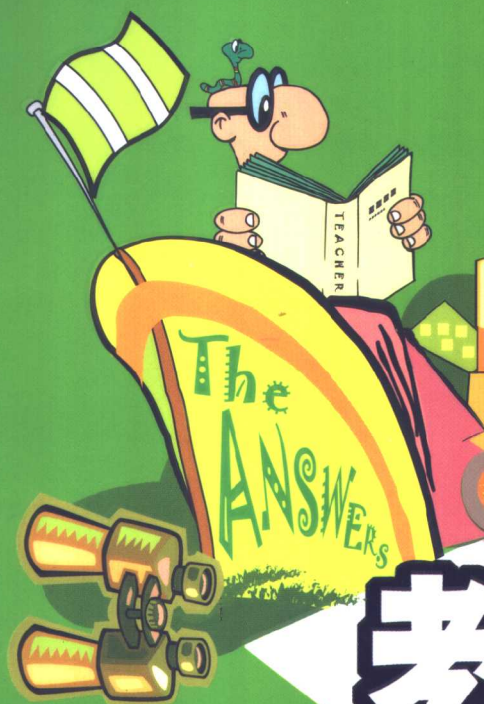




Handling Sensitive Issues
Teaching Strategies
Answer Key for Student Books



每日健康·Everyday Health

教师用书

Teacher's Manual



每日健康 · EVERYDAY HEALTH

教师用书

Teacher's Manual

Globe Fearon (美) 著

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每日健康——教师用书

Globe Fearon (美) 著

* * *

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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

教学提示

—每日健康

“每日健康”系列丛书共由六本分册组成：《人身安全》、《体育锻炼》、《科学膳食》、《个人保健》、《家庭生活》、《保险常识》。为了便于广大教师领会编者意图，改进教学方法，注重学生能力的培养、素质的提高，使这套丛书起到中学英语泛读课或者选修课的作用，我们特意编写这本教师用书，将丛书重点部分的目的、特色、教学组织形式展现给大家，供各位教师参考。

本丛书的编写体例既有共性，又有特色，但每册书每一课的重点部分体例都有其一致性：导学、学习目标、文化背景、语言难点、课内外练习。

导学

每篇课文都以导学形式对于学生的阅读进行导入性帮助。导学一般均用三言两语勾勒出正文的主题，引导学生带着问题去阅读，在阅读中寻找答案、获取知识。教师在这部分应有些阅读前的活动设计，通过提问、图片、影视、讨论等形式挖掘学生已知信息，激活学生大脑图式，提高学生阅读质量。

学习目标

每课书都会提供2~3个学习目标，告诉学生阅读本课的目的是什么。学习目标主要侧重在内容、文化、技能培养上，同时兼顾语言训练、语法复习。

文化背景

文化背景是英语泛读课及英语选修课不可缺少的一部分。作为本套系列丛书的特色之一，每课书的文化背景均用寥寥数笔给学生提供一些与本课相关或由本课引发的信息，拓宽学生的知识面，激发学生进一步学习、研究的兴趣。这一部分的伸缩性比较大，教师可根据时间及进度安排组织课内及课下活动。而且如果老师在活动中，能把知识与学生的实际结合起来，介绍一些国内的情况，特别是机构名称等，将会取得更理想的效果。比如，介绍美国急救电话911时就可以提到国内的120、110等。这些活动可围绕书中提供的文化背景展开，既可课上讨论，又可课下寻找资料，完成小组课题。

语言难点

由于本套丛书是泛读课或者选修课教材，课文中难免有不少生词，尤其是专业术语。为了便于学生侧重于对内容的理解，我们尽量为学生扫清语言障碍，将生词、词组列出并提供音标、词性及中文释义。教师在处理这部分教学内容时应注意有所侧重，把最关键、与内容关系最紧密的单词挑出来重点讲授。这种讲授不单是朗读、拼写，而要融入一些词汇技巧。比如通过句子了解如何运用构词法、上下文线索等语意及句法提示。

