

English

# 英语

第一册 (必修1)

(供高中一年级上学期使用)

主 编: 陈琳 Simon Greenall (英)

副主编: 张连仲

编 者: 薛中梁 钱建源 吴 燕 David A. Hill (英)

教师用书

Teacher's Book 1

(内附光盘)



普通高中课程标准实验教学用书

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《英语》(新标准)高中阶段教科书是在小学和初中英语(新标准)教科书的基础上,根据国家《普通高中英语课程标准》所规定的高中英语课程的性质、方向、总体教学目标、题材内容等方面的精神,由中英专家、学者合作编写而成。

本套教材着重培养学生的创新精神和独立的思维、实践能力,努力使学生获得适应学习化社会所需的英语基础知识和基本技能,了解文化差异,发展健全人格,培养合作精神和社会公德意识。教材遵循“题材—功能—结构—任务”的编写原则,以题材为纲,以运用性任务为目标,避免孤立的语言形式操练,把不同技能的训练结为一体,以综合的方式体现实际生活中有意义的语言应用。教材强调学习策略的培养,鼓励学生通过体验、实践、讨论、合作、探究等方式逐步形成自主学习能力。教材编写以学生为主体,尊重学生个体差异和学生身心发展规律与兴趣特点设计大量语言活动,以激发学生的兴趣和求知欲。教材贯彻跨文化教育思想,介绍西方文化,更重要的是使学生在理解和尊重外国文化的同时更加热爱祖国文化。

教师用书作为“一条龙”系列教材的组成部分,体现了教材的上述特点,并帮助教师把这些特点所蕴涵的外语教学原则转变成课堂上行之有效的教学实践,根据教材内容,介绍贯彻教育理念的具体活动方式,做到理论和实践的结合。教师用书以学生实际为出发点,倡导分层次教学,将程序性教学指导与多种多样的教学活动相结合,既体现原则性,又具有灵活性,使本套教材不仅适用面广,方便英语教师备课,而且有助于教师教学理论水平和教学艺术的提高,有利于调动教师的积极性、主动性和创造性。

教师用书根据教材模块(Module)编写,每个模块包括五大部分:一、教学内容、目的和要求;二、教学内容分析;三、教学过程建议;四、教学评价建议;五、教学资源库。第一部分以《英语课程标准》为依据,对模块进行列表分析,主要为:题材内容和学习目的、语言知识目标(语音、词汇、语法、功能和话题)、语言技能目标(听、说、读、写和表达与展示)、学习策略、文化意识、情感态度和任务七项。第二部分依次对每个项目内容进行具体分析,使教师做到心中有数,以利于课堂教学沿着教材内容向前推进。第三部分对每个项目的每个活动提供具体和详细的教学建议,并根据分层次教学原则提出了多种活动方式,供教师根据地区、班级和学生的具体情况作出灵活处理。第四部分包括自我评价、小组互评和自我检验。在自我评价中学生通过不同形式的题目回忆、反思自己在课堂学习过程中的长处和不足,两人互评活动使学生在对同伴进行评价时也能更好地认识自己,小组互评主要针对组内同学的参与和态度提出看法。最后学生通过一两道结合模块学习内容的检测题进行自我检验。第五部分包括语法项目、课文注释、背景知识、补充词汇、附加活动和Project。这一部分主要供教师参考使用,其中Project根据客观情况来选定。

英语课堂教学过程是一个英语教师借助教育手段和方法,通过教学活动,将英语民族的语言及其蕴涵的文化内涵转化为学生个人的语言能力、才能、品德和智慧的过程。它要求

教师既能把握各要素的基本特点和发展方向,又能合理灵活地协调它们的相互关系,使课堂教学过程的发展有效、规范并不断优化。怎样才能帮助教师优化课堂教学过程呢?本教师用书的编者感到自己的水平是有限的,但又一直在思考这样一个问题:如果在编写过程中灌输和坚持以下观点能否对老师们的课堂教学起到启发的作用呢?即:通过课堂教学活动促进学生认知发展和情感发展的结合,指导学生学会自主学习,帮助学生提高对目标语言文化的认知和了解,使他们对本民族语言和文化有更深刻的认同,增强使用两种语言和文化进行交流的能力。经过我们认真考虑后得出的肯定答案,帮助我们在编写过程中愈加明确自己的任务和方向。

