

<<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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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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