

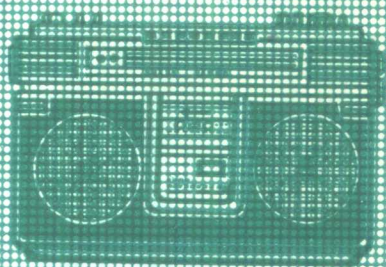
高等学校文科教材  
英语〈非英语专业用〉

# 教师手册 I

复旦大学外文系大学英语教学部

文科英语教材教师手册编写组编

# TEACHER'S GUIDE



商务印书馆

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复旦大学外文系大学英语教学部  
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## 编写说明

为满足全国各兄弟院校从事公共英语教学任务的广大教师的需要,在总结近年来公共英语教学实践的基础上,我们编写了这套文科英语《教师手册》。本书以来源教学、指导教学为编写原则,努力反映近年来大学公共英语教学上的新方法,探索一条符合我国实际情况的大学公共英语课堂教学的新路子。

本书分为两册,I册包括前言、文科英语教材第二册部分课文和第三册全部课文的教案。II册包括文科英语教材第四册各课的教案。前言概要地介绍了本书各个部分的内容以及使用方法。鉴于近年来学生入学的英语水平有了很大提高,各校在安排公共英语教学时,大多以文科英语第三册为起点,因此,我们编写本书时,重点放在第三、四册上,对于第二册只选定一些典型课文编写教案。每课教案的内容包括背景介绍(作家生平、作品内容提要、时代背景、风土人情等)、课堂活动、句型操练、难句解释、词汇讲解和附加练习(听音、听写、复述等)。在编写教案时,我们力求做到语言上准确、方法上新颖、教学上可行,所引例句简洁易懂,说明问题,以期对使用文科英语教材的广大教师和日益增多的自学者有所帮助。

参加本书编写的有任建国、张增健、王新斌、陈寅章、胡忠茂、董继康、周慧敏、王美娣、唐荣杰、柴国兴、殷林芳等同志。

在我校担任公共英语教学的加拿大教师 Kathleen Mackinnon 女士也参加了本书的编写工作,并负责对全书进行润色、修改。本书完稿后,蒙我校葛传槩教授审阅,特此一并致谢。

编者

一九八八年一月

## Preface

### I. HOW TO USE THIS GUIDEBOOK

This guidebook is intended both to be a resource for teachers of general English and to augment the textbook itself by providing additional language notes and exercises. Each lesson in this guidebook begins with **OBJECTIVES**, the functions of which are explained in the section of this preface entitled **A WORD ABOUT OBJECTIVES**. The lesson is then divided into five major sections:

- \* **BACKGROUND INFORMATION FOR TEACHERS**
- \* **INTRODUCTION**
- \* **LANGUAGE CONCEPTS**
- \* **SUGGESTED ACTIVITY**
- \* **ADDITIONAL EXERCISES**

\* The background information provided for the teachers' reference may be used effectively in introducing the text to the students or in explaining language concepts. Much of this part is, however, written in a rather formal style. The teacher is expected to do some rewriting so that better results can be achieved.

\* A general discussion on the introduction appears in this preface under the section entitled **STIMULATING THE STUDENTS' INTEREST IN THE TEXT**.

\* The language concepts cover both definition of new language points and paraphrases of difficult or unfamiliar language patterns. For a further explanation on how to use these language concepts best, refer to the **LANGUAGE CONCEPTS** section of this preface.

\* One idea is presented in the **SUGGESTED ACTIVITY** section. The teacher may use this activity or a variation of it at some time during the teaching of the lesson. The activities are designed not only to practise new language patterns but also to improve speaking and listening skills.

\* Finally, each lesson has a section with additional exercises ranging from guided retelling to listening comprehension. The teacher may choose to do all of these or just some of them to augment those already given

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in the textbook itself.

In conclusion, we hope this guidebook will not only be helpful and time saving but will also steer us to more effective teaching, hence better results.

## II. A WORD ABOUT OBJECTIVES

In each lesson we have attempted to outline objectives that cover the four skills that we teach in language—listening, speaking, reading and writing skills.

The objectives are student-oriented. That is, they are designed to demonstrate what the student will be able to do when the lesson has been completed. Each one will identify or infer the skill being stressed, for example, the student will

- listen
- read
- write

It will also give a method of achieving the action, for example,

- through paired discussion
- through group work
- through classroom discussion

Lastly the objective may suggest a way of measuring the result. For example,

- by answering true-or-false questions
- by role-playing
- by writing a story

If you know precisely what you want the students to glean from the language points and concepts in the text, you may write your own objectives using a similar format. The ones we have provided are limited by our imaginations.

