

新课标人教版



志鸿优化系列丛书

丛书主编 任志鸿

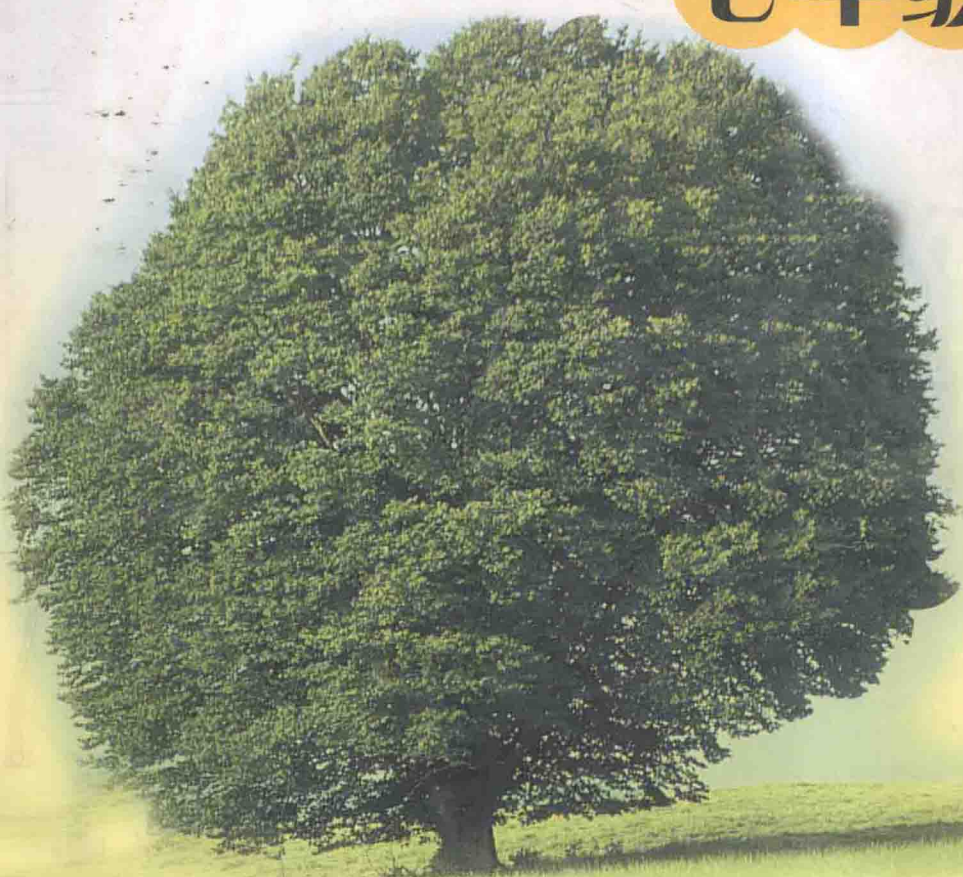
初中新课标

优秀教案

CHUZHONG XINKEBIAO YOUXIU JIAOAN

七年级英语

【上册】



南方出版社
南海出版公司



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前言

QIAN YAN

实施素质教育的主渠道在课堂,而真正上好一节课必需有一个设计科学、思路创新的好教案。

当今素质教育下的课程改革和教材变革带动了课堂教学改革,课堂教学改革的关键是课堂设计和教学过程的创新。过去的教师一言堂怎样转变成今天师生互动的大课堂,过去的以知识为中心怎样转换成今天的能力立意,过去的只强调学科观念怎样转变为今天的综合素质培养,过去的上课一支笔、一本书怎样转换成今天的多媒体,这些都是课堂教学改革面临的重要课题。为了帮助广大教师更好地掌握教学新理念,把握课标教材,我们特组织了一批富有教学经验的专家、学者和课改一线优秀教师,依据新课程标准要求编写了这套《初中新课标优秀教案》丛书。

本丛书在编写过程中,力求做到以下几点:

●渗透先进的教育思想,充分展现现代化教学手段,提高课堂教学效率。整个教案体现教师和学生互动,立足以学生发展为中心,注重学生学习方式及思维能力的培养。

●教材分析精辟、透彻,内容取舍精当,力求突出重点,突破难点。

●依照新课程标准要求,结合课标教材特点,科学合理地分配课时。

●科学设计教学过程,优化 45 分钟全程,充分体现教学进程的导入、推进、高潮、结束几个阶段,重在教学思路的启发和教学方法的创新。

●注重技能、技巧的传授,由课内到课外,由知识到能力,追求教学的艺术性和高水平。突出研究性、开放性课型的设计,引领课堂教学的革新。

●展示了当前常用的各类先进教具的使用方法,提供了鲜活、详实的备课参考资料,体现了学科间交叉综合的思想。

本丛书主要设置以下栏目:

[从容说课]指出本章(课)节内容特色及章(课)节内容的重点、难点,并依据教材重点、难点的分布,阐明规律的总结和方法的突破,宏观上高效指导备课全程。

[教学目标]以教材的“节”或“课”为单位,简明扼要地概括性叙述。内容按课程标准“三位一体”目标要求,使教学有的放矢。

[教学重点]准确简明地分条叙述各课(节)中要求学生掌握的重点知识和基本技能。

〔教学难点〕选择学科知识中的难点问题,逐条叙述,以便学生理解和掌握。

〔教学方法〕具体反映新的教学思想和独特的授课技巧,突出实用、创新性。

〔教具准备〕加强直观教学,启迪学生的形象思维。通过多媒体、CAI 课件的使用,加深对课本知识的记忆与理解。

〔教学过程〕按课时编写,每一课时分“教学要点”“教学步骤”两部分。“教学要点”概述课堂教学进展情况,兼有教法及学法提示;“教学步骤”包括导入新课(导语设计)、推进(研讨新知识)、高潮(重点难点突破)、课堂小结、课堂练习(可随机安排)等五步骤。加强师生活动的设计,以师生互助探究为主。力求使知行合一,使课堂真正变为学堂。

〔备课资料〕联系所讲授的内容,汇集生活现实、社会热点、科技前沿等与之相关的材料,形成具有鲜明时代气息的教学资料。并设计开放型问题供学生讨论,设置探究性课题供学生研究,或科学设计能力训练题供学生课外练习。

本丛书按学科编写出版,具有较强的前瞻性、实用性和参考性。我们愿以执著的追求与奉献,同至尊的同行们共同点亮神圣的教坛烛光。

丛书编委会

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Starter • Unit 1 Good morning!



I. Programmes for the Unit

1. Status and Function

The language goals of Starter Unit 1 are letters A-H and greeting people. Such topic is related to students' daily life, so it is helpful for the beginners to study English well. Students are sure to be active in the activities in class.

(1) In the first period, students will learn Section A. This section contains letters A-H and the target language Good morning, Good afternoon and Good evening.

(2) In the second period students will learn Section B and Self Check. All the activities in this period provide students with listening and oral practice using the target language.

2. Teaching Aims and Demands

(1) Knowledge Objects

Have students make the differences between big letters and small letters.

Make students say Good morning, Good afternoon and Good evening.

(2) Ability Objects

Listening skill.

Writing skill.

(3) Moral Object

Greet people politely.

3. Teaching Key Points

(1) Letters A-H.

(2) Everyday English: How are you?
I'm fine, thanks.

4. Teaching Difficult Points

(1) Listening practice.

(2) Writing practice.

5. Teaching Methods

II. Teaching Guidance

1. Language Functions

Letters A-H.

Greet people.

2. Target Language

Good morning, Helen!

Good morning!

Hello, Frank!

Hello, Eric!

Hi, Bob!

Good afternoon/evening.

3. Letters and Structures


Letters A-H.

Pronunciation of letters A, E, I.

4. Key Vocabulary

morning, afternoon, evening

hi, hello, fine, thank, OK

ape, cat, bee, elephant

5. Learning Strategies

Listening for key words.

6. Teaching Time

Two Periods

The First Period

I. Teaching Aim and Demands

1. Knowledge Objects

New words.

Target language.

Letters A-H.

2. Ability Objects

Listening skill.

Writing skill.

Communicative competence.

3. Moral Objects

A friend in need is a friend indeed.

II. Teaching Key Points

New words.

Letters A-H.

Target language.

Good morning, Helen!

Good morning, Alice!



Good morning, Cindy!

Good morning, Dale!