课内外练习

此部分重点是要围绕课文内容对学生进行思维能力、归纳能力、语言组织能力及活动能力的训练。除此之外也配有一些词汇、语法方面的练习。教师在组织练习活动时应该明确每种练习的目的，有的放矢地引导学生，以达到练习的效果。例如，在“活学活用”及“思考题”部分，教师应启发学生在归纳课文内容的基础上联系自己的生活实际进行思索，进行比较，进行讨论。课文回顾部分练习形式比较多，教师应注意对学生语言技能及语言综合素质的培养。实践积累部分以课外任务为主，教师应鼓励学生结合实际运用课本知识，而且最好以小组为单位进行这些活动，以共同学习的方式培养学生的合作精神。

有关本套丛书其他方面的教学建议，请参考后面的英文说明。祝广大的中学英语教师能在新教学理念指导下致力于英语教学改革，也希望本套丛书能为教师们改进教学模式、为学生们提高英语素质有所帮助。

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Introduction to Everyday Health

“每日健康”系列简介

Everyday Health consists of six consumable workbooks specifically developed for a teenage audience with special learning needs. The program is appropriate for teaching special needs students in a separate class or study group or as part of a class composed of students with diverse learning abilities. This program is also appropriate for use with students who have reading and/or language problems or students who speak English as a second language.

Written in a conversational tone, content is presented in a manner to which students can relate. Each lesson is introduced with a scenario that presents a real-life situation—one with which the students themselves might have personal experience. The reading level throughout the series has been carefully measured and monitored. Introduction of new and technical terms has been kept to a minimum. New terms are listed and defined in context where they are first used, and are included only when necessary to present the content of the lesson.

PROGRAM SCOPE 丛书总览

Everyday Health is a complete health program. It covers the basics of health and wellness education required by most high school curricula. In addition, each individual book can be used as a supplement to a basal health text for students who require extra attention and reinforcement.

The workbooks are not meant to be self-study materials, although some students will be able to read and complete a number of lessons and exercises on their own. We highly recommend that teachers take an active teaching approach with the books by facilitating student discussion on a regular basis.

The six workbooks may be used in any sequence. Each workbook stands independently as a self-contained unit.

《人身安全》

Safety focuses on how to avoid accidents. Situations addressed include fires at home, riding a bicycle or riding in a car, and participating in outdoor activities and sports. The book also includes a unit on avoiding violence and violent situations at home, at school, and in the community.

《体育锻炼》

Exercise relates physical fitness to overall health and wellness throughout a person's lifetime. Students are encouraged to assess their current physical fitness, set realistic goals to improve their physical fitness, begin (or continue) a safe and appropriate physical fitness program, and monitor their progress as they become more physically fit.

《科学膳食》

Nutrition presents students with basic information about nutrition and diet. Students are asked to

evaluate and change, if necessary, their daily eating behaviors to improve their health, reach and maintain a desired weight, and avoid nutrition-related health problems later in life.

《个人保健》

Wellness examines the role of personal hygiene in the proper care of the body and the prevention of disease. The causes, symptoms, and treatments of infectious diseases—including sexually transmitted diseases and AIDS—are presented. Students gain an understanding that they can intervene in the spread of infectious diseases by making decisions and affecting behaviors that promote good health.

《家庭生活》

Family Living examines the composition and role of families in today's society. Information on family size, relationships among family members, roles and responsibilities within the family, and conflict resolution are presented in a way that respects the tremendous variety in the make-up of today's families.

《保险常识》

Insurance Basics describes why individuals and families need health insurance and how basic medical insurance works. Also included are brief descriptions of various types of health insurance coverage and the costs and requirements associated with each.

THE TEACHER'S MANUAL 教师用书

The remainder of this Teacher's Manual contains the following sections:

课文结构指南

Lesson Components: a Guide. This section describes the parts of the lessons in the student edition and provides approaches for teaching each part.

合作学习策略

Strategies for Cooperative Learning. This section describes strategies, approaches and evaluation techniques for cooperative learning among students.

针对 ESL* 学生的教学策略

Teaching strategies for ESL Students. This section offers strategies for assisting ESL students.

敏感话题对策

Tips for Handling Sensitive Issues. This section provides strategies and approaches for presenting and discussing potentially sensitive issues.

教学策略方法

Teaching Strategies. This section contains teaching tips for each lesson and provides approaches for introducing and teaching sensitive matters. The section also describes when and how to include the projects.

学生用书参考答案

Answer Key for Student Books. This section contains answers to all questions in the student edition.

