## 普通高中课程标准实验教科书

## 英语 3 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、投影片、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习的过程中不断反思,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,应把阅读课文作为整体来处理,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题目和页码,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。

- (→) 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 分重点复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。此外,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,才能使学生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,语音教学要紧密结合词汇、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。

学生用书模块三介绍的课程标准的单词约为195个,固定搭配和习惯用语约为50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"呈现一发现一归纳一实践一活用"。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。要使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。

模块三介绍的语法项目有:

- 1. 情态动词
- 1) can, could 2) may, might 3) must, can't 4) shall, should 5) will, would 6) ought to 等
- 2. 名词性从句
- 1) 宾语从句 2) 表语从句 3) 主语从句 4) 同位语从句
- 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、读活动有联系。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



## **Festivals around the world**

## 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	Festivals; how festivals began; how festivals are celebrated					
词	beauty harvest celebration hunter starve origin religious ancestor Mexico feast bone belief trick poet arrival gain independence independent gather agriculture agricultural award rooster admire energetic Easter clothing Christian custom worldwide fool permission parking apologize drown sadness obvious wipe weep remind forgive					
汇	take place in memory of dress up play a trick on look forward to day and night as though have fun with parking lot turn up keep one's word hold one's breath set off remind of					
功能	<ol> <li>打电话 (Making phone calls)         May I speak to? Can I ring/call back later? Hold/Hang on, please.         I'll ring him/her up again. Just a moment, please. Sorry, he/she isn't here right now.</li> <li>邀请 (Invitations)         I wonder if you are interested in I'd like to invite you to Would you like?         Could/Would you please? I'm looking forward to I'd love to, but</li> <li>感谢 (Thanks)         Thank you so much. Thanks a lot. That's very kind of you.         You're most welcome. Don't mention it. It's a pleasure.</li> </ol>					
语法	情态动词 can, could, may, might, will, would, shall, should, must, can't 等的用法(The use of can, could, may, might, will, would, shall, should, must, and can't)  1. can and could     Jin can speak English well. (ability)     Could you please show me the way to Beihai Park? (request)  2. may and might     May we see the awards for the teams? (permission; request)     If the neighbours do not give any sweets, the children might play a trick on them. (possibility)  3. will and would					

语

During the Spring Festival time the whole family will come for dinner. (promise)

Sometimes celebrations would be held after hunters had caught animals. (past habit; custom)

shall and should

The harvest festival begins on Saturday. We shall be there with our friends. (promise) You should arrive at the airport two hours before he goes. (advice)

法

5. must and can't

Wang Feng wins an award every year. He must win next year. (prediction) You must be joking. That can't be true. (guessing)

## 教学建议

### (Suggested teaching notes)

## 一、教学内容分析

本单元的中心话题是"节日",单元各项活动 的设计都围绕着一些中外节日的主题进行。

"热身"(Warming Up)部分要求学生以小组形式完成表格填充。学生要在表格中的三个空行里填充中国的三个节日名称,这些节日的日期(时间)、庆祝的内容,以及在节日里人们做些什么等内容。

"读前"(Pre-reading)部分通过若干个问题考查学生对节日的认识,比如:你所在的城镇庆祝什么样的节日,你最喜欢节日的哪部分——活动、音乐、场景、拜访亲友,还是食物。

"阅读"(Reading)部分由五篇小短文组成,其中四篇带有小标题,它们分别介绍古代节日的起源、亡灵节、纪念名人的节日、丰收节、春天的节日等,使学生了解各种节日的由来及其存在的意义。大多数最古老的节日,主要是因庆祝冬天的结束、春天的播种、秋天的丰收以及猎人猎取到猎物而产生。亡灵节是为祭奠亡灵、纪念祖先而举行的节日,例如日本的盂兰盆节(Obon),墨西哥的亡灵节,西方的万圣节(Halloween)等。纪念名人的节日有中国的端午节、美国的哥伦布日、印度的甘地纪念日等。春天的节日包括中国的春节,西方的

狂欢节、复活节,日本的樱花节等。

"理解"(Comprehending)部分设置了四项练习,主要用来帮助学生更好地理解阅读课文的内容。练习1的表格列出了四种类型的节日,要求学生依据课文内容,填写相应的节日名称和国家。这个练习主要是检查学生对课文整体内容的理解情况。练习2要求学生根据课文内容回答若干个问题。练习3则是要学生先在两人小组内讨论,然后按照课文内容列出不同节日的共同点,以及节日对世界各地人民意义重要的原因。这也是个表格填充练习。练习4要求学生以两人小组的形式讨论"哪些节日最重要,哪些最有趣",然后填写表格,填充内容是节日的类型、具体实例和选择这些节日的理由。这个练习需要充分发挥学生对节日的个人理解,共同合作,完成任务。

"语言学习"(Learning about Language)部分由"词汇学习"和"语法学习"两项内容组成。本单元的"词汇学习"部分有三个练习:练习1通过词的后缀训练不同词类之间的相互转换,并提倡学生使用词典。练习2是选词填空练习,利用语篇集中训练本单元的一些重点词汇的用法。练习3也是选词填空,但与练习2不同,是单句填空,而且所选的十个句子或是引文或是谚语。"语法学习"部

分主要是帮助学生了解、熟悉并掌握情态动词的用法,共有三项练习。练习1要求学生阅读课文,在使用情态动词的句子下面画线,并向同伴解释其意义。练习2以讨论的形式,要求学生根据提示,分析单句中的情态动词的用法。练习3提供了三个情景,学生以两人小组形式用情态动词进行问答练习,并尽量把每个情态动词使用一次。问答的语句形成一段对话,学生准备向全班表演这段对话。

"语言运用" (Using Language) 部分主要是让学 生运用本单元所学的语言知识与课文内容进行听、 说、读、写等的综合训练。有两项内容: 1. "听与 说" (Listening and speaking); 2. "读与写" (Reading and writing)。1. "听与说"有三项练习。练习1是 听前准备活动,要求看图讨论有关狂欢节的知识, 在地图上找出特立尼达岛 (Trinidad) 的地理位置, 预测参加狂欢节可能遇到的问题。练习2设计了两 位中国学生与两位外国学生一起参加狂欢节的情景, 要求学生听完对话后,回答两组问题,问题的内容 集中在参加狂欢节的一些具体情景上, 如着装、饮 水、噪声和约见的时间与地点等。练习3是在完成 练习1与2之后的综合创造性活动。假设学生已经看 望了在特立尼达岛的朋友,参加过狂欢节,要求他 们以两人小组的形式打电话邀请朋友参加一个中国 的节日,编写一段电话对话。教材提供了一些常见 的电话用语,供学生选用。学生还要准备在全班表 演这段对话。2. "读与写"的主要设计是: 阅读内 容主要讲述发生在情人节的一个伤心的爱情故事。 故事中又穿插一个"乞巧节"的故事。短文后的三 个问题帮助学生理解文章的内容。写的部分主要是 要求学生根据上面阅读文章的内容续写一个文章结 尾,让学生通过思考写出自己的思想、自己的做法, 尝试解决问题的不同途径。教材提供给学生一些写 作时要思考的问题,帮助学生完成写作构思。

"小结"(Summing Up)部分让学生根据所给 出的提示对所学各项内容进行总结。

"学习建议"(Learning Tip)部分主要建议学生看英语电视节目,阅读报纸,查阅百科全书或上网收集世界各地有关节日的信息,以培养学生运用语言资源的能力。

"趣味阅读" (Reading for Fun) 部分提供了一首有关圣诞老人的小诗。

#### 本单元涉及的要点是:

- (一) 了解世界各国的节日、含义、由来与民俗
- (二) 学习有关节日和民俗的词汇,如: have fun with, custom, religious 等
- (三)掌握本单元教学目的和要求中的词汇 用法
- (四)进一步复习、巩固运用邀请及感谢的表达法
  - (五) 掌握一些情态动词的用法

#### 二、教学方法建议

#### (一)热身

本单元"节日"的话题是学生相当感兴趣的。 在当今社会生活中,一些传统的中国节日重新得到 了公众的重视,一些西方的节日在中国也逐步被大 家所熟悉。本单元的热身活动设计让学生列出三个 中国节日,并就节日的名称、庆祝时间、庆祝内容 和庆祝活动进行小组讨论,将结果填入表中。依据 教材的设计,可以实施如下的教学步骤:

- 1. 在进行小组讨论前,教师先引导学生进行 集思广益的活动,如"brainstorming",学生先提出 他们能想到的一些中国节日的名称和庆贺时间。
- 2. 教师将学生说出的节日名称和庆贺时间, 对应地写在黑板上。
- 3. 在学生充分列出各种节日后,教师选出其中一个为大部分学生所熟悉的节日,如"Spring Festival",引导学生思考"What it celebrates",教师在复述学生的回答时尽量使用本单元要学习的生词,如: origin of the festival, celebration, ancestor, belief, agricultural, custom等,这样学生也就逐步熟悉了生词。
- 4. 课前教师将"热身"中的表格或制成投影片,或绘制在黑板上,仿照课本中给出的例子,将 这些带有生词的短语写在相应的表格内。
- 5. 教师再就"What people do"一栏,引导全班学生讨论,可能用到的生词有: feast, dress up, gather, look forward to, clothing, day and night 等。
- 6. 教师将与此有关的短语填写在相应的表格内,同时引导学生用这些词语说出一些完整的句子。

- 7. 将全班分组,要求学生仿照教师所作的范 例,合作填写完最后的一行表格。留给学生充分讨 论与填写的时间。
- 8. 让一两组学生向全班汇报他们填写的内容, 鼓励学生尝试用完整句回答表格中的问题。教师作 适当的点评。

#### (二) 读前

"读前"部分设计的两个问题,重点在两方面: 联系学生的生活实际,引导他们思考身边的各种节日,以及他们最喜爱节日的组成部分,通过看课文标题、所配图片预测阅读课文包含的内容,这样一方面引发学生的阅读兴趣,另一方面也是对学生阅读技巧的培养。这部分的"读前"活动可按常规的讨论形式来完成,全班集思广益,回答问题,教师可让学生把他们想到的语句写在黑板上。

为了活跃课堂气氛,激发学生的兴趣,也可以 采用课堂游戏的形式完成读前准备活动,具体教学 步骤如下:

- 1. 教师先要求全班按 1、2、3、4、5 报数, 将全班按 the activities, the music, the sights, the food, the people who visit 分为五组。数字为 1 的 学生划归 the activities 组,数字为 2 的归 the music 组,数字为 3 的是 the sights 组,数字 4 为 the food 组,数字 5 是 the people who visit 组。学生按各自归属的不同的组别重新安排座位。同组的坐在一起。
- 2. 教师指定或全班选择某个节日,如 Mid-Autumn Festival。告诉学生其组名即代表节日中他们最喜爱的那部分,给每组学生三分钟时间,让他们在一张纸上列出他们能想到的尽可能多的喜爱理由,写出单词或短语即可。
- 3. 三分钟后,让各组说出他们的理由,凡是 五组举出的相同理由,要求每组划去。
- 4. 最后统计,哪一组举出与众不同的理由最 多,哪一组即获胜。

另一种游戏活动形式是,将全班随机分成若干组,给每组学生三分钟时间,让他们预测下面阅读课文可能包括的内容,将预测内容以单词或短语的形式列在一张纸上。然后要求各组派代表将他们的预测结果,分别写在黑板上。待阅读完课文,选出预测准确率最高的组。该组为优胜者。

#### (三) 阅读和理解

本课的阅读目的是:

- 1. 让学生阅读理解世界各国各种节日的基本知识
- 2. 引导学生认识节日的分类、节日对人们生活的影响,从更深入的层面理解各国节日的意义
- 3. 进一步训练学生略读 (skimming)、猜测词义 (word-guessing)、细读 (close reading)、归纳内容 (summarizing)、对比 (comparing) 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 建议阅读课文的教学步骤如下:
- 1. 在学生正式阅读课文前,要求他们先看 "理解"中的练习1,了解节日的四个分类。教师可 作必要的解释。
- 2. 让学生带着练习 1中的任务,通读一遍课文,要求他们能够在文章中找到练习要求的基本信息。这篇阅读课文比较适合训练学生略读(skimming)的技巧。教师指导学生迅速浏览文章中的小标题和每个自然段的首句,学生就大概能够了解文章的大意。
- 3. 全班一起填写练习1表格中的第一行。在 学生熟悉了做法后,要求他们独立完成余下的三行 表格填写。
  - 4. 通读练习 2 的问题 1~3。
- 5. 再次通读课文,这次要求学生能捕捉到文章的细节。让个别学生回答问题1~3,然后全班核对。
- 6. 练习2的问题4~5在课文中不能直接找出答案,根据之前的"热身"和"读前"活动,教师可引导学生进行讨论,得出一致的意见。
- 7. 练习3和4是深层次的阅读理解活动,目的是培养学生归纳、总结、对比的能力。教师要鼓励学生在两人小组活动中,积极配合,互相沟通,相互启发,共同完成任务。教师要特别提醒学生注意的是,本课的阅读文章是带小标题的,所以每个小标题下的文段自然有它不同于别的文段的地方,而练习3的表格填写内容是针对课文全文的,这样学生就要特别注意文章的开头与结尾,看从中是否能找出解答问题的线索。而且最终得出结论后,还可

以回到每个自然段中去寻找具体的例证,这样学生 就能对课文的整体结构和细节都有所体悟,有助于 完成后续的写作任务。

#### 8. 全班一起核对答案。

#### (四)语言学习

#### 1. 词汇学习

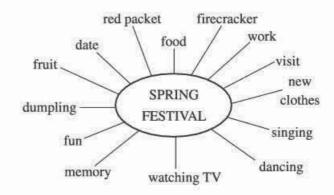
当前语言教学新趋势要求教师在教学词汇时 要避免那种"词典搬家、单词开花"式的讲解方 法。在教学词汇时,要注意语境、语篇、语感、语 用的结合,使学生在语境中学习词汇,在语篇中 理解词义,在练习中增强语感,在实践中提高语 用能力。本课词汇大都与节日有关,教师不妨在 学生开始读课文之前,在黑板上画一个圈,在圈 中写上"FESTIVAL",教师可以问学生: We have learned the word 'festival'. Can you name some festivals?



学生可以自己思考,也可以在课文中找出有关 节日的名称。

此时教师可以在学生广泛发表意见的基础上, 补充他们没有说出的节日名称,如 Halloween, Easter, Thanksgiving, Obon, Valentine's Day,并将 有关节日名称简单归纳一下。

另外可以让学生做语义联想活动,比如:教师可以请学生选取任何一个节日,思考这个节日可能在什么日期庆祝,在节日期间人们肯定会做什么,肯定不会做什么,可能不做什么等,结合情态动词的学习和课文有关内容,让学生尽可能用本单元词汇谈论节日。下面的思维导图和句子仅供教师参考。



- The Spring Festival may take place in February. It is on the first day of the first lunar month each year.
- At the Spring Festival, people have plenty of delicious food and fruit to eat.
- At the Spring Festival many people don't go to work.
- Most family members get together and have dumplings on the eve of the Spring Festival.
  - 5. People look forward to seeing their friends.
- People, especially children, wear their new clothes during the Spring Festival.
- People studying or working in other cities and countries will come back home and have a reunion with their families.

对于基础好的学生可以让他们自己用这种方法 学习单词,对于基础差的学生,教师可以将以上句 子写出来,要求学生根据文章上下文猜词。总之要 让学生在语篇中学习词汇,在语境中体会词义,在 使用中形成语感,在实践中学会运用这些词汇。

#### 2. 语法学习

本单元的主要语法项目是情态动词的用法。 在本单元中已有充分的练习,教师不必过多解释, 而应该加强学生在信息交流中对语言符号的感知 能力,强调以语言实践为基础的心理感受和强调 语法项目在日常生活中的功能,而不是仅仅学习 语法条条。教师可引导学生整理所学过的有关情 态动词的句子。如果学生基础好,能力强,可以再 让学生分析情态动词在句子中的功能。如果学生 基础差,能力不强,教师可以将情态动词在句子 中的功能告诉学生。

以 can (could) 为例, 具体的教学步骤如下:

- 1. 教师先给学生出示第一句话,空出情态动词的位置,让学生填写。学生可能会选择不同的情态动词,鼓励他们之间展开讨论。注意句后括弧中的情态动词的作用要空出。
- 2. 以这样的方式依次出示各句。随着句子的增加,学生对情态动词的感性认识也逐渐增加。
- 3. 在句子全部呈现后,让学生思考每一个句子表达什么样的交际功能。学生如不能用英语说出 其功能,说汉语也可以。
- 4. 在教师的启发、引导下,学生逐步发现、感知情态动词在所呈现的句中,共有六种交际功能。 教师进一步说明,这也是can (could) 在日常交际中 常起到的交际作用。例句如下:

Could you offer me some kind of job? (request)

Can you help me? (request)

Can (May) I use your pen? (request)

Can you ride a bike? (ability)

Can I help you? (offering help)

How could you say that? (blaming)

Can he be at home? (possibility)

I can't say that he has finished his work. (prediction)

教师可以帮助学生总结出情态动词的语法特征:

- 情态动词不能表示正在发生或已经发生的事情,只表示期待或估计某事的发生。
- 2) 情态动词除 ought 外,后面只能接不带 to 的不定式。
- 3) 情态动词没有人称、数的变化,即情态动词第三人称单数不加 s。
- 4) 情态动词没有非谓语形式,即没有不定式、分词等形式。

语法教学完全可以采取一些灵活、轻松的方式,让学生在不同的情景中对语法规则和具体运用产生深刻的印象,如学生通过学唱英文歌曲或填英文歌词中的 missing words等形式来使教学内容生动形象,这样就变机械识记为意义识记,同时也可使学生得到艺术的熏陶和享受。譬如在讲授情态动词时就可先选择歌词中含有较多的情态动词的歌

曲,让学生一边听一边填歌中的 missing words (情态动词,斜体字)。

歌曲: I Want To Be With You
There are things that must be done
That are not yet begun
Things that I must do
When I want to be with you
Although we might be far apart
You should be with me in my heart
No one else will do
I just want to be with you

I want to be with you

Can't you hear me?

I need you near me

I want to be with you

I need you near me, my love

The two of us *must* be one Mother of my son No one else *will* do I just want to be with you

I want to be with you

Can you hear me?

I need you near me

I want to be with you

I need you near me, my love

歌词中有 must, will, might, should, can, can't等用法,这样学生填词时就不会对枯燥的语法规则产生畏难情绪,比较容易感性地认识语法规则,然后教师结合实例,帮助学生从理论上总结,再让学生在练习中操练,他们就会很轻松地掌握语法。这样不仅能调动学生学习语法的兴趣,而且能营造良好的课堂氛围。

#### (五) 语言运用

1. 听与说 (Listening and speaking)

听力理解活动一般分为听前、听中、听后三个 阶段,各个阶段有不同的任务目标和训练特点。课 本中此部分的练习1即是听前活动,练习2是听中 活动,练习3是听后活动。依据这样的设计,教学 步骤建议如下进行:

- 1) 看练习1的图片1, 先引导全班讨论图片1 的内容。教师可以将学生集思广益出来的词汇, 顺 势写在黑板上, 供学生记忆、理解、运用。
- 2) 将学生分成两人小组,继续谈论图片2~4。 提醒学生注意狂欢节进行的时间、地点、人们的着 装和其他学生所能想到的注意事项。
- 3) 全班集体分享各个小组的讨论结果, 教师 将讨论时提到的词语写在黑板上, 这些词汇可能包括: parade, shoes, dress, hat, walk, dance, midnight, band, music, crowd, costume 等。
- 3) 在听之前,先让学生看练习2第一部分的两个问题,再放第一段录音,让学生带着问题有目的地听,努力捕捉能回答问题的细节部分。要求学生在听的过程中,适当地记笔记。为了提高效率,告诉他们有些单词可以缩写。
- 4) 全班核对答案。如果大部分学生答对了,就可以进行下一阶段的练习。如果还有相当部分的学生完成任务有困难,再放一遍录音。在核对完答案后,还可以再放一遍录音,以加深学生对听力内容的整体印象。
- 5) 听第二段对话的步骤基本与3)、4) 相同。 但由于第二段录音比第一段略长一些,而且有三个 问题,所以可以连续让学生听两遍。然后,让学生 两人一组相互讨论答案。
- 6) 在小组讨论的基础上,全班共同回答问题。此时教师要尽量鼓励学生用完整句回答问题,为下一步说的活动打好基础。同第一段录音一样,最后再听一遍第二段录音,使学生获得对这段对话的完整印象。

纵观以上的听力训练,可以看出这不仅仅是单纯的听力练习,而是结合了说,甚至写的因素。在教学教材中的"语言运用"这个阶段,要特别强调各种技能的综合运用。

练习3是个听后活动,练习打电话、感谢和邀请三个功能,是听、说、写,以及小组合作的综合性训练项目,教学步骤如下:

- 1) 要求学生对照练习 3 中的表格, 口头复习 打电话和表示邀请、感谢的一般用语。
- 2) 设置情景,指导学生编对话。在分小组活动前,教师可以提出一些问题,帮助学生理清思路,

找对方向。下面的问题仅供参考。

- · When do people celebrate the Carnival in Trinidad?
- What does it celebrate?
- · What do people do in the Carnival?
- What part of the Carnival do you like best the parade, the music, the clothing people wear, etc?
- Think of the Chinese festival you like best. Ask the above questions about the Chinese festival.
- How can you invite your friends to this Chinese festival by making a phone call?
- If your friends know nothing about the festival and don't want to go, how can you persuade them to join you?
- How do you start a phone call to a friend? How can you finish a phone call to a friend?
- 3) 经过讨论后,学生分组编写对话。鼓励学生充分发挥想象力,编写出富有个性的电话对话。教师在教室内巡视,提供必要的帮助。由于不同的小组选择了不同的中国节日,教师可以随机将一些常见的有关中国节日的词语写在黑板上,供学生参考。
- 4) 鼓励学生自愿到前面来为全班表演他们的 对话。由全班选出1~2个优秀对话。评判的标准是 对话合乎题目要求、语言流畅、合乎情理、情景生 动、具有新意。
  - 2. 读与写 (Reading and writing)

"语言运用"部分的阅读课文的文章结构不同于"阅读"部分的课文。虽然结尾留下悬念,但它是一个完整的故事,讲述了一对现代年轻人的爱情故事,其中穿插了对中国古代著名的"牛郎与织女"及其由此演变出来的"乞巧节"的介绍。两个不同年代的故事由爱情这条主线巧妙地连接起来,使人读起来意趣盎然,也为练习2的创造性写作任务奠定了良好的语言与心理基础。学生读起来有兴致,就容易激发他们的写作热情,课文本身也为他们的写作思路与文体提供了范例。建议教学步骤如下:

- 1) 先通读练习 1 的问题,要求学生带着问题 快速阅读全文。
- 2) 两人小组讨论练习1所提出的三个问题, 并将回答以完整句的形式写在练习本上。

- 3) 全班讨论答案,学生可能对同一个问题有不同的理解,教师要鼓励他们列出尽可能多的选择或理由,为后来的写作提供思路。教师也可补充一些问题,来开拓学生的思维。下面的问题可供参考:
- Why is the story of Zhinü and Niulang called a Chinese Valentine's story?
- Do you think Li Fang is sure about his love for Hu lin?
- If you were Li Fang, what would you have done when Hu Jin didn't turn up?
- If you were Hu Jin, what would you do?
- According to the story you read, will it have a happy ending or a sad one? Why?
- 4) 在充分讨论和收集信息的基础上,可分两 人小组共同合作完成练习2。教师要留给学生足够 的时间讨论与编写。
- 5) 完成编写后,教师先询问全班多少小组编写的故事是 happy ending,多少是 sad ending。将全班按故事的结尾类型分成两大组,然后分别讲述他们补全的故事。最后,可按"最感人的故事"(the most moving story)、"写得最好的故事"(the best well-written story)、"最出其不意的结尾"(the most surprising ending)、"最幽默的故事"(the most humorous story)等分类,选出最佳的作品。这些作品可放入学生的学习档案袋中,作为他们学习进步的资料保存起来。

#### (六) 主题任务

"节日"是永恒的话题,因为它来自人们的生活,来自人们的实际经历,来自人们的喜爱。节日给悲伤的人带来欢乐,给劳累的人带来轻松,给孤独的人带来友谊,特别是给思念亲朋的人带来欢聚与温暖。总之,人们喜欢节日。各国人民的节日各有不同,人们在节日中的表现、活动、习俗也有所不同。

本单元通过介绍节日的种类、节日的由来,节日的作用,节日中人们的各种表现,以及节日的故事,使学生不仅增进了对中国的节日理解,而且对外国的一些节日也有所了解和感悟,提高了学生的文化素质,进而加强了跨国文化交际意识。

教师在教学中要尽量给学生时间、空间、机 会,通过自学、自做、自悟、自助(学生之间的互 相帮助,也称为自助),感悟、体验课文中所介绍的 有关节日内容,探讨各种节日的含义、由来和异同 之处。教师不必做过多过细的解释。

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:猜猜看 (Guessing the festivals) 活动内容:教师布置每个学生在课余时间收 集一个不太常见的中外节日的资料

活动时间:学习本单元过程中 活动形式:个人活动、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. 课堂布置任务。教师要求每个学生选取一个大家不太熟悉的节日,中外节日不限。收集有关资料,写成一篇简短的介绍文章。基本内容要包括: date, origin, what it celebrates, what people do 等要素。
- 2. 在适当的时间, 教师组织全班活动, 鼓励学生自愿向全班宣读介绍文章。注意不要说出节日的名称。其他学生根据文中的基本信息, 猜测节日的名称。如要使任务更有挑战性, 可让全班向一名学生提问, 这位学生根据自己所收集的资料回答大家的问题, 所提问题的类型和内容可参考本单元各项练习中的相关问题。其他学生根据这个学生的回答猜出节日的名称。
- 3. 全班可根据提问的次数或内容的趣味性选 出他们认为最佳的短文或节日的准备者。本项任 务的主要目的在于激发学生通过语言学习文化的兴 趣,使他们看到课本的知识是和生活密切相关的, 经过单元话题的学习能开阔他们的视野,享受学习 的快乐。

#### 任务二:

活动名称: 节日比较 (Comparing the festivals) 活动内容: 搜集学生比较熟悉的中外节日的资料, 并进行比较、交流

活动时间:学习本单元过程中 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. 课堂布置任务。根据课文中介绍的各种节日,请学生在报纸、杂志或网上查找关于这些节日的详细情况,特别关于中国节日还可以询问家长人们是如何庆祝这些节日的。将学生分成若干个小组,并确定每个小组的具体节日,例如可以将小组按节日的类型:最受欢迎的节日、最新流行的节日、最有意义的节日等划分,这样可以避免各小组重复工作。即便大家选择了同样的节日,但由于任务的方向不一样,学生选取材料的角度也会有所不同。下面两例仅作参考。

以节日所举行的季节为比较的范围,对比中外两个节日。或以"理解"部分中对节日的四种分类,选出其中一种类型进行两个中外节日的对比。这个设计的重点在于熟悉本单元的重点词汇,启发他们进一步了解中外节日的兴趣,对内容不要求全面与深入,只要学生能用一些生词做简单的应答即可。

Time of Year: Spring

Festival	Spring Festival	Easter
what it celebrates		
what people do		
what part of it you like best		

Kind of Festival: Festival of the Dead

Festival	Qingming Festival	Obon / Halloween
what it celebrates		
what people do		
what part of it you like best		

- 2. 小组活动。小组成员通过讨论确定角色分工、活动方案和步骤,然后利用课外时间收集材料,并在小组内汇总,将收集的材料交换阅读。通过交流讨论,制成相关节日的PowerPoint文件,在制作过程中要求学生尽量用学过的词汇、功能项目及语法知识。
- 3. 个人活动。每个学生根据自己的分工,提出修改意见,完善作品。
- 4. 合作展示与评议。每个小组选一名或若干 名组员,向全班交流展示 PPT 文件。全班进行评 议,选出优秀小组、优秀作品和优秀个人。

#### (七) 学习建议

在"学习建议"中,要求学生查找关于世界节日及其活动的信息。教师要向学生说明本单元需查找的有关中心话题的信息。平时也应该多读一些课外资料,做到课内精读向课外泛读延伸。选择读物的标准应该是4CHAIRS。即:

Close to the times (keep pace with the times) 与时俱进

Close to life 贴近生活

Close to students 贴近学生

Close to reality 贴近实际

Hot topic 热门话题

Authentic 真实

Interesting 有趣

Rich information 信息量大

Science and technology 科技含量高

符合以上标准的读物应该是学生选择的阅读内容。

#### 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 and put ticks in the boxes. Then work out your percentage.

	Very well	Quite well	OK	A little	Little
Making a summary of different kinds of festivals and celebrations					
Listing the things that most festivals have in common					
Understanding and using the new vocabulary in the unit				11	
Using modal verbs like:		dr			
can and could					
may and might					
will and would					
shall and should					
must and can't					
Identifying various English accents					
Using expressions of invitations and thanks in your conversation					
Presenting your dialogue to the class					
Writing an ending to a story					
Percentage	%	%	%	%	%

2. 小组互评 在班级的小组或英语学习小组内进行,先由学 生按以下指标自行测评,再互评。所列内容经过小组讨论后,可调整、增删。

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.	_ (B)	
We need to improve in group work.	2.7_	

可采用五分制评分,1→5分,表示得分由低到高。需要时可用语言叙述,加以说明。

#### (二)测试性评价

1.	Complete	e the di	alogues	accordi	ng to	the
situation	is.					
1)	Billy has	come to	see voi	in your	flat	You

,	Billy has come to see you ill your hat. Tot
	offer him something to drink.
	You:
	Billy: No, thank you. I'm not thirsty.

You need help to change the film in your camera. You ask Kate.

	You: Kate, I don't know how to change the
	film
	Kate: Sure. It's easy. All you have to do is this.
3)	You're on a bus. You have a seat but an
	elderly woman is standing. You offer her
	your seat.
	You:
	Woman: Oh, that's very kind of you. Thank
	you very much.

\_\_\_\_ arrive at any time.

4)	You've finished your supper in a restaurant and	5) My fa
	now you want the bill. You ask the waiter:	2
	You:	6) Why do
	Waiter: OK. I'll get it for you now.	look nie
5)	You're the passenger in a taxi. The driver	7) "Who v
	is driving very fast. You ask him to slow	"I'm no
	down.	8) I don't
	You: You're making me very nervous.	here. The
	Driver: Oh, I'm sorry. I didn't realize I was	参考答案:
	going so fast.	1. 1) Would yo
2.	Complete the following sentences using	offer you
modal v	verbs.	2) Can/Cou
1)	You've been working all day. You	think you
	be very tired.	3) Would yo
2)	(The doorbell rings) I wonder who that is. It	to have m
	be Lisa. She's still in the library	4) Can/Coul
	at this time.	or Can/Co
3)	It is a long time since we met last time. You	5) Can/Coul
	come and see us more often.	think you
4)	I haven't decided where I'm going for my	2. 1) must 2) ca
	holidays. I go to Australia.	6) will 7) m

5)	My father's birthday is coming. What
	I get him?
6)	Why don't you try on this dress? It
	look nice on you.
7)	"Who was the man talking with your teacher?"
	"I'm not sure. It be her brother."
8)	I don't know when the guests be

- 1. 1) Would you like something to drink? or Can I offer you something to drink?
  - 2) Can/Could/Would you show me? or Do you think you could do it for me?
  - 3) Would you like to sit down? or Would you like to have my seat?
  - 4) Can/Could/May I/we have the bill, please? or Can/Could you bring me/us the bill, please?
  - 5) Can/Could/Would you slow down? or Do you think you could slow down?
- 2. 1) must 2) can't 3) should 4) may 5) shall
  - 6) will 7) might 8) will, could

## 补充参考资料

## (Supplementary reference materials)

#### 一、补充注释

1. At that time people would starve if food was difficult to find, especially during the cold winter months. 在那个时代,如果食物难以找到,特别是在寒冷的冬月,人们就会挨饿。

starve (v.)

1) to cause a person or an animal to suffer severely or die from hunger 挨饿;饿死

Millions of people starved to death during the war. 战争中数百万人挨饿至死。 2) starve for sth; starve sb of sth: (cause sb to) suffer or long for sth greatly needed or wanted (使某人) 得不到某事物而受苦或渴望获得某事物; 缺乏

The homeless children were starved for love. 这些 无家可归的孩子渴望得到爱。

3) to feel very hungry 感觉很饿。仅用于进行时态

When will dinner be ready? I'm starving. 晚饭什么时候做好?我快饿死了。

starvation (n.): (U) suffering or death caused by

lack of food 挨饿;饿死

die of starvation 饿死

starvation wages 不够维持基本生活的工资

2. ... or to satisfy the ancestors, who might return either to help or to do harm. ······或使祖先得到满足,因为祖先们有可能回到世上(给人们)提供帮助,也有可能带来危害。

harm (n.): damage, injury 损害; 伤害

do harm to sb (习语) = harm sb 伤害某人

come to harm: be injured physically, mentally or morally 身体上、精神上或道义上受到损害,通常用于否定式。

I'll go with her to make sure she comes to no harm. 我要和她一同去以免她受到伤害。

do more harm than good: have an effect which is more damaging than helpful 弊大于利

If we solve the problem in this way, it may do more harm than good. 如果我们以这种方式处理问题,那可能弊大于利。

harm (v.): cause harm to (sb/sth) 损害或伤害某人/某事物

This event didn't harm his reputation. 这个事件没有损害他的名誉。

3. The Western holiday Halloween also had its origin in old beliefs about the return of the spirits of dead people. 西方节日万圣节也源自人们古老的信念,认为亡者的灵魂会返回人间。

origin (n.): the place or situation in which something begins to exist 起源;由来,可用作可数名词或不可数名词。

The tradition has its origins in the Middle Ages. 这个传统发源于中世纪。

He told me it was a word of unknown origin. 他告诉我这是个词源不详的词。

**belief** (n.): an idea that you believe to be true, especially one that forms part of a system of ideas 信任;信心;信仰。注意: belief通常用作不可数名词, 当用作可数名词时,词义略不同于用作不可数名词时。

religious beliefs 宗教信仰

Several members hold very strong political

beliefs. 有些成员有着强烈的政治理念。

4. It is now a children's festival, when they can dress up and go to their neighbours' homes to ask for sweets. 万圣节如今成了孩子们的节日,这天他们可以乔装打扮上邻居家要糖吃。

**dress** (v.): to put clothes on yourself or someone else 穿衣服。可作及物或不及物动词。

I dress the kids before I go to work. 在上班前我给孩子们穿上衣服。

dress up 是动词词组, 意思是 to wear special clothes for fun, or to put special clothes on someone。

dress (n.)

1) [C] garment for a woman or girl, consisting of a bodice and skirt in one piece; frock 连衣裙,(上下连身的) 女装

She makes all the dresses for her daughter. 她女儿的连衣裙都是她做的。

2) [U] clothes, esp outer garments, for either men or women 衣服(男女均可)

casual dress 便服

#### 二、背景知识

#### 1. The Chinese festivals

The Chinese festivals occur throughout the lunar year. As our calendar year and the lunar year are different, the festivals fall on different dates each year. Each festival is rich in tradition, excitement and participation. Festivals are a very important part of Chinese tradition. The particular festivals discussed here are of special interest to the young. Knowing a bit more about them will help you enjoy and participate in these magic celebrations.

#### Chinese New Year (The Spring Festival)

The Chinese New Year is the most important of all the festivals. The date of the Chinese New Year falls somewhere between late January and late February, depending on the lunar (moon) calendar. A few weeks before, homes are cleaned thoroughly in preparation for the holiday. Tangerine plants, flower displays, Chinese paintings and calligraphy are sold to

eager buyers. The whole country is laden with brightly coloured decorations. Stores are packed with shoppers. The Chinese New Year is a time of settling all debts and spreading good cheer to family and friends.

The eve of the Chinese New Year is a special time for family and friends. All preparations have been made. The actual New Year day is spent with close friends and relatives, worshipping ancestors and gods. New clothes and new shoes are worn to symbolize the New Year and red packets containing small amounts of money are given to children.

On the fifteenth day of the New Year, a spectacular three-day festival of lanterns begins. Lanterns bearing the symbols of good fortune, happiness and health are purchased and hung in homes. At the end of the lantern festival, the New Year festivities are over and life returns to its normal pace. Throughout the New Year period, "dragon" and "lion" dances are performed all over China. The "lion" is a huge, multi-coloured head with a long multi-coloured train. Two people are inside the head moving the giant puppet with precision and ease from the background drum beat. It takes years of practice to become a professional lion dancer as it requires coordination and skill to "dance the lion".

#### Duanwu Festival (Dragon Boat Festival)

The Dragon Boat Festival is an exciting event in China. It is held on the fifth day of the fifth lunar month, usually in June. The day is set aside to honour the death of Qu Yuan, the famous Chinese poet and patriot.

Qu Yuan was a high court official of the State of Chu in the period of the Warring States. Qu Yuan wrote beautiful and passionate poems for his country against the evil officials.

Eventually, he became disillusioned and he took his own life by drowning himself in the Milo River. People were so upset by the loss of Qu Yuan that they took to boats and beat the water with paddles to stop the fish from eating his body. They also threw rice dumplings into the water to tempt the fish away from their hero. Today, the Dragon Boat races commemorate Qu Yuan's death. The boats, ranging in length from 45 to 120 feet long, are decorated with colourful pennants and a fierce head of a dragon at the front of the boat, driving it on to victory. The dragons are searching the water for Qu Yuan's body, symbolically, of course.

Practice and precision are needed to become part of a dragon boat team. Picnics and festivities on the beaches, as well as the excitement of the races, make this a day not to be missed.

#### Mid-Autumn Festival

This festival is held on the fifteenth day of the eighth lunar month and its popularity and participation for the young is second only to the Spring Festival.

During the Tang Dynasty (618 – 907), Chinese leaders took up the practice of watching the moon. This day is set aside just for this purpose. People travelled to high places to make sure they had a good view of the moon. Traditionally, children carried lanterns of animal shapes lit by candles.

As darkness approaches, the country is shimmering with the glow of lantern lights. This night is an event no one should miss. It is an evening especially for children of all ages.

Mooncakes are also an important part of the festivals. Many years ago in the 14th century, a revolt against the Mongols developed. Messages of the revolution were written on paper then baked into the cakes. The secret messages were smuggled to the revolutionists. Now, the mooncakes are given to friends and relatives during the festival. These pastries are a mixture of ground lotus, mashed beans, sesame seeds and dates.

#### 2. Festivals in foreign countries Obon

Festivals are a big part of Japanese culture. Everywhere you look in Japan, there is something to remind you of the never-ending carnival that is Japanese life. The most high profile of all the Japanese festivals is Obon Week, which is held each year in the

middle of August. The chief purpose of Obon is to remember one's deceased relatives, but it is also meant to be a joyful time to celebrate life.

#### Halloween

The origin of Halloween dates back 2,000 years ago to the Celtic celebration of the dead. Halloween spread throughout Europe in the seventh century.

Trick-or-treating is a recent 20th century American phenomenon, but it has roots in ancient customs. The Irish originally initiated a custom hundreds of years ago where groups of farmers would go house to house collecting food for the village. Prosperity was promised for generous givers and threats were made against the stingy villagers.

The first fruit that was carved into faces and lit from inside were gourds and turnips. Sometime along the way, they were replaced by pumpkins which were both larger and much easier to carve. European custom also included the lighting of pumpkins carved with scary faces to ward off evil spirits, especially spirits who roamed the streets and country during All Hallow's Eve.

The Irish brought the tradition of carving turnips and even potatoes with them to America. They quickly discovered that pumpkins were easier to carve.

## Thanksgiving Day (fourth Thursday in November)

Almost every culture in the world has held celebrations of thanks for a plentiful harvest. Thanksgiving, the most truly American of the national holidays in the United States, was first celebrated in 1621 by English settlers of the Plymouth colony.

In 1620, they left their native England and settled in what is now the state of Massachusetts. Their first winter in the New World was difficult as they had arrived too late to grow many crops, and without fresh food half the colony died from disease. The following spring the Indians taught them how to grow corn, a new food for the colonists. The Indians also showed them other crops to grow in the unfamiliar soil and how to hunt and fish.

In the autumn of 1621, bountiful crops of corn, barley, beans and pumpkins were harvested. To thank the Indians for their help and friendship, the English settlers invited the local Indian chief and 90 Indians. The Indians brought five deer which were cooked in the open with the turkeys and other wild game offered by the English hunters. The colonists had learned how to cook cranberries and different kinds of corn and squash dishes from the Indians.

After 1623 Thanksgiving Days were celebrated irregularly and on a regional basis. A national Thanksgiving Day came only after the United States became an independent country. Congress recommended one yearly day of thanksgiving for the whole nation to celebrate. George Washington set Thursday, November 26, 1789, as the First National Thanksgiving. Then in 1863, at the end of the civil war, Abraham Lincoln asked all Americans to set aside the last Thursday in November as a day of thanksgiving. Now Thanksgiving falls on the fourth Thursday of November, a different date every year. The President must proclaim that date as the official celebration.

Turkey, corn, pumpkins and cranberry sauce are symbols which represent the first Thanksgiving. Now all of these symbols are drawn on holiday decorations and greeting cards. The use of corn meant the survival of the colonies. "Indian corn" as a table or door decoration represents the harvest and the fall season.

Even if they live far away, family members gather for a reunion at the house of an older relative. All give thanks together for the good things that they have. In true Thanksgiving spirit the family circle is often enlarged to include friends known to be alone, foreign visitor, or servicemen away from home.

In this spirit of sharing, orphans, the aged and the homeless, and those in public institutions are not forgotten. They, too, have the traditional meal, provided either by some charitable individual or a civic or church group.

#### Easter

Easter is a time of springtime festivals. Millions

of people gather on hilltops, parks, churches and open spaces to salute another Easter dawn. There is a resurrection of hope and joy as the earth rewakens to another spring. New life emerges.

Easter is observed on the first Sunday following the full moon that occurs on or following the spring equinox (March 21). So Easter became a "movable" feast which can occur as early as March 22 or as late as April 25.

Scholars believe the name Easter comes from the Scandinavian "Ostra" and the Teutonic "Ostern" or "Eastre," both Goddesses of mythology signifying spring and fertility.

Traditions associated with ancient mythology survive in the Easter rabbit, a symbol of fertility, and in colored easter eggs, originally painted with bright colors to represent the sunlight of spring, and used in Easter-egg rolling contests or given as gifts. Egg rolling, an Easter tradition of ancient origin brought to the United States by the colonists, is held each Easter Monday on the White House lawn.



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

## INTRODUCTION

This unit talks about festivals of many kinds in different parts of the world. The first reading briefly describes four different kinds of festivals. Two others, Qiqiao Festival and Carnival, are introduced in the rest of the unit. It is important to make sure that students know that festivals exist everywhere, that many of them celebrate similar ideas and important cultural events and that human beings need to have things in life to celebrate and need to have a break from daily struggles and demands. An important element in the

unit is the opportunity to compare and contrast cultural practices in China and other societies. Most cultures have celebrations that include food, music, dress, dance and opportunities to get together in a relaxing environment. These events take many different forms and are more or less important in different societies. Use the opportunity to have the students think about the reasons for festivals and the reasons for different ways of celebrating.

## BACKGROUND

Some common celebrations include the following:

- Seasons of the year: spring, new life and planting, and hope for the future; summer and enjoyment of good weather; hoping for a good harvest; autumn, harvest and preparing for cold weather; winter, safety, shelter and families. Many of these are connected to agricultural life, food, safety and family life. Even in a modern urban society, people need to have these things.
- 2 Solar festivals: In many places, there are celebrations at four solar events. At the winter solstice (冬至), ancient people thought the sun would never return and lit fires and made music to bring it back. At the spring equinox (春分), day and night are the same length; warmer weather begins and planting occurs. At the summer solstice, crops are growing, but daylight hours are becoming shorter again. Fertility

- festivals can often take place at this time. At the autumn equinox, day and night are again the same length.
- 3 Lunar festivals are associated with the moon calendar and include many Chinese festivals like the Spring Festival, Mid-Autumn Festival and Duanwu Festival (Dragon Boat Festival).
- 4 Life and death: Birthdays, children's festivals, lovers' festivals, funerals and festivals honouring the dead are common everywhere.
- 5 Religious festivals: These are sometimes associated with seasonal festivals, sometimes with the birth or death of religious leaders, sometimes with important events in the history of the religion.
- 6 Historical events and remembering heroes: These include National Day, Columbus Day, Canada Day, Guy Fawkes Day and so on. They are important to strengthening national identity.

## WARMING UP

This exercise is intended to have students start thinking about the variety of events and festivals that are celebrated in China, and to connect them with seasons of the year and reasons for the celebrations. You will notice that most festivals include special kinds of food. You might use this exercise to introduce information that Chinese students should know about their country's cultural events, as they may not all share the same knowledge. Do not expect that all students will have

the same answers, as they may have had some different experiences. Accept any information that is correct, be aware that families may not all celebrate the events in the same way, and be aware that not all families may be able to pay for big celebrations.

#### Suggested answers:

Festival	Time of Year / date	What it celebrates	What people do
Mid-Autumn Festival	autumn / fall	the beauty of the full moon, harvest, time with family and friends	give and eat mooncakes, watch the full moon with family and friends
Spring Festival	January / February	the end of winter, arrival of spring, Lunar New Year, reunion with family and relatives	give money in red paper to children; see dragon dances; eat fish, prawns and dumplings; visit family members
National Day	October 1	the founding of the People's Republic of China in 1949	take time off work; travel to visit family or to see other parts of China; go shopping
Dragon Boat Festival/ Duanwu Festival	the fifth day of the fifth month in lunar calendar	the memory of the beloved poet Qu Yuan who died in 278 BC	eat zongzi; watch dragon boat races; throw rice wrapped in reed leaves into water in memory of Qu Yuan; put herbs on doorways for good health

### PRE-READING

This continues the theme of the Warming Up section by moving the discussion to a more personal level. It is intended to help students bring their personal experience into the discussion of festivals. Students must consider the variety of events and activities that festivals include and what they like most. Accept any answers that fit the question; if students get off topic, remind them of the question and redirect the conversation back to that. In the second question, students are directed to predict the content of the reading passage, based on the title and pictures. Remind students they should not read the passage to help them make their prediction but must exercise their prediction skills based on the limited information of the title and pictures. Ask each student who gives an answer to explain his reasons to the class.

## READING

The reading briefly introduces the earliest kinds of festivals with the reasons for them and then four different kinds of festivals that occur in most parts of the world.

Paragraph 1: Ancient festivals were associated with seasons of the year, fertility, survival and fear of the unknown. The ancient people did not understand scientific reasons for seasonal change, the migration of animals, birth and death and relied on what they thought they could do to bring back the sun in winter, bring rain and ensure the fertility of the people and the crops. Many religions today celebrate their festival days on or about the times of the old festivals.

Festivals of the Dead: Many societies believe that the dead can influence their lives for good or evil. To honour one's ancestors also brings respect to their memory and to the family. All societies have ways of recognizing the memories of their dead. Some do so out of belief that the dead are able to see and hear human life, as in the Obon festival. Others do so to face death and deal with the fear of dying as in the Day of the Dead in Mexico. In some Western countries, there is little that remains of the original festivals. Funeral practices tend to be quiet and private, not public.

Festivals to Honour People: These festivals are used to develop or strengthen national pride, to recognize war heroes, national leaders, famous historical figures and events and loved and admired people in the country's history.

Harvest Festivals: These are continuations of the ancient festivals that were intended to ensure enough food and to celebrate survival for another year. Often there are large public gatherings to share food and drink. Spring Festivals: These festivals are celebrations of life, fertility and renewal. Many things associated with them are symbolic of new life and new growth. The food that is eaten is important. For example, lamb is a common Easter dinner. Rabbits and baby chicks are also favourite Easter symbols. You may wish to discuss the reasons why certain foods are eaten at certain festivals.

#### **Teaching Suggestions:**

1 Encourage students to look at the pictures and the heading of each section. Ask them some questions to help them imagine what the text might be about. Have them read silently and identify questions they have about the content and meaning. You might ask some questions to help them understand.

#### Sample questions:

#### Paragraph 1:

 Why would people celebrate at these three times of the year?

#### Festivals of the Dead:

- What kinds of things are done to honour the dead?
- Why do you think we offer flowers to the dead?
- What do you think about the Mexican practice of making cakes with skulls and bones?
- What do you know about Halloween? What pictures have you seen?

#### Festivals to Honour People:

- What festivals or celebrations can you think of that honour famous people or important events?
- Who do you think should have a festival to honour them? Why?

#### Harvest Festivals:

- Do you know of any harvest celebrations in China?
   Spring Festivals:
- Why are spring festivals popular? Talk about all the cultural practices you know of at spring festivals.
- 2 Teachers could ask students to talk about their favourite festivals or celebrations in the context of what they have read. A few questions on why they are so important might assist in the discussion.

## COMPREHENDING

These questions are to lead students through the basic steps in reading: comprehension, analysis and application. These activities encourage students to read actively and to relate the information in the text to their previous knowledge. It is important to work from what students know or have experienced towards new knowledge. The information for Activities 1, 2 and 3 is in the text or can be inferred from the text, though not openly stated. For Activity 4, however, encourage students to expand their answers by referring to their

own experiences. It is not necessary that the students use the sentences and expressions directly from the text. It is much better, in fact, if students can express their answers using their own words, rephrasing the information from the text. The main goal, of course, is to look for their understanding of the passage's ideas.

#### Answer key for Exercise 1:

Note: be aware that some of the phrasing may vary slightly in students' answers. Do not require students to use these exact words; accept any accurate answers.

Kinds of Festivals	Names of Festivals	Countries
Festivals of the Dead	Obon	Japan
	Day of the Dead	Mexico
	Halloween	some Western countries
Festivals to Honour People	Dragon Boat Festival	China
	Columbus Day	USA
	festival to honour Gandhi	India
Harvest Festivals	harvest / Thanksgiving festivals	European and other countries
	mid-autumn festivals	China and Japan
Spring Festivals	Spring Festival	China
	Easter and related holidays	some Western countries
	Cherry Blossom Festival	Japan

#### Suggested answers to Exercise 2:

- 1 Festivals of the dead are for honouring or satisfying dead ancestors or others, who some people believe might return to help or harm living people.
- 2 Autumn festivals are happy events because people are thankful that food is ready for winter and the hard farm work is finished.
- 3 At spring festivals, people usually have dances, carnivals and other activities to celebrate the end of winter and the coming of spring.
- 4 It is important to have festivals and celebrations so we can enjoy life / be proud of our customs / forget our work for a little while.
- 5 The Chinese, Japanese and Mexican festivals of the dead all have customs to honour the dead. The Chinese and Japanese go to clean their ancestors'

graves, and the Mexicans offer food, flowers and gifts to the dead. However, there are some differences. The Mexicans eat special food that looks like bones, something the Chinese and Japanese do not do.

#### Suggested answers to Exercise 3:

Three common things might be from the following: food, music, entertainment, being with family and friends, dance, lights or fires, remembering events or people.

Reasons why they are important to people everywhere: answers will vary.

Answer key for Exercise 4:

Answers will vary.

## LEARNING ABOUT LANGUAGE

#### Discovering useful words and expressions

Two of the most helpful tools in learning the English language are prefixes and suffixes. The ability to recognize suffix endings on words can help students accurately guess a word's part of speech and therefore its function in a sentence. This activity introduces students to three of the most common suffix endings: -(a)tion, -ous and -al.

#### **Teaching Suggestions:**

Be sure to point out that the pronunciation of nouns with the -(a)tion suffix may be different than the verb: the main stress for -(a)tion nouns usually falls

- on the syllable before the suffix (for example, 'educate but edu'cation).
- 2 Also point out that sometimes a final -e on the root word will be dropped when adding an ending. That does not always happen, so if students are not sure, they should check their dictionaries.
- 3 If your class is ready for more advanced teaching, it might be helpful to teach them that the -(a)tion ending sometimes appears as -(s)sion ending when combined with certain words, such as those ending with t or s (for example, admit → admission and discuss → discussion).

#### Answer key for Exercise 1:

religion → religious	culture → cultural	produce → production
danger → dangerous	nation → national	educate → education
humour → humourous	season → seasonal	celebrate → celebration
courage → courageous	origin → original	predict → prediction

#### Answer key for Exercise 2:

celebration, religious, Christians, origin, custom, as though, have fun with, belief

#### Answer key for Exercise 3:

1 look forward to 2 starving 3 custom 4 Gather 5 admire 6 Belief 7 harvests, harvests 8 feast 9 tricks 10 gain, gain

## Discovering useful structures

## Teaching suggestions:

- 1 For Exercise 1, do not discuss the meanings of the modal verbs in detail. Use this activity to simply get the students to start noticing these kinds of words in context. This activity should help students get used to recognizing these words as belonging to a certain group.
- 2 Before giving students time to work on this activity, go over the words in the box to be sure they understand what the words mean. In some cases, more than one could apply to one sentence. When you ask students to give their answers, be sure to ask them to explain their reasons.
- 3 Tell students to look at the modal uses in Exercise 2 to help them find modals to include in their conversations. Remind them of the instructions' requirement: they should try to use each modal in Exercise 2 at least once in their dialogues.

#### Suggested answers to Exercise 1:

- 1 Most ancient festivals would celebrate the end of cold weather ....
- 2 Sometimes celebrations would be held after hunters had caught animals.
- 3 At that time people would starve if food was difficult to find ....
- 4 ... or to satisfy the ancestors, who **might** return either to help or to do harm.

- 5 For the Japanese festival Obon, people should go to clean graves ....
- 6 ... this will lead the ancestors back to earth.
- 7 It is now a children's festival, when they can dress up and go ....
- 8 ... the children might play a trick on them.
- 9 Festivals can also be held to honour famous people.
- 10 Harvest and Thanksgiving festivals can be very happy events.
- 11 In European countries, people will usually decorate ... and will get together ....
- 12 Some people might win awards for their ....
- 13 At the Spring Festival in China, people ... may give children lucky money in red paper.
- 14 These carnivals might include parades, dancing in the streets ....

#### Suggested answers to Exercise 2:

- 1 ability, ability, permission, possibility, request
- 2 permission or request, possibility
- 3 promise or prediction, past habit, request
- 4 promise, advice, prediction
- 5 advice or necessity, guessing, guessing

#### Suggested answers to Exercise 3:

#### Sample dialogue 1:

- A: Hi, Thomas! Would you like to come to a party on Sunday?
- B: Yes, I'd love to! Where and when will it be?
- A: It'll be at my home at three o'clock in the afternoon.
- B: Thanks! I'll be there! Should I bring anything?
- A: Hmm ... Could you bring something to drink? I'll have plenty to eat.
- B: Sure! I'd be happy to!

#### Sample dialogue 2:

- A: Excuse me, Mr Johnson! May I ask you a few questions?
- B: Yes, of course!

- A: Well, if I want to be a doctor in the future, what should I study?
- B: You must study science, of course! It might also be useful to study a skill that uses your hands. Doctors will work with their hands a lot!
- A: Thank you very much!
- B: You are most welcome! If you have any other questions, please don't be afraid to ask!

#### Sample dialogue 3:

- A: Mom, my friends are going to the cinema in an hour. May I go with them?
- B: Have you finished your homework?
- A: I've finished everything except maths. Must I finish it now? I can easily finish it this evening.
- B: You can't be serious! You know you must finish all your homework before you can go out!

### USING LANGUAGE

The purpose of this part of the unit is to encourage the students to listen, speak, read and write about realistic activities. These activities are designed to assist students in developing higher-order thinking skills and to become more flexible in their use of English. It is important to encourage them to adapt their present knowledge and skill to a variety of situations wherever they can.

