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中学生英语学习天地

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教学参考  
及试题

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### 内 容 简 介

《中学生百科英语》是为广大中学生专门引进出版的一套知识性很强的阅读教材。它以动物、植物、音乐、探险、发明等专题百科知识为线索,循序渐进地引导读者在愉快的阅读、思考、练习、听录音带、欣赏 CNN 节目、做游戏的过程中逐步提高阅读能力,迅速扩大单词量。

本书是专门为《中学生百科英语》(1~3 册)出版的《教学参考及试题》。其内容包括配套 CNN 节目 VCD 的文字材料、针对每个单元的试题及答案,以及随堂测验样题。这些资料可以极大的方便教师的课程活动安排,帮助提高教学效果。同时,本书还有利于自学读者的自我评估。

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## 出版说明

《中学生百科英语》是为广大中学生专门引进出版的一套知识性、趣味性很强的阅读教材。它既可用于课堂教学使用，同时又是很好的课外训练图书。该教材共分三级，可供不同层次的学生选用。如果从低级到高级连续使用，学习效果会更好。以下是本系列教材的结构：

级别	适用水平	学习后水平	配套音带	CNN 节目 VCD	教学训练参考书
第一级	300 个单词量	800 个单词量	1 盘	1 盘	全一册
第二级	800 个单词量	2000 个单词量	1 盘	1 盘	
第三级	2000 个单词量	3000 个单词量	2 盘	1 盘	

总体来说，本书具有以下特点：

\* 围绕单元主题编排课文，循序渐进提高阅读能力。本系列的每个单元 (unit) 都有一个明确的主题，单元内的每一课 (lesson) 的课文都是围绕该主题选材的。在任何一个单元中，课文是按照难度由浅入深编排，内容也是从人们最熟悉的事物扩展开来，有利于增强学生的信心和兴趣，同时也更便于教学。

\* 系统重现生词，反复加强训练。学生学习英语的一个重要环节就是增加单词量。《中学生百科英语》非常注重单词的重复学习和使用，所有生词均在课文中系统地重复出现若干次，最大限度地利用阅读扩大学生的单词量。课文中的生词以黑体标注，在课文右侧的空白处注明了标有下划线的生词的图示或解释。在每一本书后的词汇表 (Vocabulary) 中可以检索到该单词首次出现的页数，以备学习查阅。

\* 教学设计科学完整，注重学与练的结合。《中学生百科英语》的中心任务是培养学生在生活、工作和科研中的阅读思考能力。为此，每一课都设置了课前问答 (Pre-reading Question)，在课文后又有的放矢地设置了一系列练习以巩固所学内容，在有限的时间内将学习效果最优化。

《中学生百科英语》的教学设计非常完整，充分利用每一个环节，必将事半功倍地提高教学和学习效果。下面是根据教学设计对本教材使用的简单说明。

**Context Clues** (课文线索): 是设置在每一个单元 (unit) 最开始的词汇热身训练, 使学生熟悉课文中将出现的一些词汇。

**Pre-reading Questions** (课前问题): 是设置在每一课 (lesson) 最开始的思考问题。其中, 包括一些只需观察课文所配图画便可回答的是非问题。有些问题是学生必须阅读课文后才能回答的。这些问题有效地将课文的内容与学生所掌握的常识联系起来, 充分调动他们的思维活动。

**Vocabulary** (词汇练习): 阅读课文后的第一个练习。其中包括了所学课文中出现的全部生词。它利用课文中的句子训练学生阅读和拼写所学的新词汇。

**Vocabulary (new context)** (词汇练习——新内容): 这是词汇练习的第二步, 利用课文以外的句子练习课文中学习的生词。

**Vocabulary Review** (词汇复习): 是为了使学生进一步巩固所学词汇而设置的练习。它将学过的单词及新学的单词进行同义词或反义词的填空或搭配练习。

**Comprehension** (阅读理解): 这是根据课文内容设置的是非选择题或多项选择题。其中加\*的题是需要分析或讨论才能得出答案的。

**Questions** (问答): 是根据课文内容设置的问答题。一般来说, 这些问题可以直接从课文中找到答案, 加\*的需要分析或讨论才能得出答案。本练习既可作为课上口头练习, 又可作为学生自己的写作训练。

**Main Idea** (课文大意): 要求学生从提供的三个总结性的句子中选出最能体现课文大意的一个。

**Word Study** (单词学习): 设置在每个单元最后。它通过多种练习巩固与单词相关的语法知识, 如动词的时态变化、代词的使用、形容词比较级、名词的复数变化。这项练习的目的是为了将复杂的语法转化为单词逐步使学生适应。配套的《教学训练参考》对这些语法进行了详细的讲解。