教师用书是为教师的教学服务的,但最终目的是为学生的学习服务的。本书提供了多种课堂活动方式,其用意绝不是代替教师的自我思考和发展,而是通过实例达到教学理论和教学实践的有意义结合,从而最终提高教师课前和课堂的决定能力(decision-making ability)。这种能力的提高标志着以下三者的结合:理论的融会贯通、以学生需求为出发点和灵活适用的课堂技巧。我们希望教师们在课堂教学中发挥自己的优势,积极创新,通过本教材的教学不断提高自己的教学能力。而本书如能在英语教师发展之宏伟大厦中起到螺丝钉的作用,将是编者们最大的期待和最感欣慰之事。

### Overview ►

*New Standard English* is a course of English for China in the twenty-first century. It has four main principles:

- to present learners at Primary, Junior and Senior High schools the English of international communication today
- to represent a methodology which includes the practical realisation of the latest ideas about language learning, both influenced and guided by the context of learning in China
- to promote excellence in teacher training and teacher development in China
- to develop the learners' awareness of the inherent language system and the nature of effective communication in the world about us

### The role and responsibility of the *New Standard English* course ►

The fundamental role of *New Standard English* is to organise a course of English instruction for both the teacher and the students. It does so by adopting a multi-syllabus course design which reflects the full extent and true nature of the language which a learner needs to acquire in Chinese High Schools, and by dividing this body of language into manageable learning chunks.

The *New Standard English* course also pays respect to different learning and teaching styles of the users, both students and teachers. It must provide the meaningful and motivational context for effective learning to take place, both in its presentation of new linguistic information, and in the careful selection of topics designed to interest the learners. This content may not only exploit the current knowledge of the learners, but also present general knowledge of the world about us. It will include new information about contemporary ideas as well as knowledge more specifically related to all aspects of the school curriculum.

But at best, the *New Standard English* course has a responsibility towards the dissemination of new ideas and the principles of best practice in all aspects of teacher training and teacher development. Good teaching resources and teacher development should promote good learning and good teaching. Good teaching resources are designed to be a support and guidance to both experienced and less-experienced teachers, as well as their students. They should reflect teachers' expectations as well as interpret and adapt new theories for classroom use. They should not be viewed as a restriction on creative teaching.

### The multi-syllabus course design in *New Standard English* ►

Rather than using a single syllabus such as a grammatical syllabus or a lexical syllabus, the scope and sequence of *New Standard English* is made up of a number of syllabuses or syllabus strands, referred to as a *multi-syllabus course design*. These syllabus strands include:

- themes
- lexis
- grammar and functions
- skills: reading, writing, speaking and listening

- pronunciation
- learner training
- socio-cultural awareness

All of these syllabus strands are informed by the specifications in the Ministry of Education documents and are signposted in a clear way in the Student's Book. Their integration into the teaching material is described in the next section.

## Components and module structure ►

The Senior High series covers five and a half semesters of instruction, divided into books which are intended to last ten weeks. Each Student's Book includes six teaching modules and a revision module, which corresponds to the time available for English in these ten weeks.

It is expected that the material in each module will take approximately one and a half weeks to cover.

The Student's Book modules are organised around a **theme** and a **module task**. The format of each module is similar throughout the whole series. Each module begins with an **Introduction** to the module theme, which can be done either at home or in the class. The introduction contains **Vocabulary** appropriate to the theme. This includes either items which have already been taught earlier in the course, or during the Primary and Junior High years, or new items.

