

普通高中课程标准实验教科书

英语 4 必修

教师教学用书

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前言 (Foreword)

教学目标

《普通高中课程标准实验教科书 英语》(New Senior English For China) 是为了适应新形势发展的需要, 根据教育部制定的《普通高中英语课程标准(实验)》的精神编写的。

教科书从内容安排、编排体系到采用的教学方法和练习的设计等方面都努力体现《普通高中英语课程标准(实验)》规定的课程性质和理念: 使学生在义务教育阶段学习的基础上, 进一步明确学习目标, 发展自主学习的能力和合作精神; 在加强对学生综合语言运用能力培养的同时, 注重提高学生用英语获取信息、处理信息、分析问题和解决问题的能力, 以及用英语进行思维和表达的能力; 高中英语课程还应根据学生的个性特征和发展需求, 为他们提供丰富的选择机会和充分的表现空间。通过高中英语课程的学习, 使学生的语言运用能力进一步得到提高, 国际视野更加宽广, 爱国主义精神和民族使命感进一步增强, 为他们未来发展和终身学习奠定良好的基础。

指导思想

一、在培养学生的语言知识、语言技能、情感态度、学习策略和文化意识等素养的基础上发展学生综合运用语言的能力。

二、优化学生的英语学习方法, 使他们能通过观察、体验、探究等主动学习的方法, 充分发挥自己的学习潜能, 形成有效的学习策略, 提高自主学习的能力。

三、关注学生的情感, 提高他们的人文素养。要使他们在英语学习的过程中, 树立正确的人生观、世界观和价值观, 培养他们高度的社会责任感, 提高独立思考和判断的能力, 培养创新精神和实践能力, 发展与人沟通和与人合作的能力, 增进跨文化理解和跨文化交际能力。

四、吸收当代先进的教学思想, 从实际出发, 兼收并蓄, 集各家所长, 采用功能、结构、话题、“任务型”活动等相结合的综合教学方法。

五、注重过程评价, 促进学生发展。对学生在学习过程中的表现, 所取得的成绩以及所反映出的情感、态度、策略等方面的发展做出评价, 以激发学生学习的积极性和自信心。

六、积极开发教学配套资源, 使教材具有弹性, 教学具有灵活性、开放性和拓展性, 以便学生更好地发挥潜能, 发展个性。

教材特点

一、有利于提高学生的思想素质和人文素养

教科书提供的语言材料力图渗透思想情感的教育, 有利于学生人文素养的提高。话题范围广泛, 如科技、航天、地理、名人、医学、环保、自然、新闻及文化遗产保护等。教学内容贴近现实生活, 富有较强的时代气息, 视野开阔, 信息量大, 不仅有助于开阔学生的文化视野, 增进对其他国家, 尤其是英语国家文化的理解, 而且会加深他们对祖国文化的了解和热爱。

二、符合学生的生理和心理发展的需要, 能够激发其兴趣

教科书的内容、结构、程度与份量、活动与任务的设计等都力求符合学生生理和心理发展的特点, 符合他们的年龄特征, 能够激发学习兴趣, 如友谊、旅游、语言、音乐、卫生、体育、文化、戏剧、幽默、娱乐、节日, 以及对未来的幻想等话题, 都易于引起高中学生的思想共鸣, 具有较强的感染力。

三、语言真实、地道、自然

教科书中的语言材料基本源自当代社会生活,所使用的语言真实、地道、自然。书中虽然以英式英语为主,但也向学生介绍了世界上其他主要英语国家不同的英语,特别是美国英语,以增进他们对英语的全面了解。

四、采取功能、结构、话题及“任务型”活动途径相结合的教学方法

教科书吸取了现代语言教学理论和实践的成果,同时又结合我国国情,继承传统的、行之有效的教学方法。教科书以话题为核心,以结构和功能项目为主线,组织和安排听、说、读、写的活动,通过“任务型”活动和完成项目(Project)来实现教学目标。本教科书创设了大量的语言运用活动,使学生能够通过亲身的参与和实践,感悟和体验英语,发展语言技能,进而逐步获得综合语言运用能力。

五、知识和技能训练的安排遵循学生的认知规律

语言知识和技能的呈现与训练循序渐进、循环反复,符合我国学生的认知规律,有利于他们构建知识系统。词汇教学采用英语释义、类比、联想等方法,并注意不断复现。语法项目呈现相对集中,便于教学,但又不断反复循环,可帮助学生复习并加深理解,提高他们实际运用的能力。

六、启发学生进行探究式的学习,培养他们的创新精神和实践能力

教科书引导学生由单纯模仿、被动接受的学习转变为运用观察、发现、推测、理解、记忆、对比、分析、联想、归纳、内化等策略进行学习。教科书也帮助教师由采用灌输式教学转为使用启发式教学,提供学生发现和探究的空间。与过去教材相比,最明显的变化在于Speaking由背记书中对话改为依据所提供的材料进行主题讨论,自编对话。学生用书中设置Warming Up和Pre-reading的目的就是让学生主动参与、自主学习,启发他们动脑思考、大胆想象。书中不少听读材料和活动的设计本身就富有想象力。教科书的这些安排旨在激活思维,开启心智,发挥创新精神,提高实践的能力。

七、注意学科整合,拓宽学生的文化知识视野

教科书的话题涉及的文化知识面很广,具有跨学科的性质,其中渗透的学科有社会科学和自然科学,如信息技术、航天技术、环保、法制、文学、医学、音乐、体育、美术,以及工、农、商等方面教学内容。同时,语篇也富含跨文化交际的信息,英语国家、非英语国家和中国的文化各占一定比重,中外文化交织在一起,体现了教材的国际性和民族性。

八、具有弹性,区分层次,注意学生的潜力和可接受性

本教科书主要面向大多数地区的普通高级中学。考虑到实际教学中存在的差异和不平衡性,教科书在保证完成课程标准规定的基本要求的前提下,语言材料适当有所扩展,例如词汇表中带有三角符号的单词不要求学生掌握,学生用书和练习册中带有星号的部分仅供选择使用。配套的阅读材料和听说等材料均供选择使用。这样的安排使教材具有弹性,使教学具有灵活性,既注意到学生的可接受性,又注意到学生的潜能,有助于因材施教。

九、多种媒体配合,提供丰富的配套资源

本套教材除了学生用书、练习册、教师用书,还有配套读物、录音带、听说材料、挂图、教参配盘、精品教辅等,为教师灵活地选择使用教材,拓展教学内容,为学生自主学习,学会利用学习资源创造了条件。

十、增加形成性评价,体现学生在评价中的主体地位

为了保证根据课程标准的目标和要求实施对教学全过程和结果的有效监控,教材提供了诊断性测试的建议(见本书各单元的教学建议中的“测试性评价”部分),还提出了学生自我评价的建议。除在学生用书和练习册各单元分别设有Summing Up和Checking Yourself部分外,本书还提供了非测试性评价。其目的是使学生在学的过程中不断反思,肯定进步与成绩,找出问题,明确努力的方向。同时,也使教师获取教学的反馈信息,帮助他们不断改进自己的教学。此外,配合每册课本还提供了评价手册。

教材概述

一、学生用书 (The Student's Book)

学生用书是这套教材的主体。每一个模块一册学生用书,有五个教学单元,可供半学期使用。书中没有设复习单元,以便于教师根据教学的实际情况更加灵活地使用教材。教师可根据实际情况划分教学阶段并安排适当的复习,也可调整教学进度,增加或删减教学内容。本套教材第一至第五模块的目标是达到课程标准的七级要求。

每个单元围绕一个主要话题开展听说读写活动,共分九个部分。各部分的教学目的明确,由于没有分课次,也未标注顺序,教师在实际教学中有自我调控的空间。

现将每个单元中各个部分编写的意图作如下的说明:

(一) 热身 (Warming Up)

这一部分主要通过问卷调查、看图讨论、情景听说、思考问题等多种形式的活动,激发学生的学习兴趣,激活其已有的知识,使学生能运用自己已有的知识和经验思考该单元的中心话题。练习中的设问能使他们积极主动地参与,带着问题,以探究者的姿态投入该单元的学习,去获取新的信息,掌握新的知识,并丰富自己的经验,提高分析问题和解决问题的能力。

(二) 读前 (Pre-reading)

这一部分一般是提出若干个问题,问题不仅与单元主题有关,而且与下一部分的阅读材料内容紧密联系。这些问题可以启发学生预测课文的内容,展开简短的讨论,以便通过阅读验证自己的推测。讨论问题可鼓励学生独立思考,阐述不同的看法。

(三) 阅读 (Reading)

这一部分提供了各单元的主要阅读语篇,题材和体裁多种多样。从必修阶段模块一到模块五,阅读语篇的篇幅逐渐递增,从300~400字增至500~600字。这些课文载有该单元有关主题的重要信息,还呈现了其中大部分的词汇和主要的语法结构。教学时,应把阅读课文做为整体来处理,通过上下文来教学词汇和语法,通过扫除新的语言障碍理解课文。为此,“阅读”和下一部分“理解”(Comprehending)可结合起来教学。

(四) 理解 (Comprehending)

这部分的练习和活动用以检查学生对阅读课文的理解程度。练习形式多种多样,从难句释义、正误选择题、问题讨论一直到写要点、分析文章的主旨、作者的态度,使用思维导图(Mind map)或表格帮助学生分析和比较、处理和加工信息等。这些练习有的涉及对文章的表层理解,侧重检查学生对课文中的事实、情节、主要信息、要点等是否清楚;有的涉及对文章的深层理解,要求学生从字里行间分析出情节的因果关系和作者的观点、态度、主旨、意图,判断文体特征等。有的单元在这一部分还设计了开放性的任务型活动,如采访、角色扮演、讲述故事、发表评论等,引导学生发挥想象力,灵活运用语言表达自己的思想。

(五) 语言学习 (Learning about Language)

每个单元的大部分新的语言现象(部分词汇、重点语法等)出现在前五个部分,特别是阅读课文之中。“语言学习”这一部分采用发现和探究的方法,启发学生通过所给的启示(如新词语的英文释义或文中的例句等)自己找出书中的重点语言项目,即课程标准所要求掌握的语言知识及有关的规则。该部分还安排有多种形式的词汇和语法练习,以加深学生对所学单词和结构的理解,培养他们初步运用这些语言的技能。

(六) 语言运用 (Using Language)

这一部分提供了围绕中心话题的听说读写的综合性练习。这里虽有一些单项技能训练,如Speaking或Writing,但多数是两项或三项技能综合训练,如Listening and writing; Reading and speaking; Reading, listening and writing等。这一部分提供了许多有关单元主题的语言材料,创设了不少情景。一方面,扩大了有关话题的跨文化交际的信息输入,拓宽了学生的视野;另一方面为他们提供了综合运用语言的空间。

Speaking的技能训练改变了过去给学生安排好示范性对话的做法,而是设计情景,提供课程标准所要求的功能意念项目,让学生分组编对话,开展角色表演活动,还要就一定的专题进行会话。由于大部分功能意念项目在小学和初中阶段介绍过,高中阶段启发学生自编对话已有基础。这样的练习有利于培养学生的思维和表达能力,更有助于他们提高实践能力和创新精神。为了帮助教师教学,《教师教学用书》提供了会话的范例,供教学参考。

(七) 小结 (Summing Up)

这里改变了以往课本提供各课复习要点的做法,要求学生自己小结从各单元中学到的内容(Content)、生词和习惯用语(Words and expressions)以及语法结构(Structures)。学生们可以相互讨论合作完成这一任务。这种做法的目的在于:加强学生自主学习的意识,促使他们运用适合自己的认知策略实现教学的目标。教师可参考教学用书中每个单元的“教学目的和要求”帮助学生做好小结。

(八) 学习建议 (Learning Tip)

这一部分的重点是培养学习策略。每个单元根据其特点向学生提出了学习建议,以指导他们改进学习方法,更好地运用认知、调控、交际、资源等学习策略,优化学习方式,提高自主学习的能力。

(九) 趣味阅读 (Reading for Fun)

这一部分所提供的诗歌、谚语、歌曲、谜语、笑话、绕口令等,内容与各单元的主题有关,但并非要求学生掌握。这些材料可以满足不同学生的兴趣需求,体现教材的选择性和拓展性。

每册学生课本的目录不仅列出了单元的标题和页码,还列出了各单元中的话题、功能意念项目、语法结构、阅读课文的标题、写作技能等,使学生对全书的内容一目了然,有助于他们更好地制订学习计划,自觉地安排学习。

学生用书的附录部分有“课文注释”、“语法”、“各单元生词和习惯用语”、“词汇表”及“不规则动词表”。“课文注释”部分除了提供课文中语言重难点的注释,还提供了大量文化背景知识。为了启发学生动脑思考,运用观察、对比、联想、归纳等策略深入理解语言,发现英语语言内在的规律,“课文注释”部分设置了一些问题。词汇表中凡注有三角号的单词和习惯用语都是超出课程标准要求范围的,可以不要求学生掌握。词汇表中的黑体词汇是本单元的重点词汇,教师可根据实际情况重点讲解。

二、练习册 (The Workbook)

每册学生用书配有练习册,置于学生用书的第五单元之后,是这套教材的重要组成部分。练习册提供了大量围绕中心话题的语言训练,交际性和“任务型”活动,项目及自我评价等材料,每个单元包括以下十个部分。

(一) 听 (Listening)

(二) 说 (Talking)

(三) 单词和习语的运用 (Using words and expressions)

(四) 语法结构的运用 (Using structures)

(五) 听的任务 (Listening task)

(六) 读的任务 (Reading task)

(七) 说的任务 (Speaking task)

(八) 写的任务 (Writing task)

(九) 项目 (Project)

(十) 自我评价 (Checking yourself)

第三、四两个部分编配了一些词汇和语法的练习,复习巩固和运用各单元中的重点语言知识。第三部分重点重现学生用书语言学习与运用部分的词汇。

“听”的训练的主要目的是加大输入量和加强听力技能的训练。听力课文有的是学生用书内容的延续,

有的则是有关单元话题的扩充。所设计的练习主要是为了检查学生对所听内容的理解程度,并训练学生捕捉关键信息的能力。

“说”的训练通常与听的训练有联系。这部分常要求学生根据听力材料所给的信息,两人或数人一组展开讨论,发表意见、评论等。由于听力材料基本上都是口语化的对话或独白,这些材料本身就给学生的口语训练起到了示范的作用。学生可以根据教科书提供的功能意念项目和练习册的指示语创造性地完成这项活动。

听和读的任务部分提供的语言材料不只是为了训练学生的听读技能,更重要的是完成特定的任务,例如分析信息、列出要点、讨论观点、填写表格、制作图表等。说和写的任务比起学生用书中的说写练习要求更高,学生需要根据指示语就某个专题进行口头或笔头的表达,完成某项任务,如专题发言、描述、写信、设计广告、写名人小传等。这些“任务型”活动具有一定的挑战性,需要学生独立思考、收集资料,并且常常需要与同学合作才能完成。

各单元中的项目是供有条件的班级选做的。每个项目几乎都要求学生走出课堂,进行研究,甚至需要收集资料,参与社会实践才能完成。例如调查家乡优秀人物事迹,收集有关奥运会的历史和故事,宣传保护野生动物的重要性等。完成这些项目不但考验学生综合运用英语的能力,而且能发展他们的多元智能,提高他们的全面素质。

自我评价部分以提问的形式启发学生对自己在各个单元学习过程中的表现、收获、成绩做出评价,并找出问题和困难及其解决的办法,同时也可给教学提出意见和建议,此项任务要求用英语进行,本身就是运用英语的实践活动。当然,为了达到形成性评价的目的,必要时可以使用汉语。

三、教师教学用书(The Teacher's Book)

教师教学用书包括以下几个部分:

“前言”部分介绍了这套教材的教学目标、指导思想、特点、内容及方法等。

“分单元教学建议”由五个部分构成:

教学目的和要求(Teaching aims and demands)部分列出了各单元课程要求掌握的话题、单词和习惯用语、功能和语法项目。

教学建议(Suggested teaching notes)中有“教学内容分析”、“教学方法建议”和“教学评价建议”。

补充参考资料(Supplementary reference materials)部分对教科书中的一些疑难问题作了补充注释,并有背景知识介绍,供教师参考。

学生用书教学指导(Teaching guide for the Student's Book)和练习册教学指导(Teaching guide for the Workbook)用英语编写。这两部分对学生用书和练习册各单元中的每个部分如何进行教学提出了较为详细的建议,并介绍了许多现代语言教学的方法。同时还提供了课本中的听力活动的文字材料、说和写的示范材料以及各种练习的答案。此处,还进一步提供了有关的文化背景知识和注释,有的单元附有供教师参考和选用的补充资料。

四、口语录音带(The Speech Cassette)和听力训练和词汇录音带(The Listening and Vocabulary Cassette)

口语录音带录有学生用书和练习册中的阅读课文,为学生提供了朗读示范;听力训练和词汇录音带录有学生用书和练习册中的全部听力课文和各单元的单词及习惯用语。两种录音带均由英语国家人士朗读录制而成。

教材使用

教材是英语课程资源的核心部分,对实施课程标准贯彻新的理念,体现教学改革的精神起着重要的作用。本套教材的编者本着继承和创新相结合的精神,在继承已有的行之有效的教学方法的同时,力求在探究式的学习、“任务型”活动、形成性评价等方面有所突破,为广大师生提供服务于教学的材料和工具,以

保证有力地落实基础教育改革的精神。教材是服务于教学的材料和工具,主要的课程实施者是教师,选择和使用教材的主人是教师,教师应做教科书的主人。在当今校本课程资源的开发中,教师尤其要发挥作用,成为课程设置的参与者。教师应从学生和学校教学实际出发(这一点十分重要!)选用这套材料。确定教材后,教师需要了解和研究教材,领会其编写指导思想和意图,弄清其脉络和结构,熟悉教材的内容和方法等。这里要求教师学习并把握课程的目标、基本理念、内容标准及实施的建议等,更新观念,根据学生的兴趣、需要、心理特征和实际情况,选择和调整教学策略。这就是说,教师应从实际出发,灵活而又有创造性地使用教科书,如删减不合适的内容,补充必要的复习练习、从多种渠道开发资源,增加真实、有趣而鲜活的材料等等。总之,要一边教学一边通过评价不断对自己的教学行为进行反思,努力在教学中不断创新,以求得自身的发展,适应现代社会发展对英语课程的要求。

实施课程和教材要以学生为主体。学生需要在教师的引导下逐步树立主体意识,积极主动地学习,通过体验、实践、讨论、合作、探究等方式,参与各项听、说、读、写的活动。他们需要学会运用认知、调控、交际和资源策略构建知识、提高技能,在交际性、互动性较强的“任务型”活动和项目活动中,积极思维,善于表达,努力实践和创新;在学习英语的过程中培养兴趣、磨砺意志、加强信心、与人合作,并认真进行自我评价,自我反思,不断调整学习策略提高学习效率。只有这样,才能使具有终身学习的能力。一旦有了学习的兴趣和动机,有了学习的能力,学生的学习成绩就会自然而然地提高了。

教学内容与方法

一、语言知识

(一) 语音教学

语音是学好英语的基础,在教学中应受到重视,语音教学要紧密切合词汇、对话、听力和阅读的教学进行。教科书安排了一系列语音练习,有根据听音拼写生词的练习,还有语调、节奏、连读、不完全爆破、长句朗读中的停顿等练习,以及句子重音的变化影响语意的练习等。其目的是帮助学生进一步巩固初中已学的语音知识,掌握正确的语音、语调和朗读技巧,在口头表达中做到语音、语调自然和流畅。学好英语语音对听说技能的培养有直接关系,对读写技能的培养也有促进作用。要充分利用口语和听力录音带,让学生听录音,模仿标准地道的语音语调,以此来提高学生的语音水平。教科书中有一些诗歌,诗歌朗诵可以帮助学生体会和感悟英语诗歌的节奏和韵律。

教科书中的单词注音依据《牛津高阶英汉双解词典》和《英语发音词典》(English Pronouncing Dictionary)(第15版)。学生用书的词汇表后附有英语国际音标变化表,便于师生迅速掌握新的国际音标。

(二) 词汇教学

词汇教学主要是使学生掌握词义、词的搭配和用法。要真正掌握词义和词的用法,必须通过有情境的课文教学,并结合听、说、读、写等语言实践才能达到。因此,学生用书中的生词(课标词)和习惯用语都以黑体字或异色字出现在课文之中,而且被集中收入书后的词汇表中,便于学生查找、预习和复习。这一部分词汇均为课程标准要求掌握的,全部列入了词汇表中,其中有些黑体的词或短语为教学重点。学生用书各单元中尚有一部分因行文需要出现的词汇(包括人名和地名等)超出了课程标准要求的范围,也列入词表,标上了三角符号,仅要求理解。练习册中有个别生词加注了中文译文,也有少许生词没有加注译文,目的是让学生通过上下文猜测词义。

学生用书中许多单元都设有根据英语释义或语境从课文中找出生词或习惯用语的练习。用简易的英语解释生词的意思,这种练习的目的是训练学生的自学能力,学会使用英语词典,准确地理解词义。学生用书和练习册中都提供了词汇的专项练习,但要注意的是,词汇主要得通过综合语言运用的各项实践活动才能理解得深、用得活。

学生用书模块四介绍的课程标准的单词约为170多个,固定搭配和习惯用语约为36条。根据课程标准

的要求,本套教材的词汇比过去有所增加。为了解决词汇量大所带来的困难,在教学中一定要引导学生改变死记硬背的方法,要指导学生运用科学的英语词汇学习方法,要努力做到:

1. 培养学生分音节按拼读规则拼读单词,注意音、形、义结合,做到“听其音知其形,见其形知其音,观其形知其意”。

2. 运用构词法知识判断和记忆派生词及合成词的词义和词类。

3. 在学习词汇的过程中,善于对比、联想、发现英语单词的构词方法以及多义词、多词性的特点。

4. 用比较和归类的方法学习和记忆单词,例如比较同形异义词、同音异形词、同形异音词,比较同义、近义、反义,按词义、词性、发音、构词法等归类,成串记忆单词比单个记忆单词效率要高。

5. 直观教学词汇,利用图片、视频、实物的直观效果帮助学生记忆单词。

6. 组块学习短语、固定搭配、习惯用语和句型,这种方法有利于学生用英语思维和表达。

7. 学会使用词典,根据上下文从词典中找到词义、读音、词形变化、用法、词义辨析等。

8. 大量阅读,通过泛读不断复习已知词语,吸收新词,扩大词汇量。

本教科书用上述方法精心设计了不同层次、多种形式的词汇练习,以引导学生逐步具有在综合语言实践活动中灵活运用词汇的能力。

(三) 语法教学

中学英语课教学语法是必要的。符合中国学生认知规律的循序渐进的语法教学能够迅速有效地帮助学生准确地理解和掌握英语。但是,语法教学本身并非目的,而是为了学生掌握和运用语言服务的。因此,教师不要把语法课搞成“满堂灌”,决不可做过多的讲解,给学生造成语法“繁、难、杂”的印象。学习语法的最好方法是在“用”中学。

本套教科书的语法教学模式可概括为“呈现—发现—归纳—实践—活用”。书中的语法项目主要是在一定的情景中出现的。首先要让学生自己发现各单元中的新的语法现象,并要帮助他们归纳出语法结构形式与功能。当然,他们可能做出错误的归纳,这很正常,此时,教师要采取适当的方法进行纠正,学生用书的 Discovering useful structures 和附录中的 Grammar 部分对语法点进行了比较系统的介绍,可供师生们参考。练习册的 Using structures 部分引导学生正确运用语法结构。语法的实践活动主要体现在教科书的语法练习部分。语法的练习具有层次性,一般包括:结构认知性练习、控制和指导性练习、交流性练习。要是学生真正掌握并能活用所学语法结构,还必须依靠类似学生用书中的 Using language 和练习册中的听说读写任务等综合语言运用的大量活动才能做到。

在高中英语教科书中,一个单元基本只介绍一个语法点。在高中必修阶段稍后部分和系列选修阶段,语法结构还要循环反复,不断巩固和加深。

模块四介绍的语法项目有:

1. 动词-ing形式的用法(作主语、宾语、宾语补足语和作定语、表语及状语的用法)

2. 主谓语一致

3. 构词法

1) 合成

2) 转化

3) 派生(前缀和后缀)

二、语言技能

本套教科书的语言技能指的是听、说、读、写技能。尽管在练习册中有少量的翻译练习,翻译在高中没有作为一项技能进行专门的训练。在这个阶段,翻译是一种学习的手段,适当地进行汉英对比可以加深对英语的准确理解。与此同时,做一些翻译练习也可以为学生今后的工作和继续学习打下基础。

听、说、读、写四种技能是相辅相成,互相促进的,要进行综合训练。听说是读写的基础,而读写又

有助于听说的巩固和提高。只有坚持进行四项技能的训练,才能发展学生的综合语言运用的能力。

听和读是语言的接受技能,说和写是语言生成技能。只有通过听读达到足够的语言输入量,学生才有可能通过说和写输出一定的语言信息量。因此,本套教科书加大了听读的信息量,侧重培养阅读能力,加强了写的技能训练。

(一) 听的技能

高中阶段英语听力训练的渠道主要来自:

1. 教师的课堂用语和教学英语;
2. 口语录音带;
3. 听写;
4. 听 (Listening) 和听的任务 (Listening task);
5. 校内外录音泛听、英语广播、电视等。

学生用书和练习册的每个单元共含有三个听的活动。这些听的活动培养学生的各种技巧和能力:听要点、听细节、听特定的词、听内容捕捉特定的信息、分析和处理信息,直至完成特定的任务。采用了各种不同类型的听力课文,包括会话、独白、报告、演讲、讨论、新闻报道、广播、故事等。

听力训练的步骤建议如下:

1) 听前介绍语境,可利用插图(如问 What can you see in the picture?)或根据听力材料的内容提出一两个问题(可参考教科书中的听前问题),以便让学生放松紧张的情绪,做好听的准备。此时,也可把听力材料中的生词(常出现在听力练习中)教给学生。

2) 提出任务。让学生仔细看看听力部分的练习或任务,使他们明白他们将会听到什么内容,他们该做什么事。要向学生说明,他们没有必要听懂每一个词,但要抓住主要的信息。这样就可以使他们带着特定的目的去听,他们就会专心致志地通过“听”寻求所需要的信息。

3) 放录音,必要时可放三遍。在适当的时候还可使用暂停开关重放难句。

4) 学生边听录音边回答或思考练习中的问题。

5) 听后检查答案。让学生两或三四人一组彼此检查或讨论答案,然后全班检查答案。任务一般需要集体合作完成。

6) 如有时间可发放听力课文,再放录音,让学生注意听并跟读。这样,不仅可以解决疑难问题,而且可以弄清影响听力理解的障碍究竟是什么,以便采取对策有效地提高听的技能。

(二) 说的技能

说话是口头运用语言传递信息的技能,需要学生开动脑筋,创造性地运用已知的语言表达比较复杂的意思。口语训练在高中教学中的比重仍然较大。本套教科书与初中英语不同的是:学生用书很少提供示范性的对话,更多的是专题性的会话 (Themed conversation),例如对某个话题交换看法、评论人或事物、讨论计划、采访、聊天、议论或辩论等,还有独自陈述某件事、讲故事、简短发言、发表意见、汇报情况、短时演讲等。

上述真实性强、具有实际意义的交际性口语活动为学生学习和运用课程标准规定的功能意念项目提供了很好的机会。实际上,初中阶段已经介绍了课程标准中列出的大部分功能意念项目,高中阶段通过学生用书和练习册中的 Talking, Speaking 和 Speaking task 以及其他部分复习了已学的功能意念项目,并陆续介绍了其余的功能意念项目。每册学生用书的目录都标出了各个单元的重点项目,教师教学用书各单元的“教学目的和要求”中都列出了该单元的有关用语。

为了提高学生“说”的技能,教师需指导学生:

1. 养成朗读和大胆开口与人交流的习惯,敢于表达思想,提高自己的语言流利程度。
2. 注意学习和运用所学的日常交际用语和交际中常用的语法结构,提高口语的准确性。

3. 充分利用教科书听读材料所提供的信息, 并注意扩大自己的知识面, 特别注意培养跨文化交际的意识。这样便可使自己有话可说、有情可表, 而且说话得体。说话得体的意思是指, 说话者知道在什么时间、什么场合对什么样的人说什么样的话, 遵守英语交际的基本礼仪。

4. 运用交际策略主动与人进行口语交流, 并学会使用各种办法克服语言困难维持交际, 如使用简单英语、非语言手段(手势、表情等)及实物等。

教科书中“说”的活动常与听、读活动相联系。听读材料为“说”的内容提供了素材, 而许多听力课文本身就是口语活动的示范, 而且教科书对每个“说”的活动都有具体的说明, 本书又有较详细的建议, 而且还提供了对话或陈述的示范。这些范例仅供教师参考, 以便打开思路。教师一定要鼓励学生发挥创造力, 口头抒发各自的思想和感情。

(三) 读的技能

读是一种最为便捷的语言信息输入的方式。教科书提供了大量的阅读材料, 目的是激发学生对读英语的兴趣, 培养阅读的技能, 使用阅读策略。阅读技能主要指的是: 掌握基本事实; 抓住中心思想; 了解时空顺序; 理解文章内涵; 从上下文猜测不熟悉的语言现象; 分析作者的观点、态度、意图; 读懂图表和说明书等; 分析语篇结构; 获取语言和文化知识; 综合评价文章等。

学生用书中的阅读(Reading)中的课文是各单元中的重点, 教学建议如下:

1. 完成Pre-reading以后, 在开始让学生阅读之前, 提醒学生注意课文的题目和插图或照片, 请他们快速阅读(略读Skimming)思考该课文的大意。

2. 根据阅读课文的内容, 讲解文中一些关键生词, 扫除影响理解的障碍。

3. 提出一两个问题, 让学生边读边寻找答案。

4. 默读课文, 鼓励学生快读寻求答案并作出回答。这样读(寻读Scanning)可以帮助学生了解课文的主要意思。默读课文也可当作家庭作业来完成。为了加强学生的自学能力, 要求他们课前预习, 如默读一遍课文。阅读时应根据上下文猜测生词的意思, 并且使用字典或书中的词汇表及课文注释。还要鼓励他们思考问题, 并大胆地提出问题, 以便教师更有针对性地进行教学。

5. 讲解课文中的难句和新的句子结构, 进一步扫除理解的障碍。有的可以简明扼要地加以解释, 有的可以启发学生思考, 一起讨论。此时, 对文中的语言问题只要求作简单的处理, 达到理解的目的即可。

6. 让学生再细读一遍课文。然后就课文内容提出更多的问题。Comprehending中的部分问题可以在这里提出。

7. 放课文的录音让学生听、跟读, 并练习有表情的朗读, 提高语音水平。

8. 阅读后可以组织学生开展不同形式的口笔头活动, 围绕课文的话题, 结合自己的经验, 展开讨论、发表不同见解(甚至是批判性的观点)、摘记要点、归纳总结, 等等。要通过阅读引起学生兴趣, 使他们不满足于教科书中的信息。如果能引起他们对书中的话题进一步探究的动机, 例如学过了有关奥运会或保护文物的材料, 他们从此对有关的各种英文资料都注意收集并阅读, 那就在一定程度上说明, 这样的阅读教学是成功的!

(四) 写的技能

在四项技能中, 写的技能难度最大。写要动手、动脑, 如有条件和必要还可使用电脑; 写是运用语言传递书面信息的手段, 要求语言文字精确(书法、拼法、标点符号、语法要正确); 要求文字通顺、结构严谨、格式正确、文体合适。这就要求学生具有较强的思维能力和表达能力。要写出动人的篇章, 一定得有较好的语言基本功、逻辑思维和创造思维能力, 还要有丰富的想象力。高中教科书非常重视和加强写的训练。写作是按句子、段落和篇章三个层次来练习的。每个单元都有许多写的练习和活动, 大致可分成三种。第一种是基础性的练习, 学生自由选择语言的余地很少, 主要分布在Learning about Language和练习册的词汇、语法练习中。第二种是有指导的程序写作, 主要在学生用书的Using Language和练习册中的

Writing task 部分，这里的写常与听、读和说紧密联系，而且给予学生比较详细的指导，甚至指明了写作的步骤和方法。第三种是功能性写作或自由写作，主要出现在 Writing task 和 Project 之中。这些练习和活动的安排由易到难，由简到繁，一步一步地帮助学生提高写的技能。

高中阶段要求学生写的语体逐渐由口语变为书面语，由非正式到正式，体裁也逐渐增多，由书信、便条、摘要、日记、通知等发展到简短的叙事、说明、报告、议论、新闻报道、广告、诗歌、故事、短剧、传记、图表等。

1. 构思 (Generate ideas): 确定写作题目，在独立思考和收集资料的基础上，与同伴讨论写作内容，交流信息，集思广益。

2. 拟提纲 (Outline): 在构思的基础上，写出要点，安排文章的整体结构，理顺需表达的思想或实物的逻辑顺序，确定每一部分或段落的中心思想。

3. 起草 (Draft): 按照提纲写出初稿。写时要注意遣词造句、篇章结构，也就是说，要注意选用词语、内容的连贯性、人称、数、大小写、标点符号，以及连接词的使用等。

4. 校订 (Edit): 初稿需要经过反复推敲修改，不仅写作者本人需要校订初稿，也可与同伴交换初稿，互相帮助修改。要检查文章结构是否条理清晰、符合逻辑；检查修辞、语法、拼写、标点符号和大小写等。

5. 定稿 (Finalize the writing): 经过校订后修改或写第二稿，誊清后方可定稿。

6. 展示 (Display): 写好的作品应向全班展出，这样写作才具有意义，因为作品是为读者写的。成功的作品大家共享，可以达到互相交流和学习的目的。

7. 评价 (Evaluate): 可就文章的内容 (Content)、结构 (Organization)、语篇 (Discourse)、句法 (Syntax)、用词 (Vocabulary) 及写作技巧 (Mechanics 指拼写、标点符号、大小写等) 等方面进行评价。

缩写:

SB — Student's Book 学生用书

TB — Teacher's Book 教师用书

Wb — Workbook 练习册

T — Teacher 教师

S — Student 学生

Ss — Students 学生 (复数)

eg — for example 例如

ie — that is 也就是说

Ex — Exercise 练习

Exx — Exercises 练习 (复数)

sb — somebody 某人

sth — something 某事 (物)

etc — et cetera 等

esp — especially 特别是

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	Great women and their achievements
词汇	<p>achievement welfare project institute specialist connection campaign organization behave behaviour shade worthwhile nest bond observe observation childhood outspoken respect argue argument entertainment crowd inspire support refer audience rate sickness intend emergency generation kindness considerate consideration deliver modest</p> <p>human being move off lead a ... life crowd in look down upon/on refer to by chance come across carry on</p>
功能	<p>描述他人情况 (Describing people) What does she look like? Why do you admire her? What did she do to impress you most? How would you describe her? Why did she choose to ...? What are her strengths/weaknesses? Can you give an example to show ...? She is hard-working/energetic/active/determine/intelligent/fair/generous/kind/helpful/modest/ confident/brave/honest/considerate/unselfish/devoted/educated/warm-hearted/ ...</p>
语法	<p>主谓语一致 (Subject-verb agreement) ... our group are all going to visit them in the forest. ... our group is going to be very tired and dirty by the afternoon Everybody sits and waits in the shade of the trees while the family begins to wake up and move off.</p>

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元紧扣“女性”这一中心话题，通过介绍几位生活在不同国度的杰出女性，探讨女性在社会生活中的地位、价值和贡献，关注她们所面临的困难，讴歌她们在社会各个领域的成就。学习本单元内容有助于提高学生对妇女的社会角色的认识，培养学生（尤其是女学生）的自信心、事业心和社会责任感，建立正确的性别观和社会观。

“热身”（Warming Up）部分要求学生评论课本列出的六位女性，提出自己的观点和理由。该部分呼应了模块一第五单元“纳尔逊·曼德拉——一位现代英雄”的“读前”（Pre-reading）部分。在学习这一单元时，学生经过讨论已总结出评定伟人的标准。因此，在教本单元时，教师可以让学生沿用这一标准，并针对本单元具体内容进行讨论。当然，学生也可以提出自己的看法。教师应当鼓励学生提出异议，但必须注意以下三点：1. 教师要引导学生提出有积极意义的观点；2. 教师要引导学生有理有据地阐述自己的观点；3. 教师要引导学生通过摆事实讲道理使其观点令人信服。

“读前”（Pre-reading）部分提出了两个问题：简·古道尔为什么不在大学里进行专业的生物学研究而要到了非洲去研究黑猩猩？你同意她的这种做法吗？这两个问题要求学生思考两种不同的研究方法（即实验室研究法与野外研究法）的优势与不足。然后，要求学生看课文中的标题和插图预测课文内容。

“阅读”（Reading）部分以《非洲野生动物研究者》为题，描写了简与她的同事们在非洲原始森林观察非洲黑猩猩的一个片段，并阐释她从事这项工作的重要性以及她所取得的成就。尽管他们在野外的考察工作又脏又累，但他们觉得这样做是值得的。他们有一些重要的发现是在学校的实验室里不可能获得的，这正是简·古道尔要到非洲原始森林来的原因。她通过多年的研究，帮助人类了解黑猩

猩的生活习性。她强烈呼吁让动物回归自然，反对用动物做实验、作广告或从事娱乐活动。她力图唤起人类理解动物、尊重动物和保护动物的意识，而她所取得的成就无疑是对广大有进取心的妇女的莫大鞭策和鼓舞。

“理解”（Comprehending）部分有四项练习，分别从不同层面引导学生进行阅读。前三个练习通过选择题、归纳段落大意和填表格来检查学生对阅读篇章的理解程度。练习四要求学生在深刻理解课文内容的基础上，对课文中简的行为表达自己的看法，并让学生设身处地，就是否愿意从事野生动物研究作出选择。通过讨论四个开放性的话题，可以坚定学生保护动物的信念。

“语言学习”（Learning about Language）部分着重于词汇和语法的训练。词汇学习部分主要通过词语释义、同源词对比、反义词填空等多种形式的练习帮助学生熟悉构词法、重点词汇以及短语。语法部分紧扣“主谓语一致”这一语法项目，重点学习如何确定集合名词的数。通过句子填空让学生在语境中判断集合名词的单复数概念，并通过短文填空综合操练集合名词和不定代词的主谓语一致。该部分不仅关注主谓语一致的语法形式和意义，也关注了主谓语一致的语用价值。

“语言运用”（Using Language）部分综合训练听说读写能力。“读”（Reading）部分介绍了另一位杰出女性——林巧稚，我国著名的妇科疾病专家。她以其执着的追求和不懈的努力获得事业上的成功。她关注贫穷的妇女和母亲，尤其是农村妇女，她以善良和爱心赢得人们的尊敬。不但如此，她还把毕生的心血全部奉献给了她的病人和中国的医疗事业。这篇文章不仅仅要让学生了解一位中国杰出女性的生平，更重要的是它在如何选择未来事业的问题上给予学生一定的启发。阅读文章之后设计了三项练习。练习1要求学生列举林巧稚的三项成就；练习2是结对活动，就课文内容提问和回答；练习3就如何做研究让学生谈谈

自己的看法。“听”(Listening)部分设计了四个练习。练习1要求学生在听录音前先预测听力内容,列举女性在通向成功道路上所面临的困难,然后带着预测听录音,并在听的过程中作比较;练习2要求学生做笔记,写出所听到的女性面临的三个困难;练习3要求学生根据听力内容完成句子,并重点训练句子重音和语调;练习4要求学生就听力内容进行讨论,对是否同意说话者的观点作出回答,并陈述理由。“说与写”(Speaking and writing)部分要求学生运用介绍人物品质和个性的形容词口头描述类似林巧稚这样的女性,然后把自己所选人物的故事、品质和个性写出来。该部分从说与写的内容和方法两个方面给学生作了具体的提示。

“小结”(Summing Up)部分让学生从内容、词汇和结构三个方面对本单元内容进行归纳总结。词汇部分的小结可以从构词法的角度进行适当的梳理和拓展。

“学习建议”(Learning Tip)部分就人物描写提出了建议,即选取典型事迹,抓住人物特征。

“趣味阅读”(Reading for Fun)部分提供了四条著名女性的名言。

本单元涉及的要点是:

(一)了解世界上不同领域中的杰出女性以及她们的生平经历,讨论伟大的女性所具有的品质和特点。

(二)学会如何描述他人的情况,学会运用介绍人物品质和个性的形容词。

(三)熟练识别集合名词的数,并掌握如何保持语句的主谓语一致。

(四)掌握同词根的动词与名词的构成关系,进一步学习英语的构词法。

(五)掌握本单元的词汇、短语及其用法。

二、教学方法建议

(一)热身

1. 教师可以先把该部分的六幅图片呈现给学生,让学生辨认,问:Who are they?学生会辨认出宋庆龄,教师就可以让学生谈谈他们所知道的有关宋庆龄的信息,问:What do you know about Song

Qingling?

2. 学生如果能辨认出其他图片中的人物,教师也让他们像谈宋庆龄那样谈谈相关信息。如果不能辨认,教师就把相关人物的姓名和国籍向学生作简单的介绍,然后宣布本节课的任务:Today we are going to learn about some great women.

3. 让学生阅读图片下的内容,然后,以结对活动的方式进行讨论。

- What do they have in common?
- What makes them great? Give your reasons.

在学习模块一第五单元时,学生对伟人的标准以及伟人和名人之间的区别已有了相当的认识,讨论之前教师可以先让学生回顾一下伟人应具有的品质。在讨论 What makes them great? 时,引导学生关注本课人物都是女性这一特点。

4. 让学生在原有认识的基础上进一步探讨评价人物的标准,例如:不论国籍、性别、职业,什么样的人称得上是伟大人物?通过互联网,学生也许会发现众多的重要人物排行榜,教师可以让学生收集一些类似材料,对不同的评判标准进行讨论。遇到争议性较大的资料,还可以选取代表进行辩论。

5. 在调查过程中,学生们不难发现在各种著名人物和伟大人物列表里罕有女性的名字。教师应启发学生对这一现象提出质疑,激发学生对社会评价制度以及性别观念的思考。以下问题仅供教师在组织学生讨论时参考:

- Do you think the list of greatest people a fair one? Why? Who else do you think should be included?
- How many women are there in the list? Why so few?
- Do you think that men have been making greater achievements than women? Give your reasons.
- Do you think the rules that make a great man should be different from those that make a great woman? Why?
- What qualities do you think a great woman should have?

这些问题的讨论可以帮助学生从各方面了解女性在社会生活中所处的劣势地位,引导学生结合自身或周围人的情况,谈谈应该做些什么。

6. 检查一下学生对本课生词的预习情况。

7. 如果学生对这次讨论的兴趣很大,可以建议他们课后选取他们认为最伟大的一位女性,详细了解一下她的生平,并向同桌介绍,听听同桌有何评论。

(二) 读前

1. 教师让一两个学生向全班介绍一下他们了解的伟大女性,并解释选取该女性的原因,然后,让其他学生对该女性作出评论。

2. 教师引导学生简单回顾一下 Jane Goodall 的生平,指出:

Much of the information known about chimpanzee behaviour is attributed to the research of Jane Goodall, who has spent many years studying chimpanzees in Tanzania's Gombe National Park.

3. 介绍一下黑猩猩的基本情况:

Chimpanzees live in equatorial Africa. The male common chimp is up to 1.7 m high when upright, and weighs as much as 70 kg; the female is somewhat smaller. The chimp's long arms, when extended, are half as long as the body height. The feet are better suited for walking than those of other animals. The brain of a chimpanzee is about half the size of the human brain.

Chimpanzees form loosely organized communities of about 50 individuals, where the animals remain for years. Within a community, smaller groups may form, break up and reform. Members of a community cooperate in hunting and the sharing of food. On finding food, they scream and bang logs to attract others.

Chimpanzees communicate through calls, facial expressions, posture, touch and movement. Studies show that a young chimp is able to make as many as 34 different calls, and his/her facial expressions can communicate a wide range of emotions. The animals show great intelligence in problem solving and the use of simple tools. Experiments suggest that chimps can even learn to use language in a symbolic sense, but these results are in doubt.

4. 分组讨论:

- Why do you think Jane Goodall went to Africa to study chimps instead of going to university?
- Do you think she was right? Give your reasons.
- Do you think going to university is the only way to

be successful? Give your reasons.

- Why do most of the parents in China push their children to go to university?

5. 阅读文章标题 A STUDENT OF AFRICAN WILDLIFE 和文中图片,预测文章内容。

Specific aim: To train the students to get an idea of what a passage is about by glancing through the title and pictures.

Skills involved: Prediction and scanning

This exercise is one of the many that can be used to show the students how much they can guess about a passage by simply looking at its title and the pictures.

This will be useful to students later in their studies.

教师让学生讨论:

- After a glance of the title, what do you think the passage is about?
- Where do you think the photos were taken? What do you think of when you see the pictures?

由于学生对 Jane Goodall 的生平已经有所了解,知道她在黑猩猩研究方面有杰出的贡献,因此,预测文章内容就没有太大的困难了。

(三) 阅读和理解

本课的阅读目的是:

1. 让学生通过阅读,理解 Jane Goodall 观察黑猩猩的方法,以及黑猩猩研究和保护方面取得的成就。

2. 引导学生认识 Jane Goodall 不畏艰险的精神。

3. 进一步训练学生略读 (scanning)、细读 (close reading)、归纳内容 (summarizing) 等阅读技巧,把握篇章中心内容,获取关键信息,并且能针对阅读内容表达自己的观点。

4. 学习并掌握本课的词汇和语法结构。

建议教学步骤如下:

1. 捕捉关键词 (Seeking key words):

阅读部分的标题 A STUDENT OF AFRICAN WILDLIFE 告诉读者,本文有两条行文线索,主线 STUDENT, 暗线 WILDLIFE。

教师可以让学生快速阅读 (略读),回答下列问题:

- Who is the student? (Jane Goodall)

● What animals were observed? (chimps)

2. 找出各段主题句并概括段落大意, 完成练习2。

第1段主题句: Following Jane's way of studying chimps, our group are all going to visit them in the forest.

段落大意: How our group studied chimps in the forest

第2段主题句: Nobody before Jane fully understood chimp behaviour.

段落大意: What Jane discovered about chimps

第3段主题句: For forty years Jane Goodall has been outspoken about making the rest of the world understand and respect the life of these animals.

段落大意: What Jane is doing now to help chimps

第4段主题句: She has achieved everything she wanted to do.

段落大意: Jane's achievements

3. 教师可以让学生仔细阅读, 捕捉文章细节, 回答下列问题:

- What was the writer doing in the forest?
- What did the writer realize after a day of watching?
- Where did Jane Goodall do her research?
- How did Jane Goodall do her research?
- What did Jane discover about chimps?
- How did Jane try to protect the lives of chimps in their natural habitat?

4. 完成练习3, 通过填写表格帮助学生掌握 Jane Goodall 在非洲野外的活动情况和所取得的成就。

5. 讨论文章结构, 教师可以提问:

Do you think this article is well organized? Give your reasons.

6. 完成练习4, 全面检查学生对文章的理解情况。

(四) 语言学习

练习1可以在检查完学生对阅读文章的理解情况之后让学生独立完成, 其目的是:

1. 通过词义解释找出文中相应的词汇, 检查学生对文中词汇的理解情况。

2. 通过理解文中关键词汇和生词, 帮助学生

加深对文章的理解。

练习2是一个构词法练习, 主要训练动词与名词之间的转换。尽量不要孤立地教构词法, 把它放到课文的上下文中或给它设置一个语境, 则有助于学生更好地记忆和运用。

1. 在让学生做该练习之前, 先让学生从课文中找出含有同根词的句子, 让学生比较这两个同根词, 找出变化规律, 如:

Jane has studied these families of chimps for many years and helped people understand how much they **behave** like humans.

Nobody before Jane fully understood chimp **behaviour**.

找到 **behave** 与 **behaviour** 两个词后, 学生就很容易发现他们一个是动词, 一个是名词。也不难看出从动词到名词的变化规律。

2. 引导学生回忆其他的动词变为名词所用的后缀, 例如: -ment/-ion/-tion/-ation/-ist 等等。

3. 提醒学生注意拼写的准确性。

4. 让学生分别用练习2中的动词和名词造句。

练习3通过找反义词训练学生的词汇运用能力。

1. 做该练习之前, 可以让学生先找出课文中部分词汇的同义词和反义词。如:

Everybody sits and waits in the **shade** of the trees while the family begins to wake up and move off. (近义词 darkness; 反义词 light)

However, the evening makes it all **worthwhile**. (近义词 important/rewarding; 反义词 worthless)

Since her **childhood** she had wanted to work with animals in their own environment. (近义词组 early days; 反义词 adulthood)

2. 提醒学生在句子中理解词义。

在指导学生完成三个词汇练习的过程中, 教师可以适当地教授词汇的用法, 以 worthwhile 教学为例, 要注意以下几个方面:

1. 学生只知道 worthwhile 表示“值得的”(deserving)是不够的, 还有必要把该词的使用场合交代清楚: worthwhile 表示“值得花精力(时间); 值得花钱的”(deserving the effort needed, the time or money spent, etc)

We had a long wait, but it was **worthwhile** because we got the tickets. (值得花时间)

2. 学生常常把 **worthwhile** 误用为动词, 其实该词为形容词, 在句中作定语或补语。

The smile on her face made it all **worthwhile**. (作宾语补足语)

3. **worthwhile** 有两个固定的句型要介绍给学生, 这有助于学生更好地运用该词。

It didn't seem **worthwhile** writing it all out again.

It might be **worthwhile** to reconsider your attitude to the new policy.

4. 学生还常常把 **worthwhile** 和 **worth** 的意义和

用法混淆起来, 因此, 教师要帮助学生理解它们的区别和联系。

下面各句表达的意思相同, 但所用句型不一样。

He has decided to get a look at the house and see if it might be **worthwhile** buying it.

He ... if it might be **worthwhile** to buy it.

He ... if it might be **worth** buying.

