

English 英语

第十一册 (顺序选修 11) (供高中三年级下学期使用)

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教师用书

Teacher's Book 11

New Standard English

与小学、初中衔接

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《英语》（新标准）是由外语教学与研究出版社和英国麦克米伦出版公司依据国家《英语课程标准》联合编写的供小学、初中、高中使用的“一条龙”英语教材。

教材特色：

- ◎根据国家《英语课程标准》编写，适应 21 世纪对英语人才培养的需要，具有前瞻性。
- ◎从小学到高中，配套成龙，上下衔接，具有连续性。
- ◎以“题材—功能—结构—任务”为编写原则，为学习者努力营造语境，精心设计内容，学练结合，符合语言教学规律，具有新颖性和可操作性。
- ◎以学生为中心，按学生身心发展规律与兴趣特点设计语言活动，体现素质教育的要求，具有科学性。
- ◎由中英两国英语教学专家合作编写，中英两国权威外语出版机构联合出版，质量可靠。

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- ◎参与教育部普通高中新课程改革实验的中学
- ◎从小学三年级开始学习英语的高中学生

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MACMILLAN

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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“题材一功能一结构一任务”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的能力。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含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,主要包括:题材内容与学习目的、语言知识目标(词汇、语法和话题)、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含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?本教师用书的编者们的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了自己的任务和方向。

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。本书提供了多种课堂活动方式,但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的结合,从而最终提高教师课前和课堂的决定能力。这种能力的提高标志着以下三者的有机结合: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,高标准地完成教学任务。

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

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Part 1

Teaching Notes in Chinese

中文教学建议

The Boston Tea Party

一、教学内容、目的和要求

题材内容与学习目的		本模块题材内容为美国历史上著名的波士顿倾茶事件和重要的历史文件《独立宣言》。学习目的：了解上述内容并掌握相关词汇，培养相关语言技能；通过本模块的学习，使学生了解美国独立战争的起因、波士顿倾茶事件以及美国《独立宣言》的主要内容和产生过程，帮助学生分析课文所蕴含的深刻的思想内涵。
语言知识目标	词汇	见 MODULE FILE。
	语法	准确掌握 make, let, may 和 little 的用法。通过观察这些单词在不同句式中的运用，提高学生准确使用英语高频词的能力。
	话题	美国历史。
语言技能目标	听	能听懂包含本模块新学词汇、短语的句子及段落并正确理解其意义；能听懂课文内容；能听懂听力材料中的时间、事件、各个事件的因果关系等细节并根据要求完成练习。
	说	能用英语流利地叙述波士顿倾茶事件以及它的前因后果；能使用本模块学过的词汇讨论与本模块主题有关的问题，并比较准确地表达自己的观点；能用英语比较流利地、有条理地讲述历史事件。
	读	能在阅读中识别新学词汇、短语并推断其意义；能根据情景及上下文猜测不熟悉的语言现象，并使用工具书解决比较复杂的语言疑难；能读懂本模块的阅读材料，理解其主题，并领会作者的观点和态度；能了解《波士顿倾茶事件》一文的文体特点，获取主要信息并进行加工处理；能阅读和理解来自其他资源的相关文章。
	写	能运用本模块所学词汇和短语写出课文概要；能够运用程序图进行写作准备；能根据本模块的写作要求写出关于历史事件的概述。
	表达与展示	能够用英语简明扼要、有条理地写出并向全班流利连贯地叙述历史事件。
学习策略	认知策略	归纳和整理新学习的和已经学过的有关历史事件方面的词汇、短语，并作类比记忆；通过学习 LANGUAGE IN USE 中有关 make, let, may 和 little 的例句及做相关的练习，使学生学会观察单词在各种句式中的用法，提高对词语进行比较和归纳的能力。
	调控策略	制定本模块学习计划，确定学习重点；在阅读过程中不断提取并加工有效信息，提高阅读效率；阅读 MODULE FILE，自我检测对本模块知识的掌握情况。
	交际策略	利用本模块有关美国历史的话题，用英语与同学、老师展开有关讨论；通过解释、重复、举例和证实等方法澄清或论证观点，在必要时能使用委婉语言来表达意思或想法。
	资源策略	通过各种渠道（如报刊、杂志、广播、电视、光盘、因特网等）获取更多有关美国历史的知识，进而加深对美国历史的了解。
文化意识		了解茶文化在中国、英国和美国的异同；了解中美两国的重要历史文件、历史事件、历史上的爱国者以及歌颂或描写他们的诗歌或故事，培养学生的跨文化意识。
任务		能分析历史事件的起因及各种因素之间的相互关系，并能用英语有条理地叙述中国历史上比较著名的事件的起因、过程及结果。