#### Listening and speaking

#### Teaching suggestions:

- 1 Use Exercise 1 to develop students' prediction ability. If students cannot come up with any ideas by themselves, stimulate some discussion by asking questions about the pictures.
  - Sample questions:
  - What do you see in the first picture? Why do you suppose someone might dress up like this?
  - Based on the second picture, what kind of problem do you imagine could happen? Can you give an example?
  - What are the people doing in the third picture? What might be a problem from this?
  - Where is the island of Trinidad? What do you suppose the weather/climate is like there? What problems do you imagine might happen because of the weather?
- 2 In this activity, students listen to a conversation among young people who are joining a parade for Carnival in Trinidad. The listening text provides a sense of the excitement of the event, some authentic dialogue and an opportunity to listen to various English accents.

- 1 Let the students read the questions before listening to the passage.
- 2 Have them listen once and make notes beside the questions.
- 3 Let them listen again.
- 4 Have them write their answers out fully and check them with a partner.
- 5 Check the answers with the class.
- Allow a variety of expressions in students' answers. Students should understand the main development of the conversation and be able to answer using information that shows this. Do not demand the same answers in the same words from all students.
- 3 Exercise 3 is intended to give students the opportunity to practise a telephone conversation using the functional items for making phone calls, extending invitations, replying to invitations and expressing thanks. Encourage students to practise the suggested polite forms, since in almost every situation these English expressions are extremely important to show that you are a polite, well-educated person. In addition, encourage students to use vocabulary from the reading and listening passages in their dialogues.

#### NOTE:

Trinidad is one of the islands in the two-island nation of Trinidad and Tobago in the Caribbean Sea very close to the northeast coast of South America. Carnival time in February is the most important time of year for many people who live in Christian Catholic countries. It is a time of community celebration that lasts for several days and ends in a great parade of musicians, dancers and the local people. Other famous canival festivals are in

New Orleans in the USA, Rio in Brazil, Quebec in Canada and in many Caribbean countries. Mardi Gras or Fat Tuesday is the name given to the final day of carnival as it is the last day of the celebration. On this day in some countries it is traditional to eat pancakes with butter and maple syrup or other sweet things. Carnival derives from the Latin "carne vale" or "farewell to the flesh", a reference to the fact that many people do not eat meat during Lent (基督教大斋节) — the 40-day period before Easter.

#### LISTENING TEXT

#### CARNIVAL IN TRINIDAD

#### Part 1

Carla and Hari are students in Trinidad. Their Chinese friends, Li Mei and Wu Ping, are visiting for the Carnival holiday in February.

C = Carla LM = Li Mei

- C: Li Mei, why are you wearing those shoes? You can't be serious! Your feet will hurt so much by the end of the parade that you won't be able to stand. Would you like these comfortable shoes?
- LM: Thanks, Carla, but I wanted something to go with this dress. Those are the wrong colour.
- C: You must be joking! That dress is too thick.

  Do you realize that it'll be thirty-five degrees out there and that you're going to be walking and dancing until midnight? You have to have something light and cool and a hat!

#### Part 2

The boys are already there when the girls arrive. The music over the loudspeakers makes it difficult to hear each other. One after another, big bands arrive, along with thousands of dancers and musicians. The Carnival is beginning!

C = Carla WP = Wu Ping H = Hari

- C: Sorry we're late! I had to get Li Mei some comfortable shoes!
- WP: No problem. We've just got here. But I forgot my water – can I have some of yours?
- LM: Me tool We just came, and I'm already tired and thirsty!
- C: We're each going to need a lot of water tonight! Shall I run over to the stand there and get

- something to drink for everybody?
- H: Hurry up, Carla! The bands are moving!
- C: OK, I'll hurry! But remember ... we're going to go slowly at first, so Wu Ping and Li Mel can get used to the music and the heat!
- H: Yeah, OK! Remember, you two, if we get separated in the crowd, we'll meet at the north end of the parking lot by 8 o'clock. Then we can go together to see the winners of this year's awards for best band and best costumes.

#### Exercise 1:

Answers will vary.

#### Suggested answers to Exercise 2:

#### Part 1:

- Li Mei's clothing is too thick and her shoes are not comfortable enough to walk in for a long time.
- 2 Carla suggests that Li Mei change her shoes to something more comfortable, wear some lighter and cooler clothing and also take a hat.

#### Part 2:

- 3 It is important for them to have water because it is very hot and they will be doing a lot of walking.
- 4 It is difficult for them to hear each other because the music is very loud.
- 5 They plan to meet at the parking lot at 8 o'clock because they might get separated in the crowd.

#### Sample dialogue for Exercise 3:

- A: Hello! This is Li Mei calling from Jilin. May I speak to Carla?
- C: Just a moment please. I'll get her for you.
- B. Hello?
- A: Hi, Carla! This is Li Mei calling from Jilin. How are you?
- B: Oh, hi, Li Mei! How nice to hear from you! I'm doing fine, thank you!
- A: Thank you so much for giving me such a lovely time in Trinidad.
- B: It was a pleasure having you here. I hope you can come again someday!
- A: I'd love to! I wonder, though, if you are interested in visiting me during the Spring Festival this year. I'd love to show you one of our Chinese festivals!
- B: Oh, I'd love to, but I don't know if I will be free

then. What time of year is it?

- A: It's different every year, but this year it's in the beginning of February.
- B: I'd love to come. I'll try to find out if I can take off work then. It's very kind of you to invite me!
- A: Oh, don't mention it! I hope you can come! Say hello to Hari for me – I hope he can come to China with you.
- B: That would be fun! Thanks a lot for calling! I'll let Hari know you called.
- A: OK, great! Have a good day!
- B: Thanks, you too! Bye!
- A: Bye!

# Reading and writing

The purpose of A SAD LOVE STORY is to introduce the Qixi Festival. It is set in a present-day context that students can relate to and respond to.

The expression hold one's breath in this context means to wait without much hope. To drown one's sadness (or

sorrows) means to drink (usually alcohol) in order to forget.

The writing assignment offers the students the opportunity to engage imaginatively in the story and to use their own ideas to creat an ending. The practice of creative or imaginative writing is important for students to use the vocabulary and structures they have learned to their own satisfaction rather than in formal exercises. Encourage them to think of how they would feel in a similar situation or how they might imagine alternatives. They can reflect on stories that they know or have seen in films if they wish.

# Suggested answers to Exercise 1:

- 1 The TV story was a sad story about lost love the same situation as Li Fang.
- 2 People want the weather to be fine so they can meet the one they love.
- 3 Answers will vary.

# SUMMING UP

To "sum up" is to let students add together in their minds 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. When you check to see if your students have made a good summary, see the "Teaching aims and demands" in this unit.

# LEARNING TIP

This section is intended to give students suggestions for further study on their own. It is hoped it will help students develop their learning strategies.

# READING FOR FUN

This is a very common Christmas song. It is based on the idea that most parents tell their young children, that Santa Claus keeps track of children's behaviour all year. When Christmas comes, he goes through his lists of "good children" and "bad children".

Those who have been good during the year will get presents for Christmas, and those who have been bad will get nothing but coal. If possible, play the song for the students, encouraging them to listen to the fun rhythm.

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

# LISTENING

The purpose of the listening passage is to give students an idea of a few of the ways in which Easter can be celebrated, and to introduce further opportunities for comparisons among cultures and their festivals.

#### NOTES:

- 1 Easter is the most important festival in the Christian calendar, as it marks the events in the life of Jesus that define Christianity. Good Friday or the Friday before Easter marks Jesus' death by crucifixion at the hands of the Romans. He was killed because the Jewish leaders were angry at his claim to be the son of God, so they convinced the Roman leader that he was a threat to the power of the Romans who occupied Palestine at that time. He was believed to have remained dead for three days and then to have come back to life. Easter Sunday marks his coming to life again and is a day of quiet celebration. Although Christmas has become a very commercial and almost international time of winter celebration, Easter remains a serious and less commercial festival. Even so, the family gatherings at Easter often include such elements as Easter egg hunts in the home, the giving of sweets and chocolates to children and the use of a variety of symbolic things. Easter also is a spring festival, and the symbolic items associated with it make this clear. Lamb is often eaten as it is a spring animal, baby chicks and eggs represent new life and spring flowers are used on Easter Sunday to decorate churches.
- 2 Hot cross buns are sweet baked bread rolls with cinnamon. There is an X shape on the top of the buns which represents the cross on which Jesus died.
- 3 Hunting for Easter eggs is a North American game for children at home on Easter Sunday. The older family members hide decorated eggs and sweets and chocolates in the shape of eggs, rabbits and chicks. The children then search for and keep the

- ones they can find. Usually help is given to the youngest ones so the older children do not take all the sweets.
- 4 The Easter Bunny (bunny is a child's word for rabbit, such as Bugs Bunny) is an imaginary rabbit that parents tell children will come to their home to hide the Easter eggs early on Easter morning.

#### LISTENING TEXT

#### EASTER

 $C = CHEN\,BIN \quad J = JOEY$ 

- C: Hey, Joey! I was watching a movie last night that showed some people celebrating Easter. What is Easter?
- J: Oh, Easter is the holiday every spring when Christians around the world celebrate Jesus coming back to life from the dead.
- C: Coming back to life?
- J: Yes, it's a famous story in the Bible about Jesus. Easter is always celebrated on a Sunday. It's said that Jesus rose from the dead on a Sunday. People will often go to church on Easter Sunday to sing songs and hear about Jesus.
- C: I saw in the movie that a mother was making little cakes with Xs on them.
- J: Oh, yes. Those are "hot cross buns". The cross on the bun is to remind people how Jesus died.
- C: I remember last year on Easter you gave me an egg that was painted many different colours. Why do you colour eggs on Easter?
- J: That's mostly an American tradition. Children will colour the eggs before Easter. Early on Easter morning, parents will hide the eggs inside the house or outside in the garden. Then when the children wake up, they try to find the eggs. The parents often say that the eggs were left by the Easter Bunny.
- C: The Easter Bunny? What do eggs and bunnies have

to do with Jesus?

- J: I guess it is because people think they represent life. We also often have lilies at Easter to represent life that is new and clean.
- C: So Easter is about Jesus, hot cross buns, eggs, bunnies and lilies?
- J: Well, it's supposed to be about Jesus. But today many people forget the story and just remember the hot cross buns or the eggs and bunnies!

### Suggested answer to Exercise 2:

The main topic of the conversation is about the meaning of Easter and some of its traditional customs. Easter is the Christian festival that celebrates Jesus' coming back to life from the dead. Easter customs include making and eating hot cross buns, colouring and searching for eggs supposedly hidden by the Easter Bunny and decorating with lilies.

## Suggested answers to Exercise 3:

	EASTER	
In which season?	spring	
Who celebrates?	Christians around the world	
The reason for the festival?	story about Jesus coming back to life	
On which day of the week?	Sunday	
What things represent Easter?	hot cross buns, eggs, bunnies, lilies	

# TALKING

This section is an expansion of the speaking section from the Student's Book. It will help students practise describing Chinese customs for the Spring Festival using English. Encourage students to make their dialogues funny or interesting in some other way, perhaps because of a misunderstanding by the student who is acting as the "foreign friend".

## Sample dialogue:

Li Mei and Carla are talking on the phone. Carla is asking some more questions about the Spring Festival.

- A: Li Mei, when does the Spring Festival usually take place?
- B: Well, the date is a little different every year, but it usually happens at the end of January or the beginning of February.
- A: What do you usually do to celebrate it?
- B: My whole family gets together my grandparents, all my aunts and uncles, and all my cousins. We usually talk about what we've done in the past year.

Then we cook a lot of food.

- A: What special food do you eat?
- B: We almost always make and eat dumplings. That's the most traditional Spring Festival food.
- A: What is the origin of the Spring Festival?
- B: Well, there are several old stories about the Spring Festival. In old Chinese stories, there was a monster named Nian who would come into towns at the end of the year and frighten people. Sometimes he would eat them. At some point, people discovered that the monster Nian was frightened of loud noises and the colour red. They began to put red paper on their doors and set off firecrackers. It became the tradition to do this every year to frighten the monster away from the town.
- A: Wow! That's an amazing story! Why is the Spring Festival such an important holiday in China?
- B: I guess it's like Christmas in Western countries. It's the most important family holiday all year.

# USING WORDS AND EXPRESSIONS

## Answer key for Exercise 1:

1 dress up 2 turn up 3 set off 4 took up 5 get off

6 looked up 7 packed up 8 make ... up 9 blew up 10 put up

## Answer key for Exercise 2:

obvious; sadness; agricultural; in memory of; independence; arrival; feasts; clothing

## Answer key for Exercise 3:

- 1 The photo reminded her of her lover who had drowned at sea, and she wept. Although she had wiped all her tears away when she came out of the room, she could not hide the sadness on her face.
- 2 For many years this old man who lives in Mexico has been dreaming day and night about going back to his homeland.

- 3 The energetic poet could not find the origins of the words.
- 4 When we met again, he apologized to me for not having kept his word and asked me to forgive him.
- 5 According to experts' prediction, he will win the best actor at the Golden Rooster Award this year.
- 6 It was obvious that he was trying to hold his breath.
- 7 If you haven't got a night parking permission, you can't park your car here.
- 8 The meeting that will take place next week is in memory of their ancestors' arrival in the village one hundred years ago.

# USING STRUCTURES

## Answer key for Exercise 1:

- 1 can't (ability), can't (guessing)
- 2 must (guessing), must (advice/necessity)
- 3 May (request), may (possibility)
- 4 could (possibility), could (promise)

#### Suggested answers to Exercise 2:

- 1 He must be lying! / He can't be telling the truth!
- 2 I should give the money to her. / I could ask the bus driver to wait a moment. / I might call out to her and tell her to wait. / I would tell the bus driver what happened and have him decide.
- 3 May I have a look at it? / Could you get it for me, please? / Would you mind getting it for me?

4 I'll meet you at the school gate at 5:30, OK? / Shall we meet at 5:30 at the school gate?

# Suggested answers to Exercise 3:

Accept any reasonable answers.

- 1 the curve of a person's hand, between the thumb and the forefinger
- 2 the numeral 6, written sideways
- 3 the backside of a taxi's front passenger seat
- 4 two pencil sharpeners next to each other
- 5 a pencil
- 6 the tip of a straw for drinking yogurt
- 7 the points of a pair of scissors
- 8 the middle section of a spoon

# READING TASK

The purpose of the reading is to introduce students to the Winter Carnival in Quebec, and to further their understanding of the reasons that people need to have festivals and what is done at them.

### NOTES:

1 The Quebec Carnival is probably the most well-known North American winter event, and has been popular since the beginning of the 20th century. It is held at the same time as other pre-Lent carnivals, usually in February, and had its origins in an old Christian Catholic festival. Quebec is inhabited mostly by French-speaking people, most of whom

are Catholic. Quebec City is situated on the St Lawrence River. The winter climate is very severe, and at carnival time people must dress very warmly and cannot stand around and watch the parades for long. It is similar to Harbin in climate and also has ice sculpture competitions that are very popular. The Carnival has a very energetic atmosphere, as people take part in various kinds of races and competitions. Favourite carnival food includes pea soup with bacon, crepes or pancakes with maple syrup and sugar pie, which is a sweet also made from maple syrup. The Carnival parade includes the usual "princesses" but also examples of the various sports

that are played: snowmobiling, snowboarding, ice-skating and skiing. There will usually be a dog team and sled on one of the trucks as well, and "Bonhomme," the snowman character who is the mascot or representative of the Carnival. He is the "King of Carnival" and his name means "happy little fellow".

- 2 sidewalk = footpath.
- 3 The canoe race across the river is very dangerous and every year someone falls in and has to be rescued.
- 4 Husky dogs are an Arctic breed with great endurance and very thick fur. They were used by the Inuit as working animals until the development of the snowmobile or snow machine which is now used more commonly. They are normally white or grey with black face markings and blue eyes.
- 5 An igloo is a domed house made of blocks of snow and ice, originally by the Inuit. The entrance is a low tunnel facing away from the wind.

6 Some of the musical instruments have thick coverings to protect them from freezing when they are played outside.

#### Suggested answers to Exercise 2:

- 1 Dogs are used in cold climates because they can run on top of the snow, which horses cannot / because they have very thick fur which keeps them warm. They are also very strong / do not eat grass and grain as horses and cattle do / can be fed on meat / do not eat too much.
- 2 (Students give their own answers.)
- 3 Probably the canoe race through the ice would be the most dangerous.
- 4 (Students give their own answers.)
- 5 (Students give their own answers.)
- 6 I would wear a thick/warm coat/jacket/hat/gloves/ mittens/boots/underwear/scarf/socks.

### Suggested answers to Exercise 3:

City	Similarity	Difference
Harbin	ice sculptures, skiing, skating	ice lantern show, international ice and snow sculpture competitions, ice and snow film festival exhibitions of paintings, calligraphy and photograph, folklore shows, ethnic song and dance parties, weddings on an ice-covered river
Quebec	ice sculptures, skiing, skating	snowboarding competitions, canoe races, dog-sled races

# LISTENING TASK

The purpose of the listening passage is to think about festivals from a different perspective: to think of one common element that appears in many festivals and consider why it appears in so many festivals. Students will hear about how flowers are used in different ways in different festivals and why they are such a popular part of festivals.

#### NOTES:

1 Japan's Cherry Blossom Festival has existed since ancient times, often called the "Flower Viewing Festival". Ancient traditions included offering prayers for the fertility of the earth while under the blossoming cherry trees. To some, the cherry blossoms were a symbol of a life that was lived fully, even though very short. Today, the old traditions of singing, dancing and drinking sake (日本米酒)

continue around the country. Radio and TV announcements keep people up-to-date on where the cherry blossoms are beginning to open, so people can follow the period of blossoming as it moves from southern Japan in March up to the northern parts in May. Millions of visitors come to see the more than 50 varieties of cherry blossoms around the nation, visiting temples, gardens and other beautiful spots to find them. There are dance and music concerts, poetry competitions, painting and calligraphy exhibits and much more, all to celebrate the beauty of the cherry blossoms. Today there are cherry blossom festivals around the world, since many Japanese immigrants planted cherry trees in their new hometowns.

2 Well dressing festivals most likely began in ancient times, from old customs of worshipping water. The custom of well dressing became very popular in the 1300s, after England experienced the terrible disease known as the Black Death. People at that time became very thankful for the presence of clean water supplies, so they brought back the old well dressing custom to show their gratitude for good water, often just with wreaths of flowers and ribbons. Today, the practice survives in only a few places in England during the spring months. Most well dressings are now large pictures made entirely from local plant life. The biggest and most impressive well dressings are often of scenes from Bible stories. They are made by first taking one or several wooden boards, usually over an inch thick. The boards are soaked for several days in a local pond or river to make them very wet and then covered with very soft wet clay. Often the boards are studded with nails first to help the clay stick to the board well. The artist then traces the picture onto the soft clay. Then a group of people, often a school class or a group of local villagers, bring the plants and other things they plan to use. They first outline the picture and then fill it in with colour. When the picture is finished and the clay has hardened, the picture is set over the local well or spring, and a special service is held to bless the well. The well dressing will stay up for about a week, after which the clay begins to crack and the plants fall out.

- 3 The most popular flower used in Easter celebrations is the Easter lily, a pure white lily shaped like a trumpet. It is often used to decorate churches and homes for Easter, and can easily be bought at any local supermarket or flower shop. After Easter is over and the flower begins to die, many people plant the lily plant in their gardens, hoping it will bloom again the next year.
- 4 For Valentine's Day, the most popular flower is the long-stemmed red rose. Other colours and other flowers are also given, but none is as popular as the red rose. The custom of giving flowers seems to have begun in England, when one of the daughters of King Henry IV gave a party for Valentine's Day. Each of the girls who came to the party was given a bouquet of flowers from the man who had been chosen to be her "valentine".
- 5 Mother's Day has some ancient traditions in Europe.

During the Middle Ages, children as young as eight or nine years old would leave home to learn a trade as apprentices to skilled tradesmen or to be servants in wealthy homes. On the week after Easter, after the Easter celebrations were finished, the servants were allowed to go home to see their mothers for a weekend. Children would often gather flowers along the way to present as a gift to their mothers. Often these children would see their mothers only on this weekend after Easter and on the day after Christmas. This tradition of giving flowers to honour mothers has survived until today.

#### LISTENING TEXT

#### FLOWERS AS PART OF FESTIVALS

Flowers are part of many festivals, and, in some countries, the festivals' main focus! For example, Japan's Cherry Blossom Festival is celebrated every spring. When flowers come out on the cherry trees, friends and families have picnics under the trees, surrounded by a sea of beautiful pink flowers. There are other activities for the festival, such as parades, music performances and folk dancing, but the main activity is just going out to enjoy the beauty of the flowers.

Another festival about flowers is the Well Dressing Festival in the UK. This very old festival is celebrated by small towns in Derbyshire. People use flowers, nuts, seeds and other things to form beautiful pictures in soft clay around an old well. These pictures can take up to seven days to finish, but they last only a few days before the flowers and other things fall out. Often school classes will work together to make a well-dressing.

Easter does not celebrate flowers, but flowers are an important part of the festival. The Easter lily has become a common symbol of Easter, because its clean, white beauty is a reminder of new life.

Many holidays have the custom of giving flowers to a loved one. For Valentine's Day, a man might give his girlfriend or wife some beautiful roses. For Mother's Day, many countries have the tradition of children from young to old honouring their mothers with a gift of flowers, such as carnations.

In all these festivals and many more, flowers are often used to express new life or love for someone. When

is the last time you bought or received flowers as part of a festival?

#### Answer key for Exercise 1:

1 Mother's Day 2 Valentine's Day 3 Well Dressing Festival 4 Easter 5 Cherry Blossom Festival

## Answer key for Exercise 2:

1 Going out to enjoy the beautiful cherry blossoms.

- 2 Flowers, nuts, seeds and other things.
- 3 Because their clean, white beauty is a reminder of new life.
- 4 To show love to someone special. People might give flowers on Father's Day, Teacher's Day or other special days for the same reason. (Answers will vary; accept any reasonable answers.)

# SPEAKING TASK

The speaking task encourages students to use the information they have learned in this unit to develop their own ideas of what a festival should include. They should be able to identify common elements in most festivals and develop a description of these elements. Encourage them to include things that they would most like to experience, and to make it as descriptive and lively as possible. The exercise gives them the opportunity to practise new vocabulary and expressions, particularly the use of modal verbs in the interview. The listening task format gives them a model that they can use to develop their ideas. Ensure as far as possible that both students participate equally in both the preparation and the presentation.

#### Sample report:

 $S_1 = Student 1$ ;  $S_2 = Student 2$ 

- S<sub>1</sub>: Good afternoon! We'd like to tell you about a new festival that we've created. Its name is the Endof-School Festival!
- S2: This year the End-of-School Festival is on June 28th, but it takes place at a different time every year, according to the end of school each year.
- S<sub>1</sub>: This festival takes place to celebrate the end of the school year. All teachers and students take part in

the celebration.

- S2: Everyone has to wear something that represents their school, such as their school colours or dress up like their school's mascot.
- S<sub>1</sub>: They can eat a variety of things. Students should ask their mothers to make a special dish for them to take to school. Teachers needn't cook anything, but can buy grilled fish, hamburgers and fried potatoes on the street to bring to the festival.
- S2: During the festival, we can paint our faces to represent anything about our school, for example to represent our school or a club we belong to or a sports team we might like.
- S<sub>1</sub>: On the evening of the first day, we dance in the streets, but not with our teachers! They have their own dance in the school.
- S2: On the second day there is a big parade made up of groups of students and teachers who have prepared special shows or activities. The music has to be provided by members of a team or of a school. You can imagine how awful the music is!
- S<sub>1</sub>: Welcome to the End-of-School Festival! We hope you all can come!

# WRITING TASK

This task is closely linked to the previous speaking task. Encourage students to expand their ideas even further than they did in the speaking section, and to be as creative as possible in designing their brochure. Remind them to use modals wherever appropriate. Finally, emphasize the key steps in writing: 1) brainstorming and planning (use sample questions to help in this step), 2) writing, 3) reading through to check for clear meaning, 4) rewriting to clarify meaning, and 5) checking for correct spelling, capitalization and punctuation. Sample writing:

The End-of-School Festival takes place every year at schools around the nation on the two days after the last day of school. This year, the End-of-School Festival at Harbin's No 12 Middle School is going to take place on June 28th.

People can get to the school by taking the No \_\_\_\_ bus from \_\_\_\_ stop. The weather should be fine and clear, but you might want to bring an umbrella in case of rain or to protect you from the sun! Students must bring a special dish prepared by their parents, but teachers can buy something from the street, such as grilled fish, hamburgers or fried potatoes, to bring to their class party.

Visitors to our End-of-School Festival can expect to see some great performances and shows by different classes and small groups. Ms Tian's Class 12 will perform an English play written by themselves. A group of boy students from Classes 7 and 8 will give a kungfu show. Also, we hear that a group of the maths and science teachers have prepared a funny comedy show. We all look forward to that! In addition to these performances and others, there will be a big dance on the first evening and a big parade on the second day. Visitors can see a lot of painted faces and funny clothing!

There is no cost to attend the festival, so come and enjoy the fun!

# \*PROJECT

The project will encourage students to investigate a variety of festivals in China that are not so well-known, and to gather information that would be of interest to them and others. It offers both an opportunity to do some research from various print and electronic media, and a chance to use language creatively in a format they can enjoy developing.

# Sample writing:

#### The Knife-Pole Festival of the Lisu Minority

The Lisu minority celebrates the Knife-Pole Festival on the second day of the second month, according to the lunar calendar. On the evening before the festival, a large bonfire is lit, and people dance around it. After a while, some of the braver men will jump into the fire and try to put it out with their feet. On the day of the Knife-Pole Festival, several poles are put up, each 20 metres high. On each pole there are either 36 or 72 steps to help men climb to the top. The steps, however, are made of sharp knives. Man who plan to climb the pole first drink a cup of wine and then begin their climb to show their bravery and strength. When they reach the top, they light firecrackers and throw red flags down on the crowds to give them good luck. On the rest of the day, the young people throw pouches to each other to show love. There is a phrase in Chinese that comes from this festival. Bravery is described as "climbing the Knife Mountain and diving into the Fire Sea."

# 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, skill 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 experiences. Teachers can give advice and suggestions where necessary.



# 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	Problems with diet; balanced diet and nutrition
词	diet nut bean pea cucumber eggplant pepper mushroom peach lemon balance barbecue mutton roast fry ought bacon slim curiosity hostess raw vinegar lie customer discount weakness strength consult fibre digest carrot debt glare spy limit limited benefit breast garlic sigh combine
汇	balanced diet ought to lose weight get away with tell a lie win back earn one's living in debt spy on cut down before long put on weight
功能	1. 建议和劝告(Suggestions and advice) What should we do? Shall we? How about? You must/mustn't I think you ought to Perhaps you should You'd better You might You need/needn't You have to/don't have to I would strongly advise you to I suggest that you My advice is/would be It might be a good idea to  2. 就医(Seeing the doctor) What's the matter? What's wrong with you? What seems to be the trouble? How long have you been like this? It's nothing serious, only I suppose you had better I think you ought to I've got a pain in It comes and goes. I'm suffering from I feel tired all the time. I've got a bad It hurts when I touch it.  3. 同意和不同意(Agreement and disagreement) (I'm afraid) I don't agree. I'm not sure about that! You could be right, but I agree up to a point, but That's an interesting idea, but Rubbish/Nonsense! Do you really think? You can't be serious! That's not how I see it. Actually/As a matter of fact, I think
语	情态动词 ought to 的用法 (The use of ought to)
法	By now his restaurant ought to be full of people.  Perhaps we ought to combine our ideas and provide a balanced menu

# 教学建议

# (Suggested teaching notes)

# 一、教学内容分析

本单元的中心话题是"健康饮食"。教材通过 讲述王鹏和雍慧开饭店的不同风格、经营的不同菜 肴以及顾客对不同食品的不同反应,反映了现代人 对饮食的关注和对时尚的追求。这样的编排有别于 惯常所采用的分类说明的介绍方式,读起来引人人 胜,学生在趣味盎然的故事情节中轻松学习健康饮 食的知识,领悟膳食平衡对身体健康的作用,养成 热爱钻研的好习惯。王鹏的故事分成三个部分呈现 在学生用书之中:第一部分是主阅读文章,王鹏和 雍慧为吸引客源展开竞争,用菜肴的功效来做宣 传;第二部分是听力短文,王鹏为研究膳食平衡, 向专家请教;第三部分也是阅读短文,王鹏和雍慧 合作,共同为顾客提供均衡的健康饮食,最后他俩 喜结良缘。

"热身"(Warming Up)部分通过图片和表格 向学生展示食物的分类法,探讨各种食物对人体的 作用,然后通过询问学生的个人饮食习惯来引导学 生关注膳食平衡。这样的安排为后面的阅读和听力 理解提供了背景知识,扫除学生的知识障碍和语言 障碍。

"读前"(Pre-reading)部分设计了讨论题:你认为健康均衡的饮食应该包含哪些种类的食物?款待朋友,你们当地用什么特色菜?让学生列出一个菜单。然后让学生根据文章标题和插图来预测内容。讨论题有助于调动学生的相关背景知识,为深人理解阅读文章的内容做铺垫。

"阅读"(Reading)部分主要讲述了王鹏和雍慧开餐馆竞争的故事。王鹏的饭店近来生意不好,他尾随老顾客到了雍慧的小餐馆,发现雍慧为顾客提供的食物很简单,只有米饭、蔬菜、水果和水。由于雍慧宣称这些食物能减肥,所以吸引了很多顾客,生意很火爆。王鹏在图书馆查找资料,发现自己和雍慧的餐馆提供的食物都存在片面性:自己的餐馆提供的食物脂肪太多,而雍慧的太少。雍慧餐

馆提供的饮食虽然可以减肥,却不能为顾客提供足够的热量,不利于身体健康,自己的餐馆却能弥补这个不足。文章结尾一句话The competition between the two restaurants was on!给读者留下了悬念,引发兴趣,使学生有继续读故事的欲望。

"理解"(Comprehending)部分设置了六个练习,主要用来帮助学生更好地理解阅读课文的内容。练习1要求学生依据课文内容判断句子的正误。这个练习主要是检查学生对课文中的某些细节内容的理解情况。练习2要求学生用自己的话解释课文里的句子。练习3要求学生完成四个句子,使学生了解王鹏和雍慧经营的两个饭店各自的优势和劣势。练习4要求学生划分段落,写出段落大意,然后用自己的话复述故事。这个练习主要检查学生对课文主旨大意的理解情况。练习5要求学生两人一组讨论问题:你认为王鹏会用什么办法把顾客吸引回来?你认为故事会怎样结束?让学生写下要点,和同伴比较。练习6要求学生把课文中提到的烹调种类列出来,并描述。

"语言学习" (Learning about Language) 部分 由"词汇学习"和"语法学习"两项内容组成。本 单元的"词汇学习"部分有四个练习:练习1要求 学生根据给出的英文释义从课文中找出相应的词 汇,目的在于培养学生用英语解释词语、进而过渡 到用英语思维的能力, 练习2是一篇短文填空。文 章讲述了朱莉的减肥过程。朱莉起初用改变饮食的 办法来减肥。她只吃米饭和水果,可是体重并没有 降下来。她感到难过又自卑,不敢见人。在好朋友 的鼓励下,她运动和均衡饮食双管齐下,减肥成功, 身心愉快。练习要求学生用左边方框里的单词完成 短文填空,用右边方框里的词组解释文中的斜线部 分的单词或词组;练习3要求学生对四组单词进行 辨音辨义练习,练习4要求学生两人一组对话,谈 论各自喜欢或不喜欢的食物。这个练习主要是训练 学生使用表达喜好的句型,以及一些食物的英文表 达。"语法学习"部分主要是帮助学生复习情态动 词的功能和用法。有三个练习:练习1要求学生在 文章中找出含有情态动词的句子并标出其功能;练 习2要求学生使用方框中情态动词的肯定式和否定 式来补全对话;练习3要求学生两人一组互相问答, 问句和答句都使用含情态动词的句子。这三个语法 练习使学生不仅复习了情态动词的功能,更主要的 是通过亲自动手、动脑、动笔,锻炼学生的鉴别能 力和自主学习能力,克服那种单纯学习语法结构的 弊病。

"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。有三项内容: 1. "听" (Listening), 2. "读与讨论" (Reading and discussing); 3. "说与写" (Speaking and writing)。 1. 听力材料是主体阅读文章内容的继续。王鹏去图 书馆查找资料,在图书馆偶遇饮食专家,于是王 鹏向专家请教有关膳食平衡的问题, 学到了许多 有关健康饮食的知识,了解了营养不均衡的饮食 对身体健康的危害。共有四个练习: 练习1让学生 练习三个表示疾病的英文单词的发音, 并弄清楚 它们所指代的疾病,为听力理解扫除难词障碍。练 习2要求学生写出录音内容的大意。练习3要求学 生听录音,把方框中的疾病名称和其病因连起来。 练习4要求学生再听录音,比较王鹏和雍慧餐馆提 供的食物中存在的问题以及各自所需补充的食物。 2. "读与讨论" (Reading and discussing)。阅读部 分继续讲述故事。经过一段时间的磨合, 王鹏和雍 慧将菜单合并,决定合作,提供给顾客既有能量又 有纤维的均衡饮食。富有戏剧性的是最后两人结了 婚,过上了幸福的生活。整个故事不仅让学生在阅 读中感受到故事的趣味性,还教会了他们如何改变 饮食习惯,改善饮食结构,丰富饮食文化。阅读后 设计了两个练习: 练习1是让学生两人一组就阅读 内容讨论三个问题。练习2是让学生再次阅读,并 在 "said" 的所有替换表达词下面画线。这个练习 通过动手、动脑,丰富扩大学生的词汇量。3. "说 与写" (Speaking and writing) 部分让学生就如何 经营餐馆相互提出建议和意见,然后用英文写一 篇短文宣传介绍新开的餐馆以及提供的服务。这 个部分让学生有机会将书本所学的知识运用到实 际生活中,锻炼其口语和书面表达能力。

"小结"(Summing Up)部分涉及两项内容: 1.让学生小结本单元学到的关于健康食物和健康饮食的内容; 2.让学生小结本单元所学词汇和新的语法结构。

"学习建议"(Learning Tip)部分让学生学会如何判断包装食品和罐装食品的均衡营养。学生在研究这些食品的同时也可扩大词汇量。

"趣味阅读"(Reading for Fun)部分提供了七个与食物相关的习语及其英文释义。

#### 本单元涉及的要点是:

- (一) 合理饮食、饮食习惯、饮食结构与饮食 文化
- (二)如何给予劝告、提出建议,表达同意与 不同意以及如何就医
  - (三) 掌握情态动词 ought to 的用法
  - (四) 本单元所出现的词汇的用法
  - (五) 如何正确处理矛盾、解决问题

# 二、教学方法建议

#### (一) 热身

本课的中心话题"健康饮食"与学生的生活 实际紧密相连,课文内容和练习都与食物有关。教 师可以先复习以往学过的有关食物的单词,然后 向本单元词汇过渡,及时帮助学生扫除生词的障 碍,否则此部分将难以进行。具体教学方法建议 如下:

- 1. 教师可先展示各种食物的图片,引导学生 先说出一些食品的名称。通过预习、看图和广泛阅读,学生可能会说出一些本课的生词,如ham,energy等,教师可适当给予补充,如mutton kebabs, roast pork, fried potatoes, raw vegetables等。讲解词 汇时切忌面面俱到,要给学生充分的时间、空间去 体验、感悟词汇的用法。
- 2. 充分利用"热身"所提供的表格和问题,让 学生分组进行讨论,也可根据班级学生实际情况适 当增加一些内容,如在课前或课上让学生做调查。 以下问题供学生调查时参考:
- · What do you usually have for breakfast?
- What do you usually have for lunch?
- What do you usually have for supper?

- · What kind of food do you like best?
- Do you know rice is energy-giving food or protective food?
- Why are you so strong/weak/fat/thin? Does it have anything to do with your diet?

Do you think you are eating a balanced diet?

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另外,也可以根据情况列表格供学生做调查 (见下图)。教师还可以作为被调查对象,接受学生 的采访。教师可以做好准备,使学生的采访更有效。

Name	Breakfast	Lunch	Supper	Favourite food	The reason for being strong/ weak/thin/fat	
				ĺ		

#### (二) 读前

"读前"部分设计的讨论题,目的在于:引导学生联系生活实际,思考什么样的饮食才是健康均衡的饮食;通过看标题和插图预测课文将要讲述的内容。这样的安排既能激发学生的阅读兴趣,又有利于训练学生的阅读技巧。建议教学步骤如下:

- 1. 让学生两人一组讨论第一个问题: 健康均 衡的饮食应该包括哪些种类的食物? 让学生交流看 法。
- 2. 让两人一组进一步交流: 招待朋友, 你所在的地区用什么样的特色菜 (special food)。学生的困难在于不知道某些食物的英语表达方式。教师要巡视课堂, 当学生遇到困难时, 及时给予帮助, 引导学生思考这些地方菜是否能提供均衡的营养。
- 3. 将全班随机分成四组,让他们根据标题和 图片预测阅读文章可能包括的内容,将预测内容以 单词或短语的形式列在一张纸上。然后要求各组派 代表将他们的预测结果分别写在黑板上。
- 4. 让学生快速浏览全文,选出预测准确率最高的组。

# (三) 阅读和理解

本课的阅读目的是:

- 1. 让学生阅读理解王鹏开餐馆的故事
- 2. 引导学生认识食物的分类、食物对人体健康的影响,深刻理解均衡饮食的重要性
- 3. 进一步训练学生略读 (skimming)、找读 (scanning)、释义 (paraphrasing)、细读 (close reading)、归纳要点 (summarizing)、对比 (comparing) 等阅读技巧,把握篇章中心内容,获

取关键信息,并且能复述故事,预测故事的发展和结局

- 4. 学习并掌握本课的词汇和语法结构 课文的教学步骤建议如下:
- 1. 在学生通读课文之前,教师可把"理解"部分中的练习4做适当改动,设计一些问题,让学生划分课文段落,归纳段落大意,从整体上把握文章的脉络。例如:
- How many parts can this passage be divided?
- What's the main idea of each part?
- 2. 在学生对课文有了整体理解之后,让学生 看练习1,再细读课文,在文章中找到练习1中涉 及的基本信息,然后判断正误。两人一组核对答案 后,全班核对答案。
- 3. 给予学生一定的时间和机会,通过提问或者查阅资料,让他们把课文中不懂的句子、词汇弄懂。然后让学生独立完成练习2,两人一组讨论各自的答案。教师给出参考答案供学生对照。
- 4. 练习 3 中的问题要结合前面的"热身"部分的内容给予解答。教师可引导学生找出王鹏和雍慧的餐馆各自提供的食物,根据"热身"部分给出的食物分类法,判断其属于哪类食物。让学生独立完成此练习,教师给出答案供全班核对。
- 5. 在学生对课文有了整体与细节的理解之后, 让学生根据段落大意重新组织语言,复述故事情 节。教师让学生两人一组,相互把故事复述给对方 听,听者仔细听,及时纠正错误,补充遗漏的情节。
- 6. 由于课文中的故事尚未结束,可让学生猜测故事的发展及结局。学生阅读练习5中的问题,展

开想象的翅膀,两人一组交流讨论。教师请几组同 学向全班汇报讨论结果,教师给予适当的评价。

7. 课文中提到的烹调种类有许多,掌握其英文表达可以丰富学生的词汇量,提高学生用词的准确性和多样性。让学生把文中的烹调种类找出来,列成表,然后详细描述。教师可先举个例子,然后让学生完成下表;

Kind of cooking	What skill it describes
1 barbecue	cook food on a metal frame over a fire outdoors
2	
3	
4	
5	
6	

 教师巡视课堂,待学生完成后,给出答案 供学生对照检查。

#### (四) 语言学习

#### 1. 词汇学习

此部分的活动设计与课文联系紧密,是对课文 生词的强化和扩展练习。

练习1给出了英文释义,要求学生在课文中找 出对应的词汇来。教师可以让学生独立完成,全班 核对答案。随后教师让学生合上书,任意选择生词, 如raw,让学生用英语解释,以加深印象。

练习2是一篇短文填空。教师可要求学生先快速浏览短文,理解大意后再从左边的方框里选词填空。右边的方框是lose的词语搭配。教师引导学生根据lose后面的名词词以来推测整个词组的含义。学生独立完成练习,全班核对答案,让学生检查自己对词组词义的推测是否正确。

做练习 3 前教师可先帮助学生复习一下字母 (组合) ea、u、a、e 等的发音规则。让学生独立完成练习,然后小组核对答案,最后全班核对。

教师让学生阅读练习4的指令语,弄明白练习的要求。教师先和一名成绩较好的学生对话,为 全班做示范。然后让学生两人一组对话,尽量使 用方框中的结构和词汇。请几组同学给全班表演 对话。

# 2. 语法学习

语法部分学习情态动词的功能及用法。教材提供了三个练习引导学生关注情态动词的功能,训练学生在各种情景中正确使用情态动词。可让学生按照练习的要求活动,教师巡视课堂,及时解答学生的疑问。教师可根据学生情况适当做些讲解;

- 1) ought (oughtn't) to 和 should (shouldn't)表 劝告或责任,后者的语气更强一些。口语中也常用 had better表示"最好(做或不做某事)"。例如: You should/ought to do as you are required.
- 2) must 或 have to (口语中常用 have got to) 表示 "必须"。not have to 和 needn't 表示 "不必"。 not have to 是 have to 的否定式, needn't 是 must 的 否定式。"过去不必要"用 didn't have to 表示。例 如: We didn't have to hurry because we had plenty of time.
- 3) must还可以表示推测, 意思是"一定", 即 最有可能, 但却仍是一种主观的推测, 而不是客观 的事实, 其否定式用 can't。例如:
  - (1) You must be very hungry after your long walk.
- (2) The phone is ringing but there is no answer. She can't be at home.
- 4) mustn't表示"不许,一定不要",语气很强。 例如: Put that cigarette out. You mustn't smoke in public.
- 5) can/can't 可以表示能力, 也可以表示可能。 表能力如: He can (not) swim across that river. 表示 可能时 can 常用于疑问句或者否定句中。例如:
  - Can the news be true?
  - -No, it can't.

#### (五) 语言运用

1. 听 (Listening)

听力理解的要求是:学生能够听懂听力内容的 主旨大意及相关细节,完成听力理解题。教学步骤 建议如下:

1) 组织学生进行听前热身,让学生回顾一下刚学过的阅读课文中关于饮食不均衡造成的健康问题。让学生开展讨论: What illnesses can unbalanced diets cause except those healthy problems mentioned in the previous reading?(除了前文中提到的健康问题以外,饮食不均衡还会导致哪些疾

病?)

- 2) 让学生查找练习1中的三个单词的读音和 意义, 互相读给同伴听, 纠正同伴的错误发音。提 醒学生 obesity 是名词, obese 是形容词。为了使学 生对这三种疾病的英文表达印象深刻,可以让学生 读每一个单词时, 想一想身边有谁患了这种病。
  - 3)播放听力录音前,可进行如下提示:

Now we're going to listen to a conversation between Wang Peng and an expert on diets. Wang Peng asks some questions on balanced diets. Listen carefully and try to find out the causes of these three illnesses.

- 4) 让学生回忆听力内容, 在练习2的横线上 写出主旨大意,两人一组交流,比较一下,看谁写 的大意概括性最强。
- 5) 听完第一遍录音后可让学生独立完成练 习3, 把疾病和其病因连起来, 全班核对答案后, 教 师可提问: What can we do to keep us off scurvy/ rickets/obesity? 引导学生注意养成良好的饮食习惯, 预防疾病。
- 6) 让学生阅读练习 4, 并尝试填写其中的部 分信息。然后教师播放第二遍录音,要求学生独立 完成这一练习。完成之后让学生两人小组讨论, 研 究答案, 然后全班交流, 教师适当引导学生完善自 己归纳的信息,如有必要可再让学生听录音。
  - 2. 读与讨论 (Reading and discussing)

此篇文章继续讲述王鹏和雍慧的故事。要求学 生能理解故事的发展脉络。雍慧来到王鹏的餐馆兴 师问罪,至此两人的矛盾激化,故事发展到了高潮 阶段; 王鹏沉着冷静, 向雍慧解释事情的原委, 嬴 得了雍慧的谅解;两人决定合作,为顾客提供平衡 膳食,取得了成功。学生通过学习这篇文章能进一 步认识均衡的膳食对身体健康的重要作用。教学步 骤建议如下:

- 1) 让学生阅读练习1中的三个问题,两人一 组展开讨论,掌握故事的梗概。
- 2) 让学生再次阅读课文,理解细节内容。教 师可以补充一些练习来了解学生的理解程度。

Choose the best answers according to the reading text:

(1) Wang Peng was worried when he thought his

	restaurant would no longer be popular be-
	cause
	A. he would be in debt
	B. he could no longer earn his living
	C. he would lose his job
	D. his friends would not visit him
(2)	Yong Hui was very angry when she came to
	Wang Peng's restaurant because
	A. she thought he was a new customer
	B. she thought he had spied on her restaurant
	C. she was told he was a spy
	D. he was too fat
(3)	Wang Peng's research showed
	A. his menu was balanced
	B. both menus were balanced
	C. Yong Hui's menu was balanced
	D. neither menu was balanced
(4)	He suggested they provide a combined menu
	because
	A. he liked Yong Hui
	B. he didn't want to lose his customers
	C. he thought his menu was better
	D. this would provide a balanced diet
答	装: (1) B (2) B (3) D (4) D

- 3) 让学生阅读练习2,独立完成练习,然后两 人一组交流,全班核对答案。引导学生体会这些 "said"的替换表达在语义上的差别。
- 4) 如果有时间, 让学生两人一组用自己的 话来复述课文。教师随机请几个同学向全班复述 课文。
  - 3. 说与写 (Speaking and writing)

"说与写"部分要求学生能就如何经营好餐 馆、提供营养均衡的食物提出自己的建议和意见, 并能据此写一篇宣传餐馆的短文。

建议教学步骤如下:

- 1) 让学生小组讨论餐馆吸引顾客的关键是什 么: What's most important for a restaurant to win customers?
- 2) 帮助学生复习归纳 giving suggestions and advice 的表达方式,模仿造句。
  - 3) 让学生结合"热身"和"阅读"部分的内

容开展小组讨论,以下问题供参考:

- What dishes will your restaurant provide?
- · Are they balanced? Why do you think so?
- Are they the best in your area? Why do you think so?
- What strong points does your restaurant have?
- · What weak points does your restaurant have?
- What will you do to make your restaurant popular?

在小组讨论时,要注意提醒学生列出好的建议 和意见,并提供论据、论证和说明,为下一步的写 作做好准备。

- 4) 各小组向全班汇报交流讨论情况,由教师 汇总讲评。
- 5) 教师根据学生的情况选择并布置写作任务, 写一篇宣传文章。
- 6) 学生完成写作后,教师可选择几个学生的 文章进行全班交流(如使用投影或学生板书、口述),并提供评价标准,鼓励学生发表意见,然后再 分析讲解。
- 7) 让学生修改、定稿,贴在黑板报上供全班 交流。

#### (六) 主题任务

本单元的主题具有相当广泛的讨论和活动空间,教师应充分调动学生的积极性,鼓励学生主动参与任务设计,从提出想法、搜集资料、讨论研究、任务实施到完成评价的整个过程,都应以学生为主体,从学生的兴趣出发来组织和安排教学活动,尤其要注意培养学生之间的合作精神。例如:

### 任务一:

活动名称: 制作家庭晚餐食谱 (Making a diet for your dinner)

活动内容:根据本单元学到的健康饮食的知识,为自己的家庭设计晚餐食谱,分析食谱里包含哪些种类的食物,判断其能否提供均衡营养,并分析原因,最后全班进行比较、交流

活动时间:学完本单元后 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. 课堂布置任务: 把学生分成若干个小组, 每个组员独立为家庭设计一顿晚餐的食谱。 2. 小组活动:小组成员把收集到的食谱在小组内汇总,小组共同对其中的每种食物进行分类,通过交流讨论,分析每个食谱能否提供均衡饮食,并说明理由。可以让学生根据讨论结果填写下面的表格和横线。

#### Menu for Dinner

Food	What kind(s) of food
rice	energy-giving

Items of energy-giving food:	
Items of body-building food:	
Items of protective food:	
Do you think it is a balanced menu?	
Give a reason:	

#### Examples:

#### Menu for Dinner 1

Food	What kind(s) of food
noodles	energy-giving
dumplings	body-building and energy-giving
pork	body-building and energy-giving
Chicken with mushrooms	body-building and protective
Dry beancurd	body-building

Items of energy-giving food: <u>noodles, dumplings,</u> <u>pork</u>

Items of body-building food: <u>dumplings</u>, <u>pork</u>, chicken, dry beancurd

Items of protective food: mushroom

Do you think it is a balanced menu? No.

Give a reason: There is much more body-building and energy-giving food than protective food.

#### Menu for Dinner 2

Food	What kind(s) of foo		
rice	energy-giving		
steamed fish (清蒸鱼)	body-building		
stir-fried French beans with bamboo shoots (竹笋扁豆)	protective		
stir-fried tomato with egg	body-building and protective		
stir-fried chicken with chilli and peanuts (宮保鸡丁)	body-building and energy-giving		
spicy tofu	body-building		
spinach soup with vermicelli (菠菜粉丝汤)	protective and energy-giving		

Items of energy-giving food: <u>vermicelli, rice, pea-</u> nut, egg

Items of body-building food: <u>fish</u>, <u>beef</u>, <u>tofu</u>

Items of protective food: <u>French bean</u>, <u>bamboo</u>

shoot, tomato, spinach

Do you think it is a balanced menu? Yes.

Give a reason: There is a good mixture of body-building food, energy-giving food and protective food. The food is cooked without too much fat.

- 3. 大家集思广益,重新组合各个食谱里的食物,做成新的食谱,使之能提供更加均衡的营养。 各小组把制作的食谱做成黑板报,全班交流展示, 看哪个小组做的食谱数量多,质量高。
- 4. 鼓励学生按照食谱配制食物,比较使用新食谱前后身体和精神状态的变化,检验新食谱的使用效果。

#### 任务二:

活动名称: 我最爱吃的菜 (My favourite dish) 活动内容: 让学生每人选一道自己最爱吃的

菜,描述它的原料、制作过程、色香味形(最好有图片),分析它属于哪类食物,说明为什么最喜欢这道菜,对身体健康有什么作用,全班展示、交流、评比

活动时间:学习本单元过程中 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. 学生挑选自己最爱吃的一道菜,写出英文 名称。教师指导学生通过各种方式查找中国菜的英 译。在网络搜索是一个很快捷的方式。有些网址介 绍了翻译中餐的原则和方法,并提供了部分中餐的 英译,但是译文的正确性可能得不到保障,因此尽 可能选择较权威网站的翻译。
- 2. 让学生观察菜肴的原料、烹饪方式 (barbecue/fry/boil/ ...)、制作过程以及制成后的形态、颜色、气味和口感。用英语详细描写。
- 3. 根据本单元学习的食物分类法,和同伴讨 论,确定该菜肴属于哪类食物,并说明理由,将讨 论结果写下来。
- 4. 解释喜爱的理由,用英语记录下来。判断 这道菜可能对自己的身体健康产生哪些影响,写出 理由。
- 特完成后的短文交给老师汇总,在班级或者学校展示。

# 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 2? Rank your achievements in the following things and put ticks in the boxes. Then work out your percentage.

	Very well	Quite well	OK	A little	Little
Identifying different groups of foods					
Comprehending the reading passages					
Understanding and using the vocabulary connected with food and diet					

续表

		- 1			100000
Distinguishing the meanings of modal verbs					
Using modal verb ought to					
Taking notes on what you have heard					
Making suggestions or giving advice on diet					
Discussing your ideas about healthy eating in a group					
Accepting different roles in group work					
Using the functional items in this unit in your conversation					
Understanding the listening texts					
Making a balanced menu					
Percentage	%	%	%	%	9/6

2. 小组互评 在班级的小组或英语学习小组内进行,先由学 生按以下指标自行测评,再互评。所列内容经过小组讨论后,可调整、增删。

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 can be done successfully.	
Everyone is happy with the cooperation.	
We need to improve in group work.	

可采用五分制评分,1→5分,表示得分由低 到高。需要时可用语言叙述,加以说明。

## (二) 测试性评价

1. Complete the following sentences using should, shouldn't, ought to or ought not to:

take a few days off go to bed so late look for a new job use her car so much take a photo put some paintings on the wall

1)	(Lisa needs a change.) She
2)	(My salary is very low.) You
3)	(Nick always has difficulty getting up.) He

4)	(What a beautiful view!) You
5)	(Susan drives everywhere. She never walks.)
	She
6)	(Billy's room isn't very interesting.) He

- 2. Complete the following sentences with *must*, *mustn't* or *needn't*.
  - 1) We have got little time. We \_\_\_\_\_ hurry.
  - 2) We've got plenty of time. We \_\_\_\_\_ hurry.
  - We have enough food at home so we \_\_\_\_\_\_ go shopping today.
  - My father gave me a letter to post. I \_\_\_\_\_\_

    remember to post it.
  - There is lots of time for you to make up your mind. You \_\_\_\_\_\_\_ decide now.

- You \_\_\_\_\_\_ wash those potatoes. They've already been washed.
- This is a valuable dictionary. You \_\_\_\_\_ look after it carefully and you \_\_\_\_\_ lose it.
- 8) "What sort of house do you want to have? Something big?"
  - "Well, it \_\_\_\_\_\_ be big that's not important. But it \_\_\_\_\_ have a nice garden that's essential."

## 参考答案:

- 1. 1) She ought to take a few days off.
  - 2) You should look for a new job.
  - 3) He ought not to go to bed so late.
  - 4) You should take a photo.
  - 5) She shouldn't use her car so much.
  - 6) He ought to put some paintings on the wall.
- 2. 1) must 2) needn't 3) needn't 4) must 5) needn't
  - 6) needn't 7) must; mustn't 8) needn't; must

# 补充参考资料

# (Supplementary reference materials)

# 一、补充注释

1. He could not have Yong Hui getting away with telling people lies! 他可不能让雍慧哄骗人们却不受惩罚!

lie

1) something untrue 谎言。如:

The program was full of lies. 那个节目满是谎言。

A white lie isn't going to hurt anyone. 善意的谎言不伤人。

He told his boss a lie for being late. 他为自己的迟到向老板撒了一个谎。

2) say something which is not true 撒谎 lying to people = telling people lies 骗人

He lied to his wife (= told a lie to his wife / told his wife a lie) so that he could come home late. 他向妻子撒了谎,这样他就可以晚点回家。

 She did not look happy but glared at him. 雍慧 瞪着他,看上去不太高兴。

glare, stare, gaze 的用法辨析:

都有"凝视"的义项,但是用法不一样。glare

是 "怒视",表示愤怒地看; stare表示 "盯着看", 指由于惊奇、害怕、生气或沉思而睁大眼睛全神贯 注; gaze是 "凝视",指长时间无意识地注视。例如:

They stopped arguing and glared at each other. 他们停止了争论,相互怒视着对方。

The old man stared up and down at the uninvited guest. 老人把不速之客上下打量了一番。

She turned to gaze admiringly at her husband. 她 转过身来赞赏地凝视着她的丈夫。

3. ... you only came to spy on me and my menu. ·····你只是过来打探我和我的菜谱的。

spy (v.)

watch or search secretly 暗中监视; 侦查。
 例如:

From the little hole in the back door he could spy on the whole class. 他从后门的小洞能窥探整个班级。

It's impolite to spy into other people's windows. 向别人家的窗内窥视是不礼貌的。

2) notice; catch sight of 看见; 发现

He suddenly spied an old friend in the supermarket. 他在超市里突然发现了一个老朋友。 4. I feel sick with all this fat and heavy food. 吃了这么多油腻的、难消化的食物,我都觉得恶心了。

heavy: difficult to digest (指食物) 难消化的。如:

He doesn't like to eat heavy meals. 他不喜欢 吃难消化的膳食。

5. ... before long Wang Peng became slimmer and Yong Hui put on more weight. ·····王鹏很快就瘦了,而雍慧却胖了。

#### before long 和 long before 的区别:

before long是个介词短语,在旬中作状语,意 为"不久以后;很快",多与将来时或过去时连用。 如:

I shall visit you again before long. 我很快就会再来看你的。

Before long he had to move on. 不久他又得搬迁。

long before 是个副词短语, 意为"很久以前", 多与完成时连用。如:

He had taken a doctor's degree long before. 他很 久以前就获得了博士学位。

before 不仅可以用作副词,还可以用作介词或连词,这时 long before ... 的意思为 "早在…… 之前"。如:

He had come to America long before the war. 他早在战争之前就来到美国。

#### 二、背景知识

#### 1. The six essential nutrients

Each day our body should receive 50 nutrients from the food we eat. Let's take a closer look at the six essential nutrients.

