

教师手册

教学寄语

《普通高中英语课程标准》（2017 年版）提炼了英语学科四大核心素养，提出“以主题为引领，以语篇为依托”的英语学习活动观和“深入研读语篇”的能力，并要求必修课程阶段课外阅读总量不少于 4.5 万词，选择性必修课程阶段不少于 10 万词，选修课程阶段通过进一步的阅读，引导学生更深刻地体会语言的魅力、欣赏文化内涵，从而发展学生的鉴赏能力和批判性思维能力。课标要求教师要“从深度和广度两个方面扩展三大主题语境的内容，同时补充更多的语篇类型，如：专题讨论、论说文、评论、散文等文体，以及小说、科幻故事等文学类文体”。

从目前教学实际情况来看，学生的英语阅读量普遍不达标，英语阅读教学大多呈现碎片化、浅层次和功利性等问题。现行英语教学中的补充阅读材料，大多缺少整本书阅读的语篇连续性和内容的思想深刻性，制约了学生学科素养的提升。与碎片化的阅读相比，具有高度综合性、情境性、完整性的整本书阅读显然在学生核心素养培育方面具有得天独厚的优势。整本书阅读能给学生提供一种宏阔、丰富的阅读格局，以更真实的世界、更完整的内容、更深刻的思想、更精彩的语言吸引学生投入阅读，激发学生的阅读兴趣。

学生的整本书阅读需要来自教师具有组织性、结构性的教学指导，才能实现它的课程意义和教学意义。我们建议教师拿出一定课时组织学生进行整本书共读，以**课外泛读加课内精读**的方式深化对文本的理解，习得阅读策略，形成阅读习惯，提升阅读素养。

我们精选语言难度符合学生的英语阅读水平，内容难度符合学生的认知水平与阅读兴趣，同时又有利于学生精神成长的书籍，收入这套“高中英语教材配套悦读”丛书。为节省您的时间，我们给您提供了两个课时的教案，按照推荐的教学步骤，您可以和学生一起初步领略整本书共读之旅的魅力。当然，如果您能优化原有的英语教学体系，计划每个月、每两周甚至每周拿出一课时专门进行整本书共读，您可以凭借我们提供的教案为支架，开发更多类似的教案。我们也欢迎您将您创作的教案发送至我们的整本书阅读项目组（lihaoyu@yilin.com），我们将择优付费收入阅读项目中。

《麦琪的礼物》 教师手册

本书教学目标

一、文化浸润

1. 走近作家

- 世界三大短篇小说巨匠之一
- 一生困顿
- 作品主要表现美国中下层人民的生活

2. 走近作家生活的美国社会

- 资本主义快速发展
- 巨大的贫富差距

3. 从文化看语言风格

- 幽默与讽刺的语言艺术
- 丰富的修辞

二、文本分析与写作技巧

1. 小说的要素分析：

主题、背景、人物关系、情节（转折、高潮和人物发展）、象征

2. 人物形象塑造：

- 动作心理描写
- 性格描写
- 语言描写
- 肖像描写

3. 欧亨利式结尾

三、阅读周期与阅读策略

1. 第一周：结合名师导读完成阅读课程课时 1 的短篇小说精讲，课下读完第二、三篇短篇小说。

2. 第二周：完成阅读课时 2 的短篇小说精讲。课下读完第四、五篇短篇小说，摘抄佳句，课前分享。

3. 第三周：进行阅读课时 3 交流会和答疑。课下读完第六、七篇短篇小说。

4. 第四周：进行阅读课时 4 交流分享会。课下读完第八、九篇短篇小说。

完成评价手册习题并写一篇读后感。

The Gift of the Magi and Other Stories 教学设计（1）

The Gift of the Magi

Before-reading

Activate background information:

1. Have students focus on the title of the book, *The Gift of the Magi and Other Stories*, encourage them to predict which stories might have been selected, and then ask them to share what they know about the author.
2. Encourage students to retell the story *The Gift of the Magi* based on what they have known.

