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，并明确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。

《老人与海》教师手册

本书教学目标

一、文化浸润

1. 走近作家
   - 战争经历及记者身份
   - “迷惘的一代”作家中的代表人物
2. 时代历史背景
   - 战争频繁与经济危机
   - 现代人的道德困境与性格认同危机
3. 从文化看语言风格
   - 采用隐喻、意象和象征的叙述形式表现主题
   - 非连续性结构、碎片式描写和高度实验性的语言表达
   - 以含混的、开放性的方式结尾

二、文本分析与写作技巧

1. 内容方面
   - 主题：人与自然、人与人、人与自我
   - 人物：老人圣地亚哥、小孩马诺林
   - 情节：海上三天两夜的捕鱼经历
   - 象征：大海、鲨鱼、狮子、十字架
2. 语言方面
   - 语言风格：小词、短句、省略
   - 修辞手法：重复、比喻、自由直接引语、意识流的内心独白

三、阅读周期与阅读策略

1. 第一周，阅读课时 1：精讲(Pages 1—3),课后读完“出海前”部分（Page 4—Page 23，Line 3）。
2. 第二周，阅读课时 2：交流会和答疑，课后阅读从“出海”到“鱼跳出海面”（Page 23，Line 4—Page65，Line 9）。摘抄佳句，课前分享。
3. 第三周，阅读课时 3：交流分享，课后阅读从“鱼跳出海面”到“鱼的死”（Page 51，Line 10—Page 105，Line 4)。
4. 第四周，阅读课时 4：精讲，课后阅读从“鱼的死”至小说结束（Pages 105-143）。完成评价手册习题并写一篇读后感。

The Old Man and the Sea 教学设计 1

Beginning to "Good Luck, Old Man"

Before-reading

Activate background information：

1. Encourage students to say something about the author. If necessary, play a mini-documentary about Hemingway to help students know more about him.

Profile of Earnest Hemingway

Years of birth & death	(1) _____
Nationality	(2) _____
Professions	(3) _____
Wars experienced	(4) _____
Hobbies	(5) _____
Major works	(6) _____
Writing style	(7) _____
Awards	(8) _____

Keys:

(1) 1899-1961 *(2) American* *(3) Journalist; novelist*

(4) WWI; The Spanish Civil War; WWII *(5) Hunting; fishing; bull fighting*

(6) The Sun Also Rises*;* A Farewell to Arms*;* For Whom the Bell Tolls

(7) Brief and straightforward

(8) Pulitzer for Fiction (1953); Nobel Prize in Literature (1954)

2. Get students to say something about the title and the illustration on the cover of the book.

3. Provide some key facts about *The Old Man and the Sea*.

- Length: 143 pages
- Recommended Grade Band: 7-8
- Time and Place Written: 1951, Cuba
- Awards: Pulitzer Prize for Fiction (1953); Nobel Prize in Literature (1954)
- Adapted to films: three times (1958, 1990, 1999)

While-reading

Read the first three paragraphs and do the following exercises.

1. Find out the literary elements below.

Characters: (1) _____
Setting: (2) _____
Suspense: (3) _____
Reason for no catches: (4) _____

Keys:
(1) the old man (Santiago) and the boy (Manolin)
(2) a small fishing village (somewhere by the Atlantic Ocean)
(3) the old man had gone 84 days without taking a fish.

(4) either not good at fishing or just really unlucky

2. Read the part from Page 2, Para. 4 to Page 3, Line 15.

Match each quotation with a key word to describe the relationship between the old man and the boy. (Remember: there are not necessarily any 'right' answers.)