- Protein is a major component of many body structures, used for building and repairing body tissues. Good sources include milk and milk products, meat and grain products.
- Carbohydrates are the primary energy source that fuels your muscles and brain. The majority of your daily food intake should come from food that provides carbohydrates. You should give preference to complex

carbohydrates (whole grain bread, brown rice, pasta and high fibre food like fruit and vegetables).

- 3) Fat is a source of concentrated energy. Fat provides more than twice as many energy calories as protein or carbohydrate by weight. Fat is important in the transport of vitamins A, D, E and K. Fat is primarily found in meat fat, whole milk dairy products, margarine, butter and salad dressings.
- 4) Vitamins are essential for growth and health. Their main function is to facilitate and regulate body processes. Vitamins are divided into two main groups, fat soluble and water soluble.
- Fat soluble vitamins are absorbed with fats and can be stored in the body. They include vitamins A, D, E, K.
- (2) Water soluble vitamins include the B-complex vitamins and vitamin C.

Your body cannot manufacture vitamins; you must obtain them through food.

5) Minerals combine in important ways in the body, like calcium in our bones. Each mineral has a specific role in our body. They also regulate body processes. For example, the iron in red blood cells transports oxygen.

We can obtain all the minerals we need through a healthy diet.

6) Water is a nutrient that is often overlooked. About 2/3 of adult body weight is water. After oxygen for breathing, water is the most important element for sustaining life. People can only survive a few days without water.

#### 2. Eating properly

The trick of eating healthily is remembering that no food in itself is good or bad; eating properly depends on eating the right variety of food in the right amount. Too much of even the most "healthy" food can lead to illnesses and disorders.

If you like a snack, avoid chocolate and crisps and head for fruit, filled rolls, soup and baked potatoes instead. Sugar-free breakfast cereals are also a good bet.

Recommended servings per day		
Fruit & Vegetables	Meat, Fish, Poultry, Eggs, Beans and Nuts	
Good sources of vitamins A and C, also contain fibre, folic acid (叶酸), vitamin E and iron. Aim for at least 5 servings per day.	These provide protein, iron and B vitamins. Have 2 to 3 servings per day with plenty of variety.	
Milk, Cheese and Yoghurt	Bread, Cereals, Pasta, Brown Rice, Noodles and Potatoes	
These provide protein, calcium and B vitamins. Have 2 to 3 servings per day and choose low fat varieties.	These provide fibre, B vitamins (including folic acid) and some iron. Choose wholegrain varieties and have at least 5 to 6 servings per day.	

## 3. What happens if you don't eat well?

Over time, poor eating habits make it more difficult for your muscles to get the energy they need. Your energy level decreases and you feel tired and consequently have little desire to eat. Appetite is poor, you may feel ill, and this may lead to being undernourished.

Remember that you use a great deal of energy in the simple act of breathing. If your body is working hard to breathe, and you haven't been eating well, you may tire quickly and have little energy to perform all your daily activities.

#### 4. How much food is enough?

The amount of food you need each day depends

on many things, including your age, sex, body size and activity level. Each food group gives a range for the number of servings people require. For example, 5-12 servings of grain products and 5-10 servings of vegetables & fruit every day.

The number of servings you should choose depends on your particular needs. The higher end of these ranges is meant for people with greater energy needs, such as male teens and very active people. Most people will fit somewhere in the middle of the range of suggested servings. The lower end of the range is for children and older adults.



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

# INTRODUCTION

This unit seeks to give students a better understanding of the issues involved in healthy eating. Its message is briefly set out in the proverb for this unit: "You are what you eat!" This means that your health and strength are directly related to your diet. So this unit encourages students to examine their own eating practices and see whether they are eating a healthy diet or not. A healthy diet is one that has some energy-giving, body-building and protective foods every meal without too much fat, sugar and salt. Students will have a chance to think about

the issues involved in eating a balanced diet. To help them identify food which are better for them, a traffic light system of grouping food into three categories has been included: red (which should be eaten rarely), orange (which can be eaten in moderation) and green (which can be eaten all the time and as snack food). Examples are given of the food within each of these groups. It is hoped that students will use this information to monitor and improve their diet in the future.

# WARMING UP

This activity shows students how different kinds of food are grouped according to the benefit they give us. This is important as it allows us to talk about the value of particular food to our health. We want students to appreciate what a balanced diet is. Too much fatty food will mean they store extra energy in their bodies (as Wang Peng does). Too much body-building food may cause problems for digestion and lead to illnesses unless enough fibre food is eaten to aid digestion. Too much protective food without energy-giving or body-building food can make you too thin and lacking in energy ( like Yong Hui).

#### NOTES:

- This is an important part of the unit and should not be ignored or shortened.
- 2 The food in the different groups is considered in its raw state.
- 3 This is an opportunity to monitor your students' diet and suggest changes. Generally speaking, a Chinese diet is very good because it contains food from all three food types. However, it does lack calcium which is needed to make healthy teeth and bones and if students do not do enough exercise they may

have problems with either or both as they grow older.

## **Teaching suggestions:**

- Before beginning the Warming Up section, ask each student to write down what they each think about making a healthy meal. Let them compare their ideas with a partner. Make a better definition. Choose some pairs to give you their ideas. Put them on the board. See if the others agree. Have a short class discussion if there is some disagreement.
- 2 Now ask each student to put down one of their favourite meals. They should put down at least two different dishes. Now ask the students to look back at their definition. Have they chosen a meal which fits with their definition or not? Ask them to be honest and indicate by a show of hands whether their meal can be defined as healthy or not.
- 3 Look at the chart in this section and let the students become familiar with the contents of each box. Ask them these questions:
  - Why do you think the food is divided into different groups?
  - How does this information help you make a healthy meal?

- Let them discuss these questions in groups of four. Each group can report back to the class. Suggested answers for the questions before the chart are all personal and require no answers.
- 4 Let students design a meal which they enjoy. Then encourage them to analyse their meal according to the categories of food set out in the textbook. Is their meal balanced? Does it include food from each of the three categories? What (if anything) is missing?
- 5 Now examine the questions in the textbook. The first three questions are all personal questions so answers will vary. The fourth question (What will happen to you if you don't eat a balanced diet?)

- requires knowledge. Suggested answers include:
- if you eat too much energy-giving food you will become fat and suffer from high blood pressure.
- if you eat too much body-building food you will grow taller and stronger but not necessarily healthier.
- if you eat too much protective food for every meal you may lack energy. However, without protective food (over a long period of time) you can get serious illnesses like scurvy (lack of vitamin C) or rickets (lack of vitamin D).
- if you don't eat enough food of any of the three kinds you may get anorexia (too thin).

My favourite meal	Energy	Building	Protective
Dishes	0000		
1			
2			
3			

# PRE-READING

This activity is for the students to become more aware of the difficulties associated with prepared food. For example, if potatoes are cooked in fat, they can be less healthy than if they are cooked in water.

## Suggested answers to Question 1:

A good meal should contain some food from each of the three categories above.

#### Suggested answers to Question 2:

Answers will vary.

# Sample dialogue:

- S<sub>1</sub>: Now our favourite dishes in my hometown involve noodles. What about you?
- S<sub>2</sub>: Well, I like noodles too, so let's use that for the energy-giving part of our dinner.

- S1: What do you like to eat with noodles?
- S2: My favourite sauces are spicy ones. So let's suggest noodles with spicy tofu. That's very healthy and contains some of the body-building food too. Now we just need to include the protective food.
- S<sub>1</sub>: Yes, you're right. Now what about vegetables? They're protective food and I think beans are nice with some sour and spicy sliced potato.
- S2: Sounds fun to me. Let's write it down ....

#### Question 3:

This is the opportunity to practise a reading skill. Follow the instructions in the textbook. When the students read the passage quickly tell them not to worry if they do not understand every word. The most important thing is to get the main idea.

# READING

This reading passage introduces the students to two unbalanced diets through the story of Wang Peng and Yong Hui. Food at Wang Peng's restaurant contains too much fat while Yong Hui's restaurant offers little energy-giving food. It is important for students to know about the two extremes and avoid them.

## 1 Teaching new words and structures

The teacher should remember:

- 1 Let the students work out the meaning of the new words and structures through the context.
- 2 Let the students ask the teacher the words and structures they do not know before making any explanation.

#### Working out words from context:

- 1 By now his restaurant ought to be full of people. But not today! If you read these two sentences the new words become clear. Usually Wang Peng's restaurant was full of people but not today. In other words it should be full of people but it is not. So ought to means the same as should.
- 2 Nothing could be better. This means that something has worked out the way you would like it to. It is a sentence that can be used in any situation where somebody is thinking about a successful outcome. For example, if you win the lottery you can use this sentence. Also if your parents or friends bring you the wonderful birthday present you are longing for, you can also use this sentence.
- 3 The hostess, a very thin lady, came forward. "Welcome," she said. The very thin lady who came forward is the person who welcomes you to a restaurant. So that must be the meaning of hostess. It is someone who welcomes you to their restaurant, home or a party.
- 4 Even though her customers might get thin after eating Yong Hui's food .... The word customers must refer to the people who eat in Yong Hui's restaurant. So the word customers means people who go into any shop to buy something whether it is to eat in a restaurant or have a hair cut or buy a new dress.

# Phrases that are idioms and cannot easily be worked out from the context:

1 He could not believe his eyes. This literally means that his eyes were playing tricks on him and that

- what he was seeing was not possible. It is an idiom which means "He was very surprised or amazed at what he saw".
- 2 He could not have Yong Hui getting away with telling people lies! To tell lies is to say something that is not true. To get away with telling lies means that you are not found out. Wang Peng sees that Yong Hui is telling lies and people believe her. He is not going to let that continue.

#### 2 Understanding ideas

The students should already understand the main idea of the reading because they have read the passage quickly (by skimming it to test the prediction). Now they need to read it carefully and scan it for particular information.

Give the students some questions in order to discover how far the students have understood the ideas in the reading passage. Here are some possible questions:

- What makes a balanced diet?
- What is wrong with the diets of both Wang Peng and Yong Hui?
- Why does it matter if you only eat at Wang Peng's or Yong Hui's restaurant?

If they can answer these questions with a partner then ask them to read the passage again carefully and try to work out the new vocabulary by themselves.

This is the point when students should discuss the ideas put forward in the reading passage and discuss what makes a balanced diet.

#### Teaching suggestions:

- 1 Ask the students to write down their definition of a balanced diet. Then they can compare their ideas with a partner. Check with one or two students and make sure everyone is clear about the definition.
- 2 Now do an investigation to see if the students are themselves eating a balanced diet. For example, they can list the content of their meals for two days.

	Breakfast	Lunch	Dinner
Monday			
Tuesday etc			

- 3 Let the students swap diets and check whether they have been eating a balanced diet during these two days. Swap back and point out the conclusions. Either the diet is balanced and fine or it is not and if not show in which food areas the students are not eating enough. Let them ask themselves these questions:
  - Do I eat more of one food group than another?
  - Does this matter?
  - What should I do about it?
- 4 They could also give a report to the class of their findings and how they need to change their diet (if necessary).

#### 3 Discussion of style

This is where the students begin to examine the text to help their own writing. So it is important to talk about: 1 how the reading is structured (for example into paragraphs)

What is the main idea of:

Paragraph 1: Wang Peng's menu and the popularity of his restaurant

Paragraph 2: Finding Yong Hui's restaurant

Paragraph 3: Yong Hui's restaurant and menu

Paragraph 4: Wang Peng's research

2 its tone (whether it is written in a formal way or in conversational English):

This reading passage is written in an informal way with idiomatic phrases and examples of Wang Peng's feelings and concern at finding his customers were going to Yong Hui's new restaurant.

3 its content (whether it is fair in presenting the two unbalanced diets):

It is fair in presenting the two restaurants and their menus and makes you want to read more of the story and see how it finishes.

# COMPREHENDING

### Answer key for Exercise 1:

- 1 True 3 True
- 2 False. It would take longer than that.
- 4 False. No. It gave them protective food but no energy-giving or body-building food.
- 5 False. His menu gave customers energy-giving food.
- 6 False. He decided to advertise the benefits of his menu!

## Suggested answers to Exercise 2:

- 1 Li Chang always came to his restaurant so if he did not, it meant that something serious had happened to stop him.
- 2 He did not want Yong Hui to tell lies and people to believe her.
- 3 If he gave his customers cheaper prices and advertised the benefits of his menu, perhaps his customers would return.

# Answer key for Exercise 3:

- 1 enough protective food
- 2 plenty of energy-giving food
- 3 enough energy-giving food
- 4 plenty of protective food

#### Answer key for Exercise 4:

- 1 Wang Peng is worried because his restaurant is not as full as it usually was.
- 2 He follows his friend to a newly opened restaurant which is very popular.
- 3 Worried, he does some research to win his customers back.

#### Suggested summary of the story:

Wang Peng is worried because his customers are not coming to his restaurant as they usually did. He follows his friend to a newly opened restaurant which offers to make people thin in two weeks. Worried, he does some research and tries to win his customers back.

### Suggested answers to Exercise 5:

Ideas will vary but possible answers to Question 1 are:

- Wang Peng will offer more protective food with his meals such as salad.
- · He will cook his food in less oil.
- He will stop serving ice cream and cola because both of those have too much fat or sugar.

Possible answers to Question 2 are:

- · Wang Peng will lose his restaurant.
- Yong Hui will come to his restaurant and become very angry with him.
- Yong Hui's customers will become so tired they will return to Wang Peng's restaurant.

# Suggested answers to Exercise 6:

Kind of cooking	What skill it describes
1 barbecue	Cook food on a metal frame over a fire, usually outdoors
2 roast	Cook something in an oven or over a fire
3 stir-fry	Cook quickly by moving the food around continuously in very hot oil
4 fry	Cook something in hot fat or oil
5 boil	Cook something in boiling water

# LEARNING ABOUT LANGUAGE

# Discovering useful words and expressions

Answer key for Exercise 1:

1 lie 2 get away with 3 raw 4 curiosity 5 customer 6 strength

# Answer key for Exercise 2:

2 ought to 4 diet 5 raw

8 balanced 9 energetic 10 slim

- 1 become thinner lose weight
- 3 being laughed at by her friends losing face
- 6 felt so sad and hopeless about herself lost heart
- 7 was unwilling to visit any more lost interest in visiting

#### Answer key for Exercise 3:

- 1 √ pear; × cream (fat and all the others are fruit)
- 2 √ sugar; × mutton (meat and all the others are energy-giving food)
- 3 √ bacon; × cabbage (vegetable and all the others are meat)
- 4 √ strawberry; × eggplant (vegetable and all the others are fruit)

#### Sample dialogue for Exercise 4:

- S<sub>1</sub>: What's your favourite food? I'm really fond of roast duck.
- S2: My favourite food is roast mutton and cold vinegar fish.

S1: What do you hate?

- S2: I really hate spicy food. It upsets my stomach and makes me feel ill.
- Si: I'm so sorry to hear that! I can't stand boiled eggs myself.
- S2: Really? I love them. If you eat boiled eggs with smoked chicken and cucumber salad, they taste delicious.
- S<sub>1</sub>: I don't often eat chicken although I know it has low fat and you won't gain weight.
- S2: Are you worried about gaining weight too? That's why I've stopped eating fried food. It's really sad because I love fried eggplant with fried chicken.
- S<sub>1</sub>: Never mind. It'll be worth it when you're elegant and thin!
- S2: I hope so.

#### Discovering useful structures

Answer key for Exercise 1:

Then by lunchtime they would all be sold. (Possibility) By now his restaurant ought to be full of people. (Possibility)

What could have happened? (Possibility)

Nothing could be better .... (Possibility)

Something terrible must have happened if .... (Guessing)

I'll help you lose weight .... (Intention)

He could not believe his eyes. (Ability)

Perhaps he should go to the library and find out. (Duty)

He could not have Yong Hui getting away with telling people lies! (Intention)

He had better do some research! (Duty)

Even though her customers might get thin after eating Yong Hui's food .... (Possibility)

They would become tired very quickly. (Possibility) ... he could win his customers back. (Ability)

Modal verbs to mean "permission" have not been used here. They are very easy to practise so maybe you can encourage your students to make up some sentences of their own using modal verbs in this way. For example "Can I help you?"

## Answer key for Exercise 2:

- 1 have to; should; shouldn't; needn't; don't have to / needn't / shouldn't; will
- 2 have to; mustn't
- 3 ought to; should

## Suggested answers to Exercise 3:

- I have to take the book to the librarian's desk. Then I need to give her my card so she can register the book on her computer. I have to return the book before the date stamped on the cover.
- 2 I must go to the dental hospital and see the dentist. Of course I have to make an appointment first. Then I should clean my teeth before I go into the dentist's

- surgery. It will be more thoughtful for him/her if I can do this.
- 3 First, I ought to arrive in good time at the airport. Second, I must write the name of the person I don't know on a name board and display it so everyone can see it. Finally, I have to wait until the plane has arrived and all the people from that flight have appeared. If I still have not seen him/her I should go to the information centre and ask them to make an announcement.
- 4 To get a discount in a shop I need to find out the original price. Then it is important to laugh and wonder aloud if this price is a joke or not. Finally I should offer a lower price and argue with the salesperson until they offer me a more reasonable price. If the price is still too high I don't have to accept it. I can always walk away. Sometimes if the salesperson is keen to make a sale he/she will offer me a more reasonable price.
- 5 When you meet the hostess in your friend's home you ought to greet her politely. You should spend a few minutes talking to her. For example you can thank her for inviting you but you don't need to compliment her on her dress or her house. However you ought not to speak to her too long as she will be busy and have many people to greet. At the end of the party you must thank her for a lovely evening.

# USING LANGUAGE

## Listening

The purpose of this listening text is to familiarise the students with the different kinds of food and the results of eating an unbalanced diet. This is a talk between Wang Peng and an expert about what makes a balanced diet.

#### Teaching suggestions:

- 1 Ask the students in groups of four to make a list of all the illnesses you can get by not eating a balanced diet. They may not know any or just one or two but this doesn't matter. The important thing is that they realize that there is a connection between good health and what they eat.
- 2 Before listening introduce the three illnesses to make sure the students are familiar with how to pro-

nounce them. Ask them if they know anything about them. Explain what the illnesses are but not how you get them. Tell the students to listen for this on the tape.

- rickets → legs that do not grow straight
- scurvy → teeth fall out, problems with skin and sores that will not heal
- obesity → much too fat
- 3 Listen to the recording all the way through. If the students have not fully understood why people get these illnesses, listen to the tape again. Let the students tell each other why people used to get these illnesses. Do Exercise 1.
- 4 Listen for the second time. If you have already

- done this then do not do it again unless it is necessary. Write down the main idea of the listening and Exercise 3.
- 5 Let each person fill in the chart for Exercise 4 and compare their answers with others within the group.
- 6 Now ask the class some questions which they can discuss in groups.
  - Which illness do we still have today?
  - Why is it we don't get scurvy or rickets today?
  - Who got these illnesses and why?

## Suggested answers:

Question	Answer
Which illness do we still have today?	Obesity
Why is it we don't get scurvy or rickets today?	more varied diet: vitamin C for scurvy; vitamin D for rickets     more understanding of what we need to stay healthy
Who got these illnesses and why?	Scurvy: sailors who did not eat fresh fruit and vegetables Rickets: children who did not get enough sunshine or oily fish to eat

### Sample dialogue:

- S<sub>1</sub>: Well, I'm not sure which of these illnesses we still have today. What does a person look like who has scurvy or rickets?
- S2: The listening said that people with scurvy had teeth that fell out and very bad skin. Children with rickets didn't have straight legs. Do you know anyone like that?
- S3: No, I don't. But I do know people who are obese!
- S4: Do you?
- S<sub>3</sub>: Yes. My uncle is fat. He eats a lot of rice for every meal and really enjoys it. So my aunt doesn't like to stop him having it. My mother has told her that it's not good for him but ....
- S<sub>1</sub>: So that must be the answer to the first question. It must be the illness that we still have.
- S2: Yes. You're right. Now for Question 2: why don't we have rickets and scurvy any more?
- S3: Well, we eat a lot of vegetables and meat in our meals. And I love melons and that's fruit. So I suppose we eat enough vitamins C and D.
- S4: Right. We need to eat fruit and vegetables for vitamin C so we don't get scurvy. And we need sunshine, oily fish or meat which provides vitamin D so we don't get rickets.
- S2: Good. So who used to get these illnesses and why?
- S<sub>1</sub>: I think sailors got scurvy because they didn't eat enough fresh fruit and vegetables.
- S3: Yes. And children got rickets if they didn't get enough sunshine or their parents couldn't

afford to buy them meat. I think we have enough sunshine in China but there are parts of Europe where children used to get rickets. England was one of those countries but nobody in England has them now.

#### LISTENING TEXT

# HOW AN UNBALANCED DIET CAN AFFECT YOUR HEALTH

Wang Peng went to the library, where he happened to meet an expert on diets. He asked him for help.

WP=Wang Peng E=Expert

- WP: Hello. Can you help me, please? I want to find out more about balanced diets.
- E: Of course. A balanced diet needs energy food like rice and noodles, body-building food like fish and meat for protein and fat, and protective food like fruit and vegetables for fibre and vitamins.
- WP: Yes, but does it matter how much rice, noodles and sugar | eat?
- E: Yes. If you eat too much, you may become obese. This means you are too fat and it may lead to other illnesses. However, if you don't eat enough rice, noodles or sugar, you'll get tired easily.
- WP: I see. I'll be careful about that. Does it matter how much fish, meat or cheese I eat?
- E: Too much can also make you fat, but if you don't eat enough, your bones won't grow strong. A long time ago, children who didn't eat enough

vitamin D and body-building food didn't grow straight legs. They got an illness called rickets.

WP: Oh dear! Do people still have the problem?

E: Sometimes.

WP: Then what about fruit and vegetables? How much should I eat?

E: You ought to eat about five big spoonfuls of different fruit and vegetables every day.

WP: Really? I didn't know that.

E: Yes. In the 18th century sailors at sea used to find that their teeth fell out and they had bad spots on their skin. They got it because they didn't eat enough fruit and vegetables. The illness is called scurvy.

WP: Goodness! What about now?

# E: It's very rare now. People eat more fruit and vegetables. You need protective food like that for clear skin and bright eyes.

WP: Thank you very much. You have given me a lot to think about.

#### Answer key for Exercise 2:

Wang Peng is doing research to find out how an unbalanced diet can affect your health, so you need to eat a balanced diet if you are to stay healthy.

# Answer key for Exercise 3:

Scurvy	too much rice, noodles, sugar and fat
Rickets	not enough vitamin C
Obesity	not enough protein and vitamin D

## Answer key for Exercise 4:

Owner of restaurant	Problems with food offered	What food is needed	
Wang Peng	too much fat and energy-giving food	more fruit and vegetables	
Yong Hui	too much fruit and too many vegetables	more meat, fish, cheese and eggs as well as rice and noodles	

# Reading and discussing

The purpose of this reading is to complete the story of Wang Peng and Yong Hui and to show the students that it is never too late to change bad eating habits and begin afresh. The discussion gives the students a chance to analyse their impressions and the characters of both Wang Peng and Yong Hui.

### Teaching suggestions:

- 1 Ask students to look at the title and picture. How do they think the story ends? How and why do Wang Peng and Yong Hui get married? Let them skim the reading passage quickly to see if they were right.
- 2 Read the passage carefully to work out the meaning of the new words. Encourage them to use the context method and guess the meaning before looking the words up in the dictionary.
- 3 If they are careful readers they will notice that many different words are used instead of "said". Ask them to underline these and classify them. Then go back to the first reading and classify the words instead of "said" too. Finally think of some more words that you can add to this list.

How a person spoke	Why a person spoke
shouted (thought called)	explained added admitted
They can add: whispered smiled laughed cried	They can add: agreed wondered advised replied

4 Let some students make some sentences using these words. Perhaps you can give them a short passage and ask them to replace the word "said" with more interesting and lively words. This is a possible passage:

The man pushed his chair angrily away from the table. "What do you mean?" he said. "I didn't come into this restaurant to be overcharged!" The hostess looked embarrassed. "I'm so sorry you feel like that," she said. "It's the cost of the fish that you ordered. At the time I explained the price for each jin and you agreed. I didn't know you'd feel like this!" The man pulled his money out of his pocket. "And what's more," he said, "it didn't taste very nice. Was it fresh?" "It was dried fish, so I'm not sure," she said. "I won't come here again," said the man to himself. "I won't serve him again," said the hostess to herself.

5 Now do Exercises 1 and 2.

## Answer key for Exercise 1:

- 1 She felt angry because she thought Wang Peng had come into her restaurant to spy on her.
- 2 (a) Wang Peng showed that he wanted to cooperate and not compete with Yong Hui.
  - (b) They succeeded in finding a menu that provided a balanced menu.
- 3 (a) They cooperated successfully in business.
  - (b) They liked each other.

Answer key for Exercise 2: shouted, explained, added, admitted

## Speaking and writing

The speaking activity gives students an opportunity to work together on a mini-project. They should use co-operation and compromise to arrive at a useful outcome. It also provides them with an opportunity to practise their persuasive skills by producing an advertisement for their restaurant.

#### Teaching suggestions:

- 1 As this is a project rather than a general discussion, it is better for students to work in groups of four rather than two. This is because this activity needs the input from all members of the group and working in pairs and then fours will slow the activity down. So in groups of four ask the students to make a list of their favourite local dishes.
- 2 Then they should combine their lists and vote for the three or four local dishes that they think best represent the local cooking. This will be their menu for this project.
- 3 Then they need to decide who will make the notes so that they have a record of their decisions.
- 4 Next they all need to write down their ideas for setting up this restaurant. Refer them to the textbook but if they are having difficulties you can go round the groups to help them by asking some useful

#### questions such as:

- How will you provide local dishes but also show that you are offering a balanced diet?
- How will you find the best cooks?
- What will the waiters and waitresses wear to show the restaurant is serving local specialities?
- 5 When they have completed their arrangements it might help you if you ask a member of the group to tell the class their ideas.
- 6 Finally move on using this information to write a short passage for the advertisement.

## Sample dialogue:

- S1: What kind of food should our local restaurant serve?
- S2: Well, our favourite local dishes are dumplings and beef noodle soup.
- S<sub>3</sub>: Right, That sounds like a good start. Let's use them as a basis for our menu.
- S4: OK. If we serve dumplings we need to inspire people to come to our restaurant. How can we do that?
- S<sub>1</sub>: We can tell them how fresh our dishes are. They need to know that we make fresh dumplings every day and use fresh beef to make our beef noodle soup.
- S3: What about showing them the bones in a pot outside the restaurant? Then they'll know that we use fresh beef for our soup.
- S4: Good idea! Also let's keep our restaurant doors open so the customers passing by can smell our delicious food. Then they'll want to come in.
- S2: Remember about a balanced diet. Do dumplings and beef noodle soup provide a balanced diet?
- S<sub>1</sub>: No. We don't have any protective food. So we need to include salads like cold cucumber salad in our menu. Is there anything else we need?
- S<sub>3</sub>: I don't think so. Now let me write this all down so that we can write a good advertisement for our new restaurant.

#### Sample writing:

Hong Yan's Family Restaurant of Local Dishes

→ Name of restaurant and its type of dishes

Our restaurant is special for several reasons:

- it is family owned and run
- we serve a balanced diet
- we specialize in dumplings and beef noodle soup
- we cook our dishes from start to finish every day
- only the very best ingredients are included
- watch for our fresh pot of cow's bones every day to show we have made fresh beef stock for the soup
- our recipes are a family secret and cannot be found elsewhere in other restaurants
- for our first week we are offering a discount of 20%

Once you have tried our food, you will never want to go anywhere else!

- → The advantages of our restaurant
  - the food and menu
- quality of cooking and preparation
- secret recipe a special feature
- cheaper prices to encourage customers

→ Overall assessment

# READING FOR FUN

These food idioms are very commonly used in everyday conversation so they are very useful to know.

- A person may be "as cool as a cucumber" in a crisis.
- A husband may be good at "bringing home the bacon" and giving his family a comfortable life.
- His son may be the "cream of the crop" and so the best in his year group.
- I may feel "full of beans" and be ready for a fivemile run.
- My aunt looks like "mutton dressed as lamb" when she wears her daughter's clothes.
- My friend got a "raw deal" when she lost her job without any warning.
- Twins are often "like peas in a pod" because they are so alike.



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

# LISTENING

The purpose of this listening is to give students information so they will be able to make sensible choices about the food they eat every day. It is about a girl talking to her doctor because she feels tired all the time. This is the main idea. Exercise 1 identifies the illness that Emma is suffering from. Exercise 2 asks detailed questions about the content of the listening. This is also literal comprehension. Exercise 3 asks the students to classify information in the listening. The discussion included in the teaching suggestions below makes use of that information.

### Teaching suggestions:

- 1 Go through each exercise before playing the tape.
- 2 Let the students listen to the recording and do the exercises.
- 3 Check the answers first in pairs, then with the whole class.
- 4 Ask the students in pairs to discuss why the food has been divided into these three categories. Then let two pairs make a group of four and compare ideas. Ask each group to report back to the class.
- 5 Ask the students in their groups of four to look at the chart and work out which category of food is red food, which orange and which green food.
- 6 Then ask them to think about their own diet and see what changes (if any) they need to make to become healthier. Let them tell the others in the group and compare their conclusions. Then one person in the group should report back to the class (without giving names so that students do not feel embarrassed) on their conclusions.

#### LISTENING TEXT

#### EATING WISELY

Emma is visiting Doctor Pan's surgery. E=Emma D=Doctor Pan

#### Part 1

D: Hello. What's the matter?

- E: I don't feel well. I keep feeling dizzy and I get tired very easily.
- D: Oh, dear! You look a bit thin to me. Are you eating well?
- E: Oh, yes. I have an orange and a banana for breakfast and a roll for lunch. I eat half a bowl of rice and a dish of vegetable in the evening.
- D: Well, in fact you are too thin! it seems that you are not eating enough. You need more energy-giving food.
- E: But doctor, if I eat too much I feel sick.
- D: Now, young lady, you must listen to me. Your diet is not giving you enough energy, and if you carry on this way you'll become seriously ill.
- E: Oh, my goodness!

### Part 2

- D: Let me tell you how to eat well but still stay thin. There are three types of food. They work like traffic lights. The first type of food is "red" and you mustn't eat too much of it, because this food contains a lot of fat, sugar and salt.
- E: Really? Can you give me some examples?
- D: Butter, cheese, cream, cakes, food fried in fat.
- E: OK.
- D: The second kind of food is "orange" and you should eat some every day. It includes bread, noodles, spaghetti, rice, meat, fish, eggs and tofu.
- E: Well, I eat some of those things.
- D: The last type of food is "green" and you should eat some at every meal. It includes all fruit and vegetables.
- E: Thank you, Doctor Pan. Does anybody else put food into colour groups as you do?
- D: Yes. Many scientists do, and all food in the supermarkets in England now is coloured in this way.
- E: That's very interesting. I'll follow your advice.

## Answer key for Exercise 1:

Emma is suffering from anorexia.

#### Answer key for Exercise 2:

1 She has an orange and a banana for breakfast, a roll for lunch, and half a bowl of rice and a dish for supper.

- 2 She is not eating enough food and particularly energy-giving food.
- 3 He thinks she is too thin.
- 4 She is happy to get the advice on how to eat a more balanced diet.

## Answer key for Exercise 3:

Red food (only a little every day)	Orange food (some every day)	Green food (some every meal)
butter cheese cream nuts	bread noodles spaghetti rice	All vegetables (for example: potatoes, cabbages, carrots, tomatoes)
cakes food fried in fat	meat fish eggs tofu	All fruits (for example: watermelons, apples, oranges, pineapples)

# TALKING

Young people can show that they are not eating a balanced diet in a number of ways – by being too thin, too fat or sick. So this exercise is to encourage the students to discuss how their diets may affect their quality of life. Role-playing by the students will give them an opportunity to give and receive good advice from each other on their diets.

# Sample dialogue:

- D = Doctor P = Patient
- D: Now what's the matter today?
- P: I think I'm too fat and I would like to be thinner. But when I eat less I find that I feel tired all the time. What should I do, doctor?

- D: It's nothing serious. You ought to eat well and exercise more. You need to do some running every morning before breakfast. Then you'll be sure to lose weight. How long have you been like this?
- P: For several weeks. But what should I eat?
- D: Every day I think you ought to eat plenty of fruit and vegetables. Don't forget to eat some meat and fish as well and only eat a little sugar and fat.
- P: What about cola and ice cream?
- D: No. They contain a lot of sugar and fat, so try and do without them. Come back in a week and I hope I shall see you've become a little thinner!
- P: Thank you, doctor. I'll follow your advice!

# USING WORDS AND EXPRESSIONS

# Answer key for Exercise 1:

1 curiosity; curious 2 Sugary; sugar 3 balanced; balance 4 limit; limited 5 marry; married 6 weak; weakness

7 digestion; digest

## Answer key for Exercise 2:

1 combined 2 diet, put on weight, digest 3 sighed

4 Before long 5 cutting down, benefit

# Suggested answers to Exercise 3:

Flavours and tastes: sweet, salty, crispy, tastless, spicy, sour

Ways of cooking: fry, roast, boil, barbecue

Vegetables: eggplant, carrot, pea, cabbage, radish, turnip, cucumber, mushroom

Fruits: grape, peach, plum, mango, melon, lemon, pineapple

Meat: mutton, beef, kebab, bacon

Seafood: shrimp, crab, lobster
Dairy food: cheese, cream, milk
Seasoning: mustard, pepper, garlic, sugar, vinegar
Staple food: noodle, spaghetti, bread, rice, corn
Drink: coffee, mineral water, tea, juice, wine, cola

#### Answer key for Exercise 4:

1 tell 2 ask 3 say 4 speak 5 tell 6 talk 7 discuss 8 tell 9 say

#### Answer key for Exercise 5:

1 The weakness of this diet is that it has too much fat and sugar; its strength is that it has plenty of energy-giving food.

- 2 The shopkeeper is trying to win his customers back with a discount.
- 3 If you don't say sorry for your mistake, they won't let you get away with it.
- 4 He has been in debt for a long time. How to earn his living is a big problem.
- 5 When I was waiting for my friend, I suddenly spied a man not far away glaring at me.
- 6 I don't want to lie to you, but I have to say that his intelligence is limited.
- 7 Experts say eating carrots benefits your eyes.
- 8 I usually eat dumplings with a little vinegar, which I believe helps me digest the food.

# USING STRUCTURES

## Suggested answers to Exercise 1:

1 have to, should, should 2 ought to, should 3 mustn't, would 4 have to 5 can't, can't

#### Sample conversation for Exercise 2:

## Sample dialogue 1:

- S1: Have you got my mobile phone? I need it now.
- S2: I'm sorry I've lost it. I put it down somewhere and I can't remember where.
- S<sub>1</sub>: What! You should have taken more care of it. You know it cost me a lot of money and I cannot do without it. And you promised you'd return it.
- S2: I've said I'm sorry.
- S<sub>1</sub>: You have to do more than that. You should go and look for it. Where did you go?
- S2: Well, I went to the shops in that large shopping centre downtown. I had it when I bought my new trainers.
- S<sub>1</sub>: You ought to have taken more care. What you need to do now is to go back to every shop you went into and ask them if they've seen it.
- S2: Oh no! I'm really tired.
- S1: But you must. I need that phone.
- S2: Perhaps we can ring it and see if anyone answers. Then we'll know where to go and collect it.

S1: OK. Let's try that ...

# Sample dialogue 2:

- S1: What's the matter? You look upset.
- S2: I am. I saw a man take a purse from an old woman's pocket today while I was on the bus. What do you think I ought to have done?
- S1: Did you say anything?
- S2: No. I was too shocked to do anything and the man got off at the next stop.
- S<sub>1</sub>: Well, next time you must shout out if you see it happen again. That will frighten the thief!
- S2: I was too embarrassed to do that but I'll remember for next time.
- S<sub>1</sub>: Or you can go to the bus conductor and tell him/ her.
- S2: That's a thought though the bus was very crowded today.
- S<sub>1</sub>: Another thing is that you should take notice of what the thief looks like and what he/she is wearing.
- S2: That's a good idea.
- S<sub>1</sub>: Then you can tell the police some useful information so they can catch him/her.
- S2: Fine! I'll remember what you say.

# LISTENING TASK

This is the first part of a two-part investigation into whether your hometown should allow a large, Western restaurant selling burgers to be built. It is to encourage the students to consider different points of view and come to their own decision. The listening is between someone who would like to build a McDonald's restaurant and someone who would not.

### Teaching suggestions:

- 1 Make sure that the students finish the sentence in Exercise 1 before they begin to listen to the tape.
- 2 As the students already know the main idea of the listening, let them listen to the tape to get used to the speed, accents and the argument. They can fill in who is for McDonald's and who is against by writing it in the correct column of the chart in Exercise 2.
- 3 Then ask them to look at the reason column in the chart of Exercise 2 and listen again. They should be listening for details and particularly why Tina and Li Qian like or do not like McDonald's. Check the answers.
- 4 Let the students work in pairs to discuss and design their poster. Encourage them to use the sample poster to help them. When these are completed put them up around the classroom.

Now they are ready for the speeches which are set out in the Reading Task.

## LISTENING TEXT

# THE PROBLEM OF THE MCDONALD'S RESTAURANT

Tina is talking to Li Qian about whether a new McDonald's restaurant should be built.

T=Tina LQ=Li Qian

- T: Well, what do you think? McDonald's is going to build a new restaurant in our hometown.
- LQ: Surely not! I hate all that expensive, tasteless food. Where are they going to build it?
- T: Over there where that old restaurant is.
- LQ: But where are we going to eat our local dishes? I love to eat them there. It's so friendly. Why are they closing?
- T: McDonald's offered that old restaurant a lot of

- money, so they wanted to sell. I think we will all benefit. An old part of town will be improved and we shall have more jobs.
- LQ: Don't you believe it! I've read about these kinds of restaurants. They provide a terrible diet for young children. How does McDonald's know that we want their restaurant here? Nobody has asked our opinion.
- T: Well, since you are against it, why not take part in a meeting to vote on whether we want McDonald's or not? You may give the reasons why you don't want it to be built. I'll give the reasons for building it.
- LQ: That seems a very good idea. Let's do that.

#### Exercise 1:

Students give their own answers to the question whether they would / would not like to have such a restaurant in their town. Different opinions are encouraged.

#### Answer key for Exercise 2:

Name	For or against	Reasons
Tina	For	<ul><li>1 An old part of town will be improved.</li><li>2 They will have more jobs.</li></ul>
Li Qian	Against	He hates all that expensive tasteless food.     He loves local dishes.     McDonald's serves a terrible diet for young children.

# Sample poster for Exercise 3:

## Do you want a McDonald's in our town?

Come to a meeting tonight in the town hall to discuss if

1 we need another restaurant in our town,

2 we need other community buildings,

3 McDonald's would be good for our town.

Time: 7:30 pm Date: Thursday 14/11/04

# READING TASK

The two reading passages provide the information on which each student can decide his/her point of view. Two opposite opinions are examined with ideas for and against the building of the restaurant. The reading is in the form of two speeches: one for and one against the building of McDonald's.

## Teaching suggestions:

- 1 Ask the students to skim the first speech. What reasons does the speaker give for wanting to build McDonald's? Then ask the students to read it again more carefully as they go to find the information they need.
- 2 Do the same for the second reading.
- 3 Ask the students to get into pairs and choose which

- speech to read. As the second speech is so long, encourage those students to read only the first paragraph. They should practise their speech: first to themselves and then to each other. Let their partner help them with any pronunciation problem or difficulties with rhythm or intonation.
- 4 Ask one of the students to read the first speech to the class. Note problems with pronunciation, rhythm or intonation at the end of the speech and correct them so that everyone can learn from them. Give a few other students the chance to do the same thing and repeat your advice. Do the same with the second speech.

Now the students are ready to begin the speaking task.

## Answer key:

Topic	For building a McDonald's	Against building a McDonald's
About Healthy food	high quality, safe and healthy	high levels of salt, sugar and fat
About transport	They will provide parking.	There are too many cars.     They produce fumes.     They slow down traffic.
About jobs	They will provide jobs and value their employees.	They do not let employees join a workers' union to speak up for them.

# SPEAKING TASK

This is the opportunity for the students to discuss their reactions to the information they have received. It allows students to have their own point of view and to practise explaining why they think as they do.

# Teaching suggestions:

- 1 Put the students into groups of four. The same people who studied the first speech should speak for building McDonald's. The other two should speak against it. Let each pair have a few minutes to read the notes and prepare their arguments. Encourage them to make notes to help them if they want to.
- 2 Let the discussion between the two pairs begin. This is an opportunity for the students to practise their arguments and see how convincing they are to the other pair. Maybe it will also help them develop a better argument. Each side should take it in turns to

- speak. Each person in the pair should join in the discussion.
- 3 Stop the arguments and begin a class discussion. Make one side of the room "for Macdonld's" and the other side "against McDonald's". Let the students move to their side of the room. Then the discussion can begin after you have told them the rules.

Rules for the class discussion:

- Only one question/statement allowed for each student.
- Students should speak in turn: one "for" followed by one "against" the building of McDonald's.
- Everyone must listen to the speakers and not interrupt them.
- Each student should put up their hands to show

- that they would like to speak.
- Each student should follow the argument and make a contribution that is appropriate to what has been said before.
- No one should repeat an argument.
- 4 At the end of the class discussion look back at the sentence they completed before the debate. Do they still agree with the idea that they wrote then? Have a class vote: who changed their mind? whose opinion remained the same?

### Sample discussion:

- S<sub>1</sub>: I think we should build McDonald's. We all love its food and it will bring jobs to our town.
- S2: You cannot be serious! We ALL love McDonald's! No, I'm afraid we don't! At least I don't.
- S<sub>3</sub>: But other people do. So shouldn't they have a chance to eat it if they like?
- S4: Let me ask you a question: who likes McDonald's the most? It's the children! But they're most at risk

- because McDonald's food contains too much fat.
- S<sub>1</sub>: Well, I agree with you up to a point but don't we need fat to give us energy?
- S2: Yes, we need fat to give us energy, but do we have to go to McDonald's for our energy-giving food? As a matter of fact some of the children in our town are already too fat. McDonald's will only make the situation worse.
- S3: I'm afraid that I cannot agree. McDonald's also provides salad and chips. Anyway people can easily go to another town if they want to go to McDonald's.
- S4: True. Think of all the pollution from those cars if they come to our town!
- S<sub>1</sub>: That's not how I see it. I'm thinking about the jobs for our town.
- S<sub>2</sub>: Yes. Actually that's an important point, but what about the parking?
- S3: Well, I agree we need more jobs. But ...

# WRITING TASK

This is an opportunity for students to practise their persuasive writing skills and try to encourage others to support their point of view. The idea for a new library is chosen because it would be very useful in a town. It will need people to agree if it is to be built.

## Teaching suggestions:

1 Let the students get into pairs to discuss which kind of building they think should replace the old restaurant. Do not guide them too much. However it might be useful to ask them to think of the buildings they have in their town and to suggest and design one of them.

- 2 First, students need to explain why such a building is needed in their town.
- 3 Then in groups they should discuss how this building will need to be designed both outside and inside. For example, if the building were to be a library it would need:
  - large room to display the books
  - small room for the librarians to relax and have tea
  - chairs for people to relax and read their books
- 4 Then each will design their own building and describe why it is needed and why each part is important.

#### Sample writing:

#### An idea for a new library

My idea is to build a new library for our community. It will need one large room for the books and one for the librarians to rest, have tea and eat their lunch in. It could be a place where people sit and relax and read some of the books if they want to.

This is how I think the library should be designed to let people see the largest number of books. There

- → type of building
- → reasons
- → description

should be shelves all round the room for people to keep books and some free-standing shelves in the middle of the room to hold even more. These shelves should be divided into sections so that each book shelf holds a certain kind of books. For example, all history books should be organized by date so that people can easily find books they want.

My idea will help improve the education of the students in our community. It will also give the adults an interest and keep their minds active,

I hope you will support my idea.

→ value to the community

#### \*PROJECT

This need not be a complicated investigation. Encourage the students to design a food or drink that does not need cooking and can be made with the **Sample poster:** 

minimum of preparation. The value of this project is in the creativity of the students' finished product. Here is a sample poster below advertising a new drink.

#### The Fruitcrush Special

Come and try it here! Once tasted, you will want to make your own version. Just follow these simple instructions and a fruitcrush special will be yours!

#### You need:

I banana, 1/2 small watermelon, grapes, I apple, 1/2 kg strawberries, melon, ice

- To get the best flavour you ought to cut the fruit up into small pieces. Then you have to mix the ingredients up together in a blender to make the drink smooth. Add mineral water as required.
- You can include other fruit as needed. When you serve the drink, you should first place the ice at the bottom
  of the glass before you pour the drink on top.

#### Drink and enjoy!

Here are some steps that you might encourage your students to follow:

- 1 Do some research among the class to see which drink or food is the most popular.
- 2 If you design a new drink, make sure it is healthy (no added sugar) and includes real, fresh fruit
- (fibre). If you are going to design a food (eg a roll), then make sure it has a fresh, healthy filling.
- 3 Let the group test it and adjust the flavour or taste.
- 4 Prepare to test it in the class. Ask for comments to improve it,
- 5 Finally make the poster for others to make it.



## 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	Forms of literature and art: short story and drama; how to act out a play		
词	birthplace novel adventure phrase author scene wander pavement businessman permit ahead bay stare fault spot passage account embassy seek patience contrary envelope unbelievable steak pineapple dessert amount rude manner scream genuine rag indeed bow barber		
汇	bring up go ahead by accident stare at account for on the contrary take a chance in rags as for		
功能	1. 請求(Requests) Would you (please)? I wonder if you'd mind May we ask? Could you? If you don't mind, may I? Please don't  2. 点餐(Ordering food) Can I help you? I'll take your order in a minute. Are you ready to order, sir/madam? What would you like? Enjoy your meal! Here's your bill. Here you are. I'd like I'll have Do you have? What do you suggest? I'll have that. The bill, please. Can I have the check, please?  3. 购物(Shopping) I'd like to have I'm looking for Do you have any? Can you show me, please? May I try it on? Do you have any other? How much is it / are they? Well, I'll think about it. Just have a look. I'll take it. That's it. May/Can I help you? What can I do for you? What about this one? Did you find everything OK? Is that everything? That's all we have.		
语法	<ol> <li>宾语从句(Noun clauses as the object)         Oliver believes that with a million pound bank note a man could survive a month in London.         I wonder, Mr Adams, if you'd mind us asking a few questions.         May we ask what you're doing in this country and what your plans are?         I didn't know whether I could survive until morning.         If you don't mind, may I ask you how much money you have?         表语从句(Noun clauses as the predicative)         The fact is that I earned my passage by working as an unpaid hand,         That's why we've given you the letter.</li> </ol>		

### 教学建议

### (Suggested teaching notes)

### 一、教学内容分析

本单元的主要内容是根据马克·吐温的短篇小 说《百万英镑》改编的戏剧剧本。教材的学生用书 和练习册的阅读和听力中的剧本片断可组合成一个 完整的故事。《百万英镑》是马克·吐温著名的讽刺 小说的代表作。故事讲述了两个年老富有的兄弟一 天突发奇想: 假如一位聪明、诚实的外地人落难伦 敦,他举目无亲,除了一张百万英镑的大钞以外一 无所有,而且他还没法证明这张大钞就是他的,那 么,这样的一个人会有怎样的命运呢? 哥哥说这人 会饿死, 因为无论去哪儿这人也花不掉那张大钞, 因为他会当场被抓住。弟弟说他饿不死。兄弟两个 就这样争执不下,后来弟弟说他愿出两万英镑打 赌,这人靠百万英镑大钞无论如何也能活三十天, 而且进不了监狱。他们选定了一个流浪到英国的美 国人亨利,亚当斯,并把百万英镑大钞借给了他。 出乎意料的是,人们对这位暴富的穷人拼命地巴 结,从免费吃饭,免费买衣服,到免费住宿,他的 社会地位也不断上升,此外,他还赢得了一位漂亮 小姐的爱情和三万英镑的银行利息,拥有了一份体 面的工作,过上了幸福的生活。作者用漫画的笔法 勾勒了不同人物在"百万英镑"面前的种种丑态、 幽默滑稽,趣味横生,就如同一幅世态讽刺画,令 人忍俊不禁;作者还无情地揭露了资本主义社会金 钱至上的残酷现实, 也透射出整个社会的悲哀。

教师在处理单元教学时应特别注意考虑戏剧体 裁的特殊性。本单元是学生在高中英语必修阶段接 触的第一个剧本,戏剧体裁在顺序选修阶段的其他 模块还会出现,因此,教师在教学本单元时,不仅 要启发学生理解故事的思想内涵,还要引导学生通 过戏剧情节的发展,了解英语戏剧的特点和要素, 如时间、地点、人物、戏剧冲突、戏剧语言等。同 时,还可利用剧本的朗诵和表演帮助学生改进语 音、语调。对于英语基础水平较高或对戏剧有强烈 兴趣的学生,教师还可以尝试引导他们解读剧本, 理解作者是如何利用动作和语言传神地表现人物的 情感状态、身份地位以及性格特征,挖掘和品味英 语戏剧语言的魅力。

"热身"(Warming Up)部分提供了一小段马克·吐温的简介,并要求学生谈谈所知道的马克·吐温的作品,使学生通过互相交流对马克·吐温及其作品有个粗浅的了解。马克·吐温是美国著名作家,他的小说《汤姆·索亚历险记》、《哈克贝利·费恩历险记》等深受广大读者的欢迎和好评,他的作品情节曲折、夸张、滑稽、诙谐,常表现出对劳苦大众的同情,对虚伪人性的辛辣讽刺和对不合理社会现象的无情批判。

"读前"(Pre-reading)部分第一题要求学生展开想象,假设自己突然得到一大笔钱会怎么做?这一假设情景在剧本中成为了现实,从而揭开了本单元戏剧故事的序幕,为随后的戏剧冲突埋下伏笔。提出这一问题不仅能激发学生阅读的兴趣,同时从学生的回答中能直接反映学生的价值观和人生观。第二题问学生是否读过《百万英镑》的短篇小说或看过由这一作品改编的电影,并要求他们阐述对小说或电影的评价。

"阅读"(Reading)部分是剧本中第一幕的第三场。该剧本第一幕的第一、二场的内容可参见本书附录160和161页。这一场描述了故事的开端,年老富有的两兄弟打赌,赌一个贫穷的人获得一张百万英镑的钞票后会有什么样的结果。他们发现了在大街上游荡的美国人亨利·亚当斯,在询问了一系列问题之后,他们认定身无分文的亨利就是最合适的打赌人选,于是就将百万英镑的钞票放在一个信封里交给了他。

"理解"(Comprehending)部分共有六个练习。 这六个练习分别从不同的方面来引导和帮助学生理解"阅读"中的信息:练习1是考查学生对情节和细节方面的理解情况,但与以往的判断正误题不同,而是让学生根据课文内容判断哪些属于事实,哪些属于观点。练习2让学生从课文中寻找一些表 达请求的正式(formal)礼貌用语,并将它们改写成 非正式(informal)的表达用语,从而形成对比,使 学生能从中感悟和体会正式和非正式用语的区别, 今后在不同场景中面对不同交流对象时能得体地使 用英语语言。练习3要求学生捕捉课文中的各种语 言信息,这些信息包括对话内容、人物的眼神、语 气、态度、动作等,然后透过这些信息来推理分析 人物微妙的情感变化,目的是引导学生深入研究戏 剧语言,正确理解剧本的内涵。练习4要求学生小 组讨论几个问题: 为什么这两兄弟会选择亨利作为 他们打赌的对象? 你认为亨利是怎样的人? 为什么 这么认为? 这几个问题要求学生能根据自己的理解 发表个人看法, 拓展思维。练习5让学生听录音, 对比两兄弟和亨利所使用的语言有什么不同,一方 面是为了让学生再次感受英国英语和美国英语在语 音语调上的不同,另一方面不同的措辞不同的表达 方式也反映了文化背景、社会地位以及身份的不 同。练习6让学生自己组织语言复述故事,这样能 有效地帮助学生巩固所学知识。

"语言学习" (Learning about Language) 部分 由"词汇学习"和"语法学习"两部分组成。"词汇 学习"部分共有三个练习。练习1通过英语释义复 习前几个板块出现的部分词汇;练习2展示了几对 含有同样词汇的句子,让学生借助情景和上下文猜 测词义,了解词汇的丰富含义,培养学生自主学习 的能力和认知策略;练习3提供了两个情景段落填 空,帮助学生掌握本单元的重点词汇和短语。"语 法学习"部分共六个练习。练习1和3分别要求学 生将"阅读"部分的宾语从句和表语从句找出来并 做标记。练习2让学生两人一组结合本单元的故事 情节轮流进行一问一答,学生回答时必须使用宾语 从句。这一练习不仅运用了语法项目,还可帮助学 生温习已学的阅读内容和词汇。练习4和5则要求 学生根据所提供的情景或上下文,完成表语从句。 练习6设置了日常生活中的求职面试的场景,在对 话中无论是面试者还是考官都需要使用宾语从句或 表语从句,在这样一个真实的情景下训练语法结构 的运用,不仅能使学生的印象更加深刻,而且将所 学的语法知识内化并运用到日常交际中去。

"语言运用" (Using Language) 部分中的"读、演与说" (Reading, acting and speaking) 介绍了第

一幕的第四场。这一场生动地讲述了衣衫褴褛的流 浪汉亨利·亚当斯到餐馆用餐先遭冷遇, 而后由于 拿出了一张百万英镑的大钞又备受关照的有趣故 事。作者用诙谐的笔调讽刺了资本主义社会拜金主 义者的丑陋嘴脸。学生在完成阅读之后,首先要回 答几个与课文相关的问题;然后听录音,模仿每个 角色的语音语调,并分小组进行表演,接着再细读 课文,找出点餐的表达用语,并根据教材所给的情 景,自己编一段在餐厅里用餐的对话。"听、写与 演" (Listening, writing and acting) 中介绍了第一 幕第五场, 讲述了亨利拿着百万英镑大钞回去寻找 给他钱的两兄弟,这一情节进一步印证了亨利诚实 正直的品格。该部分要求学生听前要预测故事将如 何发展, 然后在理解听力短文的基础上回答问题, 并沿着听力短文最后所给的线索设想将发生的故 事,并编写剧本:两兄弟出去旅游了,一个月后才 回来,而这张百万英镑的钞票将伴随亨利度过一个 月,他会遇到哪些人?会发生什么样的经历?人们 会如何对待他? 教材最后还为学生提供了一个提示 场景,供学生发挥想象,尽情创作。

"小结" (Summing Up) 部分同上一单元。

"学习建议"(Learning Tip)部分鼓励学生要想练习好口语,就要敢于学做戏剧家,广泛收集素材,自编自演。

"趣味阅读"(Reading for Fun)部分独具特色,这里列举的马克·吐温的名言都充分体现了这位伟大作家的诙谐和幽默,令人捧腹。教师可布置学生翻译这几个句子,让他们在学习英语语言的同时享受语言带来的快乐。

剧本的整体安排:

Act I

Scene 1 教师教学用书的附录部分 160 页

Scene 2 教师教学用书的附录部分 161 页

Scene 3 学生用书的"阅读"(Reading)部分

Scene 4 学生用书"语言运用"(Using Language)的"读、演与说"(Reading, acting and speaking)部分

Scene 5 学生用书"语言运用"(Using Language)的"听、写与演"(Listening, writing and acting)部分

Act II

Scene 1 教师教学用书的附录部分 165 页

Scene 2 练习册的"听"(Listening)的部分

Scene 3 练习册的"听的任务"(Listening task)部分

Scene 4 练习册的"读与说的任务"(Reading and speaking task) 部分

#### 本单元所涉及的要点是:

- (一)了解戏剧体裁的特点,学习和理解戏剧语言,尝试表演戏剧,提高文学修养和欣赏水平
- (二)学习《百万英镑》的故事,了解马克·吐温的生平和他的作品风格,探讨金钱和人性的关系,树立正确的价值观和人生观
- (三) 学会在语言交际中运用委婉的语言表达请求, 懂得如何用英语点餐和购物
  - (四) 掌握名词性从句作宾语和表语的用法
  - (五) 学习并掌握本单元所学的词汇和短语

### 二、教学方法建议

#### (一) 热身和读前

马克·吐温也许是中国读者最熟悉的美国作家 之一,通过阅读他的作品,学生可以了解有关美国 人民的历史、文化、社会状况、道德观念等知识。 "热身"部分关于他的介绍虽然简短,却点出了马 克·吐温众多作品的一个共同特点:由于作者对密 西西比河怀有深厚的感情,他笔下的人物和故事情 节常常和密西西比河联系在一起。部分热爱文学作 品的学生或许对马克·吐温以及他的作品已经有了 一些认识, 这时, 教师可在课前将"热身"的任务 交给学生来完成,教师可指导学生从不同角度来介 绍,如:作家的生平简介;代表作品以及出版时间; 关于某部作品的读后感;作家的轶闻趣事等。更多 关于马克·吐温的生平和作品的信息, 教师还可参 考练习册的"项目"部分、学生用书附录部分的注 释以及本书本单元第69页的背景知识。接着,让学 生浏览课本的表格以及介绍文字,最后通过完成表 格加深印象。在完成这一练习的过程中, 教师可引 导学生通过上下文来猜测该部分的生词和短语的含 义,找出供学生推测词义的线索,如:短文中的句 子He was brought up in Hannibal, Missouri, along the Mississippi River, 正好对应表格中要求填写的信息

Place where he grew up, 从这一联系上看,可以得出结论, was brought up 在这一句的意思是"被抚养长大"。

在条件允许的情况下,教师可向学生展示电影《百万英镑》中的开幕片断来激发学生学习本单元的兴趣,学生可通过电影片断来推测主人公将来的遭遇,然后顺利过渡到主课文的学习中去。

#### (二) 阅读和理解

戏剧是一种综合的舞台艺术。我们这里讲的戏剧实际上是剧本,它是文学体裁的一种。戏剧的基本要素包括情感、欲望、争斗、妥协——这些都是人类经验的重要组成部分。戏剧离不开戏剧冲突,它表现在人物性格的冲突上,具体表现为一系列的动作。戏剧语言包括人物语言(台词actor's/actress' lines)和舞台说明(stage directions)。舞台说明是写在剧本每一幕的开端、结尾和对话中间的说明性的文字,内容包括人物表、时间、地点、服装、道具、布景以及人物的表情、动作、上下场等,它具有增强舞台气氛、烘托人物心情、展示人物性格、推动情节展开等多种作用。在学习本单元的过程中,教师可以有意识地穿插一些相关的文学常识,引导学生注意分析人物的性格、戏剧的冲突和戏剧的语言,同时不要忽略"舞台说明"的重要作用。

由于本单元的体裁较为特别,教师不必拘泥于 日常的阅读教学步骤,不一定非要让学生先快速阅 读,然后过渡到仔细阅读。因为阅读剧本带给读者 的感觉是非常生动形象的场面,需要读者通过主人 公的台词、动作、神态以及情节等慢慢体会和欣赏, 而快速阅读容易影响读者欣赏作品的情绪和氛围。 此外,教师可让学生通过边听录音边阅读课文,进 一步感受戏剧中地道的口语。阅读建议教学步骤如 下:

- 1. 提供背景知识。教师可用中英文为学生提供一些关于戏剧的背景知识,讲述戏剧的要素,了解什么是戏剧冲突。
- 布置任务。让学生边听录音边阅读课文, 充分感受戏剧中人物对白所呈现出的思想感情,找 出这一场中的戏剧冲突,并回答与课文内容相关的 几个简单的问题,如:
- How many characters are there in this scene? Who are they?

