

Learning ENGLISH

义务教育教科书·英语

(衔接三年级起点)

教师用书

Teacher's Guide

九年级



河北教育出版社

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致教师

出版者的话：

为了加速初中英语教学进程，适应不同地区英语教学的需要，我们组织国内外资深的英语教学专家，在河北教育出版社和 DC 加拿大国际交流中心合编的《学英语》教材的基础上，改编成这套《英语》教材，供初中一年级至初中三年级使用。本套教材包括《教科书》、《活动手册》、《同步练习册》、《教师用书》、录音带等。

这套教材充分吸收了国际上新的外语教学理念和实践经验，注重对学生综合语言能力的培养 and 训练，强调以学生为主体的有意义的语言实践活动，为教学营造了轻松愉快、积极向上的氛围。教材还在教学中安排了大量生动有趣的活动内容，使英语学习变得“既容易又有趣”。

这套教材以主要人物的活动为主线，围绕最基本、最常用的英语词汇、句型、交际会话等，逐步展开教学内容和实践活动，符合中学生的年龄、心理特征和学习语言的规律。

这套教材的《教科书》语言信息含量大，涉及话题广泛，内容鲜活，富有时代感，既贴近学生生活，又展现中西方国家的不同文化背景；《活动手册》、《同步练习册》等设计了丰富多彩的练习活动，供学生们课堂或课后使用；《教师用书》则为教学提供了翔实具体的教学建议。

这套教材采用完成课题式的教学方法 (Project Approach)，把探究性学习引入外语学习中，使学生主动融入创造性的、有意义的整体语言学习中。教材在培养学生语言能力的同时，注重学科知识交叉，适当引入了其他学科的内容。

本册供九年级使用。

久负盛名的加拿大阿尔伯塔大学教育学院在本套教材的课程设计、编写和师资培训等方面给予了许多帮助。对此，我们表示衷心地感谢。

怎样使用《教师用书》？

从何处着手

首先阅读“《学英语》编写指导思想”和“英语课堂”两部分。这两部分介绍了关于本教材的编写指导原则，帮助您在课堂上最有效地发挥您作为教师的作用。

接下来，阅读《教师用书》中“教学技巧”这部分。“教学技巧”向您介绍了怎样用好这套教材，并提供了多种具体的教学方法。备课过程中，宜多查阅《教师用书》书末的这一部分。如先读这部分，会帮助您更顺利地备课。

课本

九年级教科书为10单元，共60课（每单元6课），每课由两部分组成，左面是内容丰富的课文，右面则是各种形式的活动。课文内容围绕单元话题、以主要人物的活动为主线展开。有些课里设计了 Culture Tip, Dig In, Learning Tip 等小板块，它们是对课文中所涉及的文化、背景、策略、知识等方面作出的说明或拓展，教师可以根据学生的学习情况选择使用。活动部分既有对语言知识的训练，又有对语言能力的培养，还兼具习题的特点，可以帮助教师即时、准确地判断学生的学习情况。

每单元所附单元复习课主要分为六个板块：词汇、语法、听说、综合活动、自我评价、拓展欣赏等，便于学生们对单元知识进行复习、巩固、归纳和反思。听说板块还总结了发音规则，帮助学生们逐步熟悉英语的发音规律。评价部分建议教师从起始阶段指导学生逐项完成，帮助学生逐步形成反思学习过程的习惯。

请注意每课所列举的掌握词语和表达法不是用于机械操练的，而是供教师在准备每课教学时参考的。每一课均遵循以下体例：

- 开始上课和复习
- 教学活动
- 结束课堂教学

参考《教师用书》书末有关部分

教学一般都要用到《教师用书》书末所附的有关教学方法：

- 词汇的介绍、练习、复习教学技巧。您可以根据具体教学适当选用这些技巧，以符合具体教学的需要。
- 语音教学技巧。

- 制作诸如张贴画、手偶、展品等课堂所需教具的方法。
- 关键的语言学习游戏。提供了各种教学游戏活动的方法。
- 国际音标、发音规则、口形与发音及拼写与发音。
- 教科书中每课 Let 's Do It! 部分及每单元复习课中的练习答案及听力原文。
- 课堂英语。提供了课堂上经常使用的英语指示语。

