

English

# 英语

第四册 (必修4)

(供高中一年级下学期使用)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: 钱建源 吴 燕 David A.Hill (英)

教师用书

Teacher's Book



# 英语

教师用书  
Teacher's Book 4

第四册(必修4)  
(供高中一年级下学期使用)

主 编: 陈 琳 Simon Greenall(英)  
副主编: 张连仲  
编 者: 钱建源 吴 燕 David A.Hill(英)



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

京权图字: 01 - 2004 - 4565

Foreign Language Teaching and Research Press & Macmillan Publishers Ltd. 2004

### 图书在版编目(CIP)数据

英语(新标准)第四册(必修4)教师用书/陈琳等主编. —北京:外语教学与研究出版社, 2005. 2  
ISBN 7 - 5600 - 4701 - 7

I. 英… II. 陈… III. 英语课—高中—教学参考资料 IV. G633.413

中国版本图书馆 CIP 数据核字(2005)第 014567 号

出版人: 李朋义 Christopher Paterson (英)

项目策划: 蔡剑峰 徐秀芝 姚希勤 申 蕾

项目管理: 申 蕾 盖兆泉

责任编辑: 关静瑞

校 对: 范 涌 高秀艳 赵 敏

美术编辑: 韩 雪 刘海波

## 英语 (新标准) 第四册 (必修 4)

### 教师用书

(供高中一年级下学期使用)

主编: 陈 琳 Simon Greenall (英)

编者: 钱建源 吴 燕 David A. Hill(英) 俞 平 庞 森

\* \* \*

#### 基础英语教育事业部:

如发现教材印刷质量和内容质量问题, 可采取下列任意方式与我们联系:

通讯地址: 北京市海淀区西三环北路 19 号外研社大厦配楼 3105 房间信息部

电话: 010 - 88814636/7190/7541

传真: 010 - 88817832/7867

电子信箱: [beed@fltrp.com](mailto:beed@fltrp.com) 或登陆 <http://www.nse.cn> (留言反馈) 栏目

邮购电话: 88816270/7164

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京外国语大学印刷厂

开 本: 890 × 1240 1/16

印 张: 10

版 次: 2005 年 2 月第 1 版 2005 年 9 月第 2 次印刷

书 号: ISBN 7 - 5600 - 4701 - 7

定 价: 13.90 元

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

《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、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

### 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.

**Reading** 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	ii
-------------	----

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

### Part 1 Teaching Notes in Chinese 中文教学建议

Module 1	Life in the Future	3
Module 2	Traffic Jam	18
Module 3	Body Language and Non-verbal Communication	35
Module 4	Great Scientists	52
Module 5	A Trip Along the Three Gorges	66
Module 6	Unexplained Mysteries of the Natural World	77
Module 7	Revision	88

### Part 2 Teaching Notes in English 英文教学建议

Module 1	Life in the Future	99
Module 2	Traffic Jam	106
Module 3	Body Language and Non-verbal Communication	112
Module 4	Great Scientists	118
Module 5	A Trip Along the Three Gorges	126
Module 6	Unexplained Mysteries of the Natural World	133
Module 7	Revision	139

### Part 3 Workbook Answer Keys 活动用书练习答案

Module 1	Life in the Future	142
Module 2	Traffic Jam	143
Module 3	Body Language and Non-verbal Communication	144
Module 4	Great Scientists	146
Module 5	A Trip Along the Three Gorges	147
Module 6	Unexplained Mysteries of the Natural World	148