- Who is the main character? Where does he come from?
- When and where did the story happen?
- Where are the characters in Scene 3?
- What happened in Scene 3? Use one sentence.
- 3. 检测学生对课文内容的理解状况。教师既可选用"理解"部分的练习1、2、4检查学生对课文的理解状况,也可根据这几个练习的主要内容,列出一些与情节相关的问题,让学生带着这些问题再次独立阅读课文,然后回答问题。如:
- Why is Henry lost in London? How did he get there?
- How many questions do the brothers ask Henry?
   What is the brothers' concern?
- Can you find the examples of polite requests?

Underline them.

- Can you imagine what happened when Henry went to the American Embassy? Give your reasons.
- Why do the brothers give Henry the letter?
- Can you guess why the brothers do not permit Henry to open the letter until 2 o'clock?
- What do you think of the brothers and Henry? Why do you think so?
- 4. 考查学生深层理解情况,根据剧情引导学生进一步分析人物的性格特点及其情感变化。教师可利用"理解"部分的练习3和练习5达到这一目的,对于英语水平较高的学生,可在这两个练习的基础上进行适当扩展,透彻分析Scene 3 中人物的语言、动作、情感和态度。

Occasions	What Henry says or does	How Henry feels	What the brothers say or do	How they appear to be
Before Henry enters the house				
When the brothers greet Henry				
When the brothers decide to ask questions				
When they ask about his plan				
When Henry explains how he got to London	7	1/2	22	B
After the brothers know he is penniless		134	177	
When they give him the letter				
When they tell him about the money in it				
Before Henry leaves				

5. 巩固所学课文内容。将"阅读"部分的关键词汇、短语以及关键情节信息列在黑板上(见下

表),供学生复述课文时参考。

Time and place	Characters	What happened	Possible phrases and expressions
1903	Roderick, Oliver	made a bet	They wonder whether
outside the brothers'	Henry Adams	wandering	penniless; lost in London
inside the brothers'	Roderick, Oliver	ask Henry questions about his plan, job, and money give Henry a letter	They ask whether They are happy to know that
house	Henry	tells the brothers about himself receives the letter	He explains that by accident. earned his passage seeks a job confused; 2 o'clock

6. 课后作业。阅读教学完成后,教师可布置 学生在课后分小组,角色扮演这一段戏剧,然后在 下一节课进行展示。

#### (三)语言学习

#### 1. 词汇学习

本单元前几个板块的词汇除了permit, wander, spot, seek 之外,其他多为名词和短语,难度不大,且大部分都能通过上下文理解词汇的含义,教师可因势利导,让学生充分预习,在语境中猜词义,养成自学的习惯,进而为阅读和表演清除障碍,使阅读更为流畅,表演更加真切。除了让学生完成 Discovering useful words and expressions 中的练习之外,教师还可在学生复述课文时要求他们尽量使用本单元的新词汇。

#### 2. 语法学习

语法教学要从语境中自然引出句子。本单元的 主要语法项目是宾语从句和表语从句。

1) 宾语从句的用法学生已比较熟悉,因此,在帮助学生合作完成课本中的语法练习后,可用过去时问学生: What did Roderick ask Henry? What did Henry say about himself? What did Oliver ask Henry? 学生则需要用间接引语来转述剧中人物的话,达到复习巩固宾语从句的目的。

- Roderick asked Henry how well he knew London.
- Roderick asked Henry whether they might ask what he was doing in the country and what his plans were.
- Henry said that he didn't have any plans.
- Oliver asked how that was possible.
- 2) 用作表语的从句叫做表语从句。课文中的表语从句的例子只有两个, 教师还可利用一些带有表语从句的诗歌和歌曲来帮助学生理解其用法, 如由 Michael Learns to Rock 乐队演唱的 That's why you go away。关于表语从句的用法, 教学时要注意以下几点:
  - (1) 连接词
  - a. 从属连词一般有 that, whether, 如:

Our problem is that we have little money. 我们的麻烦是我们没有什么钱。

The mother's question was whether the daughter had finished her homework. 母亲的问题是女儿是否已经完成了作业。

b. 连接代词一般有 who, what, 如:

The problem is who we can get to answer this question. 问题是我们找谁能解决这个问题。

That is what he wants us to do. 这就是他想让我们做的事情。

c. 连接副词一般有 when, where, why, how, 如:

That was when I really understood how much my parents loved me. 这个时候我才真正了解我的父母亲有多么爱我。

That's where she got her first master's degree. 这就是她获得第一个硕士学位的地方。

The question is how the thief got into the house. 问题是小偷是怎么进入这所房子的。

- (2) 位置:一般放在连系动词 be 之后。
- (3) 注意:表语从句中的从属连词 that 不可省略;从属连词 if 一般不用来引导表语从句。

#### (四) 语言运用

这一板块的"读、演与说"(Reading, acting and speaking)中情节并不复杂,但人物的语言、动作和情绪都较为夸张、生动,在理解课文内容信息之后,教师可安排学生组成小组,分角色在课堂上表演这一场的内容,使他们感受地道的戏剧语言。表演过程中,学生可以根据自己对情节的理解适当加以发挥,虚构一些对白和细节,教师要提醒学生适当运用点餐的功能项目,以及名词性从句(主要指宾语从句和表语从句)。这样的安排不但培养了学生的表演能力和口头表达能力,更有利于学生创新思维的发展,增强学生的合作意识。

教学 "听、写与演" (Listening, writing and acting) 时, 首先教师可让学生根据练习来猜测亨 利下一步会去哪里,学生根据练习2的第二、三个 问题所提供的线索,很容易能得出结论: Henry went back to find the two brothers, 教师可再问: Can you guess why Henry went back to the brothers' house? 选取几个学生来回答这一问题, 然后让学生听录 音,完成练习2。完成听的训练之后,教师应尽快 过渡到写作教学中去,并给予学生充分的时间在小 组内进行讨论,根据练习3提供的情景,小组成员 可各抒己见,小组的组长可将所有人的观点都列下 来,然后集体选出最具有说服力的意见和观点。本 单元的写作任务属于集体创作的任务,因此需要小 组成员达成统一意见后, 再分配角色, 并在互相交 流的状态中逐步完成各自的写作任务。写作的过程 也是小组成员互相合作的过程,合作的过程中难免 有意见分歧,这些问题是否能解决好直接影响小组

的作品质量,因此,教师在写作过程中还应发挥协调人的作用,帮助学生正确面对问题,培养他们与 人合作的能力。

#### (五) 主题任务

根据本单元体裁和内容特点,教师可组织以下 "任务型"教学活动:

1. 采访 (An interview)。在"语言运用"部分中,在学生表演第四场剧目后,让学生进行四人小组活动,找一名学生扮演记者,对戏剧中的人物分别进行采访。以下教学步骤供教师参考。

#### Role-play

1) Teacher gives the instructions

Suppose a reporter in London heard this story: A millionaire in rags had a big meal in a restaurant. He/ She thought it might make an excellent article, so he/ she rushed to that restaurant and interviewed the owner, the hostess and the waiter. Now work in groups of four, and prepare to act the interview.

- Students brainstorm some questions and answers
- The student who acts as the reporter needs to prepare some good questions. He/She should encourage people to talk by using expressions such as "Really?" and "I can't believe it."
- The students who act as the owner, hostess and waiter need to get prepared for the questions and they should give different versions of the story based on their viewpoints and ways of thinking.
  - 3) Students practise the interviews.

The teacher may walk around the classroom and provide help where necessary. Do not pay much attention to students' oral errors. Choose some groups to give presentations later.

#### 4) Students make presentations

The teacher can invite as many groups as possible to perform in front of the class and let the students decide which group makes the best performance, which group has the funniest idea, which student is the best actor or actress, etc.

2. 英文短剧表演 (Acting a short play)。 英文短剧表演对激发学生的英语学习兴趣、扩 大词汇量、复习语法和提高口语水平都会起到很好的推动作用。教师可以结合课外阅读(如人民教育出版社出版的《英语戏剧系列丛书》),鼓励和协助学生在课下排演英文短剧,在恰当的时间组织一次英文短剧表演晚会,寓教于乐、激发兴趣,达到促进英语学习的目的。以下教学建议供参考:

- 1) 让学生自愿分组组成剧组,选定一个现成的剧本,进行排演。学生也可选定一个适合表演的小说片断,进行改编。改编时,教师可以给予适当的指导:首先,要找出故事或小说片断中的人物。然后,根据人物的对话对其进行改编,不要忘记加入旁白的台词和必要的舞台说明。
- 对改编后的剧本进行试演,如需要可对剧本进行修改,然后分角色进行排练。
- 3) 排练成熟后,就可以集中表演,举办英文 短剧表演大赛,评选一、二、三等奖,颁发最佳编 剧、最佳导演、最佳演员等证书,并给予适当奖励。

短剧排演也是一个培养学生沟通能力和协作精神的过程,对开发学生的多元智能 (multiple intelligences) 很有益处。如有可能,教师应该尽量鼓励支持,从语言、道具、排练过程等各方面给学生提供帮助。这本身就是一项真实而有意义的任务。而且,学生也可以从排练中锻炼意志力,不断树立起信心。这对学生人格的形成会有积极的影响。学生的学习兴趣、信心、意志、积极的态度、情感和人格等,都体现英语这个学科所具有的人文性。总之,演剧对学生的综合素质的提高会起到很好的作用。

### 三、自我评价建议

#### (一) 非测试性评价

Think about what you have achieved after studying this unit. Read the statements below and fill in the blanks.

- A use my own words to retell the story of THE MILLION POUND BANK NOTE
- B give a brief introduction to the American writer, Mark Twain
- C act a few scenes of the play with my group members

- D write a short scene of a play, using stage directions
- E use the new words and expressions of this unit in speaking and writing
- F make requests when I want someone to do something for me
- G use the phrases of this unit to order food in restaurants and buy clothes in shops or supermarkets
- H use noun clauses as the object and the predicative in speaking and writing
- I understand some of the characteristics of drama

	After studying this unit, I am able to	
	very well.	
•	After studying this unit, I think I can	

•	After studying this unit, I think I can		
	with the help of my classmates		
	and the teacher.		

After studying this unit, I hope I can

#### (二) 测试性评价

parents.

 Fill in the blanks with the words or phrases in the box.

unbelievable permit stare account
patience rude bow seek spot passage
to be honest go ahead account for
by accident take a chance on the contrary

1)	I cannot	this party to	00
	if you refuse to	o apologize.	
2)	Don't	so hard at	the man over
	there or he m	ight lose his	and
	come over to a	isk you why.	
3)	Is your	on the box	at paid for or
	will they send	you an	for you to
	pay later?		
4)	How can you _	your	behaviour on
	that night?		
5)		don't like hin	n very much
	because he i	s always	to his

6)	Before space travel, people thought it was	
	for anybody to go to the moon.	4)
7)	Henry seems so rich that whenever people sees	
	him they to him.	5)
8)	The hostess explained to the policeman that	
	the fire had started	6)
9)	It wasn't a good performance;, it	
	was so terrible that I couldn't wait to leave	
	the theatre.	参
10)	Christine and married a man she	1.
	had known only for a week.	
11)	We Jenny and her boyfriend at	
	the party but she didn't notice us at all.	
12)	If you have a headache for a long time, you	
	should medical advice.	2.
2.	Complete the following sentences using noun	
clauses.		
1)	The reason why Tim arrived late was	
2)	The earth began to shake. It seemed	
3)	Henry wants to go back to America, but his	

	trouble is
4)	My neighbour told me
5)	Nobody knows
	or not.
6)	The policeman asked the driver
	and then took him to the police station.

#### 参考答案:

- 1. 1) permit, go ahead 2) stare, patience
  - 3) passage, account 4) account for
  - 5) To be honest, rude 6) unbelievable
  - 7) bow 8) by accident 9) on the contrary
  - 10) took a chance 11) spotted 12) seek
- 2. 1) that his bicycle chain had broken
  - 2) as if the end of the world came
  - that he has no money and he can't find a job
  - that there was a crack in the wall of my house
  - 5) whether the operation will be a success
  - 6) how much beer he had drunk

### 补充参考资料

### (Supplementary reference materials)

### 一、补充注释

1. He was brought up in Hannibal, Missouri, along the Mississippi River. 他在密西西比河边密苏里州的汉尼拔长大。

**bring sb up:** (esp passive) raise or educate sb 培养或教育某人。如:

After his parents died, John was brought up by his elder sister and brother-in-law. 父母去世后, 约翰由他的姐姐和姐夫抚养长大。

**bring sth up:** call attention to sth; raise sth 使注意某事物,提出某事物。如:

It seems that nobody wants to bring up the matter for discussion. 好像没有人愿意提起这件事来进行讨论。

 Two old and wealthy brothers, Roderick and Oliver, have made a bet. 一对年老又富有的兄弟, 罗德里克和奥利弗,打了一个赌。

**bet** (n.): an agreement to risk money on the result of a race, game etc or on something happening, or the

money that you risk 赌博; (金钱等) 赌注

Let's make a bet on the next election. 咱们赌下次大选吧。

除了 make a bet 之外, 类似的短语还有: have a bet 打赌; win/lose a bet 打赌赢/输了; accept/take up a bet 同意打赌

 $\mathbf{bet}$  ( $\nu$ .): to risk money on the result of a race, game, competition, or other future event 打赌,賭博

Mrs Black spent all her money betting on horse races. 布莱克夫人把她所有的钱都花在了赌马上。

I bet (that): (informal) I'm sure 我肯定; 我敢说

I bet he's gone swimming – he loves it. 我敢肯定他去游泳了——他喜爱这项运动。

you bet: (informal) you may be sure (of it) 的确; 当然

"Are you going to see the film?" "You bet (I am)!" "你去看电影吗?" "当然 (我去)!"

3. Permit me to lead the way, sir. 先生, 请让我来带路吧。

#### permit (v.)

1) **permit sb to do sth** = allow sb to do sth 允许 Her mother would not permit her to come back late. 她的妈妈是不会允许她晚归的。

Permit me to explain. 容我解释一下。

2) **permit sth:** allow sth to exist, happen, or to be done (very formal) 许可、容许(某事物)存在、发生或被(某人)做(非常正式)

We don't permit smoking in the office. 在我们的办公室里不准吸烟。

The prisoners were permitted two hours' outdoor exercise a day. 犯人每天允许有两个小时的户外活动。

4. I wonder, Mr Adams, if you'd mind us asking a few questions. 亚当斯先生, 不知你是否介意我们问几个问题。

I wonder whether (if) you .... 是表示委婉请求的句式,用于较为正式的场合,译为:不知您是否…… if (whether) you'd mind us asking a few questions 在句中作 wonder 的宾语从句,该句中的 us asking a few questions 为-ing形式的复合结构,在

句中做动词 mind 的宾语。

5. Well, towards nightfall I found myself carried out to sea by a strong wind. 哦,傍晚时分我发现我被一阵大风刮到海上去了。

carried out to sea 是过去分词短语作 myself 的 宾语补足语, 其作用相当于; Well, towards nightfall I found that I had been carried out to sea by a strong wind.

6. And it was the ship that brought you to England. 正是那艘船把你带到了英国。

该句为强调句,其句型为"It is/was + 被强调部分+that + 句子剩余部分"。

It is in this room that Lu Xun once lived. 这就是鲁迅生前曾经住过的房间。

Was it because his mother was ill that he didn't go to school? 他不来上学是因为他妈妈病了吗?

When was it that the club was set up? 这个俱乐部的成立是在什么时候?

7. I'll take care of this. 这儿由我来照应。

take care of 在这句话中的意思是"负责;处理",相当于 be responsible for; deal with。类似的例子还有:

Mrs Jackson takes care of all the bills and expenses of the family. 杰克逊夫人负责全家所有的账目和花销。

8. It's amazing how much pleasure you get out of the simple things in life, especially if you can't have them for a while. 从生活中如此简单的东西之中竟能得到这么大的乐趣, 真是令人吃惊, 特别是当你暂时吃不到这些东西的时候。

这句话是一个主语从句, it在句中充当形式主语, 真正的主语是 how much pleasure you get out of the simple things in life。

#### 二、背景知识

#### 1. About Mark Twain

Mark Twain was born in Florida and spent his boyhood in Hannibal, Missouri, along the Mississippi River. Three of his most famous books describe people on this great river. They are *The Adventures of Tom* 

Sawyer, The Adventures of Huckleberry Finn and Life on the Mississippi. Indeed, this author loved the river so much that even his pen name is about the river. "Twain" is an old word for "two". So, to "mark twain" is to say that the water is two fathoms deep. A fathom is equal to six feet or 1.83 metres. Twain left school at the age of twelve to look for work. Over the next two decades he was a printer, a riverboat pilot, a soldier, a gold miner, a businessman and a newspaper reporter. In 1865, he published The Celebrated Jumping Frog of Calaveras County which was about a jumping frog contest. His writing became famous for its description of common people and the way they talked, but especially for his humour. He became rich from the many novels, short stories and travel journals he wrote and was very popular at public readings. Yale and Oxford Universities honoured him for his writing. However, the later part of his life was heavily overshadowed by several misfortunes. He was bankrupted by some ill-advised investments in 1884 and the money from much of his later work was needed to pay off his debts. One of his daughters died in 1896, his wife in 1904, and another daughter in 1909. The last years of his life were filled with sad events, loneliness and the loss of much money. His writing lost most of its humour and became sad like him. He died in Redding, Connecticut, on 21st April, 1910 aged 75. Yet he is still one of the most popular writers in the world today.

#### 2. About The Adventures of Tom Sawyer

The Adventures of Tom Sawyer was published in 1876. Twain wrote it while he and his family were living in Hartford, Connecticut, and while Twain was enjoying his fame. The novel, which tells of the exciting adventures of a young boy and his friends in St. Petersburg, Missouri, a village near the Mississippi River, recalls Twain's own boyhood in a small Missouri town. The friendship of Tom Sawyer and Huck Finn is one of the most celebrated in American literature, built on imaginative adventures, shared superstitions, and loyalty that rises above social convention. The novel

remains one of the most popular and famous works of American literature and its hero, Tom Sawyer is loved by American readers.

Scenes such as Tom Sawyer tricking his friends into whitewashing Aunt Polly's fence for him, Injun Joe leaping through the window of the courthouse after Tom names him as Dr Robinson's murderer, and Tom and Becky lost in the cave have become so familiar to American readers that one almost doesn't have to read the book to know about them. But the pleasure of reading *The Adventures of Tom Sawyer* has kept readers coming back to the novel for over a century.

The novel is popular not only because it is fun to read, but also because it introduces the character of Huckleberry Finn, who, with the publication of Twain's 1884 novel, *The Adventures of Huckleberry Finn*, would become one of the greatest characters in American literature.

#### 3. About The Adventures of Huckleberry Finn

The Adventures of Huckleberry Finn is one of Mark Twain's masterpieces. The book is humorous and the author shines a revealing light on traditions that the South still followed after the Civil War. Huckleberry Finn is the main character and narrator, who is writing his story. Through him, the reader judges society's strengths and weaknesses. Huck's companion during his adventures is Jim, a runaway slave. The two share friendship and adventure as they travel down the Mississippi River on a raft. When the book first appeared, reviewers and parents thought it would corrupt young children with its depiction of a hero who lies, steals, and uses coarse language. In the last half of the twentieth century, the book has continued to be criticized on the grounds that its portrayal of Jim and use of the word "nigger" is racist. Nevertheless, from the beginning The Adventures of Huckleberry Finn was also recognized as a book that would completely change the way people think about American literature. The strong point of view, description of dialects, and confrontation of issues of race and prejudice have inspired critics to name it "the great American novel." Nobel Prize-winning author Ernest Hemingway claimed in *Green Hills of Africa* (1935), for example, that "All modern American literature comes from one book by Mark Twain called Huck Finn .... There was nothing before. There has been nothing as good since."

#### 4. More Quotations by Mark Twain

- Always acknowledge a fault. This will throw those in authority off their guard and give you an opportunity to commit more.
- Be careful about reading health books. You may die of a misprint.
- By trying we can easily learn to endure adversity – another man's I mean.
- Clothes make the man. Naked people have little or no influence on society.
- Do something every day that you don't want to do; this is the golden rule for acquiring the habit of

doing your duty without pain.

- If you tell the truth you don't have to remember anything.
- In Paris they simply stared when I spoke to them in French; I never did succeed in making those idiots understand their language.
- If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man.
- It is better to keep your mouth closed and let people think you are a fool than to open it and remove all doubt.
- In the first place, God made idiots. That was for practice. Then he made school boards.
- It was wonderful to find America, but it would have been more wonderful to miss it.
- Whenever you find that you are on the side of the majority, it is time to reform.



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

### INTRODUCTION

The play is one of the most useful and interesting means by which to improve students' oral English skills. Beginning with this book and throughout the rest of the NSEC series, students will be provided with plays adapted from famous native-speaking writers in English. Plays will enable your students to read and hear natural language in a dramatic context. Just as importantly, reading and acting these plays aloud will increase students' self-confidence in using English,

which in turn will increase their overall motivation to learn English. When reading a play aloud, students can learn how to interpret language through tone of voice and body language, gaining a greater appreciation of the various verbal and non-verbal ways in which language works. It is therefore strongly recommended that you provide your students with the opportunity to interpret language by acting a few scenes of the play.

### WARMING UP

Mark Twain is probably one of the few American writers with whom your students are already familiar. This exercise allows you to discover just how much your students remember about this 19th century writer. Find out in your discussions how much the students know and if necessary direct their attention to the short biography in this part of the unit.

#### Teaching suggestions:

- 1 Make a quiz for the students to find out how much they already know about Mark Twain before you start. Ask the students to close their books and answer in their notebooks.
  - What was the real name of Mark Twain?
  - What century was he born?
  - What was his job?
  - Along which river are some of his most famous

#### novels set?

- What does Mark Twain mean?
- Can you name one of his famous novels?
- Did he write plays as well as novels and short stories?
- · Can you name one of his short stories?

When they have finished let them swap notebooks and mark each other's work. The answers can be found in this part of the unit except No 7. Twain did not write plays but he did write novels and short stories.

2 Now ask the class if any of them have read or seen a film of The adventures of Tom Sawyer or The adventures of Huckleberry Finn. If they have let them tell the others the plot briefly. If not, you can tell them briefly.

#### Summary of The adventures of Tom Sawyer

This is a story about a young boy named Tom Sawyer who is very mischievous and likes to go on adventures. He lives with his Aunt Polly and his halfbrother Sid. Tom also had two friends named Joe Harper and Huckleberry Finn. Becky Thatcher is Tom's girlfriend and Injun Joe is the town's thief and murderer. This story takes place in the mid-1800s in a small village in Missouri along the Mississippi River.

#### Summary of The adventures of Huckleberry Finn

Before the novel begins, Huck Finn has led a life of absolute freedom. His parents are either dead or absent and so Huck is not used to following any rules. The most important part of his character is his desire to save a black slave, Jim, and free him from slavery. He runs away with Jim whom he sees as a person and not property. They escape down the river giving Huckleberry time to think of the best thing to do.

### PRE-READING

- 1 This question presents students with an important choice. For some, knowing what they would do with the money is easy to decide. For others, it may pose a real dilemma, especially if they feel obliged to help others with the money. Whatever choice students make here, they should be ready to offer their
- classmates a good reason for it.
- 2 Let those students who have seen the film of The Million Pound Bank Note tell the rest of the class a summary of the story. Encourage them to explain their reactions to the film and give their reasons.

### READING

This play is adapted from Mark Twain's short story by the same title. Like most of Twain's stories, it is meant to be humorous. This is a rags-to-riches story but with a new twist: the main character is actually doing quite well for himself before his accident at sea.

#### PLAY SUMMARY

Henry, a San Francisco businessman is rescued at sea by a British ship that takes him to London where he finds himself without money, friends or the prospect of a good job. Hungry and alone, he walks the streets of the city when unexpectedly he is invited into a large house. Two rich brothers, Roderick and Oliver, have made a secret bet. Roderick believes that a man cannot survive in the city for a month with only a million pound bank note in his possession but Oliver believes he can. The play follows Henry's adventures with humour and surprise to discover who will win the bet.

#### 1 Teaching new words and structures

Students are encouraged to preview the text and find out the new words and structures themselves. They should try to work out the meaning of the new words through the context. Then if necessary, they can look them up in the dictionary or turn to the teacher for help. Words they can work out using context:

- 1 ...I was spotted by a ship. In this clause Henry says that he was found by a ship. A ship cannot "see" or "find" someone but the people on the ship can see and find Henry. So to spot = to see.
- 2 The fact is that I earned my passage by working as an unpaid hand, which accounts for my appearance. Henry's appearance is that of a poor man. He explains that this is because he has had to pay to come to England by becoming an unpaid sailor. So

- the word passage = trip. The phrase accounts for = explains.
- 3 Well, it may seem lucky to you but not to me! On the contrary, in fact. Here Henry is showing his anger. He feels that the two brothers are making fun of him. So the words it may seem lucky means the opposite of lucky. So on the contrary shows that Henry feels that he is not lucky. So on the contrary = the opposite of whatever is being mentioned before.

#### Other words that need attention:

- 1 Boat and ship do not have the same meaning in English. A boat is much smaller, such as a sailboat, and can often be steered by a single person. A ship is much larger and requires a crew to navigate. On the other hand, a vessel can be either a boat or ship.
- 2 I wonder, Mr Adams, if you'd mind us asking a few questions. This is a very formal expression. In the informal situations, it is usually put like this, "Do you mind if we ask you a few questions?"
- 3 by accident This phrase has the same construction as by bus, by car etc. It doesn't have anything to do with an accident but means the same as by chance or accidentally.

#### NOTES:

- 1 This is a two-act play, meaning that the events of the drama are divided into two main parts. Sometimes the second act of a play changes the setting (ie time and place) but more often there is some change in the thoughts and actions of the main character(s). Each act is made up of various scenes.
- 2 Another basic feature of plays is the stage directions.

The word or words, which appear in italics, provide the director and actors with guidance about how words should be said (ie tone of voice) or what action actors should take as they say the words (ie behaviour). For example, the first two stage directions in the play tell the actor what to do. Stage directions are only for the benefit of readers, not audiences.

3 A third important feature of plays can be found in the use of the ellipsis. In dramatic dialogue, the ellipsis lets the reader (and actor) know that the character who is speaking has either been interrupted by another character or, for some as yet unknown reason, has decided not to finish what he or she intended to say.

This play is adapted from a screenplay available by the same title and is available on VCD in some larger video stores in China. If you plan to show students the film version, it is recommended that they watch it after reading the play in class. In this way, the element of surprise is kept, which may help to maintain their interest in what they are reading.

#### 2 Understanding ideas

In a play the ideas are not explained as clearly as they are in a piece of prose. You have to work out the ideas from what the characters say. So after a first reading, get the students to read it again to themselves concentrating on one of the characters. Ask them to find out what kind of person the character they have chosen is. They do this by looking closely at what each character says or does.

#### Teaching suggestions:

- 1 Divide up the class into groups of four. Let one group of students look at one character and another group another character in the play.
- 2 Then each group can tell the rest of the class what kind of person they think their character is. They should give their reasons for their opinions. For example:

Name	Character	Evidence		
Henry Adams	1 proud 2 honest 3 careless	pays for his passage by working as an unpaid sailor he asks for work not charity he did not sail his boat well and might have died if the ship had not seen him		
Oliver and Roderick	1 rich 2 trusting 3 mischievous 4 good judge of character	servants and a house give a stranger a million pound bank note without any check or guarantee prepared to bet on so much money just for fun they can tell by his face that Henry is honest		

- 3 The teacher can ask the students to think about what will happen later. Some questions may help. For example:
  - What do you think will happen to Henry?
  - Will the bank note help him or get him into trouble?
  - Suppose you are a shopkeeper, would you trust a customer with one million yuan bank note?
     Why or why not?

#### 3 Discussion of style

In this play, Henry speaks American English. The other characters all speak British English. Their choice of words, is formal by today's standards. So draw students' attention to:

- Henry's English style which shows he is American ("Go right ahead", "I'd about given myself up for lost").
- 2 The brothers' use of English that shows they are British ("Would you step inside please", "I wonder if you'd mind us asking a few questions").

Also, ask the students to consider the questions:

- How do the stage directions help you understand the characters in the play?
- What particular phrases would you like to use in your own English conversation?

### COMPREHENDING

Answer key for Exercise 1: 1F 2F 3O 4F 5O

#### Answer key for Exercise 2:

Polite language	Simple alternatives
1 Would you step inside a moment, please?	Come in, please.
2 Good morning, sir. Would you please come in?	Hello. Please come in.
3 Permit me to lead the way, sir.	Let me show you the way.
4 How do you do, Mr er?	Hello Mr
5 I wonder, Mr Adams, if you'd mind	Mr Adams, is it OK if?
6 May we ask what you're doing in this country?	Why are you in England?
7 Now if you'll excuse me	Please excuse me.

#### Answer key for Exercise 3:

	What Henry says or does	How he feels
1. Before he enters the brothers' house	wandering round London	miserable, unhappy, anxious
2. When he introduces himself	behaves politely and answers questions fully	curious why he has been asked to go into the house
3. When the brothers ask him about his plans	admits his problems and asks for work; explains his situation	hopeful that he might find a solution to his troubles
4. When he tells them how he reached London by ship	blames himself for his carelessness; remembers how hungry he was when he sees the food on the table	grateful that he was rescued; aware of his hunger
5. When they seem happy that he has no money	replies angrily	angry, irritated
6. When they give him the envelope	wants to open the envelope straightaway	irritated that he cannot open the envelope at once
7. When they tell him there is money in it	explains he wants a job not charity	unhappy to be given money rather than working for it
8. Before he leaves the house	agrees not to open the letter till 2 pm	interested and curious

#### Suggested answers to Exercise 4:

#### Teaching suggestions:

1 In pairs let the students brainstorm some ideas. Then

they should compare their ideas with another pair and choose the best to present to the class.

Possible reasons include:

Question	Possible reasons
Why do you think that the brothers chose Henry for their bet?	<ol> <li>It was his first visit to London so nobody knew him.</li> <li>He had no money so he would have to rely on the bank note.</li> <li>They thought he looked honest because he asked for a job and not charity.</li> </ol>
What kind of person do you think Henry is? Why do you think so?	<ol> <li>overconfident → he thought he could sail better than he could</li> <li>independent → he worked for his passage as an unpaid hand to England</li> <li>honest → he tells the truth to the brothers</li> <li>hard-working → he wants work but not charity</li> </ol>

- Write down the students' ideas for Question 1 and adjectives for Question 2 on the board. Make sure that they give a reason for each of their choices. They can use the evidence from the play to justify their answers.
- 3 Ask each group of four to consider which idea on the board they like best and why. Give them some time to discuss the alternatives. Then someone from each group should present their findings and give their reasons. Put a tick when a particular idea is chosen. Count the ticks for the most popular solution to each question.

#### Sample dialogue:

- S<sub>1</sub>: Why do you think the brothers chose Henry for their bet?
- S2: Well, I think that's easy. They knew that it was Henry's first trip to England. They knew he had no money. They believed that he was honest so they felt they could trust him.

- S<sub>1</sub>: Don't you think they were rather careless? After all they didn't know Henry very well.
- S2: True, but I suppose his straightforward manner and his honesty about his problems persuaded them to choose him.
- S1: What kind of person do you think Henry is?
- S2: I think he's a bit overconfident. He did let his boat sail out of the bay. I don't think he was a very careful sailor.
- S<sub>1</sub>: I don't agree. I think he was just unlucky until the ship spotted him and picked him up. From then on he behaved very well.
- S2: Yes, he did. He offered to work during his voyage to England even though he didn't want to go there. He was honest about his problems when he talked to the brothers. He made it clear that he wanted a job and not money. So I think he was a good person for them to trust.
- S1: Let's see what the other group think!

#### Suggested answers to Exercise 5:

Name	Way of speaking	Evidence	
Henry	direct	<ol> <li>tells Oliver and Roderick his name without question</li> <li>gives them his difficulties though they are strangers</li> <li>questions why he must wait before opening the letter</li> </ol>	
	idiomatic	<ol> <li>go right ahead = carry on</li> <li>back home = at home</li> <li>I'd just about given myself up for lost = I thought I'd die</li> <li>If this is your idea of some kind of joke = Is this a joke?</li> <li>Why don't you explain what this is all about? = Why?</li> </ol>	

Name	Way of speaking	Evidence
Oliver and	formal and polite	1 I wonder, Mr Adams, if you'd mind us asking a few questions.
Roderick		2 May we ask what you're doing in this country and what your plans are?
		3 If you don't mind, may I ask you how much money you have?

#### Suggested answer to Exercise 6:

Henry is lost in London. He has no money and is wondering what to do. Suddenly a door opens and two brothers invite him inside the house. They ask him some questions and then they give him an envelope and tell him not to open it till 2 pm. They do, however, suggest that it contains money. Henry promises to wait till 2 pm before opening the letter.

### LEARNING ABOUT LANGUAGE

# Discovering useful words and expressions Answer key for Exercise 1:

1 fault 2 permit 3 author 4 seek 5 envelope

6 birthplace 7 businessman 8 adventure 9 patience 10 scene 11 pavement 12 novel

#### Suggested answers to Exercise 2:

Number Word		Definitions	
,	wander	A walk slowly without a clear direction	
1		B stop paying attention	
2		A a record	
2	account	B an arrangement in which bank keeps your money	
3	fault	A a mistake	
3		B something that is wrong with a machine	
	spot	A particular place or area	
4		B a small mark on something	
		C find	
	passage	A long narrow area with walls on both sides	
5		B fare	
	- No.	C movement of people or cars along a road	

#### Answer key for Exercise 3:

- 1 by accident, brought ... up, To be honest, go ahead, patience
- 2 permit, on the contrary, fault, accounted for

#### Discovering useful structures

Answer key for Exercise 1:

Oliver believes  $\bigstar$  that with a million pound bank note a man could survive a month in London  $\bigstar$ .

I wonder, Mr Adams, ★if you'd mind us asking a few

questions \*.

May we ask  $\bigstar$  what you're doing in this country and what your plans are  $\bigstar$ ?

Well, I can't say ★ that I have any plans ★.

his eyes stare at  $\bigstar$  what is left of the brothers' dinner on table  $\bigstar$ 

I didn't know ★ whether I could survive until morning ★. If you don't mind, may I ask you ★ how much money you have ★?

... I don't think \* it's very funny \* ..

... I think \* I'll be on my way \*.

You mustn't think ★ we don't care about you ★. We know ★ you're hard-working ★.

Well, why don't you explain ★ what this is all about ★?

#### Suggested answers to Exercise 2:

- 1 I can't say I liked the play very much. / I must say I really enjoy reading this play.
- 2 I don't think the brothers should have made such a bet. / I think it is funny to make a bet like that.
- 3 Henry tells the brothers that he worked for a mining company in America.
- 4 Henry tells them that he landed in Britain by accident.
- 5 The brothers want to know whether Henry has any money on him.
- 6 I think Henry will be happy with what is inside the envelope.

#### Answer key for Exercise 3:

The fact is  $\triangle$  that I earned my passage by working as an unpaid hand  $\triangle$ , ...

That's  $\triangle$  why we've given you the letter  $\triangle$ .

#### Answer key for Exercise 4:

- 1 The reason was that he was lost at sea and brought to England by another ship.
- 2 One of his problems is that he doesn't know anybody in London. Another problem is that he has no money.
- 3 The embassy was where he thought he would get it.
- 4 His concern is how he can find a job so he can go home again.
- 5 The brothers' concern is whether Henry knows about London or has any money.
- 6 The envelope is what the brothers give to Henry.

#### Suggested answers to Exercise 5:

- 1 as if they didn't care about Henry's feelings at all
- 2 how people behave when they are rich
- 3 what I would like to know
- 4 that a lot of people enjoy reading them

#### Note

When you have finished this exercise you can ask the students to practise these dialogues in pairs. Remind them to think about word stress, rhythm and intonation.

#### Suggested answers to Exercise 6:

Possible questions		Possible answers	
1	Why do you want to work for this company?	1 The reason is that your company offers the possibility of working abroad.	
2	Could you tell me why you are interested in this job?	2 It is because I want to work with computers and develop new computer software.	
	What quality do you think is the most important for this job?	3 I think it is the most important to be creative when you are developing new software programs.	
	Could you tell me what you know about this company?	4 I know that you are the world leader in developing computer software.	

### USING LANGUAGE

#### Reading, acting and speaking Act I, Scene 4

The purpose of this part of the unit is to continue the story and give students the opportunity to act the scene in class. Read the passage with the students first aloud in class. Explain any new words and expressions. Then the teacher can choose from the following two alternatives:

1 Let the students get into groups of six. Five students will take the parts in the play. They will read their speeches and try to make their language sound authentic. The sixth person or director will decide how the acting will take place in the scene. He/She will also guide the rest of the group in the use of their voices so that they will sound as much like the characters in the play as they can.

2 After students read aloud this scene, have them work with a partner and mark all of the stage directions. Then ask them to change a few of the directions and act it differently. Or have two partner groups write new stage directions for each other, perform them, and then compare acting.

#### NOTE:

Henry asks for a steak "extra thick" for his meal. In China, steak is generally cut thinly but in America it is appreciated if it is cut thickly and grilled or fried. The advantage of having a steak "extra thick" is that it can be well cooked on the outside but still raw or half raw in the centre.

The teacher may call students' attention to some examples of Mark Twain's humour in this scene, which will help students to better understand the play and act it out more appropriately.

The change in attitude of the owner, the hostess and the

waiter when Henry produces a large bank note they cannot change. So in fact Henry does get a free meal with the note (because they trust him to pay when he can get change) although the restaurant owner would have denied trusting him to pay his meal without it.

#### Answer key for Exercise 1:

- 1 The owner's behaviour changes the most because he stops being rude and worrying if Henry can pay for the meal and becomes over-polite offering Henry a free meal.
- 2 He is somebody who is only impressed by how much money somebody has.
- 3 He may be frightened Henry will not come back. He may also worry that Henry will tell his friends about the bad treatment he got at the restaurant and they will not return either.

#### Notes for Exercise 2:

There are many differences between British and American pronunciation. Here are a few suggestions to help your students.

- 1 The vowels a and o are sounded differently. For example the word bottle is pronounced bottle (UK) and battle (USA); dance is pronounced darnce (UK) and dance (USA).
- 2 Here are some other clues:

British pronunciation	American pronunciation	
1 generally stresses the second syllable (Re NAIssance, laBORatory,)	generally stresses the first syllable (RENaissance, LABoratory)	
2 y is sounded as i as in dinasty	2 y is sounded as ai as in dainasty	
3 er is sounded as er in clerk	3 er is sounded as ar as in clark	
4 sch is sounded as sh in shedule	4 sch is sounded as sk as in skedule	

#### Sample dialogue for Exercise 3:

- S<sub>1</sub>: Can I help you?
- S2: Can I have the menu, please?
- S<sub>1</sub>: Of course. I'll come back and take your order in a minute.
- S2: Thank you. What do you suggest?
- S<sub>1</sub>: The steak is very good and so is the fish.
- S2: I'll have one of those two then.
- S1: Are you ready to order now?
- S2: Yes. I'd like steak and chips and two glasses of beer, please.

- S1: Of course sir. How thick do you want your steak?
- S2: Very thick please.
- S1: And what vegetables would you like with it?
- S2: Carrots and peas, please.
- Si: Of course. (goes)
- S1: (comes back) Here's your food. Enjoy your meal.
- S2: I'd like the bill now, please.
- S<sub>1</sub>: Here it is. You can pay at the desk. Goodbye and thank you.

#### Listening, writing and acting:

The purpose of this activity is to encourage independent thought and speculation. First listen to Scene 5.

#### LISTENING TEXT

#### THE MILLION POUND BANK NOTE HENRY'S LUCK

Act I, Scene 5

N= Narrator S= Servant H= Henry Adams

- N: Henry feels happy only for a moment. As he walks away from the restaurant, he begins to worry that he has got the bank note by mistake. He runs back to the brothers' home and knocks at the door. No one comes. He walks around to the side of the house and knocks at another door. The servant opens it.
- S: May I help you, sir?
- H: Yes. I need to see the two brothers about ...
- 5: They've gone, sir. Gone travelling.
- H: But they were here just two hours ago!

- S: I'm sorry, sir. They'll be back in a month a month from today.
- H: A month! I cannot believe ...
- S: Good day, sir.
- N: Henry sits down on the stairs, and opens the envelope. He finds a letter in it and takes it out. The letter says "You are an intelligent and honest man, as one can see by your face. We also believe you are poor and a stranger to this city. Inside you will find a sum of money. The money is lent to you for a short time. Come back to our home with it in exactly 30 days. I have a bet on you. If I win it, you shall have any job that you can do as my thanks."
- H: Well, how about that?

#### Suggested answers to Exercise 1:

#### Teaching suggestions:

1 In pairs, brainstorm ideas of what Henry might do. Possible ideas are:

Idea	Reason
1 go to the bank to put the money in his	account 1 so he can use it in smaller amounts and not have to present it to shopkeepers who may not accept it
2 go for a meal	2 he has not eaten well for several weeks
3 buy new clothes and shoes	3 his clothes are too old and his shoes are worn-out
4 find a hotel to stay in for the night	4 to sleep comfortably
5 have a hair cut	5 make himself look smarter
6 see a film	6 to relax

- 2 Compare ideas with another pair and discuss how possible each idea is. Make a list of up to three reasonable ideas. For example: It is unlikely Henry will go to the bank to put the money in his account in case someone thinks he has stolen the bank note. It is more likely that Henry used the bank note to buy a meal. He could promise to pay for it later.
- 3 Listen to the tape and ask the students to check their ideas.

#### Answer key for Exercise 2:

- 1 Henry begins to worry that he got the bank note by mistake.
- 2 Unfortunately he cannot see the two brothers again as they have gone travelling.

3 They ask him to go back to their house in thirty days' time.

#### Suggested answers to Exercise 3:

It sounds difficult to write a play, even a small part of it. However, it is no harm getting the students to know what it's all about. Give the Ss enough encouragement and necessary help. The teacher may find himself/ herself amazed at the students' wonderful work in the end.

#### Teaching suggestions:

1 Get into the groups of four used in Exercise 1. Look again at the ideas you predicted for Henry. Choose the best one. If you did not make a list of ideas for Exercise 1 then brainstorm in the group of four and

- choose the idea you like best.
- 2 Ask the students to follow the instructions set out in the textbook.

#### Sample writing:

too long.

(Henry is smiling as he leaves the restaurant. As he is walking down the street, he sees a sign for a place that cuts hair. He decides to get it cut.)

H = Henry B = Barber R = rude man

- H: Good afternoon, I'd like to get a cut, if I may. (The barber looks at Henry's hair and continues cutting another man's hair.)

  Er, I'd really like a haircut. As you can see it's much
- B: (in a rude manner) Yes, I can see that. Indeed, I can
- H: Fine, well, I'll have a seat then.
  (He sits in one of the barber's chairs. The barber turns to look at Henry.)
- B: It's quite expensive here, you know! Are you sure you can afford it?
- H: Yes. I think so. (In comes the rude man.)
- R: Hey you there. I need a haircut quickly. Can you do

- me straightaway?
- B: All right, then, get in the chair and I'll see what I can do.
- R: Thank you. (sits down in one of the barber's chairs)
- H: Excuse me, but I was here first. Aren't you going to do my hair first?
- B: This man's in a hurry.
- H: Well, so am I! I insist that you cut my hair first.
- B: OK, but I'll have to be quick. This gentleman is waiting.
- H: Thank you.

  (They both become quiet. After his hair is cut, the barber tells Henry how much he must pay. Henry shows the barber the bank note.)
- B: Why, Mr ... (looks shocked)
- H: Adams. Henry Adams. I'm sorry, I don't have any change.
- R: You're THAT Mr Adams! Well, I'm glad I waited or I might never have known it was you.
- B: Why, Mr Adams, please don't worry! (wearing a big smile) Nothing to worry about! Nothing at all! Please come back any time, even if you only need too little hairs cut! It will be my honour to serve you!

### READING FOR FUN

These quotations are typical examples of Mark Twain's sense of humour. Here is an explanation of them.

- When you are rich a banker will lend you money; when you are poor he wants it back.
- Usually people send a letter to the family at a funeral saying how sorry they are at the death of somebody in the family. In this quotation, Twain makes it funny by suggesting that he is happy that the person died when he writes that he approved of the death.
- Classic novels are usually heavy and serious books.
   So Twain underlines this saying that they are things you should read, want to read but do not read.
- As you grow older your memory is not so good.
   Twain suggests that he could remember anything when he was young even things that had never happened and therefore cannot be remembered!
- This is like a proverb. Lies are more exciting and more easily believed than the truth.

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

### TALKING

This is an another opportunity for students to contribute to the writing of the play. They are asked in pairs to make their own dialogue and this will take the place of Act II, Scene 1. The students can all act their dialogues to the class and one can be chosen as the most appropriate for the play. Use the teaching suggestions for the scene in the Student's Book.

#### Sample Scene:

H = Henry O = Owner S = Salesman

- H: (He enters a tailor's shop and stands before a clerk.)
  I'd like to buy a new coat please. Do you have any?
- S: (also rude) Ready-made coats? Come downstairs with me, please.
- H: I thought you might have a coat another customer decided not to buy.
- S: Ah, yes, we have. Here we are, the very thing you need. Would you like to try it on?
- O: (to the clerk) Please serve that man quickly and

take him outside.

- S: Yes, sir.
- H: (trying on an ugly coat) So is this the sort of thing that's fashionable nowadays? I'll think about it.
- C: Well, it's all the fashion.
- H: It's a little colourful, isn't it?
- S: Well, it's all we have in your size.
- H: So I suppose it'll have to do for now. I'll take it.
- S: Good. Shall I put it in a box?
- H: No. I'll wear it. How much is it?
- S: Here's the bill. I hope it's not too expensive for you, sir. It's a reasonable price.
- H: Now, look here, you shouldn't judge people by the clothes they wear. I don't want to cause you trouble with a large note. I've no change.
- S: It's no trouble at all. Our shop can change any bank note YOU give me.
- H: In that case, there's no problem. (He gives the salesman the bank note.)

### LISTENING

This is a continuation of the sample talking above. It completes the scene and continues to develop the story. Before you let your students listen to the text, ask them to discuss in pairs what they think will happen when the tailor sees the bank note. For example, will he think it is not a real bank note? Will he think that Henry has stolen it? Use the teaching suggestions set out in the Student's Book.

#### Sample dialogue for Exercise 1:

- S<sub>1</sub>: My goodness. That must have been a shock for the salesman and the owner! How do you think they reacted?
- S2: Probably they felt sick. After all they've been rude to somebody who might become a very important

customer.

- S3: True. Do you think they believe the note is real?
- S4: I'm not sure I would. What would you do?
- S<sub>3</sub>: I wouldn't believe it without going to the bank first. So perhaps they could ring the bank and find out whether a million pound bank note has been taken out of the bank recently.
- S<sub>4</sub>: Yes, but even then Henry might have stolen it. So perhaps they should also phone the police!
- S<sub>1</sub>: That sounds sensible. When they sort that out, what do you think they say to Henry?
- S2: Of course they are very sorry and apologize. Maybe they offer him a suit free of charge!
- S<sub>3</sub>: Yes, and offer to deliver it to his hotel.
- S4: Where is Henry staying?

S<sub>1</sub>: Nowhere at the moment — so perhaps they can suggest a hotel too. Now let's see what happens in the story.

#### LISTENING TEXT

#### HENRY'S NEW COAT

#### Act II, Scene 2

N= Narrator H= Henry Adams

- N: The salesman drops Henry's coat. Then he looks at the bank note again and again. He cannot believe his eyes.
- O: Well, what seems to be the trouble?
- H: I'm still waiting for my change.
- O: Come, come, give him his change, Todd. Get going. (looks at the bank note) Could it be the one I saw in the papers last week? I think it must be. You're a born fool, Todd, to bring this fine gentleman into this part of our shop.
- S: Sorry, Mr Reid.
- O: He'll think we've never dealt with a rich man before.

  Oh, take off this coat, sir. Why, it's only fit for a man in a circus. Well, don't just stand there, go and get some others, Todd!
- S: Right away, Mr Reid.
- O: Allow me, sir! This way, sir. Look at this coat. This is perfect! It was made for a king, but he'll just have to walt. Now sir, you'll need many suits for many occasions. Yes, indeed you will.
- H: Now, wait a minute. I only came here to get a coat.
- O: Now, now sir.
- H: But I can't buy all these things. You would have to wait a long time to get paid.
- O: A long time, sir? A long time? Why, I'll be glad to wait ... forever.
- S: Yes, we can wait forever!

- H: Well, all right. I'll take the coat now and get the others later.
- 0: Fine, fine. Your address, sir?
- H: I don't have one yet. I'm ... moving.
- O: Of course you are! A busy man, I'm sure. Well, take my advice and stay at the "Ritz". It's the finest hotel in this part of London. I'll call them and tell them to expect you. Leave it to me.

#### Answer key for Exercise 2:

Possible answers include:

- 1 They take him to another part of the shop and offer him many suits to buy.
- 2 They explain that he need not pay until it is convenient and they will deliver his suits to his hotel.
- 3 They offer to arrange his hotel accommodation for him.

#### Answer key for Exercise 3:

- The salesman is shocked after receiving such a huge sum of money.
- 2 The owner is pretending to be angry at the salesman. We know this from the way he talks to him. Actually, the owner and all of the salesmen feel a bit foolish. The owner is also trying to save face.
- 3 No, Henry wants only one coat and complains that the others are unnecessary.
- 4 First, the owner believes rich men often change their addresses.
  - Also, Henry is a foreigner, so he is likely to be a tourist who would be expected to change his address.
- 5 He offers to help Henry get a room in the "Ritz", one of the best hotels in London, as a way to show special favour and gain more of Henry's business in return.

### USING WORDS AND EXPRESSIONS

#### Answer key for Exercise 1:

in rags, stared, amount, on the contrary, rude, patience, unbelievable, genuine, sought, indeed, As for

#### Answer key for Exercise 2:

to be honest used when adding something after criticizing someone used when you tell someone what you really think

to be sure

to be exact

X

used to express what you are saying is exact

used to admit something is true before saying the opposite

1 to be exact 2 to be honest 3 to be sure 4 to be fair

#### Suggested answers to Exercise 3:

- 1 As a matter of fact, he was spotted by accident by the guard as he entered the office.
- 2 As the earth was shaking, people screamed, "It's an earthquake!"

