

精雕细琢 精益求精

——《捷进英语》之体验与分享

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1. 试用背景

《捷进英语》 试用

时间：大一第2学期（2014.5）

课程：综合英语

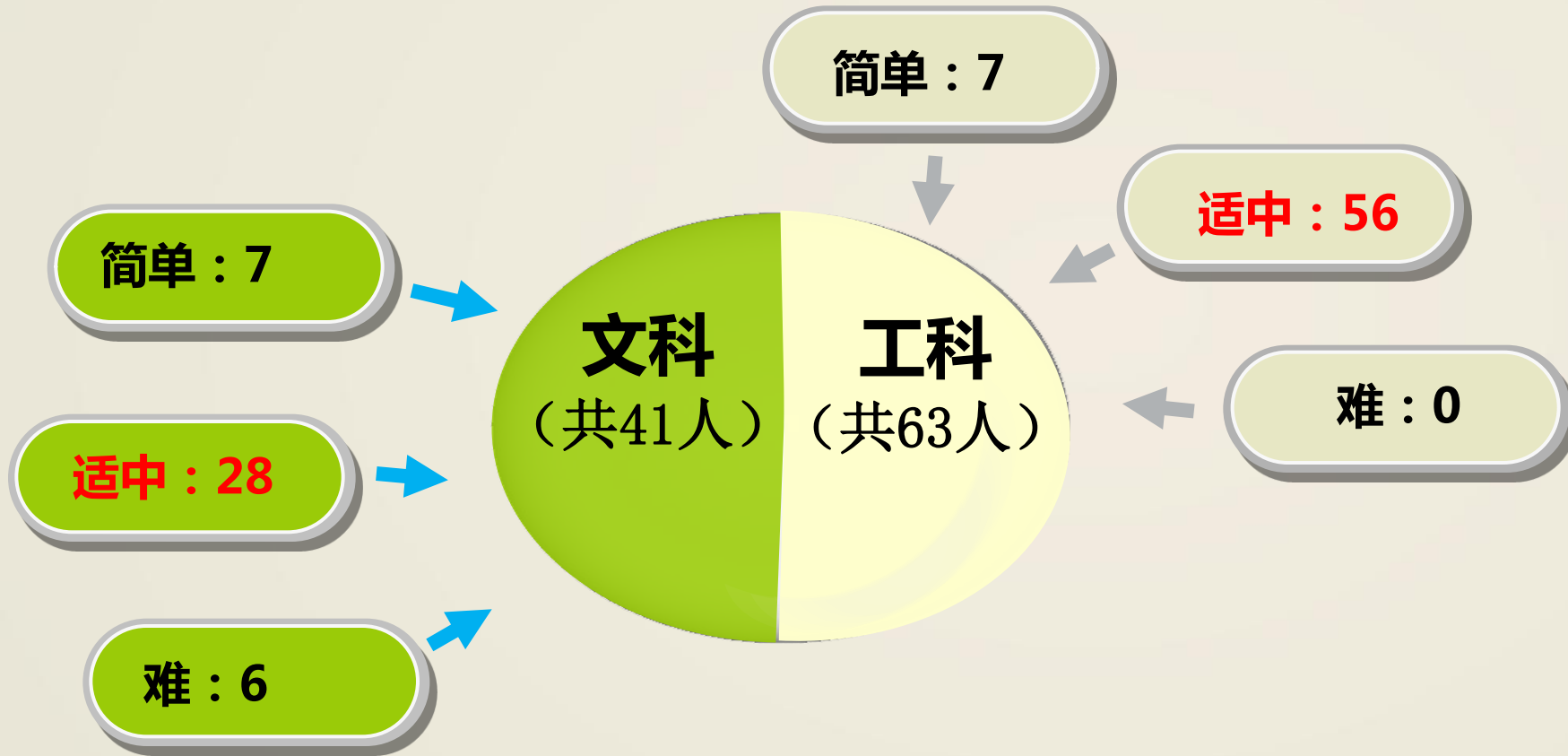
专业：经济贸易（文）；水利工程（工）

水平：高考总分190-430, 英语9-123



2. 学生反馈

调查1 你认为该教材难易程度如何？ (简单、适中、难)