The main **Reading** input then follows, with a reading passage chosen to develop the theme. Activities accompany the reading passage to check comprehension and to develop discrete skills. Further **Vocabulary** items related to the theme are presented in clearly designed vocabulary boxes. These represent words which belong to the Ministry of Education wordlists for the appropriate level, and are therefore productive items.

Clear and numerous examples of the target structures of the **Grammar** syllabus and **Vocabulary** are presented in the communicative context of the reading passage. The **Grammar** section presents these structures using an inductive approach (see **Methodology** below), and provides practice activities.

Some structures are presented as **Functions**, and their exponents are, like the grammar, presented in a meaningful way in the reading and listening passages. Functional presentation concentrates more on use than on form, so exponents belonging to a single function may be expressed using a number of different grammatical structures, and the accompanying provide situational opportunities in which these exponents can be used. On other occasions, the functional syllabus is closely linked to the speaking syllabus.

**Speaking** practice may follow the reading passage, especially if the latter raises topics which are suitable for motivating discussion. The speaking practice activities are always designed to be done in pairs or in groups, in order to maximise the learner's opportunities to speak.

# The Principles, Methodology and Contents of *NSE*

## 编写原则概述

The **listening** input develops the module theme, and provides the learners to hear examples of everyday English spoken by native speakers. Practice exercises check comprehension and develop the discrete skills appropriate to listening. As with the reading input, further vocabulary may be presented in order to cover the prescribed items of the Ministry's wordlists, and to exploit the meaning context provided by the listening passage.

A second **Grammar** or **Function** section draws attention to target structures within the listening material, and provides inductive presentation and practice.

A section on **Pronunciation** focuses on aspects of phonology which arise from the listening material. There is equal attention paid to analysing the meaning of stress and intonation patterns, and to providing a model for productive practice.

A further section of **Everyday English** exploits aspects of colloquial language which arise from the listening passage or which are commonly found in passages of a similar style and/or function. The focus is on understanding everyday English rather than on inviting the learners to use it in their own speech.

The **Writing** section is related to the theme, and deals with stylistic aspects and conventions of different text types, such as narratives, descriptions, discursive composition, email and letters.

The **Cultural Corner** section contains a reading passage which provides further opportunities to explore the module theme. It focuses on news, events, information, etc from around the world, rather than from inside China. Simple exercises ensure the learners have understood the main ideas of the passage and have the opportunity to compare the information in the passage with their own experiences. The intention of this section is to develop socio-cultural awareness.

The **Module Task** both defines the content of the structures and lexis of the module, and checks it has been effectively learnt. The real-life outcome of the task is either written (preparing a poster, writing a brochure) or spoken (taking part in a discussion), but each stage of the task is performed collaboratively to give further practice in spoken interaction.

In each module there is a **Learning to Learn** box containing **learner training** advice on how to develop positive learning habits, as well as socio-cognitive and socio-affective aspects of the learning process.

At the end of each module is a **Module File**, which contains a summary of all the structures and words either learnt or revised in the module.

The **Revision Module** in each Student's Book, positioned at the end of the book provides further revision and practice of the language presented in the preceding teaching modules.

Each **Workbook** module reflects the theme, lexis, grammar and task included in the corresponding teaching module of the Student's Book and is designed to consolidate and extend



the language taught.

The **Teacher's Book** contains a step-by-step guide to the teaching procedure of each module, the answer key to the exercises, tapescripts, activities for further practice and extensive background notes to the cultural references in the teaching material. It is designed to be used by both inexperienced and experienced teachers.

The **listening** material has been recorded by native English-speakers, professional actors in studio conditions in order to ensure the best quality possible.

## Methodology ►

The methodology is varied in order to respect teaching conditions in Chinese classrooms. It attempts to reflect current ideas and best practice in language teaching.

One of the key concepts of the methodology is that all new items are presented using language which has already been taught. The grammar syllabus follows a logical sequence of simplicity to complexity, and new lexical items are either explained or presented in meaningful and recognisable contexts. The methodology is cyclical rather than linear, and continually builds on previously acquired knowledge.

