

## Unit 19 Language

### Lesson 1 Language learning

Teaching Aim:

(1) To introduce four kinds of noun clauses

① *subject clause*

② *object clause*

③ *appositive clause*

④ *predicative clause*

(2) to learn some strategies about learning a foreign language

*Setting achievable targets; listening to English songs; watching the news in your own language and then reading an English newspaper; watching DVD; studying with friends; rewarding yourself*

Stage 1 introduction of the topic—setting a discussion

Stage 2 reading extensively

① read for the first time and answer the true or false questions

② reading for the second time and answer the questions in exercise 2

Stage 3 reading intensively

Finish the summary of the whole passage. All the words needed are very important for language learning.

Stage 4 summarize the main idea of each paragraph and work out the structure of the passage

Stage 5 solve language puzzles

Since students have read the passage for 2 times and got the main idea of the passage, there are few language puzzles for them now.

But accumulation every day is very important.

Here, several words are explained. They are:

*It was predicted that...*

*case*

*stand out*

*the chances that 句子 are small.*

*Encourage*

And teachers here can give them a task---to look for the usage of the following words in the dictionary.

*adjust and inform*

Stage 6 grammar focus

To learn noun clauses

Homework: exercise 1,2,3,5,6 on page 52 and page 53 can be used as exercise resources.

## Unit 19 Language

### Lesson 2 Varieties of English

#### Teaching Aims:

1. To practice listening strategies for identifying different English accents
2. To develop awareness of different English expressions in different countries.
3. To practice using phrasal verbs.
4. To discuss the different accents people have when speaking English.

#### Teaching difficulties:

1. To practice listening strategies for identifying different English accents
2. To develop awareness of different English expressions in different countries

**Resources used:** Cassette, Computer

#### Teaching procedures:

##### I . Warming up

T: How many countries can you name where English is the native language? Do all these English speakers sound the same?

S:

T: English is widely used in the world, but for some reasons such as history, culture, costume and so on English is spoken differently in different countries more or less. Look at the key words.

Match them to words with the same

meaning in the list below.

Do the exercise 2 Student work in pairs matching the key words to the words with the same meaning in the list.

Do the exercise 3 As a class, students discuss what makes the pairs of words different.

Question: What do you think makes the Key Words different from the words in the list?

Answer: The key words are British expressions, while the words below are American expression

## II Listen to learn

### 1. Do the exercise 4

Listen to the dialogue and decide if these statements are true (T) or false (F).

Play the cassette once for students to decide if these statements are true or false

Check answers as a class. Ask students to correct the false statements.

If necessary, play the cassette again.

### 2. Do the exercise 5

As a class, discuss why Liang Weimin thought all English speakers sounded like BBC World Service reporters.

Question: Why do you think Liang Weimin thought all English speakers sounded like BBC World Service reports?

Answer: Liang Weimin didn't know people have different English accents depending on where they come from

### 3. Do the exercise 6

Ask students to read the strategies to the class in order to understand the listening skill.

Play the cassette twice for students to listen and decide whether they are spoken in an American accent or a British accent.

Check answers as a class by playing the cassette again, pausing after each sentence, and having students repeat the pronunciation which is the clue to the accent.

Question: Can you identify a rule for the difference in the American and British pronunciation of the sound /a:/.

Play the cassette twice to let students identify a rule for the difference in the American and British pronunciation of the sound /a:/.

Answer: British pronunciation of the sound /ɑ:/ but in American English is pronounced /æ/

5. Do the exercise 7

Play the cassette twice for students to listen and decide whether they are spoken in an Australian accent or a British accent.

By playing the cassette check the answer and ask students to tell the reason, and pausing after each sentence. And having students repeat the pronunciation which is the clue to the accent.

Question: Can you identify a rule for the difference in the Australian and British pronunciation of the sound /ei/

Play the cassette twice to let students identify a rule for the difference in the Australian and British pronunciation of the sound /ei/

Answer: British pronunciation of the sound /ei/ but Australian pronounces as /ai /

6. Do the exercise 8.

Play the cassette once for students to listen and decide where the speakers come from.

Play the cassette again and pause after each speaker for students to write down the words which have been pronounced differently with American, British or Australian accents.

Check answer as a class and ask students to share rules they have noticed for the each country.

### III Listening

1. Have individuals read out the listening strategies. Ask students if these strategies also apply when listening to Chinese.

Do the exercise 9

Listen to the Canadian travel dialogues. Use the Strategies to choose the correct alternative for each dialogue. There is one extra answer.

Play the cassette twice for students to listen and answer the question

2. When we speak English we must pay attention to expressing our idea indirectly and politely and follow its custom and habit. Now let's read through the Function File and see if they can match any of the expression with the gaps.

Listen again and use these expressions to complete the Function File.

3. Do the exercise 11

Listen two or three times, pausing it for students to repeat the polite requests

#### IV Homework

Work in pairs. Student A and Student B turn to page 103

## Unit 19 Language

### Lesson 2 The Varieties of English

#### Teaching objectives:

- 1.To practice listening strategies for identifying different English accents.
- 2.To develop awareness of different English expressions in different countries.
3. Identify situations and people

**Teaching difficulties:** Identify situations and people

**Teaching aids:** Computer

#### Teaching Procedure:

Step1 Warm up

1.Discussion:

- 1)How many countries can you name where English is the native language?
- 2)Do all these speakers sound the same?

