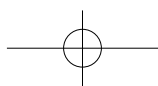
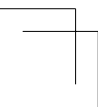
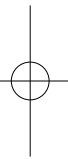
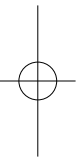
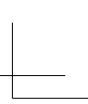
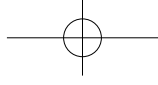
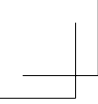


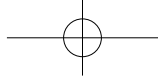
全国教育科学“十二五”规划教育部重点课题  
阅读策略在提升中小学生英语  
阅读能力中的价值研究  
**第三届课题工作会议**  
暨全国中小学英语阅读教学研讨会

**2014**会议手册

主办单位：全国基础外语教育研究培训中心  
英语阅读策略课题办公室

青岛 · 2014年07月15-18日





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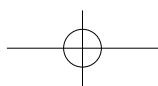
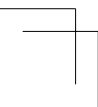
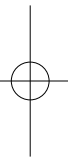
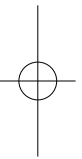
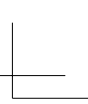
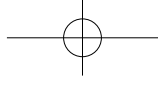
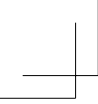
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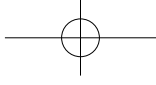
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**会务信息** 封三





# 致参会代表

尊敬的各位参会代表：

欢迎您在艳阳七月来到青岛，出席“全国教育科学‘十二五’规划教育部重点课题‘阅读策略在提升中小学生英语阅读能力中的价值研究’第三届课题工作会议暨全国中小学英语阅读教学研讨会”！我们诚挚感谢您对本次会议给予的关注与支持，也期待您在这一次汇聚智慧的盛会上分享您宝贵的教学经验与课题研究成果！

经过数月紧张而富有挑战的准备工作，在《会议手册》定稿即将付印之时，总课题组及会务组全体工作人员充满着期待与自信：对每一位参会者会上的真知灼见充满期待，对会议的成功充满自信！

本次会议全程三天，其中两天安排为讲座与研讨、一天安排为课题组自由交流。在两天的讲座与研讨安排中，共包括五个主题讲座、两个课题支持信息讲座、两个课题校交流及小初高分学段课例点评与交流。主题讲座与课题讲座由课题组及我国英语教育及英语阅读教学方面的权威专家主讲，将中小学英语阅读教学放在课改的时代背景下，从中小学英语阅读教学的整体情况要求入手，回归课堂，重点讲解课堂活动与教学的实际需要，精辟地分析中小学阅读教学中的重难点问题。同时，课题支持信息讲座由课题负责人王彤教授主讲，为参加课题的教师讲解课题研究的方法和实际工作的安排，梳理学术研究的思路和方法。讲座将为教师们解决在英语阅读教学及课题研究中遇到的问题提供有力支持。课题校交流由优秀课题实验学校就子课题研究经验和成果进行分享。分学段的课例点评中，总课题组从全国范围内挑选了具有代表性的课例，有专家、课例主讲教师与参会教师共同交流观点。相信参会者通过听、看、说等全方位的参与，能够激发来自课题和教学一线的火花。

这是一次沐浴智慧的会议，更是一次迸发思想火花的聚会，期待您的

经验与思考。参加本次会议的将有来自全国百余所课题校的数百名中小学英语教师 and 教学管理者的精英代表，拥有不同的教学和课题经验。我们相信，在探讨与交流中，更能提升我们会议的学术质量、为课题工作积累更多宝贵的经验。您的思考与建议至关重要，您的参与和分享令人期待！

本次会议得到课题校的积极响应，收到百余份精彩课例。这些课例风格各异，但均表现出了教师扎实的教学基本功以及对阅读教学的反思和实践，具有较高的水平。因会议时间有限，无法全部安排，在此表示歉意。

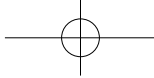
由于时间关系，本《会议手册》中难免还会有信息遗漏、不准确或排版编校上的误差，或因会上临时变化产生的问题，我们对由此带来的不便深表歉意。如有任何疑问，请您通过会务组联系信息（见封三）随时与我们联系。

我们深信，通过全体参会者的共同努力，通过会上会下、现场与书面的交流，本次研讨会将建立起课题组和各课题校、以及各课题校之间更紧密的联系，提高课题研究和阅读教学质量。

借此机会，我们再次衷心感谢本次会议参会者及各课题校领导及老师的关心、理解与支持，期待本次会议为您留下美好记忆！

全国基础外语教育研究培训中心 英语阅读策略课题办公室  
第三届课题工作会议暨全国中小学英语阅读教学研讨会会务组

2014年7月13日



# 主办单位介绍

## 全国基础外语教育研究培训中心

### 全基中心简介

全国基础外语教育研究培训中心（China Basic Foreign Language Education Research & Training Center）（以下简称“全基中心”）成立于2006年，是由教育部指导，由北京外国语大学主管、外语教学与研究出版社支持的全国性教育研究机构，前国务院副总理李岚清同志为研究中心亲笔题写了铭牌。

研究中心以“研究、引领、服务”为宗旨，致力于我国基础外语教育与教学课程研究、师资培训、教学资源开发等领域的工作，并为国家基础外语教育政策的制定提供咨询。

### 重点科研课题简介

全基中心承担多项教育部委托重点课题、规划办重点课题等。正在进行中的重点课题如下：

#### “一条龙”外语教育模式研究（GPA115027）

“一条龙”课题为全国教育科学“十二五”规划2011年度教育部重点课题，由著名外语教育专家、全基中心理事长、北京外国语大学陈琳教授牵头，全国各年龄段外语教育专家、教授任各学段子课题负责人。该课题第一次组织跨学段、多领域综合性研究，实验范围广，历时3-4年，覆盖全国范围内具有代表性的幼儿园、中学及大学，前期实验基础扎实，实验过程严谨，数据丰富，并配套量身定做的一条龙英语教材。在新课改的背景下，本课题具有紧迫的现实意义。

## 阅读策略在提升中小学生学习英语阅读能力中的价值研究 (GPA115032)

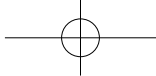
阅读课题为全国教育科学“十二五”规划 2011 年度教育部重点课题，由全基中心专家、北京外国语大学王彤博士任课题负责人。该课题切实针对我国中小学英语阅读教学中的问题，在全国各地的中小学中试点英语阅读策略的教学实验，补充英语材料，以期提升中小学生学习英语效率、自主学习英语的能力、英语学习动力，英语学业成绩，增强学生英语学习的幸福感。该课题实验范围广，覆盖全国各地上百所具有代表性的中小学，前期实验基础扎实，实验过程严谨，并配套量身定做的英语补充阅读教材，对我国中小学英语阅读教学、阅读策略教学有很大的贡献。

## “信息技术在中小学英语教学中应用”专题工作研究

信息技术课题为教育部委托重点课题，由全基中心常务副理事长、北京外国语大学张连仲教授牵头，组织既熟悉中小学英语教学又善用信息技术的专家教授、教研员和一线优秀教师参与研究。该课题旨在落实教育信息化十年发展规划，着力推动教育信息技术与教育教学深度融合，提高中小学信息技术应用水平，研究范围包括信息技术在中小学英语教学主要环节的应用，以及信息技术对提高英语教育效率和效益、推进教学改革与创新的作用。该课题研究成果将为教育部《中小学教育信息化指导纲要》研制工作提供基础支持，意义重大。

## 中小学英语网络教学模式研究 (GPA115037)

网络课题为全国教育科学“十二五”规划 2011 年度教育部重点课题，由全基中心专家、北京外国语大学曹文教授任课题总负责人，由研究人员和实践人员组成专业的课题研究队伍。目前，我国基础教育阶段基于课程的英语网络学习资源的应用及对其应用情况的研究刚刚起步。本课题拟以外语教学



与研究出版社研发的“新标准英语网络学习系统”(www.nse.com)为工具,通过研究基础教育阶段的英语教师在课内教学和课外学习活动中对基于课程的英语网络学习资源的认识和运用,回答研发层面、教学层面和教师发展层面的相关问题。

## 重点师训项目简介

全基中心理事、专家把握我国基础外语教育的发展方向,基于基础外语教育的现状、问题和趋势,针对处于不同职业阶段的教师和教研员,以面授研修和网上课程的形式,设计了不同的教师培训课程。例如:

### 中学英语课程设计与研究方法高端研修班

如何将英语教学真正落实在培养学生的综合语言运用能力上?面对考试改革,我们如何应对新的挑战?如何促进英语教师的专业发展,提升教育质量,变挑战为机遇,这是广大英语教师共同的心愿。在此背景下,全国基础外语教育研究培训中心将于2014年7月21日——25日举行“中学英语课程设计与研究方法高端研修”班。研修班将邀请国内外知名的专家授课,旨在帮助英语教师提高教学与研究水平。为保证学习质量,全基中心精心设计课程内容,集合国内外知名专家主讲,并对申请参加研修班的学员进行严格的挑选。研修结束后,经考核,颁发全国基础外语教育研究培训中心签发的结业证书。以此为始,全基中心将陆续推出系列化、体系化的高端研修班,并通过高端研修班,为全国的优秀教师搭建一个在学术和教学上得以相互交流、与国内外专家直接交流的平台,促进骨干教师、精英教师的持续成长,为涌现更多的名师助力!

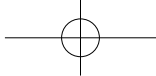
### 中小学英语教师专业发展系列在线课程

该课程由全国基础外语教育研究培训中心与北京外国语大学外语教学与

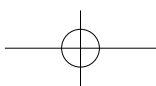
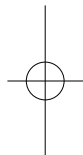
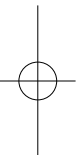
研究出版社精心策划，旨在促进广大中小学英语教师的终身学习和长期职业发展，提升培训学习的灵活性、自主性、系统性和便捷性，力求为全国中小学英语教师提供系统的远程终身学习服务体系，帮助老师们在日常教学中，随时随地、不脱产，自主学习、同行交流，不断提升。课程内容包括三大维度共十个模块，共有近 40 个细分课别，由国内外相关领域的知名专家主讲，全面满足中小学教师的发展需求。

## 👤 小结

在科研课题与师训研修的基础上，全基中心将集合学术成果和资源，通过高端学术会议将全国中小学外语教师与国内外顶尖专家链接在一起、将最新的理论与最落地的实践成果结合在一起、将国内外的优秀资源结合在一起，与全国基础外语教育工作者一起推动我国基础外语教育发展！



# 会议日程



# 全国基础外语教育研究培训中心

## “阅读策略在提升中小学生学习英语阅读能力中的价值”总课题组

### 全国教育科学十二五规划教育部重点课题 “阅读策略在提升中小学生学习英语阅读能力中的价值研究” 第三届课题工作会议暨全国中小学英语阅读教学研讨会日程

7月15日(星期二)			
时间	内容	主持人	地点
15日全天	与会教师签到并领取相关会议资料	会务组	青岛地矿宾馆
7月16日(星期三)(第一天)			
时间	内容	主讲人	地点
8:30-9:00	<b>第三届课题工作会议会开幕式</b> 1. 专家、参会学校介绍 2. 第三批实验学校授牌,并颁发第三批实验区、实验校课题负责人证书	彭永成	青岛地矿宾馆 太平洋会场
9:00-10:30	总课题理论培训与工作安排	王彤	青岛地矿宾馆 太平洋会场
10:30-11:00	茶歇拍照		

续表

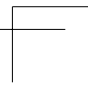
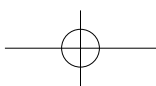
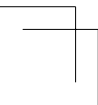
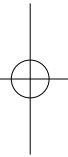
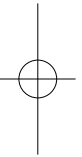
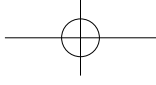
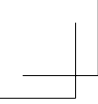
7月16日(星期三)(第一天)				
时间	内容		主讲人	地点
11:00- 12:20	中高考改革政策解读与应对思路		陈新忠	青岛地矿宾馆 太平洋会场
12:20- 13:30	午餐			青岛地矿宾馆 宴会厅
14:30- 16:30	阅读教学设计与阅读策略、思维能力 培养——以《悦读联播》为例		王永祥	青岛地矿宾馆 太平洋会场
16:30- 16:40	茶歇			
16:40- 18:40	英语阅读语篇能力与练习 测试题型设计		刘北利	青岛地矿宾馆 太平洋会场
18:40- 19:40	晚餐			青岛地矿宾馆 宴会厅
20:00- 20:30	课题组专家答疑		王彤	青岛地矿宾馆 太平洋会场
7月17日(星期四)(第二天)				
时间	内容		点评专家	地点
	A 会场	<b>高中英语阅读教学 光盘课点评</b> 1. 深圳北师大南山附校 董艳丽 高二(下) M10-Interesting People	王永祥	青岛地矿宾馆 太平洋会场

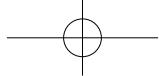
续表

7月17日(星期四)(第二天)				
时间	内容		点评专家	地点
8:30-12:00 (含茶歇)	A会场	2. 天津南开附中 王伟丹 高二(下) M7-Nutritious Eating 3. 青海油田一中 黄海峰 高二(下) M7-Nutritious Eating	王永祥	青岛地矿宾馆 太平洋会场
	B会场	<b>初中英语阅读教学光盘课点评</b> 1. 山西陵川棋源中学 平新娣 初二(上) M1-How to Learn English 2. 新疆克拉玛依独山子区三中 刘敏 初二(上) M7-My Impressions of Halloween 3. 深圳北师大南山附校 范敏 初一(下) M7-The Titanic 4. 四川师大附中 黄嘉逸 初二(下) M2-What Kind of Friend Are You?	王彤 刘北利	青岛海洋宾馆 分会场
	C会场	<b>小学英语阅读教学光盘课点评</b> 1. 新疆克拉玛依独山子区六小 胡小娟 四(下) M2-The Alphabet Market 2. 黑龙江大庆市祥阁学校 胡艳艳 四(上) M9-The Wind and the Sun	孙泓	青岛地矿宾馆 分会场

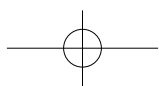
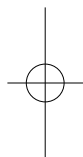
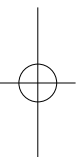
续表

7月17日(星期四)(第二天)			
时间	内容	点评专家	地点
14:00-15:00	阅读课课堂观察任务	孙泓	青岛地矿宾馆 太平洋会场
12:00-13:00	午餐		
14:00-15:00	阅读课课堂观察任务	孙泓	青岛地矿宾馆 太平洋会场
15:00-15:40	实验校课题管理经验和阅读材料使用 心得分享 -- 北师大深圳南山分校	吴蔚	青岛地矿宾馆 太平洋会场
15:40-15:50	茶歇		
15:50-16:10	课题校交流 -- 山西省晋城市陵川教育局教研室	李栋林	青岛地矿宾馆 太平洋会场
16:10-16:40	阅读课题服务支撑体系与资源介绍	彭永成	青岛地矿宾馆 太平洋会场
16:40-17:00	会议闭幕	彭永成	青岛地矿宾馆 太平洋会场
7月18日(星期五)(第三天)			
8:30-17:00	课题校自主交流		





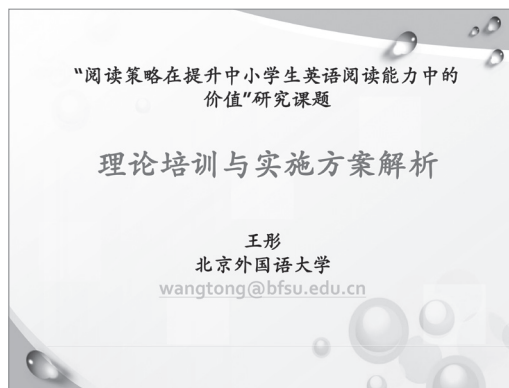
# 会议内容



## 1. 总课题理论培训及工作安排 王彤

### 王彤

北京外国语大学副教授、硕士生导师，英国诺丁汉大学博士。全国教育科学“十二五”规划教育部重点课题“阅读策略在提升中小学生学习英语阅读能力中的价值研究”课题负责人；担任北京外国语大学英语语言文学国家重点学科学术骨干，北外附属外国语学校常务副校长。长期从事英语教学与研究，先后主持数个省部级及“211工程”重点项目；发表专著、论文多篇。




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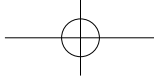
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**第一部分**

**介绍课题**

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**一、课题名称**

- 阅读策略在提升中小学生英语阅读能力中的价值研究
- 全国教育科学“十二五”规划2011年度教育部重点课题（课题批准号GPA115032）

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**二、课题介绍**

1. 国内外研究现状与选题意义
2. 课题特点
3. 研究目标与内容
4. 研究思路与设计
5. 子课题构成
6. 研究进度
7. 预期成果

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### 1、国内中小学英语阅读教学现状

- 英语阅读教学被考试“绑架”
- 学生阅读兴趣弱
- 阅读材料单一甚至缺失
- 教师教学兴趣淡漠、教学方法简单
- 背离了英语教学的人文（为人性）培养目标：发展人、培养人

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### 阅读素养

- 阅读是人类发展的一项基本技能，许多国家都非常重视培养青少年的阅读能力。
- 经济合作与发展组织（OECD）每三年组织一次国际性的学生素养测评（PISA），其中，阅读素养就是三个测评项目之一。
- 研究表明，阅读素养比在校学习年限更能准确地预测出一个人的经济能力和社会地位。PISA研究结果表明，如果学生要成为出色的阅读者，他/她需要具备一些阅读策略，如记忆、理解、总结、泛读等方法。当阅读中贯穿着批判性思维和策略性学习时，学生的阅读效果会更好，会更加享受阅读的乐趣。PISA成绩表明，运用阅读策略的学生阅读素养要高于缺乏阅读策略的学习者。

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### 中国学生阅读素养

- 上海市参加了2009年的PISA测试，结果表明，上海中学生在阅读方面存在以下问题
  - 学生缺乏具有创新和决策水平的阅读素养竞争能力
  - 缺乏非连续性文本的阅读策略
  - 自主学习能力弱
  - 男生阅读素养低于女生

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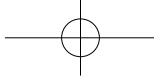
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### 中国学生阅读素养

- 2012年的PISA测试，结果表明，上海中学生在阅读方面存在以下问题
  - 最高端阅读能力的学生比例不高。这说明上海在具有创新和决策水平的阅读素养高端竞争力上并没有很大优势。
  - 文科课堂偏重“记诵”。从传统文学课阅读活动的内容来看，基本属于层次较低的事实性知识，无助于培养学生高水平的阅读能力，从减轻学生负担和培养创造力的角度考虑，应对教学内容的结构进行必要调整，腾出时间培养高层次思维能力。

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### 国家课程标准

- 教育部颁布的国家《英语课程标准》提出了明确要求：英语课程改革的重点就是要改变英语课程过分重视语法和词汇知识的讲解与传授，忽视对学生实际语言运用能力的培养的倾向……使语言学习的过程成为学生形成积极的情感态度、主动思维和大胆实践、提高跨文化意识和形成自主学习能力的过程。
- 根据全国英语课程标准，初中学生课外阅读量除教材外，课外阅读量初一、初二、初三应分别累计达到4万词、10万词和15万词以上。
- 高中生课外阅读量在高一、高二、高三应分别累计达到18万词、23万词、30万词以上。

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### 课标要求与现实做法距离有多远？

- 你的学校离课标对英语阅读的要求有多远？
- 你的课堂离课标对英语阅读的要求有多远？

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## 这就是课题立项的初衷!

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## 2、课题特点

- 实验范围广
- 本课题是主持人与全国基础外语教育研究培训中心共同完成。该中心由教育部批准成立，受教育部基教司委托致力于全国基础外语教育教学研究和教师培训工作
- 本课题有着扎实的前期研究基础，它基于全国基础外语教育研究培训中心2007-2009年三年全国性的“英语阅读教学研究课题”成果，在此基础上进行提升性研究。2007年起，共有几十所学校加入全国基础外语教育研究中心首批科研项目，采用《悦读联播》等补充阅读教材，实验英语阅读策略教学。在本课题中，进一步扩大实验校范围

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- 配套量身定做的英语补充阅读教材
- 为了达到《标准》要求的课外阅读量，发挥英语阅读本身的内涵，外语教学与研究出版社经过科学调研，与英国知名出版集团合作，为中国中小学生量身开发了遵循课程标准精神、符合中国英语教学实际的读物，如：《新标准英语分级有声读物》、《新标准中小学分级英语读物》、《外研社企鹅英语分级有声读物》、《悦读联播》等
- 这些阅读教材将服务于本课题

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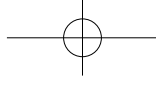
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### 3、 研究目标与内容

#### • 研究目标

- 通过在中小学英语教学中试点英语阅读策略的教学实验，通过学生阅读补充英语材料，提升中小学生学习英语效率、自主学习英语的能力、英语学习动力，英语学业成绩，增强学生英语学习的幸福感。

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#### 研究内容

- 在20-30所中小学实验英语阅读策略教学，采用调查问卷、对比实验等定量研究法和跟踪研究等质性研究法，对比传统教法与实验教法在以下方面的差异性：学生英语学业成绩、英语阅读效率、学习动力、学习自主能力、英语阅读幸福感。

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#### 研究假设

- 假设1：英语阅读策略教学比传统教法可以更快提升中小学生学习英语阅读效率
- 假设2：英语阅读策略教学可以提升中小学生学习英语学业成绩
- 假设3：英语阅读策略教学可以提升中小学生学习英语学习动力与自主学习能力
- 假设4：英语阅读策略教学能够提升学生英语阅读幸福感

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#### 4、研究思路与设计

##### 研究思路

- 在实验校成立实验组与对照组，或者采用前后对比方法。通过定量研究分析，探求英语阅读策略教学与学生阅读效率、英语学业成绩、自主学习能力、学习动力、英语阅读幸福感的关系。通过质性研究分析，探求学生英语阅读成长经历和教师阅读策略教学成长经历。

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#### 研究方法

- 本课题主要采用定量研究和质性研究方法。定量研究方法包括实验研究、问卷调查等。质性研究方法包括访谈、课堂观察、日志跟踪等方法。

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#### 5、子课题构成

1. 中小学英语阅读策略教学现状调研
2. 中小学师生对英语阅读策略教学的态度调研
3. 英语阅读策略教学与传统教法在提升中小学生学习英语阅读效率方面的对比研究
4. 英语阅读策略教学在提升中小学生学习英语学业成绩方面的研究
5. 英语阅读策略教学在提升中小学生学习英语动力与自主学习能力方面的研究
6. 英语阅读策略教学在提升中小学生学习英语阅读幸福感方面的研究
7. 英语阅读策略教学中教师发展研究
8. 英语阅读策略教学中学生发展研究

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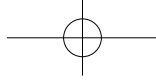
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**反思与讨论**

- 我要研究什么领域，请列出1-2个。

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**6、研究进度**

以一个学期为一个研究周期。

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**7、预期成果**

评选

- 优秀教案
- 优秀学案
- 优秀论文

出版

- 课题专著

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### 三、校本研究注意事项

1. 认真学习《国家课程标准》
2. 认真学习英语阅读教学理论与文献
3. 制定研究方案
4. 制定教学方案
5. 严格过程管理，保证成果质量

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### 1、认真学习国家课程标准

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### 国家英语课程标准

初一学年：三级

- 1、能正确地朗读课文
- 2、能理解简短的书面指令，并根据要求进行学习活动
- 3、能读懂简单故事和短文并抓住大意
- 4、能初步使用简单的工具书
- 5、除教材外，课外阅读量应累计达到4万词以上

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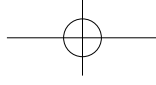
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初二学年：四级

- 1、能连贯流畅地朗读课文
- 2、能读懂说明文等应用文材料
- 3、能从简单的文章中找出有关信息，理解大意
- 4、能根据上下文猜测生词的意思
- 5、能理解并解释图标提供的信息
- 6、能理解简易读物中的事件发生顺序和人物行为
- 7、能读懂简单的个人信件
- 8、能使用英汉词典等工具书帮助阅读理解
- 9、除教材外，课外阅读量应累计达到10万词以上

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初三学年：五级

- 1、能根据上下文和构词法推断、理解生词的含义
- 2、能理解段落中各句子之间的逻辑关系
- 3、能找出文章中的主题，理解故事的情节，预测故事情节的发展和可能的结局
- 4、能读懂常见体裁的阅读材料
- 5、能根据不同的阅读目的运用简单的阅读策略获取信息
- 6、能利用字典等工具书进行学习
- 7、除教材外，课外阅读量应累计达到15万词以上

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高一学年：六级

- 1、能根据上下文和构词法推断、理解生词的含义
- 2、能理解段落中各句子之间的逻辑关系
- 3、能找出文章中的主题，理解故事的情节，预测故事情节的发展和可能的结局
- 4、能读懂常见体裁的阅读材料
- 5、能根据不同的阅读目的运用简单的阅读策略获取信息
- 6、能利用字典等工具书进行学习
- 7、除教材外，课外阅读量应累计达到18万词以上

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### 高二学年：七级

- 1、能从文章中获取主要信息并能摘录要点
- 2、能理解文章主旨、作者意图
- 3、能提取、筛选和重新组织简单文章中的信息
- 4、能利用上下文的线索帮助理解
- 5、能理解和欣赏一些浅显的经典英语诗歌
- 6、除教材外，课外阅读量应累计达到23万词以上

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### 高三学年：八级

- 1、能理解阅读材料中不同的观点和态度
- 2、能识别不同文体的特征
- 3、能通过分析句子结构理解难句和长句
- 4、能在教师的帮助下欣赏浅显的文学作品
- 5、能根据学习任务的需要从电子读物或网络中获取信息并进行加工处理
- 6、除教材外，课外阅读量应累计达到30万词以上

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### 基本阅读技能（高中阶段）

1. 略读 (skimming)
2. 找读 (scanning)
3. 预测下文
4. 理解大意
5. 分清文章中的事实和观点
6. 猜测词义
7. 推理判断
8. 了解重点细节
9. 理解文章结构
10. 理解图表信息
11. 理解指代关系
12. 理解逻辑关系
13. 理解作者意图
14. 评价阅读内容

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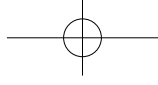
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## 基本阅读技能 (初中阶段)

### 三至五级

- 略读;
- 扫读、找读、跳读;
- 预测;
- 理解大意;
- 猜测词义;
- 推断;
- 理解细节;
- 理解文章结构;
- 理解图表信息;
- 理解指代;
- 理解逻辑关系。

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## 主要教学活动

### 读前活动

- ✓ 明确目的
- ✓ 熟悉话题
- ✓ 预测内容
- ✓ 预测词汇
- ✓ 激发兴趣和欲望
- ✓ 布置任务

### 阅读活动

- ✓ 略读
- ✓ 找读
- ✓ 根据所读内容画图、标图、连线、填表、排序、补全信息
- ✓ 为课文选择或添加标题
- ✓ 根据所读内容制作图表
- ✓ 边读边操作
- ✓ 判断真伪