Hi, Bob.

Hello, Frank!

Hello, Eric!

III. Teaching Difficult Points

Listening practice.

Writing practice.

Oral practice.

IV. Teaching Methods

Listening and repeating methods.

Writing method.

Communicative approach.

V. Teaching Aids

A tape recorder.

A small board with letters A-H written on.

VI. Teaching Procedures

Section A

Step I Greeting and Lead-in

T: Hello! Everyone. Good morning. My name's... I'm your English teacher this term. Have you learnt English before?

Ss: Yeah.

T: OK. Now first let's review some letters.

Show students the board with letters A-H written on and tell them how to write. Students write the letters in their exercise books.

Step II Section A 1a

Listen and repeat.

Tapescript

Bob: Good morning, Helen!

Helen: Hi, Bob!

Cindy: Good morning, Alice!

Alice: Good morning, Cindy!

Dale: Hello, Frank! Hello, Eric!

Frank: Good morning, Dale!

Step III 1b Pairwork

Ask students to listen and practice the

conversation.

Play the recording for students.

Students listen and practice.

Step IV 2a

Ask students to listen and repeat.

Play the recording for students.

Step V 2b

Ask students to look at the picture in 1a and find the big letters for these small letters.

Play the recording for students.

Students listen and find the letters.

Step VI 2c and 2d

Practice writing letters A-H.

Step VII 3 Do you know what these letters mean?

Point to the pictures and ask what these letters mean.

Ask students to discuss with their partners.

Step VIII 4a

Ask students to listen to the conversation. Then circle the names they hear.

Play the recording for students for the first time. Students only listen.

Then play it for a second time. This time students circle the names they hear.

Correct the answers.

Step IX 4b

First ask students to look at the pictures. Then get students to listen again and number the pictures.

Play the recording again.

Correct the answers.

Step X 4c Pairwork

Get students to work in pairs.

Practice the conversation with their partners.

Help them when they practice the conversation.

Encourage students to present their conversations to the class.

Step XI Summary

This class we've learned letters A-H and the target language. And we've had some

listening and writing practice.

When you listen to something, you should learn to listen to the key words.

Step VII Homework

Practice your listening after class.

Write the sentences in activity 4b in your exercise books.

Step VIII Blackboard Design

Starter • Unit 1 Good morning!

The First Period

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh		

The Second Period

I. Teaching Aims and Demands

1. Knowledge Objects

New words.

Target language.

Good afternoon, Mike.

Hi, Helen! How are you?

Hi, Eric! I'm fine, thanks.

I'm OK.

Good afternoon.

2. Ability Objects

Listening and speaking skills.

Writing skill.

Communicative competence.

3. Moral Objects

Study well and help each other.

III. Teaching Key Points

New words.

Target language.

IV. Teaching Difficult Points

Listening and speaking practice.

Writing practice.

V. Teaching Methods

Listening and speaking methods.

Writing method.

Singing method.

Communicative approach.

VI. Teaching Aids

A tape recorder.

A projector.

Cards.

VII. Teaching Procedures

Section B and Self Check

Step I

Greet the class and check the homework.

Step II Section B 1

In this activity first ask students to listen to the conversation. Then practice with their partners.

Play the recording for students.

Students listen and repeat.

Have students work in pairs and practice the conversation with their partners.

Step III 2a

Give each student a card.

Then read the names in the box.

Have each student choose an English name for himself/herself. Write the name on the card.

Step IV 2b Groupwork

First ask two students to read the sample dialogue to the class.

S_a: Hi, Helen! How are you?

S_b: Hi, Eric! I'm fine, thanks.

Then get students to work in small groups.

Greet each other and use the English names they have chosen.

Ask some groups to perform their greetings to the class.

Step V 3a

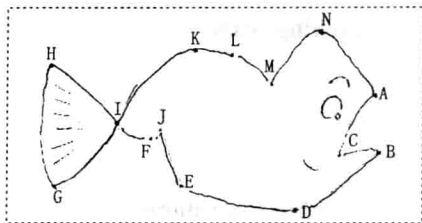
Ask students to look at the picture in Activity 3a.

Play the recording for students. Ask students to listen and draw lines between the letters.

Then let students guess what it is.

Show the picture on the screen and let students check their drawings.