二、教学内容分析

本模块的主题是历史,介绍了美国独立战争的起因和《独立宣言》,其中重点介绍了引发美国独立战争的非常重要的历史事件——波士顿倾茶事件。模块各部分以美国独立战争为线索,既有全面概述,又有具体描述,互相补充,反映了美国人民崇尚平等、渴望自由、追求独立,并为之而不懈奋争的精神。整个模块贯穿着爱国主义、不畏强暴、为赢得民族独立而奋勇抗争的主线。教师可以围绕上述主题,挖掘课文内涵,设计和组织相关活动,培养学生的深层理解能力和分析引发一个事件的各种因素之间内在联系的能力,同时通过这些活动发展学生的英语语言能力、交际能力和表达能力。教师也可以从其他角度进行考虑,比如是否有比波士顿倾茶事件更好的解决茶叶争端的方法,或者联系美国的黑奴或妇女地位等问题,讨论美国《独立宣言》所提倡的平等、自由在美国建国以后相当长的时间里是否真正成为现实等问题,以培养学生的发散思维能力。

INTRODUCTION

该部分含有四个活动,从我国学生所熟悉的茶叶入手,引出了本模块的主题——波士顿倾茶事件,导入比较自然。前三个活动首先从茶的定义入手,再过渡到学生的饮茶习惯,然后再进行有关茶叶知识的小测验,激发学生的求知欲并激活相关的背景知识,为他们理解为什么茶叶会引发波士顿倾茶事件做了很好的铺垫。最后一个活动介绍了波士顿倾茶事件的背景和历史意义并引出了相关的词汇,为后面 READING AND VOCABULARY 部分的阅读做好充分准备。

READING AND VOCABULARY

该部分阅读材料由两部分构成:第一部分是一位波士顿倾茶事件的亲历者对倾茶事件的详细描述;第二部分是一篇介绍波士顿倾茶事件的短文。围绕着波士顿倾茶事件,设计了六个与其内容和词汇有关的活动。通过这些活动,学生可以熟悉阅读材料的内容,学会使用与其有关的词汇,并就其内容发表自己的见解,从而加深对阅读材料的内涵的理解。该部分阅读教学的目的侧重于信息的提取,侧重培养学生理解的准确性、深刻性及通过语境提高对单词的运用能力,教师在教学中可做精读处理。

LANGUAGE IN USE (1)

该部分用典型例句引入了英语中最活跃的高频词中的两个: make 和 let,通过这两个词在不同句型中的使用,对它们的用法进行了全面归纳,并设计了有关的活动。其目的是培养学生通过观察单词在不同句式中的运用,对词语进行比较和归纳的能力,使学生由关注其语言形式向更关注其意义和用法过渡,从而提高他们准确运用英语进行表达的能力。

LISTENING AND VOCABULARY

该部分听力活动的内容是关于美国独立战争起因的讲座,配有七个相关的活动,按照由整体理解到细节理解再到深层理解的顺序编排。通过听的练习,可提高学生获取事实细节和判断人物身份的技能,并促进对某些词汇和短语用法的了解和应用;同时使学生进一步加深对美国独立战争以及波士顿倾茶事件的理解和对英语讲座结构的了解。

LANGUAGE IN USE (2)

该部分用典型例句继续引入了英语中最活跃的高频词中的两个：may 和 little, 通过这两个词在不同句型中的使用, 对它们的用法进行了全面归纳, 并设计了有关的活动。教师要培养学生通过在语言使用中对词语的用法进行总结归纳的良好习惯, 引导学生充分注意不同语境中这些词的不同表意功能, 而不要把注意力只集中在句子的结构上。

READING

该部分阅读材料介绍了美国独立日和美国非常重要的历史文件——《独立宣言》, 配有四个相关的活动, 其中注重文章细节理解的问题比较多。建议教师补充关于文章整体理解的活动, 因为本部分阅读材料的教学目的主要是培养学生的整体理解能力和篇章意识。教师要着重进行篇章层面的整体理解技能的训练, 侧重于信息的加工和处理, 而不仅仅是信息的提取, 因此在教学中要与 READING AND VOCABULARY 中的阅读材料的处理有所区别, 不要只停留在句子层面的理解训练上。

