



To the Teacher
Lesson Suggestions



学识拓展 · ACTIVE LEARNING

教师用书

Teacher's Manual



知识拓展 · ACTIVE LEARNING

教师用书

Teacher's Manual

Emily Hutchinson
Joanne Suter (美) 著
Sandra Widener

丛书主编：王小萍 杨阳 申蕾

本系列主编：齐齐

本册改编：齐齐

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

(京)新登字 155 号

京权图字 01 - 2003 - 1629

图书在版编目(CIP)数据

学识拓展——教师用书/(美)哈钦森(Hutchinson, E.)等著;齐齐改编. - 北京:外语教学与研究出版社, 2002

ISBN 7 - 5600 - 3201 - X

I. 学… II. ①哈… ②齐… III. 英语课 - 中学 - 教学参考资料 IV. G633.413

中国版本图书馆 CIP 数据核字(2002)第 099455 号

China edition published by Pearson Education North Asia Ltd. and Foreign Language Teaching & Research Press, Copyright © 2003 by Pearson Education, Inc.

Authorized translation from the US edition, entitled "Active Learning," Copyright © 1997 by Globe Fearon, an imprint of Pearson Learning Group. Used by permission of Pearson Education, Inc.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education, Inc.

This edition is manufactured and authorized for sale only in the People's Republic of China (excluding the Special Administrative Region of Hong Kong and Macau).

由 Globe Fearon 有限公司授权翻译美国版《学识拓展》, 培生教育出版有限公司允许使用。

版权所有, 未经培生教育出版有限公司许可, 本书任何部分不得以任何方式抄袭、节录或翻印。

中国版由培生教育出版北亚洲有限公司与外语教学与研究出版社联合出版。

本简体汉字版本只供在中华人民共和国内地销售(不包括香港特别行政区和澳门特别行政区)。

学识拓展——教师用书

Emily Hutchinson

Joanne Suter (美) 著

Sandra Windenar

* * *

责任编辑: 张世钦

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京外国语大学印刷厂

开 本: 787×1092 1/16

印 张: 8.5

版 次: 2003 年 4 月第 1 版 2003 年 4 月第 1 次印刷

书 号: ISBN 7 - 5600 - 3201 - X/G·1532

定 价: 11.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励 (010)68917826

版权保护办公室举报电话: (010)68917519

更新理念 探索新路

打开一本英语书，我们习惯于看它的词汇、语法、句型；读完了一篇文章，在脑子里，笔记本上，留下了一个个生词，一行行新句子，可是文章的内容却记不那么清了。背生词、套句型、学语法、做习题几乎成了学生们学习英语的一切。结果，越学越苦恼，越学越不想学。学来学去，成绩老上不去，这是一个长期存在的问题。

今天，我们翻开《素质英语——中学英语选修课丛书》，能不能用一种新的思路呢？例如，我们首先想的是要读一篇有趣的科普读物：《指纹》（“学识拓展”之《科学》）。为了了解指纹的构造，就要先了解皮肤的结构。了解了指纹因人而异，就明白了指纹的用途。当学生知道最早了解其中奥秘的是中国人，他们一定会从内心感到自豪。然后，通过收集指纹信息，分析信息，学会辨认指纹这项技能。经过阅读、讨论、游戏，反复使用一些重要的词汇和句型，自然而然地记住了它们。这是在用中学，在学中用，以文化科学内容为第一，把语言学习融于实践应用之中的新理念。这对培养学生的理解能力、想象能力和创新能力有极大的好处，对培养学生学习英语的兴趣，提高综合运用能力也会有很好的促进作用。

如果你用这个新思路来使用这套丛书，你的收获一定会很大。因为这套丛书内容十分丰富，活动非常有趣。说它内容丰富，因为它包含了其它科目中正在学习的知识：数学、科学、人文科学等；包含了我们身边正在发生的事情，或正想了解的知识：健康、安全、保险、家庭生活、花钱理财以及自己应有的权利等等。说它活动有趣，因为它通过一系列单独或集体活动，使学生学会如何去做。这些活动不但有书面回答问题、画图，而且有表演、讨论、竞赛等等。等到学得有滋有味的时候，学生的英语已得到了很大的长进。