作适当调整

本《教师用书》根据《教科书》编排，各课中有意设计了较多的活动形式供您选用。备课时，宜标出课上时间不够用的情况下准备删去的活动。有些活动，您也不妨作些替换和调整，以符合学生的需要。例如：若您班的学生需要更多地练习某些单词或短语，可去掉某项创造性活动，留出更多的时间进行操练。不过，莫为求发音和理解上的完美而过多地操练，否则，可能会阻碍学生的语言发展。如今，越来越多的老师摒弃机械式操练，转而采用有意义的操练形式，如图片提示、单词替换、自由替换等。

本《教师用书》仅向您提供一些教学建议而已。您既可以遵循本书提供的教学步骤，也可以创造您自己的教学步骤。如果您有更有效的其他方法，也不妨加入到您的课堂教学当中。总之，宜依据自己的教学经验、学生的具体情况和手头可用的资料，对各课的教学加以调整和取舍。

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Philosophy of the *Learning English* Program

The *Learning English* program aims to help Chinese students learn to speak conversational English and to help Chinese teachers improve their own English and English-teaching skills.

The program stresses **communication and conversation**. It focuses on talk (listening and speaking). It gives the students many opportunities to talk in many different conversational situations: student-to-student, student-to-group, student-to-teacher and student-to-class. The students often role play and invent conversation. All this talk develops the skill to communicate real meaning. It promotes flexible language use so that the students can function in a variety of situations.

The program is **holistic and integrative**. At beginning levels, it stresses listening and speaking, but it also integrates reading and writing. It creates a balance among all language skills, which is key to language instruction and crucial to language development. Language development occurs in step with changes and growth in consciousness. The four language skills (reading, writing, speaking and listening) naturally reinforce each other in a child's language development. Children need to learn English the way they learned their own language: through listening to people around them speak words and phrases. In English classes, children need many opportunities in a wide variety of situations to explore, construct and convey meaning; to clarify and reflect on their thoughts, feelings and experiences; and also to play, experiment and use their imaginations.

The program models the **process** of children's language development. Children master new words as part of developing ways to make meaning. It takes time. Different students develop language in different ways and at different rates, and good teachers adapt their classroom activities to accommodate individual student needs. Not everyone will achieve the same fluency at the end of each teaching unit. For this reason, the program first exposes the children to new words and then lets them encounter and use these words again and again in different contexts throughout the class year.

The program stresses **active student-centred**

experiences. It frequently involves the students in pair and small-group activities that require them to create their own conversations in English. It includes games, songs and role-playing where the students invent and interact in English. It emphasizes engaging, motivational activities that encourage the students to communicate in English and to respond personally and critically. The more the students actually talk in English, the faster their language skills develop.

The *Learning English* program works best if teachers encourage the students to talk as much as possible. Teachers should guide and structure activities, demonstrate and model conversation, and correct the students where necessary. The program, however, does not centre on what the teacher does at the front of the classroom but on what the students do within it.

The program stresses **meaningful learning situations**. The program engages the students in situations where they need English to cope with authentic English-speaking contexts: to make a request, to express a feeling, to accomplish something, to find out essential information or to complete a task. The students feel more motivated to learn English in real situations, and they learn natural language patterns rather than artificial classroom dialogues.

The program stresses **thinking** as an essential part of communication. To communicate, a person must have something to tell. Often in this program, teachers set up classroom experiences that allow the students to formulate a point of view: to think about and share their own personal experiences; to value others' ideas and experiences; and to imagine and create new ideas through language.

The program stresses **language immersion**. Each lesson exposes the students to a lot of English, more than it expects the students to master or understand completely. To the extent possible, teachers should strive to surround the students with English. The classroom should contain a good range of English-language posters, picture dictionaries, newspapers, books, letters, postcards, signs and magazines. The walls of the classroom should display vocabulary pictures and words.

Teachers should label items in the classroom with big cards showing the English words.

