

English 英语

第九册 (顺序选修 9)
(供高中三年级上学期使用)

主 编: 陈 琳 Simon Greenall (英)

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编 者: 薛中梁 张悦民 程家庆 钱建源

吴 燕 David A. Hill (英)

教师用书

Teacher's Book 9



普通高中课程标准实验教学用书

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

京权图字: 01-2004-4570

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图书在版编目(CIP)数据

英语(新标准): 教师用书. 第九册(顺序选修9). (供高中三年级上学期使用)/ 陈琳等主编; 张连仲副主编; 薛中梁等编. — 北京: 外语教学与研究出版社, 2006.5
ISBN 7-5600-5507-9

I. 英… II. ①陈… ②张… ③薛… III. 英语课—高中—教学参考资料 IV. G633.413

中国版本图书馆 CIP 数据核字 (2006) 第 037888 号

出版人: 李朋义 Christopher Paterson (英)

项目策划: 蔡剑峰 徐秀芝 姚希勤 申 蕾

项目管理: 申 蕾 王剑波

责任编辑: 高秀艳

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购书电话: 010-88819928/9929/9930 (邮购部)

购书传真: 010-88819428 (邮购部)

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京科印刷有限公司

开 本: 890×1240 1/16

印 张: 12.75

版 次: 2006 年 7 月第 1 版 2006 年 7 月第 1 次印刷

书 号: ISBN 7-5600-5507-9

定 价: 17.90 元

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《英语》(新标准)高中阶段教科书是在小学和初中英语(新标准)教科书的基础上,根据国家《普通高中英语课程标准》所规定的高中英语课程的性质、方向、总体教学目标、题材内容等方面的精神,由中英专家、学者合作编写而成。

本套教材着重培养学生的创新精神和独立的思维、实践能力,努力使学生获得适应学习化社会所需的英语基础知识和基本技能,了解文化差异,发展健全人格,培养合作精神和社会公德意识。教材遵循“题材—功能—结构—任务”的编写原则,以题材为纲,以运用性任务为目标,避免孤立的语言形式操练,把不同技能的训练结为一体,以综合的方式体现实际生活中有意义的语言应用。教材强调学习策略的培养,鼓励学生通过体验、实践、讨论、合作、探究等方式逐步形成自主学习的能力。教材编写以学生为主体,尊重学生个体差异和学生身心发展规律与兴趣特点设计大量语言活动,以激发学生的兴趣和求知欲。教材贯彻跨文化教育的思想,介绍西方文化,更重要的是使学生在理解和尊重外国文化的同时更加热爱祖国文化。

教师用书作为“一条龙”系列教材的组成部分,体现了教材的上述特点,并帮助教师把这些特点所蕴含的外语教学原则转变成课堂上行之有效的教学实践;根据教材内容,介绍贯彻教育理念的具体活动方式,做到理论和实践的結合。教师用书以学生实际为出发点,倡导分层次教学,将程序性教学指导与多种多样的教学活动相结合,既体现原则性,又具有灵活性,使本套教材不仅适用面广,方便英语教师备课,而且有助于教师教学理论水平和教学艺术的提高,有利于调动教师的积极性、主动性和创造性。

教师用书根据教材模块(Module)编写,每个模块包括五大部分:一、教学内容、目的和要求;二、教学内容分析;三、教学过程建议;四、教学评价建议;五、教学资源库。第一部分以《英语课程标准》为依据,对模块进行列表分析,主要包括:题材内容与学习目的、语言知识目标(词汇、语法和话题)、语言技能目标(听、说、读、写和表达与展示)、学习策略、文化意识、情感态度和任务七大项。第二部分依次对每个项目内容进行具体分析,使教师做到心中有数,以利于课堂教学沿着教材内容向前推进。第三部分对每个项目的每个活动提供具体和详细的教学建议,并根据分层次教学原则提出了多种活动方式,供教师根据地区、班级和学生的具体情况作出灵活处理。第四部分包括自我评价、小组互评和自我检验。在自我评价中学生通过不同形式的题目回忆、反思自己在课堂学习过程中的长处和不足;两人互评活动使学生在对同伴进行评价时也能更好地认识自己;小组互评主要针对组内同学的参与和态度提出看法。最后学生通过一两道结合模块学习内容的检测题进行自我检验。第五部分包括语法项目、课文注释、参考译文、背景知识、补充词汇和附加活动。这一部分主要供教师参考使用。