Grammar is presented in a clear and meaningful context, with target structures showing form, meaning and use. The accompanying exercises also function as reading or listening comprehension checks. This approach ensures the integration of skills and grammar.

The general approach to grammar in the teaching lesson is inductive: a number of examples of the grammar point are presented in the input material (reading or listening passages); students are invited to study these examples, and guided to formulate grammatical rules. An *inductive* approach, which demands the learner's active involvement in understanding form and meaning, is usually considered to be more appropriate than an exclusively *descriptive* approach, in which the grammar rule is simply presented for more passive scrutiny by the learner. Nevertheless, a descriptive grammar summary at the back of the book ensures thorough explanation of the grammar syllabus.

The vocabulary reflects the Ministry of Education list of items prescribed for the Senior High level. The important distinctions between *productive* and *receptive* vocabulary are established. All the lexical items contained in the vocabulary box are *productive* and generally new for this level, although some may have been learnt in the Primary and Junior High school years of instruction. Their presentation in a box means they are visually easy to identify for purposes of revision. The number of productive items presented in each module (approximately 35) ensures a manageable learning load.

Some new items may also appear in the reading passage, but are specified as *receptive*. If they present a significant problem of comprehension, they will be treated as part of the reading skill (dealing with unfamiliar words).

Listening is carefully graded to the level of the learner, and all new vocabulary is taught either immediately before the listening passages, or immediately afterwards. The language is natural everyday English, although there is little or no redundancy or other features of spoken language because of the risk of confusing the learner. A pre-listening stage is always included to prepare the learners for the main listening activity.

Speaking activities are generally done in pairs or occasionally in groups, to increase the opportunities for students to practise their oral proficiency. This stage is designed to encourage a balance between fluency and accuracy, and the Teacher's Book contains instructions on how to achieve this objective throughout the material.

Pronunciation work focuses on developing an awareness of four main areas: difficulties specific to Chinese learners; syllable stress in words; stressed words in sentences; intonation practice, particularly in different question forms. The words and sentences used are either taken from the listening passage, or are appropriate to the grammar and/or the vocabulary of the module: for example, the pronunciation of regular past simple endings is practised in a module which focuses on the past simple tense. No new vocabulary is introduced at this stage.

Reading passages are roughly graded to the level of the learner, respecting both their previously acquired knowledge, the new lexis and structures to be covered in the module, and new but receptive words. The most important discrete skill to develop at this level is reading for main ideas, which involves a series of varied activity types, such as choosing the best title, identifying true and false statement, and discussing open-ended questions. But other discrete skills are also practised extensively, such as reading for specific information (scanning), understanding text organisation and dealing with unfamiliar words, each of which generates a number of different and motivating activity types.

Writing focuses both on discourse markers (*and, but, so, because, when, etc*) and a variety of text types (writing emails, writing descriptions). It uses a *guided paragraph writing* approach, in which a model passage is presented, particular stylistic features are drawn attention to, a new writing task is set, with help provided by the model passage and the stylistic features. The writing tasks exploits the learner's personal experience, and prompts are given to encourage a creative and unique piece of writing.

An *integrated skills* approach is used in all the activities. This means that the skills are not practised in isolation but combined with other aspects of the course design, such as grammar or the other skills. This approach reflects real-life language use.

The student's progress is moderated by the careful grading of the teaching material and checked by the revision modules and the workbook modules. Every new aspect of language is taught in the context of what has already been learnt. Thus the cyclical course design and methodology ensures systematic progress and revision, as well as a process of continual assessment.

## World English ▶

*New Standard English* has two important commitments: to help Chinese learners develop their competence in English, and to encourage their membership of the worldwide English speaking community. Its fundamental objective is not simply linguistic competence but effective communication. Above all, it aims to demonstrate that the English language doesn't just belong to the English, it belongs to everyone.