语法部分教授主谓语一致的用法, 在教授集合名词的主谓语一致的过程中, 教师要帮助学生形成这样的概念: 动词的单数或复数取决于主语的意义。

用法		例句
1	(class / family / audience ...) + (单形动词) →表示整体	His family is a big one. 他的家族是个大家族。
	(class / family / audience ...) + (复形动词) →表示个体	His family are all well. 他的家人都很好。
2	(The + adj.) + (单形动词) →表示抽象	She can't expect me to do the impossible. 她不能指望我做不可能的事。
	(The + adj.) + (复形动词) →表示该类全体	The rich are not always happy. 有钱人未必总是快乐。
3	(n. and n.) + (单形动词) →表示同一人物或观点	A poet and novelist has visited our school. 一位诗人兼小说家参观了我们学校。
	(n. and n.) + (复形动词) →表示不同人物或观点	A poet and a novelist have visited our school. 一位诗人和一位小说家参观了我们学校。

常见的集合名词 (collective nouns) 有: class, family, the public, team, police, group, government, college, school, crowd, audience

(五) 语言运用

1. 读 (Reading)

1) 阅读标题 WHY NOT CARRY ON HER GOOD WORK? 浏览课文, 回答:

- Who is the main character in the text?
- When did she live?
- What was her job?
- Who was her small book intended for?
- What did the writer decide to study at university?

2) 让学生仔细阅读课文, 独立完成练习1, 列

举林巧稚所取得的成就。学生容易找出林巧稚在治病救人方面的成就。由于时代背景的差异, 学生不容易想到林巧稚完成医学学业也是件不容易的事, 教师可以提醒学生: In the early 1900s, girls' education was always placed second to boys'.

3) 结对活动, 讨论练习2中的问题。1-3题要求学生把重点放在理由的阐述上。教师可就第4个问题设计一个网状图, 要求学生到课文中找一些关键词填空, 并鼓励学生发挥想象力, 补充一些表达医生素养的词汇。



完成网状图之后,要求学生用形容词描述林巧稚的个性与品质,让每个学生说一个形容词,这样更多的学生可以参与此活动。如:

She was hard-working.

She was determined.

She was a kind woman.

She was helpful to her patients.

She was considerate.

She was devoted.

...

4) 完成练习3,讨论研究方法,培养学生的自主学习能力和探究精神。

2. 听 (Listening)

听力部分陈述了女性在择业时受到歧视的原因。教学步骤建议如下:

1) 听前活动

首先引导学生回顾Jane Goodall和林巧稚等伟大女性在成功道路上所遇到的种种困难,继而讨论她们遭遇这些困难的原因。

然后引导学生列举现实生活中女性所遭遇的不平等现象,并集中讨论:

Why are women not given a fair chance to have as good a career as men?

2) 听时活动

首先完成练习2,记录女性在择业时受到歧视的三个原因,把听力提供的三个原因与听前讨论的情况作比较。

然后完成练习3,并让学生朗读这些句子,教师要帮助学生矫正句子重音和语调。

3) 听后活动

首先分组讨论: Do you agree with the speaker?

Give your reasons. 鼓励学生发表个人见解,并通过理性分析和举例佐证等方法论证自己的观点。每个小组指定一名同学记录该小组的讨论情况,准备向全班陈述。

然后,各小组派一名学生向全班陈述本组的讨论结果。教师汇总各小组意见,做最后小结。

3. 说与写 (Speaking and writing)

1) 引导学生回顾林巧稚所取得的成就,描述她的个性和品质。结对活动,回答下列问题:

- Why do you admire her?
- What did she do to impress you most?
- How would you describe her?

2) 让学生选择一个像林巧稚那样成功的女性,结对活动完成练习1,并在全班表演。

3) 让学生参考练习2所提供的方法和步骤,书面描述刚才讨论的女性。教师也可以指导学生按下面的步骤进行段落写作训练。

Step 1 Organizing ideas

- (1) Choose one woman you admire.
- (2) Write down a topic sentence about the woman.
- (3) List as many points as you can think about her.
- (4) Go over each point. Ask "Does this support the main idea?" Cross out the points that do not.
- (5) Think of an example for each point. If you cannot find an example, cross out the point.
- (6) List the points in the order you will write about them. You should have at least two or three points.

Step 2 Making an outline

The outline below will help you:

Topic sentence
Supporting sentence 1
For example,
Supporting sentence 2
For instance,
Supporting sentence 3
For example,
Concluding sentence

Step 3 Writing a rough draft

Step 4 Revising the rough draft

Use the list on the next page to check your rough

draft or let your partner check it.

- Does your paragraph have a topic sentence?
- Does your topic sentence have the main idea?
- Do your sentences support your topic sentence?
- Are your ideas in the correct order?
- Do you have examples?
- Does your paragraph have a concluding sentence?

Step 5 Editing and finalizing your paragraph

(六) 主题任务

在现代社会, 女性问题依然是相当“热门”的话题。尽管社会制度已经发生了很大的变化, 但是在世界各地, 男女不平等的现象仍然存在, 传统的道德标准依然影响着社会的评价体系, 而人们对“伟大女性”的定义也因时代和地域的不同各异。教师可以根据学生对“伟大女性”的不同认识组织征文比赛、演讲赛或辩论赛。以下步骤和内容供教师参考:

1. 选取题目, 例如: Is the woman behind a

successful man a great woman?

2. 让学生根据不同的观点分成小组, 搜集支持自己论点的材料和事例。

3. 学生根据所搜集的材料写成发言稿, 然后在全班或全年级范围内开展英语演讲比赛。根据演讲者的演讲内容、英语发音、风度等各方面综合评价其表现, 选出优秀的演讲者并给予奖励。

4. 从优秀的演讲者中挑选代表正反观点的双方辩手进行辩论赛。

三、教学评价建议

(一) 非测试性评价

1. 自我评价

How well do you think you learned Unit 1?
Rank your achievements in the following things by putting ticks in the boxes. Then work out your percentage.

After learning this unit, I am able to do the following things.	Very well	Quite well	OK	A little	Little
Know about the great women who made great achievements					
Use adjectives to describe a person's personality and character					
Understand and use the new vocabulary in the unit					
Use a correct verb form for a collective noun as the subject					
Listen to conversations in English					
Predict before listening					
Read for the gist					
Predict through the title and the pictures					
Scan for detailed information					
Know how to do research					
Understand subject-verb agreement					
• Identify the head noun in the subject					
• Use correct verb forms for subjects with correlative conjunctions (eg, <i>either ... or</i>)					
• Know which kinds of nouns take singular or plural verbs					
Write a description of a woman					
Percentage	%	%	%	%	%

I still need more practice in _____.

2. 小组互评

在进行小组活动的过程中,小组成员按以下指

标自行测评,然后互评。所列内容经过小组讨论后,可调整、增删。评价结果在组内交流。

Check to see	Assessment
Everybody participates in group activities and makes contributions to the group.	
The group leader encourages each member to give his/her opinion.	
Everybody listens to others carefully.	
The task is done successfully.	
Everyone is happy with the cooperation.	
...	
We need to improve _____ in group work.	

可采用5分制评分,1→5分,表示得分由低到高。需要时可用语言叙述,加以说明。

注:第2—5单元的小组互评可参考此表格。

(二) 测试性评价

1. Choose the right answer for each sentence.

1) The club _____ a bigger room for their meetings.

- A. needs B. need
C. is needing D. have needed

2) Eight plus two _____ ten.

- A. equal B. equal to
C. are equal to D. equals

3) The audience _____ in a variety of ways, some in suits and dresses, some in jeans.

- A. dresses B. dress
C. is dressed D. are dressed

4) The family _____ to visit us soon for Christmas and we'll meet them at the airport.

- A. are coming B. is coming
C. have come D. has come

5) Martin said neither his wife nor his children _____ come with him to the exhibition.

- A. plan to B. is planning to
C. plans to D. has plans to

6) Two-thirds of what the chairman said _____ true.

- A. were B. are
C. was D. seem

7) In her essay, she said that the main reason

she came to this country _____ its attractions.

- A. are B. have been
C. was D. were

8) Every boy and girl _____ the book and they each _____ to buy one.

- A. like, wants B. like, want
C. likes, want D. likes, wants

2. Fill in each blank with a word in the correct form to complete the sentence. The first letter has been given.

1) His great a_____ is to have made the players into a united team.

2) There is a c_____ between pollution and the death of trees.

3) I want you both to be on your best b_____ at Grandad's.

4) Art classes help develop children's powers of o_____.

5) The town provides a wide choice of e_____.

6) It was very c_____ of you to let us know you were going to be late.

7) I_____ by the sunny weather, I decided to explore the woods.

- 8) I never i_____ things to turn out the way they did.
 9) It was o_____ that 40 percent of patients had high blood pressure (高血压) after a serious operation.
 10) She s_____ her family by teaching evening classes.

参考答案:

- 1) 1) B 2) D 3) D 4) A 5) A 6) C 7) C 8) C
 2) 1) achievement 2) connection 3) behaviour
 4) observation 5) entertainment 6) considerate
 7) Inspired 8) intended 9) observed 10) supports

补充参考资料

(Supplementary reference materials)

一、补充注释

1. Following Jane's way of studying chimps, our group are all going to visit them in the forest. 我们一行人准备按照简研究黑猩猩的方法去森林里拜访它们。

Following Jane's way of studying chimps 是现在分词作状语, 表示伴随。

I offered them something to eat, thinking they might be hungry. 我给了他们一些吃的东西, 心想他们可能饿了。

请比较:

Watching a family of chimps wake up is our first activity of the day.

This means going back to the place where we left the family sleeping in a tree the night before.

Watching a family of chimps wake up 是动名词短语作主语; going back to the place 是动名词短语作宾语; sleeping in a tree 是现在分词作宾语补足语。

2. She spent years observing and recording their daily activities. 她花了多年的时间来观察并记录黑猩猩的日常活动。

spend (v.): to pay money or to use time, etc 花钱; 花时间

How would you spend your summer holiday? 你暑假怎么过?

He has spent all his money. 他把钱都花光了。

spend sth (on sth): to give or pay out (money) for goods, services, etc 用(钱); 花(钱)

He spent all his savings on a new car. 他花光全部积蓄买了一辆新车。

spend sth (on sth / in doing sth): to use (time, etc) for a purpose 花(时间等)。其中-ing 前的介词可以省略。

He spent about a third of his salary (in) drinking. 他把薪水的三分之一左右花在了喝酒上。

He spent his whole life looking after the poor. 他毕生的时间都花在照顾穷人上。

observe (v.): to see and notice; watch carefully 注意到; 观察; 监视

She observed his actions with interest. 她很感兴趣地观察他的行动。

His neighbour observed a stranger go(ing) into his house. 他的邻居看到一个陌生人进入他家。

3. Only after her mother came to help her for the first few months was she allowed to begin her project. 她母亲头几个月来帮过她的忙, 这才使她得以开始自己的计划。

以“Only + 状语”开头的句子要倒装, 即将助动词或连系动词置于主语之前。

Only in this way can we learn English better. 只有这样, 我们才能学好英语。

注意 only 表示“只”、“才”时在句中的位置:

1) 修饰主语时, 通常置于主语之前。

Only you understand me. 只有你了解我。

2) 修饰主语以外的成分时, 置于be 动词、助动词之后, 其他动词之前。

She only eats vegetables. 她只吃蔬菜。

I have only seen him once. 我只见过他一次。

3) 要确定所修饰的事物时, 则置于所修饰的词或短语之前。

I met her only yesterday. 我昨天刚见过她。

4. For forty years Jane Goodall has been outspoken about making the rest of the world understand and respect the life of these animals. 40 年来, 简·古道尔一直在呼吁世人了解并尊重这些动物的生活。

outspoken (*adj.*): expressing your opinions honestly and directly 直言不讳的

As a former schoolmaster, he has always been outspoken on education issues and a firm supporter of traditional learning methods. 作为前任校长, 他总是就教育问题坦率地发表意见, 坚定地支持传统的学习方法。

respect (*vt.*): to be careful not to do anything against someone's wishes, rights, etc 尊重

She said she wanted to leave, and her father respected her wishes. 她说她要离开, 她的父亲尊重她的愿望。

5. It was a small book explaining how to cut the death rate from having and caring for babies. 这是一本小书, 介绍如何从妇女怀孕到护理婴儿的过程中降低死亡率。

explaining ... 是-ing 形式作定语, 修饰book。动词的-ing 形式作定语常表示与谓语动词同时的行为, 相当于谓语动词为进行时或一般时的定语从句, 有时也可以表示一个与谓语不同时发生的行为。

Who is the man sitting (who is sitting) in the corner? 坐在角落的那个人是谁?

Women caring (who care) for patients in hospitals are called nurses. 医院里照料病人的女性叫护士。

The man wearing (who is wearing) a blue suit used to be a teacher. 那个穿蓝衣服的男的以前当过教师。

6. I discovered that Lin Qiaozhi had devoted her whole life to her patients ... 我发现林巧稚把毕生都奉献给了病人……

devote oneself/sth to sb/sth: to give (one's time, energy, etc) to sb/sth; dedicate oneself/sth to sb/sth 为(某人或某事)付出(时间、精力等)

He devoted his life to promoting / the promotion of world peace. 他一生致力于促进世界和平。

She devoted herself to tennis in her teens. 她少女时代热衷于网球。

二、背景知识

1. Gombe National Park 贡贝国家公园

Size	52 sq km (about 32 sq miles), Tanzania's smallest park
Location	16 km (about 10 miles) north of Kigoma on the shore of Lake Tanganyika in western Tanzania
How to get there	Drive, flight from Dar Es Salaam or Arusha, slow train from Dar Es Salaam to Mwanza or lake ferry from Burundi or Zambia to Kigoma, then local boat from Kigoma to Gombe (2-3 hrs)
What to do	Chimpanzee trekking, hiking, swimming, snorkeling
Best time	The chimps don't roam as far when it is wet (February – June, November – mid December), so may be easier to find; better picture opportunities in the dry (July – October and late December)
Accommodation	One hostel, 1 guest house and 2 camp sites, all self-catering
Attractions	Chimpanzees
Note	Strict rules are in place to safeguard you and the chimps. Allow at least 2 days to see them – this is not a zoo so there are no guarantees where and when they'll be each day

2. Some great women



1) **Mother Teresa** founded the Missionaries of Charity in 1948. Through it, she has dedicated her life to helping the poor, the sick and the dying around the world, particular those in India. She founded the Kalighat Home for the Dying and a leper colony was established under her guidance. Her selfless work has brought her many awards, including the Nobel Peace Prize in 1979.

2) **Marie Skłodowska Curie** researched into the science of radioactivity. She is best known for discovering the radioactive elements – polonium and radium and as the only person to win two Nobel prizes. She did not patent her discoveries but made them available to everyone. She encouraged the use of X-rays for medical treatment. But she was not sufficiently aware of the dangers of radium and died of leukemia brought on by too much contact with radium.

3) **Rosa Parks** worked as a seamstress at a

Montgomery department store in 1955. On December 1 of that year she got onto a city bus and sat in the “colored” section. The “whites-only” section in the front of the bus filled up and a white man was left standing. The bus driver demanded that Mrs Parks and three other people in the colored section give up their seats so the white man could sit. The other three people moved but Mrs Parks refused. She was arrested when the bus driver contacted the police and charged her with “disorderly conduct”. Four days later she was found guilty. Then the Montgomery bus boycott began. It encouraged Martin Luther King to preach about the injustice to black people in the USA in his church. It is often thought of as the start of the Civil Rights Movement.

4) **Florence Nightingale** was the daughter of a wealthy British landowner, William Nightingale. She was born in Florence, Italy, on 12th May, 1820. Florence wanted to become a nurse, but it was not considered a proper profession for a young lady at that time. In 1851 Florence’s father gave her permission to train as a nurse and in 1853 she went to the Crimea to help the soldiers during the war. There she became known as “the lady with the lamp” for the concern she showed to the sick soldiers. Back in England, she started working to improve the training and status of nurses. She is considered a pioneer of nursing care.

人教版®

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

This unit is the sister unit to NELSON MANDELA – A MODERN HERO (Unit 5, Module 1). It discusses the roles that six women have played at different times and in different countries. Some of the women are from earlier times and some are modern women. All of them worked very hard at their chosen careers and persevered with their ideas. They had to overcome all sorts of

problems. Sometimes they had to give up things that most people take for granted (eg, *a family or even life*) to achieve their ambitions. These explain why they have been included in this unit. So the criterion is the same as what has been concluded in Unit 5, Module 1 and these women all fulfil it.

BACKGROUND

Joan of Arc (Jeanne D'Arc)

She was born in the small village of Domremy in France. She lived at the time when there was a war between England and France called "The Hundred Years War". Joan of Arc was important because she encouraged the old French king's son, the Dauphin, to be crowned in Rheims as the only King of France. The French people accepted him as the true king of France. Joan also showed the French army how to win battles and inspired them with the confidence to win. Even after her death, the French army was confident enough to defeat the English and send them back to England for good. So Joan of Arc began the process by which the English left France and it became a country in its own right.

At the time Joan lived it was considered wrong for women to fight in the army. But Joan argued that God had spoken to her and sent her to help the French army. She said God had spoken to her through two messengers and they had encouraged her in her mission. When she was captured by the English, they did not believe her stories of the messengers from God and criticized her for fighting and wearing men's clothes. After a trial she was put to death. Today we think that Joan did hear the messengers but that they did not come from God. We think they came from her own head and helped her to do things which would otherwise be impossible for

a girl to do at that time and in that society. But she was very patriotic and did inspire the French to win against the English. She showed how brave she was by what she did.

Elizabeth Fry

Elizabeth Fry was born in a Quaker family on May 21, 1780. In 1812 she first visited Newgate Prison in London and was very shocked at the conditions she found there. From then on she began to work to improve prison conditions in Britain. She supplied the women of Newgate Prison with clothes and established a school and a chapel. In 1817 Elizabeth Fry and eleven other Quakers formed the Association for the Improvement of the Female Prisoners in Newgate. The next year she was invited to give evidence to a House of Commons Committee on London Prisons. She described in detail the lives of the prisoners, and recommended that women prisoners should be looked after by women instead of men, and stressed her belief in the importance of useful employment. By the 1820s Elizabeth Fry and her work had become very well known in Britain. She faced criticism and problems at various times. She was attacked by the Society of Friends (who thought she was too interested in fame and neglected her home and family). Despite some difficulties in his career, her

husband supported her. Elizabeth Fry's work was very important because it started the movement for prison improvement. Her idea was that people in prison could not change their ways and lead useful lives if you did not give them a legal way of earning money. She aimed at changing the prisoners by educating them and changing the way they were treated. Here is her biography:

1800: married Joseph Fry

1812: first visited Newgate Prison in London

1816: began her prison school in Newgate Prison

1818: talked to the leaders of Britain about life in prison

1823: new Prison Act: agreed to spend more money on prisons and used some of Elizabeth's educational ideas

1827: published a book about what she had seen in many prisons

1832: gave evidence to the leaders of Britain about prison conditions

1845: died

Her work was mentioned as one of the reasons that the Quakers got the Nobel Peace Prize in 1947 and she was remembered in Britain by being put on the new five-pound note in 2000.

Song Qingling (Soong Chingling)

Song Qingling was born into a rich Christian family which played an important role in Chinese politics in the first half of the 20th century. She and her two sisters had a good education. She went to study in Georgia, USA. In 1915 she married Dr Sun Yat-sen, founder of the Republic of China.

After her husband died in 1925, Song Qingling supported the Communist Party and the revolution, even though most of her family were members of the Kuomintang. Later, she was made an honorary president of the People's Republic of China. She spent her later years working for welfare projects in China, leading the Women's Federation. Furthermore, she was also a great advocate of civil rights, democracy and peace.

Lin Qiaozhi

Lin Qiaozhi was born in Xiamen in Fujian Province. Her parents were Christians and her father worked at a university of Singapore. He believed in the education of women. Lin Qiaozhi's mother died when she was

five and she went to live with her brother and his family. They fulfilled their father's wishes by encouraging her education even when they could no longer support the education of their own children. At elementary school one of her teachers noticed how quick and neat her knitting was and encouraged her to become a doctor. Here is the rest of her biography:

1921 She entered the Peking Union Medical College.

1929 She graduated from the University with a PhD degree in gynaecology.

1932 She went to London University Medical School and Manchester University Medical School for further studies.

1933 She studied in Vienna and then returned to China to work for women and children's diseases.

1939 She studied abroad in the USA at the Chicago University Medical School.

1940 She returned to China as the Head of Gynaecology and Obstetrics: the first female head of such a department.

1941 War between Japan and the USA forced the hospital to close, so she opened a private hospital in the hutongs for patients. After the war she returned to the hospital when it reopened.

1949 After Liberation she went to study diseases of women in the countryside and wrote a book to help them keep their babies healthy. She was very important in inspiring women to become doctors and was one of the founders of modern gynaecology in China. She did important research and used the methods she had learned abroad to improve Chinese medicine.

1983 She died leaving her body for medical research. Her work was recognized when on the 100th anniversary of her birth a copper statue to honour her was placed in the Great Hall of the People, Beijing.

Jane Goodall

Jane Goodall went to Tanzania and studied chimps from 1960s. She went with three African helpers (and her mother for the first month) to live in the Gombe National Park in East Africa. She made friends with the local African people after setting up a clinic to help cure minor illnesses. Her life was spent following and recording the social life and relationships of the chimps.

Her supplies and the care of her base camp was managed by her African helpers. Jane uncovered many aspects of chimpanzee behaviour during her first years at Gombe National Park. Because of her research, we now know that chimpanzees hunt for meat, use tools, and have different personalities.

In 1965, Jane earned her PhD in Ethology from Cambridge University. Soon she returned to Tanzania to continue her research and to establish a research centre. Later, she became the Scientific Director of the Gombe Stream Research Centre, Tanzania. In 1977, Jane founded the Jane Goodall Institute for Wildlife Research, Education and Conservation, USA to provide support for field research on wild chimps and encourage wildlife research.

Jody Williams

Jody Williams has worked for many years to help people in South America by organizing medical care (Medical

Aid for El Salvador) and education (Nicaragua-Honduras Education Project). In 1992 she began to organize the International Campaign to Ban Landmines (ICBL). As an ICBL coordinator, she has written and spoken extensively on the problem of landmines and the movement to ban them. She worked with groups in different countries. In 1992 she was working with six groups, but by 1997 more than 1,000 groups from over 60 countries had joined ICBL. Although the organization became very large, the friendly way of organizing ICBL continued and has proved very successful. Working in an unprecedented cooperative way with governments and other international groups, ICBL achieved its goal of an international treaty banning landmines during the diplomatic conference held in Oslo in September 1997. In 1997 ICBL was given the Nobel Peace Prize and the work of Jody Williams was recognized and rewarded. She still works for ICBL today.

WARMING UP

This is the part that connects Unit 5, Module 1 to this unit. The rules concluded in the earlier unit can be applied here to identify great women. Students should be encouraged to discuss what these women did for

other people, and what problems they had to overcome or what they had to give up to achieve their ambition. The following chart may be useful for students to organize their thinking.

Name	Ambition	Problems	Sacrifices
Joan of Arc	<i>To drive the English from France</i>	<i>Women were not allowed to fight like a man.</i>	<i>She lost her life.</i>
Elizabeth Fry	<i>To help improve prison conditions</i>	<i>She was criticized for neglecting her family and enjoying fame.</i>	<i>Less time was spent with her husband and family.</i>
Song Qingling	<i>To work for civil rights, democracy and peace</i>	<i>Her relatives held political opinions completely different from hers.</i>	<i>After her husband died, she lived alone.</i>
Lin Qiaozhi	<i>To help women and children with their illnesses and health</i>	<i>Women had greater difficulties getting into medical college and getting further training.</i>	<i>She never got married or had a family of her own.</i>
Jane Goodall	<i>To work with animals in the wild</i>	<i>She lived a hard life in the wild.</i>	<i>She gave up the comforts of life to study the chimps.</i>
Jody Williams	<i>To prevent the making and use of landmines</i>	<i>It isn't easy to work with groups in different countries and persuade governments to stop the making and use of landmines.</i>	<i>She has lost her own personal time because of the demands of the job.</i>

Teaching suggestions:

- 1 Remind the students about the criteria used in the unit on NELSON MANDELA – A MODERN HERO. Ask them in pairs to discuss what they think makes a great man or woman. Then let each pair get with another pair and compare their ideas. Each group should then report to the class. Make a note of their ideas on the board and go through them all, explaining why they fit or do not fit the previous definition of a great person.
- 2 Let the students read the short introduction to the women featured in the textbook. It may not be clear at first what these women have in common. If the students have difficulty, try to guide them by asking them to give you some adjectives to describe these women. Some common adjectives should emerge which describe all of them such as: determined, altruistic (thinking of others), committed, inspiring, influential, etc. These are the qualities that these women have in common.
- 3 Encourage the students to think again about what makes a person great. Is it being famous? (like a pop singer or film star) Is it being rich? (like a successful businessman or businesswoman) Is it giving up something for others? Get the class to identify what each of these women gave up in order to help others less fortunate than themselves. The chart above may help you.
- 4 Make a list of their difficulties and examples when

they showed generosity of spirit. Remember to use these when reading the story of Jane Goodall.

- 5 While organizing a discussion with the class, teachers should make sure that every pair in the class is asked to join in the discussion. Do not only ask those students whose English is the best. Do not ask the pairs in seat order down a row (that is to say, from the front of the class to the back). This means the other students may relax and not concentrate on the discussion or give their ideas. So ask pairs in no particular order and seated at different places in the class to give their ideas to everybody. That way everybody will be involved in the lesson.
- 6 When students make mistakes in their English grammar, do not correct them as they are speaking. Let them finish what they are saying and then draw attention to the mistake(s). Do not make comments as a criticism of the student but as a learning tip for the whole class. In this way the students will notice that particular mistake and try not to make it themselves. Above all, compliment the students on their ideas and use of English. Help them if they stop in the middle of a sentence. Be supportive and encouraging. If students feel confident and know that they will not be criticized for mistakes, they are more likely to practise their oral English. Then you will have done a good job by encouraging their interest and motivating them to try and improve their English skills.

PRE-READING

This is also a discussion but focused on Jane Goodall. One of the interesting things about Jane Goodall is her decision not to go to university but to work with animals in the wild. This is a question which may interest students. It should make them think about their own future plans and how to achieve them. They might also consider these questions:

- *Would Jane Goodall have done such interesting work if she had gone to university before going to Africa?*
- *What difficulties did she have when she did eventually go to university to study for her PhD?*

Suggested answers to Exercise 1:

Jane wanted to study chimps in the wild because it is important to test the theories that people hold about chimps. She was able to find out the “real” life of chimps rather than the life people thought chimps lived because they had only studied them in zoos.

Was she right? Yes, she was, because her work was based on original evidence and the “real” behaviour of chimps.

Exercise 2:

This is a question which is training the students in a useful reading skill – skimming. So it is important not

to omit this part of the Pre-reading section.

NOTE:

Jane Goodall's work was supported by Louis Leakey, a famous palaeontologist who had been studying how early people appeared on earth. He thought that early people might have developed from chimps and apes. So he wanted somebody to study the social behaviour of chimps to see how far chimps in the wild behaved like people. So he supported Jane in her ambition to study animals in the wild and her work helped him with his ideas on early people. Nowadays it is accepted that

early people developed from chimps and monkeys and Jane's work has helped people to accept this idea.

One difficulty Jane had was the way she identified the chimps in a family. She gave them names (not numbers) and noted their personal ways of doing things. She thought of them as you might think of people and their different habits. The professors at the university did not like this and said she was treating the chimps as people and not animals. In the end she was allowed to give the chimps names instead of numbers because their habits were very like human habits.

READING

The reading is divided into two main parts. Part 1 is formed by the first paragraph. It describes the method by which Jane studied the family of chimps that she followed. It explains her research method through the eyes of a visitor coming to see her centre in the Gombe National Park. Part 2 is the rest of the reading passage. It sets out her discoveries, her continuing work to help chimps and her achievements.

1 Teaching new words and structures

Some words can be most easily learned through context. Here are some examples.

- 1 *Jane has studied these families of chimps for many years and helped people understand how much they **behave** like humans.* When we look at this sentence, we see that the word "behave" describes something that is humanlike. What is it that people need to understand about chimps? It is how human they are. So "behave" (which is related to the word "behaviour") means a certain way of acting. In other words, do chimps act like human beings?
- 2 *Then we see them go to sleep together in their **nest** for the night. We realize that the **bond** between members of a chimp family is as strong as in a human family.* The word "nest" is clearly the place where the family of chimps sleep for the night. A bird's nest is made of small sticks and feathers. Presumably the sleeping place for a chimp is made of larger sticks and perhaps grass or leaves. Perhaps they are similar in shape and construction as they both have to rest

in trees, but clearly they are not similar in size. However, despite that it seems reasonable to call them both nests.

- 3 *She spent years **observing and recording** their daily activities.* This is an example of Jane's research style. To find the evidence she needed, she had to make many notes of chimp day-to-day behaviour. "Recording" means to write things down, so "observing" must mean watching the chimps.

Other phrases that need attention:

- 1 The phrase "*a social system*" describes the way people organize the groups they live in. Jane Goodall's work on chimps showed that they were like people because they had a similar social system with duties and responsibilities for each member of a chimp family.
- 2 The phrase "*making sth worthwhile*" is useful. It means that you have problems doing something but the result is useful. So Jane's efforts of studying chimps in the forest were worth it when she was able to do her doctor's degree and work to preserve the life of chimps in the wild.
- 3 The phrase "*to change the way people think about sth*" is to persuade people by your evidence, knowledge and arguments that their ideas were wrong. Jane did this when she found that chimps behaved like people in some ways. Before that chimps were thought to be very different from people because they could not talk. Now we know that idea

was wrong. You can use this structure to describe changes in ideas that have been made by arguments.

- 4 The phrase “*crowding in*” means when you cannot forget an idea, and every time you stop to relax, the idea comes back into your mind. The idea that Jane Goodall cannot forget is the unhappiness of chimps in cages and not in the wild. So she speaks at meetings and tries to convince people that it is better to let chimps live in the wild.

2 Understanding ideas

To find out what the students have learned from the passage, ask them some questions.

Teaching suggestions:

- 1 Ask the students in pairs to discuss the questions below and make notes.

- *How did Jane Goodall do her research and why?*
- *What were the difficulties of her daily life?*
- *What is she continuing to do to help wild chimps?*

These questions test literal comprehension and show whether the students have understood the reading passage. Then put two pairs together to compare answers and report back to the class. Remember to ask as many groups as possible for their ideas. Check that all members of the group were in agreement. Put the ideas on the board. This will help the students see that you value their ideas and that it is possible to have different ideas. If you do not have time to ask all the students, note which ones have been asked and remember to ask the others next time. In this way they all get the same opportunity to join in and practise their English skills.

- 2 Now it is time for the students to put forward their own ideas. Here are some possible questions to extend the ideas put forward in the reading.

- *Do you think Jane Goodall was brave to go and live in the forest (without friends, radio, television,*

etc; but with support from African cooks and domestic servants)?

- *What would you do if you had the chance?*

Remember there is no right or wrong answer to each question. The most important thing is to let the students express their own ideas and give reasons for their views. Let them discuss these questions in their groups of four and report their ideas to the class. Make a list of them and then vote on the one for each question that the class agrees with.

3 Discussion of style

The questions listed below are to make students more aware of the way a passage is written.

- *What is the structure of this reading passage? What are the main ideas of the first, second, third and fourth paragraphs?*

Paragraph 1 How our group studied the chimps in the forest

Paragraph 2 What Jane discovered about chimps

Paragraph 3 What Jane is doing now to help chimps

Paragraph 4 Jane’s achievements

- *Do you think the passage is well organized? Give a reason.*

- *Did you find the reading interesting? Who do you think was telling the story? Would you prefer that it was written by Jane? Why do you think that it is not?*

She might not be able to be so complimentary about her own work.

- *Are there any words or phrases that you particularly like? What are they and why?*

The students may find that the most interesting words are verbs or adjectives. They may like to make a note of them in a book. Remind them to keep this structure or vocabulary in mind when they are doing their own writing.

COMPREHENDING

Answer key for Exercise 1:

1 C 2 A 3 C 4 C

Suggested answers to Exercise 2:

Paragraph 1: How the group followed Jane's way of

studying chimps in the wild

Paragraph 2: What Jane discovered about chimps

Paragraph 3: How Jane tries to protect the lives of chimps in their natural habitat

Paragraph 4: Jane's achievements

Suggested answers to Exercise 3:

What did Jane do after she came to Africa?	What did she achieve?
<ul style="list-style-type: none"> Studied chimps in their natural environment Lived in the forest so she could observe the chimps and record their activities Found what chimps eat and their social system Tried to make people aware that it is wrong to use chimps for entertainment or advertisements 	<ul style="list-style-type: none"> Helped to set up special places where chimps can live safely in the wild Got a doctor's degree Showed that women can live in the forest to study wild animals as men can Inspired others who wanted to cheer the achievements of women

Suggested answers to Exercise 4:

- Because she studies animals and learns from them in their own habitat.
- She had to give up friends, a social life, boyfriends, fun, going to the cinema, seeing her friends, parties,

shopping, etc.

- Yes, because it is only in their natural environment that chimps will behave naturally.
- Answers may vary. Make sure each answer has a reason.

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

1 bond 2 nest 3 institute 4 crowd in 5 childhood
6 outspoken 7 move off 8 welfare 9 project

Answer key for Exercise 2:

Verb	Noun
achieve	achievement
behave	behaviour
observe	observation
specialize	specialist, specialization
advertise	advertisement

Verb	Noun
connect	connection
organize	organization
inspire	inspiration
argue	argument
permit	permission

respect / respect, campaign / campaign, support / support, wonder / wonder

Answer key for Exercise 3:

1 observed 2 worthwhile 3 argue 4 respect

Discovering useful structures

Answer key for Exercise 2:

1 is, are 2 has, is 3 was/were, are
4 were, seem/seems 5 is, are 6 is, were

Answer key for Exercise 3:

is, is, has, have, carry/carries, has, wants, love, are

Exercise 4:

Other possible questions are:

What does your class do at the weekend?

What hobbies do your group of students have?

What teams do you have at school?

Who is in the team?

When can the public visit your school?

Does the school give concerts?

Can the public join the audience?

Do the police protect the school buildings?

Has the government approved the school?

USING LANGUAGE

Reading

This reading is about the life and career of a famous Chinese doctor – Lin Qiaozhi. She was important for women in China because she was the first woman doctor to specialize in gynaecology and obstetrics (or women's illnesses and the problems of having babies). This reading introduces students to choices they will have to make about their own careers. They may note how the writer went about deciding which subject to apply for in university. Like the writer of the passage, they may have no clear idea what they would like to do. So a discussion of this reading may lead into a discussion about future career choices and how they may be arrived at. Although some students may feel it is early to think about their future, it will give them a chance to see what other students are considering. So it may make them take their future more seriously.

Teaching suggestions:

- 1 In pairs ask the students to find the personal questions that the writer asks herself. There are two in all.
 - Which one should I study at university?
 - Why not study at medical college like Lin Qiaozhi and carry on her good work?

These questions are the personal focus of the writer and so the piece of writing.

- 2 Read the passage again and underline every time the writer asked herself a question about Lin Qiaozhi. There are four in all.
 - Why did she write that?
 - Who were the women that Lin Qiaozhi thought needed this advice?
 - Was she so much cleverer than anyone else?
 - What made her succeed later on

These questions are the method by which the writer finds out about Lin Qiaozhi. She asks one question and finds the answer. That leads to another question and another answer and so on.

This is one way to conduct research on an unknown person.

- 3 Now ask the students to answer the questions in Exercise 3 in one or two sentences for each.

Answer key for Exercise 1:

- 1 She got a medical training for her career.
- 2 She became a specialist in women's diseases.
- 3 She had made sure that about 50,000 babies were safely delivered.

Suggested answers to Exercise 2:

- 1 Lin Qiaozhi wrote a small book for mothers in the countryside who were not able to get to a hospital easily. It was to help them look after their babies properly.
- 2 It was not easy for women to get medical education at that time, particularly medical care that was concerned with women and children. Education was for men first and women second.
- 3 She chose to study at medical college because she wanted to help other women as Lin Qiaozhi did.
- 4 I think a good doctor should be kind, competent and devoted.

Suggested answer to Exercise 3:

The writer found out about Lin Qiaozhi by asking questions. One question led to another as her interest in Lin Qiaozhi developed. This is how scientists and other researchers find out more about their chosen subject. It is an easy but very effective method of researching a new subject.

Listening

This listening text is about the particular problems women have when they want a career of their own. These are problems that men do not have and so it is important that both men and women are aware that they exist.

Teaching suggestions:

- 1 Before listening to the tape, ask all the students to write down their career ambitions. Then add the qualifications that are needed to reach that ambition. For example: to be a teacher you need
 - four-year study at a normal university
 - teaching practice at the university for at least one month
 - a demonstration lesson before being appointed to a teaching post
- 2 Each student should tell his/her partner his/her ambition and what qualifications and experience he/she will need to achieve it.
- 3 The teacher can choose some of the girl students to explain their ambitions and what they need to do to achieve them.
- 4 Then ask the students in pairs to do Exercise 1 and make a list of the problems they think women who want a career may have. These may include:
 - *not being given the same chances for a primary or secondary education as their brothers*
 - *not being given a university education*
 - *possibly having to stop work if parents need care and attention*
 - *having a number of part-time jobs rather than a career*
 - *not being able to train later for a career they may like*
- 5 When the students have made a list, ask them to compare their ideas with another pair and tell the best ones to the class. Make a list on the board.
- 6 Now ask the students in their groups of four to discuss with their partner what other qualities they are going to need in their jobs apart from education and training. Their ideas may include: perseverance, hard work, good personality, ability to work in teams, good command of English.
- 7 Now ask them to listen to the text for the first time and check whether their ideas were right. If necessary, you can also use this as an opportunity for the students to get used to the speed of the text and the accent of the speakers. Make sure that they take notes that the three reasons are introduced by the words "first", "second", and "third". These are clues to the coming of the next reason.
- 8 Listen again and ask the students to make notes of the three problems in Exercise 2. They should not

write full sentences, but notes to remind themselves of the reasons given on the tape. Then when they are asked about what they have heard, they will be able to answer fluently.

- 9 The next listening is to encourage students to concentrate on details in the listening for Exercise 3. So remind them that these sentences come from the text. They should read the passage through carefully and think what word may fill that gap. That will help them when they listen. If necessary, play the tape through again so that the students can finish this exercise.
- 10 Finally ask the students to do Exercise 4 and discuss whether they agree with the speaker or not. At the end of the discussion, one in each group can tell the rest of the class their conclusions and the reasons for them.

LISTENING TEXT**ARE WOMEN GIVEN A FAIR CHANCE?**

I don't think women are given a fair chance to have as good a career as men for three reasons.

First, girls have more difficulty getting an education than boys. If there is little money in the family, boys will get the first chance to go to school. Even if girls do begin school, they often leave earlier to help the family or to go to work. It is often felt that girls will marry and look after another family but that boys must earn money for the family. This way of thinking prevents some girls from training for a career.

Second, women have more difficulty getting to the top of their chosen career. Most people who run companies are men. So they choose other men to succeed them. This means that women get fewer chances to show how good they are at running businesses. Unless they are given the opportunity, they will never be able to show that they can run companies successfully.

Third, women are more likely to give up their careers to look after children or run the house. This is because these kinds of responsibilities are considered women's work. However, men do not have this problem. They can work long hours and go on business trips. They can improve their career chances since the family is cared for at home.

Answer key for Exercise 2:

- 1 Girls have more difficulty getting an education than boys.
- 2 Women have more difficulty getting to the top of their chosen career.
- 3 Women are more likely to give up their careers to look after children or run the house.

Answer key for Exercise 3:

- 1 prevents, career
- 2 opportunity, run companies
- 3 responsibilities, hours, business trips

Exercise 4:

Sample dialogue:

- S1: I don't agree with the speaker. I think girls have as much chance to have a good career as boys do.
- S2: That may be so in the cities, but what about the countryside? I think it's not so easy for girls to get a good education then.
- S3: Yes, I agree. My cousin comes from the western part of China, and she's often told me about the problems her classmates have. As soon as there's a family crisis, they want their girls to come home and help sort it out!
- S4: Isn't that a bit of an exaggeration? My friend comes from the countryside, and her family are so proud of her. They encouraged her to go to university and find a good career.
- S1: Well, anyway, it's harder for women to do well there than men.
- S2: Yes and look at the big companies. They're all run by men. Even the schools have more men head teachers than women!
- S3: So I was right. Women do have more problems than men. Let's make a list of our ideas, so we can tell the rest of the class.

Speaking and writing

The purpose of this speaking exercise is to encourage students to describe a special woman they know.

Teaching suggestions:

- 1 In pairs choose and then collect some information on your special woman and her achievements. The students may need to do some research of their own.

Perhaps if there is time the students can be encouraged to ask some of their neighbours these questions about their special woman:

- *What does/did she do in her job?*
- *How would you describe her?*

- 2 Remind them that they must also give their own opinion of her. To help them do that, ask them in pairs to brainstorm some suitable adjectives. Ask each pair to contribute one adjective to a class collection of adjectives.
- 3 Now let the students prepare a talk about their special woman. They may take notes (if they like) to help them. When they are ready, they can practise their dialogue and perform it to another pair. Ask the second pair for advice and give them advice in their turn on their dialogue too.

Sample dialogue:

LM = Li Mei DL = Ding Li

LM: Let's describe Wang Lan. She has been a great support to the old people in our area. My mother always praises her for being so hard-working and energetic, even though she's really old. She wants me to be like her.

DL: OK. Why does your mother admire her so?

LM: She says that she's the person who is unselfish enough to help other people even when she's busy. She helped my mother by being brave and going to the shop where she worked and telling them they should treat her better. They wanted to replace her with a man, but Li Jun stopped that

DL: I've heard she's very determined and confident. She doesn't mind talking to leaders and will not give up even when they disagree with her. She's so warm-hearted and will always help others.

LM: True. My mother likes her too. She told me how she is very kind and considerate to her older neighbours. She helps them with their shopping, even when she's tired or has no shopping of her own. She's very generous in giving her time to others.

DL: Yes, that's right, but she does enjoy a good gossip. I suppose that's how she finds out who to help!

DL: Right! Well, I think we are ready to start. All we

need to do now is to organize our ideas ready for the talk to the class.

It is often hard to describe people. Get students to use the notes they have made in the speaking exercise about the appearance, personality, and character of their chosen woman. They also need to add the general

opinion of those who know her in their writing. It is important to connect the speaking and writing activities together. So by using the speaking (so students know the content of their writing) they can concentrate more fully on its quality.

Writing analysis:

LI JUN	ORGANIZATION
<p><i>Li Jun has been a doctor in our hometown for many years. She came from a poor family, but entered medical school through her own determination and</i></p> <p><i>She is kind and considerate to all her patients at the hospital. She never ... and always</i></p> <p><i>Li Jun is a person loved by all who know her. Everyone agrees that</i></p>	<p>→ Paragraph 1: her education and achievements</p> <p>→ Paragraph 2: description of her character and deed</p> <p>→ Paragraph 3: peoples' opinions</p>

SUMMING UP

To “sum up” is to let students think about what they believe they have and have not learned. It should encourage self-reflection and taking responsibility for

one's own learning. Of course, it also serves as a self-review.

LEARNING TIP

This section is intended to give students suggestions for combining what they learn at school with real life.

It is hoped it will help the students develop their awareness of using English in reality.

READING FOR FUN

These quotations are taken from important women. They have done different things with their lives, but have all tried to help others. We already know Jane Goodall. Not only does she work for the welfare of chimps, but she is also active in protecting the environment. She tries to educate students with her organization “Roots and shoots”, so that they become more aware of the environment. Joan Baez is a folk

singer who was very popular in the 1960s and 1970s. She sang songs that were against war and in favour of a more peaceful world. Maya Angelou is a black American poet who is an important role model and worker for women and women's rights. Marie Curie was a physicist who discovered radium. She was the first and only person to win two Nobel Prizes: one for physics and the other for chemistry.

Teaching guide for the Workbook (练习册教学指导)

LISTENING

Joan of Arc was a brave and patriotic French woman who fought to free France from the English. She is generally regarded as the person who began the successful fight to free France. She appears as a very dedicated and intelligent young woman who did what she thought was right.

Teaching suggestions:

- 1 Ask the students to do Exercise 1. In pairs they should look at the photograph first and predict what they learn about Joan of Arc. Let them make a list of their ideas. These may include:
 - She is dressed as a soldier → probably fought for a cause
 - She is holding a flag → probably fought for a country
- 2 Encourage the students to read the exercises to work out the answers to these questions.
 - Which was the country she fought against? → Probably England as it mentions that the English soldiers caught her.
 - Which religion did she support? → Probably Christianity as Exercise 3 mentions "God".
- 3 Now listen to the text and check the answers.
- 4 To do Exercise 2 let them listen to Part 1 of the tape without taking notes and then listen again to take notes. Do the same with Part 2 and complete the sentences in Exercise 3.

NOTE:

Exercise 3 asks for a particular skill – that of finding the correct word and spelling it correctly. To spell correctly, students need to have seen the word already in print. Learning to spell is a visual skill, although sounding out words may help you sort out difficult ones. Here is a strategy to help students with this part of the listening. Listen to the words on the tape and write them

phonetically or in abbreviated form in the textbook. You can come back and spell them correctly later.

LISTENING TEXT

JOAN OF ARC

L = Luc LM = Ming

Part 1

- LM: Who is Joan of Arc?
- L: She was a very brave French lady who fought for her country about six hundred years ago.
- LM: Why did she do that?
- L: Well, at that time the English were ruling France. They treated the French badly.
- LM: Oh, dear! Why didn't the French soldiers drive the English out of France?
- L: They tried, but they didn't have good leaders. So they lost every battle.
- LM: How did Joan help?
- L: She joined the French army. She was a very good soldier and she won battles against the English army.
- LM: Were women allowed to be soldiers then?
- L: No, they weren't. The Church didn't allow it.
- LM: So how did she become a soldier?
- L: Well, she dressed up and behaved like a man, and some people say she went to see the king of France and got his permission.

Part 2

- LM: How could she be so brave?
- L: That's because she believed God had sent her. She had many good ideas for attacking the English army. The French soldiers followed her.
- LM: I see, but what did the English do?
- L: They were very angry. They caught her and the

Church decided she had not behaved as a woman should. So they killed her.

LM: How terrible! What happened to the French after her death?

L: The French soldiers were inspired by her spirit and won more battles. Finally they ended the English rule in France.

LM: So she won in the end. Did the English feel sorry about what they did to her?

L: Yes, they did. Much later they understood that she was fighting for her country. The Church made her a saint!

Suggested answers to Exercise 2:

Joan's country	<i>France</i>
Her reason for fighting	<i>To drive the English out of France</i>
Her enemy	<i>The English</i>
How did Joan help?	<i>She joined the French army.</i>

Answer key for Exercise 3:

- 1 believed, followed
- 2 angry, behaved, killed
- 3 later, understood, fighting

TALKING

This is a chance for students to learn how to describe people in English. They should take special note of the vocabulary that is needed to describe someone. The words they will use will be adjectives, so it might be

useful to collect a list of adjectives on the board before you begin this activity. Then the students can choose a great woman they know and think of their own adjectives for their talking exercise.

Suggested answers to Exercise 1:

Joan		Mulan
<i>No</i>	Did people allow women to be soldiers at that time?	<i>No</i>
<i>To free France from the English</i>	Why did she want to join the army?	<i>To free her country from the invaders; to help her father</i>
<i>Yes, she won battles, but she was caught and killed by the church.</i>	Was she successful?	<i>Yes, she won battles and they won the war.</i>
<i>was made a saint by the Church</i>	What happened to her later?	<i>She went home and lived with her family happily.</i>
<i>brave, intelligent, helpful, devoted, determined, unselfish, warm-hearted, stubborn, unlucky</i>	How can you describe her?	<i>brave, intelligent, helpful, devoted, determined, unselfish, warm-hearted</i>

Sample dialogue:

S1: Do you think that Joan of Arc was like Mulan?

S2: Well, I suppose she was in some ways. They both went to war, didn't they? They both fought with men. They both won some battles. They were both determined and devoted to their causes. They had to fight like that.

S1: Yes, but they did it for different reasons, didn't they?

Mulan did it to help her father. So I think we could describe her as being very brave and warm-hearted.

S2: Yes, she was. However, they both went to free their country from invaders. So I think Joan was equally brave and warm-hearted.

S1: I think Joan was unlucky. After the war, Mulan went home again. She seemed to have been rather modest. Poor Joan was caught and the Church

punished her for fighting like a man. She must have been very stubborn to have fought, even though she knew the Church would punish her if she was caught.

S₂: But she was honoured in the end. The Church made her a saint. Poor Mulan didn't receive any honour.

S₁: But she did live to go home again. And she is remembered and respected by the people.

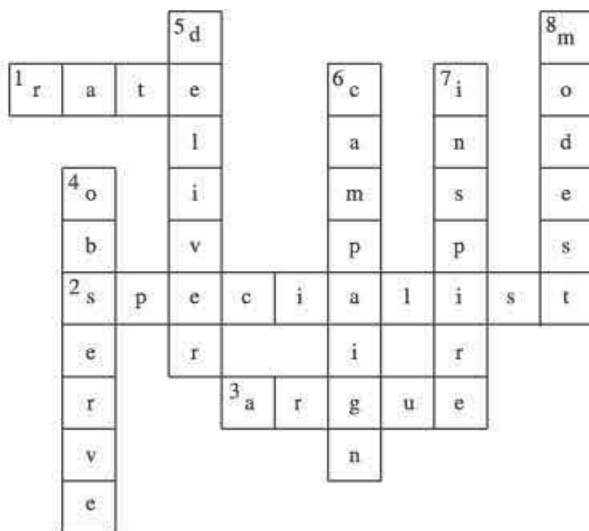
S₂: Yes, and they were both successful, weren't they?

S₁: Yes, they were, so I feel they must both have been very intelligent and clear-headed. After all they both planned battles and won them.

S₂: Let's fill in the chart.

USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:



Answer key for Exercise 2:

kindness / consideration, consideration / kindness, emergency, deliver, intended, came across, sickness, audience

USING STRUCTURES

Answer key for Exercise 1:

1 D 2 A 3 B 4 B 5 D 6 C 7 A 8 B

NOTE:

In traditional grammar Numbers 2 and 8 in this exercise use "as well as" as a prepositional logical connector. This means that whatever it mentions is subordinate to the subject of the sentence. If the subject is singular then the verb is singular; if the subject is plural then the verb is plural. It does not matter whether what follows

Suggested answers to Exercise 3:

1. It is **worthwhile** to improve working **conditions** for factory workers.
2. Her **behaviour** **inspired** others to carry on the fight for wildlife protection.
3. As a student, you should be **modest** and not **look down upon** the classmates who don't know as much as you do.
4. If **human beings** go on behaving like this, we will **be short of** energy soon.
5. Many of the young **generation** enjoy foreign music and films.
6. If you want to know how to translate this sentence, you'd better **refer to** a dictionary.
7. When the parade **moved off** from the square, the people **crowded in**.

the "as well as" phrase is singular or plural. However, in speech the grammar is beginning to change. Nowadays the logical connector is considered as a conjunction and the subject is treated as if it were plural. You should point this out to your students as an example of the way spoken English is always ahead of grammar.

Answer key for Exercise 2:

is, is, is, are, is, they, do, seems, seems, is, play, they, understand, becomes

Answer key for Exercise 3:

Many variations are possible. This is one possibility.

Verse 1: has come, stands, listens, seems

Verse 2: has come, bother, stand, listen, look, seems

Verse 3: has come, feel, stand, listen, look, is moving

LISTENING TASK

The purpose of this listening is to show students that helping others can be a job as well as a volunteer activity. The students can find out more about one woman who made helping others into her job. Remember to let the students listen to the passage at least twice.

LISTENING TEXT

ENDING LANDMINES

DL = Ding Lingyu JW = Jody Williams

Part 1

DL: Now Ms Williams, why did you start this work?

JW: I found that people were being killed by landmines left by the armies long after a war was over. I was really concerned about it.

DL: So what does your campaign try to do?

JW: We try to remove landmines as quickly as possible, and stop countries making or using them.

DL: How do you organize your campaign?

JW: Small groups of ICBL members from different countries talk to each other. Then they can help each other.

DL: Can you give me an example?

JW: In West Africa, for example, there have been many wars. Each country tries to remove the landmines left behind after a war ends. Some countries are working faster than others.

DL: So you encourage them to tell the others how to remove landmines more quickly, is that right?

JW: Yes, in that way good ideas move around the world.

Part 2

DL: I suppose all the information has come to you, right?

JW: Yes, our organization speaks to governments around the world. We provide them with information

and advice.

DL: I see. Does that work very well?

JW: Yes, it led to our greatest success – the Oslo Agreement of 1997.

DL: What did that achieve?

JW: It helped stop the making and use of landmines. 181 countries signed it and 81 countries agreed to make it part of their laws. We felt so happy and proud.

DL: Well, you and ICBL have received an even greater honour since then. It was the Nobel Peace Prize that same year, wasn't it?

JW: Yes, it meant so much to me, but above all I hope we can remove landmines forever and save people's lives.

Suggested answers to Exercise 2:

Research notes on ICBL	
Who is ICBL's leader?	Jody Williams
Why did Jody start the work?	People were killed by landmines.
What is ICBL's aim?	To stop the making or use of landmines.
Why do ICBL countries talk to each other?	To help remove landmines more quickly.

Answer key for Exercise 3:

1 1997, making, use, 181, 81, laws

2 received, honour, Peace, the same year / 1997

*Suggested answers to Exercise 4:

1 ICBL speaks to governments all round the world and tries to stop them making or using landmines.

2 They got the 181 countries to sign an agreement (the Oslo Agreement) that they would not make or use landmines in the future.

3 They convinced 81 countries to include in their

national laws that they would never make or use landmines in the future.

Exercise 5:

Sample discussion:

S1: I really admire Jody Williams. What a useful job she's done!

S2: And very successful too!

S1: Why do you think she did so well?

S2: I think it was because she worked with local organizations in each country. She made sure that those countries which were most successful at removing landmines told other countries how to do it more efficiently. That gave everyone confidence.

S1: An excellent strategy. That's why she got the Oslo

Agreement and a Nobel Peace Prize in 1997.

S2: But I'm sure her work was not easy.

S1: Why do you say that?

S2: She has to talk to so many countries and governments. There must be so many cultural differences to overcome.

S1: Using local people must have helped. I think it must have been harder to convince some countries not to use landmines – they've found them useful in fighting their wars.

S2: Yes, and they provide work for workers in the factories that make landmines. Some people never think of the effect on others.

S1: Do you think that might stop its complete success?

S2: I'm afraid it might, but I hope not.

READING TASK

This is to introduce students to Elizabeth Fry, a famous prison reformer who lived about 200 years ago. It was remarkable at that time that a woman was able to make so many changes. This was because women were supposed to stay at home with their families. They were not given education like their brothers and they were not allowed to have jobs. Elizabeth Fry was lucky to be

a member of a Christian group that gave an equal education to girls as well as boys. They also encouraged the girls to become involved in trying to solve the problems of society. So Elizabeth got a lot of support that other women of her time would not have had.

Suggested answers to Exercise 1:

Notes on English prisons in the nineteenth century	Elizabeth Fry's actions to change the conditions
<i>The women were treated like animals.</i>	<i>She taught the women to sew, knit and make goods to sell.</i>
<i>They had no beds, clean clothes, food or heating.</i>	<i>She provided food, clean clothes and straw for beds.</i>
<i>The children born in prison had to stay there and had no chance of an education.</i>	<i>She began a prison school for the children.</i>

Suggested answers to Exercise 2:

	Questions		What they might say and why
1	Elizabeth, why do you not spend more time with your family?	1	<i>There are plenty of people to look after them, but these prisoners have only me to care about them.</i>
2	Joseph, why do you let your wife work with prisoners?	2	<i>I agree with what my wife does. We should help those less fortunate than ourselves.</i>
3	(to the prisoners) What do you think of Elizabeth's ideas?	3	<i>Before she came we had no hope and no chance to change our life. Now we have the possibility of a new start. She has made a great difference.</i>

SPEAKING TASK

This is an opportunity for students to devise a questionnaire. There should be a Chinese and an English version and they should both be the same but in different languages. It may need time to prepare the questionnaires, so you may want to let the students prepare this for homework.

Teaching suggestions:

- 1 In groups of four, ask the students to design some questions to ask a female member of their family, for example, what were their ambitions when they were young and compare it with their later job/career. Try to brainstorm some questions.
- 2 Let each group tell the questions to another group. Let the second group check that their English is correct and the sentences are useful for finding out the information the students need.
- 3 To judge the effectiveness of their questions, ask them to read out some of their questions and discuss with the class what answers they might expect from each one.
- 4 Check the questions for any mistakes and let the students take them home for their survey.

Sample dialogue:

WJ=Wang Jie DF=Dong Fu

WJ: Do your mother and grandmother speak English?

DF: Yes. Do yours?

WJ: My mother does, but not my grandmother. So we had better make a Chinese as well as an English version.

DF: Now let's look at these questions. What do we need to find out? Ah yes! It's all about whether our mothers and grandmothers were able to do the jobs they wanted and the reasons why.

WJ: So the first question ought to be "What job did you want to do when you were young?"

DF: Yes, but that's not very clear. How young do you mean? I think we ought to add an age. Let's say "What job did you want to do when you were 16 or 18 years old?"

WJ: Good. Now we have to find out what job they actually did. Let's put it like this, "What job did you do when you left school?"

DF: That's fine. But suppose they went to university? How about "What job did you do at the end of your education?"

WJ: Perhaps we had also better ask about whether they did any training or not for the job. How about "What training did you get for this job?"

DF: We might also ask if they enjoyed it and why.

WJ: It is also important to ask how long they worked at this job and whether they changed their jobs and why.

DF: Yes! The more you think about it, the more questions will come to mind!

Sample questionnaire:

Name:	Age:
Relationship to researchers:	Date and place of birth:
Education:	Qualifications:
Questions	Answers
What did you want to be at the age of 16?	
What was your first job?	
What age did you start your first job?	
What training did you have for the job?	
Did you enjoy it? Why?	
What achievements did you make in the job?	
How old were you when you left the first job?	
If the job was not the one you wanted, why did you choose it?	
Did you ever do the job you wanted? Why?	
Any other information?	

WRITING TASK

This is another opportunity for students to use the information they have gathered in the Speaking Task for a writing exercise. Before they can do so, you need to talk to them about the results of their survey. Students need to sort out the information, so that they can use it to write a report. This means working out:

- *if your mother/grandmother did the jobs she wanted*
- *how they did the job they wanted to do*
- *why they didn't do the jobs they wanted*
- *how your mother and grandmother are helping you to do the job you want*

Check the information that the students have organized with their survey sheets. Then they will be ready to begin the writing task.

Teaching suggestions:

- 1 Before writing the students should prepare a short report on what they discovered. They should have some time to prepare this in the classroom. Then they can practise by telling their partner about their findings. Choose some of the students to make a presentation to the class.
- 2 After the presentations it is time for the students to

write. Let them write the questions down first. Tell them to leave a space between each question so they can fill in the answer. The questions should be in a darker colour so that it is clear which are questions and which answers.

- 3 When they have finished their first draft, the students should swap reports with their partner and help each other with advice on punctuation, spelling, grammar and presentation.
- 4 Let the students add photographs or pictures of their female relatives on the report. Then display them around the classroom or in a prominent place in the school.
- 5 Make a small survey of your own. Ask the students whether mother or grandmother did the job they wanted and what it was. Ask them to give you some information:
 - *grandmother's ambition*
 - *the job she did*
 - *mother's ambition*
 - *the job she did*

Make a chart like the one below and fill in the information.

Name	Ambition	Job	Any other information
Xiao Hong	Teacher	Shop assistant	She was not able to train as a teacher because there was not enough money at home.

- 6 After the students give you the information, draw some conclusions. For example you could say: "Many of your grandmothers wanted to be teachers but became"
- 7 Make another chart to find out why the grandmothers and mothers did not do the job they wanted.

Not enough education/training	Not enough money to pay for the training	Needed at home	Left school too early to train	Your idea

Make a tick in the correct column every time one of the students gives you a reason. At the end of the report

add up the ticks and find out the most common reasons why girls did not achieve their ambitions.

Sample writing:

After collecting the information from my mother and grandmother, I filled it into the form below.

MY REPORT

Name of Student: Wang Wei

1 Did your mother and grandmother do the jobs they always wanted to?

Mother: Yes

Grandmother: No

(If "yes" go to question 2; if "no" go to question 3.)

2 How was your mother/grandmother able to do that?

She went to university and trained to be a doctor with the support of her parents.

3 Why was your mother/grandmother not able to do that?

She could not be a teacher because her family needed her to go to work and earn money for her brother to go to school. Another reason was that if she had been trained, she would have lived away from home. So she had to leave school early and did not finish her middle school education. This meant she could never get a good training for an interesting, well-paid job.

4 What job did your mother do?

A doctor.

What job did your grandmother do?

She worked in her parents' restaurant as a waitress.

5 Any other information?

Mother: *My mother was lucky because my grandmother wanted her to do whatever career she liked. She got support and money to do her training.*

Grandmother: *She was never able to fulfil her dream but she tried to make sure that all her children were able to do whatever they wanted to. She encouraged them to stay at school and get degrees.*

6 Do you think that a career is more possible or less possible now than it was in my mother and grandmother's time? Why?

I think it is better now, because I am able to get a good university education and my parents are supporting me both with money and encouragement, so I can do the job I would like to do.

My conclusion:

It became clear to me that my grandmother had been unable to follow her career because she was not allowed to be trained for it. However, my mother was able to do the job she had always wanted, because she was able to complete her education and training as a doctor.

The conclusion I draw from this is that women will never be able to do the jobs they want unless they get the same education and opportunities as men do. Education is the key to the success of women's job opportunities.

***PROJECT**

This project allows the students to use the same skills they have been learning in the Speaking and Writing Tasks but apply them to a new situation. They will also need to use the same technique of survey making but

with different questions. It will help if they use the functional items when devising the survey. Then they will have to carry out the survey and collect the information. When they have finished this, the results

should be analyzed (in the way they did for the Writing Task) so that they can draw some sensible conclusions. Finally they can present their results and display their

work in the classroom. This is a very useful exercise for developing research skills as well as analyzing and presenting information.

CHECKING YOURSELF

This part aims at encouraging students to make a self-assessment after they finish learning each unit. The questions in the Workbook may help them. They should check to see:

- what experience, skills and knowledge they have obtained
- if their interest has increased or decreased

- if they are using effective ways of learning
- what problems they have and what solutions they have found, etc

First get the students to think about these questions individually. Then they can discuss in groups sharing their experience. You can join in and give them advice and suggestions where necessary.

人教版®

Unit 2

第二单元

Working the land

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目	
话题	Important people, history and methods of agriculture	
词	statistics sunburnt struggle decade super output crop hunger disturbing expand circulate Vietnam battle rid freedom therefore equip grain export nationality occupation confuse regret chemical production bacteria pest nutrition mineral discovery focus soil reduce root skim underline summary comment	
汇	thanks to rid ... of be satisfied with would rather build up lead to focus on keep ... free from/of	
功能	说服; 劝说 (Persuasion) I'd rather If I have a choice I'll choose It's better to What's the advantage of ...? You need to The advantages are You'll taste the difference when I'd prefer ... because This is good value because I don't like ... because It's a great pity that	
语法	动词的 -ing 形式作主语和宾语 (The -ing form as the subject and object) 1. 作主语 Since then, finding ways to grow more rice has been his life goal. Spending money on himself or leading a comfortable life also means very little to him. Just dreaming for things, however, costs nothing. 2. 作宾语 As a young man, he saw the great need for increasing the rice output. He enjoys listening to violin music, playing mah-jong, swimming and reading. He awoke from his dream with the hope of producing a kind of rice that could feed more people.	

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的中心话题是“农业”，内容涉及我国著名的杂交水稻专家袁隆平的贡献、化肥对土地耕种的影响以及开展有机生态耕种等。本单元的语言知识和语言技能都是紧密围绕这一主题设计展开的。

“热身”(Warming Up)部分围绕有关农业、农村和农作物种植的内容设计了三组问题,让学生进行讨论,相互间交流他们对农村和农业劳动的已有的认识或经验。

“读前”(Pre-reading)部分设计了三个问题。第一个问题是让学生看图和世界卫生组织(WHO)的统计数据,并思考反映出来的问题?第二个问题让学生思考如果明天突然没有了水稻将会发生什么?第三个问题让学生通过本单元阅读文章的标题和图片猜测本篇文章谈论的主要内容。以上三个递进式问题的设计,力图激发学生已有的知识和经验,发挥学生的想象力来更好地理解课文。另外,还可以激发学生的同情心和人道主义精神。

“阅读”(Reading)部分介绍中国著名的农业科学家袁隆平和他的巨大贡献。全文分四段。第一段讲袁隆平作为中国著名的农业科学家,研制出了超级杂交水稻,但他却一直认为自己就是一个农民。第二段讲袁隆平的家庭背景、学业以及他的科研情况,他研制的杂交水稻技术已应用到印度、越南等许多发展中国家。第三段讲袁隆平淡薄名利、无私奉献的高尚品质。他过着和普通人一样的生活,而将自己大部分的积蓄都用于科研。第四段讲袁隆平的工作理想和目标,以及他热爱人民和为人民不断进取的精神。

“理解”(Comprehending)部分设计了四个练习,主要用来帮助学生更好地理解阅读课文的内容。练习1是填写表格,要求学生根据课文中的内容完成表格,检测学生对袁隆平生平的了解。练习2是释义题,要求学生运用不同的语法结构和词汇

改写练习中的五个句子,保持句意不变。练习3是问答题,检测学生对课文的深层理解。练习4是小组讨论活动。要求学生针对课文中的主人公袁隆平这个人物展开讨论,引导学生独立思考,对人物作出评论,并发表自己的感想。在讨论的过程中可使 学生得到人生观和世界观的教育。

“语言学习”(Learning about Language)部分由词汇和语法两项内容组成。词汇学习部分主要用来帮助学生更好地掌握阅读课文中的词语。此部分有三项练习。练习1要求学生在理解所给释义的基础上,找出相应的单词填写。练习2要求学生用所学的词汇替换练习中五个句子里的划线部分。练习3要求学生运用课文中所学的词汇完成短文填空。三个练习按照从单词—句子—短文的顺序层层深入,帮助学生理解并应用课文中所学的词汇。语法学习部分主要是帮助学生了解并掌握动词-ing形式作主语和宾语的用法,有四项练习。练习1要求学生从课文中找出含有动词-ing形式作主语和宾语的句子,获得感性认识,然后教师可以引导学生总结该语法结构的特点和用法。练习2要求学生运用动词-ing形式作主语的结构改写句子,学生有了感性认识并知道了一些语法规则后,再进行这样的控制性练习有助于加深印象。练习3要求学生初步了解英语中有些动词(或动词词组)后面加动词-ing形式作宾语,有些动词后面加动词不定式的形式作宾语,还有些动词后面可接动名词或不定式两种形式。练习4要求学生用框中所给动词(或动词词组)的正确形式(-ing形式或动词不定式形式)完成练习中的10个句子。

“语言运用”(Using Language)部分主要是让学生运用本课所学的语言知识与课文内容进行听、说、读、写的综合训练。此部分有三项内容:1. 读(Reading)的文章是有关化肥危害和有机耕种知识的,设计了三个练习,要求学生紧密联系阅读材料,填写信息和回答问题,然后按照提示的步骤写一篇关于阅读材料的摘要。提醒学生不要从文中摘抄,

要运用自己的语言。2. 听 (Listening) 的部分是一个男孩和一个女孩就杂志上的一篇文章展开的对话, 谈论农民使用化肥对食物的影响。围绕该篇听力内容设计了两个练习。练习1要求学生听对话并找出对话中的主要话题。练习2要求学生再听一遍对话, 判断所给五个句子的正误。3. 读、说与写 (Reading, speaking and writing) 部分要求学生设计一个“绿色食品”的海报, 通过这个练习可以帮助学生学会如何设计英文海报。这个部分设计了三个练习。首先让学生先读一篇关于“绿色食物”的小短文, 之后要求学生分角色、根据提示用语进行口语结对练习, 一个扮演农民, 另一个扮演顾客, 扮演农民的学生要试图劝说扮演顾客的学生购买自己的绿色食品。最后, 要求学生设计海报, 宣传绿色食品的重要性和安全性。

“小结” (Summing Up) 部分涉及两项内容: 1. 让学生小结所学到的有关杂交水稻、农业耕种方面的知识。2. 让学生小结所学的词语以及动词-ing形式作主语和宾语的用法。

“学习建议” (Learning Tip) 部分给出如何提高表达能力的建议。无论是会话还是写作的过程中, 记笔记都是行之有效的办法, 它有助于理清思路并合理组织有关观点。

“趣味阅读” (Reading for Fun) 部分提供了一段幽默对话, 让学生体会英语中的妙语幽默。

本单元涉及的要点是:

(一) 了解农村、农业以及农作物耕种的基本知识, 了解袁隆平博士的研究成果以及有机耕种的重大意义

(二) 学习有关农业的词汇

(三) 掌握动词-ing形式作主语和宾语的用法

(四) 学习如何劝说他人

(五) 学习如何设计英文海报

二、教学方法建议

(一) 热身

除了运用课文中的两幅插图, 教师还可以收集有关农村和农业劳动的视觉材料。先组织学生阅读“热身”部分的三组问题, 让学生结对, 相互提问和讨论。在讨论中, 教师可充分调动来自农村的学生

的积极性, 给学生一个相互学习和交流的机会。对于缺乏这方面知识和体验的学生, 教师应鼓励他们在学习这篇课文的同时去更多地了解农业和农村生活, 了解中国农民的生活现状, 提高学生对农业的认识, 从而帮助他们更深刻地理解本篇课文, 理解农业科学家袁隆平的科学研究价值。

(二) 读前

利用这部分三个问题, 一步一步地引导学生进一步熟悉本单元的话题, 预测阅读内容, 激发他们的阅读兴趣和学习欲望。设计的问题首先从“世界卫生组织”的统计数据开始, 配以非洲饥饿儿童的图片, 引发学生对全世界各地人民温饱情况的思考。建议教师就“世界卫生组织”向学生做简要的背景介绍。第2、3个问题的设计进一步引入本单元课文的内容, 教师可就这两个问题让学生展开进一步的思考, 例如可以提出下面的问题:

- What could you do to help hungry children in poor countries?
- What would you do if there was no rice to eat tomorrow?
- Who do you think is the greatest hero for hungry people in the world?

(三) 阅读和理解

本课的阅读目的是:

1. 让学生了解我国著名的农业科学家、中国工程院院士袁隆平的科研成果, 以及他的杂交水稻技术对我国乃至世界其他国家的巨大影响。

2. 让学生不但学习袁隆平院士的科研精神, 而且还要学习他不计较名利、踏踏实实的生活态度。

3. 让学生进一步学习使用恰当的阅读方法与技能, 如细读 (close reading)、猜测词义 (word-guessing)、释义 (paraphrasing) 和归纳 (summarizing) 的能力, 来把握课文的内容并获取信息、处理信息。

4. 学习并掌握本课中的词语和表达方式。

5. 学习本课中的重点语法结构: 动词-ing形式作主语和宾语的用法。

本单元的课文主要以农业为话题, 课文中有关农业的词汇较多, 因此在制定教学计划和实施课堂教学的过程中, 要注意引导学生理解和归纳这些词汇, 进行分类记忆。课文的教学步骤见下页:

1. 要求学生独立阅读课文 A PIONEER FOR ALL PEOPLE, 帮助他们首先理解每段的段落大意。指导学生通过上下文, 对陌生的词汇进行大胆的猜测, 或暂时略过。教师也可以先以农业为主题, 集中教授生词, 以帮助学生理解课文。

教师可以设计一些问题, 让学生在阅读时思考。例如:

- Who is Yuan Longping? Have you ever heard of him? How much do you know about him?
- What is his job? What are his achievements?
- What do you think we can learn from him? Why? Give your reasons.

2. 教师可以让学生分小组开展交流与讨论, 相互问答, 对袁隆平博士这个人物有一个大致、概括性的了解。小组代表发言, 全班交流。

3. 教师鼓励学生对自己在阅读中不懂的词语或句子提问, 教师最好不直接给出答案, 先让学生试着来回答, 之后再行讲解和归纳。对于回答正确的学生, 教师可以让他说明得出正确答案的思路, 供班级中其他学生学习和借鉴。

4. 通过以上教学步骤, 学生可以初步掌握课文的整体脉络。之后, 教师让学生再细读课文, 捕捉课文中人物的具体信息和细节, 尤其是课文中关于人物描写的表达方式, 从而加深对课文的理解。

5. 在学生对课文有了整体与细节的理解之后, 教师可组织学生听录音、跟读模仿、欣赏全文, 体会课文中表达贴切、内涵丰富的词句。同时, 也可引导学生再读一遍课文, 进一步加深对课文中的整体脉络和重要细节的把握, 以达到全面、深入的领会课文。

6. 教师整体讲解、练习课文中的语言知识。结合上、下文讲解词汇, 帮助学生掌握它们的搭配和用法。教师要提醒学生注意动词-ing形式在课文中作主语和宾语的意思和用法, 详细讲解可结合语言学习的语法部分来进行。

理解部分设计的四个练习均紧扣课文内容, 帮助学生回顾课文中整体或细节的信息。练习1和练习2要求学生在阅读后完成, 这两个练习教师要求学生一定要落实在笔头上。练习1表格的设计目的非常明确, 通过填写表格, 让学生对课文中的人物信息进行笔头归纳。教师可组织学生相互检测,

纠正错误。练习2是释义练习, 相对有些难度, 教师在学生独立完成后, 要进行讲解和归纳。指导学生在日常的英语学习中, 对于同义词、同义句组、以及表达相同意思的不同语言结构等要不断地积累和总结, 这对于学生今后写作能力的提高也是非常必要的。练习3可在阅读中或在阅读后来进行, 帮助学生理解课文。练习4教师可组织学生进行小组讨论, 重点在于引导学生说出自己的理由, 并给予适当的引导, 从而使学生受到人生态度的启发。

(四) 语言学习

词汇学习部分的练习与阅读课文紧密相连, 做练习1时即可让学生独立完成, 然后小组核对, 确定答案后, 让学生再看一下, 加深印象。在单词的教学中, 有些教师经常采用“解释”的方法来帮助学生理解和记忆词汇。如:

Circulate means to make information and ideas known to many people.

If someone **is satisfied with** something, that means he is pleased by having what he wants or needs.

If someone **struggles** to do something, he tries extremely hard to achieve something.

语法部分在教学中, 建议注意以下几点:

1. 要求划出文中动词-ing形式在句子中作主语和宾语的句子。辨认出动词-ing形式在哪些句子中作主语, 在哪些句子中作宾语。

2. 教师可以再详细归纳并举例说明动词-ing形式的用法:

1) 动词的-ing形式可以在句中作主语或宾语, 此时也可称为动名词。如:

Collecting stamps is a good hobby. 集邮是很大的爱好。

He enjoys fishing. 他喜欢钓鱼。

2) 动名词仍然保持着一些动词的性质, 所以后面可以接宾语或副词性修饰语。如:

Reading books widens our knowledge. 读书增长我们的知识。

I don't like people talking when I'm reading. 我读书时不喜欢别人说话。

3) 动名词作主语时, 谓语动词用单数形式。如:

Chatting with them improves our minds. 和他们

聊天增长我们的见识。

4) 动名词既可作动词宾语,又可作介词宾语。
如:

Don't be afraid of speaking English. 不要害怕讲英语。

I remember seeing him. 我记得见过他。

3. 动词的-ing形式在句子中作宾语时,可以比较-ing形式与不定式。

1) 下列动词常以-ing形式作宾语:

admit, advise, allow, appreciate, avoid, complete, consider, delay, deny, enjoy, escape, finish, imagine, keep, mind, miss, postpone, practise, quit, suggest,

stop, can't stand, can't help 等。

2) 下列动词常以动词不定式作宾语:

afford, agree, arrange, choose, decide, hope, expect, offer, plan, promise, determine, demand, manage, fail, prepare, refuse, seem 等。

3) 下列动词或固定词组可以接动词-ing形式或不定式:

like, love, hate, dislike, begin, start, cease, want, continue, prefer 等。

4) 下列动词接动词-ing形式或不定式作宾语,表达的意义有区别。

用法	例句
forget/remember/regret + V-ing (已做了) forget/remember/regret + to V (未做)	I forgot mailing your letter. 我忘了我已将你的信寄出了。 I forgot to mail your letter. 我忘了给你寄信。
mean + V-ing (意味着) mean + to V (打算)	Being early may mean wasting a little time. 早去也许会浪费一点时间。 You really mean to go? 你真的想走?
try + V-ing (试着在做) try + to V (设法去做)	He tried opening the back door with the key. 他试着用这把钥匙开后门。 He tried to open the back door with the key. 他想要用这把钥匙开后门。

有些动词短语也需要接-ing形式,如 give up, keep on, put off, go on 等。

(五) 语言运用

1. 读 (Reading)

阅读的要求是:学生能理解阅读文章中的重点内容。在上半个世纪中,农民更多的是使用化肥进行农业耕种,他们认为这样可以增产和抵制庄稼病虫害。但是,科学家们发现长期的使用化肥会对土地甚至人类的健康带来破坏性的影响。随后,一些农民开始采用各种方法进行土地的有机耕种,并认识到有机耕种的益处。教学步骤建议如下:

1) 让学生限时阅读,准备回答问题: Can you find the main idea of this passage? 对于不懂的生词运用上、下文进行猜测或略过,然后用简短的语言概括文章的中心内容。

2) 结合课文内容,教师可通过提供一定的语境,帮助学生理解一些可能会造成理解障碍的词汇并掌握其用法。如: bacteria, pest, discovery, nutrition, root 等。

bacteria pest discovery nutrition root

(1) Some _____ can cause disease. People usually take some medicine to help them to recover.

(2) If someone makes a _____, he or she is the first person to find or become aware of something that no one knew about before.

(3) Stores of grain are frequently attacked by _____, especially rats.

(4) Some vegetables are grown for their _____ which are large and can be eaten.

(5) Nowadays people eat more food made of grain because of its _____.

参考答案: (1) bacteria (2) discovery (3) pests (4) roots (5) nutrition

3) 让学生再读一遍课文, 完成练习 1 和练习 2。教师可让学生分小组讨论, 找到正确答案, 全班检测答案。教师可以提醒学生不要只是口头回答问题, 而应该用自己的话写出完整的句子来。这样既可以帮助学生理清思路, 还可以加强对文中信息的记忆、加工和处理能力。

4) 结合课文内容, 复习动词的 -ing 形式作主语和宾语的用法, 如:

Over the past half century, **using chemical fertilizers**

First, they damage the land by **killing the helpful bacteria and pests**

They focus on **keeping their soil rich and free of disease**.

Organic farmers, therefore, often prefer **using natural waste from animals**

Some organic farmers prefer **planting grass** ..., and then **leaving it**

These many different organic farming methods ... and avoid **damaging**

5) 让学生完成练习 3, 试着写一篇课文的摘要。教师可指导学生按照课文中的指示步骤进行, 分四步。在这个练习中, 重点在于让学生运用自己的语言, 即换一种方式写出课文的大意。教师可先让学生独立完成, 并提供适当的帮助, 之后选取范文供班级其他同学借鉴。

2. 听 (Listening)

听力的要求是: 学生能够听懂一个男孩和一个女孩就杂志上的一篇文章所开展的对话, 理解听力内容的主旨和相关细节。

1) 组织同学进行听前“热身”, 让学生回顾一下课文中所谈到的化肥对人体的危害。

2) 播放听力录音带, 可进行如下提示:

Now we're going to listen to the conversation between Paul and Carrie. Listen carefully and try to

catch the main idea.

3) 听完第一遍录音后, 教师可提问: What information did Carrie get from the magazine? 如果学生做出正确的回答, 教师可以继续提问: Have you ever noticed some vegetables have big holes inside them? Do you know what the reason is? 学生可以回顾听力内容, 自己思考答案, 也可以进行简短的讨论。

4) 让学生听第二遍录音, 听后, 要求学生回答练习 1 的问题。并依据所听的听力内容中对对话人的观点, 对练习 2 中的五个句子判断正误。

5) 完成上述练习之后, 教师可结合班级中学生的情况选取练习 2 中的观点, 让学生展开讨论, 鼓励学生关注健康饮食。

3. 读、说与写 (Reading, speaking and writing)

该部分的要求是: 学生能理解小短文中的重点内容, 并在这篇短文的基础上进行口语练习, 学会如何去劝说他人, 以及学会如何制作英文海报。教学步骤建议如下:

1) 让学生阅读短文, 理解短文中的内容。

2) 帮助学生总结和归纳“劝说和说服别人”(persuasion) 的日常用语, 模仿造句。

3) 让学生结对、分角色进行口语练习。教师可鼓励扮演顾客的学生围绕绿色食品的话题多提问题, 鼓励扮演农民的学生尽可能多地运用框中所给的日常用语, 来劝说“顾客”。对于基础较弱的学生, 教师应多给予语言提示和帮助。对于语言能力较强的学生, 可要求在全班做示范对话。另外, 教师可以要求学生在练习对话的同时, 记录那些对自己有启发的观点, 以便在设计海报时参考使用。

4) 通过上述的口语练习, 学生可以掌握一些有关绿色食品安全性和重要性的信息。教师可要求学生进行分组讨论, 整理出最能突出自己小组关于食用绿色食品观点的几点理由。随后, 让各小组分别设计出自己的海报。

5) 展出海报, 供全班交流。

(六) 主题任务

根据本单元的中心话题, 建议设计以下“任务型”教学活动。

活动内容: 策划 2008 年“世界粮食日”(World Food Day) 的主题, 并设计一个海报。在海报中突出策划主题, 并说明其目的和原因

活动时间：学习本单元之后

活动形式：小组活动、全班交流

语言知识要求：充分利用已学的词汇和语法

语言技能要求：听、说、读、写

活动步骤：

1. 任务背景：粮食是人类赖以生存的重要物质基础，然而，由于全球人口数量不断增长、可耕地面积逐年减少以及地区发展不平衡等因素，世界农业和粮食生产形势已十分严峻。1979年，联合国粮食及农业组织（简称“粮农组织”）第20届大会决定从1981年起把每年的10月16日（粮农组织创建纪念日）定为“世界粮食日”（World Food Day），旨在引起人们对全球粮食短缺问题的重视，敦促各国采取行动增加粮食生产，与饥饿和营养不良作斗争。此后，每年这一天，粮农组织等国际机构、各国政府及一些民间组织都要开展多种形式的宣传和纪念活动。每一年的“世界粮食日”都有一个宣传主题。

2. 布置任务：要求学生广泛收集有关“世界粮食日”的背景资料，以及近年来世界农业发展的相关资料。收集后将资料进行概括和分类，材料也可以是影视或有声资料。将学生四人一组划分为若干个小组，并对所收集资料进行整理与分析。然后以小组为单位，策划出他们理想中2008年“世界粮食日”的主题，说明策划该主题的目的和原因，并设计出一个海报。

3. 小组活动：小组成员通过讨论确定各自的分工、海报设计方案和实施步骤。然后利用课外时间收集材料，并在小组内汇总，将收集的材料相互交换阅读，通过交流和讨论提出主题策划方案，设计海报。

4. 个人根据自己的分工对海报设计方案加以完善。

5. 全班交流展示，各小组选派代表对所制作的海报进行说明。全班评议，选出较为新颖、合理和科学的策划主题。

2007: The Fight to Produce Food

2006: Investing in Agriculture for Food Security

2005: Agriculture and Intercultural Dialogue

2004: Biodiversity for Food Security

2003: Working Together for an International Alliance against Hunger

2002: Water: Source of Food Security

2001: Fight Hunger to Reduce Poverty

2000: A Millennium Free from Hunger

1999: Youth against Hunger

1998: Women Feed the World

1997: Investing in Food Security

1996: Fighting Hunger and Malnutrition

1995: Food for All

1994: Water for Life

1993: Harvesting Nature's Diversity

1992: Food and Nutrition

1991: Trees for Life

1990: Food for the Future

1989: Food and the Environment

1988: Rural Youth

1987: Small Farmers

1986: Fishermen and Fishing Communities

1985: Rural Poverty

1984: Women in Agriculture

1983: Food Security

1982/1981: Food Comes First

三、教学评价建议

（一）非测试性评价

1. 自我评价

Think about this unit and then complete the following form. How well do you think you learned Unit 2? Rank your achievements in the following things by putting ticks in the boxes. Then work out your percentage.

After learning this unit, I am able to do the following things.	Very well	Quite well	OK	A little	Little
Describe Yuan Longping and some of his achievements					
Explain what organic farming is					
Describe some of the history of farming and methods to help farmers grow better crops					
Use the new vocabulary in this unit					
Use the <i>-ing</i> form as the subject					
Use the <i>-ing</i> form as the object					
Use the correct phrases to try to persuade somebody to do something					
Design a poster in English					
Percentage	%	%	%	%	%

I still need more practice in _____.

2. 小组互评 (参考第一单元该部分)

(二) 测试性评价

1. Read the following quotations and proverbs.
Then underline the *-ing* form used as subject or object.

Then try to translate the sentences into Chinese.

- Constant dripping wears away stone.
- Saying and doing are two different things.
- Writing is nothing more than a guided dream.

– J L Borges

- Doing is better than saying.
- There are three rules for writing a novel.
Unfortunately, no one knows what they are.

– W Somerset Maugham

- Writing a book of poetry is like dropping a rose petal down the Grand Canyon and waiting for the echo.

– Don Marquis

- Writing ought to be like running through a field.

– L Strachey

- Doing easily what others find difficult is talent; doing what others think is impossible is genius.

- Learning makes a good man better and an ill man worse.

- He who is ashamed of being curious is ashamed of learning.

- Do you know what these notices mean? Write

English phrases to explain each of them.



- Fill in the blanks with the verbs in their proper form.

I used to like to go to our local cinema. It was old and rather uncomfortable, but it had character. Now they've stopped _____ (show) films there. The owner would like to go on _____ (run) the cinema, but he would need _____ (make) a lot of improvements, which would mean _____ (spend) tens of thousands of pounds. I remember _____ (watch) the last film at the cinema. It was a murder mystery. It was five minutes from the end, and we were trying _____ (work) out who the murderer was when suddenly all the lights went out and the film stopped. We sat in the dark for a few minutes, and then the owner appeared with a torch. "I regret _____ (tell) you," he said, "that our electricity has failed. I don't mean _____ (disappoint) you, but I'm afraid we can't show you the end of the film. We've

tried _____ (phone) the electricity company, but they say they can't help." He went on _____ (explain) to the audience how the film ended. I didn't understand the story. But I don't regret _____ (go) to the cinema on that last evening.

参考答案:

- 1) Constant dripping wears away stone. (subject)
滴水穿石。
- 2) Saying and doing are two different things. (subject)
说和做是两码事。
- 3) Writing is nothing more than a guided dream.
(subject) 写作只不过是一个受到引导的梦。
- 4) Doing is better than saying. (subject, object)
空言无补。
- 5) There are three rules for writing a novel.
Unfortunately, no one knows what they are.
(object) 写小说要遵循三条规则。但不幸的是, 没人知道这些规则。
- 6) Writing a book of poetry is like dropping a rose

petal down the Grand Canyon and waiting for the echo. (subject, object) 写一本诗集就像把玫瑰花瓣扔进大峡谷, 等待着回音。

- 7) Writing ought to be like running through a field.
(subject) 写作应该像穿越田野。
 - 8) Doing easily what others find difficult is talent;
doing what others think is impossible is genius.
(subject) 有才干者是指别人以为难而你却觉得容易, 而做别人认为不可能的事是天才。
 - 9) Learning makes a good man better and an ill man worse. (subject) 好人越学越好, 坏人越学越糟。
 - 10) He who is ashamed of being curious is ashamed of learning. (object) 耻于问而耻于学。
- 1) No Parking 2) No Smoking
3) No Cycling 4) No Fishing
 - showing, running, to make, spending, watching, to work, to tell, to disappoint, phoning, to explain, going

补充参考资料

(Supplementary reference materials)

一、补充注释

1. Thanks to his research, the UN has more tools in the battle to rid the world of hunger. 由于他的研究, 联合国在消除世界饥饿的战斗中有了更多的方法。

thanks to sb/sth: because of sb/sth 多亏; 由于。具有介词性质。

I was late thanks to the traffic. 由于交通堵塞我迟到了。

It was thanks to his advice that I succeeded. 多亏了他的忠告我才得以成功。

2. Yuan Longping is quite satisfied with his life.

However, he doesn't care about being famous. 袁隆平对生活非常满足。但是, 他对成名并不在意。

be satisfied: be contented 感到满意的, 满足的
I was not satisfied with the result. 我对那个结果感到不满意。

He was satisfied when he won the race. 他对赢得比赛感到满意。

3. He would much rather keep time for his hobbies. 他宁愿把时间花在自己的业余爱好上。

would rather: prefer to 宁愿; 宁可; 较喜欢
I would rather stay at home than go out. 我宁可呆在家里, 也不想出去。

He would rather walk than take a bus. 他宁愿走

路，也不愿乘公共汽车。

4. These chemicals in the food supply build up in people's bodies over time. 随着时间的推移，食物中的这些化学成分会在人体中堆积。

build up: become greater, more numerous, or more intense 变得更大、更多或更强

Traffic is building up on roads into the city. 来往的车辆在通往市区的路上越聚越多。

The disease can also build up pressure in the inner ear leading to severe earaches. 这种疾病还会使内耳的压力更强，从而导致严重的耳聾。

5. Many of these chemicals can lead to cancer or other illnesses. 很多化学成分能导致癌症或其他疾病。

lead to: have sth as its result 导致(某种)结果，造成

This misprint led to great confusion. 这个印刷错误造成很大的混淆。

Closing the factory will lead to 300 job losses. 关闭这个工厂会导致 300 人失业。

6. They focus on keeping their soil rich and free of disease. 他们(农民)关心的是保持土壤肥沃并且免受病害。

focus on: pay particular attention to 集中(注意力、精力)于

Please focus your minds on the following problem. 请集中精力思考下列问题。

Many papers focus their attention on the controversy surrounding foreign affairs. 这些论文使他们的注意力集中在外交事务的争议上。

7. They feel that this makes the soil in their fields richer in minerals and so more fertile. This also keeps the air, soil, water and crops free from chemicals. 他们认为这样会使地里的土壤更富含矿物质，因而也会更加肥沃，同时还可以让空气、土壤、水以及农作物不受化学物质的污染。

keep ... free of/from: protect ... from 使……免受(影响，伤害等)

Eating well and good exercise keep you free from/of cold. 健康饮食和锻炼使你远离感冒。

keep (oneself) from doing sth: 克制自己不做某

事

I just managed to keep myself from falling. 我努力不让自己摔倒。

keep sth from sb: 不想将某事告诉某人

She knew that Paul was keeping something from her. 她知道保罗有事瞒着她。

二、背景知识

1. About the WHO (World Health Organization)

The WHO is the directing authority for health within the United Nations system. All countries which are members of the United Nations may become members of the WHO by accepting its agreements. Other countries may be admitted as members when their application has been approved by a simple majority vote of the World Health Assembly. Members of the WHO are grouped according to regional distribution (193 member states).

In 1945, when diplomats met to form the United Nations, setting up a global health organization was one of the things they discussed. Therefore, on 7 April 1948, WHO's Constitution came into force – a date we now celebrate every year as World Health Day.

The WHO is responsible for providing leadership in global health matters, shaping the health research agenda, setting norms and standards, providing technical support to countries and monitoring and assessing health trends.

Despite enormous progress in the prevention, diagnosis and treatment of disease, developing countries still suffer shortages of the benefits of modern science. Caught in a cycle of poverty and disease, people in these countries are facing shorter life expectancies and economic decline.

"Our greatest concern must always rest with disadvantaged (社会底层的) and injured groups. These groups are often hidden, live in remote rural areas and have little political voice," said Dr Margaret Chan, the WHO Director-General.

2. The Food and Agriculture Organization of the United Nations (FAO)

The FAO leads international efforts to defeat hunger. Serving both developed and developing countries, the FAO acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy. The FAO is also a source of knowledge and information, in addition to helping developing countries and countries in transition modernize and improve agriculture, forestry and fisheries practices and ensure good nutrition for all. Since its founding in 1945, the FAO has focused special attention on developing rural areas, home to 70 percent of the world's poor and hungry people. The FAO's activities comprise four main areas:

- Putting information within reach
- Sharing policy expertise
- Providing a meeting place for nations
- Bringing knowledge to the field

3. Poverty Facts and Statistics

- Half the world – nearly three billion people – live on less than two dollars a day.
- The GDP (Gross Domestic Product) of the poorest 48 nations (ie a quarter of the world's countries) is less than the wealth of the world's three richest people combined.
- Nearly a billion people entered the 21st century unable to read a book or sign their names.
- Less than one per cent of what the world spent every year on weapons was needed to put every child into school by the year 2000 and yet it didn't happen.
- 1 billion children live in poverty (1 in 2 children in the world). 640 million live without adequate shelter; 400 million have no access to safe water; 270 million have no access to health services. 10.6 million died in 2003 before they reached the age of 5 (roughly 29,000 children per day)

人教版®

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

This unit is concerned with introducing students to the study of agriculture. Growing food is connected with healthy food, so part of the unit deals with “organic farming” or green food (food grown without chemical fertilizers). It is hoped that the students will become more aware of the quality of the food they are eating and buy more green food. The unit also introduces modern agricultural problems (desertification) and agricultural scientists (Yuan Longping and Jia Sixie).

WARMING UP

The purpose of these questions is to allow students to contribute their knowledge and experience to a class discussion. Some students may have more knowledge and understanding of the land than others. Their contribution to this unit will help the others to appreciate the skills and expertise that are needed to be a successful farmer. Even if students are unfamiliar with agricultural practices, they may have been to markets where agricultural products are sold and so they will be familiar with the range of goods that farmers grow.

PRE-READING

This part of the unit is to focus the students on one of their basic foods: rice. In English we call a basic food that everyone eats everyday a “staple” food. In England, Canada and USA the staple foods are usually potatoes and bread. In countries like China, Italy, India and Japan many people also eat rice and pasta as their staple food. But in countries like South America and Central America corn (or maize) is the staple food.

This first question is simply to provide these contradictory facts for students to think about. They need not try to

Agriculture, however, forms a large part of China's economy and a large proportion of China's population still works the land. It should be useful and interesting to examine different aspects of agriculture so that students can see that a prosperous future can be made in agriculture. It is also important that everybody recognizes and values the agricultural contribution to China's wealth and prosperity.

Before you start the exercise, ask which students are familiar with agricultural practices. Then let those who volunteer briefly explain what they know or what they have observed about farming. Ask the rest of the class what experience they have in growing plants or looking after a garden. Draw some conclusions from the discussion on the board so that students can see that you have taken their ideas seriously. Keep these ideas so that you can return to them at the end of the unit. You will then be able to ask the students if they still agree with their earlier ideas.

guess the reasons for the situation existing, but simply be made aware of them: the fact that there IS enough food in the world for everyone to eat, but still more than 800 million people go to bed hungry every day. It is a sobering fact to realize.

The second question is for students to speculate on what might happen if there was suddenly no rice to eat. They can suggest alternatives and remember that it does not matter how strange the idea is, because there is not only one correct answer. Use this activity as an opportunity

for developing imaginative ideas. Let the students discuss in pairs and then write down the ideas on the board. Put two headings (*Possible, Impossible*) and then discuss in which group students should put each suggestion. Finally draw a conclusion about the ideas on the board. Make a point of praising the most practical suggestion and the most imaginative. This will encourage the students to value both kinds of thinking.

The final question is to exercise students' prediction abilities. Remind them that they are not to read the passage but simply to use the title and picture to help

them guess. Encourage several students to share their guesses with the class. Do not tell any of them if they are right or wrong, since the purpose of this question is to develop a thinking process, not to get the correct answer.

NOTE:

The 1.08 mu of hybrid rice, bred by Prof Yuan Longping, "Father of Hybrid Rice", hit a record of 1138.14kg in 2000.

READING

This reading is about an agricultural pioneer named Yuan Longping who worked hard to produce a new strain of rice. This hybrid strain of rice produces a higher amount of rice from the same area of land. It has proved so successful that the United Nations is encouraging him to teach other countries how to grow it.

1 Teaching new words and structures

There are three idiomatic phrases that need more explanation.

- 1 The phrase, *work the land*, means to use the land to get its resources, such as through farming or mining.
- 2 *Twice as (large or many)* is a phrase that is very useful. *Twice*, of course, refers to *two times*. It is used in recipe books ("You must use twice as much flour as sugar") or for height ("twice as tall as the China Trade Centre"), appearance ("twice as beautiful"), etc.
- 3 *Having more rather than fewer (troubles)* means that you expect fewer troubles but in fact you get more than you thought you would. It is a very useful idiomatic phrase. You can also use "more rather than less" in the same way. For example: "I got more rather than less interest on my money this month."

2 Understanding ideas

After reading this passage, the students should be able to describe what Yuan Longping has done. This is his biography:

- 1930 Yuan Longping was born.
1950 Chinese farmers produced about fifty-six

million tons of rice.

- 1953 Yuan Longping graduated from Southwest Agriculture Institute.
- 1960's He came up with the idea of developing hybrid rice when he witnessed the unprecedented famine in China.
- 1964 He happened to find a natural hybrid rice plant that had obvious advantages over others.
- 1973 In cooperation with others, he was able to cultivate a type of hybrid rice species that produced more rice per hectare.
- 1990's He shared his knowledge with workers from other countries. He went abroad to provide guidance and sent scientists to India, Vietnam, Myanmar and Bangladesh to work as advisers.
- 1991 The FAO (United Nations Food and Agriculture Organization) statistics show that 20 percent of the world's rice output came from 10 percent of the world's rice fields that grow hybrid rice.
- 2000 Chinese farmers produced nearly two hundred million tons of rice.
- 2001 Yuan Longping received the "Magsaysay Prize", also known as the "Nobel Prize of Asia".
- 2004 Yuan Longping and Steven D Tanksley were awarded the 2004 Wolf Prize in Agriculture.
- 2007 Hybrid rice was chosen as one of China's "four great modern inventions".

Today over 20 countries have begun using hybrid rice. The FAO has vowed to be actively involved in spreading

the Yuan hybrid rice worldwide. 59 percent of China's total rice fields grow Yuan's hybrid rice species, yielding nearly 70 percent of the rice production in China.

There are two points to be made here. First, it is important for students to appreciate that there can be a future (and a prosperous one) working on the land. Second, they should understand that scientific expertise is needed to improve the yield of crops in China, so a good education is important for better agricultural practices. Let students work out the chronology of Yuan Longping's life in pairs after they have read the passage. Then build up the chronology on the board one date at a time. Let the students give their ideas and do not correct them if they have got the order wrong. Instead let other students correct them for you. This will encourage your students to listen, have sharp eyes and notice mistakes.

3 Discussion of ideas

Ask students:

- *Is Yuan Longping more of a scientist than a farmer?*
- *Is he more of a businessman than a farmer?*
- *What are Yuan Longping's achievements?*
- *What were his dreams and how far did he achieve them?*

This can be an interesting part of this unit. Yuan Longping has achieved two things: to produce better rice so no one need go hungry again and to spread this knowledge to other countries. In doing so he has become a rich

man. Do students think he was behaving unselfishly when he produced the hybrid rice? Encourage them to have a discussion about it.

4 Discussion of style

There are some good examples of similes in this reading. In the third paragraph the rice is described as

- as tall as sorghum
- as big as an ear of corn
- as huge as a peanut

In each case the size of the rice is described as being "like" something else. You can let the students describe corn or a flower or a kind of fruit in this way to develop their descriptive writing skills. When they have finished, let each student give an example of a simile for the rest of the class.