### 读后活动

- ✓ 转述所读内容
- ✓ 根据所读内容进行角色扮演
- ✓ 讨论
- ✓ 改写
- ✓ 续尾
- ✓ 写摘要

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会议内容

## 阅读技能与试题设计 (高中阶段)

### 测试要点

1. 理解主旨大意;
2. 寻读具体信息;
3. 理解细节;
4. 根据上下文提供语境推测生词词义, 进而加深对文段的理解。
5. 简单的判断和推理;
6. 理解文段的基本逻辑结构;
7. 理解作者的意图和态度;
8. 理解文段的文化信息

### 测试方式

1. 单项选择;
2. 完型填空;
3. 填空题;
4. 是非题;
5. 完成句子;
6. 图文转换;
7. 笔头转述;
8. 要点记录;
9. 内容总结;
10. 按指令完成文段;
11. 与写作结合完成任务。

### 说明

1. 所选语言材料应与学生语言水平符合, 题材、体裁丰富;
2. 每篇文段长度可在100—300词之间, 阅读篇章总量在3—5篇, 词数总量在300—1500之间;
3. 试题题干要尽可能简明, 指示清楚, 选项要体现测试要点。

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### 阅读效率

四、阅读效率是读速与理解率的辩证统一体。最早提出阅读效率这一概念的是美国 Rutgers 大学的 Edward Fry 博士。他提供的公式是：阅读速度×理解率=阅读效率 (Fry, 1981)。阅读效率指读者在单位时间内通过阅读所获得的信息量，即其每分钟所读的有效字数。我们用 ew/m 来作为其计量单位。如某生每分钟读 250 个词，理解率为 70%，那么他的阅读效率便是 175ew/m，也就是说，他每分钟能有效地读懂 175 个词所含的信息量。

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### 2、认真学习 英语阅读教学理论与文献

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### 过去20年文献

- 像海绵一样学习，学习科学实验方法和本领域论文及科研动态。先学习课题负责人收集的近20年核心期刊上发表的几百篇相关论文和优秀硕博论文。

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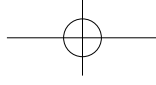
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### 3、制定研究方案

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### 现状调研

- 把现状摸清楚，也就是实验前的真实状态。分为教与学两个视角。
- 对象有两类：教师、学生。
- 调研问卷非常重要，问卷是测量工具，一定要准确。
- 抽样：抽样调查、全体调查。抽样方法要科学。
- 学生填写要认真，避免空项和虚假信息。
- 问卷需要经过课题负责人的审核。最好参考已经广泛使用过的调查问卷。

案例：调查问卷

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### 前测、过程测、后测

- 前测、过程测评、后测要参照国家课程标准的要求，记录每个学生的阅读效率。前测、过程测评、后测形式最好相同，参照国家课程标准。

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### 前测

- 遴选参与对象
  - 遴选标准（实验组与对照组的抽样标准是什么？依据是什么？是否存在歧视？是否达到量的要求？）
  - 前测试卷
    - 依据难度
    - 依据标准
    - 篇幅数量
    - 阅读总字数
    - 阅读题材
    - 阅读效率
    - 如何记录每人数据（是记录总阅读速度还是记录每篇阅读速度）
    - 在技术上如何实现记录每人数据
    - 前测如何与过程测和后测统一（想清楚如何测量由于你的教学干预，学生有进步）
    - 如何统计和分析数据
  - 做好参与者的培训工作
- 案例：前测方案、前测试卷

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### 定量研究、定性研究

- 在定量研究的基础上，鼓励定性研究，及质的研究。选取几个有典型意义的学生进行跟踪研究，收集过程中的一切数据，记录学习过程并反思。
- 实验干预：阅读策略教学。有哪些策略？针对学生群体，哪些策略需要教？如何教？教的模式是什么？教学计划是什么？

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### 子课题

- 研究方向除了子课题外，可以自列，如：
- 中小学英语阅读策略教学模式研究
  - 中小学英语阅读评估模式研究
  - 中小学生学习英语阅读障碍研究及对策
  - 中小学生学习英语课外阅读模式研究

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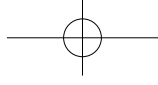
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### 4、制定教学方案

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### 教学实施方案

- 教材的选择？从真学习课标
- 阅读教学模式安排（现有模式进行如何变化）？（探索课前、课中、课后的教与学的模式）
  - 阅读策略教学：课内？课外？混合？
  - 学生阅读时间安排：课内？课外？混合？
  - 每周多长时间进行阅读策略教学？
  - 阅读策略教学与现有英语教学模式（课表）和安排上（融入现有英语课？单独开设？课上不讲，课后辅导？如何体现？）
  - 检测方式是什么？对学生阅读的检测方法是什么？
- 教学进度安排（时间上如何使用选用的阅读教材）？使用图表，具体到每周的课内与课外安排
- 选择几个年级、几个班级开展实验研究？
- 如何评估学生阅读进步（前测、后测）
- 实验期可以是一个学期或一年（做好阅读前测、后测数据，量化说明学生进步）？
- 教师选择（哪些教师参与实验）？每个教师分工不同，任务分工表？
- 8个子课题如何分配？每个课题要探索模式，任务分工表？
- 工作推进总表？
- 做好每次会议的会议记录、阶段总结、调查问卷、研究过程的教案汇编、学案汇编、课堂实录至少5节课、教学反思日志、学生日志、照片、学生作品、软件、获奖证书等
- 研究成果是什么？（建议是论文或调研报告）任务分工表？
- 方案的制定要完整，形成一个独立的小学、初中、高中英语阅读策略教学实施方案，争取想到每个细节，把整个学期的计划做出来。

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### 案例分享

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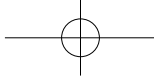
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## 第二部分 研究方法

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### 研究方法

- 行动研究
- 实验研究
- 质性研究

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### 1. 什么是行动研究?

- 行动研究：
  - 教师为解决教学实际问题或者变革教学现状而采取某种新措施的研究。
  - 行动（实践）与研究相结合

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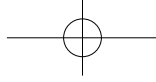
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## 主要特点

1. 核心?“行动”，有目的、有理据、有监控、有反思的行为
2. 研究目的？变革、改进实践
3. 研究问题？  
教学中的真实问题
4. 研究者？一线教师，教学实施者和研究者的角色，广泛的参与性
5. 研究过程？  
研究过程也是行动/实践的过程

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- 研究环境：教师教授自然班级，没有人为操纵的因素，真实性。
- 反思性：研究过程不断反思，反思教学发现问题，反思研究方案，修正研究设计等等。
- 应用性：对提高教学效果有直接作用，很强的应用性。

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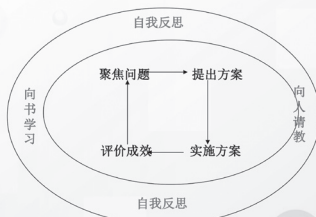
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## 2. 行动研究是怎么做的？




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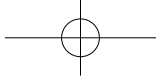
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### 教学中困扰你的问题有哪些？

- 这些问题就可以转化成研究课题
- 困扰我的问题是什么？
- 我有没有解决方案？
- 如何行动？
- 如何评估？

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### 行动研究的调研手段

- 观察（研究者）
- 日志（研究者日志、参与者日志）
- 访谈（含聊天）（访谈提纲）
- 录音（转写）、录像（转写）、照片
- 调查问卷（借鉴他人、自己设计）

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### 行动研究论文撰写

- 第一人称
- 日常语言（非学术语言）

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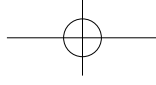
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### 长处

- 成果应用：正视实践中的问题，引发积极的变化
- 教师发展：
  - 促进研究者/实践者反思、寻求解决问题的办法、行动，推动研究者的专业成长
  - 赋权于实践者，提升实践者高层次思维能力

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### 存在问题

- 效度受到质疑
- 缺乏数据、资料分析方面的共识
- 耗时
  - 研究方法有待进一步提炼
  - 研究技术有待优化

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### 2. 实验研究

- 研究者有意识地使一个变量（自变量）发生变化，然后观察这种变化是否对另一个变量（因变量）产生影响。
  - 如改变教学方法，观察对学生学习成绩的影响
  - 如传授和训练阅读策略，评估对学生学习成绩的影响
- 两大特点
  - (1) 研究者对自变量的控制
  - (2) 对被试者的随机抽样

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### 真正的实验设计

- 实验组和对照组随机抽样，确保水平以及其他要素相当。
- 实验组进行新教法。
- 对照组不进行新教法。
- 实验后两组参加同样内容的测试，比较效果。

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### 准实验设计

- 实验组和对照组是两个自然组
- 两组前测
- 实验组进行新教法
- 对照组不进行新教法
- 两组后测
- 通过比较两组前后测成绩差异

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### 3. 质性研究

- 质性研究，即定性研究，是一种在社会科学及教育学领域常使用的研究方法，通常是相对量化研究而言。
- 研究者参与到自然情境之中，而非人工控制的实验环境，充分地收集资料，对社会现象进行整体性的探究，采用归纳而非演绎的思路来分析资料和形成理论，通过与研究对象的实际互动来理解他们的行为。
- 质性研究注重人与人之间意义理解、交互影响、生活经历和现场情景，在自然状态中获得整体理解的研究态度和方式。质性研究以描述的方式实现意义的理解。

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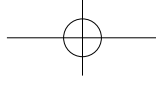
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### 研究的趋势

- 量化和质性研究相结合
- 力求多维度论证

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感谢聆听!

欢迎批评指正!

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会议内容













Program for International Student Assessment (PISA)

- PISA要求参加四项测评的中学生不仅掌握学科知识、更重视学生的能力和态度。
- 评价重点包括三部分内容：过程和方法的掌握、概念的理解和在不同环境下运用知识的能力。所有的试题都围绕这三个中心内容展开。
- 在解决问题能力测评中，学生不仅要能分析一个既定情况及做出决定，还要能考虑多方面因素，做出最佳决定。

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[PISA试题样例1]

数学： 匹萨饼

一家匹萨饼店提供厚度相同、直径不同的两款匹萨，直径30厘米的匹萨要30元钱，而直径40厘米的匹萨40元钱。问：买哪种匹萨更划算？说明理由。

解法1：根据匹萨面积增幅大于钱的增幅，推断出买大的匹萨比较划算。理由：匹萨的直径与价钱相等，但是匹萨的面积是直径的平方除以4，肯定大于10，因此匹萨增幅大于价钱的增幅，所以买大的比较划算。

解法2：通过面积公式计算出每花一元钱能买到多少面积的匹萨。（ $1/4 * \pi * 40 * 40 / 40 = 31.4 > (1/4 * \pi * 30 * 30) / 30 = 23.6$ ，因此买大的划算。

假定你是阅卷老师，哪个是满分？哪个是部分得分？

解法2：这种方法并不适合在日常生活中使用，酌情减分。

不得分：其他任何答案及没有给出答案。

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[PISA试题样例2]

解决问题：1.“三个人看电影”

给出三个人可以外出看电影的时间表、爱好的影片类型及某电影院电影排片表。然后请学生根据具体情况选出适合三个人同时观看的电影及场次。

测评目的：特定条件下作出最佳决定

三个因素哪个最重要？

点评：学生要根据三人不同的条件选出时间交集，并将时间交集与电影排片表相交，得出决定。

但在做出最后决定时，学生必须考虑到三个人各自的爱好，选出最佳方案，才能获得满分。

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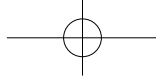
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[阅读测试]

PISA的测试题没有简单地停留在对名篇名作或者科普文章的分析理解上，而是更侧重于日常生活中的阅读应用。阅读内容有报税单、货物收据及说明书、智力问答、报纸新闻报道和图书馆开闭馆时间表等，以充分考验学生的英语阅读及理解能力能否在日常生活中运用自如。

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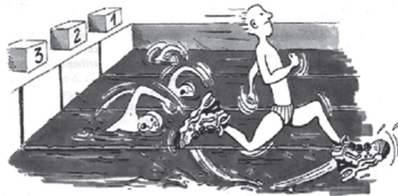
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[PISA试题释例3]

【资料】 Sample Assessment Questions  
Reading Literacy Sample Items  
Runners



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[PISA试题释例3]

For 14 years the Sports Medicine Center of Lyon (France) has been studying the injuries of young sports players and sports professionals. The study has established that the best course is prevention...and good shoes.

*Knocks, falls, wear and tear...*

Eighteen per cent of sports players aged 8 to 12 already have heel injuries. The cartilage of a soccer player's ankle does not respond well to shocks, and 25% of professionals have discovered for themselves that it is an especially weak point. The cartilage of the delicate knee joint can also be irreparably damaged and if care is not taken right from childhood (10-12 years of age), this can cause premature osteoarthritis. The hip does not escape damage either and, particularly when tired, players run the risk of fractures as a result of falls or collisions.

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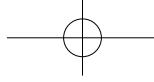
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[PISA 试题样例3]

According to the study, soccer players who have been playing for more than ten years have bony outgrowths either on the tibia or on the heel. This is what is known as "soccer player's foot", a deformity caused by shoes with soles and ankle parts that are too flexible.

*Protect, support, stabilize, absorb*

If a shoe is too rigid, it restricts movement. If it is too flexible, it increases the risk of injuries and sprains. A good sports shoe should meet four criteria:

Firstly, it must provide exterior protection: resisting knocks from the ball or another player, coping with unevenness in the ground, and keeping the foot warm and dry even when it is freezing cold and raining.

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[PISA 试题样例3]

It must support the foot, and in particular the ankle joint, to avoid sprains, swelling and other problems, which may even affect the knee. It must also provide players with good stability so that they do not slip on a wet ground or skid on a surface that is too dry.

Finally, it must absorb shocks, especially those suffered by volleyball and basketball players who are constantly jumping.

*Dry feet*

To avoid minor but painful conditions such as blisters or even splits or athlete's foot (fungal infections), the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in. The ideal material for this is leather, which can be water-proofed to prevent the shoe from getting soaked the first time it rains

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[PISA 试题样例3]

Question 1 and Answer (Level 1)

Runners - Aspect: Interpreting Texts

Question: What does the author intend to show in this text?

- A. That the quality of many sports shoes has greatly improved.
- B. That it is best not to play soccer if you are under 12 years of age.
- C. That young people are suffering more and more injuries due to poor physical condition.
- D. That it is very important for young sports players to wear good shoes.

Answer: The correct answer is D.

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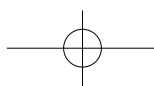
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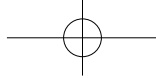
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[PISA试题释例3]

Question 2 and Answer (Level 1)

Runners - Aspect: Retrieving Information

Question: One part of the article says, "A good sports shoe should meet four criteria."

What are these criteria?

Answer: To receive full credit, students must refer to the four criteria in the text.

Horizontal lines for writing the answer.

[PISA试题释例3]

Question 3 and Answer (Level 1)

Runners - Aspect: Reflecting on Texts

Question:

Look at this sentence from near the end of the article. It is presented here in two parts:

"To avoid minor but painful conditions such as blisters or even splits or athlete's foot (fungal infections)..."

"...the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in."

What is the relationship between the first and second parts of the sentence?

The second part \_\_\_\_\_

- A. contradicts the first part.
- B. repeats the first part.
- C. illustrates the problem described in the first part.
- D. gives the solution to the problem described in the first part.

Answer: The correct answer is D.

Horizontal lines for writing the answer.

阅读：涂鸦

[PISA试题释例4]

【阅读材料1】

为了去掉墙上的涂鸦，这次已经是第四次清洗学校墙壁了，这真的使我生气了。创作本来是值得欣赏的，但创作的方式不应该为社会带来额外的开支。

为什么要禁止涂鸦的地方乱画东西，损坏年轻人的声誉？专业的艺术家不会把自己的作品挂在大街上，对吗？相反，他们会透过合法的展览来赚取收入和名声。

我认为楼房、篱笆和公园的长椅本身就是艺术品了，在它们上面涂鸦，只会破坏其风格，而且，这样做更会破坏臭氧层。我真不明白这些可耻的艺术家为什么在其“艺术品”被一次又一次的清理后，还要不断地被乱涂画。

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——海尔格

Horizontal lines for writing the answer.

[PISA 试题样例4]

【阅读材料2】

品味是无法言喻的。社会上充满了各种各样的沟通方式和广告宣传，如公司的标志、店名，还有矗立在大街两旁的各种扰人的大型广告牌。它们是否获得大众接受？没错，大多数是。而涂鸦是否获得大众接受？有些人会接受，但有些人则不接受。

谁负责涂鸦所引起的费用？谁最终负担广告的费用？对，就是消费者。那些树立起广告牌的人事先有没有向你请示？当然没有。那么，涂鸦者应该要事先请示吗？你的名字、组织的名字，和街上的大型艺术品，这些不都只是沟通的方式吗？试想数年前在商店里出现的条纹和格子花服装还有滑雪服饰。这些服饰的图案和颜色就是直接从多采多姿的墙上偷来的。可笑的是，这些图案和颜色竟然被欣然接受，但是那些有同样特色的涂鸦却被认为是讨人厌的。

现在要做艺术真的不容易。

——索菲娅

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•在阅读上述两封信件的基础上，回答下列问题：

•问题（一） 这两封信的写作目的都是：

- A. 解释什么是涂鸦
- B. 发表对涂鸦的意见
- C. 证实涂鸦的流行程度
- D. 告诉读者清除涂鸦的成本。

•答案：B. 发表对涂鸦的意见

•本题目需要学生比较两篇短文的重点，从而找出两篇文章的共同写作目的。

• 答对该题，可以获得第二级的相应分数。

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•问题（二） 为什么索菲娅会提及广告宣传一事？

•答案：“把涂鸦和广告进行了比较”，以及“广告是涂鸦的合法形式”；或者“广告是防止涂鸦的一种策略”

•本题目需要学生推断出文章中两种现象之间的比喻关系。

•答对该题，可以获得第四级的相应分数。

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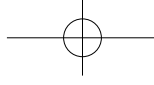
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- 问题(三) 我们可以讨论一封信叙述的事情(它的内容)；我们可以讨论一封信写作的手法(它的风格)。
- 不论你同意哪个作者的论点，你认为哪一封信写得比较好？请根据其中一封信或者两封信的写作手法来解释作答。
- 答案：能够说明一篇(或两篇)文章的风格或内容形式。
- 本题目需要学生比较两封以涂鸦为主题的短信，从而评价作者的写作水准。学生需要根据他们对“所谓好的写作风格”的理解作答。
- 答对该题，可以获得第四级的相应分数。

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- 问题(四) 你同意哪一封信的论点？请参照两封信内容，并用自己的文字解释作答。
- 答案：学生对文章观点的解释，他们可能谈到作者的立场(例如，赞成或反对)或者详细陈述作者的论证。
- 本题目需要学生比较两篇短文的论断，并提出自己的看法和态度。学生亦需要表现出至少对一封信有粗略的理解。
- 答对该题，可以获得第四级的相应分数。

《美国语文》

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- 教师：专业知识、专业技能、学生、教学法、课程(资源)
- 目标：语言知识、语言技能、情感态度、学习策略、文化意识

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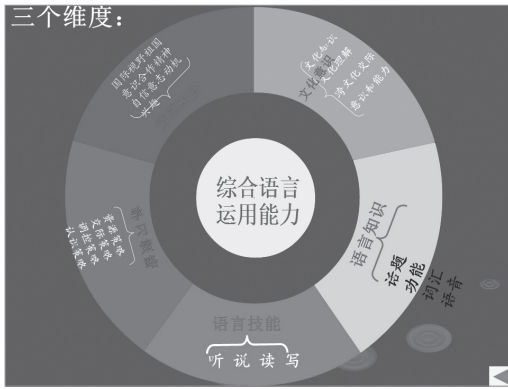
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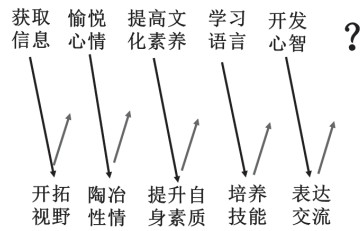
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### 阅读教学的目的




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### 一、学生的阅读障碍与应对策略

- 学生阅读时的障碍和困难大体可分为三类：
- 语言图式 (linguistic schema)
- 内容图式 (content schema)
- 和修辞图式 (rhetorical schema)

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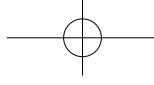
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我们的研究发现  
海淀区中学生在阅读理解方面存在的困难：

- 语篇中的生词障碍
- 异域文化信息
- 复杂的句子结构
- 学生的不良阅读习惯

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- 学生不良的阅读习惯：
- 1. 学生容易形成逐字逐句的阅读习惯。
- 2. 注意力过度集中在字句的微观细节上。
- 3. 在阅读方面缺乏信心和成功体验。
- 4. 有限的阅读量，难以开发敏捷的英语思维。
- 5. 学生的元认知水平低。

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怎样克服逐词阅读的不良习惯？

Most young architects ---particularly those in big cities --- can only dream about working in a building of their own. And marking that dream come true often means finding a building no one else seems to want, which is exactly what happened to David Yocum and his partner, Brian Bell. Their building is a former automobile electrical-parts firm in Atlanta. From the outside, it looks too old, even something horrible, but open the door and you are in a wide, open courtyard, lined on three sides with rusting walls.

In 2000, Yocum and Bell found this building in the city's West End. Built in 1947, the structure had been abandoned years earlier and the roof of the main building had fallen down. But the price was right, so Yocum bought it. He spent eight months of his off-hours on demolition, pulling rubbish out through the roof, because it was too dangerous to go inside the building. The demolition was hard work, but it gave him time to think about what he wanted to do, and "to treasure what was there - the walls, the rust, the light," Yocum said. "Every season, more paint falls off the walls and more rust develops. It's like an art installation in there - a slow-motion show."

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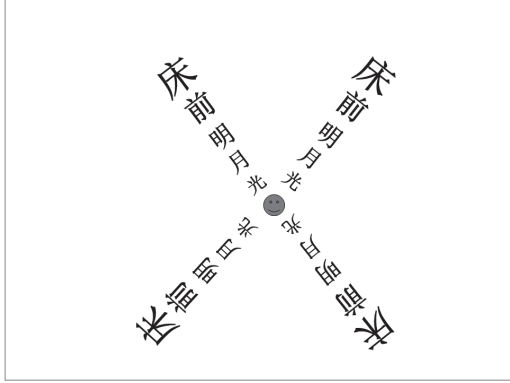
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• 怎样克服有声阅读（Verbal Reading）的不良习惯？  
 在阅读之前，首先发出无意义的声音，比如说：La La La... 等达到无意注意、自动发声的程度，这时再开始阅读。运作的机制就是让无意的发音占据发音的肌肉和器官，再让大脑处于有意阅读的状态，这样就能克服有声阅读的不良习惯。

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• 英语阅读心理障碍的应对策略

1. 创设情境  
3s (safe stable sustainable).
2. 分层策略  
cooperative learning
3. 情感策略  
teaching for the emotional goal
4. 评价策略  
diversity of evaluation

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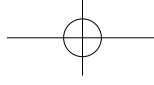
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- 英语阅读习惯障碍的应对策略
- 1.教师可以选择较简单的阅读材料,使学生没有时间指着每个单词念出来。
- 2.教师可以根据阅读材料的长度、难度、题材等设定阅读时间,一般不宜过长。阅读速度=词数/阅读时间; 阅读理解率=正确回答的问题分数/问题的总分数×100%; 有效阅读速度=阅读速度×阅读理解率

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- 英语阅读语篇障碍的应对策略
- 教师在阅读教学中不仅要帮助学生扩大词汇量,分析复杂长句结构,还要帮助他们辨别用于篇章结构衔接的词汇和语法手段,结合背景知识和语境知识,进行逻辑推理,把握各种文章结构,识别不同的文体风格,更好地领会作者的思路和观点。

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- 1.注意句间、段内以及篇章的逻辑语义关系。
- 句与句之间的衔接一是利用明显的标志语,二是通过句子的逻辑排列。
- 注意段落内部的结构和层次抓住段落的中心意思。一个段落通常包括一个主题句(topic sentence)和若干的支持性句子(supporting details)
- 注意文章的结构和层次,抓住全文的中心思想。一篇典型的英语文章一般由三部分组成:手段(beginning)、正文(body)和尾段(end)

2014/7/5

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- 2.把握篇章结构模式（文章体裁）
- **Narration**（记叙文）：故事类文章一般包括开端、发展、高潮和结局。（4ws）
- **Expository**(说明文)：一般包括引言、正文和结束语。
- **Argumentation**(议论文)：论点、论据和结论

2014/7/5

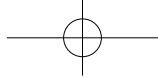
- 英语阅读中文化背景知识障碍的应对策略
- 1.介绍背景知识，导入课文，时间不宜过长，以3~5分钟为宜。
- 2.注意跨文化词汇的积累，及词汇的隐含的文化意义。
- 3.注意句子、语篇层面上的汉英对比。如汉语中定语一般在中心词前，英语中如果定语较长则一般在后。英语中主题句的引领作用。
- 4.课内与课外阅读想结合，扩大学生的知识面。

## 二、阅读教学—原则与方法

国内外专家学者论述

**David Nunan**

1. 激发读者的背景知识、
2. 建立扎实的词汇基础、
3. 为理解而教、
4. 传授阅读策略、
5. 鼓励读者将策略转化为技能、
6. 提高阅读速度和准确率、
7. 在教学过程中进行评估和评价、
8. 阅读课教师应该不懈努力、逐步提高。



## 二、阅读教学—原则与方法

国内外专家学者论述

### I.S.P. Nation

1. 以意思为中心的输入与输出
2. 语言学习为中心的学习
3. 发展语言的流利性

龚亚夫

1. 以话题为中心进行阅读、
2. 以词块为单位进行语言学习与表达。

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## 二、阅读教学—原则与方法

1. 精读与泛读相结合；
2. 获取信息与培养技能并肩而行；
3. 重视背景知识的激活和思维过程的训练；
4. 处理好获取信息、处理信息、输出信息的关系；
5. 将阅读理解与书面表达相结合；
6. 突出中心和重心。

海淀区

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## 二、阅读教学—原则与方法

### 1. 精读与泛读相结合

#### (1) 总原则

- 根据不同内容和材料，确定是精读还是泛读；
- 根据不同目标与需求，确定是精读还是泛读；

例如：北师大版教材M3U7

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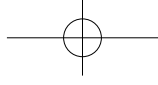
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## 二、阅读教学—原则与方法