*ESL: 非英语母语课程, 英语作为第二语言学习, English as a second language 的缩写。

Lesson Components: a Guide

课文结构指南

*Each lesson in **Everyday Health** has a consistent format containing the components described in the following paragraphs. The teaching suggestions provide alternate approaches to teaching each lesson part. You may wish to use the Lesson Review included at the end of each lesson as a diagnostic tool to determine students' prior knowledge about a particular subject.*

Learning Objectives 学习目标

Each lesson begins with one or more learning objectives. Stated in simple terms, these objectives clearly specify what students should establish as learning goals as they read and respond to the text of the lesson. The objectives also provide students with an overview and an organization of the material presented in each lesson.

Before reading the objectives, you may want to assess students' prior knowledge by asking them what they already know about the lesson topic. Have students read the objectives aloud. Discuss what they are expected to learn in the lesson.

When appropriate, show films or videos that relate to the objectives presented in the lesson. In some cases, you may wish to have students watch programs appearing on television that relate to the lesson topic and objectives.

Language Notes 语言难点

This section is a mini-glossary of specialized terms and challenging vocabulary that are used in the lesson. Like any scientific discipline, health possesses its own unique terminology. Becoming familiar with this vocabulary enables students to grasp ideas and exchange information with others.

You may want to preteach these words and provide ample opportunities for students to pronounce, discuss, and use each term before beginning the lesson. Instead of becoming a stumbling block, each word can become something to look for during the reading process. Language Notes are listed and defined in the place where they are first used.

You may want to incorporate some of the following exercises and techniques to preteach and/or review the Language Notes for each lesson:

- * Have students write a definition of each vocabulary word prior to the beginning of the lesson. At the completion of the lesson, have students repeat this exercise and compare their responses.
- * Have students use a dictionary to find the meaning of each word and record the definition. Then ask students to restate or rewrite each definition in their own words.
- * Create illustrated flash cards of each word. Introduce the lesson by showing the flash cards and asking students to define each term based on the illustration and their prior knowledge.

Scenario 生活场景

Each lesson is introduced with a motivational, real-life scenario that illustrates a situation with which the students may be familiar. Usually written as a conversation, these scenarios introduce the content of each lesson in a familiar, nonthreatening manner. The story may reappear throughout each lesson to illustrate key concepts and to demonstrate applied skills.

You may want to have students role-play the characters in each scenario. They can then discuss their responses to the situation described.

Exposition 内容展示

The information contained in each lesson is organized from simple to more complex concepts and builds upon previously presented information.

Each introductory scenario is followed by text that is divided into concise sections. The sections are set off by bold headings and are formatted to make all new information easy to manage. Each block of text following a subhead can be studied independently. Breaking the lesson down into these smaller units, may help students feel less intimidated and anxious.

Photographs and illustrations throughout the lesson highlight and clarify text. In addition, each lesson provides extensive practice and reinforcement in various formats. Students are sometimes asked to apply concepts to fictional scenarios. Occasionally, they are asked to apply what they have learned to an actual situation. Emphasis is placed on the relevance and application of content to the students' own lives.

You may want to have student volunteers read parts of the lesson aloud and then summarize the information in their own words. You may also ask students, working individually or in small groups, to outline the lesson, including specific information and the Language Notes. If appropriate, you may want to conduct demonstrations to reinforce the material presented.

Lesson Review 课文回顾

Each lesson ends with a Lesson Review that enables students to assess their understanding of key concepts and vocabulary in the lesson. Reviews may be completed independently or as small-group or class exercises. Students will benefit from reading and discussing the questions in class, locating specific information within the lesson to support their responses, and correcting and revising their own work.

Performance on this review will help you determine the type of reinforcement or extra help that is needed by individual students.

The *Lesson Review* begins with recall questions, presented in a variety of formats such as short answer, fill-in-the-blank, matching, and true/false. These questions are followed by a Vocabulary Review that includes matching and fill-in questions or asks students to write their own definitions of each term or use each new term in an appropriate and complete sentence.

Portfolio: What Would You Do or What Would You Say**实践积累：做做看或说说看**

Each Lesson Review concludes with a Portfolio exercise. Each activity is followed by a subheading: "What Would You Do" or "What Would You Say". The subheading provides students with a clue as to their expected actions for the activity. These activities encourage students to create and make entries into a personal journal.