**Writing** (写作): 这是每一单元最后的练习。它包括相关单元内容的三个问题, 学生可以自己选择笔头回答其中的一个、两个或全部问题。

**Extension Activities** (扩展活动): 在每个单元 (unit) 最后都有这部分。它通过一些非常有趣的活动帮助学生练习使用所学的单词和其他知识, 使他们的思维更开阔。该部分包括 CNN Video Activity (CNN 节目活动) 和 Activity Page (游戏活动) 两部分。

**CNN Video Activity** (CNN 节目活动): 这是根据节选自真实生动的 CNN 专题节目的片段而设置的视听说练习。它包括以下三个步骤:

**Before You Watch:** 鼓励学生回想日常生活中或所学课文中的相关知识。

**As You Watch:** 让学生观看相关 CNN 节目。

**After You Watch:** 鼓励学生将节目内容与课文中的内容及他们的常识、经历和想法结合起来思考。

**Active Page**: 这是一个愉快的游戏栏目。它使学生在轻松的游戏练习所学的词汇和语法。

**Skills Index** (技能检索): 它在全书的最后部分, 为学生和老师查阅书中读写技能和语法知识提供了方便。

**Annotations for Reference** (参考注解): 由于本书是全英文教材, 同学们在课文以外的练习项目中会遇到少量生词, 为了方便大家更好地阅读和使用本教材的练习和课后语法知识讲解, 本书特别在书后给出了相关词语、词组的中文解释以备查用。

作为一套系统培养学生阅读能力的教材,《中学生百科英语》完整的教学理念、科学的教学步骤、丰富生动的内容使之成为英语教学领域非常实用、有效的教材, 我们衷心地希望它能成为更多同学们的良好益友!

清华大学出版社外语编辑室

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## 序

中学英语教育是为今后打基础的重要一步，应该为广大中学生提供丰富的教材和读物，让他们能根据自己的兴趣挑选。《中学生百科英语》是一套适用于中学生选用的阅读教材。它共分三级，可供不同层次的学生选用。这是一套从国外引进的教材，从选材、课程编排、版式设计、配套课件上都很有特色。

《中学生百科英语》在选材上突出了“百科”，注重知识教育。书中的课文以知识为线索，按照专题分类成章，如：动物、植物、音乐、探险、食物、发明等。这样，学生可以在学习知识的过程中学习英语，在学习英语的同时增长了见识，同时课文的趣味性也提高了学生的学习积极性。现在，我们提倡素质教育，而素质教育是要渗透到各门学科的学习中的，英语教学也不例外。

《中学生百科英语》的编排注重教学的启发性。它的每一课的课文前都有一张反映课文主旨或帮助理解课文的图片、图画或是照片以引起学生的兴趣。在课文前有与课文内容相关的课前思考题（Pre-reading Questions），引导学生热身从而进入与课文相关的思考。课文后的练习有步骤地帮助学生掌握所学的内容，这些生动活泼的辅助练习有效地强化了知识点，第三册中的写作训练（Guided Writing）更是利用丰富的想象训练学生的综合能力。在每一章最后都有词汇学习（Word Study）、聚焦录像（Video Highlights）及我们一起做游戏（Activity Page）栏目，在活跃了课堂的同时温习了单词并考察了学习效果。全书最后的总词汇表（Vocabulary）在每个词汇后都注明了该单词在课文中出现的页数以方便学生学习。

《中学生百科英语》的版式设计很有特色。它不同于一般的课文设计，它的课文在左侧，右侧留出一部分注解课文中必要的单词，扫除学生的阅读障碍，增强学习信心。同时，也为学生作笔记留下了空间，方便他们学习课文，使学生感到很亲切。

《中学生百科英语》的课件配备是比较完善的。它配有诵读课文的录音带和配合聚焦录像（Video Highlights）的CNN节目录像带。录音带语音清晰标准，适于学生