### 1. 精读与泛读相结合

#### (2) 精读的方法与目的

##### 方法：读得精细

对文章的字、词、句、篇都要仔细读、反复读。理解重点词、理解重难点句、分析语篇结构。

##### 目的：所得精准

不仅获得文章的字面信息；理解文章的内涵，领会作者的情感、态度、价值观等；而且要学习基础语言知识、习得阅读技能。

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## 二、阅读教学—原则与方法

### 1. 精读与泛读相结合

#### (3) 泛读的方法与目的

##### 方法：广泛阅读

不要求字斟句酌，而要求快速阅读；大量阅读，尽可能多地接触各种各样的题材与体裁的文章。

##### 目的：所得宽泛

各种信息的获取，视野的拓展，人文素养的提升；词汇语法知识实践、复现与扩大的机会。

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## 二、阅读教学—原则与方法

### 2. 获取信息与培养技能并行

•教师不仅要引导学生获取信息，而且要培养学生有意识地学习和使用阅读策略去获取信息；

•当学生长期坚持在有意识地学习和使用阅读策略时，就会无意识将策略转化为技能，从而习得阅读技能。

什么是策略？什么是技能？二者什么关系？

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策略、技能、二者的关系

策略：学习者为了达到预期目标或目的而采取的有意识的行动。

技能：已经自动化的策略。

关系：策略是有意识的，技能是无意识的；先有策略，后有技能；

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必修模块		阅读微技能 北师大版教材（每单元最后一课）	
• M1U1L4—prediction			
• M1U2L4—working out meaning		(利用上下文猜测词义)	
• M1U3L4—multiple choice questions		(归纳主旨要义)	
• M2U4L4—matching topics/paragraphs		(理解逻辑关系)	
• M2U5L4—making contextual connections			
• M2U6L4—self-assessment			
• M3U7L4—sequencing		(理解逻辑关系)	
• M3U8L4—dealing with difficult words		(利用上下文猜测词义)	
• M3U9L4—completing notes		(获取事实性细节)	
• M4U10L4—facts and opinions		(辨认事实性细节)	
• M4U11L4—dealing with cultural references			
• M4U12L4—identifying facts and opinions		(辨认真实性与观点)	
• M5U13L4—making inferences		(推断隐含意义)	
• or “reading between lines”		(理解逻辑关系)	
• M5U14L4—texts with sentence gaps		(理解逻辑关系)	
• M5U15L4—using linking and reference words		(理解逻辑关系)	
《北京高考英语考试说明》			

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选修模块		阅读微技能 北师大版教材（每单元最后一课）	
M6U16L3—revision			
M6U17L3—making inferences		(推断隐含意义)	
M6U18L3—reading poetry			
M7U19L3—paragraphs and headings		(归纳主旨要义)	
M7U20L3—identifying accurate information		(辨认准确信息)	
M7U21L3—sequencing information		(理解逻辑关系)	
M8U22L3—completing texts with sentence gaps		(理解逻辑关系)	
M8U23L3—reading under pressure			
M8U24L3—summarizing		(归纳主旨要义)	
《北京高考英语考试说明》			

7. 理解语篇基本结构

《北京高考英语考试说明》

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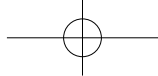
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## 二、阅读教学—原则与方法

### 3. 重视背景知识的激活和思维过程的训练

#### (1) 激活背景知识

•意义:

文章是否能读懂,并不完全取决于词汇量,还取决于背景知识,读者的背景知识会影响到阅读理解。(Carrell, 1983, Carrell and Connor, 1991)。

阅读材料,不仅是由语言构成的,里面包含着语法和词汇知识,而且还渗透着使用这种语言的人行为方式和思想理念。对他们的思维逻辑、道德标准、价值观念、风俗习惯、传统节日,以及政治经济、文教卫生等背景知识了解的越多、越丰富,读的就越快,理解就越透彻。

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## 二、阅读教学—原则与方法

### 3. 重视背景知识的激活和思维过程的训练

#### (1) 激活背景知识

•意义:

- 时机: 通常在导入阶段
- 方法: 头脑风暴、播放图片或视频、输入文字
- 目的: 了解学生已知什么、激活学生旧的知识
- 材料: 教参、课本注释部分、其他出版物

好书推荐: 《中学英语文化背景知识手册》

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## 二、阅读教学—原则与方法

### 3. 重视背景知识的激活和思维过程的训练

#### (2) 训练思维过程

•定义:

思维是一个复杂的、高级的认识过程。它包括分析、综合、比较、抽象、概括、判断和推理等基本过程。

学生在阅读获取信息的过程中,既要分析这个词和句的意思,也要综合每一段的主题句。经过分析,理解了词义和段落大意;经过综合,掌握了文章的中心思想,获得了对文章的整体认识。这个过程就是思维的过程。

•方法:

有声思维法

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## 二、阅读教学—原则与方法

### 3. 重视背景知识的激活和思维过程的训练

#### (2) 训练思维过程

“有声思维法”训练的具体步骤：

1) 师生各自阅读，获取信息；

2) 师生分享信息及思维过程。

首先，老师告诉学生自己使用了什么策略、详细地讲述自阅读时的分析、综合、比较、抽象、概括、判断和推理的思维过程；然后，让学生描述自己运用的策略和技巧、及思维过程。

例如：读课文，获取主旨信息

老师：我用的是找主题句的方法。

首先，我找到每段的第一句。(如果不是的，我再找最后一句或中间句；还不是的话，我找**therefore, however, in a word**等句子)

然后，我分析每句话的意思，提炼关键词。

最后，我综合所有高频关键信息，用一两句话概括出来。

要经过逐渐训练和长期训练，学生才能习得思维过程。

## 二、阅读教学—原则与方法

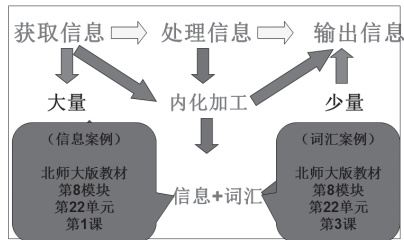
### 4. 处理好获取信息、处理信息、输出信息的关系

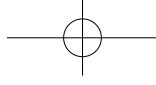
- 从输入到输出是一个过程，一个循序渐进的过程。
- 输入和输出之间需要桥梁，这个桥梁就是内化过程。
- 林立在《第二语言习得研究》一书中提到：在语言学习的过程中，人们认同三个过程：输入→加工→输出。

**input → learner processes → output**

## 二、阅读教学—原则与方法

### 4. 处理好三者的关系





### 内化信息的案例

北师大版教材：选修模块8第22单元为例。

单元话题：“Environmental protection”

第1课：阅读课 (Language focus)

话题：“Global Warming”

文章题目：“Can we take the heat”

教学设计：

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教学设计： 内化信息案例

输入信息：个人阅读文章，获取（下列主要信息）：

1. 什么是全球变暖？
2. 全球变暖产生的原因及带来的后果是什么？
3. 解决问题的办法是什么？

内化信息：小组通过看图片，问答和采访（上述主要信息）：  
活动1—问答：全球变暖产生的原因及带来的后果  
活动2—采访：解决全球变暖办法

输出信息：个人准备演讲稿，谈谈（上述主要信息）：  
你能做什么来减少温室气体？为什么要这么做？

应用信息：小组讨论（应用上述主要信息）：  
不久前，我国南方一些地方发生了严重的干旱，近来一些地方又发生了洪灾。这些灾害给当地的人们带来什么后果？你认为是什么原因引起了这些灾难的发生？怎样避免这种灾难的发生？

第8模块  
第22单元  
第1课

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### 内化词汇的案例

北师大版教材：选修模块8第22单元为例。

单元话题：“Environmental protection”

第3课：阅读课 (Skills focus)

话题：“Natural Disasters”

文章题目：“Nature is turning on us”。

教学设计：

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教学设计:


### 内化词汇

#### 输入词汇

Pre-reading  
What does the text have in common with the text?  
landslide



Pre-reading  
What does the text have in common with the text?  
forest fire



第8模块  
第22单元  
第3课

1. Pre-reading: Natural disasters  
Read and match the words to the pictures.

- 1. drought 干旱
- 2. earthquake 地震
- 3. flood 洪水
- 4. forest fire 森林大火
- 5. landslide 山体滑坡
- 6. tsunami 海啸
- 7. typhoon 台风
- 8. volcanic eruption 火山爆发

2. Pre-reading: Natural disasters  
Read and match the words to the pictures.

- 1. drought 干旱
- 2. earthquake 地震
- 3. flood 洪水
- 4. forest fire 森林大火
- 5. landslide 山体滑坡
- 6. tsunami 海啸
- 7. typhoon 台风
- 8. volcanic eruption 火山爆发

3. Vocabulary about natural disasters  
Read the text and answer the questions.  
1. What is the main idea of the text?  
2. What is the purpose of the text?  
3. What is the structure of the text?

Key Words: Drought, earthquake, flood, forest fire, landslide, tsunami, typhoon, volcanic eruption.

#### 输出词汇

小组讨论下列问题:  
1. What natural disasters have happened in the last few months in the south of China?  
2. What do you think governments can do to help prevent natural disasters?  
3. What can we do to improve the environment and help the victims of natural disasters?

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## 二、阅读教学—原则与方法

### 5. 将阅读理解与书面表达相结合

- 读是输入、写是输出。输入是为了输出;
- 读与写的思维方法是一脉相承的。  
读—文体、结构、主旨、细节;  
写—考虑文体、构思结构、  
写主题句、写支撑细节。
- 读与写都是围绕某一话题进行的。

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## 二、阅读教学—原则与方法

### 6. 突出中心和重心

- 定位目标: 是搜索信息, 理解内容, 还是学习技巧, 或者是学习词汇和语法等, 要有明确的定位;
- 阅读文本: 课文内容、教参内容、课程标准;  
(要反复透彻)
- 二次创作: 个人思考、备课组、教研组合作

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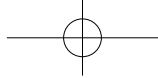
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## 二、阅读教学—原则与方法

### 主要阅读课型

1. 以信息为中心的阅读课 **Information-focused**  
着重提高学生用英语获取信息、处理信息、分析和解决问题的能力
2. 以语言为中心的阅读课 **Language-focused**  
进一步发展学生综合语言运用能力（词汇和语法知识）
3. 以技能为中心的阅读课 **Skill-focused**  
进一步发展学生综合语言运用能力（阅读技能）
4. 以表达为中心的阅读课 **Writing-focused**  
特别注重提高学生用英语进行思维和表达的能力，形成跨文化交际的意识和基本的跨文化交际能力；

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## 三、阅读教学—课型及模式

### 1. 以信息为中心的阅读课

- 模式：
- 读前活动：导入话题  
                  学习生词  
                  了解背景知识
  - 读中活动：扫读主旨信息  
                  查读细节信息  
                  深读隐含信息
  - 读后活动：复述/采访/调查/角色扮演等

案例： 略

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## 三、阅读教学—课型及模式

### 2. 以语言为中心的阅读课—语法

- 模式：
- 读前活动：导入话题  
                  学习生词  
                  了解背景知识
  - 读中活动：扫读主旨信息  
                  查读细节信息  
                  深读重要细节  
                  （挑出含有语言项目的句子）
  - 读后活动：理解句子意思  
                  观察形式、归纳用法  
                  巩固练习

案例： 北师大版·模块5-第15单元第3课-wish 虚拟语气的用法

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读前: (略) 北师大版-模块5-第15单元第3课-wish 虚拟语气的用法

读中: 扫读: What's the main idea of the passage?

查读: 1. What kind of student was Graham?  
2. What kind of teacher was Mr. Jenkins in Graham's eyes?  
3. Why does Graham often think about Mr. Jenkins?  
4. Is Mr. Jenkins still a great help to Graham? How?  
5. How does Mr. Jenkins feel about Graham now?  
6. Why does Mr. Jenkins love teaching?

深读: 1. Are there any regrets that they expressed?  
2. How did they express their regrets?  
Pick out the sentences of regrets and tell their meaning.  
1) Sentences with the word "wish";  
2) Sentences with the word "should";

读后: 观察形式: What verb forms are used?  
归纳用法: When do we use them?

巩固练习: Tick the sentences that mean the same as the ones given.  
Fill in the blanks with the right verb forms.  
Write sentences by using wish or should to express regrets according to the pictures.

实际应用: Think about what has happened in your life and what you did or didn't do over the last year. Tell your partner about your regrets using I wish and I should/shouldn't

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### 三、阅读教学—课型及模式

#### 2. 以语言为中心的阅读课—词汇

模式: 读前活动: 导入话题  
学习生词  
了解背景知识

读中活动: 扫读主旨信息  
查读细节信息  
深读重要细节  
(提炼含有重点词汇的句子)

读后活动: 提取词块或句型  
练习词块或句型  
(复述、改写、缩写、英汉互译、仿写)  
运用词块或句型(情景任务)

案例: 北师大版-M1U2L1-Yang LW and space flight

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### 三、阅读教学—课型及模式

#### 3. 以技能为中心的阅读课

模式: 读前活动: 导入话题  
学习生词  
了解背景知识

读中活动: 教授阅读策略  
运用策略来理解文章内容  
总结归纳阅读策略

读后活动: 提供更多关于策略的练习

案例: 北师大版教材--模块3--第7单元--第4课

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1. 教材分析

北师大教材模块八为选修模块，课文内容较长，生词量较大，内容主要围绕“社会问题”展开。第22单元话题为环境，第23单元话题为争端，第24单元话题为社会。而本课为第24单元第3课，题目为一个变化的世界（A Changing World）。文章内容以胡同展开，介绍胡同的发展，从而折射出北京的发展变化。文章的内容比较贴近学生生活。文章以策略培养为中心，主要培养学生概括总结（Summarizing）的能力。

2. 学情分析

教学对象是北京市某示范高中的理科实验班。学生英语基础好，思维活跃，接受能力强，具有良好的学习习惯和浓厚的学习兴趣。

3. 课型：阅读策略培养课

4. 设计思路

本课在培养阅读策略的同时渗透文化意识。首先，由教师统一展示总结归纳（summarizing）的技巧，共4步。其次，学生在老师的指导下，循序渐进的开始进行分步练习，从找文章大意（general idea），到每段的小标题（paragraph topics），再到找每一段的关键句（key sentence）和支撑细节（supporting details），最终，在前面各个步骤的铺垫完成后，通过学生的内化吸收，最终达到小组合作用自己的语言概括全文内容的目的。在教学的过程中，学生通过体验、实践、参与、合作与交流的学习方式，对于活动，小组活动贯穿其中，活动的设计，由教师的引导到学生的内化和产出。通过多种多样的活动类型和循序渐进的活动设计最终达到本节课的教学目标。

在学生理解了文章的主要脉络后，学生开始体会和认识到了胡同文化的变迁。由于文本的话题与文化紧密相关，胡同，既是一种古老的建筑形式，也是承载了北京历史的一座丰碑。因此，本节课的设计在技巧训练之外，注重培养学生的文化意识，通过阅读这篇文章，加深对于胡同的认识，对于北京的了解。通过胡同的变化，感悟社会的变迁。

5. 教学目标：

通过本节课的学习，学生能够：

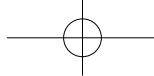
- 1) 运用阅读策略总结文章的大意
- 2) 感受胡同文化，感悟社会的变迁。

6. 教学重点

运用阅读策略（即找关键句，支撑信息，用自己的话总结全文），在学生内化策略的基础上，总结本课文章大意。

7. 教学难点

找到每一段的关键句（key sentence）和支撑细节（supporting detail）。



### 8. 教学流程

Steps	Teacher's Activities	Students' Activities	Purposes	Interactive pattern & Time
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### 9. 板书设计

Unit 24 Lesson 3 A Changing World Reading (Skill focus)

Reading strategies: Summarizing

- get the general idea;
- identify paragraph topics;
- find the key sentences and supporting details;
- use your own words to summarize the text.

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### 10. 课后反思

成功之处:

1. 阅读策略的教学循序渐进，过渡自然顺畅；
2. 注重对文章的深层次理解；
3. 课堂以学生为中心，小组活动，对子活动贯穿其中；

不足之处:

教师授课时间可以再缩短，让学生有充分的时间发表对于胡同的看法。

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学案: M8U24L3		
Read the text to find out the key sentences and supporting details		
Hutongs in Beijing		
Para-graphs	Key sentences	Supporting details
Para A.	Nowadays, the word "hutong" has come to mean more than just the alleys that connect the courtyards.	Past definition: Present definition:
Para B.		Exact time: _____ Dynasties The purpose of placing guards: to _____
Para C.		Ways to connect people's lives: supported _____ shared _____ borrowed _____ ---Hutong was like _____
Para D.		Reasons( Towards the end of Qing Dynasty): 1. _____ 2. _____ Reason(When the new China was set up): 1. _____ 2. _____
Para E.	Hutongs are still an important part of Beijing life and it is not surprising that tourists love the hutongs.	Tourist activities: _____ _____ _____

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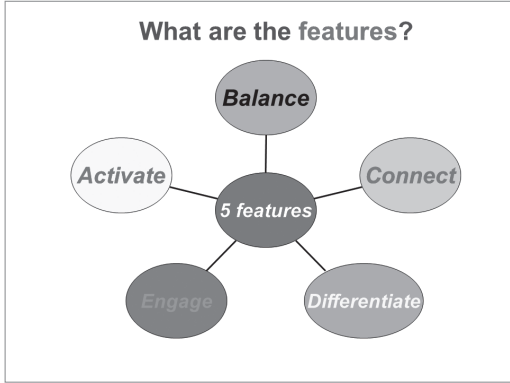
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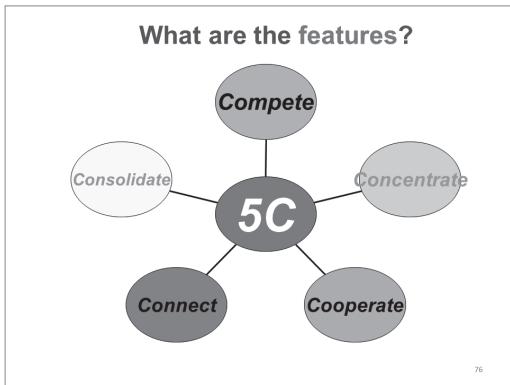
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- 目前词汇教学重存在的问题
- 1.课上不处理词汇，将背诵词汇表作为课前预习或课后复习作业，课上采用听写的方式来检测督促学生
- 2.课上详细讲解每个词汇的用法，将记忆词汇留为课后作业，然后用考试的方法来检测学生的词汇学习效果

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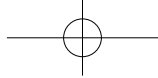
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- 词汇教学的理念误区
- 1.只有扫清了词汇障碍，学生才能读懂或听懂材料，因此读前集中处理词汇。
- 2.课堂时间宝贵，学生应课前就将词汇背熟，这样课堂效率更高。
- 3.学生只要知道了词义，就能说和写，也就掌握了这些词汇。
- 这反应了当前的词汇教学仍停留在“音、形、义”这个层次。学生往往脱离语境理解词汇极其用法、课堂时间支离破碎、教学环节衔接不畅、转换生硬，缺乏整体性、层次性和连贯性。

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- 正确的词汇教学理论（Carter, 1999&Richard, 1985）
- 除了音形义，还应了解以下知识：
- 1.该词的词法和句法特征；
- 2.该词与其他词的关系网（概念图和思维导图）
- 3.该词的词形变化和派生关系
- 4.该词的不同功能及在不同语境中的意义（新课标中词汇表的变化）
- 5.词语的搭配
- 6.该词的联想关系和语用特征
- 7.该词是单义次还是多义词
- 如果将一个单词的形式及功能特征的综合体置于一个完整的词汇环境中来学，学起来就比较容易。研究表明，学生至少需要跟词汇接触5~16次才可能真正掌握一个词汇。
- 应尽量在语境中呈现和教授词汇，并辅以形式多样的联系帮助学生反复操练，以便学生能掌握在语境汇总学习词汇的方法。

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- 教材的处理
- 教教材-用教材
- 依靠教材-抛开教材-回归教材-整合教材
- 人-教师-英语教师
- 广义的词汇教学：
- 教变化、教交际、教语言、教思考、教学习
- 强调对词汇的运用，强调要结合语境，强调形成有效的学习策略，强调形成良好的学习习惯
- 英语中最重要的词汇：名词和形容词
- 动词和句子：动词的时态，动宾短语、从句（宾语从句）和非谓语动词
- 选修二：初级翻译、计算机等科技财经类专业英语、文学欣赏
- 八级词汇要求：3300个左右的单词，400~500个习惯用语
- 可以不会知识，但要学会学习

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- 为增强阅读教学的有效性和突出教师的主体创造性，克服教学过程中的机械操练和应试导向，要实现八个突破：
- 1.重视情境创设，新颖和切题双赢。避免片面追求新型独到，要注重情境与当堂课的切合度。
- 2.突破翻译模式，句子与篇章并重。阅读理解离不开对长难句的理解，但兼顾语篇至关重要，整体认知是阅读理解的原则。
- 3.克服生词障碍，猜测与解释并举。在词汇教学中，学生的猜测与教师的适当解释与启发同等重要。
- 4.避免语法本位，形式与内涵齐观。不能只停留在句子本身的语法解释，更要理解语言形式背后的真实含义与情感，也就是要挖掘表象后面深藏的文化价值。

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- 5.避免教师独断，讲解与讨论互补。阅读就是对文本的解读过程，每个读者都有基于自身的经验与判断，因此教师要充分尊重学生的见解与声音。
- 6.改变应试导向（Exam-based&Exam-oriented）答题与拓展并进。阅读教学绝不等同于做阅读理解题，教师要对文本内容进行适当拓展，使文本有合理的延伸。
- 7.合理改写教材，传授与开发同行。（同一个策略、同一个话题、同一个语法项目合并教学，如用东郭先生的故事进行虚拟语气的教学）听说课-阅读课-词汇课-语法课-写作课
- 8.超越文本阅读，理解与表现等升。学生在进行文本理解的同时，因理解而生成的情感和体验需要通过语言和行为表现出来，而这种由内及外的表达同时又促进了深层理解和思维。

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- 为加强阅读教学的实效性，提高学生的理解能力，建议进行以下四个环节的探索和创新：
- 1.情境导入。主要包括：图片解读、音乐渲染、内容简介和问题激发。
- 2.整体认知。主要观点、篇章结构、内容主线。
- 3.细化拓展。寻找主题句、归纳段落大意、引入相关知识。
- 4.升华提高。内容复述、观点评价、主题辩论、延续想象、情境表演。

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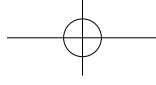
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- 四个抓手：
- 1.以情境设计为先导，培育积极的阅读状态。阅读兴趣与动机的激发不可或缺。
- 2.以整体阅读为宗旨，全面感知阅读材料。要深入全面的进行整体认知。
- 3.以问题开发为途径，加强文本信息挖掘。要创造性的设计一些引发深层次思维的教学活动，引导学生挖掘文本的内在价值。
- 4.以真实任务为驱动，促进认知情感升华。除开基本的文本理解，要适当拓展文本的内容或观点辩论等方式促进理解。

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Beijing Haidian Teachers Training College

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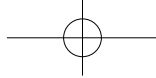
## 会议内容







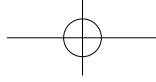




## Exercises (Discourse Ability)

**Exercise I: Put the sentences in each group into a correct order to form a meaningful paragraph, and mark out the context clue you make use of.**

1. J20102P12 Your Three-Minute Interview (II)
  - a. The people are so kind though.
  - b. I am trying to learn Chinese but it's a very difficult language.
  - c. They just laugh and smile when I speak Chinese.
  - d. I am sure I've said a lot of embarrassing things.
2. J20107P51 Looking Back: School Memories
  - a. Everyone in the class had nicknames.
  - b. I remember they used to call me "mushroom head" because my hair stuck out on either side.
  - c. It made a lasting impression on me, but not a good one.
  - d. Some of the nicknames were funny and some weren't very nice.
3. S20104P30 Environment-Friendly Housing
  - a. Water that has been used by the residents will be treated and cleaned.
  - b. From there it will flow into the lakes and rivers that will be an important part of the landscape of the estate.
  - c. One of the key features of the estate is the water recycling system.
  - d. It will then be used to water the grass and the trees.
4. S20111P82 My Favourite Place
  - a. When you climb one of these mountains you get a feeling of space and freedom.
  - b. I like it because of something wild about the mountains there, although they are not very high.
  - c. You can walk for miles without meeting another person.
  - d. My favourite area in Britain is a county called Northumberland in the northeast of the country.
5. C10102P7 United or Divided?
  - a. These are still dotted around the British landscape.



- b. Not much is known about these prehistoric peoples but a tantalizing clue is the ancient stone monuments that they erected.
- c. The earliest people in Britain were on the island thousands of years before Christ.
- d. The best known is Stonehenge which is one of the most famous sites in the world.

**Exercise II: The 5 pair sentences taken from "The Unspoken Rules on Visiting People's Homes" (C10404P64) are mixed up. Reorganize them and mark out the context clue.**

- 1. \_\_\_\_ \_\_\_\_ a. For the British, the home is a place to protect oneself from the outside world.
- 2. \_\_\_\_ \_\_\_\_ b. It has usually been designed and decorated to show people what kind of person he or she is.
- 3. \_\_\_\_ \_\_\_\_ c. They will probably be concerned that it would make your relationship too casual.
- 4. \_\_\_\_ \_\_\_\_ d. Expect lots of questions about your own country.
- 5. \_\_\_\_ \_\_\_\_ e. At some stage it would be nice if you asked your host if you could help in any way, such as pouring some drinks or cleaning up after the meal.
- f. It is your chance to share something about your way of life back home.
- g. It is not a good idea to invite your boss or a senior colleague to your home.
- h. It is a private place in which he or she goes to hide away from the trouble of life.
- i. They probably won't take you up on the offer, but they will appreciate the gesture all the same.
- j. To the American, his or her home is the expression of him or herself.

comfortable and special place to be. British homes (except for those of the very rich) are much smaller on average when compared to American homes. With a population density of 246 people per km<sup>2</sup> in the United Kingdom compared to 31 in the United States, the small size of homes is understandable.

To the American, his or her home is an expression of him or herself. It has usually been designed and decorated to show people what kind of person he or she is. In fact a great deal of money is often spent on each and every room to create the right 'setting' and 'feel' for the person's lifestyle and image. The expensive advice of interior designers is sought. It is therefore important that visitors come to the house to see it.

Most Americans want their home to be a place where they can entertain and share their lives with their friends and acquaintances. They often have a spacious indoor entertainment area where they can watch sport on TV and an outside area for hosting get-togethers like barbeques.

British people on the other hand tend to spend much more time with friends at pubs, parks or other public places. Young people often go 'clubbing' after a few drinks at the pub. It is very seldom that one would be invited to a British person's home. Whether the person you know is a work colleague or a neighbour, being invited inside their house is quite rare. You could work with a person

or live next door to someone for years without ever seeing the inside of his home. It is even rude to knock on a person's door if you've not been invited. If you want to speak to your neighbours, you should wait until you see them outside the front of their house and then approach them.

If you invite a British person to your home, they might not accept as this may make them feel obliged to reciprocate by inviting you to their home. It is not a good idea to invite your boss or a senior colleague to your home. They will probably be concerned that it would make your relationship too casual.

