

# English 英语

第十册 (顺序选修 10)

(供高中三年级上学期使用)

主 编：陈 琳 Simon Greenall (英)

副主编：张连仲

编 者：薛中梁 钱建源 吴 燕

张悦民 程家庆 David A. Hill (英)

教师用书

Teacher's Book 10

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《英语》(新标准)高中阶段教科书是在小学和初中英语(新标准)教科书的基础上,根据国家《普通高中英语课程标准》所规定的高中英语课程的性质、方向、总体教学目标、题材内容等方面的精神,由中英专家、学者合作编写而成。

本套教材着重培养学生的创新精神和独立的思维、实践能力,努力使学生获得适应学习化社会所需的英语基础知识和基本技能,了解文化差异,发展健全人格,培养合作精神和社会公德意识。教材遵循“题材—功能—结构—任务”的编写原则,以题材为纲,以运用性任务为目标,避免孤立的语言形式操练,把不同技能的训练结为一体,以综合的方式体现实际生活中有意义的语言应用。教材强调学习策略的培养,鼓励学生通过体验、实践、讨论、合作、探究等方式逐步形成自主学习的能力。教材编写以学生为主体,尊重学生个体差异和学生身心发展规律与兴趣特点设计大量语言活动,以激发学生的兴趣和求知欲。教材贯彻跨文化教育思想,介绍西方文化,更重要的是使学生在理解和尊重外国文化的同时更加热爱祖国文化。

教师用书作为“一条龙”系列教材的组成部分,体现了教材的上述特点,并帮助教师把这些特点所蕴含的外语教学原则转变成课堂上行之有效的教学实践;根据教材内容,介绍贯彻教育理念的具体活动方式,做到理论和实践的结合。教师用书以学生实际为出发点,倡导分层次教学,将程序性教学指导与多种多样的教学活动相结合,既体现原则性,又具有灵活性,使本套教材不仅适用面广,方便英语教师备课,而且有助于教师教学理论水平和教学艺术的提高,有利于调动教师的积极性、主动性和创造性。

教师用书根据教材模块(Module)编写,每个模块包括五大部分:一、教学内容、目的和要求;二、教学内容分析;三、教学过程建议;四、教学评价建议;五、教学资源库。第一部分以《英语课程标准》为依据,对模块进行列表分析,主要包括:题材内容与学习目的、语言知识目标(词汇、语法和话题)、语言技能目标(听、说、读、写和表达与展示)、学习策略、文化意识、情感态度和任务七大项。第二部分依次对每个项目内容进行具体分析,使教师做到心中有数,以利于课堂教学沿着教材内容向前推进。第三部分对每个项目的每个活动提供具体和详细的教学建议,并根据分层次教学原则提出了多种活动方式,供教师根据地区、班级和学生的具体情况作出灵活处理。第四部分包括自我评价、小组互评和自我检验。在自我评价中学生通过不同形式的题目回忆、反思自己在课堂学习过程中的长处和不足;两人互评活动使学生在对同伴进行评价时也能更好地认识自己;小组互评主要针对组内同学的参与和态度提出看法。最后学生通过一两道结合模块学习内容的检测题进行自我检验。第五部分包括语法项目、课文注释、参考译文、背景知识、补充词汇和附加活动。这一部分主要供教师参考使用。

英语课堂教学过程是一个英语教师借助教育手段和方法、通过教学活动、将英语民族的语言及其蕴含的文化内涵转化为学生个人的语言能力、才能、品德和智慧的过程。它要求教师既能把握各要素的基本特点和发展方向,又能合理灵活地协调它们的相互关

系,使课堂教学过程的发展有效、规范并不断优化。怎样才能帮助教师优化课堂教学过程呢?本教师用书的编者感到自己的水平是有限的,但又一直在思考这样一个问题:如果在编写过程中灌输和坚持以下观点能否对老师们的课堂教学起到启发的作用呢?即:通过课堂教学活动促进学生认知发展和情感发展的结合,指导学生学会自主学习,帮助学生提高对目标语言文化的认知和了解,使他们对本民族语言和文化有更深刻的认同,增强使用两种语言和文化进行交流的能力。经过我们认真考虑后得出的肯定答案,帮助我们在编写过程中愈加明确了自己的任务和方向。

