



Quartet Online English Course

(高级篇)
(Level 3, Quartets 6-9)

教师用书
Teacher's Guide

The Q Group PLC
(Great Britain)

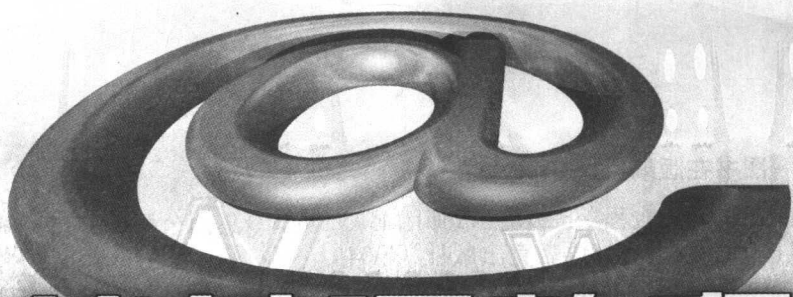
Quartet



在线英语教程

上海外语教育出版社





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出版前言

随着信息技术的迅速发展和互联网的逐渐普及,现代远程教育采用一对一的完全个性化的教学模式,学生的学习完全可以是自主、主动并充满乐趣的过程,而不是被动地接受灌输,因此学习效率大大提高。目前,基于互联网技术的远程教育受到了世界各国前所未有的重视,并已成为重要的教学形式。因此,国内外越来越多的机构在开展网络远程教育。例如,经教育部批准,上海外国语大学建立了网络教育学院,通过交互式远程教学系统开展外语教学,得到了社会日益广泛的关注和认可。同时,国内外已出现一批基于互联网的优秀网络课程。上海外语教育出版社根据2003年教育部《大学英语课程教学要求(试行)》为大学生设计开发了“新理念大学英语(全新版)网络教学系统”,多角度提供了大量生动活泼的语言素材,全方位展现较真实的语言和文化环境,让学生以最轻松自然的方式学习英语,了解英语国家的文化,形成较强的语言综合运用能力。这一网络教学系统采用高效的网络应用服务器开发技术,功能先进,界面活泼,交互性强,使学生体验到无穷的学习乐趣。

英国Q集团公司开发的ESL网络课程Quartet Online English Course也是一个优秀的网络英语学习系统。这一网络课程已由经验丰富的专业远程教育公司广州市生本培智科技有限公司引进并成功运营。为满足使用者的热切需求,外教社出版了与这一网络课程配套的书面教材——《Quartet在线英语教程》。本教程分四个级别,第一级称为“入门篇”,第二级称为“基础篇”,第三级称为“中级篇”,第四级称为“高级篇”;每级均包括学生用书和教师用书,其中学生用书由中山大学外国语学院的王哲、李军军、吴颖、张珺老师做了注释。

本套教材的特色是:

1. 与网络学习互相促进。教材和网络课程相辅相成,借助于网络的互动性、方便快捷和丰富的表现力,使学习兴趣不断高涨,学习效率显著提高。
2. 内容新颖,理念先进。本套教材吸收了交际法、情景法、主题教学法等诸流派教学法的长处,注重在模拟现实的情景中将学习者带入趣味横生的英语世界,使他们体验真正地道的英语。
3. 选材独具匠心,语言地道。本套教材的大部分材料均选自英美国家的报刊杂志和近现代作品的原文,语言纯正;主题大至政治、经济、科技、环保等宏观的话题,小至衣、食、住、行、玩等日常小节,涉及各国社会、文化、生活的方方面面,内容丰富多样,引人入胜。
4. 练习编排别具一格,兼顾考试需要。练习按照ESL学员的特点精心编排,兼顾到文化背景的差异和本民族语言习惯的影响。所有练习均经过精心设计,以模拟现实为

特色，具有实用性、趣味性，而且以深厚的理论积累和应用研究实践为开发基础，既注重培养英语写作中主要文体的应用能力，又兼顾读后感、广告、说明书等实用文体的运用技巧，设计编排的理念科学、先进、合理，能帮助学习者实实在在地培养扎实的英语语言能力，特别是对听说能力的提高帮助很大。此外，练习兼顾能力培养和考试需要，多数练习和测试的形式参照托福、雅思等国际性考试，学习者在练习的同时又提高了应对考试的技能，一举两得。

教师用书不仅提供各章节的课堂教学、课外自学和上机学习的指导，而且针对相关主题提供大量的背景知识和引导，使教师在教的基础上引导学生自主学习，提高综合运用语言的能力和技巧。