模仿；录像带中的节目丰富有趣，可以拓展学生的视、听、说能力。

学习英语是一个持续不断的艰苦工作，书、录音带、录像带是学习过程中的帮手。《中学生百科英语》是一套比较适于中学阶段使用的教材。不同的人有不同的学习习惯，《中学生百科英语》是否合适你，这里不能下结论，但不妨试试看。或许它会成为你学习道路上的一位良师益友。

**程慕胜**

2002年2月8日



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## Using Authentic News Video in the ESL/EFL Classroom

*by Jean Bernard*

### **WHY?**

There are few people whose perceptions are not at least partially shaped by television news. Increasingly, cable networks provide a “window on the world” which many viewers rely on as their primary source of global information. As these networks have become easily accessible through international satellite services and the Internet, television audiences around the world have become more familiar with the format and language of television news.

News stories tend to be fast-paced, packed with information, and laced with idiomatic expressions. How can watching these types of stories be helpful to ESL and EFL learners who will initially only be able to understand small fragments of the language they hear? It is precisely because authentic video offers ESL and EFL students the total experience of listening to unedited language enhanced by moving images that it has become such a valuable resource.

For students learning English, special interest news stories can provide a wealth of authentic language experiences. The CNN stories selected to accompany the reading selections in *English Mosaic for High School Students* 《中学生百科英语》 expose students to high-interest topics or events related thematically to the readings they have just completed. Consequently, the readings and vocabulary-building exercises set the stage for the video activities at the end of each unit.

Using an approach that guides students through each viewing experience, authentic video activities focus on building strategies that help students understand whole contexts and themes. As students gain experience with the language and format of news video, they can perform increasingly complex tasks.

In the video activities that accompany , students are invited to watch clips of approximately 2–4 minutes in length right from the start. Although a few of the clips have been shortened, none has been simplified in language or watered down in content. However, the sequence of activities for each unit begin simply, then increase in complexity as students gain familiarity with the context clues provided by authentic news video. For example, students learn to use images, graphics, and sound as additional clues to meaning. This approach parallels the development of efficient reading strategies in that previewing, reading for main ideas, and reacting all precede comprehension of new vocabulary items. As viewers learn to aim for general comprehension first, the fear of getting lost in the barrage of unfamiliar terms begins to disappear.

Video is a powerful learning tool for language students because it makes people and events come alive. It can also be replayed indefinitely, beyond the activities provided in this book, for students who want more precise control of specific language items or skills. Finally, as countless language teachers have found, watching documentary style video about real people, events, and issues can encourage lively class discussions and written reactions which further motivate students to think and write critically in their new language.

### **HOW?**

Each set of video activities in follows the same sequence:

- **Before You Watch** encourages students to recall background knowledge about the topic presented in the video. This knowledge may be from students’ own life experiences, or from information presented in the readings. The prompts are usually in the form of class discussion questions, simple tasks, or requests for information based on a visual. The best way to wind up this stage is to ask students to share their information, questions, or ideas, and then ask students what they think the video clip will be about.




## Using Authentic News Video

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- **As You Watch** asks students to watch for general information as they view the clip. For students who have had little or no experience watching news video in English, it is a good idea to show the whole video clip **WITHOUT** sound before they begin the “As You Watch” activity. Ask students to simply identify the topic (What’s it about?), then go on to introduce the task on the page. Then invite students to watch the clip again **WITH** sound, twice if necessary, and complete the task.
- **After You Watch** tasks expand on the main points presented in the video clip by establishing further links to the reading passages, personal experience, and students’ own ideas. Students are sometimes asked to recall specific information from the video, in which case additional viewings may be necessary. Charts, diagrams, and readings are often used at this stage to help students summarize and organize the new information. When the content of the video invites controversy, students are asked to express their opinions by participating in group discussions or roleplays.

In classes where there is additional time and interest in working with the video clips, students can identify individual terms or concepts that they don’t fully understand for further explanation and/or dictionary work. It is helpful in this situation to refer to the transcripts in Part B of the Teacher’s Guide. These materials can provide springboards for an entire range of reading and listening activities.