教师用书是为教师的教学服务的,但最终目的是为学生的学习服务。本书提供了多种课堂活动方式,但用意绝不是代替教师的自我思考和发展,而是通过实例达到教学理论和教学实践的有意义的结合,从而最终提高教师课前和课堂的决定能力。这种能力的提高标志着以下三者的有机结合:理论的融会贯通、以学生需求为出发点和灵活适用的课堂技巧。我们希望教师们在课堂教学中发挥自己的优势,积极创新,通过本教材的教学不断提高自己的教学能力,高标准地完成教学任务。

### The role and responsibility of the *New Standard English* course

The fundamental role of *New Standard English* is to organise a course of English instruction for both the teacher and the students. It does so by adopting a multi-syllabus course design which reflects the full extent and true nature of the language which a learner needs to acquire in Chinese High Schools, and by dividing this body of language into manageable learning chunks.

The *New Standard English* course also pays respect to different learning and teaching styles of the users, both students and teachers. It must provide the meaningful and motivational context for effective learning to take place, both in its presentation of new linguistic information, and in the careful selection of topics designed to interest the learners. This content may not only exploit the current knowledge of the learners, but also present general knowledge of the world about us. It will include new information about contemporary ideas as well as knowledge more specifically related to all aspects of the school curriculum.

But at best, the *New Standard English* course has a responsibility towards the dissemination of new ideas and the principles of best practice in all aspects of teacher training and teacher development. Good teaching resources and teacher development should promote good learning and good teaching. Good teaching resources are designed to be a support and guidance to both experienced and less-experienced teachers, as well as their students. They should reflect teachers' expectations as well as interpret and adapt new theories for classroom use. They should not be viewed as a restriction on creative teaching.

### The multi-syllabus course design in *New Standard English*

Rather than using a single syllabus such as a grammatical syllabus or a lexical syllabus, the scope and sequence of *New Standard English* is made up of a number of syllabuses or syllabus strands, referred to as a *multi-syllabus course design*. These syllabus strands include:

- themes
- lexis
- grammar and functions
- skills: reading, writing, speaking and listening
- pronunciation
- learner training
- socio-cultural awareness

All of these syllabus strands are informed by the specifications in the Ministry of Education documents and are signposted in a clear way in the Student's Book. Their integration into the teaching material is described in the next section.

### Components and module structure

The Senior High series covers five and a half semesters of instruction, divided into books

which are intended to last ten weeks. Each Student's Book includes six teaching modules and a revision module, which corresponds to the time available for English in these ten weeks.

It is expected that the material in each module will take approximately one and a half weeks to cover.

The Student's Book modules are organised around a **theme** and a **module task**. The format of each module is similar throughout the whole series. Each module begins with an **Introduction** to the module theme, which can be done either at home or in the class. The introduction contains **Vocabulary** appropriate to the theme. This includes either items which have already been taught earlier in the course, or during the Primary and Junior High years, or new items.

The main **Reading** input then follows, with a reading passage chosen to develop the theme. Activities accompany the reading passage to check comprehension and to develop discrete skills. Further **Vocabulary** items related to the theme are presented in clearly designed vocabulary boxes. These represent words which belong to the Ministry of Education wordlists for the appropriate level, and are therefore productive items.

Clear and numerous examples of the target structures of the **Grammar** syllabus and **Vocabulary** are presented in the communicative context of the reading passage. The **Grammar** section presents these structures using an inductive approach (see **Methodology** below), and provides practice activities.

