

# English

# 英语

第八册 (顺序选修8)

(供高中二年级下学期使用)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: 薛中梁 钱建源 吴 燕 David A. Hill (英)

教师用书

Teacher's Book 8



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高中课程标准实验教学用书

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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、教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涵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,做到理论和实践的结合。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,主要为:题材内容和学习目的、语言知识目标(语音、词汇、语法、功能和话题)、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涵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,以学生的需求为出发点和灵活适用的课堂技巧。我们希望教师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 Principles, Methodology and Contents of *NSE*

## 编写原则概述

### 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.

**Reading** 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**



## Deep South

## 一、教学内容、目的和要求

题材内容与学习目的		本模块介绍南极洲的一些情况以及探险家的探险活动,使学生初步了解南极大陆的神秘,发挥对南极的想象,激发热爱科学、克服困难的探险精神,介绍 Marco Polo 中国之行,学生可以从中学进一步了解各国人民的友谊合作。
语言知识目标	词汇	见 MODULE FILE。
	语法	1. 复习主语; 2. 复习动词。
	话题	Antarctica and exploration
语言技能目标	听	识别所学词语和结构,听懂它们所在句子和段落的意义并获取信息;听懂和辨别主语和动词的用法并获取信息;听懂和辨别对南极探险进行的描写并获取信息;听懂其他资源介绍的信息。
	说	流利地说出含有本模块词语和结构的句子、段落;准确地说出含有各种主语和动词的句子和段落,展开介绍探险生活和探险家的对话;熟练进行本模块要求的讨论,熟练表达对探险生活的描写。
	读	理解含有本模块所学词语和结构的句子、段落并获取信息;理解模块提供的和来自同学及其他资源的信息,通过有一定难度的练习对阅读内容进行预测、理解、对比、分析、综合等加工,提高阅读能力。
	写	熟练写出包含所学词语和结构的句子、段落;熟练写出含有各种主语和动词的句子和段落;完成模块所要求的短文写作和其他书面练习。
	表达与展示	介绍南极的一些情况以及探险家的探险活动,介绍 Marco Polo 的中国之行和中外人民之间的友好合作;制作黑板报或墙报,有条件的学生可制作视频作品,用英语介绍探险家的探险历程。
学习策略	认知策略	根据课文文章内容,培养自己的英语思维能力和想象力,提高逻辑分析能力,对语言结构进行分析和灵活综合运用;通过对语法的复习、归纳和运用,提高理论和实践相结合的能力;通过对材料进行理解、分析、综合等加工,提高获取信息进而解决问题的实际运用能力。
	调控策略	根据模块问题锻炼略读和查读技能;根据 Module File 有意识有目的地对模块介绍的各种结构进行运用;写作开始时要列提纲,从而有效控制思维发展方向;在听力活动前根据题目想象材料可能拥有的内容,从而帮助自己的理解。
	交际策略	掌握和运用有关探险的词语来表达思想并与同伴交流;用准确的词语和国外友人交谈对南极洲的保护,以及利用南极洲促进国际合作。
	资源策略	通过其他资源(录像、电影等)进一步了解南极和北极以及著名探险家的资料。
文化意识	交谈技巧	掌握讨论科考探险和表达各国人民友谊的一般技巧。
	中外对比	对中外古代探险家进行对比,对中外南极科考进行对比。
	情感态度	抱着开放的态度了解其他国家南极科考和科学发展水平的成果。
	任务	出一期描写探险的黑板报或墙报,有条件的学生制作视频作品。

## 二、教学内容分析

### INTRODUCTION

通过简单阅读, 结合图片初步了解南极大陆的神秘, 发挥对南极的想象, 练习说的技能。

### READING AND VOCABULARY (1)

通过阅读, 学习和初步运用有关词语; 回答问题, 提高略读和查读能力; 讨论阅读内容, 灵活运用达到掌握的目的。

### SPEAKING AND WRITING

对阅读内容进行说和写的练习, 进一步提高输出技能。

### GRAMMAR (1)

复习、巩固并进一步理清各种主语的概念, 通过不同形式的练习达到在语言意义的表达中灵活运用主语这种语言形式, 做到语言形式为语言意义服务。

### READING AND VOCABULARY (2)

通过阅读, 学习和初步运用有关词语; 通过题目和所给词语进行想象, 从而提高想象力; 根据所给线索查阅短文内容, 提高略读和查读能力; 讨论阅读内容, 灵活运用达到掌握的目的。

### LISTENING AND SPEAKING

通过练习, 进行听和说的技能训练, 提高收集信息和思维表达能力。

### EVERYDAY ENGLISH

通过练习, 理解并初步运用一些日常生活中的积极词语, 如: all sorts of, be fond of ...

