



# 中学英语

## 课堂教学活动指南

胡春林 主编

SPECIAL RESOURCES FOR  
ACTIVITY-BASED  
CLASSROOM  
ENGLISH  
TEACHING

■ ***A Guide to English Language  
Teaching at  
Secondary School***

 商务印书馆

# 中学英语

## 课堂教学活动指南

主编：胡春林

编者：周文兰 焦晓骏 陆绍寅 宗凤昌

审订：〔英〕Alannah Fitzgerald 金朝亮

商务印书馆

2006年·北京

**图书在版编目(CIP)数据**

中学英语课堂教学活动指南/胡春林主编. —北京: 商务印书馆, 2006

ISBN 7-100-04915-6

I. 中… II. 胡… III. 英语课-课堂教学-中学-教学参考资料 IV. G633.413

中国版本图书馆 CIP 数据核字(2006)第 013529 号

所有权利保留。

未经许可,不得以任何方式使用。

ZHONGXUE YINGYU KETANG JIAOXUE HUODONG ZHINAN

**中学英语课堂教学活动指南**

胡春林 主编

---

商 务 印 书 馆 出 版

(北京王府井大街36号 邮政编码100710)

商 务 印 书 馆 发 行

商务印书馆上海印刷股份有限公司印刷

ISBN 7-100-04915-6 / G · 727

---

2006年3月第1版

开本 787×1092 1/16

2006年3月上海第1次印刷

印张 10 3/4

定价: 17.00 元

## 编者的话

为带动全省英语教师教育教学理念及语言运用能力的提高,江苏省教育厅精心组织了在英国本土举办的“英语教师培训者培训项目(JETIP)”,从全省各地选派骨干教师进行培训。我们荣幸成为第三期学员,于2005年7月赴英国杜伦大学(Durham University)接受了为期8周的培训。此间,无论在大学研习,还是到中小学走访听课,我们都能深切地感受到英国学校课堂教学的灵活性和开放性。在那里,学生被视为教学活动的中心,课堂是其学习与实践的场所。教师将语言知识有机地融入 to 丰富多彩的课堂活动中,使学生通过参与活动去体验、感知、实践、合作和交流,从而有效地达成学习目标。

反思我国的课堂教学现状,特别是在倡导新课程改革的今天,英语教师应当如何以“三个面向”为指导思想,以学生的发展为根本宗旨,以培养学生的综合语言运用能力为目标来提升课堂教学的质量呢?我们能否跳出原有的课堂教学模式来探寻实施素质教育的全新途径?我们如何才能在传授知识的同时,培养学生的能力、发展学生的个性并尊重学生的个性化需要?我们需要用什么样的办法来改变以牺牲学生能力和个性发展为代价来换取有限的知识与技能的课堂教学?

《英语课程标准》告诉我们,教育作为传递文化和创造文化的活动,本来就应该是开放的。不同的教学传统应该在跨文化的比较与审视中互相取长补短。跨文化视角下的研究帮助我们认识到,真正优化的课堂教学应当对东西方文化背景下课堂教学传统的长处兼收并蓄,实现东西方教学思想、教学方式的融合与统一,在相互吸收和相互包容的基础上进行创新与整合。

英语教育改革的关键是教师,教师是实施《英语课程标准》的主导者和执行者。从当今基础教育的发展形势来看,教师自身的持续发展已成为世界性课题。伦敦大学教育学院对外英语系教授 H. G. Widdson 指出:“只有受过系统教育、具有语言教学意识和业务能力的教师才有可能搞好语言教学。语言教师必须不断提高业务能力以达到职业水平,必须发展个人的创造性。”

然而,不同地区的教师专业水平发展很不平衡,很多一线教师只能忙于完成日常教学任务,很少有在职进修的机会。不少人本身仅仅满足于现有的教学经验,轻视理论学习,教学水平达不到较高层次。因此,拓宽教师的教育视野、引进新的课堂教学思维模式就显得十分迫切。

