

English

英语

第二册 (必修2)

(供高中一年级上学期使用)

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 2



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、背景知识、补充词汇、附加活动和Project。这一部分主要供教师参考使用,其中Project根据客观情况来选定。

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

Overview ►

New Standard English is a course of English for China in the twenty-first century. It has four main principles:

- to present learners at Primary, Junior and Senior High schools the English of international communication today
- to represent a methodology which includes the practical realisation of the latest ideas about language learning, both influenced and guided by the context of learning in China
- to promote excellence in teacher training and teacher development in China
- to develop the learners' awareness of the inherent language system and the nature of effective communication in the world about us

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 learner's opportunities to speak.

The Principles, Methodology and Contents of *NSE*

编写原则概述

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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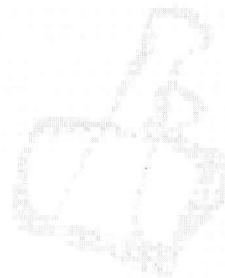
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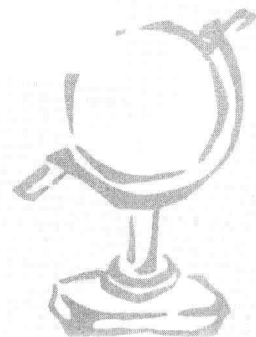
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Part 1

Teaching Notes in Chinese

中文教学建议

Our Body and Healthy Habits

一、教学内容、目的和要求

题材内容与学习目的		学会关于生活习惯、饮食起居、健身运动和疾病症状等的英语表达法，了解一些国家的医疗保健情况，培养勤锻炼、保健康的意识和习惯。
语言知识目标	语音	句子中的连读。
	词汇	见 MODULE FILE。
	语法	名词用作动词；will 和 be going to 表示将来的区别。
	功能	谈论将要发生的事情。
	话题	谈论身体疾病和健康；谈论生活习惯和保健。
语言技能目标	听	识别所学生词、短语和作动词用的名词，听懂它们所在句子和段落的意义并获取信息；听懂对将要发生事情的谈话内容并获取信息；听懂有关身体健康和疾病、生活习惯和保健的谈话并获取信息；在句中找出不确切的信息并根据所听内容加以修改。
	说	流利说出含有本模块生词、短语和作动词用名词的句子和段落；无误说出和询问某些疾病的症状；熟练运用将来表示法表达打算或决定做某事、揣测某事的发生；熟练介绍身体保健和生活习惯；学会根据重要性说出事物的次序。
	读	理解含有所学生词、短语的句子和段落并获取信息；理解 will 和 be going to 给予的不同信息；理解模块提供的和来自同学及其他资源的介绍身体状况、疾病和保健的材料并获取信息。
	写	熟练写出包含所学词汇、短语和名词作动词用的句子和段落；熟练写出含有将来表示法的句子和段落；学习根据逻辑连词成段；比较自如地写出有关健康问题和医疗保健的句子和段落。
	表达与展示	运用 will 和 be going to 表达揣测、说话时马上要做的事和打算做的事；介绍某些疾病的症状和简单治疗方法；与同伴谈论将发生的事；介绍国内外的医疗保健制度。
学习策略	认知策略	学习语法，培养观察和比较能力；通过听和读培养抓住信息要点和辨别的能力；通过组成段落的过程培养前后联系、部分和整体联系的逻辑思维能力；通过说的训练培养判断重要性的能力。
	调控策略	学习在 survey 中如何提出问题，让会话朝设计的方向发展。
	交际策略	学会揣测、决定做某事和打算做某事的表达法并运用于实际对话中。
	资源策略	通过网络或其他媒体了解身体保健的有效方法和国内外医疗保健制度。
文化意识	交谈技巧	学会一些口头用语，如：Terrific! Oh dear!
	生活习惯	了解良好生活习惯的基本内容，逐步养成卫生、健康的生活习惯。
	医疗保健	了解我国和其他国家的医疗保健制度。
情感态度		提倡文明，讲究卫生，加强锻炼，关爱他人，注意身心健康，提高全民素质。
任务		对周围的人进行有关生活习惯和身体健康的调查，写出报告，找出问题；并在班里回答这些问题。