The program stresses **risk-taking** in a supportive environment. No one can learn a language without making mistakes. If the students fear failure, they will not try new words and phrases and they will not progress. **The students need lots of support and assistance to experiment with new language structures. They need praise for the content of what they say rather than constant correction of pronunciation and vocabulary.** Therefore, good language teachers give their students lots of praise and encouragement. They help the students use new words and phrases by providing many models, demonstrations and clues. Good teachers frequently encourage the students to invent their own questions, responses and conversations, and they congratulate the students for taking risks.

The program stresses a **motivational classroom environment**. It provides many opportunities for play, songs, games and surprises to make English class fun. The program aims to foster a desire to learn so that the students will attend to the lesson and feel inspired to practice English outside of the classroom.

Overall Goals of the Learning English Program

Each level of the program identifies specific objectives for mastering vocabulary, grammar, conversation, reading and writing. Teachers, however, need to treat these objectives as part of larger, life-long goals, not as isolated targets. The program aims to support the students as they continue to learn English throughout their schooling and throughout the rest of their lives.

Teaching with the Learning English Program

This program stresses:

- **Interactive conversation**, not just lists of vocabulary words and grammatical structures.
- **Flexible language use** in a wide range of situations, not just memorization and chanting.
- **Understanding and expressing overall meaning**, not just learning isolated parts of language.
- **Authentic real-world situations** where, for

example, children play games, ask for and give information, and express likes and dislikes.

- **Everyday language among native English speakers.** Many informal expressions and common idioms are included in the curriculum, as well as formal structures demonstrating grammatical patterns. The program provides:
 - **An audiotape** of North American English speakers. The students become used to hearing and understanding a variety of inflections and tones, not just formal British accents.
 - **Good-quality literature** that lets the students develop understanding of whole units of meaning, not just isolated words; that motivates the students' interest; and that provides moral instruction for character development. The lessons use translation of well-known Chinese stories as well as traditional and modern English stories.
 - **Step-by-step instructions for innovative English-teaching methods** for the teachers to use in the classroom.
 - **A wide variety of student-centred activities**, including dialogues, role-play, games, story-writing, small-group activities, TPR (Total Physical Response) activities and drills.
 - **Ways to help Chinese teachers improve their own English** as they prepare for lessons. The teacher's guide is very detailed and contains many tips for teaching English.

What about Phonetics?

Pronunciation forms an important part of any language program. Young students mimic well. They often learn pronunciation by listening to, and imitating, good role models.

Too much emphasis on correct pronunciation, however, can make the students afraid to speak because they worry too much about pronunciation errors. Teachers must gently guide the students to understandable pronunciation, but never let pronunciation become more important than meaning and communication.

This program introduces pronunciation exercises when new vocabulary has sounds that Chinese children may find difficult to produce. The beginning level contains a few phonetic drills. Later levels offer more phonetic drills, such as minimal pairs. Older students, at later

levels, learn symbols for certain sounds, so they can use a dictionary to pronounce unfamiliar words. As much as possible, the program presents these drills in the context of the **meaning** of words and phrases.

Teachers, however, need to pronounce words correctly. Teachers should check their pronunciation periodically with a tape recorder. Teachers should practice speaking English outside of the classroom whenever possible, preferably with a native speaker. Teachers can tune their ear to correct pronunciation by watching English television and movies.

We encourage Chinese teachers of English to learn the IPA so that they understand the distinctions and similarities among different sounds. The IPA also helps teachers to focus on individual sounds and examine ways to produce them. This helps teachers work out the best way to teach these sounds in their own classrooms.

What about Grammar?

This program introduces grammar naturally and gradually. At beginning levels, it teaches the students how to recognize and imitate certain grammatical structures and patterns, but it does not emphasize grammar. At more advanced levels, it explicitly presents points of grammar to help the students understand the patterns or certain structures.

The students should always learn and practice grammar rules as part of communicating meaning. Research has shown that isolated grammar drills and workbook exercises in which the students apply grammar rules by rote do not lead to effective language learning. The students learn the formulas for such exercises quickly and complete them without much thought. They often do not transfer the grammar they practice in isolated exercises to their own conversation or writing. Without an emphasis on communication, the students do not link grammar rules to meaning. The program endorses teaching grammar through methods such as mini-lessons and games, and helping the students to edit their own creative writing and to keep diaries of their own grammar difficulties.