Never ask a British person if you can visit their home. People may make a suggestion that you should come around to their place, but unless they offer an actual time do not simply arrive at their house. The person may greet you at the door but not let you in, leaving you feeling very embarrassed. If you are invited with a specific date and time, that is great, accept the invitation. Ask what you can bring with you. Even if they say you do not need to bring anything, it is a good idea to bring something to drink or eat that can be shared (but also kept if the host wishes), such as a bottle of wine or box of chocolates.

The rules around being invited to an American's home are very much the same, except that you are much more likely to be invited.

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## The unspoken rules on visiting people's homes

*Christine Mc Caffery*

**I**t is said about the Englishman that his house is his castle. However, this does not mean that his house is a beautiful palace that others are invited to see and enjoy. For the British, the home is a place to protect oneself from the outside world. It is a private place in which he or she goes to hide away from the troubles of life.

Although a great deal of DIY and fixing up goes on in British homes, it is all for the self — to make oneself a



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Maybe offer to pour some drinks or clear up after the meal. They probably won't take you up on the offer, but they will appreciate the gesture all the same.

Another rule that counts for both countries is not to criticise their country or its customs when you are a guest in their home. Most people are proud of their country and their way of doing things, even if they complain about it! There are some moments when it is best just to listen and smile politely.

These unspoken home rules will ensure that your relationships with your friends go smoothly and, hopefully, you get invited back again.

#### Word Bank

DIY	n.	do-it-yourself 的 缩写, 自己动手 手, 自助	obliged	adj.	有必要的
			reciprocate	v.	互换, 回报
acquaintance	n.	熟人	steer clear of		避开, 避开
get-together	n.	聚会	mouthful	n.	一口



A pub

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Once inside the house the rules change again. Don't ask to see more of your British host's house than the downstairs bit that he or she invites you into. Never ask how much their house or any of the items in it cost. The American, on the other hand, may be delighted to give you a full tour of their house. They will also be pleased when you show your interest and pleasure by making positive comments and asking how expensive something was.

Both British and American people will engage in quite a bit of chat, and a drink or two, before the meal is served. Steer clear of topics such as sex, race or politics unless your host brings up the conversation. Some

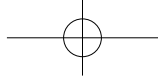
British and American people have very strong feelings on these subjects. Expect lots of questions about your home country. This is your chance to share something about your way of life back home.

After the first mouthful, you should say how tasty the food is and ask something about it. Maybe ask who prepared it (don't assume it was the woman of the house as it has become very fashionable for men to enjoy cooking). Remember, never eat with your mouth open and make very little noise (preferably none) while you eat.

At some stage it would be nice if you asked your host if you could help in any way.



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## 5. 小初高英语阅读教学光盘课点评

高中英语阅读教学光盘课点评 王永祥

1. 北师大南山附校 | 董艳丽

会议内容

课题	悦读联播高二（下）Module 10 Interesting people 授课教师：董艳丽		
高位目标	凡是职业都是有趣的。		
持久理解	了解古今中外一些有趣的职业。其实任何职业都有其乐趣与苦恼之处，一切取决于兴趣与心态。	基本问题	<ol style="list-style-type: none"> <li>1. There are many interesting people around us. Collect their stories and share them with your classmates and your family.</li> <li>2. Imagine you are in your 30s. Describe your vocation to your classmates.</li> </ol>

## 北京师范大学南山附属学校英语阅读策略教学研讨课教案设计

悦读联播高二(下) Module 10 Interesting people 授课教师: 董艳丽	
课题	凡是职业都是有趣的。
高位目标	了解古今中外一些有趣的职业。其实任何职业都有其乐趣与苦恼之处,一切取决于兴趣与心态。
持久理解	基本问题 1. There are many interesting people around us. Collect their stories and share them with your classmates and your family. 2. Imagine you are in your 30s. Describe your vocation to your classmates.
<b>知识</b>	
1. 词汇: 识记: the Zulu Impi, samurai, court jester, geisha, kimono 理解: club, tribe, tip, weapon, shield, magician, clown, jungle 运用: obedient, loyal, elegant, victim, stab, audience, adventure, character	
2. 词组: 识记: three-pointed hat, of all time, 理解: have no idea of..., belong to, 运用: defend ...against..., divide into, be stuck in, be caught doing, be meant to, make up, be skilled in, bring up	
<b>技能</b>	
	1. 通过元认知策略、认知策略和资源管理策略培养学生的自学能力。 2. 通过复述策略和动作系列学习策略提高阅读技能,培养学生的阅读能力。 3. 通过小组合作学习,内部帮助合作,小组之间分享交流,培养学生的团队意识和协作能力。

续表

<p>3. 非谓、从句、长难句分析</p> <p>1) A magician's magic works because he knows how to make the audience look away from what he actually did.</p> <p>2) Court jesters were people whose job was to entertain a king or nobleman.</p> <p>3) Any warrior who was caught doing the wrong thing had to commit hara-kiri.</p>		
<p><b>重点及措施</b></p> <p>1. 词汇方面：通过学习词汇和练习巩固，能够识记、理解和应用相应词汇。</p> <p>2. 语法方面：通过学习意群和句子结构，能够分析长难句，提高阅读速度。</p>	<p><b>难点及措施</b></p> <p>1. 如何概括文章。通过对广东高考概括文章内容评分标准的介绍，分文体指导学生如何有效阅读，获取信息，并概括大意。</p> <p>2. 学习策略：通过小组合作探讨，自主学习，能够学会学习。</p>	
<p><b>总目标</b></p> <p>【知识与技能】</p>		<p>1. 通过自主研学的组织方式培养学生的自学能力。</p> <p>2. 通过对词汇、语法、知识视野等各个击破提高学生的阅读技能。</p> <p>3. 通过小组合作学习，内部帮助合作，小组之间分享交流，培养学生的团队意识和协作能力。</p>

续表

<b>总目标</b>	<b>【过程与方法】</b>	翻转课堂、高效课堂：课前领取任务——小组合作完成任务（教师全程调控）——全班展示交流			
	<b>【情感态度价值观】</b>	1. 通过小组合作方式阅读材料，获取有效信息，培养合作意识； 2. 了解古今中外一些有趣的职业。其实任何职业都有其的乐趣与苦恼之处，一切取决于兴趣与心态。			
<b>教学过程</b>	<b>教师活动</b>	<b>学生活动</b>	<b>问题链、资料，点拨</b>	<b>评估</b>	<b>教学组织形式</b>
Step 1: 课前领取学习任务，小组合作完成	1. Hand out learning material. (T) 2. Assign the following students' tasks. (T) 1) Listen to the record and prepare for word bank. (individually) 2) Write a summary and hand to the summary group (individually)	1. 学生领取任务做周末作业，产生信息沟。	1. 文化拓展组 (Extensive reading) 2. Summary 组 3. Read for a happy life 组 4. Words and expressions 组 5. 非谓语 (verbs and non-finite verbs) 组	学生领取任务，并小组合作制作 PPT，准备 presentation	小组合作探究

续表

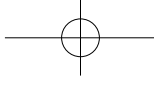
<p>Step 1: 课前领取学习任务, 小组合作完成</p>	<p>3) Finish the assignment in groups. Each group get a special task. 4) Make PPT by Ss themselves in groups and prepare to do a presentation. 3. Prepare data packets for Ss to learn and choose and share them online.</p>	<p>2. 每个学生写出文章的30字概括上交 ummary 组。</p>	<p>6. 从句 (Clause) 组 7. 长难句分析 (Analyze the long and difficult sentences) 组</p>		
<p>Step 2: 大量补充阅读, 并展示所读内容</p>	<p>1. Extensive reading——supplementary reading. Read more information about INTERESTING PEOPLE. 2. Prepare data packet for Ss to learn and choose. 3. Ask the Extensive Reading Group to make PPT by Ss themselves in groups and prepare to do a presentation of their achievements.</p>	<p>文化拓展组学生利用节假日阅读关于有趣的人、有趣的职业的文章并制作 PPT, 课堂上为全班同学汇报展示。</p>	<p>1. 网络 2. 书籍 3. 影视 4. 自主研学资料包 (教师准备)</p>	<p>能用自己的话展示所读内容, 并对内容释疑。</p>	<p>小组合作探究。 学生独立思考, 提问。</p>

续表

<p>Step 3: 用 30 字 概 括全文</p>	<p>1. Enable the students to know the marking criterion of summary in Guangdong. 2. Enable the students to write an awesome summary based on the text type of the passage. 3. Ask <b>the Summary Group</b> to make PPT by Ss themselves in groups and prepare to do a presentation of their achievements.</p>	<p>1. 每个学生先写好 summary 上交 summary 小组。 2. summary 小组甄别并评判上交的 summaries。 3. 制做 PPT, 课堂上为全班同学汇报展示收获并设置练习帮助其他组员巩固所学知识。</p>	<p>1. 每个同学上交的 summary。 2. 广东省高考对 summary 的评分标准。 3. 自主研学资料包 (教师准备)</p>	<p>学生能有效概括文章, 会甄别评判 summary。</p>	<p>小组合作探究。 学生个人独立思考, 提问。</p>
<p>Step 4. 阅读中的幸福感, 深化主题</p>	<p>1. Ask the Ss in <b>group Read for a happy life</b> to recommend a good paragraph to our classmate to read aloud or recite. 2. Enable the Ss to design some open questions based on the topic mentioned in the passage.</p>	<p>1. 对阅读的文章进行思考, 赏析词组的使用、长难句的美、文字后的思想。 2. 针对文本提出问题, 进行批判性思考。Read for information, fun and a happy life.</p>	<p>1. 《悦读联播》原文 2. 自主研学资料包 (教师准备)</p>	<p>学生能根据要求获取有效信息。学生发表自己的观点。</p>	<p>小组合作探究。 交流, 分享, 总结。</p>

续表

<p>Step 5: 积累词汇和 短语</p>	<p>3. Ask the Ss in <b>group Read for a happy life</b> to make PPT by themselves in groups and prepare to do a presentation of their achievements.</p> <p>1. Ask the Ss to share your word bank with your partners</p> <p>2. Classify the words and show the learning objectives to Ss.</p> <p>3. Ask the Ss in <b>Word bank Group</b> to make PPT in groups and prepare to check whether Ss have mastered the words and phrases.</p>	<p>3. 制做 PPT, 课堂上为全班同学汇报展示收获并设置练习帮助其他组员学习批判性思维。</p> <p>1. 学生根据词汇学习目标, 通过阅读文章积累词汇。</p> <p>2. 词汇小组用自己独创的方式帮助全班同学识记、理解、应用新词汇。</p>	<p>1. 利用《朗文当代高级英语字典(英英-英汉双解第五版)》例句设计各种练习强化识记、理解、应用新词汇。</p> <p>2. 自主研学资料包(教师准备)</p>	<p>学生能灵活识记、理解和 使用新词汇。</p>	<p>小组合作探究。 学生个人独立思考, 提问。</p>
<p>Step 6: 积累非谓语 动词</p>	<p>1. Ask the Ss in the <b>group concerning verbs and non-finite</b> verbs to pick out all the non-finite verbs in module</p>	<p>1. 非谓语小组学生自主学习, 认识并理解非谓语动词。</p>	<p>1. 书籍</p> <p>2. 网络</p> <p>3. 高考原题</p>	<p>学生能灵活使用非谓语动词。</p>	<p>小组合作探究。</p>



续表

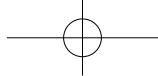
<p>Step 6: 积累非谓语句 动词</p>	<p>10 and show them to the other groups. 2. Ask the <b>Ss in the group concerning verbs and non-finite verbs</b> to make PPT in groups and prepare to do a presentation of their achievements.</p>	<p>2. 非谓语句小组挑出文章所有使用非谓的句子。 3. 用自己独创的方式帮助全班同学识记、理解、应用非谓动词。</p>	<p>4. 自主研学资料包 (教师准备)</p>		<p>学生个人 独立思考, 提问。</p>
<p>Step 7: 积累从句</p>	<p>1. Ask the <b>Ss in the group concerning clauses</b> to pick out the attributive clauses and show them to the other groups. 2. Ask the <b>Ss in the group concerning verbs and non-finite verbs</b> to make PPT in groups and prepare to do a presentation of their achievements.</p>	<p>1. 从句小组学生自主研学, 认识并理解各类从句。 2. 挑出文章所有从句归纳整理, 选取一个切入点突破——定从和宾从的区别。 3. 用自己独创的方式帮助全班同学识记、理解、应用定从和宾从。</p>	<p>1、书籍 2、网络 3、高考原题 4、自主研学资料包 (教师准备)</p>	<p>学生能灵活 使用从句。</p>	<p>小组合作 探究。 学生个人 独立思考, 提问。</p>

续表

<p>Step 8: 长难句分析</p>	<p>1. Ask the Ss in the group concerning analyzing long and difficult sentences to pick out long and difficult sentences and show them to the other groups. 2. Ask the Ss in the group concerning verbs and non-finite verbs to make PPT in groups and prepare to do a presentation of their achievements.</p>	<p>1. 长难句分析小组学生自主学习利用意群和句子结构分析长难句。 2. 挑出文章长难句带领全班同学分析。 3. 用自己独创的方式帮助全班同学理解、应用使用意群和句子结构分析长难句。</p>	<p>1. 书籍 2. 网络 3. 自主研学资料包 (教师准备)</p>	<p>学生能灵活运用意群和句子结构分析长难句。</p>	<p>小组合作探究。 学生独立思考,提问。</p>
<p>请思考自己本节课的收获,完成表格</p>					
<p>课堂小结</p>	<p>收获</p>	<p>词汇</p>	<p>句型</p>	<p>学习策略</p>	<p>世界知识</p>
<p>我的积分: _____</p> <p>我对自己的综合评价 _____</p>					

续表

作业	<p>Extensive reading: Module 11 NATURAL DISASTERS</p> <ol style="list-style-type: none"><li>1. Listen to the record and prepare for word bank. (individually)</li><li>2. Write a summary and hand into the summary group. (individually)</li><li>3. Finish the assignment on Page 88. (individually)</li><li>4. Each group gets a special task. Make PPT by Ss in groups and prepare to do a presentation. (teamwork)</li></ol>
反思	<p>翻转课堂、高效课堂教学设计，重视学生的自主学习，课堂汇报展示只是学生学习结果的一个呈现，因此老师一定要通过网络建构数字移动学习平台监控和管理学生的学习过程。另外，这个学习过程要循环使用，学生的学习主题每周都要改变，才能让每一个学生的阅读技能从词汇、语法到学习策略、知识视野、批判思维的培养都得到发展。再次，教师需要特别关注学困生的参与度，杜绝小组长包办一切，强调小组成员的团结合作。最后，教师一定要对学生展示内容把控，确保教学目标顺利达成。</p>



## 2. 南开大学附属中学 | 王伟丹

# Module 7 Nutritious Eating

南开大学附属中学 王伟丹

### I. Teaching aims:

1. Grasp the words and phrases related to fast food and healthy eating habits.
2. Improve students' reading ability. Guide students to use some reading strategies, such as, making predictions, scanning, skimming.
3. Help students to realize the importance of developing healthy eating habits.

### II. Teaching Procedures:

#### Step I: Lead-in

T: Today we are going to learn Module 7 Nutritious Eating. In your opinion, what food is nutritious? How about fruits? Are fruits nutritious? How about vegetables?

设计意图：教师提出问题导入新课，几个简短问题为学生创设语境猜测 nutritious 的意思，训练词义猜测策略的使用。

T: What do you think of fast food? Is fast food nutritious?

The teacher showed some pictures of fast food on the screen.

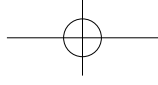
设计意图：导入话题，为阅读 The Fast Food Culture 这篇文章作铺垫。

#### Step II: Reading

##### Task 1

T: Let's read a passage about fast food—The Fast Food Culture. Turn to page 52. Your task is to read the passage quickly and match the main idea with each paragraph. How can we find the main idea of each paragraph quickly?

设计意图：引导学生通过每段主旨句来获取段落大意，培养学生获取



所读文本大意的能力和自主学习的能力。

- |        |   |   |
|--------|---|---|
| Para 1 | — | A. How fast food is made                      |
| Para 2 | — | B. Why people eat fast food                   |
| Para 3 | — | C. What people get from eating fast food      |
| Para 4 | — | D. Changes of fast food chains                |
| Para 5 | — | E. Problems of eating upsized fast food meals |
| Para 6 | — | F. Fast food and overweight children          |

### Task 2

T: Next scan paragraph 3. to find out why fast food is unhealthy and fill in the blanks. You need fill in more than one word to make a sentence.

设计意图：学生通过自主阅读获取细节信息完成填空练习，引导学生学会使用细节理解策略。

1. The way food is cooked makes fast food unhealthy.
2. Meat is fried in oil.
3. There are hidden fats in a salad or a sandwich.
4. The fries are fried potatoes.
5. The fizzy drinks are full of sugar.

T: What makes fast food unhealthy? How is meat cooked? What are there in a salad or sandwich? The fries are potatoes. But they are special potatoes. How are potatoes cooked?

设计意图：在备课时考虑到了这项练习的难度，因此在核对答案时，用问句形式引导学生回答，完成此项学习任务。

T: Now we know people buy fast food because they are too busy to cook healthily. And we also know why fast food is unhealthy. Eating fast food can make people overweight and unhealthy. What will happen if people eat too much fast food? You can find the answer in paragraph one. In your opinion, what should we eat to be healthy?

设计意图：对第一篇阅读文章的学习进行总结，吃太多快餐会导致人超重和不健康，引出第二篇阅读文章话题“健康饮食习惯”。学生在思考回答问题中自然过渡到第二篇文章，同时为学生提供使用英语的机会，提高学生的口语表达能力。

### Step III: Prediction

T: Let's read another passage. Turn to page 54. Your task is to predict what the passage is about according to the title and the pictures.

设计意图：培养学生通过标题预测文章大意的能力。

### Step IV: Reading

#### Task 1

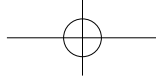
T: There are some food groups on page 54. Let's look at it together. You can see some foods we can eat to be healthy. It also shows us why our bodies need it and how many servings we need in a day. That means we should pay attention to the amount of what we eat.

设计意图：本文话题为“健康饮食习惯”，本文从“吃什么”、“吃多少”角度对该话题进行阐述，因此这个表格对学生理解文章有着很重要作用，呈现这个表格在大屏幕上进行解释，有助学生对内容的理解，进而顺利完成细节理解练习，提高细节理解能力。

T: There are three groups of questions. Your task is to work in pairs, read the table and answer the questions. Remember to focus on the questions I gave you before the class. You don't need to answer all of them.

T: These foods are rich in carbohydrates and fats. Why do our bodies need carbohydrates and fats? How many servings do we need in a day?

设计意图：两个学生对阅读材料进行探究，合作产出答案，提高学生细节理解能力，同时培养学生在学习中互助合作的能力和探究精神。在阅读中，学生会对“食物金字塔”有一定了解，增加学生的健康知识，提高学生合理、健康饮食的意识。

**Questions:****Group1**

1. Why do our bodies need carbohydrates and fats?
2. How many servings of carbohydrates and fats do we need in a day?

**Group2**

1. Why do our bodies need vegetables, fruits and dairy?
2. How many servings of vegetables, fruits and dairy do we need in a day?

**Group3**

1. Why do our bodies need proteins?
2. How many servings of carbohydrates and fats do we need in a day?

T: I will show you some pictures .Please tell me what they are.

设计意图：呈现相关食物图片，激发学生的学习兴趣，活跃课堂氛围。

T: These foods are rich in carbohydrates and fats. Why do our bodies need carbohydrates and fats?

How many servings do we need in a day?

设计意图：结合图表回答问题，培养学生合作获取细节信息的能力和正确使用英语表达的能力。

T: Besides food, what we human beings need to survive? That means we human beings will die without them. Food, air and?

T: I think water is important to us. We should drink a lot of water. Do you agree with me?

设计意图：学生完成上面的阅读活动后，已经获取文章提供的保持健康要吃什么食物以及吃多少量的信息。水是保持健康的另一重要物品，学生对水对健康的重要性有一定了解，以此问题导入下一环节，使过渡更自然。

**Task 2**

T: Scan paragraph 4 on page 55 and find out reasons for drinking lots of water.

设计意图：学生自主阅读文章找出大量饮水的重要性，培养学生自主学习能力和获取细节信息的能力。

1. Our bodies are made up of about 76% water.
2. Water keeps our skin healthy.
3. It makes sure our bodies work properly.
4. If we don't drink enough water, we can get headaches, stomachaches and our kidneys will not work properly.

T: Now we can summarize. In order to keep healthy, we should have a balanced diet. We should eat healthy food, and we should also pay attention to the amount of what we eat. Eating too much is bad to our health. What will happen if we don't have a balanced diet? I will show you two videos. Your task is to watch them carefully and think about my question.

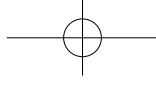
设计意图：通过对前面所需内容进行总结，帮助学生梳理知识脉络，并呈现在黑板上，帮助学生进行最后的输出。

T: What will happen if we don't have a balanced diet? I will show you two videos. Your task is to watch them carefully and think about my question.

T: The boy becomes fatter and fatter because he eats too much fast food. The girl becomes fatter and fatter too because she eats too much.

设计意图：播放两个简短视频，引起学生兴趣，活跃课堂气氛，学生能将所学的文字内容与视频相结合，更好理解本节课所涉及的话题，为后面的输出做铺垫。





T: If people don't eat healthy food and don't eat the correct amount of food. People will get overweight and unhealthy. In fact, nowadays more and more people are getting overweight, especially children. What do you think of the problem? These are the reasons for getting overweight. And these are the suggestions you can give to overweight people.

设计意图：引出下一个环节。归纳总结板书内容，让学生明确接下来的输出活动要与所学内容相联系。

#### Step V: Making a poster

T: Next you have a task. Work in a group. You should make a poster to show your ideas. Your poster should include the following things. (A student came to the front and helped me put up a poster made before the class as an example on the blackboard)Your poster should have a title, the reasons for getting overweight and the suggestions you can give to overweight people. For these two parts, you should refer to the things listed on the blackboard. You can add your own ideas. Don't forget your slogan. If you like, you can put up some pictures to make your poster more attractive. Do it with your group members.

设计意图：通过学习 The Fast Food Culture 和 Healthy Eating Habits 两篇文章，学生在完成教师设计的阅读练习同时对快餐导致人们超重的原因和如何形成健康饮食习惯两个话题有了深入了解，并获取了足够的信息，可以进行输出活动，检验学生整节课学习情况。为了避免沉闷的课堂氛围和争取最多的学生参与课堂活动，以海报形式输出所学内容，小组活动使学生能够与同学交流，带着愉悦的心情对所学知识进行再加工。学生制作好的海报能帮助学生们明确他们制作的海报包含哪些方面。

Work in a group to make a poster.

The poster should include:

1. A title
2. Content
  - (1) Reasons for getting overweight
  - (2) Suggestions
  - (3) Slogan
3. Pictures

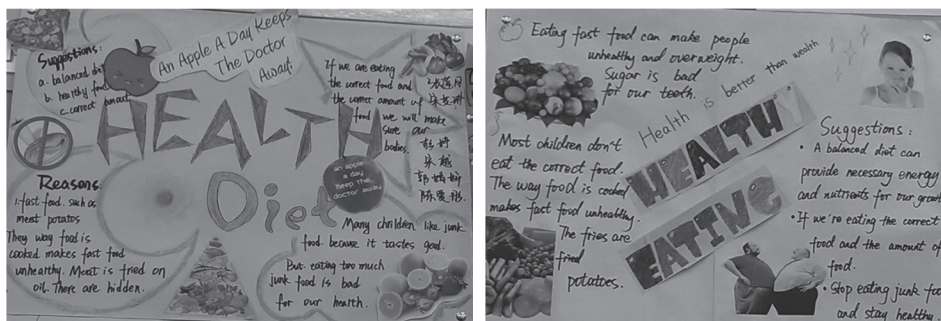
### Step VI: Presentation

T: Do you want to show the poster to the whole class?

设计意图：鼓励学生把本组做好的海报张贴在黑板上进行展示，检查学生们是否掌握制作的海报要求，是否符合本节课话题，所输出内容是否本课所学。海报展示也是对学生学习劳动成果的肯定。

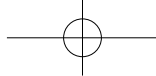
T: Let's look at the posters on the blackboard. Do you like it? I like it. I like the pictures they chose. I like the design of the poster. It is well organized. How about this one? Is it attractive? I like the structure of the poster. Here are the reasons, and here are the suggestions. Thank you for your work. I think we should give you yourself a big hand.

设计意图：引导学生欣赏同学们制作的海报，分享大家的学习成果。教师给予相应的评价，对学生的学习情况给以肯定。



### Step VII: Homework

T: Today we've read two passages about food. Different countries have



different food cultures. Your homework is to read the passage “Food of many lands” and think about the question-Which country’s food is nutritious and healthy? Finish “My space”.