PRESENTATION SKILLS

该部分由三个活动组成。第一个活动是一篇讲述美国独立战争原因的短文, 提供了如何叙述历史事件的范文, 短文的形式可供学生写作或讲述历史事件时参考。第二个活动是指导叙述历史事件的方法, 其中的表格非常清楚、详细, 为后继的活动奠定了良好基础; 第三个活动是写一篇波士顿倾茶事件起因的概述, 正好可以将第二个活动中所学的理论运用于实践之中。这三个活动相辅相成, 符合学生的学习过程。后两个活动还为后面 TASK 部分的活动打下了基础。

READING PRACTICE

该部分是一篇关于美国爱国者保罗·里维尔在北美独立战争前夜飞马报警事迹的文章, 通过一个普通人的平凡事迹, 讴歌了爱国主义精神, 是对学生进行爱国主义教育的好素材, 同时可以加深学生对美国独立战争的理解。该部分的教学目的主要是训练学生的阅读微技能, 教师在教学中要区别于 READING AND VOCABULARY 和 READING 的教学, 不宜做过细处理。该部分由六个活动组成, 第一个活动要求学生对阅读内容进行预测, 以培养良好的阅读习惯; 随后的两个活动主要检查对阅读材料的理解; 第四个活动要求学生对阅读材料内容的来源进行判断; 后两个活动是基于阅读材料内容的拓展性、开放性训练, 目的是培养学生对作者的观点进行推测和评价的能力以及发散思维能力。

CULTURAL CORNER

该部分主要介绍了美国历史上非常重要的文件——《独立宣言》, 节选了《独立宣言》的部分原文, 简要说明了《独立宣言》的重要意义以及它对美国历史的深远影响。它与 READING 部分的阅读材料相呼应, 读后可以使学生对《独立宣言》有更多的了解, 并可以加深学生对 READING 部分阅读材料的理解。

TASK

该部分由三个活动组成, 要求学生能够活用本模块有关美国重要历史事件的知识, 用英语有条理地叙述中国历史上比较著名的事件的起因、过程及结果。第一个活动要求学生在学完本模块有关美国的重要历史事件以后, 联系我国的历史, 选择一个中国的著名历史事件。第二个活动要求学生学会分析历史事件的起因及各种因素之间的相互关系, 并学会运用程序

图整理思路。第三个活动要求学生用英语叙述中国历史上的一个比较著名的事件。其目的是训练学生分析问题的深刻性及有逻辑、有条理地叙述历史事件的能力。

MODULE FILE

该部分为本模块所学词语的总结归纳,可帮助学生回顾本模块的重要词语,提高学生归纳、总结和自我检验的能力。

三、教学过程建议

INTRODUCTION

第一步:做 Activity 1,使学生了解茶的定义;

第二步:两人活动:做 Activity 2,回答 3 个问题;

第三步:全班活动:可采取抢答竞赛的方式做 Activity 3:

1. 分组:每一行作为一个参赛小组;
2. 制定规则:每题 20 分,总分 100 分;答对一题得 20 分,答错一题扣 20 分;抢答口令发出前答题扣 20 分;教师做主持人;
3. 竞赛:全班以小组为单位进行抢答;
4. 教师宣布优胜组。

第四步:做 Activity 4:

1. 个人活动:阅读所给短文,理解短文内容;
2. 两人活动:讨论阅读中遇到的问题,取得一致意见;
3. 个人活动:阅读所给短文,找出 10 个单词;
4. 全班活动:教师核对答案。

READING AND VOCABULARY

本模块中的 Reading 分两个部分:第一部分是记叙文;第二部分是说明文。记叙文中生动的描述能吸引学生的兴趣,激发阅读动机,由此过渡到第二部分的说明文的教学,比较自然。当然教师也可根据自己学生的情况进行调整,由整体到部分,先讲第二部分,后讲第一部分。具体教学建议如下:

第一步:(适合程度一般的学生)复习 Introduction 中的短文,导入新课;

(适合程度较高的学生)播放关于波士顿倾茶事件的录像片段,让学生介绍关于波士顿倾茶事件的大概情况,导入本课;

第二步:快速阅读,做 Activity 1:

1. 教师让学生看 Activity 1 中的 4 个句子;
2. 学生个人活动:快速阅读 Part 1,选出答案;
3. 全班活动:教师核对答案。

第三步:细节理解,做 Activity 2:

1. 教师让学生看 Activity 2 中的 10 个句子;
2. 学生个人活动:限时阅读 Part 2,选出答案;
3. 小组活动:互相核对答案,讨论不一致的答案;
4. 全班活动:教师核对答案。

第四步:做 Activity 3:

1. 学生个人活动:快速阅读 Part 2,找出波士顿倾茶事件的后果;