While-reading

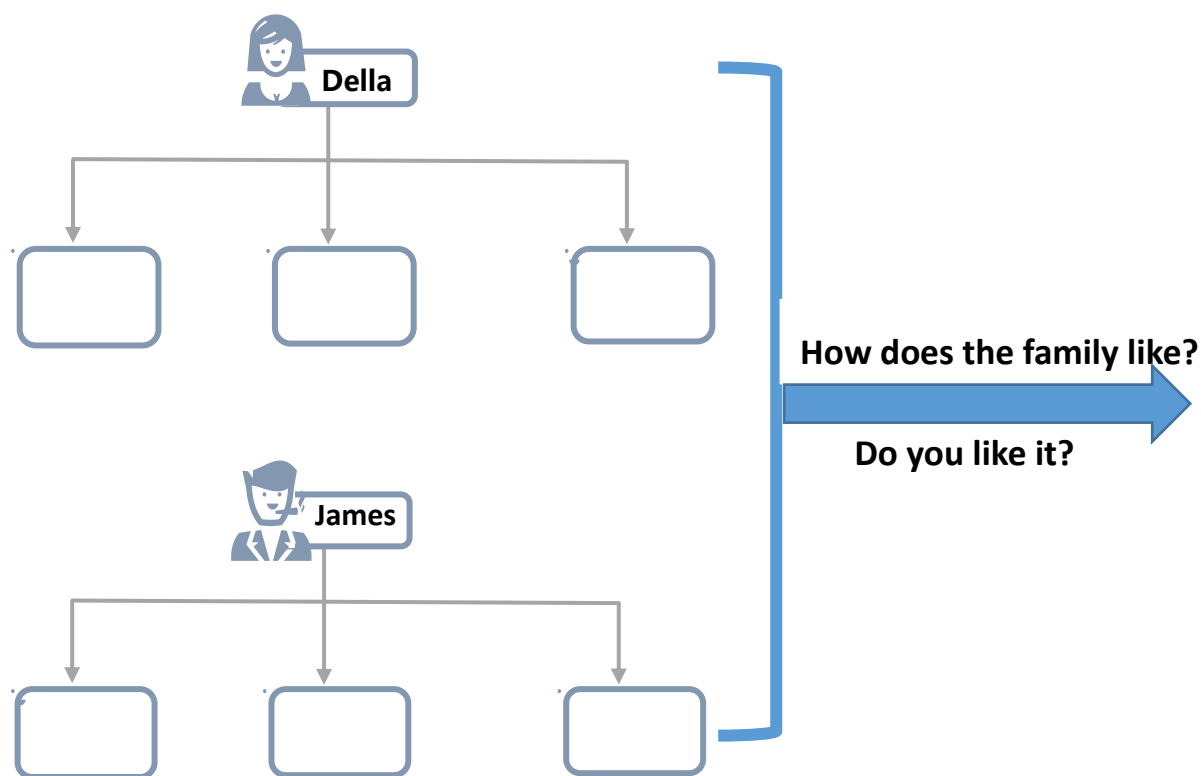
1. Have students find out basic elements of the story and see if their retelling agrees with what they read.

Elements of a story	Who	
	When	
	What	

1. Give proper adjectives to describe Della's feelings in different scenes, and find out related sentences from the story to support your opinion.

Scenes	Feelings
When she was planning to cut her hair	
After she cut her hair and before James saw her.	
The moment James saw her short hair	
When she told James the reason	
When she received James' gift	

2. Encourage students to talk about the main characters' personality traits by giving some supportive information, and then summarize how the family looks like.



3. Find out symbolic meanings of the following items and then fill the table.

Items	Della's hair	Jame's gold watch	The chain	The combs
Symbolic meanings				

4. Who is Magi? And what is Magi's gift?

5. Why are Della and James considered the wisest?

6. What is the theme of the story?

Post-reading

1. Go over the story in a systematic way. (The table below is for reference.)

Theme		
Setting		
Symbol		
Plot	Twist	
	Character development	
	Climax	

2. Critical thinking

- (1) Why does the author create these incidents?
- (2) Do you believe that these incidents will take place in our life? Or do you believe in the love between Della and James?
- (3) What would you do if you were Della or James?