英语课堂教学过程是一个英语教师借助教育手段和方法,通过教学活动,将英语民族的语言及其蕴含的文化内涵转化为学生个人的语言能力、才能、品德和智慧的过程。它要求教师既能把握各要素的基本特点和发展方向,又能合理灵活地协调它们的相互关

系,使课堂教学过程的发展有效、规范并不断优化。怎样才能帮助教师优化课堂教学过程呢?本教师用书的编者们的感到自己的水平是有限的,但又一直在思考这样一个问题:如果在编写过程中灌输和坚持以下观点能否对老师们的课堂教学起到启发的作用呢?即:通过课堂教学活动促进学生认知发展和情感发展的结合,指导学生学会自主学习,帮助学生提高对目标语言文化的认知和了解,使他们对本民族语言和文化有更深刻的认同,增强使用两种语言和文化进行交流的能力。经过我们认真考虑后得出的肯定答案,帮助我们在编写过程中愈加明确了自己的任务和方向。

教师用书是为教师的教学服务的,但最终目的是为学生的学习服务。本书提供了多种课堂活动方式,但用意绝不是代替教师的自我思考和发展,而是通过实例达到教学理论和教学实践的有意义的结合,从而最终提高教师课前和课堂的决定能力。这种能力的提高标志着以下三者的有机结合:理论的融会贯通、以学生需求为出发点和灵活适用的课堂技巧。我们希望教师们在课堂教学中发挥自己的优势,积极创新,通过本教材的教学不断提高自己的教学能力,高标准地完成教学任务。

The role and responsibility of the *New Standard English* course

The fundamental role of *New Standard English* is to organise a course of English instruction for both the teacher and the students. It does so by adopting a multi-syllabus course design which reflects the full extent and true nature of the language which a learner needs to acquire in Chinese High Schools, and by dividing this body of language into manageable learning chunks.

The *New Standard English* course also pays respect to different learning and teaching styles of the users, both students and teachers. It must provide the meaningful and motivational context for effective learning to take place, both in its presentation of new linguistic information, and in the careful selection of topics designed to interest the learners. This content may not only exploit the current knowledge of the learners, but also present general knowledge of the world about us. It will include new information about contemporary ideas as well as knowledge more specifically related to all aspects of the school curriculum.

But at best, the *New Standard English* course has a responsibility towards the dissemination of new ideas and the principles of best practice in all aspects of teacher training and teacher development. Good teaching resources and teacher development should promote good learning and good teaching. Good teaching resources are designed to be a support and guidance to both experienced and less-experienced teachers, as well as their students. They should reflect teachers' expectations as well as interpret and adapt new theories for classroom use. They should not be viewed as a restriction on creative teaching.

The multi-syllabus course design in *New Standard English*

Rather than using a single syllabus such as a grammatical syllabus or a lexical syllabus, the scope and sequence of *New Standard English* is made up of a number of syllabuses or syllabus strands, referred to as a *multi-syllabus course design*. These syllabus strands include:

- themes
- lexis
- grammar and functions
- skills: reading, writing, speaking and listening
- pronunciation
- learner training
- socio-cultural awareness

All of these syllabus strands are informed by the specifications in the Ministry of Education documents and are signposted in a clear way in the Student's Book. Their integration into the teaching material is described in the next section.

Components and module structure

The Senior High series covers five and a half semesters of instruction, divided into books

which are intended to last ten weeks. Each Student's Book includes six teaching modules and a revision module, which corresponds to the time available for English in these ten weeks.

It is expected that the material in each module will take approximately one and a half weeks to cover.

The Student's Book modules are organised around a **theme** and a **module task**. The format of each module is similar throughout the whole series. Each module begins with an **Introduction** to the module theme, which can be done either at home or in the class. The introduction contains **Vocabulary** appropriate to the theme. This includes either items which have already been taught earlier in the course, or during the Primary and Junior High years, or new items.