For example:

- an apple as big as a man's fist
- a flower as beautiful as you
- corn as tall as a man/a small tree

Look at the structure of the reading and discuss with the students whether they would have organized the passage this way. Explain to them that it is fine to write pieces that are not chronological. They may start in the present and go back to the past or go backwards and forwards in time to suit the argument (as this one does). It is just a different way of organizing the writing so that you have the most impact on the reader.

COMPREHENDING

Answer key for Exercise 1:

Name: *Yuan Longping*

Age: *77 (as of 2007)*

Education: *graduated from Southwest Agricultural College in 1953*

Dream: *to export his hybrid rice so that it can be grown around the globe*

Achievement: *in 1973, developed hybrid rice which produces 20% more than normal rice*

Hobbies: *listening to violin music, playing mah-jong, swimming and reading*

Nationality: *Chinese*

Occupation: *scientist/farmer*

Suggested answers to Exercise 2:

- 1 Even when he was a young man, he knew how important it was to produce bigger rice crops.
- 2 During his early years, much of the countryside was troubled by hunger.

- 3 As they use his hybrid rice, farmers are producing twice as much rice as before.
- 4 He is not interested in buying things for himself or in having a comfortable life.
- 5 It does not cost anything to dream for something.

Suggested answers to Exercise 3:

- 1 Yuan Longping wanted to increase the rice output because he saw many people go hungry when he was young.
- 2 I think he is more of a scientist, although he works in the fields like a farmer. His main purpose is not to make a profit for himself but to study agriculture and use that knowledge to improve farming for farmers everywhere. I do not think he is a businessman, because his goal is not to make money.
- 3 Because of his work with developing hybrid rice, it seems that Yuan Longping must be a very patient and careful man. He didn't give up but kept working on his project. He also seems to be a very kind man, who cares for others. He wants to use his invention to help hungry people around the world.
- 4 I think Yuan Longping was successful because he kept working and did not give up. He was also very motivated to succeed and help other farmers around China.
- 5 I mostly agree. I think being rich can cause a lot of problems, but it really depends on the life and attitude of the person who is rich. People who are rich certainly have different problems from people who

are not.

- 6 I think developing other hybrid grains would make a great difference in the problem of world hunger. Hybrid grains that can survive in very dry or very hot areas would be very useful in Africa and other areas. Hybrid grains that cannot easily be killed by insects and diseases would be useful around the world.

Exercise 4:

Sample Dialogue:

- S1: I see several advantages in Yuan Longping's life. His invention has given him a good position to help people around the world.
- S2: Yes, he has many opportunities to teach and spread knowledge to countries, more than some other agricultural pioneers have.
- S3: There are, of course, some disadvantages in leading such a successful life! He doesn't have as much freedom as before to do his research.
- S4: Yes, that's true! And now he has many people who want him to do work for them, but he doesn't have the time to please so many people!

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

sunburnt, rid ... of, expand, circulate, would rather, struggle, export, satisfied with, equip, crop, thanks to

Answer key for Exercise 2:

- 1 statistics, globe 2 super, nationalities
3 Hunger, disease 4 Vietnam, occupations
5 freedom, exported

Answer key for Exercise 3:

decade, struggle, expanding, Equipped, output, grain, crops, battles, disturbing

Discovering useful structures

Answer key for Exercise 1:

subject: Since then, finding ways to grow more rice has been his life goal.

object of preposition: As a young man, he saw the great need for increasing the rice output.

object of preposition: Yuan searched for a way to increase rice harvests without expanding the area of the fields.

object of verb: He enjoys listening to violin music, playing mah-jong, swimming and reading.

subject: Spending money on himself or leading a comfortable life also means very little to him.

subject: Just dreaming for things, however, costs nothing.

object of preposition: Yuan awoke from his dream with the hope of producing a kind of rice that could feed more people.

Suggested answers to Exercise 2:

- 1 Helping people in need is nice.
- 2 Growing super hybrid rice is not easy.

- 3 Learning more about farming is not difficult.
- 4 Doing research in the countryside is not as easy as in the city.
- 5 Getting rid of hunger is very important for some African countries.
- 6 Explaining this again is important or we will confuse the students.

Answer key for Exercise 3:

1st group: *to do*

2nd group: *doing*

1st group: *promise, fail, hope, afford, hope, plan*

2nd group: *enjoy, finish, mind, miss, keep*

3rd group: *try, stop, begin, forget, like, start*

NOTE:

There are several verbs that can be followed by both the infinitive and the *-ing* form, but the two forms do not have exactly the same meaning. For example, *regret doing* and *regret to do* can both occur, but cannot be used in the same way. *I really regret quitting my piano studies.* is the general use, meaning sorrow over something that has been done or is happening, and cannot be replaced by the *to do* form. However, *regret* can be followed by *to do*, but only with certain verbs of oral

expression, such as *announce* or *say*, as in *I regret to announce that the piano class has been cancelled.* *Stop* and *remember* are two other cases of this difference in meaning between the infinitive and the *-ing* form.

stop

- *He stopped picking up stones* means that he ceased the activity of picking up stones.
- *He stopped to pick up stones* means that he stopped his current activity for the purpose of picking up some stones.

remember

- *I remembered locking the door* means that in the past I remembered the earlier event in which I locked the door.
- *I remembered to lock the door* means that at that point in time I almost forgot to lock the door but then I remembered to do it.

The first example can be changed into the present tense, but the second cannot.

Answer key for Exercise 4:

- 1 to see 2 learning 3 having/owning 4 to experiment
5 trying out 6 to find out 7 to develop 8 to fail
9 owning 10 sending

USING LANGUAGE

Reading

This reading introduces students to the advantages of organic farming. It is important as more and more people become worried about the quality of the food we eat. Before you read the passage you might ask the students what they know about organic farming in general. Collect their ideas on the board but make no comment about incorrect ideas. After reading the passage, ask the students which of their ideas were correct and which were not. This way you are removing prejudices about organic farming and reinforcing the correct ideas.

Suggested answers to Exercise 1:

- 1 They are a great way to stop crop disease and increase production.
- 2 They can damage the land by killing helpful bacteria and pests and by staying in the ground and underground water for a long time. They damage people's health by building up in their bodies and leading to cancer or other illnesses.
- 3 Organic farming means growing crops without using any chemicals.
- 4 The main reason for using organic farming methods is to grow good food and to avoid damaging the environment or people's health.

Suggested answers to Exercise 2:

Methods of organic farming	Advantages of methods
1 Farmers use natural waste from animals.	1 This makes the soil richer in minerals and so more fertile.
2 Farmers often change the kind of crop in each field every few years.	2 Changing the crops renews the minerals in the soil and helps it become rich and healthy.
3 Farmers plant crops with different lengths of roots.	3 This uses different levels of soil.
4 Farmers sometimes plant grass between crops and leave it in the ground.	4 This prevents wind or water from carrying away soil and acts as a natural fertilizer.

Suggested answers to Exercise 3:

Step 1: main idea

Chemical fertilizers can cause many problems, so organic farming is becoming more popular.

Step 2: underlining and rewording topic sentences

Paragraph 1: Recently, however, scientists have been finding that long-term use of these fertilizers can cause damage to the land and, even more dangerous, to people's health. → In recent days, scientists have discovered that using chemical fertilizers for a long time can hurt the land and also people's health.

Paragraph 2: What are some of the problems caused by chemical fertilizers? → There are several problems caused by chemical fertilizers.

Paragraph 3: With these discoveries, some farmers and many customers are beginning to turn to organic farming. → Organic farming is becoming more popular with some farmers and many customers after these discoveries came out.

Paragraph 4: Organic farmers also use many other methods to keep the soil fertile. → There are many organic farming methods for making the land healthy and productive.

Step 3: writing a summary

In recent days, scientists have discovered that using chemical fertilizers for a long time can hurt the land and also people's health. There are several problems caused by chemical fertilizers. They hurt the health of the land, stay in the water for a long time and get into people's bodies through their food. Organic farming is

becoming more popular with some farmers and many customers after these discoveries came out. Organic farming does not use any chemicals. There are many organic farming methods for making the land healthy and productive. All of these methods try to produce good food and to keep the environment and people healthy.

Step 4: swapping summaries and checking them**Listening**

The purpose of this conversation is to illustrate the ways in which overusing chemical fertilizers affects our lives directly. It shows the necessity of being smart in our food shopping and eating, being aware of the possible dangers and avoiding them. This conversation is imaginary, but the information discussed is accurate. If you use chemical fertilizers for too long with certain kinds of vegetables, you can produce crops without solid centres. This is because the crops grow too fast and do not have time to develop naturally.

After listening to the conversation, ask students what they think is the main topic of the conversation. Allow several students to share their ideas and give their reasons to the class.

LISTENING TEXT**WHAT'S WRONG WITH THE VEGETABLES?**

GIRL: Hey, Paul, listen to this ... a magazine article about a farmer who used too much chemical fertilizer on his fields. When his vegetables were picked, they were all found to be empty!

BOY: Empty? You're joking, Carrie ... that can't be true!

GIRL: I didn't believe it either! This article says this

can happen sometimes with vegetables like cucumbers, carrots and pumpkins. The chemical fertilizer makes the vegetables grow fast to look big and beautiful, but they're empty inside!

BOY: You know, I've noticed that sometimes my mum buys carrots from the supermarket that have big holes down the centre. I guess that must be from using chemical fertilizers!

GIRL: Yeah, that's what the magazine says! The main point of the article, though, isn't about holes in our vegetables. It's talking about why the fruit and vegetables we eat today aren't as nutritious as the ones our grandparents ate.

BOY: What? My mum is always telling me to eat more vegetables, because they're good for me!

GIRL: Yeah, I know – my mother says that same thing! And it's true – they are good for us ... but the problem is that they aren't healthy enough! All these chemical fertilizers – they kill off both the bad AND the good things in the ground. The ground doesn't have enough vitamins and minerals any more to help crops grow healthy.

BOY: So ... if our fruit and vegetables were grown with chemical fertilizers, they might LOOK healthy, but probably aren't REALLY healthy? I guess we've got to stop using so many chemical fertilizers to grow our food!

Suggested answer to Exercise 1:

The possible bad effects of chemical fertilizers on the fruit and vegetables that we eat today.

Answer key for Exercise 2:

1 True 2 False 3 True 4 False 5 True

Reading, speaking and writing

This is an example of an integrated task. It encourages the students to think about the advantages of "green food" or food that is grown by organic farming methods. It helps students to develop an argument to try to persuade others that their ideas are correct.

Teaching suggestions:

- 1 Get them to collect ideas and think of reasons before making their dialogues.

- 2 Introduce the students to the functional items. Let them practise using them and allow them to find out which one would be better for which occasion. Give the students some situations and ask them to choose the phrase that they think would be most useful for this occasion. For example:

- *choosing between two dresses*
- *choosing between two cameras, one of which is expensive but well-made, and the other of which is cheaper but less well-made*
- *refusing to buy a wallet or purse*
- *helping someone else choose a computer game*
- *advising someone else on the better one to buy*

- 3 Play a game. Put the class into teams of four. Let them work out the best phrase to use and time them. The first team to finish choosing sensible phrases to fit the situations are the winners. Discuss their answers with the class. See if there are other alternative answers to the ones the winning team chose. Then the class is ready to begin the speaking exercise.

Sample dialogue:

F=Farmer C=Customer

F: Good morning! Would you like some organic carrots this morning?

C: Hmm ... They're a little expensive! What is the advantage of ...?

F: The advantage of these vegetables is that they are green food so they're safe to eat and good for your family.

C: But what's the advantage of having green food? I know all vegetables are good for you and those down the road look green too. And I can buy them at half the price there.

F: Well, let me explain. I'd rather feed my family on green food than other vegetables because they are grown without chemical fertilizers.

C: But the price is too expensive! I'd prefer to buy good food if I can afford it.

F: This is good value for money because you'll have healthier children. They won't have to go to the doctor so often and you won't have to take time off work. In the long run you'll be benefit.

C: Certainly I'd like to buy what is safe and healthy. Perhaps I'll try some of your vegetables and if they

are as good as you say, I'll be back next week!

- 4 This is another occasion for students to use the information they have collected in the Speaking exercise to help them with the writing. First get the students to organize their ideas into three or four sentences. Then shorten these sentences so they become phrases. An example of this might be: *Our green food is grown by using organic fertilizer and clean water and it grows in pure air.* This can be shortened to: *green food grown organically in pure surroundings.* Before you begin writing get the

students to practise making short phrases from longer sentences. Give them one or two long sentences on the board and ask for the shortest suggestions. For example:

- 1 If you want to be healthier and fitter you should eat "green food". (It can be shortened to: Eat "green food" to become healthy and fit).
- 2 I find the taste of "green food" more delicious than ordinary vegetables and fruit. (This can be shortened to: Green food tastes more delicious).

Then students are ready to begin their poster.

Sample writing:

Main heading	BUY THE BEST VEGETABLES HERE
This explains that you sell green food.	<i>We sell only green food in this farm shop! The best choice at the best prices!</i>
Reasons to buy: 1 (one reason) 2 (one reason) 3 (one reason) 4 (one reason)	<i>Green food is safe and healthy for you and all the family.</i> 1 <i>no chemical fertilizers</i> 2 <i>grown in clean air</i> 3 <i>grown with clean water</i> 4 <i>no pesticides to poison your family</i>
Why it is good value.	<i>Eating green food is an important step on the road to staying fit and healthy!</i>

READING FOR FUN

These jokes are good examples of simple jokes that English-speaking children love to tell. When telling jokes, of course, the best part is to wait until the listener thinks about the meaning and begins to laugh. In English (and most languages!), a joke is not funny if it must be explained. However, just in case you have some students puzzled by these jokes, here are a few explanations.

The key to the first joke is a play on the grammar: "biting insects" could be interpreted either as "insects that bite" or "(you) biting insects".

The second joke is a very typical comparison joke: taking two extremely dissimilar things and asking what

is the difference between them. Part of the fun is that the objects are SO different that the question itself is ridiculous. The answer then draws out the joke by putting the two words into a relationship that would not be clearly obvious but pretends to be quite logical. The third joke is a play on word phrases. The usual answer to "what to put into cake?" would be expected to be an ingredient, since that's the usual question when people are eating very good cake: "What did you put in this? It's so good!" The answer, however, is about the present moment of EATING cake, rather than the general custom in MAKING cake.

Teaching guide for the Workbook (练习册教学指导)

LISTENING

The purpose of this listening is for students to realize that deserts are not inevitable. They have come about through neglect over a long period of time. They can be restored to green land again through care and commitment. Desertification in China can be found in the Gobi Desert. Stripping the land of vegetation to turn it into farmland, overfarming on poor land, and overgrazing herds are the main reasons for soil to become dry or semi-arid. If these processes are not reversed, the land can become a desert, but, luckily, with time and commitment this need not happen. Let the students give their ideas about deserts before listening. Ask them to think of three words they might use to describe deserts. These words can be nouns, adjectives or verbs. Put three headings on the board (nouns, adjectives and verbs). Collect the words students have thought of and put them on the board in the right group. Ignore words that are repetitions but write words that are synonyms (for example, *arid* and *dry*). When enough words have been collected, ask the students to discuss whether deserts bring out positive or negative vocabulary. Then ask them what they know about deserts. For example:

- *Do deserts increase in size? (At the moment yes.)*
- *Can farmland become a desert? (Possibly yes.)*
- *How does it become a desert? (Through loss of water and then soil.)*
- *Can all land become a desert? (No, only land at risk or semi-arid land.)*
- *How can you tell if land might turn into a desert? (If there is little water supply, few trees or bushes and the soil is likely to be blown away.)*
- *Can the process be reversed? (Yes, by replanting bushes or trees and so holding the soil in the ground and keeping the water moving in the water cycle. The water cycle draws water from the ground, up through the plant and out of the leaves into the air as water vapour. It falls to the ground again as rain.)*

Write down the students' answers on the board or

overhead projector and keep them till the students have finished the reading. Then ask them which of the statements was wrong. This will help them see where their ideas were wrong and encourage them to remember the facts they did not know about deserts.

LISTENING TEXT

FIGHTING GROWING DESERTS

Why do we have deserts today? Deserts have not always been here. Most deserts that we have today were once green lands full of plant life. One of today's biggest deserts is in North Africa. However, in the 1st century BC farms in North Africa grew corn and wheat to make bread for the whole city of Rome. How did this area become desert?

Both weather and people can help form a desert. Hot weather or very little rain makes the land so dry that nothing can grow. If people cut down or burn trees and plants to make land clear for farming, the wind can blow the soil away and turn the dry land into sand. Another big problem is farming on land that is not very good. This poor land can very quickly turn into desert, if it is farmed too much. One of the biggest causes, however, is when people take their animals to the same fields to feed over and over, and the fields finally lose all their nutrition. Because of these problems, deserts are slowly taking over green land in many parts of the world, including China.

However, we can fight the growing deserts! In some parts of China people are working to prevent desert from expanding. In Xinjiang, for example, some farmers are trying new scientific farming methods. These methods make it possible to use less land for crops, so farmers then can plant trees on the rest of their land! One Xinjiang farmer, used only HALF of his fields to grow the SAME amount of crops as last year. On the other half of his land, he planted fruit trees. The

work of people like this is helping to fight the world's growing deserts.

TALKING

This section gives students an opportunity to consider their own personal involvement in this issue of growing deserts. These questions are meant to encourage students to think of the ways people can make a difference in the growth of the deserts. Planting trees, one of the most well-known methods, will be discussed, but in addition, students are asked to consider what happens to those trees after they are planted. If no one cares for the trees, will the planting do any good toward stopping the growing deserts? Each student is asked to think more deeply about how his/her own actions can have a very real impact on the world when working together with others.

Polite ways of stating your ideas is a very important skill, so the phrases given in the Workbook will be very useful in many situations.

- 1 Write the functional phrases on the board and introduce them to the students. Guide them to imagine situations in which they might use each of the phrases.
- 2 Get the students in teams of four to give as many examples as possible of where they could use a particular phrase in two minutes. When time is up, let students count how many examples they have. Go through those examples of the teams who have produced the most in the time available. Declare a winner. Then ask the other teams if they have some alternative examples not yet considered. Praise all who contributed to the exercise. Now students are

Answer key for Exercise 1:

1, 2, 3, 6

Answer key for Exercise 2:

1 B 2 A 3 B

ready to begin the talking activity.

Sample dialogue:

- S1: Have you ever planted trees for Tree-planting Day?
 S2: Yes, I have, once! It was fun – three other students and I had to dig a hole for the tree, put a small tree into the hole, cover the hole and then water it.
 S3: Do you still go back to take care of it?
 S2: What? No, it's very far away in the countryside.
 S4: I wonder who takes care of the trees after they are planted.
 S3: I think sometimes the trees are not cared for after they are planted. I once saw a field of trees that were planted a few months ago. They were all dry and brown.
 S1: I guess someone forgot to care for them! Perhaps we should consider that caring for the trees we've planted is just as important as planting new trees!
 S2: I agree! But what about other ways to turn deserts into green land?
 S4: May I suggest something that we all can do? Save water!
 S3: Ah, yes. My mother is always telling me to use less water! I know that we all must work harder to save water.
 S1: I agree. We are just a few people, but if we work together and encourage others, we can make a difference!

USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

First column: circulate → circulation, confuse → confusion, discover → discovery, equip → equipment, expand → expansion, produce → production

Second column: battle → battle, comment → comment,

export → export, focus → focus, regret → regret, struggle → struggle, sum → sum

1 circulated 2 focus, export 3 commented, regret

4 struggled, confusing 5 equip

Answer key for Exercise 2:

chemicals, pests, bacteria, production, soil, discoveries, chemicals, minerals, nutrition, root, focus

Suggested answers to Exercise 3:

- 1 Today's lesson **focuses on** how to write a **summary** of a news article.
- 2 We must **skim** the report to find the main idea.
- 3 The teacher told us to **underline** the difficult words

and look them up in the dictionary.

- 4 He said that **details** like **statistics** should not be included.
- 5 I think I'm going to use a report about how farmers are **keeping** their fields **free of chemical fertilizers**.
- 6 It took the farmer twenty years to **build up** his business.
- 7 Using too much chemical fertilizer will **lead to** serious problems.

USING STRUCTURES

Answer key for Exercise 1:

- | | | | |
|--------------|--------------|-----------|------------|
| 1 Smoking | 2 paying | 3 getting | 4 Learning |
| 5 playing | 6 Doing | 7 Using | 8 dancing |
| 9 exchanging | 10 supplying | | |

Answer key for Exercise 2:

to die, to make, fighting, to encourage, to manage, to leave

to spend / spending, working, ploughing, turning, to find, working

NOTE:

"Morn" is a poetic form of the word "morning", so the phrase "from morn till night" is a more poetic way to express "from morning until night". It is commonly used in English storytelling.

Exercise 3:

Students give their own answers.

LISTENING TASK

The purpose of this listening is to give students examples of early farming advances that developed in different places around the world. Before the students listen to the tape, point out that a culture's advances in farming often result in advances in other parts of their culture. Ask students to brainstorm about how farming advances would affect a country. Invite any ideas and write them up on the board.

After students have listened to the tape and completed the exercises, ask them to remind you what four areas of the world they heard about. Invite students to share their ideas about how early advances in farming in these areas affected the history of those early peoples. This is a chance for students to practise their prediction and guessing abilities, so welcome any and all ideas. This might encourage students to go and do more research on this very interesting topic.

LISTENING TEXT

ANCIENT FARMING AROUND THE WORLD

Farming started early in many places around the world. Some of the traditional farming methods still known and used today were developed by the ancient culture of Sumer in the Middle East. Farmers there used teams of oxen for ploughing the fields and had special methods to water their fields. These and other farming methods made it possible for the country to have large armies, which helped spread their culture.

Culture in Egypt developed for similar reasons. The Egyptians developed an amazing system of watering fields from their great river, the Nile. The ability to feed many people from very little land around the Nile helped

Egypt build a large and strong country. The Egyptians' water systems were copied and developed by farmers around the world.

Crops such as tomatoes, potatoes, peppers, some kinds of beans and several other plants were developed in the West. The native people in North America used a farming method called "the three sisters". These three vegetables, beans, corn and squash, are grown together. This helps the soil stay healthy. The native people showed the white people how to use it when they first came to North America. The method is still used today.

In Central America, the farmers of the Aztec culture developed their own special water systems, used fertilizer in their fields and also cut large steps into the sides of their hills to get more farmland, similar to a method used in China. Aztecs were most famous, however, for creating "floating gardens". Wet areas around lakes could not be used for farming, so Aztec farmers created islands on the edges of the lakes. These islands could be used to grow crops such as corn or vegetables.

Answer key for Exercise 1:

Students will make their own guesses.

READING TASK

China was the first country to write down its advice to farmers. Jia Sixie was the first person to write a clear description of the best farming practices of his day. He was not, however, the first person to give others advice on farming. Earlier Greek and Roman landowners had written to each other giving tips on good farming methods. The Assyrians, Egyptians, Sumerians and Mayans all used very efficient farming methods which they passed on from one generation to another. The contribution of Jia Sixie was to be systematic in his writing and to test his theories experimentally as he went along.

Ask the students how agricultural ideas may have been spread and how they think this was done. Any written

Answer key for Exercise 2:

1 B Middle East 2 A Egypt 3 C North America
4 D Central America

Answer key for Exercise 3:

Sample dialogue 1:

- S1: I think advances in farming methods would certainly help improve the health of the people in early cultures.
- S2: Yes, I think you're right. Better health would make better soldiers and better armies, so a culture could defend itself against others and maybe even take over other areas more easily.
- S3: It seems that advances in farming methods would also help a culture's economic growth. It would grow stronger economically, so it would probably last longer.
- S4: That's true. Advances in farming would also make it possible for there to be fewer farmers. There could be more people in different jobs in the culture, because better farms would be able to feed more than just one family.

Sample dialogue 2:

Answers will vary.

evidence is historical; any practical evidence (tools, etc) is archaeological. Ask students how they could tell that agricultural ideas were passed on from generation to generation. (The answer is that the methods remain consistent and we find evidence of the same tools being used for many hundreds of years).

Suggested answers to Exercise 1:

- 1 He saw how some farms produced good crops and healthy animals and others did not.
- 2 He thought that when he found the best agricultural methods he would write them down so all farmers could read about them and benefit.

Suggested answers to Exercise 2:

	Advice for farmers
Keeping seeds	hang seed-heads up to dry all winter knock seeds out when they are planted
Choosing seeds to plant	choose ones with the best colour
Way to get rid of weeds (1)	let animals eat them before planting
Way to get rid of weeds (2)	turn the soil over and cover the weeds so they die
Autumn ploughing	deep ploughing
Spring ploughing	less deep ploughing
Crops	change crops grown in the same field every year

SPEAKING TASK

This activity follows up on the information the students have just read about in the Reading Task. It gives them a chance to analyze what they have read and consider how the information might be personally relevant today.

Sample dialogue:

- S1: What ideas in *Qi Min Yao Shu* do you think are still useful in farming today?
- S2: Well, I know that farmers still must clear their fields of weeds, like Jia Sixie said.
- S1: Yes, I agree, and farmers still must plow deeply the first time and less deeply the second time.
- S2: And I think that farmers still change their crops in

the fields every year. But we have problems today that Jia Sixie did not have in his time.

- S1: What do you think they are?
- S2: Well, I think the biggest difference is the environmental pollution we have today. It really affects our farmers a lot. Jia Sixie did not have that in his time.
- S1: Yes, that's true. We also have a lot more competition in the marketplace today. The competition is more international!
- S2: Yes, and, in addition, we have a lot more new dangerous and powerful crop diseases!

WRITING TASK

This writing task is an excellent chance to begin teaching students organization in their writing.

Ask students to first follow each of the steps in the exercise before they write their report and turn those in together with their report. There must always be at least two main points and for each of the main points, there should be more than one detail to support it, or the point is not well-supported enough. Tell students that writing in an organized way makes writing a passage very easy.

Sample writing steps:

Main idea: Some of Jia Sixie's ideas are still very useful to our modern times, but we have some problems today

that he never faced/had in his time.

- Some of Jia Sixie's ideas are still very useful to our modern times.
 - Farmers still clear their fields of weeds.
 - Farmers still plough deeply the first time and less deeply the second time.
 - Farmers still practise changing crops in the fields every year.
- We have some problems today that he never faced/had in his time.
 - We have environmental pollution that harms fields and crops.
 - We have great competition in the marketplace.

C We have new, dangerous and powerful crop diseases.

Conclusion: Although our modern farmers still use some of Jia Sixie's ideas today, they face problems that were never heard of in Jia Sixie's day.

Sample writing:

1,600 years ago the Chinese writer Jia Sixie wrote a book Qi Min Yao Shu about good agricultural practices. Today some of Jia Sixie's ideas are still very useful to our modern times, but we have some problems today that he never had in his time.

Some of Jia Sixie's ideas are still very useful to our modern times. Farmers still clear their fields of

weeds. They still plough deeply the first time and less deeply the second time. In addition, farmers everywhere still understand that changing crops in the fields is still important.

However, we have some problems today that Jia Sixie never faced in his time. We have environmental pollution that harms fields and crops. We have great competition in the marketplace. We have new, dangerous and powerful crop diseases.

Although our modern farmers still use some of Jia Sixie's ideas today, they face problems that were never heard of in Jia Sixie's day.

*PROJECT

Genetically modified or GM food is becoming more and more common in today's world. There are both good and bad sides to the question of growing and eating GM food. Today GM food is becoming more and more common in China, India, Canada, the USA, Australia and several other countries. Europe and some African nations, however, have been very opposed to the sale of GM food in their countries. Point out the pictures to the students and ask them if they can tell if the food there is naturally grown food or GM food. The point is to show that GM food doesn't look much different than regular food – this lack of difference should spark students' interest as to why there is such a big debate about something that cannot be seen. Encourage students to look for reasons to support both sides of the question. Remind them that the main goal of this project is to research and present the topic as fully as possible, so they must not present only the good or only the bad points about the issue. This activity is important for the students as it encourages independent learning and develops research skills. Ideally students should have access to the Internet, but if they do not they can gain a lot of information from a good set of encyclopedias. Encourage them to do the work out of school as homework or independent project work. See <http://www.newscientist.com/channel/life/gm-food> for more detailed information.

Sample writing steps:

Main idea: There are some possible dangers to growing and eating GM food, but there are some very great advantages.

- 1 The advantages of growing GM food
 - A can be made to resist disease and pests
 - B can be developed to improve human nutrition
 - C can be developed to last longer and still be full of flavour
- 2 Some possible dangers of growing GM food
 - A could cause new, unknown health problems for humans
 - B could develop into new "superweeds"
 - C could create pests that are stronger and better able to resist pesticide
 - D could cross with other plants nearby and affect the health of non-GM plants
- 3 Weighing the advantages against the dangers

Conclusion: The advantages of growing and eating GM food seem to be greater than the dangers.

sample writing:

What is GM food? GM food is plants or sometimes animals that have been genetically modified. GM food is a very hot topic in today's modern world of farming. It has created a lot of disagreement between scientists

and farmers, between farmers and customers and even between countries. There are some possible dangers to growing and eating GM food, but there are some very great advantages.

There are, of course, many advantages to growing GM food. It can be made to resist disease and pests that would destroy normal crops very easily. The most common practice is putting a bacteria that is harmless for humans into plants, but the pests who eat the plants will die. Another advantage is that some kinds of GM food are developed to improve human nutrition. Food like golden rice with extra vitamin A will help improve people's health. Other kinds of GM food have been invented that can grow in very poor conditions, such places with very little water or too much salt in the land. This kind of GM food will certainly improve human nutrition, since it will give people with poor farmland the chance to grow something nutritious. Among other advantages, some kinds of GM food have been developed to last longer and still be full of flavour.

However, some possible dangers of growing GM food have been coming to light in recent years. Some people fear that GM food could cause new, unknown health problems for humans. The biggest concern of

most scientists, however, is that GM food could develop into new "superweeds". These scientists fear that GM crops could grow out of control. Another very real danger is that GM food could create pests that are stronger and better able to resist pesticide. Pests can develop to resist chemicals, so scientists predict that pests will develop to resist GM food that is supposed to kill pests. Mexico and several other countries are worried about another danger. They have discovered that some of the GM food grown in the US has been crossing with their own Mexican crops, through the wind carrying the pollen south into Mexico.

How can we weigh the advantages against the dangers? It seems that there are good reasons on both sides. Even though there are many very real dangers connected to GM food, scientists and farmers are not blind to the dangers and are not foolish. Even right now, there are ways being used or developed to deal with these dangers. For example, some farmers grow GM crops in a field right next to normal crops to help prevent pests from becoming resistant to GM crops. In conclusion, it seems that overall the advantages of growing and eating GM food are greater than the dangers.

人教版®

Unit 3

第三单元

A taste of English humour

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目	
话题	Different types of English humour	
词汇	humour comedy content performer astonish astonishing fortunate unfortunately ordinary bored entertain throughout homeless moustache worn failure overcome leather chew convince convincing direct outstanding Switzerland gesture particular particularly occasion budget actress slide amuse pancake explanation detective mountainous whisper vast mess react porridge drunk up to now feel/be content with badly off pick out cut off star in	
功能	情感(Emotions) How wonderful! It surprises me that I'm pleased we both like I (don't) laugh at that kind of thing because I felt happy because It is (not) very amusing/funny that What fun! I (don't) enjoy this very much because I couldn't help laughing when I burst into laughter when It's interesting that we both find ... funny. I found it extremely funny that I enjoy watching How enjoyable that was! I don't think that's funny at all. Isn't it amusing that ...?	
语法	动词-ing 形式作表语、定语和宾语补足语的用法 (The -ing form as the predicative, attribute and object complement) 1. 作表语 The acting is so convincing that it makes you believe that it is one of the best meals he has ever tasted! 2. 作定语 He grew more and more popular as his charming character, the little tramp, became known throughout the world. 3. 作宾语补足语 You may find it astonishing that Charlie was taught to sing as soon as he could speak and dance as soon as he could walk. How did the little tramp make a sad situation entertaining?	

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的中心话题是“英语幽默”。“幽默”一词一般有两层含义：一是指使某事物可笑或喜剧性的因素 (the quality in something that makes it funny and makes people laugh)；二是指看出、欣赏或表达喜剧性事物的能力 (the ability to think that things are funny, or funny things you say that show you have this ability)。“幽默”也可表示一种艺术手法，以轻松戏谑但又含有深刻意义的笑为其审美特征，表现为意识对审美对象所采取的内庄外谐的态度。幽默的载体可以是以语言文字为主要表现形式的作品，也可以是视觉造型艺术或听觉艺术，或者是综合性艺术。幽默出现在不同的艺术载体中，其表现技巧各不相同。同样，不同地域和不同国家对幽默的理解、表现幽默的形式也不尽相同，但其实质却是一样：把缺陷和完美、荒唐和合理、愚笨和机敏等两极对立的属性不动声色地融为一体，在这种对立统一中，见其深刻的意义或自嘲的风貌。教学该单元时要让学生们认识到，因为中外文化的差异，人们对幽默的理解不同，表现幽默的方式也会不同，这往往会引起理解困难；另一方面，通过对各种幽默表现形式的展示，鼓励学生保持乐观的人生态度，培养幽默感，陶冶情操。

“热身”(Warming Up)部分设计了三个练习。练习1是让学生体会两则笑话里的点睛之笔，引起学生对本单元话题的兴趣。练习2是一个填表题，主要目的是让学生了解英语幽默艺术的一些国际大师级人物，并按照语言和非语言幽默形式列举我国的幽默艺术大师。练习3是一个开放题，学生可以根据个人实际情况回答，并说明自己喜欢语言或非语言幽默的原因。

“读前”(Pre-reading)部分提出了三个问题。第一个和第二个问题是挖掘学生头脑里可能有的文化背景知识，看看他们对卓别林的了解程度。第三个问题要求学生根据课文标题和插图预测文章大意，

再通过略读 (skimming) 验证预测。

“阅读”(Reading)部分以“非语言幽默大师”为题，介绍了世界著名的电影演员、喜剧大师查理·卓别林以及他在无声电影时代的精湛表演，特别是在著名影片《淘金记》中，他运用滑稽、夸张的动作表情，让观众在捧腹大笑之余，体会在琐屑、卑微之中所隐藏的深刻本质。

“理解”(Comprehending)部分包括四个练习。练习1是一个信息转换题 (Information Transfer)，要求学生根据文章内容填写卓别林的基本情况 (生卒年代、职业、扮演过的角色、服装、表演类型等)。练习2要求学生总结文章的段落大意以及用简短的话概述文章。练习3是启发学生思考卓别林的童年生活对其演员生涯的影响，以及卓别林获得成功的原因。练习4是选做题，引导学生编写课本短剧对白，进一步体会无声电影中所传递的有声信息。

“语言学习”(Learning about Language)部分分为词汇和语法两项内容。词汇学习部分设计了三个练习。练习1是词性转换题。练习2是让学生用所给单词的适当形式完成短文填空。练习3是针对动词短语的训练，要求学生用所给短语相互提问并回答。语法部分包括五个练习。练习1让学生找到文章中含有动词-ing形式作表语、定语和宾语补足语的句子，先对这一结构有感性的认识，进而熟悉其用法，能够根据-ing形式在句中的功能进行分类。练习2让学生用动词的适当形式完成文段填空。练习3是针对动词的-ing形式作表语的专项训练。练习4是针对动词的-ing形式作定语的专项训练。练习5是针对动词的-ing形式作宾语补足语的专项训练。

“语言运用”(Using Language)部分是围绕英语笑话和幽默故事展开的，包括三个环节：1. 读与说 (Reading and speaking)；2. 听 (Listening)；3. 说与写 (Speaking and writing)。读与说部分设计了三个练习。练习1让学生把发生在顾客与服务员之间的三个小笑话和关于这三个笑话的解释相匹配，

理解产生笑话的原因。练习2首先是一小段阅读语篇,选自福尔摩斯侦探小说,然后让学生表述他们是喜欢短小的笑话还是喜欢故事性较强且较长的幽默故事。练习3是选做题,让学生把福尔摩斯的故事片断编成对话并表演,练习语调和节奏。听的部分设计了五个练习。练习1让学生从读题入手,猜测听力内容,并互相交流。练习2让学生只听录音的第一部分并写下大意。练习3让学生再听一遍第一部分的录音并回答细节问题。练习4要求学生在听录音的第二部分前先预测将要发生的情况,并把所给的句子排序,然后听录音检查预测的顺序是否正确。练习5让学生再听一遍第二部分的录音并填空。说与写的部分设计了两个练习。练习1让学生讨论对录音中的故事的看法,说明喜欢或是不喜欢的原因。然后相互之间讲幽默故事。练习2让学生把自己讲述的故事写下来。

“小结”(Summing Up)部分让学生从话题、词汇和结构三个方面对本单元内容进行归纳总结。词汇部分的小结着重动词、名词、形容词、副词以及短语等。

“学习建议”(Learning Tip)部分为学生选择合适的短篇小说提供了一些参考标准。经常阅读短篇小说,既可以培养语感,又能扩大英语词汇量。

“趣味阅读”(Reading for Fun)部分提供了两首幽默打油诗(由五行组成,韵式为aabba),学生通过阅读体会幽默艺术的不同形式。

本单元所涉及的要点是:

(一)幽默是生活中有益的要素,滑稽可笑又含有深刻意义的事情随处可见,要学会去发掘、去感受幽默,让生活轻松美好。

(二)透过文化差异去体会理解英语语言中的幽默;通过阅读幽默短篇故事学习英语。

(三)用英语表达情感,讲幽默小故事,并把它写出来。

(四)掌握动词的-ing形式作表语、宾语和宾语补足语的用法。

(五)学习并掌握本单元“教学目的和要求”中所列出的词汇和功能项目。

二、教学方法建议

(一)热身

教师可以让学生通过阅读小笑话和填表,启发学生去了解幽默,归纳幽默的不同形式。对于学生熟悉的幽默表现形式,比如笑话、小品(sketch)、相声(cross talk)等,不妨邀请学生表演一两个小节目;针对学生可能还比较陌生的幽默表现形式,比如表格里提到的funny poems,教师可以给学生会念一两首幽默诗,让学生体会一下。除了“趣味阅读”(Reading for Fun)部分提供的两首诗之外,本单元教参的“背景知识”部分还有两首诗可供选择。此外,“背景知识”部分还提供了“热身”部分提到的喜剧演员和作者的基本情况介绍,教师可以根据实际选择介绍。教参中虽然提供了比较详细的背景知识,但是需要特别注意的是,因为阅读文章是关于卓别林的,而且“读前”部分还有相关问题,所以在介绍他时,最好有所保留。“热身”部分还要求学生谈谈中国投身幽默艺术的演员和作家中的代表人物,教师可以借此引导学生关注文化差异中共同的幽默元素。教师要让学生各抒己见,介绍他们喜欢的幽默大师或演员,还可以组织学生展开讨论,表达自己对各种幽默表现形式的看法。教师应鼓励学生表达自己真实的看法,指导他们列举事例,摆出论据支持自己的观点,如果时间允许,还可以让学生在课堂上作陈述。

下面是关于中西方幽默艺术表现形式的比较:

1. 相同的幽默形式

- 1) 非语言幽默(nonverbal): 哑剧(mime)
- 2) 语言幽默(verbal): 笑话(jokes), 幽默故事(funny stories), 幽默短剧或小品(sketch), 幽默诗或打油诗(funny poems), 喜剧(comedy)

2. 中国特有的幽默形式: 相声(cross talk)、双簧(Shuanghuang)等。

(二)读前

教师可以先让学生回答前两个问题。如果学生的回答不太理想,教师可以根据教参提供的背景知识给学生扼要介绍卓别林的生平及其表演。如果学生的回答比较全面,教师也可以稍作小结,然后自然地过渡到预测文章大意的练习。此外,“读前”部分还要注意提高学生通过略读找到文章大意

(skimming for gist) 的能力。在条件允许的情况下,如果教师能在阅读前或阅读后放一段卓别林主演的影片片段,学生就能通过观看无声电影,在享受幽默带来的乐趣之余,对文章中的描述有更为形象的理解。

(三) 阅读

本课的阅读目的是:

1. 了解非语言形式的幽默艺术
2. 了解世界著名的电影演员、喜剧大师卓别林以及他在无声电影中的精湛表演
3. 进一步提高学生阅读时猜测 (predicting)、略读 (skimming) 和归纳 (summarizing) 的能力
4. 学习并掌握动词-ing 形式作表语、定语和宾语补足语的用法
5. 学习并掌握本文出现的词汇、表达方式和语法结构

本文简要介绍了喜剧大师卓别林的一生,重点突出了他在无声电影时代的精湛表演和以他为代表的非语言形式的幽默。由于阅读前学生对幽默的各种形式有了一定的了解,在此基础上,教师除了引导学生对文章进行整体理解以外,应尽量挖掘学生的学习潜能,让学生学会自己解决或通过讨论解决在理解文章时遇到的问题及困难,特别是通过独自揣摩上下文或者结对讨论,猜测文中生词的意思。比如:在 His parents were both poor music hall performers. 这个句子中,performer 是个生词,但是联系上下文不难推断卓别林走上表演之路受到家庭影响很大,而且该词出现在 music hall 之后,肯定与“艺术表演”有关,再结合构词法中有关后缀-er 的知识,就可猜测出 performer 就是“表演者、演员”的意思。在引导学生猜测生词词义时,教师要给学生提供充分的思维时间,帮助学生打开思维空间,指导学生通过对上下文,尤其是对生词所在的句子的理解,猜出生词的含义。

鉴于本单元主课文是一篇描写“人”的文章,教师应指导学生熟悉这种文体的构思、写作过程。因为这种体裁的文章非常实用,对学生自身的写作能力也有很大的帮助。该文在描写卓别林的过程中,有两条主线:一是按照时间的先后顺序,即从卓别林的出生、成长开始,到最后的成名过程;二是抓住人物最突出的特征(本文强调了主人公在表

演中的独到之处),并且通过举例 (*The Gold Rush*),说明卓别林与众不同之处。

分析完文章的结构之后,教师还可以引导学生分析卓别林的性格特征以及他成功的决定因素,从而在学生头脑中塑造出一个勤奋、乐观、坚忍不拔的形象,在潜移默化中影响学生形成正确、积极向上的人生观。

(四) 理解

在完成练习1信息转换题 (Information Transfer) 的基础上,教师可以根据学生的语言水平进行适当的拓展提问,要求学生根据文章的细节内容回答更多的问题,比如:What did Charlie Chaplin's parents do? When did Charlie first learn to sing and dance? 等等。当然如果由学生自己找问题来提问,会更有挑战性,但是效果会更好。练习2的目的是训练学生的语言组织和归纳能力。学生从自己归纳的段落大意再次提炼语言,写出文章的小结。教师如果觉得学生需要更多的铺垫,那么可以先让学生从每段中找出一些关键词,再把这些关键词串联成句,从而完成段落大意,再进一步提炼全文大意。练习3的教学从根本上来讲是一种品质教育,教师要引导学生认识到成功背后的艰辛,正确看待生活当中的挫折和失意。练习4的教学很有挑战性。教师要组织好学生进行结对活动。学生要熟读课文,仔细体会文章所描述的电影画面,才能写出好的对白。如果能找到对应的影像资料,将会对学生的表演起到很好的示范作用。但是从另一方面来讲,学生的表演可能也会受到一定的影响和局限。总之,在准备阶段,教师要积极鼓励学生揣摩剧情,发挥他们的想象力和创造力,体会无声电影中所传递的有声信息。表演的时候,要提示学生注意揣摩人物的非言语特征,比如眼神、手势等肢体语言,更好地再现故事本身。

(五) 语言学习

词汇部分的教学除了完成课本所给的练习题以外,还应针对学生的不同需要、不同层次、不同情况给予不同的指导和训练。教师可通过提问适当培养学生根据语境猜词的能力。这样,既可以激发学生的学习兴趣,又可以培养学生的语言意识,积累语言学习的经验。在前文分析“阅读”部分的教学时,就举过一个例子。教师可以在词汇教学的环节

给学生更多的练习机会。此外，动词短语的教学也是这个部分的一个重点。比如练习3中给出的pick up, pick out, pick off, cut off, cut down, cut up等动词短语的教学可以比较形象地运用肢体语言来表现其含义，特别是up, out, off, down这几个词的含义就可以用肢体表现出来。以下列举练习中涉及的这些动词短语的含义和例句，供教师参考：

1. pick up

1) to let someone get into your car, boat, etc and take them somewhere: *I'll pick you up at the station.*
2) to collect something from a place: *I'll pick my things up later.* 3) to learn something by watching or listening to other people: *I picked up a few words of Greek when I was there last year.*

2. pick out

1) to choose someone or something from a group: *She picked out a navy blue dress.* 2) to recognize someone or something in a group of people or things: *She was able to pick out her father at the other side of the room.*

3. pick off

1) to remove something carefully from a place, especially something small: *She was nervously picking bits of fluff off her sweater.* 2) to point a weapon carefully at one person or animal in a group, and then shoot them: *There were gunmen in some of the buildings who picked off our men as they went past.*

4. cut off

1) to separate by cutting it from the main part: *Her little finger was cut off in an accident at the factory.*
2) to interrupt somebody speaking on the phone by breaking the connection: *We were cut off in the middle of our conversation.* 3) to reduce the amount of something: *A new direct service will cut two hours off the flying time between London and Seoul.*

5. cut down

1) to reduce the amount of something: *Installing double-glazing will cut down noise from traffic.* 2) to cut through the main part of a tree so that it falls on the ground: *Did you have to cut down the trees?*

6. cut up

to cut something into small pieces: *Could you cut*

the pizza up, please?

语法部分的教学要通过各种练习让学生进行发现式学习，体验并归纳动词的-ing形式作表语、定语和宾语补足语的用法，同时复习动词-ing形式的其他用法。这是高中阶段的重点语法项目之一，所以教学时要多引导多训练。比如，教师在教授动词-ing形式作定语时，就可以引入这样的句子：

1. A walking stick is a stick for walking.

2. A running car is a car with an engine that is running.

教师应该告诉学生动词的-ing形式作前置定语时，既可以表示被修饰者的作用或功能，也可以表示被修饰者的动作或状态。至于动词的-ing形式作主语、表语、宾补等，则应让学生通过大量的练习巩固他们对这些用法的了解。如条件允许，教师应适当补充更多的练习或设置情境，让学生通过活动来训练这一语法项目。比如，可以给学生设置如下情境：Last Sunday morning, your friend, Tommy, and you came to the park, ... 让学生经过充分地讨论和想象，用动词-ing形式的各种用法编一段合理的故事。这样，既为学生运用语言提供了素材，又突破了语言的层面，培养了学生的创新意识和思维能力，可谓是一举两得。实际上，语法部分的练习3、练习4和练习5就起到了这样的作用。学生在练习中可以大胆想象，教师只需要关注学生是否正确地使用了动词的-ing形式，而不必限制学生的思维。

(六) 语言运用

1. 读与说 (Reading and speaking)

除了“阅读”部分重点介绍的非语言形式的幽默之外，笑话和幽默故事等也是幽默艺术的常见形式。教师可以结合练习1和练习2让学生讨论对话和故事的幽默所在。不同的人对幽默的感受是不同的，教师应鼓励学生充分表达自己的观点。如果有条件的话，教师可以指导学生上网查寻更多的幽默故事，体验幽默带来的乐趣，并与其他同学分享这些幽默故事。练习3涉及到把幽默故事转换成对话并表演出来。教师首先要指导学生进行分组，确定每个人的角色，然后再让学生仔细阅读短文，找出描写各自角色的句子以及该角色所说的话，分析人物特点、故事发生的背景，最后再合作编写对话。表演过程中，教师要引导学生重点体会言语的表现

力,控制好节奏和语调。

2. 听 (Listening)

听力材料也是一则幽默故事。这则幽默故事的点睛之笔就在于:本来做的是果酱,但是因为放的时间长了就发酵了,结果鸡吃了果酱就等于是喝了酒一样都醉了。教学中要按照练习设计的层次逐步推进,要重视训练学生的预测技巧。听 Part 1 之前,先让学生阅读练习 3,画出人名,猜测他们之间的关系;然后划出他们认为是关键词的单词,看看能否用这些词串成一个故事。听 Part 2 之前,先让学生看练习 4,根据各句子之间的逻辑关系排序,然后边听边校正。

3. 说与写 (Speaking and writing)

教师首先启发学生讨论录音中的幽默故事,鼓励他们利用所提示的句子结构表达不同的观点。然后引导学生整理自己所知道的幽默故事,两人一组互相讲述。教师还可以在这个环节让部分学生上台向全班讲述幽默故事,让其他同学谈谈故事的幽默所在。最后,着重指导学生写幽默故事。除了练习中所给的提示之外,教师还可以提示学生在写作中适当运用 first, then, next 等连接词。或者充分发挥集体的智慧,让几人一组合作写一个幽默故事。如果条件允许,可将写得生动有趣的故事汇编成册,也让学生体会到创作成功的喜悦。

(七) 主题任务

幽默的表现形式是多种多样的。根据本单元的中心话题可以设计各种主题任务,教学中要考虑到学生的实际语言水平和时间,精心设计一到两个主题任务,同时要让学生在任务活动中用到本单元的重点词汇、语言结构和语法项目,不要让活动流于形式。下面给教师提供一个例子作为参考,可以在本单元学习到一定阶段时(比如“语言运用”的教学环节)作为补充活动。例如:教师可以愚人节为主题,请学生想一想与此相关的小笑话,并在全班汇报。教师可以给一些启发,比如下面三条曾经报道过的、成功地让人们相信了的笑话:

1. The Internet has to be closed from time to time for cleaning.

2. Pigeons in England find their way home by following the roads.

3. When the planet Pluto went behind the planet

Jupiter, it would lower the gravity on the earth. People were told that if they jumped into the air at 9:47 am they would be able to float in the air.

教学中要引导学生分辨幽默的玩笑和低俗的恶作剧,让学生想一些意料之外却不伤大雅的幽默语言。以下是一些引导用语:

- With a partner brainstorm an idea you could use for an April Fool's Day joke. Think of something that people use every day and imagine something amusing to tell about it.
- Make up some details to support it (for example, new scientific evidence or a quote from an important person or a new historical finding).
- Ask people to look for something or wait for something to happen.
- Practise explaining your idea to your partner with a very serious face. Do NOT laugh as you tell it.
- Be prepared to tell your April Fool's joke to the class.