- 3 William bowed to the lady and offered her a box inside which was a genuine diamond ring.
- 4 In recent years many of my friends have come to the big city to seek their fortune. As for me, I want to take a chance and set up my own company in my hometown.
- 5 He has spent a large amount of time and money travelling around the world, as he enjoys adventures.
- 6 The little girl stared at the pineapple dessert on the table and wanted to eat it very much.

### USING STRUCTURES

#### Answer key for Exercise 1:

- 1 I can't yet tell you whether I like this bet or not.
- 2 He told the brothers that he had already been to the embassy.
- 3 My question is how Henry landed in Britain.
- 4 Why did Henry say that he couldn't have simple pleasure for a while?
- 5 The brothers' doubt is whether Henry can stay out of iail.
- 6 I wonder about how Henry will get food and clothing.
- 7 Henry's question is what kind of bet the brothers
- 8 It seems as if everyone in London became interested in Henry.

#### Suggested answers to Exercise 2:

- who he was and where he came from
- that he hadn't eaten for quite a few days
- why he was so hungry
- that he finished two orders of food in a very short time
- · whether the man was able to pay for the food
- if/whether we would mind waiting just a few minutes
- that he took a million pound bank note from an envelope
- · he might come to my restaurant again

#### Answer key for Exercise 3:

1 The customer asked the salesman how he knew it was not a fake.

- 2 Oliver asked his friend if he could have a look at his 19th-century watch.
- 3 David's mother told him that he would get into trouble if he talked to his father so rudely.
- 4 The teacher told the students that the barber cut the king's hair and then bowed as he left the palace.
- 5 The boy asked his father what the saying "a fool and his money are soon parted" meant.

#### Exercise 4:

This exercise has two purposes: to practise noun clauses and to practise listening skills. If the students do not listen carefully they will not pass the message on faithfully. It will not make sense. So you can test the listening skills of your class.

#### Teaching suggestions for Exercise 4:

Make sure the lines of students across the classroom are clear and everybody knows which team they are in. Then explain the rules:

- The first person in each team must change a message into indirect speech.
- Then he/she must pass this message onto the next person in their team as quickly as possible.
- Nobody must shout the sentence. They should whisper it as quietly but as clearly as possible.
- All members of the team must pass the message on as quickly as possible.
- The first team to finish stops the game. The last person in that team tells the message to the class. If it is correct, that team wins. If not, listen to the second

team (who may not have quite finished).

· Have another try with another message.

Suggested sentences you might use:

1 There will be no school tomorrow afternoon.

- 2 The football team is playing a match this lunch time.
- 3 Lunch will be half an hour later today.
- 4 We all enjoy learning English in this class.
- 5 Tomorrow the weather will be very hot.

### LISTENING TASK

#### Teaching suggestions:

- 1 Before listening ask the students in pairs to do Exercise 1. The list should include buying new clothes, having good food, having his hair cut, staying in an expensive hotel, etc. Encourage the students to think of other things Henry might have done with the money, such as buy some means of transport or join a club to make new friends.
- 2 Listen to the text as many times as the students need to understand it. They may need to spend the first time listening to the speed, accent and intonation. They can spend the second time concentrating on the content. Make sure that the students have all understood the main idea before you move on to more detailed information.
- 3 Making notes as you listen is a useful skill for students to acquire. So encourage them to listen carefully as they write. Tell them to write odd words, and phrases rather than try to write full sentences.
- 4 Henry likes Portia and wants to be her friend. Ask the students how we can tell this from the listening text. Possible answers might include:
  - He is honest with her and does not pretend he is rich when he is not.
  - He denies being important because he is rich.
  - He is not boastful or overconfident with her.
  - At the end of the listening he is preparing to tell her the whole story.
- 5 Now continue with the discussion in Exercise 4. Begin in pairs. After a few minutes put the pairs into fours and let them compare their ideas. Tell them to make notes and be prepared to tell the class their ideas.
- 6 Put the ideas on the board and give the class a chance to think about them. Then encourage the students to vote for the answer they like best for both Questions

#### 1 and 2.

#### LISTENING TEXT

#### HENRY MAKES A NEW FRIEND

#### Act II, Scene 3

N = Narrator A = AmbassadorP = Portia H = Henry Adams

- N: Soon it seemed as if everyone in London was talking about Henry. One night, he was invited to a party by the American ambassador to Britain. Henry arrived on time at the ambassador's home.
- A: Ah, there you are.
- P: (to Henry) How do you do?
- A: Mr Adams, my special guest, Miss Portia Langham.
- H: How do you do?
- P: I'm afraid you must be too busy for me.
- H: Yes, indeed, I am. I mean, no, no, not at all
- A: Excuse me, but I must return to my other guests.
- P: Won't you sit down, please?
- H: Yes, I'd love to ... Er ... I'd like to. Thank you, Miss.
- P: The poor dear ambassador. He hates these parties nearly as much as I do. Nothing but talk, talk, talk. And no one says anything anyone wants to hear, do they?
- H: No, I suppose not.
- P: The ambassador tells me you're a rich man.
- H: Well ... er ... not really.
- P: He tells you're the talk of London these days. It seems every banker and shop owner in the city wants to meet you.
- H: Yes, I've heard. I don't understand why, really. I'm not as special as that!
- P: Oh, I don't know about that, Mr Adams.
- H: Please call me Henry.
- P: Henry. I mean, even the ambassador is eager to

know you better.

- H: Yes, it would seem so.
- P: What's the matter?
- H: Oh, nothing. Nothing, at least, that anyone can help with.
- P: Are you in any kind of trouble, Henry?

#### Sample dialogue for Exercise 1:

- S<sub>1</sub>: Now that Henry looks so smart I'm sure that people will treat him differently.
- S2: Yes, of course. We know that the restaurant owner and the shopkeeper both treated Henry differently when they thought he was rich. Before that they had assumed he was poor and ignored him.

- Si: So will they change the way they treat him now?
- S2: No, I don't think so. I think they'll see he can afford good clothes, stay in a good hotel, look smart and eat well and they'll treat him all the time as if he's rich.
- S<sub>1</sub>: I see. But isn't that a change from their earlier treatment of him when they thought he was poor?
- S2: Yes, but now that he seems rich they'll treat him with care and consideration at all times.
- S1: Right! Now let's get on with the story.

#### Answer key for Exercise 2:

Main idea: Henry meets a young lady whom he likes very much.

#### Answer key for Exercise 3:

The things Portia knows about Henry		Henry's response	
1	He is rich.	1 He denies it.	
2	Everybody in London is talking about him.	2 He does not understand why.	
3	The American ambassador is his friend.	3 He agrees.	

#### Sample dialogue for Exercise 4:

- S<sub>1</sub>: Now if you liked someone, what would you tell him or her about yourself?
- S2: Well, I wouldn't tell all the bad things.
- S<sub>1</sub>: What bad things do you think Henry has to tell?
- S2: Using the bank note to buy goods he knows he cannot really pay for, pretending to be rich ...
- S<sub>1</sub>: No. He hasn't pretended to be rich. It's something that everybody else believes because he has the bank note. So it's their mistake!
- S2: OK. So do you think he should tell Portia that he's not rich?
- S<sub>1</sub>: Yes, if he really wants to be her friend. You should

- always be honest with friends. I think he should tell her about how he got the bank note.
- S2: Fine. So is there anything that you think he should not tell Portia?
- S<sub>1</sub>: Perhaps he shouldn't tell her that he's in debt and that he has no job at the moment.
- S2: That certainly sounds sensible. Anything else?
- S<sub>1</sub>: Maybe he shouldn't tell her that he's planning to go back to America as soon as he can afford it.
- S2: Perhaps he'll change his mind and stay in England after meeting Portia.
- S1: Perhaps he will!

### READING AND SPEAKING TASK

Read Scene 4 and see how well the different dialogues written by the students fit in with it. The one that fits best is the one that should be used if you produce the whole play yourself. It can be chosen by yourself or by the class deciding which dialogue they prefer.

#### Possible discussion of the end:

- S<sub>1</sub>: I think the play has to end happily. But it will be difficult if Portia thinks Henry is rich and he is not.
- S<sub>2</sub>: Yes, I agree. There must be some way of letting Henry and Portia get married but have money too.

- S<sub>1</sub>: But how can that happen when Henry has to give back the bank note?
- S<sub>2</sub>: There is also the problem of him having bought a lot of things and not paid for them.
- S<sub>1</sub>: So I think one of the brothers must come to rescue and help him.
- S2: Perhaps they can adopt him as their son so he gets a lot of money that way.
- S1: Perhaps the job they give him will pay very well.
- S2: Yes, I think that is the answer. He'll have to be given a job with a very large salary.

#### NOTE:

If you wish, you may have Ss rewrite the end of the play on the basis of the following question:

Suppose that Henry feels tricked by Portia when he finds out that Oliver is her stepfather. How might the play end differently under these circumstances?

#### Teaching suggestions for speaking:

Read through the play and decide what kind of person Portia is and so how she will speak.

Do the same for Henry, Roderick and Oliver. Think about how each character is feeling as this will affect the way they speak.

Person	Situation	Feelings	Stress and intonation needed
Henry	returning the bank note	confident but unaware that Portia knows the brothers	loud → greeting to brothers soft → explanation to Portia
Oliver	getting the note back	excited because he won the bet	happy and excited → to Roderick
Roderick	hearing he lost the bet	shocked and amazed	high voice → show amazement
Portia	Showing she knows the brothers	teasing	normal voice with laugh in tone → explaining to Henry
Henry	finding out	shocked	high voice with a little anger that goes up at the end of sentence → to Portia
Henry	to Oliver	asking for the job of becoming Portia's husband	normal voice with laugh in it and with confidence
Oliver	to Henry	happy to help	kind and humorous
Henry	to Oliver	eager to please	high voice, asking for something he wants very much. Goes up at the end of sentence.

### WRITING TASK

#### Teaching suggestions:

Before beginning to write, the students should work in pairs to think of an answer to this question: What are Henry and Portia most likely to do if faced with being poor? Remind the students that Henry and Portia may not behave in the same way. So they should make a chart and brainstorm any ideas they have.

#### Possible ideas are:

	What Henry might do if he becomes poor	What Portia might do if Henry becomes poor	
1	Go back to America and start again.	1 Ask Oliver and Roderick for money.	
2	Ask Oliver and Roderick for more money and start again.	Offer to sell her jewels.     Offer to sell their house and go and live with Oliver	
3	Borrow money from the bank.	and Roderick.	
4	Sell their house and goods to have enough money to start again.	<ul><li>4 Leave Henry and find another rich husband.</li><li>5 Support Henry whatever happens.</li></ul>	

2 Then get together with another group and compare ideas. Choose the best and prepare to think of reasons why Henry and Portia should act in this way. Possible reasons are:

Name	Decision	Reasons
Henry	to go back to America and start again	<ol> <li>Nobody knows he has failed.</li> <li>He was successful there in the past.</li> <li>A fresh start.</li> </ol>
Portia	to stay in England with Oliver and Roderick	<ol> <li>She does not want to leave her home.</li> <li>She worries that Henry will lose money again.</li> <li>She thinks he should try again in England.</li> </ol>

3 As an interesting alternative, you may want to give different questions to each group to consider since their discussion of the question will probably influence how they write their dialogues. Then after the dialogues have been presented, each group could reveal its question and discuss it with the others.

#### Sample dialogue:

Portia: Oh, Henry. It's nice to see you home so early!

Henry: Erm, aah ...

Portia: (looking worried) What's happened?

Henry: I can't hide much from you, can I, dear? We have lost all our money. The railway company in Brazil has collapsed and all our money has gone. But I have a plan to help us. We can go back to America and start again. I can become a gold miner and we can make our fortune that way.

Portia: Leave London? Leave my stepfather? Oh no, Henry, please!

Henry: I think it might be better for us. We would stand on our own feet.

Portia: (crying) I shall have to go home. You cannot love me if you want to do this dreadful thing.

Henry: (putting his arms round her) Of course I do. It is for our sake that I suggest this. It will be an adventure. We will be able to travel where we like and I will be able to show you so many lovely places.

Portia: That would be nice. However, I'll wait here till you've made some more money. Of course I'll wait for you.

Henry: Thank you and I'll work twice as hard to make sure we do have a lot of money. I shall always love you. And I'll!

### \*PROJECT

- To "mark" is to cut a notch in a piece of rope. Steamboat pilots often did this procedure to determine the depth of the water along the Mississippi River so as to avoid running into sandbanks and other obstacles. There is a joke, perhaps even true, that Twain became a heavy drinker while working as a journalist in the West and often said "mark twain," meaning "put me down on the list for two more drinks" to the bar tender. Whether true or not, Twain would have been amused at the explanation. Prior to adopting Mark Twain as his pen name, Clemens wrote under the pen name Thomas Jefferson Snodgrass for three humorous
- pieces he contributed to the Keokuk Post.
- 2 The screenwriter of the play is being humorous. It is as if she is saying that if Mr Clemens says it's true, and then it must be. It's also a way of "blaming" Clemens for the confusion his description of the scene has created. Twain never trusted so-called experts and would therefore not have wanted to be thought one himself.

If you and your students have enjoyed reading the play, perhaps you would like to perform it as a whole. Remember the whole play is provided in the Appendices at the end of this book.





# **Astronomy: the science of the stars**

# 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 Science of the stars; the development of life; space travel and gravity			у
词	astronomy system religion unlike fundamental harmful puzzle biology biologist spaceship pull float	theory atom billion globe acid chain multiply of gravity satellite gentle	violent carbon atmosphere exygen exist thus dioxide physicist climate crash
汇	solar system in time lay eggs block out cheer up now that	20 m as as	carbon dioxide prevent from
功	指示 (Instructions): Please pay attention to	Please check that	Please look at
能	Make sure that You need	Don't forget to You'd better	Watch out for You must/mustn't
语法	主语从句(Noun clauses as the subject) What it was to become was uncertain until between 4.5 and 3.8 billion years ago when the dust settled into a solid globe it was not clear whether the shape would last or not. What is even more important is that as the earth cooled down, water began to appear on its surface. It was not immediately obvious that water was to be fundamental to the development of life. What many scientists believe is that the continued presence of water allowed the earth to dissolve harmfur gases and acids into the oceans and seas. Why they suddenly disappeared still remains a mystery. So whether life will continue on the earth for millions of years to come will depend on whether this problem can be solved. How life began on earth is one of the biggest puzzles that scientists found hard to solve.		

### 教学建议

### (Suggested teaching notes)

### 一、教学内容分析

本单元的中心话题是"天文学",内容涉及太 阳系、地球上生命的起源、宇宙大爆炸、月球探秘、 黑洞效应等,主要内容是围绕地球上生命的起源展 开的。教材通过对宇宙大爆炸理论进行科学性分 析,推断出地球上生命的由来以及生物进化的过 程。另外通过一个虚构的科幻故事介绍了地球引力 和月球引力的不同,同时对"黑洞"效应的描写也 是通过这样的方式展开的。这样的写法有别于惯常 所采用的仅仅以地球引力或月球引力为主题来介绍 天文知识, 因为一般来说单纯的天文知识并不一定 能够引起学生的兴趣。这个故事虽然是虚构的, 但 读起来却更有趣味,引人入胜,还留给了学生更多 的思考空间,能够激发学生的想象力,仿佛置身于 其中。学生用书中主要呈现了生命起源的阐述和地 球、月球引力的故事, 脉络清晰、结构分明: 第一 部分是主阅读篇章, 也是本单元的亮点, 讲述了地 球上生命的起源以及生物进化的过程;第二部分是 听力短文,通过牛顿、爱因斯坦和霍金对地球引力 的阐释, 讲述了有关地球引力理论变化的过程, 目 的在于帮助学生在阅读本单元虚构的故事的同时能 够意识到那些虚构的故事也是有科学实证作为基础 的;第三部分也是阅读短文,虚构了一个生动有趣 的故事,运用浅显易懂的语言,通过两个人对太空 的探索给我们呈现出一幅有关月球引力的画面,使 读者在轻松自如之中就了解了相应的有关天文学的 知识。

"热身"(Warming Up)部分共有两个问题,第一个问题让学生说出八大行星并看图指出各个行星的名称。这个问题主要是为了让学生熟悉八大行星如何用英语表达,只要把八个词全部列出就可以了。第二个问题让学生说出自己对天文学哪些方面感兴趣以及天文学家所关注的方面。这个问题较为开放,没有标准答案,学生可以各抒己见。

"读前"(Pre-reading)部分提供了三个问题。第

一个问题:地球上生命的起源这一问题一直是天文学家所关注的,你对此了解多少?第二个问题:不同的宗教和文化都对地球上生命的起源有其各自的观点,你知道哪些?第三个问题是让学生读标题、看图来预测阅读文章的内容,并快速阅读看看自己的预测是否准确。这几个问题都是针对阅读内容安排的,目的是让学生对阅读短文产生一种心理期待,并通过问题的形式让学生思考,激活学生的思维,从而导人阅读内容。

"阅读"(Reading)部分讲述了地球上生命的起源,所使用的文体是说明文。正文共分五段,除第一段"引入"和最后一段"结语"以外,其余三段都是集中在"生命起源"这一主题上。文章介绍了"宇宙大爆炸"使得宇宙中的物质四分五裂,进而形成原子,原子的形成与结合就形成了各种星球以及固态物体。在这个过程中地球产生了,但是水的形成使得地球有别于其他星球,它使得地球上生命的诞生成为可能。科学家认为,地球上的生命首先诞生于水中,上百万年后,陆地上才长出绿色植物,随后出现了陆栖动物和水陆两栖动物。最初的动物靠孵化卵繁衍后代,后来出现了哺乳动物。文章最后讲述的现象发人深省:… the earth may become too hot to live on. 它关系到地球上生命的未来。

"理解"(Comprehending)部分通过五个练习 题检测学生对本文核心内容的理解。练习1是对 文章结构的分析以及大意的概括,练习2通过排 序的方式帮助学生弄清本文的行文线索,也就是 地球上生命的起源和发展历程,练习3提出五个 小问题,考查学生的深层理解和推断能力,练习4 让学生找出文章中出现的连接词,检查学生对文 章中句型的熟悉和理解程度,同时还有助于学生 在写作方面得到提高,练习5让学生回答问题并 向全班汇报,开拓学生的思维并锻炼他们的语言 表达能力。

"语言学习" (Learning about Language) 部分

由"词汇学习"和"语法学习"两项内容组成。本 单元的"词汇学习"部分有四个练习: 练习1要求 学生给每个单词加上正确的词缀形成另一个单词并 比较这两个单词的不同。这个练习不仅让学生加深 对课文中词汇的理解和记忆,同时还利用词缀学习 英语派生词;练习2要求学生选择正确的词汇填空, 这一项也是考查学生对本单元已学单词的熟悉程 度;练习3要求学生用从课文中学到的词汇完成短 文填空,这是一项训练活用词语的练习,练习4要 求学生把列出的形容词归类:表示情绪起落的词和 表示情绪平和的词。"语法学习"部分采用先发现 后应用的学习方法,主要是帮助学生了解、熟悉并 初步掌握名词性从句作主语的用法。有三个练习: 练习1要求学生从课文中找出含有名词性从句作主 语的句子并译成汉语, 让学生先认识主语从句: 练 习2给出了句子的引导词,要求学生把简单句改写 成名词性从句作主语的句子: 练习3要求学生选择 合适的句子给短文填空,在规定的情景中进一步训 练名词性从句,并要求学生说出所填空中的句子哪 些是作主语哪些是作宾语。

"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。1. "听与讨论" (Listening and discussing)部分是关于三位科学巨匠——牛顿、 爱因斯坦和霍金是如何对地心引力这个概念提出自 己的观点的。共三个练习,要求学生理解听力内容, 并开展讨论。练习1要求学生在听录音前两人小组 讨论:看图并说出图中的人物都是谁,他们关于地 心引力的观点是什么。讨论完后向全班汇报。教学 时, 教师可提醒学生既可以结合教材的阅读内容, 也可以根据自己所了解的情况来讨论;练习2要求 学生听录音,通过三选一的形式要求学生找出主题 思想并解释为什么其他两项是错误的。在解释对与 错的过程中,教师可以适当地介绍一下概括主题的 方法;练习3要求学生再听录音并进行填表练习,训 练学生捕捉细节的能力。2. "读" (Reading) 部分 题为"登月之旅",是一个科幻小故事,通过"我" 和"我的朋友——名天文学家"乘宇宙飞船登月 球的经历,介绍了重量、失重、地球引力和月球引 力等科学常识。阅读后设计了一个练习:让学生描 述李彦平经历的重力发生变化的三种情况以及他的 体重是如何变化的。3. "说与写" (Speaking and writing) 部分:由于月球上引力极小,所以物体都是飘浮的,要求学生讨论并列出登月球需要注意的事项以及可能遇到的困难,并运用所给出的功能项目用语说出最佳解决方案。再用英语写一篇短文,说明你遇到的某个困难以及克服这个困难的方法。教师可以根据课本上的提示,向学生介绍"先分述后总结"的写作方法。提出问题的解决方案时,要求学生选用适当的"指示"用语。

"小结"(Summing Up)部分涉及两项内容: 1.让 学生小结所学到的关于地球的形成以及太空旅行方面 的主要信息; 2.要求学生从词汇和习惯用语以及语法 结构三个方面进行归纳。

"学习建议"(Learning Tip)部分介绍了一种有效的学习策略。具体步骤如下:认真研究一下新的生词和结构是如何运用的。总结出一套简单的自己的理论来说明一个新词和结构是如何、在何时使用的。把这些新词和结构在新的情境中使用一下,检测自己总结的理论。向人们询问一下自己运用得是否准确。这样你就知道自己的理论是否可行了。这是指导学生观察、处理、分析和归纳信息的办法。

"趣味阅读"(Reading for Fun)部分提供了与本单元主题相关的一首小诗, 供感兴趣的学生学习和朗读。

#### 本单元所涉及的要点是:

- (一)了解宇宙科学、地球生命的起源、了解 万有引力、黑洞和太空旅行等天文学知识,培养学 生对科学的兴趣,激发学生探究科学的热情
- (二)了解作者的写作特点,培养学生的创造 性思维,为学生开拓广阔的想象空间
  - (三) 掌握本单元的词汇和习惯用法
  - (四) 学会在日常交际中正确运用指示语
  - (五) 掌握名词性从句中主语从句的用法

#### 二、教学方法建议

#### (一) 热身

先让学生看本单元题目Astronomy: the science of the stars,再阅读"热身"部分的内容,鼓励他们积极思考、参与讨论。这个单元由于涉及的是天文学,学生们可能对这方面的词汇不是很熟悉,在

讨论的过程中教师要及时帮助学生扫除生词障碍, 否则讨论将难以进行。具体教学方法建议如下:

- 1. 可借用一些图片、幻灯片或太空旅行的录像片段,引出有关"天文"话题的讨论。教师向全班提问:
  - · What do you know about astronomy?
  - · What are there in the pictures?
  - Is there life on the planet?

学生大致了解天文方面的背景知识之后,再进 一步提问。

当然,如果这些问题学生回答不上来也没有关系,第二步的提问仍然可以开展。

2. 让学生看"热身"部分的内容,然后分组 开展小组讨论,每组设一个书记员,负责记录大家 的讨论结果。记录完成后读给本组其他同学听,征 求意见并改进,然后各个小组的讨论结果也可以在 全班交流。教师对回答的内容做出评价。

注意: "热身"部分不宜花费太多时间,能够 让学生对本单元话题以及某些生词有初步了解就可 以了,建议控制在5~10分钟之内。

#### (二) 读前

这部分重点讨论地球上生命的起源。教师可以 借助于教材上所提供的问题对学生进行提问,也可 以针对所提供的问题让学生展开讨论。其主要目的 是教师引导和组织学生完成"读前"部分中所设计 的问答活动,以激发他们对课文的学习兴趣并进行 积极思考,从而培养其创造思维能力。在这一阶段, 教师不必急于告诉学生答案,以便让他们更好地为 寻求答案而主动去阅读课文。这样做的目的就是借 助学生现有的知识,引入本单元的主题内容,这是 学生的准备阶段。在这一阶段, 既结合了学生的原 有知识、贴近了学生生活,又可以让学生对新单元 的内容产生一种期待和渴望,从而使学生在心理上 和认知上做好准备。如果这些准备工作做得好,学 生学习的热情就高,也就会更加主动地参与各项课 堂教学活动以取得理想的课堂教学效果。建议教学 步骤如下:

- 1. 让学生观察书中的图片,借助想象力,对 图片的内容进行推测。
- 2. 让学生进行两人小组问答活动,先由一个 学生问,另一个学生回答;然后变换问答角色,这

样每个学生都能得到训练的机会。

- 3. 各小组向全班做汇报,教师可利用板书归 纳每个小组的讨论结果,必要时可搜索网络,增加 相应的背景知识。
- 4. 教师对各小组的讨论结果进行小结。如果 学生讨论进行顺利,还可以补充提问:
- Suppose you are a scientist who focuses on studying how life began on the earth, what kind of scientific method will you use?
- What do you think are the most important factors that made life on the earth?
- 5. 鼓励学生以小组为单位提问题,其他同学 思考并回答,回答不上来的记录下来课下去找答案 或留待下节课解决。让学生尽可能发挥想象力,教 师进行引导,但同时要控制节奏和时间。

在这个过程中,教师可能会发现有些问题争执 不下或者难以在短时间内解释清楚,那么不妨把这 些问题记录并保留下来,可以安排学生课下再去查 找资料或者向相关人士咨询,这不仅给学生布置了 一个任务,而且也给学生进行自主学习和探究学习 创造了机会,同时这也是对学生科学探究精神的培 养。此外,教师还可以利用这个机会自然过渡到阅 读内容的学习,因为文章中清晰地阐明了生命起源 与进化的过程,让学生带着兴趣和问题去更加深入 地阅读课文。

注意:"读前"部分是"热身"部分的延续,为进一步学习课文打好了基础。教师要通过这一部分自然过渡到"阅读"部分,而不应占用过多时间。

#### (三) 阅读和理解

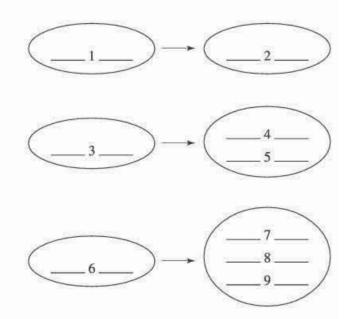
在读前活动的基础上,开始阅读课文。本课的阅读目的是:

- 1. 了解地球上生命的起源和进化过程
- 2. 学习并掌握本课的词汇和语法结构
- 3. 训练学生的阅读技巧
- 4. 激发学生对天文知识的兴趣,培养其科学 探索精神

阅读可以采取不同的方法,有默读、朗读、快读、精读等,不同的阅读方式的采用,要根据阅读的目的、课堂的情景、学生的状况、教学的进度来把握,阅读方式不同所收到的阅读效果也不同。一般可以先让学生快速阅读全文,对阅读材料的内容

有一个宏观上的大致了解,然后再精读,要求对每一段都能够透彻理解。阅读方式很多,但必须结合学生的实际情况,在阅读的过程中充分调动学生的阅读积极性。建议课文的教学步骤如下:

- 1. 要求学生独立阅读课文,对陌生的词语可借助上下文猜测词义,也可暂时忽略。阅读之前,教师可让学生先快速浏览一遍"理解"部分的练习,或者也可以自己设计一些问题,让学生带着问题阅读,捕捉关键信息。例如:
- When did the "Big Bang" happen?
- What form was the earth after the "Big Bang"?
- What made up the earth's atmosphere after the earth exploded?
- · How did water come into being on the earth?
- What's the significance of the presence of water on the earth?
- What was important to the development of fish?
- What made possible the rise of mammals on the earth?
- Why are mammals different from all life forms in the past?
- 2. 阅读完之后,教师可让学生完成教材理解部分的一些练习,检查他们对文章内容的理解程度。或者也可让学生两人一组开展交流讨论,相互问答,以加深对阅读内容的理解。
- 3. 给予学生一定的时间和机会,让他们对自己不懂的句子、词汇提问,征求答案。对于带有复合句式的句型,教师可引导学生化繁为简,鼓励学生重新组织语言信息的顺序,并用自己的话进行复述。针对学生所提出的词汇或语法结构方面的问题,教师可进行简要的讲解。词汇的讲解应密切结合上下文,明确其意义与搭配关系,系统的归纳可放在以后(如在语言学习的词语部分中)进行;课文里的名词性从句部分可让学生在理解过程中观察特点以及不同引导词的意思和作用,系统归纳可放在语言学习的语法部分进行。
- 4. 通过以上步骤学生初步掌握文章整体脉络 后,让学生再细读课文,归纳段落大意与课文大意, 引导学生找出课文中能够说明地球上生命的起源以 及进化的词语或句子,加深对文章的理解。并可让 学生完成以下关系图:



答案: 1 small plants in water

2 shellfish and all sorts of fish

3 green plants on land

4 insects (on land)

5 amphibians (on land and in water)

6 forests

7 reptiles (on land)

8 dinosaurs (on land)

9 mammals (on land)

5. 在学生对课文有了整体与细节的理解之后, 让他们再听录音, 跟读模仿, 欣赏全文, 体会文章 里表达贴切、内涵丰富的词句。

以上的方法适用于大多数学生,对于英语水平较好的学生,有另一种阅读方法可供教师选择:

阅读活动的开展,可以在小组(每四个人或六个人一组)内进行,如先让学生分别阅读一段文字,并从前到后向其他同学讲解,这样每个小组中的同学既是阅读者,也是讲解者,同时又是听众,通过这种合作学习,不仅可以充分调动学生的学习积极性,而且也可以活跃课堂气氛,融洽同学之间的关系,使艰难的语言学习变成愉快而开心的事情。具体做法如下:

- 1. 将学生分组(每四个人或六个一组),并分配阅读任务;
- 2. 每位同学阅读一段,并准备为其他同学讲解;

- 3. 按照阅读分工,从前到后每人阅读并解释 自己负责的一段内容,其他学生认真地听;
- 4. 各位同学完成阅读和讲解任务之后,可以进行讨论、发表个人意见,从而达到共同协商、共同学习的目的;
  - 5. 对有疑问的地方, 教师统一进行讲解。

这种教学方法将学习的时间和空间充分留给学生自己,教师也能真正做到从语言知识的单纯传授转向以学生为中心的教学活动,学生成为学习的真正主人,而教师的角色则成为教学活动的组织者、监控者、督促者和促进者。当然,强调以学生为中心的学习并不否认教师的指导作用,但归根结底学生自身是学习的内因,决定着学生的最终学习结果。作为外语教师,我们绝不能本末倒置,一味地按照传统的教学方法采取灌输式、填鸭式教学,我们的教学活动要最大限度地发挥学生的中心作用,为他们创造更多的语言学习和实践的机会,以启发、诱导为主,采取适当点评的方法,不可采取满堂灌的做法,否则,培养学生的语言实际运用能力就成了一句空话。

在具体的教学操作层面上,教师可以适当布置学习任务,如让学生阅读并观察这篇文章主要由哪几部分构成,再如让学生把文章中不认识的生词或短语、名词性从句、转折或并列连词、地球上生命形成的关键词标出或写出来。任务的安排可以与读前内容结合起来,也可以与下面的思考和理解部分的内容结合起来。我们外语教师的工作本身就是一种创造性的劳动,教学过程的每一个环节都离不开创造。整个动态的教学活动就是在不断地创造中进行的。从这种意义上讲,教学方法的使用总是与具体的教学情景分不开。

"理解"部分的练习可采取如下教学步骤:

练习1:这个练习要求学生在阅读课文之初做,规定时间让学生快速阅读文章,培养学生快速 捕捉信息以及归纳信息的能力。强调一下第2、3、 4段是本文的核心部分,讲述了地球上生命起源的 过程,帮助学生分析文章的结构和脉络。

练习2:把学生分成两人或四人小组,要求学 生再次阅读课文,运用阅读技巧中scanning这一项, 让学生只找出这个练习中每项内容在课文中的位 置,然后进行排序,可以采取竞赛的方式,看看哪 个小组排序快。要求各个小组汇报排序结果并能用自己的话组织成一段生物进化的故事讲给全班听。

练习3:这是两人小组活动,要求学生在讨论的过程中用简单的词汇或短语进行记录,然后把确定的答案整理成完整的句子,训练学生把零散的信息整理成句、成文的能力,有助于他们写作能力的培养。

练习4:教师简单介绍一下discourse marker和 sentence connector的概念,要求学生迅速在课文中 找出并分类,教师在黑板上归纳总结并适当进行纠 正和补充。

练习5: 这个练习建议分成四人小组,步骤可 参考练习3。

#### (四) 语言学习

#### 1. 词汇学习

本部分的练习与阅读课文是紧密相连的,帮助 学生进一步认识单词并通过在不同情境中复现加深 对单词的记忆。练习1是一个简单的构词法练习,先 让学生在规定的时间内独立完成练习,然后小组核 对,确定答案后,分组让学生展示答案,其他同学 确认是否正确。教师进行总结并且可以进一步帮助 学生复习一下初中阶段常见的前缀和后缀。然后再 让学生看一下这个练习加深印象。练习2的选择填 空要求学生独立完成。但是不仅仅要说出选项,还 要学生说出在课文的什么部分可以找到和所选答案 相关的信息。练习3的填空练习先要求学生快速浏 览短文,理解大意后再做填词练习。要强调用所选 词的正确形式填空并介绍一些做完型填空题的技 巧。练习4可参照练习1的教学步骤,也可以让学 生独立完成后,派两名同学或者两组同学到黑板前 写出他们的答案。如果时间允许, 教师还可以在学 生熟悉了这些词后采用猜词游戏的方式加深学生对 这些单词的记忆。比如可以让一个学生用表情等肢 体语言来描述某个单词,另一个学生来猜,这样课 堂气氛会很活跃而且学生们对这些单词也会印象深 刻。

#### 2. 语法学习: 名词性从句作主语

本部分涉及的要点是以不同的引导词(如 what, why, whether) 引导的名词性从句或以形式主语出现的名词性从句(如 It was not immediately obvious that ....) 在句中作主语的用法。这部分在

教学过程中需要注意的是:引导学生用"发现法" 找出语法规律,从简到繁,逐步学会名词性从句作 主语的用法。建议教学步骤如下:

- 1) 先在黑板上或者用ppt展示几个句子,句子可以是任意简单句,也可以是课文中的简单句。要求学生找出句中的主语并观察在句中作主语的部分有什么特点。要注意的是主语形式不要太单一,适当变化,比如人称代词、名词、不定式等。
- 2) 学生找出一定的规律后,尽可能地用名词性从句代替原来的主语,形成意思不变但形式不同的新句子,再让学生发现规律。如果学生这个环节有困难,教师可做适当提示。
- 3) 教师总结规律,并解释名词性从句的特点。 在句子中起名词作用的句子叫名词性从句 (noun clauses)。名词性从句的功能相当于名词词 组,它在复合句中能担任主语、宾语、表语、同位 语、介词宾语等,因此根据它在句中不同的语法功 能,名词从句又可分别称为主语从句、宾语从句、 表语从句和同位语从句。引导名词性从句的连接词 可分为三类:
- 1) 连接词: that, whether, if (不充当从句的任何成分)
- 2) 连接代词: what, whatever, who, whoever, whom, whose, which
  - 3) 连接副词: when, where, how, why

由于本单元只涉及了主语从句,所以我们只对主语从句进行讲解。

作句子主语的从句叫主语从句。主语从句通常 由从属连词 that, whether, if 和连接代词 what, who, which, whatever, whoever 以及连接副词 how, when, where, why 等词引导。that 在句中无实际意义,只 起连接作用,连接代词和连接副词在句中既保留自 己的疑问含义、又起连接作用,在从句中充当从句 的成分。例如:

- What he is going to do is not clear. 他要干什么还不 清楚。
- Who will be the president of this university is still unknown. 谁将成为这所大学的校长还不得而知。
- It is hard for him to become a famous writer. 他要成 为一名知名作家挺难的。
- · Where the English evening will be held has not yet

been decided. 英语晚会将在哪里举行, 还没有决定。

有时为避免句子头重脚轻,常用形式主语it代替主语从句作形式主语放于句首,而把主语从句置于句末。it后的谓语动词一般用单数形式。常用句型如下:

- 1) It + be + 名词 + that 从句
- 2) It + be + 形容词 + that 从句
- 3) It + be + 动词的过去分词 + that 从句
- 4) It + 不及物动词 + that 从句

It is a fact that English is being accepted as an international language. 事实是人们认同英语为国际性语言。

It is obvious that his hard work has made his dream come true. 很显然他的辛苦努力使他的梦想得以实现。

It is suggested that the meeting should be put off till next week. 建议把会议延期到下周。

It happened that they were absent. 碰巧他们缺席了。

另外注意在主语从句中用来表示惊奇、不相信、惋惜、理应如此等语气时,谓语动词要用虚拟语气 "(should) + do",常用的句型有:

It is necessary (important, natural, strange, etc) that ....

It is a pity (a shame, no wonder, etc) that ....

It is suggested (requested, proposed, desired, etc) that ....

两点注意事项:

- 1) 主语从句置于句首时,必须由连接词引导, 不能省略这些连接词,但是,如果用it作形式主语, 而把主语从句放在句末时,从属连词that可以省略。 例如:
  - [误] They should like each other is natural.
  - [正] That they should like each other is natural.
  - [正] It is natural (that) they should like each other. 他们相互喜爱是很自然的。
- 2) 如果主语从句放在句首,不能用if引导;但是,如果用it作形式主语,而把主语从句放在句末时,也可以用if引导。例如:
  - [误] If Mary really heard him was doubtful.

[正] It was doubtful if Mary really heard him. 玛丽是不是真听见他说的话了,很值得怀疑。

#### (五) 语言运用

1. 听与讨论 (Listening and discussing)

听力理解的要求是:学生能够听懂牛顿、爱因 斯坦和霍金各自对于"引力"所给出的解释以及"引 力"这个概念是如何发展的,理解听力内容的主旨 大意及相关细节,并能就其开展讨论。这个部分的 三个练习分别体现了听力理解活动一般要进行 的两个阶段,即:听前和听中。教学步骤建议如 下:

- 1)组织学生进行听前"热身",让学生先看练 习1的图片1,引导全班讨论图片1的内容。一般来 讲,学生能够很顺利地说出"牛顿"这个名字,这 时候教师要提示给学生牛顿的英文名字怎样拼读, 并写在黑板上。接下来让学生尽可能用英文说出关 于牛顿的一些信息,教师以列表的方式写在黑板 上。
- 2)将学生分成两人小组或四人小组,要求学生依照讨论图片1的方式继续讨论图片2和图片3。 完成后由各个小组向全班汇报,可以采用让小组代表担任"小老师"的角色,边口头汇报边板书,以免其他学生听不清楚,也有助于其他学生看到黑板上的词汇可以加深记忆。
- 3)播放听力录音前,可先让学生快速阅读练习2的三个选项,有目的地去听录音。并要求学生在听的过程中要做笔记,捕捉有用的信息。笔记要简练并且尽量用缩写,这样可以提高效率,也可以避免在记的过程中漏听了其后的内容(记笔记的训练要经常进行,使学生养成好的习惯,能够大大提高他们捕捉信息的能力)。然后,教师可进行如下提示:

Now we're going to listen to a talk about the theories of gravity. Listen carefully and try to get the main idea of it.

- 4)播放第一遍录音,听完后全班核对答案。 如果大部分学生都答对了可以分组讨论为什么其他 两个答案是错误的。如果这一环节有困难就让学生 再听一遍录音。
  - 5) 让学生阅读练习3,并尝试填写其中的部

分信息。然后教师播放第二遍录音,要求学生独立 完成这一练习。完成之后让学生两人小组讨论,研 究答案,然后全班交流,教师适当引导学生完善自 己归纳的信息。

在听中阶段,教师也可以先训练学生记笔记以 及捕捉信息的能力,然后再做练习。教学步骤建议 如下:

- 1)在放第一遍录音前,要求学生做好记笔记的准备,让学生记下他们认为听力内容中最重要的信息。
- 2) 放录音, 然后教师可以提问题检验学生的理解程度。下面的问题仅供参考:
- Can you describe the main idea of the text by using only one word? (Gravity.)
- How many scientists are mentioned in the listening text? Who are they?
- Can you list the key words to describe their ideas?
- 3)如果学生们能够顺利完成,就可以进行下一阶段的练习。如果有困难,就再放录音,要求学生说出他们记下的重要信息。
- 4) 做练习2和3, 有必要的话再放第三遍录音。

#### 2. 读 (Reading)

这部分的阅读通过一个科幻小故事,向我们说明了引力是如何变化的,以及在引力变化的情况下人体的重量是如何随之改变的。故事生动有趣、引人入胜,容易激发学生的阅读热情,为后面的"说与写"(Speaking and writing)的顺利开展奠定良好的语言和心理基础。阅读要求是:学生能理解阅读文章的重点内容并能够回答文后的问题;学生通过学习该篇章能进一步增加天文方面的知识;学习阅读文章的写作技巧为下一个练习做好准备。教学步骤建议如下:

- 1)限时让学生快速浏览阅读文章,然后用简 短的语言概括文章的中心内容。
- 结合阅读内容,教师可穿插与文后练习有 关的问题。下列问题和形式可供参考:

Write down the three ways in which gravity changed for Li Yanping.

.

9	
5	
His weight changed three times too.	What
they? First,	Seco
mey? First,	

- 3) 简单引导学生进行一些基本的阅读技巧训练,比如: 找关键词 (spaceship, the force of gravity, the pull of the earth, weight, floated, mass 等)、找出每段的主题句等。
- 4) 把学生分成两人小组再阅读课文并完成练 习。注意要求学生用完整的句子写出答案, 然后分 组向全班汇报。
- 5) 在完成阅读教学之后,教师可组织学生进行讨论,或者让他们用自己的话来复述课文。
  - 3. 说与写 (Speaking and writing)

"说与写"的要求是:学生能理解人在引力极小的情况下是漂浮的状态,并就人在月球上可能存在的状态开展讨论,并能据此写一篇有关这方面的短文。

#### 教学步骤建议如下:

- 1) 把学生分成两人小组或四人小组进行讨论, 完成练习1。教师要注意引导学生尽可能用到书中 给出的功能项目。
- 2) 在小组讨论时,要注意提醒学生最后要列 出自己的观点或看法,并提供论据和说明,为下一 步的写作做好准备。
- 3) 各小组向全班汇报交流讨论情况,由教师 汇总讲评。
- 4) 教师布置写作任务,要求学生完成练习2。 教学步骤建议如下:

#### 第一步: 计划

写作计划是开展写作的重要准备阶段,因此它 在具体的写作中起到指导性的作用。

- (1) 了解任务:要求学生仔细阅读写作要求, 做到理清思路、紧扣主题。
- (2) 确定内容和框架: 把想写的内容简单列出, 计划要写几个段落, 把这些问题放在哪个段落 陈述, 标上数字。

#### 第二步: 写初稿

起草初稿。正文部分的描述最好是三段,不超 过四段,另外要注意开头段落和结尾段落。

#### 第三步:修改后写第二稿

对照"检查清单"检查自己的初稿,然后对检查出的问题进行修改,写出第二稿。起草和编辑修改应该由学生独立完成,它是写作计划的具体落实,也是写作中的具体步骤。计划的框架要靠具体的内容来支撑,起草就是按照计划将具体内容写出来。当然,编辑修改是对起草内容的改进和完善,修改在写作过程中起到十分重要的作用,一篇文章在完成之前需要反复修改。"检查清单"建议如下:

第四步: 征求别人意见

	检查清单	
•	拼写和语法是否正确?	
	第一段和最后一段是否符合文体要求?	
	每一个自然段是否围绕同一个主题思想?	
	段落的排列是否合理?	
	是否使用了简单句、并列句以及复 合句?	
	在连接从句时,连词是否使用正确?	
	在使用形容词修饰名词时,是否达到了增加描写的准确性的效果?	
	读者在阅读该篇时能否感觉到(看到、听到或闻到)所描述的地方?	

鼓励学生开展"同伴互检"(Peer revision)。让 学生把经过"自检"的第二稿和同伴互相交换,请 同伴评论,说明喜欢其中哪些部分,并提出修改意 见。

#### 第五步:完成定稿

学生根据同伴的意见和建议做进一步的修改, 写出最后一稿。教师可选择几个学生的文章进行全 班交流(如使用投影或学生板书、口述),给予学生 一定的评价标准,鼓励学生发表意见,然后再分析 讲解。

如果有条件,可以把所有同学的文章复印一

## 份,整理成一本"科幻故事集"供全班同学阅读。 (六)主题任务

天文学是研究天体、宇宙的结构和发展的科学,内容包括天体的构造、性质和运行规律等。人类生在天地之间,从很早的年代起就在探索宇宙的奥秘,因此天文学是一门最古老的科学,它一开始就同人类的劳动和生存密切相关。它同数学、物理、化学、生物、地理同为六大基础学科。

天文学的研究对于我们的生活有很大的实际意义,如授时、编制历法、测定方位等。天文学的发展对于人类的自然观有很大的影响。哥白尼的日心说曾经使自然科学从神学中解放出来,康德和拉普拉斯关于太阳系起源的星云说,在十八世纪形而上学的自然观上打开了第一个缺口。

天文学的一个重大课题是各类天体的起源和演化。天文学的主要研究方法是观测,不断地创造和改良观测手段,也就成了天文学家们不懈努力的一个课题。天文学和其他学科一样,都随时同许多邻近科学互相借鉴,互相渗透。天文观测手段的每一次发展,又都给应用科学带来了有益的东西。天文学循着观测——理论——观测的发展途径,不断把人的视野伸展到宇宙的新的深处。

本课的教学目标不仅仅是让学生掌握一定的语言知识和语言技能,也不仅仅是让他们了解一些天文学方面的知识,更主要的目标是调动学生对于天文知识的兴趣,使他们能够主动去探究、钻研,更加深入地对这一领域进行了解,培养他们的科学探索精神。

根据本单元的中心话题和教学目标,建议设计 以下任务型教学活动。

活动内容: 收集宇宙大爆炸、地球的形成、生物进化等与课文话题相关的资料, 并进行比较、交

流

活动时间:学习本单元过程中 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. 课堂布置任务。要求学生广泛收集有关天文学方面的资料,至少要收集与课文话题相关的资料。收集后将内容进行大致的概括、分类与整理。材料也可以是影视或有声资料。将学生分成若干个小组,并确定每个小组的具体活动方向,例如可以将收集对象分为:宇宙的构成、宇宙大爆炸、地球的形成、生物进化等。这样可以避免各小组出现重复工作。
- 2. 小组活动。小组成员通过讨论确定角色分工、活动方案和步骤。然后利用课外时间收集材料,并在小组内汇总,将收集的材料交换阅读,通过交流讨论并提出修改建议,设计成果展示方案。
- 3. 个人活动。每个学生根据自己的分工,提 出修改意见,完善成果。
- 4. 全班交流。每个小组选出一名或几名代表, 向全班进行成果展示交流。全班进行评议并选出优 秀小组、优秀成果或优秀个人。

#### 三、教学评价建议

#### (一) 非测试性评价

#### 1. 自我评价

建议教师在本单元结束时,请学生根据自己的实际情况填写下面的表格,评估自己对本单元内容的掌握情况,此表格可建议学生放入自己的学习档案袋。

After learning this unit, I am able to do the following things	Very well	Well	Only with the help of others	I need to work harder.
Give a brief introduction to the beginning of the earth in my own words.				
Describe how the gravity will change if I leave for the moon on a space trip.		i i		
Give a brief introduction to the "black hole" theory.				

After learning this unit, I am able to do the following things	Very well	Well	Only with the help of others	I need to work harder.
Use the new words and expressions of this unit in speaking and writing.				
Use the expressions for giving instructions in speaking.				
Use the noun clauses as the subject correctly in speaking and writing.				

#### 2. 小组互评

在班级的小组或英语学习小组内进行,先由学生按以下指标自行测评,再互评。所列内容经过小组讨论后,可调整、增删。

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 can be done successfully.	
Everyone is happy with the cooperation.	
We need to improve in group work.	

可采用五分制评分,1→5分,表示得分由低 到高。需要时可用语言叙述,加以说明。

#### (二) 测试性评价

- Read the following statements, and decide whether they are true (T) or false (F).
  - Our solar system is just a tiny part of an enormous group of stars and planets called a galaxy. There are billions of galaxies in the universe. Ours is called the Milky Way. ( )
  - Many scientists believe that the universe began with an enormous explosion called the "Big Bang", which happened about 30 billion years ago. ( )
  - The sun is so large that more than a million earths would fit inside it. It looks different from other stars because it is so much nearer to Earth. ( )
  - 4) The sun is orbited by nine planets and their moons. They range in size from Pluto, about one fourth the diametre of Earth, to Jupiter which is eleven times that of Earth. ( )

- If we classify the eight planets in the solar system by composition: Mercury, Venus, Earth and Jupiter are rocky planets and Mars, Saturn, Uranus, and Neptune are gassy planets. ( )
- Give a brief introduction to the three great scientists — Issac Newton, Albert Einstein and Stephen Hawking according to what you learned in this unit. Pay attention to your manners, tone of voice and time control.

#### 参考答案:

- 1) True, 3) True
- False: Scientists believe that the Big Bang happened several million years ago.
- False: The sun is orbited by eight planets and their moons. Pluto is no longer included in our solar system.
- 5) False: If we classify the eight planets in the solar system by composition: Mercury, Venus, Earth, and Mars are rocky planets and Jupiter, Saturn, Uranus, and Neptune are gas planets.

## 补充参考资料

## (Supplementary reference materials)

## 一、补充注释

1. However, according to a widely accepted theory, the universe began with a "Big Bang" that threw matter in all directions. 然而,一种普遍为人们所接受的理论是: 宇宙起源于一次大爆炸,这次大爆炸将物质投射到四面八方。

#### to begin with 和 to start with

两个词组都有"以……开始"的意思,可在句子里面用作谓语。例如:

 to begin with 以……为起点;开始(做)…… Knowledge begins with practice. 认识从实践开始。

The first oceans began with little drops of water. 海洋最初是由小水珠组成的(起源于水珠)。

to start with 以……开始;从……着手;由……作为开头

A thousand li journey starts with the first step. 千里之行,始于足下。

这两个词组都可以单独使用,表示"首先;第一,起初;最初"。在句中作时间状语。例如:

To begin with, I couldn't understand every word. 起初,我一句也没弄明白。

To start with, we have the correct leadership of the Party. 首先,我们有党的正确领导。

2. It was not immediately obvious that water was to be fundamental to the development of life.水对生命

的发展会起关键作用,这一点在当时并不明显。

本句体现的是名词性从句在句中作主语,虽然是以It开头,可是It只起到形式主语的作用,真正的主语是 that water was to be fundamental to the development of life。用It作形式主语是因为that引导的从句较长,如果按照正常语序来安排的话就显得头重脚轻了。类似的还有:

It is no wonder that he has passed the exam. 他顺利通过了考试,这一点也不奇怪。

It is impossible to finish the work in 3 days. 三天内完成这项工作是不可能的。

3. Others, called amphibians, were able to live on land as well as in the water. 另外一些叫作两栖动物,它们既能在陆地上生活也能在水里生存。

本句中 others 指的是除了 insects 之外的 land animals, 后面的 called amphibians 作定语修饰 others。

as well as 表示 "(除……之外) 也; 既……又……"。例如:

I'm learning French as well as English. 我学英语之外还学法语。

He grows flowers as well as vegetables. 他既种菜 也种花。

4. They produced young generally by laying eggs. 它们一般是通过孵蛋而繁衍后代的。

lie, lie, lay 在很多时候容易混淆,它们的区别如下:

动词原形	第三人称单数	过去式	过去分词	现在分词	中文释义
lie	lies	lied	lied	lying	撒谎; 谎话
lie	lies	lay	lain	lying	躺;位于
lay	lays	laid	laid	laying	放置; 下蛋

5. Why they suddenly disappeared still remains a mystery. 它们为什么会突然灭绝至今还是个谜。

remain既可作系动词,也可作实义动词,其主要用法归纳如下:

1)作系动词,意为"保持,仍然是",其后通常接以下词或结构作表语。

#### (1) 名词

The labour shortage remains a problem in society.

劳动力短缺仍然是社会的一个问题。

(2) 形容词

Three out of four of the men present remain single. 在场的男士之中四分之三的人仍是单身。

(3) 过去分词

In fact, the work remained unfinished. 实际上,工作还没有完成。

(4) 现在分词

The students remained listening to the music. 学生们还在继续听音乐。

(5) 介词短语

People in some parts of Africa remain in deep poverty. 非洲一些地区的人仍然处于极度贫困之中。

2) 作不及物动词, 意为"剩下", 通常不用于被动语态。

If you take 5 away from 8, 3 remains. 八减五等于 三。

3) 常与there 连用, 意为"剩下;还有"。

There remain now only one woman and two children. 现在只剩下一个妇女和两个孩子了。

There remains one difficult task for us to accomplish. 还有一项艰巨的任务需要我们完成。

4) remain 后也可接被动结构的不定式, 意为 "尚待……"。

Whether it will do us harm or good remains to be seen. 它对我们是有害还是有益还得等着瞧。

It remains to be seen whether you are right. 你是否正确,以后可见分晓。

5) 其形容词形式为remaining, 意为"剩下的"。

The remaining students will serve the audience. 剩下的学生将为观众服务。

The remaining 10 computers belong to me. 剩下的十台电脑是我的。

6) 其名词形式为 remains, 意为 "剩余物;(古建筑等的)遗址"。

Linda drank the remains of her coffee. 琳达把剩下的咖啡喝得一干二净。

The remains of the ancient temple are worth seeing. 那座古庙的遗址值得一看。

- 7) 习惯搭配
- (1) remain in 逗留在某地; 呆在家里

It is said that they remain in Shanghai. 据说他们仍在上海。

We remained in because of the heavy rain. 大雨如注,我们只好闭门不出。

(2) remain on 停留在·····上

His English remains on oral level. 他的英语水平还是停留在口头英语的水平上。

The quality of the product still remains on this kind of level in this company. 这个公司的产品质量仍停留在这种水平上。

(3) remain up 超过就寝时间仍然不睡

The boy remained up because he was looking forward to his mother's coming back. 那个男孩盼望着他母亲回来,所以他还没有睡。

6. So whether life will continue on the earth for millions of years to come will depend on whether this problem can be solved. 所以,在未来的数百万年中,生命能否在地球上延续取决于这个问题能否得到解决。

for millions of years to come 中不定式 to come 作定语,与前面的名词之间有逻辑上的主谓关系,例如:

She is the last person to do such a thing. 她最不像是会做这种事的人。

I have a lot of work to do today. 我今天有很多工作要做。

Do you have anything to take to your son? 你有什么东西要带给你儿子吗?

7. I cheered up immediately and floated weightlessly around in our spaceship cabin watching the earth become smaller and the moon larger. 我立刻感到很高兴,由于失重我在太空舱里飘来飘去,我望着(身后的)地球越来越小,而(前方的)月球越来越大。

本句中 watching the earth become smaller and the moon larger 部分体现的是动词-ing 形式作伴随 状语的用法。类似的还有:

- 1) He came running back to tell us the exciting news. 他跑着回来告诉我们这个令人振奋的消息。(伴随状语)
  - 2) Playing computer games all day, you will

waste your valuable time. 如果你整天玩电脑游戏, 就会浪费你的宝贵时间。(条件状语)

- 3) Her mother died, leaving her with her young brother. 她母亲去世了,留下了她和她的弟弟。(结果状语)
- 4) Knowing that they would participate in a contest, the students began to make preparations. 当学生们知道他们要参加一个竞赛,就开始做准备了。(时间状语)
- 5) Not feeling very well, Tom went to see the doctor. 因为感到不舒服, 汤姆就去看医生了。(原因状语)
- 6) Being ill, she didn't go to school. 因为生病, 她就没去上学。(原因状语)
- 7) Being afraid of his parents, he didn't go out to play. 因为害怕他的父母,他没有出去玩。(原因状语)
- 8) Reading English novels, Xu Liang seldom looks up new words in a dictionary. 徐亮看英文小说时很少查字典。(时间状语)

#### 二、背景知识

The Big Bang is the term used to describe a huge explosion that scientists believe happened around 15 billion years ago, creating our universe. Nobody knows what caused the Big Bang, since we cannot look back to a time before it. But just after the event, the universe is believed to have been a knot of tightly packed particles only about the size of a pea. Its temperature was ten thousand trillion, trillion degree Celsius.