为此,我们邀请了部分资深英语教师,在杜伦大学从事英语教师培训的教授的指导下,对赴英学习所获得的资料及心得进行整合,侧重对英语课堂教学活动(classroom activities)的开展进行思考与设计,编写了这本《中学英语课堂教学活动

指南》，旨在使英语教师在吸收原汁原味的英语语言材料并获取不同的英语课堂教学案例和活动实例的同时，更能在参考和使用的过程中提高自身的英语语言文化素养。

如果本书能够适应英语教师接受继续教育的迫切要求，有助于认识当前正在深化的教学改革的方向，成为广大教师实践新的教学理念、优化素质教育和课堂教学的有效载体，我们将感到莫大的欣慰。

2006 年 1 月

## 内容简介

新一轮课程改革倡导先进的教育理念,提倡以学生的发展为出发点,创设自主学习与合作学习的环境,培养学生终身学习的能力,用英语获取信息、处理信息、分析问题和解决问题的能力以及用英语思维和表达的能力等,全面提高学生的综合素质。

诺贝尔奖获得者费舍尔教授曾经说过,教育有两种,一种是对孩子“强迫性地灌输信息知识”,另一种是“给孩子很大的空间,选择自己想关注的事物”。当学生能根据自己的意愿确定适合自己的学习目标、决定自己想做的事情、选择自己喜欢的学习材料时,他们的积极性和主动性就会大大增加。教师要根据教学目标的要求,考虑到学生身心发展的需要,积极探索能促进学生全面发展的行之有效的教学方法。

《英语课程标准》的基本理念之一,就是倡导“任务型教学”模式,采取“任务活动途径,倡导体验参与”,让学生在执行任务的过程中,始终保持积极主动的学习心态,发展自身的语言能力和思维能力,实现任务目标,形成语感,感受成功。

《中学英语课堂教学活动指南》是本着新课标的理念、为适应新型英语课堂模式的需要而编写的。它主要以活动教学法(Activity Approach)为依据,以活动确定教学目标,以活动确定教学内容,以活动确定教学过程,以活动选用教学资源。全书不但展示了近10个完整的体现新课改精神的课堂教学案例,而且分别从听、说、读、写英语语言学习技能方面介绍了85例丰富多彩的课堂教学活动,供中学一线教师参考与使用。

课堂活动教学是以学生为主的语言教学。众多英语教学研究者和实践者认为:只有涉及真实交际的活动才能促进学习,只有使用语言完成有意义的任务的活动才能促进学习,只有使用对学习具有实际意义的语言才能促进学习。我们实施课堂活动教学就是要将教材内容按其交际原貌“活化”于课堂,组织不同层次、不同性质、不同形式的活动,让师生共同投入、互相交流。

精心设计教学活动、优化活动的控制、提高活动的效益是开展活动教学的关键。我们在教学中应明确目标,激发学生的学习兴趣,使学生积极“动”起来,在活动中以听、说、读、写等方式使用目的语言,提高运用能力。

传统的课堂教学单调枯燥,难以激发学生的兴趣。新课标要求依据总体目标,结合教学内容,创设良好的语言环境,提供大量的贴近学生生活实际的语言实践活动的机会,使学生通过自己的体验、感知、实践、合作、参与和交流,形成有效的学习策略,培养综合语言运用能力。

我们应从教材这个单一因素走向教师、学生、教材、环境四个要素的整合。教师

应当以系统的眼光和动态的观念来指导教学活动,创建高效的课堂教学模式。在课堂上应当运用灵活多样的教学方法,设计丰富多彩的教学活动,提出任务和目标,使讲授与探讨相结合,变“要我学”为“我要学”。

在《中学英语课堂教学活动指南》一书的编写过程中,我们并不求面面俱到,而是从教学实际出发,整理出对一线老师有重要参考和使用价值的信息资源。如在介绍英语教学法时,我们就当前老师们开展得最多的几类教学活动做了较为详尽的整理,并附上具有一定特色的教学案例,供大家参考。

