

· 高中新课程教师培训丛书 ·


罗明华 主编

高中新课程

教学策略与备课指南

英 语

必修①

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内 容 提 要

随着高中新课程改革的深入和扩大,高中教师迫切需要从新课标理念的灌输向具体的教学指导转变。本套书正是根据这一转变,遵循“教师在教学中需要什么,我们就提供什么”的原则,设有课标解读、教学导航、背景扫描、精彩片段、探索研究、好题推荐、课例展示7个栏目,突破了传统意义上的教学参考书,成为一种教学资源的汇编和教育方式方法的指引。

本套书按照《课程标准》设定的“内容模块”编写,既打破了新课标各个版本教材的限制,又综合了各个版本教材的内容,做到通用且好用。本书的编写建构在实施新课程的经验和教研基础之上,注重实用性和可操作性,由来自广东、江苏、福建等早期进入高中新课程实验省份的各个相关学科的优秀教师完成。

本套书共有语文、数学、英语、物理、化学、历史、地理、生物、思想政治9种,可供高中各科教师使用,是高中教师必备的教学参考用书,也可作为高中新课程教师培训用书。

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前 言

2007年秋季,高中新课程实验将扩大到15个省、市、自治区,按照教育部课程改革的整体规划,2010年前高中新课程将全面推开。也许您刚刚开始接触高中新课程,对高中新课程还在迷茫与困惑之中,对于模块、探究、新高考等,并不十分了解。

本丛书的作者之一,南京金陵中学的李慧娟老师,也曾有过类似的困惑,当她仔细研读了新课程理论、课程标准之后,她说:“新课程没有什么全新的东西,教育教学早该如此。”事实上,她以及其他优秀教师一直朝着这个方向努力。

我们可以从“回归”的角度理解新课程。新课程从书本向人回归、从知识向能力回归、从存储向创新回归、从考向学回归、从贵族向平民回归、从精英向大众回归、从利己向利国利民回归。

百年大计,教育为本。教育大计,教师为本。教师是教育事业的支柱,是提高教育质量和水平的关键所在。新课程改革的成败,除了外在因素,主要取决于教材和教师两个方面。随着改革的深入进行,对教师的要求越来越高,教师的作用也越来越突出。当前的新课程教师培训已从刚开始时的理论和理念培训向各科具体的教学培训转变。

为了适应日益扩大的普通高中课程改革实验区和日益扩大的新课程高中教师队伍的需要,我们组织出版了《高中新课程教学策略与备课指南》。

这套书突出了以下三个特色:

1. 实践的特色

这套书由具有新课程实践经验的优秀教师编写,他们都是来自广东、江苏、福建等早期进入高中新课程实验省份的各个相关学科的优秀教师。因此,本书的编写建构在实施新课程的经验和教研基础之上,注重实用性和可操作性,提供给高中教师实实在在的教学指导和支持。

2. 以课程标准为依据,纵览各家教材精华

课程标准是新课程教材编写、教学、评估和考试命题的依据,是国家管理和评价课程的基础,它是整个基础教育课程改革系统工程中的一个重要枢纽。这套书参考现行的各种版本的高中新课标教材,按照《课程标准》设定的“内容模块”编写,既打破了新课标各个版本教材的限制,又综合了各个版本教材的内容,做到通用且好用。

3. 资源共享、合作创新

本套书突破了传统意义上的教学参考书,一改传统的“指导”面孔为“协商构建、合作创新”。我们按照新课程理念,遵循“教师在教学中需要什么,我们就提供什么”的原则,使本套书成为一种教学资源的汇编和教育方式方法的指引的丛书。

根据新课程的理念和教育教学实际情况,我们设置了七个栏目:

1. 课标解读

本栏目主要是解读课标背后的内涵,即要诠释课标的本义,揭示课标设置的目的和目标,以便对于具体操作过程中的困难能够给予指导;从宏观上阐述三维目标,理清知识结构和框架,把握教学点与点之间的关系;对课标中各个点的教学目标进行层次界定,包括基本要求、弹性要求和拓展要求。课标解读具有操作性,类似于章导引。

