

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Part Two Diction (1)		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2
授 课 要 点	本 (章) 节 教 学 目 标	<p>1. To help students know the basic features of English words</p> <p>2. To help students learn how to classify words and how to use words effectively</p>	
	教 学 重 点 和 难 点	<p>Key Points:</p> <p>1. Stylistic level of words</p> <p>2. General and Specific words</p> <p>3. Idioms</p> <p>Difficult Points:</p> <p>General and specific words</p>	
思 考 题 或 作 业	<p>Finish the exercises in the textbook: Task 4</p>		

教学内容与组织安排

Part Two Diction (1)

Teaching Focus: Levels of words; the meaning of words; general and specific words; idioms

Time Allotment: Lead-in	15minutes
Levels of words	25 minutes
General and specific words	25 minutes
Idioms	25 minutes

Teaching Procedures

I. Leading-in (15 min)

1. Q: Can you tell the differences between the following words?

Water—aquatic—hydro-

Air—aero-

Ask—interrogate

Individual—personal—private

Country—nation—state—land—soil—power—economy

2. How People “cry” differently.

Cry	Sob	Weep	Wail
shed tears	Moan	whimper	

3. How People “laugh” differently.

Smile	Grin	Beam	Giggle	Titter
Snigger	Chuckle	Guffaw	chortle	

4. Guess the meaning.

❖ Dog eat dog:

It' s a dog eat dog world out there.

❖ A dog' s life

His wife' s a nag who leads him a dog' s life.

❖ A dog' s dinner

She was dressed up like a dog' s dinner.

5. Discussion:

What makes it difficult to enlarge your vocabulary and to distinguish different words?

Students may have the following difficulties:

- inappropriate words: *They can't distinguish synonyms.*
- inexact words: *They can't distinguish general words and specific ones.*
- unidiomatic words: *They lack a large vocabulary of idioms.*

D. uninteresting words: *They lack the ability of employing various words to make the sentences interesting.*

6. Therefore, it is necessary to classify words, and analyze the features and functions of words.

II. The definition of diction:

According to Oxford English Dictionary: Diction means “the choice and use of words.

III. The features of English words:

1. The English language has a very large vocabulary: as many as 400,000 words are collected in the Oxford English Dictionary.
2. Only a small part of these words are used by ordinary people for ordinary purposes.
3. Students should learn the words in some specific fields so that they can make it easier to hunt for jobs.

IV. Requirements in the syllabus:

Vocabulary:

Band 2: 4,000~5,000 words

Band 4: 5,500~6,500 words

Band 6: 7,000~9,000 words

Band 8: 10,000~12,000 words

V. Study English words before using them properly.

1. Divide all English words from a stylistic point of view:

➤ **Formal words:**

- 1) They may also be called learned words, or literary words, or “big” words.
- 2) *Features:* A. Long words: They contain three or more than three syllables.
B. Most of them are of Greek or Latin origin.

****Background information: Thought to be noble languages, Latin, Greek, and French used to play an important role in the language of English.***

- 3) How and when to use them: They mainly appear in formal writing.
 - A. Scholarly or theoretical works
 - B. Political and legal documents
 - C. Formal lectures and addresses

In-class exercise: Read the paragraph on page 7, and think:

- 1) Is it easy to understand the long words in this paragraph?
- 2) Why does the author use these words?

➤ **Common words:**

People use common words everyday. Common words appear in all kinds of writing. Sentences containing common words are usually shorter than those containing formal words.

In-class exercise: Read the first paragraph on page 8, compare it with that one on page 7, and think:

- 1) What words are used in this paragraph?
- 2) Why does the author use these words?

➤ **Informal or Colloquial words:**

- 1) Compared with formal words, most colloquial ones are of Saxon origin.
- 2) They are mainly used in informal or familiar conversation, and seldom appear in formal writing.

***In-class exercise:**

❖ **Read the paragraph on page 7, and think:**

- 1) Is it easy to understand the long words in this paragraph?
- 2) Why does the author use these words?

Analyze the passages. Pay attention to the features of formal, common and colloquial words.

***Conclusion:**

- 1) There are three levels of words, with the formal at the top, the colloquial at the bottom, and the common in the middle.
- 2) Students should know when to use the words properly.

2. General and specific words:

Students should make an effort to master and use specific words wherever possible, for

(1) Specific words help to make writing clear, exact, vivid and striking.

(2) They are more informative and expressive than general words.

***In-class activity:**

Perform:

How do people smile, grin, beam, giggle, titter, snigger, chuckle, guffaw, or chortle?

Discuss: How do the above words help to make meaning *clear, exact, vivid and striking*?

3. Idioms

From the simple word "dog":

Be going to the dogs

Make a dog's breakfast or something

Not have a dog's chance

Every dog has its day

Like a dog with two tails

A dog in the manger

Put on the dog

.....

In-class activity:

Guess the meaning of the above idioms.

Discuss:

What is the feature of English idioms?

- 4) They help to make one's language sound natural and idiomatic.
- 5) Most of them are informal or colloquial in style and can be used in conversation; a few of them are slang and should be used with care.
- 6) Many idioms have become clichés and should be used sparingly.

VI. Assignments: *Task 4(p15).*