The universe is made up of stars, planets, and other matter scattered throughout space.

A galaxy is a huge collection of stars held together by gravity. There are probably over a billion galaxies in the universe. They come in three basic shapes: spiral, elliptical, and irregular. The sun is just one of the common-sized stars contained within our home galaxy, the Milky Way.

The Milky Way is a large spiral galaxy(螺旋星系) measuring about 100,000 light-years across. It is

about 14 billion years old and takes 225 million years or so to rotate once. Like all spirals, it contains plenty of gas and dust, from which new stars can form. The dense nucleus is the oldest part and has no gas left for new stars.

Our solar system is made up of the sun and the objects that orbit it. These include the eight planets (and probably more than eight) and their moons, as well as asteroids, comets, and meteors.

Stars are large balls of hot gas that produce light and heat through nuclear reactions. Our Sun is an average yellow star, but seems bright because it is so close.

#### The birth of a star

A star begins its life by condensing out of a cloud of dust and gas. When the star's temperature is high enough, nuclear reactions begin and hydrogen (氢) converts to helium (氦), creating a steady glow. Yellow stars, such as the sun, may shine steadily for billions of years before expanding and cooling into red giants. Finally they collapse into small, dense white dwarfs (矮子) and then die.

The sun is the nearest star to the earth. It is a globe of hot gas, mostly hydrogen, and lies at the centre of our solar system. It contains no solid material.

Planets are the largest objects that circle around the stars. They may be rocky, like the earth, or made mostly of gas and liquid, like Jupiter. The word planet is Greek for "wanderer". The name comes from the way planets appear to move against the stars over time. It is thought that the planets formed at about the same time as the sun. As the original cloud of gas and dust collapsed to form the sun, some matter was spun out into a flattened disk. Over several million years, the dust and gas gathered together to form the planets and moons. Denser rocks gathered near the sun and lighter gases farther out.

Mercury (水星) The Roman god of merchants and travellers

Venus (金星) The Roman goddess of love Earth (地球)

# Unit 4 Astronomys the science of the stars

Mars (火星)	The Roman god of war	
Jupiter (木星)	The king of the Roman gods	
Saturn (土星)	The Roman god of seeds	
	and sowing	

Uranus (天王星) The Greek god of the sky Neptune (海王星) The Roman god of the sea

Our planet, the earth, is a large ball of rocks and metals covered with water and soil. It belongs to a group of eight planets that move around a star called the sun. It is surrounded by a blanket of gases called the atmosphere, has one moon, and as far as we know, is the only planet that supports life.

Satellites are objects that move in orbit around other objects of greater mass. A satellite may be natural, like the moon, or artificial, like a spacecraft.

The moon is the earth's only natural satellite. It may have been gouged (凿) out of our own world when a large object struck the earth. Another possibility is that the moon has always been a separate body and was captured by the earth when it came too close. For centuries, the moon has given rise to various myths and legends. Early people saw it as a god or goddess, and some philosophers thought it was linked with birth and death, because it waxed and waned (盛衰; 盈亏).



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

## INTRODUCTION

This unit is concerned with astronomy and how human beings first evolved on the earth and understand the universe around them. The exploration of space is examined through science fiction as nobody has yet visited a "black hole". We also examine how ideas have developed about gravity. The three scientists who have made the greatest contribution to our understanding of gravity are Isaac Newton, Albert Einstein and Stephen Hawking.

Isaac Newton was the first to suggest that gravity is a force. But he thought it was the same everywhere as it was on the earth.

Albert Einstein developed a new idea of gravity because he realized that gravity could not be the same in space. He suggested that time and gravity are bent whenever they meet a large object such as a planet: the larger the planet, the more time and space are bent. So Jupiter, as the largest of the planets in the solar system, has the greatest pull and makes the greatest change in the space and time around it. So if a spaceship went near Jupiter it would be pulled round it (while assuming it was going straight) and time would slow down (though those on the spaceship would not be aware of that).

Stephen Hawking is most famous for his work on "black holes". He has discovered that "black holes" do not "eat" everything that comes close to them. They have a rim or edge. If an object goes over this edge then it will be broken up by the forces inside the black hole. If the object does not cross this edge it may be able to escape the black hole. Everything that passes the rim (whether it is a star or a planet) is broken up by the forces inside the black hole. Then sometimes this material is thrown out many millions of kilometres away from the black hole. Stephen Hawking thinks that is how new stars and planets develop.

The science fiction stories in this unit are based on the scientific facts discovered by Newton, Einstein and Hawking. The astronomer in the story visits a place in space, which is impossible for people to reach at the moment: the "black hole" in the Workbook. It is to help the students imagine what it is like near a "black hole". Li Yanping is not based on any astronomer living or dead. His impetuous behaviour is not that of a cautious scientist but his behaviour helps explain some of the more difficult aspects about astronomy and gravity.

## BACKGROUND

There are many different stories that tell how the universe began. Read a few of these below and ask the students to notice what they have in common:

- they all begin with a formless space
- they all have a creator: someone who comes and makes something in this space

Here are some examples of these creation stories.

1 The story of the Hopi people: The Four Creations
The world at first was endless space in which existed
only the Creator, Taiowa. This world had no time, no
shape, and no life, except in the mind of the Creator.

Eventually the creator created Sotuknang, whom he called his nephew and his agent to establish nine universes. Sotuknang gathered together matter from space to make the nine solid worlds. Then the Creator instructed him to gather together the waters from space and place them on these worlds to make land and sea. When Sotuknang had done that, the Creator instructed him to gather together air to make winds and breezes on these worlds. Then the creator ordered the fourth act of creation which was the creation of life.

#### 2 From China: The story of Pan Gu

Long, long ago, when heaven and earth were still one, the entire universe was contained in an egg-shaped cloud. All the matter of the universe swirled chaotically in that egg. Deep within the swirling matter was Pan Gu, a huge giant who grew in the chaos. For 18,000 years he developed and slept in the egg. Finally one day he awoke and stretched, and the egg broke to release the matter of the universe. The lighter purer elements drifted upwards to make the sky and heavens, and the heavier impure elements settled downwards to make the earth. In the midst of this new world, Pan Gu worried that heaven and earth might mix again; so he resolved to hold them apart, with the heavens on his head and the earth under his feet. As the two continued to separate, Pan Gu grew to hold them apart. For 18,000 years he

continued to grow, until the heavens were 30,000 miles above the earth. For much longer he continued to hold the two apart, fearing the retun of the chaos of his youth. Finally he realized they were stable, and soon after that he died.

With the immense giant's death, the earth took on new character. His arms and legs became the four directions and the moutains. His blood became the rivers, and his sweat became the rain and dew. His voice became the thunder, and his breath became the winds. His hair became the grass, and his veins became the roads and paths. His teeth and bones became the minerals and rocks, and his flesh became the soil of the fields. Up above, his left eye became the sun, and his right eye became the moon. Thus in death, as in life, Pan Gu made the world as it is today.



## WARMING UP

The purpose of this section is to get the students to think about astronomy. Ask the students to look at the pictures on the page and the title of the reading and the title of the unit. Tell them to use that information to make a good definition of "astronomy". A good definition would be "the scientific study of the stars and planets". Question 1: What are the names of the eight planets that circle our sun?

Ask the students to name them first in Chinese and then to find the English name in the box and match them. Their order from the sun is Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

Can you match the English names with the planets? Play a game to learn the names and positions of the planets.

- 1 Give nine students cards. On each is written the name of a planet with the ninth one as the sun. Make a space in the classroom. The students holding the card with "Sun" on it stands at one end of the room. Ask the students to get in the order they think the planets are in relation to the sun.
- 2 Read out the lines and give the students' time to readjust their order (if they need to).

Venus is next to Mercury.

Earth is the third planet.

Mars is between Earth and Jupiter.

Neptune is the furthest planet from the sun.

Saturn is between Uranus and Jupiter.

Mercury is closest to the sun.

When the order is correct the students should recite the names of the planet they are holding starting with the "Sun" and moving on to "Mercury" etc.

3 Let everyone in the class try this game. You may have to do it three or four times but it will help the students remember the names and the order of the planets.

Question 2: What interests you in astronomy?

Answers will vary.

Do you know any questions astronomers are interested in?

Possible questions are:

How did the universe begin? How did life begin?

Is there life on other planets?

Are there other life forms in the universe?

How are galaxies formed?

What happened to all the matter after the "Big Bang"? What are "black holes"?

#### NOTES:

- 1 It is important to remind students that astronomy is a multidisciplinary subject and uses knowledge from both mathematics and physics. It is similar to other subjects like medicine, biochemistry (biology and chemistry), and geophysics (geology and physics).
- 2 Students should already know that to study a subject scientifically, you must:
  - try to be objective
  - set out your idea to be tested
  - design an experiment to test the idea
  - analyse the results
  - draw a conclusion
- 3 Some of the important skills we need as real scientists are:
  - accuracy (or being very careful)
  - a logical approach
  - the careful recording of an experiment so someone else could redo the experiment from your notes
  - be able to draw conclusions from the evidence

## PRE-READING

The purpose of this section is to explore how much the students know about the origin of life on earth.

### Teaching suggestions:

Question 1: Ask the students in pairs to discuss how

they think life began on earth. Then ask them to compare their ideas with another pair and be prepared to give their best ideas to the class.

If the students do not know very much you can stimulate

their memory by asking them some questions about the scientific explanation:

- How old is the universe? (several billion years ago)
- How old is the earth? (between 4.5 and 3.8 million years ago)
- Which were the first creatures or plants on earth? (extremely small plants)
- Do you know what the order for the development of plants and animals is? (see reading)

 Do you know why human beings are more intelligent than other animals? (talk)

Question 2: Remind students that each culture has its own story about how the universe began.

Do not forget to develop your students' reading skills by encouraging them to predict what is in the reading passage. This skill is very useful for judging whether a book will be useful for you or not. It can save a lot of time.

## READING

This reading provides the students with a brief introduction on how the universe developed and how life began on the earth. It provides a scientific background to any investigation into space and it is factual.

#### 1 Teaching new words and structures

Students are encouraged to preview the text and find out the new words and structures themselves. They should try to work out the meaning of the new words through context. Then if necessary, they can look them up in a dictionary or turn to the teacher for help.

Some examples using context:

- ... according to a widely accepted theory, the universe began with a "Big Bang"...
  - The statement that the universe began with a *Big Bang* is an idea. It is not a fact. So a theory must mean the same as an idea.
- Water had also appeared on other planets like Mars but, unlike the earth, it had disappeared later. Water disappeared from Mars; it did not disappear from the earth. So unlike must mean that Mars is not like the earth. It must mean the opposite of like = different from the earth.
- 3 ... the first extremely small plants began to appear on the surface of the water. They multiplied and filled

- the oceans and seas .... If something grows and fills the oceans and seas it means that there must be a lot of them. So *multiplied* means a large increase in numbers.
- 4 in time is a phrase which implies a long period of time but also the result that was produced. So the explosions on the earth → produced the gases necessary for life to begin. The arrow indicates the connection between these two half-sentences. In this case it means the length of time between them. So in time means after a very long period of time.
- 5 give birth to means that the animals developed inside the mother's body and they emerged as living creatures. This is in contrast to other earlier animals which laid eggs that hatched into living animals.
- 6 in their turn means that there is a rise and fall in the development. Creatures become important and then other creatures take their place. So creatures have a particular time when they are important. Now it is the time of human beings ("the small, clever creatures") to be important — it is their turn.

#### 2 Understanding ideas

Remember to be prepared with some questions to ask the students before they begin the comprehension exercises. Some possible questions:

- What was there on the earth before life could begin?
- Why do scientists think there has never been life on the moon?
- Why did animals first appear in the seas?
- What helped animals to move from the water to the land?

Ask students to discuss them and report back to another pair.

You could also ask the students to set out the order that animals appeared on the earth and discuss why air, water and plants were needed before animals could develop. This is where the students can discuss the ideas put forward in the reading passage and discuss why the order is so important to the development of life on the earth. For example, if plants had not moved from the sea to the land, would it have been possible for animals to live on land? Why were there so many different kinds of animals (amphibians, reptiles, dinosaurs, etc) before human beings appeared? Did mammals develop from amphibians, reptiles and dinosaurs? Some questions may need research by the students. Perhaps this could be used for homework and the students present their findings to the class.

#### 3 Discussion of style

This is where the students begin to examine the text to help their own writing. So it is important to talk about:

- Is the reading structured? (for example into paragraphs)
   Is it easy to follow? Do you understand the formation of the earth and the evolution of life on earth better after reading this article?
- Is it written in a formal way or in conversational English? Is the article written like an encyclopedia? Does it use a lot of words only used in geology or biology? Does it explain things simply?
- Does it give the same amount of writing to each stage of the development of life on the earth? Do you find out more about the formation of the earth or the development of life on earth?
- Is this writing personal or not? Does the writer give his own opinion? Does he explain things and then say if he/she agrees with the ideas or not?

Finally ask the students if there are any phrases or sentences that they feel explain a situation or problem particularly well. This is a part of the lesson that you can share with your students. There are no right or wrong answers. It is a time to enjoy the reading.

## COMPREHENDING

Answer key for Exercise 1:

Paragraph 1: A widely accepted theory about the formation of the universe

Paragraph 2: The formation of the earth

Paragraph 3: The importance of water for life

Paragraph 4: The development of plants and animals on the earth

Paragraph 5: The arrival of humans and their impact on the earth

Answer key for Exercise 2:

10 7 3 8 4 9 6 1 5 2 12 11

#### Answer key for Exercise 3:

- 1 Because the water remained on the earth.
- 2 Because plants provide oxygen for animals to breathe.
- 3 Because dinosaurs died out long before human

beings developed on the earth.

- 4 The name is Pluto. Scientists now think it is too small to be called a planet.
- 5 Human beings caused global warming.

#### Suggested answers to Exercise 4:

Discourse markers:

however, after that, next, later, finally, thus, as a result of this

Sentence connectors or conjunctions: and, but, because

#### Suggested answers to Exercise 5:

The other puzzles hidden in the passage are:

How did the earth's atmosphere develop?

Why did water stay on the earth but not on the other planets?

How did life forms develop?

Why did some life forms disappear?

#### Sample dialogue:

- S<sub>1</sub>: Let's look at the picture of the formation of the earth and the evolution of life on earth.
- S2: It's very complicated. Perhaps we can divide it up into stages and then describe each one.
- S1: That sounds a good idea.
- S2: The first stage must include the formation of the universe and the earth until the presence of water encouraged the development of life forms.
- S<sub>1</sub>: OK. Then there's a whole line of plants and animals that appeared. How do we organize them into a

- stage?
- S2: Well, they appeared first in the oceans and seas so that can be one stage. Then they moved to the land and that be the third stage.
- S1: Do you think there should be a fourth stage?
- S2: Maybe when mammals and later humans appeared. What do you think?
- S1: Well, really that should be part of the third stage. We are only one species of animal like all the others, aren't we?
- S2: Yes, we are. So I agree. Let's stick with three stages.
- S1: Fine. Now let's fill in the stages ...

## LEARNING ABOUT LANGUAGE

#### Discovering useful words and expressions

#### Answer key for Exercise 1:

-(e)	n)ce		un-
present	presence	certain	uncertain
violent	violence	fair	unfair
confident	confidence	paid	unpaid
different	difference	like	unlike
patient	patience	kind	unkind

-al		-ist	
culture	cultural	art	artist
globe	global	physics	physicist
universe	universal	chemistry	chemist
agriculture	agricultural	biology	biologist
mathematics	mathematical	science	scientist

#### Answer key for Exercise 2:

1C 2A 3C 4E

#### Answer key for Exercise 3:

fundamental, astronomy, gave birth to, existed, As a result, atoms, prevents ... from, puzzle

#### Answer key for Exercise 4:

The purpose of the exercise is to develop a feeling for the language. Words carry special meanings and this exercise is to help students to choose the right word for the right circumstances.

Emotional words	Calm words
37.63	patient gentle relaxing kind easy-going calm

#### Discovering useful structures

#### Answer key for Exercise 1:

See the grammar section on Page 90 in this book for the other noun clauses.

As for their translations, look at the Appendices: Translation of the reading texts.

#### Answer key for Exercise 2:

- 1 What has not yet been proved is his discovery.
- 2 Whether the other astronomers accept his ideas remains a question.
- 3 How life first appeared on earth is still a mystery to scientists.
- 4 Why the earth is becoming warmer is an important topic for research.
- 5 It amazed everybody that Stephen Hawking at 65 experienced zero gravity during a flight.
- 6 It is a surprise that Pluto is no longer considered a planet in our solar system.

#### Suggested answers to Exercise 3:

1, 4, 3, 5, 2, 6

## USING LANGUAGE

#### Listening and discussing

This listening is to introduce students to changes in the ideas about gravity. It is to help the students appreciate that the science fiction stories in this unit are imaginary but based on fact. They need to have a good understanding of the force of gravity in order to enjoy the stories fully and to become more involved and excited about studying space and the stars. So let the students read the task and then listen to the tape. When they have heard it they will be able to fill in the chart. It might be useful to discuss why ideas of gravity have developed. In the time that Isaac Newton lived nobody imagined that the laws that operated on the earth were different in space. When people began to investigate space more closely they realized that Isaac Newton's ideas would not fit. It was only when Albert Einstein developed his ideas about gravity, time and space that space travel seemed possible. Now Stephen Hawking is concerned with how the universe began. So he is working on a new idea about one aspect of space: black holes. His ideas do not change Albert Einstein's idea about gravity but develop and enlarge them. Hawking thinks that black holes "eat" space material but also "spit them out" to produce new galaxies and planets. They may be what makes our universe develop so that it is always changing (at a very, very slow speed, of course!).

This listening is a discussion between two scientists.

#### Teaching suggestions:

- 1 Ask the students to look at the pictures and the exercises and guess what the listening is about. They should be able to guess that it is about how ideas of gravity changed.
- 2 Then ask them about Exercise 1: what they know about the scientists. They may know the theories well from their Chinese lessons or they may be unfamiliar with them at all. If they tell one theory, let them try to match it with the person.
- 3 Now listen to Parts 1 and 2 of the tape for the first time. If the students find it difficult, let them listen to it again before doing Exercise 2.
- 4 Listen again to Part 1 as many times as you need to. Then try to fill in the chart for Isaac Newton. This should not be too difficult.

- 5 Do the same for Part 2 and try to fill in the chart for Albert Einstein and Stephen Hawking. You may need to listen to this more than once as it is difficult to imagine Einstein's theory on a first listening.
- 6 Ask the students if they can explain the three theories. If they cannot, explain to the students that in Einstein's theory:
  - if you were in a spaceship you would feel as if you were moving straight ahead even though you were moving round a large object.
  - watches are also affected by this bending of space.
     In the spaceship you would not know that time was slowing as you approached the object and speeding up as you left its gravity. However, this is what Einstein suggested.

Explain to the students that in Hawking's theory of black holes not everything is caught in a black hole although everything will be pulled towards it. Once over the edge of the black hole you would not feel any difference. However, within a short period of time you and the spaceship would be gradually pulled apart by force waves. It would turn you and the spaceship back into matter. When a black hole throws out matter it is this broken-down material that it is throwing into space.

7 Do Exercise 3.

#### LISTENING TEXT

#### THEORIES OF GRAVITY

Michael Jones of the New Space Magazine is talking with space traveller Li Yanping about changes in the theory of gravity.

LY = Dr Li Yanping MJ = Michael Jones

#### Part 1

- MJ: Hello, Dr Li Yanping. It's so good of you to talk to me. Some students ask us why things always fall back to earth if you throw them up in the air. Could you explain it?
- LY: Well, at first people thought it was because the earth was the centre of the universe. Of course that was wrong. One day Isaac Newton watched an apple fall to the ground. He said that something else must be pulling the apple back to

earth. He called it "gravity".

MJ: I see. Did people accept his idea?

LY: They did. Later they worked out that bigger objects (like the sun) have stronger gravity than smaller objects (like our planets). If you're travelling in deep space, you couldn't fall back to the earth. You're just too far away.

#### Part 2

MJ: Does it mean there's no gravity in space?

LY: No. In a spaceship you would feel the pull as it got closer to such an object. You would travel faster and faster towards it.

MJ: Until you hit it?

LY: Not exactly. You may pass it very fast and then it would throw you out into space again. After that you would slow down to the usual speed.

MJ: How do you know this?

LY: In 1905 Einstein said that in space large objects make space-time bend; the larger the object, the further space-time bends. So time goes slower in

very strong gravity.

MJ: What about black holes?

LY: That's a place in space which has such a strong mass that nothing can escape from its gravity. There is a kind of edge around this mass. If you cross over this edge, it's impossible for you to get back. However if you don't cross this edge, you can still escape. Stephen Hawking has done a lot of research into black holes. He has shown that they "spit" things out as well as "eat" them.

#### Answer key for Exercise 2:

Summary B is correct because it gives a clear idea of what the listening passage is about.

Summary A is not true. The three scientists wanted to explain how the universe worked and not how it began.

Summary C is too general and does not give enough detail about what the listening passage is about.

#### Answer key for Exercise 3:

	Isaac Newton	Albert Einstein	Stephen Hawking
Idea	force which pulls	In space large objects make space and time bend; the larger the object, the further space and time bend.	Black holes have a very large mass and pull things towards them.
Development	The bigger the object the stronger the gravity.	Time goes slower in very strong gravity.	If you go over the edge, you cannot get out; but if you do not, you may be able to escape.

#### Reading

This reading uses information the students have gained from the listening. It is a science fiction story which imagines what it might be like if an astronaut visited the moon. The purpose of science fiction writing is to combine facts with a story to make students interested and excited about travel in space. It is also to stimulate awe and wonder in the vastness of space.

#### Answer key:

- 1 The pull of gravity became very strong as he left the earth's atmosphere. His weight is normal.
- 2 It disappeared when he was in space. He is weightless.
- 3 It was very light when he was on the moon. He weighs less than on earth.

## Speaking and writing

#### Teaching suggestions:

- 1 Ask students in groups of four to brainstorm what they would take with them on holiday. They will probably suggest clothes, washing items, shoes, camera etc. Then suggest that if they could only take three things what they would be. Ask them to make a list and tell you their conclusion.
- Write up all the things they mention and mark how many times they are chosen. Now you know what the students consider the most important items to take on holiday.
- 3 Now ask them what they might need to take to the moon. What special clothes? What special washing items? Remind them that a spaceship has zero gravity inside it so the items would float around the cabin.

- Would the items they chose for a holiday on earth be suitable for a trip to the moon? The answer should be 'no'. Allow them time to make another list. Mark it on the board as what you did the first list.
- 4 Discuss what problems visitors to the moon would have: less gravity, no air, no shade, etc. Now look at Exercise 1 in the textbook. These are problems you would find when you landed on the moon. Tell the students to discuss them one at a time, and one from each group should report their ideas to the rest of the class.
- 5 Examine each of the problems in turn noting different solutions. Let the class vote on their preferred solution at the end of the session.
- 6 Explain to them what real space travellers have done to solve each of these problems.

#### Suggested list:

- to protect your skin: a spacesuit that can supply you with warm water if it's too cold on the moon and cool water if the temperature is too hot.
- to stop you flying off into space: a rope to tie you to the spaceship
- to stop your food floating away: liquid space food that you can keep in a tube and eat with a straw

#### Sample dialogue:

S1: Let's think about what we would need to protect

- our skin if we visited the moon.
- S2: I'd take some skin cream. That works very well when we go to the sea.
- S3: Yes, but it's going to be much too hot to put cream on your skin on the moon.
- S4: What's more you get direct heat from the sun. There are no clouds on the moon to protect you.
- S<sub>3</sub>: Oh dear, and I also have to carry oxygen around with me everywhere because there's no oxygen on the moon.
- S2: Why don't we carry the oxygen on our backs in a tank?
- S1: Good idea, but won't that hurt our skin?
- S4: I think it will. Why don't we wear a spacesuit which has the possibility of protecting your skin and helping you carry the oxygen very easily?
- S<sub>1</sub>: A very good idea. We also need some sunglasses as the sun will be as bad for our eyes as for our skin.
- S<sub>3</sub>: That's right. The helmet of the suit can have sunglasses you can use.
- S2: How will the suit protect our skin?
- S4: It's so hot there so I suggest we design a suit that can supply cold water so the wearer feels cool and hot water to warm us if we feel cold.
- S2: Great! So I won't need sun cream after all. That's good!

#### Sample article:

If I visited the moon, here is a problem I might have: how to stop my food floating away.

I would have to take all my food with me if I went to the moon. In the spaceship there is no gravity so the food would float around if it was solid. So I would make sure that it is specially made as liquid space food.

It could be put in a tube and then I would be able to eat it more easily. Perhaps I would use a straw to eat it. It would solve the problem.

The problem the problem how it would solve the problem.

## READING FOR FUN

This is a poem by Robert Louis Stevenson about how the sun travels round the earth and has no rest while people are sleeping or waking during its journey. Robert Louis Stevenson is a famous children's poet in England and his poems are treasured by small children.

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

## LISTENING

This is an interview of Yang Liwei, the first Chinese space traveller.

#### Teaching suggestions:

- Before listening ask the students in fours to think about these questions:
  - What education and experience do you need to become an astronaut?
  - Do you think there are any special requirements?
  - What kind of a person makes a good astronaut?
  - What problems do you think he/she would have in space?
  - Each group should report back to the class. Make a note of the answers.
- 2 Remind the students of October 15th 2003 when Yang Liwei went up into space. Ask them if they remember where they were when they heard about the successful launch. How did they feel?

Ask some students to retell what they remember.

- 3 Then listen to Parts 1 and 2 of the tape. Ask the students to write down the main idea. Let them check their answers with their partner. If the students find this difficult listen to the tape more than once.
- 4 Listen to Part 1 and ask the students to write notes in the textbook. Remind them that taking notes means writing phrases and not complete sentences. Do the same for Part 2.
- 5 Listen again (if necessary) and fill in the blanks in Exercise 5.
- 6 Go back to the answers of the original questions. Look at the answers the class gave and check whether they are right or not. If necessary give the correct answer.

#### LISTENING TEXT

#### AN INTERVIEW WITH YANG LIWEI

R = Mr Renault

Y = Yang Liwei

#### Part 1

- R: Thank you so much, Mr Yang, for coming to talk to us today about your experience in space.
- Y: Not at all. I'm happy to be here.
- R: Please can you tell us your most exciting moment?
- Y: Well, that was when the spaceship began to lift off the ground. Then I knew that I was really on my way and that China would become the third country to send people into space.
- R: Did you feel afraid?
- Y: No, because I was trained not to worry. So I watched all my instruments and stayed calm.
- R: What surprised you?
- Y: The beauty of space. I'd never realized how lovely the earth looks till I was going round it.

#### Part 2

- R: Did you always want to be an astronaut?
- Y: Well, I dreamed of it when I was young, but I never thought my wish would come true. It all happened gradually. First I got my degree and then I trained for ten years to fly airplanes and then to fly a spaceship.
- R: I see. Did you have to be a certain size and weight?
- Y: Yes. An astronaut has to be smaller than 170 cm and weigh less than 70 kg.
- R: So you were the perfect choice! But of course you had to work very hard. Would you like to go into space again?
- Y: Yes, I would if there was an opportunity. I'd love to go to the moon one day.
- R: I hope we'll be talking to you again after you've finished that trip! Goodbye, Mr Yang. Thank you for talking to us.
- Y: It was my pleasure.

#### Answer key for Exercise 1:

- 1 Several countries are involved in space travel with satellites and spaceships that have visited one of the planets (Mars: USA) and the moon (USA). Only one country has sent astronauts to the moon and returned them safely — the USA.
- 2 Three countries have sent astronauts into space: Russia, USA and China.
- 3 The Russian astronauts have travelled round the earth and lived in a space station.

The American astronauts have travelled round the earth, lived in a space station and landed on the moon.

The Chinese astronauts have travelled round the earth and one has walked in space.

#### Answer key for Exercise 2:

The main idea is the excitement of space travel and the qualifications and experience needed to become an astronaut.

#### Answer key for Exercise 3:

Questions	Yang Liwei's answers
When was the most exciting moment?	When his spaceship lifted off the ground he knew he was really on his way into space.
What surprised him?	The beauty of space.
What did he do?	He watched all his instruments and stayed calm.

#### Answer key for Exercise 4:

Information of	on Yang Liwei, the astronaut
Education	He got his degree.
Training	He trained for ten years to fly airplanes and then to fly a spaceship.
Physical qualities	Smaller than 170 cm; less than 70 kg.
Personal qualities	Calm, hard-working.

#### Answer key for Exercise 5:

dreamed, young, wish, true, gradually, opportunity, love

# TALKING

This task asks the students to work in pairs and give a friend a number of "dos" and "don'ts" about going into space.

#### Teaching suggestions:

- 1 Remind the students that you discussed some problems before reading "A VISIT TO THE MOON". Ask them in pairs to brainstorm a list based on what they remember. Let them compare their ideas with another pair and make a report to the class.
- 2 Now in groups of four ask the students to make suggestions either to avoid or to solve the problems you have listed. These will become your set of instructions to keep future space visitors safe.

#### Sample dialogue:

WQ = Wei Qing

WQ: I'm going to visit a comet. How exciting! I'll leave tomorrow. YOU: Please check that you've got the correct sort of spacesuit. You need the kind that will keep you warm in the coldest weather.

WQ: Of course!

YOU: Make sure you also know all the safety rules. It is not safe to stand on a comet or to get too close.

There's always a strong wind in space.

WQ: Of course I won't leave the spaceship except to take photos.

YOU: Photos? Just think of the dust in the air. It'll make taking photos very difficult.

WQ: Well, I plan to take some anyway.

YOU: Watch out for the space wind, which can be very dangerous. It makes a strange noise too as it goes through the sky. You may be able to hear it.

WQ: Yes. My space leader has already mentioned that.

YOU: Lastly, don't forget to watch the time as you leave the earth. Then we can check it again when you get back. We can see whether the time you

were away is the same time on your watch. Also please pay attention to everything your space guide says. Do not go off on your own. Look at the temperature on your spacesuit at all times. If it gets too low you need to warm it up and if it's too high you need to push the button to cool it down. Anyway, have a good trip!

WQ: Thank you. I will!

## USING WORDS AND EXPRESSIONS

#### Answer key for Exercise 1:

1 blocking out 2 broke out 3 gave out 4 sold out 5 watch out 6 hang out

#### Answer key for Exercise 2:

1 religions, religious 2 like, unlike

3 gentle, gently 4 presentation, present

#### Answer key for Exercise 3:

- 1 Now that we have finished the design, the company, in its turn, will do the construction.
- 2 The fire did not cause too much damage, because the firefighters arrived in time.
- 3 The spaceship was pulled close to the satellite by its strong gravity.

- 4 The sandstorm led to a chain reaction which ended in a serious train crash.
- 5 The atmosphere in the classroom relaxed after the teacher's humorous talk cheered us up.
- 6 Don't disturb her. She gave birth to a boy last night and now she is asleep.
- 7 Most of the evidence is destroyed. Thus, it's impossible to prove that the drug is harmful.
- 8 Clouds are masses of very small drops of water that float in the sky.

#### Answer key for Exercise 4:

existed, lived, developed, protect ... from, climate, multiplied, weather, prevent ... from

## USING STRUCTURES

#### Answer key for Exercise 1:

6, 2, 7, 3, 1, 5, 4 6 scientists' belief

7 His suggestion

#### Suggested answers to Exercise 2:

- 1 What interests me most in this unit is astronomy.
- 2 When the party will be held hasn't been decided yet.
- 3 Whether we visit the zoo this weekend depends on your behaviour.
- 4 How you plan your wedding is a personal decision.
- 5 Why the gate was unlocked when we came home is a puzzle to us.
- 6 It is funny that you have not received your invitation to the party yet.
- 7 It worried us that many people who ride bicycles do not look where they are going.
- 8 It appears that the computer course does not start

till next week.

#### Sample discussion for Exercise 3:

- Si: My only problem is finding time to listen to my music. My parents insist that I finish doing my homework before I listen to my music. The fact is that by then it's time to go to bed.
- S2: You're lucky if that's your only problem. What I find difficult is that I have to share my bedroom with my cousin who wants to work at night but not during the evening. So he keeps the light on and makes it very difficult for me to go to sleep.
- S3: That's no problem. My advice is putting a towel over your head and the darkness will soon put you to sleep. My problem, now, is really impossible to solve. The trouble is that I'm unable to concentrate on my work because I get so worried about the exams. It seems as if I freeze and can't do anything.

- This makes me worry even more and then I really panic.
- S4: Don't worry. I used to have that problem. What I would advise is to meditate on your bed every night before going to bed. Classical music also seems to help. I think you should try it.
- S3: Thanks. I will.
- S2: I'll also try your suggestion of the towel maybe that will work for me.
- S<sub>1</sub>: As for me, I shall just have to discover a way of working even harder so I have more free time!

## LISTENING TASK

The purpose of this listening is to introduce students to the potential value of space travel. The interview is between a hypothetical astronomer, Li Yanping, and Professor Wallis who is interested in the work he has done in space. This interview is not with a real astronomer but it is based on a real event. The Hubble telescope had to be polished because it was not properly constructed before it was put into space. Space walking is very difficult and needs a great deal of practice. It is extremely dangerous and the interview stresses the ways people have to adapt to the harshness of life in space. Let the students listen to the tape and then discuss with them what the potential dangers are and how the equipment that the astronaut carries helps him/her.

#### LISTENING TEXT

#### AN INTERVIEW WITH LI YANPING

W = Wallis

L = Li Yanping

- W: Mr Li, would you please tell us about your space walk?
- Yes. I'd be happy to. We cleaned and repaired the Hubble telescope.
- W: Oh, and is that when you did your space walk?
- L: Yes.
- W: How did you prepare for it?
- L: First we had to get into spacesuits. They're very thick and carry all the oxygen we need to breathe. The suit also has hot and cold water so it can warm us if it's too cold or cool us if it's too hot. So it's very heavy.

- W: Is it dangerous to leave the spaceship?
- L: Yes, indeed. When we leave, we go into a small room. We have to wear gravity boots to walk there. We close the door behind us and then we open the door to space. Then our gravity boots stop working and we fly out of the door.
- W: How do you move about in space?
- L: We use small engines to move around. To go left we push the right engine and to go right we push the left one. We move slowly because we don't weigh anything. We can fly around like feathers.
- W: What does it feel like in space?
- Very strange. There is no gravity so doing any job is very tiring.
- W: What happens if you fly too far from the spaceship?
- L: You'd never get back so we tie ourselves to the spaceship with a special rope.
- W: How did you repair the Hubble telescope?
- L: We used some special tools tied round our waists. That way we didn't lose them. We did a good job. The telescope works fine now.
- W: Thank you very much, Mr Li.

#### Answer key for Exercise 1:

Look at the list on Page 113 (SB Speaking and writing).

#### Suggested answers to Exercise 2:

- $\frac{1}{3}$  Hubble telescope  $\frac{2}{3}$  oxygen  $\frac{8}{5}$  waist  $\frac{8}{5}$  weigh
- 7 tiring 6 feathers

#### Suggested answers to Exercise 3:

Questions		Notes	
1	Why did Li Yanping have to repair the Hubble telescope?	It needed cleaning so that it would work better.	
2	Which two ways does his spacesuit protect him in space?	<ol> <li>It carries oxygen.</li> <li>It carries hot and cold water to warm him if it's too cold and cool him if it's too hot.</li> </ol>	
3	How does he move about in space?	He used small engines.	
4	What does it feel like in space?	Strange because you do not weigh anything. You can fly around like feathers.	
5	What happens if you fly too far from the spaceship?	You would continue into space and never get back to the spaceship.	
6	Was the repair successful?	Yes. The Hubble telescope works well now.	

#### Answer key for Exercise 4:

- 1 Oxygen can (on the back)
- 2 Water system (the part of the suit covering the body)
- 3 Gravity boots (on the feet)

- 4 Left engine (on the left side)
- 5 Right engine (on the right side)
- 6 Tool kit (on the waist, at the back)

## READING TASK

A "black hole" is something which cannot be seen. You only know it is there by the way that other objects behave. So if you see lights from a sun circling a round object, it may be a black hole that the lights are going round. Anyone watching you approach a black hole would notice that you are going faster and faster. You in the spaceship would feel nothing. At the same time anyone looking at your watch would see that it is moving slower and slower but you would not be able to see any difference. As you watch the objects circling the edge of the black hole you would see them become fainter and fainter but never disappear. Even when they were

inside the black hole you would still be able to see them because their reflection would be trapped by the gravity of the hole.

Outside this edge it is possible for objects to escape. Inside the edge there is no possibility. A star, spaceship or planet would be broken by the tidal forces within the black hole and turned into space matter which the black hole may "spit out" another time. Our hero goes close but not over the edge of the black hole so his spaceship is able to escape. Now read the story.

#### Suggested answers:

	Old ideas about "black holes"	Was this what we found?	New ideas about "black holes"
1	Black holes cannot be seen.	Yes	You can only "see" it by watching the movements of the objects caught by its gravity.
2	Gravity pulls objects towards them.	Yes	
3	Objects go round outside the edge of the "black hole".	Yes	
4	All objects must go into a "black hole" when they are caught by its gravity.	No	They can be thrown far from the "black hole" by its energy.

# SPEAKING TASK

The purpose of this task is to use the information the students have gained from the listening text and reading passage in a new situation. They are going to interview the astronomer in our story, Li Yanping, for a school newspaper. So in pairs they need to work out some questions to ask him. Each of the pairs needs to think of three different questions (so they need to think of six altogether).

#### Teaching suggestions:

- 1 In pairs, let the students prepare their answers to the questions. They can use information from the reading text or any other scientific information that they have.
- 2 Let each pair practise their interview in front of another pair. The second pair should give advice and encouragement. Then swap roles and let the first pair

- help the second one.
- 3 Choose some pairs to present their interview to the class.

#### Possible answers to the questions:

- 1 Most unexpected thing: "black holes" threw out material as well as swallowing objects.
- 2 Knowing when we reached it: You only know you are close to a black hole by seeing things going around what appears to be an empty space. The black hole cannot be seen.
- 3 Most frightening experience: when the gravity of the "black hole" was pulling us slowly into its "mouth", and then the spaceship moved around the hole; I was terrified because I thought we would be swallowed by the "hole".

## WRITING TASK

The purpose of this writing task is for the students to use the information they have gathered on astronomy and their questions to each other to write an interesting and lively newspaper article. The Reading, Listening, Speaking and Writing tasks have been integrated so that it will stimulate the students' interest and involvement in the topic. It should stimulate interest in the subject and develop their creative writing skills. Hopefully they will also follow the development of the Chinese space programme closely. All the preparations have been carried out for the first Chinese manned space flight to take place. Eventually China plans to put a laboratory into space manned by scientists for short periods. They aim to visit the moon to look for valuable resources there as well as to study its environment and geological structure.

China's manned space programme has four goals: to develop basic manned space flight technology, to observe the earth and undertake experiments in space, to help design space vehicles and to accumulate experience for a large space station. Your students may become part of this future programme with your encouragement in stimulating their interest.

#### Sample writing:

I would like to visit the planet, Venus. I have always wanted to visit it ever since I first found out which star it was in the night sky. I think it would take me a long time to get there. So I would need a spaceship with lots of entertainment. It would be very important for me to exercise so I would need a gym and a swimming pool. Then I would be strong enough when I return to the earth to tell my story.

I hope that I will see many exciting things on Venus. My spacesuit will have to be able to withstand heat of over 1000 degrees and not melt. I expect Venus will be very cloudy, hot and humid. I shall need special clothes to wear and air to breathe. I would like to be the first astronaut to walk on Venus and plot its geography.

# \*PROJECT

#### Topic: Mars

The planet I have chosen is Mars because it is the closest to the earth and it will be one of the first planets for us to explore. It is named after the Roman god of war because from the earth it looks red (the colour for anger and therefore war) in the sky.

#### Information

Position: 4th planet in our solar system Distance from the sun: 228 million km

Diameter: half the size of Earth Mass: one tenth of that of Earth Gravity: one third of that of Earth Surface size: same as dry land of Earth

Length of day: half an hour longer than Earth day

Time to circle the sun: two Earth years

Satellites: two

Air: 95% carbon dioxide, 2% argon, 3% nitrogen, very little oxygen

#### Findings from space trips

The most important trips to Mars have been made by

the USA and USSR. They have both sent many spaceships but no people to visit Mars. They have discovered:

- there are two seasons on Mars: a warm, dusty, southern summer and cold, dust-free northern winter;
- no life can live on Mars now, as the air does not have enough oxygen;
- there is some evidence of early life when there was water on Mars three million years ago;
- changes in the colour of Mars are produced by dust storms on Mars;
- it has a north and south pole made of frozen carbon dioxide gas.

#### What I would like to find out

- 1 Whether there is life under the surface of Mars.
- Whether it would be possible for people to live on Mars.
- 3 Whether there is oil or jewels or rocks that would be useful for people on earth.





# Canada - "The True North"

# 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	Geography of Canada; multicultural society
词	quiz Canadian minister continent baggage chat scenery eastward westward upward surround harbour measure aboard eagle within border slight slightly acre urban topic mix mixture bush maple frost confirm wealthy distance mist misty schoolmate booth downtown approximately dawn buffet broad nearby tradition terrify terrified pleased impress impressive
汇	prime minister rather than settle down manage to do catch sight of have a gift for in the distance
功能	1. 方向与位置 (Direction & Position) Where is? In what direction is? How do you get to? How far is? Is it nearby? Is close to? Is far from? It's kilometres from to within kilometres of It's about kilometres northeast of is close to in the north/south/west/east of to the north/south/west/east of on the north/south/west/east of go eastward/westward/northward/southward across the continent/lake through the forests along the coast/river  2. 情感 (Emotions) excited afraid terrified worried tired pleased happy impressed surprised amazed satisfied
语法	同位语从句 (Noun clauses as the appositive) The thought that they could cross the whole continent was exciting. The fact that ocean ships can go there surprises many people.

## 教学建议

## (Suggested teaching notes)

## 一、教学内容分析

本单元的中心话题是加拿大——李黛予等人在 加拿大的旅游经历。学生通过本单元的学习,可以 初步了解加拿大的一些基本情况,包括地理环境、 各大城市特点以及人文活动等。

"热身"(Warming Up)部分是一个小测验,看 看学生对加拿大这个国家了解多少。采用小测验活动,一来是为了激起学生学习的兴趣,另一目的是 让学生联系自己已有知识,为整个单元的学习做准 备,温故而知新。

"读前"(Pre-reading)部分是三个问题,涉及自身的旅行经历和对加拿大的了解,这些问题与文章主题紧密相关。学生通过谈论这些问题,为更好地理解这篇文章打好铺垫。

"阅读"(Reading)部分是篇游记,记述了李黛予和刘倩去加拿大看望表兄妹的旅途见闻。乘火车横穿加拿大之前,她们的朋友林丹尼向她们介绍了加拿大的概况,包括面积、地貌、城市、人口、生态环境等。一路上,她们看到了加拿大的自然美景和野生动物。她们中途停靠卡尔加里(Calgary),谈到卡尔加里大赛马会(Calgary Stampede)。加拿大地广人稀,多数人住在美加两国边境。本文还提到了桑德湾(Thunder Bay),五大湖(the Great Lakes),温哥华(Vancouver),多伦多(Toronto),还介绍了加拿大的淡水资源。

"理解"(Comprehending)部分有三个练习。第一个练习考查找文章具体信息的能力,第二个练习需要学生填写有关加拿大的概况的信息。有的信息能直接从文章中找到,有的需要学生抓住文章要点,对信息进行重组或概括。第三个是开放型的练习,学生不必拘泥文章而自由谈论自己的想法。

"语言学习"(Learning about Language)部分包括"词汇学习"和"语法学习"这两部分内容。 "词汇学习"部分首先介绍构词法,加前缀或后缀而组成派生词,然后通过各种有意义的练习形式, 帮助学生更好地记住和运用单词。"语法学习"部分呈现了大量例子,让学生归纳同位语从句的特点。它是名词性从句中的一种类型,也是本单元的语法内容。

"语言运用"(Using Language)部分综合训练 听说读写的能力,各种技能有机结合在一起。学生 进一步学习有关加拿大的知识——加拿大的居民、语言等。"听"(Listening)部分通过一个加拿大人的 叙述进一步说明该国是多元文化的熔炉。"读" (Reading)部分继续讲述李黛予和刘倩的加拿大之行:从多伦多到蒙特利尔(Montreal)。本文提到了 枫树,加拿大国家电视塔(CN Tower),尼亚加拉 瀑布(Niagara Falls),中国城(Chinatown),圣劳 伦斯河(St Lawrence River)等等,充分展示了异 域文化风情。"说与写"(Speaking and writing)部分 口语训练与写作相结合,说是为写作做准备。

"小结"(Summing Up)部分让学生归纳、梳理本单元所学的内容,包括有关加拿大的信息、基本的语言知识和语法内容。语言知识又包括单元重点词汇及其表达法等。

"学习建议"(Learning Tip)部分又一次提到构词法,加强学生对构词法的理解。通过对前缀后缀的学习,了解掌握英语的构词规律,以扩大词汇量。

"趣味阅读"(Reading for Fun)部分是一首咏叹自然美景的诗歌。通过有韵律的美的语言,可让学生感受诗歌所传达的美的意境,加强对学生的审美情趣的熏陶。

#### 本单元涉及的要点是:

- (一)了解加拿大的概况——地理位置、主要城市、风土人情等;了解多元文化现象和多元文化 国家的特点
  - (二) 学会阅读和使用地图
  - (三) 学会方向与位置的表达法
  - (四) 掌握同位语从句的用法

## 二、教学方法建议

这个单元主题就是加拿大,教学内容离学生实际生活很遥远,如果教师只用教科书而不挖掘其他资源,学生学起来会比较枯燥。建议教师利用各种手段,营造一种使学生身在加拿大的氛围。自己精力有限,可以发动学生找有关加拿大的一切辅助材料,如地图、风景图片或照片,或介绍加拿大的文章,或有关加拿大的名人资料等,将那些材料贴在教室四周的墙上。这种氛围有助于激发学生了解加拿大的欲望,加强他们的学习动机,激起他们的学习兴趣。还可以在单元学习结束后,组织各种有意义的活动,如以小组为单位举行"谁是加拿大通"的知识竞赛。

#### (一) 热身

这五个问题都是有关加拿大的基本知识问题, 学生对此应知道一些答案。问题中尽管有些生词, 但这些生词不会对学生理解信息造成很大的影响, 建议教师先不处理生词,待学生回答问题后再讲生 词。

因本单元会介绍一些关于加拿大的地理知识, 建议教师事先准备一张加拿大的地图,最好是英文 地图。地图很直观,学生看图可以得到很多信息。 书上虽有地图,但太小,很多信息都略去了。学生 做完测试题后, 教师可以处理本部分的生词。需注 意不是所有单词都要求掌握,即会读、会写、会用, 只有核心词(本书都用黑体标示)才是学生应该记 住的,那些非核心词,学生看到词形知道意思即可, 即我们所说的接受型词汇 (receptive words)。让 学生看地图,找出温哥华 (Vancouver)、多伦多 (Toronto)、卡尔加里 (Calgary) 和渥太华 (Ottawa) 这四个大城市,然后再看五大湖中,哪些湖在加拿 大境内。可以看出,除了密歇根湖(Lake Michigan) 只在美国境内外,其余四大湖为加拿大和美国两国 共有。这四大湖是: 苏必利尔湖 (Lake Superior)、 休伦湖 (Lake Huron)、伊利湖 (Lake Erie) 和安 大略湖 (Lake Ontario)。

教师不必局限于书上的几个问题,还可继续追问学生:

- What else do you know about Canada?
- Where is Canada located?

- · What are Canada's neighboring countries?
- What are the oceans on either side of Canada?
- How large is Canada?
- How is Canada's climate?
- · What are Canada's big cities?
- · What is on Canada's national flag?
- · What is Canada's national anthem?

注意这部分热身活动不应占太多时间,学生不 知道问题的答案也没关系,这正好是一个引子,在 后面学习的过程中会逐渐涉及这些问题。

有关 beaver 的背景知识; beaver (海狸)是加拿大的象征物(national emblem)之一,倍受加拿大人喜爱。有以它命名的乐队,如the Beaver Band;有以它为名的杂志,如加拿大很有影响的历史杂志就叫The Beaver。beaver还出现在脍炙人口的歌曲中,歌词见本单元后背景知识部分(The national emblems of Canada)。教师可从网上下载这个歌曲让学生听听。打开一个搜索引擎,然后输入关键词land of the silver birch mp3或 beaver song mp3,就会出现很多网页,然后找到合适的歌曲。

#### (二) 读前

这部分几个问题都是比较开放的问题,没有正确答案,教师鼓励学生大胆开口说。如果学生不知道用英文怎么说,用中文也可,教师然后提供英文。对于第三个问题,学生可能会说到 big, beautiful, multicultural, 或看图会谈到 mountain, lake, maple, 或 Vancouver, Toronto, Ottawa 等等,在学生谈到这些词后,问他们这些词语与加拿大有何关系,如学生有可能说: Canada is a big country. It is the second largest country in the world, after Russia. It is also a beautiful country. Especially in autumn, you can see maple leaves in hundreds of different colours. Canada is a multicultural country as well, with citizens from European, Asian and African countries.

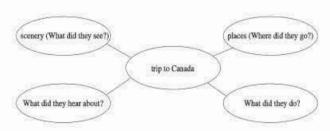
#### (三) 阅读与理解

前面的热身和读前活动已为这篇文章学习做了 很好的铺垫。教师处理阅读文章需分主次:学生首 先需抓住文章主旨,然后再看细节内容。

活动一:看标题猜测文章内容。充分利用标题 和插图信息,通过标题我们知道这篇文章是一篇游 记,可问学生:

- What does "The True North" refer to? (标题中的THE TRUE NORTH出自加拿大国歌中的一句歌词,国歌的内容见本部分最后的背景知识部分(The national emblems of Canada)
- What might be included in a journal during a trip to Canada?

让学生预测文章内容。指导学生用概念图的形式将内容表示出来。这是一个开放型的活动,学生 画的图的内容可能各不相同。



活动二:略读,验证预测,同时画路线图。学生读第一遍,验证自己的预测。阅读就是预测、验证预测(如预测不对则纠正预测,然后开始新的预测,如预测正确接着进行新的预测)这样一个不断的预测和验证的过程。既然是一篇游记,首先就要弄清主人公的旅游路线。学生开始读文章前,可给学生布置一个任务:画出旅游路线图或在地图上标出旅游路线。如:

Vancouver → Rocky Mountains → Calgary → wheat-growing province → Thunder Bay → the Great Lakes

然后问学生,这些地方分别在哪里。训练学生 如何描述方位或位置,这是本单元的核心功能。如:

- A: Do you know where Vancouver is?
- B: It's in the southwestern part of Canada, on the coast of the Pacific Ocean.

活动三:细读获取具体信息。学生读第二遍,做后面的阅读理解题。但在读文章前,让学生先看后面练习1和2的问题。学生带着问题去读,目的更明确,这也可以训练他们找相关信息即查读的技巧。学生独立做完这两个练习后,可让他们两人一组讨论,最后全班核对答案。在学生做阅读理解过程中,以自学为主,其间遇到不理解的生词和句子结构,教师可解释。学生是学会的,不是教会的。教师的作用就是引导学生怎样学会,而不是一股脑

儿灌输给他们。解释单词时应遵循语境原则,给学生提供足够的语境,如 continent,教师可先用英文解释: a large mass of land, for example, North American continent. There are seven continents in the world: Asia, Africa, North America, South America and Europe, Australia and Antarctica. 学生根据释义和例子猜测 continent 的意思可能就是"大陆;大洲"。

练习1的有些问题比较简单,直接在篇章中就能找到答案,如问句1、2、4、5,有些问题的答案是散布在篇章中,需要学生重组信息,用自己的话来回答,如问句3和6。练习2需要学生填写有关加拿大的基本信息。同样,有些信息能直接找到,有些信息散落在不同句子中,需要学生从文中找到关键信息点,然后用自己的话来概括,如key point about Vancouver 的关键词有:beautiful, popular, growing population等。练习3是两个开放的问题。鼓励学生多说,说出自己的感受。但如果想要学生多说自己的感想,学生需要更多的语言或信息方面的支撑。建议教师参考本单元最后背景知识部分,先给学生多补充一些文章中谈到的旅游胜地的信息。然后让学生两人一组谈论,最后找几组学生课堂表演对话。

处理完书上的练习后,教师可帮助学生梳理文章中重要的单词或短语的用法。

本单元的语法是同位语从句的用法。因后面 "语言学习"部分会专讲这一语法现象,教师在此 阶段可让学生从文章中找出含同位语从句的例子, 问他们是否能理解其意思。

教师要强调:精读要精,不能囫囵吞枣,遇到 模棱两可的短语或句子一定不要放过,要仔细分 析,如自己弄不通,可以问同学或老师。在学生容 易犯错误的地方,教师要提出来,譬如人称指代, 看似微不足道,但实际并非如此,忽略它有时可以 造成较大的阅读障碍。例如:

In the first reading passage:

... cross the whole continent was ... (Para 1)

Its population is increasing rapidly. (Para 2)

... much of it is in the Great Lakes (Para 4)

In the second reading passage:

... one of the three in Toronto (Para 4)

... but some of them had English words ... (Para 5)

- · What does "the whole continent" refer to?
- What does "its" refer to?
- What does "it" refer to?
- · What does "the three" mean?
- · What does "some of them" mean?

教师在进行精读阅读教学时,时常告诫学生遇到自己感到模糊的句子或结构,一定要反复读,直到读通。预测哪些地方学生有可能会理解出错,提醒学生注意,训练学生良好的阅读习惯。

#### (四) 语言学习

#### 1. 词汇学习

词汇是语言知识的一个重要组成部分,是学生能力发展的基础,正如语言学家 David Wilkins 指出:"没有语法几乎不能交流思想,没有词汇根本不能交流思想。"(Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.)可见词汇学习的重要性。但机械地死记硬背收效甚微,即使当时记住了,但过不了多久就忘了。在课堂上,教师引导学生运用各种方法学习单词,把"苦学单词"变为"乐学单词"。如:

- 1)通过构词法学单词。练习1中练习前缀multi-和后缀-ward(s)。加前缀multi-还可组成很多词,如:multiparty,multimillion,multilingual。-ward(s)是表示方向的后缀,常与方向词如east,west,up,down,in,out等词派生出eastward(s),westward(s),upward(s),downward(s),inward(s)和outward(s)。学生迄今为止已学习很多常见的前后缀,建议学生可把它们放在一起记忆,找出规律总结出来。如有的前后缀改变词性,但不改变词的核心意思,如movev.→movement n.,而有的前后缀改变词的意思而不改变词性,如cultural adj.→multicultural adj.。
- 2)根据英语释义猜单词。电视节目里有一种猜词游戏,一个人说出有关这个词的信息,但不能提到那个词,另一个人猜是什么。如"沙发",游戏者可能会说"它是一种家具,常放在客厅里,可坐在上面看电视或休息"。游戏者为了让别人猜出是什么单词,给单词的定义就需准确。教师可将练习2转换为这类猜单词游戏,如baggage,可以说 They are cases, boxes, bags, etc in which we put things we need when we travel,也可逐步给出释义,看谁先猜出,如:

They're a general word for a group of bags.