2. 教学导航

本栏目是将课程标准的三维教学目标细化,落实到每一节中。本栏目回避了课时的提法,把课标中的教学点作为一节,将每个教学点谈好、谈细。

3. 背景扫描

本栏目从历史、现在和未来三个角度进行背景知识介绍,拓展教师的视野,让教师更好地理解内容板块中的知识。本栏目列举了很多生活中的情景性或者情境性的实例,便于教师配合教材激发学生的兴趣,让学生更好地理解内容模块中的理论与原理,做到学以致用。

4. 精彩片段

本栏目根据课标中的教学点呈现精彩的教学设计片段,每个教学点根据实际需要呈现一个或者多个教学设计片段。这些精彩的教学设计片段通过不同的素材或从不同的角度切入,便于教师在教学过程中直接引用或激发灵感。

5. 探索研究

本栏目制作了符合本内容模块要求的、与生活和生产实际相结合的、便于学生操作的探究性题目,可进行动手探究实验,也可进行社会调查分析和事迹追踪感悟等。教师可根据这些探究性题目,创设情境,引发兴趣,具体怎样探究,可给学生充足的探究时空和自由度,提出可能方案,观察、记录实验现象和数据,分析、推断,提出结论或新的假设等。

6. 好题推荐

本栏目设计和推荐了一些符合新课标理念的、与生产和生活实际相结合的探究性、发散性、拓展性和综合性的新题和好题。每个题均给出答案,并写出题目的设计意图和解析过程,言简而意赅。

7. 课例展示

根据本章的需求和教学重难点,设计一个或者几个完整的课例,并阐述教学设计的意图和教学实录以及体验反思。

教育需要教学创新,教师渴望教学创新,学生呼唤教学创新,这已经成为人们的共识。新世纪、新课程呼唤全新观念的新教师,愿本套书能够帮助我们每位教师把握这个机遇,在新课程改革的大潮中披荆斩棘,应对挑战,担负起时代与民族赋予我们的神圣职责。

编者

2007年4月

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Unit 1

Friendship

课标解读



本单元是高一年级模块一的第一单元。教材内容是以“友谊”为话题展开学习活动,通过听说读写等语言实践活动了解与友谊相关的知识,二战期间犹太人受迫害的历史背景以及西方人的友谊观和中国人的友谊观等,通过听说读写掌握同意与不同意、态度、肯定的表达法和运用间接引语转述别人的原话。在学习过程中还要注重培养学生的学习动机与兴趣,帮助学生树立信心,克服焦虑的不良情绪,指导听说读写策略。

Warming up 部分是针对本单元话题教学的热身部分。这一部分以一种调查的方式导入本单元的话题,通过自我评价激活学生已有的知识经验即对友谊已有的认识,引导学生自我反思,通过设置5个问题,从友谊的5个品质即 thoughtfulness(体贴), fairness(公平), concern(关心), responsibility(责任) and honesty(诚实),让学生进行自我评价,启发学生对“友谊”话题的思考,为下一步的阅读作铺垫。

Pre-reading 部分设置4个问题旨在了解学生对友谊的看法以及就“是不是只有人与人之间才可以做朋友?”“还有什么可以成为人的朋友”等问题设置悬念,培养阅读动机和阅读兴趣。此时还必须渗透本篇章的历史背景介绍,阅读策略的指导和相关词汇的学习,为下一步对安妮日记的理解作准备。

Reading 部分是引导学生进入阅读实践阶段,阅读内容是二战期间安妮的一篇日记。此阶段是学生运用阅读策略,用英语获取信息,在阅读过程中教师可以指导学生利用图片和标题对阅读文章的内容进行预测,同时还要指导学生运用相关的背景知识理解日记中主人公的心理活动和情感,从而让学生领悟安妮及其家人在二战中为躲避纳粹的迫害不得不长期躲藏在小阁楼的那种痛苦和孤独,以及日记对她的重要性即她为什么选择了日记作为她可以倾诉心声的朋友。

Comprehending 部分检测学生阅读理解的结果。第一部分问题要求学生给文章的主要情节找原因。教师要通过这一部分的练习发展学生阅读过程中的思维策略:对于记叙文,