Some structures are presented as **Functions**, and their exponents are, like the grammar, presented in a meaningful way in the reading and listening passages. Functional presentation concentrates more on use than on form, so exponents belonging to a single function may be expressed using a number of different grammatical structures, and the accompanying provide situational opportunities in which these exponents can be used. On other occasions, the functional syllabus is closely linked to the speaking syllabus.

**Speaking** practice may follow the reading passage, especially if the latter raises topics which are suitable for motivating discussion. The speaking practice activities are always designed to be done in pairs or in groups, in order to maximise the learners' opportunities to speak.

The **listening** input develops the module theme, and provides the learners to hear examples of everyday English spoken by native speakers. Practice exercises check comprehension and develop the discrete skills appropriate to listening. As with the reading input, further vocabulary may be presented in order to cover the prescribed items of the Ministry's wordlists, and to exploit the meaning context provided by the listening passage.

A second **Grammar** or **Function** section draws attention to target structures within the listening material, and provides inductive presentation and practice.

A section on **Pronunciation** focuses on aspects of phonology which arise from the listening

material. There is equal attention paid to analysing the meaning of stress and intonation patterns, and to providing a model for productive practice.

A further section of **Everyday English** exploits aspects of colloquial language which arise from the listening passage or which are commonly found in passages of a similar style and/or function. The focus is on understanding everyday English rather than on inviting the learners to use it in their own speech.

The **Writing** section is related to the theme, and deals with stylistic aspects and conventions of different text types, such as narratives, descriptions, discursive composition, email and letters.

The **Cultural Corner** section contains a reading passage which provides further opportunities to explore the module theme. It focuses on news, events, information, etc from around the world, rather than from inside China. Simple exercises ensure the learners have understood the main ideas of the passage and have the opportunity to compare the information in the passage with their own experiences. The intention of this section is to develop socio-cultural awareness.

The **Module Task** both defines the content of the structures and lexis of the module, and checks it has been effectively learnt. The real-life outcome of the task is either written (preparing a poster, writing a brochure) or spoken (taking part in a discussion), but each stage of the task is performed collaboratively to give further practice in spoken interaction.

In each module there is a **Learning to Learn** box containing **learner training** advice on how to develop positive learning habits, as well as socio-cognitive and socio-affective aspects of the learning process.

At the end of each module is a **Module File**, which contains a summary of all the structures and words either learnt or revised in the module.

The **Revision Module** in each Student's Book, positioned at the end of the book provides further revision and practice of the language presented in the preceding teaching modules.

Each **Workbook** module reflects the theme, lexis, grammar and task included in the corresponding teaching module of the Student's Book and is designed to consolidate and extend the language taught.

The **Teacher's Book** contains a step-by-step guide to the teaching procedure of each module, the answer key to the exercises, tapescripts, activities for further practice and extensive background notes to the cultural references in the teaching material. It is designed to be used by both inexperienced and experienced teachers.

The **listening** material has been recorded by native English-speakers, professional actors in studio conditions in order to ensure the best quality possible.



## Methodology

The methodology is varied in order to respect teaching conditions in Chinese classrooms. It attempts to reflect current ideas and best practice in language teaching.

One of the key concepts of the methodology is that all new items are presented using language which has already been taught. The grammar syllabus follows a logical sequence of simplicity to complexity, and new lexical items are either explained or presented in meaningful and recognisable contexts. The methodology is cyclical rather than linear, and continually builds on previously acquired knowledge.

Grammar is presented in a clear and meaningful context, with target structures showing form, meaning and use. The accompanying exercises also function as reading or listening comprehension checks. This approach ensures the integration of skills and grammar.

The general approach to grammar in the teaching lesson is inductive: a number of examples of the grammar point are presented in the input material (reading or listening passages); students are invited to study these examples, and guided to formulate grammatical rules. An *inductive* approach, which demands the learner's active involvement in understanding form and meaning, is usually considered to be more appropriate than an exclusively *descriptive* approach, in which the grammar rule is simply presented for more passive scrutiny by the learner. Nevertheless, a descriptive grammar summary at the back of the book ensures thorough explanation of the grammar syllabus.