We put clothes, camera and other things we need in these.

We carry them when we travel.

对于用英语释义有困难的学生,可以降低要求,如学生至少可以给出 baggage 的这些线索. It's a noun. It begins with "b" and ends with "e". It has an /æ/ sound. 单词学习不应与枯燥乏味联系在一起,相反,它可能是很有意思、很刺激的。

- 3)利用语境学单词(练习3和4)。单词在语境里学习才有意义,教师自己可以编一个小故事或对话,将关键词留空,让学生填进去,如练习3。练习4要求学生用阅读文章中的五个生词编一个对话,这个练习既训练学生运用单词的能力,又巩固他们对文章内容的了解,可谓"一箭双雕"。教师还可放开手脚,挑出几个词,让学生用这些词编一个逻辑连贯的小故事,或用这些单词玩故事接龙游戏。
- 4)通过搭配学单词。单词搭配是学生学习的重点,也是难点。学生在说话和写作时最容易犯的错误之一就是单词搭配不当。如"抢一个妇女的包",我们不能说 rob a woman's bag,而应说 rob a woman of her bag。很明显,这种错误是由于母语的影响而导致的。教师在教学时,指导学生发现单词的搭配规则,记住固定的搭配有助于学生有更多正确的语言输入。如本单元的 trip,它的搭配就很有特点,我们能说be on a trip to, go on a trip to, take a trip to。其他词还有:

surround 常用于被动语态

The church is surrounded by a white fence.

measure 可表示 "尺寸是……, 面积为……"

This house measures more than 20 metres long and six metres in width.

还可用作名词,与 take 连用,即 take measures The government will take tough measures to control the situation.

5)掌握同义词或反义词。因不能区分同义词 之间的语义差异,也是造成学生使用单词出错原 因。同义词有正式用法和口语用法的区别,如inform 和tell,有褒贬中性义之间的区别,如team,gang和 group,还有语义的细微区别。教师需引导学生区分 同义词,如本单元的chat与talk是有区别的,前者 指非正式场合的闲聊,而后者含义要广得多。quiz 和 test 也有不同,quiz 只是"课堂上的小测试"(a short test that a teacher gives to a class)或"问答比赛",而test的含义也广得多。across, through和along 也是学生容易弄混的词,这几个词的辨析可参考后面补充参考资料部分。

6) 通过语义场学单词。语义场由相关的词组成,语义场有助于学生提高记忆单词的效率。如本单元话题是旅游,与这个语义场有关的动词: chat, surround, catch sight of, impress 等;相关的名词有beaver, polar bear, penguin(动物); bush, maple, frost, mist (景物)等。

还有,记单词时,不能和尚念经似的,读后没有什么印象,而要眼到、手到、嘴到,还要心到。看到词形,除了练发音和单词拼写外,脑中一定要有与这个词有关的表象,将表象和词形联系起来记,单词就不是死的东西。如学到booth,你好像看到街上的电话亭,学terrify时,你要联想恐惧的表情,或联想到发生在你身上的一件恐惧的事。

#### 2. 语法学习——同位语从句

同位语并不是第一次出现,如: Mr Lin, our maths teacher, is a charming gentleman. 这句中的同位语是短语 our maths teacher。而学生在本单元学习的是从句作同位语的用法。教师可让学生从文章中找出包含同位语从句的句子:

The thought that they could cross the whole continent was exciting.

Some people have **the idea** that you can cross Canada in less than five days, ...

... but they forget **the fact** that Canada is 5, 500 kilometres from coast to coast.

The girls were surprised at **the fact** that ocean ships can sail up the Great Lakes.

然后让学生做练习2,同时,让他们思考几个问题:

- 1) 哪些是先行词? 哪些是补充说明先行名词的从句?
  - 2) 这些先行名词有何特点?

可以看出,同位语从句中先行词通常是抽象名词,如fact, news, question, idea, reply, saying, belief

等等。

最常见的连接词是that, 但还有其他词也可充 当同位语从句中的连接词,如:

- 1) 从属连词: that, whether 等, 例如: I insisted upon an answer to my question whether he was coming or not.
- 2) 连接代词: what, who 等, 例如: Next comes the question what you want to put in the box.
- 3) 连接副词: how, why 等, 例如: It is difficult to answer your question how black holes came into being.

同位语从句与定语从句看上去很相似,学生容易弄混,建议教师举几个例子,让学生判断从句的 类型,如:

- 1) The news that you heard is not true. 你听到的消息不真实。(定语从句)
- 2) The news that our team has won is true. 我们队获胜的消息是真的。(同位语从句)
- 3) The fact that we talked about is very important. 我们所谈论的事实是非常重要的。(定语从句)
- 4) The fact that we succeeded pleased everybody. 我们成功了,这一事实让大家很高兴。(同位语从句)

最后,与学生一道归纳这两类从句的特点:

- 1) 定语从句对先行词起修饰、限制的作用;同位语从句具体说明它前面的名词的内容。
- 2) that 在定语从句中担任句子成分,是关系 代词。当that充当定语从句的宾语时可省略; that 在 同位语从句中不担任句子成分,是从属连词,通常 不能省略。

#### (五) 语言运用

1. "听" (Listening)

活动一:做听前准备。听力文段是一个加拿大 人的自述,听之前教师帮助学生做两方面的准备, 一是语言方面,简要解释生词,如:

mix v. Oil doesn't mix with water. Gently mix up the flour, sugar and water in a bowl.

mixture n. This CD is a mixture of the singer's old and new songs.

另一方面, 学生还需要情境方面的准备。学生

看练习2的句子,然后猜测听力文段的主题,这也 是情境方面的准备。

活动二: 听录音, 抓大意。学生听录音, 同阅读一样, 听第一遍的重点在于抓住文段的主题, 这也是验证自己听前预测的过程。教师可设计一个活动, 如让学生听后从下面的选项中选择文段的主题:

- A Canada is a big and beautiful country.
- B Canada is a country with a short history.
- C Canada is a multicultural country.

还可让学生分析文中的关键句,问学生: Why do some Canadians not know what "Canadian" really means?

活动三:再听,理解细节内容。学生听第二遍,这一次听时抓关键信息,即练习2需补充的信息。

如果时间允许,建议教师选取文段中的某一段,训练学生听写 (dictation)。训练学生听写时,建议教师第一遍只听不写,理解大意;第二遍边听

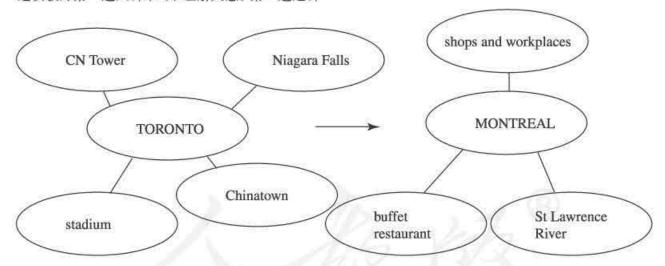
边写,可逐句听:第三遍边听边检查。

活动四:听说结合。练习3是延续听力活动的一个活动,核心还是关于加拿大的多元文化。给学生补充这方面的背景知识,可参考单元背景知识部分。所有加拿大人都是移民的后代,只不过就是他们的祖先到这块土地的时间有早晚。最早在加生活的是土著(aboriginals)民族,包括印第安人(Indians)和因纽特人(Inuit people),然后就是英裔和法裔,最后就是其他的民族。尽管加拿大民族成分日趋多元化,但目前还是以英、法为主体的社会。

#### 2. "读" (Reading)

这篇游记继续记录李黛予等人从西往东横穿 加拿大之行。以下活动供参考:

活动一:快读,理清脉络。给学生一个限定时间,训练学生快速阅读的能力。读前布置任务:他们去了哪些地方,做了什么,用概念图的形式把这些内容表示出来,如:



上面概念图仅作参考,引导学生尽量画得更细 致更漂亮。

活动二:再读,加深理解。学生读第二遍,了解细节,回答练习2的问题。

对于文章中的关键词或表示法, 教师需挑出来, 重点练习。以下供参考:

confirm vt. to show that something is definitely true, especially by providing more proof; make firm confirm是及物动词,后面可直接接宾语,如: His story confirmed my doubts.

confirm 后常接 that 或 what 从句,如:

Research has confirmed that smoking contributes to lung disease.

My brother will confirm what I have told you. 为增强趣味性,教师应补充更多有关 Toronto, CN Tower, Niagara Falls 和 Montreal 的背景知识, 让学生了解更多信息。本单元背景知识部分提供了 这些旅游胜地的信息。

3. "说与写" (Speaking and writing) 写作是学生的难点, 正因如此, 教师应帮助学

生一步一步、循序渐进地练习写作。练习1的设计就是这个目的。本部分的任务是写一个在加拿大旅游的报告,涉及介绍观光地点的位置、方位的表达法等。关于方位介词to, in, on的用法可参考本单元后补充注释的词汇部分。

学生以小组为单位交流在加拿大旅游的经验和体会。谈论时有三个核心:首先,学生需选择两个或三个自己最感兴趣的地点,然后介绍它的位置,最后描述所选地点有哪些独特或迷人的地方。教师把两篇阅读文章讲到的地点都写在黑板上,和学生一起再复习一下有关这些地方的有趣信息。教师还可适时补充一些学生会感兴趣的背景知识。

学生将谈到的关键信息填到练习1下面的表格中,然后根据所填信息和写作提示写一段自己的游记。学生写完后,教师可以组织评比,看谁写的游记信息多且有趣味。

#### (六) 主题任务

本单元谈到加拿大的很多信息,有自然地理方面的,也有人文活动方面的。针对学生争强好胜、爱展示自己才能的特点,教师还可设计一个"谁是加拿大通"(Who knows Canada best?)的知识竞赛。

#### 活动步骤:

1. 教师与学生一起,归纳出可以从哪些方面 考察加拿大,如geography; national flag, anthem and emblems; natural resources; seasons and climates; Canadian history; different nationalities; holidays and religions; form of government; Canadian education system; sports Canadians like; major cities; places of interest 等等。

- 2. 学生分组,每一小组选取一个自己感兴趣 的话题,小组之间所选话题最好不要重复。
- 3. 找资料,收集信息。小组各成员积极行动, 通过各种形式,查找一切可利用的资源,如百科全 书、杂志、互联网等,注意信息要准确。然后,根 据收集的信息设计问题。
- 4. 组织竞赛。各小组派一个代表说出自己的 考题,其他学生抢答,给回答得又快又准的学生所 在组记分,最后看哪组得分最高。最后,可以评出 "加拿大通"小组和个人。

教师还可让学生当"导游",设计"跟我游加拿大"的任务型活动让学生设身处地介绍加拿大。 学生选择一个想介绍的旅游胜地,收集相关信息, 准备工作就绪后,让学生介绍加拿大,其他学生可 以提问。

## 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? Now rate yourself on a scale of five, one being low and five being high, and put it into your portfolio.

Things I can do		Evaluation				
I can read an English map.	5	4	3	2	1	
I can follow the route that the girls took during their trip to Canada.	5	4	3	2	1	
I can adjust my reading strategies, ie, first read for the general idea and then read for detailed information.	5	4	3	2	1	
I can adjust my listening strategies, ie, first listen for the general idea and then listen for detailed information.	5	4	3	2	1	
I can use the prepositions of place to describe where a place is.	5	4	3	2	1	
I know some basic information about Canada.	5	4	3	2	1	
I understand what a multicultural country really means.	5	4	3	2	1	
I can understand and use appositive clauses.	5	4	3	2	1	
I know how to write a report on a trip.	5	4	3	2	1	
I know some skills that help me to remember more words.	5	4	3	2	1	
I still need more practice in	25.0					

#### 2. 小组互评

在班里小组或英语学习小组内进行,先由学生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。

Check to see	Assessment		
Everybody participates in group activities and makes contrib	outions to the group.		
The group leader encourages each member to give his/her op	oinion.		
Everybody listens to others carefully.			
The task can be done successfully.		Ī	
Everyone is happy with the cooperation.			
We need to improve in group work.			
可采用五分制评分,1→5分,表示得分由低到高。	需要时可用语言叙述,	加以说明。	
(二)测试性评价	(3) A new bridge	the river wil	
1. Complete the pairs of sentences. Decide which	be built next year	0	
ncludes an appositive clause and which includes an	2) manage, try		
and the formation of the constraints	(1) ((1)	to Han Courses Von	

- includes an appositive clause and which includes an attributive clause.

  1) Isn't it good news! The suggestions \_\_\_\_\_\_ have been accepted by our principal.

  2) The committee has accepted the suggestion \_\_\_\_\_.

  A that citizens with higher income should pay higher taxes

  B our students put forward

  3) I was very disappointed by the news \_\_\_\_\_.

  4) The news \_\_\_\_\_ was not true.

  A that the Houston Rockets were defeated again

  B that she was terrified by
  - Mrs Rogers could not put up with the fact
     A that her daughter came back late every night

B that more and more people have interest in

5) This book is full of interesting facts about the

World Cup \_\_\_\_\_\_.

- Choose the right words to complete the sentences. Change the form if necessary.
  - through, along, across
     (1) People like to walk \_\_\_\_\_\_ the river because it is very clean and quiet.
     (2) I saw her walk \_\_\_\_\_\_ the door.

(1) "Do not \_\_\_\_\_\_ to live forever, You will not succeed." (George Bernard Shaw) (2) We \_\_\_\_\_\_ to get into the theater last night. The play was wonderful. 3) chat, talk (1) Mary has been \_\_\_\_\_ with her friends for some time. (2) Mr Li, could you give us a \_\_\_ about how to communicate with others? 4) east, eastwards, eastern (1) The \_\_ \_\_ part of the country is very mountainous. (2) The storm is moving slowly \_\_\_\_ (3) According to the map, the village is about 10 km \_\_\_\_\_\_ of the station. 5) abroad, aboard The train's about to leave. All \_\_\_\_\_!

#### 参考答案:

1. 1) B (attributive)
 2) A (appositive)
 3) A (appositive)
 4) B (attributive)
 5) B (attributive)
 6) A (appositive)

The movie has been on at home and \_\_\_\_\_

1) along, through, across 2) try, managed
 3) chatting, talk 4) eastern, eastwards, east
 5) aboard, abroad

## 补充参考资料

## (Supplementary reference materials)

## 一、补充注释

#### (一) 词汇注释

- 1. 辨析 across, through 和 along
- 1) They're building a new bridge across the river.
- 2) The library is just across the road.
- They walked through the gate with Uncle Wang.
  - 4) It took us 2 hours to walk through the forest.
- Go along the street and turn left at the first traffic light.
- My office is the third floor along the corridor (走廊) on the left.

across表示动作是从物体的表面上进行的,强调横向跨过,从一端到另一端,如过河、过桥、过马路等,through则强调在一个上、下、左、右皆有东西的三维空间里移动,含有"in"的意义;along则是"沿着、顺着"的意思,与细长的东西如道路或河流平行。再看书上出现的例子,看学生能否说出这三个词的区别:

- 1) They decided to fly to Vancouver and then take the train west to east across Canada. (横穿)
- 2) They went **through** a wheat-growing province and saw farms that covered thousands of acres. (在空间中穿过)
- 3) That night as they slept, the train rushed across (横穿) the top of Lake Superior, through (从空间穿过)the great forests and southward towards Toronto.
- 4) They went up the tall CN Tower and looked across (横穿) the lake.
- 5) That night as the train was speeding along (沿着) the St Lawrence River toward the Gulf of St Lawrence ...
- 2. 辨析 in (to, on, at) the east/west/north/south of ...
  - 1) 要表示 A 在 B 的东部, 即: A 在 B 的范围

之内时, 就用 A is in the east of B, 如:

Japan is in the east of Asia. 日本在亚洲东部。 Russia is in the east of Europe. 俄罗斯在欧洲东部。

2) 如果A在B的东方,即:A在B的范围之外,且相隔有一定的距离,就用Alies to the east of B,口语中有时可将 to the 省去,如:

Japan lies (to the) east of China. 日本位于中国东方。

The coast north of Vancouver has some of the oldest and most beautiful forests in the world. 温 哥华以北的海岸生长着世界上最古老、最美丽的森林。

3) 如果A在B的东边(侧),即:A与B相邻接,就用A is on the east of B,如:

Guangdong is on the south of Hunan. 广东在湖南南边。

Shandong is on the north of Jiangsu. 山东在江苏北边。

#### (二) 难句解析

1. Li Daiyu and her cousin Liu Qian were on a trip to Canada to visit their cousins in Montreal on the Atlantic coast. 李黛予和她的表妹刘倩要去加拿大大西洋海岸的蒙特利尔市看望她们的表兄妹们。

**trip** (n.): (usually short) journey, esp for pleasure (通常指短途的) 行走, 旅行。与trip 搭配的主要动词和介词: be (go) on / make / take a trip to ...

a trip to the seaside 海滨之行

a honeymoon trip to Paris 前往巴黎的蜜月之旅 He is on a business trip. 他正出差在外。

My father will make a trip to New York next week. 我父亲下礼拜要到纽约去。

 Rather than take the aeroplane all the way, they decided to fly to Vancouver and ... 她们不想一路 乘飞机,而决定先飞到温哥华,再……

rather than: in preference to (sb/sth); instead

of 与其(某人/某物);不愿;不要

Rather than get (getting) money in such a dishonest way, Simon would beg in the street. 西蒙宁可沿街乞讨,也不愿用不诚实的方式捞钱。

I'll have a lemonade rather than a coke. 我想喝 柠檬汁, 不想喝可乐。

He was busy writing a letter rather than reading the newspaper. 他正忙于写信而不是读报。

3. The coast north of Vancouver has some of the oldest and most beautiful forests in the world. 在温哥华北面的海岸保存着世界上最古老、最美丽的森林。

north of 表示 "在……的北方"。其他方位词,如:east, west, south, southwest, northeast 等,都有类似的用法。例如"语言运用"部分的阅读课文中还有:

It's approximately four hundred kilometres northeast of Toronto .... '它在多伦多东北大约400 公里处……

4. They were not leaving for Montreal until later .... 她们要晚些时候才动身去蒙特利尔……

not ... until ... 表示 "直到……才……",常与表示瞬间的动词连用。例如本篇阅读课文的另外一句:

"We don't leave until this evening," said Liu Qian. 刘倩说:"我们要到晚上才离开。" The noise of the street didn't stop until midnight. 街上的噪音一直到午夜才停止。

until 后面也可以接从句, 例如:

The children won't come back until it is dark. 孩子们不到天黑不回家。

5. It's too bad you can't go as far as Ottawa, Canada's capital. 很可惜你们不能一直走到加拿大的首都渥太华。

as far as (idm 习语): to the place mentioned, but no further 直到所提到之处为止

Sarah has read as far as the fourth volume. 萨拉已读到了第四卷。

I walked as far as the foot of the mountain. 我走到了山脚那么远。

6. The girls told him they were on a train trip across Canada and that they had only one day in Montreal. 姑娘们告诉他,她们乘火车来旅游,要横穿加拿大,在蒙特利尔只待一天。

一个动词若带两个宾语从句,第二个引导词 that 一般不省略,例如:

I understand that you have not only studied Chinese but have also written Chinese poetry. 我知道,你不仅学了中文,而且还写中文诗。

在下列情形中that 通常不能省略:

用 法	例句
用于主语从句	It's certain that he will succeed. 他一定会成功。
用于表语从句	The problem is that I'm short of money. 问题是我缺钱。
用于同位语从句	He told me the news that our team had won the game. 他告诉我我们队已获胜。

在下列情形中that 通常可以省略:

用 法	例句
用于宾语从句	Do you think (that) it will rain tomorrow? 你认为明天会下雨吗?
	I'm afraid (that) you have the wrong number. (我)恐怕你打错号码了。

### 二、背景知识

1. Canada

Full country name: Canada

Total area: about 9,984,670 square kilometres,

the second largest country after

Russia

Population: about 32,227,000, very sparsely

populated country (from 2006

Britannica Book of the Year)

Capital city: Ottawa

Languages: English 59.3% (official), French

23.2% (official), other 17.5%

National flag: Maple Leaf Flag (The maple leaf

is one of Canada's emblems. Red and white are the country's

national colours)

Sports: Canada's most popular sports

include swimming, ice hockey, cross-country and Alpine skiing, baseball, tennis, basketball and golf. Ice hockey and lacrosse are

Canada's national sports.

Administrative divisions: 10 provinces and 3 territories

Climate: Since Canada is a huge country, its

climate varies greatly from region to region. The arctic region is the coldest area. The summer is very short while the winter can be as long as 8 to 10 months. The mean

annual temperature is -5.6 degrees Centigrade. Canada's most populous regions, which lie in the country's south along the U S

border, enjoy four distinct seasons. The winter is mild and the summer

is warm and sunny.

Public holidays:

Good Friday: The date varies from year to year.

It is on the Friday immediately

preceding Easter.

Easter Monday: Observed on the first Monday

following Easter which always

takes place on a Sunday.

Victoria Day: 1st Monday before May 25 (to

commemorate the birth of Queen

Victoria)

Canada Day: July 1, anniversary of Confederation

in 1867

Labor Day: 1st Monday in September Thanksgiving Day: 2nd Monday in October Remembrance Day: November 11 (to commemorate

the dead of the two world wars)

Christmas Day: December 25

New Year's Day: January 1

Living standard: Canada ranks sixth in the world in

standard of living (measured according to gross domestic product per capita), behind only the United States, Switzerland, Luxembourg, Germany, and Japan. Canada's rank among nations tends to rise even higher in assessments that consider GDP per capita along with other factors (eg, life expectancy, education) that contribute to "quality of life".

Religion: Catholic, Protestant and minorities

from most of the world's other

major religions

Government: parliamentary democracy

### 2. The national emblems of Canada

There are two national emblems of Canada. One is the Canadian beaver, a clever and hardworking animal that has thick fur and a wide flat tail. It cuts down trees with its teeth. The second emblem is the Canadian maple leaf that is in the middle of the national flag. The maple leaf is considered an official symbol of Canada: some Canadians use a maple leaf on their business cards. The best time to see the leaves is autumn when the maple leaves turn hundreds of different colours. As the saying goes, "If you have never seen Canada in the fall, you have never known the meaning of *brightly coloured*."

### Land of the silver birch

Land of the silver birch (白桦树),

Home of the beaver,

Where still the mighty moose

Wanders at will,

Blue lake and rocky shore, I will return once more. Boom-diddy-ah-da, Boom-diddy-ah-da, Boom-diddy-ah-da, bo-oo-oom.

### O Canada (Canada's national anthem)

O Canada! Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North strong and free!
From far and wide, O Canada,
We stand on guard for thee.
God keep our land glorious and free!
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee.

啊!加拿大!我们的家园和祖国。您的儿女对您无限忠诚,仰望您的崛起,我们无比自豪。啊!加拿大!真正强大的北疆,自由而富强。啊!加拿大!在您的周围,我们守卫着。愿上帝保佑您永远自由和辉煌!啊!加拿大!我们守卫着您。啊!加拿大!我们守卫着您。啊!加拿大!我们守卫着您。

注:这里thy/ðai/和thee/ði:/是古英语用法, thy 相当于现代英语的 your, thee 相当于 you。

(You can download the song from the Internet by typing the key words "O Canada mp3")

#### 3. Vancouver

Named after the first European explorer George Vancouver, this city is Canada's third largest city after Toronto and Montreal. Thanks to the Pacific Ocean and Rocky Mountains, the climate is mild and pleasant all the year around although in latitude it is similar to Heilongjiang Province in China. People there enjoy outdoor activities like fishing, swimming, surfing and whale watching. Being a multicultural centre, Vancouver has the second largest Chinatown after Los Angeles.

### 4. The Rocky Mountains

Located in western North America, the Rocky Mountains are known for their beautiful scenery with mountains, trees and wildlife. The Canadian Rockies are a part of the Rockies. Visitors can take a rail tour of the Canadian Rockies and experience the "Most Spectacular Train Trip in the World". People visit the Rockies for many other activities, like hiking, hunting, camping, skiing. As Enos A. Mills explained, "A climb up the Rockies will develop a love for nature, strengthen one's appreciation of the beautiful world outdoors, and put one in touch with the Infinite."

#### 5. The US-Canada border

The US-Canada border is the longest undefended borderline in the world, as long as 5, 524 kilometres. People of both countries can cross the border freely without a visa. One Canadian Celille Bechard had her house built on the US-Canada border. Every day, she visits the United States several dozen times a day when she goes to the refrigerator or the back door or to make tea. To read and sleep she stays in Canada, and she eats there too if she sits at the north end of the kitchen table. Almost anywhere else in the world, Mrs Bechard might need a passport to take a bath.

Over 90 percent of Canadians live within 320 kilometres (200 miles) of the US-Canada border. In Canada, the further north the area is, the fewer people live due to the extremely cold weather.

### 6. Calgary Stampede

Each year, nearly a million visitors come to Calgary for "the greatest outdoor show on earth", the Calgary Stampede. It runs for nearly two weeks in July, beginning with a parade on the opening day and ending with a fabulous fireworks display. One hundred and fifty thousand dollars in prize money attracts the best rodeo (牛仔竟技表演) competitors in the world. Celebrating the cowboy culture, the Calgary Stampede provides events like rodeo riding, chuckwagon racing, agricultural shows etc. When you go to Calgary,

go in July and don't miss the Stampede.

### 7. Niagara Falls

It is said that "if you haven't been to Niagara Falls, you cannot be said to have been to Canada". But in fact, it is not the highest waterfall in Canada. Three reasons make Niagara Falls exceed all the other falls in the world. First of all, it has a very long history as a tourist attraction. Secondly, it provides a unique sight to tourists. Thirdly, being situated on the Canadian-US border, it is very easy for tourists to get there. As a lot of young couples come here to celebrate their honeymoon, it is known as "the honeymoon capital of the world".

### 8. Montreal

A major seaport on the St Lawrence River, Montreal is also the largest city of Quebec province, and lies at the farthest point explored by the French explorer Jacques Cartier. The majority of the citizens speak French. Montreal is said to be the second largest French-speaking city in the world (after Paris). Visitors can experience the unique French culture: romantic cafes, French style buildings and of course the French language. On the other hand, the city's modern shops, skyscrapers, night clubs and festivals ensure that you'll never get bored. Dr Bethume, who saved the lives of many soldiers in the war against Japanese, used to live and work in Montreal.



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

### INTRODUCTION

This unit introduces the students to some basic information about Canada, its geography, its culture and its population. There is an opportunity to compare China and Canada and to ask further questions about Canadian life and the multicultural nature of the country. The climates and geography of China and Canada are compared. The unit is

essentially descriptive, although some questions can be introduced about different cultures. The functional items dealing with direction and location can be easily applied to descriptions of China and other world geography and should be integrated as much as possible into speaking and writing opportunities.

### WARMING UP

This quiz is intended to find out how much general knowledge your students already have about Canada. It will also give a chance to those who have visited or read about Canada to share their knowledge with the rest of the class, so allow students some time to give short talks, show photographs or do something else to motivate others to become interested in Canada too. Answers:

1 C 2 D 3 A 4 B 5 A

### PRE-READING

The Pre-reading questions encourage students to reflect on their personal experiences and information and their own ideas. It is closer to the affective or emotional domain. This discussion leads to the reading passage in which they may find some facts they recognize as well as new information. As the students answer the questions, write their answers on the board. You can develop a list or chart of students' responses to determine how far students have travelled, what they already know about Canada and what their ideas are about Canada. This will give you a sense of how much enrichment the students may want or need in your discussion of the unit. It also gives the students a sense of "ownership" or participation in the discussion if they see their answers valued enough to be added to the list.

## READING

The passage describes a trip across Canada by train. The name of the train "the True North" is taken from a line in Canada's national anthem. Have the students read the passage to themselves and identify new words and expressions. As they read, ask them to find the places mentioned on the map of Canada. It is useful to have

them discuss with a partner what they think new vocabulary means and to work together to find the places on the map. If you can find a large map of Canada or one that can be projected for the whole class to see, you might find it useful to point out geographical locations and cities that are mentioned in the text or that you know. You can identify new words and structures that students might find difficult and pre-teach them to make the reading easier.

### NOTES:

- 1 Danny Lin would not be an unusual name in an English-speaking country. Many Chinese people take an English first name to make life easier for themselves and English speakers.
- 2 Vancouver is a city of great beauty because of its natural setting. It is popular because it is easy to get to the mountains, the harbour and the seaside, which are all right in the city, and it offers easy access to the USA.
- 3 Grizzly bears are the largest and most dangerous bears in North America and are found in the Rocky Mountains in western Canada.
- 4 Calgary Stampede a stampede is really the uncontrolled running of a herd of horses or cattle. It is the name of an annual "rodeo" or competition where cowboys and riders compete for money by riding bulls and wild horses and by racing wagons pulled by horses. Every year many people and animals are injured, but a great deal of money is won.
- 5 Thunder Bay is an important port for oceangoing

ships. The ships go up the St Lawrence River from the Atlantic Ocean, through Lake Ontario, pass by Niagara Falls through a system of locks on the Welland Canal and then go through the remaining lakes to the port. You may wish to trace this route on a map with your students and ask them to think about where similar shipping takes place in China and why it is more difficult (for example on the Changjiang River) on some rivers than others. Ask them to think about the fast water, the problems of navigation in narrow areas and passing rapids and rocky areas.

Ask them to compare some of the factual information about Canada to what they know about China in preparation for further discussion. For example, you could ask questions like these:

- If you were going from west to east in China, what cities might you see?
- What Chinese cities do you think most people would like to live in? Why?
- Where does wheat grow in China?
- What are some of China's natural resources?

## COMPREHENDING

Questions in Exercise 1 ask for both factual information from the passage and answers that can be logically arrived at. Encourage students to relate new information to what they already know, and to think beyond the obvious answers. In both Exercises 1 and 2 you may allow and even encourage expression in different words, but insist on careful and accurate reading.

### Suggested answers to Exercise 1:

- 1 They are crossing North America.
- 2 They are not flying directly to the Atlantic coast because they want to take the train from west to east across Canada. / They want to see Canada. / They want to travel across Canada.
- 3 The population of Vancouver is growing so rapidly because it is beautiful. / It is surrounded by mountains

- and ocean. / People can ski in the mountains and sail in the harbour.
- 4 At the Calgary Stampede cowboys compete in riding wild horses for thousands of dollars.
- 5 Ships are able to reach the centre of Canada because they can follow the St Lawrence River and the Great Lakes.
- 6 Canada has fresh water from its lakes and rivers and wood from its forests.

These questions determine the degree of accuracy in the students' reading and encourage them to re-read the passage to find information that they may have missed on the first reading. Insist that students do not guess at the correct answers but rather find them in the passage.

### Suggested answers to Exercise 2:

Basic Facts about Canada		
Distance from east to west coast	5,500 km	
Oceans on east and west coasts	Atlantic Ocean - east; Pacific Ocean - west	
Population	slightly over 30 million	
Where most Canadians live	within a few hundred kilometres of the USA border	
Location of largest fresh water supply	the Great Lakes	
Key point about Vancouver	Canada's warmest part / Canada's most beautiful city / some of the oldest and most beautiful forests in the world (accept any reasonable answers from the text)	
Key point about Calgary	famous for the Calgary Stampede (accept any reasonable answers from the text)	
Key point about Thunder Bay	busy port city at the top of the Great Lakes (accept any reasonable answers from the text)	

### Suggested answers to Exercise 3:

(Students can give their own answers.)

I am most interested in the part about Calgary. I hope to visit Calgary someday and see the Calgary

Stampede. I love animals, and I think it will be very interesting to see cowboys who have a gift for riding wild horses.

## LEARNING ABOUT LANGUAGE

### Discovering useful words and expressions

Exercise 1 will give the students an opportunity to practise word formation using combinations of words they have learned. It also helps them understand that English words can be created by using prefixes and suffixes that create new meanings.

### Answer key for Exercise 1:

Meanings for multi- words	
multicultural	including many cultures
multicoloured	made of many colours
multinational multimedia	including many nations using many media (eg TV, radio and CDs)
multistor(e)y	having many stories/storeys
multichannel	having many channels

More words formed using multi-		
multiform	existing in many forms	
multitrack	made of many tracks	
	(eg railways and tapes)	
multifaith	including many religions/faiths	
multimember	made of many members/people	
	(eg committees and organizations)	

Meanings for -ward(s) words	
eastward(s) forward(s) upward(s) outward(s) downward(s) backward(s)	to the east ahead, to the front to a higher position/level out, in a direction away to a lower position/level to the rear, to the back

More words formed using -ward(s)	
westward(s)	to the west
southward(s)	to the south
northward(s)	to the north
inward(s)	to the inside
toward(s)	in a direction to

### Answer key for Exercise 2:

1 baggage 2 minister 3 quiz 4 chat 5 aboard 6 scenery 7 slightly 8 surround

### Answer key for Exercise 3:

surrounds, border, measuring, within, harbour, urban

For Exercise 4, developing a dialogue using new language will reinforce vocabulary learning and give students the opportunity to use new words and expressions in authentic ways. Try to ensure that the students' dialogues both use new information and are as natural as possible.

### Sample dialogue for Exercise 4:

LI DAIYU: What did you like best on the trip from

Vancouver to Toronto?

LIU QIAN: My favourite part was seeing the grizzly

bear in the mountains.

LI DAIYU: I loved the mountains' wild scenery.

LIU QIAN: What did you think of the centre where

they grow all that wheat on the big farms?

LI DAIYU: Actually, I thought it was fairly dull - the

Great Lakes we saw later were more

beautiful.

LIU QIAN: Me too. The busy port Thunder Bay was

pretty interesting. I was surprised that the

ships can come that far into the country.

LI DAIYU: In fact, what I liked best was that we slept

on the train.

LIU QIAN: But we didn't see many of the forests!

### Discovering useful structures

The noun clause as the appositive is not frequently used in English. It is usually used as an emphatic form to make the statement stronger. Students should recognize it and be able to use it when required. It should be used with care, as it can create an awkward-sounding sentence.

### Answer key for Exercise 1:

- 1 The thought that they could cross the whole continent was exciting.
- 2 Some people have the idea that you can cross Canada in less than five days, but they forget the fact that Canada is 5,500 kilometres from coast to coast.
- 3 The girls were surprised at the fact that ocean ships can sail up the Great Lakes.

### Suggested answers to Exercise 2:

- 1 The possibility that the weather in winter would be warmer pleased the Canadians.
- 2 The idea that there will be an earthquake terrifies many people.
- 3 The hope that we could go to France was exciting.
- 4 The fact that more and more people settle down in Canada surprises me.
- 5 The belief that the world is flat is not scientific.

Some of the parts of the sentences can be combined in different ways. Ensure that the sentences are logical.

### Exercise 3:

Answers will vary. Be sure that the students' sentences are grammatically correct.

## USING LANGUAGE

### Listening

The listening passage introduces information about the cultural and racial composition of Canada. Canada is one of the few countries that has an official multicultural policy. The population is changing rapidly and immigrants from China are among the

most numerous recently. In a recent United Nations survey, Toronto was identified as one of the most multicultural cities in the world. Before the students listen to the passage, ask them to think about what they know about Canada's population and the fact that it is a country of immigrants.

# LISTENING TEXT WHAT IS A CANADIAN?

I am a Canadian and very proud of my country. However, people sometimes don't know what being Canadian really means. People who come to Canada are encouraged to be proud of their own culture and keep their own customs. Except for the Native Indians, everybody else who lives here came from another country or their ancestors did. Canada is a mixture of many cultures and races. It is what we call a multicultural country.

We have two official languages, French and English. Even though we encourage people to keep their own customs, we expect everyone to learn French or English in order to live in Canada. If you live in the province of Quebec, you are expected to speak French. However, the Native Indians and the Inuit of Canada are still trying to keep their languages alive. You can hear some of their languages in the names of rivers and lakes as well as cities. "Canada" means "village". Toronto and Ottawa are also Native Indian names. There are radio and television programmes, newspapers and magazines in over 80 different languages across Canada, and the Toronto city government offers help to people in 70 languages.

Many of our big cities have areas where people from the same culture live near each other – there might be a Chinatown, a Little Italy, a Korea Town and so on. However, people whose families have lived in Canada for a long time are usually all mixed up. My own family is a mixture of English, Native Indian and French. My neighbour's family is Chinese, German and African!

When I say that I am proud to be a Canadian, maybe you can help me decide what a Canadian is.

Exercise 1 encourages students to practise their prediction skills. Have students read the incomplete sentences and then make some guesses. For each student's prediction, ask him/her to explain why he/ she made that prediction. If students are not coming up with any ideas, help them by asking some leading questions, such as

- What do you suppose Canada encourages people to hold on to?
- Why do you suppose Indians are mentioned in these

questions?

- Do you think Canada has radio and TV programs in different languages? Why do you think so?
- The words "mixture" and "mixed" have the meaning of combining different things together. What do you think is combined together in Canada?

### Suggested answers to Exercise 2:

- Canada encourages people to keep their own customs.
- 2 Canada is a mixture of many cultures and races.
- 3 If you live in the province of Quebec, you are expected to speak French.
- 4 Native Indians and the Inuit are trying to keep their languages alive.
- 5 More than 80 languages are used in radio and TV programmes.
- 6 You may find areas where people from the same culture live near each other.
- 7 The families who have lived in Canada for a long time are usually all mixed up.

#### NOTES:

The most basic definition of "multicultural" would include China as a multicultural country:

- of, relating to, or including several cultures
- including people who have different customs and beliefs

However, today when the word "multicultural" is used by English speakers, in the context of "a multicultural country" or "a multicultural society", it has a very specific meaning, that of "multiculturalism" or "cultural pluralism":

- the creative interchange of numerous ethnic and racial subcultures
- strongly influenced by or having prominent characteristics of several cultural groups or peoples
- multiculturalism or cultural pluralism, a term describing the coexistence of many cultures in a locality, without any one culture dominating the region. By making the broadest range of human differences acceptable to the largest number of people, multiculturalism seeks to overcome racism, sexism, and other forms of discrimination

This is the multicultural country/society that is seen in Canada and is what is meant when talked about in news or other contexts.

### Reading

This reading passage takes the visitors on a visit to Toronto and Montreal, two of Canada's major cities. The functional items dealing with direction and position are further introduced in the text, as there are further descriptions of Canada.

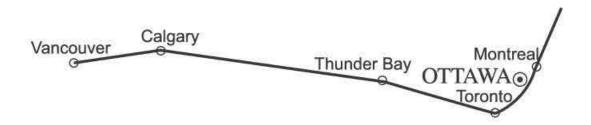
Again, pre-teach some vocabulary you think students might find difficult, and ask them to discuss with each other some of the difficult items in the passage. Do not ask them to read aloud but have them to read silently

Suggested answer to Exercise 2:

and then discuss with their partners.

### Suggested answers to Exercise 1:

- Sometimes the misty cloud that rises from Niagara Falls can be seen from the CN Tower.
- 2 There is good Cantonese food in Toronto because most of the Chinese people there came from South China, especially Hong Kong.
- 3 The train is going east (northeast) from Toronto.
- 4 Good coffee, good bread and good music show that Montreal is a French city. Also the signs and ads are in French.



### Speaking and writing

This speaking exercise encourages students to combine information they have in the two passages with their imagination. Remind students that they must pretend to be the girls, not reporters talking about the girls' trip. The report forms should be filled out before students begin their conversations as planning exercises to gather information and decide on their preferences. Students should look through both of the reading passages to find information to fill in the forms.

### Sample notes for Exercise 1:

What impressed you?	Where was it?	How did it make you feel?	
the Rocky Mountains	in the west of Canada	amazed, very small compared to the great mountain heights	
the Great Lakes	on Canada's southeastern border with the USA	surprised to see big oceangoing ships so far away from the ocean	
Montreal on Canada's east coast		impressed with the city's French culture, excited to see the St Lawrence River	

### Sample dialogue:

- A: Hi, Li Daiyu and Liu Qian! Welcome back from your trip! How was it?
- B: Oh, it was GREAT! We took the trip from the west coast of Canada all the way to the east coast. It was one of the best experiences of my life!
- C: Really? What was your favourite thing about the trip?
- B: That's a hard question to answer! There were so many things. One thing that impressed me the most was the Rocky Mountains in the west of Canada.
- A: Why were you so impressed by the Rocky Mountains?
- B: They were amazing so tall and clean and covered with pure white snow at the tops. I felt very small compared to the great mountain heights.
- C: How about you, Liu Qian? Did you have a favourite experience in Canada?
- D: Yes! I loved the city of Montreal. Its culture was so different from the rest of what we saw in Canada.
- A: What was so different about it?
- D: Everything was in French! The signs, the advertisements ... everything! I couldn't read any of it!
- C: How was the food? I hear that French culture is famous for its food!
- D: The food was pretty good I didn't pay attention to it very much, except the bread. The bread was really, really good!

This writing exercise lets students collect and list information, and then select what they think is most important and organize it for presentation. This report requires students to state their opinions openly with clear facts to support those preferences. The skills developed are those of selection, planning and organization. Remind students to use the form they filled out in Exercise 1 as the basis for their writing.

### Sample report:

### What we saw in Canada

My cousin and I travelled across Canada by train from west to east. We saw many things from the train on the way across, and in the cities of Toronto and Montreal. Some of the most important and interesting things that we saw are included in this report.

We passed through the Rocky Mountains on the train, and saw wild scenery, a grizzly bear and some mountain goats. Canada is very empty in the centre, which is a wheat-growing area. The city of Thunder Bay is a port in the centre of Canada. Ocean ships can come all the way to the top of the Great Lakes.

In Toronto, we went up the CN Tower and saw the mist from Niagara Falls. We visited the covered stadium, which is the home of the famous basketball team. We saw Chinatown and had dinner at the Pink Pearl restaurant.

When we arrived in Montreal the next day, we saw many signs and ads in French. Then we went to Old Montreal and sat in a typical cafe beside the St Lawrence River. We spent the afternoon in shops and visiting artists in their workplaces.

There is so much to see and do in Canada on one trip. We saw only a few things, but we think we would like to go back for another visit.

## READING FOR FUN

This beautiful poem is by Chief Dan George, an Native Indian who was born near Vancouver, British Columbia in 1899. He not only was an actor, receiving several awards for his work, but also was a chief of an Indian nation in British Columbia. He worked hard to help Native Indian peoples be accepted throughout Canada, writing many books about his life experiences and his Indian culture. Here is another quote from Chief Dan George:

Love is something you and I must have. We must have it because our spirit feeds upon it. We must have it because without it we become weak and faint. Without love our self esteem weakens. Without it our courage fails. Without love we can no longer look out confidently at the world. Instead we turn inwardly and begin to feed upon our own personalities and little by little we destroy ourselves. You and I need the strength and joy that comes from knowing that we are loved. With it we are creative. With it we march tirelessly. With it, and with it alone, are we able to sacrifice for others.

- Chief Dan George

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

## LISTENING

The purpose of the listening passage is to allow students to make a comparison between Canada and China in terms of geography and natural features. The use of direction and location expressions and vocabulary is important and to be encouraged in discussing the passage. The questions reflect the importance of oral comprehension. Both literal understanding of the text and the ability to think about the content are essential components. You can help students understand by providing them with visual clues such as maps and pictures of the areas and items discussed. You might put a map of China and a map of Canada on the wall or project them and encourage students to follow the passage while you point out the references on the maps. If you do not have large maps, refer to the map of Canada in the Student's Book and the map of China in the Workbook.

### LISTENING TEXT

#### A COMPARISON OF CHINA AND CANADA

Li Daiyu and Liu Qian's Canadian friends asked them to tell them something about China. The two cousins decided to present a short report together, comparing China and Canada.

LD = Li Daiyu LQ = Liu Qian

- LD: China is a very large country. It's about 9,600,000 square kilometres in area, and 5,000 kilometres from east to west. It's so big that it's difficult to describe. Perhaps it's easier to compare it to Canada.
- LQ: China has many of the highest mountains in the world. They're in the west of the country, as they are in Canada, but China has more mountains where many great rivers begin.
- LD: China has two countries to the north, Mongolia and Russia, unlike Canada, which has no countries to its north, but only the Arctic ice and snow.
- LQ: China has fourteen neighbouring countries. Its borders are over 20,000 kilometres long. Canada, however, has only one neighbour, the USA to the

- south. Both Canadians and Americans speak English, but it's not so easy for Chinese to talk with their neighbours, even if they live close to the border.
- LD: China's Gobi Desert, in the northwest of China, is very special. There is nothing similar in Canada. In winter and spring sometimes the cold air blows dust southward from the Gobi Desert to the northern parts of China. Even the Great Wall cannot keep out the dust.
- LQ: Both China and Canada have long rivers and many lakes as well as busy port cities on the Pacific Ocean. China is famous for the third longest river in the world, the Changjiang River, and Canada has the famous Niagara Falls.
- LD: Canada, however, has nothing like China's southern island of Hainan. While it is snowing and freezing in Mohe in north China on the Chinese-Russian border, people nearly 5,500 kilometres south in Hainan can sit on the beach in the sunshine.
- LQ: There is nowhere to sit on the beach in winter in Canadal

### Teaching suggestions for Exercise 1:

This exercise is to help the students practise their prediction skills. After the students have had some time to brainstorm important points to share with foreigners about China, ask for them to share with the class. Make a list on the board, if there is time, to find out which points were thought of by most students and which were less common. This activity itself will predict what the students will most likely hear in the listening script.

### Answer key for Exercise 2:

- 1 False. China is about 5,000 kilometres from east to west.
- 2 True. 3 True.
- 4 False. China has 14 neighbouring countries while

Canada only has one.

5 False. People in both Canada and the USA speak English, so it is easy for them to talk to each other.

### TALKING

This exercise requires students to use functional items related to geographical direction and position and encourages their oral expression. As students work in small groups, walk about the classroom and make sure that all students have the opportunity to speak in their groups. If possible, provide large maps of China and of Canada so they can find and compare geographical and other features.

### Sample dialogue:

- A: I think one of the greatest similarities between China and Canada is their size. They are of similar length from east to west coast.
- B: Yes, I agree. Another similarity is that each country

### Suggested answer to Exercise 3:

People from Canada might want to visit Hainan because it is warm and beautiful even in winter, and there is no place to sit on the beach in Canada in winter.

- has most of its population in one part of the country. Canada's population is mostly in the south part, and China's population is mostly in the east.
- A: There are of course some great differences the biggest is that we speak Chinese in China and Canadians speak mostly English and French.
- B: Another big difference is that China has many neighbouring countries, but Canada has only one, the USA.
- A: Yes, and also Canada has nothing like China's island of Hainan, so there's nowhere for people to sit on the beach in winter. Many Canadians like to visit Hainan in winter.

## USING WORDS AND EXPRESSIONS

### Answer key for Exercise 1:

-ive	- <b>y</b>	-(r)ess	-ing	re-
act → active	frost $\rightarrow$ frosty	host → hostess	hear → hearing	tell → retell
impress → impressive		actor → actress	spell → spelling	place → replace
expense → expensive	smoke $\rightarrow$ smoky	waiter → waitress	feel → feeling	build → rebuild

### Answer key for Exercise 2:

mist, maple, frost, nearby, buffet, booth, mixture, topics

### Answer key for Exercise 3:

- 1 At dawn, Dawn
- 2 far, As far as
- 3 in the distance, distance
- 4 well, as well as
- 5 manages, managed to do
- 6 have a gift, have a gift for
- 7 settled, settle down
- 8 caught sight of, caught my eye
- 9 rather, rather than

### Answer key for Exercise 4:

- 1 When I was young, going to sleep in the dark terrified me.
- 2 According to tradition, the eagle is usually regarded as a symbol of courage.
- 3 The traffic is always terrible downtown; it takes me approximately one hour to get home every day.
- 4 The city's broad streets are lined with bushes and maple trees.
- 5 Her clothes and behaviour confirmed my guess that she was really quite wealthy.
- 6 Standing at the top of the tower, I found myself surrounded by some clouds. However, I could still see the mountains in the distance. The beautiful

scenery impressed me a lot.

7 He has a gift for communication, so he managed to mix with all kinds of people in his job. 8 As far as I know, there is a bank within a hundred metres of the bus stop.

## USING STRUCTURES

Answer key for Exercise 1:

- His suggestion that we should take the train from west to east across Canada sounds very exciting.
- 2 The idea that they decided to clone the first human being surprised many people at the meeting.
- 3 He broke the rule that no one is allowed to smoke on campus.
- 4 The Chinese basketball fans went wild with joy when they heard the news that Yao Ming had collected forty points for the Houston Rockets in the game.
- 5 Mary left a message with me for you that she won't be able to see you off this afternoon.
- 6 There is no doubt that he is the right person for this iob.
- 7 In the letter he expressed his wish that he would come and visit China again.
- 8 The captain gave the order that all the soldiers had to reach the village before dawn.

9 Not everyone present agrees to his thought that it is impossible to finish the work by the end of this month.

For Exercise 2, have students discuss and comment on Karl's cross-Canada bicycle trip. Then ask the students whether they have a pen pal from an English-speaking country. The teacher can ask those who have a pen pal to share their experiences with the whole class: how they knew each other, what they usually "talk" about, etc. Encourage those who don't have a pen pal to email Karl Augenstein and "talk" with him!

In the letter, sentences with appositive clauses may be included whenever possible. For example:

- The idea that you want to travel with a group of people is very good.
- Your decision that you start your trip in summer was supported by all of us.

## LISTENING TASK

The listening passage introduces three well-known Canadians in different areas of work. Jazz is popular in Canada and Oscar Peterson was one of the most famous jazz pianists in the world. He had a great influence on jazz piano playing. He was born into a black family in Montreal in 1925 and died in 2007. Even when he was quite old, he still released new CDs and went on tour. Nancy Olivieri is a Canadian medical researcher of children's diseases. She had been researching the effects of a certain medication and found that it had harmful effects on children. When she wanted to make the results public, the drug company sued her and the university hospital where she worked threatened to fire her unless she withdrew her report. She refused to do so, and as a result, new laws have been made about controlling the release of dangerous drugs.

Wayne Gretsky is a sports hero to Canadians and Americans. He was an unusually skilled and fast player who scored more goals than any other player ever has. His attitude was positive, he was committed to his team and he was seen as a "gentleman", which is unusual in ice hockey. It is usually a rather rough and brutal game, where players often try to injure members of the other team. He is known as "The Great One" in the history of ice hockey because he was not only the best player but one who showed that it could be a "clean" game.

#### LISTENING TEXT

### THREE GREAT CANADIANS

A great jazz piano player was a ... Canadian! One of the greatest Canadian musicians was world-famous for his jazz music. Oscar Peterson was a piano player from Montreal. He made over 150 recordings and CDs and played with the greatest jazz musicians in history. Even when he was quite old, he still went on tour with his music group.

A brave medical researcher is a ... Canadian! Dr Nancy Olivieri, a children's doctor from Toronto, has become famous for refusing to support a drug that she was working on. A big drug company paid her to do the research, but when she found that the drug was dangerous to children, she made a public report. The drug company and the hospital where she worked said they would make her lose her job. She refused to change

her report, and is now a heroine to honest medical scientists.

The best hockey player in the world is a ... Canadian! Everyone who is interested in ice hockey has heard of the Canadian star Wayne Gretsky, "the Great One". People say he is the greatest hockey player who ever lived and think highly of him mostly for the fact that he is a real team player. He believed that working with his team to score goals was more important than being the star, but, in fact, he WAS the star player and scored a record number of goals.

### Answer key:

### Oscar Peterson

Hometown	Montreal
Job	musician / piano player
Kind of music	jazz
Number of recordings and CDs	over 150
Played with	his music group / the greatest jazz musicians in history

### Dr Nancy Olivieri

Hometown	Toronto	
Job	doctor / medical researcher	
Found a drug that	was dangerous to children	
Refused to	accept / approve of the drug	
Is a heroine to	honest medical scientists	

### Wayne Gretsky

the Great One
ice hockey player
hockey player in the world
working with the team
a record number of goals

## SPEAKING TASK

This task allows students to research information about someone they are interested in. The task requires that they gather information, select and organize it with an audience in mind and choose language that will both interest their audience and accurately describe the person. Help them to plan by suggesting that they should plan their introduction according to the person's personal information, profession or work, achievements, present situation and why they are here.

### Sample introduction:

Good morning/afternoon, everybody. It's my pleasure to introduce our guest to you today. We are very honoured to have Chief Dan George visiting us, because he is a great poet and a Canadian film star. Chief Dan George is a Native Indian from Canada and was born on the west coast. He is the chief of the Salish Nation, and is famous for his support of his people. He played in many films and was nominated for the Academy Award. He is also a well-known poet who writes about his love for his land and nature. It is a great honour for me to present Chief Dan George from Canada.

## READING TASK

This reading task gives students information about the Inuit people in Northeastern Canada. The territory of Nunavut (努纳武特地区) is self-governed and is under development. The Inuit are the original people in the far north of Canada and traditionally lived by hunting and fishing. They lived in movable houses and tents that allowed them to follow the seasons and the animals. Their land had little or no plant growth except for mosses and lichens (地衣) on the stones. If you can

find it, the film Atanarjuat, the Fast Runner is an excellent portrayal of their traditional lives. Their traditional lives can be compared to those of the nomadic (游牧) people in Siberia. Many Inuit today are living in towns with businesses and professional lives.

Encourage students to read the passage once and then reread it to fill in the chart.

### Answer key:

Points in the passage	What Beth thought	Information in the passage
The temperature	Cold, but not too cold	Very cold, -35 degrees average in winter
How to travel	By dogsled	By snowmobile
Holidays	Too cold for holidays	Tourists like ice fishing and photographing polar bears
How people live	In ice houses	In warm houses
What the Inuit do	Hunt animals	Have businesses
Daylight hours	Light in daytime	Dark in winter day; light in summer night

## WRITING TASK

The writing task will encourage students to use the functional items they have learned and apply them to their knowledge of their own city or town. The task requires practical application of the vocabulary of distance, direction and location, and also requires some research into important and/or interesting sites in your local area.

### Sample Tour Plan:

Day One: Arrive in Yichang, the city of the Three Gorges Dam Project. Check into the hotel in the morning and have lunch. In the afternoon go out to see the sights around Yiling Square. In the evening, watch the dancing out on the square, among the fountains and lights.

Day Two: Take the two-day boat tour up the Changjiang River to see the Three Gorges Dam. See the beautiful scenery along the way.

Day Three: Arrive back from the boat tour in the evening. Walk down to the night market and enjoy eating some of Yichang's special food sold by the street vendors.

## \*PROJECT

The project allows students to use the functional items dealing with geography, position, direction and distance, as well as information they have learned about Canada and China. They will have to research information about population and work, which relates to the type of

information given in the Student's Book and Workbook. The combination of vocabulary application, geographic and cultural information and a comparison of two places will use the various skills emphasized in the unit.