3. Creative work

- (1) What do you think of the ending of this story? Can you create another ending after “He simply stared at her fixedly with that peculiar expression on his face.”? (Page 8, Line 8-9)
- (2) If possible, try to illustrate the most impressive scene in your mind.

4. Language appreciation.

Try to find out sentences describing the characters' appearance or their facial expressions.

参考答案:

Her eyes were shining brilliantly, but her face lost its color within twenty seconds. (Page 3, Line 20-Page 4, Line 1)

Had the queen of Sheba live in the flat across the aircraft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. (Page 4, Line 8-11)

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. (Page 4, Line 15-18)

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. (Page 6, Line 20-Page 7, Line 2)

It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she

had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.
(Page 8, Line 6-9)

Homework:

1. Have students finish the exercise attached to the book (评价手册选择题第 1—3 小题).
2. Write a short play based on the story and perform it in front of the class.

The Gift of the Magi and Other Stories 教学设计 2

The Cop and the Anthem (Page 28-42)

Read for information

1. Who was the hero? (*Soapy*)
2. When and where was the story set? (*Late Autumn and Madison Square, New York*)
3. What was the hero's plan for the coming winter?
[e. g. He wanted to spend three months on the Island, three months of assured board and bed and congenial company and safe from Boreas and bluecoats. (Page 29, Para. 2)]
4. Was there any other way for the hero to provide against the coming winter?
5. What did the hero do in order to accomplish his plan?
(Attempt 1: He tried to dine in a luxurious restaurant without paying, only to be rejected by the waiter.
Attempt 2: He threw a stone through the window shop, but the police didn't believe he had done it.
Attempt 3: He dined a little restaurant without paying, but the waiter pushed him into the street.
Attempt 4: He tried to harass a woman on the street, but she didn't call for the cops because she was a prostitute.
Attempt 5: He pretended to be a drunkard and disturbed the peace, but the police thought he was a college student celebrating a victory in the football game.
Attempt 6: He tried to steal an umbrella from a man, but the man relinquished it, because it was not his umbrella.)
6. Did his attempts to accomplish his plan work?
7. What was the ending of the story?

Discuss the ending

What do you think of the ending of this story?

(Surprising but reasonable. O. Henry's ending is always unexpected. He will suddenly change the inner world of the figures in an unbelievable way, or reverse the fate of the hero. Most readers may feel quite surprised at first about his ending, but later find it rather reasonable. In this story,

Soapy wanted to be in prison so he made troubles outside. However, his hopes were always defeated. When he was reclaimed by the Anthem and decided to live a new life, the police threw him into jail on some trumped-up charge.)

Read for thinking

1. This story is full of ironic coincidences. Could you give any examples?

(The outwardly gilded but inwardly rotten nobility; the confusing of right and wrong; the weak are the prey of the strong.)

2. How do you understand the title of the story?

Read for language

Read and appreciate the following sentences. Recite them if possible.

When wild geese honk high of nights, and when women without sealskin coats grow kind to their husbands, and when Soapy moves uneasily on his bench in the park, you may know that winter is near at hand. (Page 28, Line 2-6)

Three months of assured board and bed and congenial company, safe from Boreas and bluecoats, seemed to Soapy the essence of things desirable. (Page 29, Line 8-11)

But as Soapy set foot inside the restaurant door the head waiter's eye fell upon his frayed trousers and decadent shoes. (Page 32, Line 5-7)

Soapy stood still, with his hands in his pockets, and smiled at the sight of brass buttons. (Page 32, Line 18-20)

Soapy stepped inside, secured the umbrella and sauntered off with it slowly. (Page 37, Line 18-19)

Through one violet-stained window a soft light glowed, where, no doubt, the organist loitered over the keys, making sure of his mastery of the coming Sabbath anthem. (Page 40, Line 12-14)

Homework:

1. Have students finish the exercise attached to the book (评价手册选择题第 7—9 小题).

2. Write a short play based on this story. Perform it in front of the class.