

<<教师备课参考高中英语必修5>>

图书基本信息

书名：<<教师备课参考高中英语必修5>>

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## 前言

要真正学会一门语言，必需要了解其所代表的文化。

英语教学是语言教学，当然离不开文化教育。

学习英语知识，掌握英语技能，提高英语运用能力与熟悉英美文化背景知识密不可分。

因此，英语教师要根据学生的年龄特点和认知能力，逐步扩展文化知识的内容和范围，教学中涉及的有关英语国家的文化知识应与学生的日常生活，知识结构和认知水平等密切相关，并能激发学生学习英语文化的兴趣，要扩大学生接触异国文化的范围，帮助学生拓展视野，发展他们的跨文化交际能力打好基础。

例如英语必修1 Unit 1 Friendship是一个介绍友谊的单元。

它分别利用对话、短文、听力等形式对友谊进行了比较全面的介绍。

这篇文章不仅是训练学生的阅读能力，也是培养学生跨文化交际的意识。

在英语教学中，在传授语言的同时，应树立文化意识，应同步传授文化知识。

文化知识加深了学生对语言的了解。

如：freeze这个词的基本含义是“冰冻”“结冰”。

而在一个私人拥有枪支的美国社会中，一位留学生因听不懂美国人的口语Freeze！

（“站住”“不许动”）而被枪杀。

在美国社会中，Freeze！

却是人人皆知的日常用语。

假如这位留学生有这点文化知识就不至于付出生命的代价。

## 内容概要

英语教师要根据学生的年龄特点和认知能力,逐步扩展文化知识的内容和范围,教学中涉及的有关英语国家的文化知识应与学生的日常生活,知识结构和认知水平等密切相关,并能激发学生学习英语文化的兴趣,要扩大学生接触异国文化的范围,帮助学生拓展视野,发展他们的跨文化交际能力打好基础。

#### 作者简介

卓福宝，江西理工大学教师，曾在江西省赣州市第三中学（江西省优秀重点中学）从事教学工作，对中小学教学有较深的研究，发表过数篇教育教学与教师素质有关的文章，有较高的教育理论水平和较强的教学能力。

书籍目录

Unit 1 Great scientists About Stephen-A Brief History of His Life A11 the way around Applying for Part-Time Jobs Bell Invented The Telephone Copernicus Hawking : Disability-My Experience with ALS What do you know about cholera? John Snow The Arms of a Mother 英文e-mail的写法 Einstein , S Birthday An Albert Einstein Poem Einsteins Later Life Nobel Prizes The 1905 Papers Time Line of Einsteins Life Eccentric Cavendish Absent-minded Ampere He Played Violin Between Bouts Achilles Can Never Overtake the Tortoise? Black hole Mans First Real Invention How Americans Showed Their Respect for Edison Climbing Out of a Space ship onto the surface of the Moon Columbus that Made Four Voyages to the West The Air-cushioned Vehicle that Travels Clear Out of Sea and Land Edisons First Big Success Nobel-a Man of Contrasts

Unit 2 The United Kingdom 17th century England 18th and 19th centuries Profile of England Government History of Henry VII and Henry History of England Introduction to Great Britain Norman England The United Kingdom Topics in the news 关于英国的介绍 What ' s diffences of Britain, the United Kingdom 便宜与贵的口语讲法 关于英国的国名 关于英国英语和美国英语 The Three Part of The United Kingdom A Tower of History Greenwich Education and Art Health and Welfare England Scotland Wales The peoples of Britain British Public School British Universities : Cambridge and Oxford Leisure and Private Life in Britain Two Different Forms of British Leisure Life Travels on Holidays in Britain Blacks and Whites American Presidents The United Nations The First English Window

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Unit 4 Making the news China Daily China GEF Wetlands Project Started Roundly How a Newspaper is Produced How a Newspaper is Produced How to Write a Good News Story !

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Unit 5 First aid

## 章节摘录

I am quite often asked: How do you feel about having ALS. The answer is, not a lot. I try to lead as normal a life as possible, and not think about my condition, or regret the things it prevents me from doing, which are not that many. It was a great shock to me to discover that I had motor neurone disease. I had never been very well coordinated physically as a child. I was not good at ball games, and my handwriting was the despair of my teachers. Maybe for this reason, I didn't care much for sport or physical activities. But things seemed to change when I went to Oxford, at the age of 17. I took up coxing and rowing. I was not Boat Race standard, but I got by at the level of intercollege competition. In my third year at Oxford, however, I noticed that I seemed to be getting more clumsy, and I fell over once or twice for no apparent reason. But it was not until I was at Cambridge, in the following year, that my father noticed, and took me to the family doctor. He referred me to a specialist, and shortly after my 21st birthday, I went into hospital for tests. I was in for two weeks, during which I had a wide variety of tests. They took a muscle sample from my arm, stuck electrodes into me, and injected some radio opaque fluid into my spine, and watched it going up and down with x-rays, as they tilted the bed. After all that, they didn't tell me what I had, except that it was not multiple sclerosis, and that I was an atypical case. I gathered however, that they expected it to continue to get worse, and that there was nothing they could do, except give me vitamins. I could see that they didn't expect them to have much effect. I didn't feel like asking for more details, because they were obviously bad.

编辑推荐

丰富而广博的内容，让您的教学得心应手；生动且翔实的素材，让您的课堂生机勃勃。  
给学生一杯水，老师自身要有一桶水。

请您在《教师备课参考：高中英语必修5（配人教版）》中找到您需要的“水”吧！

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