

English 英语

第七册 (顺序选修 7)

(供高中二年级下学期使用)

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 7



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高中课程标准实验教学用书

英语

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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的思想,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:题材内容与学习目的、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、情感态度和任务七大项。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、参考译文、背景知识、补充词汇和附加活动。这一部分主要供教师参考使用。

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。

The Principles, Methodology and Contents of *NSE*

编写原则概述

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 learners' opportunities to speak.

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.

Readings 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

Contents

目 录

Preface 前 言	iii
-------------------	-----

The Principles, Methodology and Contents of <i>NSE</i> 编写原则概述	v
---	---

Part 1 Teaching Notes in Chinese 中文教学建议

Module 1 Basketball	3
Module 2 Highlights of My Senior Year	22
Module 3 Literature	38
Module 4 Music Born in America	56
Module 5 Ethnic Culture	75
Module 6 The World's Cultural Heritage	90
Module 7 Revision	103

Part 2 Teaching Notes in English 英文教学建议

Module 1 Basketball	115
Module 2 Highlights of My Senior Year	126
Module 3 Literature	138
Module 4 Music Born in America	147
Module 5 Ethnic Culture	156
Module 6 The World's Cultural Heritage	165
Module 7 Revision	175

Part 3 Workbook Answer Keys 活动用书练习答案

Module 1 Basketball	179
Module 2 Highlights of My Senior Year	180
Module 3 Literature	182
Module 4 Music Born in America	184
Module 5 Ethnic Culture	185
Module 6 The World's Cultural Heritage	187

Teaching Notes in Chinese

Teaching Notes in Chinese

Teaching Notes in Chinese

Teaching Notes in

Teaching Notes

in Chinese

Teaching

Chinese

Teaching Notes in Chinese

Teaching Notes in Chinese

Teaching Notes in Chinese

Part 1

Teaching Notes in Chinese

中文教学建议

Notes in Chinese

Teaching

Notes in Chinese

Teaching Notes

Notes in Chinese

Basketball

一、教学内容、目的和要求

题材内容与学习目的		本模块主要内容为篮球。学习目的：帮助学生熟悉篮球运动的起源、发展和现状，了解优秀篮球运动员的风采，认识篮球运动的规则，探索篮球运动的安全性，讨论篮球运动在国内外的普及度，体会不同国家的篮球文化，从而激发学生更加热爱篮球运动。
语言知识目标	词汇	见 MODULE FILE。
	语法	词性转换和后缀。
	功能	表达感情与情感。
	话题	篮球。
语言技能目标	听	能识别所学词语和结构并听懂它们所在句子和段落的意义；能听懂和辨别词性转换和加后缀的词并获取信息；能听懂和辨别感情和情感的表达，并获取信息；能听懂并理解包含感情和情感的日常用语；能听懂介绍篮球的内容以及其他资源介绍的信息。
	说	能流利说出含有本模块词语和结构的句子、段落；熟练运用含有词性转换和后缀用法以及表示感情和情感功能的句子进行表达；能进行谈论篮球和其他运动的对话；能完成本模块布置的讨论活动。
	读	能理解含有本模块所学词语和结构的句子、段落并获取信息；能理解模块提供的和来自同学及其他资源的信息并通过有一定难度的练习对阅读内容进行预测、理解、对比、分析、综合，提高阅读能力。
	写	能熟练写出包含所学词语和结构的句子、段落；能熟练写出含有词性转换和后缀用法以及表示感情和情感功能的句子、段落；能顺利完成模块所要求的短文写作和其他书面练习。
	表达与展示	介绍并讨论有关篮球运动和篮球运动员的知识和信息；制作一期有关篮球运动的黑板报，进行中外篮球文化的对比。
学习策略	认知策略	通过有一定难度的阅读练习，提高逻辑思维能力和对比策略；通过对材料进行理解、分析、综合等提高获取信息进而解决问题的能力。
	调控策略	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；根据MODULE FILE有意识、有目的地对模块介绍的各种结构进行主动的运用。
	交际策略	以篮球为主题进行对话，掌握准确的篮球术语；学习利用表达感情和情感的句子评论篮球运动员的风格，进行中外篮球文化的对比。
	资源策略	能通过其他资源（录像、电影等）进一步了解篮球运动和其他体育运动的信息，增强对体育运动的热爱。
文化意识	交谈技巧	掌握谈论篮球运动和其他运动项目的一般技巧。
	中外对比	对中外篮球运动员的风格进行对比，进而比较中外篮球文化。
	情感态度	抱着乐意的态度了解 NBA 的各种信息，增进对篮球的热爱。
任务		组织一支“梦之队”。

二、教学内容分析

本模块内容是很多高中学生感兴趣的篮球活动。在本模块学习中，教师应利用这一有利因素启发学生学习的热情，调动他们学习的积极性；组织丰富恰当的活动，让学生通过听、说、读、写练习，学习有关篮球的各种知识，更重要的是帮助学生进行交流，引导学生用英语表达对篮球的爱好，对篮球运动员的看法等。

INTRODUCTION

接触有关篮球的基本知识，了解NBA的历史发展，复习和学习有关词汇，初步讨论对篮球运动的认识和看法。

READING AND VOCABULARY

通过两篇短文的阅读，提高略读和查读能力；学习有关词语，并能通过灵活运用达到掌握之目的。

SPEAKING

讨论篮球运动，练习说的技能，提高分析、综合和归纳能力。

GRAMMAR (1)

通过活动，复习、巩固并进一步掌握和运用词性转换。

LISTENING AND VOCABULARY

通过听的练习，了解和学习如何表达对比赛、球员、球队的看法，进一步提高听的技能，并促进对某些词汇用法的了解和运用。

FUNCTION

学会用不同结构表达感情和情感。

READING AND WRITING

通过阅读活动，训练预测、查读、评论、分析等各类阅读策略，最终提高表达意见的能力；通过写的活动，训练构建写作框架等各类写作策略，最终提高书面表达意见的能力。

GRAMMAR (2)

复习以 -ful, -less, -ic 等后缀结尾的形容词。

EVERYDAY ENGLISH

通过练习进一步巩固听力内容，学会在日常英语中使用一些表达感情和情感的有用结构，如：look forward to, fast and furious ...