# Part 1

## Teaching Notes in Chinese

### 中文教学建议



## 一、教学内容、目的和要求

<b>题材内容与学习目的</b>		本模块的主题为“未来的生活”，阅读部分通过学生的想象描绘了未来城市的发展前景。要求学生了解上述内容并掌握有关的词汇，培养有关的语言技能。
<b>语言知识目标</b>	<b>语音</b>	句子重音。
	<b>词汇</b>	见 MODULE FILE。
	<b>语法</b>	将来进行时。
	<b>功能</b>	谈论未来 (talking about the future)。
	<b>话题</b>	谈谈未来的生活。
<b>语言技能目标</b>	<b>听</b>	能识别对话和语段中新学词汇、短语并正确理解其意义；能听懂教材配套听力材料并根据要求完成练习；能听懂课文，理解课文中对未来世界的描述；能从与本模块题材有关的讨论中提取信息和观点。
	<b>说</b>	能复述课文内容；能正确运用一般将来时和将来进行时描述环境；能参与与本模块主题有关的讨论。
	<b>读</b>	能在阅读中识别新学词汇、短语并推断出其意义；能读懂课文，获取主要信息并能摘录要点；能阅读和理解来自其他资源的相关文章。
	<b>写</b>	能运用本模块所学词汇和短语，书面表达所预测的将来的环境。
	<b>表达与展示</b>	向同学叙述你所想象的未来的生活或城市。
<b>学习策略</b>	<b>认知策略</b>	归纳和整理已经学过的和新学习的与生活和环境有关的词汇、短语，类比记忆，并在本模块的学习活动中尽可能多地使用；比较一般将来时和将来进行时的区别。
	<b>调控策略</b>	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。
	<b>交际策略</b>	学会倾听并正确理解对方话语的含义，并做出反应。
	<b>资源策略</b>	通过本模块的学习活动与同学交流对未来世界其他方面的看法；通过各种途径如报刊、因特网、图书馆等获取更多的人们对世界前景的看法。
<b>文化意识</b>		了解世界发展的趋势，了解可持续发展的必要性，培养乐观的生活态度。
<b>任务</b>		设计一所未来的房子，勾画该房子的外景和内部设施，并向同学介绍。



## 二、教学内容分析

本模块的主题为“未来的生活”，阅读部分通过学生的想象描绘了未来城市的发展前景。本模块的词汇、句型、语法、语篇的中心内容以及听、说、读、写等学生活动都围绕上述主题展开。教师可以围绕上述主题，设计和组织相关的活动，在活动中发展学生的语言能力。教师可以组织学生通过各种途径如报刊、因特网、图书馆等了解人们对世界前景的看法，了解世界发展的趋势，了解可持续发展的必要性，培养乐观的生活态度。

### INTRODUCTION

该部分介绍了与建筑材料有关的词汇，学生在“说”的活动中，通过应用这些词，可以进一步熟悉这些词的意义，为以后的各项学习活动做好准备。

### READING AND VOCABULARY

该部分由七个活动组成。课文从学生想象的视角描绘了未来的城市生活。围绕着课文，编者设计了六个有关的活动，如课文预测活动，词汇练习，以课文内容为依托的问答练习等。通过这些活动，学生可以熟悉课文内容和学会使用与课文内容有关的词汇。

### FUNCTION

该部分介绍了交际功能“谈论将来”（talking about the future）的语句。要求学生理解表示“将来”和“预测”间的区别。

### LISTENING AND SPEAKING

该部分所听内容围绕本模块主题“未来世界”，听的活动由“说”导入，听了录音后再围绕着所听内容展开一系列的活动。

### GRAMMAR

该部分介绍了将来进行时的用法。第一个活动帮助学生认识将来进行时，理清概念。其余的活动提供学生练习机会，帮助学生在运用中把有关知识转化为语用能力。

### PRONUNCIATION

该部分提供了句子重音的练习。练习要求学生先判断句子中哪些词应重读，然后听录音校对并进行朗读练习。

### WRITING

该部分活动结合本模块主题，先要求学生读并讨论，然后根据自己的想象写出今后十年的生活。

### EVERYDAY ENGLISH

该部分介绍了五个日常用语，要求学生理解并附有相关的巩固性活动。

### CULTURAL CORNER

该部分介绍了人们以前对未来世界的种种预测，短文趣味生动，可读性强。

### TASK

该部分的任务由四个活动组成，要求学生设计一所想象中的未来的房屋，并向同学介绍。

### MODULE FILE

此部分为本模块主要内容的总结归纳，可帮助师生回顾本模块的重要内容，反思教学过程。

### 三、教学过程建议

#### INTRODUCTION

课前准备:

通知学生找一些建筑物的图片,幻想中的未来建筑物尤佳,把图片带到教室备用;查找有关描写环境和建筑材料的词汇,并记录下来;准备一些大的白纸,以备本模块学习活动之用。

教学活动建议:

这一部分介绍了与建筑有关的词汇,共有 10 个,其中 aluminium, brick, concrete, mud, steel 是生词;根据该部分生词不多的特点,可让学生多进行说的活动。

#### Activity 1

下列方法可以根据学生的情况选用或合起来用。

方法一(此法适用程度一般的班级)

师生问答:教师出示课本上的图片,利用课本提供的问题与学生展开一问一答的活动。建议在最后一个问题 *Would you like to live in it?* 后加 *Why or why not?*

方法二(此法适用程度比较好的班级)

第一步:快速问上述问题;

第二步:在上述最后一个问题讨论完后,教师可向学生继续提问:

- 1) What materials do we need to build such a house?
- 2) What materials are our school buildings made of / from?
- 3) What materials did people use to build houses in the past?
- 4) What materials do you think you will use to build houses in the future?