# Translation of the reading texts (课文译文)

## 第一单元 世界各地的节日

## READING

### 节日和庆典

自古以来,世界各地就有各种各样的节日和庆典。最古老的节日总是庆祝严寒的结束、春季的种植和秋天的收割。有时,在猎人捕获猎物后,也举行庆祝活动。在那个时代,如果食物难以找到,特别是在寒冷的冬月,人们就会挨饿。现在的节日有很多由来,一些是宗教上的,一些是季节性的,一些是纪念特殊的人和事件的。

### 亡灵节

有些节日,是为了纪念死者,或使祖先得到满足,因为祖先们有可能回到世上(给人们)提供帮助,也有可能带来危害。在日本的盂兰盆节,人们要扫墓、烧香,以缅怀祖先。他们还点起灯笼,奏响乐曲,因为他们认为这样做可以把祖先引回到世上。在墨西哥,亡灵节是在11月初。在这个重要的节庆日子里,人们会吃制成颅骨形状的食物和装点有"骨头"的蛋糕。他们向亡者祭献食物、鲜花和礼品。西方节日万圣节也源自人们古老的信念,认为亡者的灵魂会返回人间。万圣节如今成了孩子们的节日,这天他们可以乔装打扮上邻居家要糖吃。如果邻居什么糖也不给,那么孩子们就可以捉弄他们了。

### 纪念名人的节日

也有纪念名人的节日。中国的端午节(龙舟节)是纪念古代著名诗人屈原的。美国的哥伦布日是纪念克里斯托弗·哥伦布发现"新大陆"的日子。印度在10月2日有个全国性节日,纪念莫汉达斯·甘地,他是帮助印度脱离英国而独立的领袖。

### 庆丰收的节日

收获与感恩节是非常喜庆的节日。越冬的粮食收集起来了,农活结束了,人们都心怀感激。在欧洲国家,人们通常用花果来装饰教堂和市政厅,在一起聚餐。有些人还可能因为他们的农产品(参加各种评选)而获奖,比如最大的西瓜或最帅的公鸡。中国和日本都有中秋节,这时人们会赏月。在中国,人们还品尝月饼。

### 春天的节日

最富生气而又最重要的节日,就是告别冬天、迎来春天的日子。中国人过春节要吃饺子、鱼和肉,还

要给孩子们送红纸包着的压岁钱。(他们)舞龙灯、狂欢,全家人聚在一起欢庆阴历年。在一些西方国家有激动人心的狂欢节,通常在二月,复活节前的四十天。狂欢节期间,人们身着各种艳丽的节日盛装,伴随着鼓噪的音乐,在街头游行,昼夜跳舞。复活节是全世界基督徒的一个重要的宗教和公众节日。它庆祝耶酥复活,也欢庆春天和新生命的到来。再晚些时候,日本就迎来了樱花节,(节日里)整个国度到处是盛开的樱花,看上去就像覆盖了一层粉红色的雪。

人们喜欢聚在一起吃、喝、玩耍。节日让我们享受生活,让我们为自己的习俗而自豪,还可以暂时忘掉工作中的烦恼。

## USING LANGUAGE

Reading and writing

### 一段伤心的爱情故事

李方的心都碎了。这天是情人节,胡瑾说她下班后会在咖啡馆和他见面的。可现在她却不见人影。也 许她这会儿跟朋友在一起,正在取笑他呢。她说她会在七点到达,他(李方)认为她会守信用的。他一整 天都期盼着见到她,而现在他拿着玫瑰花和巧克力独自一人守候着,像个傻瓜一样。他不想屏息等她来道 歉,他要用咖啡来解愁。

很明显,咖啡馆里的经理在等李方离开——他擦好桌子,然后坐下来,打开电视机。这正合了李方的意!正在播出的是流传在中国的一个悲伤的爱情故事。

王母娘娘的外孙女下凡来到人间。她的名字叫织女,做纺织活的女孩。她在人间遇到了牛郎,两人相爱了。(李方想:"这正像我和胡瑾。")于是他们秘密结了婚,并且生活得十分幸福。(李方想:"我们也可以像他们那样幸福的。")当王母娘娘知道自己的孙女跟一个世上的凡人结了婚,她勃然大怒,强行把织女带回天宫。牛郎试图追上去,却被银河阻挡住了。看到织女伤心欲绝,最后王母娘娘决定让这对夫妻每年跨过银河相会一次。阴历七月初七,喜鹊们会展翅搭桥,让这对恋人过河相会。中国人都希望这天天气晴朗,因为如果碰到下雨,这就意味着织女在哭泣,两个恋人不能见面。

主持人说道:"这就是乞巧节的故事。外国朋友听到这个故事就将它称作中国的情人节。今天天气晴朗,我希望你们都能见到所爱的人。"

李方动身往家走,心里想:"我想胡瑾是不爱我了,把这些鲜花和巧克力都扔了吧。我不想因它们想起她来。"于是他把花和巧克力都扔了。

在回家路上,他神情失落地走过拐角处的一家茶馆,听到有人叫他的名字。那是胡瑾在向他招手,她喊道:"你为什么这么晚才来呢?我一直在这儿等你好久了!这是我送给你的礼物!"

他怎么办呢? 他把情人节的礼物都扔了! 她恐怕永远也不会原谅他了。这个情人节快乐不起来啦!

### 第二单元 健康饮食

## READING

### 到这里来用餐吧 (1)

王鹏坐在他那空荡荡的餐馆里,感到十分沮丧。这个上午真是怪得很。通常他很早就起床,准备他的菜肴——烤羊肉串、烤猪肉、炒菜和炒饭。然后到午饭时分,这些饭菜都会卖完。到了这个时候,他的餐馆本该宾客盈门的,但今天却不是!为什么会这样?发生了什么事?他想起了他用滚烫的精制油烹制的羊肉、牛肉和腊肉。他的可乐又甜又冷,冰激凌是用牛奶、奶油和美味的水果制成的。他想:"再没有比这些更好吃的了。"突然间,他看到自己的朋友李昌匆匆地走过。"喂,老李!"他喊道,"你还是吃老一套吧?"可是李昌似乎没有听到。怎么回事呢?要是李昌不像往常那样到他店里吃饭,那问题一定严重了。

王鹏跟着李昌来到一家新开张的小餐馆,看见门口有一块招牌:"肥腻的东西吃厌了吧!想变瘦吗? 请到雍慧减肥餐馆来。此地只供应减肥食品,让你恢复苗条!"

王鹏受到好奇心的驱使,走了进去。里面坐满了人。店老板,一个清瘦的女人走上前来说道:"欢迎光临!我叫雍慧。您要是每天来这儿用餐,我可以在两周内帮您减肥并让身体健康起来。"然后,她递给王鹏一份菜谱,菜谱上有很少几样食物和饮料:只有米饭、蘸醋吃的生蔬菜、水果和水。王鹏对此感到吃惊,特别是对价格。这价格比在他餐馆里吃一顿好饭还要贵。他几乎不能相信他的眼睛!他甩了菜谱就急急往外走。在回家的路上,他想起了自己的菜谱。那些菜让人发胖了吗?也许他该去图书馆查查看。他可不能让雍慧哄骗人们却不受惩罚!他最好做一番调查!

在图书馆,王鹏很惊讶地发现,他餐馆的食物脂肪含量太高,而雍慧餐馆的食物脂肪含量又太少。尽管顾客吃她的餐馆里的饭菜会变得苗条,但他们摄取不到足够的热量来保持健康,很快就会感到疲乏。开车回家时,王鹏觉得又有了希望。也许写个新的招牌、打点折,能够赢回顾客吧。于是他写道:"想健康又精力旺盛吗?到这里来用餐吧!今天打折!我们的食物能够给您提供一整天所需的热量!"

这两家餐馆之间的竞争开始了!

## USING LANGUAGE

Reading and discussing

### 到这里来用餐吧 (2)

一周后,王鹏的餐馆几乎坐满了人,他感到高兴些了。也许他仍然能够谋生,而不至于关闭自己的餐馆了。他不希望由于餐馆不受欢迎而负债。他微笑着站在门口热情地迎接他的客人。但他一见到雍慧走进来,脸上的笑容马上就消失了。雍慧瞪着他,看上去不高兴。"请问你那天到我餐馆里来干什么?我本来以为你是一位新顾客,现在我才发现你只是过来打探我和我的菜谱的。"她大声地问道。王鹏心平气和地解释说:"很对不起,上周我想知道我所有的顾客是上哪儿吃饭去了。我跟着一位顾客走,发现他们在你

的餐馆里。我并不想让你心烦,不过我发现你菜谱上的菜太少了,所以我也就不着急了,我也开始宣传我 餐馆的食物的好处。你为什么不坐下来吃顿饭呢?"

雍慧同意留下来。没过一会,他们两人就津津有味地吃起饺子和蒜蓉鸡胸。当到吃冰激凌时,雍慧开始看起来不舒服了。她说:"吃了这么多油腻的、难消化的食物,我都觉得恶心了。我想吃我的蔬菜和水果。"这时候,王鹏正在吃第二盘饺子,他叹了一口气,说道:"同样地,(如果在你的餐馆)我还想吃我的饺子和肥肉呢。你不觉得自己很容易疲乏么?""是的,我的确经常需要休息。"雍慧承认了,"不过,难道你不认为你瘦一点更好么?我相信,那样你会觉得更健康些。"

他们开始谈论菜谱和平衡膳食的问题。王鹏解释道:"根据我的研究,你我两家所提供的都不是均衡膳食。我没有提供足够的纤维食物,而你提供的食物没有足够的营养和热量。也许我们应该把我们的想法结合起来,做出一份富有热量和纤维的均衡食谱。"于是,他们就照此做了。他们用生蔬菜配汉堡包,煮土豆而不是油炸土豆,还拿新鲜水果配上冰激凌。这样,他们减少了饭菜中的脂肪含量,增加了纤维素。他们的均衡食谱非常有效,王鹏很快就瘦了,而雍慧却胖了。过了不久,这两个人发现,他们生意上的合作变成了私人的合作了。最后,他们结了婚,过上了幸福美满的生活!

## 第三单元 百万英镑



### 百万英镑

### 第一幕,第3场

旁白:1903年的夏天。一对年老又富有的兄弟,罗德里克和奥利弗,打了一个赌。奥利弗认为,一个人靠一张百万英镑的钞票在伦敦能活一个月。他的兄弟罗德里克对此表示怀疑。这时,他们看见一个身无分文的年轻人在房子外面的人行道上游荡。他叫亨利·亚当斯,一个美国商人,在伦敦迷了路,不知道该怎么办。

罗德里克: 年轻人, 请你进来一会儿, 好吗?

亨 利: 先生, 你叫谁呀? 是叫我吗?

罗德里克: 是的, 就是你。

奥 利 弗: 从你左侧的前门进来。

亨 利: (仆人给他打开门) 谢谢。

仆 人: 早上好, 先生, 请进。先生, 请让我来带路吧。

奥 利 弗: (亨利走进来) 谢谢你, 詹姆斯, 没你的事了。

罗德里克: 你好, 先生, 你贵姓?

亨 利:亚当斯,亨利·亚当斯。

奥 利 弗:来,请坐,亚当斯先生。

亨 利:谢谢。

罗德里克: 你是美国人?

亨 利:是的,从旧金山来。

罗德里克: 你对伦敦熟悉吗?

亨 利:一点儿也不熟,这是我第一次来伦敦。

罗德里克:亚当斯先生,不知你是否介意我们问几个问题。

亨 利:不介意,请问吧。

罗德里克:可不可以问问,你在这个国家要干点儿什么?你的计划又是什么呢?

亨 利: 嗯, 谈不上有什么计划, 我希望能找到工作。事实上, 我在英国上岸是偶然的。

奥 利 弗: 这怎么可能呢?

亨 利:嗯,你看,在美国的时候,我有自己的船。大约一个月前,我开船驶出了海湾……(他的 眼睛盯着兄弟俩留在餐桌上的残羹剩菜)

罗德里克:往下说呀。

亨 利:哦,好的。嗯,傍晚时分我发现我被一阵大风刮到海上去了。这都是我的错。我不知道是 否能活到早晨。第二天早上,我正感到绝望的时候,一艘船发现了我。

奥 利 弗: 正是那艘船把你带到了英国。

亨 利:是的。事实上我靠做义工来顶替船费,这就是我为什么衣冠不整的原因了。 我上美国大使馆求助,但是……(兄弟俩相顾而笑)

罗德里克: 嗯,这一点你倒不必担心,这还是优点呢。

亨 利:对不起,先生,你的话我没有听懂。

罗德里克:亚当斯先生,请告诉我们,你在美国干哪个行当?

亨 利:我在一家矿业公司工作。你们能不能给我提供一份工作呢?

罗德里克: 耐心点儿, 亚当斯先生。如果你不介意, 我能不能问问, 你手头儿有多少钱?

亨 利: 嗯,老实说,我一分钱都没有了。

奥 利 弗: (高兴地) 老兄, 真走运! 真有运气! (鼓起掌来)

亨 利: 嗯,这对你们来说可能是运气,但对我来说可不是。事实上,正好相反。如果你们认为这是一个笑话,我可不觉得很好笑。(亨利起身准备走)好了,请原谅,我想我该上路了。

罗德里克:亚当斯先生,请别走。你千万不要以为我们不在意你的感受。奥利弗,把信给他。

奥 利 弗: 是,拿信。(从桌上把信拿起来,像送礼品一样递给亨利)给你信。

亨 利: (小心翼翼地接过信) 是给我的吗?

罗德里克: 是给你的。(亨利要拆信) 啊,别拆,你不要拆,现在不是时候,到两点钟你才能打开。

亨 利: 噢, 这真可笑。

罗德里克: 这不可笑, 这里边有钱呢。(叫仆人) 詹姆斯?

亨 利: 噢, 不, 我不需要你们的施舍, 我只要一份老老实实的工作。

罗德里克:我们知道你工作是很卖力的,这正是我们给你这封信的原因。詹姆斯,请送亚当斯先生出去。

奥 利 弗: 祝你好运, 亚当斯先生。

亨 利: 嗯, 怎么不给我讲讲, 这究竟是怎么回事呢?

罗德里克: 你很快就会明白的, (看着钟) 一个半小时以后。

仆 人:请这边走,先生。

罗德里克:亚当斯先生,两点钟以前不要拆信,答应吗?

亨 利: 答应。再见!

## USING LANGUAGE

### Reading, acting and speaking

### 第一幕, 第4场

(在餐馆外边,亨利看了看信封,没有打开,然后决定走进餐馆。他在靠近前边窗户的一张桌子旁坐了下来)

- 店 主: (看着亨利的那副穷酸相) 那张桌子有人订了。请到这边来。(对服务员) 霍勒斯,来等这位先生点菜。
- 亨 利:(坐定之后,把信放在桌上)我要火腿加鸡蛋,还来一块大牛排,要特厚的。我还要一杯咖啡,一份菠萝甜点。
- 服务员:好的,先生。恐怕这得花费一大笔钱。
- 亨 利: 我明白。我还要一大杯啤酒。
- 服务员:行。(服务员离开了,很快把所有的食物端了上来)
- 女老板: 天哪! 你看他, 吃起东西来就像头狼。
- 店 主: 瞧着吧, 看他是不是像狼一样机灵?
- 亨 利: (刚吃完了所有的东西) 喂,服务员。(服务员过来了) 同样的东西请再来一份,呃,再来 一大杯啤酒。
- 服务员:每样东西都再来一份吗?
- 亨 利:是,没错。(看着服务员脸上的神色)有什么不对吗?
- 服务员:不,没什么不对。(对店主)他再要一份同样的食物。
- 店 主: 嗯, 许多美国人喜欢吃得多, 这是大家都知道的。哦, 我们得冒点儿风险。去吧, 让他吃吧。
- 服务员:(饭后念账单)好了。两份火腿加鸡蛋,两份特厚的牛排,两大杯啤酒,两杯咖啡和两份甜点。
- 亨 利:(望着墙上的挂钟)请等几分钟好吗?
- 服务员: (很不耐烦地) 还等什么?
- 店 主: 霍勒斯, 行啦, 这儿由我来照应。
- 亨利:(对店主)这餐饭吃得真棒。从生活中如此简单的东西之中竟能得到这么大的乐趣,真是令人吃惊,特别是当你暂时吃不到这些东西的时候。
- 店 主: 是的, 很有意思。如果你现在能付账的话, 我就可以去照顾别的顾客了。
- 亨 利:(又望着墙上的挂钟)好了,我看两点钟到了。(他把信拆开,拿出一张百万英镑的钞票。亨 利感到吃惊,店主和服务员惊呆了)很抱歉,我……我……我没有小一点儿的钞票。
- 店 主:(还在发呆,而且有点儿紧张)好……嗯……等一会儿。玛吉,来瞧瞧!(女老板尖叫起来, 其他顾客都望着她,于是,她用手捂住了嘴巴)你看这张钞票是真的吗?
- 女老板:天哪,我不知道,我真不知道。
- 店 主:嗯,我确实听说过英格兰银行发行了两张这样面值的钞票……不管怎样,我觉得这不可能 是假钞。这么大面值的钞票会特别引人注意的。小偷可不想引起别人的注意。
- 女老板: 但是他穿得破破烂烂的!
- 店 主:也许他是一个非常怪异而富有的人。(如梦初醒似的)啊,对了,一定是这样的。

女老板:(在她丈夫的手臂上打了一下)是你把他带到餐厅后面去的,还不马上去看看他。

- 店 主:(对亨利)先生,对不起,非常对不起,这张钞票我们找不开。
- 亨 利:而我身上就只带了这张钞票。
- 店 主:哎呀,先生,请别着急,一点儿也没关系。我们非常高兴你能走进我们这家小吃店。先生, 真的,我希望您随时光临。
- 亨 利:这,你太好了。
- 店 主:我太好了?不,先生,是您太好了。您什么时候想来就来,想吃什么就吃什么。您就是在 这儿坐一下也是我们莫大的荣幸!至于账单嘛,先生,请把它忘了吧。
- 亨 利: 忘了它? 喔……那就太谢谢了。你太好了。
- 店 主: 啊, 先生, 该是我们谢谢您呢。先生, 我从心底里感谢您。(当亨利离开的时候, 店主、女 老板和服务员都一齐向他鞠躬)

### 第四单元 天文学 —— 研究星球的科学



### 地球上生命的起源

没有人确切知道地球是怎样开始形成的,因为在很早很早以前它就形成了。然而,一种普遍为人们所接受的理论是:宇宙起源于一次大爆炸,这次大爆炸将物质投射到四面八方。然后,原子开始形成并结合成恒星和其他天体。

大爆炸后好几十亿年过去了,但地球还只是一团尘埃。随后它会变成什么没人能知道,直到38~45亿年前,这团尘埃才慢慢地形成一个固体的球状物。地球(开始)变得激烈动荡,不知道这个固体形状是否会继续存在下去。它(地球)猛烈的爆炸喷出了烈火与岩石,最终产生了二氧化碳、氮气、水蒸气和其他多种气体,从而形成了地球的大气层。更为重要的是,地球冷却了下来,地球的表面就开始出现了水。

在火星这些其他行星上都出现了水,但和地球不同的是,这些水后来都消失了。水对生命的发展会起 关键作用,这一点在当时并不明显。很多科学家相信,由于地球上长期有水存在,使地球得以把有害气体 和酸性物质溶解在海洋里。这就产生了一系列的反应,使得生命就有可能开始发展了。

好几百万年以后,水的表面开始出现了极小的植物。它们繁殖起来就使得海洋充满了氧气,这为早期的贝类及其他各种鱼类后来的进化创造了条件。接着,绿色植物开始出现在陆地上。随后,陆地上出现了动物,其中有一些是昆虫,另外一些叫两栖动物,它们既能在陆上生活,也能在水里生存。后来,当植物长成了森林的时候,爬行动物首次出现了。它们一般是通过孵蛋而繁衍后代的。再后来一些叫做恐龙的巨型动物出现了。它们也生蛋,在地球上生存了一亿四千多万年。然而,六千五百万年前,恐龙时代结束了。它们为什么会突然灭绝至今仍是个谜。恐龙的灭绝使地球上哺乳动物的增多有了可能。哺乳动物不同于以往所有的生命形态,因为它们能从体内生产出幼仔并给幼仔哺乳。

最后,大约260万年前,一些小巧聪明、长着手脚的动物出现了,它们散布在地球的各个地方。于是,他们接着成为了这个行星上最重要的动物。然而,他们对地球却不怎么在意,他们把过多的二氧化碳释放到大气层中,这使得地球上的热不能释放到太空中去。因此,许多科学家相信地球可能会变得太热而不适合生物的生存。所以,在未来的数百万年中,生命能否在地球上延续取决于这个问题能否得到解决。

## USING LANGUAGE

Reading

### 月珠之旅

我的朋友李彦平是一位天文学家,上个月我有幸得到一个机会同他一起去太空旅行。我们乘宇宙飞船参观了月球。

在启程以前,李彦平向我解释说,在我们的航行中会有三次引力的改变,而第一次的改变将是最强的。随后我们就启航了。随着火箭的升空,由于我们在努力挣脱地球的引力,我们被向后推在座位上。这种引力太强了,以至于我们彼此间都不能说话了。随后,这个力量慢慢减小,我才能够同他讲话。我问道:"为什么太空船不会向后朝地球的方向落下去呢?在地球上的时候,如果我从树上掉下来,总会朝地上落下去的。"李彦平解释说:"现在我们离地球太远了,感觉不到地球的拉力,所以我们感觉好像没有地球引力了。当我们更接近月球时,就会感到月球的引力在拉我们。但是,月球的引力不像地球的引力那么大。"我立刻感到很高兴,由于失重我在太空舱里飘来飘去,我望着(身后的)地球越来越小,而(前方的)月球越来越大。

我们到达月球时,我就想立即进行探测。"来吧,"我说,"要是你讲得对,我的重量就会比在地球上小,因为月亮比地球小,而我就能更自由地活动了。如果我在月球上呆的时间足够长的话,我甚至可能长得更高,我的体重肯定也会变得更轻!"我笑着从飞船的梯级上爬下来。而当我试着向前迈步的时候,我发觉我被送出去很远,步子的跨度竟是在地球上的两倍,因而我摔倒了。"天哪,"我大声说,"重力改变了,看来走路也的确需要练一练了。"过了一会儿,我才掌握了走路的诀窍,这才开始感到自如了。

摆脱月球引力不像摆脱地球引力那样痛苦。但是返回到地球的经历却是非常吓人的。我们惊奇地看着,随着地球引力的增加,宇宙飞船的外层燃烧起火。当我们回到地面时,我们又感到被重重地推倒在座位上。我说道:"真是精疲力竭了,但也很激动人心。关于引力,我现在就懂得更多了。你认为下次我们可以上星球上去参观吗?""当然可以,"他笑着说,"你想到哪颗星球上去呢?"

## 第五单元 加拿大 ——"真北方"

READING

### "真北方"之旅

李黛予和她的表妹刘倩要去加拿大大西洋海岸的蒙特利尔市看望她们的表兄妹们。她们不想一路乘飞机,她们决定飞到温哥华,再从西海岸乘火车横穿加拿大到达东海岸。要横贯整个大陆的想法很是令人兴奋。

朋友林丹尼在机场等候她们。他要带着她们和行李去乘坐横越加拿大的"真北方"号列车。在去火车站的路上,林丹尼聊起了她们的旅程:"你们沿途将会看到美丽壮阔的风景。一路向东行,你们会经过一

座座山脉,上千个湖泊、森林,还有宽阔的河流和许多大城市。有人想在不到五天的时间里穿越加拿大,但是他们忘了加拿大从东海岸到西海岸共有5500公里。这儿,温哥华,是加拿大最温暖的地方。人们说温哥华是加拿大最美丽的城市,被大山和太平洋环抱。落基山脉可以滑雪,海港供你扬帆,这些使得温哥华成为加拿大最受欢迎的居住城市之一。这个城市的人口增长很快。在温哥华北面的海岸上保存着世界上最古老、最美丽的森林。那儿的湿度很大,所以树都长得特别高,一些高达90多米。"

那天下午表姐妹俩才登上火车落了座。火车先是穿越落基山脉,她们总算看到了野山羊,甚至还看到了一只大灰熊和一只鹰。她们的下一站是卡尔加里,这个城市因"大西部赛马会"而闻名。来自世界各地的牛仔们来参加赛马会比赛。他们中许多人都有骑野马的才能,他们能赢得几千美元的奖金。

两天以后,她们开始意识到加拿大人烟稀少。她们在学校学过,大多数加拿大人居住在靠近美国几百公里以内的边境地带,加拿大的人口也只有三千万多一点儿。但是现在看到这么空旷的国家,她们很惊讶。 火车穿过一个种植小麦的省份,她们看到了面积有数千英亩的农场。晚饭后,她们又回到城市,位于五大湖区最北端的繁忙的港口城市桑德湾。海轮可以开到五大湖,让表姐妹俩感到吃惊。她们知道,因为五大湖,加拿大的淡水比世界上任何其他国家都要多。事实上,加拿大拥有全世界三分之一的淡水量,其中大部分都蓄在五大湖泊里。

那天夜里她们睡着了,火车越过苏必利尔湖北部,穿过大森林,朝南向多伦多飞驰着。

## USING LANGUAGE

Reading

### 多伦多-蒙特利尔的"真北方"列车

第二天早上,在她们的车窗外到处是灌木丛和枫树,挂满朱红、赤金和橘黄色的叶子,地面上覆盖了一层薄霜,表明秋天已经来到了加拿大。

中午时分,她们来到多伦多——加拿大最大、最富有的城市。她们要晚些时候才动身去蒙特利尔,因此就在多伦多市内游览了一番。她们登上了高高的加拿大国家电视塔,俯瞰着下面的湖水。远处,她们可以看到湖的南边尼亚加拉大瀑布上方升腾着的雾霭。湖水流入尼亚加拉河,再经过大瀑布,流向大海。

她们看到了加顶的大型运动场,那是几支著名的篮球队的驻地。当她们从港口区向北走的时候,李黛 予说:"我妈妈的老同学林菲住在这里,我该到电话亭去给她打个电话。"

大约黄昏时分,她们在市区的中国城见到了林菲,这是多伦多三个中国城中的一个。在一个名叫"海珠酒楼"的餐馆里用餐时,表姐妹和许多年前就移居加拿大的林菲闲聊了起来。林菲告诉她们:"我们在这里可以吃到很好的广东菜,因为这里的大多数中国人来自中国南方,尤其是香港。很可惜你们不能一直走到加拿大的首都渥太华。它在多伦多东北方约400公里,要去那儿花时间就太多了。"

火车在那夜晚些时候起程了,第二天黎明到达了蒙特利尔。火车站里,人们到处说的是法语。指示牌和广告也都是法文的,但有些标注了小字体的英文。刘倩说:"我们要到傍晚才动身,不如到市区去走走。蒙特利尔老区是在水边上的。"整个下午她们穿梭于布局可爱的商店,还拜访了水边工作坊里的艺术家。当她们坐在一家自助餐厅里眺望广阔的圣劳伦斯河时,一个年轻人坐在了她们的身边,"你们好,我叫亨利,是这里的大学生。请问你们从哪儿来?"姑娘们告诉他,她们是坐火车来旅游的,要横穿加拿大,在蒙特利尔只待一天。他说:"这太糟糕了,蒙特利尔这个城市有极好的餐馆和俱乐部。我们大多数人既说英语

也说法语,但是这座城市具有法国文化和传统。我们喜欢好咖啡、好面包和好音乐。"

那天晚上,火车沿着圣劳伦斯河疾驰,朝圣劳伦斯湾驶去,一直开到远方的东海岸,姐妹两个做梦都 在想着法国餐馆和红色枫叶。

### READING FOR FUN

### Unit I

你得注意啰,

### 圣诞老人要进城了!

最好别叫喊, 最好别撅嘴。 ——为什么呢?我告诉你吧, 圣诞老人要进城了!

他在开名单, 他查了又查。 他要找出谁个坏,谁个好。 圣诞老人要进城了!

你睡觉时他看着你, 你醒来时他认出了你。 你是好是坏他都了解你。 你要变好呀, 看在老天爷的面子上。

因此, ……你最好注意啰。你最好别叫喊, 你最好别撅嘴, ——我来告诉你吧, 圣诞老人要进城了。

### Unit 2

### 食物的联想

as cool as a cucumber = 冷静沉着 bring home the bacon = 养家糊口 cream of the crop = 精华,精髓 full of beans = 精力充沛的 mutton dressed as lamb = 打扮成年轻 人的老年人 raw deal = 不公平的待遇 like peas in a pod = 都一个样

### Unit 3

### 马克・吐温的妙语

- 银行家是这样一个伙计,出太阳的时候他把伞借给你,一旦下雨,他就把伞要回去。
- 我没有参加那次葬礼,但是我寄 出过一封信,好言相告说,那次 葬礼我是赞同的。
- 古典作品是人们都希望自己已 经读过,但实际上是无人想读 的书。
- 我年轻时,无论什么事——发生 过的还是未发生过的,都记得 清。
- 谎言可传千里, 真理寸步难行。

### Unit 4

### 太阳在运转 罗伯特·路易斯·斯蒂文森

夜里我抱枕眠, 太阳不在我床边。 它在绕着地球转, 一天又一天。

阳光普照我家园, 我们嬉戏在花园。 此时此刻在印度, 妈妈吻着宝宝到床沿。

大洋彼岸天刚晓, 我们喝完午茶起身了。 此时此刻在西方, 孩子们起床梳妆打扮了。

### Unit 5

### 我心在飞翔

奇夫・丹・乔治

森林的美丽, 空气的轻柔, 花草的芳香, 它们都在跟我诉说。

高山的巅峰, 天空的雷鸣, 海里的旋律, 它们都在跟我诉说。

星辰的微光, 早晨的清新, 花上的滴露, 它们都在跟我诉说。

烈火的威力, 鲑鱼的鲜美, 太阳的轨迹, 永不消逝的活力, 它们都在跟我诉说。

我心在飞翔。

# Tips for teaching drama (戏剧教学建议)

- Often remind students that acting out a play requires lots of time and patience. This means that they need to become very familiar with their characters and lines of dialogue, which will require hours of preparation. After a while, they may grow tired of rehearsing, but it is necessary for them to do it if they wish to memorize their lines and act them out well.
- 2 Drama coaches often say, "There are no small parts, only small actors." Students should think about this observation before they begin rehearsing the play. Remind them of this saying whenever they complain that they don't have a big enough role to read. Each line of dialogue in a play is important, no matter who says it. One word spoken by a minor actor may be more important to the audience's understanding and appreciation of the play than a whole speech from the main actor. Performing a play requires teamwork just like playing sports. There can be only one director and only one production.
- 3 Drama coaches also sometimes say, "Minor characters make major characters." This means that the actors who play the big roles cannot succeed without the help of the actors around them. The goalie is essential to a football team, but he or she cannot always protect the goal alone.
- 4 Don't give all the minor roles to shy students, or students whose English is poorer than the others. Even the least active or able students may surprise you with their willingness to learn the part. If you trust in their potential, they may rise to the occasion. Of course, if they continue to struggle, it may be necessary to reassign the role. Do so, however, only after talking over your concerns with the student involved.
- 5 If you have more than one student who wants to play a particular part, have an audition. Let all those students who are interested compete for the part and let their classmates have some influence on the final choice. (A secret ballot is helpful here.) Don't assign someone a role just because you think that student is best suited for the part. It may be true, but you want students to feel they have earned the role. On the other hand, if no one else wants the part, give it to the student who you believe can play it best.
- 6 You may be able to find a VCD or DVD copy of the play. If you can, show it to them AFTER their first reading of the play but BEFORE they begin to act it out. After they have had some time to rehearse, replay the video scene by scene and ask students to pay attention to how each character talks (i.e. tone of voice) and behaves (i.e. gestures and movements).
- 7 Discuss the background of the play. Then review the cast of characters with students so they can gain a basic understanding of the relationships involved in the play. Next, pronounce unfamiliar names and places. Now have them read the entire play aloud (preferably during the same lesson) as a class, changing readers whenever a new character speaks. In this way, everyone gets a chance to participate in the reading, at the same time making it clear to students that plays are meant to be a public performance.
- 8 After reading the play aloud as a class with your guidance, divide students into small acting study groups to read the play again. In this way, students can better see whether they feel comfortable reading a bigger or smaller part. Ask each student to list the names of three characters they are willing to play.
- 9 While students are doing this, write down the cast of characters on the blackboard or overhead projector. As you ask for volunteers for parts, write their names down. Don't erase them even if some students change their minds. You may need those names later if no one else will play the part.
- 10 Now have students secretly vote on parts for which there is competition but only after an audition. Important Note: the audition need not take place during that lesson. You could invite interested students to return during the optional class time to watch the competing students perform.
- 11 Be sure to involve Ss with minor roles as much as possible. For example, encourage them to give suggestions to the students with major roles on how to better perform. Try to nurture a learning community centered on

drama performance that involves many students' skills and talents, points of view and backgrounds. For example, if a student is better at drawing or painting than speaking English, let that student sketch a backdrop on the board or on a poster for the actors to use during one or more of the scenes of the play. Or if a student is good with his hands, have him build a stage prop that other actors can use.

- 12 Now have students reread the play several times in groups, focusing on different aspects of the production: stage directions, voice, gestures and expressions.
- 13 After students have performed the play using scripts, you may want to challenge them to perform the play without scripts, as actors really do. Find out their level of interest before you begin, i.e. they may have grown tired of the play by now. If students are keenly interested in performing it for other English classes in their grade, begin the process of real acting by introducing them to the following concepts:

Blocking This is the term used to describe the actor's position on the stage. An actor who is blocking properly stands at an angle to the audience and fellow actors to be easily viewed by both. A good actor never walks in behind another actor while speaking.

Projection Encourage students to train their voices to project, i.e. be heard at a distance even when whispering. It is best to do this on a real stage, such as is found in most auditoriums. Do voice exercises with students to get them to use their whole mouth, especially the back of the mouth, which is used much more when speaking English.

Gestures

All good actors use gestures from time to time to emphasize in a dramatic way what they say.

However, students should use them with a clear purpose in mind, and then only sparingly.

Discuss and demonstrate different gestures that can be used or ask students to suggest ways after reading stage directions for various parts in the play.

Expressions These are made with the face, to convey mood or attitude. They must be noticeable to the audience to be effective. Again, train students to pay attention to stage directions in the play, or to other actors on film (if one is available). Gestures and facial expressions must go together in a believable way. Have students work on doing both at the same time.

Articulation Don't let students confuse this term with pronunciation as they are not the same thing. To articulate is to say something well, not only correctly. Part of being able to articulate is being able to enunciate. When enunciating, each syllable is carefully but naturally formed in the mouth and the audience can easily hear the words, especially those requiring stress to make a point.

Even students with the ability to remember English words quickly will need to do line drills. Basically, it involves sitting students in a queue side by side and reading their lines from memory in quick succession. The purpose is not to see how quickly they can speak their lines but how quickly they can recall their lines. No attention is given to voice, gestures and expressions during this exercise. It is meant as a simplified kind of rehearsal of the play. It also forces students to listen for verbal cues from other actors.

- 14 Students may sometimes have trouble understanding their relationship to other characters. When this happens, it becomes necessary to "put them in other's shoes." This can be done by having them study another character's lines or by asking them to play the part of the character with whom they must interact during the real performance.
- 15 Another procedure is to have students "get into character." This means finding methods that will make it easier for actors to "become" the characters they are playing. There are many ways to do this and no one method suits every actor. Some actors simply need a quiet place away from others to concentrate on their roles. Others require constant refocusing of attention. Still others may need time out from the production to get a clear head

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or they may need you, as the director, to give them a "pep talk". Such chats may allow you to discover what is distracting the actor from concentrating on his or her part. If several actors are having trouble getting into character, it is best to have them sit together on the edge of the stage or elsewhere and simply talk about the characters. Challenge them to guess what it means or must feel like to be so-and-so. Encourage them to use their imaginations but also reexamine the setting of the play.

16 When students are ready to perform the play, have them act it out for a small, attentive audience before attempting it onstage for many classes. Let them build their confidence bit by bit. After all, one of the biggest benefits of good performance is the self-confidence in using English and speaking in public it brings to the actors involved.

# The Million Pound Bank Note (《百万英镑》)

#### CHARACTERS

Henry a lost American businessman in London
Roderick a rich Englishman, brother to Oliver
Oliver a rich Englishman, brother to Roderick

Servant to the brothers

Banker for the Bank of England

Todd an especially helpful clerk at the tailor's shop
Owner 1 of a small but fancy restaurant in London

Waiter works for the restaurant owner

Hostess greeter at the restaurant and wife of the owner

Mr Clemens a diner in the restaurant and expert on bank-notes

Owner 2 of a small but fancy tailor shop in London

Ambassador the chief US diplomat in Britain

Portia a friend of the ambassador who he introduces to Henry

various narrators various clerks

### **ACT ONE**

### Scene 1

Narrator A hundred years ago, when Britain was very rich, there was more gold deep within the Bank of

England than anywhere else in the world. Money was safe, people used to say, safe as the Bank of

England.

Banker Here it is, Mr Montpelier. I trust you will not be disappointed with its design. (He hands him a bank

note.)

Oliver No, it seems to me a thing of beauty.

Roderick Allow me, Oliver. (He takes the note from his brother.) It looks good, it feels good, it is good.

Banker And there's only one other like it, which was used for a foreign loan.

Oliver Yes, we read about it. That's what gave us the idea.

Banker The idea?

Roderick I suppose it does seem strange that we should need such a large sum in one bank note.

Banker It certainly is an unusual request. I imagine it's for business.

Oliver Important business, isn't it, Roderick? Do we tell this gentleman?

Roderick Yes. You see, my brother and I need this pretty, special piece of paper for a bet.

Banker A bet? Did you say a bet?
Oliver A very important bet.

Banker I should say it must be - for one million pounds!

### Scene 2

NARRATOR It is the summer of 1903. Henry Adams, an American businessman, has had some very bad luck.

He is lost in London. He has no money and does not know what he should do. As Henry is walking down a sidewalk, he sees a family having a picnic in a park. However, he doesn't look at them but at their food. He keeps walking. Then he reaches the entrance to a large old building and enters it.

HENRY "This embassy does not provide money to Americans in London." Well, that's too bad. (He turns

to the clerk.) I thought this would be just the place.

CLERK It doesn't mean we're not glad to help you in other ways. You can work on a ship to take you home,

if you like. (Henry notices the clerk eating peanuts from a bag.)

HENRY Any chance I can find work here?

CLERK Well, if you'd like to come back in a week, we can find out for you.

HENRY A week? That's a long time. If I can just get money to last me a few days, I can find work for

myself.

CLERK We can give you a small loan if you can repay it. Can you offer us anything in exchange?

HENRY Well, I'm smart and I can use my hands. Unless you don't trust me, isn't that enough?

CLERK No, I'm afraid not. Many people pass through this office making similar requests. If we help you

in this way, others will expect the same.

**HENRY** I think I'll try to help myself.

CLERK Well, that's up to you, young man. Come back if you have no luck.

**HENRY** I'll do that. (He is still looking at the peanuts.) Say, may I have some of those?

CLERK Of course. Oh, sorry, all gone. (He blows into the bag and pops it.)

### Scene 3

NARRATOR Henry feels even more miserable and hungry after leaving the embassy. Walking down the street,

he hears someone calling to him.

RODERICK Young man, would you step inside a moment, please?

HENRY Who, me, sir? RODERICK Yes, you.

OLIVER Through the front door on your left.

**HENRY** (A servant opens the door for him.) Thanks.

SERVANT Good morning, sir, would you please come in? Let me lead the way, sir.

OLIVER Thank you, James. That will be all.

RODERICK How do you do, Mister-er-?
HENRY Adams, Henry Adams.

OLIVER Come and sit down, Mr Adams.

HENRY Thank you.

RODERICK You're an American?

### Appendices

HENRY That's right, from San Francisco.

RODERICK How well do you know London?

HENRY Well, not at all. It's my first trip here.

RODERICK I wonder, Mr Adams, if you'd mind us asking a few questions.

HENRY Go right ahead.

RODERICK May we ask what you're doing in this country and what your plans are?

HENRY Well, I can't say that I have any plans. I'm hoping to find work. As a matter of fact, I landed in

Britain by accident.

**OLIVER** How is that possible?

HENRY Well, you see, back home I had my own boat. About a month ago I was sailing out of the bay - (His

eyes stare at what is left of the brothers' dinner on the table.)

RODERICK Well, go on.

HENRY Oh, yes. Well, towards nightfall I found myself carried out to sea by a strong wind. Whether

I could survive until morning I did not know. But luckily the next day a sailor on a ship saw

my boat.

**OLIVER** And it was the ship that brought you to England.

HENRY I earned my place on the ship by working as an unpaid hand, which explains the way I look now.

(The brothers smile at each other.)

RODERICK Well, you mustn't worry about that. It's an advantage.

HENRY I'm afraid I don't quite follow you, sir.

RODERICK Tell us, Mr Adams, what sort of work did you do in America?

HENRY I worked for a mining office. Could you offer me some kind of work here?

RODERICK Patience, Mr Adams. If you don't mind, may I ask you how much money you have?

**HENRY** Well, to be honest, I have none.

**OLIVER** (happily) What luck! Brother, what luck! (He claps his hands together.)

HENRY Well, it may seem lucky to you but not to me. If this is your idea of some kind of joke, I don't

think it's very funny. (Henry stands up to leave.) Now, if you'll excuse me, I think I'll be on

my way.

RODERICK Please don't go, Mr Adams. You mustn't think we don't care about you. Oliver, give him the

letter.

**OLIVER** Yes, the letter. (He gets it from a desk and gives it to Henry like a gift.) The letter.

HENRY (taking it carefully) For me?

RODERICK For you. (Henry starts to open it.) Oh, no, you mustn't open it. Not yet. You may open it at two

o'clock.

HENRY Oh, this is silly.

**RODERICK** Not silly. There's money in it. (*He calls to the servant.*) James? **HENRY** Oh, now, I don't want your charity. I just want an honest job.

RODERICK We know you're hard-working. That's why we've given you the letter. James, show Mr Adams

out.

OLIVER Good luck, Mr Adams.

HENRY Well, why don't you explain what this is all about?

RODERICK You'll soon know. In exactly an hour and a half.

SERVANT This way, sir.

RODERICK Mr Adams, not until two o'clock. Promise?

**HENRY** Promise. Good bye.

### Scene 4

(Outside a restaurant Henry looks at the envelope with the letter and decides to go in. He sits down at a table next to the front window.)

OWNER (seeing how poorly Henry is dressed) That one's reserved. This way, please. (to the waiter) Take

this gentleman's order, Horace.

HENRY (after sitting down and putting the letter on the table) I'd like some ham and eggs and a nice big

steak. And make it extra thick.

WAITER It'll cost a tiny bit.

**HENRY** I understand. And I'll have a nice long glass of beer. (The waiter leaves for the kitchen.)

HOSTESS My goodness! Why, look at him. He eats like a wolf.

OWNER We'll see if he's clever as a wolf, eh?

HENRY (having just finished every bit of food) Ah, waiter. (The waiter returns.) Same thing again, please.

Oh, and another beer.

WAITER Again, everything?

**HENRY** Yes, that's right. (He sees the look on the waiter's face.) Anything wrong?

WAITER (to the restaurant owner) He's asked for more of the same.

OWNER It is well-known that many Americans like to eat a lot. Well, we will have to take a chance. Go

ahead and let him have it.

WAITER (reading the bill after the meal) All right. That's two orders of ham and eggs, two extra thick

steaks, two tall glasses of beer, two cups of coffee and two desserts.

**HENRY** Would you mind waiting just a few minutes?

WAITER (in a rude manner) What's there to wait for?

OWNER All right, Horace, I'll take care of this.

HENRY (to the owner) That was a wonderful meal. It's amazing how much pleasure you get out of the

simple things in life, especially if you can't have them for a while.

OWNER Yes, very interesting. Now perhaps if you pay the bill I can help the other customers.

HENRY (looking at the clock on the wall) Well, I see it's two o'clock. (He opens the letter and hold a

million pound bank note in his hands. Henry is surprised but the owner and waiter are shocked.)

I'm very sorry. I don't have anything smaller.

OWNER (still shocked, and nervous) Well, er-er-just one moment. Maggie, look! (The hostess screams, the

other customers look at her and she puts a hand to her mouth.) Do you think it's real? (Henry is

looking at them over his left shoulder.)

HOSTESS Oh, dear, I don't know. I simply don't know. Ask Mr Clemens. (The owner goes to a gentleman

sitting near the window.)

OWNER Mr Clemens, Mr Clemens! Could you-er-would you mind looking at this? (hands him the bank

note) Do you think it's genuine?

CLEMENS (looking at it very carefully) Two notes in this amount have been issued by the Bank of England

this year. Anyway, it can't be fake.

OWNER Why not?

CLEMENS People will give too much attention to a bank note in this amount. No thief would want that to

happen.

HOSTESS (joining them) But look at the owner, Mr Clemens. He's in rags!

**CLEMENS** I see. Well, I can only say that he must be a very eccentric but very rich man.

OWNER (as if he has discovered something for the first time) Why, yes! That must be it!

### Appendices

HOSTESS (hits her husband's arm) And you put him in the back of the restaurant! Go and see him at once!

OWNER I'm so sorry, sir, but I cannot change this bank note.

**HENRY** But it's all I have on me.

OWNER Oh, please, don't worry, sir. Doesn't matter at all. We are so very glad that you even entered our

little eating place. Indeed, sir, I trust that you'll come here whenever you like.

HENRY Well, that's very kind of you.

OWNER Kind, sir? No, it's kind of you, sir. You must come whenever you want and have whatever you like.

Just having you sit here is a great honour!

**HENRY** I may not return for some time.

OWNER It would be wrong of me not to trust a gentleman such as yourself, sir. (Now the other customers

are watching them.) Even if you do dress in a rather odd fashion. As for the bill, sir, please

forget it.

**HENRY** Forget it? Well ... thank you very much. That's very nice of you.

OWNER Oh, it's for us to thank you, sir and I do, sir, from my heart. (The owner, hostess and waiter all bow

together as Henry leaves.)

### Scene 5

### (OPTIONAL PART)

(Henry is smiling as he leaves the restaurant. He has had more than enough to eat. As he is walking down the street, he sees a sign for a place that cuts hair. In a shop window, he looks at his own hair. Since it is too long, he decides to get it cut.)

HENRY Good afternoon, I'd like to get a cut, if I may. (The barber takes one look at Henry and continues

cutting another man's hair.)

Er - I'd really like to get a haircut. As you can see it's much too long.

BARBER (in a rude manner) Yes, I can see that. Indeed, I can.

**HENRY** Fine, well, I'll just have a seat then.

(After some time, the barber finishes cutting the other man's hair, takes his money, and then turns to look at Henry.)

BARBER Looks like it's been a long time. You must be a sailor.

**HENRY** Er – not quite. But I was at sea for a long time.

BARBER All right, then, get in the chair and I'll see what I can do.

HENRY Thank you.

BARBER Where did you say you were from?
HENRY I didn't, but I'm from San Francisco.
BARBER Well, you're a long way from home.

HENRY Yes, too long.

(They both become quiet. After his hair is cut, the barber tells Henry how much he must pay. Henry shows the barber the bank note).

BARBER Why, Mr - (looks shocked)

**HENRY** Adams. Henry Adams. I'm sorry, I don't have any small bills.

BARBER Why, Mr Adams, of course you wouldn't! (wearing a big smile) Nothing to worry about! Nothing at

all! Please come back any time, even if you only need two little hairs cut! It will be my honour to serve

you!

NARRATOR Henry feels happy only for a moment. As he walks away from the restaurant, he begins to worry

that he has got the bank note by mistake. He runs back to the brothers' home and knocks on the front door. No one comes. He walks around to the side of the house and knocks on another door.

The servant opens it.

SERVANT May I help you, sir?

HENRY Yes. I need to see the two brothers about -

SERVANT They've gone, sir. Gone travelling.

HENRY But they were just here two hours ago!

SERVANT I'm sorry, sir. They will be back in a month – a month from today.

HENRY A month? But I can't believe -

SERVANT Good day, sir.

NARRATOR Henry sits down on the stairs, opens the envelope and takes out the letter to read it.

HENRY (aloud) "You are an intelligent and honest man, as one may see by your face. We also believe you

are poor and a stranger to this city. Inside you will find a sum of money. It is loaned to you for a short time. Come back to our home with it in exactly 30 days. I have a bet on you. If I win it, you

shall have any job that you can do as my thanks." Well, how about that!

### **ACT TWO**

#### Scene 1

(Henry is walking along holding the bank note in his hand. Suddenly a strong wind blows it away. He chases it. It lands on the hat of a woman. Henry tries to grab it. The woman screams. Then the bank note blows away again. A child catches it. Henry tries to get it from the child. Another woman screams. Then it blows away again and falls to the ground near a man giving out ads. Henry runs to the man, who is frightened and drops all his ads. Henry searches for the bank note, finds it, and lays on top of it like a dog on its bone. He stands up. His coat is torn in several parts. Then he sees a sign.)

HENRY (reading the sign) Clothes make the man. Hmm... well, we will have to see about that. (He enters a

tailor's shop and stands before a clerk.) I'd like to have a suit coat ready to wear.

1st CLERK (in a rude manner) See him there. (He points to another clerk.)

2<sup>ND</sup> CLERK (also rude) Ready-made suits? Downstairs.

HENRY Can you show me a suit, please? 3<sup>RD</sup> CLERK Yes, I can, sir. This way, please.

HENRY I thought you might have a coat another customer decided not to buy.

3<sup>RD</sup> CLERK (looking at him with a frown) Ah, here we are, the very thing you need.

OWNER Tell Todd to serve that man quickly and let him out the side door.

1ST CLERK Yes, sir.

**HENRY** (trying on an ugly coat) So is this the sort of thing that's worn in England nowadays?

3RD CLERK Oh, yes, it's all the fashion.

1st CLERK (pulling the third clerk aside and whispering) Mr Reid says you've got to serve him quick and get

him out quick!

3RD CLERK I know what I'm doing. I've got eyes, haven't I?

HENRY It's a little too colourful, isn't it?

3<sup>RD</sup> CLERK It's all we have in your size.

**HENRY** Well, I suppose it'll have to do for now. I'll take it.

3<sup>RD</sup> CLERK Good. Shall I put it in a box?

HENRY No. I'll wear it. Oh, I'd rather not pay you now. I'd like to open an account and pay in a month. You

see, I don't have any small change.

3RD CLERK (trying not to show he's angry) I suppose a gentleman like you only carries very large bills.

HENRY Now, look here, you shouldn't judge people by the clothes they wear. I just don't want to cause you

trouble with a large note.

3RD CLERK It's no trouble at all.

**HENRY** In that case, there's no problem. (He gives the clerk the bank note.)

### Scene 2

NARRATOR The clerk drops Henry's coat. Then he folds the bill and slowly unfolds it again, as if looking at

something he can't believe is there.

OWNER Well, what seems to be the trouble?
HENRY I'm just waiting for my change.

OWNER Come, come, give him his change, Todd. Get going. Would it - could it be the one I saw in the

papers last week? I remember thinking that never would I hold such a note as this ... You're a born fool, Todd, to bring this fine gentleman into this part of our shop. He'll think we never dealt with a rich man before. Oh, take off this coat, sir. Why, it's fit only for a man in a circus.

Well, don't just stand there, go get the others, Todd! Allow me, sir! This way, sir.

**HENRY** This is nice, but I really don't need it.

OWNER Never mind. Oh, it's perfect! It was to be for some king but he'll just have to wait for another

one to be made. You'll need many suits for many occasions. Yes, indeed you will.

**HENRY** Now, wait a minute. I only came here to get a suit coat to wear today.

OWNER Now, now, sir.

HENRY But I can't buy all these things. You would have to wait a long time to get paid.

OWNER A long time, sir? A long time? Why, I will be glad to wait ... forever!

CLERK Yes, we can wait forever!

HENRY Well, all right. I'll take the suit coat for now and get the others later.

OWNER Fine, fine. Your address, sir?

HENRY I don't have one. Er – I'm moving.

OWNER Of course you are! A busy man, I'm sure. Well, take my advice and stay at Ritz. It's the

finest hotel in this part of London. I'll call them and tell them to expect you. Leave it to

me!

### Scene 3

NARRATOR Well, after that, it seemed like everyone in London was talking about Henry. After a while, he

felt it was his duty to report to the American ambassador to Britain. The ambassador gave him a warm welcome and invited Henry to a dinner party that very night. Of course, Henry was glad to go. He knew that he might need the ambassador when others found out just how poor he really was. We now join Henry on the balcony of the American ambassador's home in London.

AMBASSADOR Ah, there you are.

PORTIA (to Henry) How do you do?

AMBASSADOR Mr Adams, my special guest, Miss Portia Langham.

**HENRY** How do you do?

PORTIA I'm afraid you must be too busy for me.

HENRY Yes, indeed, I am. I mean, no, no, not at all!

AMBASSADOR If you'll excuse me, I must return to the other guests.

PORTIA Won't you sit down, please?

**HENRY** Yes, I'd love to -er - I'd like to. Thank you, Miss.

**PORTIA** That poor, dear ambassador. He hates these parties almost as much as I do. Nothing but talk,

talk, talk. And no one says anything anyone wants to hear, do they?

HENRY No, I suppose not.

**PORTIA** The ambassador tells me you are a rich man.

**HENRY** Well – er – not really.

**PORTIA** He tells me you are the talk of London these days. Why, it seems that every banker and shop

owner in the city wants to meet you.

HENRY Yes, I've heard. I can't understand why, really. I'm not so special as that.

PORTIA Oh, I don't know about that, Mr Adams.

HENRY Please, call me Henry.

**PORTIA** Henry. I mean, even the ambassador is eager to know you better.

**HENRY** Yes, it would seem to be so.

PORTIA What's the matter?

**HENRY** Oh, nothing. Nothing, at least, that anyone can help with.

**PORTIA** Are you in some kind of trouble, Henry?

### Scene 4

NARRATOR At the end of the month Henry was rich in possessions and without fear of jail. Dressed in the

finest clothes, he drove by the brothers' house in Portland Place and, seeing they were back,

went to get Portia at her friend's home.

**HENRY** My dear, the way you look today it would be a crime not to ask for a good salary for the job

they will give to me.

PORTIA Oh, please remember that if we ask for too much we may get no salary at all; and then what will

happen to us, with no way in the world to earn a living?

(At the brothers' home, the servant let them in. The two brothers are seated, waiting.)

HENRY Good morning, gentlemen. (Roderick seems very surprised to see Portia.) Portia, these are the

men who helped me.

**PORTIA** So very nice to meet you, kind sirs. (she gives Oliver a wink of the eye.)

HENRY Gentlemen, I am ready to report.

RODERICK Er – Portia, I –

OLIVER We are both glad to hear it, for now we can decide the bet which Roderick and I made. If you

have won for me, you shall have any job as my gift. Have you the million pound note?

**HENRY** Here it is, sir.

OLIVER I've won! Now what do you say, Roderick?

RODERICK I say that I've lost twenty thousand pounds. I never would have believed it. Why, that is amaz-

ing, man!

HENRY Come, let's be going now, Portia.

OLIVER But wait, wait! The job, you know. I must give you a job, as I promised.

**HENRY** Well, thank you very much, but I really don't want one now.

PORTIA Henry, I'm disappointed in you. You didn't thank the gentlemen properly. May I do it for you?

HENRY Let me see you try.

(Portia walks over to Roderick and gives him a hug. Then she sits in Oliver's lap, puts her arms around his neck and kisses him on the cheek. Oliver begins laughing.)

PORTIA Papa, he says he doesn't want anything else from you -

**HENRY** (shocked) My dear, is that your papa?!

PORTIA He's my stepfather, and the dearest one that ever was.

HENRY Oh, my dearest dear sir, I regret what I said. You have got a job open that I want.

OLIVER Name it. HENRY Son-in-law.

OLIVER Well, well! But you have never had such a job before. How can I be sure you can do it

successfully?

HENRY Try me - oh, do, I beg of you! Give me 30 or 40 years, and -

OLIVER Oh, well, all right.

NARRATOR Were Portia and Henry happy? There are not enough words in the biggest dictionary to

describe it. Did the people of London have a good time with this bit of news? Yes. Portia's stepfather took that friendly bank note back to the Bank of England and cashed it. The bank note was then useless for money but was his wedding gift to the young couple. Yes, the bank note was worth millions of dollars, but not worth one-tenth as much as how

Henry felt about Portia.