要有理清前因后果的思维意识,只有这样才能把握事情发生的来龙去脉。第二部分问题的设置旨在训练学生掌握阅读过程中的推断能力,学会整体把握文章信息并进行推断,此时教师要指导学生如何进行推断:运用已有的信息和线索,推断蕴含的信息。第三部分的问题设置引导学生成为积极的思考者,可以进一步引导学生思考:你是否赞同作者的观点,并说明理由。要求学生学会如何支持自己的观点,允许学生发表不同的观点,鼓励和培养批判性思维。

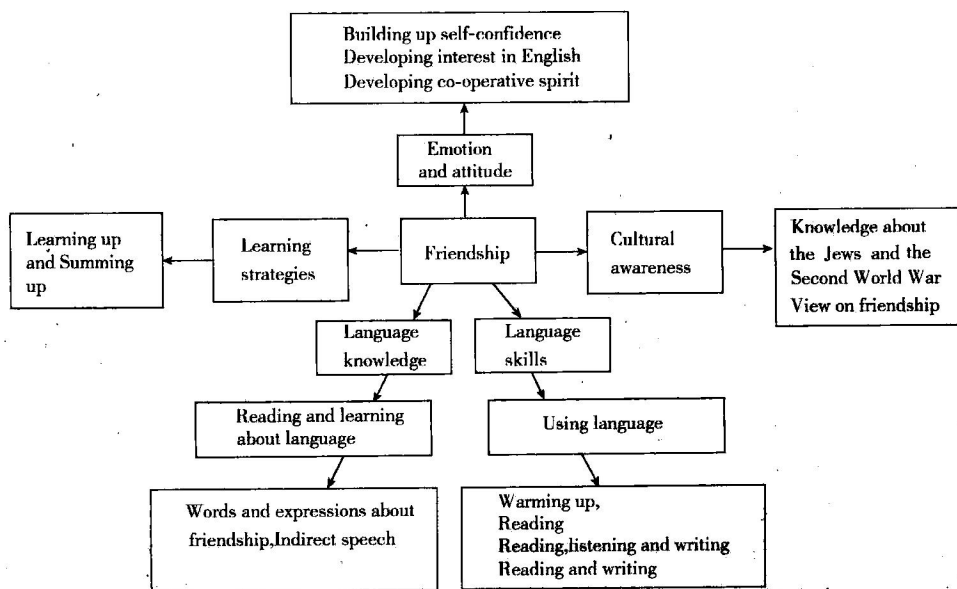
Learning about Language 部分的设置是让学生吸收信息的同时也吸收语言知识。教师要引导学生在语境中学习词汇的用法,在语境中探究和发现语法结构,并进行相应的机械操练。

Using Language 部分的设置是从“学得”到“习得”的阶段,是从无意操练到有意操练。此阶段设置了 Reading, listening and writing, Speaking, Reading and writing 为学生提供充分的运用已学语言知识的机会,体现“为用而学,学了就用,在用中学”的任务型教学原则。教师此时要多引导学生有意识地大胆尝试运用新的语言知识,为学生的运用语言活动提供支持,为学生搭脚手架,帮助学生实现语言能力的发展。同时,此阶段也是发展学生情感态度的好机会,教师要多引导学生发展积极的态度,恰当的交际策略和合作精神,同时也是发展学生听力和写作策略的好机会。如在听力中要引导学生学会根据发音拼写单词的策略,在说的部分要发展学生学会通过设计问卷调查表来获取信息的交际策略,在写作部分要发展学生学会如何征求建议的策略(即寻求帮助的策略)。

Summing up 部分的设置引导学生学会调控策略,即学会总结和反思自己的学习结果,提高自我意识。这是学生学习过程中非常重要的一个环节即学会反省。它是培养学生自主学习的重要内容。本单元让学生思考学到了哪些语言知识,学到了哪些关于朋友和友谊的观点,反思自己的收获和存在的不足,引导和促进学生调整自己的学习策略。

Learning tip 部分的设置为学生提供英语学习的策略,培养学生关注学习策略,运用学习策略的意识以提高学习效率,形成自主学习的能力。本单元引导学生养成用英语记日记的习惯,它既可以帮助学生更好地记住发生过的事情,也是使用英语的重要的可行途径。