教育部颁布的国家《英语课程标准》鼓励老师采用以学生为主体、活动为重点的任务型教学法。什么是任务型教学法？如何组织活动？如何体现以学生为主体？不可否认，经过大量不注重语言综合能力提高的应试教育熏陶的老师，大多数习惯了“以教师为中心”，习惯了“以背语法—拼单词—选A、B、C、D—做模拟试题—追求分数为特征”的传统教学模式，对这种全新的教学法是陌生的。该丛书的编写思路恰恰在“任务型教学法”方面为我们提供了极好的范例。它的每一篇章都是一个任务，让学生通过一个个活动去达到目的，完成任务。当然，这些活动都是由学生独自或依靠小组讨论、表演、做游戏等生动活泼的方式、充满自信地完成的。老师成为活动的组织者、指导者、参与者。可以说，当老师熟练地使用这套丛书时，就已经成为了“任务型”教学的优秀教师了。

《素质英语——中学英语选修课丛书》出版得很及时，它很好地体现了国家《英语课程标准》所倡导的理念。贴近学生生活、面向素质教育的篇章，既可作为补充教材，又是课外活动的宝贵资料。学生的练习、答案、作业等还可作为形成性评价的内容。该丛书可为国内中学选修课和双语课教学的首选！

张泰金

国家《英语课程标准》研制专家组成员

写给老师的话

为积极配合我国基础英语教育课程改革的需要,落实教育部国家《英语课程标准》的最新理念,改变外语教学语言训练功能单一的局面,外研社策划出版了这套《素质英语——中学英语选修课丛书》,并与首都师范大学英语阅读协会共同协作,针对我国中学生的实际情况进行了改编。本套丛书以为广大中学生传授生活技能、拓宽知识空间、训练生活能力、提高综合素质为宗旨。为了拉近我国学生与介绍西方生活语篇的距离,我们特别增加了导读、文化背景、学习目标和语言难点等项目,以便学生准确地理解把握。在内容安排上紧紧围绕当代中学生步入社会生活的实际需要,既体现了文理兼容,反映了最新科技知识,又传授了诸多实际生活的本领,对我国新生代独生子女生活能力的培养无疑有着重大的现实意义。

认知心理学的研究成果表明:理解是基于读者已有知识基础上的。读者对语言、世界、文本模式和相关话题背景的了解与他在意义建构、重构时的速度和准确率密切相关。因此,无论在第一语言还是在第二语言或外语学习中,学生都必须通过大量的阅读,不断增加知识体验,拓展自己的知识储备,才能在英语阅读中厚积而薄发,拥有迅速融会贯通新旧知识的能力,达到博大精深的理解境界,成为高效流利的读者。这就需要我们重视泛读,重视那种能够给学生提供大量最新科技知识、最新生活体验和最新生活词汇的课外知识性阅读。只有这样,我们的英语教学才能不停留在抽象的文法概念上,才能彻底融入学生生活的方方面面,使他们有机会运用阅读中学到的知识去解决实际问题,在真实的生活场景中品味语言的交际功能。

《素质英语——中学英语选修课丛书》由四个系列组成——《学识拓展》、《生存技能》、《理财指导》和《每日健康》。首先,本丛书具有鲜明的时代感,多是90年代末期推出的以经济全球化为时代背景的西方实用科学和生活语篇,所有内容与话题都紧紧围绕当代生活特征,非常贴近我国当前市场经济下的社会生存的实际需要。第二,学科知识融会贯通,文理兼容。例如:各系列的知识性阅读和实践活动的编排与国家《英语课程标准》中的社会课、科学课、综合实践课、思想品德课、体育健康课上的内容非常相符,便于中学教师开展双语教学,也有助于学生更好地理解。第三,利于培养独生子女的评判式思维、生活能力和应变能力,为其步入社会作好充分的心理、知识、技能方面的准备。第四,课文内容编排模式及呈现方式符合认知规律,利于创造习得环境。语言表达能力和信息处理能力是通过各种演练实际能力的练习和社会实践活动逐步提高的。这些练习和活动鼓励合作、沟通与交流,帮助学生逐步掌握独立生活的技巧,在收集信息、

