 - a. Answer the following questions:
Why did Anne regard her diary as her best friend?
What is an ordinary diary like according to Anne? What about her diary?
Why was she so crazy about things to do with nature?
Why did she stay awake on purpose until very late one evening?
Why didn't she dare to open the window when the moon was too bright?
How do you understand "spellbound" and "held me entirely in their power"?
b. Skim the text and summarize the main idea of each paragraph in one sentence.



Para. 1: Anne made her diary her best friend whom she could tell everything to.

Para. 2: Anne's diary acted as her true friend during the time she and her family had to hide away for a long time.

Para. 3: Having been kept indoors for so long, Anne grew so crazy about everything to do with nature.

Step 3 Post-reading

1. Comprehending exercises (on paper).

Time	Nature	Feeling
Before hiding		
After hiding		

2. Discuss what kind of feelings Anne had using the following words from the letter.

Words	Anne's feeling
nature	free, peaceful, relaxed
outdoors	free
crazy	anxious, eager, thirsty
didn't dare	scared, frightened
thundering, entirely, power	helpless, depressed, lonely

Step 4 Consolidation

Ask four students in a group to discuss the situation:

Suppose you four have to hide yourselves for 3 months. During the three months, you will be provided with the basic food, water and clothes. Your group can take five things with you.

What will you take? Why?

How will you spend the three months?

How will you treat each other and make friends?

Step 5 Language points

Words & Expressions:

1. add *vt.* 增加; 添加; 补充说

vi. 加; 加起来; 增添

The fire is going out; will you add some wood?

火快熄了, 请你加些木柴好吗?

Add up these figures, please.

请把这些数字加起来。

Her arrival added to our pleasure.

她的到来增添了我们的快乐。



相关拓展:

add to 增加, 加到

add up 加起来, 总计

add up to 总计, 共达; (总体来看) 等于说

2. upset vt. & vi. (upset, upset; upsetting) 使不安; 使心烦

adj. 心烦意乱的; 不安的; 不适的

Don't upset yourself—no harm has been done.

不要难过——并没有造成伤害。

I'm always upset when I don't get any mail.

我收不到任何邮件时总是心烦意乱。

He has an upset stomach.

他胃不舒服。

3. ignore vt. 不理睬; 不顾

Ignore the child if he misbehaves, and he will soon stop.

孩子胡闹时, 别去理他, 不久他就会不闹了。

He ignored the doctor's advice.

他不顾医生的忠告。

相关拓展:

be in ignorance of sth 不知某事

from ignorance 出于无知

4. concern vt. 涉及; 关系到

n. 担心; 关注; (利害) 关系

These problems concern all of us.

这些问题影响到我们每一个人。

He was concerned in the crime.

他与那起犯罪案件有牵连。

We're rather concerned about father's health.

我们相当担心父亲的健康。

We are not concerned with this accident.

我们与这次事故没有任何关系。

That's no concern of mine.

那不关我的事。

相关拓展:

(1) concern 构成的习语:

as/so far as...be concerned 关于; 至于; 就……而言

be concerned about 关心

be concerned in sth 和某事有牵连

be concerned with 牵涉到, 与……有关; 参与



everyday concerns 日常事务

have a concern in 和……有利害关系

have no concern for 毫不关心

have no concern with 和……毫无关系

of much concern 很重要;很有关系

of no concern 无关紧要;没有意义

(2) concerning *prep.* 关于

We read stories concerning visitors from outer space.

我们读了关于天外来客的故事。

5. go through 经历;经受;仔细检查;用完;通过;参加;搜查;履行

I went through the students' homework last night.

昨晚,我仔细批阅了学生的作业。

You really don't know what we went through while working on this project.

你的确不知道我们做这个项目吃了多少苦。

Their plans went through.

他们的计划得到了批准。

相关拓展:

go in for 爱好……

go with 与……相配,与……协调

go on 继续;发生

go out 熄灭

go by 经过

go ahead 前进;好吧

go over 走过去;仔细检查;复习

6. in order to 为了……

Every day she listens to English over the radio in order to improve her pronunciation.

她每天听英语广播,为了提高英语发音水平。

In order not to be late, I got up very early.

为了不迟到,我很早就起床了。

词语辨析:

(1) in order to 与 so as to 的区别:

so as to 和 in order to 后接动词表示目的,相当于动词不定式表目的的用法。它们不同的地方在于:in order to 短语可用在句首,而 so as to 短语不能。例如:

He ran quickly so as not to be caught. = In order not to be caught, he ran quickly.

他跑得很快以便不被逮住。

(2) in order that 与 so that 的区别:

in order that 只能引导目的状语从句,而 so that 既可以引导目的状语从句,也可引导结果状语从句。在目的状语从句中,谓语用“could/might/would+do”结构。例如:



He hurried home in order that he could watch the programme.

他急忙赶回家,目的是能及时收看那个节目。

7. with+复合结构

The woman with a baby in her arms is my sister.

抱孩子的那个妇女是我的姐姐。

They broke into the house with all the windows shut.

他们闯入了关着窗子的那所房子。

We lived in a village with a river around.

我们住在一个小村子里,村外有小河流过。

With nothing to do, he went out for a walk.

由于没有什么事要做,他便去散步。

They marched towards the village with a boy leading.

在一个男孩的带领下,他们朝那个村子走去。

相关拓展:

“with+复合结构”表示动作或伴随情况,在句中一般作定语或状语。常见的形式有以下几种:

(1) with+名词+形容词

(2) with+名词+现在分词

(3) with+名词+过去分词

(4) with+名词+介词短语

(5) with+名词+副词

(6) with+名词+不定式

Sentences:

1. 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 nature. 我不知道是否这是因为我长久无法出门的缘故,我变得对一切与大自然有关的事物都无比狂热。

wonder+if...+so...that 从句

例句:I wondered if it was because I was so rude that Mr. Smith was so angry with me. 我不知道是否因为我的无礼使得史密斯先生对我这么生气。

2. ...it was the first time in a year and a half that I'd seen the night face to face... 这是我一年半以来第一次目睹夜晚……

It is/was the first (second...) time that sb+现在完成时/过去完成时:这是某人第几次做某事。例如:

It is the first time that we have talked about this issue face to face.

这是我们第一次面对面地讨论到这件事情。

It was the second time that he had joined in the discussion about how to deal with the problem. 这是他第二次参与怎样解决这个问题的讨论。