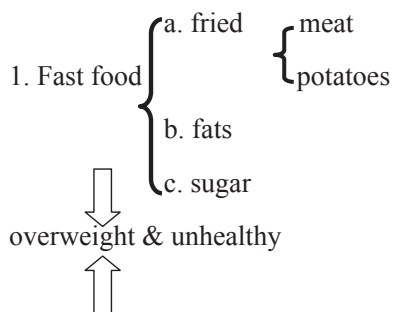
设计意图：紧扣本模块话题布置作业。让学生在课下运用所学的阅读策略进行自主阅读，并写下读后感。

### Blackboard Design:

Module 7 Nutritious Eating

#### The Fast Food Culture

##### Reasons:



2. a. not eat healthy food  
b. not eat correct amount

##### 教学反思:

总的来讲，本节课实现了设定的三维教学目标，指导学生使用猜测词义、主旨大意获取、细节理解等阅读策略同时，让学生意识到养成健康饮食习惯的重要性。在活动设计上充分考虑所授材料特点和学情，结合文章特点训练学生不同的阅读策略的使用；在学习活动设计上形式多样，创设贴近学生生活的教学情境，激发学生学习兴趣；过渡自然，环环相扣，让学生清楚每个学习任务；因材施教，设计的活动有难有易，能够激起学生实践语言的欲望。引导学生使用阅读策略，自主学习和合作学习相结合，使学生在提高阅读能力、用英语思维和表达的能力同时，增进了感情，对学生之后的英语学习有很大帮助。

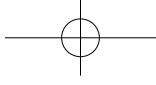
#### Healthy Eating Habits

##### Suggestions:

- A balanced diet:
- a. healthy food
  - b. correct amount

## 3. 青海油田第一中学校 | 黄海峰

参赛教学设计基本信息			
作者姓名	黄海峰	性别	男
出生年月	1972.11	工作单位	青海油田第一中学校
邮政编码	736202	通讯地址	甘肃省敦煌市七里镇 青海油田一中
所用教科书 书名	悦读联播		
所教年级	高二	所教册次、 单元	高二下 Module7
设计主题	Module 7 Nutritious Eating		
<b>1. 整体设计思路、指导依据说明</b>			
<p>《高中英语课程标准》指出：高中学生应该形成适合自己学习特点的学习策略，并能根据自己的学习需要不断地调整学习策略。教师要引导学生自主学习，帮助他们形成以能力发展为目的的学习方式，鼓励学生通过体验、实践、讨论、合作和探究等方式，发展听、说、读、写的综合语言技能。要为学生独立学习留有空间和时间，使学生有机会通过联想、推理和归纳等思维活动用英语分析问题和解决问题，获得经验，增强自信，提高能力。在教学中教师还要引导和鼓励积极利用其它学习资源完成学习任务，解决学习中的困难。要通过设计丰富多样的课内外学习活动，使学生在参与交际活动的过程中形成交际策略。教师要注意帮助学生独立制定具有个性的学习计划，并根据自我评价不断修正和调整自己的学习计划。教师要经常与学生一起反思学习过程和学习效果，互相鼓励和帮助，做到教学相长。</p>			



续表

根据对《课标》的理解，我设计了模块七 Nutritious Eating 中的阅读。无论从教学内容、教学方法还是从教学手段上都实行了创新设计和构思。以问题为线索，有效地采用了课标所倡导的“任务型”教学途径和我校实验班使用的教学模式“**自主体验 - 互惠解疑 - 适时点拨 - 拾得分享**”，并运用新课程理念对课文内容进行创造性的拓展和补充，是学生对健康饮食有了更深的认识。

## 2. 教学背景分析

教学内容分析：（注：含本课时在本单元的教学定位分析）

对教材内容进行全面分析是高中新课标英语教学与学习的创造性和有效性得以实现的起点。要全面的进行教材分析，就必须抓住新课程的一个重要特点，即以“话题”为单元，以“结构”为基础，重视“功能”的体现，通过“任务”开展活动。本单元通过“健康饮食”这一话题，介绍健康饮食的知识。

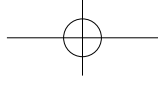
学生情况分析：

高二（1）班学生思维活跃，英语基础扎实，有自己的观点和看法，敢于提出不同见解。他们不满足于教材上的知识，想获得更多信息。在英语学习上，他们希望能学到更多具有知识性和趣味性兼有的知识和能力。悦读联播为他们提供了这样的资料。

## 3. 教学目标分析

（一）知识与技能

1. To know about nutritious eating customs all over the world.
2. To train Ss' ability to skim for the general information from the three passages by using different learning strategies.
3. To train Ss' ability to apply what is obtained from the text and develop their healthy eating habits.



(二) 过程与方法

1. Ss experience English language and improve the ability to exploit language comprehensively by group work and observation.
2. Ss develop their automatic learning ability and teamwork and interest of language learning by tasks and activities.

(三) 情感态度价值观

To develop the Ss' good habits of healthy eating and the ideal to live a happy life.

#### 4. 教学重点、难点分析

教学重点:

To train Ss' ability to skim for the general information from the three passages by using different learning strategies.

教学难点:

To train Ss' ability to apply what is obtained from the text and develop their healthy eating habits.

#### 5. 教学过程设计

**Step 1: Predict the topic and lead-in (2min)**

Teacher: Present some pictures of food on the Smart Board.

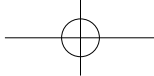
Questions: 1. Do you often eat these food in your home?

Which of them do you think are healthy and which junk food?

设计意图: 利用图片导入阅读话题, 首先给学生视觉上的冲击, 提供更多背景知识, 是学生初步了解健康饮食。同时激发学生学习兴趣和探究动机, 为后面的阅读活动做好了铺垫。

**Step 2: automatic experience (15 min.)**

After lead-in, get the ss. to read the 3 passages individually in the given time, meanwhile, Ss should look up the new words and phrases in the dictionary and deal with them by themselves.



设计意图：在给定的时间内，以自主探究方式快速阅读 3 篇课文，从宏观上感知课文总体情况。利用词典查生词、找中心句、理解文章结构和大意，帮助学生整体把握文章。使用略读、快读等阅读策略，这样的训练能够培养学生快速捕捉文章整体信息的能力。也为下一步获取细节信息打好基础。

### Step 3: Cooperative to deal with difficulties (15 min.)

After reading the 3 passages, get Ss to cooperate to deal with the difficulties and questions.

#### Passage A

Decide whether the following statements are True (T) or False (F).

1. The main food of a country depend only on what grows best there. ( )
2. We all eat the same vegetables or meat, and they taste much the same around the world. ( )
3. Jewish and Muslim people don't eat pork, but Hindu people do. ( )
4. Most people eat more than once a day. ( )
5. As every nation has a favourite food, food from other countries won't be accepted by the local people. ( )

#### Passage B

Read the passage again and then choose the best answer.

- 1) If we eat fast food regularly, it may make us \_\_\_\_\_.  
A. Fat and unhealthy                      B. Healthy and thin  
C. Sick and hungry                         D. Easy and comfortable
- 2) According to the author, fast food is not healthy because \_\_\_\_\_.  
A. The meat is fried.                        B. It contains too much fat.  
C. It contains too much sugar.            D. All of the above.
- 3) If you order a big meal and eat three times a day, you may \_\_\_\_\_.  
A. Gain weight.                                B. Become unhappy  
C. Have blood and liver problem         D. All of the above

**Passage C**

Read the passage again and then choose the best answer.

- 1) If parents want their children to have good teeth, it's necessary for children to have enough \_\_\_\_\_.  
A. Fish                      B. Peas                      C. Bananas                      D. Milk
- 2) The amount of energy provided by food is measured in \_\_\_\_\_.  
A. Kilograms              B. Servings              C. Kilojoules              D. Food labels
- 3) It is good to have \_\_\_\_\_ to repair the body.  
A. Dry beans and nuts                      B. Oranges and lemons  
C. Oil and butter                      D. Potatoes and pasta
- 4) If we don't have enough \_\_\_\_\_ every day, our skin will not be kept healthy.  
A. Yoghurt              B. Water              C. Cereal              D. Oil
- 5) What may happen if a child suffers from malnutrition ?  
A. He will not grow properly.              B. He can't concentrate at school.  
C. He can become sick and die.              D. All of the above.

设计意图：这部分练习是对课文的具体信息进行有效整合和组合，加深学生对课文的系统理解。以不同提问形式的习题处理，教师可以做到恰到好处的方法点拨，使学生掌握正确的解题方法，并通过应用于实践来解决相关问题，从而提高综合阅读能力。

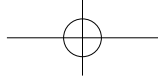
**Step 4: Teacher's help and discussion (3min)**

In this step, teacher gives necessary help to solve some difficult sentence structures and useful expressions.

设计意图：教师可以做到恰到好处的方法点拨，使学生掌握正确的解题方法，并通过应用于实践来解决相关问题，从而提高综合阅读能力。

**Step 5: Sharing and Homework (1min)**

1. Share what Ss. have learned in this module with their peers.



2. Remember the new words and set phrases.

设计意图：轻松愉快的作业会使学生们对英语阅读兴趣盎然。运用所学知识和技巧和同学进行分享是件令人愉悦事情。学以致用，有效完成语言输出，延伸深化课堂内容，利于阅读能力提升。

### 6. 教学评价设计

评价内容：

1. 对学生阅读文章后处理不同形式的阅读题目的效果进行评价。
2. 拾得分享环节后对学生对本堂课的学习总结进行评价。

评价方法：

1. 教师面向全体讲评。评价时以鼓励为主，体现过程性评价的意义。
2. 学生自评和小组互评。从不同角度对自己和他人的表现进行公平、公正的评价，尤其突出形成性评价。

## 初中英语阅读光盘课点评 王彤

1. 山西省陵川县棋源中学 | 平新娣

# How to Learn English

山西省陵川县棋源中学 平新娣

**Nothing is impossible in the world, if you put your heart into it.**

一. Learning aims (学习目标)

1. Learn the ways of learning English.
2. How to make progress in English.
3. Never give up. Practice makes perfect.

二. Learning important point(学习重点)

Use the reading strategies to understand the context.

三. Learning difficult and important point (学习难点)

Master the right reading strategies.

**Teaching procedures:**

**Step1:** warming up(questions and answers)

How long have you learned English?

Are you enjoying learning English?

Do you have good ways to learn English?

( Let the students summarize the ways they have learned)

Do you know the four skills?(the teacher points the ear, the mouth and the hand.)

what is a blog and what can people do on a blog?

(Teacher shows: *English is easy, I believe you can learn it well.*) today we will learn the ways of learning English , at the same introduce the blog)

**Step2: Fast reading** (Time limited while listening, find the answers).

**Match the name with their ways of learning English.**

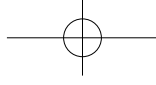
- |          |  |
|----------|--|
| Sam      | Learn English grammar                                |
| LI Ming  | Read English newspapers and write down the new words |
| Daniella | set up some kind of English Speaking Club.           |
| June     | get a pen friend                                     |

(通过快速阅读, 让学生整体感知文章, 了解文章的大意。)

**Step3: Careful reading (Time limited)**

Read the text carefully and tell **true** or **false**.

1. Zhao Xing has the problem in learning English. ( )
2. Sam thinks it is a good way to learn English Grammar. ( )
3. Zhao Xing has the same problem with June. ( )



4. LI Ming advises Zhao Xing to understand everything when he (通过细读, 对文中的事实, 细节进行推理和判断。)

**Step4: Important sentences and patterns**

**Pay attention to the the patterns and make sentences with them.**

1. Why don't you get together and set up some kind of "English Speaking Club"?
2. **How about** getting a pen friend?

**How about** { reading English for an hour every day?  
keeping writing an English diary every day  
reading English magazines.

3. **It is a good idea to** read English newspapers. (It refers to)

**It is a good idea to** { listen to the tape.  
make friends with foreigners  
listen to the English songs.

4. Isn't there **one** in China called China Daily? (one stands for)

(本环节让学生在阅读英语时注意识别文章中的指代关系, 如 it, he, that, these, those 等。对于难懂的英语句子或结构, 我常把它看作一个整体或框架结构, 并尝试对句子某部分进行替换。)

**Step5: Master the meaning of Important vocabularies.**

1. Do the exercises on page3.
2. Here are some new words, understand their meaning through the reading strategies, if possible, you can explain them in English.
  1. A blog is an online diary, where people across the world **communicate** and discuss **issues** with each other.(change ideas each other / problems)
  2. I'm really **struggling** to learn English and I just need some help!  
I've got an exam coming up soon and I need to improve speaking, listening, reading and writing skills(try my best to)

3. I'm struggling to learn English grammar and especially **pronunciation**—they speak so fast here and have really strange **accents** .

4. You'll find words repeat themselves and you'll quickly **build up** your vocabulary (increase, make rich)

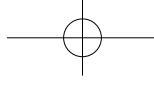
(旨在引导学生碰到英语生词时, 通过上下文猜其意思, 并用简单的英语来解释词汇)

**Step6:** Fill in the blanks and **retell** the content using the form.

( Discuss in groups and try their best to retell the text to partner.)

name	country	Ways	What can you do
June		set up some kind of English _____	Talk to each other about your _____ or worries
LI Ming	UK	Learn English _____	Watch English films and _____ what they are saying
Daniella		Read English _____	Take notes and _____ vocabulary
Sam		get a pen friend	Send _____

(根据英语文章里的细节性信息画一张表格, 然后让学生根据表格用自己的话复述文章的内容, 锻炼学生语言组织的能力, 在小组活动中积极与他人合作, 互相帮助, 共同完成学习任务, 调动学习英语的积极性。)



### Step7: Writing

Your friend has the trouble in learning English, Write a letter or a blog to your friend to give him some advice on How to learn English well and encourage him to be a good English learner.

1. 注意信的格式。
  2. 运用一些逻辑承接词，表转折，表因果，列举等的词语。
  3. 词数 80 词左右。
- (运用课堂所学知识进行写作，实现语言的输入到输出。)

## 2. 独山子区第三中学 | 刘敏 ▾

# MY IMPRESSIONS OF HALLOWEEN

### i. Knowledge Object

Read the text

### ii. Ability Object

Reading, speaking, listening and writing

### iii. Moral Object

Know about western festival and love our traditional festival.

### iv. Teaching Key Point

Vocabulary: **day in , day out impression horrible sound make face hostess  
in a panic pretend scream secretly ghost**

### v. Teaching Difficulty

Use different reading skills to find out the answers to the questions.

### vi. Teaching Methods

Task-based language teaching

**vii. Teaching Aids**

Tape-recorder, multimedia, blackboard

**viii. Teaching procedures**

**Step1. Greetings**

**Step2. Warming up (a guessing game)**

T: let's welcome four students from our class to give a short play to us, while enjoying the play, please guess what festival it is about.

( a short play by four students )

T: Guess, what festival it is?

S1: Halloween.

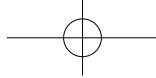
T: Do you know the name of the game?

S2: Trick—or—treat. (Choose a student from the play to answer)

T: well done. Today we will learn something about Halloween.

(The history, origin, symbol, activity and famous game trick-or-treat)













**Step3: Guessing the meaning of the new words with the help of the pictures, sound, expression and context.**

No 1: when knife murders appeared in Yunnan railway station , people were in a panic.  
panic → fear

T: Finish the following words and practice them.

	A	day in , day out	F	
一天又一天	B	impression	G	印象
	C	horrible sound	H	
	D	make faces	I	
	E	hostess	J	
		in a panic		
		pretend		
		scream		
		secretly		
		ghost		

**Step4: Further reading**

**1. Skimming (略读)**

Read the article quickly and find out who give the children sweets?

- A. The writer      B. The hostess      C. The writer and her hostess

**2. Read the first paragraph and fill in the blanks.**

Character( 人物 )	Time	Place( 地点 )

### 3. Guess the story

**Discuss in groups and put them into correct order, then listen to the tape to check the answer.**

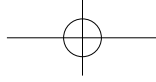
- A. And then my hostess gave each of them some sweets.
  - B. I bought some sweets secretly.
  - C. 10 children were walking towards our door.
  - D. I took out three bags of sweets.
  - E. After that more than 10 children came.
  - F. I went outside the house and I walked down the street.
  - G. I showed them the way to my host family's house
4. Scanning 寻读 look for useful words to help you find the correct answer.

Read 2nd and 3rd paragraphs and check T or F

- a. I had a horrible time last night.
  - b. I bought some candies secretly.
  - c. We made different horrible sounds.
  - d. After that 10 children came.
  - e. She told me she did not have enough sweets left.
  - f. I took out over three bags of sweets.
5. Find the context clue.( 寻找上下文线索 )

Read the last 2 paragraphs and answer these questions.

- a. Are British children lovely?  
Answer: Yes, they are.  
Clue: ( 线索 ) They are easy to make friends.
  - b. Why people created festivals?  
Answer: They need some funny things to do, something makes life unusual.  
Clue: They need some funny things to do, something makes life unusual.  
So, that's why they created festivals.
6. Find topic sentence ( 主题句 ) of each paragraph.



T: Where can you find the topic sentence?

S1: The first sentence.

T: Good, we should pay attention to the first and last sentence in each paragraph.

### Step5. Writing

T: Today we have learned something about Halloween, what Chinese festival do you know?

S1: Spring festival .....

T: Discuss in your small groups, what do we do in spring festival?

Ss: .....

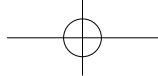
T: Can you write down what do we do in spring festival? You can use your color pens to draw some pictures if you don't know some words.

### Play fair work



### wear new clothes





## 北京师范大学南山附属学校 英语阅读策略教学研讨课教案设计

<b>高位目标</b>	格物致知。通过阅读，鼓励思考，还原泰坦尼克事件的始末，从而获取新知。	
<b>持久理解</b>	善于观察，勤于思考，活学活用书本知识，发现灾难面前人性的真善美。	<b>基本问题</b>
		<ol style="list-style-type: none"> <li>1. What happened to the Titanic?</li> <li>2. What have you learnt from the story?</li> </ol>
<b>知识</b>		<b>技能</b>
<ol style="list-style-type: none"> <li>1. <b>Pre-reading:</b> some basic knowledge about The Titanic</li> <li>2. <b>While-reading:</b> Words and terms: design, luxurious, voyage, iceberg, bridge, tragedy, upbeat...</li> </ol>		<ol style="list-style-type: none"> <li>1. 综合运用略读、扫读、预测、归纳等阅读技巧</li> <li>2. 活学活用所学知识于生活实际</li> </ol>

续表

知识		技能	
<p>Sentences: The band continued playing music even when it became clear that the ship was going to sink.</p> <p><b>3. Post-reading:</b> Never again- compare the Titanic disaster to the recent South Korean sinking passenger ship Sewol, find those reasons for their tragedies, think about the lesson we learnt from them.</p>		<p>1. 综合运用略读、扫读、预测、归纳 等阅读技巧</p> <p>2. 活学活用所学知识于生活实际</p>	
重点及措施	略读、扫读、预测、归纳	难点及措施	通过综合运用听、说、读、写多种课堂方式, 引导学生有效阅读, 通过阅读获得信息。
	由学生熟悉的电影片段轻松导入话题, 知识前测进一步引发学生阅读探究的兴趣。逐步深入地探索还原事件的始末, 启发学生动脑思考。		
总目标	【知识与技能】	通过有效阅读, 了解泰坦尼克的基本知识。	
	【过程与方法】	独立思考 同伴活动 小组合作 全班交流	
	【情感态度价值观】	善于观察, 乐于助人, 能力与胆识。	

续表

子目标分解	教学步骤	问题链、资料, 点拨	教学目的	教学组织形式
<b>Pre-reading:</b> <b>Warming-up</b>	由学生熟悉的电影片段快速导入	由学生熟悉的电影片段 The Titanic 快速导入主题 floating palace, wonder ship	引起学生强烈的好奇心和探究的兴趣, 激发学生学习的动机, 适时激活学生对本话题的背景知识, 构建文本与读者过去经验和知识之间的联系, 为学生迅速进入阅读状态做好铺垫。	class work
<b>While-reading</b>	<b>Get ready</b> 1. 扫除必要的生词障碍 a. 结合图片, 以 match 等方式讲解必要的生词 (glossary)	a. Glossary b. Structure map of the Titanic	为接下来的阅读扫除必要的生词障碍	individual work/ pair work/ class work (涉及听、说、读)

续表

子目标分解	教学步骤	问题链、资料, 点拨	教学目的	教学组织形式
<p><b>While-reading</b></p>	<p>b. 课前展示、预热船的结构图 (structure map of the big ship) 以节省课上时间, 课上再次快速展示。注意学科融合, 激发学生未来做船舶工程师的愿望, 情感态度的引导: Will you become a ship designer?</p>	<p>a. Glossary b. Structure map of the Titanic</p>	<p>为接下来的阅读扫除必要的生词障碍</p>	<p>individual work/pair work/class work (涉及听、说、读)</p>

续表

子目标分解	教学步骤	问题链、资料, 点拨	教学目的	教学组织形式
<p><b>W h i l e - reading</b></p>	<p>2. <b>Skim &amp; scan</b></p>	<p><b>Skim &amp; scan</b></p> <p>a. What does each paragraph say? 找出各段主题句 (没有明确主题句的, 鼓励学生用自己的话归纳总结。鼓励程度较好的学生挑战用一个词归纳段意。分层教学。</p> <p>b. A quiz (每段出一个 T/F 问题, 共 4 个), 快速扫读, 找出答案。</p>	<p>整体 - 局部 - 整体化整为零, 了解整篇文章。找主题句, 总结段落大意</p>	<p>individual work/pair work/group work (听说读写有效练习)</p>
	<p>3. <b>Intensive reading</b></p>	<p><b>P1:</b> Have the students use adjectives that they find in Paragraph 1 or they can think of to describe the Titanic.</p>	<p>关注细节, 寻找细部答案 读透文章</p>	

续表

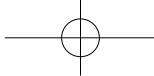
子目标分解	教学步骤	问题链、资料, 点拨	教学目的	教学组织形式
<p><b>While-reading</b></p>	<p><b>Intensive reading</b></p>	<p><b>P2:</b> a. Fill in the blanks with main verbs.                      b. Put these scattered sentences of this paragraph into the right order (in the order of time, first, next, later, then, at last...)                      c. Based on above, retell this paragraph.                      d. Addition-Do you wonder what exactly happened that night?                      Let's go through big events.</p> <p><b>P3</b> :a. After reading, have the students use adjectives to describe the band leader(brave, confident, calm, kind...)</p>	<p>突出情感目标, 谈论乐队队长的人格特质, 发现人性的美。</p>	<p>individual                      work/pair                      work/group                      work                      (听说读写有效练习)</p>

续表

子目标分解	教学步骤	问题链、资料, 点拨	教学目的	教学组织形式
<p><b>While-reading</b></p>	<p><b>Intensive reading</b></p>	<p>b. Why do you think so? Find the evidence from P3 to support yourself.</p> <p><b>P4:</b> Influence: What are the related art forms?</p> <p>good words/sentences: 示范一组, 给出好句子的标准: 语言美还是所表述的人性美。分类查找赏析 (beauty of words &amp; meaning and thoughts)</p>	<p>突出情感目标, 谈论乐队队长的人格特质, 发现人性的美。</p>	<p>individual work/pair work/group work (听说读写有效练习)</p>

续表

子目标 分解	教学步骤 问题链、资料、点拨	教学目的	教学组织 形式
<p><b>Post-reading:</b></p> <p>1. the lesson we learnt from this terrible disaster: the main reasons for the Titanic tragedy and Sewol Tragedy</p> <p><b>Post-reading:</b></p> <p>1. the lesson we learnt from this terrible disaster: the main reasons for the Titanic tragedy and Sewol Tragedy</p> <p>2. Homework</p>	<p><b>Never again—the lesson we learnt from this terrible disaster</b></p> <p>补充近期韩国沉没的岁月号客轮材料(图片和视频)。给出十条简要原因。Try to compare the Titanic disaster to the recent South Korean sinking passenger ship Sewol</p> <p>讨论: “Of all the 10 reasons, which 5 are the main reasons for the Titanic tragedy in your opinion? And which 5 are the main reasons for South Korean sinking passenger ship Sewol Tragedy in your opinion?”</p>	<p>深入学习与知识应用,情感升华</p>	<p>Group work</p> <p>Class work</p> <p>(听 说 读 写 有效练习)</p>
	<p>Homework :</p> <p>Write an essay:—</p> <p>If I were on the Titanic before it sank...</p>		



# 北京师范大学南山附属学校 英语阅读策略教学研讨课学案

## *Readaholic 7B Module 7 The Titanic*

### ★ Skim & Scan

- a. What does each paragraph say? Can you find the topic sentence or sum up by yourself?

P1: \_\_\_\_\_

P2: \_\_\_\_\_

P3: \_\_\_\_\_

P4: \_\_\_\_\_

**Challenge yourself: try to use only ONE word to sum up each paragraph.**

**Which word will you choose?**

P1: \_\_\_\_\_

P2: \_\_\_\_\_

P3: \_\_\_\_\_

P4: \_\_\_\_\_

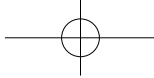
- b. Find the truth---a quiz. ( T/F)

- |  |       |
|--|-------|
| 1. The word 'Titanic' means very, very strong and powerful.                  | T / F |
| 2. Titanic was travelling slowly when it hit an iceberg.                     | T / F |
| 3. Some of the band members survived the sinking.                            | T / F |
| 4. <i>My Heart Will Go On</i> is a song from the 1999 movie <i>Titanic</i> . | T / F |

### ★ Intensive Reading

**P1: Let's use some adjectives to describe the Titanic.**

P2: \_\_\_\_\_

**a. Fill in the blanks with main verbs.**

On 10 April 1912, the Titanic \_\_\_\_\_ off on its first voyage across the Atlantic to America. As the Titanic \_\_\_\_\_ west, warnings of icebergs were \_\_\_\_\_ to the ship, but didn't \_\_\_\_\_ the bridge. So the Titanic was \_\_\_\_\_ at almost top speed when it \_\_\_\_\_ an iceberg. It \_\_\_\_\_ two hours and forty minutes later. \_\_\_\_\_ 2,223 people on board and 1,517 \_\_\_\_\_. On 6 May,2006, the last survivor to have memories of the Titanic's sinking, Lillian Gertrud Asplund, \_\_\_\_\_ at her home in Massachusetts, United States. Asplund, who was just five years old at the time, \_\_\_\_\_ her father and three brothers in the tragedy.

**b. Try to complete the paragraph.**

1. On 10 April 1912, \_\_\_\_\_.
2. As \_\_\_\_\_, warnings of icebergs were sent to the ship, but \_\_\_\_\_.
3. So \_\_\_\_\_ when \_\_\_\_\_.
4. It sank \_\_\_\_\_ later.
5. There were \_\_\_\_\_ people on board and \_\_\_\_\_ died.
6. On 6 May,2006, \_\_\_\_\_. Asplund, who \_\_\_\_\_, lost her father and three brothers in the tragedy.

**c. Based on above, retell this paragraph.****d. Addition-Do you know what exactly happened that night? Let's put those events into the right order!**

The titanic hit an iceberg. Within 10 minutes, 5 front compartments were flooded.

The last lifeboat launches.

People begin boarding lifeboats, using the code of the sea:"women and children first."

A few lifeboats search for survivors. They rescue 13 people.

As Titanic's bow sinks ,the stern rises out of the water .Lifeboats now leave the ships more fully loaded.

The first lifeboat is lowered into the water. Only 28 of the 65 seats are filled. There are only 20 lifeboats for 1178 people

People in lifeboats hear a loud crash as everything aboard Titanic tumbles toward the bow.

The ship's lights go out, the ship breaks into two pieces, and the entire bow sinks.

The stern sinks, leaving hundreds of people in the frigid water.

The survivors see rockets firing in the distance. The rescue ship Carpathia is coming!

**P3:**

**After reading, let's use adjectives to describe the band leader.**

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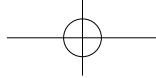
**Why do you think so? Find the words or sentences from P3 to support yourself.**

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**P4: What are the related art forms?**



Have you found any **GOOD WORDS OR SENTENCES** in this passage?

Please write them down here.

**Beauty of words:**

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**Beauty of meanings and thoughts:**

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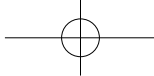
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★ **Post-reading:**

**1. Discussion:** The main reasons for the Titanic tragedy and Sewol Tragedy are **MIXED** here, let's discuss and figure it out: *Of all the 10 reasons, which 5 are the main reasons for the Titanic tragedy in your opinion? And which 5 are the main reasons for South Korean sinking passenger ship Sewol Tragedy in your opinion?*

- A. Unreasonably sudden turn.
- B. It hit an iceberg.
- C. Overloading(3,608 tons of cargo, three times the limit of 987 tons)
- D. Not enough lifeboats! No binocular!
- E. No drill before the voyage. People didn't know what to do when accidents happened.
- F. The captain said: "Stay where you are! Don't move", but he himself with some of his crew ran away.
- G. The captain delayed his decision to change the ship's course.
- H. Lower bulkheads and weak sides of the hull.





