



MACMILLAN

普通高中课程标准实验教科书



English

英语

第五册 (必修5)

(供高中二年级上学期使用)

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 5



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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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、课文译文、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

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Part 1

Teaching Notes in Chinese

中文教学建议

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British and American English

一、教学内容、目的和要求

题材内容与学习目的		介绍英语和美语的区别，帮助学生进行英语语言异同的比较，从而学会辨认不同类别的英语。
语言知识目标	语音	能读出课文中不同话语的语音、语调，了解英美英语在语音方面的不同特点。
	词汇	见 MODULE FILE。
	语法	1. 复习动词的一般现在时、现在进行时、现在完成时和将来时。 2. 复习带有 for 和 since 短词的现在完成时态。
	功能	介绍“理由”。
	话题	英国英语和美国英语。
语言技能目标	听	识别所学词语和结构，听懂它们在句子和段落中的意思并获取信息；辨别动词一般现在时、现在进行时、现在完成时和将来时的用法并获取信息；听懂有关英美英语区别的介绍并获取信息；听懂本模块介绍的日常用语。
	说	流利地说出含有本模块词语和结构的句子、段落；无误地说出包含 Everyday English 所介绍的日常用语；熟练地和同学进行本模块中的讨论，区别英语和美语并介绍不同类型的英语。
	读	理解含有本模块所学词语和结构的句子、段落并获取信息；理解本模块提供的和来自同学及其他有关英美英语比较的材料并获取信息。
	写	熟练地写出包含所学词语和结构的句子、段落；熟练地写出含有一般现在时、现在进行时、现在完成时和表示将来用法的句子和段落；完成模块所要求的各种书面练习。
	表达与展示	介绍自己所了解的英美英语的区别；讨论对“world Englishes”的看法；根据已有信息，对汉字的简化进行探讨；统计班级中对英语变体的不同看法并制作表格；就相关内容出一期墙报或黑板报。
学习策略	认知策略	正确运用一般现在时等各种动词时态表达意思；灵活运用本模块介绍的语言结构；利用现有知识和通过查读、略读等手段对语言材料进行分析、综合，获取信息，加深理解；辨别不同变体的英语，提高分析问题和解决问题能力。
	调控策略	利用本模块提供的语言材料锻炼略读和查读技能，加强对思维方向的自觉控制；主动运用本模块所复习的动词时态和各种结构。
	交际策略	学习 Everyday English 中的表达方式，并运用于实际交流中。
	资源策略	通过其他资源（特别是 Internet）获取更多英语变体的信息。
文化意识		学习用英美英语的不同表达方式进行交谈；通过对英美英语的对比，了解两种不同英语形成的原因；借此对汉语进行思考，讨论“简化汉字是否是适应社会快速发展的一种进步”。
情感态度		对英国英语、美国英语、澳大利亚英语甚至是世界各地的英语抱有一种开放和接受的态度，参与各种英语活动，克服困难，学好英语；进一步认识自己的母语，激发对祖国语言的热爱。
任务		尽可能多地从网上寻找资源，辨别不同变体的英语。

二、教学内容分析

本册是高中英语第一轮最后阶段的学习内容，通过本册的学习，学生应达到七级要求。从本模块开始，教师应根据课标规定对学生提出严格和符合实际的要求，做到前后联系、融会贯通，使学生既具备扎实的基础知识、基本技能又有一定综合运用和初步交际的能力，为今后进一步学习作好准备。本模块的内容是“British and American English”，教师应通过各种形式的活动帮助学生归纳对英美英语的感性认识并学会对两者进行分析和对比。

INTRODUCTION

通过阅读四句名言和两封电子邮件，让学生感知英美英语的区别。教师应为学生的阅读和开口说英语创造条件。

READING AND SPEAKING

本部分是阅读的主要材料，既具备大量的信息又集中了有用的词汇和语言结构，帮助学生了解英美英语在词汇、语法、拼写和发音等方面的具体区别。为了帮助学生在本册结束时更好地完成七级要求的学习任务，建议教师有目的地安排一些活动，把语言知识的复习和教授更好地结合在一起，组织学生发现、归纳、复习，特别是运用文中以下新旧词汇和结构（教师可根据学生具体情况进行增删）：

be different in, in a ... way, hundreds of, on the other side of, down, along, prefer to, queue up, stand in line, differ in, compare ... with, on (at) the team, on (at) the weekend, areas in which ..., instead of, since, similar to, after all, as much ... as, have difficulty (in) doing something, for ... (some time), at the flick of, make it easy for ... to do something, lead to, so that, however, turn on, find ... doing something, grow up, as well as, etc.

VOCABULARY

学习词汇，进一步加深对英美英语区别的理解，并进行对比。

GRAMMAR

复习以下语法项目：

1. Present simple, present continuous, present perfect and future reference
2. *for* and *since* with present perfect

VOCABULARY AND LISTENING

1. 复习常用词汇：ask, exist, happen, give, live 等。通过对这些词汇的运用，进一步了解英美英语的区别对生活学习的影响。
2. 听一段有关交流学生在海外学习生活的录音，进一步体会英美英语的区别。

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有用的结构，如：how are you getting on, don't get what people say, a couple of, that's a good point.