本教程可作为大学生和英语自学者全面提高英语基本运用能力尤其是口语表达能力的理想选择，也可作为参加英语等级考试或职业准入考试的读者的补充读物。

外教社
2004年6月

课程介绍

Quartet Online 是一个互联网网络英语语言学习系统,可以迅速提高用户的听、说、读、写实际应用能力和应对托福、雅思等考试的能力。Quartet Online 的主要对象是世界上非英语母语国家的 12 岁以上的人群,目的是提高用户的全方位英语能力,并且在提高能力的基础上,兼顾各种考试需要。

这是一种交互式的语言学习课程,用户可以在与教师、与同学的双向互动中学习英语,创造一种有趣、高效的学习体验。它是一种个性化的学习方式,区别于“一师多生”的教学方式,在网络中进行“一对一”教学,使用户的学习效率成倍提高。

因为本课程系统学习的任一级别都可以在 IELTS (雅思)、TOEFL (托福)、TOEIC (托业) 等英语资格考试的课程级别中找到对应的级别,而且 Quartet 英语课程系统的大量计算机练习方式和其他英语资格考试的计算机系统测试方式相类似,因此,学习 Quartet 英语课程可以使学习者轻松通过 IELTS (雅思)、TOEFL (托福)、TOEIC (托业) 等英语资格考试。对学习者来说,既可应对考试又能提高英语能力,可谓一举两得。

本课程系统以网络自学方式为主要学习方式,也可结合传统的课堂教学,兼备两者的优点。使用互联网,用户可以有效利用网络的沟通工具和信息资源,在世界的任何地方、任何时候进行学习,在模拟现实的情境中练习他们的语言技巧,这提供了极大的方便性,是完全个性化的学习方式。本课程系统紧紧抓住 ESL 学生学习英语的难点、弱点,帮助他们快速有效地提升听力理解、口语训练、阅读理解、语法(文法)、词汇及写作等多方面水平,尤其对听说能力的培养有很大帮助,是经典的 ESL 课程。完成 Quartet 英语课程学习后,学生的英语综合能力(听力、口语、阅读、语法、写作)会有很大提高,英语口语交流无障碍;学生在国外能正常地学习、生活。

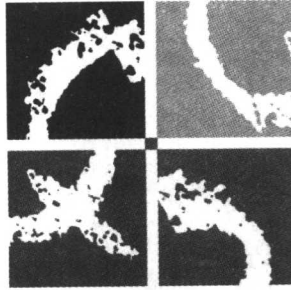
本系统的开发者 Roberta Stock 博士是 Q 集团公司(The Q Group PLC)的创始人,世界著名的英语教学专家,在美国伊利诺斯大学(University of Illinois)获语言学博士并留校任教,主攻计算机辅助语言教学和英语作为第二语言的学习研究,在语言教学和计算机辅助语言教学系统开发方面进行了长达 25 年的研究和实践,积累了深厚的理论基础和丰富的实践经验。

在 Roberta Stock 博士卓越理论和丰富实践经验基础上,Q 集团公司结合世界各种优秀英语学习理论和方法的成功经验,配合公司强大的研发实力,研发出了这套在全世界极具影响力的网络英语学习课程系统 Quartet Online English Course。

Quartet Online 是专门从事远程教育的英国上市公司 Q 集团公司的优秀产品,迄今已在全球 30 多个国家有超过 9 年的成功经验。该网络课程已由广州市生本培智科技有限公司全面引进并运营,并被多所大学选为正式开设的英语课程,运营网站为 <http://www.illearning.cn> 和 <http://www.100point.com>。

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Quartet

Quartet 6

Teacher's Guide

Introduction

Welcome to the exciting world of multimedia integrated English teaching.
The *Quartet 6* course has been designed for students of English at the intermediate level.

This multimedia-based approach allows learning that is based not only on the written word but also on multi-sensory learning — using a combination of visual stimuli, sound and the written word. This makes foreign language learning both enjoyable and accessible to a wide range of students with a variety of learning styles.

Course Components

This course consists of two main components:

1. The course book
2. The multimedia software and its online components

Quartet 6 Software

- This interactive material is designed to help lower intermediate students develop key study skills through challenging texts and activities. The course is friendly, flexible and fun. Questions follow a pedagogically determined sequence. Useful reading comprehension strategies are taught. Similarly, there are strategies for understanding and remembering new words that are presented in an interesting and meaningful context around thematic semantic fields. There are five themes, each with four related topics.
- The themes of *Quartet 6* are: Wining & Dining, Animals & People, People & Machines, Fun, Spicy Facts.
- All reading texts offer the option of a sound feature enabling students to listen to the text as they read it.
- The question types are varied. They include guided oral practice, where the students record and compare themselves to the model voice. Mechanical exercises are avoided. All the activities are meaningful and emphasise true comprehension, encouraging students to think.
- The students' progress is recorded accumulatively. They can monitor progress by accessing the **Records** screen where they can see how much material they have covered and how well.
- In addition to the texts and exercises, the students have access to a number of online tools. These include a **Lexicon**, **Comprehension Tips**, **Grammar Tips** and **Vocabulary Tips** all with plenty of examples and Word Families, where the students encounter the base words and derivatives used in the program.