分析信息、筛选信息和组织信息方面不断走向成熟。第五,本系列系统性强,便于教师根据在校学生特点分层次使用,并为教师特别提供了教师用书。

尽管国内外外语教学专家都对泛读的重要性有过充分的肯定,但要把广大学生从长期形成的“word by word”的精读模式中解放出来,使他们逐步熟悉“book after book”的泛读模式并非易事。这首先要求我们教师能先解放思想,创造良好的读书环境,使学生在自然的阅读过程中习得语言,把词汇的拓展与学生的知识结构拓展结合起来。使用这套教材时,教师应把教学重心从文法知识的讲解上转换到解决实际问题 and 完成预定任务时语言的运用上。学生的阅读过程应始于审视现实问题,通过阅读课文掌握解决问题时必备的科学知识和步骤方法,然后通过各种实践练习活动,运用课文推荐的方法技巧去完成一项具体任务。专业术语和生活词汇的学习应主要靠自学,尽可能根据上下文提供的情景线索去推断,也可参考课文下面的语言难点注释。不要总是为练语言而练阅读,而应是为了解决实际问题去运用阅读。

本系列所涉及的各种学校社会生活场景虽然有着当代发达国家城市生活的缩影,部分语篇内容有些超前,但是随着我国改革开放步伐的加快,很多场景已经或将要在我国的大部分城市出现并将逐步成为我国学生生活的一部分。相信《素质英语——中学英语选修课丛书》的出版和使用将会大大丰富我国中学生的生活知识,使他们在学英语的同时,提高自身综合素质,为早日成为 21 世纪复合型的人才奠定一个坚实的基础。

王小萍
首都师范大学外国语学院

“学识拓展”系列丛书以活动的形式呈现学习内容，充分体现了“在做中学”这一先进的教学理念。学生通过各种活动，学习和实践了他们感兴趣的交际艺术、社会科学、自然科学和数学等方面的知识和技能。教师在这些活动中既可以发挥组织者的作用，也可以扮演活动中的角色，达到帮助学生掌握技能，培养学生能力的目的。为了帮助教师更好地使用这套丛书，现将学生用书、教师用书的主要组成部分和编写意图介绍如下。

学生用书共四本，每本有三个单元，共 15 项活动。其中每项活动由以下六个步骤组成：

- 制定计划 (Make A Plan)
- 你知道吗? (Did You Know...)
- 进行研究 (Doing Research)
- 收集信息 (Collecting Information)
- 分析信息 (Analyzing Information)
- 做做看 (Showing What You Know)

整个活动的安排循序渐进，从准备活动到介绍活动再到展开活动、完成活动，一步一步接近该活动所要达到的目标，即在活动的最后，学生可以向其他同学展示自己的学习成果。学生通过知识的输入再到知识的输出，完成了学习知识、掌握知识、应用知识的全过程。其中每个步骤都有其不同的教学目的和意义，比如“制定计划”这一部分可以培养学生的责任感。学生自己决定该项活动所需的时间和材料。“你知道吗？”通过问句的形式激活学生的背景知识，培养他们独立思考的能力。“收集信息”、“分析信息”则培养学生分析问题、解决问题的能力，而且教师通过鼓励学生参加小组活动，采用合作学习法，可以培养学生们的合作精神。最后一步“做做看”给学生一个展示所学知识的机会，与此同时提高了他们应用所学知识解决实际问题的能力。教师在组织学生进行各项活动时首先要自己明确，同时也要让学生明白该活动中每个步骤的目的所在，以帮助学生很好地完成各项活动，达到各项活动的要求和目的。