The vocabulary reflects the Ministry of Education list of items prescribed for the Senior High level. The important distinctions between *productive* and *receptive* vocabulary are established. All the lexical items contained in the vocabulary box are *productive* and generally new for this level, although some may have been learnt in the Primary and Junior High school years of instruction. Their presentation in a box means they are visually easy to identify for purposes of revision. The number of productive items presented in each module (approximately 35) ensures a manageable learning load.

Some new items may also appear in the reading passage, but are specified as *receptive*. If they present a significant problem of comprehension, they will be treated as part of the reading skill (dealing with unfamiliar words).

Listening is carefully graded to the level of the learner, and all new vocabulary is taught either immediately before the listening passages, or immediately afterwards. The language is natural everyday English, although there is little or no redundancy or other features of spoken language because of the risk of confusing the learner. A pre-listening stage is always included to prepare the learners for the main listening activity.

Speaking activities are generally done in pairs or occasionally in groups, to increase the opportunities for students to practise their oral proficiency. This stage is designed to encourage

a balance between fluency and accuracy, and the Teacher's Book contains instructions on how to achieve this objective throughout the material.

**P**ronunciation work focuses on developing an awareness of four main areas: difficulties specific to Chinese learners; syllable stress in words; stressed words in sentences; intonation practice, particularly in different question forms. The words and sentences used are either taken from the listening passage, or are appropriate to the grammar and/or the vocabulary of the module; for example, the pronunciation of regular past simple endings is practised in a module which focuses on the past simple tense. No new vocabulary is introduced at this stage.

**R**eadings passages are roughly graded to the level of the learner, respecting both their previously acquired knowledge, the new lexis and structures to be covered in the module, and new but receptive words. The most important discrete skill to develop at this level is reading for main ideas, which involves a series of varied activity types, such as choosing the best title, identifying true and false statement, and discussing open-ended questions. But other discrete skills are also practised extensively, such as reading for specific information (scanning), understanding text organisation and dealing with unfamiliar words, each of which generates a number of different and motivating activity types.

**W**riting focuses both on discourse markers (*and, but, so, because, when, etc*) and a variety of text types (writing emails, writing descriptions). It uses a *guided paragraph writing* approach, in which a model passage is presented, particular stylistic features are drawn attention to, a new writing task is set, with help provided by the model passage and the stylistic features. The writing tasks exploits the learner's personal experience, and prompts are given to encourage a creative and unique piece of writing.

**A**n *integrated skills* approach is used in all the activities. This means that the skills are not practised in isolation but combined with other aspects of the course design, such as grammar or the other skills. This approach reflects real-life language use.

**T**he student's progress is moderated by the careful grading of the teaching material and checked by the revision modules and the workbook modules. Every new aspect of language is taught in the context of what has already been learnt. Thus the cyclical course design and methodology ensures systematic progress and revision, as well as a process of continual assessment.

## **World English** ►

*New Standard English* has two important commitments: to help Chinese learners develop their competence in English, and to encourage their membership of the worldwide English speaking community. Its fundamental objective is not simply linguistic competence but effective communication. Above all, it aims to demonstrate that the English language doesn't just belong to the English, it belongs to everyone.