The Course Book

Each theme presented in the software is accompanied by a wealth of parallel and complementary material in the course book. These materials develop key study and communication skills (speaking, reading and writing) through challenging texts and activities. Questions are designed to generate discussion rather than simply verify comprehension of the text.

Each unit opens with introductory activities (**Before You Start**) and activities to link the new material with students' prior knowledge (**What Do You Know?**).

The reading texts (**Something to Read**) are always preceded by thought-provoking questions, often involving prediction (**What Do You Think?**) and followed by questions that can be dealt with either orally or in writing (**What Do You Think Now?**). These questions require the students to think about the information in the text rather than complete mechanical text reconstitution exercises.

Each unit also includes a review of a particular grammar point (**Language in Use**), specific speaking and writing activities (**Something to Talk/Write About**) and a final assignment for the unit (**Project**).

Lesson Planner

- We recommend that approximately one half of the students' study time be devoted to computer work. However, it is up to you, the teacher, to feel free to adapt this division according to your preferences, the needs of your students and the available facilities. It is advisable to intersperse computer sessions on a regular basis, but since the materials are interrelated but not necessarily interdependent, the order of the activities is flexible.

Unit 1

WHAT'S FOR LUNCH?

Materials

Activity Types	In the Book (pp. 2 – 18)	On Computer — Animals & People	Lab Tasks
Reading Texts	<ul style="list-style-type: none"> • Some Thoughts on Bread • Did You Know? 	<ul style="list-style-type: none"> • Complaint • Party Food • Rice • Spaghetti 	✓ ✓
Reading Skills	<ul style="list-style-type: none"> • Activating background knowledge • Comparison and contrast • Evaluation • Fact and opinion 	<ul style="list-style-type: none"> • Genre • Getting the facts • References • Cause & effect • Sequencing • Close reading • Prediction • Inference • Scanning • Connectors • Generalisations & examples • Main idea 	
Language	<ul style="list-style-type: none"> • Uncountable Nouns • Word families 	<ul style="list-style-type: none"> • Present Passive 1 (How About Some Yoghurt?) • Present Passive 2 (The Meet-Your-Mate Hotel) 	
Speaking	<ul style="list-style-type: none"> • Sharing recipes 		
Writing	<ul style="list-style-type: none"> • Writing a folk tale • Describing superstitions • Expressing opinions in writing • Writing a dialogue 		

	<ul style="list-style-type: none">• Writing a recipe• Writing a letter		
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Classroom Materials

Before You Start (Page 2)

- Activities A and C are for whole class discussion.
- While students are discussing activity B, walk around the class to help with vocabulary and to ensure that discussion is taking place in English.

What Do You Know? (Page 3)

- These can be discussed in pairs, groups or with the whole class.

Some Words (Pages 4 – 7)

- Explain to the students that the sentences are taken from the text they are about to read. Ask them in each chart to underline the suffix and the part of speech to help them remember. While working on the first sentence, introduce the words *sacred* and *holy*. Ask the students if they can think of words to add to the charts, e.g. *distance – distant; silence – silent; norm – normal* etc.
- Give the students time to choose their answers for each exercise before reviewing the practice sentences orally. Students can copy one or two sentences into their notebooks as examples.

What Do You Think? (Page 8)

- These are prediction questions meant to arouse the students' curiosity and expectations about the text.

Something to Read (Pages 8 – 9)

- Read the first paragraph with the class. If your students are not familiar with Christian religious practices, explain that in some branches of Christianity such as Roman Catholic and Greek/Russian Orthodox, in the Holy Communion, a kind of bread is used to symbolize the body of Christ.
- In the last line of the paragraph, look at *did throw away bread*. Ask the students why *did* is used even though the sentence is neither negative nor interrogative. If they do not know, explain the emphatic use of *did*.
- Ask students to underline the following phrases:
It was not seen (line 3); *Bread was considered sacred* (line 4); *... had to be treated* (line 4); *it is associated* (line 5); *it was used* (line 6); *It was said* (line 7).
 Ask what these verb forms have in common (passive form) and why it is used (to describe processes rather than actions of specific people).