The main **Reading** input then follows, with a reading passage chosen to develop the theme. Activities accompany the reading passage to check comprehension and to develop discrete skills. Further **Vocabulary** items related to the theme are presented in clearly designed vocabulary boxes. These represent words which belong to the Ministry of Education wordlists for the appropriate level, and are therefore productive items.

Clear and numerous examples of the target structures of the **Grammar** syllabus and **Vocabulary** are presented in the communicative context of the reading passage. The **Grammar** section presents these structures using an inductive approach (see **Methodology** below), and provides practice activities.

Some structures are presented as **Functions**, and their exponents are, like the grammar, presented in a meaningful way in the reading and listening passages. Functional presentation concentrates more on use than on form, so exponents belonging to a single function may be expressed using a number of different grammatical structures, and the accompanying provide situational opportunities in which these exponents can be used. On other occasions, the functional syllabus is closely linked to the speaking syllabus.

Speaking practice may follow the reading passage, especially if the latter raises topics which are suitable for motivating discussion. The speaking practice activities are always designed to be done in pairs or in groups, in order to maximise the learners' opportunities to speak.

The **listening** input develops the module theme, and provides the learners to hear examples of everyday English spoken by native speakers. Practice exercises check comprehension and develop the discrete skills appropriate to listening. As with the reading input, further vocabulary may be presented in order to cover the prescribed items of the Ministry's wordlists, and to exploit the meaning context provided by the listening passage.

A second **Grammar** or **Function** section draws attention to target structures within the listening material, and provides inductive presentation and practice.

A section on **Pronunciation** focuses on aspects of phonology which arise from the listening

material. There is equal attention paid to analysing the meaning of stress and intonation patterns, and to providing a model for productive practice.

A further section of **Everyday English** exploits aspects of colloquial language which arise from the listening passage or which are commonly found in passages of a similar style and/or function. The focus is on understanding everyday English rather than on inviting the learners to use it in their own speech.

The **Writing** section is related to the theme, and deals with stylistic aspects and conventions of different text types, such as narratives, descriptions, discursive composition, email and letters.

The **Cultural Corner** section contains a reading passage which provides further opportunities to explore the module theme. It focuses on news, events, information, etc from around the world, rather than from inside China. Simple exercises ensure the learners have understood the main ideas of the passage and have the opportunity to compare the information in the passage with their own experiences. The intention of this section is to develop socio-cultural awareness.

The **Module Task** both defines the content of the structures and lexis of the module, and checks it has been effectively learnt. The real-life outcome of the task is either written (preparing a poster, writing a brochure) or spoken (taking part in a discussion), but each stage of the task is performed collaboratively to give further practice in spoken interaction.

In each module there is a **Learning to Learn** box containing **learner training** advice on how to develop positive learning habits, as well as socio-cognitive and socio-affective aspects of the learning process.

At the end of each module is a **Module File**, which contains a summary of all the structures and words either learnt or revised in the module.

The **Revision Module** in each Student's Book, positioned at the end of the book provides further revision and practice of the language presented in the preceding teaching modules.

Each **Workbook** module reflects the theme, lexis, grammar and task included in the corresponding teaching module of the Student's Book and is designed to consolidate and extend the language taught.

The **Teacher's Book** contains a step-by-step guide to the teaching procedure of each module, the answer key to the exercises, tapescripts, activities for further practice and extensive background notes to the cultural references in the teaching material. It is designed to be used by both inexperienced and experienced teachers.

The **listening** material has been recorded by native English-speakers, professional actors in studio conditions in order to ensure the best quality possible.

Methodology

The methodology is varied in order to respect teaching conditions in Chinese classrooms. It attempts to reflect current ideas and best practice in language teaching.

One of the key concepts of the methodology is that all new items are presented using language which has already been taught. The grammar syllabus follows a logical sequence of simplicity to complexity, and new lexical items are either explained or presented in meaningful and recognisable contexts. The methodology is cyclical rather than linear, and continually builds on previously acquired knowledge.