最后,还可以把学生们想到的 April Fool's jokes 汇总成册或者出一期英文板报。

三、教学评价建议

(一) 非测试性评价

非测试性评价主要是看学生对学习的内容是否感兴趣,有哪些收获,是否理解和掌握了相关的语法现象,还有什么地方需要提高的。在以前的单元中,非测试性评价方式以测量表为主。就本单元而言,幽默因人、因时、因地都会有所不同。我们建议教师在本单元的评价中采用一些有趣的评价形式,比如让学生阅读下面几个小笑话,单独解释或者结对讨论这些笑话的幽默之处。实际上,这里选取的内容和课本中的几段笑话(“语言运用”部分)的解释相近。这样,既是对学生单元学习之后解释幽默的能力的检查,又让学生多了一些体验幽默语言魅力的机会。

1. The Chicken In The Bar

WAITER: We don't serve poultry!

CHICKEN: That's OK. I just want a drink.

2. It's Too Far.

TEACHER: Why do birds fly south?

STUDENT: Because it's too far to walk.

3. The Dog That Tells Time

TEACHER: What kind of dog tells time?

STUDENT: A watch dog.

4. Buying A Turkey

A lady was picking through the frozen turkeys at the grocery store, but she couldn't find one big enough for her family. So she asked, "Do these turkeys get any bigger?" The storekeeper replied, "No, madam, they're dead."

(二) 测试性评价

Fill in the blanks with the correct form of the verbs from the box.

entertain	astonish	overcome	whisper
chew	react	convince	amuse

1. Their record has sold an _____ 15 million copies.

2. Children's TV nowadays is much more _____.

3. The actress _____ her shyness and became a very good performer.

4. Mike took out something that looked like a piece of _____ gum.

5. I didn't find any of their arguments very _____.

6. She suggested several ideas to help Laura _____ the twins.

7. I heard them _____ to the other sailors several times, but I did not suspect what they were planning.

8. Oil prices _____ sharply to the news of the crisis in the Middle East.

参考答案:

1. astonishing 2. entertaining 3. overcame

4. chewing 5. convincing 6. amuse

7. whispering 8. reacted

补充参考资料

(Supplementary reference materials)

一、补充注释

1. He made people laugh at a time when they felt depressed, so they could feel more content with their lives. 在人们感到沮丧的时候, 卓别林使他们开怀大笑, 于是人们对自己的生活感到比较满足。

content / kən'tent / (*adj.*): satisfied, happy, not wanting more 满足; 满意; 知足。常见的搭配是: **content with sth**; **content to do sth**

Are you content with your present salary? 你对你现在的工资待遇满意吗?

She is quite content to stay at home looking after her children. 她呆在家里照顾孩子, 感到非常满足。

content / 'kɒntent / (*n.*): things that are contained in sth 所含之物; 内容

I like the style of her writing but I don't like the content. 我喜欢她写作的风格, 但不喜欢她写的内容。

2. Not that Charlie's own life was easy! 然而卓别林自己的生活也并不容易。

not that: used to state that you are not suggesting sth 用于句首或短语之前表达否定含义, “倒不是;

并不是说”。

Not that I care what they think, but (that) it's you I'm worrying about. 他们怎么想我不管, 我担心的是你。

Sarah has a new house – not that I care (= I do not care). 莎拉有了个新房子——那我倒不关心。

Kate had lost some weight – not that it mattered (= it did not matter). 凯特瘦了一点——那倒没什么大不了的。

3. Unfortunately his father died, leaving the family even worse off. 不幸的是他的父亲去世了, 整个家庭状况更糟了。

badly off: in a poor position, especially financially 穷困潦倒。其反义词是 well off。文中 worse off 是 badly off 的比较级形式。

They are too badly off to have a holiday. 他们贫困得根本谈不上度假。

In fact most people are better off than they were five years ago. 实际上现在大多数人都比五年前要富裕。

4. He grew more and more popular as his charming character, the little tramp, became known throughout the world. 他塑造的可爱的“小流浪汉”角色开始闻名于世, 而他(查理)也越来越受欢迎。

character (n.)

1) a person in a novel, play, film, etc 人物; 角色

What's the name of the major character in this novel? 这部小说的主角叫什么名字?

2) the quality that makes sb/sth different from other people/things; the nature of sb/sth (个人、集体、民族等特有的) 品质; 特性

Although they are twins, their characters are quite different. 虽然他们是双胞胎, 但性格却相差很大。

She is a woman of good character. 她是个性格极好的女人。

5. This character was a social failure but was loved for his optimism and determination to overcome all difficulties. 这个角色是个社会生活中的失败者, 但他的乐观和战胜困难的决心使他受到人们的喜爱。

failure (n.)

1) a person or a thing that fails 失败; 失败者

She said she was a failure as a manager. 她说她是一个不成功的经理。

His first attempt at ice-skating was a miserable failure. 他第一次尝试滑冰很糟糕。

2) lack of success 失败; 不成功

All of my efforts ended in failure. 我所有的努力都以失败告终。

6. Like so many others, the little tramp has rushed there in search of gold, but without success. 像其他很多人一样, 小流浪汉也涌向那里去淘金, 但却没有成功。

in search of: looking for sb/sth 寻找某人(某物)

I went off in search of a garage where I could buy some petrol. 我去找修车场看是否能买到汽油。

The helicopter began to fly south in search of the crashed plane. 直升飞机开始往南飞去寻找坠毁的飞机。

7. He tries cutting and chewing the bottom of the shoe as if it were the finest steak. 他把皮鞋鞋底切开嚼着吃, 就像吃一块最好的牛排。

as if (或 as though) 引导的方式状语从句如果描述的是虚拟的情况, be 动词要用 were。

She acted as if she were mad. 她的举动像疯了 一样。

如果从句描述的情况是可能发生的实际情况, 动词就用与主句对应的时态。

It feels as if it's going to rain. 这天气给人的感觉好像是就要下雨了。

8. He is loved and remembered as a great actor who can inspire people with great confidence. 人们热爱和怀念这位伟大的演员, 因为他鼓舞人们并增强了他们的信心。

inspire (v.)

1) inspire sb (to do sth): to give sb the desire, confidence or the idea to do something well 激励; 鼓舞; 启迪

By visiting schools, the actors hope to inspire children to put on their own productions. 演员们希望通过访问学校鼓励孩子们演出自己的作品。

2) inspire sb (with sth) / inspire sth (in sb): to

make sb have a particular feeling or emotion 使产生 (感觉或情感)

His speech inspired them with hope. 他的演讲燃起了他们的希望。

This inspired in us a love for learning. 这激起了我们对学习的热爱。

二、背景知识

1. Humour

The Roman writer Seneca once commented: "All things are caused either for laughter or weeping." It is understood that laughing and crying are closely related emotional responses to some kind of outside stimulation.

Almost everything that can be seen may be perceived as humorous by someone, no matter how serious the intent. A horror film may cause an audience to laugh because its dramatic effects are exaggerated or seemingly ridiculous. Visual humour frequently relies on transforming the normal or serious into the unexpected or absurd. Humour in the form of words may be either written or spoken. One of the most common kinds of verbal humour is the play on words. This type includes puns, riddles, and some limericks (funny poems). Of all types of verbal humour, the joke is probably the most popular. The joke may be as short as a one-liner, or it may be a long and complex story with a surprise ending. Many jokes depend for their success on the unexpected, or bringing together two ways of thinking about the same thing that would not normally occur to someone. Others depend on exaggeration, insult, or absurdity.

However, something humorous does not necessarily amuse everyone. Sometimes the reason is cultural. Each society has its own notion of what is comic. An American viewing a British comedy on stage or television may find little to laugh at because the origin of the humour is not understood. The foreigner does not know what the rest of the audience finds funny. Even within one culture there are different responses

to humour. Young children, teenagers, and adults do not laugh at the same things.

2. Charlie Chaplin

Charlie Chaplin was born in London on April 16, 1889. His parents were music hall performers, and he first appeared on the stage in a dance act at the age of eight.

While making his short films, Chaplin put together the character of the tramp. He developed this foolish, mischievous, yet lovable little man through successive films, creating a character that audiences laughed at yet sympathized with at the same time. Chaplin's tramp appeared in such classic films as *The Kid* (1921) and *The Gold Rush* (1925). In *Modern Times* (1936), he combined comedy with social commentary and fine technical craftsmanship. As World War II began, Chaplin made *The Great Dictator* (1940), which was intended to ridicule the German dictator Adolf Hitler.

In 1972 he visited the United States to accept a special film award, and in 1975 he was knighted by the queen of England. He died in Switzerland on December 25, 1977.

3. Rowan Atkinson (Mr Bean)

The first episode of the original Mr Bean series starring Rowan Atkinson was first broadcast on January 1st, 1990. Since then Mr Bean has become known all over the world. Mr Bean has a unique way of approaching everyday problems in a rather roundabout way, which has made him a family favourite. He is a lovable character who everyone would like to help out of his sticky situations.

4. Edward Lear

The English humourist Edward Lear made famous the limerick form of verse (funny poems) and illustrated his work with amusing pictures. He was born in 1812, in London and died in 1888, in Italy, where he had spent his last years. The gentle, friendly man was always fond of children, and most of his writing was done for their

pleasure. A limerick is a short, humorous verse form consisting of five lines usually with the rhyme scheme *aabba*, for example,

There was an Old Man who *supposed*
That the street door was partially *closed*;
But some very large *rats*
Ate his coats and his *hats*,
While that futile Old Gentleman *dozed*.

5. Marx Brothers

The comedy team of the Marx Brothers made fun of the wealthy, pompous, and socially respectable on stage, screen, and radio for 30 years. They created a skillful blend of visual and verbal humour that later became such movies as *The Coconuts* (1929), *Animal Crackers* (1930), *Monkey Business* (1931), *Duck Soup* (1933), *A Night at the Opera* (1935), *A Day at the Races* (1937), and *Room Service* (1938). There were originally five Marx brothers: Chico, Harpo, Groucho, Gummo and Zeppo. The first three are the most familiar to audiences. They were all born in New York City, and they all died in California.

6. Sherlock Holmes

Sherlock Holmes is a fictional character created by the English writer Sir Arthur Conan Doyle. Sherlock Holmes became the prototype for the modern mastermind detective. Doyle introduced Holmes in

1887 in the short story *A Study in Scarlet* and went on to write at least 50 more stories featuring the detective, as well as his novel *The Hound of the Baskervilles* (1902) and several other novels.

Doyle modelled his detective on the methods and mannerisms of his former teacher in medical school. Holmes uses purely scientific reasoning to solve crimes and can make the most startling deductions from trivial details and bits of physical evidence overlooked by others. His partner and best friend, Dr John H Watson, is the genial but slightly obtuse narrator of Holmes' stories.

7. Sample funny poems

- 1) There was a young girl of Jamaica
Who was a very late waker
When her mother said, "Maisie,
Won't get up – she's lazy."
Her father said "Why don't you make 'er?"
- 2) A cheerful old bear at the zoo
Could always find something to do
When it bored him you know
To walk to and fro
He turned round and walked fro and to.

(From *Nothing but Nonsense*, compiled by Elizabeth Ripley, 1943, published by Oxford University Press New York, Inc.)

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

This unit introduces students to English humour. One thing to remember is that humour is particular to each culture. So the humour of Britain, is similar to that of America, Canada, Australia and New Zealand but it is certainly very different from Chinese humour. This unit concentrates on British humour. The British laugh at things that are ridiculous and enjoy parody very much. Chinese humour includes puns, extended cross talk between two comedians and etc. The British also enjoy playing on words but they are more like short jokes (see the jokes in the unit). Some jokes are about fictional

characters that everybody likes (for example, Sherlock Holmes and Dr Watson). The humour that all cultures may enjoy is nonverbal humour. We all laugh at the antics of Charlie Chaplin and Mr Bean. It is good that we can all laugh at something together!

So do not worry if your students do not find a reading, a listening or the jokes funny. Just remember that humour is different in each country. Your students have learned something important – that the English speakers and the Chinese are not the same because we do not have the same sense of humour.

WARMING UP

This section has two purposes: to introduce two short English jokes and to explore different types of English humour and see if there are Chinese equivalents.

Teaching suggestions:

- 1 Before the lesson find two Chinese jokes that are similar to the jokes in the textbook. They should be short and “play on words”, so that the humorous part of the joke comes at the end. Read these jokes to the students and ask them if the jokes are funny and where the humour comes in the jokes. Hopefully, they will say that these funny jokes are humorous in the last line. Explain that this line is called the “punchline” in English humour.
- 2 Read the two jokes in the textbook. Identify the two punchlines.
- 3 Ask the students in pairs to analyze why the jokes are funny.

Joke 1: The joke is funny because the wife wanted to change the dress her husband had given her. If women pay for their dresses they can, of course, change them if they do not like them. However, the wife is treating the dress as if the husband has bought

it for her when he has really stolen it. People do not usually change stolen goods if they do not like them. They may get caught as they have done. So that is why this joke is funny.

Joke 2: Parents often ring up school to explain why their child cannot come to school. The humour lies in the fact that the voice on the phone gives it away that it is the child speaking and not the parent. A child (however much they want to) cannot give themselves permission not to come to school. That is why it is funny.

- 4 Now move onto examining different kinds of humour. Ask the students to discuss in pairs why the chart has been divided into two parts. (reason: nonverbal humour does not use words but relies on facial expressions and gestures; verbal humour uses words as well). Two actors of mime are mentioned for English humour. Let the students brainstorm in pairs which Chinese actors and comedians today specialize in this kind of humour. Make a list and ask the class to vote on the ones they think represent this kind of humour best. Write them down in the chart. Do the same for verbal humour.

- 5 Now let the students discuss in pairs which kind of humour they enjoy more: verbal or nonverbal humour. Each pair should agree and make a list of reasons for their choice. Let them compare their ideas

with another pair and prepare their arguments so that they can tell them to the class. Each group should produce their choice and their reasons.

PRE-READING

The most famous actor during the period of silent films was Charlie Chaplin. Although some of his films were made over eighty years ago they are still funny today. He was able to make terrible situations (like poverty and starvation) funny, because he had experienced them himself and could make them “real” for his audience. At the same time he was able to show the humanity and kindness that can be found in the most difficult circumstances. His biography is shown below:

April 16, 1889	Charlie Chaplin was born in London, England.
1894	He debuted in the music hall as a child actor.
1907-1910	He worked with Karno Pantomime Troupe.
1910-1913	He toured USA/Canada with Karno Troupe.
1914	He joined Mack Sennett's film company; started to act in, direct and produce films. In <i>Kid Auto Races</i> at Venice, he first wore his “tramp” outfit: baggy pants, very large shoes, small

1918

1919

1925

1940

1952

1964

1972

1975

Dec 25, 1977

1992

round black hat and cane. His first film, *Making a Living*, appears.

His own studio in Hollywood was completed.

He helped to found United Artists Corporation and worked in it till 1952. *The Gold Rush* was produced.

The Great Dictator saw Chaplin enter the sound era with a controversial parody of Hitler.

He left the United States because of criticism of his political views.

My Autobiography is published.

He got an Oscar for a lifetime of outstanding work.

He was knighted by Elizabeth II, Queen of England and became Sir Charles Chaplin.

Died in Switzerland

Film (1992) *Charlie Chaplin* by Richard Attenborough tells the story of his life.

READING

The purpose of this reading is to introduce the life and work of Charlie Chaplin and the kind of humour we can all laugh at – nonverbal humour.

1 Teaching new words and structures

Understanding words from context

- 1 *Not that Charlie's life was easy!* This is a sentence that has been turned round so that more emphasis can be put on the fact that Charlie did not have an easy life. If you rearrange the sentence to read *Charlie's life was not that easy*, it becomes very easy to understand.

- 2 *You may find it astonishing that Charlie was taught to sing as soon as he could speak ...* A child learns to speak by two years old and Charlie was able to sing professionally at about two years old. This is unusual so the writer describes it as *astonishing*. So we can guess that *astonishing* means the same as “being very surprised”.

- 3 *... (he) was loved for his optimism and determination to overcome all difficulties.* What people love about others is not their negative but their positive qualities, so optimism and being able to overcome all difficulties must be positive virtues. Difficulties are

problems. So to overcome all problems must mean to find a way to solve them. *Optimism* must mean the confidence that he will overcome all difficulties.

Words or phrases that need some explanation

- 1 *Laughter is the sun that drives winter from the human face.* This is a quotation from a famous nineteenth-century French writer, Victor Hugo. It means that just as the sun can warm the earth and end winter; laughter can make people forget their problems and make them feel happy.
- 2 *A social failure* means a person who finds it difficult to talk naturally with lots of other people around. Perhaps they are not polite or cannot talk to people they do not know or have bad table manners. A person who is *a social failure* is generally seen as a failure in other aspects of life, such as doing a job or with love or friendship.
- 3 *He was the underdog ... "the underdog"* means somebody who is weaker than the others and is always expected to be unsuccessful. Charlie played this kind of character with such charm and warmth that everyone was won over to him. It gave his audience confidence that they, too, can overcome their problems or at least deal with them in a more optimistic way.

2 Understanding ideas

A good way to check whether your students have understood the reading is to ask them to summarize the passage in one sentence. Those who can make a clear summary show not only that they have understood the passage but also that they are able to pick out the important ideas. This is a valuable skill that students will be asked to attempt in the Comprehending section. However, this skill can develop through preparation and practice. By asking the students questions you will lead them to make a summary. For example:

- *Why did people need cheering up?*
- *What was Charlie's childhood like?*
- *What was his most famous character like?*
- *Can you give an example of a sad situation that he made funny?*
- *What were his achievements?*

Remind the students of the answers to these five questions later, so that they can put them together to

make a summary of the reading.

Now students can discuss whether they agree with the writer about the importance of the work of Charlie Chaplin. It would help too if they were able to see one or two excerpts from his films. Students can discuss:

- *if they like his style of acting*
- *if they find it funny (or too sad to laugh at)*
- *if they enjoy watching more modern mime actors (like Mr Bean)*

Let students have their own ideas. There is no right or wrong answer. The important thing is to get a lively discussion so that people can express themselves clearly and politely.

3 Discussion of style

1 It is in this part of the discussion that students should examine the way the reading is organized.

Teaching suggestions:

- 1 First let them look at the paragraphs and think why it is made into five paragraphs but not four or six. Ask them in pairs to brainstorm a way to see if the reading could have been arranged better. Let them compare their ideas with another pair. Tell their best idea to the class.
- 2 One way to see if the organization is good is to test whether every paragraph has a different idea or not. Remind them that each paragraph should have only one idea. So if two paragraphs have the same idea then clearly they should be one and not two paragraphs. Or if there are two ideas in one paragraph then that paragraph should be cut in half. Let the students find the topic for each paragraph. Ask them to write down phrases that show the content of each paragraph. They should also note if more than one idea is mentioned.

Paragraph 1: The world situation

Paragraph 2: Charlie's childhood

Paragraph 3: His famous film character

Paragraph 4: An example of his work

Paragraph 5: His achievements

When students analyze the passage in this way, they will find five paragraphs are needed.

- 2 Let the students take notice of whether this passage is written in the first person or the third person.

Writing in the first person makes the reading more personal. It is written as “I” and gives personal opinions. Writing in the third person makes it more formal and impersonal. So it is written as “he” and gives the opinions of the character.

This is an easy exercise. Clearly the writer is using the third person (using “he”) and giving other people’s or Charlie’s opinions.

3 Finally let the students discuss the tone of the

reading: what words did the writer choose to express his/her feelings about Charlie Chaplin? Let the students look at the reading in pairs to find some examples. There are at least two. For example, the writer mentions that Chaplin’s character “little tramp” is charming and lovable, and he won an Oscar for a lifetime of outstanding work, which proves that the writer likes Chaplin and appreciates his work.

COMPREHENDING

Suggested answers to Exercise 1:

Born	1889
Job	actor
Famous character	Little tramp
Costume	large trousers, worn-out shoes, small round black hat and a walking stick
Type of acting	mime
Died	1977

Suggested answers to Exercise 2:

Paragraph 1: *Why people needed cheering up*

Paragraph 2: *What Charlie’s childhood was like*

Paragraph 3: *What his most famous character was like*

Paragraph 4: *An example of a sad situation that he made funny*

Paragraph 5: *His achievements*

Sample summary:

In Britain and America people were feeling miserable because of the bad economic situation. Charlie understood their problems. His character “the little tramp” was poor and homeless, but everybody loved him for his kind heart and the way he dealt with his difficult situation. Charlie Chaplin made people laugh at some of these terrible situations like being without food or money. He wrote and directed his own films and received an Oscar for his outstanding work.

Suggested answers to Exercise 3:

- 1 Yes, because he understood the problems of people who were very poor.
- 2 Because he was a wonderful actor, understood and sympathized with people’s problems and tried to cheer them up.

Sample discussion:

S₁: I think he was successful because he was such a good actor.

S₂: Maybe, but sometimes even good actors are not successful. I think there must have been something more than that.

S₁: Well, his film character was very lovable. People

really loved the little tramp.

S₂: I think they also saw a bit of themselves in the little tramp. They had the same problems as the little tramp and they appreciated how he was able to deal with difficult situations with humour and kindness. It must have made people feel kinder towards each other just to see him.

S₁: Yes, because by laughing at him they were laughing at their own problems. They wouldn’t feel so bad after seeing his films.

S₂: True. So we think he was successful because he was a wonderful actor, understood and sympathized with people’s problems and tried to cheer them up.

Exercise 4:

Sample dialogue:

L = Little tramp F = Friend

L: At last! Thank goodness! Somewhere to hide from the snow! We're lucky to find this hut before we disappeared under the snow.

F: Yes, indeed. It's warm here but I'm hungry!

L: Perhaps we can hide in here. Gosh! I could eat a horse! What about you?

F: Me too. Do you think there's any food here?

L: It doesn't look like it. Oh, dear! What are we going to do?

F: Do you have anything on you that we could eat?

L: No, I don't think so. The only thing that comes from an animal is my shoes.

F: Well, we'll just have to eat them! At least it'll fill up our stomachs.

L: But what am I going to do without shoes? And we cannot eat them raw, can we?

F: We'll boil them, silly! And we'll worry about what shoes you can wear later.

L: OK. Here goes! One shoe into the pot and I'll stir it round till it's done.

F: Don't forget the laces. They may taste nice too.

L: Perhaps it tastes like spaghetti.

F: And the upper part of the shoe will taste just like the best steak! While the lower part will be more chewy. Is it ready yet?

L: Nearly. Yes, here it comes. Bon appétit!

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

Noun	Verb	Adjective	Adverb
fortune		<i>fortunate</i>	<i>fortunately</i>
contentment	content	<i>contented, content</i>	<i>contentedly</i>
<i>performer/performance</i>	perform	<i>performing</i>	
humour	<i>humour</i>	<i>humorous</i>	<i>humorously</i>
astonishment	<i>astonish</i>	<i>astonishing</i>	<i>astonishingly</i>
bore	<i>bore</i>	<i>bored, boring</i>	<i>boringly</i>
charm	<i>charm</i>	<i>charming</i>	<i>charmingly</i>
entertainment	<i>entertain</i>	<i>entertaining</i>	<i>entertainingly</i>

Answer key for Exercise 2:

uncertain, laughter, pick out, failure, overcome, cut off, chew, Throughout, enjoyment, outstanding, charge

Suggested answers to Exercise 3:

S₁: How did you help your mother last weekend?

S₂: I picked up my clothes and hung them up. I picked

out the bad fruit from the bowl so the rest were ready for cooking. I **cut** the fat **off** the meat and then **cut it up** ready for stir-frying. Then I **picked** the fruit **off** the trees ready for my mother to sell them in the city and before I went into dinner I **cut down** the old lotus plants so we can eat the roots. My mother was very pleased with me.

Discovering useful structures

Answer Key for Exercise 1:

Object Complement	Predicative	Attribute
1 You may find it astonishing	The acting is so convincing that it	1 ... in acting families
2 ... made everything entertaining.	makes you believe that	2 ... his charming character
3 How did the little tramp make a sad situation entertaining?		

Answer key for Exercise 2:

making, directing, acting, picking out, joining, entertaining, interesting

Suggested answers to Exercise 3:

- Seeing is believing.
- His job is looking after the animals.
- What he likes is playing chess after supper.
- The news is encouraging.
- The film is more exciting than any that I've ever seen.
- The novel is not as exciting as I expected.
- The comedy was so amusing that the audience kept laughing all the time.

Exercise 4:

Rules for the game:

- Each student can fill in the second column using *-ing* as the attribute.
- The students can make any sentence using the three sentence parts provided.
- The students can change the part of the sentence in the second column as long as you continue to use the *-ing* form as the attribute.
- If a person either repeats a sentence or cannot think of a new one that person is out of the game; their partner wins.

The boy	<i>laughing at his jokes</i>	seemed quite content with the performance.
The girl	<i>eating her dinner</i>	has acted in four films.
The performer	<i>going to bed early</i>	can play the piano well.
That actress	<i>sitting on the sofa</i>	is a friend of my brother.

Possible sentences:

- The boy *sitting on the sofa* is a friend of my brother.
- That actress *eating her dinner* has acted in four films.
- ...

Sample:

S₁: What did you see/hear/notice/observe/watch yesterday?

S₂: I saw a man *sliding* on a banana skin. I watched a boy *picking up* a bottle from the street and putting it into the dustbin. I noticed a tree *leaning over* the fence with its branches nearly on the ground. I heard birds *singing* among its leaves. I observed a mother *smiling* at her baby as she put her in her pushchair.
(Score: 5 points)

Exercise 5:

Rules for the game:

- The student who says the question also records the points of his/her partner.
- One point should be given every time a student uses the *-ing* form either as the predicative, object complement or attribute.
- When the second student has answered the question as fully as he/she can, he/she can add up his/her score and it is the turn of the first student.

USING LANGUAGE

Reading and speaking

The purpose of this reading is to introduce students to English jokes. Two kinds of jokes are shown here. The first shows how different meanings can make something amusing. This is called “play on words”. The second kind of joke is a short funny story. Both jokes are very popular in English-speaking countries. Let the students discuss whether they find the jokes funny and if there is an equivalent in Chinese humour. Perhaps they will be able to find the jokes they love or make up similar ones. Students give their own answer to the question.

Answer key for Exercise 1:

1 B 2 C 3 A

Exercise 2:

Students give their own answers.

*Exercise 3:

Teaching suggestions:

- 1 In threes read the short story and underline the dialogue.
- 2 Write those speeches down in the form of a dialogue. Let the person in the reading say these speeches in the dialogue.
- 3 Add the narrator to set the scene and to describe where Sherlock Holmes and Doctor Watson are.
- 4 Practise the dialogue in a group of three, each taking one of the parts. Be prepared to act your dialogue to the class.

Suggested dialogue:

N = Narrator SH = Sherlock Holmes

DW = Doctor Watson

N: Sherlock Holmes and Doctor Watson went camping in a mountainous area. They were lying in the open air under the stars. Sherlock Holmes looks up at the stars.

SH (*whispering*): Watson, when you look at that beautiful sky, what do you think of?

DW: I think how short life is and how long the universe has lasted.

SH: No, no, Watson. What do you really think of?

DW: I think of how small I am and how vast the sky is.

SH: Try again, Watson.

DW: I think of how cold the universe is and how warm people can be in their beds.

SH: Watson, you fool! You should be thinking that someone has stolen our tent!

Listening

This is a story that English-speaking people find funny. It is the kind of story that might happen to anybody who has a farm and chickens, so there is an element of “real” life in the story. Students may remember similar stories that have happened to them or to their families. It is useful to remind the students that amusing incidents can happen anywhere and at any time. It is the way we look at them that makes them funny. This story could be seen as a disaster for Mary Smith. But her husband’s attitude and what happens to the jam and the chickens is amusing. Let students take turns to tell the class about their amusing experiences.

Teaching suggestions:

- 1 Bring a jar of jam or pickles into the classroom in case any of the students do not know what jam is. Show it to the students and ask them what they think it is made of. Then ask them to read the exercises and try and predict what the story will be about. Let them share their idea with their partner.
- 2 Listen to Part 1 of the story at least twice. If necessary listen more than twice if your students are not able to do the exercises easily. To test their understanding put the students into pairs. For the first two questions let one student ask the first question and check the answer. Then they can swap roles. For questions 3 and 4 the students should brainstorm as many ideas as they can. Then ask them to compare their ideas with those of another pair and choose the best one. Tell that to the class.
- 3 Let the students guess the end of the story. Then listen at least twice to Part 2. For Exercise 5 make sure that the students read it carefully before listening to the text to fill in the details. Let them guess the word they are listening for and imagine how that word will be spelt. Remind them that spelling is a visual skill and so they need to have seen and remembered the word and its

spelling. If when they listen to the tape the word they hear is different from the one they anticipated, tell them to write the word phonetically and work out the correct spelling after hearing the whole recording.

LISTENING TEXT

THE STORY OF THE DRUNKEN CHICKENS

Part 1

Mary Smith looked at the beautiful ripe plums. They would make lovely jam. When she had finished the cooking, she filled all her empty jam jars and left the rest of the jam in the pan. She would put it in the fridge when it was cooler. But just then the telephone rang, her mother was in hospital after a car accident. Mary picked up her bag and ran out of the house.

Some days later, her husband, John, came home from a business trip. He had been travelling all day and felt like having a drink and a piece of cake. As he came into the kitchen he saw a pan with a dark red mess inside it. He lifted it up and smelled it. It smelled bad. Mary must have forgotten to clean this pan, he thought. So he poured all the jam into the chicken yard and cleaned the pan. Then feeling comfortable, he began to eat a piece of cake.

Part 2

When Mary returned, she noticed the chickens behaving

strangely. They were running round the yard as if they were sick. She saw the dark red mess on the ground and went closer. When she saw a plum stone she went into the kitchen. Her husband was reading a newspaper at the table. Angrily Mary rushed up to him. "You threw away my jam," she shouted. "Oh, that's what it was," he said. "I'm sorry but I thought it was porridge which had gone bad in the hot weather. "Good heavens!" said Mary. "That must be the jam I left in the pan, but why didn't you throw it in the dustbin?" John laughed. "It was a mistake. However, the chickens have enjoyed the jam, except that it has made them drunk. What are we going to do with these drunken chickens?"

Suggested answer to Exercise 2:

Mary made some jam but left some on the kitchen table for a few days as she had to go to look after her sick mother. Some days later, John, knowing nothing about the jam, came home and threw it into the chicken yard.

Suggested answers to Exercise 3:

- 1 She was going to put them in the fridge later when they had cooled down.
- 2 He thought she should have thrown it out for the chickens to eat.

Possible ideas for John and Mary's reactions:

Mary's reaction	John's reaction to her
1 Mary will laugh.	1 John will apologize. 2 He will tell her she should not have left the jam on the kitchen table.
2 Mary will get angry and tell John he should have put the jam in the dustbin.	1 John will get angry too and say that she should have told him she was making jam. 2 He will laugh and say it is not important. 3 He will apologize.
3 Mary will say that the problems with the chickens are John's responsibility.	1 John will deny this saying that she should not have left the jam on the kitchen table. 2 He will say that Mary did not tell him what she had been doing in the kitchen. 3 He did not know the chickens would get sick.

Answer key for Exercise 4:

4 Mary got angry with John.

2 Mary saw the chickens behaving strangely.

5 John was sorry.

- 7 The chickens enjoyed the jam.
 6 John said he thought the jam was porridge.
 3 Mary looked at the red mess on the ground.
 8 John said the chickens were drunk.
 1 Mary came home.

Answer key for Exercise 5:

threw away, that's, sorry, porridge, enjoyed, drunk

Speaking and writing

Sample discussion:

- S₁: What fun! I enjoyed that story. I always laugh at that kind of thing.
 S₂: Me too. I'm pleased we both like the same kind of funny stories.
 S₁: The punchline was good. You were wondering what would happen. So I'm happy that it all turned out well in the end.
 S₂: It surprises me that John didn't see the plum stone if Mary did.
 S₁: That's because Mary did the cooking, but John didn't look at the jam carefully. He just thought it was a mess and threw it away.
 S₂: I think it's very amusing and always try to read stories like that. They make me smile.
 S₁: OK. Let me tell you this funny story then. It's about a hedge cutter which was made in China but sold in England ...

Teaching suggestions:

When students are reading or telling a funny story, it is important that they find the situation funny. This is what will make it amusing to the readers. So they have to prepare to tell the story in such a way that the last line

(or punchline) is funny to others.

The structure of the story is very important if it is to be funny.

Remember the story of Mary and the plums. This is the structure of the story.

- 1 Mary has a lot of plums.
- 2 She makes some jam with them.
- 3 She does not have enough jars for all the jam so some is left in the pan.
- 4 It is hot.
- 5 The jam has turned into wine in the heat!
- 6 Some days later her husband sees the remains of the jam and throws it out.
- 7 The chickens eat the jam and become drunk.

These are the stages in the story, but each stage need not make a paragraph:

- 1, 2, 3, 4, 5 make paragraph 1
- 6 makes paragraph 2
- 7 makes paragraph 3

These paragraphs are organized in such a way that the punchline will be most effective when somebody else reads the story. Students can use this approach when writing their own story. They can also show a similar structure using the connecting words found in the Student's Book to show connections between them.

Sample writing:

Stages in the story

- 1 Mr Hills buys a hedge cutter made in China.
- 2 It breaks down and he tries to mend it himself.
- 3 The instruction booklet says it should not be touched "without permission".
- 4 He decides to get a new one so no one will ever know.

A TRUE STORY OF MR HILLS

Mr Hills in London bought a hedge cutter made in China. It was very small and very cheap and it worked very well.

At first he was very pleased with it. It made his hedges look smart and neat. Then one day it broke down. There was nothing he could do to make it work. He took it apart and put it together again but still it would not work. Next he took out the booklet of instructions to see if they had any advice for him. Imagine his amazement when he saw these words written in the booklet. "No one is to touch or try to repair this hedge cutter without permission." What was he to do? Should he have written to the manufacturers in Beijing before he had his hedge cutter mended?

Mr Hills thought long and hard. Finally he went back to the shop and bought another hedge cutter. He put his old one in the dustbin. He thought no one would ever know what he had done.

- Title of the story
- Who, where, why

- What happened:
 - Mr Hills liked his hedge cutter
 - It broke
 - The booklet said he should not repair it without permission

- The end of the story: what Mr Hills did

Get the students to work out why Mr Hills found the words in the instruction book amazing. Try to get them to think of an explanation for the words. There is no right or wrong answer to this question so allow the students to imagine as many different reasons as they can. You might want to make a list of them on the board and then work out with the class which ones they think are the most likely. (As a clue you could remind them that the hedge cutter was made in China but sold in England!) In this case it was the translation from Chinese into English that troubled Mr Hills. The translator meant that it was unsafe to repair the hedge cutter if you were not qualified to do so. But his/her translation gave the impression that it was illegal to do a repair without asking to be allowed to do so first. So the humour of the incident comes from an inaccurate

translation into English.

Another funny story

A man and a woman found a penguin. Neither of them knew what to do with it. So they decided to ask a policeman for help. They looked around and found a policeman and asked his advice. "Well," said the policeman, "I think you should take it to the zoo." "What a good idea," said the man and the woman together. The next day the policeman saw the man and the woman again. They were still with the penguin and he was rather surprised. "Why did you not take the penguin to the zoo as I suggested yesterday?" he asked them. "We did," they said, "and today we are going to the cinema. Tomorrow we will go to the swimming pool."

READING FOR FUN

Limerick is a very old way of writing a funny poem that originated in Britain. It was first devised by the nineteenth-century poet, Edward Lear. He wrote a lot of (what he called) "Nonsense Verse" for children. His

poetry and the limericks have remained popular ever since. They are very simple to write and have a particular rhythm. There are eight beats in the first two lines and the last. There are five beats in the third and fourth lines.

人教版®

Teaching guide for the Workbook (练习册教学指导)

LISTENING

This is a funny story for the students to enjoy.

Teaching suggestions:

- Students should listen carefully and first try to understand the main idea.
- Then let them listen again and work out the structure of the story. These questions may help them to organize their thinking.
 - Who are the characters in the story?
 - What is the situation? (For example, in a hotel, at home, during the day, or at night, etc)
 - Why does the husband not listen to his wife when she thinks there is a thief in the house?
 - What does he do to prevent the thief stealing his potatoes?
 - Why does the thief make himself known?
 - What is the punchline? Where do you find it in the story?
- Play the tape for the last time and let the students finish the exercises in the Workbook and check their answers.

Give the students time in groups of four to think what will happen next in the story. They can each have a part: the wife, the thief, Peter and the narrator. Let them plan out what they will say, practise their dialogue and then act their play in front of the class.

LISTENING TEXT

WHO'S TAKEN MY SHIRT?

Long ago there lived a poor couple, Peter and his wife. One day a friend gave them some potatoes and they put them on the floor. At midnight a thief broke into their house. It was very dark. The wife heard a noise and whispered, "Peter ... Peter ... Wake up. There's a thief in our house."

Peter was clever. Thinking that the thief might have

a knife, he did not want to make him angry. So he said, "Be quiet! It must be mice. There's no thief." So his wife went back to sleep.

The thief found the potatoes on the floor. Having no bag to carry them, he took off his shirt and spread it on the floor. As he was picking up the potatoes to put them on his shirt, Peter quietly took the shirt away and hid it under the bed. He did not want to lose his potatoes. The thief did not know his shirt had gone, so he put the potatoes on what he thought was his shirt. However, when he tried to pick them up he could not do so.

As he was looking for his shirt, Peter's wife woke up again and shouted, "Peter. There IS a thief in our house." Peter became very angry. He shouted, "I've told you there's no thief in our house." Hearing this, the thief became very angry too. "Who says there's no thief?" he said. "If there's no thief in this house, then, who's taken my shirt?"

Answer key for Exercise 2:

Words that should be ticked: thief, knife, potatoes, midnight, shirt, spread, stole, whispered, shouted

The story is about a thief who tries to steal some potatoes and Peter who successfully prevents them from being stolen.

Suggested answers to Exercise 3:

- Peter was given the potatoes by a friend.
- He thought the thief might have a knife and he did not want to make him angry.
- Peter removed the shirt that the thief had planned to put the potatoes in.
- He thought the husband had stolen his shirt so he could no longer steal the potatoes.

*Exercise 4:

Sample dialogue:

S₁: OK, what do you think will happen next?

- S₂: I think Peter will leap out of bed and grab the thief. Then he'll take him to the police station and the thief will go to prison.
- S₃: No, I don't think that's what will happen. I think Peter's wife will become very angry with Peter because she was right. While she and Peter are arguing the thief will take the potatoes and leave the house.

- S₄: I like that idea, but I don't think Peter's wife would allow her potatoes to be stolen. So I think she'd leap out of bed and sit on the thief before arguing with her husband.
- S₁: Yes, that's a great idea and it sounds fun to act. Let's sort out the parts and begin to work out what we'll say

TALKING

This exercise is to encourage students to discuss what they find funny. Even within the same country and culture some things make us laugh but our friends may not find them funny. Some people prefer nonverbal humour, but other people find that boring. This is personal preference. So there is no right answer and the students should be allowed to state their personal preferences. Besides, it is also important to encourage the students to use the useful phrases to explain their ideas clearly and politely.

Sample dialogue:

- S₁: What do you find funny? I enjoy watching Mr Bean because he makes such wonderful faces as he does stupid things.

- S₂: I'm not surprised you like Mr Bean, because all my family are crazy about him and cannot get enough of his programmes.
- S₁: We enjoy this kind of humour because my father loves Charlie Chaplin films. When he sees his stick and hat and that funny walk, he always bursts into laughter.
- S₂: What I like best is the problems Mr Bean has with everyday situations (like changing his clothes on the beach). I laughed till my sides split when I was watching it.
- S₁: Yes, I know that one. It reminded me when I stayed in England and I watched everybody try to change into their swimming costume, under a towel. It's good that we both laughed at that!

USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

1 C 2 F 3 H 4 E 5 B 6 D 7 A 8 G

Answer key for Exercise 2:

mountainous, porridge, amusing, directly, mess, outstanding, vast, moustache, budget, Switzerland

Suggested answers to Exercise 3:

- 1 Up to now, doctors have been able to do very little to treat this deadly disease.

- 2 Charlie was quite badly off for a while after his father died.
- 3 After the earthquake, the government provided food and blankets for the homeless.
- 4 Emma is no ordinary writer.
- 5 Daisy came in shyly wearing a worn-out coat.
- 6 After the race, David waved his arms in a gesture of excitement.
- 7 Freddy bought a new suit just for the occasion.
- 8 Edward slid on the ice and lost his balance.

USING STRUCTURES

Answer key for Exercise 1:

- 1 I am looking forward to visiting Charlie Chaplin Museum in Switzerland next week.
- 2 Many people still enjoy seeing Charlie Chaplin's silent films.
- 3 That cartoon picture shows Charlie Chaplin watching himself acting in a movie.
- 4 Charlie's nonverbal humour often makes people burst into laughters.
- 5 We are all fond of Charlie's early films, which we think are more interesting.
- 6 I missed seeing the beginning of the film *City Lights* the other day.
- 7 I wouldn't mind seeing *The Gold Rush* again with you tonight.
- 8 Charlie's job was entertaining people, wasn't it?

Suggested answers to Exercise 2:

- 2 The girl holding the camera is only ten years old.
What Susie enjoys most is taking photographs.
I saw Susie taking photographs of her family.
- 3 The student holding a badminton bat is a member of

his university team.

What George enjoys most is playing sport.

I noticed him working in the library after the badminton match.

- 4 The girl reading her textbook is one of the best students in her class.

What she likes is doing crosswords for fun.

This morning I found her writing for a national newspaper.

- 5 The girl listening to music feels happy.

Her job is making music.

I found her dancing in time to the music.

- 6 The girl sitting at her computer is my sister Clare.

Clare's favourite activity is surfing the Internet.

She finds it very interesting.

- 7 The girl wearing a red sweater is playing the piano.

Linda's hobby is composing classical music.

I heard Linda practising for her music exam.

*Exercise 3:

PUNCHLINE: The man was a thief.

LISTENING TASK

This is an opportunity for students to enjoy another funny story. Let them look at the pictures in the textbook and read the questions before listening. When the task is completed, the students might want to listen to the story again to think about how it is organized and where the punchline comes.

LISTENING TEXT

WHO SHOULD OWN THE DOG?

One day a teacher was walking along the road. It was a lovely sunny day. The sky was blue and the birds were singing in the trees. The teacher felt happy until he saw five boys, standing around a thin and hungry dog. It looked very frightened and the teacher felt sorry for it. So he asked the boys what they were doing with

the dog.

"Oh," said one of the boys. "We were just deciding who should take the dog home and look after it. We all want it for a pet but only one of us can have it." The teacher asked how they were going to choose the owner of the dog. "Well," said another boy. "We've decided that the one who told the biggest lie should have him." At this the teacher became very angry. He began to talk to the boys about truth and honesty. He continued for ten minutes while the boys listened carefully. Then he ended by saying, "And I never told a lie when I was your age." There was a long silence as the boys looked at the teacher and then at each other. They seemed to agree with what he had said. The teacher was glad that his words had impressed the boys. Then the first boy spoke again. "After what we heard, we think you should have the dog!"

Main points:

- 1 The teacher sees some boys looking at a dog.
- 2 The dog is thin and he feels sorry for it.
- 3 He asks what they intend to do with it.
- 4 He finds they all want to look after it but only the person who tells the biggest lie can have it as a pet.
- 5 The teacher is angry and lectures the boys about telling lies and how honest he was at their age.
- 6 The boys decide to give him the dog.

PUNCHLINE:

Everyone tells lies and the boys cannot believe that the teacher did not tell lies when he was at their age. They think that the teacher has told the biggest lie.

Answer key for Exercise 1: C

Answer key for Exercise 2:

1 D 2 A 3 C

NOTE:

In question 2 the students are asked what they know about the children. Many students may want to answer this question by suggesting that D should be the answer. They may find the children appealing and not understand why this is not the correct answer. However, in Western countries people do not regard the method the children chose to give the dog a home a good one. Undoubtedly the teacher is shocked too, because there is no way of knowing if the biggest liar will give the dog the best home. So A is the correct answer.

Suggested answer to Exercise 3:

I think the teacher felt embarrassed when he was offered the dog, because he did not want it and had not expected to be offered it. And he felt very unhappy to be considered a liar.

*Suggested answers to Exercise 4:

Help the teacher	Advice
to refuse to take the dog politely	<i>The teacher should suggest to the boys that he would love the dog but that it is impossible for him to take it for walks as he has so much work to do. Offer it back to them as he can now see how well they would care for it.</i>
to decide which boy should have the dog	<i>The teacher should suggest that the boys explain how they would care for the dog. Note where they would keep it, what they would feed it on, how often they would take it for walks, whether their parents are happy to have a new dog. Then choose accordingly.</i>

Sample dialogue:

- S₁: Poor teacher! I think he must have been astonished at the way the boys behaved.
- S₂: Yes. I suppose he felt it was his duty to talk like that! Those boys had not chosen a good method of finding a home for the dog.
- S₁: Why do you say that?
- S₂: Well, they think the teacher is the biggest liar and give him the dog – but the teacher does not want the dog! So he won't provide it with a good home.

- S₁: True! So what's the teacher going to do now?
- S₂: He can offer the dog to any of the students he thinks will look after it.
- S₁: How can he choose the best owner?
- S₂: He can ask them to tell him how much they know about looking after dogs.
- S₁: Yes, or he could find out whose parents would like a dog.
- S₂: Right. We have two ideas. Let's get ready to tell them to the class.

READING TASK

This is an opportunity for students to appreciate that not all special days are serious and some can be fun. April Fool's Day is a day when people play jokes on each other. On this day in British newspapers or on the televisions you will often see strange and interesting finds, scientific results or astronomical findings that are put there to mislead the public. The newspaper feels happy if a large number of people believe what is written. Sometimes particularly good stories get into the evening news on BBC. The story is told here is an example of a really good joke which many people in England believed. So read it and enjoy the fun.

Teaching suggestions:

- Let the students read the story for themselves and see if they believe it. This is unlikely because students are so familiar with noodles. However, ask them if they think these things are true:
 - that pigeons follow roads and road signs when they want to find their way home
 - that the earliest football has been found in a grave dated to 1,000 years ago
 - that earliest human paintings on cave walls are all modern fakes
 - that advanced computers can "talk" to each other without the aid of humans

These are all ideas put forward on the televisions or in newspapers during April Fool's Day.

- After reading and discussing the ideas let the students analyze the way that the BBC played this trick. There were several important elements:
 - the Panorama TV programme is serious and people believe it
 - the programme itself was presented in a very serious way
 - there were many details given in the story to make it believable
- Then encourage students to think of a similar trick of their own. It should not be personal or aimed at anyone in the class or outside it. Some possible ideas:
 - Think of something people use every day (a new product) and imagine something amusing
 - Make up some details to support it (for example, new scientific evidence or a quote from an important person or a new historical find)
 - Ask for people to look for something or wait for something to happen

Tell your students to practise explaining their idea with a very serious face. Do NOT laugh as they tell it.

Suggested answers to Exercise 3:

Name of the programme	<i>Panorama</i>
Its usual content	<i>Examination of serious problems and progress all over the world</i>
The particular content on April 1st, 1957	<i>Story about the excellent noodle harvest in Switzerland</i>
People's reactions	<i>They believed it and even ring the BBC to find out how to grow a noodle tree!</i>

Suggested answer to Exercise 4:

The people believed the programme Panorama because:

- it was a serious programme and people trusted that it always told the truth
- few English people went abroad so they did not know how noodles were made
- they imagined noodles might grow on trees like fruit or nuts

SPEAKING AND WRITING TASK

The purpose of this integrated task is to introduce students to amusing poetry. Let them try writing a few limericks for themselves and then get ready to read them to the class!

- 1 Identify rhyming words. Ask the students to tell you some words that rhyme with “some” (come, mum, thumb, sum), “blue” (clue, do, grew, to) and “green” (seen, mean, clean, seen)

If students find this difficult, try reading simple poems that rhyme and ask them to tell you the rhyming words. Practise until they are familiar with the idea.

- 2 Now look at the limericks.

*There was an old man with a beard
Who said it is just as I feared.*

Four insects and then,

Two birds and a hen

Have all made their homes in my beard.

Read the limerick aloud to your students and clap the rhythm for them. Then encourage them to clap the rhythm too. Let them mark the stresses on their

textbook.

- 3 Practise with other limericks. Here is an example:

There was a young boy of Harbin

Whose face was incredibly clean.

He washed it each day

With soap mixed with clay,

And scrubbed it so that it was seen.

Suggested answers to Exercise 2:

There was an old man of Hungary

Who followed his football team's glory.

He laughed and he cried,

Till he fell down and died,

That funny old man of Hungary.

Sample writing:

There was an old woman they say

Who would eat an apple a day.

When asked she replied,

It's good for my inside

And now I'm never ill anyway.

*PROJECT

This is an opportunity for the students to make their own collection of jokes, stories and funny incidents. So the quality of what is collected with depends on the interest and commitment of the students. It is hoped that this unit will have done two things to fire their

enthusiasm: first to make them aware of the cultural aspects of humour; second to encourage them to analyze the way jokes, stories and funny incidents are retold so that they can begin to write and tell jokes of their own.

