

<<高效课堂钻石学案（高中模块3）>>

图书基本信息

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内容概要

《高效课堂钻石学案：英语（高中模块3）》遵照“朴实”课堂“先学后讲、现讲现练、即批即补”的教学思想，按照学生的学习全程进行设计，将学习的重心前移，充分体现课前、课堂、课后的发展与联系，依据“课前导学—课堂互动—巩固拓展—检测评估”四大环节，结合具体学科课程特征编撰而成。

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章节摘录

Most people who, travel from China to the US find that, despite having studied English for years, they have to "re-learn" it upon arriving. Words that we learned in English classes are not pronounced the same way here. To truly be part of the "melting pot", fluency (流利) in English is not enough. You need an accent to stand out. When I first came to the US for graduate school, I was a nervous foreigner. I felt so out of place that I wanted to hide everything about me that was "different". To talk like an American became one of my goals.

During my first term as a teaching assistant (TA), my students complained (抱怨) they could not understand me. I learned later from a study that this complaint was common among the US students with an international TA. It is called the "Oh, no !

" syndrome (情绪, 举动) : "Oh, no !

Not another international TA, and not that accent again !

Ever since, people have often mistaken me for someone from many places : the Midwest, the West Coast, China, Japan, South Korea. So I imitated (模仿) the way native speakers talk and, over time, I made such good progress that American friends started to praise my English : as having "almost no accent". I took this as a sign of my success. Most frequently, people think I am from California. Suddenly, conformity (一致) was no longer a praise : If I talk like an American, am I still Chinese ?

If I lose my Chinese accent, do I also lose my cultural identity ?

Am I denying (否认) my past by being absorbed (沉浸) into a new culture ?

Now I realize that a person's accent is a permanent (永久) record of their past cultural experience and it is a mark of one's experience and exposure to different cultures.

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