- Let the students read paragraphs 2 and 3. Then explain that these types of beliefs are called *superstitions*.
 - In paragraph 4, explain that until a vaccine was found in the 20th century, whooping cough was an illness that many people died from.

What Do You Think Now? (Pages 9 – 10)

- Activities A and D focus attention on how the choice of words affects the meaning of the text.
- Activities B, C and E allow students to relate to the vocabulary and ideas in the text. Activity B can also be given as a written assignment.

Something to Write About (Page 11)

- Read through the choice of topics with the students. Then ask what they plan to write about. Try to see that all six topics are covered. Here are some examples:
- Topic 3.

How Two Sisters Quarrelled

Susie and Wendy were only two years apart and had always been best friends. When they were children they used to play together, laugh together and cry together. They told each other all their secrets and Susie, the older of the two, used to help Wendy with her studies when she found them hard. When they grew up and left the family house, they remained best friends and always kept in close contact.

They had gone to spend the weekend with their parents for a family celebration. As always, they were delighted to be together again and to have the chance to talk face-to-face about what they had been doing and what was happening in their lives. They offered to help in the kitchen to prepare some of the food for the festivities and worked together to bake some bread. Instead of baking several small loaves, they decided to surprise everyone and bake two big long ones. They worked together happily, chatting away as they prepared the dough, rolled it out and made it the size and shape they wanted. When it was time to put the dough in the oven, they realized that the tray was very big and quite heavy, so they lifted it together and placed it in the oven. When all the preparations were finished and the kitchen was clean and tidy, the two sisters went off to wash and dress in their best clothes for the family gathering.

Then the strangest thing happened. When they came into the living room where all the others were, Susie looked at her sister and said, "I can't believe you would choose such a terrible dress for the party. Its colour and shape make you look like an old woman!" Wendy immediately replied, "And since when have you had such good taste in fashion? Haven't your friends told you how awful your hair looks? Not to mention that bright orange lipstick you wear!" The family listened to this exchange in amazement. These two had never said an unkind word to each other as far as anyone could remember and here they were doing it in front of the whole family! They tried to make light of it, but the two sisters kept quarrelling. Their grandmother watched closely, but said nothing.

Later on, during the meal the giant loaves of bread were brought out and placed on the dining table. Everyone clapped their hands and said what a lovely surprise it was and how clever the sisters were to think of it. The grandmother looked at the bread and said, "This bread looks wonderful. Which one of you put it into the oven?" At the same time the girls pointed at each other and said, "It was too heavy for her so I helped and we put it in together." "Now I understand!" said the grandmother "Don't you know that when two people put bread in the oven together they are bound to quarrel? No wonder the two of you have been arguing like two five-year-olds all evening! There is only one remedy for this. Come here quickly! Each of you must hold one end of the bread with one hand and with the other hold a knife together and cut the bread in half together." The sisters did as they were told and in a flash they had completely forgotten all the terrible things they had said to each other. They hugged and kissed and everyone in the family heaved a great sigh of relief. How lucky we are to have our wise old grandmother with us, they all said to themselves.

A suitable grading scale (out of 10) could be:

Content	Accuracy
The writing is in the genre of a short story with a beginning and an end. (1 point)	Appropriate syntax has been used. (2 points)
The story relates to one of the superstitions about bread. (2 points)	Appropriate vocabulary has been used. (3 points)
The story is imaginative and pleasant to read. (2 points)	

- Topic 5.

Superstitions

It is interesting that every society and culture has its own superstitions. I think this shows us that they fulfil some need in society. Most superstitions seem to tell us how to avoid bad luck. For example, in England they say, "Never walk under a ladder.", and "Don't let a black cat cross your path." Other superstitions tell how to have good luck such as the fact that eating the last slice of bread that has been offered to you will guarantee you good luck in love or money. Perhaps we need these superstitions to give us a sense that we have more control over our lives and our fate.

However, I don't think that we should take these superstitions too seriously. This is because if we compare superstitions from different cultures or religions we can see that they contradict each other. For example, In the Christian world, if there is a bird singing in the house, it is supposed to symbolize death. But in Jewish tradition, a singing bird in the house is considered a sign of good fortune. Another example is the number 13. In the Christian world and in Norse tradition, this is considered to be an unlucky number and in many hotels and offices there is no 13th floor! In Judaism, on the other hand, 13 is considered a mystical and lucky number. It is also the age when boys are considered to become men and be responsible for their own actions and there is a special ceremony to celebrate this.

In conclusion, I think everyone should continue to enjoy their superstitions, but they should also not take them too seriously.