Grammar is presented in a clear and meaningful context, with target structures showing form, meaning and use. The accompanying exercises also function as reading or listening comprehension checks. This approach ensures the integration of skills and grammar.

The general approach to grammar in the teaching lesson is inductive; a number of examples of the grammar point are presented in the input material (reading or listening passages); students are invited to study these examples, and guided to formulate grammatical rules. An *inductive* approach, which demands the learner's active involvement in understanding form and meaning, is usually considered to be more appropriate than an exclusively *descriptive* approach, in which the grammar rule is simply presented for more passive scrutiny by the learner. Nevertheless, a descriptive grammar summary at the back of the book ensures thorough explanation of the grammar syllabus.

The vocabulary reflects the Ministry of Education list of items prescribed for the Senior High level. The important distinctions between *productive* and *receptive* vocabulary are established. All the lexical items contained in the vocabulary box are *productive* and generally new for this level, although some may have been learnt in the Primary and Junior High school years of instruction. Their presentation in a box means they are visually easy to identify for purposes of revision. The number of productive items presented in each module (approximately 35) ensures a manageable learning load.

Some new items may also appear in the reading passage, but are specified as *receptive*. If they present a significant problem of comprehension, they will be treated as part of the reading skill (dealing with unfamiliar words).

Listening is carefully graded to the level of the learner, and all new vocabulary is taught either immediately before the listening passages, or immediately afterwards. The language is natural everyday English, although there is little or no redundancy or other features of spoken language because of the risk of confusing the learner. A pre-listening stage is always included to prepare the learners for the main listening activity.

Speaking activities are generally done in pairs or occasionally in groups, to increase the opportunities for students to practise their oral proficiency. This stage is designed to encourage

a balance between fluency and accuracy, and the Teacher's Book contains instructions on how to achieve this objective throughout the material.

Pronunciation work focuses on developing an awareness of four main areas; difficulties specific to Chinese learners; syllable stress in words; stressed words in sentences; intonation practice, particularly in different question forms. The words and sentences used are either taken from the listening passage, or are appropriate to the grammar and/or the vocabulary of the module; for example, the pronunciation of regular past simple endings is practised in a module which focuses on the past simple tense. No new vocabulary is introduced at this stage.

Readings passages are roughly graded to the level of the learner, respecting both their previously acquired knowledge, the new lexis and structures to be covered in the module, and new but receptive words. The most important discrete skill to develop at this level is reading for main ideas, which involves a series of varied activity types, such as choosing the best title, identifying true and false statement, and discussing open-ended questions. But other discrete skills are also practised extensively, such as reading for specific information (scanning), understanding text organisation and dealing with unfamiliar words, each of which generates a number of different and motivating activity types.

Writing focuses both on discourse markers (*and, but, so, because, when, etc*) and a variety of text types (writing emails, writing descriptions). It uses a *guided paragraph writing* approach, in which a model passage is presented, particular stylistic features are drawn attention to, a new writing task is set, with help provided by the model passage and the stylistic features. The writing tasks exploits the learner's personal experience, and prompts are given to encourage a creative and unique piece of writing.

An *integrated skills* approach is used in all the activities. This means that the skills are not practised in isolation but combined with other aspects of the course design, such as grammar or the other skills. This approach reflects real-life language use.

The student's progress is moderated by the careful grading of the teaching material and checked by the revision modules and the workbook modules. Every new aspect of language is taught in the context of what has already been learnt. Thus the cyclical course design and methodology ensures systematic progress and revision, as well as a process of continual assessment.

World English ▶

New Standard English has two important commitments; to help Chinese learners develop their competence in English, and to encourage their membership of the worldwide English speaking community. Its fundamental objective is not simply linguistic competence but effective communication. Above all, it aims to demonstrate that the English language doesn't just belong to the English, it belongs to everyone.