You can go nowhere without the purpose.  
Objectives will help you achieve what you want.

## III. STIMULATING THE STUDENTS' INTEREST IN THE TEXT

Half the battle of teaching is won if the students are interested in the text and in using the new language concepts that are in each lesson. We would like to comment on three ways to achieve this interest: an ef-

fective and stimulating introduction, personal anecdotes and the use of visual aids.

### **Introduction**

For each lesson we have supplied Introductory Remarks, Introductory Questions and in some cases a Warm-up Activity. In the INTRODUCTION section the Introductory Remarks usually appear before either the Introductory Questions or the Warm-up Activity. This does not mean that the remarks must be delivered first. One teacher may decide to get the students involved at the outset by starting with the activity. Another to check the students' preparation by starting with the questions and yet another to give background and/or to stimulate thinking by starting with the remarks.

It may be useful to vary the pattern of the introduction from lesson to lesson so that the English class is less predictable and more exciting.

### **Personal Anecdotes**

Using personal anecdotes in the classroom as a way of illustrating the use of a specific language concept has substantial benefit from both the student's perspective and the teacher's perspective.

#### **A. From the Student's Perspective**

- The teacher's personal experiences create interest in the lesson. The language becomes alive and relevant and the use of the specific language point natural.
- These anecdotes help to break down the formal barrier between teacher and students. The teacher becomes human.

#### **B. From the Teacher's Perspective**

- Anecdotal remarks interspersed throughout the lesson allows the teacher to do without a written, perhaps bookish, script. They personalize the lesson and help to create a warm atmosphere in the class.
- They encourage the students to relate their own personal experiences when asked to do so in group discussions.

Relating personal experiences throughout the lesson therefore can have some very positive results both in abstract terms and in concrete results.

Don't be afraid of talking about yourself.

### Visual Aids

While many visual aids may be out of our reach or just impractical for us to use, there are many simple aids that we can all easily employ.

- Pictures from newspapers, magazines or any other sources are very effective in explaining a language point or a paraphrase that might require a rather convoluted description. Photographs of you, your family or a trip you have taken are also useful.
- Common household objects may be used for role playing in 'The Sampler' (Book III, L.10), for example, and wall maps borrowed from the Geography Department are especially useful for 'Sailing Round the World' (Book II, L.12).
- If none of these materials are available or appropriate, often a simple drawing on the blackboard will do. For example, it may be the easiest way to illustrate the adjective 'blood-shot' in the phrase 'blood-shot eyes' (Book IV, L.2). Some red (or pink) chalk will do wonders for clarification.

A picture is worth a thousand words.

## IV. LANGUAGE CONCEPTS

What is our purpose in teaching specific language concepts to the students?

Our purpose is really threefold:

- to lead the students to a better understanding of the text;
- to provide the students with examples of usage that they can then emulate in their oral and written work;
- to teach both vocabulary and syntax necessary in translation work from English into Chinese or from Chinese into English.

The language concepts may be introduced in a number of ways depending on the teacher's style. For example, on first reading the text to the students the teacher may simply have listed the key points on the blackboard and read through the text uninterrupted. Second and third readings would then be interrupted at each language point for an explanation and further examples and at difficult syntactic structures for a paraphrase.



Later the students may be asked to do a number of exercises using the language concepts: to retell the story, to write original sentences, to translate sentences, etc.

For each lesson all or just some of the exercises may be assigned. Again, the exercises provided in this guidebook are meant to augment those already supplied in the textbook itself.

Whenever possible **BEFORE, DURING AND AFTER** the specific lesson in which the concept appears, you should try to reinforce the concept by using it in natural situations in the classroom.

## V. ACTIVITIES

The activities described in the lessons fall into two main categories: **paired and group work**. Many of the activities may be changed to suit the particular needs of your classroom. If paired work and group work are new to your students, it may be helpful to follow the guidelines listed below when attempting this type of classroom work.