我们希望老师们能结合所在地区、所在学校和所教班级的实际,创造性地开展教学活动,并且注意积累活动素材,进行教学反思,不断提高自己的教学效果。

# Contents

<b>Introduction .....</b>	<b>1</b>
<b>Part One English Teaching Planning .....</b>	<b>2</b>
I. What is a lesson plan? .....	2
II. What should go into an English language lesson? .....	2
III. Why is planning important? .....	3
IV. How should we plan a lesson? .....	3
V. Micro-teaching lesson .....	6
VI. Tips for classroom teachers .....	7
VII. Sample lesson plan .....	9
<b>Part Two Activity-based Teaching Methods .....</b>	<b>15</b>
<b>Section 1 Guidance to Listening and Speaking .....</b>	<b>15</b>
I. Listening development .....	15
(I) Students' problems in listening .....	15
(II) Suggestions for the development of listening .....	16
II. Speaking development .....	19
(I) Students' problems in speaking .....	19
(II) Ways to deal with the problems .....	19
(III) Suggestions for the development of speaking .....	22
III. Sample lesson plan .....	23
IV. Suggested listening and speaking activities .....	27
(I) Cuisenaire rods .....	27
(II) Circle games .....	28
(III) Picture consequences .....	33
(IV) Word guessing games .....	34
(V) Role play .....	37
(VI) True/False stories .....	41
(VII) Picture talking or description .....	42
(VIII) "For or Against" debates .....	45
V. Other effective speaking and talking activities .....	45



(I) Bribery .....	45
(II) Hangman .....	46
(III) Time out .....	46
(IV) The untrophy .....	46
(V) The last word .....	47
(VI) Doctors and patients .....	47
(VII) Jigsaw puzzle challenge .....	47
(VIII) Something in common or “give me five” .....	48
(IX) Create a biography .....	48
(X) Top five lists .....	49
(XI) Mini-talks .....	50
(XII) Erase the dialogue .....	50
(XIII) Motivating speaking activities .....	51
(XIV) Chain story telling activity .....	52
(XV) Improving discussion lessons .....	53
<b>Section 2 Guidance to Reading .....</b>	<b>54</b>
<b>I. Guided reading .....</b>	<b>54</b>
<b>II. Reading comprehension .....</b>	<b>57</b>
(I) The purpose of reading .....	57
(II) How to improve reading comprehension? .....	58
(III) Reading approaches .....	59
(IV) Sample lesson plans .....	67
<b>III. Suggested reading activities .....</b>	<b>78</b>
(I) Newspaper reading activities .....	78
(II) Text quickies .....	81
(III) Reading aloud .....	82
(IV) The spending maze .....	83
(V) Jigsaw reading .....	84
(VI) Working with classroom readers .....	85
(VII) Activities to do with texts .....	86
<b>Section 3 Guidance to Writing .....</b>	<b>87</b>
<b>I. Provide many opportunities for students to write daily .....</b>	<b>87</b>
<b>II. An idealised procedure for teaching writing .....</b>	<b>88</b>
<b>III. Give students guidance and explicit instruction that develop</b> <b>effective writing skills and strategies .....</b>	<b>90</b>

(I) Model writing process .....	90
(II) Guide writing strategies .....	91
<b>IV. Suggested writing activities .....</b>	<b>104</b>
(I) Block buster .....	104
(II) Dangerous road .....	105
(III) Writing an essay on cause and effect .....	107
(IV) Lexical threads .....	109
(V) Role-play writing .....	110
<b>V. Other effective writing activities .....</b>	<b>113</b>
(I) Story starters .....	113
(II) Collaborative/Co-authored writing .....	113
(III) Writing/Writers' circles .....	113
(IV) Writer's notebook .....	113
(V) Interactive writing .....	114
(VI) Writing workshops .....	114
(VII) Writing through "reverse reading" .....	115
(VIII) Postcards .....	116
(IX) Writing conferences .....	117
(X) Sentence frames .....	118
(XI) Improving paragraph writing .....	118
(XII) Songs and storytelling .....	119
(XIII) Freeze the writing .....	119
(XIV) Organise argument essays .....	120
(XV) Writing organizers and maps .....	121
(XVI) Note writing .....	122
(XVII) A dark and stormy night — A creative writing activity .....	123
(XVIII) Inquiry and research writing .....	124