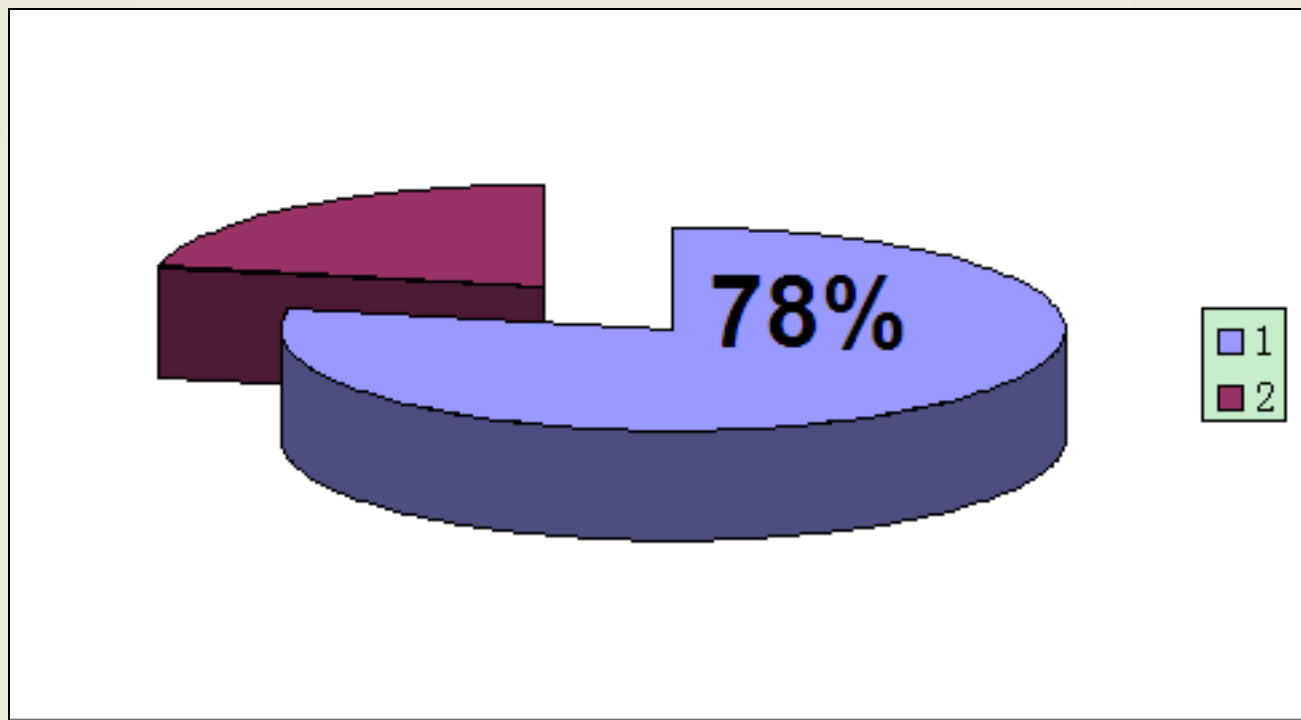


解读：

不管文科工科，
尽管学生水平跨
度大，但绝大部
分学生认为教材
不难。



调查2 你是否愿意选择本书作为英语教材？请说出理由。



78%愿意选择 (81:104)



分析：

为什么喜欢？

- 新颖、有趣、多样，吸引注意力
- 简单实用，贴近生活，通俗易懂
- 小游戏、小活动，轻松愉悦
- 主题广，有深度，有哲理
- 中西文化，开放思维，开阔视野

解读：

有趣、简单、实用、视野广阔是大多数学生的关注点。

主题符合学生的“最近发展区”-----与现实水平或潜在水平相近。



调查3 你对该教材的建议和期待？

✎ 增加和课文相关的趣味测试、游戏、以及相关视频。

✎ 增加相关文化知识（中文），拓宽国际视野。

解读：

- 学情不同，学生对教材的期待不同，教师根据需要合理扩展，创新教学。
- 教参、Ucreate平台、网络等丰富的共享资源助力你的课堂特色。



Task 2 Use the letters in the box to complete the words. How quickly can you work out the word in the circle?

d c t l p s e n e p t a z g i e

有趣的练习

Task 3 Look at the pictures and write sentences to describe what has changed.



s. Use the

| | | | | | | |
|---|--|---|---|---|---|---|
| 1 | | x | | e | c | 7 |
| | | | | | | 2 |
| 3 | | | a | | | |

Task 2 Cross out (划掉) the thing each word does NOT normally describe. The first one is already done for you.