### **Paired Work**

#### **Suggested Steps:**

- A. Describe thoroughly the task that you want completed and set a time limit for the discussion.
- B. Assign pairs. Usually it is easiest to pair the students sitting beside each other. This causes the least fuss and is the quickest to organize. The students should face each other so that conversation is natural.
- C. Your role as the teacher is to selectively check the progress of the pairs as they are working. Because many of our classes are very large, it may be impossible to visit every couple. It is necessary for you to concentrate on the students you know need your guidance.
- D. If the noise level in the classroom becomes intolerable, stop the students and point out the problem and have them whisper to each other for a few minutes before beginning to speak in a normal (quieter than normal) voice again. This is usually quite effective in lowering the noise level.
- E. When time is up, ask the groups to stop work. Call on one partner to report their conclusion, solution, etc. to the class. You will

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not always want to choose every group to report as the attention of the class may wander if there are many to listen to. Choose the reporters at 'random', keeping in mind who reported last time and who is likely to provide a good role model for the rest of the class.

If everything does not go smoothly at the beginning, do not despair. If this is a new experience for the students, it may take several attempts to produce the kind of results you know they are capable of.

## **GROUP WORK**

### **A. Before the Work Even Begins**

1. Organize the groups before the group work is assigned. You know best the weak students, the strong students, the silent and the vocal students. The groups should be more or less permanent, only changing if a problem arises or a more suitable arrangement becomes apparent.
2. Each group should consist of no more than 6 members. Most teaching manuals say groups of three to six members are the most effective.
3. Choose the group leader/reporter for the first few weeks of this type of work. In some groups it may also be necessary to assign one student to act as the English monitor.

### **B. Preparation For Group Work—Classroom Organization**

1. Outline the task for the groups very clearly and assign a definite time limit in which the work should be completed.
2. The students should sit together facing each other, preferably in a circle. This most often requires that the furniture be moved around in the classroom. If efficiently done, this takes only a few minutes to complete. Give the students specific instructions about how the group should be organized physically the first two or three times this is done.

### **C. Your Role During the Group Discussions**

1. Visit each group at least twice. The first time, circulate to each group

quickly to be sure that they understand the task and are beginning to work. If there are common problems or misunderstandings at this point, stop the whole class to make a clarification.

Make your next visit longer. Your role is one of adviser not problem-solver, encourager not controller.

2. As you circulate, make a mental note of the groups' membership and whether or not it is the most suitable organization. If, during the course of the term, a student seems particularly unsuited or inactive in the group to which he or she has been assigned, you may choose to move that student to another group. You will also be able to identify those students who need extra help in their sentence structure or grammar, etc.
3. If you find that the groups are working very productively and still need a little more time, you can extend the time during the discussion.

The teacher's role is demanding, frustrating but often rewarding.

#### D. Culmination of the Group's Work

Ask the students to report their group's progress to the rest of the class. After this report, encourage the other members of the class to ask questions about their particular solution or to challenge them if their solution does not seem appropriate. (You may have to act as the 'Devil's Advocate' to get the discussion started.) This culmination of their efforts is essential both for your measurement of the classes' work and for the role model the most productive groups provide.

#### E. Major Benefits of Group Work

Besides the benefit of arousing more interest in the English class in general, two other major benefits become obvious: oral English practice and self-directed learning.

- Oral English Practice—Your role is to encourage the students to use, in however limited a way, the language they are learning. By solving problems, writing stories and reporting back to the class, they may learn to use less bookish and more natural English. The students will want to become more proficient orally.
- Self-directed Learning—Group work usually results in the stu-

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dents' becoming agents of their own learning. One group's product may be considerably different from another's. The highly motivated and creative group sets the standard for the others to emulate.

### F. Duration and Frequency

Most textbooks on language teaching suggest that group work be used at least once a week for about half a period. This may vary from school to school and from classroom to classroom depending on the particular needs, strengths and weaknesses of your students. During the initial stages, however, you may wish to have the students do group work more often than this so that they become familiar with the procedures.

