

新课标下中学英语教师系列培训教程

Developing and 中学英语词汇 技能与教学示例 Teaching Vocabulary

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清华大学出版社

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北 京

内 容 简 介

《中学英语词汇技能与教学示例》按照国家《英语课程标准》的思路和要求,遵循现代语言教学理念编写。本教材共10个单元,每个单元由能力训练和案例教学示范两大部分组成。能力训练部分基于近年来国内外提倡的英语词汇教学法,围绕中学英语词汇教学的基本程序和原则,精心设计和编排词汇能力训练活动和练习,既反映了中学词汇教学理念,又提供了丰富的实践示例,为学习者增长词汇教学领域知识、拓展课堂词汇教学技巧提供了有益的参考。案例教学示范部分提供了详尽的教学案例,呈现相对完整的教学实施方案,为学习者熟悉课堂英语词汇教学活动设计及组织提供了较好的借鉴。

本教材的目标读者为广大中小学英语教师、对中学英语教学感兴趣的教育研究者及英语水平相当的其他人士。

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图书在版编目(CIP)数据

中学英语词汇技能与教学示例 / 曹湘洪, 吴曦主编. —北京: 清华大学出版社, 2014

(新课标下中学英语教师系列培训教程) / 曹湘洪 主编

ISBN 978-7-302-37558-6

I. 中… II. ①曹… ②吴… III. 英语 - 词汇 - 教学研究 - 中学教师 - 师资培训 - 教材

IV. ①G633.412

中国版本图书馆CIP数据核字(2014)第174663号

责任编辑: 朱 琳 徐博文

封面设计: 平 原

责任校对: 王凤芝

责任印制: 沈 露

出版发行: 清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址: 北京清华大学学研大厦 A 座 邮 编: 100084

社 总 机: 010-62770175 邮 购: 010-62786544

投稿与读者服务: 010-62776969, c-service@tup.tsinghua.edu.cn

质 量 反 馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印 装 者: 清华大学印刷厂

经 销: 全国新华书店

开 本: 185mm×260mm 印 张: 11.5 字 数: 194 千字

版 次: 2014 年 12 月第 1 版 印 次: 2014 年 12 月第 1 次印刷

印 数: 1~3000

定 价: 29.00 元

产品编号: 056838-01

前言 Preface

教师培训是加强教师队伍建设的重要环节,是推进素质教育、促进教育公平、提高教育质量的重要保证。随着我国新课改的实施,各级各类的中小学英语师资培训日益增多,这为提高中小学英语教师队伍整体素质提供了良好的平台。但纵观近年来的英语教师培训课程,编者发现培训的整体本身还面临着诸多困难及挑战。挑战之一就是:目前的中学英语教师培训教材十分匮乏,而现有培训教材内容的合适性、实用性以及实效性还亟待加强。

为了适应新时期中小学英语教育改革的发展需要,有效地开展英语教师的培训工
作,我们编写了“新课标下中学英语教师系列培训教程”。本套教材依据国家《英语课程
标准》编写,主要适用于中小学英语教师,可以作为各级各类中小学英语教师专业
素养及教学能力提升的培训教材。同时,本套教材也可以作为已完成基础阶段学习
的高等师范院校英语专业本科生及研究生的配套教材。本套教材包括7个教程,分别是:
《中学英语词汇技能与教学示例》、《中学英语语法技能与教学示例》、《中学英语
听力技能与教学示例》、《中学英语口语技能与教学示例》、《中学英语阅读技能与
教学示例》、《中学英语写作技能与教学示例》、《中学英语跨文化交际技能与教学
示例》。每本教程均由能力训练和案例教学示范两大部分组成。能力训练部分主要通
过有序和有效的模块训练,提高英语教师在听、说、读、写、词汇、语法、跨文化交
际方面的能力。案例教学示范部分通过真实的初中英语课堂教学案例设计展示,使教
师熟悉活动过程和组织方法,体验教学活动的效果,从而提高英语教师的教学活动设
计能力。

本套培训教材有以下三方面的特点:

1. 紧扣新课标,注重知识和能力培养。“新课标下中学英语教师系列培训教程”
严格遵照《英语课程标准》的思路及要求,遵循现代语言教学理念,关注英语学习者

的认知规律和心理特点，注重语言知识结构与语言功能的有机结合，紧密围绕目前初中英语教学中的重点及难点，通过大量的语言知识和技能的學習及训练实践，使英语受训者夯实英语基础知识，提高他们综合运用英语的能力。

2. 编写体系科学严谨，目标要求明确实用。本套教材在内容编排上力求遵照《英语课程标准》体系结构，在结构上突出完整性、系统性及实用性。本套教材涉及听、说、读、写、词汇、语法、跨文化交际七个方面的内容，通过系统学习和训练，学习者不仅能进一步完善英语语言知识结构与技能，同时还可以深入学习和理解西方文化背景和掌握跨文化交际能力，这无疑对中小学英语专业教师在专业化成长上有多方面的助益。