1 strong

- ~~A car~~
- B flavour
- C person

2 hard

- A work
- B idea
- C times

3 popular

- A restaurant
- B website
- C illness

4 fair

- A decision
- B hobby
- C competition

5 honest

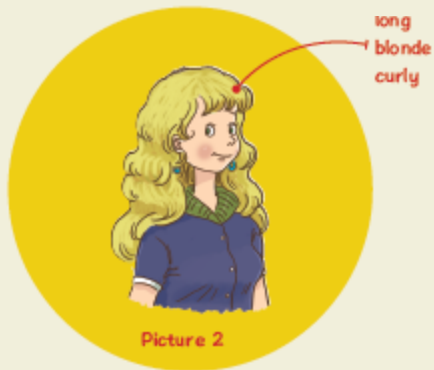
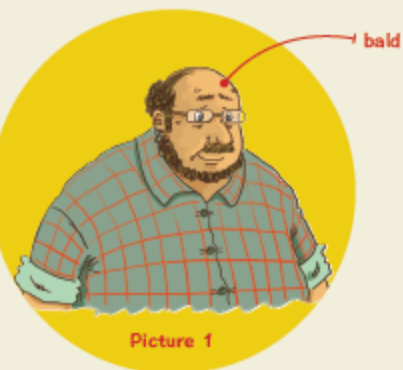
- A machine
- B person
- C company

6 intelligent

- A person
- B answer
- C book

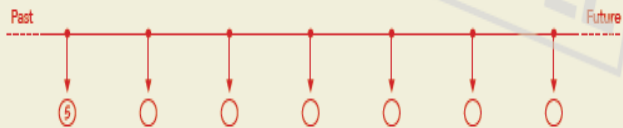
Task 1 Label (标注) the pictures with words from the boxes. Label them all. Some words have already been labelled for you.

| | | | |
|----------|---------|-----------|--------|
| straight | curly | bald | blonde |
| fat | glasses | moustache | long |
| blue | slim | beard | shirt |



| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| up | down | on | back | away |
| 1 get _____ | 2 get _____ | 3 get _____ | 4 get _____ | 5 get _____ |

改进：文化注释、技巧贴士、词汇讲解



As Susan Boyle sang *I Dreamed a Dream*, the presenter of Britain's "Got Talent" excitedly said, "You weren't expecting that, were you?" Indeed, until she sang, no one expected such an amazing voice to come out. They were judging her on her looks. Actually, the show "Got Talent" gives everyone all over the world an opportunity to show their talents. Zhuo Jun, a 20-year-old Chinese student, was an inspirational winner in China.

Zhuo grew up in a small village. He was one of the only two high school seniors in his village. Amazingly, a year before entering the show, he had never heard of hip-hop. Then one day while he was surfing the Net in an Internet café, a friend showed him some dance videos that changed his life.

He practised wherever and whenever he could—classrooms, department stores, car parks—anywhere he could find a mirror. Within a short while, he showed his skills in a high school gala. The crowd and his parents were amazed.

Zhuo continued his practice after he entered college. Zhuo's mother was a fan of the show "China's Got Talent" and encouraged him to enter. Before his trip to Shanghai to audition for the show, he had never left his hometown nor seen a train.

Despite winning the show and being offered many opportunities, Zhuo was determined to continue his education. His dream was to become a cartoonist—one who can dance well.

“达人秀”是2005年首次在美国开播的电视节目。该节目曾经问题颇多，在引入美国时，改名为“美国达人秀”。截至2014年，世界上已有58个国家制作了“达人秀”节目。

Making sense of apparently "unrelated" information
(从看似不相关的内容入手理解文章主旨)

在一些有寓意或故事的文章中，文章的开头看似常常与题目或作者最终要表达的意思有些“不相关”。读这类文章时，需要回过头来复习每个段落的主要内容，并将这一段的主要内容与下一段相联系，并最终得出文章的主旨。

Task 1 Read the first two paragraphs. Who are mentioned in the two paragraphs? How do you think they influenced Jeff? Read the rest of the text and check your predictions.