## 小学英语阅读光盘课点评 孙泓

### 1. 独山子区第六小学 | 胡小娟

英语策略教学在提升中小学学生英语学习动力与自主学习能力方面的研究

# 小学四年级悦读联播（下）教案

独山子区第六小学 胡小娟

## The Alphabet Market

学生：四年级的学生已经有了一定的词汇量并掌握了一些阅读技巧。

教材：本课为外研社悦读联播四下的第二课，是围绕着字母市场展开的。

主人公们根据自己名字的首字母谈论自己的喜好，趣味性较强，同时生词也较多。

### Teaching Demands and Aims :

#### A. Emotion Aims:

- a. To cultivate pupils' learning interests.
- b. To keep the balance of the diet in the daily life.

#### B. Knowledge Aims:

- a. To listen ,read and understand new words: the Alphabet Market, letter, popcorn, pickles, olives, octopus, beans, butter, macaroni, meatballs, spinach, zebra.
- b. To listen, read and understand new sentences:  
I can eat...  
I like...  
I don't like...

#### C. Ability Aims:

- a. To use the words and sentences in their daily life .

**Important Points:**

- A. To listen ,read and understand new words:

the Alphabet Market, letter, popcorn, pickles, olives, octopus, beans, butter, macaroni, meatballs, spinach, zebra.

- B. To listen, read and understand new sentences:

I can eat...

I like... / I don't like...

**Difficult Points:**

- a. To talk about the characters in the text.

**Teaching Tools:**

Multimedia; Tape-recorder; Flashcards; Stickers

**Teaching methods:**

- a. The Direct Method, the Audio-lingual Method  
b. The Situational Approach, the Communicative Approach,

**Teaching periods:** One period

**Teaching Procedures**

**Step 1. Greetings:**

To have a free talk.

**Step2. Warmer:**

To play a guessing game.

T: Guess! What's in my box? It's about "ABC song".

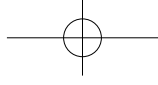
S: Letters?

T: Super! A letter for you!

There are letters here. If you do a good job, you can get them!

Question: How many letters are there in the Alphabet?

Here is a "S". Do you know some words' first letter are "S"?



(设计意图：课前热身的小游戏，通过快速反应的环节，让生活活起来，并为后面的环节做铺垫。)

### Step 3. Revision:

To enjoy some pictures about food.

(设计意图：为学生创造了真实环境中运用语言的平台，激发学生说英语的欲望。)

### Step 4. Presentation:

#### A. Pre-reading:

##### Prediction:

What do you want to know about “the Alphabet Market”?

(设计意图：通过让学生复习食物单词，使得学生主动思考，预测课文内容，培养学习策略——在思考中学习。)

#### B. While-reading:

##### Gist reading.

T: Look! This is a cool train. Let's go to this special market by this train. Today, some new friends are here. Do you want to know them?

To read the text and answer the questions:

How many children are there in the text?

Who are they?

(设计意图：伴随问题速读，培养学生阅读技巧。)

#### C. Read in details:

Look !This is a cool train. Let's go to the

Let's see.

1. Pat:

a. To look at the pictures and ask some questions.

b. To answer the question:

What can Pat eat?

To listen and fill in the blanks.

- c. To teach difficulty words.
- d. To find the rules about the paragraph.

(设计意图：让学生通过总结找出本文的规律：通过名字的首字母来组成单词，构成文章。)

2. Ollie:

- a. To talk about pictures:

Ollie likes...

Ollie doesn't like...

- b. To look and match:

(设计意图：让学生学会根据图片猜测词义。)

- c. To listen and judge:

(设计意图：让学生学会忽略不会单词，抓取文章的关键信息。)

3. Betty :

- a. To work in pairs to read this paragraph.
- b. To predict what Betty likes.
- c. To read and judge:

(设计意图：让学生体会到“读”的乐趣。)

4. Sally & Sue

- a. To work in pairs to make a dialogue to be Sally and Sue.
- b. To read the text.

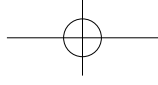
(设计意图：开拓学生的思维。)

5. Mo:

Listen and answer the question:

What's Mo's favourite?

(设计意图：通过听力获取信息。)



6. Zark:

a. To work in four to ask a question by reading this paragraph.

(设计意图: 培养学生的问题意识以及自学的能力。)

b. To be “sad Zak” to read the text.

**D. Post-reading:**

Group Work:

Choose one or two names of the group .

Take the first letter of the name to make a small article.

1. 语言基本准确, 通顺, 有表现力者。 3 ☆

2. 语言准确, 流畅, 语音语调优美, 表现力较强。 4 ☆

3. 认真倾听, 正确回答问题。 3 ☆

(设计意图: 通过老师的引导及示范, 引导学生发挥想象力根据名字的首字母对自己的爱好进行创编小短文, 体现学生综合运用语言的能力。让学生根据自己创编的短文设置问题, 有效地培养了学生认真倾听的好习惯及灵活运用能力。在学习的过程中将评价的多种方式: 如师生评价, 生生评价等融入到课堂中。)

**Step7: Homework:**

1. To read “the Alphabet Market” with your partner.

2. To make a small article by using your name or your parents’ name or your friend’s name.

(设计意图: 家庭作业是课堂的延生, 不仅要起到巩固作用, 而且要培养学生综合运用语言的能力。)

**Step 8. Teaching board design:**

**The Alphabet Market**



Pat

Ollie

Betty  
Sue

Sally

Mo

Zak

**Step9. Teaching Feedback:**

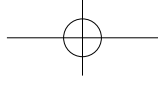
1. 课前的热身环节中，我运用了猜盒子里东西的游戏，引出了 letter, 很自然的引出了字母表，接着让学生运用“S”作为开头说单词。
2. 通过让学生欣赏食物图片，引出市场，自然的引出课题，让学生对于题目进行预测，培养学习策略——在思考中学习。
3. 通过 Scan reading, Gist reading 培养学生的语篇意识。在整体感知课文后，让学生根据图片提问，培养学生的问题意识，学生能够提出 What...? Does he/she like...? 等问题。在解决的问题的过程中，通过观察图片，听课文，预测课文的方式启发学生，让学生成为课堂的主体。
4. 在 Read in details 中，通过让判断，表格学生通过小组讨论，解决问题。培养学生自主学习的能力和互助合作能力。
5. 让孩子运用自己的英文名字来创编一篇小短文，发散学生的思维。

不足之处：

1. 在引导学生方面想得不够全面。
2. 对于学生的分层教学实施的不够好。

改进措施：

1. 在引导学生方面应该在想得更全面，应该充分的利用板书，图画等道具，效果会更好。
2. 对学生的分层教学应该运用多种方式。



2. 黑龙江省大庆市祥阁学校 | 胡艳艳

## Teaching Design

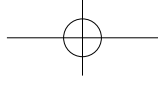
<The Wind and the Sun>

(阅读联播小学四年级上册)



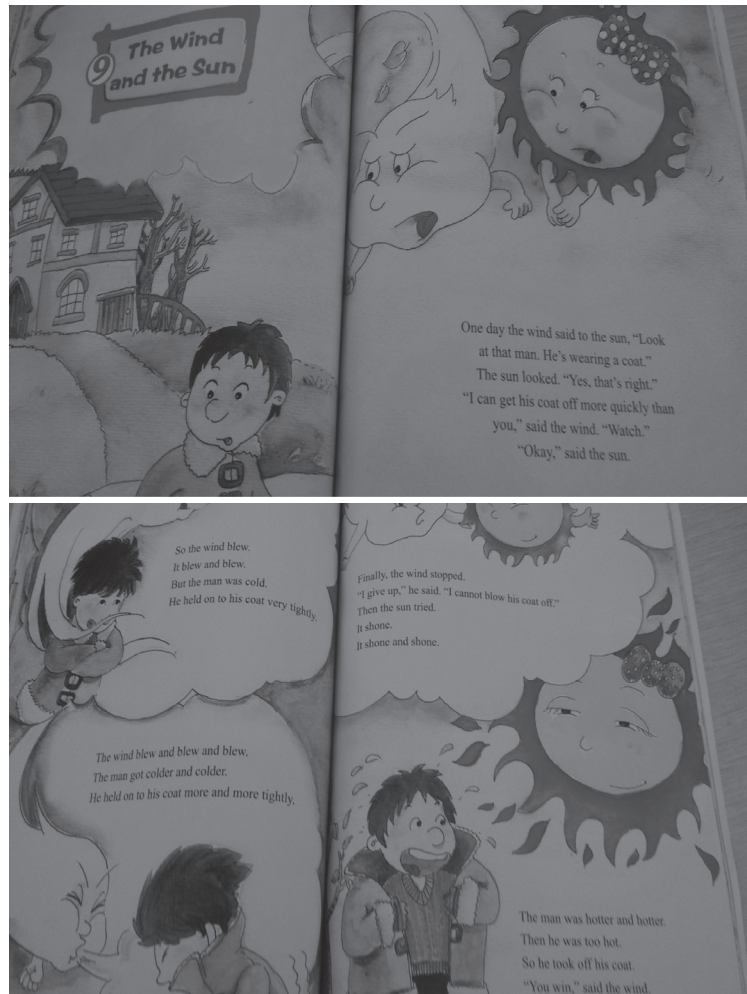
会议内容

黑龙江省大庆市祥阁学校  
作者：胡艳艳



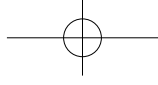
# The Wind and the Sun

## 教学材料



## 教学内容分析

本课内容选自《悦读联播》四年级上册，寓言 *The Wind and the Sun*。主要围绕“风和太阳争论谁能先让行人脱掉身上的大衣”这个主题展开。本节课教学注重把文本和实际生活相联系，在实际的听、说、练、演过程中融入文本内容并加以理解运用。



## 教学对象分析

四年级学生已经具备了基本的听、说、读、写能力，对于“风和太阳”这个小寓言也并不陌生，因此对于将学生的思维导入到课文并不难，可预测的难点就是学生如何将所学知识与实际情境融会贯通，学以致用。

## 教学目标

知识目标：

1. To know some new words: blow / blew, hold on / held on, tightly, give up, shine / shone, take off / took off.
2. To understand the story and try to retell the story.

能力目标：

Make the students use the past tense to describe something .

情感态度目标：Let the students know two principles

1. Everyone has his strong and weak points.
2. Modesty helps one to make progress, conceit makes one behind.

**教学重难点：** To understand the story and act the story.

**教学准备：** Pictures. a coat .E-pen. PPT

## 教学流程：

**Warmer:** Sing an English song <How is the weather?>

Leading in: Show pictures of the Sun and the Wind ,then ask “What’s this ?”It’s the Sun. It’s the Wind. Do you know the story of the wind and the sun? Then show the video and ask the students to try to understand the story. Then ask the students to say the main idea in Chinese. And ask the students how to tell this story in English. Let’s learn about it.

**Presentation:**

Step1: Listen to the story and feel it.

Step2: Read in silence and work in pairs to find out new words.

And try to solve them.

Step3: Report words. (blow / blew, hold on / held on, tightly, give up, shine / shone, take off / took off)

Step4: Read the new words in different ways.

Step5: Do quick reaction to practice the words

Step6: Listen and repeat the story.

Step7: Read the text by themselves.

**Practice:**

Step1: Work in pairs and choose a picture to describe.

Step2: Ask students to report.

Step3: Ask the students to act it out.

Step4: Retell the story of the wind and the sun in English.

**Sum up:** Tell the story of the wind and the sun.

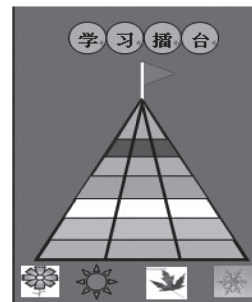
1. **Everyone has his strong and weak points.** (人各有长处和短处)
2. **Modesty helps one to make progress, conceit makes one behind.** (谦虚使人进步, 骄傲使人落后)

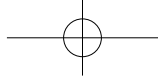
**Homework:** Tell the story of the wind and the sun in English to your parents or your friends.

**Blackboard Designing:**

**The Wind and the Sun.**

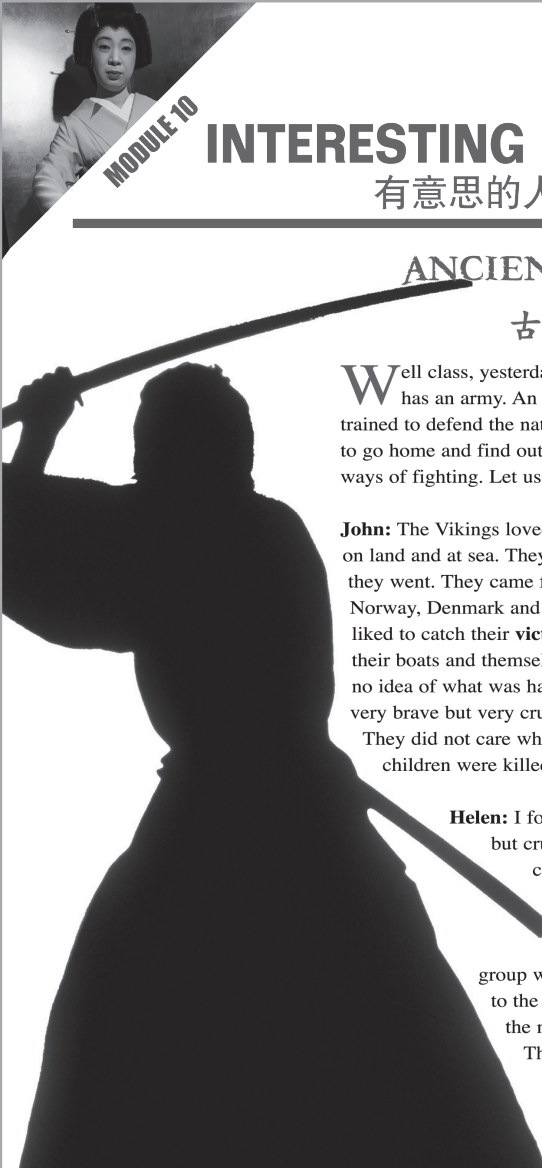
New words:	
blow – blew	win – won
hold – held	give up – gave up
shine – shone	tightly
take off – took off	finally





## 👤 课文摘要

### 1. The Interesting People ▾



**MODULE 10**

## INTERESTING PEOPLE

### 有意思的人

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## ANCIENT WARRIORS

### 古代的武士

**W**ell class, yesterday we learned that every nation has an army. An army is a group of people who are trained to defend the nation against its enemies. You all had to go home and find out about different warriors and their ways of fighting. Let us see what you have learned.

**John:** The Vikings loved war and fighting. They would fight on land and at sea. They killed, stole and burned wherever they went. They came from the Scandinavian countries of Norway, Denmark and Sweden to Europe. The Vikings liked to catch their **victims** by surprise. They often hid their boats and themselves. The poor victims would have no idea of what was happening to them. The Vikings were very brave but very cruel. Their favourite **weapon** was fire. They did not care who they killed. Men, women and even children were killed.

**Helen:** I found out about another group of brave but cruel warriors, **the Zulu Impi**. They came from South Africa. They had a special way of attacking their enemies. The warriors would divide into two groups. One group would go to the right and one group to the left. The enemy would be stuck in the middle with nowhere to run and hide. The warriors all carried **shields** made

◀ a Japanese warrior

## ENTERTAINERS

艺人

We all love to be amused and entertained.

Imagine this ...

A dark hall. A silent audience. Exciting music. Suddenly a light goes on in the middle of the stage. There in front of your eyes is a person floating in mid-air. With the sound of a drum, the person disappears as if by magic!

A person who uses magic to entertain people is called a **magician**. A magician does things that seem impossible, like cutting people in half. A magician's **audience** look away from what he is actually doing. Magicians have been entertaining people for thousands of years. Even though people know that what they are watching is just tricks, magic shows are very popular. People love magic because of its secrets and mystery.

**Court jesters** were people whose job was to entertain a king or nobleman. Jesters were actually **clowns**. They were meant to be funny. That is why they were sometimes called fools. They even wore clothes that looked funny. Their trousers and shirts were made of many bright colours. They wore three-pointed hats with bells at the points that jingled when they moved. Jesters had a very important position in the family. Although they were servants, they were allowed to play with the children, hear family secrets and



from wood and cow skin. They each had a long spear to throw at the enemy and a short spear to **stab** the enemy with. The men were well trained. They were made to run long distances without a rest, to make them fit. They all had to walk over hot coals so that their feet became hard for running.

**Kim:** The Japanese warriors were called **samurai**. Samurai warriors were **obedient**, faithful and honourable. Honour was more important than anything else. Any warrior who was caught doing the wrong thing had to commit hara-kiri (ceremonial suicide). Samurai wore two swords and a special hard hat. They were very good sword fighters. They were paid in rice according to their position in the army.

**George:** The Native American Indians fought with bows and arrows, **clubs** and spears. Some **tribes** put poison onto the **tips** of their arrows. Warriors would paint their faces and bodies as a sign that they were going to war. The colours that they used were red, black and white. Each tribe had a



▲ a Native American Indian warrior

different way of putting on their 'war paint'. Warriors were given eagle feathers as a sign of their bravery. Markings on the feathers showed what brave things had been done.

All these armies had different ways of fighting. They all used different weapons. They were all brave men who worked hard to defend what belonged to them. Thank you all for sharing what you learned. It was very interesting.



◀ a Viking warrior

## WORD BANK

victim	n.	受害者	samurai	n.	(日本) 武士
weapon	n.	武器	obedient	adj.	服从的
the Zulu Impi	n.	班图武士	club	n.	棍棒
shield	n.	盾状物	tribe	n.	部落
stab	v.	刺	tip	n.	尖端

## STORYTELLERS

### 讲故事的人

**Peter:** I think that some of the most interesting people you will ever meet are storytellers. They have their own special kind of magic. They can take us out of our world into a different world, just by using words.

**Joan:** I agree with you, Peter. One of the greatest storytellers of all time was William Shakespeare. He lived in the 16th century, in England. He wrote many plays and poems. They were about

things that happened in history and about relationships

between people. His works are still read and studied today.

**Jei:** There is someone who is similar to that in my culture. His name was Confucius. He was a very famous and respected Chinese writer. He lived a very long time ago, long before Shakespeare. His writing is about the importance of being a good, honest and responsible person. His ideas are still popular today in many countries in the world.

**Peter:** But not all stories have been written down. In Africa many of the stories have been passed down by oral tradition.



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be a part of family gatherings. The jester's main job was to help the king forget the troubles of his kingdom and enjoy himself for a while. The job of jester was usually passed on from father to son. This was so that the king knew that his jester would be **loyal** to him alone.

Far more **elegant** entertainers are the **geisha** girls from Japan. The first geishas were male, rather like the jesters. When women started becoming entertainers, they were known as **onna geisha** (female artists). Geishas are not clowns. They wear **kimonos** and have their hair and faces made up in a special way. They are trained in the arts and their training

often takes a long time. Geishas have to be skilled in playing music, singing, dancing, poetry and storytelling, playing various games, holding a conversation and listening. A geisha's main job is to make the person who they are with feel relaxed, comfortable and good about themselves. Long ago geishas had to begin their training from a very young age. Very young girls were bought by the geisha houses. Nowadays, most geishas start their training when they are teenagers. It is their choice whether to become a geisha or not.



## WORD BANK

magician	n.	魔术师	loyal	adj.	忠诚的
audience	n.	观众	elegant	adj.	文雅的
court jester	n.	宫廷小丑	geisha	n.	(日本) 艺妓
clown	n.	小丑	kimono	n.	和服

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EXERCISES

PASSAGE 1

Decide whether the following statements are true (T) or false (F).

1. The Vikings were good at fighting at sea, but they were weak on land. ( )
2. Warriors from South Africa were well trained, and they all carried shields made from metal and cow skin. ( )
3. Both the Vikings and the Zulu Impi were brave but very cruel warriors. ( )
4. The Japanese warriors were faithful and honourable. ( )
5. All these armies mentioned in the passage were brave and honourable men. ( )

PASSAGE 2

Decide whether the following statements are true (T) or false (F).

1. A magician's magic works because he knows how to avoid letting people fail to see what he is actually doing. ( )
2. What court jesters did was to make the king forget his troubles and enjoy himself for a while. ( )
3. A jester usually learned how to do the job from his father. ( )
4. The first geishas were male, just like jesters. ( )
5. Nowadays, most geishas start their training when they are very young. ( )
6. Entertainers are always happy because they make others feel better. ( )



PASSAGE 3

Decide whether the following statements are true (T) or false (F).

1. Shakespeare was one of the greatest storytellers of all time. ( )
2. Confucius' ideas are only popular today in China. ( )
3. Shakespeare and Confucius are very similar in many ways. ( )
4. In Africa, all of the stories have been written down by storytellers. ( )
5. *The Jungle Book* tells a story about a boy called Mowgli who was brought up by a family of wolves. ( )



**Jei:** What does 'oral tradition' mean?

**Peter:** Well, each family had a storyteller that knew all the stories. He would tell stories to the whole family, but maybe only the favourite stories. There was one person that the storyteller told all the stories to. This person had to make sure that he learned all the stories, so that he could become the next storyteller. Of course they have started writing down the stories now.

**Joan:** Storytellers must have been really special people.

**Peter:** They were. They actually had to become the different people in the story that they were telling. They had to use their faces and voices to do this. So the story telling often became a one-man play, as the story was acted out by the storyteller.

**Joan:** I would love to be able to hear an African story told by a real African storyteller.

**Jei:** Me too. But it is nearly the same when a film is made of a story book. *The Jungle Book* is a film like that. A man called Rudyard Kipling wrote stories about a boy called Mowgli. Mowgli lived in India and he was **brought up** by a family of wolves because his parents were killed. The stories are about all his **adventures** in the jungle.

The Walt Disney film company made these stories into a film.

**Joan:** Of course everyone knows the Harry Potter books and films. It is really nice to read the books and then watch the films. It is almost as though the people in the story come alive.

**Peter:** Wouldn't it be wonderful if the characters in books could really come alive and tell their own stories?

**WORD BANK**

jungle	n.	丛林
bring up	n.	抚养
adventure	n.	历险
character	n.	(小说中的)人物

## NOTES

### PASSAGE 1

1. The Vikings liked to catch their victims by surprise. 维京人喜欢对人突然袭击。
2. The poor victims would have no idea of what was happening to them. 可怜受害者还浑然不知发生了什么(就被抓了)。
3. They each had a long spear to throw at the enemy and a short spear to stab the enemy with. 他们每人有一支长矛用于远投, 还有一把短矛来刺敌人。
4. They all had to walk over hot coals so that their feet became hard for running. 他们都得在滚烫的煤上行走, 让双脚坚硬, 适合奔跑。
5. They were paid in rice according to their position in the army. 根据他们在军队里的地位, 分给战士们稻米。
6. Warriors would paint their faces and bodies as a sign that they were going to war. 战士们会把脸与身体涂上颜色, 表示他们要上战场了。
7. Each tribe had a different way of putting on their 'war paint'. 每个部落都用不同的方式涂上自己的“盛装”。
8. Markings on the leathers showed what brave things had been done. 羽毛上的记号表示他们的英勇事迹。

### PASSAGE 2

1. They were meant to be funny. 他们就是用来搞笑的。
2. They wore three-pointed hats with bells at the points that jingled when they moved. 他

们戴着有三个尖的帽子, 每个帽尖上还有铃铛, 走起来叮叮作响。

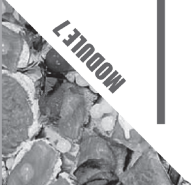
### PASSAGE 3

1. They were about things that happened in history and about relationships between people. 它们讲的都是历史上的事情以及人际关系。
2. His writing is about the importance of being a good, honest and responsible person. 他著书论述做一个讲道德、守信用、负责任的人的重要性。
3. In Africa many of the stories have been passed down by oral tradition. 在非洲, 许多故事是靠口头流传下来的。
4. So the story telling often became a one-man play, as the story was acted out by the storyteller. 所以说书往往就是一出独角剧, 因为说书人需要把故事表演出来。
5. The Jungle Book is a film like that. 《人猿泰山》就是一部那样的电影。
6. The stories are about all his adventures in the jungle. 故事讲的基础是在丛林中的历险记。
7. Mowgli lived in India and he was brought up by a family of wolves because his parents were killed. 莫格里生活在印度, 因为父母遇害, 由一窝狼喂养大。
8. Wouldn't it be wonderful if the characters in books could really come alive and tell their own stories? 要是书里的人物真的活了并讲述他们自己的故事, 那岂不是棒极了?

## MODULE ACTIVITY

- There are many interesting people around us. Collect their stories and share them with your classmates and your family.

## 2. Nutritious Eating



# NUTRITIOUS EATING

## 健康饮食


### FOOD OF MANY LANDS

#### 各国饮食习惯

**F**ood differs from country to country. The main foods of a country depend on what grows best there. People in hot countries, close to the **equator**, eat a lot of fruit and vegetables. People in cooler countries eat more animal foods.


With modern ways of **transporting** things, food can be flown or shipped anywhere in the world. So the food in a country also depends on what can be bought from other countries. For example, the poorer regions in Asia and Africa eat the foods grown where they live.

Countries



Some of the customs involving food are interesting. Americans and Europeans each have a plate, knife, fork and **spoon**. Arabs eat from a dish in the centre of the table. They only use their right hands to eat with. The Chinese and Japanese use **chopsticks** to pick up food from a small bowl, held close to the mouth. Most people eat three meals a day.

Of course, every nation has a favourite food. Most cities in the world have

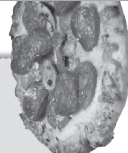


restaurants that make food from other countries. Here are some countries and their favourite foods.

- 1 Armenian people like **shish kebabs**. This is pieces of cooked **lamb** on a stick.
- 2 German people like Wiener schnitzel. This is beef covered in a mixture of flour and eggs that is fried in oil.
- 3 Russians like beef stroganoff. This is beef cooked with **onions**, **mushrooms** and **sour cream**.
- 4 Italian people eat a lot of **pasta** and pizza.
- 5 The Japanese eat **sukiyaki**, which is made up of long pieces of meat and vegetables cooked at the table.
- 6 The Scottish people like haggis. Haggis is **minced** lungs, **liver** and heart from a sheep boiled together.
- 7 Eskimos eat a lot of **raw** salmon (fish) and **seal** meat.

equator	n.	赤道
transport	v.	运输
religion	n.	宗教
Hindu	n.	印度教的
spoon	n.	勺子
chopstick	n.	筷子
shish kebab	n.	羊肉串
lamb	n.	羔羊肉
onion	n.	洋葱
mushroom	n.	蘑菇
sour cream	n.	酸奶油
pasta	n.	意大利面食
minced	adj.	切碎的
liver	n.	肝
raw	adj.	生的
seal	n.	海豹

You may like some of these or you may not. Are you brave enough to try them?



kilograms in weight. His body suffered. He got **acne** all over his body. His blood pressure went up and he had problems with his liver. His state of mind suffered because he hardly ever felt happy. He did not have any energy to do anything.