2.Write down the words with the same meaning.

1.mail\_\_\_\_\_2.movie\_\_\_\_\_3.sidewalk\_\_\_\_\_4.trash \_\_\_\_\_5.Apartment\_\_\_\_\_

Step2 Listening

1.Listen to the dialogue and decide if these sentences true (T) or false (F)

- 1.Pam is American. ( )
- 2.Robert comes from Australia. ( )
- 3.The more different accents you hear the more confused you get.( )
- 4.Richard has an Australian English accent.( )
- 5.Pam and Robert say “classroom” the same way.( )

2.Summary

Listening strategies

Identifying different English accents

- ★Before listening, think about different English accents.
- ★While listening, pay attention to words that pronounced in different English accents.
- ★Listen to the intonation of the speakers to identify where they come from.
- ★Try to identify rules for accent of each country or place.

Step3 Practice

1. Listen and decide whether they are spoken in an American accent (A) or British accent (B)

- 1).Would you like a glass of water? \_\_\_\_\_
- 2).She is dancing in the classroom. \_\_\_\_\_
- 3).Let’s give you an example. \_\_\_\_\_
- 4).I like to eat tomatoes. \_\_\_\_\_

2. Listen and decide whether they are spoken in an Australian accent (A) or British accent (B)

- 1).Did you say you’re going sailing this weekend. \_\_\_\_\_
- 2).I’m going on a date this Saturday. \_\_\_\_\_
- 3).How much did you pay for your rollerblades. \_\_\_\_\_
- 4).The mail always comes on Tuesday. \_\_\_\_\_
- 5). What did you say when he was late. \_\_\_\_\_
- 6). Sorry I’m late. I had to pay my bills. \_\_\_\_\_

3. Listen and decide which speaker is American, which is British and which is Australian.

	American	Australian	British
Jan			
Pattie			
Shane			

Step4. Listening Strategies

- ★Identifying situations and people
- ★alternatives in the questions--what are they going to talk about.
- ★the important words ---identify the situation.
- ★sound effects --identify the situation.
- ★language formal or informal--what the relationships are between the people
- ★the intonation --their moods

Step5.Practice

Listen to the Canadian travel dialogues. Use the Strategies to choose alternative for each dialogue.

1.Where are the people?

- A)in a tourist information office      B)in a hotel  
C)at the observation dome      D)at the travel agent's

2. Who is talking?

- A)a tourist and a trainee      B)a receptionist and a hotel guest  
C)a passenger and the Tour Managers      D)two passengers

3.What are they talking about?

- A)a tour around the city      B)a delay  
C)stopping off somewhere      D)the city's buildings

4.How do the tourists feel?

- A)nervous      B)frustrated      C) happy      D)tired

Step6 Function File--Polite requests

1. \_\_\_\_\_ to fill in this form here, please.
- 2.I know this is unusual, but after the long flight \_\_\_\_\_ to go on with the group.
3. \_\_\_\_\_ I just go off on my own a bit later?
4. \_\_\_\_\_ she won't be here till about ten o'clock.
5. \_\_\_\_\_ having lunch in the hotel, sir?
6. \_\_\_\_\_ give me a map of the city, please?
7. \_\_\_\_\_ you could give me information about visiting some of the buildings in Toronto, please?
8. \_\_\_\_\_ have something about the modern buildings, please?
9. \_\_\_\_\_ ask someone else, please?
10. \_\_\_\_\_ I could ask you something?
11. \_\_\_\_\_ to stay over an extra night in Winnipeg?
12. \_\_\_\_\_ we have to keep to the timetable, sir.

Step7.Activities--Act out a dialogue

Student A—a tourist who is checking in a hotel, make some requests at the front desk.

Student B—a receptionist of the hotel, refuse some of the requests politely



## Unit 19 Language

### Lesson 3 Body Language

Teaching Aim:

(1) to learn common sense of body language.

(2) to learn to analyze the structure of the passage and accumulate some new words.

Stage 1 warm-up

Teachers here can give several pictures and some documents to show the topic of the passage.

Stage 2 reading extensively

read for the first time and match the paragraph with its title

Stage 3 reading intensively

① give some hints of each paragraph and work out the main idea of the passage.

② True or False questions

Stage 4 solve language puzzles

Since students have read the passage for 2 times and got the main idea of the passage, there are few language puzzles for them now.

But accumulation every day is very important.

Here, several words are explained. They are:

*consist of and be made up of*

*purchase*

*be aware of*

*regardless of*

And some exercises are offered to consolidate students' memory.

Stage 5 vocabulary accumulation and exercise

Homework: all the exercises on page 56 and page 57 can be used as exercise resources.

## Unit 19 Language

### Communication Workshop---教案

Teaching Aim:

- (1) to learn some formal sayings in a letter
- (2) to learn the usage of several linking words: *as long as*, *except if*, *if*, *unless*.