New Words

- *caravan /'kærə, veɪn/ n. 旅行拖车；(用汽车拖拽的) 活动房屋
- smell /smel/ n. 气味
- *petrol /'petrəl/ n. 汽油
- grocery /'grɒsəri/ n. (pl.) 食品杂货
- statistic /stə'tɪstɪk/ n. 数字；数据
- *puff /pʌf/ n. 吸一口气
- *shorten /'ʃɔ:tn/ v. 缩短；(使) 变短
- announce /ə'naʊns/ v. (清楚地大声地) 告知；述说
- impressed /ɪm'prest/ adj. 钦佩的；印象深刻
- silence /'saɪləns/ n. 沉默；默不作声
- calmly /'kɑ:mli/ adv. 镇静地；沉着地
- *motto /'mɒtəʊ/ n. 座右铭；格言
- graduate /'grædʒuət/ n. 毕业生
- cleverness /'klevənəs/ n. 聪明
- *seduce /sɪ'dʒu:s/ v. 引诱；诱惑
- *detriment /'detrɪmənt/ n. 损害；不利

Phrases and Expressions

- help out (帮人) 分担 (工作)；帮忙
- apart from 除……之外
- work out 计算；算出
- take off 除去；扣除
- teach sb a lesson 给某人上了一课
- after all 毕竟
- to the detriment of 对……不利；有害于

Proper Names

- Jeff Bezos 杰夫·贝索斯 (亚马逊网站创始人)
- CEO (Chief Executive Officer) 首席执行官
- Amazon 亚马逊网站 (全球领先的电子商务公司)
- Princeton University 普林斯顿大学



We Are What We Choose

- 1 Jeff spent every summer with his grandparents when he was a boy. He helped out on their farm. Most summers they would go on holiday in his grandparents' caravan. Jeff loved these trips, apart from the smell of his grandmother smoking.
- 2 At that age Jeff loved doing simple maths, from working out how far the car could travel with the petrol to working out the value of groceries. While in the caravan one year, Jeff remembered a statistic about smoking: every puff on a cigarette shortens your life by two minutes. After doing some quick maths, Jeff announced to his grandmother that she had taken nine years off her life because of smoking.

Language Bank

1 Saroo got on the train in front of him. (Para.1)

萨罗登上了他面前的一列火车。

1) get on: board or enter a vehicle; mount (a horse, a bicycle) 登上；骑上；爬上车中表示“上火车”。

e.g. *Here comes the bus. Let's get on.*
公共汽车来了，咱们上去吧。

2) get on/along: talk or ask about how well sb. is doing in a particular situation (谈及或问及某人) 进展；进步

e.g. *Our youngest son is getting on very well at school.*
我们的小儿子在学校学得很好。

3) get on/along with sb.: have a friendly relationship with sb. 与某人关系良好；与某人和睦相处

e.g. *She's never really get on with her sister.*
她和妹妹一向合不来。

4) get on/along with sth.: make progress with a task 取得进展

e.g. *How's your friend getting on with his French?*
你朋友的法语学得好吗？

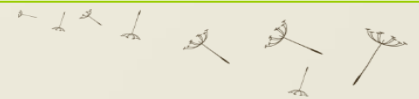
3. 教师感受

教师1

- 轻松愉悦的课堂，拉近了师生以及同学间的距离，增强互动。
- 新颖的上课形式，丰富的体验，越用心，收获越大。
- 与心理教育融合，开启心灵之旅。

建议：

- 希望教参不仅仅提供答案和译文，适当拓展。



改进：教师用书—教学步骤、教学贴士

WARM-UP

The aim of the activities in the Warm-up is to prepare students for the topic area.

Task 1

Teaching steps

- Ask students to read the statements individually and ask some basic comprehension questions to check the students' understanding:

e.g. *Which one compares you with other people?*

Which one(s) talk about effort?

Which one(s) relates the past and the future?

- Ask students to write a number next to each one that reflects how true that statement is for them. Then ask students to compare their answers with a partner.

Possible answers

I don't think 1 and 5 are true for me, because I sometimes struggle to think of solutions and can easily give up. I do think I've been quite successful and that my past has prepared me for my future.

Task 2

Teaching steps

- If it is not practical in your classroom to ask students to move around, then you could ask students to think of another 2 adjectives with their partner from task 1.
- If students can move around, ask them to form groups with people who have a similar score. The easiest way to do this is to first ask students to total up their score and to then find people with a similar score. This might not give perfect matches for each statement but it will put people roughly into similar groups.
- When students have thought of their ideas, elicit some words and add them to the board. You could extend this by doing some word formation work on creating opposites, e.g. decisive / indecisive.