We remind teachers to avoid stressing correct grammar at the expense of their students' confidence. Teachers who idolize correct grammar intimidate the students and inhibit the willingness of the students to experiment and take risks with the new language. For example, a good teacher would never correct the grammar of a student

trying to express meaning. In one notorious story, a teacher asks a student: "How is your family?" The student stammers: "I ... grandfa' ... die." The well-meaning but insensitive teacher instantly replies: "Oh, your grandfather died? Now, listen carefully. 'My grandfather died.' Can you repeat that?"

Above all, communication counts, not correctness. *Learning English* aims to help the students experience the joy and comfort of being understood and of understanding others.

What about Memorization?

Memorization has its place in a foreign-language program; it is an important way, though not the only way, to learn new concepts. The students ultimately must memorize the vocabulary and structures of a foreign language before they can consistently produce these structures in conversation and writing. Memorization occurs through practice and games, recitation, repeated exposure, memory tools and individual study. The students also benefit from memorizing songs, chants and short passages in the new language.

English speakers refer to memorization as *learning by heart*. Memorizing should connect something to your heart and make it deeply part of you. Memorizing without understanding often leads nowhere. The students often store information learned by rote as random sets of meaningless words instead of richly connected personal experiences, thoughts and feelings.

We advise teachers to always help the students understand and form personal connections with texts and words before committing them to memory. Then memorization becomes an exercise of the heart.

What about Translation?

Translating passages into a foreign language helps the students study that language. Translating reveals grammatical differences and allows the students to explore word choices and to practice using different idioms and structures correctly. Translation, however, is a difficult and precise art that requires specialized study to perfect. This program introduces a few translation exercises at advanced levels, but it does not emphasize translation for several reasons:

Translation can inhibit the students' spontaneous use of a foreign language. The goal is to free the students from

constantly translating their native language so that they can experiment directly with expressions and thought constructed in the new language.

Too much translation may also make the students think that they must understand every word they read. They do not. They need to grasp chunks of meaning. Focusing too much on individual words and phrases interferes with the process of reading.

Too much translation also restricts the students to texts

written by others. Teachers should encourage the students to create their own texts in the new language in a variety of forms: letters, short descriptions, little stories, poems, essays (at advanced levels) and many others. In such exercises, the students should redraft and revise their own writing several times until it is clear, vivid and correct. The students work harder on their own creative writing, drawn from their own experiences, rather than on translating other people's work.

《学英语》编写指导思想

本套教材旨在帮助中国学生学说英语,并帮助中国英语教师提高自身的英语水平和教学能力。

本套教材强调交际和会话,重点在交谈(听和说)。教材为学生提供了大量的在各种不同交际情景中用英语进行交谈的机会:学生与学生、学生与小组、学生与教师及学生与全班等。学生能经常进行角色表演并自编对话。这些交谈有利于培养学生交流真情实感的能力,促进灵活的语言运用,使其在各种情景中都能自如地使用英语。

本套教材讲究系统性。在起始年级,既强调听与说,又兼顾读与写,从而达到各项语言技能之间的平衡。而这一点对于语言的教与学至关重要。学生语言能力的提高是随着学生感知能力的增强而同步发展的。语言的四项技能(听、说、读、写)在儿童的成长过程中自然地相互促进,相得益彰。儿童需要用学得母语的方法来学习英语:通过听周围的人讲出的词语去学习。上英语课时,孩子们需要大量机会,于各种不同的情景之中,探索、建构、表达意义;去澄清、反思各自的思想感情和经历;去发挥、试验、运用各自的想像力。

本套教材仿效儿童的语言发展过程。儿童是通过掌握新的词语而获得建构意义的方法的,这需要时间。语言习得的方式和速度,往往因人而异。好的教师一般都力求使其课堂活动适合不同学生的需要。一个单元学完,并非全班同学人人都能达到相同的流利程度。因此,本套教材先让孩子们接触新单词,然后,在整个学年里,让他们在不同的情景之中,反反复复地碰到并运用这些单词。