This man was an adult. An even more worrying problem is the number of overweight children in the world. This problem is getting worse and worse. Younger and younger people are suffering from health problems caused by incorrect eating. In a study done in South Africa, 20% of South African children under the age of six were found to be overweight. The problem is that fast foods are the foods that children like to eat. It is easier for a busy parent to buy fast food than it is to cook a healthy meal. Especially if parents know that their children will eat the fast food meal.



Our eating habits are becoming a big health problem. Fast food chains are trying to make their food healthier by using better quality oil to fry food in. Better still, they are grilling food more often instead of frying it. They are also making smaller meals and offering the choice of vegetables instead of fries. But in the end, what we eat is up to us.

## WORD BANK

overweight	adj.	超重的	foodstuff	n.	食品, 粮食
carbohydrate	n.	碳水化合物	grill	v.	烧烤
protein	n.	蛋白质	mayonnaise	n.	蛋黄酱
understandable	adj.	可以理解的	fizzy	adj.	起泡的
fill up		填满	acne	n.	粉刺

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## THE FAST FOOD CULTURE

### 快餐文化

We have such busy lives that there is no time to cook or eat properly. It is easier just to buy something, already made, on the way to or from work. The result is **overweight** and unhealthy people.

We are eating a lot of **carbohydrates** (such as bread) and **protein** (mainly meat and cheese) and not enough vegetables or fruit. This is **understandable**

because bread, meat and cheese are the foods that **fill us up** so that we are not hungry.

The **foodstuff** itself is not actually

unhealthy; it is the way it has been cooked. Meat is fried in oil and not **grilled**. When we buy a salad or a sandwich, there are hidden fats in the form of **mayonnaise** or tomato sauce. The fries that go with every fast food meal are ordinary potatoes, but they have been fried in oil. These meals are cooked in a way that takes as little time as possible.

This is why they have become known as fast foods. Even the drinks are bad for us. The **fizzy** drinks that come with every meal are full of sugar.

Upsizing is also becoming a big problem. Upsizing is when you can order a bigger meal: a bigger hamburger, a bigger packet of fries and a bigger soda. Some time ago a man in America tried to

prove just what a problem fast food has become. He ate upsized fast food meals every day, three times a day, for a month. He gained 13



**Fats**



Oil, **margarine**, butter, mayonnaise, tomato sauce, chocolate, candy, etc.

Two to three

It is important to understand how food is used. When we eat food, our bodies use the food to make energy. The energy is measured in **kilojoules**. Kilojoules are the amount of energy that our bodies get from the food that we are eating. If we are eating the correct food and the correct amount of food, we will have enough kilojoules for our bodies and minds to work properly.

There are many people who do not eat enough of the right food. This could be because they are too poor to buy the right food. These people may have what we call **malnutrition**. Children who have malnutrition do not grow properly and they cannot concentrate at school. If things are very bad, they can become sick and die. Malnutrition is a great problem in the poor parts of Asia and Africa.

It is also important to drink lots of water. Our bodies are made up of about 76% water. We need to drink six to eight glasses of water a day. Water keeps our skin healthy. It also makes sure that our bodies work properly.

If we do not drink enough water, we can get headaches, stomachaches and our **kidneys** will not work properly. It is important to read the **labels** on the foods in a shop. The labels

tell us what the food has in it. It gives us information about how healthy the food is. This information will help us to eat healthily because we will know what we are putting into our bodies. Some people have food allergies. This means that if they eat certain things they may become ill. Some people become ill if they eat nuts, wheat or milk. Food labels will tell us if there is anything in the food that may make us sick.

If we want to have minds and bodies that work properly, then we need to make sure that we eat correctly.






**WORD BANK**

“	cauliflower	“	西兰花
“	broccoli	“	花椰菜
“	lettuce	“	莴苣
“	lemon	“	柠檬
“	dairy	“	奶制品
“	yoghurt	“	酸奶
“	calcium	“	钙
“	margarine	“	人造黄油
“	kilojoule	“	(功的单位) 千焦耳
“	malnutrition	“	营养不良
“	kidney	“	肾脏
“	label	“	标签

**HEALTHY EATING HABITS**  
健康的饮食习惯

We need to know how much of what food to eat to be healthy. There are six different food groups and we need to eat a certain number of **servings** from each group every day. Each food group has different things that we need for a healthy diet.

Here is a list of the food groups and why they are good for us.

Food group	Food	Why our bodies need it	How many servings in a day
<b>Carbohydrates</b> 	Bread, cereal, rice, potatoes and pasta	Give us energy	Six to eleven
<b>Proteins</b> 	Meat, chicken, fish, eggs, dry beans and nuts	Repair the body	Two to three
<b>Vegetables</b> 	Green beans, peas, pumpkin, <b>cauliflower</b> , <b>broccoli</b> , tomatoes, <b>lettuce</b> , etc.	Help our bodies grow and develop	Three to five
<b>Fruits</b> 	Apples, pears, bananas, peaches, oranges, <b>lemons</b> , etc.	Help our bodies grow and develop	Two to three
<b>Dairy</b> 	Milk, <b>yoghurt</b> , cheese	Give us <b>calcium</b> to build strong teeth and bones	Two to three

## NOTES

### PASSAGE 1

1. With modern ways of transporting things, food can be flown or shipped anywhere in the world. 有了现代交通工具，可以用飞机或者轮船将食品运到世界任何一个地方。
2. Countries like Britain, America, Sweden and Switzerland can buy from wherever they want to. 诸如英国、美国、瑞典、瑞士等国家，他们想从哪里买就从哪里买（食品）。
3. For example, Jewish and Muslim people do not eat pork (pig meat) while Hindu people do not eat beef (cow meat). 例如，犹太教徒和穆斯林不吃猪肉，而印度教徒不吃牛肉。

### PASSAGE 2

1. The fries that go with every fast food meal are ordinary potatoes, but they have been fried in oil. 每顿快餐要吃的薯条，虽然是由普通的土豆做的，但是土豆是油炸的。
2. The fizzy drinks that come with every meal are full of sugar. 每餐的碳酸饮料里面含有很多糖。
3. He got acne all over his body. 他全身都长了粉刺。
4. His state of mind suffered because he hardly ever felt happy. 他精神状态不好，因为他总是郁闷。
5. Younger and younger people are suffering from health problems caused by incorrect eating. 由于饮食不当，健康问题正向着低龄化发展。



## MODULE ACTIVITY

- Nowadays, more and more children are getting overweight. What do you think about this problem? Discuss it with your classmates.

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## EXERCISES

### PASSAGE 1

Decide whether the following statements are true (T) or false (F).

1. The main foods of a country depend only on what grows best there. ( )
2. We all eat the same vegetables or meat, and they taste much the same around the world. ( )
3. Jewish and Muslim people don't eat pork, but Hindu people do. ( )
4. Most people eat more than once a day. ( )
5. As every nation has a favourite food, food from other countries won't be accepted by the local people. ( )

### PASSAGE 2

1. Read the passage again and then choose the best answer.

- 1) If we eat fast food regularly, it may make us
  - A. fat and unhealthy
  - B. healthy and thin
  - C. sick and hungry
  - D. easy and comfortable
- 2) According to the author, fast food is not healthy because
  - A. the meat is fried
  - B. it contains too much fat
  - C. it contains too much sugar
  - D. all of the above
- 3) If you order a big meal and eat three times a day, you may
  - A. gain weight
  - B. become unhappy
  - C. have blood and liver problems
  - D. all of the above

2. Decide whether the following statements are true (T) or false (F).

- 1) In South Africa, 20% of all children were found to be overweight. ( )
- 2) Fast food restaurants are trying to make their food healthier. ( )

### PASSAGE 3

Read the passage again and then choose the best answer.

1. If parents want their children to have good teeth, it's necessary for the children to have enough
  - A. fish
  - B. peas
  - C. bananas
  - D. milk
2. The amount of energy provided by food is measured in
  - A. kilograms
  - B. servings
  - C. kilojoules
  - D. food labels
3. It is good to have
  - A. dry beans and nuts
  - B. oranges and lemons
  - C. oil and butter
  - D. potatoes and pasta
 to repair the body.
4. If we don't have enough
  - A. our skin will not be kept healthy.
  - B. water
  - C. cereal
  - D. oil
 every day,
5. What may happen if a child suffers from malnutrition?
  - A. He will not grow properly.
  - B. He can't concentrate at school.
  - C. He can become sick and die.
  - D. All of the above.

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## HOW TO LEARN ENGLISH

### 如何学英语

# MODULE 1

## YOU'RE NOT ALONE—GET BLOGGING!

### 并不是就你一人——建个博客吧!

**D**o you feel **stressed** and **confused** when you're learning English? **Frustrated** by your **lack** of **progress**? Well, don't worry. You're not alone! Zhao Xing, from Beijing, felt just like this. So he decided to write to 'International English Learners' Blogsite'. A blog is an **online** diary, where people across the world **communicate** and discuss **issues** with each other.

**James, China**  
Zhao Xing! I know just how you're feeling. There must be other people in your **situation**. Why don't you get together and set up some kind of 'English Speaking Club'? You can talk to each other about your life, your **worries**... It's an excellent way to improve your English and enjoy yourself!

**EXERCISES**

1. Match the word with its correct meaning in the text.

frustrated	making a great effort
struggling	increase
build up	discouraged

2. Answer the following questions briefly.

- What can people do on a blog?
- Which two people have a similar problem?
- What does Sam advise Zhao Xing to do?

**WORD BANK**

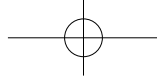
stressed	adj.	感到(身体或精神)压力的
confused	adj.	困惑的, 烦恼的
frustrated	adj.	受挫折的
lack	n.	缺乏
progress	n.	进步
online	adj.	在线的
communicate	v.	沟通
issue	n.	问题
struggle	v.	努力, 奋斗
come up	v.	接近, 即将发生
improve	v.	提高
situation	n.	情形, 状况
worry	n.	烦恼
accent	n.	口音
build up	v.	增大

**Li Ming, UK**  
Hi there!  
Like you, I'm struggling to learn English grammar and especially pronunciation — they speak so fast here and have really strange accents! Try to watch some English films and don't worry if you don't understand everything—just guess what they're saying.

**Daniella, Spain**  
It's a good idea to read English newspapers. Isn't there one in China called *China Daily*?  
Get your notebook out and write down and then translate some words you don't know! You'll find words repeat themselves and you'll quickly **build up** your vocabulary.

**Sam, Australia**  
How about getting a pen friend? I'd be happy to be yours. We can send each other messages. Don't be shy! Good luck in your exams. Take a deep breath, smile and you'll be fine!

**Zhao Xing's Blog**  
Hi. I'm Zhao Xing from Beijing. I'm really **struggling** to learn English and I just need some help! I've got an exam **coming up** soon and I need to **improve** my speaking, listening, reading and writing skills. Please help me! I feel like I'm going mad! Any advice?



### End of Term Report

Student's Name	Sam Smith
Subject	English
Teacher	Mrs Black

Sam is a **popular** member of the class. He is also very clever. However, his **results** this term in English have been very **disappointing**. In his final writing exam, he made a lot of mistakes and came last in the class. He should try and check his writing more and **concentrate on** his spelling.

When he is speaking, he should remember to speak more slowly and clearly. Sometimes, it is very difficult to understand what he is saying. He doesn't seem to listen carefully either. His knowledge of **basic** English grammar is poor. He needs to buy a good grammar book and study it every day.

I realise that Sam is the youngest member of his class. He is an **intelligent** pupil who could do well, if he tries harder.

#### EXERCISES

**1. Fill in the blanks.**

1) At the beginning of the term, he was struggling to keep up  his classmates.

2) He is able  correct his own work and help correct other pupils'.

3) He takes part  group work and he is not afraid to speak anymore.


4) He should try and check his writing more and concentrate  his spelling.

**2. Decide whether the following statements are true (T) or false (F).**

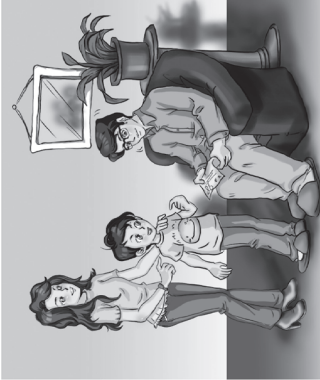
1) Zhao Xing's English teacher is Mrs Black.

2) Zhao Xing has made great progress in English.

3) Sam is not as hard-working as Zhao Xing.



### TERM REPORTS 学期报告单



#### WORD BANK

hard-working	勤奋的
keep up with	跟上
punctuation	标点
confident	自信的
positive	肯定的, 有信心
continue	继续
popular	受欢迎的
result	成绩
disappointing	令人失望的
concentrate on	全神贯注于
basic	基本的
realise	认识到
intelligent	聪明的

End of Term Report	Zhao Xing
Student's Name	English
Subject	Mr Dickens
Teacher	

Zhao Xing has always been a **hard-working** pupil. However, he finds that studying English is very difficult. At the beginning of the term, he was struggling to **keep up with** his classmates. So I was very pleased that at the end of this term, Zhao Xing came top of his class. All areas have improved greatly.

In his writing, his spelling and **punctuation** are much better. He is able to correct his own work and help correct other pupils'. In speaking, he is much more **confident**. He can have English conversations with his friends and with me. He takes part in group work and he is not afraid to speak anymore. He is able to read and understand quite difficult texts much more easily. When I ask him questions in English, he smiles and can answer them quickly.

Zhao Xing should feel very **positive** about the progress he has made this term. If he **continues** like this, he will do very well indeed.

◎ Sam:

That's a really good idea, thanks. There are lots of people from different countries in my school. The trouble is, they stay in little groups and don't mix very well.

◎ Zhao Xing:

It must be difficult for you. There must be things you can do outside school. I really like football, so I've joined a football club. It's great because we do something we really enjoy and speak English at the same time! And we get fit as well! How about trying the same?

◎ Sam:

I can't play football but I can play the drums! I've got a friend who can play the **guitar**. Another can play the piano. Maybe we could make a music group **instead!**

◎ Zhao Xing:

Yes, great idea. Do it and let me know how you get on. But make a rule for your music group. When you are together, you may only sing and speak in English!



## EXERCISES

1. Choose the correct words or phrases to fill in the blanks.

set up    fit    instead

- 1) You should keep \_\_\_\_\_ with diet and exercise.
- 2) If there is no coal, oil can be used \_\_\_\_\_.
- 3) His uncle \_\_\_\_\_ a factory three years ago.

2. Answer the following questions briefly.

- 1) What kind of friends are Zhao Xing and Sam?
- 2) What is the rule for Zhao Xing's English club?
- 3) Why can't Sam set up an English club?

## WORD BANK

mix	v.	交往
fit	adj.	健康的
guitar	n.	吉他
instead	adv.	代替

## CHATTING ONLINE 网上交流

◎ Zhao Xing:

Hi Sam. How's it going? It's great to have an online pen friend. I'm feeling great today. We got our end of term reports and my parents were so pleased. I've never seen them smile so much. How about you?

◎ Sam:

Hi Zhao Xing. Yes, it's good to hear from you. My report came today and I've never seen my parents look so unhappy. I can't believe it.

◎ Zhao Xing:

I'm sorry to hear that. Do you remember the advice June gave me about setting up an English club? Well, I did! A group of us meet after school and talk about things that interest us. Often we just talk about films we have seen. There's only one rule when we meet – you must speak English! I enjoy meeting different people. It's really helped me to feel confident when I speak English in class. Why don't you try and do the same?



## MODULE ACTIVITY

- How do you learn English? What do you think is the best way to learn English?

## NOTES

### PASSAGE 1

1. A blog is an online diary, where people across the world communicate and discuss issues with each other. 博客是一种网上日志, 全世界的人都可以在上面互相交流和讨论问题。
2. Why don't you get together and set up some kind of English Speaking Club? 你们为什么不凑到一起成立个“英语演讲俱乐部”呢?

### PASSAGE 2

1. However, he finds that studying English is very difficult. 可是, 他却发现学英语非常困难。
2. So I was very pleased that at the end of this term, Zhao Xing came top of his class. 所以, 这个学期末, 赵星在全班名列前茅, 我感到非常高兴。
3. Zhao Xing should feel very positive about the progress he has made this term. 赵星应该对自己在这个学期取得的进步感到非常乐观。



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4. When he is speaking, he should remember to speak more slowly and clearly. 讲话时, 他应该记住要说得更慢、更清楚些。
  5. He is an intelligent pupil who could do well, if he tries harder. 他是个聪明的学生, 如果再努力些, 他就能取得好成绩。
- PASSAGE 3**
1. Do you remember the advice June gave me about setting up an English club? 你还记得琼给我提的有关成立英语俱乐部的建议吗?
  2. The trouble is, they stay in little groups and don't mix very well. 问题是, 他们都只呆在小群体里, 相互之间不怎么交往。
  3. It's great because we do something we really enjoy and speak English at the same time! 它(足球俱乐部)棒极了, 因为我们在做自己真正喜欢的事情的同时又说了英语!
  4. Do it and let me know how you get on. 成立乐队吧, 告诉我你们的进展情况。

## KEY TO THE EXERCISES

### PASSAGE 1

1. (frustrated) (making a great effort) (struggling) (increase) (build up) (discouraged)
2. 1) They can communicate and discuss issues with each other.  
2) Zhao Xing and Li Ming.  
3) Get a pen friend.

### PASSAGE 2

1. 1) with 2) to 3) in 4) on

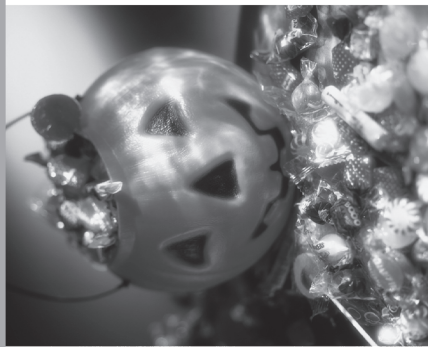
2. 1) F 2) T 3) T

### PASSAGE 3

1. 1) fit 2) instead 3) set up
2. 1) They are online pen friends.  
2) You must speak English.  
3) Because people in his school stay in little groups and don't mix very well.



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sweets. Come with me, please." I showed them the way to my host family's house and gave them the sweets.

The children told me that was the most **enjoyable** Halloween they had ever had. British children are lovely, aren't they? It's easy to make friends with them. Then I walked around to find more children until I had given away all my sweets. This was the most exciting experience I had in Britain.

I think people go to work **day in, day out**. They need some funny things to do. Some things make life unusual. So that's why they created festivals. What do you think?

### EXERCISES

- Fill in the blanks.
  - At about six o'clock, 10 children \_\_\_\_\_ towards our door.
  - To her \_\_\_\_\_, I took out three bags of sweets.
  - The children told me that was the most \_\_\_\_\_ Halloween they had ever had.
- Circle the correct answer to complete the sentence.
  - On Halloween children can get \_\_\_\_\_ from their neighbours.  
A. money B. gifts C. candies
  - When my hostess had no sweets left, I took out \_\_\_\_\_ bags of sweets.  
A. one B. two C. three
  - People created festivals to make life \_\_\_\_\_.  
A. scary B. unusual C. common

### WORD BANK

Halloween	n.	万圣节前夕
sweet	n.	糖果
secretly	adv.	偷偷地, 秘密地
ghost	n.	鬼, 幽灵
scream	v.	尖叫
hostess	n.	女房东
panic	n.	惊慌
to one's surprise	v.	使某人感到惊讶的是
bear	v.	忍受
enjoyable	adj.	令人愉快的
day in, day out		一天又一天地

## 4. My Impressions of Halloween

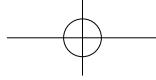
### MY IMPRESSIONS OF HALLOWEEN 追忆万圣节



I in, from China was in the UK on a very special night of the year. It was 31st October – **Halloween**. Here are her impressions of that special night.

I had a wonderful time last night. Last week we learned something about 'Halloween'. I bought some **sweets** **secretly**. At about six o'clock, 10 children were walking towards our door. They were all dressed as **ghosts**. We said "Happy Halloween" to each other. We **screamed** and made faces. We made different horrible sounds. And then my **hostess** gave each of them some sweets. They said "Thank you" and went next door.

After that more than 10 children came. We pretended to be scared and they got some sweets. The same thing happened about several times and my hostess was in a **panic**. She told me she didn't have any sweets left. **To her surprise**, I took out three bags of sweets. She was very glad. She told me to give the sweets to the children when they came. I waited and waited, but nothing happened. I couldn't **bear** it. I went outside the house and I walked down the street. After a while, I met some boys. I waved and shouted. "Hey boy, I have got some



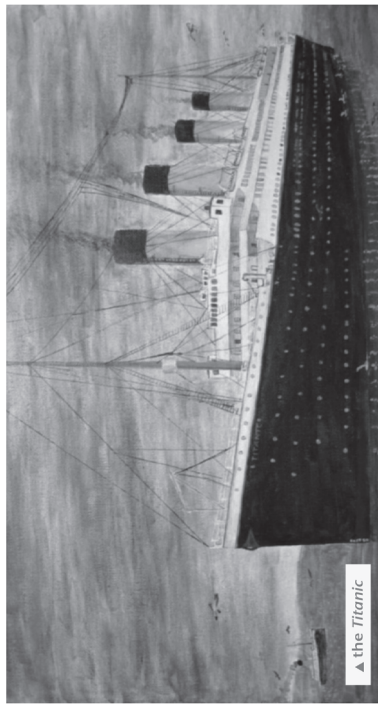
## 5. The Titanic

### THE TITANIC 泰坦尼克号

When the ship the *Titanic* was **designed** for the White Star Shipping **Company**, everyone was very excited. It was going to be the biggest, heaviest, most **luxurious** passenger ship ever! Even its name makes you think of great size and strength. 'Titanic' means very, very strong and **powerful**.

hours and forty minutes later. There were 2,223 people **on board** and 1,517 died. On 6 May, 2006, the last survivor to have memories of the *Titanic*'s sinking, Lillian Gertrud Asplund, died at her home in Massachusetts, United States. Asplund, who was just five years old at the time, lost her father and three brothers in the **tragedy**.

On 10 April 1912, the *Titanic* set off on its first **voyage** across the Atlantic to America. As the *Titanic* **sailed** west, warnings of **icebergs** were sent to the ship, but didn't reach the **bridge**. So the *Titanic* was travelling at almost top speed when it hit an iceberg. It sank two



▲ the Titanic

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### EXERCISES

1. Choose the correct words to put into the sentences below and change the form where necessary.

design

sail

sink

subject

1) His mother can \_\_\_\_\_ beautiful clothes.

2) A football won't \_\_\_\_\_.

3) Tom's childhood memories (儿时的回忆) were the \_\_\_\_\_ of his first film.

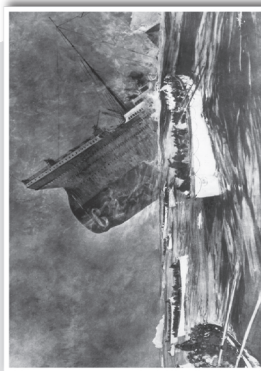
4) The ship is \_\_\_\_\_ to London.

2. Answer the following questions.

1) What does *Titanic* mean?

2) How many people survived the tragedy?

3) Why was Hartley considered a hero?



▲ sinking of the Titanic

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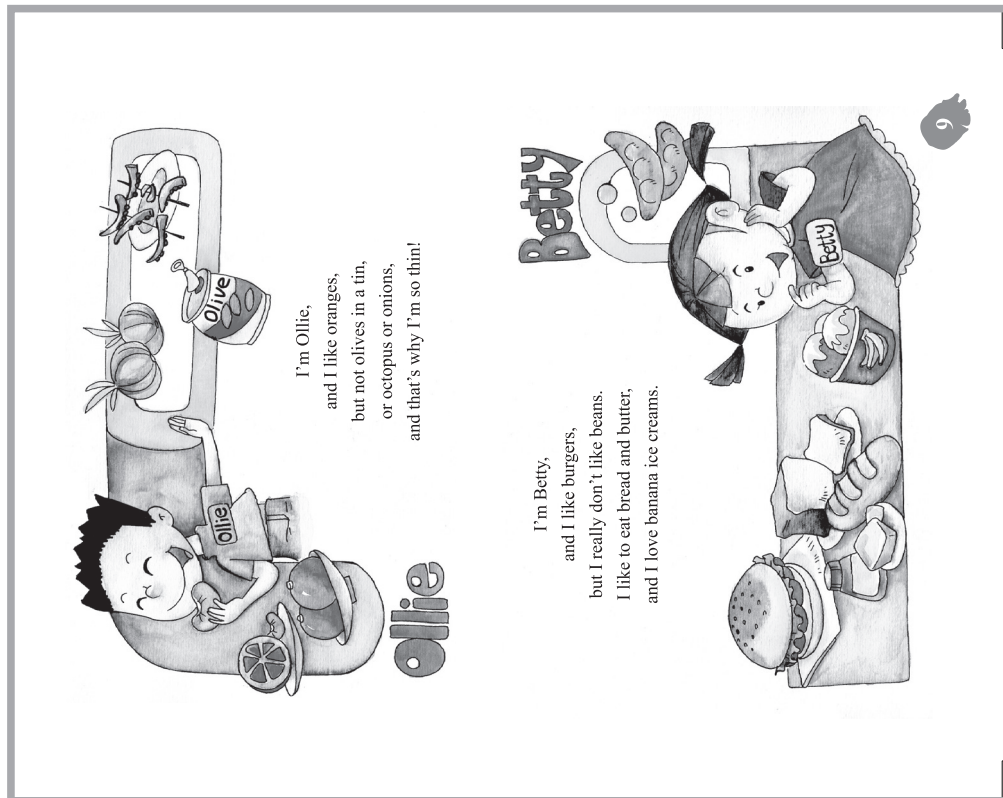
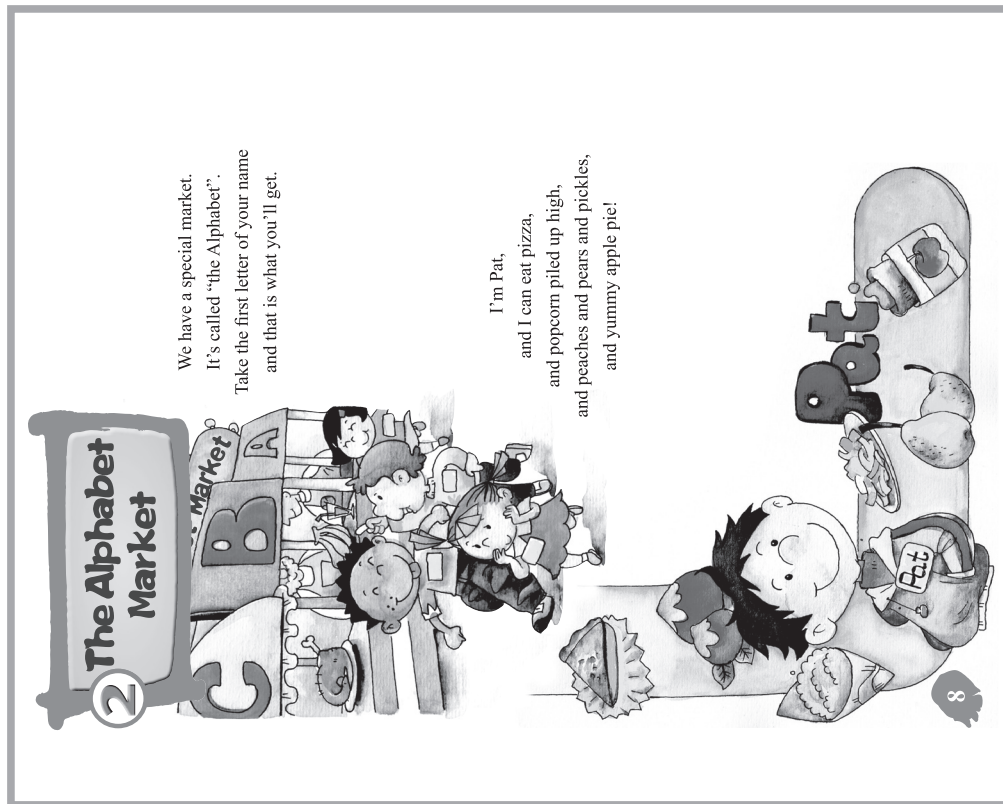
became clear that the ship was going to sink. None of the band members survived the sinking. Hartley's body was later found. Hartley was considered a hero, and his **funeral** in England was attended by thousands.