3. 注重课例，引领创新。本套教材的另一亮点是将课例融汇到教材内容之中。通过真实的课例展示，帮助英语教师更加容易、更加顺畅地理解新的教学理念；通过对照课例模板，更清楚地反思自己的教学，更有效地提升自己的能力。这种基于相关理论框架以及附加提炼出的课例编写方式不仅为提高教师学科专业基础技能以及拓展视野和知识面提供了帮助，同时也为教师提高驾驭新课程教学内容的能力提供了有益的借鉴。

基础教育改革的核心是新课程理念的落实，它成功的关键在于千百万教师行为的转化。因此我们希望本套教材的编写出版能为提高中学英语教师的专业水平和教育教学能力，促进他们在实施素质教育、推进基础教育改革和教师培训中更好地发挥骨干带头作用方面起到积极的推动作用。

感谢清华大学出版社朱琳编辑为本套教材的出版所付出的时间和辛苦，同时感谢审稿专家提出的宝贵意见和修改建议。

本套教材涉及面广，内容编排及相关语言点论述上尚存在不足之处，诚挚希望得到各位专家、同仁，特别是广大一线教师的批评指正。

丛书主编

2014.3.1

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Unit One

Identifying Words

Part One

Language Development

1. Lead-in

Directions: *Think about the following questions then discuss with your partner.*

- (1) How many parts of speech can you name?
- (2) What is the difference between these parts of speech?

2. Presentation

2.1 Reading

Directions: *Read the following sentence and identify the basic parts of speech in English.*

A good student works hard at her studies, and she enjoys learning.

2.2 Analysis

article noun adverb



A good student works hard at her studies, and she enjoys learning.



adjective

verb

preposition

pronoun

2.3 Practice

Directions: Read the text and identify the part of speech for each underlined word. Write your answers in the spaces below. The first one has been done for you.

We ⁽¹⁾walked the main ⁽²⁾street between the works' cottage and ⁽³⁾the only hotel in the town. A few people ⁽⁴⁾passed by—two women ⁽⁵⁾in smart suits, a very ⁽⁶⁾large man walking a small dog and ⁽⁷⁾a boy pushing his ⁽⁸⁾bicycle while singing ⁽⁹⁾quietly to himself. The weather was still ⁽¹⁰⁾miserable and we could ⁽¹¹⁾feel a few drops ⁽¹²⁾of rain falling as we ⁽¹³⁾turned the corner and saw the station in the distance.

Example: ⁽¹⁾ walked *verb*

- (2) _____ (3) _____ (4) _____ (5) _____
 (6) _____ (7) _____ (8) _____ (9) _____
 (10) _____ (11) _____ (12) _____ (13) _____

3. Explanation & Practice

In order to learn the vocabulary of a second language, it may be better to start from the parts of speech at the beginning, and to attempt to define what exactly a word is.

3.1 Parts of Speech

Nouns	e.g. chair, information, happiness
Verbs	e.g. choose, tell, complain
Adjectives	e.g. happy, tall, dangerous

Adverbs	e.g. slowly, carefully, often
Prepositions	e.g. in, at, on
Pronouns	e.g. me, you, him, we, it, she
Articles	e.g. definite article(the); indefinite article (a/an)

Exercises:

- 1) There is one word missing in each line of the following text. Guess and mark where does the missing word go? What could it be? What part of speech is it? Look at the first example.

Last year I went to→for my holiday. I spent the spain(noun)
 first week Seville staying with a couple of friends, (1)
 and then I a train to Barcelona, where I spent (2)
 another ten days. It is beautiful city and I had a (3)
 marvelous time. I stayed in a very hotel right in the (4)
 centre, but I didn't mind spending a lot money (5)
 because it is a wonderful and very convenient. My (6)
 brother recommended it; he goes Spain a lot and he (7)
 stays anywhere else. (8)

- 2) Write these words in the correct column.

book	speak	good	word	house	have
write	new	man	right	blue	say

Noun	Verb	Adjective
book		

3) It is important to note down the parts of speech of new words. Complete the following table by giving some words according to the different parts of speech.

Verb	Noun
explain
.....	choice
define
translate
.....	pronunciation

3.2

Special Terms

- Uncountable Noun:** (U) A noun which has no plural form and can't be used with the indefinite article. e.g. Can you send me some *information*? (not *an information* or *informations*).
- Plural Noun:** (pl.) A noun which only has the plural form and can't be used with the indefinite article. e.g. He was wearing blue *trousers* and a white shirt. (not *a blue trousers*)
- Infinitive:** The base form of a verb. e.g. We decided *to stop* for lunch.
- Phrasal Verb:** The verb+adverb or preposition. e.g. *wake up, turn sth. on, look after sth./sb.*
- Idiom:** A group of words with a meaning that is different form the individual words. e.g. *never mind, keep an eye on sth.*, etc.
- Synonyms:** Words with the same meaning. e.g. "*big*" and "*large*" are synonyms in many contexts.