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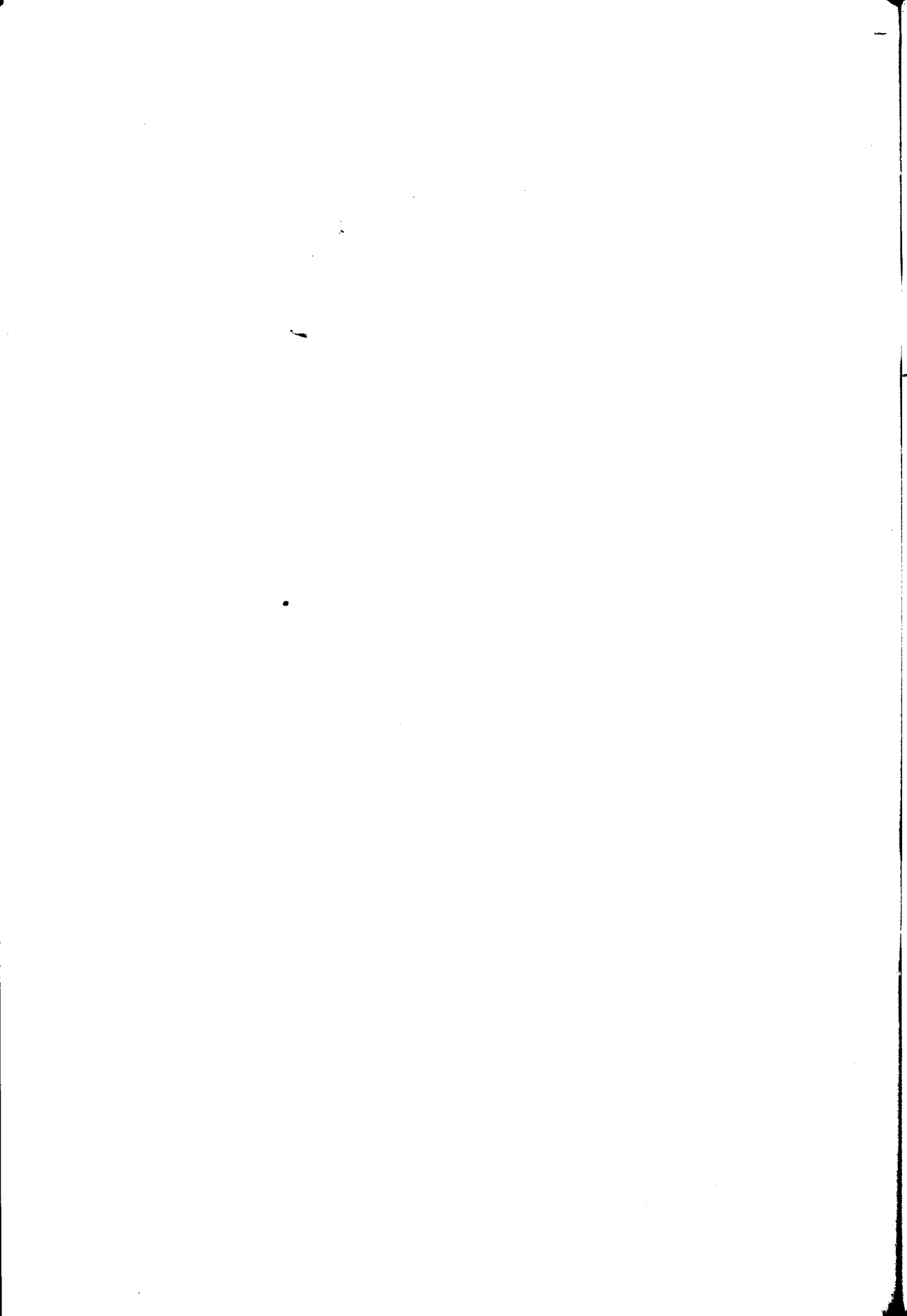
中学生英语学习天地

# 中学生 百科英语

第1册

PATRICIA ACKERT

清华大学出版社



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## Video Transcripts

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### PART A

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#### **UNIT 1 HONDURAS DOLPHINS**

REPORTER

Listen close. These are conversations from the deep. These dolphins live in the waters off Roatán in the bay islands off Honduras. It's anyone's guess what they're chatting about. Maybe it's these humans with their funny fins and breathing bubbles . . .