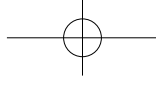
The sinking of the *Titanic* has been the **subject** of many books, films and even songs. The 1997 movie *Titanic* brought the story back again and the song in the movie *My Heart Will Go On* is still very popular today.

### WORD BANK

design	v.	设计
company	n.	公司
luxurious	adj.	奢侈的, 豪华的
powerful	adj.	强大的, 有力的
voyage	n.	旅程
sail	v.	航行
iceberg	n.	冰山
bridge	n.	桥梁
on board	n.	在船上
tragedy	n.	悲剧, 灾难
upbeat	adj.	乐观的, 欢乐的
funeral	n.	葬礼, 出殡
subject	n.	主题

6. The Alphabet Market ▽





I'm Mo.  
I like macaroni,  
and meatballs are very nice.  
And I do like watermelons.  
But my favourite is mangoes and rice!

We're twins, Sally and Sue.  
We both like sandwiches  
and spinach and sausage meat.  
We eat lots and lots of sweets  
and that's why we're so sweet!

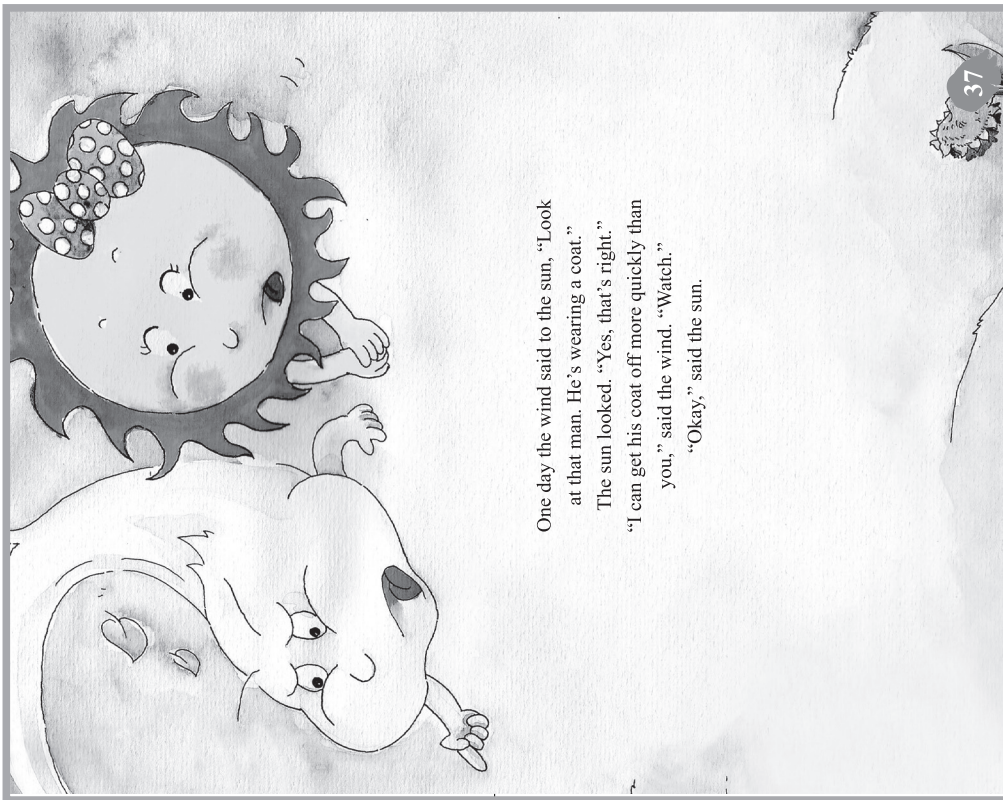
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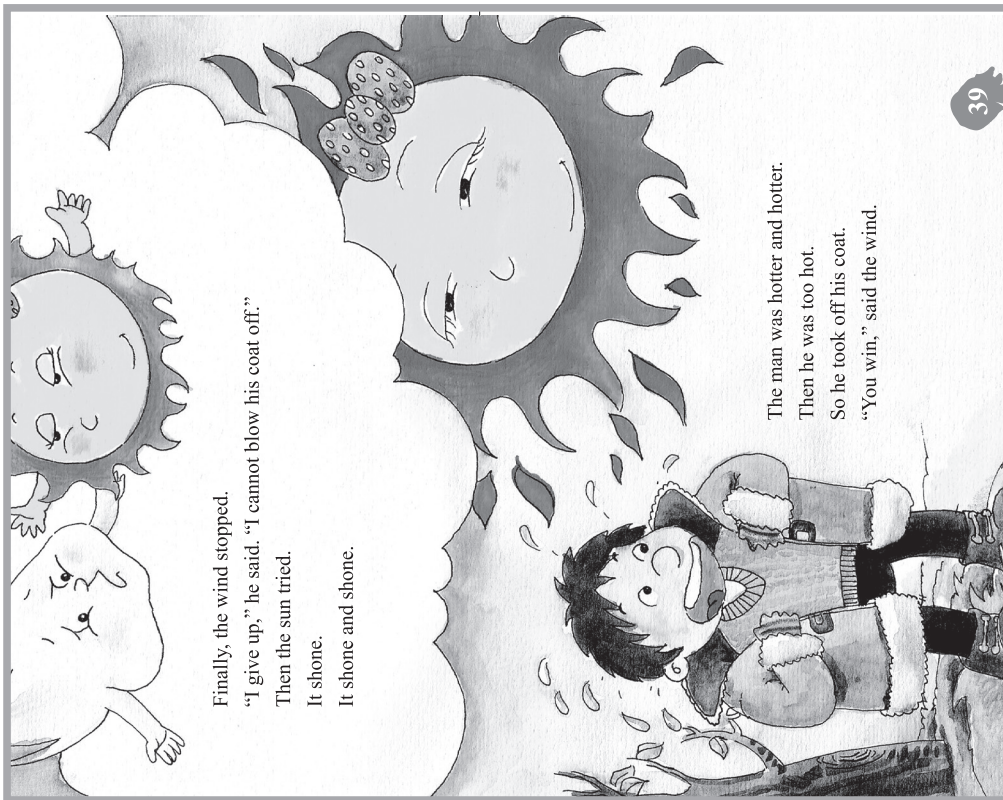
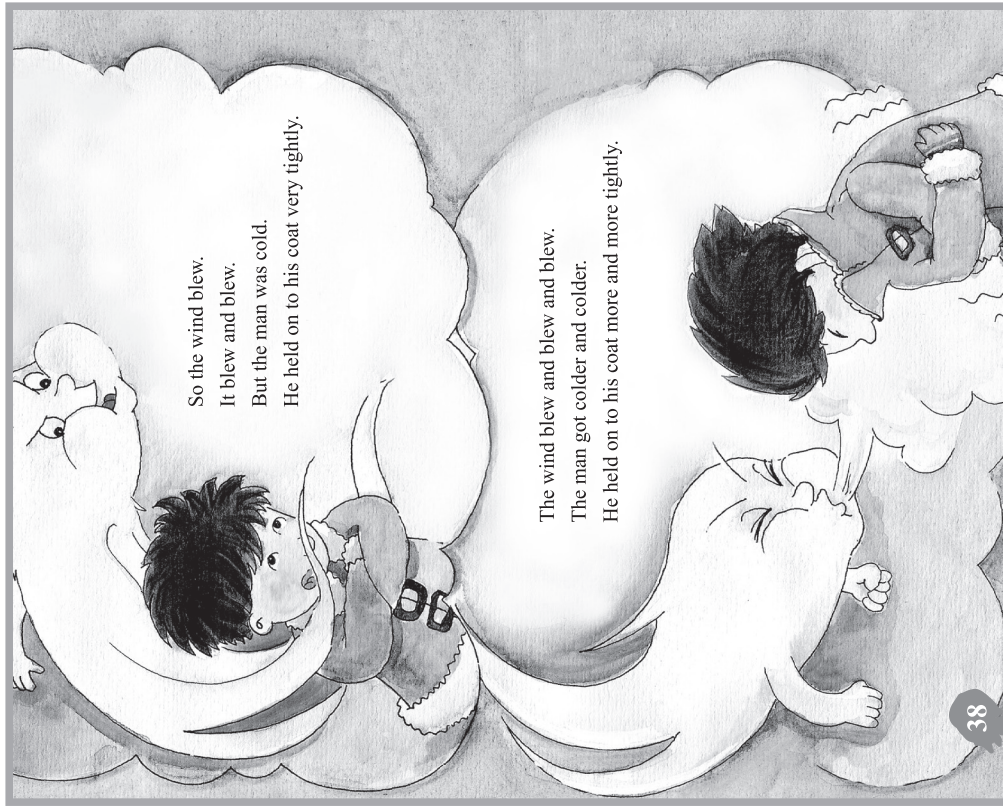
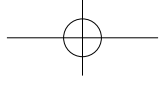
I'm Zak,  
and I can't eat zebras,  
a zero or a zip or a zoo,  
so I go to the big supermarket.  
That's the only thing I can do!

We have a special market.  
It's called "the Alphabet".  
Take the first letter of your name,  
and that is what you'll get.

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7. The Wind and The Sun ▾

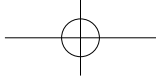












## 7. 实验校课题管理经验和阅读材料使用心得分享——北师大深圳南山附校 吴蔚

### 吴蔚

中学英语高级教师，深圳市英语学科高考工作先进个人，深圳市南山区高三名师工作室导师，区优秀班主任、区优秀教师。现为全国教育科学“十二五”规划教育部重点课题（GPA115032）“阅读策略在提升中小学生英语阅读能力中的价值研究”项目负责人。




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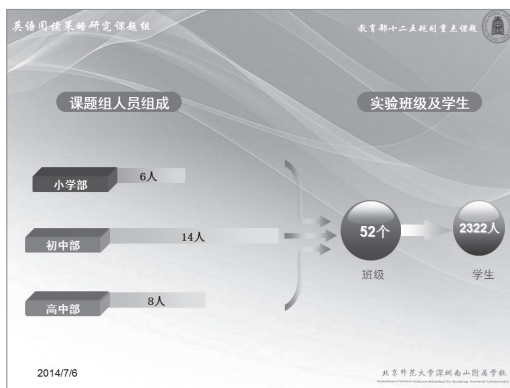
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会议内容




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英语阅读策略研究课题组 教育部十二五规划重点课题

2014/7/6 北京师范大学深圳南山附属学校

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英语阅读策略研究课题组 教育部十二五规划重点课题

**明确职责 量化考核**

- + 提出课题组工作总原则
- + 实行课题组量化考核制度
- + 拟定课题组积分细则
- + 制定积分考核表

2014/7/6 北京师范大学深圳南山附属学校

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英语阅读策略研究课题组 教育部十二五规划重点课题

**北京师范大学南山附属学校英语课题组积分细则**

一、课题工作积分细则

1. 积极参加课题组会议，不迟到，不早退，认真聆听会议记录，每次1分，会议记录员每次3分。
2. 积极参与论坛，认真发表与课题有关的言论，每次1分，主辩者每次额外加3分。
3. 担任课题组内心理疏导或课程组研究工作课每人3分，听课每次1分，评课1分，上次评课记录表每次3分。
4. 开展课标知识讲座，开展英语社团活动，集体备课每课每次3分。
5. 撰写课题结题报告3分。
6. 撰写开题报告3分，结题报告每篇10分。
7. 担任教学实验课每课2分。
8. 完成调查统计表每次3分。
9. 完成课题研究分工任务每人2分。
10. 出试卷（前期、中期、后期）每份3分，阅卷2分；命题1分；其他教师（负责监考等）每人1分。
11. 调查研究报告，调查报告每次2分。
12. 为课题组制作网页并投入使用每个3分。
13. 收集课题资料，汇编资料每人1分。
14. 担任为课题组制作课件模板、表格等每项3分。
15. 为课题组整理档案（如资料保管、照片收集、文档归类、收费汇款等）每学期5分。

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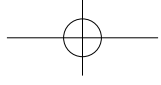
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英语阅读策略研究课题组 教育部十二五规划重点课题

### 课题组的老师们的收获

**刘伟红老师:**  
这个课题真正勾起了我的研究兴趣,让我明白了参与阅读课题研究的重要性和紧迫性。在平时的教学中,我们不仅要和学生构建一种学习共同体,而且要和英语同行多交流,要多向专家学习。

**胡芳老师:**  
非常赞同王老师的关于英语阅读策略障碍的应对策略,没有足够的词汇量紧跟老师适当的输入,阅读就好比是沙上建屋。

**董艳丽老师:**  
王老师的讲座非常的接地气,与我们的教学直接相关。……其实王老师的每一个话题都可以进行实践研究,写一篇论文。

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英语阅读策略研究课题组 教育部十二五规划重点课题

### 《悦读联播》教材使用和阅读策略教学课题心得的论坛

#### 小学部老师的感言

**周靖老师:**  
在两年的课题组,我邀请我和学生一起来做了,对老师言,在课题研究,通过学习网络上的教学讲座以及参加地区老师的研训,还有观看我们学校老师的阅读公开课,这种同伴学习,我好如何在每一节课上好阅读课,特别是以问题为中心进行阅读教学上有了质的飞跃,而且在《悦读联播》教学过程中,特别是在阅读的过程中,我和孩子们一起感受到了阅读的快乐!孩子们的阅读量,阅读面以及阅读的兴趣都有了提高。

**周正琴老师:**  
要提高学生的阅读能力,学生就必须进行大量的、广泛的阅读,只有这样通过长期不断的积累,外语水平才会有进一步的提高,而我们的多数学生恰恰缺乏这方面的能力,这就需要老师给予学生一定的指导,通过阅读课题的开展,帮助学生获得阅读技巧,阅读能力,通过《悦读联播》等阅读材料的补充,对阅读策略、阅读速度、词汇量、知识扩展等各方面能增强学生能力的培养,通过阅读课题的开展,会在教学中注重阅读策略的培养,《悦读联播》中的文章相比教材,内容更广,题材更丰富,让学生体会到英语语言之美,我觉得阅读中最重要的环节,还得要增加词汇积累,词汇量大小直接影响学生阅读能力和阅读兴趣,没有相当的英语词汇,阅读英语是无法进行的,更不能悦读。

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英语阅读策略研究课题组 教育部十二五规划重点课题

### 《悦读联播》教材使用和阅读策略教学课题心得的论坛

#### 初中部老师的感言

**黄卓老师:**  
“阅读”可以粗略的分为两种,一种是教师引导下的语文学科化阅读,一种是基于阅读主体兴趣的私人化阅读,前者注重的是在课程领域内的学生语文学科化能力的培养,后者描述的其实更近似于一种无任务的自由阅读,这两者不能混为一谈,但是如果两者能互相交融,则又能互相促进,在阅读课的实际教学中,限于时间的关系,我一般都是选用《悦读联播》每章中的一篇文章作为精读材料,其他文章就是泛读了,感觉精读时培养良好的阅读习惯和阅读策略是很有必要的,而作为泛读材料,《悦读联播》也可以帮助学生增强阅读兴趣,扩展视野,感受生活,重点班的孩子阅读能力和平行班的孩子阅读兴趣的提高尤其明显。“慧”阅读,会“悦”读!

**孙丽萍老师:**  
通过参加阅读课题,让我在平时的教学中更注重学生阅读能力和阅读兴趣的培养,在培养阅读策略方面,引导学生如何找主题句,如何概括文章主旨大意,如何猜测词义;让学生树立英语阅读信心,引导其向正确的英语阅读习惯方向发展,《悦读联播》的文章题材多样,拓展了学生的阅读面,便于学生了解了各地的文化,也提升了学生的阅读兴趣。

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英语阅读策略研究课组 教育部十二位规划课主理人

### 《悦读联播》教材使用和阅读策略教学课题心得的论坛

#### 高中部老师的感言

**董艳丽老师:**

《悦读联播》在题材、体裁、内容和表现形式上多样化,一篇篇精雕细琢、内容新颖的美文,大数折射着作者个人的经历、兴趣和观点。阅读时,读者可以感悟与作者“对话”,甚至“争辩”的趣味,感悟思想和思考的乐趣,学生们特别喜欢这套丛书

**钱石老师:**

我一直在坚持跟学生一起读《悦读联播》教材,个人感觉该教材给学生带来的最大收益是该教材涉猎广泛,无论是从文化方面,还是从科技角度或者心理情感等方面都让学生拓宽视野,现在我是把《悦读联播》作为听力和阅读教材同步进行。教材里很多内容教会学生享受人生,热爱生命,保护自己,保护环境。给我印象最深的一篇散文,文中作者由于看到河边吹笛吹箫的老人身影而好奇和感动,后来又意外收到一份萨克斯的礼物,因而对未来充满了期待,最终成功成长为萨克斯演奏家的故事。学生们第一次接触这样的散文,从学生的眼睛中可以看到学生的感动,我觉得这样的文章能给学生带来心灵的触动,也许会影响学生一生。张明子

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### 深入研讨 注重反思

#### 阅读研讨课

1. 上课时间: 2013. 10. 16——2013. 12. 31 (2个半月)
2. 上课人数: 共18人(小学4人,初中10人,高中4人)
3. 组内听课171人次; 组内评课38人次; 交听课记录表 125份
4. 刻录像碟18张
5. 教材使用: 《悦读联播》

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英语阅读策略研究课组 教育部十二位规划课主理人

### 小学部研讨课特点

小学部教师多运用看图预测、快速阅读答问、听故事答问等多种阅读策略,同时通过复述故事、将图片句子排序、根据图片编对话、开放性设问、表演故事等多种手段来检验学生对故事的理解,学生在小组合作和探究中完成老师布置的各项任务,故事表演将课堂推向最高潮,一个个鲜活的故事角色,一句句流利的口语,一个个自然的动作,无不体现学生综合运用语言的能力。小学英语阅读课充分激发学生学英语的兴趣,真正实现了“从做中学”。

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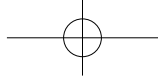
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英语阅读策略研究课题组 教育部十二五规划重点课题

### 初中部研讨课特点

初中部教师运用预测、扫读、猜测词义、精读、泛读等多种阅读策略，通过带领学生找出文章的key words and topic sentences加强对学生阅读技能的指导，设立word bank and sentence bank注重学生对词组和句型的积累。还有的老师运用了做笔记、仿写等形式深化所学内容，在阅读的同时还提升了学生的写作能力。在Group discussion and presentation环节，运用小组合作学习的方式围绕中心话题展开讨论，解决学生学习中遇到的实际问题，激发学生阅读兴趣，实现学生情感的升华。

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英语阅读策略研究课题组 教育部十二五规划重点课题

### 高中部研讨课特点

高中部的教师在阅读教学中有意识地培养学生区别不同文章体裁，分析语篇基本结构，概括文章主旨大意，写出阅读体会，学会分析长难句等，通过小组合作学习的方式去“Read for information, Read for fun and Read for a happy life.”，把学习的主动权交给学生，鼓励学生的批判性思维，学生根据获取的有效信息来发表自己的观点，让学生真正享受到了阅读带来的收获和乐趣。为了扩大教学容量，实现高效课堂，有的老师还采用了翻转课堂，给学生资料包，鼓励学生的自主研学和小组合作学习，培养了学生的团队意识和自主探索学习的能力。

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英语阅读策略研究课题组 教育部十二五规划重点课题

### 精彩点评

在评课环节，老师们都争相发言，谈自己收获和感想，谈自己建议。评课主要提出的问题有：有的课堂导入过程太长；有的老师说得太多；有的老师设计内容太多导致重点不突出；有的课件上的字太小看不清；有的老师对阅读策略的讲解和使用不够深入；有的学生小组活动只存在于形式等等。评课对于教师来说是一种督促与激励，通过此活动，教师间互相学习，去发现教师教学的亮点，挖掘教学的精髓，探寻更精彩的手段和方式，把课堂打造成精品，把教师推向更高的境界。上完课的老师有“听君一席言，胜读十年书”的感觉，并有再上一节的冲动，还没上课的老师听完课后有了灵感，回去后去设计更好的教学方案，这样你追我赶，形成了浓厚的教学氛围，提升了教学质量。

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会议内容

英语阅读策略研究课教程 教育部十二规划重点课标

### 深刻反思

- ① 我们的英语教学,可以以故事为纽带,带着孩子在阅读中遨游。——周晴
- ② 鼓励学生扩大阅读,广泛阅读,激发学生阅读兴趣,这是最重要的一点。——王云清
- ③ 给孩子自由选择的权利,去读自己喜欢的和想知道的,能最大程度地激发学生的阅读兴趣,回到阅读的本质,这样的阅读才能更有效,在今后的课堂上值得继续探究。——陈静
- ④ 重视培养学生的自学能力,才能让每一个学生都学有所获。——董艳丽
- ⑤ 体验是非常好的学习方式,有体验的学习印象深刻。——黄卓
- ⑥ 设计时应考虑到本班的情况,适当增加中西节日对比或者讨论现在西方节日在中国盛行的一些热点问题,这样更能激发学生的研讨热情,这是在以后的教学中应该注意的问题。——孙丽萍
- ⑦ 学生在自主阅读学习课文过程中,因为习惯平时老师的“给予式”教学,部分学生感觉难度大,无法自主完成课文相关问题、练习,作为教师,应在平时多予学生自主学习方法、指导。——胡芳
- ⑧ 在对故事理解过程中,让学生主动提问和回答,没有想到学生提问真的很有水准,对于四年级的孩子来说,这是需要一定的词汇量才能做到的,这也正是我们进行阅读教学以来,让孩子们广泛地阅读而产生的效果,从阅读中扩大了词汇量,也开阔了孩子们的思维。——张本巧

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英语阅读策略研究课教程 教育部十二规划重点课标

### 领导重视 师生同心

- ① 彭雪花校长用“尊重”总结英语课组人数多、广度大、一体化的特点,指示课题要推进速度,用“新航”肯定了积分制度,鼓励成果要扎实推进,严谨团结。——彭雪花校长
- ② 建议利用学校小、初、高12年一贯制的特点找到个学段衔接规律并研究,体现我校特色。——余若海副校长
- ③ 提出要做到边研究、边实施、边完善、边应用,规范课题研究,保留好过程性痕迹,及时跟踪解决教学中存在的问题。——徐文智副校长
- ④ 做了“科研课题研究方案的设计”的讲话,讲解了课题研究的一般程序、课题研究方案的内容构成,提倡设立“教科研过程奖”,——教科陆海主任

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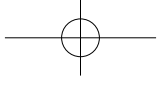
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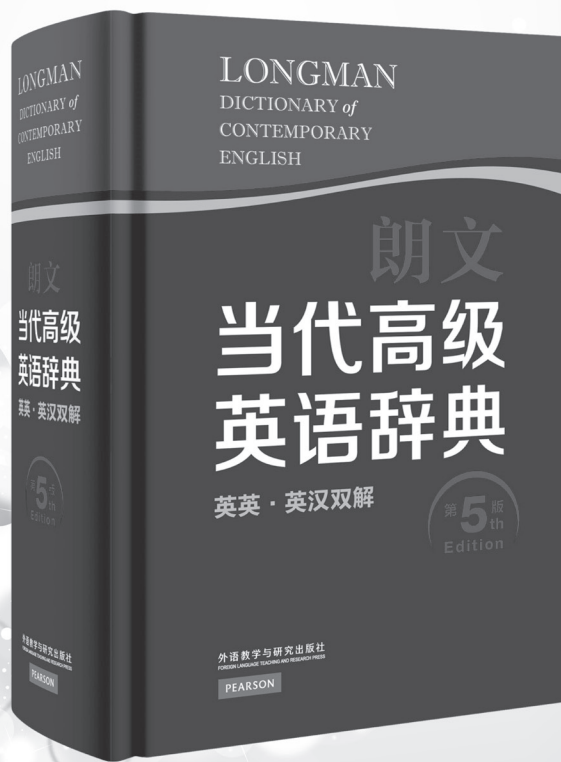
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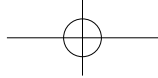
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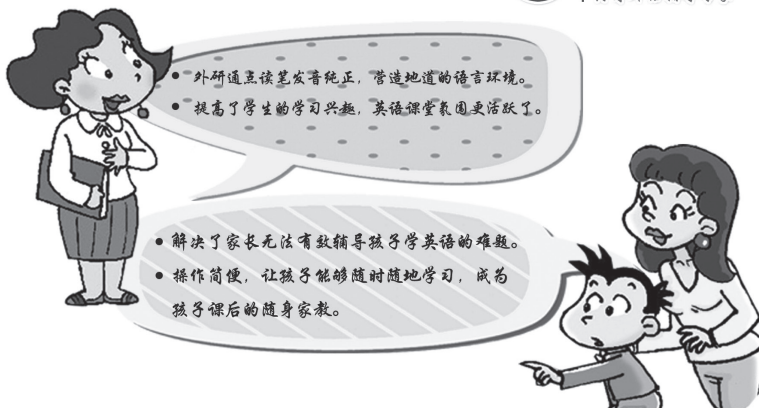


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