

English

TEACHER'S BOOK 1

北京外国语学院

英语系编

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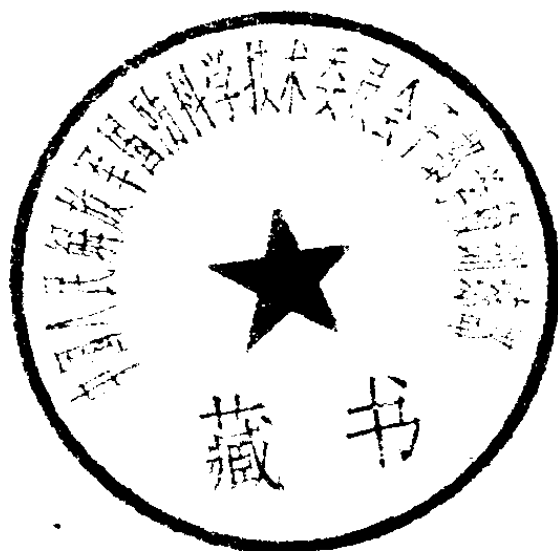
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Contents

Part I	Introduction	1
Part II	Teaching Hints	15
Part III	Appendices	188
	A. Listening	188
	B. Games	203
	C. Jingles and Rhymes	211
	D. Songs	219

Part One

INTRODUCTION

This Teacher's Book is a companion volume to ENGLISH, Book One. Our aim here is to explain to teachers using Book One the teaching methods we had in mind while writing it, and also to provide supplementary material — retelling models, dictation pieces, test papers, listening pieces, songs, games, etc.

Our general approach to English language teaching may still be described as the audio-lingual approach. But the modifications we have made through the years have called for a re-definition of the term, which now stands as **priority of listening and speaking in all-round development of the four skills**. In other words, there has been a shift in emphasis from **predominance** of listening and speaking to **priority** of listening and speaking within the framework of an all-round development of the skills of listening, speaking, reading and writing.

Different colleges have different training objectives, which in turn require different teaching strategies. The methods presented here are those found useful at one particular school and suited to its particular teaching strategy; they need not be followed in their entirety or at all. You — the teacher — have every right to decide which things to use and which not. Your duty is to see that the aims of your teaching programme are fulfilled; both method and material should be subject to that primary consideration.

We will now proceed to a more detailed discussion of method.

1. Priority given to listening and speaking

It makes a lot of difference whether a language item is first introduced orally or in print. When a student is in the habit of learning everything from the printed page, he is likely to resist learning through listening and to feel that he cannot remember anything unless he sees it in print. In such a case it is especially necessary for you to insist on oral introduction and drill of new language items to get the student to break old habits.

Giving priority to listening and speaking also implies that you should spend most of your class time on aural and oral activities. You should work out ways to drill the students and teach the dialogue and the text orally. Most of the exercises in the textbook are spoken drills. Even written exercises can be done first orally and then in writing. Ample use may be made of visual aids, dialogues, acting, games, etc. The students on their part should spend most of their homework hours listening and speaking.

2. Role of writing

While stressing listening and speaking we do not want to give the impression that reading and writing are of no consequence or should be left till later.

Writing is an important means to consolidate and check what the students have learnt orally. Mistakes in speaking that have escaped the teacher's attention or that are passed over for the sake of communication flow can easily be pinpointed in writing. Mistakes corrected in writing generally leave a deeper impression on the students' minds. You should devote time and attention to spelling and penmanship right from the start. There is a copying exercise for

each of the first ten lessons. Beginning from Lesson 6, a fair number of written exercises have been prepared. Further, there should be regular spelling checks and short dictations. Spelling games may also be played in and out of class. Stringent demands should be put on the students' written work. No sloppiness should be tolerated.

The correction of written work is important, but this must not be allowed to become too great a burden on the teacher. Sometimes it is impossible to correct every single piece written by every student. Take a reasonable attitude towards this. Make sure you see at least one piece done by each student every week. With some exercises, you can write a model and pin it on the wall — the students can correct their own and consult you when they come across anything they don't understand. Other exercises, e.g. dictation, can be corrected by the students swapping their work with each other. When free writing is done, pick out all the commonest mistakes and spend a few minutes of class time going over these.

3. Role of reading

Reading starts as soon as the students have learnt a sufficient stock of patterns and words. This gives the students a chance to see old words and structures in new contexts, a good method to consolidate what they have learnt in the textbook. Students should be encouraged to read silently and fairly rapidly. **Slogging over individual words is not reading.** Reading may be coupled with listening, i.e. read while listening to a piece read out aloud. This helps students to learn the language in units of phrases or sentences.