本套教材强调主动性的,以学生为中心的语言活动,频繁地让学生参与一对一和小组活动,并要求他们自编英语对话。教材提供了大量的游戏、歌曲及角色表演等,供学生用英语交流。教材强调学生的参与和能激发学生用英语作出

个人评论性反应的活动。学生实实在在地用英语讲得越多,其语言能力提高也就越快。教师如能激励学生最大限度地用英语交谈,便达到了教材理想的教学指导效果。教师应指导、组织活动、表演、示范对话,必要时应纠正学生的错误。然而,本套教材重点不在于教师在教室前面干什么,而在于学生在教室里做什么。

本套教材强调有意义的学习情景。教材把学生置于特定的情景中,使其必须用英语应付真实的讲英语的环境:提出要求、表达感情、做成一件事、查到重要信息、完成一项任务等等。学生处在真实的环境中,学英语的劲头也就越大,而且学到的是自然的句型句式,而不是矫揉造作的课堂对话。

本教材强调思维是交际的重要组成部分。一个人要交流,必须有话可讲。本教材常常由教师设计让学生形成自己观点的课堂教学:思考并与他人交流彼此的经历;评价他人的思想和经历;运用语言来想像并形成新的观点。

本套教材强调沉浸式训练。每一课均让学生接触大量的英语,但并不都要求学生完全掌握或理解。教师必须尽可能地使学生处于英语的氛围中:教室内应张贴一系列的英语墙报、英文图典、英文报纸、书籍、字母、明信片、标记、杂志等,墙壁上应展示词汇图片和英语单词,教室内的物品宜用大卡片标出相应的英语名称。

本套教材强调鼓励性环境下的“冒险”。没有谁能够不犯错误而学会一门语言。如果学生惧怕失败,他们也就不愿尝试使用新学的词语和句型,自然也就无法取得进步。学生在尝试使用新学的语言结构时,往往需要极大的支持和帮助,他需要的是别人赞扬自己讲话的内容,而不是不断地纠正他的发音和用词。因此,一个好的教师总是极力表扬和鼓励学生,并通过提供大量的示范、表演和提示来帮助学生使用新词新语。他们频频鼓励学生创造各自的问答和对话,并对学生所作的冒险表示祝贺。

本套教材强调能激发学习积极性的课堂氛围。教材提供了大量机会,让学生玩、唱歌、做游戏,获得惊喜,从而使课堂充满乐趣。本套教材目的在于培养学生学习的欲望,从而使学生课内专心致志,课外积极进行英语实践。

《学英语》总目标

本套教材的每一单元均确定了要掌握的词汇、语法、对话、读和写的具体目标。然而,教师宜将这些具体目标当作更大的、终身式的目标的一部分,而不是作为孤立的目标加以对待。本套教材旨在帮助学生不仅在读书期间,而且于毕业之后继续学好英语。

《学英语》教学法

本套教材教学侧重以下几点:

- 交互式会话,而不仅仅是一连串的单词和语法结构。
- 各种情景下的灵活的语言运用,而不仅仅是死记硬背或机械重复。
- 理解和表达完整的意思,而不仅仅是孤立的只言片语。
- 真实可信的生活情景,使学生得以进行诸如玩游戏、询问或提供信息、表达好恶等活动。
- 英语为母语者所讲的日常话语。教材不仅提供了体现出语法形式的规范结构,而且包括了很多非正式的日常用语和普通习语。

本套教材提供:

- 由北美人录制的录音带。学生会逐渐习惯听并且能听懂(英语的)千变万化的语音语调,而不仅仅是规范的英国口音。
- 高质量的文学作品。这些作品能够引导学生理解整体意思,而不是孤立的单词;激发学生的兴趣;给学生的个性成长提供道德指导。课文不仅仅是传统和现代的英语故事,而且选用一些中国著名故事的英译。
- 新颖的分步教学指导,供教师课堂使用。
- 丰富多彩的以学生为中心的课堂活动,包括对话、角色表演、游戏、写故事、小组活动、TPR (Total Physical Response) (全身反应) 活动和