## **Part Three Related Teaching Methodologies .....** **127**

<b>I. Task-based Language Teaching (TBLT) .....</b>	<b>127</b>
(I) What is a task? .....	129
(II) What are the reasons for TBLT? .....	130
(III) What are the differences between TBLT and the traditional teaching method? .....	131
(IV) How do teachers design tasks? .....	132
(V) What are the stages of TBLT? .....	133

(VI) How do teachers plan tasks for a lesson? .....	135
(VII) What are the misconceptions in TBLT? .....	135
(VIII) Sample lesson plan .....	136
<b>II. Student-centred Learning (SCL) .....</b>	<b>138</b>
(I) The definition of student-centred learning .....	138
(II) The features of student-centred learning .....	139
(III) Teacher skills needed in student-centred approaches .....	140
(IV) The shift from teacher-centred to student-centred learning .....	141
(V) Creative student-centred materials .....	143
(VI) Sample lesson plan .....	144
<b>III. Action Research (AR) Overview .....</b>	<b>148</b>
(I) What is Action Research? .....	148
(II) Why should teachers do Action Research? .....	148
(III) What are the steps in the Action Research process? .....	149
(IV) Where can your research question(s) come from? .....	149
(V) What evidence can you collect to see whether your solution has worked? .....	150
(VI) Guidelines for planning action research projects .....	151
(VII) Sample teaching plan .....	154
<b>IV. The Reflective Approach (RA) .....</b>	<b>155</b>
(I) Why is RA important? .....	155
(II) What is the beginning of the process of reflection? .....	156
(III) What to do next? .....	157
(IV) How to become a reflective teacher? .....	158
(V) Sample teaching plan .....	158
(VI) How is RA different from AR? .....	160

## Introduction

*Tell me, and I will forget.*

*Show me, and I may remember.*

*Involve me, and I will understand.*

— Confucius, Chinese philosopher (551 BC—479 BC)

One image for teaching English as a second or foreign language (ESL/EFL) is that of a tapestry. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages. For the instructional loom to produce a large, strong, and colorful tapestry, all of these strands must be interwoven in positive ways. For example, the instructor's teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language. However, if the strands are not woven together effectively, the instructional loom is likely to produce something small, weak, ragged and pale — not recognizable as a tapestry at all.

In addition to the four strands mentioned above, other important strands exist in the tapestry. In a theoretical sense, teachers should keep in mind some main **teaching methodologies**, which are going to be discussed in Part Three of this book, to guide their English teaching. In a practical sense, one of the most crucial of the strands consists of the four primary skills of **listening, reading, speaking and writing**, which will be the focuses in the main part of this book. Both of them will be expounded and supported by the effective classroom activities that English teachers can adopt in their teaching.

# Part One English Teaching Planning

*We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used.*

— J. W. Gardener, "Self-Renewal"

## I. What is a lesson plan?

A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is the map. It shows you where you start, where you finish and the route to take to get there.

Essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and how he or she can achieve it. Usually they are in written form but they don't have to be. New or inexperienced teachers may want to or be required to produce very detailed plans — showing clearly what is happening at any particular time in the lesson. However, in a realistic teaching environment it is perhaps impractical to consider this detail in planning on a daily basis. As teachers gain experience and confidence planning is just as important but teachers develop the ability to plan more quickly and very experienced teachers may be able to go into class with just a short list of notes or even with the plan in their heads.

Whatever the level of experience, it is important that all teachers take time to think through their lessons before they enter the classroom.

## II. What should go into an English language lesson?

Every lesson and class is different. The content depends on what the teacher wants to achieve in the lesson. However it is possible to make some generalisations. Students who are interested in, involved in and enjoy what they are studying tend to make better progress and learn faster. When thinking about an English lesson it is useful therefore to keep the following three elements in mind: Engage — Study — Activate.