Step VI 3b

Get students to look at the picture and have them match the big letters with the small letters. Make sure they can match them all.

Step VII 4

Point to the chart.
Play the recording for students.
Ask them to listen and repeat.

Step VIII 5

First read the song to the class.
Then play the recording for students and ask them to listen.
Then play it again and ask students to read.
At the end practice the song for several times.

Step IX Self check 1 and 2

First ask students to check the letters and the words they know.
Then write five new words in their vocab-builder.
Ask three students to write their new words on the board and share their words with the class.

Step X 3

Ask students to look at the faces.
Put their names in the correct alphabetical order.

Step XI 4

Show the chart on the screen.
Have students read the letters and words in column A. Then try to read the new words in column B.
Then correct the pronunciation.

A		B	
A	A Dale Grace	age	
	Frank	hand	
E	B C D E G evening	he	
	F Helen	bed	

Step XII Just for Fun

Ask different students to read the conversations.

Step XIII Summary

This class we've learned some new words and the target language. And we learned a song.

I hope you can give your help whenever someone is in trouble. You know a friend in need is a friend indeed (write the sentence on the board.)

Step XIV Homework

Read the words on Page 11, Activity 4 and Page 12, Activity 4 again.
Write the letters and words down in self check 1 in your exercise books.

Step XV Blackboard Design

Starter • Unit 1 Good morning!

The Second Period

A friend in need is a friend indeed.

Three students' new words:

Student A Student B Student C

Materials for Preparing Lessons

I. 知识点拨

1. 英语中表示问候的几种方法:

英语中见面时的问候语很多,但在使用时要根据时间、场合和对象来确定。

(1) 初次见面并被人介绍相识时,常用“How do you do?”或“Nice to meet you.”。这两种问候语常用于较正规的场合,且中老年人使用多。年轻人则喜欢用一句很热情的“Hi! How are you?”代替。

(2) 熟人间的问候,较正式的常用语是根据不同时段使用“Good morning./Good afternoon./Good evening.”;朋友间较随意的问候,可以用“Hello!”或“Hi!”。Hi 比 Hello 显得更

随和,美国人和澳大利亚人特别喜欢用。此外,朋友还用“How are you?”来表示问候。注意这只是一种礼貌的问候方式,并非想要深入交谈某人的健康状况。

2. good 一词多义

(1) 好的

Her English is very good.

她的英文很好。

(2) 高尚的

Lei Feng is a good man.

雷锋是一个高尚的人。

(3) 好心的;仁慈的

You are a good girl to help me.

你能帮我真是个好心的姑娘。

(4) 令人喜悦的

What good weather!

多么令人愉快的天气啊!

3. too... to... 太……(以致)不能; 太……没有……

I went too late to see him.

我去得太迟,没有见到他。

This book is too difficult for me to read.

这本书太难,我读不了。

He is too wise not to see that.

像他那么聪明,哪里会看不清呢。

4. Who's that? 那是谁?

在这个句子中是疑问词 who 作主语,谓语为 is,宾语为 that,这是个典型的主谓宾结构。

5. My name's Ben.

在英语中介绍自己的名字时通常有两种表达方法:一种是 my name is+人名;另一种是 I am+人名。

II. 相关资料

1. 英美人某些姓氏的由来

英美人某些姓氏的由来大致如下:

(1) 有些姓氏来自某些职业,如 Smith(铁匠),Cook(厨师),Miller(磨坊主),Carpenter(木匠),Baker(面包师),Shepherd(牧羊人),Mason(泥瓦匠)等。

(2) 有的姓氏是根据人的长相或品德而来的,如 Smallman(个子矮小的人),Longfellow(身材高大的人),Truman(老实人)。

(3) 有些姓氏与地理特征有关,如 Lake(湖),Hill(山),Field(田野),Wood(森林)等。

(4) 有些姓氏来自某些建筑物的名称,如 Hall(礼堂),Temple(庙),Mill(磨坊)等。

(5) 少数姓氏是由他们祖先的名字加上 son 构成,如 Jackson, Robinson, Johnson, Williamson, Richardson 等。