*Simon Greenall*

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Teaching Notes in Chinese

Teaching Notes in Chinese

Teaching Notes in Chinese

## Part 1

# Teaching Notes in Chinese

## 中文教学建议

Teaching Notes in Chinese

Teaching Notes in Chinese

Teaching Notes in Chinese





## 一、教学内容、目的和要求

题材内容与学习目的		本模块介绍了英国著名女作家简·奥斯汀的小说《傲慢与偏见》。要求学生了解相关内容并掌握相关词汇,培养有关的语言技能。通过本模块的课文学习,应使学生了解小说的作者简·奥斯汀的简历以及当时英国社会的有关背景知识,帮助学生认识到课文的深刻思想内涵;培养学生的语篇意识以及对于英语文学的兴趣。
语言知识目标	词汇	见 MODULE FILE。
	语法	准确掌握 very, most, in, had, my 和 will 的用法。通过观察单词在各种不同句式中的运用,提高学生准确运用英语的能力。
	话题	文学
语言技能目标	听	能听懂本模块中新学词汇、短语并正确理解其意义;能听懂课文、理解课文情节;能听出听力材料里说话人的语气,推测其态度,根据要求完成练习;能从与本模块题材有关的讨论中提取信息和观点。
	说	能用英语流利地复述课文内容;能使用本模块学过的词汇讨论与模块主题有关的问题;能用英语比较流利地讲述学生自己或所熟悉的人的真实经历,并能描述有关的情节、比较准确地表达自己的情感。
	读	能在阅读中识别新学词汇、短语并推断出其意义;能根据情景及上下文猜测不熟悉的语言现象,能使用工具书解决比较复杂的语言难点;能读懂课文,并理解其主题与思想内涵,正确领会作者的观点和态度;能理解简·奥斯汀的小说《傲慢与偏见》的特点,获取主要信息并进行加工处理,形成一定的语篇意识;能读懂本模块中的书评并理解书评类文章的特点;能阅读和理解来自其他资源的相关文章。
	写	能根据本模块的写作要求准确地用英语写出自己喜欢的书的书评。
	表达与展示	能够比较详细、连贯和生动地用英语讲述一件亲身经历的事或自己所熟悉的人所经历的事。
学习策略	认知策略	归纳和整理新学习的和已经学过的有关文学方面的词汇、短语,并作类比记忆;学习 LANGUAGE IN USE 中有关 very, most, in, had, my 和 will 的例句并完成相关的练习,培养通过观察单词在各种不同句式中的用法,对词语进行比较和归纳的能力,使学生既关注其语言形式也关注其意义和用法。
	调控策略	制定本模块学习计划,确定学习重点;在阅读过程中不断提取并加工有效信息,提高阅读效率;阅读 MODULE FILE,自我检测对本模块知识的掌握情况。
	交际策略	利用本模块有关文学的话题,用英语与同学、老师展开有关讨论,能通过解释、重复、举例和证实等方式澄清或论证观点,在必要时能使用委婉语言来表达意思或想法。
	资源策略	通过各种途径(如报刊、杂志、广播、电视、光盘、网络、图书馆等)获取有关英国著名女作家简·奥斯汀及其作品《傲慢与偏见》及其他小说的信息,获取英国著名诗人雪莱以及更多的背景知识,进而加深对英国文学的了解。
文化意识		通过学习本模块,使学生初步了解 18 世纪末至 19 世纪初的英国文学概况以及当时英国乡村的中产阶级的日常生活,初步了解英国著名诗人雪莱以及他的有关作品,并通过对比与诗歌风格相近的中国诗人,了解中英诗歌的异同。
任 务		学会用英语写书评。

## 二、教学内容分析

本模块的主题是文学,介绍了英国著名女作家简·奥斯汀的小说《傲慢与偏见》。教材通过 INTRODUCTION 简要介绍了简·奥斯汀的写作特点;通过 READING AND VOCABULARY, VOCABULARY AND LISTENING 和 READING PRACTICE 等部分,节选、改编了这部 61 章长篇小说中四章的部分内容,从读和听的角度介绍了简·奥斯汀最著名的小说——《傲慢与偏见》。

《傲慢与偏见》以男女主人公的恋爱、婚姻为题材,作者通过四桩不同的婚姻关系,表达了自己的婚姻观;透过主人公对事件的态度、认识以及相关人物的反应,小说生动地反映了 18 世纪末至 19 世纪初由资本主义前期进入资本主义工业化这一过渡时期英国乡村中产阶级社会普遍的世态风习。本模块节选改编的四个章节围绕着小说的主线——女主人公伊丽莎白和男主人公达西的恋爱和婚姻,由最初财势两旺的贵族少爷达西对平民少女伊丽莎白的傲慢和伊丽莎白对达西的偏见,到最后伊丽莎白凭借人格的魅力和个人的优良素质赢得达西的真心倾慕,结为佳偶,反映了婚姻应该建立在爱情的基础之上而不是建立在金钱和地位的基础之上的婚姻观;同时也反映出当时资产阶级革命后英国封建等级制度瓦解过程中社会阶级关系和人际关系的变化。