Each unit in the books of the *Everyday Health* series concludes with a *Unit Review*. The *Unit Review* consists of the following components:

Take Another Look 新视点

This section of the *Unit Review* summarizes unit information graphically through the use of concept maps and/or illustrations followed by questions.

You may want to reproduce the concept maps, with some key information deleted, on the board. Ask students to fill in the missing information.

You may also want to use an overhead projector to project photographs and/or illustration from this section. Ask students to summarize the information presented in the figure.

Reviewing What You Know 简要回顾

This section tests basic recall of the main points presented in the previous unit. Each review assesses knowledge in a variety of formats: short answer, fill-in, true/false, multiple choice, and matching.

Cooperative Learning 合作学习

Each *Unit Review* concludes with cooperative learning exercises in which students are required to work in small groups made up of two to four students. More information on approaches, strategies, and evaluation techniques for cooperative learning are included in the following section of this Teacher's Manual.

Strategies for Cooperative Learning

合作学习策略

Strategies for cooperative learning are very effective when teaching health in classrooms with diverse populations. Pairing students with prior knowledge of health or proficiency in reading and writing with students having weaker skills in these areas will lead to student success and enhanced understanding of the subject. Students are often more relaxed and feel less threatened and more confident when working with other students rather than with a teacher or another adult. Also, having students work in groups allows them an opportunity to recognize and build upon individual strengths and develop an appreciation for cultural and learning differences.

You may wish to follow the general guidelines described below when using cooperative learning strategies.

Group Size 小组规模

Student groups can vary from two to as many as eight students. Smaller groups require fewer group experiences and skills to make the group function smoothly and successfully. First time users of cooperative learning often find greater success with smaller groups.

Objectives 活动目标

Each student in the group needs to know the expectations of the activity. Be specific in explaining the group goal: to demonstrate understanding of a new concept, to create a product such as a chart or report, to perform a skit, or to demonstrate a process. You may need to work with each group to make sure all students understand the objectives and intended outcome of the activity.

Individual Responsibility and Accountability 责任义务

Each member of the group is responsible and accountable for the successful outcome of the assignment. Each group member is also responsible for the understanding and learning of other group members. You may need to work with each group to help students identify their individual responsibilities within the group.

Positive Interactions 共同参与

Successful cooperative learning occurs when all group members realize that participation and collaboration of all members is required for group success. Students must, as a result, learn to work and cooperate with one another and recognize one another's differences. An incentive for cooperation within the group may be assigning the same grade for each group member.

Evaluation 评估标准

Evaluating an individual student's role in a cooperative learning activity is often vague and difficult. By following the strategy of assigning one grade to each member of the group, you may be rewarding

students who do not actively or fully participate. At the same time, you may not be rewarding students who did everything that was expected of them.

Instead of assigning a letter grade to the group, you may want to use a different set of standards. One example follows:

- * **Awesome:** 优秀 The group was extremely well organized and worked together very well. The project was done completely and accurately. Research to answer project questions provided more information than needed. Presentation of the project was creative, imaginative, and engaging; it captured the interest of the audience.
- * **Admirable:** 良好 The group was well organized but confusion sometimes arose due to lack of organization and/or leadership. Most people in the group were involved most of the time. The project was mostly complete and mostly accurate; there were some minor omissions or inaccuracies. Research was thorough but limited to easily accessible resources. Presentation was well done and interesting if not highly creative.
- * **Acceptable:** 一般 The group was somewhat organized; not all members were involved and ideas were not always clearly stated. The group attempted to work well together but sometimes lost track of the objective; not all members participated equally. Content contained more than a few inaccuracies. Research was not extensive or done in an acceptable manner. Presentation was organized and logical, but not interesting or creative.
- * **Amateur:** 较差 Group organization was confusing and difficult to interpret. Students did not listen to each other or respect one another's ideas. Not everyone was involved. Most of the content was missing and/or inaccurate, showing little attention to using resources to conduct research. Presentation was poorly planned and not effectively organized; it did not keep the audience interested.