单元目标结构图



教学导航



本单元以 Friendship 为话题主线,围绕着“朋友——友谊——国际关系”的内容展开教学活动。从单元开篇 Warming up 的两个问题 What do you do to be a good friend? Are you good to your friends? 就以听、说、读、思考和调查问卷的学习方式为本单元主题思想作了铺垫。本单元的重点词汇、短语以黑体字形式呈现在单元的每一个部分中,以一篇精读文章 Anne's Best Friend 和 Listening 作为本单元的语言输入, Talking 是本单元的语言输出,这两部分都是作为语言技能培养而设置的; Learning about Language 是语言学习操练,旨在掌握本单元的语言知识; Using Language 的 listening, speaking, reading and writing 是语言听、说、读、写的训练,旨在经过语言输入和输出技能训练的基础上,培养学生英语语言综合运用能力。通过 Summing up 逐步培养学生在学习中学会归纳、总结、分析与反思,为学生进一步学习和发展创造提供一个训练的平台;在 Learning Tip 中给学生以学习策略的指导。

一、语言知识目标

- (一) 根据语音辨别和书写不太熟悉的单词,了解不同语音和语调所蕴含的态度。
- (二) 掌握以朋友和友谊为话题的词汇和短语。
- (三) 掌握表示“态度、同意和不同意以及肯定程度”的表达法并运用它们与别人交流。
- (四) 学会运用间接引语来转述别人的原话。

二、语言技能目标

- (一) 听的技能:能听特定的词和听内容捕捉特定的信息。
- (二) 说的技能:能运用问卷调查表用英语进行采访。
- (三) 读的技能:学会如何阅读记叙文即关注事情发生的前因后果。
能利用已有信息进行推理判断。
学会读前预测即根据课文题目和插图预测文章的大意。
学会在阅读过程中结合自己的观点对“友谊”的观点进行批判性思维。
- (四) 写的技能:能运用本单元的功能项目写建议信。
学会写求助信。
学会在写作前拟提纲。

三、学习策略目标

- (一) 了解英文日记是学好英语的有效策略,因为它既可以帮助学生记住发生过的事,又是实际使用英语的可行途径,特别对写作能力的提高很有帮助。
- (二) 利用本单元的 Summing up 和练习册中的 Checking yourself 引导学生对自己的学习行为和学习结果进行反思与评价,提高调控策略的意识与能力。

四、情感态度目标

- (一) 利用教材内容培养学生学习英语的兴趣和内在动机。
- (二) 在 speaking 和练习册中的 speaking task 部分发展学生与人合作的意识