Stage 1 warm-up

Read an advertisement and get to know what the letter is about.

Stage 2 correcting the mistakes

According to the hints, students can correct the mistakes by themselves before teacher check the answers.

Stage 3 linking words

①look at the example and get the meaning of the linking words in the sentences.

as long as:只要

unless:如果...不...,其用法相当于 if ...not ...

②exercises

Stage 4 writing a letter

Learn the structure of the passage and students can refer to Writing help on page 97.

Students can imitate the structure and write a letter.

Homework: exercise on page 60 and page 61 can be used as exercise resources.

## Unit 20 New Frontiers

### Lesson 1 Futurology

#### 一、课标分析

根据《高中课程标准》的规定，在高二的学习中，学生要发展自己的英语语言运用能力：用英语进行恰当交流的能力；用英语获取信息、处理信息的能力。在学习方法上，要逐渐形成有效的学习方法，在参与、实践、讨论和合作中学会用英语表达、交流，发展综合语言运用能力。

## 二、教材分析

1. 本课所在单元的主题为 NewFrontiers，主要介绍了跟我们生活与学习联系紧密的科学领域，并且介绍了 20 世纪科学领域的一些先驱者。
2. 本节课为 Lesson 1 Futurology 的第一课时，是一节阅读课。该课的主要内容是未来学家就科学对未来影响做出的展望。
3. 教材内容上的安排（对未来的预测），可以锻炼学生的抽象思维和创造性想象。

## 三、学生分析

1. 学生对未来学及未来的世界这一话题既感到陌生，但又显示出浓厚的兴趣和求知欲，从而带着好奇心去了解并探究。
2. 学生对本课话题 Futurology 这一领域缺乏一定的背景知识、经历和经验，但高中学生已具备一定的相象能力和形象抽象思维能力。
3. 高二的学生已具备一定的用英语获取信息、处理信息、分析问题和解决问题的能力。

## 四、教学目标

1. 语言知识目标：

- a.重点词汇和短语

seminar, handy, database, meanwhile, source, biochemistry, in terms of, wonder about, hundreds of, carry out, love doing/ to do

- b.重点句子

- 1) Some like to read fantasy stories and imagine what the world will be like... Others foresee future opportunities and problems.
- 2) Computers that are millions of times smarter than us will have been developed.
- 3) In the next few years, we will be communicating with our friends around the world...
- 4) We will have discovered other places in our solar system suitable for living and will have

discovered ways to go further into space.

2. 语言技能目标:

1) 学生学会在阅读中有目的地猜测、思考和获取信息, 并进行分析、推理和判断, 从而准确理解作者的意图。

2) 能在教师的指导下, 主动参与组织和实施语言实践活动。

3. 知识能力目标:

1) 初步了解未来学这一领域的知识及专家对未来世界的发展做出的预测。

2) 通过阅读文章, 学生能进一步丰富自己的知识, 拓展思维。并能就自己的知识和经历进行创造性想象。

4. 情感态度目标:

关注学生在学习中的情感态度, 使学生在英语学习过程中, 提高独立思考和判断的能力, 发展与他人沟通合作的能力。

5. 教学重点与难点

1) 如何让学生准确理解课文, 获取相关信息。

2) 帮助学生用英语完成语言任务。

五、教学设计理念

1) 运用任务型教学的模式。给学生设计出相关的任务, 要求学生用英语讨论交流, 让学生学会用英语完成语言任务。

2) 采用“以学生为中心”教学模式。让学生在小组活动中进行有效的语言学习, 把学生自主学习、合作学习和探究学习贯穿教学过程中, 从而激发主体参与的兴趣。

六、教学策略

1. 教学方法

a. Skimming, close-reading and scanning

b. Asking-and-answering to check the Ss' understanding of the passage

c. Individual and group work

d. Discussing

## 2. 教学工具

A recorder, a computer and a projector

## 七、教学过程

### Step I Greetings

Greet the whole class as usual.

### Step II Pre-reading

T: What is the tomorrow's world? Could you predict it.

(以上述问题为导入,目的是调动学生已有的知识结构和社会生活经历,在新知识与已有知识之间建座桥梁,为学习新知识 futurology 铺垫道路,引起学生兴趣,调动学生的学习动机。)

S1: It is possible that we can work at home because of communication industry.

S2: Our environment will be clean, people will live longer because of the advanced medicine.

S3: The speed of computer is more and more fast, so our work and life become easier and faster, for example we can buy everything without leaving home,

T: Excellent! You have a good imagination. Today we will learn lesson 1 Futurology. Let's know some respected futurologists' predictions of future. Before reading, let's learn the new words and expressions on Page 110 first.

(Teacher asks Students to read the words after the tape twice, then teacher gives explanations in English of some words to the students.)

### Step III While-reading

#### 1. Skimming

Get the Ss to comprehend the passage quickly and meanwhile help Ss to form a good habit of reading.

T: After learning words, we are going to learn lesson 1. Now please look at screen. Give you 3 minutes read the passage quickly and choose an appropriate heading for it.

Read the article and choose the best heading for the passage.

A. From the Past to the Future

B. The Future Business

C. Tomorrow's World