Unit 4

第四单元

Body language

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	Cultural differences and intercultural communication
词汇	statement greet represent association dormitory canteen flight curious curiously Colombia approach cheek defend defence major misunderstand misunderstanding Jordan dash adult spoken unspoken Spain Italy likely crossroads facial function ease truly false anger fist yawn subjective hug rank cassette defend against be likely to in general at ease lose face turn one's back to
功能	1. 禁止和警告 (Prohibition and warning) Always stay Do not Stop! Keep away from Go away. Don't enter here. Watch out! Look out! Be careful when Be quiet. Come here. You may not You'll be fined (200) yuan. Don't smoke here. Be careful! Don't slip. 2. 义务和责任 (Obligation) You must You should never You'll be You'll have to You will need to
语法	动词的 -ing 形式作定语和状语 (The -ing form as the attribute and adverbial) 1. 作定语 Yesterday, another student and I, representing our university's student association I saw several young people enter the waiting area Akira bowed so his nose touched George's moving hand. ... she recognized Tony Garcia's smiling face. 2. 作状语 I stood for a minute watching them and then went to greet them. She stepped back appearing surprised and put up her hands, as if in defence. Then Akira Nagata from Japan came in smiling When Darlene Coulon from France came dashing through the door, they also express their feelings using unspoken "language"

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的中心话题是“身势语”，单元各项活动的设计都围绕这个主题进行。身势语是非语言交际手段中非常重要的一个方面，它通过无声的语言表达一个人的内心世界。与有声语言一样，身势语也是文化的载体，在跨文化交际中起着举足轻重的作用。了解身势语的不同文化涵义并正确地加以运用，会在交际场合中起到意想不到的好效果。教师在教授本单元时，可以提醒学生注意自己和他人在日常交际中的体态、姿势、面部表情等等，正确地理解和运用身势语，以达到良好的交际效果。

“热身”(Warming Up)部分由两部分组成。练习1是看图讨论活动，提供四幅照片，让学生通过讨论图片交流对日常交际的看法。练习2要求学生选择课本提供的15个日常交际用语中的一个，用身势语表演出来，让同伴猜测其意义。

“读前”(Pre-reading)部分由四个问题组成。这些问题集中引导学生思考“语言的目的”、“离开语言人们如何交流”、“有多少途径可用非语言手段向人问好”、“预测下面阅读课文的内容”等，这些问题既是对“热身”所引出的话题的总结，又承接了下一步的阅读教学。

“阅读”(Reading)部分以机场迎接客人为场景，讲述了来自几个不同国家的学生由于文化背景的差异，在初次见面时互相问候的方式迥然不同，而造成一些小误会，形象地表明了身势语与文化背景的密切关系，以及身势语在人们日常交际中的重要作用。这篇课文的写作方式颇有特色，可以让学生在阅读过程中，很自然地以“你”自己的身份去观察、倾听在机场发生的一切。

“理解”(Comprehending)部分设计有三个练习。练习1要求学生根据阅读课文填写表格。表格内容主要是课文中提到的不同国家、不同身份和性别的人在初次见面时相互问候的情景，特别是身势语的使用细节。练习2是由六组问题组成，旨在引

导学生思考课文主题所隐含的跨文化交际问题，如要求学生能够运用细节推断出作者的性别，讨论对交际失误、交际双方的身体距离、不同的问候方式、“入乡随俗”的认识，引发学生对身势语的文化差异、身势语的意义进行积极的、深入的思考，如身势语无优劣的观点等。练习3是四人小组活动，要求学生更进一步地探讨身势语交际的话题，练习设计的三个讨论题中，前两个要求学生分别举例说明人与人之间的距离、跨文化交际困难及如何避免或解决这些困难的话题。最后一个问题让学生思考“什么情况下只能使用身势语交流及其原因”。

“语言学习”(Learning about Language)由词汇学习与语法学习两部分组成。词汇学习设置有三项练习。练习1给出10个英文释义，学生写出本单元中与它们分别对应的单词。练习2是用所给单词填空，训练学生在语篇的情景下灵活运用单词的能力。练习3与练习2类似，但所供填空的单词更多、语篇更长。语法部分练习1先让学生从课文中找出动词的-ing形式，并按照作定语和作状语的不同功能分类。随后，练习2给学生提供了运用动词的-ing形式完成句子的机会。这样的安排符合学生的认知规律，有助于学生对该语法项目的理解和掌握。练习3是个综合性的活动，四人一组，按课本提供的例子口头描述一位同学的两个动作，用动词-ing形式，将两个动作联为一句话。那名同学将这句话用动作表演出来。

“语言运用”(Using Language)部分为培养学生的听说读写技能提供了各种情景，为学生综合运用语言提供了各种机会，有助于他们进一步了解一些国家身势语的异同。1. “读”(Reading)。首先设置一篇介绍身势语的文章，要求学生用自己的语言总结文章大意，练习已给出本文的两个要点，要求学生完成其余的三个要点。练习2以四人小组为单位，利用阅读课文的信息，回答四个问题，这些问题还是关于身势语的重要意义和使用场合等方面的讨论。2. “听与说”(Listening and speaking)。练

习1为学生展示六幅连环画,它们描绘了一个完整的对话故事。学生先猜测图片代表的故事顺序,写下他们的猜测。然后听录音,写下正确的故事顺序。录音内容由一段叙述与一段对话构成。练习2继续了练习1的活动,学生三人小组首先只能用身势语表演练习1中的故事,然后用语言表演这个故事,练习2提供了一些有关本单元要求的功能项目,供学生第二次表演时选用。这也是本单元交际功能的重点训练内容。3.“说与写”(Speaking and writing)。这部分设计了学生生活中的一些场景,如早晨上课时你观察到一位同学看起来有些心烦意乱,但你不知道发生了什么。练习中A与B的对话是为之后的学生两人小组讨论起头,要求学生继续这段对话。对话内容是通过那位同学的身势语证实自己的推断、表达自己的看法。随后的练习2设置了这样的情景:你的那位同学匆匆离开教室,你要给他或她写封短信,询问发生了什么以及是否需要帮助。信的写作框架和格式已经给出,信分三段,每段的主要内容已经明确提出,学生要用自己的语言将其具体化,完成一个半控制性的写作任务。

“小结”(Summing Up)部分让学生从话题、词汇、结构、交际用语等方面对本单元内容进行归纳总结。语法部分可以把-ing形式的六种用法加以总结复习。

“学习建议”(Learning Tip)部分建议学生不仅从书本上,更重要的是要通过与英语国家人士接触和观察英语电影中人物使用的身势语,提高自身的交际策略。

“趣味阅读”(Reading for Fun)部分是六句含“smile”一词的名人名言或谚语,旨在通过这些富有哲理的语句,帮助学生加深对身势语在交际中的重要意义的理解。

本单元涉及的要点是:

(一)身势语是传递交际信息的非语言手段,学习了解身势语,帮助学生了解文化差异和身势语的变化,可以防止跨文化交际中产生误解,甚至冲突。

(二)学习掌握常用的表示“禁止”、“警告”、“义务”的用语。

(三)掌握本单元“教学目的和要求”中的词汇。

(四)学习掌握动词的-ing形式用作定语、状语的用法,并对该项语法内容做一小结。

二、教学方法建议

(一)热身

教师可以在课上的前一、两分钟不说话,而是通过一些手势、动作、表情等身势语来表达课堂上经常使用的语言,如:Stand up. Please look at the blackboard. 等等,看看学生能否理解这些身势语。这样可以自然引入本单元的主题,比较形象生动地告诉学生,在日常交际中,有时我们不说话,也可以表情达意。然后,请学生完成“热身”部分的练习。建议教学步骤如下:

1. 在看图讨论前,教师为了有效地引导学生就身势语进行思考,而不是将注意力放在图片的其他意义上,可说:Some psychologists believe that we communicate 65% of our ideas and feelings without words! The shape of our bodies and faces, the movements and gestures we make, the clothes we wear, how near we stand to each other and whether we touch each other ... all these communicate. We must study all of these types of information if we want to understand what other people are saying.

2. 在稍加讲解之后,再分小组讨论。这样做的好处是:学生比较明确他们要具体看图片的哪些方面,而且也容易激发他们表达自己想法的欲望。

3. 请若干小组向全班汇报他们的讨论结果,教师顺势将学生提到的一些动词、代表人物表情的词汇或人物真实情感的语句写在黑板上。如遇学生对同一张图片有不同的理解,鼓励他们进行交流,给出理由,比如:人物的表情、衣着、手势、站姿等说明了什么。通过这样的点拨,培养了学生细致的观察力,为以后的教学活动奠定基础。

4. 在教师的指导下,全班最终形成对四幅图片的统一认识,初步体会身势语在交际中的作用。

5. 紧接着练习1,教师布置学生做练习2。为了活跃课堂气氛,鼓励学生自愿到台前为全班表演。

6. 在两三个学生示范后,再分两人小组继续完成其他的表演活动。

7. 如时间充裕,还可让全班学生一起选出关于这些日常用语的典型动作与表情,进一步引导学生思考身势语与交际意义传达之间的关系。

(二) 读前

“读前”部分设计的四个问题中,前三个是先从大的、相对抽象的问题过渡到比较具体的问题。问题4要求学生预测阅读文章的大意,这与课文直接相关。因为在“读前”阶段,学生还没有足够的知识与语言的储备,所以此阶段的活动不宜做得过深、过细,只要引发学生思考即可。具体教学步骤如下:

1. 就问题1,首先让学生集思广益(brainstorming),大家说出他们认为语言的目的有哪些,最后要将重点落在communicate上,与人们的thoughts, feeling, reactions有着千丝万缕的联系等认识上。

2. 在回答问题2时,教师可以先与学生分享他们自己对这个问题的看法,或亲身的经历,譬如是否有与聋哑人沟通的经历、生活中遇到的有关身势语的趣事等。通过教师的讲述,学生也会学着从自己身边的生活中提取经验与感受,抒发自己的真实情感。

3. 问题3再次需要学生开动脑筋,拓展思路。学生之间相互启发,可能会有许多新奇的想法出

现,教师要积极鼓励他们,汇集大家的智慧,完成这个问题的解答。

4. 经过问题3的训练,学生会顺理成章地进入到问题4的活动中,学生的多角度预测,会激发他们的阅读兴趣,而且为阅读后的各项训练奠定扎实的基础。要求学生将预测的要点记录在练习本上,以便阅读后核对。

为了启发学生对身势语进一步了解的兴趣,教师还可以做一些读前的游戏,如教师可以用大拇指和食指捏成一个圈,其余三个手指分开向上伸直,问问学生这个手势所表示的意义。(答案:In America it means OK. In Japan it's the sign for money.)然后,咬紧牙关,告诉学生I'm an Arabian.看看有没有学生知道这表示什么意思。(答案:在阿拉伯人中,这种表情表示深恶痛绝。)

(三) 阅读和理解

阅读教学的目的是使学生通过理解阅读篇章,了解不同的文化、不同的国家有着相同或不同的身势语。请学生快速阅读课文COMMUNICATION: NO PROBLEM? 在阅读过程中,请学生完成下面的表格(答案以斜体字标出):

Country / Area	Ways to greet each other
Britain	<i>shake hands</i> <i>do not stand very close to others or touch strangers when they meet</i>
Canada	<i>shake hands</i>
Japan	<i>bow</i>
Spain, Italy, South American countries	<i>approach others closely and are more likely to touch them</i>
France	<i>shake hands and kiss each other twice on each cheek</i>
(men from) Middle East and other Muslim cultures	<i>shake hands and stand quite close to other men</i> <i>nod to women and do not shake hands with them</i>

这个表格可以与“理解”部分的练习1结合在一起完成。

练习2与3均为思考问题,形式也基本是问答与讨论。为了帮助学生理解课文的深层含义,教师可补充一些灵活性大的活动。下例作参考。

教师可以让学生结成两人小组。

1. 给每组的学生A一幅或几幅类似下面的图

片,不允许学生B看到。



(1)



(2)

2. 由学生 A 把图片描述给学生 B, 学生 B 根据学生 A 的描述, 画出简图、猜测并概括出图片中身势语的含义。

3. 然后, 学生 A 拿出原图与学生 B 画的图对比, 两人讨论后确定出恰当的描述和身势语的含义。

4. 同样地, 教师再给每组的学生 B 一幅或几幅新的图片, 由学生 A 来画图、猜测和概括。

5. 最后, 教师和全班学生一起确定正确的答案。

参考答案:

1) leaning forward, open body, open arms, open hands (responsive)

2) staring into space, slumped posture, doodling, foot tapping (bored)

另外, 就练习 3 的问题 1 有关 “personal space”, 补充如下的一些知识。

Some general guidance about personal space for visitors to Britain and North America:

1. Behind a person: Strangers can come much closer behind a person if they stand with their backs to the person.

2. Over 2.70 m: This is public space. People don't feel that it belongs to them.

3. 1.20 m to 2.07 m: All the other people that people meet in Britain and North America come within this area.

4. 0.50 m to 1.20 m: Their friends can come within this space.

5. From touching to 0.50 m: They don't like people to come too near to them. Only close family and lovers can come so close.

(四) 语言学习

1. 词汇学习

在学习本单元词汇时, 可以让学生做 “词汇表演” 的游戏。把学生分为两个大组 (A 组和 B 组), 先请 A 组的一两个学生到前面来表演, 给他 (们) 一张纸条儿, 上面是一两个可以用动作表示出来的词汇。然后, 请 B 组的学生猜测并读出该词 (词组), 再请一个学生到黑板前进行拼写。如发音和拼写都正确, 就可以得分。随后, 由 B 组来表演, A 组猜测和拼读。依次进行, 直到复习完毕或分出胜负。

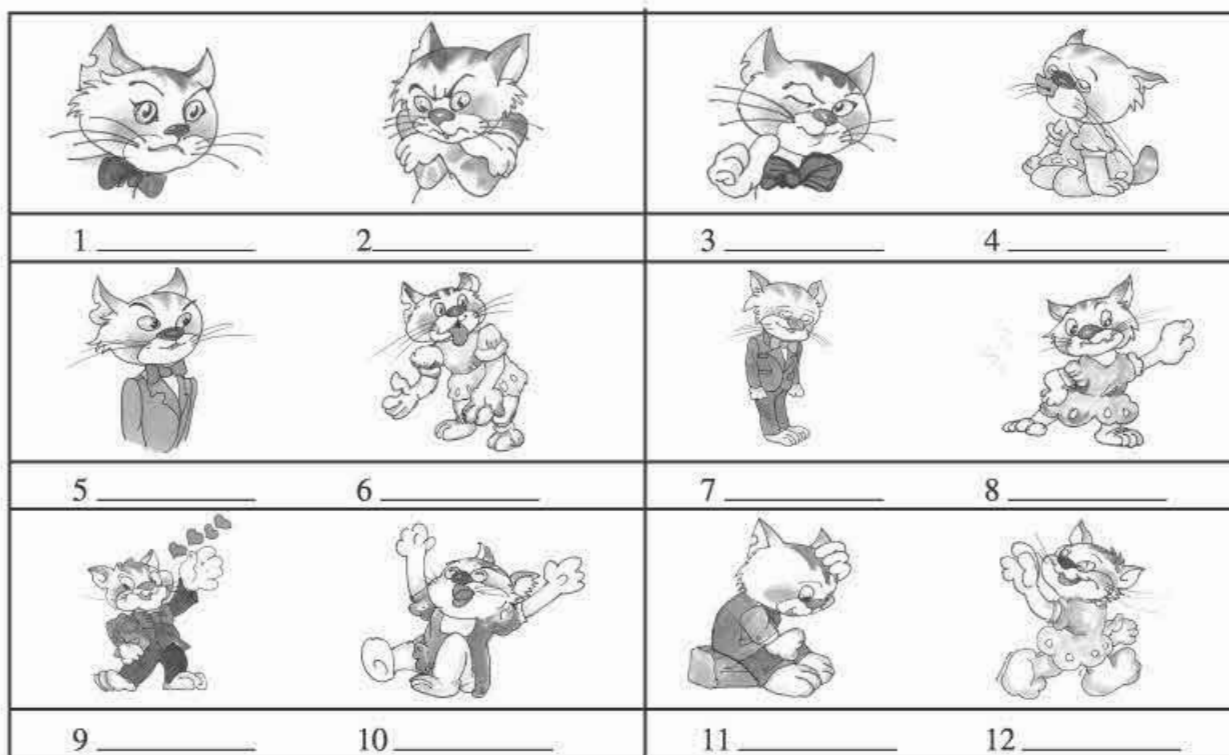
本单元可选用的词汇: approach, touch, nod, facial expression, punish, defend, frown, anger, yawn, hug 等。

其他可选用的单词: lead, admire, energetic, have fun with sb, hold one's breath, weep, sign, throw away, glare, sigh, stare, scream, argue, warning, strike, exchange, bump, entertain, boil, pick up, chew, swing, whisper 等。

这个游戏也可以用于全书词汇的总复习。教师在组织这个游戏时, 要注意以下几点: 游戏规则和指示语要清楚, 保证游戏有序地进行, 把握好时间。

另外, 还可以让学生做下面的练习: 观察猫的表情图。让学生学习以下 12 个描述表情或动作的词语, 然后要求他们将这些词语填入合适的猫图的下方。此活动可用竞赛的方式进行。

1 blow a kiss	7 shake one's head
2 frown	8 shrug one's shoulders and make a face
3 nod	9 yawn
4 pout (撅嘴)	10 stare
5 raise one's eyebrows	11 wave
6 scratch one's head (挠头)	12 wink (眨一只眼)



参考答案:

1. stare 2. frown 3. wink 4. pout 5. raise one's eyebrow 6. shrug one's shoulders and make a face 7. nod 8. shake one's head 9. blow a kiss 10. sneer 11. scratch one's head 12. wave

2. 语法学习

本单元的语法项目是动词的 -ing 形式作状语和定语。在讲授语法之前,教师可以让学生先完成此部分的练习1,再根据学生所列出的句子,启发他们思考。通过示例引导学生自己总结出动词的 -ing 形式在什么情况下作状语或作定语。如:

1) 作定语。如果动词的 -ing 形式出现在名词前后,并修饰该名词,一般作定语。此时,该定语(-ing 形式)可变为一个介词短语或定语从句。如:

a sleeping car/bag (a car for sleeping/bag), 类似的还有 a drinking cup, a dancing hall, a dining room, a cooking pot, a washing machine, an operating table 等。

a sleeping boy (a boy who is sleeping), 类似的还有 a drinking horse, a dancing girl, a moving story, a terrifying sound, a leading person, an inspiring leader, a smiling face 等。

They are visitors coming from several countries

(They are visitors who come from several countries)

His nose touches Mr Cook's moving hand. (His nose touches Mr Cook's hand, which is moving.)

I saw the washing woman in his office. = I saw the woman whose job is washing in his office.

A little child learning to walk often falls. = A little child who is learning to walk often falls.

2) 作状语。如果动词的 -ing 形式用于修饰某动词或整个句子,此时作状语,一般可变换为状语从句,例如:

Seeing the picture, I couldn't help thinking of the days in Australia. (When I saw the picture, I couldn't help thinking of the days in Australia.)

Not understanding its meaning, he asked the teacher to explain the word. (He asked the teacher to explain the word because he did not understand its meaning.)

对谓语动词起修饰和陪衬的作用,可以表示时间、原因、条件、让步、结果、方式或伴随情况。如:

Having worked for four hours, she stopped to have her meal. (时间) 她干了四个小时后停下来吃饭。

Having no interest in the topic, he didn't go to the lecture. (原因) 由于对这个话题没有兴趣,他没去

参加讲座。

Exercising every morning, you will improve your health. (条件) 如果每天做早操, 你的健康会好转。

Granting the achievements to be great, there is still something to be desired. (让步) (尽管) 成绩是巨大的, (但) 仍有一些要求改进的东西。

They began to build their dreams, eventually making them a reality. (结果) 他们开始构建梦想, 最终将梦想变为现实。

We spend most of our waking hours communicating. (方式) 我们清醒时的大部分时间都在交流。

We were sitting by the window, talking about what happened yesterday. (伴随) 我们坐在窗边, 谈论着昨天发生的事。

学生只有靠大量的阅读, 才能初步感知动词

-ing 形式的用法, 然后进一步理解其用法, 直至比较熟练的掌握与运用。教师可以帮助学生更细致划分动词-ing 形式作定语与状语时的用法。

(五) 语言运用

1. 读 (Reading)

阅读文章的标题是SHOWING OUR FEELINGS, 由此可知本文一定是围绕着情感 (feelings) 及其表达 (expressing)。细看文章, 我们会发现其实本文将情感的表达集中在对非语言形式的介绍上, 因而更贴近本单元的话题。为了帮助学生回答练习2中的问题, 下面的表格信息供参考, 教师可以将左栏中的描述制成简笔画, 或在课堂上做出相应的动作, 教学效果会更好。注意: 此表格提供的信息是典型的, 有时不同的动作可以表示同一种心情, 同一种动作也有可能代表不同的情绪。

EXAMPLES OF BODY LANGUAGE

NONVERBAL BEHAVIOUR	INTERPRETATION
Hands clasped behind back	Anger, frustration, apprehension
Rubbing hands	Anticipation
Locked ankles	Apprehension
Steepling fingers	Authoritativeness
Sitting with legs crossed, foot kicking slightly	Boredom
Head resting in hand, eyes downcast	Confidence
Brisk, erect walk	Confidence, superiority
Sitting with hands clasped behind head, legs crossed	Defensiveness
Arms crossed on chest	Dejection
Walking with hands in pockets, shoulders hunched	Disbelief
Looking down, face turned away	Doubt, disbelief
Rubbing the eye	Evaluation, thinking
Hand to cheek	Impatience
Tapping or drumming fingers	Indecision
Pulling or tugging at ear	Insecurity, nervousness
Biting nails	Interest
Tilted head	Lack of self-confidence; insecurity
Patting/fondling hair	Negative evaluation
Pinching bridge of nose, eyes closed	Open, relaxed
Sitting, legs apart	Readiness, aggression
Standing with hands on hips	Rejection, doubt, lying
Touching, slightly rubbing nose	Sincerity, openness, innocence
Open palm	Trying to make a decision
Stroking chin	

(Adapted from <http://www.deltabravo.net/custody/body.php>)

还可以结合下面介绍的主题任务二完成练习2的活动,通过实例来回答练习2中比较概括的问题。

2. 听与说 (Listening and speaking)

这项综合技能的活动主要是围绕一段听力内容展开。这段听力讲述了一个交通事故,有事故发生的背景、过程以及在处理事故中三个不同人物的对话。练习1配有六幅图,清楚地再现了整个故事。建议具体的教学步骤如下:

1) 学生先个人独立完成练习1的猜测图片次序的活动。把猜测结果写在练习本上。

2) 全班讨论答案。如有不同意见,要特别通过观察图片中人物的动作、表情,再进一步交换意见。

3) 听录音前,可以让学生先看练习2图框中的用语,以提前熟悉听力对话中可能用到的词语。

4) 连续听两遍录音,要求学生在听第一遍时主要关注录音的大意,第二遍时核对自己对练习1图片次序的推断。听的同时要适当作一些笔记。

5) 全班核对答案。

6) 听第三遍,将注意力集中在听力中的对话部分。

7) 教师此时可提问学生,考查他们对三人对话细节的理解与记忆。必要时要将听力全文提供给学生,为以后说的活动提供范例。

8) 三人小组活动。给每个小组一定的时间,小组内自我分配角色,准备表演。

9) 抽查三、四组学生,每组学生可以只表演故事中的一小段。教师和其他同学点评。这时可发挥小组评价与师生评价的作用,使学生表演后能及时听到老师和同学对他们的评价。

3. 说与写 (Speaking and writing)

在写之前,能先就写的主题与老师和同学口头议一议,使学生对写的任务心中有数,减少他们写作时的畏难情绪。本部分练习1和2设计了互为联系的两个情节,练习1着重口头的讨论,练习2要求学生开始写作。虽然情节的设计密切结合了学生的生活实际,而且练习2中也把具体写的短信的框架提供给学生,但要写好、写得自然仍不是一件容易的事。教师如能向学生展示一篇范文,会对学生有极大的帮助。

具体的教学建议如下:

1) 学生两人小组,先集思广益,当自己犯错

误时,一般会有什么样的身势语,如: turn away from sb, cry, frown, put one's head down 等等。

2) 要求学生写下这些词语。然后在全班之间交流讨论结果,尽可能多地将这些描述词语补全。

3) 引导学生思考这些外在的身势语与人内心的哪些感受相联系,如 turn away from sb → sad/angry, frown → angry/disbelieving。这样学生又再次深化了身势语在人际交际中的特殊作用。

4) 再次两人一组讨论造成这些内心情感的原因,如 cry → sad → family member is ill ...

5) 经过多次的讨论与分享,学生对观察与分析别人的身势语的过程有了一定的了解,这样在他们动笔写信前就扫清了一些写作障碍。

6) 留给学生一定的时间起草与修改短信。

7) 学生之间互换信件,教师提供一个评价表格(peer assessment),学生之间相互学习,相互帮助。

8) 学生下课拿回自己所写的信,再次修改,完成写作任务。

(六) 主题任务

根据本单元的中心话题,建议设计若干任务型教学活动。

任务一:

活动名称: What does this body position mean?

活动内容: 要求学生猜测图片中人物动作、表情的含义

活动时间: 学习本单元过程中,可以结合“语言运用”部分进行

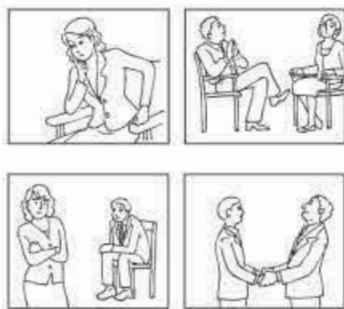
活动形式: 个人活动、小组活动、全班交流

语言知识要求: 充分利用已学的词汇和语法

语言技能要求: 听、说、读、写

活动步骤:

1. 教师向学生展示一组图片。如下图:



2. 教师说明情况,发出指令。Please look at

the pictures. Suppose you were at a business occasion. Choose a person for each description. Think about what characteristics of the body positions communicate the feelings to you. Describe what communicates the feelings. Compare your answers with mine.

Match the persons with the descriptions.

1) This person wants to show that he/she is an important person, but at the same time he/she wants to make it clear that he/she wants to be “nice” to the other.

2) This person is determined not to change his/her idea. He/She is angry and is trying to just control himself/herself.

3) This person is thoughtful. He/She probably thinks that the idea is good. He/She is ready to act when he/she has thought enough.

4) This person is very confident and may even feel rather superior.

5) This person is relaxed but ready to take action at any moment.

6) This person is determined to keep himself/herself control and stay cool and calm.

7) This person is very pleased to meet the other person. In fact he/she thinks the other person is rather important.

3. 学生先独立完成任务。然后，在四人小组内讨论他们的答案。

4. 教师引导全班核对答案。在核对过程中，要特别注意观察人物的每个姿势，将他们的心态、性格描绘得细致和全面。在描述的过程中，尽量运用本单元学来的身势语知识和语言材料。

参考答案：

1) G Taking someone's hands in both of yours is a warm and friendly gesture. However, this man is leaning backwards and raising his head and nose in a superior way. He is communicating two messages which are quite different! “I am superior but willing to be friendly.” This gesture is often used by politicians who want to get votes.

2) D She isn't facing the man. This shows that she doesn't want to be with him. One hip is raised which shows that she feels she must continue to stand there

although she doesn't really want to. Her hands are bunched into fists as if she would like to hit him. She has folded her arms. This can mean that she wants to give herself self-confidence and protect herself. However, in this case it probably means that she is trying to control herself.

3) A This is a thoughtful position with the head resting lightly on the hand. The forefinger is raised along the cheek to the cheekbone. The other fingers are curled away but don't touch the mouth. If they touched the mouth this lady would be unsure of herself, but she is confident. Notice the body leaning forward and the upraised arm, which mean she is attentive.

4) B It is a sign of supreme self-confidence, possibly arrogance that holding one's hands so that the fingers are together and raised in the air like a church steeple. The man is very happy for the other person to see how confident he is. His head is tilted backwards as well, and this makes his nose “stick up”. “He/She is very stuck up” means that he/she feels superior. However, he has crossed his legs, which may show that he feels that, in spite of his confidence, he may need to protect himself. He is leaning backwards with confidence but not in a relaxed way. He is ready for action.

5) E He is leaning forwards and leaning on one arm which gives his attention a sense of direction. He has one hand halfway down his thigh and the elbow raised which suggests that he can stand up quickly. His head is raised with attention. He is sitting down but he is ready for action.

6) C Crossing one's ankles often means that the person is controlling a strong emotion of some kind. The lady's body is held back stiffly against the chair. She doesn't look frightened of the man. Her hands aren't held together to give her comfort but they are gripping the arms of the chair, which suggests that she is holding back strong feelings. Her feelings may be of anxiety but she is probably angry with the man and with herself because she doesn't know how to react to him.

7) F The man is leaning forwards to show that

he feels that the other man shouldn't bother to come towards him. His head is raised to catch every "kindly" word from any important person he meets.

(From Andrew Wright *How to Communicate Successfully*)

任务二:

活动名称: Job interviews

活动内容: 将所学来的身势语知识运用于模拟的招聘情景中

活动时间: 学习本单元的最后阶段

活动形式: 个人活动、小组活动、全班交流

语言知识要求: 充分利用已学的词汇和语法

语言技能要求: 听、说、读、写

活动步骤:

1. 教师将学生分为四人一组。给他们创设一个情景: 假设现场是个招聘会, 有些学生是某公司人力资源管理部的工作人员, 有些是刚毕业的大学生, 前来应聘。请根据应聘人员的语言与非语言表现, 决定是否录用。

2. 小组内分配角色, 一人扮演公司经理, 一人扮演经理助理, 一人扮演大学生, 一人充当记录员。按角色分配任务, 制定招聘方案。注意: 每个表演最后必须包括招聘的结果, 以及录用或拒聘的具体理由, 主要从应聘者的整体表现来评判。

3. 个人活动。每个学生根据自己的分工, 准备角色扮演的台词和动作、表情等。

4. 小组内排演, 使表演更加自然、真实。

5. 合作展示与评议。每个小组在全班内表演他们的招聘过程。全班进行评议。评议的内容除了包括常规的语言和表演外, 还要评议招聘结果的理

由是否充分、合理。

教师提请学生在任务中思考如下问题:

We have many experiences, thoughts and feelings which aren't shown by our face, body and clothes, and most people realize this. If we judge people by stereotyped ideas then we will often miss interesting and valuable experience. To make matters worse, we will probably misunderstand other people. Misunderstood information might make us lose a friend or some business or might prevent us from seeing the truth about ourselves. It's really bad for good communication. Keep the following questions in mind:

- Do you know anybody who seems to be saying one thing but really is saying another?
- Do you wear clothes and behave in a way which completely represents you as you really are?
- Are you a "type" of person?
- What do people think when they see you?
- How much of their judgement is true?
- What do you think that people look at you and say, "Oh, I can guess what he/she is like!"?
- How can we avoid stereotyping in our daily life?

三、教学评价建议

(一) 非测试性评价

1. 自我评价

How well do you think you learned Unit 4? Rank your achievements in the following things by putting ticks in the boxes. Then work out your percentage.

After learning this unit, I am able to do the following things.	Very well	Well	Only with the help of others	Need to work harder
Give a brief introduction of body language in my own words				
Give some typical examples of the cultural differences in the use of body language				
Act out a few scenes using both spoken and body language effectively with my group members				
Use the new words and expressions of this unit correctly in speaking and writing				

(接上页表格)

Use the expressions of warning, prohibition and obligation appropriately in speaking				
Use the <i>-ing</i> form as the attribute and adverbial correctly both in speaking and writing				
Percentage	%	%	%	%

I still need more practice in _____.

教师还可以让学生填写下面的表格,引导学生反思自己在日常生活中对身势语的注意程度,帮助学生意识到身势语在英语学习和日常生活中的重要作用。

	Yes	No
I think body language is an important way of expressing oneself.		
Learning body language will help me to communicate better with others.		
I pay attention to others' body movements, gestures and facial expressions in daily communication.		
I notice that Westerners have quite different body language from Chinese people.		
I will learn to use body language properly in order to communicate more effectively with others.		

2. 小组互评 (参考第一单元该部分)

(二) 测试性评价

1. Choose the best answer from A, B, C and D to fill in each blank.

- _____ dogs seldom bite.
A. Bark B. To bark C. Barked D. Barking
- To get here in time, they came _____ all the way.
A. running B. run C. ran D. to run
- He sat there _____, with his head on his hand.
A. and think B. thinking
C. thought D. being thought
- The wolf spoke in a _____ voice and Mr Dongguo felt _____.
A. frightening; frightened
B. frightened; frightened
C. frighten; frightening
D. frightening; frightening
- They set out _____ for the _____ boy.
A. searching, losing B. searching, lost
C. to search, lost D. searched, losing

- It's a pleasure to watch the face of a _____ baby.
A. asleep B. sleep C. sleeping D. slept
- The student sat there, _____ what to do.
A. doesn't knowing B. didn't knowing
C. not know D. not knowing
- The secretary worked late into the night, _____ a long speech for the international conference.
A. to prepare B. prepared
C. preparing D. was preparing
- European football is played in 80 countries, _____ it the most popular sport in the world.
A. making B. makes
C. made D. to make
- In his talk, the _____ Prime Minister expressed his satisfaction, _____ that he had enjoyed his stay here.
A. visiting, add B. visited, adding
C. visiting, adding D. visited, added

2. Fill in the blanks. The first letter of each word has been given.

Body language is used by people for sending

messages to one another. In many countries in the world, men k_____ each other when they meet. In Britain, people usually s_____ hands when they meet someone for the first time. They are not comfortable touching s_____. French people kiss each other h_____ and goodbye on the c_____. People from Arabian countries stand c_____ than people from Britain when they are talking. They might move very close to you as you i_____ yourself to them. Body

language is very g_____ and not all members of all cultures b_____ the same way. Using body language in a correct way will help you to better c_____ with other people.

参考答案:

- 1) D 2) A 3) B 4) A 5) C
6) C 7) D 8) C 9) A 10) C
2. kiss, shake, strangers, hello, cheek, closer, introduce, general, behave, communicate

补充参考资料

(Supplementary reference materials)

一、补充注释

1. Yesterday, another student and I, representing our university's student association, went to the Capital International Airport to meet this year's international students. 昨天, 我和另一个同学代表我们大学的学生会去首都国际机场迎接今年的国际学生。

represent (vt.)

1) stand for or be a symbol or an equivalent of (sb/sth); symbolize 代表; 象征; 标志

What does Y represent in this equation? 这个方程式中的 Y 代表什么?

2) be an example of (sth) 是 (某事物) 的一个例子

This design represents a major new trend in modern art. 这种设计反映了现代艺术中一种主要的新趋向。

2. ... I saw several young people enter the waiting area looking around curiously. ... 我看见几个年轻人走进了等候区, 好奇地向四处张望。

looking around curiously 用作状语, 表示 enter 的伴随状态。

The children ran out of the room, laughing and

talking merrily. 孩子们又说又笑地跑出了房间。

Mr Smith sat at the window reading a newspaper. 史密斯先生坐在窗边看报纸。

curious (adj.): eager to learn or know 富于好奇心的; 有求知欲的; 感兴趣的。curiously 是它的副词形式。

As a little girl, she was curious about the origin of human beings. 她还是个小女孩儿时, 就对人类的起源发生了兴趣。

The tourists were surrounded by the curious children. 游客被好奇的孩子们围起来了。

Curiously enough, I didn't feel at all nervous when I faced the audience. 令人好奇的是, 当我面对观众的时候一点都不感觉紧张。

3. She stepped back appearing surprised and put up her hands, as if in defence. 她(朱莉娅)后退了几步, 看上去有些吃惊, 并举起了手, 好像是在自卫。

appearing surprised 在这里用作状语。appear 在本句的意思是 seem。

It appears that you were given the wrong information. 你似乎得到了错误的信息。

He appeared to be a fool in the dancing ball. 他在舞会上像个傻子似的。

defence (n.): protection (= <美> defense) 防卫, 防备; 防护。这个词分可数和不可数形式, 其意义有所不同。不可数名词代表防卫的行为 (action), 可数名词表示可以用来防卫的东西 (something)。in sb's/sth's defence 或 in defence of sb/sth 表示“保护某人或防护某物; 为某人或某事辩护”。

They were brave in defence. 他们勇敢防守。

They say that the two men were acting in self-defence. 他们说这两人是在自我防卫。

Is there any man unwilling to fight in defence of his country? 难道有谁不愿为保卫国家而战吗?

4. I guessed that there was probably a major misunderstanding. 我猜想这里可能有个大的误会。

major 用作形容词, 表示 more important; great(er) (较)重要的; (较)大的; 主要的

a major road 大路; 干道

The car needs major repairs. 这辆车需要大修。

major 用作动词时, 表示 specialize in a certain subject (at college or university), 主修(大专院校的)科目。

Daisy is majoring in French. 黛茜主修法语。

major 用作名词时, 表示 army officer between a captain and a lieutenant-colonel 陆军少校。

5. Not all cultures greet each other the same way, nor are they comfortable in the same way with touching or distance between people. 各种文化背景下的人相互问候的方式不尽相同, 身体接触和相互间距的程度也不尽相同。

nor 常置于句首、助动词或连系动词之前, 表示 and also not。此时也可用 neither 代替。

I don't like the film. Nor/Neither does she. 我不喜欢这部电影, 她也不喜欢。

I'm not going to work today and nor/neither is Mable. 我今天不去上班, 梅比也不去。

6. These actions are not good or bad, but are simply ways in which cultures have developed. 这些行为都无所谓好与坏, 只不过是文化发展的方式不同而已。

in which 引导定语从句, 修饰 the way, 这里

的 in which 还可用 that 来代替。

This is the way in which/that they live. 这就是他们的生活方式。

I don't like the way in which/that you talk to your parents. 我不喜欢你对父母说话的那种方式。

另外, the way (that) 也可引导方式状语从句, 但句子的结构不一样。

They're doing the work the way I like it done. 他们在用我喜欢的方式干活儿。

7. In general, though, studying international customs can certainly help avoid difficulties in today's world of cultural crossroads! 总的来说, 在当今文化交融的世界, 学习不同国家的习俗肯定能帮助我们避免交往中的困难。

in general 是词组, 表示 “usually or in most situations: used when talking about the whole of a situation, group, or thing, rather than specific parts of it”。

In general, your plan is good. 你们的方案总的来看是好的。

People in general like her. 大多数人都喜欢她。

avoid (vt.)

1) keep oneself away from (sb/sth) 避开; 躲避
avoid (driving in) the centre of town 避开市中心(行驶)。

2) stop (sth) happening; prevent 防止 (某事) 发生; 预防

As a new driver, Belin tries her best to avoid accidents. 作为一个驾车新手, 贝林尽力避免发生事故。

8. The most universal facial expression is, of course, the smile – its function is to show happiness and put people at ease. 最普遍使用的面部表情, 当然是微笑——其作用是表示快乐和安人心静。

ease (n.): the condition of being comfortable or relieved; freedom from pain, worry or agitation 安逸; 安心; 没有痛苦、烦恼或愤怒

at ease 是词组, 表示 feeling relaxed, especially in a situation in which people might feel a little nervous, 常与 with 连用。

a smile that put us at ease 使我们感到无拘无束的微笑

Her mind was at ease knowing that the children were safe. 听说孩子们都很安全，她才放心。

He is at ease about the matter. 他对这事很放心。

She felt completely at ease with Bernard. 她和伯纳德在一起感到完全没有拘束。

9. In most places around the world, frowning and turning one's back to someone shows anger. 在世界上大多数地方，皱眉或者背对着某人都表示发怒。

turn one's back to 在此处指转身背对某人的具体动作。

如果要表示“不友好地拒绝帮助别人”，则可使用短语 **turn one's back on sb.**

二、背景知识

Body language has different meanings in different cultures

Body language is a powerful communication system in all cultures, but body language can signal very different things in different cultures. Here are some helpful hints to keep in mind when interacting with persons of different cultures.

For a Japanese person, waving one's hand in front of one's own face with the palm facing outward can signal that the person doesn't know or doesn't understand something. (This may also signal the person feels undeserving of a compliment.)

Standing with one's hands on the hips signifies anger or hostility in many cultures, such as Malaysia, Argentina and Mexico.

Many Mexicans are touch-oriented. They may linger over a handshake, touch a forearm or elbow, or even casually finger the lapel of the other person's suit. These gestures signify a willingness to be friendly and nothing more.

The usual head signals for “yes” and “no” are reversed in Bulgaria. A Bulgarian nods to signal “no” and shakes the head from side to side to signal “yes”.

In Zambia, people of the opposite sex typically do not touch upon greeting.

When interacting with someone from Tanzania or Kenya, do not use your left hand when giving or receiving items like a business card or gift.

In Vietnamese culture, the head is considered the most important and intellectual part of the body. Only parents or a high-ranking person can touch your head. Also, from a religious perspective, it is on one's head that he or she receives the rites of sacrament.

Young children of Ghana and many of the Latin American cultures are not permitted to look adults in the eye because it is viewed as defiant, so, failure to make eye contact does not connote dishonesty. It is, in fact, a sign of respect. Similarly, in Native American, many Asian, and some Hispanic cultures, looking down and avoiding direct eye contact is also a sign of respect.

If a Lebanese person stands close to you, do not feel that they are invading your space. Personal space is smaller in Lebanon, and in many other cultures, than in the US.

In the Korean culture, men have priority. It is normal for a man to walk through the door first, walk ahead of a woman and for the woman to help the man with his coat.

For Costa Ricans, it is considered distracting, and even impolite when someone fidgets with their hands or feet.

People of Puerto Rico wiggle their noses to say, “What's going on here?” Also, interrupting someone is not considered rude in the Puerto Rican culture; it occurs regularly.

When interacting with someone from Spain, do not be surprised if they kiss you on each cheek, as this is customary for women.

In Brazil and Spain, the “OK” hand sign is considered offensive. In France, the gesture means “worthless” or “zero”.

Patting a child on the head or beckoning someone to come to you by wagging a finger is considered an insult to Vietnamese and Thais.

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

The unit gives a general view of body language in a variety of situations. Body language is generally defined as the use of posture, gestures, and facial expressions that communicate attitudes, emotions and reactions. Verbal language expresses words, but body language expresses meaning and emphasis. In many cases, body language is in fact more powerful in expressing meaning than verbal language is. Verbal language can be controlled more easily than body language, and can be used to deceive and to misinform. It is important for students to understand their own body language and

that of others. The two very general areas discussed in the unit are cultural body language and personal body language. Both of these are in fact determined to some extent by social and cultural practices. Students should be encouraged to consider the differences between Chinese body language and Western body language and to think of what they have observed in films and in the behaviour of foreign visitors. They should also be aware of the effect of their own body language (the messages they may be sending without knowing it).

WARMING UP

This exercise will introduce students to the idea of body language and the ways in which they can communicate without speaking. They will enjoy thinking of creative ways to express themselves without speaking. They are asked to act only for their partner, so they should not be too uncomfortable in getting involved in the actions, as they might be if they were asked to present to the whole class. Use the first activity to stir students' interest. Ask for answers to the first questions, and point out that it is rather easy to understand what the people are experiencing, even though they are clearly not speaking to you. The second activity expands on the first, giving students a chance to try to communicate using only body language. See how many different ways the students can think up to communicate the different phrases.

Suggested answers to Exercise 1:

Top left: The mother is trying to quiet her crying child.
Top right: Someone is thinking deeply.
Bottom left: Someone is feeling ill / having a stomachache.
Bottom right: The policeman is directing traffic / telling cars to go.

Exercise 2:

Possible options for communicating the statements:
"Hello!" Facing a person and waving a hand or holding an open hand up. Possibly a hug.
"Goodbye!" Facing a person and waving a hand, and then turning and walking away.
"Come here!" Facing a person and motioning with a hand moving toward own self, fingers pointing upwards.
"Go away!" Making an angry face, and motioning sharply with a hand pushing away from self.
"Expensive!" Making a disgusted or angry face, holding one hand up and rubbing thumb against other fingers.
"I'm surprised!" Making a surprised face, with both hands held out in front of self, with palms facing outwards.
"I'm tired!" Making a sleepy face, yawning and stretching arms outwards or over head.
"I'm confused." Making a confused face and holding hands out from body with palms turned upwards.
"OK!" Holding out one fist with thumb sticking up, or holding out one hand making a circle with thumb and index finger, with other three fingers sticking out.
"Good luck!" Making a friendly face, with a smile, and

patting someone on the back.

"I'm delighted!" Making a happy, excited face and holding two fists up near one's face and shaking them a little.

"I'm upset!" Making an angry or unhappy face and making two fists and holding them still near one's body.

"I'm sad!" Making a sad, unhappy face, hanging one's

head down and crying or sniffing.

"I forgot!" Making a surprised, unhappy face and holding open hands up on either side of face, touching one's cheeks.

"You're great!" Running up to other person with a big smile and hugging or slapping on back or making the "OK"/"thumbs up" sign.

PRE-READING

These questions will encourage students to think about the activities in the Warming Up exercise and apply them to some practical ways in which body language is used and understood. It will help them to realize that body language is more than games – it is a serious part of communicating. The final question is to give students a chance to further develop their prediction skills.

Suggested answer to Question 1:

The purpose of language is to communicate with other people.

Suggested answer to Question 2:

I can use body language to communicate with someone

READING

The passage introduces some examples of cultural body language in greeting people. Students should know that public behaviour is different in various cultures, and that although some behaviours may seem strange to them, all cultures should be respected. They should also know that there may be actions that they think are impolite or not respectful but are ordinary practice in other cultures. They should also be aware that some Chinese body language and behaviour may be seen as impolite in other cultures. This unit is not a lesson in international courtesy but may help students understand that not all people express themselves the same way. The passage also introduces some grammatical structures which require attention. You may wish to identify these and the new words and pre-teach some of them. Alternatively, students may read the passage silently and list the words and expressions they have difficulty with. Do not have them read aloud until they

if I cannot speak. For example, if I'm angry, I might turn away and not talk to others. If I'm happy to see someone, I might smile and hold out my hand or open my arms.

Suggested answer to Question 3:

Ways to greet someone without words: smile, wave, shake hands, hug, kiss, etc.

Suggested answer to Question 4:

Topic: different body language in different cultures

have read and understood the passage.

NOTE:

The physical distance from each other that people are comfortable with generally depends on the culture. "Latin" cultures or those of Southern Europe and the people who originally came from there, such as those in Central and South America, Mexico, Spain, France and Italy, generally stand closer to each other and touch each other more often. This distance is called "personal space" and the different expectations can often lead to serious misunderstandings. The physical contact and pushing that is common in crowds and in public situations in China can be surprising and disturbing to Western people. It is very important that students understand that cultural behaviour must be understood and that usually it is not intended to be impolite.

COMPREHENDING

Suggested answers to Exercise 1:

Name	Description	Body Language	To Whom
Tony Garcia	man from Colombia	kiss on the cheek	everyone
Julia Smith	woman from Britain	no touching	everyone
Akira Nagata	man from Japan	bowing	everyone
George Cook	man from Canada	shaking hands	everyone
Ahmed Aziz	man from Jordan	shaking hands nodding	to men to women
Darlene Coulon	woman from France	shake hands and kiss twice on each cheek	people she knows

Suggested answers to Exercise 2:

- The author is male. Ahmed Aziz will not shake hands with women, but he shakes hands with the author.
- He noticed that the Colombian man kissed the British woman, but in her culture, a kiss from a stranger is not acceptable. He also noticed that the Japanese man bowed just as the Canadian man started to shake hands, so one man's nose touched the other man's hand.
- The British woman, Julia, and probably the Canadian man, George, seemed to prefer to keep more physical distance from others. The Colombian man, Tony, and the Jordanian man, Ahmed, seemed to prefer closer physical distance.
- Yes. Tony from Colombia and Darlene from France had a similar greeting custom – a kiss. George from Canada and Ahmed from Jordan also had a similar greeting custom – a handshake, but Ahmed shakes hands only with men.
- This saying means that when we are in a certain place, we should follow the customs of the people who live in that place, not our own customs.
- Students will give their own answers.

Exercise 3:

1 **Sample dialogue:**

- S₁: I would feel most uncomfortable if someone came to close to me and asked me for information, wouldn't you?

S₂: Me too! At first I might think that he meant to attack me or steal something from me. But of course some countries do get very close to each other. I know that they do this in Arab countries.

S₁: They do, but not with women!

S₂: True. I think it's the part of the world where women have to keep themselves out of sight.

S₁: So the man might be from any Arab country. It might be Saudi Arabia, Yemen or Jordan.

S₂: Right. I'll remember that!

2 **Sample dialogue:**

S₁: If that happened to me, I'd think that the man was very rude.

S₂: Yes, but in this case I think that the man thinks that YOU are rude!

S₁: Why?

S₂: Because it's not considered proper for women to wear shorts in public. You are supposed to cover yourself up.

S₁: I see, but what about the shoes?

S₂: You have to take your shoes off when you go into an Arab house. It's polite and part of their religion. So it's nice to show respect for them and follow their customs.

S₁: Now I understand. If I were the girl, I'd take more care next time.

S₂: That's excellent!

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

defence, likely, Italy, canteen, represent, dash, approach, association, cheek, flight

Answer key for Exercise 2:

approached, Jordan, cheek, curiously, dashed, misunderstood, contrary

Answer key for Exercise 3:

crossroads, adult, major, dormitory, greeted, representing, association, spoken, Colombia, curious, flight

Discovering useful structures

Exercise 1:

Students may find some difficulty in seeing the difference in the uses of the *-ing* form. The form is used as an attribute when it describes a noun (eg, *moving hand*) and as an adverbial when it describes a verb, or the way in which someone is doing something (eg, *comes in*

smiling). This exercise encourages them to identify the form in its two uses in the passage.

Answer key:

Attribute:

representing our university's student association, the waiting area, Tony Garcia's smiling face

Adverbial:

I stood ... watching them

She stepped back appearing surprised

Then Akira ... came in smiling

When Darlene ... dashing through the door

In the same way ... using unspoken "language"

Answer key for Exercise 2:

1 approaching 2 laughing / smiling 3 smiling
4 shaking 5 shaking 6 laughing 7 competing
8 touching

Exercise 3:

Students will give their own answers.

USING LANGUAGE

Reading

This reading passage introduces the use of body language as the expression of personal emotions and reactions. Although some of the gestures are specific to cultures, others are more or less universal. Students should be encouraged to learn to understand the personal body language of other people and to know what their own is. As teachers, you should also be very aware of your own body language. Though your words may say one thing, your posture and expression may communicate something different. Try to pay attention to your own body language and how it affects your students. If you are comfortable doing so, you may wish to demonstrate different kinds of communication for your class through various postures and facial expressions. For example, you might say, "That is very good work," while you frown, turn away and look angry. Then say it again while looking at a student, leaning toward him or her and smiling. They can see the different

messages you are giving them. If you can do this, it will also make them feel more natural to do so in front of the class. There is an expectation that you should be prepared to do what you ask your students to do.