(6) 有些姓氏来自方位的名称,如: West(西),North(北),South(南),East(东)等。

(7) 有些姓氏来自某些形容词,如: Black(黑色的),Brown(棕色的),Grey(灰色的),Green(绿色的),Long(长的),Short(短的),Wise(聪明的),Young(年轻的),Bright(明亮的),Strong(强壮的),White(白色的)等。

(8) 有些姓氏来自动植物的名称,如: Bird(鸟),Fox(狐狸),Flower(花),Cotton(棉花)等。

(9) 有些姓名来自某些地名,如: Kent(肯特,英格兰东南部之一郡),London(伦敦,英国首都)等。

上述所有姓氏译为汉语时一般要音译,不可意译。如 Smith 译为“史密斯”,不可译为“铁匠”;Fox 译为“福克斯”,不可译为“狐狸”。

2. 在西方国家,介绍人相识颇为讲究。介绍男女相识时,往往先把男士介绍给女士。尤其在英国,处处都是 Ladies First(女士优先)。同样道理,介绍老幼时,应先把年轻的介绍给年长的;介绍上下级时,应把职位低的介绍给职位高的,以示对长辈和上级的尊重。介绍人相识时,一般介绍全名或在姓前加称谓,如:“This is Mary Smith.”或“This is Miss Smith.”,也可只介绍名,尤其当双方是年轻人时,如:“This is Mary.”

3. 学好英语要养成下面六种良好习惯:

(1) 培养规范、正确、端正和整洁的书写习惯。

从学习字母开始,做到书写词语符合规格的要求,大小写和标点无误,并勤练英语书法,努力使作业本上的字写得漂亮、清秀,克服马虎潦草的坏习惯。

(2) 培养运用耳朵的习惯。

平时上课认真听老师讲课。认真模仿老师发音,课后去听英语录音、英语广播和电视英语节目;头一遍听不懂,听两遍,两遍听不懂,听三遍,直至听懂为止。

(3) 培养口头多说英语的习惯。

大胆地举手,积极回答老师提出的问题。经常和一些高年级的学生用英语进行会话,听不懂,就大胆地问,直至会说为止。久而久之,英语口头表达能力就大大提高了。



备课札记



(4)培养反复读和快速阅读英语的习惯。

平时,除了理解课本上的课文以外,还要利用大量的课余时间认真阅读课外读物。有的文章自限时间,快速阅读。这样,阅读能力就能大大提高。

(5)养成天天接触英语的习惯。

平时,要天天养成读英语的好习惯,每天利用早晨、晚自习前的这两个黄金时间朗读

对话,背诵课文,节假日都不例外。

(6)培养用英语思维的习惯,逐步摆脱汉语的束缚。

学习中要克服用汉字、汉语拼音注英语单词读音和课本上写汉语译文的坏习惯,克服学一句英语译一句汉语。用汉语思考英语的不良习惯。只有学会用英语理解英语,直接用英语思维,才能学会英语。

Starter • Unit 2 What's this in English?



I. Programmes for the Unit

1. Status and Function

The language goals of Starter Unit 2 are letters I-R, Identify things and Spell words. In this unit, students will learn how to identify things around you. Such topic is closely related to students' daily life, so it is helpful to raise learning interest of them.

(1) In the first period, students will learn Section A. This section contains letters I-R and the target language What's ^{what} this in English?
It's a pen. Spell it, please. P-E-N.

(2) In the second period students will learn Section B and Self check. All the activities in this period provide students with listening and oral practice using the target language.

2. Teaching Aims and Demands

(1) Knowledge Objects

New words.

Letters I-R.

Target language: What's this in English? It's a pen.

(2) Ability Objects

Listening skill.

Writing skill.

(3) Moral Objects

Often say "Thank you", and have a beautiful handwriting.

3. Teaching Key Points

(1) Letters I-R.

(2) Everyday English: What's this in English? It's a map.

4. Teaching Difficult Points

(1) Big letters and small letters.

(2) Listening practice.

5. Teaching Methods

(1) Writing method.

(2) Communicative approach

II. Teaching Guidance

1. Language Functions

Identify things.

Spell words.

2. Target Language

What's this in English?

It's a map.

Hi, Alice! What's this in English?

It's an orange.

Spell it, please.

3. Letters and Structures

Letters I-R.

Pronunciation of letters A, E, I, O, U.

What questions.