Simon Greenall

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Part 1

Teaching Notes in Chinese

中文教学建议

Bernard Shaw's Pygmalion

一、教学内容、目的和要求

题材内容与学习目的		本模块内容为英国著名作家萧伯纳的戏剧《卖花女》及萧伯纳生平的简短介绍。通过本模块的学习,使学生了解上述内容并掌握有关的词汇,培养有关的语言技能;了解英语戏剧的特点,帮助学生认识到课文所蕴含的深刻的思想内涵;培养学生的语篇意识和对英语文学的兴趣。
语言知识目标	词 汇	见 MODULE FILE。
	语 法	准确掌握 who, be, say, a / an, you 和 good 的用法。通过观察单词在各种不同句式中的运用,提高自身准确运用英语的能力。
	话 题	文学。
语言技能目标	听	能识别对话和语段中新学词汇、短语并正确理解其意义;能听懂课文,理解课文情节;能听出某戏剧对白中不同人物的语气并推测其态度,根据要求完成练习;能从与本模块题材有关的讨论中提取信息和观点。
	说	能用英语比较流利地复述课文内容并富于感情地表演戏剧的部分场景;能使用本模块学过的词汇讨论与本模块主题有关的问题,描述有关的戏剧情节,比较准确地表达自己的情感。
	读	能在阅读中识别新学词汇、短语并推断出其意义;能根据情景及上下文猜测不熟悉的语言现象;能使用工具书解决比较复杂的语言疑难;能读懂课文,并理解其主题与思想内涵,正确领会作者的观点和态度;能了解英语戏剧的特点,获取主要信息并进行加工处理,培养一定的语篇意识;能阅读和理解来自其他资源的相关文章。
	写	能运用本模块所学词汇和短语比较详细和生动地写出描写人物的外貌和性格的语段;能根据本模块的写作要求比较准确地写出某戏剧的概述;能把课文中戏剧的情节改写成比较生动、情节连贯的故事。
	表达与展示	能够比较详细和生动地描述萧伯纳的戏剧《卖花女》中的主要人物 Eliza 和 Higgins 或者一位自己所熟悉的人物的外貌及性格。
学习策略	认知策略	归纳和整理新学习的和已经学过的有关文学方面的词汇、短语,并作类比记忆;通过学习 LANGUAGE IN USE 中的有关 who, be, say, a / an, you 和 good 的例句和做相关的练习,培养通过观察单词在各种不同句式中的运用对词语进行比较和归纳的能力,使学生在关注其语言形式的同时更关注其意义和用法。
	调控策略	制定本模块学习计划,确定学习重点;在阅读过程中不断提取并加工有效信息,提高阅读效率;阅读 MODULE FILE, 自我检测对本模块知识的掌握情况。
	交际策略	利用本模块有关文学的话题,用英语与同学、老师展开有关讨论;能通过解释、重复、举例和证实等方式澄清或论证观点,在必要时能使用委婉语言来表达意思或想法。
	资源策略	通过各种途径(如报刊、杂志、广播、电视、光盘、因特网、图书馆等)获取有关英国著名作家萧伯纳及其作品、以及英国戏剧的更多的知识,进而加深对英国近代文学的了解。
文化意识		通过学习本模块,使学生认识到语言与文化的关系,初步了解英国近代文学特别是英语戏剧的有关知识,了解它们对世界文化的贡献。
任 务		学会描写人物的外表和性格;能够写出戏剧的概述。

二、教学内容分析

本模块的主题是文学,介绍了英国近代文学作家萧伯纳及其戏剧——《卖花女》。教材通过 INTRODUCTION 简要介绍了萧伯纳的生平;通过 READING AND VOCABULARY, VOCABULARY AND LISTENING, READING PRACTICE 和 CULTURAL CORNER 等部分介绍了萧伯纳最著名的戏剧之一——《卖花女》。这四部分节选了剧本中的部分场景,包含了英语戏剧的主要元素:对白和独白,形成一个有机联系的整体,从读和听的不同角度介绍了萧伯纳的戏剧《卖花女》,从而使学生较全面地了解全剧的概况。萧伯纳别出心裁地拿语言学问题作为剧本的题材,讽刺了上层社会所谓文雅的语言和风度,鲜明地显示了劳动人民纯朴的本质和上层社会空虚的外表。女主人公 Eliza 不能容忍上层社会熙来攘往的浮华无聊,不能容忍 Higgins 目空一切的高傲、任性,更不能容忍自己成了一个假人。她的最后离去正表示她同上层社会的决裂。教师可以围绕上述主题,挖掘课文内涵,设计和组织相关的活动;也可以从其他角度进行考虑,比如从男女平等、语言规范的重要性、语言与人的地位的关系、语言与文化的关系等角度来设计教学活动。通过这些活动培养学生的深层理解能力和语篇意识,发展学生的语言能力、交际能力和文学欣赏能力,激发学生对英语戏剧的兴趣。