Exercise 1:

This exercise is the beginning of the very basic practice of outlining. When writing informative or argumentative passages, writers will first write an outline of what they plan to say, first stating the main idea they plan to present and then giving the points that will support their main argument. This passage is both informative and argumentative: it is presenting factual information, but organized specifically to support the argument that body language has many universal gestures. Emphasize to the students that outlining is a very important part of writing a clearly organized passage. Explain that this exercise is just the first step toward their being able to write their own outlines: if they can identify another

author's outline from his writing, they will develop the ability to think logically and organize their own clear outline for writing. Before starting on the first exercise, have students first go through the passage and underline the topic sentence of each paragraph. Then read the exercise directions with them. Point out that the main idea can be found in both the first and the last paragraphs, since these are the introductory and concluding paragraphs. Then explain that the supporting points in this passage are very easily divided, one in each paragraph. The second paragraph has the first main point (universal gestures that show happiness), the third paragraph has the second main point, and so on. Emphasize that the students must write phrases to complete the outline, using the same form as the example. One of the rules of outlining is to use simple sentences or phrases with parallel grammatical structure.

Topic sentences for SHOWING OUR FEELINGS:

Paragraph 1: Of course, body language can be misread, but many gestures and actions are universal.

Paragraph 2: The most universal facial expression is, of course, the smile – its function is to show happiness and put people at ease.

Paragraph 3: From the time we are babies, we show unhappiness or anger by frowning.

Paragraph 4: There are many ways around the world to show agreement, but nodding the head up and down is used for agreement almost worldwide.

Paragraph 5: How about showing that I am bored? Looking away from people or yawning will, in most cases, make me appear to be uninterested.

Paragraph 6: Being respectful to people is subjective, based on each culture, but in general it is probably not a good idea to give a hug to a boss or teacher.

Paragraph 7: With so many cultural differences between people, it is great to have some similarities in body language.

Suggested answers:

Main idea: *Body language has many universal gestures.*

Points: 1 Showing happiness

- 2 Showing unhappiness or anger
- 3 *Universal body language to show agreement or disagreement*
- 4 *Universal body language to show boredom*
- 5 *Universal body language to show respect*

Exercise 2:

The students will develop their own ideas of why body language is important. They might include various things.

Suggested answers:

- 1 We can watch the expressions on people's faces; we can see whether they face us or look away; we can observe how they hold their arms and hands; we can see whether they are close to or far away from others. Are they smiling, frowning, shrugging, holding their arms in front of them or touching other people?
- 2 We should be careful of our own body language, as we must be sure not to be impolite in other cultures, and we need to communicate without being misunderstood.
- 3 We need to watch other people because they may be communicating one idea in words and a different one in body language.
- 4 Body language is very important in any job where clear communication with others is necessary. For example, teachers and medical care people should have good clear body language; anyone who is interviewing people for jobs (and the people being interviewed) should communicate clearly; anyone giving orders or directions needs good body language; people working in diplomatic jobs and in some government jobs.

Listening and speaking

The listening passage presents students with a common city scene. Ask students to imagine the scene as they are listening to the tape. Suggest that they think of the body language that each character would use in the scene.

LISTENING TEXT

TO DRIVE OR NOT TO DRIVE

C = CYCLIST P = POLICEMAN

Lin Pu is excited, but very nervous. He just got his

driver's license last week and yesterday bought his brother-in-law's old car. Today, he is driving in the city for the first time. Taxis are going in every direction. People are crossing the street without paying attention to the cars, and the people riding bikes never look before they turn.

Just then, the traffic light in front of him turns red and the car in front of him stops suddenly. Lin Pu quickly turns to the right to avoid hitting the car in front of him. Crash! He hits a bicycle and knocks over a basket full of apples. Then he sees a policeman, walking toward him.

C: Look what you did! All my apples are on the road! You must pay for them!

P: Driver, what were you thinking? You didn't stay in your lane! You'll have to pay a fine for this.

L: I'm sorry! I was just trying not to hit that car in front of me. I've just got my licence and I'm not used to driving in the city.

C: I don't care if he is used to it or not! Shouldn't he have to pay for my apples, sir?

P: Well, he'll certainly need to pay a fine for breaking this traffic rule. You two will need to discuss what to do about the apples.

L: I don't have any money. I spent it all on this car!

C: Well, then at least you can pick up my apples!

P: You can sell that car or something else, but you must pay this fine by the end of the month.

L: Oh, dear! Why did I ever buy a car?

Exercise 1:

The arrangement of the pictures tests literal comprehension of the order of events in the passage.

Answer key:

Picture 2, Picture 1, Picture 3, Picture 4, Picture 6, Picture 5

Exercise 2:

Most of the dialogue is already in the listening dialogue. Students need to write a short dialogue between Lin Pu and his brother-in-law when Lin Pu buys the car. They should then expand the dialogue by adding one more sentence for each character. They can use the phrases listed on SB page 31. They should then plan the action

and movement and the body language that would be used in the role play / presentation.

Sample directions:

Lin Pu and his brother-in-law – one line each for dialogue. The body language will show money changing hands, smiling faces, shaking hands and the brother-in-law smiling very happily and rubbing his hands with joy.

Lin Pu driving – nervously looking around, reacting to traffic, sudden left turn, reacting to crash.

Cyclist – angry, pointing at bicycle, pointing at apples on road, shaking his fist (closed hand) at Lin Pu, shouting.

Policeman – walking slowly and frowning, taking out paper to write on, shaking finger at Lin Pu, pointing at red light, pointing at traffic lanes, shaking his head.

Students should continue in this manner until the whole scene is completed. Then following their own directions and using their first two lines of dialogue and the dialogue in the listening passage, they should present the scene to the class.

Speaking and writing

This exercise allows students to imagine personal body language in a school situation or with a friend. It should help them think about how to understand and respond to people who may need help or attention but who do not express that need aloud. Most emotional states are revealed through body language, and some more obviously than others. Students may also learn that their own emotional states can be understood and misunderstood through their body language.

Sample dialogue:

S1: I think that there's something wrong with Lin Pei. When she came in today, she kept her face down and wouldn't speak.

S2: Yes, when I saw her in class, she looked as if she had been crying. When I asked her what was wrong, she frowned and put her head down.

S1: I tried to talk to her, but she crossed her arms in front of her and wouldn't look at me. She got impatient and shook her head when I asked her if I could help.

S₂: The teacher asked her for her homework and she just shook her head and rolled her eyes. She told me she didn't care about school any more.

S₁: What do you think is wrong?

S₂: I know her mother has been very ill, and Lin Pei has had to do all the housework. Her father is very worried too. Maybe we should go to her house and offer to help her.

Sample letter:

Dear Lin Pei,

I noticed this morning that you seemed very upset.

It looked as if you had been crying. When I asked you what was wrong, you put your head down. I'm sorry if I embarrassed you. I just want to help!

Is there anything wrong? I heard that your mum has been ill and that you are very tired from doing all the housework. Is that true?

I really would like to help you if I can. Can I come and help you with your housework or with your homework? Please let me help you. We are good friends.

Yours,
Xiao Ling

人教版®

Teaching guide for the Workbook (练习册教学指导)

LISTENING

The listening passage gives students further information about human body language and how similar some animal body language is. Chimps are closer to human in behaviour than any other animal, and we can see our emotions and motives reflected in their body language. The passage requires students to listen for comparisons, to recognize language structures that suggest parallel situations and to think of how emotional and social relationships are revealed in body language. Ask the students to read the questions before listening to the tape then, after a second time, to answer the questions. Allow them to work with a partner to answer the questions. This unit requires that students reflect on human behaviour and think about why and how we express ourselves as we do. It is useful for students to discuss these questions with each other.

LISTENING TEXT

HUMANS AND CHIMPS

Do you remember Jane Goodall and her study of chimps? One of the things she reported on was how similar chimp body language is to human body language.

When we humans are worried or frightened, we sometimes smile in a nervous way. Chimps also look as though they are smiling when they are nervous, perhaps to make them look friendly so an enemy will not hurt them.

When we are angry, we often stand up, take a deep breath and put our hands on our sides to look bigger and stronger. We sometimes move close to another person and stand over them to make them feel smaller. We might shout loudly to frighten someone. When chimps are angry they also stand up and wave their

arms around. They often walk quickly, throw things about and make noise. They are trying to make themselves seem bigger and more frightening.

Chimps and humans want to feel safe and protected, so both chimp and human mothers hold their babies and hug and kiss them. Young chimps and children also love to play and enjoy each other's company.

A similar thing is true for adults. We humans hug and kiss each other to show that we accept and love someone. When a powerful chimp frightens others, the smaller chimps will bend down or hold their heads low. They will hold out their hands as if they want to be friends. The bigger one will touch them or kiss them and hug them to make them feel safe.

So what do you think? Are we like chimps or are chimps like us?

Answer key for Exercise 2:

1 False 2 True 3 False 4 True 5 True

Suggested answers to Exercise 3:

- 1 Because they hope an enemy will not hurt them.
- 2 Both humans and chimps stand up, and try to make themselves look bigger and more frightening by waving their arms around or standing over the others.
- 3 Both humans and chimps hold their babies and hug and kiss them to make them feel safe.
- 4 Bigger chimps make the small ones feel safe by touching them or kissing and hugging them. Yes, humans will do things like this if they want to make their children feel safe.

TALKING

This exercise offers the students an opportunity to enjoy a creative and active experience. They will show how well they understand that commands and warnings can be given without words, and at the same time integrate their learning of the functional items of commands,

warnings and prohibitions. They should be given clear instructions that the exercise is to be fun but also that they should be as clear as possible in communicating. Students should be asked to explain the body language in accurate and complete sentences.

USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

1 is, likely to 2 in general 3 lost face 4 at ease
5 turned her back to 6 defended, against

Answer key for Exercise 2:

comedy, yawned, truly, optimism, anger, fist, subjective, facial, statements

Suggested answers to Exercise 3:

1 He died **defending** the honour of his nation.

- 2 Elizabeth did not trust him, so she gave him a **false** name and address.
- 3 Jenny can't **function** without a cup of coffee in the morning.
- 4 During World War II, he rose gradually from the **rank** of major to general.
- 5 Don't forget to bring your **cassette** recorder tomorrow.
- 6 There must be some **misunderstanding**. I don't know what you're talking about.

USING STRUCTURES

Suggested answers to Exercise 1:

- 1 The smiling man held the front door open and bowed deeply.
- 2 The car raced past, almost hitting us as it turned the corner.
- 3 I looked up to see a long line of flying birds.
- 4 Your mother just called, hoping to talk to you.
- 5 There was a man sitting on the sofa and reading a newspaper.
- 6 Hearing that his wife had been in an accident, Mr Armstrong hurried to the hospital to see her.
- 7 He stayed in the waiting room for over an hour during the operation, worrying about her.
- 8 The field of flowers, waving in the wind, seemed to go on for miles.

Answer key for Exercise 2:

1 getting 2 encouraging 3 spoken, speaking
4 whispering 5 entering, counting 6 wearing
7 Being 8 Driving 9 boring

Suggested answers to Exercise 3:

Standing up and walking around, the young mother held her smiling baby. He was very quiet and peaceful, looking everywhere around him. After a while, his mother, being tired, sat down. The baby immediately started to cry. Jumping up and down in her arms, he screamed louder and louder. The frowning mother quickly pulled a bottle out of her bag and gave it to her baby. Drinking noisily, the baby was again quiet and peaceful.

LISTENING TASK

The listening passage provides a fairly natural situation

that students can use to compare some Western and

Chinese body language. The first activity is designed to help students practise their prediction skills. Ask for several students to share their ideas about what the people in each picture are communicating through their body language. For the second activity, ask students to listen to the tape once and then a second time to number the pictures in the correct order. The third activity is a consolidation activity, to help students analyze what differences they noticed in the situation and the pictures between Chinese and Western body language.

LISTENING TEXT

LUNCH WITH A FRIEND

Shen Lei is meeting Julie, his Canadian friend, at a restaurant.

SL = SHEN LEI J = JULIE

SL: Hello, Julie! Sorry, I'm late. The traffic was terrible.

J: That's OK. I just arrived. Be careful – the steps are wet. Don't slip!

SL: Thanks. Let's go in – it's raining.

J: Oh, look at the beautiful decorations and flowers. Is it a special holiday?

SL: No, but it's a new restaurant, so the flowers are here to give congratulations to the owners and for good luck.

J: What do you mean when you say "good luck"? Do you mean good luck to make money or good luck for other things?

SL: It's for good business in the restaurant. Now please come over here.

J: Do you want me to sit down here? Oh, come and look at the fish.

SL: We could have some, if you like.

J: How much is the Mandarin fish? It looks very fancy.

SL: It's a little expensive, but it's excellent. I think it's about thirty-eight yuan.

J: What does that mean? It looks like you are pointing

a gun at the waitress.

SL: We use our fingers to show numbers. Don't you?

J: Yes, but not like that. We use our fingers for numbers one to nine, but nothing bigger. We wouldn't use our fingers to say "thirty-eight".

The two friends have a big lunch, and when they are finished, they are full. They have eaten too much.

J: What's the matter? Do you have a stomachache?

SL: No, I just ate too much.

J: I'm full too. I always eat too much in Chinese restaurants.

SL: Yes, it was a really good meal!

Answer key for Exercise 2:

Picture 1, Picture 6, Picture 2, Picture 4, Picture 3, Picture 5

Exercise 3:

Students should be able to identify the differences in body language from the pictures and to some extent from the listening text. The body language in the text consists mainly of hand gestures. Ask them to describe first the Chinese then the Western gestures. For example: To show the number 38, Shen Lei holds his fingers like this – three fingers for the three, and a pointing finger for eight. Julie, however, does not have a special way to show the number 38. In Picture 5 Julie pats her hand at her throat to show she is very full. She means to say, "I'm stuffed." (Note: Westerners also use the gesture that Shen Lei uses, patting his stomach to show it is full.)

Students will answer the second question from their own experience. You might offer them an example from your own experience. For example: In Western films, we often see people hugging and kissing when they greet each other in public. This does not happen as often in China. We might just shake hands.

READING TASK

This passage gives students a little history of the greeting gesture. The suspicion with which humans have always regarded strangers has led to this open hand or showing the hand. The gesture varies from culture to

culture but its history and purpose are common. The open hand in body language universally shows acceptance, willingness to listen, welcome, tolerance and good will. The second message is to show that we

are holding no weapons. It is also used sometimes to deceive, to suggest that we have nothing to hide and thus we are telling the truth. Successful politicians are often masters of controlling their body language.

Have students read the passage twice silently and then do the task. If you have time you might ask them to act out the various greetings mentioned in the passage to show they understand it. Emphasize to them the fact that the form of greeting may be different in each culture, but the intention is the same. Again, it is essential to emphasize respect for all cultures even though their forms of expression are different from the students' experience.

SPEAKING TASK

These three situations offer the students the chance to think creatively and to develop a role play or scene in which they can both speak and act. Encourage them to discuss with each other what might be happening in each situation before they prepare it, so they can easily develop a logical dialogue and order of events. They should try to include as many examples of body language from the unit as they can, along with the dialogue. You might suggest that they include some other examples that they are aware of as well.

Use the second activity to consolidate what students have just practised orally. Remind students to check their work after they are finished to be sure that their spelling, capitalization and punctuation are correct.

Sample dialogue 1:

- S₁ (Wang Le): Can you help me, please? I need some tea and oranges. *(smiles and leans forward)*
 S₂ (the shopkeeper): No problem. How much tea do you need? And how many oranges?
 S₁: I need about 10 oranges and one kilo of tea. *(shows numbers with fingers)*
 S₁: The tea is on the shelf over there. *(points with one finger)* Help yourself! *(holds out open hand toward the shelf)*
 S₁: OK, thanks! Is it this shelf? *(points)* I can't read the English names. Is this expensive tea? *(shows "money" sign)*
 S₂: *(not very pleased)* It's nine dollars a packet. *(shows*

Answer key:

- 1 It can be dangerous for you to meet people you do not know.
- 2 Many Asian people do not usually physically touch strangers.
- 3 If we show an open hand, it means that we are not holding anything dangerous.
- 4 The right hand is usually used because it is almost always the stronger.
- 5 People shake their hands when meeting people to show that they can be trusted.
- 6 To show respect Muslim people will touch their heart and mouth when greeting someone.

price with fingers) If you don't want it, then please don't take it off the shelf. *(folds arms and frowns)*

S₁: Do you have anything cheaper?

S₂: *(upset)* No. *(turns away)* Do you want those eight oranges? *(shows number over shoulder)*

S₁: I won't take the tea then. *(points at tea and shakes head)* But I want ten oranges. *(shows number)*

S₂: That's seven dollars for the oranges. *(shows number)*

S₁: That's far too much! *(shakes head and hand)* I'll pay you four dollars! *(shows price)*

S₂: That's my price. *(hands on sides)* No bargaining here!

Sample dialogue 2:

S₁ (Zhang Lei): Help! Help! Please come over here!

S₂ (the boy/girl): Where are you? I can't see you! *(puts hand behind ear)*

S₁: I'm here – up on the path! *(waves hand high above head)*

S₂: Wave your hand so I can see you. *(looks upward with hand above eyes)*

S₁: I AM waving – look to your right! *(waves even harder)*

S₂: Oh, there you are! I'm coming ... What happened? *(points at foot)*

S₁: I fell and hurt my leg. Can you help me? *(holds out open hands)*

S₂: Sure. Can you stand up? How far are you going? *(holds out hand)*

S₁: Oh, thank you! *(leaning on person's arm)* About

three kilometres down the hill. (*points and then holds up three fingers*)

S₂: (*rolls eyes and raises hands to show doubt*) I don't think you can walk that far! It will take us quite a while. Let's try to find a bus or taxi. (*points forward*)

Sample dialogue 3:

S₁ (Grandpa): Can you come over here? (*moves his hand to ask someone to come*) I need help finding my glasses.

S₂ (Li Lan): OK, Grandpa! Where did you put them? (*moves her hands to ask "Where?"*)

S₁: Eh? What did you say? (*puts his hand up to his ear*) Speak up, child!

S₂: I SAID, WHERE DID YOU PUT THEM? (*shouts loudly into Grandpa's ear*)

S₁: You don't need to shout, child! I can hear you just fine! (*looks annoyed*)

S₂: OK, well, did you look in your coat pocket? (*points to coat*)

S₁: My boat? (*holds hands out to show size of boat and then pretends to row the boat*) Child, I don't have a boat! (*holds open hands out to show he has none*)

S₂: No, Grandpa, I mean ... (*shakes head and hands*) Oh, Grandpa, look at your hand! You are holding them! (*points*)

S₁: What? My hand? (*holds up hand and his glasses*) AH! Ha ha ha... (*starts laughing*) I'm a foolish old man, my dear! (*taps his head with his finger*)

S₂: No, you're not, Grandpa! You just forgot! (*hugs Grandpa*)

WRITING TASK

Exercise 1:

This task provides an opportunity for students to recall the information they have learned in the unit and to extend their reflection on the uses and forms of body language in Chinese and Western cultures. Encourage students to find examples of differences in movies, news programmes, the Internet or other resources.

Exercise 2:

As students work on their information sheet, remind them that they should use parallel grammar forms for each of the sections. For example, if they want to use the *-ing* form in the "Actions" column, they should check to be sure all the phrases in that column are in that form (or in the passive *-ed* form).

Sample information sheet:

BODY LANGUAGE INFORMATION SHEET	
Similar Actions	Similar Meanings
<i>hand shaking</i>	"Nice to meet you."
<i>smiling</i>	"I'm happy."
<i>frowning</i>	"I'm unhappy."
<i>shaking head from side to side</i>	"I disagree."

Similar Actions	Different Meanings
<i>staring</i>	West: "I'm threatening/challenging you." China: "I'm curious."
<i>Chinese hand motion for the number 8</i>	West: "I'm pretending to point a gun at you." China: "Eight."

Different Actions	Similar Meanings
West: hand held upwards, fingers moving China: hand held downwards, fingers moving	"Come here."

Actions in Only One Culture	Meanings
West: tapping foot on the floor	"I'm impatient."

Exercise 3:

Suggest that students think of three people or incidents that they can use in their discussion, such as the ones which they found in researching the first activity. They should organize them so they present three different people or three different types of body language, and then write an introductory and a concluding statement. This will encourage them to consolidate both the ideas and the vocabulary in the unit.

Sample writing:

I have seen some unusual differences in different culture's body language. Some gestures were quite unusual, others were just very funny and a few were very difficult to understand.

I saw many kinds of strange body language on music videos. Often the singers' body language does not fit the words at all. For example, their faces sometimes look as though they are in pain when they are singing about love. The poses are not what people would really do if they were saying those things.

Some differences in body language are very funny. One American teacher was confused when he spoke to his Chinese student. The boy looked at the ground and moved around nervously. The teacher thought the student was guilty of something, because in America this behaviour means you feel guilty. However, the student was not guilty, but was just showing respect for his teacher!

Some kinds of body language I found very difficult to understand. I once saw a TV programme on politics. After every few words, the speaker raised her hands and bent her fingers beside her face. I later found out that she was pretending to quote what someone else had said. At the time, however, her body language actually made her speech more difficult for me to understand.

We need to learn more about body language from other cultures, so we can have better understanding of each other. The more we learn about each other, the better we will get along.

***PROJECT**

There have been some incidents where for example, western politicians have crossed their legs and directed the bottom of their shoes to an Asian leader, which was found to be very insulting. There have also been instances when the western representative has embraced

or hugged Asian politicians at a meeting or grasped the hand of the wives of Muslim leaders. Students can find examples of other interesting, difficult and amusing episodes. This research should reinforce the importance of learning about body language.

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	Different types of theme park
词汇	<p>theme central various cartoon whichever fantasy amusement swing attraction</p> <p>tourism wherever unique carpenter engine preserve length deed sword tournament</p> <p>settler athletic translator minority cloth jungle creature sunlight advance advanced</p> <p>brand outing admission shuttle freeway souvenir sneaker brochure</p> <p>be famous for no wonder be modelled after in advance get close to come to life</p>
功能	<p>1. 问路 (Asking the way)</p> <p>Where is the ...? How far is/are the ...?</p> <p>How can we get to ...? Can/Could you show me where ...?</p> <p>2. 指路 (Giving directions)</p> <p>Over there is the It's just behind the It's about 200 metres away.</p> <p>Down the path you can see You can reach ... by It's about 10 minutes' walk.</p> <p>Go down this path and turn left/right at the first crossing.</p> <p>Follow the (main) path to</p> <p>If you see the ..., you are close to</p> <p>on the north/south/east/west side of the park</p> <p>From the ..., go north/south/east/west.</p>
语法	<p>构词法 (Word formation)</p> <p>1. 合成法 (Compounding)</p> <p>indoor outdoor craftsman southeastern horseback</p> <p>free-fall steam-engine old-fashioned world-famous roller coaster</p> <p>2. 派生法 (Derivation)</p> <p>前缀 (Prefix): supermarket, disagree, enlarge, unfair, subway, mini-skirt</p> <p>后缀 (Suffix): amusement, settler, imagination, admission, careful, clearly</p> <p>3. 转化 (Conversion)</p> <p>water (n. & v.) Don't water the plants with dirty water.</p> <p>increase (n. & v.) The increase in the cost of living has led most companies to increase their workers' pay.</p> <p>mind (n. & v.) He has an amazing mind.</p> <p>I don't mind having a dog in the house, if it is clean.</p>

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的话题是“主题公园”，教师可以从学生身边的或熟知的主题公园谈起，帮助学生对话题有个初步的了解。

“热身”(Warming Up)部分通过提问的方式，帮助学生激活有关公园的背景知识，如修建公园的目的、公园的种类、公园提供的活动等。还安排了插图与公园名称的配对练习，让学生猜测主题公园与一般公园的不同之处。

“读前”(Pre-reading)部分在“热身”的基础上，过渡到“你认为什么是主题公园”这个问题，并让学生与同伴讨论在主题公园内都有什么活动项目。然后浏览阅读课文以检验自己的想法是否正确。

“阅读”(Reading)部分介绍了主题公园——一种以围绕一个或多个主题展开的，提供各种方式的娱乐中心。并举了三个例子(Disneyland, Dollywood, Camelot Park)来说明主题公园的多样性和丰富性。指出人们不仅可以在主题公园中使自己身心放松并得到娱乐，同时还可以从娱乐中获得知识和有益的体验。

“理解”(Comprehending)部分通过释读题目THEME PARKS — FUN AND MORE THAN FUN、填充信息、判断句子正误以及就文章内容进行讨论等形式帮助学生理解课文主旨，掌握细节，加深对本单元主题的理解。

“语言学习”(Learning about Language)部分包括词汇学习和语法学习。在词汇学习部分中，设计了释义、选词填空(单句层次和短文层次)等三个练习，复习和运用课文中所学的词汇。第三题篇章填空练习介绍了古英格兰亚瑟王的故事，实际上为主课文中卡默洛特公园补充了背景知识介绍。在语法学习部分，先让学生从阅读课文中自己找出大量合成词，然后进一步介绍、归纳了有关合成和派生(前缀、后缀)等构词法知识，以帮助学生有效

地记忆词汇、了解英语词汇的构成。

“语言运用”(Using Language)部分，通过听(Listening)、读(Reading)、说与写(Speaking and writing)的训练，介绍了深圳的锦绣中华民俗村和法国的“观测未来”(FUTUROSCOPE)科技主题公园，让学生在情景中运用语言，同时了解不同文化背景、不同类型的主题公园，拓宽视野。说(Speaking)的部分，要求学生借助课本中所提供的有关“问路”的表达方法及“观测未来”(FUTUROSCOPE)科技主题公园的导游图，带领朋友参观公园，进行角色扮演。写的(Writing)部分要求学生为“观测未来”(FUTUROSCOPE)科技主题公园的宣传小册子写一段文字介绍公园概况。

“小结”(Summing Up)部分要求学生就本单元的话题、词汇和结构三个方面进行归纳和总结。

“学习建议”(Learning Tip)部分提醒学生重视有关构词法知识的学习，让学生理解构词法知识对于英语词汇学习的重要意义，而且此部分对构词法中的转化法又做了补充说明。可以结合学生用书附录中有关构词法的材料，小结合成法、派生法和转化法。

“趣味阅读”(Reading for Fun)部分提供了十句非常幽默的句子，实际上是一种“文字游戏”(play on words)。学生读完这些句子后，不仅觉得很有意思，还会明白一些构词法的知识。有些合成词的意思并不是构成该词的两个单词意思的直接结合。如driveway可以指“私人车道”，而parkway的意思是“公园大道”，学生可能会误认为“停车场”。

本单元涉及的要点是：

(一) 了解主题公园与一般公园的异同，以及主题公园的发展。懂得主题公园带给人们的不仅仅是娱乐，还有各种各样的知识和激动人心的新体验。

(二) 学习并掌握本单元“教学目的和要求”中所列的词汇。

(三) 复习掌握常用的“问路”用语。

(四) 复习归纳和运用基本的构词法。

(五) 运用本单元所学, 发挥想象, 在讨论的基础上完成一篇介绍某主题公园的短文。

二、教学方法建议

(一) 热身

这部分活动可分两步来进行。第一步, 借助所提供的问题, 让学生围绕“公园”这个话题展开问答练习。无论是城市学生还是农村学生, 对这个话题还是比较熟悉的, 课文中所列的问题也不难回答。在学生问答的基础上教师可作一点适当的归纳, 如: Park is a public area of land with grass, trees, etc, where people can walk for fun or children can play. 第二步, 课文提供了六幅公园的插图, 并列出了六个公园的名字, 让学生看图并做搭配练习。这六个公园分别是北海公园(北京)、中央公园(纽约)、卡默洛特公园(英国)、世界水上乐园(加拿大)、迪斯尼乐园(美, 日, 法, 香港)、多莱坞公园(美国)。学生根据已有知识和经验及插图内容, 应能猜出大部分的公园特点。卡默洛特公园(也译作卡梅伦魔术王国公园)和多莱坞公园可能陌生一些, 如有困难, 教师可作一点扼要的解释(见后面的“背景知识”)。这一步骤的目的是有意识地引入主题公园这个概念, 并让学生猜一猜主题公园与一般公园的区别。向学生解释theme这个词, 相当于subject, 是“主题”的意思。对于两者的区别, 学生可能会有各种不同的描述, 此时不求准确表达, 只要能分出大概区别即可。

(二) 读前

在处理这部分时, 教师可充分利用“热身”部分的图片, 也可以找一些学生熟悉的一般公园和其他主题公园的图片。首先, 让学生把它们区分开, 然后, 引导学生讨论归纳出主题公园的特点, 从而回答What do you think a theme park is?这个问题。教师可作适当总结。如A theme park is a large area which is designed around one subject such as water, food, culture, science or history. In these parks there are a lot of things to see and do. They have big rides or games to play. They have restaurants or even hotels. People, especially

children, enjoy visiting these places.

(三) 阅读和理解

本单元阅读文章的题目是“是娱乐, 又不仅仅是娱乐”(THEME PARKS – FUN AND MORE THAN FUN)。阅读课文以提问的形式开始, 第一自然段是关于主题公园的种类和特色的一般介绍。然后在第二、三、四自然段, 分别介绍三个不同特色的主题公园, 它们是以梦幻乐园为特色的迪斯尼乐园, 以美国东南部地区文化为特色的多莱坞公园和以中世纪英国亚瑟王宫廷时期历史为特色的卡默洛特公园。

在阅读开始前, 先让学生猜测一下文章的标题到底是什么意思? 主题公园除了提供娱乐外, 还能给我们提供什么呢? 让学生带着这样的疑问开始快速浏览课文, 看看能否找到这个问题的答案。学生在读完这三个主题公园的描述后, 能体会到主题公园与一般公园的区别。如主题公园所提供的不仅仅是游乐车、水上乐园等一般娱乐活动, 而且还提供各种各样的知识和激动人心的新体验, 游客在这样的场所能学到关于某一主题的新知识, 因此主题公园提供的“是娱乐, 又不仅仅是娱乐”。这样课文内容与标题相互呼应, 答案也就不言而明了。如果能做到这一点, 就说明学生基本上理解了文章的主旨。

在细节理解方面, 可结合“理解”部分所提供的练习进行。如学生读完一遍课文后, 可让他们单独做练习2的信息填空题, 分别写出每个公园的主题特色, 并举例说明。然后可与同伴开展口头操练活动, 核对答案, 互相补充。练习3关于句子正误的判断练习, 有一定难度, 要求学生在进一步阅读课文并充分理解细节的基础上独立完成, 教师可在全班抽查一两个学生的答案, 并且让他们说出选“对”或“错”的理由, 以检查学生是否真正理解了课文的意思。练习4是一个问答练习, 要求借助课文中的信息和学生已有的知识和经验来回答。相对于前面的练习, 这一部分没有固定答案, 回答问题更开放, 更具挑战性, 因此更能看出学生的实际语言应用能力。

为了使尽快理解课文, 扫除词汇障碍是关键。本课文中生词较多, 但可分类处理。建议采用不同的方法处理这些词汇。有些关键生词可在阅读

前教授,如 theme, fantasy, no wonder, unique 等;有的可借助构词法知识让学生猜测,如 whichever, whatever, indoor, outdoor, craftsman 等;有些与主题公园有关的词可通过图片教授,如 cartoons, roller coaster, fantasy, swinging ship, free-fall drops, craftsman, steam-engine, bald eagle, sword 等。还有一些生词,则可通过上下文来推测其含义,如课文首行中的 various 这个词,根据句子末尾罗列的 food, culture, science, cartoons, movies or history 等众多领域名词,应能推断出其含有“不同的;各种各样的”的意思。还有一些专有名词,即人名、公园名,一定要注意让学生熟悉其发音,不必要求记拼法。注意:生词虽多,但仅要求掌握课标要求的单词,非课标词在课文中理解便可。

(三) 语言知识

本单元语法教学的重点是构词法知识。学习构词法知识,可以帮助学生根据词的结构来辨别词类,理解词义,记忆单词。到目前为止,学生已学习了不少符合构词法规则的单词,在前面的单元中也出过一些有关的练习。本单元学生用书附录部分对于单词的合成、转化和派生作了一个比较系统的归纳。教师可在本单元教学时对构词法的知识作一个总结,并注意提醒学生,有些合成词需加“-”构成(world-famous),有些直接构成(newspaper),还有些由分开的两个词构成(ice cream)。关于派生词,可以按照前缀、后缀所表示的意义分类,如:表示否定意义的前缀有 dis-, un-, in-, im- 等等;还可按前缀、后缀所代表的词性分类,如:名词后缀有: -ment, -ness, -tion/-ation 等,形容词后缀有 -able, -al, -ern, -ful 等。关于转化,主要是一个单词由一个词性转化为另一种或几种词性,如 taste (v.) → taste (n.), 在词性转化后,有的单词读音还会发生变化 present /'preznt/ (n.) → present /pri'zent/ (v.)。

教师可利用课文和练习册中的练习加以巩固。如在课文“语言学习”部分的结构练习部分,练习1要求学生找出课文中的合成词,并分析不同的合成形式,如1)两个不同的词组成的合成词, roller coaster, Snow White, Mickey Mouse, Smoky Mountains; 2)用连字符“-”连接的合成词, free-fall, old-fashioned, steam-engine, world-famous; 3)直接连在一起的合成词, craftsmen, southeastern, horseback。

在此基础上,教师还可进一步要求学生找出课文中所有符合构词法规则的单词,让他们分析这些单词属于合成词还是转化词或派生词。练习2要求学生从两栏中各找出一词组成合成词。练习3要求学生先找到单词的前缀或后缀,然后找出词根。练习4要求变化词的形式,如把名词派生为动词、形容词或副词等。练习册中也提供了一些这样的练习,还出了一道游戏练习,一个学生表演或画出一个合成词的含义(不能说出来),让另一个学生猜出这个合成词是什么。

英语中许多词由一种词性转化为另一种或几种词性(如 hand n. & v.), 有时词义也发生变化(如 present n. 礼物; present v. 呈献), 有的发音也有变化(如 present, conduct, transport, increase, export, permit, suspect 等词的名词和动词形式相同,但单词重音有变化)。需要让学生在学习过程中注意英语词汇的特点,以逐步掌握英语词汇学习的策略。

(四) 语言运用

1. 听 (Listening)

本单元的听力材料是两个美国游客(Ricky 和 Lucy)随旅游团访问深圳锦绣中华民俗村时与导游之间的一段对话,谈论的是有关少数民族的饮食、文化、服装等内容,涉及纳西族、维吾尔族、傣族、苗族、白族等。此部分设计了三个听力练习题。练习1要求学生在听之前讨论有关少数民族及其文化的背景知识,为听的活动做铺垫。练习2和练习3主要考察学生对一般细节的理解。由于涉及少数民族的内容,对学生而言,听力课文可能有一定难度。为此,教师可以在课前布置一项任务,让学生以小组活动的形式从书籍、杂志或网络上查阅有关中国主要少数民族(维吾尔族、白族、彝族、苗族、傣族等)的风土人情,以激活学生相关的背景知识,这有助于学生对听力内容的理解。教学时教师向学生呈现课文中涉及到的少数民族服饰或风俗的图片和相关的简介。

练习册中安排的两个听力练习,一个是两位游客参观澳大利亚海洋世界的对话,考察的是学生对一般细节的理解。另一个是导游给大家介绍波利尼西亚人如何造独木舟和房子的叙述性独白。由于之前的阅读文章已介绍过在夏威夷的波利尼西亚文化中心,学生对这一话题已经不太陌生。听力课文分

两部分，第一部分介绍如何造独木舟，第二部分介绍如何用棕榈树叶盖房子。听力练习要求学生以摘记的形式把造独木舟和盖房子的四个步骤写下来。做这种摘记要求文字简洁，逻辑连贯。因此要求学生首先要听懂，其次要注意表示时间顺序的关联词，如 first, after, then, finally。

2. 说与写 (Speaking and writing)

这一部分紧密结合“阅读”部分的教学。通过阅读，学生已经基本了解了“观测未来”(FUTUROSOCPE)科技主题公园的情况，激起了他们参观该公园的兴趣。然后在说的活动中，给学生提供一张该公园的导游图，要求学生结对练习“问路”的表达法，提醒学生尽可能使用书中所提供的日常用语。经过阅读和相互问答，学生对于这个主题公园已经非常熟悉了。教师还可以多提供一些图片，加强学生的印象，从而为写作做好充分的准备。

本单元的写作教学要求为“观测未来”(FUTUROSOCPE)科技主题公园的宣传小册子写一篇介绍文章。要求学生在写介绍文章时，包括三部分的内容：1) 公园的性质；2) 参加其中三个活动的路线图；3) 公园吸引成人和儿童的原因。提出这三部分内容实际已经为学生的写作打下了框架。学生明白了每一段应该写什么内容以后，写作任务就变得相对容易一些。在写作开始前，教师应该提醒学生，这样的文章既要简明扼要又要主题鲜明，以求达到读完后让人产生游览欲望的目的。建议教师预先让学生通过各种渠道（网站、电视、报刊杂志等）收集有关这个主题公园的信息，然后结合本单元所提供的内容，在班上开展一个讨论活动。讨论的题目包括：

- What kind of writing style is suitable for a brochure?
- What else should be included in the article besides the three items?

- How many activities does the park provide?
- How will you choose the three most interesting activities in the park?
- Why do both children and adults like the park?

学生依据所掌握的信息和自己的理解，对这些问题的回答可能会因人而异，但通过讨论，可以让他们之间互相启发，开阔自己的视野，并把一些对自己有用的观点和表达法记录下来。在讨论过程中，教师可做一些适当点评，把写作的要求进一步明确。学生有了写作的素材，知道了写作的程序和要求后，就可以独自进行写作了。

(五) 主题任务

任务一：

活动名称：The Theme Park I Like Best

活动目的：围绕本单元话题，通过寻找和归类，拓展学生的知识面，加深他们对主题公园的理解

活动时间：学习本单元的最后阶段

活动形式：个人活动、小组活动、全班交流

活动知识要求：充分利用已学的词汇和语法，以及本单元所提供的关于主题公园的信息

活动技能要求：听、说、读、写

活动步骤：

1. 从各种渠道获取有关主题公园的信息，列出这些主题公园的名字、所属国家和地理位置。
2. 对这些主题公园进行分类，并看看同一类或类似的主题公园都提供什么样的娱乐项目。
3. 说出你所喜欢的主题公园类别，并指出你喜欢这种主题公园的原因。
4. 如果你曾经去过这个主题公园，请说出你对这个主题公园的理解和体验。如果没去过而计划要去的话，请说出你最希望参观浏览的项目。

任务二：

Work in groups. Do some research into local parks and fill in the table.

Name of the park	The theme	The purpose(s) (For education/entertainment/both)	Popularity and the reasons

续表

Name of the park	The theme	The purpose(s) (For education/entertainment/both)	Popularity and the reasons

三、教学评价建议

(一) 非测试性评价

1. 自我评价

How well do you think you learned Unit 5? Rank your achievements in the following things by putting ticks in the boxes. Then work out your percentage.

After learning this unit, I am able to do the following things.	Very well	Well	Only with the help of others	Need to work harder
Give a brief definition of theme parks in my own words				
Make a list of some famous theme parks and their special features both in China and abroad				
Give a brief introduction to one of the theme parks mentioned in this unit or one that you know				
Use the new words and expressions of this unit correctly in speaking and writing				
Use the expressions for asking the way appropriately in speaking				
Apply the word formation rules to vocabulary expansion				
Percentage	%	%	%	%

I still need more practice in _____.

2. 小组互评 (参考第一单元该部分)

(二) 测试性评价

1. Fill in each blank with a proper word or phrase from this unit.

- When Christmas comes, cards of _____ shapes and sizes are sold in shops.
- Yuan Longping _____ his contribution to agriculture.
- The problem of population is not _____ to our present society.
- Beijing has many famous tourist _____, such as the Great Wall, the Palace Museum and

the Temple of Heaven, etc.

5) Some fish can grow to a _____ of 6 feet.

2. Put the correct word form in different columns.

Noun	Verb	Adjective	Adverb
centre			
	excite		
	/	scientific	
education			
	favour		
equipment			/

3. Cloze test

The first Disneyland in Europe was opened in France in 1992. It is situated just 32 km east of Paris. At first, it was known as “Euro Disney”, but after some early problems it was _____ 1 _____ “Disneyland Paris” in 1994. It is now one of the most successful Disney theme parks in the world.

The park has five _____ 2 _____ sections called “lands”. These lands are called Main Street USA, Adventureland, Frontierland (拓荒者园), Fantasyland and Discoveryland. In Main Street USA, you can _____ 3 _____ a typical American town of 100 years ago. In Adventureland, you can find Caribbean _____ 4 _____ and African dancers. Frontierland _____ 5 _____ the American Wild West (there is even a native American village). In Fantasyland, you can meet your favourite Disney _____ 6 _____ in their own surroundings: Sleeping Beauty in her castle, Dumbo the flying elephant in a circus, and Snow White in the dark forest. The main attraction in Discoveryland is Space Mountain. In Space Mountain, you can go to the _____ 7 _____ on a thrilling (刺激的) roller coaster ride (the _____ 8 _____ only takes two and a half minutes)!

After visiting the lands, you can have a meal in one of the many restaurants in the park or you can meet Mickey Mouse, Donald Duck and Pluto. For _____ 9 _____ one day, there are seven hotels. The

Newport Bay Club is one of these hotels and is, in fact, the largest hotel in Western Europe. We know that you'll love Disneyland Paris because it has _____ 10 _____ for everyone.

- 1) A. named B. renamed
C. called D. built
- 2) A. same B. beautiful
C. different D. difference
- 3) A. go to B. experience
C. have D. notice
- 4) A. businessmen B. carpenters
C. settlers D. pirates
- 5) A. sees B. builds
C. hears D. recreates
- 6) A. characters B. persons
C. creatures D. films
- 7) A. space B. mountains
C. moon D. place
- 8) A. travel B. journey
C. way D. route
- 9) A. more than B. only
C. another D. more
- 10) A. everything B. nothing
C. anything D. something

参考答案:

1. 1) various 2) is famous for
3) unique 4) attractions 5) length
- 2.

Noun	Verb	Adjective	Adverb
centre	centre	central	centrally
excitement	excite	exciting/excited	excitingly/excitedly
science		scientific	scientifically
education	educate	educational/educated	educationally
favour	favour	favourable/favourite	favourably
equipment	equip	equipped	

3. 1) B 2) C 3) B 4) D 5) D 6) A 7) C 8) B 9) A 10) D

补充参考资料 (Supplementary reference materials)

一、补充注释

1. Theme parks – Fun and more than fun 主题公园——是娱乐，又不仅仅是娱乐

theme (n.):

1) subject of a talk, a piece of writing or a person's thoughts; topic (谈话或写作的) 主题; 某人观念的核心; 题目

The theme of our discussion today is "Asia in the 1990s". 我们今天讨论的题目是“二十世纪九十年代的亚洲”。

What is the conference's central theme? 这次会议的中心议题是什么?

2) (music) melody that is repeated, developed, etc in a composition, or on which variations are composed (乐曲的) 主题; 主旋律

theme song 主题曲

more than 在本句意为“不仅仅是……; 不只是……”

This book is more than a grammar. 这不只是本语法书。

另外, more than happy/glad/willing, etc (to do sth) 表示“非常乐意(做某事)”。

We are more than happy to show you around Beijing. 我非常乐意带你到北京到处看看。

2. As you wander around the fantasy amusement park, you may see Snow White or Mickey Mouse in a parade or on the street. 当你在梦幻乐园漫步时, 你可能会在游行队伍中或者街上看到白雪公主或米老鼠。

wander (v.): to walk slowly across or around an area, usually without a clear direction or purpose 漫步; 徘徊

We wandered around the shopping area for two hours. 我们在这个购物区逛了两小时。

She doesn't like wandering the streets aimlessly.

她不喜欢在大街上毫无目的地闲逛。

amusement (n.):

1) something that makes time pass pleasantly 娱乐品; 娱乐活动

China's Cultural Theme Park offers its visitors a variety of amusements. 锦绣中华民俗村为游人提供了各种各样的娱乐项目。

2) state of being amused 娱乐; 快乐

To her great amusement, the actor's false hair fell off. 使她感到极其好笑的是, 那个演员的假发掉了下来。

Snow White (白雪公主) 和 **Mickey Mouse** (米老鼠) 是迪斯尼动画片中著名的卡通形象, 另外还有唐老鸭 (McDonald), 匹诺曹 (Pinocchio) 等。

3. With all these attractions, no wonder tourism is increasing wherever there is a Disneyland. 有这么多引人入胜的东西, 难怪哪里有迪斯尼乐园, 哪里的旅游业就会发展。

no wonder: used to say that you are not surprised by something 难怪; 不足为奇 (特别用于口语中)

No wonder you've got a headache – you drank so much wine. 你喝了那么多酒, 难怪你头疼。

This is their first time to Beijing – no wonder the children are so excited. 这是他们第一次到北京, 难怪这些孩子们这么高兴。

wherever (conj. & adv.): to or at any place, position or situation 无论哪里; 无论什么情况下

She is followed by that person wherever she goes. 无论她去哪里, 那个人都跟着她。

You can sit wherever you want. 你想坐哪里就坐哪里。

类似用法的还有 **whichever**, **whatever**, **whenever**, **whomever** 等。

It has the same result whichever way you do it. 不管你怎么做, 结果都一样。

Take whichever you want. 你想拿哪个就拿哪个。

Whatever I have also belongs to you. 我所有的一切也属于你的。

Whatever happens, I'll always be on your side. 不管发生什么事, 我总会站在你一边的。

4. Then I took a trip to Brazil and experienced surviving an airplane crash in the jungle. 然后我游览了巴西, 感受了坠机后在丛林中求生的滋味。

jungle (n.): area of land, usually in a tropical country, that is covered with a thick growth of trees and tangled plants 丛林地带 (通常指热带国家的)

the dense jungle of South America 南美洲的茂密丛林

jungle animals 丛林动物

二、背景知识

1. Camelot Park

Situated in Lancashire, England, Camelot Park is a theme park where you can see the magical sorcery of a wizard and knights battling it out in spectacular tournaments. It's also a land of breathtaking shows and exciting entertainment. People can learn the art of wizardry, meet the animals on a real working farm and plan the most magical party ever! Like other theme parks, Camelot has roller coasters, exciting water rides and a host of rides for younger bravehearts.

2. World Waterpark

World Waterpark is located in Edmonton, Canada, covering over five acres with 20 water activities. The waterslides are miles long. There are kids' pools and bungee jumps, and the water is kept at a pleasant 30 degrees Celsius.

3. Central Park

Central Park is a city park in the borough of Manhattan, New York City. The park is 4 km long from Central Park South to Central Park North and 0.8 km wide from Central Park West to Fifth Avenue. To assist the flow of cross-town traffic, four roads below the level of the park connect avenues on the park's east and west sides. Nearly

the entire 840-acre area was acquired in the 1850s and 1860s for less than \$7 million. The park offers varied scenery, with small rocky hills, wooded slopes, lawns, four lakes, two ponds and a pool. It contains 14 km of roads, 8.8 km of bridle paths, 10.9 km of bicycle lanes and 45.8 km of walking paths. Attractions within and around the border of the park include the Metropolitan Museum of Art, an 18th-dynasty Egyptian obelisk popularly known as Cleopatra's Needle, numerous statues, the Central Park Zoo, a bird sanctuary, a formal garden, a meteorological observatory and fashionable restaurants. In the summer, Central Park is the site of free concerts. Facilities are provided within the park for rowboating, ice skating, roller skating, baseball, softball, football, bowling, croquet, tennis, handball, bicycling, riding and horseshoe pitching. There are 22 children's playgrounds, a carousel and a children's zoo. The idea of a large park for New York City was put forward separately by the poet and journalist William Cullen Bryant and the landscape architect Andrew Jackson Downing. In 1857 landscape architects Frederick Law Olmsted and Calvert Vaux won a contest for the best design for the park.

4. Disneyland

Named for its creator, Walt Disney, Disneyland attracts millions of visitors each year. The theme park opened in Anaheim, California, in 1955. The park occupies a 75-acre site and has different sections devoted to specific themes. A second and larger amusement complex, Walt Disney World, was opened near Orlando, Florida, in 1971. Besides containing the Epcot Center and Magic Kingdom theme parks, Disney World contains hotels, resort accommodations and sports and other recreational facilities. In 1983, an unrelated Japanese corporation opened Tokyo Disneyland, with the Walt Disney Company receiving royalties from that venture. In 1992, the Disney Company itself completed the building of Euro Disneyland at Marne-la-Vallée, 20 miles east of Paris, on a 5000-acre site. Hong Kong Disneyland Park was opened in September, 2005 with four parts: Main Street USA, Adventureland, Fantasyland and Tomorrowland.

5. Dollywood

Dollywood is one of the most popular family vacation destinations in the USA, covering 125 acres and located in the lush foothills of the Great Smoky Mountains in Pigeon Forge, Tennessee, USA. It has the award-winning wooden roller coaster, the Thunderhead (the wildest ride in the woods). Dollywood's live entertainment showcases the bluegrass, mountain and gospel music with more than a dozen stage shows. Master craftsmen demonstrate centuries-old crafts including blacksmithing, glass blowing and wood carving. Dollywood is also home to five of the South's largest festivals – Festival of Nations, KidsFest, the new Bluegrass & BBQ, National Harvest & Music Celebration and Smoky Mountain Christmas.

6. China Folk Cultural Village

China Folk Cultural Village is the first large-scale cultural and scenic spot assembling folk arts, customs and folk villages. With an area of 200 thousand square metres and 24 life-size villages with houses and streets, China Folk Cultural Village reflects the colourful Chinese culture in many respects. The performances of folk dancing and singing and large-scale joint performance on the Folk Cultural Plaza vividly display Chinese folk arts. After its opening, the China Folk Culture Carnival Parade, Four Seasons Rondo, Chinese Charms, Blue Sun, Revised China Folk Culture Carnival Parade and the latest Emerald all won praise from the visitors of all nationalities. Various national festivals including the Water-splashing Festival of Dai nationality, Torch Festival of Yi nationality, Lusheng Festival of Miao nationality and Great Temple Fairs of Chinese Nationalities are celebrated in a magnificent manner, bringing tourists into a charming cultural world and displaying Chinese history and glory.