二、教学内容分析

INTRODUCTION

复习和学习有关饮食、锻炼、健康和疾病的词汇；说出一些与饮食起居有关的句子并了解相关谚语，对饮食起居和健康的关系有一个初步了解。

VOCABULARY AND READING

复习和学习另一些介绍食物、身体和健康的词汇并回答有关问题；阅读两篇短文并完成练习，培养对词汇的应变力、理解力和分析问题的能力。

SPEAKING 1

通过两人活动和小组活动表述饮食起居、生活习惯；讨论生活中有关健康的重要事项，并按重要性进行排列，活跃气氛，促进交流，达成共识。

FUNCTION

通过体会和模仿，学会谈论将要发生的事情的方法。

GRAMMAR 1

弄清名词作动词后的确切意思并学会其用法。

LISTENING AND VOCABULARY

通过听的活动，了解和学习有关身体器官、疾病症状以及就诊的词汇并学会表达，培养在听的过程中的思维能力和获取信息的能力。

GRAMMAR 2

弄清 will 和 be going to 的区别，学会准确运用。

PRONUNCIATION

掌握句子中的连读。

SPEAKING 2

学习有关病因、症状、就医以及提供帮助等的讨论，培养提问能力、逻辑思维能力和表达能力。

EVERYDAY ENGLISH

学习一些词语的用法，并在日常生活中加以运用。

WRITING

连句成段，组成相对完整的对健康问题的叙述，培养前后联系、部分和整体联系的能力以及逻辑思维能力。

CULTURAL CORNER

了解世界上一些国家的医疗保健制度。

TASK

就有关健康问题作调查研究，汇报并讨论，得到共识。培养思维、观察、提问、归纳和总结的能力。

MODULE FILE

帮助学生对本模块学习的内容进行归纳，对自己的学习进行反思和检验。

三、教学过程建议

INTRODUCTION

Activities 1 & 2

本活动是初步接触，以下方法供参考：

方法一（此方法适用于程度一般的班级或学生）

第一步：做 Activity 1，学生朗读方框中的词汇并按要求说出哪些单词和疾病有联系；

第二步：做 Activity 2，学生找出符合自己实际情况的句子。

方法二

第一步：教师快速问学生一些可随时增删的问题，相同问题可问多个学生，答不出时也不要停顿，目的只是回忆和接触一些词汇，提出话题，营造气氛，但学生必须做完整回答，不可以只回答 Yes 或 No。如：Do you often eat fish? Do you often eat vegetables? Do you eat much fat? Do you often catch colds? You eat a lot of sweet things, don't you? How much exercise do you take a week?

第二步：快速读一下方框中的词汇；

第三步：两人活动，学生利用所学词汇模仿教师提问，互相就饮食和健康方面的内容进行问答（不局限于本模块所列出的单词）；

第四步：学生程度和时间允许的班级，可请两位学生向全班介绍两人活动中对方的情况，如：
Li Fang likes chocolate, but she rarely gets toothache. She does exercise very often. She doesn't get flu.

方法三（程度较高的班级或学生）

第一步：让学生用两分钟时间仔细看 Activity 1，并让其设法记住其中单词的意思，记不全也没有关系；

第二步：两人活动，学生对照 Activity 2 很快向对方叙述自己的情况，如：I sometimes get colds and flu. I don't get much fat.

第三步：教师利用挂图、简笔画或多媒体表达不同学生的饮食、锻炼和身体状况。如：一个胖男孩在吃巧克力；几位病人在看牙医；一家人在吃饭，其中有鱼和蔬菜；几位学生在锻炼。要求学生进行小组活动，按图叙述，在向全班汇报时，为了提高学生兴趣，可进行小组比赛，看哪一组说得最多最好。

Activity 3

第一步：请个别学生朗读，全班学习 Activity 3 中的谚语；

第二步：（程度较高的班级或学生）进行两人或小组活动，用英语讨论为什么 You are what you eat 或 An apple a day keeps the doctor away.

Activity 4

第一步：两人或小组讨论，说出两到三条和健康有关的中国谚语，并把它们译成英语；

第二步：全班活动，汇集小组讨论内容，看一看学生能回忆多少条谚语并译成英语；

第三步：（条件许可的班级或学生）课后收集英汉两种语言有关健康的谚语，试着把汉语译成英语，出一期墙报或黑板报。

VOCABULARY AND READING

Activity 1

本活动主要训练对词汇的理解力，可选择以下方法完成：