Take the students to the library and reading-room early in the term and let them have a short browse. Encourage them to tackle picture-books, pictorials and easy read-

ing as soon as they show an interest. If you have a spare dictionary and English atlas keep them in the classroom for the students' free use.

4. Teaching of pronunciation

The first ten lessons are devoted to phonetic training. This includes phonemes, word stress, sentence stress, incomplete plosion, liaison and the falling and rising tunes. As can be seen from the textbook, pronunciation is not taught through individual words but in combination with words and patterns. Phonetic symbols are taught from the very first lesson. Students should be trained to read words with the help of phonetic symbols. Exercises on easily confused sounds are a regular feature in the textbook and should be made full use of.

Imitation is the basic method of learning phonetics. To imitate well it is imperative for one to listen carefully and accurately. The trouble with some students is that they do not listen carefully enough before they begin to produce the sounds themselves. With others there is inability to distinguish similar sounds. In any case ear-training exercises will be of help. For instance, you may want your students to tell [i], [e] and [æ] apart. You can make use of Exercise 2 on p. 20. Write 1, 2 and 3 on the blackboard. As you write, produce the three sounds in turn, i.e. [i], [e] and [æ] several times. Then read out words containing the three sounds in jumbled order and ask the students to number them. You can, of course, devise other methods.

Some phonetic theory may be taught at this stage. When problems of mispronunciation arise, you can offer corrective methods such as those suggested in the teaching hints in Part II or improvise your own. Students from different localities have different problems. The methods we

have suggested here are purely empirical and have limited usefulness.

Phonetic training is continued after the first ten lessons and phonetic exercises should be done regularly. In pattern drills attention should be paid to pronunciation, stress, rhythm and intonation. Some structures are easy to grasp in meaning but are difficult phonetically. It is then necessary for you to remove these phonetic obstacles before you progress further.

Periodic checks on the students' pronunciation and intonation will prove helpful. Where possible you should use a tape-recorder to record the students and get them to compare their performance with the correct models. Reading aloud is an important means of improving the students' all-round command of phonetics. Reading aloud contests, recitation of poems and rhymes, play-reading and putting on short plays, all help to stimulate the students' interest in phonetics.

5. Pattern drills

Pattern drills occupy a very prominent place in the textbook. Most of the patterns are grammatical patterns. Included in Book One are roughly 80 patterns covering three main tenses. They have been arranged according to the needs of teaching rather than to the system of a grammar book. The first ten lessons teach only three pattern drills in order to guarantee time for phonetic drill. From Lesson 11 pattern drills are done in two steps. Step One consists of form drills and Step Two situational ones. **Pattern drills are not an end in themselves.** They are a means to an end — i.e. they help lay the groundwork for speaking meaningfully. Pattern drills must be conducted in such a way that the students not only learn to use the forms cor-

rectly but progress from manipulative to communicative skill, from drills in form to more meaningful conversation.

Here is a rough procedure for the teaching of patterns:

1) Presentation: Before teaching a pattern, choose a situation in which the pattern can be conveniently demonstrated. Thus the present continuous may be presented in the following manner. Ask one student to come up to the blackboard and write his name on it.

Teacher: Please write your name on the blackboard, Comrade Chang.

(Chang comes forward and starts writing his name on the blackboard.)

Teacher: (to class) What's Comrade Chang doing? He's writing his name on the blackboard. What are you doing? You're looking at Comrade Chang. What am I doing? I'm looking at Comrade Chang. Am I writing? No, I'm not. I'm talking. Are you talking? No, you're not. You're listening. etc. etc.

You may ask your students to perform a chain of actions which they will describe by using the present continuous. You may perform a chain yourself while giving a monologue.

2) Chorusing (repetition): Say a pattern a number of times without demonstrating. The students are required to listen very attentively. Then start the chorusing. Chorusing must be handled with care if it is to be successful. For one thing, it might bore the students. It can be deceptive, too, for individual students may be hiding behind the class chorus drill. You should vary your method every few minutes and class chorusing may be interspersed with chorusing in groups or rows. When a fair amount of repetition has been done check on a few students. While chorusing is going on, walk around, listen for mistakes and make brief comments on individual performances.

3) Substitution and transformation drills: Most of the drills in the textbook are substitution drills.

(Lesson Seven)

— Do you have a **thermos**?

— No, I don't.

— Does Comrade Liu have one?

— Yes, he does.