教师用书一本，为每分册学生用书提供：

- 简介 (Introduction)
- 背景知识 (Background)
- 教学建议 (Teaching Tips)
- 补充说明 (Additional Lesson Notes)
- 参考答案 (Suggested Responses)

“简介”部分介绍了各分册的主要教学目标以及在每一单元的各项活动中学生所要掌握的技能。“背景知识”部分介绍了某一活动所涉及到的背景知识，并具体介绍了该项活动的某些建议，组织活动、安排活动。就教师用书中所提供的具体问题来讲，教师可以将其应用在教学前、教学中的活动中，激发学生的学习兴趣，引导学生进行积极思考。“补充说明”针对不同的学生又提出了一些不同的教学建议，同时还提供了一些有用的学习方法，比如合作学习法、活动学习法、音乐学习法等。由于该套丛书主要以活动为主，而且活动的内容要根据学生的具体情况而定，有很大的灵活性，因而涉及到活动的问题多为开放式的答案，教师用书中所提供的答案可供教师在教学过程中参考。

该系列所介绍的内容多为与实际生活紧密相关的实用知识和技能，其编排以任务为中心，这与教育部最近颁布的国家《英语课程标准》以及我们所倡导的素质教育有异曲同工之处。我们相信这套丛书一定会让广大教师有种耳目一新的感觉，同时有助于教师更好地理解 and 贯彻国家《英语课程标准》和素质教育的精神。

Contents

目录

To the Teacher 致教师 1

The Active Learning Program “学识拓展”系列 概略

Alternate Learning Styles 学习风格

Assessment 学习评估

Lesson Suggestions 教学建议 7

Communication Arts 《交际艺术》

Social Studies 《社会科学》

Mathematics 《数学》

Science 《科学》

To the Teacher 致教师

The Active Learning Program “学识拓展”系列概略

Learning by doing is one of the most effective ways to learn. The Active Learning series was designed with that need in mind. Intended for use by middle school students, the series teaches skills and concepts with hands-on activities that are highly interesting and appealing, motivating students to learn. Students study math skills through planning a budget for their money, they explore the world of science through using a weather map to plot a trip across the United States, they learn communication arts by creating an advertising campaign, and they study social studies by reviewing how women got the right to vote.

Another important element of the activities in these books is their ability to give students practice in dealing with the world outside the classroom and in learning the skills they need to succeed in their daily lives. Because of that, activities such as map reading, balancing a checkbook, and learning how to speak effectively are explored. The activities also require students to take responsibility. Students make decisions about the amount of time they will need to complete the activities and to assemble the materials before they begin. Each activity is structured so that it proceeds in a step-by-step fashion toward a clear-cut goal. Self- and peer-assessment tools can help students monitor their progress.

This Active Learning series was designed for use by students with a variety of learning styles. Some activities ask students to learn by listening or collecting information from others; other activities use students' artistic and kinesthetic abilities. This Teacher's Manual, as well, offers suggestions for adapting lessons to different modes of learning.

In addition, many of these activities are ideal for students with limited English proficiency or for those who are learning English as a Second Language. In the teacher's notes for each activity, there is a suggestion for the ESL students.

Cooperative learning is another proven technique for success in special education classrooms. It is also an important skill in the workplace. Although almost half of the activities in this series can be done as solo efforts, many activities can be adapted to pairs or small groups.

Each book in the Active Learning series has been organized into sections that reflect the variety of skills that students need in that discipline. As a result, the activities can be included in many lesson plans and many settings because they teach the discipline skills and the critical thinking skills required for success in these subject areas.

What these books provide, above all, is a way to excite students about learning. The activities were selected because students will *want* to do them. Additionally, the activities are structured so that students *can* do them. Vocabulary words that are needed are included and defined. Students are led through each step of the activity. By the end of each activity, students will have a demonstrable product they may present to others.

We hope that these activities will give your students the excitement of discovery and the chance to be successful at learning. We also hope that the work your students complete will help prepare them for the world outside the classroom.