操练。

- 帮助中国英语教师于备课过程中提高自身的英语水平的方法。《教师用书》写得十分详细,提供了众多的教学指点。

语 音

发音乃是任何语言教材的重要组成部分。学生善于模仿,他们常常能通过听标准的示范,模仿并练习新的语音而学会发音。

然而,过分强调发音的准确性有可能令他们因害怕发音错误而不敢开口。因此,应提倡听得懂的发音。切忌让发音凌驾于意义表达和交际之上。

每逢遇到可能令中国学生感到发音有困难的新词,本套教材总是自然而然地介绍一些发音练习和教学诀窍。教材在起始阶段引入了若干语音操练形式。在以后各级的教材中提供了更多的诸如 minimal pairs 之类的语音练习。到以后阶段,安排讲授一些语音符号,以便年龄稍大点儿的学生能借助词典学会拼读不熟悉的单词。所有这些练习均最大限度地置于所要拼读的词语的意义的大环境之中。

教师自身语音正确与否极其重要。教师宜使用录音机定期检查自己的发音,而且应于课堂之外抓住一切机会练习说英语——最好是与以英语为母语的人交谈。教师还可以通过看英语电视和电影训练耳朵辨别正确与错误的发音的能力。

我们也鼓励中国英语教师学好国际音标,从而能懂得不同语音之间的相同与不同之处。国际音标还能帮助教师专注个别声音并探究这些音的发音方式。这样,教师可以创造一些灵验的方法用于课堂教学,帮助学生发好这些音。

语 法

语法是自然地、逐渐地引入本套教材里的。在初级阶段,拟让学生知道怎样辨别并模仿一定的语法结构和句式。在以后各级里,将明明白白地把语法点提出来,以帮助学生理解怎样组织某些结构。

语法规则应总是在交际的总体意义的背景下展示出来并加以练习的。研究表明,孤立的语法训练和书面作业在语言学习过程中并不怎么见效,因为这种情况之下,学生是在将语法条条应用于各种孤立的语句中。完成这种作业,学生很快就能掌握套路,做起来不动脑筋。学生往往不会将他正在练习的语法规则与说与写联系起来。本套教材提倡使用的语法教学法包括 mini-lessons 和语法游戏,教学生怎样修正自己的和同学的作文,让学生就各自的语法难弱点记日记。

在此,谨提醒教师们注意,不要因偏重语法正确而伤害了学生逐渐树立起来的使用英语的信心。课堂上过分推崇语法的超正确性的教师,势必令学生畏缩不前,最终使学生不愿意冒险尝试使用这门新语言。例如,好的教师就绝不会在学生正努力表达整体意思的时候,为纠正学生的语法错误而打断他的。有这样一个故事,说的是一位学生回答老师提的“你家人好吗?”这一问题。该生正结结巴巴地说:“I... grandfa'... die (我……爷爷……死)”,那位心地颇好可不怎么通人情世故的老师马上回答说:“哦,你爷爷死了?喂,仔细听着:‘My grandfather died.’好了,请重复一遍。”

最重要的当属交际,而不是正确性。本套教材主旨是帮助学生向别人表达意思,体验被人听懂,得到人回应的快乐和舒畅。

熟 记

熟记乃是学新概念的一条重要途径。学好一套外语教材,熟记虽不是惟一的办法,但其地位不容否定。从终极的意义上讲,学生必须记住一门外语的新词汇和语法结构,然后才能在对话和写作时得以运用。熟记不仅通过个人学习,而且通过练习、游戏、背诵、反复接触、记忆工具等完成。学生还可通过记这门新语言的歌曲、唱诗和短文而获益。

说英语的人称熟记为“用心学(learning by heart)”。熟记乃是将某物与自己的心连接起来,从而变成自己的东西。然而,死记硬背,或者说不理解主要意义的熟记,常常是无用之功。这样记住的东西只是作为一堆乱七八糟的、无意义的词储藏起来,并没有与学生的经历和个人思想感情之间形成丰富的联系。

本套教材建议教师经常帮助学生并建立与正在学习的课文和单词与其本人之间的联系,理解其意义,然后再用心去记。

翻 译

将短文从母语译成正在学习的外语,不失为一项有益的练习。翻译活动使学生有机会去考究语法差异,探索各种可能的遣词用句的方式,练习正确使用不同的习语和结构。但是,翻译活动是一项需要专门学习才能掌握的艰深的精确艺术。