和能力。

(三)在教学过程中运用形成性评价帮助学生树立学好英语的信心。这在高中起始阶段特别重要。

五、文化意识目标

(一)了解安妮日记所处的历史背景,对第二次世界大战和希特勒屠杀犹太人的残酷历史有一定的了解。

(二)了解中西方友谊观的共性和异性,形成跨文化意识。了解自己对朋友和友谊的看法,树立正确的友谊观。

表 1.1 教学目标英文详解图

Items	Contents	
Topic	Friends and friendships; interpersonal relationships	
Language knowledge	Phonetics	1. Learn to distinguish different pronunciations and intonations which imply different intentions and attitudes. 2. Learn to distinguish different pronunciations and write out corresponding words.
	Vocabulary	add, point, upset, ignore, calm, concern, loose, cheat, reason, list, share, feeling, Netherlands, series, outdoors, nature, purpose, dare, thunder, entirely, power, trust, indoors, suffer, teenager, advice, questionnaire, quiz, situation, editor, communicate, habit
		add up, be crazy about, on purpose, in order to, happen to, calm down, have got to, be concerned about, walk the dog, hide away, set down, a series of, face to face, according to, get along with, fall in love, join in.
		Key words on characters of friendship: peace, respect, compassion, honesty, trust, loyalty, fun, love concern, responsibility, fairness, thoughtfulness, equality, happiness, sharing, understanding, unselfishness, toleration
	Function	1. Attitudes: Are you afraid that... I've grown so crazy about... / I didn't dare... 2. Agreement & disagreement: I agree. / I think so. / Exactly. I don't agree. / I don't think so. / I am afraid not. 3. Certainty: That's correct. / Of course not.
	Grammar	Direct speech & Indirect speech I; Statements and questions.
Sentence structure	1. There was a time when... 2. It is/was the first time that sb. has/had done...	
Language skills	Listening	Students will be able to take notes effectively while listening.
	Reading	1. Students will be able to infer according to known information. 2. Students will be able to think critically while reading.
	Speaking	1. Students will be able to interview in English by using a questionnaire. 2. Students will be able to express attitudes, agreement & disagreement and certainty.
	Writing	1. Students will be able to write a letter of advice. 2. Students will be able to write an outline before writing.
Learning strategies	1. Keeping a diary in English is an effective way to improve your English. 2. Keeping reflecting on study regularly is necessary and helpful for the students to learn about themselves and promote their self-awareness so that they know how to improve their learning.	
Emotion and attitude	1. Improve students' motivation and interest in learning English by using formative evaluation. 2. Develop students' active attitude towards learning by instructing good learning habits.	
Cultural awareness	1. Relevant knowledge about the Second World War and how and why Jews were killed. 2. Learning about different views on friendship between Chinese people and Western people.	

背景扫描



一、历史背景介绍

(一) About Anne's story

This is a true story. It took place in Amsterdam, Holland in the early 1940s after the German Nazis had occupied most of Europe. The Nazi Party ruled Germany from 1933 to 1945. One of their key policies was to kill all the Jews in Europe. If any person known to be Jews were found, they would be sent to concentration camps farther east, mostly in Poland. Families were separated and transported in trains. For many days, they went without food, water, sanitation or fresh air. To avoid this terrible fate, some Jewish families went into hiding, often with the help of non-Jewish friends. This is what Anne's family did when Margot was told she must go to the rail station to be taken to a camp. Another Jewish family joined them in their hiding place in the attic of a house. It was very crowded there. Only three young people were there: Margot, Peter and, of course, Anne. Her diary shows that Anne felt she was the naughty one of the group since she was always being scolded. She felt she could not confide in Margot because her sister was always good. And she felt she could not confide in Peter because he was a boy. So she made a friend of her diary. Later, however, she did become closer to Peter and they took a liking to one another. Anne talks about their growing friendship in her diary.

(二) About Jews

1. What is the Holocaust(对犹太人的大屠杀)?

The Holocaust was the systematic annihilation of six million Jews by the Nazi regime during World War II. In 1933 approximately nine million Jews lived in the 21 countries of Europe that would be occupied by Germany during the war. By 1945 two out of every three European Jews had been killed. The European Jews were the primary victims of the Holocaust. But Jews were not the only group singled out for persecution by Hitler's Nazi regime. As many as one-half million Gypsies, at least 250,000 mentally or physically disabled persons, and more than three million Soviet prisoners-of-war also fell victim to Nazi genocide. Jehovah's Witnesses, homosexuals, Social Democrats, Communists, partisans, trade unionists, Polish intelligentsia and other undesirables were also victims of the hate and aggression carried out by the Nazis.

2. How many Jews were murdered during the Holocaust?

While it is impossible to ascertain the exact number of Jewish victims, statistics indicate that the total was over 5,830,000. Six million is the round figure accepted by authorities.

3. What does Final Solution mean?

The term Final Solution refers to the Germans' plan to physically liquidate all Jews in Europe. The term was used at the Wannsee Conference held in Berlin on January 20, 1942; where German officials discussed its implementation.

4. How many children were murdered during the Holocaust?

The number of children killed during the Holocaust is not fathomable and full statistics for the tragic fate of children who died will never be known. Some estimates range as high as 1.5

million children murdered. This figure includes more than 1.2 million Jewish children, tens of thousands of Gypsy children and thousands of institutionalized handicapped children who were murdered under Nazi rule in Germany and occupied Europe.