教师可以围绕上述主题,挖掘课文内涵,设计和组织相关的活动,也可以从其他角度进行考虑,比如从男女平等、婚姻与财产之间的关系、人品与人的地位的关系等角度来设计教学活动。通过这些活动培养学生的深层理解能力;发展学生的语言能力、交际能力和文学欣赏能力;激发学生对英语文学的兴趣。教师在学生学完 READING AND VOCABULARY, VOCABULARY AND LISTENING 和 READING PRACTICE 这三部分后,可以让学生发挥联想,从小说整体出发进行分析,猜测这三个部分中的阅读、听力材料分别是从小说的哪个部分节选的,从而培养学生的语篇意识。

### INTRODUCTION

该部分含有三个活动,这些活动引入了与课文主题有关的词汇,简要介绍了英国著名女作家简·奥斯汀的写作特点,为随后的阅读提供了背景知识。通过这些活动,学生可以初步熟悉相关的词汇,为后续的阅读做好准备。

### READING AND VOCABULARY (1)

该部分阅读材料由三部分构成:《傲慢与偏见》的简介和根据该小说第 18 章中的一部分情景以及第 34 章中的一部分情景改写而成的小说节选。围绕着简介和小说节选,编者设计了七个与其内容和词汇有关的活动。通过这些活动,学生可以熟悉课文内容,学会使用与课文内容有关的词汇,并就课文内容发表自己的见解,从而提高对课文内涵的理解。该部分阅读教学应侧重于信息的提取,侧重培养学生理解的准确性、深刻性和通过语境提高运用单词的能力,教师在教学中可做精读处理。

### LANGUAGE IN USE (1)

该部分用典型例句引入了英语中最活跃单词中的三个:very, most 和 in,归纳了这三个单词在不同句式中的用法,并设计了有关的活动。其目的是培养学生通过观察单词在各种不同句式中的运用,提高对词语进行比较和归纳的能力,使学生由关注其语言形式向关注其意义和用法过渡,从而提高他们准确运用英语进行表达的能力。

## VOCABULARY AND LISTENING

该部分听力活动的内容节选、改编自《傲慢与偏见》中的第 59 章,引入了七个生词和短语,配有四个相关的活动。通过听的练习,可提高学生听懂具体信息的技能,并促进他们对某些词汇的了解和运用,同时使学生进一步加深对全篇小说的理解。

## LANGUAGE IN USE (2)

该部分用典型例句继续引入了英语中最活跃单词中的三个: had, my 和 will,通过这三个单词在不同句型中的使用,对它们的用法进行了全面归纳,并设计了有关的活动。

## READING AND VOCABULARY (2)

该部分阅读材料主要是关于《傲慢与偏见》的书评。该部分有六个相关的活动,通过学习可以加深对课文的理解。该部分阅读材料与 READING AND VOCABULARY (1) 中阅读材料的教学目的是不一样的。此部分的教学目的主要是培养学生的整体理解能力,因此建议教师在教学中要与 READING AND VOCABULARY (1) 中阅读材料的处理有所区别。本部分的阅读教学要着重进行篇章层面的理解训练以及整体理解技能的训练,侧重于信息的加工和处理,而不仅仅是信息的提取,因此不要面面俱到、过多纠缠细节,不要只停留在句子层面的理解训练上。

## PRESENTATION SKILLS

该部分是对 READING AND VOCABULARY (1) 的延伸,设计了四个活动,主要训练学生用英语叙事的能力。其中关于如何叙事的表格和如何做 presentation 的建议非常具体,操作性很强,教师在教学中可以充分利用。