本套教材到高级阶段,提供了一些翻译练习。然而,编者谨提醒教师们注意,本套教材不强调翻译,原因如下:

过分强调翻译势必妨碍学生自发地运用外语。我们的目标最终是让学生免除掉不断翻译其母语的过程,让学生们试着直接用英语建构思想,直接用英语表达。过多的翻译还可能误导学生认为理解每个词乃是阅读过程里至关重要的部分。事实并非如此。重要的是让学生学会迅速地抓住阅读内容的整体意义。将注意力过分集中于像单词一类的个别意义单位,会极大影响阅读速度。

过多的翻译往往还将学生禁锢于别人所创作的文本之中。应尽量鼓励学生用英语这门新语言以不同的形式创作各自的书面文本:信函、简短描写、小故事、诗、文章(到高级时)等等。此类练习,学生要多次打草稿,多次修改,直至清楚、生动、正确。练习写出自己的作品,较之翻译别人的东西,更容易激发学生的学习兴趣。

Your English Classroom

Make Your Classroom Welcoming

Children need to feel safe. They need to trust that no one will make them feel stupid or ashamed. They need to feel like they belong. They like to feel surrounded by friends. They want to be active and to participate. They love to laugh and play. They love surprises. They want to feel special. And most of all, children need to feel cared for.

When your classroom environment provides for these needs, children will be motivated to learn and will work hard.

If you really care about each of your students, you will teach from your heart. That is the best way to create a genuinely caring community in your classroom. Here are some other practical suggestions for creating a stimulating learning environment:

- Keep a brisk pace throughout the class. Drills and question-and-answer periods should be very rapid.
- Allow lots of opportunity for the students to talk and play in pairs and small groups.
- Move throughout the classroom. Don't always stand at the front of the room! For some review sessions, stand at the back of the classroom or at the side. During your question-and-answer drills, walk around the classroom. When observing the students practice, be sure to move to different areas. The students become extremely attentive when the teacher is standing nearby. In classrooms where space is tight, why not move the desks against each side wall to make space for an aisle down the centre of the classroom? Then you can move easily throughout the classroom and have closer contact with the students.
- Vary activities frequently: some demonstration, some oral question-and-answer, some small-group work, some song and game, some writing. The lessons in the *Learning English* program are already designed to do this.
- Be sensitive when correcting the students. Focus on praising them for what they do well. Especially reward the students with praise when they take risks and try pronouncing words or making sentences that are unfamiliar. Remember, learning to speak a

language involves lots of courage to take risks and making many, many mistakes. Mistakes are a natural and very frequent part of language learning. Help the students to understand this.

- When offering correction, focus on one problem at a time (otherwise you can overwhelm the students). Pick the most important error to correct. Do not jump on every error the students make when speaking or the students will become self-conscious and afraid to speak. Make your correction very matter-of-fact, and do not dwell on the error. And don't forget to praise the students for trying: **Good try!**
- If a student answers a question incorrectly in the class, get the class to help the student. If you can, offer correction privately to the student before or after class. A good opportunity is when the students are practicing together in pairs. Always be very careful not to embarrass a student in front of others.
- Display the students' drawings, posters and words on the walls. This helps the students feel that the classroom is theirs, not just yours. It also shows the students that their own work is very important.

Make Your Classroom a Cultural Island

Many foreign-language teachers try to make their English classrooms places that surround the students with English culture. This gives the students a context for English words and phrases and adds a sense of adventure to learning English.

Try some of these ideas:

- Display maps and magazine pictures, English-language picture books, travel brochures, English magazines and newspapers, advertisements, objects and photographs showing the culture and lifestyle of native English-speaking people. You can hang items from the ceiling, post them on the walls or set up a table at the back of the room where the students can examine cultural objects. Many teachers collect these items through friends who travel or by requesting free brochures from government tourism departments, travel agencies or businesses in North America.
- Write English proverbs on strips of paper and hang them up. Find short poems to write in large letters and

hang them on the walls.