(1) _____	"I remember," the old man said. "I know you did not leave me because you doubted." (Page 3, Lines 3-4)
(2) _____	"I know," the old man said. "It is quite normal." (Page 3, Lines 7-8)
(3) _____	"Why not?" the old man said. 'Between fishermen.' (Page 3, Line 12)
(4) _____	"Santiago," the boy said to him as they climbed the bank from where the skiff was hauled up. "I could go with you again. We've made some money." (Page 2, Para. 3)
(5) _____	"Yes," the boy said. "Can I offer you a beer on the Terrace and then we'll take the stuff home." (Page 3, Para. 7)
(6) _____	"But remember how you went eighty-seven days without fish and then we caught big ones every day for three weeks." (Page 2, Line 20-Page 3, Line 2)

Suggested answers:

(1) Trust *(2) Understanding* *(3) Equality*
(4) Loyalty *(5) Concern* *(6) Respect*

Post-reading

1. Summarize the main characters' personalities.

2. Discussion.

Suppose you are Manolin (the boy), what would you say to convince your parents to let you go fishing with Santiago?

3. Language appreciation.

(1) Figure of speech: simile

Complete the sentences and talk about what these they suggest.

①The sail of the old man **looked like** _____.
②The scars of the old man's hands were **as** _____ **as** erosions in a fishless desert.
③The old man's eyes were **the same** color **as** the _____.

Suggested answers:

① the flag of permanent defeat;
The old man is seen as a walking symbol of failure but at the same time the flag can carry him far when unfurled.
② old;
The old man's suffering at sea is evident.
③ sea;

The sea is not just his way of life, but has become vital to the old man's being.

(2) Iceberg theory: simple words, ordinary structure, symbolic

e.g. He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish.

Homework:

1. Read from Page4, Para. 2 to Page 23, Para. 3 (before the old man left for his fishing trip), using reading strategies learned in class.

2. Have students finish the exercise attached to the book (评价手册选择题第 1—6 小题).

The Old Man and the Sea 教学设计 2

The fish's jump to the fish's death

Read for information

1. How big was the fish?

2. What was in the old man's mind the first time he moved the fish?

3. Was he afraid in face of the big fish? What did he say to himself?

4. Who was El Campeon? How did he get that name?

5. How many times did the fish swim away?

6. How many times does the sentence "He tried it again." appear in the last three paragraphs of this part? Why did he fail?

7. What second fish did the old man catch, and what would he do with it?

8. Santiago tried to justify killing the big fish by thinking of how many people he will feed. What's the old man's conclusion?

9. Santiago slept again. What did he dream of then?

10. How did the old man kill the big fish?

Discuss & share the ending

"He lay forward cramping himself against the line with all of his body, putting all his weight onto his right hand, and he was asleep." (Page 88, Line 7)

What do you think of the ending of this part? Can you create another ending following it?

Hints:

1. Did the old man have the same dream as the previous ones?
2. How did the old man feel in the dream?
3. Why did the old man dream about it/them?
4. What is the theme of the story?

Read for thinking

1. “But, thank God, they are not as intelligent as we who kill them, although they are more noble and more able.” What does Hemingway try to express in this sentence?

2. Santiago felt he must “prove himself” to the fish and to the boy. Do we EVER stop having to prove ourselves (according to Hemingway)?

3. Baseball is a very important part in this story. Please find one example in this part and give some reasons.

4. Hemingway holds a very traditional perspective of manhood. What is a man expected to be, according to Santiago?

Read for language

Read the sentences below and complete the tasks.

1. Fill in the blanks with the adjectives to describe the old man.

(1) (Page 102, Lines 1-2) “Fish,” the old man said. “Fish, you are going to have to die anyway. Do you have to kill me too?” _____

(2) (Page 102, Lines 19-20) “Clear up, head,” he said in a voice he could hardly hear. “Clear up.” _____

(3) (Page 103, Lines 2-4) I do not know, the old man thought. He had been on the point of feeling himself go each time. I do not know. But I will try it once more. _____

2. Analyze the language style.

Keys：

1. (1) Confident; strong-willed (2) Calm (3) Determined

2. Small words, short sentences, repetition, direct speech, free direct speech.

Homework：

1. Have students finish the exercise attached to the book (评价手册选择题第 14，15，22—28 小题).

2. Make a short speech about *The Old Man and the Sea*.