Exercises:

1) Answer the following questions.

- (1) Is the word *information* an uncountable noun or a plural noun?
- (2) Is the word *trousers* uncountable or plural?
- (3) Is the word *traffic* uncountable or plural?
- (4) What kind of verbs are in these phrases: *get over sth.*, *put sth. on* and *look sth. up*?
- (5) What do we call the base form of a verb, for example *to say*, *to tell* or *to start*?
- (6) What do we call a group of words (a phrase or even a sentence) with a particular meaning that is different from any of the individual words?

2) In the dialogue below, find at least one example of the these types: an uncountable noun, a plural noun, a phrasal verb and an idiom.

A: It's 8 o'clock. We'd better get a move on if we're going to meet Sue at the airport.

B: That's OK. Her flight doesn't arrive until 8:50.

A: Yes. But it'll take us an hour to get to the airport. You know what the traffic is like.

B: OK. I'll just go and get changed.

A: What's wrong with your shorts?

B: I don't like driving in shorts. I'm going to put some jeans on.

3) Look at these words and answer the questions below.

happy lucky dangerous cheap

- (1) What parts of speech are these words?
- (2) Change each word into an adverb.
- (3) Write down a synonym for the first two words.
- (4) Write down the opposites of the last two words.

4) Answer these questions.

- (1) What is the plural form of *book*?
- (2) What is the singular form of *men*?
- (3) Is the word *from* a verb?
- (4) Is the word *cat* an adjective?
- (5) Is the word *bad* an adverb?

4. Homework

Directions: Find the words in the text below to join the ten types of parts of speech.

Example: a singular noun: *book*

- | | |
|------------------------------|----------------------------------|
| (1) an article | (2) an adjective |
| (3) a plural noun | (4) a preposition |
| (5) an adverb | (6) an uncountable noun |
| (7) an irregular verb | (8) an example of a phrase |
| (9) an example of a sentence | (10) an example of a collocation |

Text

The aim of this book is to help you test your knowledge of English vocabulary. Think about the questions carefully and then check your answers in the book.

Part Two

Case for Teaching

(以义务教育课程标准实验教科书七年级英语上册第六单元为例)

1. Analyses

本单元通过学习各种食物及水果的表达, 让学生学会正确地识别词汇以及询问和谈论自己与他人喜爱的食物, 为其今后能在交际中恰当地表达自己的情感、灵活运用已经学过的常用功能项目、进一步学习并掌握新的语言功能奠定了坚实的基础。

2. Objectives

2.1 语言知识目标

- (1) 学会识别词类;
- (2) 学会名词复数的使用;
- (3) 学习并识记关于事物的词汇;
- (4) 学会谈论自己与他人喜欢和不喜欢的食物。

2.2 语言能力目标

- (1) 能准确表达喜欢和不喜欢的事物;
- (2) 能根据情境对话, 与他人沟通信息, 促进学生语言能力的提高。

2.3 教学重点、难点

- 重点:** (1) 词类的识别及英文表达形式;
(2) 各种食物的词汇。

难点: 不可数名词和名词复数的使用。

3. Procedures and Time Allotment

3.1 Lead-in (5 minutes)

Directions: Look at the pictures below and write the number in the box next to the correct food.

Breakfast

Lunch

Dinner

- | | | | |
|--------------|------------|------------|-------------|
| 1. ice cream | 2. apple | 3. egg | 4. bread |
| 5. hamburger | 6. chicken | 7. noodles | 8. broccoli |
| 9. potatoes | 10. banana | 11. milk | 12. rice |

3.2 Presentation (10 minutes)

Directions: Read the article below and follow the instructions.

Runner Eats Well

Running star Sandra Clark often eats lots of healthy food. For breakfast, she likes eggs, bread and apples. For lunch, she likes rice, potatoes and chicken. And for dinner, she has noodles and broccoli.

Instructions:

- (1) Identify and underline nouns, verbs, adjectives, adverbs, prepositions, pronouns and articles in the article.
- (2) Discuss with your partner how many words about food are countable nouns and how many are uncountable nouns?
- (3) How many other words can you add to the following list?

Fruits: apples

Vegetables: potatoes

3.3 Practice (15 minutes)

1) Directions: *Correct the mistakes.*

- | | |
|--|---------------------------------|
| (1) I need some informations. | <i>I need some information.</i> |
| (2) We had great weather. | |
| (3) I'm looking for a new jeans. | |
| (4) Your hairs are getting very long. | |
| (5) I can't find my sunglass. | |
| (6) We had a lot of homeworks yesterday. | |
| (7) Do you think she's making a progress with her English? | |

2) Directions: *Are these nouns countable (C), uncountable (U), or both? Use a dictionary to help you.*

Examples:	dish: C	rice: U	time: C&U
	butter	cup	paperwork
	insurance	television	vocabulary
	spaghetti	coffee	grape
	work	money	people