- Play English pop songs on the tape recorder as the students are coming into the classroom and as they are leaving.
- Encourage the students to help make displays. Many teachers appoint a few of the students to stay after class to help make displays for each unit. For example, on the bulletin board, pin up magazine pictures of people. Add an empty speech bubble

above each person. Ask the students to write sentences in the speech bubbles.

- Collect baby photographs of the students in the classroom. The students can write a sentence and put it beside any one of the photographs.
- Put cartoons without the punch lines on the wall. The students can make up punch lines of their own to add.

英语课堂

营造美好的课堂氛围

孩子们往往需要有安全感、归属感,需要相信不会有人使其出洋相或难堪。孩子们总喜欢周围都是朋友,总想积极参与各种活动。他们喜欢笑,喜欢做游戏和意外的惊喜。他们总想有种与众不同的感觉。而最重要的是,他们需要关爱。

只要你的课堂氛围能满足这些需要,孩子们就会有学习的动力,就会专心致志。

假如你真的关心每一位学生,那么你就会全身心投入到教学中去的。这是营造课堂温暖的氛围的最佳途径。下面再提供一些建议:

- 课堂上自始至终保持轻快的节奏。练习和回答速度要快。

- 给学生提供大量的一对一、小组会话和游戏的机会。

- 绕教室四处走动。一定不要总站在教室的前面!每逢学生复习,最好站到教室后面或边上;进行回答练习时,绕教室四处走动;观察学生自己练习时,切忌总站在一个地方不动。有老师站在身旁,学生就会特别用功。如果教室空间太挤,最好将课桌靠两面墙壁,使中间空出一个过道,便于教师四处走动,并能与学生保持较近距离的接触。

- 不断变换课堂活动:如演示、口头问答、分小组练习、唱歌、玩游戏、笔头练习等等。本套教材每一课,都是按这种思路设计的。

- 纠正学生错误时,一定要小心。重点应放在学生表现出的好的方面。尤其是学生大胆地尝试拼读所不熟悉的内容或用不熟悉的东西造句时,应充分地加以鼓励和表扬。记住,学好一种语言难免要鼓起大量勇气去冒险,犯错误。出错是语言学习的一个自然而经常的现象。帮助学生们理解这一点。

- 纠正错误时,一次纠正一个问题。挑最重要的错误予以纠正。不要去纠正学生讲的过程中所犯的每一个错误,否则,他们会感到难为情,害怕去讲。以一种淡淡的方式纠正,而不要死抓

住该错误不放。而且别忘了用 Good try! 之类的话表扬该生所作的努力。

- 如果某学生课堂回答问题不正确,让班上同学给予帮助。如可能,你本人在课前或课后私下给予该生正确答案,最好是借用大家在进行一对一练习的机会。千万注意不要在众人面前令某个学生难堪。

- 将学生所作的图画、张贴画、单词等张贴在墙上。这样能使学生会到教室是他们的而不仅仅是你的,同时表明他们的创作非常重要。

让教室成为“文化小岛”

很多外语教师作出种种努力,使学生身处教室便有种置身于英语文化之中的感觉。这种做法给学生提供了英语词汇、语句的环境,并增添了英语学习的勇气。不妨做以下尝试:

- 展示表现英语国家的文化和生活方式的东西,如地图、杂志图片、英语画册、导游册、英语杂志、报纸、广告、照片、实物等。既可以挂出来,也可以贴在墙壁上,或者在教室后面摆张桌子,便于学生观看文化实物。很多老师是从一些出过国的朋友那里收集到这类东西的,或者从北美的政府旅游部门、旅行社和商务部门索取到免费手册之类的。

- 将英语谚语写成条幅挂出来。找些短诗,用大体字书写下来,挂于墙上。

- 学生进教室和离教室时,用录音机放些英语流行歌曲。

- 让学生帮忙布置教室。不少老师指定若干学生放学后留下来,帮助布置每个单元的图片展。例如,发动学生用图钉将杂志人物照片钉在布告板(牌)上。在每个人物上方加上一个空的语言框,请学生们往里面填些语句。

- 教室里收集些学生们婴儿时的照片。学生可以在任何一张照片边上写上一句话。

- 将漫画贴于墙上,让学生自己想些俏皮话写在上面。