READING PRACTICE

通过有一定难度的阅读活动，提高学生获取、理解和运用信息的能力及分析问题的能力。

CULTURAL CORNER

了解 rugby, basketball, baseball 等球类运动的起源、发展和现状，讨论这些运动在中国的流行状况，进一步加强中外文化的比较。

TASK

叙述对篮球运动的热爱，运用已有的篮球知识和对优秀篮球运动员的了解，组织一支篮球“梦之队”。

MODULE FILE

提高学生归纳、总结和自我检验的能力，并在此基础上帮助学生扩大知识面，扩展视野，提高自学能力。

三、教学过程建议

INTRODUCTION

Activity 1

方法一

第一步：教师根据图片内容问一些常识性的问题：

1. What is the picture about?
2. How many teams are there in a basketball match?
3. How many players does each team have on a basketball court during the match?
4. How do the players divide up their teamwork during the match?
5. What does a guard usually do? What does a forward usually do? What does a center usually do?
6. How many referees are there in a match? What does a referee usually do?
7. According to the picture, can you explain what a slam dunk is?

第二步：两人活动，讨论课本中的三个问题。

方法二

第一步：两人活动，根据课本中的图片，互相问问题（包括书本上的三个问题）。如：

1. What is the picture about?
2. How many players does each team have on a basketball court during the match?
3. How do the players divide up their teamwork during the match?
4. How many guards are there in a team during the match? How many forwards are there in a team during the match? And how many centers?
5. How do we know this player is a forward? How do we know the player is a guard?
6. What is the guard doing? What is the forward doing now?

第二步：全班活动，在两人活动的基础上请个别学生问全班同学一些问题，全班学生可根据各自了解的有关篮球的知识进行讨论和补充；

第三步：根据学生的回答和讨论，教师可补充一些学生没有提到的内容和学生进行交流。

方法三（适合程度较高的班级或学生）

第一步：播放介绍篮球的多媒体录像；

第二步：两人活动，根据录像内容两人互相提问题，教师可首先提供一些 samples，如：

1. How many players do you see in the film?
2. How many players does each team have?
3. How many referees do you see in the film?
4. What is a guard? What does a guard usually do in a match?

...

第三步：两人活动，根据课本中图片内容和第二步问答内容对图片进行描述，基本描述内容必须包括三个问题的答案。除此，教师应鼓励学生加入自己知道的有关知识；

第四步：全班交流，请几位学生向全班介绍自己的描述；

第五步：请几位篮球爱好者用英语解释以下词语，并表演；既可以边说边表演，也可以一个人说，另一个人表演，也可以几个人表演。如：forward, guard, referee, slam-dunk, attack, defend ...

Activity 2

方法一（适合程度一般的班级或学生）

第一步：个别活动，默读 Activity 2 的内容；

第二步：两人活动，讨论 Activity 2 的三个问题；

第三步：全班活动，交流两人讨论的答案。在此基础上，教师可补充一些问题请全班讨论，如：
How many teams are there in the NBA? How many of them can you name?

方法二（适合程度较高的班级或学生）

第一步 全班活动，在阅读 Activity 2 的短文之前，大家一起说说自己所了解的有关 NBA 的知识；

第二步：个别活动，阅读 Activity 2 的短文并回答短文后面的三个问题；

第三步：两人活动，根据短文内容互相提问题，越多越好，如：What does NBA stand for? Is NBA a very strong basketball league? How strong is it? How many teams are there in the NBA?

第四步：特别好的问题，教师可请同学向全班作介绍并引导学生讨论，如：How popular is NBA in the world?

Activity 3

方法一（适合程度一般的班级或学生）

第一步：两人讨论 Activity 3 中的第一个问题；

第二步：全班交流以上问题答案，教师应让学生尽量说出自己想说的；

第三步：个别准备 Activity 3 中的第二个问题；

第四步：小组交流，每小组由四位同学组成，每位同学说出一项运动的特点；

第五步：各小组成员一起归纳篮球和这些运动的区别；

第六步：小组活动，讨论 Activity 3 中的第三个问题；

第七步：全班活动，教师请学生说出尽可能多的 NBA 球员的名字。名字说得不完全，或者拼写不出来，都没有问题。在此过程中同学可以互相帮助，提示那个球员是哪个球队的，有什么特点，等等。

方法二（适合程度较高的班级或学生）

第一步：小组讨论 Activity 3 中的第一个问题，在讨论的基础上填写下表，如：

Descriptions	Yes or no	Reasons
fast		
dangerous		
exciting		
slow		
boring		
simple	No	Playing basketball is not simple. It depends on the efforts of all the team. And the players have to use their minds, not only their hands ...
complicated	Yes	Firstly, the players have to be working like one person. They have to support each other in proper times ...

第二步：全班讨论所填表格的内容；

第三步：（作为家庭作业）每位学生准备一篇内容相对完整的口头短文，描述篮球的特点，第二天请几位学生向全班汇报；

第四步：个别或小组活动，讨论篮球与其他球类运动的区别；

第五步：全班活动，每组选派代表向全班汇报，然后请个别同学总结篮球和其他运动的区别；

第六步：同方法一第七步；

第七步：教师请同学自由发表意见：从同学所说出的 NBA 球员中找出最好的五名球员，组成最好的球队。