INTRODUCTION

该部分含有三个活动。这些活动引入了与文学有关的词汇,简单介绍了英国近代著名作家萧伯纳的生平,为随后的阅读提供了背景知识。通过这些活动,学生可以初步熟悉有关文学的语汇,为后续的阅读做好准备。

READING AND VOCABULARY (1)

该部分阅读材料由两部分构成:介绍萧伯纳的著名戏剧《卖花女》的一篇短文和根据该戏剧部分场景改写而成的戏剧节选。围绕着短文和戏剧节选,编者设计了六个与其内容和词汇有关的练习。通过这些练习,学生可以熟悉课文内容,学会使用与课文内容有关的词汇,并就课文内容发表自己的见解,从而提高对课文的内涵的理解。

该部分阅读教学侧重于信息的提取,培养学生理解的准确性、深刻性和通过语境提高对单词的运用能力,教师在教学中可做精读处理。

LANGUAGE IN USE (1)

该部分用典型例句引入了英语中最活跃的常用词中的三个: who, be 和 say, 通过这三个词在不同句型中的使用,对它们的用法进行了全面归纳,并设计了有关的活动。其目的是培养学生通过观察单词在各种不同句式中的运用对词语进行比较和归纳的能力,使学生由关注其语言形式向更关注其意义和用法过渡,从而提高他们准确运用英语进行表达的能力。

VOCABULARY AND LISTENING

该部分听力活动的内容节选自萧伯纳著名戏剧《卖花女》中的最后一幕,引入了七个生词和短语,配有四个相关的活动。通过听的练习,可提高学生听的技能,促进对某些词汇用法的了解和运用,进一步加深学生对全剧的理解和对英语戏剧中人物对白的语音、语调和语气的直观感觉。

SPEAKING

该部分以两人活动的形式进行,针对听力材料的内容展开讨论,进一步加深对听力材料的理解,并提高分析、综合和归纳能力,同时练习说的技能。

LANGUAGE IN USE (2)

该部分用典型例句继续引入了英语中最活跃的常用词中的三个: a / an, you 和 good, 通过这三个词在不同句型中的使用,对它们的用法进行全面归纳,并设计了有关的活动。

READING AND VOCABULARY (2)

该部分阅读材料主要介绍了萧伯纳著名戏剧《卖花女》的两个主要角色——Eliza 和 Higgins 的外貌和性格以及 Eliza 外貌和性格发生的变化。该部分有三个相关的活动,可以帮助学生加深对课文的理解,并为后续的 PRESENTATION SKILLS 做了铺垫。

需要注意的是该部分阅读材料与 READING AND VOCABULARY (1) 中的阅读材料的教学目的是不一样的。READING AND VOCABULARY (2) 的阅读材料的教学目的主要是培养学生的整体理解能力和语篇意识,因此建议教师在教学中要与 READING AND VOCABULARY (1) 中的阅读材料的处理有所区别。本部分的阅读教学要着重进行篇章层面的理解训练以及整体理解技能的训练,侧重于信息的加工和处理,而不仅仅是信息的提取,因此不要面面俱到,过多纠缠细节,不要只停留在句子层面的理解训练上。

PRESENTATION SKILLS

该部分是对 READING AND VOCABULARY (2) 的延伸,设计了四个活动,主要训练学生如何描述人物的外貌和性格。其中关于如何描述人物外貌和性格的表格和如何做 Presentation 的建议非常具体,操作性很强,教师在教学中可以充分利用。