4. Vocabulary 词汇

pen, ruler, table, school, quilt, umbrella, orange chair 椅子

5. Learning strategies

Practicing.

Memorizing.

6. Teaching Time

Two Periods

The First Period

I. Teaching Aims and Demands

1. Knowledge Objects

New words.

Letters I-R.

Target language.

What's this in English?

It's a map.

2. Ability Objects

Listening skill.

Observing skill.

Writing skill.

Communicative competence.

3. Moral Objects

Often say "Thank you".



II. Teaching Key Points

New words.

Target language.

Listening practice.

III. Teaching Difficult Points

Writing practice.

Oral practice.

IV. Teaching Methods

Observing method.

Listening and repeating methods.

Writing method.

Communicative approach.

V. Teaching Aids

A tape recorder.

A small board.

A projector.

VI. Teaching Procedures

Section A

Step I

Greet the class and check the homework.

Ask students to read the words together and correct the pronunciation.

Have students show their written work.

Step II 1a

Listen and repeat.

Tapescript

A: What's this in English?

B: It's an orange.

A: What's this in English?

B: It's a map.

Step III 1b

Ask students to look at the picture. Find the letters you know.

Step IV 1c Pairwork

Get students to work in pairs.

First look at the conversations in the picture and ask them to practice.

Then let them make their own conversations.

As they work, move around the class offering language support where necessary.

At the end ask several pairs of students to say their own conversations to the class.

Give them little presents to praise them for their better work.

Encourage students to perform their conversations before the class.

Step V 2a 2b 2c and 2d

Listen and repeat. Practice writing letters I-R.

Step VI 3 Do you know what these letters mean?

Point to the pictures and ask students what these abbreviations mean.

Have students discuss with their partners. And have them say more abbreviations they know.

Step VII 4a and 4b

In these activity first ask students to listen and number the picture.

Play the recording for students and ask them to listen and number the picture.

Then play the recording for a second time. This time ask students to fill in the missing letters in the words.

Get students to read these words for several times.

Step VIII 4c Pairwork

T: Now look at the activity 4c, please.

First I'll ask two students to read the sample dialogue. Who would like to read it to the class? OK. You two, please.

S_a: Hi, Alice! What's this in English?

S_b: It's an orange.

T: Good. Thank you. Now use the words in activity 4a and talk about things.

Have students work in pairs.

As students talk, walk around the room offering help as needed.

Invite some pairs to talk about the things before the class.



备课札记

Play the tape for students.

Then correct the answers.

Step IV 2a

First ask students to look at the picture and say what they can see in the picture.

Then write the words.

Step V 2b Pairwork

First ask two students to read the sample conversation to the class.

S_a: What's this in English?

S_b: It's a ruler.

S_a: Spell it, please.

S_b: R-U-L-E-R.

Then get students to talk about the things in activity 2a.

Have them work in pairs.

As they talk, walk around the room offering help as needed.

Step VI 3a

Tell students they'll listen to the tape. Listen carefully and circle the letters they hear. Then talk about all the letters in the picture.

Step VII 3b Pairwork

Have students look at the letters in the box. Tell them the first line is big letters and the second line is small letters.

Then ask them to fill in the missing letters.

Step VIII 4

Teacher first play the recording for students.

Then have students listen and repeat.

Give students some time to practice the letters, words and chant.

Step IX Self check 1 and 2

First ask students to check the letters and the words they know.

Then write five new words in Vocab-builder.

Ask three students to write their new words on the board and share their words with the class.

Step X 3

This activity requires students to number the words in the correct alphabetical order.

Have students work on their own.

Then correct the answers.

Step XI 4

Show the box on the screen.

Ask students to read the letters and words in Column A.

Then have them try to read the new words in Column B.

Get students to read first.

Then correct the pronunciation.

Give students some time to practice the letters the words and the new words.

A		B	
A	A J K Dale Grace	name	
	Frank thanks jacket map	can	
E	B C D E G evening	he	
	F I M N Helen pen	leg	
I	I hi fine	nice	
	quilt	milk	
O	O OK	go	
	orange	dog	

Step XII Just for Fun

First have two students to read the sample conversation to the class.

S_a: What's this in English?

S_b: It's an orange.

S_a: Good! Spell it, please.