Teacher: a blue shirt

Student A: Do you have a blue shirt?

Student B: No, I don't.

Student A: Does Comrade X have one?

Student B: Yes, he does.

This may be followed by what is called the chain exercise. A does the asking and B gives the answers. Then B asks C questions and C asks D questions and so on. In this case it is best to have the students seated, otherwise the flow will be interrupted and a lot of time wasted.

In transformation drills you can make a statement and get a student to turn it into a question; or make an affirmative statement and require the student to change it into a negative one. Other transformation drills may include changing the first person to the third person, the singular to the plural, or one tense form to another.

4) Questions and answers: Point to an object, say a book, and ask the students to put as many questions as they can about it. Get them to use all the question forms so far learnt and not to ask the same question twice.

Teacher: Now ask questions about this book. (Points to the book on the desk.)

Students: Is it a Chinese book?

Is it a Chinese book?

Is it by Lu Hsun?

It's a good book, isn't it?

May I have a look? etc.

Or, make a leading statement yourself and get the students to ask you related questions to find out more interesting details, e.g.

Teacher: I'm going to Nanking during the winter holidays.

Students: When are you going to leave?

Are you going by train?

Are your parents in Nanking?

How long are you going to stay there? etc.

At this stage, when the students do not have to grapple with the question form, you should require them to ask meaningful questions in logical order.

5) Short and controlled dialogues: Allow the students 2 or 3 minutes to prepare a dialogue similar to the one they have just learnt. Or assign them to prepare a short dialogue on a given topic. A dialogue at this point, of course, is only an extension of questions and answers and need not be worked into a full-fledged conversation.

6) Mixed drills: By mixed drills we mean the drilling of old patterns mixed with new ones. For example, Drill D in Lesson 18, Drill F in Lesson 20 are mixed drills. Such drills may be attempted when the students have had plenty of practice in the component patterns.

7) Talking on a theme: Talking on a theme within the students' vocabulary range is of great help in cultivating their oral ability. It is one way of stringing the patterns together and using them in a meaningful situation or context. You are advised at the end of each lesson to ask the students to say something on a given topic. In the three revision lessons (i.e. Lessons 10, 16 and 21) there are oral exercises geared to certain themes. By the time they reach the end of the book the students are expected to be able to talk about their families, their schools, their life at college, their classes, their plans for the holidays, etc. Where possible, use pictures.

8) **Paving the way:** By this is meant work done to pave the way for patterns that will be taught in the following lesson. This helps spread the difficult points over a longer stretch of time. If this is done properly and continuously the students will learn better and faster. The present continuous, for instance, is not introduced until Lesson 14. But while teaching Lesson 13 (after commands have been dealt with), you can introduce the present continuous in small doses. For some items it is possible to do prep work even earlier. In the course of teaching other items you can bring in the "be going to" construction by saying something like the following: "This morning we're going to take up a new pattern. We're going to learn a few new words too. We're not going to take up the text. We're going to do that tomorrow, etc." The students may or may not notice the new pattern, but this still serves its purpose as a sort of "incubation". In the additional material attached to each lesson we have included items for such way-paving.

9) **Teaching of rules:** Students must have a clear idea of grammatical rules if they are to use English correctly. But they have a better understanding of rules when they have already had some practice. You can either work out the rules by summing up the forms and uses of a pattern, or by calling upon your students to do so. In any case make sure that your students have a clear idea of the grammar taught. They are expected to study the grammar notes in each lesson. They should study these on their own for homework and be encouraged to ask questions in class on points they have not grasped well.

6. Teaching of vocabulary

Many of the content words and a few of the structural words (e.g. prepositions) can be conveniently introduced

through the use of visual aids. Words like **cap, map, bag, desk, pen, pencil, blackboard**, etc. are best taught by presenting actual objects. Words like **sheep, fish, cart, park, factory, tiger**, etc. may be taught by using pictures. Action verbs like **open, shut, turn on, turn off, put on, take off**, etc. should be taught through demonstration. A good collection of objects and pictures stored up in a teaching kit will always come in handy.

Words like **League member, Party member, teacher, student**, etc. and expressions like **good morning, thank you, here you are**, etc. can be taught through context or situation. For instance, you may bump into someone in the class and say "I'm sorry." You may ostentatiously knock someone's pencil off the desk while saying "I'm sorry" at the same time. The students are expected to learn to say "That's O.K." as a response.