READING PRACTICE

该部分的内容为: Eliza 在一天之内出席了一个花园宴会、一个正式的晚宴和一个晚间招待会,回到 Higgins 的家中以后,筋疲力尽。她在那些活动中表现完美,没有露出一丝破绽,为他打赢了他的赌,为此她付出了巨大努力并且承受了很大的心理压力。然而 Higgins 不仅连一句赞扬或感谢的话都没有,而且丝毫不考虑 Eliza 的感受,连理都不理她,只顾和 Pickering 谈论对招待会的感想。Higgins 又让她拿拖鞋又叫她告诉管家明天准备什么早餐,好像 Eliza 是他的仆人一样。Eliza 终于再也不能容忍所发生的一切。

该部分的教学目的主要是训练学生的阅读微观技能,教师在教学中要区别于 READING AND VOCABULARY (1) 和 READING AND VOCABULARY (2) 的教学,不宜做过细处理。

该部分设计了六个活动,侧重于预测能力的训练。建议在教学中把前面学过的阅读材料和听力材料中有关《卖花女》的戏剧情节串联起来,使学生对全剧形成一个整体的印象,并就所涉及到的内容之间的关系和全剧的主题进行探讨;还可以让学生猜测课本中没有讲到的另外两幕的情节,培养学生的预测能力。

CULTURAL CORNER

该部分节选自萧伯纳戏剧《卖花女》中的最后一幕。主人公 Eliza 的父亲后来有钱了,不再是衣衫褴褛的垃圾工人,而是一个非常体面的绅士。他埋怨 Higgins 害他陷入他一向嫌恶的中产阶级,不得不再受中产阶级道德的束缚。读后可以帮助学生加深对该戏剧的理解,并能使学生对英语戏剧的特点有更多的了解。

TASK

该部分要求学生学会用英语描写人物的外貌和性格,并能写出戏剧的概述。

MODULE FILE

该部分为本模块主要内容的总结归纳,可帮助学生回顾本模块的重要内容,提高学生归纳、总结和自我检验的能力,并在此基础上帮助学生扩大知识面,扩展视野,提高自学能力。

三、教学过程建议

INTRODUCTION

Activities 1 & 2

方法一 (适合程度一般的班级或学生)

第一步: 全班活动,教师将教材所列出的单词写在黑板上或用投影打出,请几个同学朗读这些单词,全班同学跟读,如果发音不准,教师要及时正音;

第二步: 全班活动,教师组织学生用所给单词造句;

第三步: 个人活动,翻开书完成 Activity 1;

第四步: 全班活动,教师核对答案,引导学生解答或由教师解答疑难问题;

第五步: 完成 Activity 2。

方法二 (适合程度较高的班级或学生)

第一步: 同方法一;

第二步: 全班活动,教师组织学生用三分钟将所给单词连成一篇小文章或短故事;

第三步: 全班活动,教师组织学生当堂讲述其所编小文章或短故事;

第四步: 个人活动,翻开书完成 Activity 1;

第五步: 小组活动,互相交流意见,讨论不一致的答案;

第六步: 全班活动,教师核对答案,如有问题,引导学生解决或教师解答;

第七步: 完成 Activity 2。

Activity 3

第一步: 请几个同学朗读方框内的单词,全班同学跟读;

第二步: 教师让学生解释 criticism, dramatist, socialist 这三个词的词义,如果学生做不出来,教师提示学生运用构词法(-ism, -ist)猜测词义;

第三步: 教师酌情解释其他单词,并提醒学生注意旧词新义(如 class)。对于程度较高的班级或学生,教师可以先让学生阅读所给短文,然后根据短文猜出其他单词的意思。如果学生猜不出来,教师再酌情解释;

第四步: 个人活动,阅读所给短文,并回答短文后的问题;

第五步: 全班活动,检查核对答案;如有问题,引导学生解决或教师解答;

(程度较高的班级或学生)

第六步: 两人活动,就萧伯纳的生平用英语进行问答;

第七步: 全班活动,请 2—3 位学生用英语向全班讲述萧伯纳的生平。

READING AND VOCABULARY (1)

本模块中 Reading 的两部分内容没有直接联系,所以建议在教学时先分别处理 Part 1 和 Part 2,然后再合起来进行整体处理。教 Part 1 时,重在了解全剧内容;教 Part 2 时,教师要