The serene waters of the bay islands are a protected habitat for much marine life. The Institute for Marine Sciences and Anthony's Key Resort hope to keep it that way. But the word "protected" doesn't mean "locked away." IMS and the resort staff provide guests with a unique opportunity to touch, talk, and listen to these fascinating creatures right in their natural habitat. It's one of only 2 or 3 such programs in the world.

RESORT  
SPOKESPERSON

"We have some recreational . . . some rather interesting recreational activities ah . . . the snorkeling session where guests can actually go in half a dozen at a time . . . and snorkel with dolphins in a fairly large enclosure . . . ah, a lot of people's experience with dolphins is in a show situation, so, basically, people are able to look at dolphins in a different light. The snorkel sessions are restricted to a shallow, 2-acre enclosure, but these close encounters are thrilling. It's usually not long before guests want to expand the experience to deeper waters."

REPORTER

Just beyond the reef, certified divers can mingle with dolphins in the wild.

RESORT  
SPOKESPERSON

"We actually take dolphins out into open water, we actually take the dolphins out into the reef with divers. We like to take 'em out and let 'em see what a day in the life of a dolphin may be like, . . . exactly, how they act . . . um, it's not really like a ride, or people aren't guaranteed they're gonna pet a dolphin but it's really an opportunity to observe the animals."

REPORTER

It sort of makes one dizzy, doesn't it? For CNN Travel Guide, I'm Lynn Russell.

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#### **UNIT 2 BRAZIL ECOTOURISM**

REPORTER

More than ten million people live in Brazil's Amazon jungle, and many of them rely on the riches of the forest to survive. Since the 1970's, ranchers, farmers, gold miners have destroyed about one tenth of the Amazon. Though the Brazilian government has tried to crack down on deforestation, the destruction accelerates. Inhabitants of the Amazon say it's a question of survival. "My husband and I have eight children," says Sylvia de Souza. "We have to clear the jungle to plant crops."

## Video Transcripts, Unit 2

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Even with hundreds of inspectors monitoring the Amazon, it is an area so vast it is virtually impossible to control deforestation, so the government is trying a different tactic.

- TOUR GUIDE "What we have here mostly is what we call secondary forest, planted forest."
- REPORTER Ecotourism, spending millions to develop tourism centered on nature.
- GOVERNMENT OFFICIAL "People can make money from the rain forest without destroying it. It's just a matter of showing them how."
- REPORTER Deep in the rain forest in the state of Amazonas, the jungle is already attracting tourists from around the world."
- TOURIST "It's all so pure . . . It's absolutely unspoiled . . . and I think it's awesome."
- REPORTER Tourists have local guides to learn about the rain forest and to journey upriver, where they visit remote villages and buy handicrafts made by those who live here. They stay at hotels that range from luxurious . . . to primitive . . . like this jungle lodge built literally in the trees, hours from civilization. All of this has created hundreds of new jobs and put money in the pockets of local residents.  
"Before there were no jobs," says Maria Oliveira, a hotel maid. "Now there are new opportunities."
- LOCAL RESIDENT (trans.) "Those involved in ecotourism are now looking at the rain forest differently. It is the reason visitors are here spending money. "
- REPORTER Ecotourism is relatively new to Brazil. Environmentalists hope that as the industry grows, creating more jobs and pumping more money to the Amazon, fewer Brazilians will feel compelled to cut, clear and burn the world's largest rain forest. Morena Mirabella, CNN, Rio de Janeiro.

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## UNIT 3 RAINFOREST PYGMIES

- REPORTER The vast rain forest in Central Africa is the home of countless species of plants and animals, and for 40,000 years, the home of the aboriginal people of this forest. Many call them "Pygmies," but they have proper names. Here, in eastern Cameroon, the Baka. In a nation dominated by thirteen million ethnic Bantus, there are only 40,000 Bakas, a people overwhelmed by change, and the ongoing destruction of their forest home.
- RESETTLEMENT WORKER #1 "They are in the middle—on one side we have the Bantu people, and on the other side, we have the logging companies. Both of them have claims over the forest, more powerful than the Bakas' . . . and most of them for the Bakas are enemies."