## READING PRACTICE

该部分节选自《傲慢与偏见》原文中的第二章,只做了极少的改动。教学目的主要是训练学生的阅读微观技能,教师在教学中要区别于前两个阅读文章的教学,不宜做过细处理。该部分设计了六个活动,侧重训练学生猜测陌生词语的能力和预测语篇的能力。建议在教学中把前面学过的阅读材料和听力材料中有关《傲慢与偏见》的情节串联起来,使学生对女主人公伊丽莎白和男主人公达西的恋爱和婚姻形成一个整体的印象,并就所涉及的四章之间的关系和全篇的主题进行探讨。

## CULTURAL CORNER

该部分由英国著名诗人雪莱的简介和他的一首诗组成。通过学习该部分内容,可以使学生对雪莱和英语诗歌有一定的了解。建议教师补充中国著名诗人和作品的信息,通过对比使学生加深对英语诗歌特点的认识,以及对中英文化的了解。

## TASK

该部分要求学生学会用英语写书评。建议补充小组活动,让学生通过网络、图书馆、书刊、杂志、光盘等查找有关英国著名女作家简·奥斯汀的小说《傲慢与偏见》及其他作品及书评的有关资料,出一期有关简·奥斯汀及其小说《傲慢与偏见》与其他小说的墙报、板报或专刊。

## MODULE FILE

该部分为本模块词汇及语法的总结归纳,可帮助学生回顾本模块的相关内容,提高学生归

纳、总结和自我检验的能力,并在此基础上帮助学生提高自学能力。

### 三、教学过程建议

#### INTRODUCTION

这部分列出了 18 个与本模块主题和课文有关的词汇。该部分设计有三个活动,可帮助学生熟悉有关词汇,同时又为学生学习后续的课文做铺垫,激活学生的背景知识。教师在组织教学活动时,首先要确保学生了解生词的意义,然后开展活动帮助学生创造使用这些词汇的机会。

具体教学建议如下:

#### Activities 1 & 2

下列方法可以根据学生的情况选用或合起来用。

方法一 (适合程度一般的学生)

第一步:全班活动,教师将教材所列单词写在黑板上或用投影打出;

第二步:全班活动,请几个学生朗读这些单词,全班学生跟读,如果发音不准,教师要及时纠正;

第三步:全班活动,教师组织学生用所给单词造句;

第四步:个别活动,翻开书完成 Activity 1;

第五步:全班活动,教师核对答案,引导学生解答或由教师自己解答疑难问题;

第六步:小组活动,讨论 Activity 2 中的问题,完成 Activity 2。

方法二 (适合程度较高的学生)

第一步和第二步与方法一相同。

第三步:全班活动,教师组织学生用三分钟时间将所给单词编一篇小文章或短故事;

第四步:全班活动,教师组织学生当堂讲述所编的小文章或短故事;

第五步与方法一相同。

第六步:小组活动,互相交流意见,研讨不一致的答案;

第七步:全班活动,教师核对答案,如有问题,引导学生解决或教师解答;

第八步:小组活动,讨论 Activity 2 中的问题,完成 Activity 2。

#### Activity 3

方法一 (适合程度一般的学生)

第一步:请几个学生朗读方框内的单词,全班学生跟读;

第二步:如果学生发音不准,教师正音;

第三步:教师解释词义;

第四步:个别活动,带着短文前面的两个问题阅读短文;

第五步:全班活动,教师请几名学生回答这两个问题,对于第二个问题,学生可根据自己的爱好回答。

方法二 (适合程度较高的学生)

第一步和第二步与方法一相同。

第三步:教师让学生阅读所给短文,然后根据短文猜出其中生词的意思。如果学生猜不出来,教师再酌情解释;

第四步和第五步与方法一相同。

第六步:两人活动,就简·奥斯汀的写作特点用英语进行问答;