### GRAMMAR (2)

通过不同形式的练习复习、巩固并进一步理清动词的概念和用法。

### WRITING AND SPEAKING

通过写的练习, 学习通过分段式提纲表达综合性观点和描写人物的技能, 训练写作能力。训练对不同旅行目的地、人物、工具和准备等方面的描写, 训练说的技能, 提高表达能力。

### READING PRACTICE

通过各种不同形式的有一定难度的阅读活动, 提高学生获取、理解和运用信息的能力及分析问题的能力。

### CULTURAL CORNER

了解 Marco Polo 的中国之行和当时欧洲概况, 从中进一步了解源远流长的中外经济文化交流和友谊合作。

### TASK

叙述一个惊险的旅行经历, 配上图片。有条件的班级或学生可制作视频作品, 用英语进行讲解。

### MODULE FILE

提高学生归纳总结和自我检验的能力, 并在此基础上使其扩大知识面, 扩展视野、提高自学能力。

### 三、教学过程建议

#### INTRODUCTION

南极是一块神秘的陆地,通过接触中国科考队对南极考察的知识,高中学生可能会对南极有一点了解,但有的学生可能知之甚少。教师应利用课堂教学的机会激发学生了解南极的渴望,使学生既学好英语,增长科学知识,又能激发自己献身未来的探索精神。以下方法供参考:

##### 方法一

第一步:师生活动,做 Activity 1,教师利用挂图问学生一些有关南极的简单问题,然后引入本活动的 quiz 内容,所问问题应多于课本提供的,如: What animal is it? Is it in the South Pole or in the North Pole? Which is colder, the South Pole or the North Pole? ...

第二步:两人活动,做 Activity 2;

第三步:个别活动,准备三到五句话,说说自己对 South Pole 的想象并进行描写;

第四步:全班活动,请几位学生向全班同学介绍自己对 South Pole 的想象;

第五步:小组活动,每位学生说出自己 would / wouldn't like to go to the South Pole 的理由。

##### 方法二 (程度较高的班级或学生)

第一步:个别活动,做 Activity 1,准备课本提出的问题;

第二步:两人活动,做 Activity 1,互相提问并回答,其中必须包括课本提出的问题,例如:

S1: Do you know anything about the North Pole and the South Pole?

S2: Yes, of course.

S1: Which pole do you know has polar bears, then?

S2: ...

...

第三步:个别活动,做 Activity 2;

第四步:个别活动,根据 Activity 2 的内容,准备三到五句话,描写自己想象中的南极;

第五步:全班活动,请一部分学生说出自己 would / wouldn't like to go to the South Pole 的理由。

##### 方法三 (程度较高的班级或学生)

第一步:个别活动,自己准备 Activities 1&2 的所有内容;

第二步:两人活动,根据 Activities 1&2 的内容,准备一段有情景的对话,要求把以上内容尽可能地包括进去,教师给出充足的时间并作必要的指导。例如:

S1: Do you know I wish to go to the South Pole?

S2: Really? Then you know much about it, I guess. Tell me something about it, please.

S1: Sure. It is the coldest place in the world.

S2: ...

...

第三步:全班活动,教师在两人对话时边巡视边作必要的指导,挑选几对 partners,请他们向全班同学介绍自己的对话内容;

第四步:两人活动,做 Activity 3,一方表明想去南极的理由,另一方表明不想去的理由;

第五步:全班活动。全班分成两大组,分别表明想去和不想去南极的理由。例如:

It's too cold there. (NO) It must be very interesting there. (YES)



第六步：填入下表：

Reasons to go	Reasons not to go
penguins	no polar bears
interesting	cold
...	...

## READING AND VOCABULARY (1)

方法一

第一步：两人活动，互相讨论并阅读短文（可以一起读课文，然后说说自己所了解的大概内容，如果说不出完整的句子，可以用单词、词组、短语或不完整的句子，说的的时候可以看书）；

第二步：个别活动，做 Activity 4；

第三步：师生活动，做 Activity 2。教师提出课本中的句子，学生合上书核对；

第四步：两人活动，做 Activity 1；

第五步：小组活动，讨论每一段的主题句，例如：第一段主题句是：Antarctica is the coldest place on earth；

第六步：全班活动，讨论每一段的主题句，允许不同意见的争论，训练学生在争论中提高分析和思维能力；

第七步：个别活动，做 Activity 3；

第八步：个别活动，再次认真阅读短文；

第九步：两人活动，讨论 Activity 5；

第十步：小组讨论，把 Activity 5 中的五个句子分别插入短文中，把它们和前后的一个句子连起来，组成一个小的语段。

第十一步：两人活动，找出课文中有用的词语，如：close to, in the form of ...

第十二步：全班活动，向全班介绍找出的词语，并使用某些词语造句。

方法二（程度较高的班级或学生）

第一步：两人活动，在阅读短文之前，想象和预测短文可能会提到的内容：

Can you think of anything that is unique to Antarctica? Say something you know about it. 例如：cold weather, water, animals, ...

第二步：两人活动，快速阅读第一段内容，然后讨论。教师可以指导如下：

Read the first paragraph for the first time within 30 seconds, close the books, and then say what you have learnt about Antarctica.

第三步：两人活动，做拼读活动，一人准备第二、三段，另一人准备第四、五段，然后用关键词向对方介绍各自负责段落的内容（不要用句子），例如：负责第二段的学生可用以下词语介绍：wildlife, extreme conditions, animals, plants, ...

第四步：两人活动，把对方介绍的词语组合成完整的问题进行提问，了解段落内容。例如，根据对方介绍的第二段的词语，另一位学生可以提问：

Is there wildlife in Antarctica? What are the extreme conditions?

...

提问的学生应尽可能多问一些问题，回答的学生应根据阅读到的内容和自己知道的知识尽可能地回答，通过详细的问和答尽可能地了解短文内容；

第五步：个别活动，阅读一遍短文并独立完成 Activities 2—4；

第六步：全班活动，核对以上三个活动中一些有难度的练习的答案，教师如果觉得学生完成这些练习没有多大问题，就没有必要进行这一步；

第七步：个别活动，做 Activity 1；