**REPORTER** As timber companies push logging roads deeper into the forest, outsiders follow the roads, trapping and hunting wild animals, then slashing and burning to plant crops. After living in harmony with the forest for thousands of years, hunting and gathering only what they needed to survive, Bakas now find that many of the forest's resources are exhausted. This man says because there are so few animals a hunter now has to be very good, maybe with some magical powers. The chief in this settlement says the noise from bulldozers and chain saws drives the animals away. And because the forest has been so disturbed, it's hard now even to find the special plants they use for food, medicines, and rituals.

**RESETTLEMENT WORKER #2** "They are facing a very violent civilization, a very violent civilization, and from this civilization, they tend to take only the bad aspects of this civilization."

**REPORTER** Alcoholism, prostitution, unemployment, exploitation by dominant Bantus, common dangers confronting Bakas when they leave the forest. But in this roadside settlement of a few hundred Bakas, we're told they're happy to be here. This man says life is too risky in the forest. It's much better in this place. But Noel Olenga has worked with Bakas for sixteen years, and he says that they tell us what they think we want to hear. To the Bakas, he says, the forest is a Paradise Lost, they often go there just to smell flowers, to remind them of the way it used to be. There is really nothing here for them, he explains, no school, no health clinic, . . . only a few menial jobs on a nearby Bantu plantation. And what they really want, and what they should have, he says, is a pristine forest reserved for their hunting and gathering, an idea no one takes seriously in Cameroon.

The Baka people in this settlement are still in transition, no longer depending only on hunting and gathering in the forest, and facing an uncertain future in the fast growing towns and villages around them, a future looking especially bleak for the young.

**INFORMANT #1** "The old Bakas are completely lost; they are not Baka, not full Baka, not full Bantus, they are somewhere in-between."

**REPORTER** Initiation rites held every year summon the God of the forest, the Jengi, to induct young boys into manhood, and to bring good fortune. Many Bakas say they haven't seen the Jengi in a long time. Gary Streicher, CNN, in eastern Cameroon.

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## **UNIT 4 COUNTRY NEWCOMERS**

**REPORTER** Matraca Berg song went to #1, Michael Peterson's scored a number one hit, and Sherrie Austin hopes for number one. Three country songwriters who sing their own words. In fact, Austin's first album is called "Words."

**SHERRIE AUSTIN** "The thing that I really love about country music is that you can tell a story. And there's like these little three, four minute songs . . . and you can understand the lyrics."



## Video Transcripts, Unit 4

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- (Austin singing)      *"Yeah he was pretty as a picture on his motorbike,  
Never met a mirror that he didn't like, sorry dude."*
- REPORTER              We caught up with this transplanted Australian in Hollywood, showcasing her talent at the office of the Academy of Country Music.
- (Austin singing)      *"Why'd ya have to go, and take me at my word?"*
- The jacket may be rockin', but Michael Peterson is through and through country. A trend setting Billy Martin picking out clothes for a music video.
- (Peterson singing)    *"I did everything I could  
To get you here tonight,  
without telling you why . . . now girl if"*
- "From Here to Eternity," Peterson's number one song from his first album, talks about love.
- MICHAEL PETERSON    "Man, you've finally met the person of your dreams and you wanna get married." Of course, we have a version for people who are single called 'From Here to 4:30.'
- (Berg singing)        *"I don't feel very different, she said . . .  
I know it's strange"*
- REPORTER              Matraca Berg is showcasing her singing for radio programmers. They already know her songs.
- MATRACA BERG        "I've been doing this for fifteen years, and other people have had big hits on songs of mine."
- REPORTER              She has written for Martina McBride, Tricia Yearwood, Patty Lovelace, Suzie Baugus, and Dina Carter, whose "Strawberry Wine" was Berg's biggest song.
- (Berg singing)        *"I walk the streets of this little town . . ."*
- REPORTER              Berg will still write for others, but her new album declares that she also wants to be in front of the mike.
- MATRACA BERG        "Sunday Morning to Saturday Night" is about uh . . . hypocrisy, and also about rising above, and how we're all the same.
- REPORTER              Just like the three songwriters, Matraca Berg, Michael Peterson, and Sherrie Austin . . . writing their own destiny. Rod Zank, CNN Entertainment News, Hollywood.