### G. Concerned About Group Work?

1. Is group work too time-consuming? If the students are conscientiously-working and produce a good report, the time is well spent. Again, it is important to keep in mind that the first few attempts may be somewhat disappointing. This will improve for both you and your students as the format becomes more familiar.
2. Do lazy students take advantage of the group's efforts to do little work? In all our classes, we can probably identify some less-motivated students. These are unlikely to increase because of the new activities in the classroom. If it does, there may be something wrong with the task we have assigned, with our level of supervision or with the general organization of the groups. Students who know what they are to do, want to do it and have the resources available to complete the task often work much harder than is normally required in a traditional classroom situation.
3. As soon as the teacher turns his or her back, do the students speak Chinese? If this is a problem in your class, it may help to assign an English monitor in the group whose role it is to report the level of English spoken during the discussion and to remind the members of his or her group to speak in English. However, a weaker student in the group may only be able to participate by offering his or her idea in Chinese. In this case the rest of the members should work together to translate the idea into English. This is a very appropriate time for the group to call on the teacher.
4. Is the noise level in the classroom intolerable? During group work a

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slightly higher than usual noise level must be expected. If, however, as in paired work, the noise level increases to an intolerable level, you should stop all the groups, point out the problem and then allow them to begin again. In the earliest stages of group work, you may have to do this several times in one period.

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## Lesson Four

### THE TAJ MAHAL

#### OBJECTIVES

Students will:

1. demonstrate their preparation of the text by answering the true-or-false questions orally.
2. present their arguments orally about the best time to see the Taj Mahal.
3. write a description of a beautiful place they know or have been to.
4. show their understanding of a story about the pyramids by answering some questions after listening to it.

#### I. BACKGROUND INFORMATION FOR TEACHERS

##### Cultural Notes

##### 1. The Taj Mahal

The Taj Mahal is in the city of Agra, the north central part of India about 125 miles from Delhi. This mausoleum was built by Shah Jehan in memory of his wife. Her title, Mumtaz Mahal or Taj Mahal, which means "pride of the palace", gave the building its name. The construction work took more than 20 years (1632—1653). It is a large, graceful building of pure white marble. Like all fine Muslim architecture of the time it has a great dome in its centre. The top of the dome is more than 200 feet above the ground. There are four smaller domes surrounding the large central one. Shah Jehan and his wife are buried beneath the central room.

##### 2. Shah

"Shah" means "king" in Persian. The Shah usually has

## BOOK TWO

despotic powers. Shahs are found in Iran, India and other central and southern Asian countries.

### 3. Shah Jehan

Shah Jehan (1592—1666) was a Muslim ruler of the Mogul Dynasty in India. He succeeded to his father and became Emperor in 1628. In 1657, when he fell ill a war of succession among his four sons broke out suddenly. And he was imprisoned by one of his sons until he died in 1666. The reign of Shah Jehan is notable for the construction of very beautiful buildings such as the Pearl Mosque and the Taj Mahal.

## II. INTRODUCTION

### A. Introductory Remarks

The Taj Mahal in India is one of the most beautiful buildings in the world. It has been written about and praised in many languages. The text, short as it is, gives us a chance to "see" the beauty of it.

### B. Introductory Questions

1. People say the Taj Mahal is one of the most beautiful buildings in the world. (T)
2. The Taj Mahal is a palace built by Shah Jehan for his wife over three hundred years ago. (F)
3. The building was completed very quickly because thousands of people worked on it. (F)
4. Altogether the Taj Mahal has five domes. (T)
5. The Taj Mahal is made of wood and brick. (F)
6. There is a lovely garden in front of the main gate. (F)
7. Visitors come to see the Taj Mahal at all hours of the day. (T)
8. Some people think the Taj Mahal is most beautiful when it is seen by moonlight. (T)

## III. LANGUAGE CONCEPTS

1. care about: feel interest; be concerned

Examples:

I don't care about your opinion.



Don't you care about losing your bike?

Notice: (a) This phrase is more commonly used in questions and negative sentences.

(b) "About" is usually left out before an object clause.

Example:

I don't care whether it rains or not.

2. take: need; require

Examples:

It will take me about three hours to do the work.

It takes a lot of time to do a difficult job like this.

It takes time and patience to learn how to drive a car.

How long does it take you to go home?

3. be made of: be created, formed or produced from

Examples:

These desks are made of wood.

The walls of the house are made of glass.

Many shoes nowadays are made of plastic.

Believe it or not, some furniture is made of paper.

4. lead (up) to: go (up) to

Examples:

This staircase leads up to the roof.

These paths lead up to the mountaintop.

All roads lead to Rome.

Hard work leads to success.

5. The green trees make the marble look even whiter.

Here "make" means "cause (sb. or sth. to do)".

Examples:

The sun makes everything grow.

That made me feel better.

What made you think so, Mr Smith?

6. in front of: in the position directly before

Examples:

There are a lot of trees in front of the house.

There was a little boy in front of the board.

I think I'll put the desk in front of the window.

Notice "in the front of" means "in the most forward position"