5. Did the Jews resist?

Many Jews simply could not believe that Hitler really meant to kill them all. But once the Nazis had complete control and the Jews were being relocated to ghettos, rations were reduced, conditions were horrible and the Jews did not have the strength, physically, emotionally or militarily to resist. There were uprisings in the camps, but it was incredibly difficult and rarely successful. Elie Wiesel put it this way: "The question is not why all the Jews did not fight, but how so many of them did. Tormented, beaten, starved, where did they find the strength-spiritual and physical-to resist?"

二、关于朋友和友谊

(一) Making friends

Every needs friends, and if you fail to make friends, it is time to look at yourself and see if something in your personality is to blame.

Maybe you have social faults such as snobbishness, talkativeness, and using slang, etc. which drive away new acquaintances. Whatever your social fault may be, look at it honestly, and really try to correct it.

To be friendly you must feel friendly. Cheerfulness is the basis of friendliness, and a cheerful person smiles. A smile is a magnet which draws people. Smile at someone and you are almost sure to get a smile in return.

A friendly person does his best to make stranger feel at home, where he happens to be. Put yourself in the other fellow's place and make him feel welcome.

Try to remember names. It makes your new acquaintance feel happy when you call him his name. It gives the feeling that he has made an impression on you and that must mean something to him because you remember him.

If we do not agree with people on certain matter, we should appear to be friendly. Do not argue, but discuss. People always lose friends if they argue too much.

A friendly person thinks of others, and does not insist on his own "rights". People who refuse to consider others have few friends.

Finally, don't make the mistake of treating people according to their social standard. Real friendliness respects everyone at all times.

(二) 关于友谊的名言

Friendship is love without his wings. —George Gordon Byron

友谊是没有羽翼的爱。

A friend that you buy with presents will be bought from you. —Thomas Fuller

用礼物“买来”的朋友终会被买走。

Friendship is the golden thread that ties the hearts of all the world. —J. Evelyn

友谊是一根金线，把全世界的心连在一起。

Without confidence there is no friendship. —Epicurus

没有信任,就没有友谊。

In prosperity our friends know us; in adversity we know our friends. —C. Collins

在顺境中,朋友结识了我们;在逆境中,我们了解了朋友。

Friendship is like money, easier made than kept. —Samuel Butler

友谊如金钱一般,容易得到却不易保持。

Friendship often ends in love, but love, in friendship—never. —C. C. Colton

友谊常以爱情而结束;而爱情从不能以友谊而告终。

Suspicion is the poison of friendship. —St. Augustine

猜疑对友谊而言是一种毒药。

If you would be loved, love and be lovable. —Benjamin Franklin

想被人爱,就要去爱别人,并让自己可爱。

A brother may not be a friend, but a friend will always be a brother. —Benjamin Franklin

兄弟未必是朋友,而朋友总是兄弟。

True friendship foresees the needs of other rather than proclaim it's own. —A. Maurois

真正的友人总是考虑别人的需要而不是提出自己的要求。

Good company on the road is the shortest cut. —Oliver Goldsmith

有了好的旅伴,路途就变得无比短暂。

A happy man or woman is a better thing to find than a five-pound note. —R. L. Stevenson

碰见一个快乐的人比捡到一张五英镑钞票还要好。

Friendships last when each friend thinks he has a slight superiority over the other. —Honore de Balzac

当朋友之间互相都觉得比对方稍稍优越时,友谊便能长久下去。

A true friend is one who overlooks your failures and tolerates your successes. —Doug Larson

真正的朋友从不追究你的过错,也从不妒忌你的成功。

精彩片段



一、探究学习活动案例片断 语法教学

(一) 探究内容

1. 直接引语到间接英语的转变规则。
2. 间接引语的功能。

(二) 探究活动

通过阅读,在语境中理解语法结构的意义,通过观察、比较,发现语法规则和语法功能。

(三) 探究预期结果

1. 知道在英语中转述别人的原话时,要进行句式、时态和人称的转变。
2. 知道转述别人的原话时要用陈述语序。
3. 知道转述别人的原话时,现在范围的时态要转变为过去范围的时态。
4. 知道转述别人的原话时,第一人称和第二人称要作相应的改变。

5. 知道转述别人的原话时,时间状语也要作相应的改变。

(四) 探究活动要求

要求学生用英语进行,分四人一个小组进行探究,各小组汇报探究结果。

(五) 探究过程的支持性语言

1. 词汇:tense, order, person, the first person, the second person, the third person, general question, special question, direct speech, indirect speech

2. 句型:

(1) 谈论变化:A has been changed into B. / The word "do" is taken away.