Possible Answers

negative, lazy, creative, quick, slow



Vocabulary Focus

Task 1

Teaching steps

- Ask students to complete the sentences with words from the boxes. Then check and compare them together.
- These sentences are all based on true facts or events. If you have time, you could set these questions for students to discuss:

Why do you think the beggar gave the ring back?

What's your earliest memory?

Do you know any twins? How are they similar / different from other people?

What's your terrible memory in your childhood?

教学小贴士

Task 1 中的第 3 题对学生来说可能有些难度，教师需要简要讲解一下过去分词作定语用法。

在此句中，过去分词短语 *adopted to different families* 作定语，放在所修饰的名词 *twins* 后面，相当于一个定语从句 *who were adopted to different families*。过去分词作定语表示的意义是被动的、完成的。

e.g. *The flowers gathered this morning (=which were gathered this morning) are roses.*

今天早晨采摘的花是玫瑰。



教师感受-2

教师2

- 难易程度适中，话题不错，老师和学生都有发挥的余地，容易共鸣，实用快乐。
- 练习形式丰富，可以满足更多学生和教师的不同需要。
- 关注学生的思辨能力培养很重要。

建议：

- 写作部分中建议增加范文，让学生模拟。



改进：增加范文，并与试题融合

GUIDED WRITING

Informal Letters and Emails (非正式信函)

Task 1 Work with a partner and tick (✓) situations in which you need to write an informal letter or email.

- 1 Applying for a job.
- 2 Writing to your family members.
- 3 Complaining about a waiter.
- 4 Writing a request to your tutor for more time on an essay.
- 5 Inviting friends to a party.
- 6 Arranging a meeting with a colleague you know well.

Task 2

Step 1 Read the two emails and Nick's reply. Which email is Nick replying to? Write the sender's name after "Hi" in Nick's Reply.

Hi Nick,

Can you help me? I'm doing a project on animal testing for my college, for example, testing cosmetics (化妆品) on animals. Do you think it is OK to use animals like this? Also, are products that are not tested on animals popular where you come from?

Write soon,
Sanjay

Hi Nick,

I need to ask you a favor. I'm studying people's feelings about keeping wild animals in zoos. Could you tell me what you think? Also, are zoos common where you come from? If so, do people like visiting them?

Thanks,
Miguel

Nick's Reply

Hi _____

Thanks for your email. (1) _____ Your research sounds like an interesting project. (2) _____ (3) _____ this is a subject some people are worried about. Personally I'm against animal testing. (4) _____ I think we know enough about products now that we don't need to test on animals anymore. I understand people want the latest products, but (5) _____ animals have rights too. So, I don't really agree with animal testing for cosmetics. (6) _____ I do think it's fine to develop medicine to help people. (7) _____ most people here would agree with this. I think both products tested on animals and the ones not can be bought here. I've seen some places promote "not tested on animals" products. (8) _____ there are no plans to ban animal testing. I hope this helps you with your project. (9) _____

Take care,
Nick

GUIDED WRITING

An Invitation (邀请信)

Task 1 Read the emails below quickly. Answer each question with the name(s).

Who...

- 1 can come out? _____
- 2 will be a bit late? _____
- 3 can't come? _____

1

Dear all,

We would like to invite you to dinner with the students from the course. We will meet at the Bridge Bar at 8 for 8:30 on Friday, 13 June. The restaurant is near the small bridge next to the shopping centre. Could you please let me know by the beginning of June whether you will be able to attend?

Best wishes,
Mike



2

Hi Mike,

I'm afraid I can't make it for dinner, but I'll come briefly to say hello to everyone at 8:30.

Best,
Lucy

3

Thanks Mike. I'd love to come. See you there.

Mia

4

Dear Mike,
I will be able to attend. Thank you for the invitation.

Best wishes,
Hans

5

I'd love to come, but my train leaves at 9. Cheers for inviting me though.

Cathy



4. 编者心语

什么是好的教材？ **适合的教材！**

《捷进英语》 反复沟通、精雕细琢

《教师用书》 教学步骤、教学贴士

.....

教学实践

体会成长



Thanks!

高小姣

2015-4-18 长沙