S_b: O-R-A-N-G-E.

Give students several minutes to practice the conversation.

Step XIII Summary

This class we've learned some letters, some new words and the target language.

And also we've learn to say a chant. Do you think it's interesting? OK. I hope you can give more practice after class.

Step XIV Homework

Write the target language in activity 1a, 2b and just for fun down in your exercise books. I'll choose some better ones to put up on the bulletin board.

Please write the sentences carefully and

beautifully.

Step XV Blackboard Design

Starter • Unit 2 What's this in English?

The Second Period

Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr

What's this in English?

It's a _____.

Materials for Preparing Lessons

2. What this in English?

I. 知识点拨

1. What's this in English?

这个用英语怎么说?

this 和 that 都是指示代词。this 指的是近处的人或物, that 指远处的人或物。“What's this(that)?”是一个特殊疑问句, 回答是常用 it 代替 this 或 that, it 可视不同的句子译成“这”“那”“它”, 有时也可不译。

in English 意为“用英语”, in 意为“用……语言”。in Chinese 意为“用汉语”, in Japanese 意为“用日语”。

2. rose 一词多义

(1) 蔷薇, 玫瑰花

What's this in English?

A rose.

(2) (喷水壶或水管上的) 莲蓬头或喷嘴

(3) adj. 玫瑰色的; 粉红色的

(4) (人名) 罗斯

II. 相关资料

1. 电话的发明者亚历山大·贝尔

1847年3月3日, 亚历山大·格雷厄姆·贝尔生在苏格兰的爱丁堡。他的父亲和祖父都是著名的语言学家。贝尔从小受到熏陶, 对语言的传递产生了浓厚的兴趣。不过, 贝尔并不是神童, 他在语音学方面算个小内行, 可是其他功课总是跟不上。

17岁时, 贝尔考进了爱丁堡大学。在这里, 贝尔系统分析和研究了人的语言原理。1867年, 20岁的贝尔从爱丁堡大学毕业了。为了进一步深造, 他又进入伦敦大学, 继续攻读语言学。后来, 贝尔在波士顿开办了一所

聋哑学校, 给聋哑人上课。

贝尔想, 聋人的耳朵虽然聋了, 但眼睛是好的, 能不能把声音转变为聋人能够看见的讯号呢?

贝尔做了许多实验, 都失败了。有一次, 他在接通、断开电源时, 发现螺旋线圈里发出轻微的沙沙声, 这件事给贝尔一种启示: 能不能用电流来传递声音呢?

他对电磁学不太熟悉, 就刻苦自学这方面的基础知识。另外, 他请了一位18岁的电学技师华特生与他合作。

他们在两个房间里装了电话机, 中间安装了电线。经过一次次试验, 都没有听见对方的声音。

1876年3月10日, 贝尔往电池中加入硫酸, 不小心, 硫酸溅到他的腿上, 顿时像被火烫了似的, 疼痛异常。贝尔连忙喊: “华特生, 你快来呀!” 就这样, 两位青年人发明了电话。

由于电话给人们的工作和生活带来许多方便, 所以在它诞生之后, 很快就得推广。

2. 最长的英语单词字母的个数。

最长的英语单词有(pneumonoultramicroscopicsilicovolcanoconiosis) 共有45个字母, 这个单词虽然很长, 但记忆容易, 因为它是由好几个词组成的合成词, 其中前缀pneumono-意为“肺”, ultramicroscopic意为“超显微的”, 前缀silico-意为“硅”或“二氧化硅”, volcano意为“火山”, con-意为“尘”, 后缀-osis意为“病、症”, 整个单词的意思是“(由于吸入超显微硅酸盐及石英尘所引起的) 肺炎埃沉着病”。

3. 许多英美人的姓名很有意思, 如Green(格林)就来自颜色(绿色)。类似的有: White 怀特(白色); Brown 布朗(棕色); Black 布莱克(黑色)。也有一些名字来自职业, 如: Smith 史密斯(铁匠); Baker 贝克(面包师); Cook 库克(厨师); Robert 罗伯特(英语口语中的警察)等。还有一部分名字带有浓厚的宗教色彩, 如Adam 亚当(基督教《圣经》中的人类始祖); John 约翰(基督教耶稣的十二门徒之一)等。