教师可以以上述问题为主题,开展头脑风暴,让学生组成四人小组,写下所知道的各种建筑材料的名称,要求学生把这些名称写在大白纸上,以便向同学展示。可以采用竞赛的方式,以调动学生投入:在三分钟内写出名称最多的小组为优胜者。怎样发现优胜者呢?教师可以先叫一个小组出示所写出的各种材料名称,然后问班级内其他小组有无超过该小组的,有就出示;

第三步:要求学生将所写出的材料名称分类,并说明分类的方法。分类的方法可以以下几种方式:

- 1) Natural materials      Man-made materials
- 2) Metal materials        Non-metal materials

教师可以让学生自己先试着分类,然后再适当加以启发。

#### Activity 2

第一步:教师可以出示生词 aluminium, brick, concrete, mud 和 steel,用“直接法”教授这几个生词。如:

Teacher: These can be used for building materials. For example: (*pointing to the window*) This window is made of aluminium. (*pointing to the wall*) Walls are made of bricks. (*drawing a brick if necessary*) (*pointing to the floor*) The floor is made of concrete. Roads can be made of concrete too.

第二步:按要求用所给词填空,并马上核对。

#### Activity 3

方法一(此法适用程度一般的班级)

第一步:按教材要求进行两人活动,讨论所列出的问题;

第二步:教师抽几组在班上汇报。

方法二 (此法适用程度比较好的班级)

第一步: 两人活动, 谈论所带来的图片, 讨论重点:

- 1) What materials will you use to build such a house?
- 2) Why do you choose this kind of material?

第二步: 请两三个小组在班上汇报。

## READING AND VOCABULARY

### Activities 1 & 2

第一步: 教师鼓励学生想象未来城市的模样, 并用关键词的形式写下来。如:

Teacher: Suppose you are travelling to "A City of the Future", please imagine what you will see there. What will be different from a present city?

第二步: 教师让学生看标题后做预测, 把他们所认为会在文章中提到的话题勾出来;

第三步: 除了方框中所列的话题外, 加上学生们认为还应该讨论的问题;

(以上活动为一种预测活动, 预测活动可以增加学生阅读的动机)

第四步: 阅读课文, 理解文章大意, 然后检查自己是否预测正确, 是否所有的内容都预测到了;

第五步: 细读文章, 教师对文章中的难句做简要的解释, 并请学生注意文章中一些生词的意思, 这样做, 可以帮助学生精确理解课文, 另一方面可以为下一个活动做准备。

### Activity 3

方框中所列单词大多为生词, 如 mall, net, online, outdoors, solar, urban, 教师应先帮助学生了解这些词的意义, 然后再做词义匹配练习。具体过程建议如下:

第一步: 两人活动, 互读方框中的单词, 划出意思不明确的单词;

第二步: 请学生说出意思不明确的单词;

第三步: 教师用英语解释这些生词, 并领读。如:

Solar energy is energy from the sun. In the solar system, the sun is the centre.

第四步: 把课文中含有这些单词的句子呈现给学生, 也可以让学生在课文中找出含有这些单词的句子, 并朗读。这样做可以帮助学生加深对这些单词的印象;

第五步: 学生独立完成词意匹配的练习, 完成后马上进行核对。如时间允许, 可以做一些选词填空的练习, 作为巩固。所选词应以本模块中生词为主。选词填空形式如下:

Fill in each blank with a word given.

mall, net, online, outdoors, solar, urban ...

- 1) Fishermen catch fish with a \_\_\_\_\_.
- 2) You should not stay inside all the time. Spend more time \_\_\_\_\_.
- 3) A \_\_\_\_\_ is a place where you can find many things you want to buy.

...

### Activity 4

此练习为动宾搭配的词汇练习, 可分两步进行。

第一步: 让学生独立进行匹配练习;

第二步: 用听说方式进行核对: 先领读一遍第二个方框中的单词或短语, 然后合上书。教师说一个第一个方框中的动词, 让学生来完成。如:

Teacher: arrest

Student: arrest criminals

### Activity 5

要在整篇课文中根据词义找到某个词, 这是有一定难度的练习, 建议把这个练习作为课后作业,