Alternate Learning Styles 学习风格

For many years, educators and parents have known that different students excel and learn in ways that are not always recognized in traditional classrooms. The pioneering work in the field of multiple intelligences was published in 1983 by Howard Gardner. Here is a breakdown of the different types of intelligences. Most students shine in at least one of these areas; most students have varying capacities in several of these kinds of intelligences.

Linguistic Intelligence 语言智力

It is found in people with a gift for language. These people are often natural storytellers, people who have a gift for syntax and using language. People with linguistic intelligence do best at using language to convince others, at explaining through language, and at using language or mnemonics to remember information. People who are talented in this area are often rewarded in conventional classrooms, where language is often the yardstick used to judge competence.

Logical-Mathematical Intelligence 逻辑或数学智力

It is found in people with the ability to understand numbers intuitively and to use reason and logic to reach conclusions. They understand patterns and relationships and are able to easily categorize, classify, and make inferences. This kind of intelligence is also one that traditional schools often reward.

Spatial Intelligence 空间智力

It is found in people who understand the space around them and who know where objects are in space and how that space can be transformed. These people understand the relationships among objects and intuitively understand how to manipulate objects to make the objects do what people want. People with spatial intelligence are able to explain what they know through graphics and diagrams.

Bodily-Kinesthetic Intelligence 身体或运动智力

It is the kind of intelligence that tells dancers how to use their bodies to express ideas. Those who have kinesthetic intelligence are often physically gifted. They excel where coordination, balance, dexterity, strength and other physical skills are rewarded. In a classroom, they learn best if they can express what they know through dance, movement, and projects, such as dioramas, that allow them to use their hands to create.

Musical Intelligence 音乐智力

It is found in people who use voice or instruments to express themselves. These people are often able to compose and perform music. Students who have these abilities will often sparkle when presenting what they know through music. They might, for example, remember key concepts if such concepts can be related to music or integrated into a composition.

Interpersonal Intelligence 人际智力

It is the ability to understand others. People who have interpersonal intelligence instinctively know others' moods, motivations, and feelings; these people can read facial expressions and tones of voice and can interpret gestures. These people excel at group activities, are often natural leaders, and work well with others to learn. Good activities for people with this kind of intelligence involve group discussions and teaching a concept to a younger child.

Intrapersonal Intelligence 内省能力

It is found in people who are self-starters and who understand themselves well. These people are often able to discipline themselves and work well on long-term projects. People with this kind of intelligence know their strengths and weaknesses and are able to adapt based on what they know. These people do best when allowed to choose how they will learn and present material.

Assessment 学习评估

Assessing student achievement by using these activities may involve a variety of tools. Included in the student's books are two reproducible pages for peer-assessment and self-assessment. On this page are suggestions for other assessment methods.

Portfolio or Performance Journal 利用文件夹或记日志

Students can use a folder or journal to keep track of what they are learning. A portfolio folder can hold copies of self-assessment or peer evaluation forms. It can also hold not only the work that students do for each activity but also the final work that resulted, if it is possible to place it in the folder. A performance journal can be a loose-leaf notebook with student notes about each activity. You may want students to write these questions on the first page of their notebooks and then answer the following questions for each activity:

1. What did I learn?
2. What do I still want to know?
3. How could I have done the activity better?

For science and math activities, you may also want students to explain the steps they used to complete the activity.

Developing Your Own Rubrics 设计自己的评估方法

You can work with students to create an assessment tool for these activities. This process can accomplish several things. It can show what students think constitutes learning, it can explain what students think is most important to know, and it can provide an assessment tool that students understand and own.

This technique can be as simple as beginning each activity by asking students what they think they will learn and what they want to learn and by writing those points on

the board as a checklist to complete when the activity is done. At that time, you can also ask what students would do differently next time to achieve their goal. It can also be as complex as a list of criteria for achieving excellence.

You can also create an assessment tool that is tailored to the needs of students. In working on this rubric, keep in mind the skills that you feel are most important for your students to learn. These skills can be cognitive, such as analyzing and communicating information and using the scientific method. The skills may be social, such as working well in a group or having confidence and pride in one's abilities. The skills may also be metacognitive, such as being able to assess how students work and how they might improve their working habits.