*Simon Greenall*

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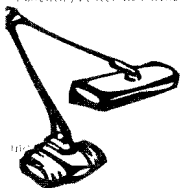
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Teaching Notes in Chinese



Teaching Notes in Chinese



Teaching Notes in Chinese



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# Part 1

## Teaching Notes in Chinese

### 中文教学建议

Teaching in



Chinese



Teaching

Chinese



Teaching Notes in Chinese

Teaching Notes in Chinese



Teaching Notes in Chinese



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# Module 1 My First Day at Senior High

## 一、教学内容、目的和要求

<b>教材内容与学习目的</b>		介绍一位高中新生第一天到校观察和接触到的人和事物以及个人的感受,内容紧密结合学生现实生活。教学中应根据学校、班级和学生实际情况,灵活掌握教学过程,组织教学内容。
<b>语言知识目标</b>	<b>语音</b>	掌握含有 -ed 结尾的词的发音规则并能准确读出。
	<b>词汇</b>	见 MODULE FILE。
	<b>语法</b>	1. 复习一般现在时的三种不同用法: a permanent state of affairs; a habit or something you do regularly; something which is always true. 2. 学习以 -ing 和 -ed 结尾的形容词。
	<b>功能</b>	表达态度 (attitudes) 和感情 (emotions)。
	<b>话题</b>	介绍学校或班级概况,对比国内外教育体系。
<b>语言技能目标</b>	<b>听</b>	听懂有关学校介绍的内容并获取信息;听懂其他材料介绍的学校情况并获取信息,识别所学生词、词语和含有 -ing、-ed 的派生词,听懂它们所在句子和段落的意义并获取信息。
	<b>说</b>	能说出 EVERYDAY ENGLISH 介绍的使对话继续进行的表达方式;熟练地和同学讨论本模块布置的话题;熟练地介绍学校或班级情况;流利说出含有本模块生词、短语和含有 -ing、-ed 的句子及段落。
	<b>读</b>	理解所学生词、短语和含有 -ing、-ed 的句子和段落并获取信息;理解模块、同学提供的介绍学校的材料并获取信息。
	<b>写</b>	熟练写出含有 -ing 现在时的句子和段落;熟练完成模块所要求的各种书面练习;比较自如地写出介绍学校情况的文章。
	<b>表达与展示</b>	介绍新学期所在班级、同学、学习科目和课外活动;比较中、美学校;出一期墙报或黑板报。
<b>学习策略</b>	<b>认知策略</b>	利用派生规则的以形释义和按义择形的认知策略;复习一般现在时的用法;用现有知识和经历对材料进行理解、分析及综合加工。
	<b>词控策略</b>	根据模块问题锻炼略读和查读技能,加强对思维方向的自觉控制。
	<b>交际策略</b>	学习 EVERYDAY ENGLISH AND FUNCTION 中运用恰当词语使对话继续的交际策略。
	<b>资源策略</b>	通过其他资源获取更多介绍中学情况等方面的信息。
<b>文化意识</b>	<b>交谈技巧</b>	了解英语交际中如何根据对方的话语作出恰当的反应。
	<b>中外对比</b>	了解英语国家中学教育的大致情况;通过对比,思考我国中学教育。
<b>情感态度</b>		热爱新学校、新班级和新同学,参与各种英语活动,克服困难,在新环境中进一步树立准确的语言学习观。
<b>任务</b>		写一份简介,介绍自己的学校。

## 二、教学内容分析

作为高中英语的起始，第一个模块的学习将对学生今后英语学习的走向产生影响。向教师提出以下几点建议：

1. 以情绪饱满、亲切关怀、教学认真和治学严谨的态度对待教学对象；
2. 对学生提出严格和符合实际的要求，培养学生良好的学习策略；
3. 结合初中的语言知识和技能，组织学生表达自己的观点，一开始就让其产生不同程度的成就感；
4. 结合现实生活，尽量联系高中新学校的实际情况，组织学生用所学知识和技能表述学校生活。