7. Futuroscope

Located just outside Poitiers in western France, Futuroscope is a giant 53-hectare theme park (131 acres).

With 3-D cinemas, giant screens and interactive attractions, the park offers visitors numerous exhibits and shows using the latest audio-visual technologies. Opened in 1987, this space-age park, which features futuristic architecture including silver spheres and crystal cubes, has more than 20 high-tech attractions. One of these, *Plongeurs sans Limite*, provides a chance for visitors to journey down to the great depths of the blue sea with professional divers. It is located in a cathedral-like structure and allows visitors to watch natural delights pass before their eyes in a giant audiovisual display. A particular highlight is the chance to watch the 3,000 km (1,364 mile) journey undertaken by Monarch butterflies migrating from Canada to Mexico. The park is at the cutting edge of information technology and is an educational day out for adults and children alike where they can discover the wonders of earth and space through innovative interactive displays. The park is one of Europe's biggest moving image parks, offering sophisticated entertainment shows with spectacular light, water and music displays and the *Kinémax* attraction which, at 35 metres high (115 ft) and enclosing a 450-seat cinema, is the largest rock-crystal structure in the world.

8. Ocean Park

Ocean Park, lying between Aberdeen and Repulse Bay in Hong Kong, is the largest leisure paradise in Southeast Asia and one of the largest marine parks in the world. Covering an area of over 200 acres, the park was built on both sides of a mountain. A cable car system links the lowland and headland sections and provides spectacular views of Hong Kong and the South China Sea. There are over 40 major attractions in this park. In Marine Land, you'll see the exciting mysteries of the underwater world. Atoll Reef, the most popular attraction of Marine Land, provides a chance to view more than 2,000 fish. There are 250 species of fish. Atoll Reef also boasts the largest number of Napoleon fish to be found in any aquarium in the world. In Ocean Park Tower – a magnificent 72-metre tall tower, you can enjoy the most spectacular view of the South China Sea. There are various thrilling rides in

the headland. The longest roller coaster in Hong Kong takes you for a hurricane speed super ride, flipping through its famous loops, twisting and turning to give you the ride of a lifetime. In addition, the Eagle Ride, Crazy Galleon and the Flying Swing, where you are swung in chairs as high as 7 metres through a gyrating wave-like motion, all offer thrilling rides that will leave you screaming for more.

In Lowland Gardens the most important area is the Hong Kong Jockey Club Giant Panda Habitat. It

opened on May 18, 1999 with an area of 2,000 square metres. This habitat provides Ocean Park guests a rare opportunity to visit a pair of giant pandas. An An and Jia Jia, were a gift bestowed by the Central Government to the Special Administrative Region of Hong Kong.

In addition, the Butterfly House, Goldfish Pagoda and Dinosaur Discovery Trail all provide education on wildlife conservation and help acquaint visitors with nature.

人教版®

Teaching guide for the Student's Book (学生用书教学指导)

WARMING UP

This activity encourages students to think about the difference between traditional parks and the new concept of theme parks. Traditional parks are places for people to experience nature in a peaceful environment. In China, traditional parks usually contain four elements: water, rocks, bridges and pavilions. In the West, parks are generally considered to be large enclosed areas of land with grass and trees. The general purpose of a park is for people to walk in it for pleasure or for children to play in it. Theme parks, however, developed as entertainment places where visitors were given a selection of specific activities to do or things to see and visit. Each theme park is based on a specific idea to attract people who are interested in, for example, flowers and other plants, animals, sports and recreation, cultural activities, films and entertainment, a famous person or group of people, a particular country or culture and many other themes. They are for the most part privately owned and are established for profit. Apart from the fees for entrance and for participating in the activities, theme parks make large profits from the brand name products and souvenirs they promote and sell. Many countries now

have theme parks to attract both tourists and local people, as the visitors also bring money to nearby hotels and restaurants.

In the Warming Up exercise, the teacher can also ask students to consider why parks were originally developed, what uses they have and whether students think that parks improve living conditions or not and for whom, and what their preferred parks are and what they do there.

Once again, listing the information from student answers on the blackboard and doing a brief survey of the class responses gives students the sense that their views are respected and taken seriously.

Photos: 1 Beihai Park 2 Central Park
3 World Water Park 4 Disneyland
5 Dollywood 6 Camelot Park

Parks: Beihai Park, Central Park

Theme parks: Camelot Park, World Waterpark,
Disneyland, Dollywood

PRE-READING

Students will answer according to their personal knowledge and experience. You could ask them to report briefly on their discussions with a classmate on what they think a theme park is. You might ask those who have visited a theme park to talk a bit about what they saw and did. Remember that a theme park has a focus or message or "theme" – a central idea. An amusement park is not usually considered a theme park, unless one considers amusement to be its theme.

The second question is designed to help students practise their skimming skills. Remind them that

skimming is not reading in detail, but reading quickly to grasp only the main idea. The best way to skim is to first look at the title quickly, because the title is usually the author's summary of the content in a few words. After looking at the title, look over the passage to see if there are any clear sections. Skim to pick out the main title or topic of those sections. Finally, remind students that skimming is meant to be fast – they must not get stuck on points they do not understand. If they focus on what they do understand, then they will become excellent at the art of skimming.

READING

The reading passage introduces students to the idea of theme parks and then describes three different theme parks. Some might have seen pictures or heard discussions of the more famous Disneyland, but Dollywood and Camelot Park are not as world famous. They are, however, very famous in their local regions, and are excellent examples of the kind of variety found in theme parks around the world.

Have students read the passage silently and discuss with

each other any questions they have about the vocabulary and meanings. Pre-teach any words and structures that you think might be difficult for them, or ask them to make a list of questions they have after their first and second reading. Before asking them to do the exercises, ask them follow-up questions to see if they have got the general idea about the themes of the three parks that were mentioned.

COMPREHENDING

Suggested answers to Exercise 1:

You would see this kind of writing in a magazine or perhaps in some kinds of newspapers.

The title means that theme parks are fun to visit, but that they can also be educational and can offer useful information.

Suggested answers to Exercise 2:

Park Name	Theme	Example of Activities
Disneyland	fairy tale stories	travel through space, visit a pirate ship, meet fairy tale characters, ride a swinging ship, go on a free-fall drop
Dollywood	culture of the southeastern USA	listen to American country music, see traditional craftsmen and their work, try some traditional candy, ride on an old steam engine, see bald eagles, ride on Thunderhead and other rides
Camelot	ancient English history and stories	watch magic shows, see fighting with swords or on horseback, visit farm section, learn about farms in ancient England

Answer key for Exercise 3:

- False; Disneyland can be found in several parts of the world.
- False; You can meet fairy tale or Disney cartoon characters at Disneyland.
- True
- True
- True
- False; Dollywood has the only steam-engine train still working in the southeastern USA.
- False; Visitors to Dollywood can taste candy like the candy made in the American South 150 years

ago.

- False; Camelot Park does not have the oldest roller coaster in the world.
- True
- True

Suggested answers to Exercise 4:

- The purpose of Dollywood is to show and celebrate America's traditional southeastern culture. Probably a lot of Americans will visit this theme park.
- 2-4 Students will give their own answers.

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

1 various 2 theme 3 preserve 4 wherever 5 fantasy
6 deed 7 length 8 unique 9 central 10 no wonder

Answer key for Exercise 2:

1 engine 2 carpenters 3 cartoons, amusement
4 eagles 5 Tourism 6 slide, slides, swing, swings

Answer key for Exercise 3:

fantasy, tournaments, preserve, sword, whichever,
attraction, sword, deed

Discovering useful structures

Creating compound words can give students the skills needed to extend both their active and passive vocabulary, that is, they can both create and understand a wider range of language. This exercise offers some examples of compound words in English.

Answer key for Exercise 1:

roller coaster, whichever, whatever, free-fall, wherever,
southeastern, indoor, outdoor, craftsmen, old-fashioned,

steam-engine, world-famous, horseback

Suggested answers to Exercise 2:

butterfly, downtown, football, hardworking, ice cream,
kind-hearted, laptop, life-sized, watermelon, worthwhile,
worn-out, northeastern, earthquake, mobile phone,
mankind, headline, easy-going, homeland, passer-by,
eggplant

NOTE:

There may be other possibilities than the ones given above. Accept any answers that the student can prove to you by showing you in the dictionary.

Answer key for Exercise 3:

unfriendly → friend, athletic → athlete, dislike → like, overwork → work, misread → read, impossibility → possible, misunderstanding → understand, translator → translate

Answer key for Exercise 4:

Noun	Verb	Adjective	Adverb
amusement	amuse	amusing	amusingly
<i>admission, admittance, admissibility</i>	admit	<i>admissible</i>	<i>admittedly, admissibly</i>
<i>imagination</i>	imagine	<i>imaginative, imaginable, imaginary</i>	<i>imaginatively</i>
<i>settlement, settler</i>	settle	<i>settled</i>	
<i>equipment</i>	equip	<i>equipped</i>	
<i>attraction, attractiveness</i>	attract	<i>attractive</i>	<i>attractively</i>

USING LANGUAGE

Listening

The passage introduces students to a well-known tourist attraction in China. It provides them with a little information about the park and a brief characterization

of the two visitors as individuals. After students have heard the dialogue and answered the questions, you may wish to ask them further questions to determine how much they know about China's minority cultures, where

the minorities live, how they make their living and so on. This is an opportunity to extend the spoken language in a natural way.

LISTENING TEXT

CHINA'S CULTURAL THEME PARK

Ricky and Lucy, two American tourists, are part of a tour group visiting the Folk Culture Villages in Shenzhen. This Chinese theme park shows the homes, temples and dress of more than twenty minority groups in China.

GUIDE: Which village do you want to see first? There are twenty-five villages here, and they are all life-size, so we have to make some choices.

RICKY: What I really want to do is eat some of the food that the Naxi women are making over there. We got up very early this morning and didn't have any breakfast.

GUIDE: OK, but hurry up, because we want to see at least half of the villages before noon. We mustn't miss the Uygur cultural dances and the Dai singing in the afternoon.

LUCY: I hope we have time to see some of the things that the people are making. I'd love to get some of that beautiful Miao cloth for my mother.

GUIDE: I think you'll also enjoy seeing the different styles of houses. They show the environments that people live in as well as the various cultures.

RICKY: I'd like to see the homes of the Bai people. I heard somewhere that the Bai people do beautiful work in wood and their buildings are amazing.

LUCY: Oh, look! Are those coconut trees real? It looks like Hainan! And look down there – that bridge looks like the ones we saw in Suzhou. Hurry up and eat, Ricky! We've lots to see and I know you'll want to eat again later!

RICKY: Hal I know you'll want to shop again later!

Answer key for Exercise 2:

Naxi	food
Uygur	dances
Dai	singing
Miao	cloth
Bai	woodwork

Suggested answers to Exercise 3:

- 1 Ricky and Lucy came to China as tourists.
- 2 The purpose of the Folk Culture Villages is to show the homes, temples and dress of China's minority groups.
- 3 Ricky is interested in eating and in seeing the homes of the Bai people.
- 4 Lucy is most interested in shopping.
- 5 The guide thinks it is most important to see the Uygur cultural dances and the Dai singing (and possibly the different styles of houses).

Reading

The reading passage introduces the idea of scientific and future-oriented theme parks. Futuroscope is in the southwest of France and is very popular with Europeans. Much of it offers hands-on experiences and "virtual" adventures into the past and the future. This information will extend the students' knowledge about the variety of theme parks. Note the use of compound words in the passage. Students might make a list of them, and then try to think of or find other words that can accurately be made into compound words. Ask students to identify difficult language, or pre-teach words and expressions you think they might have trouble with.

Suggested answers to Exercise 1:

Three times: past, present and future

Three places: earth, bottom of the sea and space

Suggested answers to Exercise 2:

Paragraph 1: what I did at Futuroscope

Paragraph 2: a general description of the park

Paragraph 3: general information about how to visit the park

Suggested answers to Exercise 3:

Last week I took a journey deep into space, to the end of the solar system, and was pulled into a black hole. Then I took a trip to Brazil and experience(d) surviving an airplane crash in the jungle. After that, I joined some divers and went to the bottom of the ocean to see strange blind creatures that have never seen sunlight. For a break, I took part in some car racing and then skied down some of the most difficult mountains in the world. I ended my travels by meeting face to face with a dinosaur, the terrible T-Rex, and survived the experience!

Speaking and writing

These speaking and writing exercises provide students with an opportunity to apply what they have learned in this unit. Moreover, it leaves some space for them to create and imagine. For the speaking exercise, encourage students to use informal spoken forms rather than formal written styles. Also remind students to pay attention to their tones and intonation while presenting their role play in front of the class. For the writing exercise, give students a brainstorming time in class, arranging them in groups if you think it is useful for them to discuss the brochure contents with other students before writing. Students, however, should write the brochures individually. The writing itself should not be a group project.

Sample dialogue:

- S1: I hope you'll love Futuroscope – it's one of the best parks in the world! We're at the main entrance right now. Down that path on the left you can see Children's World to the right.
- S2: Where are the Gardens of Europe? I've heard they are beautiful!
- S1: It's not far – go down this path to the left and then turn left at the first turn. But we can see those later, on our way out of the park. I really want to show

you Futuroscope Digital City. I think it's the coolest part of the park!

S2: Really? How far is it?

S1: Well, let's walk down this path to the right. We'll pass Forest of Dreams after a while and then Futuroscope Digital City.

S2: Oh, this one looks cool!

S1: Which one?

S2: The map says Dances with Robots. How can we get to that from Futuroscope Digital City?

S1: Oh, it's not far at all – only about 10 minutes' walk from Futuroscope Digital City. There's lots to see, so let's get going!

Sample writing:

Welcome to Futuroscope! We hope you enjoy your visit to one of the largest space-age parks in the world. Everything here is developed by using advanced technology. You can get close to the world in an amazing way through our 3-D cinemas, giant movie screens, hands-on learning centres and other great attractions.

Plan your visit well so you can visit as many attractions as possible. To reach Children's World, one of our most popular attractions, take a left turning after the main entrance. Children's World will be on your right after a few minutes' walk. Futuroscope Digital City is another favourite with visitors. From the main entrance, take the path on the right. Continue walking past Forest of Dreams on your left. Very soon you will see Futuroscope Digital City. Of course, you mustn't miss Dances with Robots, which is just a ten-minute walk past Futuroscope Digital City.

Futuroscope is the perfect place for adults and children to enjoy together. There is something for everyone: activities on both simple and complex levels and exciting shows and experiences that everyone will enjoy. Futuroscope has a great mix of fun and learning for everyone!

READING FOR FUN

These jokes are good examples of jokes that are considered very funny by English-speaking students. Compound words provide a good source for jokes, since

the two original words often have nothing to do with the meaning of the compound word.

Teaching guide for the Workbook (练习册教学指导)

LISTENING

This passage introduces students to another popular type of theme park – the marine park. Most of them contain huge aquariums which can be seen from all angles. Visitors can see the fish and sea animals from below and from the sides of the aquarium. It is as if they are in the water with the fish. A common attraction is the opportunity to feed and in some cases to touch and play with dolphins and small whales, both of which are mammals, not fish. Usually there are water sports as well, which visitors can watch, or take part in. Water skiing, parasailing (being pulled behind a motorboat until a parachute-like sail allows you to fly above the water) and deep-sea diving are popular activities. Many marine theme parks have educational programmes and some have rescue programmes for endangered sea creatures and for coral reefs, which are threatened with destruction because of too many visitors. Coral is being harvested too heavily and the reefs cannot rebuild themselves in time to be saved. As with other theme parks, marine parks charge a high entrance fee, sell souvenirs and food and provide the usual amusement park entertainment.

Have the students listen to the tape once, then read the questions and listen a second time before answering the questions. While answers are being discussed, you should ask other questions to ensure that students have understood. Perhaps some of them have been to a marine theme park; you could ask what they saw what they enjoyed. If none have been to one, ask what they think they would like to do and see. Make sure they understand that hands-on experience with the dolphins and other animals is always closely supervised by trained staff. There are serious questions being asked in many countries about the morality of keeping wild sea mammals in captivity and using them for entertainment, especially as research has shown that they have a high level of intelligence and can communicate effectively with each other. The film *Free Willy* dealt with this issue. You could introduce this as a discussion point with your students.

LISTENING TEXT

SEA WORLD – A FISHY EXPERIENCE

David Evans and Ji Yang are visiting Sea World in Australia.

D=David JY=Ji Yang

- D: Where do you want to start? Here's a park map from the information centre.
- JY: There are at least two things I really want to do. There's a show where people water ski on bare feet, and then there's a dolphin show that's one of the best in the world. The dolphins are trained to do amazing tricks. After the show we can feed them.
- D: Tricks? I think training wild animals to do tricks is crazy – wild animals shouldn't be forced to do tricks! How about that roller coaster? It looks like fun.
- JY: Nah – we can go on a roller coaster in any amusement park. It would be more fun to go and see the polar bears. There are two little ones and two big ones that were brought from the Arctic.
- D: That's crazy! Australia's Gold Coast is too hot for polar bears – we should just leave them in the Arctic!
- JY: Oh, don't worry – they have ice and cold water for the polar bears to swim and play in, so they're not too hot! After we see the bears, I think it would be fun to do some diving and see some colourful fish.
- D: I've read about their rescue programme and I'd really like to find out more about it. They save fish, sea birds and other endangered species, so it's not just an amusement park.
- JY: Well, you can get educated – and I'll have some fun!

Answer key for Exercise 2:

Feed the dolphins, go on a roller coaster, go diving to see fish, learn about a rescue programme

Suggested answers to Exercise 3:

- 1 Ji Yang really wants to see the water ski show and the dolphin show.
- 2 David thinks training wild animals to do tricks is

TALKING

Encourage students to use the language from all the units in the book to reinforce their learning. Remind students to follow the directions – they must come up with several reasons for both the “yes” and the “no” answers. The point is to encourage them to look at a question from several points of view, so they can practise expressing different opinions.

Sample dialogue:

- S1: Do you think it is right or wrong to teach wild animals to do tricks?
- S2: Well, I think it's OK! The animals have a good life in the zoo or park, so I think it's no problem for them to learn to do something funny for us to laugh at. What do you think?
- S1: Well, I can see your point, but I also see that it's not natural. People have taken them out of their natural environment and then forced them to learn tricks. Wild animals are not pets!
- S2: Yes, I understand, but no one is hurting the animals! I think the animals really enjoy learning new things and have a good relationship with their trainers.
- S1: That may be true in some zoos and parks, but I don't think most wild animals like to learn tricks – they

crazy.

- 3 Ji Yang doesn't think it's a problem for polar bears to leave the Arctic, because they have ice and cold water to swim and play in so they're not too hot.

are being forced to do something that is against their nature.

- S2: Well, then do you think it is right or wrong to take wild animals out of their natural environment and bring them to live in zoos?
- S1: I have to say I think it's wrong. I think people should protect the natural environment for wild animals, not take them out.
- S2: But bringing the wild animals to live in zoos and parks has allowed scientists many opportunities to study them more closely. They have used this knowledge to help wild animals still in their natural environment.
- S1: Yes, that's true, but they needn't keep the animals in the zoos for their whole lives. They ought to return the animals to the wild. I read that some animals in zoos have difficulty having babies. Some animals cannot continue their family line because of the environment of zoos.
- S2: But I read that many zoos will not buy wild animals any more – they will only buy animals born in other zoos, so some zoo animals must be able to have babies.

USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

- 1 is famous for 2 is modelled after 3 get close to
4 ran a farm 5 come to life 6 in advance

Answer key for Exercise 2:

outing, minority, admission, brochure, souvenir, jungle, creatures, sunlight

Suggested answers to Exercise 3:

- 1 Many **brands** of **athletic** clothing and **sneakers** use **advanced** technology to find the best design.
- 2 There are **various** ways to reach the **amusement** park: by **freeway**, by hotel **shuttle**, or by subway.
- 3 Early **settlers** in the US usually had to make everything from **cloth** to **cream** by themselves.
- 4 If you want to be part of the **tourism** business, it would be very helpful to be a **translator** for at least

one language.

- 5 I find that I can learn a lot from **getting close to** real life situations.

- 6 A part of the **theme park** was **modelled after** life in ancient China.

USING STRUCTURES

Answer key for Exercise 1:

Adjectives: agreeable, knowledgeable, movable/moveable, changeable, countable

- | | |
|--------------------|---------------------------|
| 1 countable | 很多名词是可数的, 但有些不是。 |
| 2 agreeable | 西蒙先生是个友善的人, 很容易相处。 |
| 3 changeable | 她很善变, 这会儿还很友善但过一会儿就变得很粗鲁。 |
| 4 movable/moveable | 我想这些椅子是不能移动的, 它们好像固定在地上了。 |
| 5 knowledgeable | 我叔叔对红酒了解得很多。 |

Answer key for Exercise 2:

disagreeable, unwilling, unsuitable, unusual, dislikes, misrepresented, disadvantages, misbehave, misunderstanding

Instructions for the game in Exercise 3:

This game is called "Charades" in England and is

commonly played at parties by adults and children. It is a very lively and interesting way to consolidate vocabulary and develop lively speaking skills. The procedure is always the same.

- 1 Choose a word with two syllables, eg, *football*.
- 2 Draw or act out the first part of the word, eg, *foot*.
- 3 Draw or act out the second part of the word, eg, *ball*.
- 4 Draw or act out the whole word, eg, *football*.
- 5 The other members of the group try to guess the whole word.
- 6 The first person to guess the compound word goes next.

NOTE:

The word chosen must always be a compound word which can be broken into two separate and distinct words. For example, "shyness" will not do because although it has two syllables and "shy" is a separate word, but "-ness" is not.

READING TASK

The reading passage presents a brief description of a well-known and very entertaining cultural theme park in Hawaii. It not only has the elements mentioned in the passage but also has a very dramatic, loud and lively shows with drumming, music, singing, fire-eating, torches and Polynesian dancing which visitors love. The Polynesian islands include Hawaii, Tahiti, Fiji, Samoa, Moorea, Tonga and New Zealand. There are cultural similarities because of the centuries of sea travel and movement among the islands, but each has its unique characteristics. Many of them have very graceful dances that have been unfortunately turned into stereotypes. The islands' cultures have all been damaged by European intrusion and settlement and by the loss of traditional work. The PCC claims to be trying to keep some of the

old skills alive. The PCC also provides access to school and university studies for the young people from various islands who work there. It is a major tourist attraction on the large island of Oahu in the Hawaii group. Students may be encouraged to compare this theme park with other cultural parks they have read or heard of, such as the Chinese Minorities Theme Park or some Native American/Canadian ones.

Suggested answers:

(Answers may be expressed differently than below. Accept any answers that students can prove to you from the passage.)

See their customs and learn their skills!

Everything is shown to you by villagers!

Learn how they make clothes from bark; climb tall trees with their bare feet; find their way on the sea without maps.

See how they have wedding ceremonies; cook; dance; build boats.

LISTENING TASK

This listening task is to develop a difficult skill – listening for details. As there is a lot of detailed information, the listening has been divided into two parts. Each should be treated in the same way. It is important that the students are able to hear each part twice before they begin to fill in the information.

- 1 Read the table first so students feel familiar with what information they will be asked for.
 - 2 Listen for the first time to get the gist of the information.
 - 3 Listen again and fill in the table.
- Do the same with the second part of the tape.

LISTENING TEXT

BOATS AND HOUSES THE POLYNESIAN WAY

Part 1

Welcome to the Polynesian Cultural Centre! My name is Tera, a Polynesian name which means “the sun”. I’m so glad you could come today and learn about some of the amazing Polynesian ways.

As you can see, here behind me is one of their boats. To build a boat like this, you need a very tall, straight tree. You first cut down the tree and remove the branches. Then you cut the tree in half so you have two long pieces of wood. You use one piece to make the boat. Remove the inside for a person to sit in. Take the bark off the outside of the boat and put oil on it so it will easily go through the sea. Some Polynesian boats have sails.

Part 2

Over here, we have a house made of palm leaves and branches. To make a house like this, you need to collect a LOT of palm leaves! After collecting them, weave them together to make a large flat piece. This is the “wall” of the house, so you will need to make it very long. After finishing the wall, join the two edges by weaving the ends of the palm leaves together. Then put sticks up to hold the wall up. Finally, make two other flat pieces of palm leaves for the roof, and place them on top so that water can drip onto the ground when it rains. Now you have a palm tree house!

Answer key for Exercise 2:

Building a dugout boat

Materials: a tall, straight tree

Step 1: cut down the tree and remove the branches

Step 2: cut the tree in half to get two long pieces of wood

Step 3: remove the inside of one piece to make the boat

Step 4: take off the bark and put oil on the outside of the boat

Building a palm leaf house

Materials: a lot of palm leaves

Step 1: collect palm leaves

Step 2: weave them together to make a long wall

Step 3: join the edges of the wall by weaving the ends together and putting sticks to hold the wall up

Step 4: make the roof from two other flat pieces of palm leaves and put the roof on top of the wall

SPEAKING TASK

Before introducing the exercise, have students look at the map for Futuroscope in the Student's Book and rehearse some of the language they should use. To keep students from getting too overwhelmed with designing their own map, spend a few minutes brainstorming as a class for what might be included in a theme park about Chinese culture: cooking shows at different times of day to demonstrate different styles of Chinese food, a short theatre showing some famous kinds of Chinese opera or other more modern musical styles, skilled craftsmen to demonstrate different traditional Chinese arts (painting china, weaving silk, etc), athletes to

demonstrate traditional Chinese martial arts (Taiji, Wushu, etc), and anything else that students consider to be key parts of their culture to show to the world.

For the second exercise, remind students that they must speak English – they should not let their excitement over their “cool” maps take over and make them speak Chinese! To help, have them pretend that they are describing their park to a foreign friend, who cannot speak any Chinese at all. For a sample dialogue, see the dialogue for the Speaking and Writing section in the Student's Book.

WRITING TASK

A sample brochure has been provided in the Workbook. Ask students to pre-plan by expanding on the list of things they have on their map from the Speaking Task. Encourage them to use some method to organize their brochure, such as the method given in the sample,

organizing by places, shows and special events. Students need not copy the sample in the Workbook, but they must be able to show a clear organization to their work.

*PROJECT

Students can use the steps in the previous Speaking Task and Writing Task to help them design a completely new theme park. Encourage them to use different materials in designing their map and making a poster and model of the park: coloured paper, plastic figures, plaster or other substances which can be modelled, paint or

coloured pencils. Of course, a simple drawing and poster is acceptable, but only if materials such as those above are difficult to find in your area. Encourage students use as much imagination as possible in developing this project.

Appendices 附录

Translation of the reading texts 课文译文

第一单元 卓有成就的女性

READING

非洲野生动物研究者

清晨5点45分，太阳刚从东非的贡贝国家公园的上空升起，我们一行人准备按照简研究黑猩猩的方法去森林里拜访它们。简研究这些黑猩猩家族已经很多年了，她帮助人们了解了黑猩猩跟人类的行为是多么的相似。我们当天的首要任务就是观察黑猩猩一家是如何醒来的。这意味着我们要返回前一天晚上我们离开时黑猩猩一家睡觉的大树旁。大家坐在树荫下等待着，这时候猩猩们睡醒了，准备离开。然后这群黑猩猩向森林深处漫步而去，我们尾随其后。在大部分时间里，黑猩猩或互相喂食，或彼此擦身，这在它们的家族里是表达爱的方式。简预先提醒我们，到下午的时候我们就会又脏又累。她说对了，但是到傍晚时分我们就觉得这一切都是值得的。我们看到黑猩猩妈妈跟她的幼子们在树上玩耍，后来看见他们一起回窝里睡觉了。我们明白了猩猩家庭成员之间的联系像人类家庭一样紧密。

在简之前没有人完全了解黑猩猩的行为。她花了多年的时间来观察并记录黑猩猩的日常活动。从孩提时代起，简就想在动物生活的环境中研究它们。但是，这不是一件简单的事。当她1960年最初来到贡贝时，对女性来说，住进大森林还是很稀罕的事情。她母亲头几个月来帮过她的忙，这才使她得以开始自己的计划。她的工作改变了人们对黑猩猩的看法。比方说，她的一个重要发现是黑猩猩猎食动物。而在此之前，人们一直认为黑猩猩只吃水果和坚果。她曾经亲眼看到过一群黑猩猩捕杀一只猴子，然后把它吃掉。她还发现了黑猩猩之间是如何交流的，而她对黑猩猩身势语的研究帮助她勾勒出黑猩猩的社会体系。

40年来，简·古道尔一直在呼吁世人了解并尊重这些动物的生活。她主张应该让野生动物留在野外生活，而不能用于娱乐或广告。她还为黑猩猩建起了可以安全生活的专门的保护区。她的生活是忙忙碌碌的，然而，正如她所说的：

“我一旦停下来，所有的一切都会涌上心头。我就会想起实验室的黑猩猩，太可怕了。每当我看着野生黑猩猩时，这个念头总是萦绕着我。我会对自己说：‘难道它们不幸运吗？’然后我就想起那些没有任何过错却被关在笼子里的小黑猩猩。一旦你看到这些，你就永远不会忘记……。”

简已经得到了她想要得到的一切：在动物的栖息地工作；获得博士学位；还向世人证明女人和男人一样也能在森林里生活。她激励着人们为妇女们的成就而欢呼喝彩。

USING LANGUAGE

Reading

为什么不继续她的事业?

上学时我喜欢英语、生物和化学,但是我进大学该选哪门专业呢?直到有一天晚上坐在电脑旁研究中国的伟大女性时,我才有了答案。

很偶然地,我看到了一篇关于林巧稚大夫的文章。她是妇科专家,1901年出生,1983年去世。林巧稚似乎一直都在为自己选择的事业而奔忙,去国外留学,写了很多书和文章。其中有一本书引起了我的注意。这是一本小书,介绍如何从妇女怀孕到护理婴儿的过程中降低死亡率,她提出了一些可以遵循的简单的做法,保持婴儿清洁和健康,让他们远离疾病。她为什么要写这些东西呢?林巧稚认为哪些妇女会需要这些忠告呢?我细细地看了这篇文章,了解到那是为农村妇女写的。也许是她们在遇到紧急情况时找不到医生。

突然我想起,在那个年代,一个女子去学医是多么困难啊!那可是一个女性受教育总是排在男性之后的年代。难道她比别人要聪明得多?进一步阅读使我了解到,是苦干、决心和善良的天性使她走进医学院的大门。后来使她成功的是她对所有病人献出的爱心和体贴。数不胜数故事讲述着林巧稚如何在劳累一天之后,又在深夜去为贫苦家庭的产妇接生,而这些家庭是不可能给她报酬的。

现在我迫不及待地想多了解一些有关她的情况。我发现林巧稚把毕生都奉献给了病人,而自己却选择了独身。她确保了大约五万名婴儿的安全出生。这时候,我非常激动。为什么不像林巧稚那样去读医学院,继续她的事业呢?现在努力提高学习成绩、准备大学入学考试还不算晚……

第二单元 土地耕种

READING

造福全人类的先驱者

尽管是中国最著名的科学家之一,袁隆平仍然认为自己是个农民,因为他在田间耕作,进行科学研究。的确,他那个被太阳晒得黝黑的脸庞和手臂,以及他那瘦削而又结实的身躯,就跟其他千百万中国农民一样,过去50年来,他一直在努力帮助他们。袁隆平种植的是被称为“超级杂交水稻”的稻种。1973年,他成为世界上第一位种植高产水稻的农业先锋。这种特殊的稻种使得同样的田地多收获20%的产量。如今中国每年出产的稻米有60%以上出自这种杂交稻种。

袁隆平出生在1930年,1953年毕业于西南农学院。从那时起,找到水稻高产的方法就成为他一生的目标。年轻时,他就看到了稻田增产的巨大需求。当时,饥荒是许多农村地区面临的严重问题。袁隆平要在不增加土地面积的基础上寻求达到增收稻谷的途径。1950年,中国农民生产约五千六百万吨稻谷,而近来却生产了将近两亿吨稻谷。这一粮食产量的增加意味着仅占世界7%的耕地养活了世

界上22%的人口。袁隆平现在在印度、越南和很多其他欠发达国家传播提高水稻产量的知识。由于他的研究，联合国在消除世界饥饿的战斗中有了更多的方法。用他的杂交水稻种子，农民们种出的粮食比以前多了一倍。

袁隆平对生活非常满足。但是，他对成名并不在意，并且觉得出名后搞科研就不那么自由了。他宁愿把时间花在自己的业余爱好上。他喜欢听小提琴乐曲、搓麻将、游泳和读书。在自己身上花钱或者享受舒适的生活对袁隆平来说意义也不大。事实上，他认为一个人有了太多钱，他的麻烦事只会更多，而不是更少。于是，他拿出好几百万元帮助其他人进行农业科学研究。

梦想是不花本钱的。很久以前，袁隆平曾在梦里看到水稻长得像高粱一样高，稻穗跟玉米穗一样大，而每粒稻谷像花生米一般大。袁隆平从梦中醒来，希望能种植一种能养活更多人的水稻。如今袁隆平还有另外一个梦想，那就是他的稻谷可以出口并长遍全球。一个梦想总是不够的，尤其对一个热爱和关心人民的人来说更是如此。

USING LANGUAGE

Reading

化学耕作还是有机耕作？

在过去的半个世纪里，在耕作中使用化肥已经非常普遍。很多农民喜欢使用化肥，把化肥作为防治农作物病虫害和提高产量的重要手段。然而，最近科学家发现长期使用这些肥料会造成土地受损，甚至更危险的是，会对人们的健康造成危害。

化肥带来的问题有哪些呢？首先，化肥在杀死病菌和害虫的同时也会杀死有益的细菌和昆虫，从而破坏土地。化学物质还会在地里和地下水中保存很长时间，而这会影响到农作物，进而影响到动物和人类，因为化学成分会进入到农作物中，并且不能被冲洗掉。随着时间的推移，食物中的这些化学成分会在人体中堆积。很多化学成分能导致癌症或其他疾病。另外，施过化肥的水果、蔬菜和其它食物通常生长得过快而营养不足。它们表面上很好看，但是里面通常是含过多的水分，而不是维他命和矿物质。

由于这些发现，一些农民和消费者开始转向有机耕作。有机耕作就是不用任何化学肥料的耕作。农民关心的是保持土壤肥沃并且免受病害。健康的土壤会减少病虫害并且帮助农作物茁壮成长。因此，有机耕作的农民通常喜欢把天然的动物粪便当作肥料。他们认为这样会使地里的土壤更富含矿物质，因而也会更加肥沃，同时还可以让空气、土壤、水以及农作物不受化学物质的污染。

有机耕作的农民也使用很多其他的方法来保持土壤肥沃。在同一块地里，他们经常每隔几年就换种农作物。例如，种玉米或小麦后来年再改种豌豆或大豆。像豌豆或大豆这样的农作物将重要的矿物质带回土壤，从而使之适宜于种植要求土壤肥沃的农作物，比如玉米或小麦。有机耕作的农民还种植多种农作物来利用不同层次的土壤。比如，他们先种植生长于浅层土壤的花生，然后再种植生根于深层土壤的蔬菜。还有一些有机耕作者喜欢在农作物之间种草，以防止水土流失，并且把草留在地里，从而成为来年农作物的天然肥料。这些不同的有机耕作的方法有着同样的目标：种植好的粮食，避免损害环境或者人们的健康。

第三单元 体味英语的幽默

READING

无声的幽默的大师

维克多·雨果曾经说过“笑容如阳光，驱走人们脸上的冬天。”关于这一点，直到今天也没有人能比查理·卓别林做得更好。在两次世界大战以及之间的艰苦岁月里，他给英国和美国人民带来了快乐。在人们感到沮丧的时候，卓别林使他们开怀大笑，于是人们对自己的生活感到比较满足。

然而卓别林自己的生活也并不容易。他生于1889年，出身贫寒。他的父母都是杂耍戏院里贫穷的演员。你可能会感到惊奇，查理刚能说话时大人就教他如何唱歌，他刚能走路时大人就教他跳舞。这样的训练在当时的演员家庭中是很普遍的，尤其是在家庭收入经常不稳定的时候。不幸的是他的父亲去世了，整个家庭状况更糟了。所以查理在童年时期就要照顾生病的母亲和弟弟。在十多岁的时候，凭借着自己的幽默，查理已经在英国成为最受欢迎的童星之一。他能够不说话而仅靠动作来模仿傻子做日常的事务。看他的表演没有人会感到无聊——他巧妙的表演使得一切都那么滑稽可笑。

随着时间的推移，他开始拍电影。他塑造的可爱的“小流浪汉”角色开始闻名于世，而查理也越来越受欢迎。这个穷苦的无家可归的小流浪汉，留着小胡子，穿着大裤子、破鞋子，头顶着黑色的小圆帽。他手里拿着一根手杖迈着僵硬的步伐四处走动。这个角色是个社会生活中的失败者，但他的乐观精神和战胜困难的决心都使他受到人们的喜爱。面对并不善待他的人，这个弱者依然保持友善的态度。

然而这个小流浪汉是如何把悲凉的遭遇变得滑稽可笑的呢？这里有一个例子，来自于他最著名的电影之一《淘金记》。十九世纪末，在阿拉斯加发现了金子。像其他很多人一样，小流浪汉也涌向那里去淘金，但却没有成功。相反，他和另一个人被暴风雪困在一个小木屋中，没有任何东西可吃。他们饿极了，小流浪汉只好煮了他的一只皮鞋来充饥。查理切掉皮鞋上面的部分，和同伴分享这只鞋。他把皮鞋鞋底切开嚼着吃，就像吃一块最好的牛排。然后挑出鞋带来吃，像吃意大利面条一样。他每一口都嚼得津津有味。卓别林的表演是那么的有说服力，以至于你会相信这顿饭是他所吃过的最美味的一餐！

查理·卓别林自编、自导、自制他主演的电影。1972年他被授予奥斯卡特别奖，以表彰他在电影界的杰出工作。他生活在英国和美国，却在瑞士度过了生命中最后的日子，并于1977年安葬在那里。人们热爱和怀念这位伟大的演员，因为他鼓舞人们并增强他们的信心。

USING LANGUAGE

Reading and speaking

英语笑话

夏洛克·福尔摩斯和华生医生去山区野营。他们在山区一块露天的地上躺了下来，头上顶着星星。夏洛克·福尔摩斯仰望着星空，轻声地说道：“华生，当你望着美丽的天空时，你想到了什么？”华生回答

说：“我想到生命是多么短促，而宇宙却是多么漫长。”“不对，华生，”福尔摩斯说，“你到底想到了什么？”于是华生又试着回答：“我想到我是多么渺小，而天空是多么广阔。”“再回答一次，华生！”福尔摩斯说。华生试着回答了第三次：“我想到宇宙是多么寒冷，而人们睡在床上是多么暖和。”福尔摩斯说：“华生，你这个傻瓜！你应该想到有人把我们的帐篷偷走了。”

第四单元 身势语

READING

交际：没有问题了吗？

昨天，我和另一个同学代表我们大学的学生会去首都国际机场迎接今年的国际学生。他们来北京大学学习。我们会首先把他们带到宿舍，然后去学生食堂。在等了半个小时之后，我看见几个年轻人走进了等候区，好奇地向四周张望。站着观察了他们一会儿后，我便走过去打招呼。

第一个到达的是从哥伦比亚来的托尼·加西亚，随后紧跟着的是英国的朱莉娅·史密斯。在与他们碰面并介绍他们彼此认识之后，我（对看到的情景）感到很吃惊。托尼走近朱莉娅，摸了摸她的肩，并亲了她的脸！她后退了几步，看上去有些吃惊，并举起了手，好像是在自卫。我猜想这里可能有个大的误会。随后，来自日本的永田明微笑着走了进来，同时进来的还有加拿大的乔治·库克。当我为他们作介绍时，乔治把手伸向了这位日本学生。然而此时永田明正在鞠躬，他的鼻子碰到了乔治伸过来的手。两个人都互相道了歉——这又是一个文化差错。

另一位国际学生艾哈迈德·阿齐兹是约旦人。昨天我向他作自我介绍时，他靠我很近。我往后退了一点儿，他又上前问了我一个问题，然后同我握手。法国的达琳·库隆匆忙走进门的时候，她认出了托尼·加西亚微笑的面孔。两个人握了握手，并且在对方的面颊上吻了两下。通常，法国成年人见到熟人就是这么做的。而艾哈迈德·阿齐兹却只是朝女孩们点了点头。来自中东或一些穆斯林国家的男士，在谈话时通常站得离其他男士很近，但一般不会与女士接触。

随着认识的国际朋友越来越多，我也了解到更多不同文化背景下的“身势语”。各种文化背景下的人互致问候的方式不尽相同，身体接触和相互间距的程度也不尽相同。用口头语言交流的同时，人们还使用不出声的语言——身体间的距离、动作和姿态等，来表达情感。比如，英国人通常不会站在离别人太近的地方，也不会一见面就（用身体）接触陌生人。但是，来自像西班牙、意大利或南美等国家的人会站在离别人很近的地方，而且很可能（用身体）接触对方。现在世界上大多数人见面都会相互握手问候，但有些文化（背景下的人）会采取另外一些寒暄方式。比如，日本人就更愿意鞠躬。

这些行为都无所谓好与坏，只不过是文化发展的不同方式而已。然而我发现身势语的文化习俗是多元的一同一个（民族）文化中也并非所有成员的行为都一样。但总的说来，在当今文化交融的世界，学习不同国家的习俗肯定能帮助我们避免交往中的困难。

USING LANGUAGE

Reading

表达我们的情感

身势语是最强有力的交际手段之一，甚至经常比口头语言更有力量。世界各地的人们表达各种各样的情感、愿望和态度，他们可能从来不会大声地说出来。“读懂”我们周围的人的意思是有可能的，即便是人们并不想让我们捕捉到他们没有说出来的信息。当然，身势语可能会被误读，但是很多手势和动作都具有普遍性。

最普遍使用的面部表情当然是微笑——其作用是表示快乐和安人心静。然而微笑并不总是意味着我们是真的快乐。世界上的微笑可能是假的，用来掩盖其他情绪，比如生气、害怕和烦恼。还有不愉快的微笑，比如当某人“丢了面子”就会用微笑来掩饰。但是，微笑的一般目的就是表达好的情绪。

从孩子时候起，我们就通过皱眉来表示不高兴或者愤怒。在世界上大多数地方，皱眉或者背对着某人都表示发怒。把手握紧，朝着别人晃拳头几乎总是意味着愤怒并且威胁别人。

世界上有很多方式用来表示同意，但是几乎全世界都用上下点头来表示同意。大多数人也知道左右摇头表示不同意或拒绝做某事。

如何来表示我很厌烦呢？在多数情况下，把眼光从人们身上移开或者打个哈欠，会使我看上去（对此人或此事）不感兴趣。但是如果我转身面向某人或者某事，几乎每一个文化背景的人都会认为我（对此人或此事）感兴趣。如果我转动着眼球，把头扭向一边，很可能是我不相信或是不喜欢所听到的话。

根据每一种文化，对人们表示尊重都是带有主观性的。但是一般说来，拥抱你的老板或老师很可能是不妥当的。在几乎每一种文化里，站得离级别更高的人太近都不太好。站得有一定的距离，把手微微张开，会表示我愿意倾听。

人们之间的文化差异非常多，但好在身势语有一些相似之处。尽管我们常常会彼此误解，但我们仍能做到彼此理解，这真是件令人惊奇的事。

第五单元 主题公园

READING

主题公园 —— 是娱乐，又不仅仅是娱乐

你喜欢参观哪一个主题公园呢？主题公园有不同的种类，不同的公园有不同的主题，几乎囊括了一切：食物、文化、科学、卡通、电影或历史。有一些主题公园因为有最大或者最长的过山车而闻名，有些则展示了文化中那些著名的声音和视觉景象。不论你喜欢哪一个，喜欢什么，总会有适合你的主题公园。

你最熟悉的主题公园很可能就是迪斯尼乐园吧。世界上好几个地方都有迪斯尼乐园。无论你是在太空遨游，参观海盗船，还是邂逅你最喜欢的童话故事或者迪斯尼卡通里的人物，迪斯尼会把你带到魔幻的世

界,使你的梦想变为现实。当你在梦幻乐园漫步时,你可能会在游行队伍中或者街上看到白雪公主或米老鼠。当然,迪斯尼还有很多颇具刺激性的游乐设施,比如巨大的吊船和可怕的自由落体(设施)。有这么多引人入胜的东西,难怪哪里有迪斯尼乐园,哪里的旅游业就会发展。如果你想尽情娱乐,而且有更多的收获,那就来迪斯尼乐园吧!

位于美国东南部美丽的斯莫基山脉中的多莱坞,是世界上最独特的主题公园之一。多莱坞展示并欢庆美国东南地区的传统文化。尽管这里也有搭乘游乐设施,但是公园最具吸引力的还是它的文化。著名的乡村音乐乐团全年都会在露天或室内的剧院演出。美国各地的人们来到这里,是为了观看木匠或其他工匠们用老式的方法制作木制品、玻璃制品和铁制品。还可以到糖果店品尝一下糖果,这些糖果和150年前美国南方人制作的一模一样。或者乘一乘蒸汽火车,这可是在美国东南部依然运转的唯一一辆蒸汽火车。你甚至可以在世界上最大的秃鹰保护区欣赏到美丽的秃鹰。多莱坞为那些喜欢搭乘游乐设施的人提供了最好的老式木制过山车之一——雷暴云砧。它因为在最小的空间内拥有最长的长度而闻名于世。来多莱坞尽情了解美国东南地区的历史文化吧!

如果你想体验远古时代并且感受英国骑士、贵妇、王子和王后的高贵举止,那么英国的卡默洛特公园就再适合不过了。园内所有景区都是按照亚瑟王和圆桌骑士生活的时代复制的。有的地方你能和大魔术师梅林一起观看魔术表演。如果你想观看剑术或马上格斗,格斗区是一个值得去的地方。如果你表现好的话,亚瑟王可能会挑选你参加大型的格斗联赛。你喜欢动物吗?那就来农场参观吧。在这里你可以了解到古英格兰的人们如何打理他们的农场以及如何饲养动物。想进入古英格兰的梦幻世界吗?那就来卡默洛特公园吧!

USING LANGUAGE

Reading and speaking

“观测未来”——刺激与求知

上周我进行了一次深入太空的旅行。我来到了太阳系的尽头,被拖进了一个黑洞里。然后我游览了巴西,感受了坠机后在丛林中求生的滋味。随后,我跟着一些浅水者潜入海底观看神秘的、从未见到过阳光的生物。作为间歇,我参加了一个赛车比赛,然后来到世界上最险要的山上滑雪。最后,我面对面地遭遇了一只恐龙——可怕的雷克斯龙,在死里逃生之后,我的旅行也结束了。

在“观测未来”,我在一天之内就做完了所有这些事情。“观测未来”于1987年开放,是世界上最大的太空时代主题公园之一。这个以科技为基础的法国主题公园使用了最先进的技术。它的立体电影以及那巨大的屏幕能(为游客)提供在地球以及更远的地方进行全新体验的机会。参观者可以接触到他们从来没有经历过的世界角落,比如潜入海底,飞越丛林,或者参观太阳系的边缘地带。这些奇妙的、最新的信息,以及大量动手实践的学习机会让世界以一种全新的方式展现在游人面前。遍布公园的学习中心可以让参观者尝试做自己的科学实验,与此同时学到更多关于太空旅行、海底世界等等的知识。

我是在公园的入口处给自己和朋友买的票,但是也可以在网上购票。“观测未来”不仅仅适合个人(旅游),也适合学生全班出游,因为它是娱乐和学习完美的结合。班级或者大的团体如果提前让“观测未来”知道他们的计划,还可以拿到团体入场价格。“观测未来”附近为那些从城外来的游客准备了很多很好的旅馆,而且大多数旅馆都提供往返公园的车辆服务。如果开车(也很方便)，“观测未来”就在高速公路附

近。在出发之前好好计划一下你的旅行，因为“观测未来”里面的表演、活动和好的纪念品商店太多了，所以全部游览完是很难的。来这里要准备走好多的路，——一定要穿上舒适的运动鞋或者其他走路穿的鞋！

READING FOR FUN

Unit 1

无 题

想一想你每天的所作所为，以及你日常生活给人们和环境所造成的影响。

——简·古道尔

你用不着选择怎样去死，或何时去死。你只能决定你现在该如何去活。

——琼·贝兹

认出英雄，并给予庆贺，这是对我们来说非常重要的事情！

——梅雅·安吉鲁

对于已经完成了的事情，我从来不去重视。我只重视那些尚待完成的事情。

——玛丽·居里

Unit 2

无 题

杰克：昆虫叮人会生病，预防疾病的最好方法是什么呢？

吉尔：什么都不叮。

杰克：还有一个问题——大象和跳蚤有什么区别呢？

吉尔：啊，大象可以长跳蚤，而跳蚤不可以长大象嘛！

杰克：你太聪明了！好吧，再提一个问题——什么东西放到蛋糕里去最好？

吉尔：嗯，是糖吗？啊，不对。我知道了，你的牙齿！

杰克：哈哈，对了，这才对了！

Unit 3

打油诗

(aabba 韵)

老太太房里有张床，
床底下有个小偷把身藏。
紧靠门后边，
贴着地板面，
我担心你的脑袋会着凉。

* * *

秘鲁老汉作怪梦，

——抱着鞋子亲一通。
夜里睡过来，
吓得只惊呆。
这完全不是梦。

Unit 4 关于微笑

穿着得体的人总是面带微笑。

——马丁·查宁

每个人的微笑都表达着相同的话语。
(所有的人都用同样的语言向你微笑。)

——佚名

两人之间的最短距离是微笑。(或：微笑使人际距离缩得最短。)

——佚名

微笑表示欢迎，这在全世界都通用。

——马克思·伊思门

微笑是强大的武器；你甚至可以用它击破坚冰。

——佚名

和平从微笑开始。

——特丽莎嬷嬷

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