FUNCTION

学会用不同结构介绍理由。

SPEAKING AND WRITING

通过说和写的练习，表明对 Varieties of English 的看法，说出理由，加深认识，并基于现有知识描写汉语由来、变体、书写体系、发展趋势等，培养用英语思维和提出论点、论据的能力。说

和写的训练是培养学生语言综合运用能力和创造性技能的重要阵地,教师应尽可能地为学生达到甚至超过说和写技能的七级水平而设计各种活动。

CULTURAL CORNER

通过阅读 *The Man Who Made Spelling Simple* 帮助学生认识对美国英语的发展做出贡献的 Noah Webster, 了解更多有关美国英语（特别是在拼写方面）的发展过程。在此基础上, 可对汉语的发展和汉字简化作出相应的思考。

TASK

要求学生自己着手对英美英语进行比较, 认真体会并找出区别。

MODULE FILE

提高学生归纳总结、自我检验的能力和自学能力。

三、教学过程建议

INTRODUCTION

本部分为高二新学期第一节英语课的开始部分, 教师可利用活泼多样的形式创造气氛, 调动情绪, 同时为本课学习作准备。以下方法供参考:

Activity 1

方法一

第一步: 用英语对学生表示欢迎; 如果是新教的班级, 可作简单的自我介绍。

第二步: 请几位学生作自我介绍; 如果不是新教的班级, 请学生用两三句话对自己的暑假生活作一个总结。

第三步: 教师在每个学生叙述后, 用不同的英语 (例如, 学生用的是 *British English*, 教师则用 *American English*) 重复学生所说内容, 对英美英语不同之处稍作强调, 问同学是否发现老师和学生所说的英语有什么不同。

第四步: 由此引出英语和美语的概念, 介绍 *British English* 和 *American English*。

第五步: 两人讨论, 读 quotations, 然后回答课本中的问题; 全班活动, 讨论课本中的问题。

方法二

第一步: 用英语欢迎学生回到学校, 询问他们是否在假期中看过英语电视、电影或者读过英语作品, 请作出肯定回答的学生用两三句话简单介绍内容。

第二步: 请学生回答这些作品是否 *made in Britain, America or other English-speaking countries*, 是否发现这些不同英语国家所讲的英语有所区别。

第三步: 请个别学生介绍这些不同国家所讲英语的不同特点。

第四步: 两人讨论前面所介绍的區別对意思的表达和理解有什么影响; 全班活动, 首先请个别学生读出课本中介绍的四位名人的名言; 然后全班讨论这四句名言所表达的意思, 说出是否同意他们的观点; 再讨论课本中提出的六个问题。

方法三

第一步: 利用多媒体, 播放 VCD 或 DVD 介绍英国人和美国人所说的英语, 请学生注意其中的异同。

第二步: 全班活动, 找出以上多媒体播放中英语和美语的相同和不同之处, 并讨论其对意思理解的影响。

第三步: 两人活动, 阅读课本中的四句名言, 回答问题。

第四步: 大组讨论, 是否同意以上四句话所表达的意思, 说出同意或不同意的理由。

方法四（适合程度较高的班级或学生）

第一步：教师向学生表示欢迎他们回到学校，在简单了解学生暑期英语学习的情况之后，介绍自己碰到的一个新名词“world Englishes”: I went travelling with two American friends and three British friends during the vacation. Sometimes they had different ways talking about things. And the most surprising thing was that they all agreed that there were world Englishes. (将 world Englishes 呈现在黑板上)

第二步：大组活动，请学生讨论，是否同意“world Englishes”的存在，并说出简单的理由。

第三步：教师简要介绍文中四位名人（可上网查阅）；之后，学生两人活动，读课本中的四句名言，用简单的英语做释义。

第四步：大组活动，回答课本中的六个问题；针对第五个问题 Which is good news for students of English? 进行大组讨论，学生可以自由发言。

Activity 2

第一步：每位学生读一份电子邮件，设法发现文中有什么写作的特点。

第二步：两人活动，告诉对方自己所读电子邮件的内容和特点，对两封电子邮件进行对比，找出异同。

第三步：大组讨论，决定哪一封电子邮件的作者是英国人，哪一封的作者是美国人，并说出理由（只是形成初步的看法，正确与否并不重要）。

READING AND SPEAKING

教师合理安排略读和查读活动，使学生尽可能地了解英国英语和美国英语的区别并用自己的话叙述。这是一项培养阅读能力和说的能力的活动，教师可以运用多种活动形式训练学生的学习策略。以下方法供参考：

Activity 1

方法一

两人活动，并作简单的举例说明。本练习是听说活动的准备和铺垫，为整个听说活动创造了气氛，而且可以激发学生的兴趣并指出思考方向，但不宜展开太多。

方法二（程度较高的班级或学生）

教师用讲述的方法把 Activity 1 中的问题串联起来，引导学生回答：

Has anybody in our class been to Hong Kong? What do you think of Hong Kong? Do you think we will have difficulty in understanding people from Hong Kong? What difficulties in understanding do you think people from Hong Kong will have when they are in Beijing? Do people from Shanghai sound the same as those from Xi'an? What about Chinese characters? Do you think people from different regions of China have difficulty in understanding Chinese characters? What about Britain English and American English? Do you think they are quite different? Can people from the two countries understand each other? ...

Activity 2

方法一

第一步：学生个人阅读文章的第一和第二部分。

第二步：两人活动，讨论这两段中英语和美语在词汇方面的主要区别。

第三步：学生个人阅读第三和第四部分。

第四步：两人活动，回忆自己听到的英美英语并举例说明两者在发音上的区别，如：class /kla:s/, /klæs/, example /ɪg'zɑ:mpl/, /ɪg'zæmpl/。

第五步：把文章中例举的两种英语按照 Vocabulary, Spelling, Grammar 和 Pronunciation 四项加以区分归类，例如：colour or color; queue up or stand in line; petrol or gas; do you have or have you got, etc.

第六步：全班活动，先请个人学生朗读第五部分的内容，然后全班对这一部分中的每一小段进