Error Analysis 错误分析

Assessing activities such as these requires an open-ended approach and flexibility. Errors can be excellent entries into teaching moments. When students make a mistake, it is an ideal time to help them analyze the mistake and then help them find a way to correct their work. Teaching in this way is immediate and of concern to students, and it allows you to teach by showing, not telling.

In assessing these activities, it is also important to realize that most of the activities have been constructed without strictly right or wrong answers. Students may be creative and may reach a solution that you might not anticipate. This is where flexibility is crucial: the ability to allow students to explore creative solutions can motivate them to continue, and to enjoy, learning.

Lesson Suggestions 教学建议

Communication Arts

交际艺术

Introduction 简介

The activities presented in this book are intended to give students hands-on involvement in communication arts. The activities focus on three units of study: Communication Life Skills, Reading and Literature Skills, and Listening and Speaking Skills.

Activities in Unit 1 aim to develop the life skills students need to be wise consumers and informed citizens. Students analyze and interpret written material and practice the skills necessary to survival — skills such as determining an audience, making enlightened choices, and expressing opinions clearly and reasonably. Activities in Unit 2 focus on understanding and appreciating written material. Students analyze and interpret literature. To ensure success, activities call only for short written responses and include opportunities for artistic, oral, and physical expression. In Unit 3, speaking activities encourage students to feel comfortable in communicating orally and aim to spark imagination and creativity. Listening is presented not as a passive activity but as an acquired skill. Activities encourage students to be an attentive, critical audience.

Using the Yellow Pages

怎样使用《黄页》

Students need to know how to alphabetize. The outcome will be that students will become familiar with the Yellow Pages and will create a Yellow Pages business ad. Students will acquire such skills as alphabetizing, categorizing, analyzing, and applying information.

BACKGROUND 背景知识

Telephone books are published yearly so that new residences and businesses can be included. All businesses with phone service are entitled to a listed number. Owners can pay extra to have their listings in bold type, or they can purchase ads of various sizes. Efficient use of the Yellow Pages in a big-city phone book requires certain skills. This activity will help students (1) determine which headings to look under for different needs, (2) understand cross-referencing, and (3) choose among listings. Students will also analyze various listings.

TEACHING TIPS 教学建议

- Make, or ask students to make, a classroom display of some especially interesting or unusual Yellow Pages ads.
- Point out that many phone books have an index to the Yellow Pages that lists various products and services and refers the user to the proper headings. This index usually comes right before or directly after the Yellow Pages.
- This activity can be used in conjunction with Activity 2, *The Careful Consumer*, in a unit of study dealing with advertising and persuasion.
- Ask students if any of their family members or friends have businesses listed in the Yellow Pages. Ask them to point out the listings or ads.
- Ask students why Acme, A-One, and Ace are common names for businesses. Ask what would be the advantage of having a business with these names.

ADDITIONAL LESSON NOTES 补充说明

ESL Notes 第二语言习得者

ESL students may want to work in pairs to do the Collecting Information activity.

Musical Learning 音乐学习法

Students who sing, play instruments, and perform might want to create singing Yellow Pages.

Cooperative Learning 合作学习法

Students might work in pairs to create an effective ad. Students might compile ads to make a classroom set of Yellow Pages. Groups might assign different tasks to individual students: putting the pages together, designing a cover, and so on.

Notes:

Suggested Responses 参考答案

Doing Research Answers will vary depending on the phone book used for the exercise.

Collecting Information Responses will vary depending on the phone book used for the exercise. See sample answer on activity page for type of response to expect.

Analyzing Information Responses will vary but should indicate that a business would pay extra to have its name listed in bold type because people would be more likely to notice that listing. Students should circle appropriate words and pictures. Some words or phrases that students might list include the following: plenty of parking; affordable; expert service; family owned; free estimates; 30 years in business; etc.