To gain a sense of how the group exercises are working, you may want to develop a questionnaire that asks the following kinds of questions to assess individual student's involvement with the group. You may want students to respond by providing multiple choice answers such as very interesting, fairly interesting, somewhat interesting, not very interesting, and not at all interesting. Students check the response that best answers the question. Some questions require responses specific to the group. Some sample questions to include on this assessment tool are as follows:

- * Did you understand the objectives of the activity?
- * Did you understand what each person in the group was supposed to do?
- * How did you like working with a group of students?
- * How difficult was your part of the group activity?
- * Did each group member participate in the activity?
- * How many times did you have the chance to talk while working with the group?
- * Did you want to talk more or less?
- * Did you get along with others in the group?
- * Who did the most talking in your group?
- * Who did the least talking in your group?
- * Would you like to work again with this group? If not, why not?

Teaching Strategies for ESL Students

针对 ESL 学生的教学策略

Although the thought of teaching health in a language diverse classroom may seem overwhelming, teachers should remember that techniques for teaching ESL students are simply good teaching techniques that are directed toward a student's special needs. The ESL population includes students for whom English is a second language. With an awareness of what these students need and what works for them, teachers can easily adapt their instructional styles to language diverse classrooms.

LESSON PLANS 教案

Students with survival skills in English are ready to learn in that language. To help them succeed, you need to develop content-driven, activity-based lessons at the appropriate grade level and at the appropriate stage of language skills development. Lesson plans created with the following components meet the needs of ESL students and lead to their success.

课文题目

Lesson Title organizes the thinking needed to learn concepts.

语言难点

Language Notes consists of the terms required to learn the main concepts of the lesson. Learning the vocabulary begins building the background necessary for understanding the lesson material.

预先测验

Pre-Testing reveals if students have the background knowledge required for the lesson. If not, the teacher builds this background knowledge. This phase requires interaction and follow-up between the teacher and the class.

内容展示

Exposition includes all the activities the teacher does with students either in groups or as a class to provide the facts they need to begin the learning process.

课文回顾

Lesson Review creates interaction among groups of students and the text, the key words, one another, and the teacher to practice their growing knowledge of the concepts of the lesson. At this point, the teacher must monitor student progress and adjust the lesson accordingly.

复习巩固

Follow-up Activities include independent activities in which students practice the skills they have developed throughout the lesson. These activities provide an opportunity for the teacher to ascertain if the students are ready for their final evaluation. Writing exercises promote word and concept retention.

知识测评

Evaluation sets up demonstrations of mastery of the concepts. Evaluation activities need not be

language based. They might include activities such as making a collage and role playing. The method of evaluation should match the stage of language development of the students.

STRATEGIES 有效策略

Effective strategies for developing and presenting lessons for ESL students include the following:
范例演示

Modeling: visual examples used to explain what is expected

上下文线索

Contextual Clues: use of real objects, pantomime, gestures, and connection of the familiar with the unknown

反复练习

Built-in Redundancy: repetition, paraphrasing, restatement, and use of synonyms

年龄相称

Age Appropriateness: tasks reasonably difficult for student's age

轻松幽默

Humor: spontaneous and planned to lower anxiety and increase chances for success

平等互助

Equal Status Activities: two-way cooperative interactions between and among learners such as peer tutoring and cross-cultural activities

共同合作

Cooperative Activities: structured techniques with positive interdependence and individual accountability

ACTIVITIES AND TECHNIQUES 活动与技巧

Experienced health teachers working with ESL students recommend that students have a good dictionary. These teachers often provide basic word lists to be learned and memorized for automatic recognition. They provide an outline of the main ideas and simplify English to increase a student's comprehension.

Teachers might consider these additional activities to implement ESL strategies:

- * Summarize or paraphrase a paragraph or two, perhaps in the primary language. Then, have students translate to English, using a dictionary.
- * Working in small groups with a student who is more proficient in English, have students summarize the key ideas in each lesson.
- * Have students create visual displays—collages, posters, bulletin board displays, and so forth.
- * Write out each step of a particular process (such as how to call the fire department to report a fire) on a series of cards. In small groups, have students arrange the cards in the correct order.
- * Write out each sentence of a three-to-five sentence paragraph on separate index cards. In small groups, have students arrange cards in the order that makes the most sense. Ask them to explain why.
- * Create picture cards for key terms.