

# 新外研版高中英语必修第一册 Unit 3 教 学设计

## Book 1 Unit 3 Family matters 教学设计

单元主题本单元的主题语境是“人与自我”，涉及的主题语境内容为家庭生活。

本单元通过全家欢迎祖父的到来、妥善解决父子间的矛盾、共同筹备祖

母的生日派对、十年间家人外貌的变化、母女间的诚恳道歉、兄弟间的

相互帮助、难忘的家庭往事等多模态语篇，从不同角度对单元主题进行

建构，从祖孙、父子、母女、兄弟等多个人物关系呈现家庭生活，引发

学生对家庭生活与个人角色、家人关系和血脉亲情的思考，最终形成

“珍视亲情、珍爱家庭”的良好品格，实现立德树人的根本任务，帮助

学生形成正确的价值观。

### 1.语言能力目标

能够理解与家庭生活有关的语篇要义，听懂并运用所学知识谈论与家庭

关系有关的话题，运用所学语言知识描述家庭成员的外貌变化、向家庭

成员表达歉意，恰当地使用不同时态叙述家庭往事。

## 2.文化意识目标

自觉继承中国家庭的优良传统，正确理解中外家庭观念和生活方式。

异同，深入理解良好家庭关系的重要性，不断丰富现代家庭观的基础。

本内涵，形成正确的人生观、价值观。

## 3.思维质量目标

能够正确判断语篇中人物的观点和态度，评价不同人物的观点；能够概

括并总结良好家庭关系的基本特征；能够联系自己的实际，选择合理的解决方案。

家庭矛盾的有效途径，积极探索构建现代和谐家庭的新方式。

## 4.研究能力目标

能够通过了解与家庭生活有关的内容，激发英语研究的兴趣；能够多渠道

获取英语研究资源；能够选择适当的策略和方法，进行监控、评估和反思。

和调整自己的研究内容和进程。

单位目标

（建议时长 10 -15 分钟，教师可根据教学实际酌情调整。）

## Viewing + Speaking

### Starting out 板块教学设计

课程类型

主题语境人与自我——家庭生活

内容分析本板块包含了一段与家庭主题相关的视频，呈现了祖父与家人相互交换

礼物的家庭生活场景；还包括四幅不同国家与家庭生活主题相关的漫

绘画、影视作品图片。

教学目标 1。通过观看视频和图片，学生可以初步了解不同国家的家庭生活和家庭。

庭文化；

2.学生可以简单地描述和评价他们的家庭生活，从而引出家庭生活的主题。

初步思考。

教学重在引导学生理解视频内容和图片内容。

教学难点如何通过视频和图片让学生理解家庭概念及关系，从而引发对家庭相关

思考题目。

教学策略：视听教学法、交际教学法

Teaching

contents

Activity 1

Procedures

Teacher's activity

T shows the video,

organises the activity

and checks answers.

Students' activity

Ss watch the video and

answer the questions.

Purposes

Better understand  
family relationships  
through the content of  
the video.

Activity 2T invites students to  
look at the pictures and  
think about the  
questions.

Ss look at the four  
pictures and answer the  
questions.

Better understand  
family relationships  
through the  
understanding of the  
pictures.

Understanding ideas 板块教学设计  
课型

主题语境人与自我——家庭生活

内容分析本节介绍了反映单元主题的文本。文本类型是戏剧，讲述的是父亲。

与儿子由于立场不同，就儿子的未来职业规划产生分歧和冲突，并最终

由祖父调和的故事。

教学目标 1.学生能够读懂剧本，理解文章大意，并根据文章内容准确理解标题

的含义，为文章选择另一个合适的标题；

2.学生能通过语篇研究掌握戏剧的文体特征、基本要素和常见阅读方

法；

3.学生能够正确看待并妥善解决日常生活中的家庭矛盾，树立正确的

家庭观。

教学重点引导学生准确理解文章大意及文章标题。

教学难点引导学生理解戏剧的基本特征及正确看待家庭矛盾、树立正确的家庭

观。

教学策略 p-w-p 模型

Teaching

contents

Activity 1

Procedures

Teacher's activity

T has Ss list the things that they would ask their parents about for advice.

Students' activity

Ss list the things that they would ask their parents about for advice, and tick those in the textbook.

1. T has Ss read the play Ss read the play and find out what find out the conflict. conflict the son has with his father.

2. T asks Ss to pay attention to the major

components of a play.

T asks Ss to choose aSs choose the suitable  
suitable title in Activitytitle and explain their  
3 and give reasons.choices.

T asks Ss to add the  
tags to the appropriate  
places.

T has Ss read the play  
again and complete the  
notes.

T has Ss discuss the  
questions in groups and  
share their opinions.

Ss add the tags.

Ss read the play again  
and complete the notes.

Ss discuss the questions  
in groups and share  
their opinions in class.

Purposes



Prepare Ss for  
reading.

(建议时长 30 -35 分钟，教师可根据教学实际酌情调整。)

Reading

Activity 2 Train the reading skill  
of getting key

information. Activity 3 Read for main idea. Activity

4 Understand the main

features of a play.