Start explaining words in English as soon as your students have learnt a fair number of patterns and words. Words like **library, capital, post office**, etc. may be taught in this way. Naturally explaining a word in English requires a lot more time than doing it in Chinese, but we think that the teaching of vocabulary through English gives the students a chance to learn how simple English can be used to communicate an idea.

It can be very heavy going if you teach all the new words at one stroke; it is much better to spread them over two or three days so that students can absorb them with ease. Words taught earlier can be brought into new patterns to keep them in active use. Keep a record of all the words taught. We suggest grouping the words according to parts of speech or themes, etc.

7. Lesson planning

Pattern drills form the core of teaching at this stage and more time will be spent on these than on the dialogue

or the text. When the students have been well drilled in patterns, it will be found much easier to teach the text. The students' oral proficiency is in some ways determined by how well and thoroughly pattern drills have been done.

Allotment of time for one normal lesson:

3 days for pattern drills

2 days for the conversation and the text

1 day for listening, reading and winding-up

This does not mean that pattern drills, the dialogue and the text are to be taught independently of each other. Overlapping or intermingling is not only inevitable but sometimes desirable. For instance, while teaching patterns, you may do a bit of work to pave the way for the text. The conversation can be thrown in when you think there is an interesting occasion for it, whether it is on the first or the second or the third day of the week; when the text is being taught, a small amount of pattern drill can still be kept up; the introduction of a new pattern may prepare the way for the following week's patterns.

Most texts should be read for comprehension or as base material for oral work. Get the students to ask each other questions on the text. Mechanical questions on the text have been deliberately avoided in the textbook so that the students can think up questions for themselves.

The suggested allotment of time is, of course, flexible and may vary from lesson to lesson. It is only meant to show a rough ratio of time for the different sections in each lesson. The exercises given in each lesson may be done on a selective basis and at any time you think fit.

On Page 82 there is a sample plan for Lesson 11, the first lesson in which patterns are fully treated. This sample plan, which includes a time-table, indicates how we think a normal lesson should be taught.

8. Classwork and extracurricular activities

There is so much involved in classroom teaching that it is hard, if not impossible, to offer any really useful hints. What follows is only a listing of some of the points we consider important.

First, let the students do most of the talking. You should do everything in your power to get them to talk. **It is the students who are learning the language.** And the only way to learn it is through a lot of practice. See that they use English to communicate with you and with each other. English should be used throughout the lesson and Chinese should be kept to the minimum. From very early on give any notices at the end of a class in English first, then in Chinese.

Second, stress from the very beginning the importance of good speech habits. Encourage your students to speak, and to speak loudly and clearly; avoid speed at the expense of clarity.

Third, devise methods to hold the students' interest. The element of interest should never be ignored in planning a class. Methods recommended in Part Two may be tried out, and games at the end of this book used occasionally. A method can be effective only as long as the students' interest does not flag. Students sometimes lose interest because the drills or exercises are not challenging enough. Grade the drills so that the students always have something to strive for; sometimes the more demanding the questions, the more interesting they tend to be.

Fourth, the type of classwork should not be the same from beginning to end. It needs to be varied. You may need to do some chorusing in class, but avoid doing it to the point of being tedious. Again, you may fire questions at the students but don't over-do it; there needs to be a lull between periods of intensive work. And that is where

games and story-telling come in. Sometimes oral work may be interspersed with written work (e.g. dictation, spelling checks, etc.).

Lastly, whatever you do has to be suited to the needs of your students. What is successful in one class may prove to be a failure in another, for the simple reason that the students are different. One class may be very lively with almost any method; another tends to be reserved and needs more prodding. It takes some time before you get to know a class really well. On the basis of that knowledge you can work out the methods best suited to the class.

How well the students learn depends not only on how you conduct your class but also on how you organize activities after class. Students should pair off from the start so that they can practise orally after class. Reading aloud which one does on one's own can never take the place of speaking. Listening to a tape helps reinforce what has been taught in class, but it will be best if the students can also participate. Listening can also be organized on a grade-wide scale. The programme should be varied, and not longer than half an hour. Slide shows, reading aloud contests, class-wide and grade-wide English evenings can all be organized regularly. At class-wide English evenings emphasis should be put on mass participation and English made obligatory for everyone. We have included in Part Three of this book some of the games, songs, rhymes, etc. that may be used for such activities. But these only serve to show possibilities. In all such activities you should act only in an advisory capacity and not take too much upon yourself.

Above all, the students should be encouraged to work on their own. For instance, they should learn to plan their study and organize their time well; to use tapes either for pronunciation models or comprehension, and to make use of grammatical or phonetic rules to guide their