The sentence has been changed like this:...

(2) 谈论疑问:We don't know why /how the word has been changed into past tense.

(3) 谈论结论:We conclude that... /We discover that...

(六) 探究过程的导向性问题(guided questions)

1. When we report what people said, what changes have been made:

2. How is the person changed?

3. How is the order of the sentences changed?

4. How is the tense changed?

(七) 探究的语料

课本第5页的 Discovering useful structures 部分的第一题:

1. "I don't want to set down a series of facts in a diary," said Anne.

→Anne said that she didn't want to set down a series of facts in a diary.

2. "Do you think a diary can become your friend?" the writer asks us.

→The writer asks us if we think a diary can become our friend.

3. "What do you call your diary?" Anne's sister asked her.

→Anne's sister asked her what she called her diary.

4. "When did you go to bed last night?" Father asked/said to Anne.

→Father asked Anne when she went to bed the night before.

(八) 探究过程精彩片段

学生汇报探究结果,体现教师的巧妙引导与铺垫,引导学生得出正确的结论:

T: What changes have you discovered from direct speech to indirect speech.

S1: In the first sentence: "don't" change to "didn't"

T: Yes, you are right. "don't" has been changed to "didn't". (教师通过重复正确句子来更正学生的语言表达)

Do you know why we have to change "don't" to "didn't"? (教师进一步提问引导进一步学生思考)

S1: Because "said".

T: Yes, because of "said". You are quick at discovering. (教师通过评价鼓励学生积极发言)

T: Please look at the second pair of sentences. From the first sentence to the second sentence, anything changed?

S1: "Think" is not changed, the same! (学生的语言表达已得到更正, 注意到用被动语态了)

T: Do you know why we don't change the form of "think"?

S1: Because of "asks". It is not "asked", so you don't have to change the form of "think". (学生的语言表达在进步)

T: Compare the two sentences which contain indirect speeches. (教师通过提问进一步引导学生得出结论)

In what situation should we change the forms of the verbs?

How do we change the forms of the verbs?

S1: When we use "asks", we don't have to change the form of the verb.

When we use "asked" or "said", we have to change the verb to the past form.

T: Clever answer! That means when we use present tense in the main sentence, we don't have to change the form of the verb in the clause, but when we use past tense in the main sentence, we have to change the form of the verb to past tense.

Now, Please write down the conclusion.

(由于学生的语言表达能力有限, 无法将结论表达得更加系统化, 教师此时进一步把结论完整化, 为学生提供语言表达的示范)

(九) 精彩片断评价

本片断展示的是如何引导学生进行探究学习, 如何帮助学生顺利地进行语言表达。采用提问的策略引导学生做一步步地探究, 采用示范的策略纠正学生的语言表达, 既不伤害学生的自尊心, 又能有效地帮助学生纠正错误的表达。

二、阅读活动案例片断

(一) 活动目的

培养学生的阅读技巧 推理判断能力。

(二) 活动方式

自主阅读, 讨论交流。

(三) 活动内容

阅读第二页课文, 完成第三页的 Comprehending 的第二题。

(四) 指导阅读过程精彩片断

展示教师如何指导阅读策略, 引导学生进行思维, 学会在阅读过程中进行推理判断的方法, 让学生自己得出答案, 体验思维后的成就感。学生在阅读后讨论 5 道题的答案, 这 5 个问题都无法从字面上找到答案, 要求学生要通过推理判断才能得出正确答案。

After reading, the teacher check the answers to the following five questions with the students:

Q1: Anne Frank and her family hid away for _____.

Q2: According to Anne, a true friend is a person _____.

Q3: Anne said that she had grown crazy about nature because _____.

Q4: She didn't dare open the window when the moon was bright. That's because _____.