Read for important

details of a play.

1. Further explore the  
topic and the unit  
theme.

2. Improve Ss' critical  
thinking and Think &

Share

problem-solving

ability.

3. Apply what Ss have

context.

## Using language

课程类型

主题人与自我 3354 家庭生活

内容分析本板块语法部分是对英语常见时态的复习，结合课文内容复习英语中常

见时态的形式、意义和语用功能，并通过一家人为祖母筹备生日派对的

真实情境引导学生运用语法；词汇部分用电子邮件的形式呈现描述外貌

的词汇和表达，帮助学生描述家庭成员的外貌及变化；听说部分的内容

是母女间的一段对话，表现母女间的情感交流，引导学生注重与家庭成

员的积极交流。通过真实的语境，加深学生对单元主题的理解，提高学

生的综合语言能力和沟通能力可以引导学生关爱家人，珍惜亲情。

教学目标 1. 学生能够理解不同时态的形式、意义和语用功能，以及在特定的语境中

正确运用；

2. 学生能够运用恰当的主题词汇和表达描述家人的外貌；

3. 学生能够听懂与家庭生活相关的对话，并学会在与家人的交流中表

达歉意；

4. 学生可以思考家庭成员之间的关系，关心家庭成员，共同创造和谐

家庭氛围。

教学重点 1. 如何帮助学生理解归纳并掌握不同时态的形式、意义与语用功能；

2. 如何让学生学会运用恰当的词汇和表达描述家人的外貌；

3. 如何引导学生听懂与家庭生活相关的对话，学会在与家人的交流中

表达歉意。

教学难点如何通过阅读和听力输入加深学生对家庭生活话题的理解，并推进

一步思考与家庭成员间的关系。

Teaching

contents

Activity 1

Procedures

1. T asks Ss to look at the sentences from the reading passage and pay attention to the tenses.

2. T asks Ss to discuss the tenses of the sentences and do the matching activity.

3. T asks Ss to match the sentences to the correct timelines and find more examples of these tenses in the reading passage.

dialogue and get the

1. Ss read the sentences. Review the form,
2. Ss discuss in groups meaning and function about the tenses and of the main tenses.

finish the matching activity.

3. Ss match the sentences to the timelines and find more examples of these tenses in the reading passage.

Purposes

80 -90 分钟，教师可根据教学实际酌情调整。)

Grammar + Vocabulary + Listening + Speaking

Activity 2 Ss read the dialogue and Practice the using of complete it with the tenses in real context. Activity 3

Activity 4

Activity 6

Activity 7

main idea.

2. T has Ss complete the dialogue with the correct form of the words and expressions in brackets.

T asks Ss to look at the checklist and talk about the preparations. Invite Ss to use as many of the tenses in Activity 1 as possible.

1. T invites Ss to look at the two pictures and try to describe the appearances of the people in them.

the email and answer

the questions in Activity

4.

1. T has Ss read the

email again and

underline the words and

expressions to describe

appearances.

2. T asks Ss to put the

underlined words and

expressions into the

correct columns of the

table.

1. T asks Ss to work in

pairs and describe how

the physical

appearances of their

family members have

changed. T provides

help to students when  
necessary.

2. T invites some pairs  
to share their  
descriptions in class.

1. T has Ss look at the  
pictures in Activity 7  
and talk about what  
feelings they represent.

2. T gets Ss to listen to  
the conversation and  
choose the feelings that  
the speakers express.

Before Activity 7, T can  
choose to introduce the  
content of “Did You  
Know?” to help Ss  
better understand the  
background knowledge  
and the topic of this



correct form of the  
words and expressions  
provided.

Ss talk about the  
preparations by using  
the proper tenses.

Use the tenses in  
real-life situations.

1. Ss look at the two  
pictures and try to  
describe the people in  
them.

2. Ss read the email and  
answer the three  
questions.

1. Ss read the email  
again and underline the  
words and expressions.

2. Ss put the words and  
expressions into the

table accordingly.

Understand the  
topic-related words in  
real context.

Categorise the words  
and expressions  
describing the  
physical appearance.

1. Ss work in pairs and  
describe how the  
physical appearances of  
their family members  
have changed.

2. Some pairs share  
their descriptions in  
class.

Use the words and  
expressions in real-life  
communicative  
context.

1. Ss look at the pictures and discuss what feelings they represent.

2. Ss listen to the conversation and choose the feelings.

Have Ss learn to understand the main idea of the listening material.

section.

Activity 81. T gets Ss to listen to the conversation again and complete Alice's journal entry.

2. T asks Ss to talk about how Alice's mother makes an apology. Ask Ss to pay

attention to the stress on  
particular words.

Activity 9T has Ss work in pairs  
and act out the  
conversation to  
apologise to a family  
member. T provides  
help to Ss when  
necessary.

Activity 10T has Ss carry out a  
similar conversation to  
make an apology in  
another situation.

Provide help to Ss when  
necessary.

1. Ss listen to the  
conversation again and  
complete Alice's  
journal entry.

2. Ss talk about how

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