### INTRODUCTION

通过学习有关课程的英语名称，让学生初步了解高中阶段的学习内容。

### READING AND VOCABULARY

通过阅读、学习生词，让学生对教师、班级、学生以及学校等情况英语表达有一个初步接触和了解；要求学生通过阅读，初步认识以 -ing 和 -ed 结尾的形容词在句子中的作用。

### GRAMMAR 1

复习一般现在时的用法，和现在进行时比较。

### LISTENING AND VOCABULARY

学习生词及其构词法并为听力活动打下词汇基础，通过听力活动巩固所学词汇并加深理解，培养思维能力。

### GRAMMAR 2

学习以 -ing 和 -ed 结尾的形容词。

### PRONUNCIATION

学习 -ed 结尾的单词的发音。

### SPEAKING

通过回答模块提出的问题，对美国一所中学进行口头描述。

### WRITING

阅读一名美国中学生写的电子邮件，通过回答问题的方式，为写一封回信作准备。

### EVERYDAY ENGLISH AND FUNCTION

练习对话，学习使谈话继续进行的表达方式。

### CULTURAL CORNER

通过阅读初步了解和比较中美两国的中学教育系统。

### TASK

通过讨论，准备用书面形式介绍所在的学校。

### MODULE FILE

有助于学生对本模块学习内容进行归纳，对自己的学习进行反思和检验。



### 三、教学过程建议

#### INTRODUCTION

这一部分通过让学生回答问题来学习本课的生词。这些生词都与高中要学习的科目有关。设计的问题简洁生动，贴近学生生活，并从心理上暗示学生，他们已经开始了高中的学习生活。接着以完成句子的形式，让学生通过笔头练习，开始进一步了解自己的学习生活。最后通过互相核对答案，进行讨论，使学生进入下一阶段的学习。

#### Activity 1

本活动可分为三步：

第一步：学生两人活动，一问一答，回答课本中的问题；

第二步：全班汇报问题答案；

第三步：（条件允许的学生或班级）在以上回答的基础上，对自己所学的学科作一个几句话的概述。

#### Activities 2 & 3

这两个活动用所学词汇填空，并说明理由，从一定程度上培养逻辑思维能力。

第一步：学生做 Activity 2；

第二步：学生做 Activity 3；

第三步：在此基础上，请学生自由扩展，另做一些类似的题目（书上没有的）。如：

I like English because it is important and interesting. I don't think English easy to learn because there are so many new words.

第四步：课堂上适当展开后，请有时间和能力的学生在课后用书面形式尽可能多地写出一些类似的句子，以最大限度地复习词汇和训练想象及模仿能力。

#### READING AND VOCABULARY

这是一项培养阅读能力的活动，教师可以运用很多活动形式训练学生的学习策略。

#### Activity 1

该活动是本项目的准备和铺垫。准备工作能为整个项目的学习创造气氛、激发兴趣以及指出思维方向，更为重要的是，它能训练联想、对比和归纳等认知策略，希望教师们重视。学生觉得有困难的话，教师可以提供一些帮助。比如在讨论第一题时，可以告诉学生一些词语：new subjects, number of students and teachers, different classrooms, more computers ... 但由于本活动只是一个铺垫，不宜展开太多。在两人活动后，可针对第一题进行全班汇总。

#### Activity 2

通过做选择题学习生词，用英语进行初步思考，为下面的阅读作准备。以下方法供选择：

方法一

第一步：阅读框中词汇，解决读音困难；

第二步：个别学生做题，其他同学补充。

方法二

第一步：请读音准确的学生直接做题，先读问题，然后回答；

第二步：（有条件的班级）在完成题目要求的基础上，进行两人活动，模仿样题问答。如：

— What is your attitude to studying mathematics? Are you interested in it?

— Not really.

— Do you like your Chinese teacher's teaching method?

— Yes, I do. I really like his method in class.