**Engage** — This means getting the students interested in the class. Engaging students is important for the learning process.

**Study** — Every lesson usually needs to have some kind of language focus. The study element of a lesson could be a focus on any aspect of the language, such as grammar or

vocabulary or pronunciation. A study stage could also cover revision and extension of previously taught material.

**Activate** — Telling students about the language is not really enough to help them learn it. For students to develop their use of English they need to have a chance to produce it. In an activate stage the students are given tasks which require them to use not only the language they are studying that day, but also other language that they have learnt.

### III. Why is planning important?

One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they want their students to be able to do at the end of the lesson that they couldn't do before. Here are some more reasons why planning is important:

- It gives the teacher the opportunity to predict possible problems and therefore consider solutions.
- It ensures that the lesson is balanced and appropriate for class.
- It builds up teacher's confidence.
- It is seen as generally good practice and a sign of professionalism.

### IV. How should we plan a lesson?

#### 1. Aims

##### — Fix the teaching aims

It is important to have clear and realistic aims for your lessons. If you want to do so, you'd better:

- (1) analyze both the students and the teaching material

Before fixing the teaching aims, you should keep in mind the real situation of the students, as they are the main part. The better you know of your students, the more proper aims you can fix.

When you are considering the students, you may find the following questions useful:

- a. What do the students already know about the topic?
- b. What do the students need to know?
- c. How much are the students interested in the topic? Are they familiar with it?
- d. What did you do with the students in the previous class?

As for the material, it is essential for you to have a thorough understanding of it. After that, you'd better try to find out the following aspects:

- How difficult is it for the students?
- How much related is it to the students' real life?

- (2) Choose proper teaching approaches based on the analysis.

According to the analysis, you are now quite clear about the situation of the students and the material. These are the two criteria for you to choose your teaching approach. If the students already have a knowledge base, you may teach the material more directly. If not, maybe you have to consider the way you present it and how you can introduce it to your students more naturally and more effectively. While you're considering, keep the following questions in mind:

- a. Why should I do this instead of doing that?
- b. Why should I deliver it in this way rather than in that way?
- c. Is the way effective?

### — Design the teaching process

With your teaching aims fixed and teaching approaches chosen, you can proceed to design your teaching process.

## 2. Variety

— An important way of getting and keeping the students engaged and interested.

## 3. Flexibility

— Expect the unexpected! Things don't always go as planned in some cases. Experienced teachers have the ability to cope when things go wrong. It's useful to plan to build in some extra and alternative tasks and exercises. Also, teachers need to be aware of what is happening in the classroom. Students may raise an interesting point and discussions could provide unexpected opportunities for language work and practice. In these cases it can be appropriate to branch away from the plan.

Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher as to where to go and how to get there.

The following are some of the elements worthy to be considered when we plan an actual lesson: aims and concepts, contexts and marker sentences.

## 1. Aims and concepts

It is important to have clear and realistic aims for your lessons. One way to check this is actually to write out what your objectives are. To demonstrate it, let's take the topic of the use of the prepositions "for" and "since" with the present perfect. We can assume that the students have recently been introduced to the structure and use of the present perfect. You could write out your aim like this:

### Teaching Aim:

*To present and provide practice of the use of "for" and "since" with the present perfect.*

This is a clear but basic statement of aims. It indicates what you intend to do, but note, not how you intend to do it.

It is helpful also to define the overall concept or meaning of the target language when it is

used naturally. For our teaching point we need to consider when native speakers use “for” and “since” with the present perfect. We can now adjust our aim statement accordingly:

**Teaching Aim:**

*To present and provide practice of the use of “for” and “since” with the present perfect when talking about the duration of a continuing state or action.*

It hardly trips of the tongue but it is important to do. It clarifies for the teacher exactly what the teaching point is. Many language items are used in different ways, with different concepts. Take the present continuous aspect as an example. Compare these two sentences:

(1) “I’m writing this at my desk.”

(2) “I’m visiting my best friend next weekend.”

Both of these sentences use the same form, but the concept is different. It is important to plan your lesson to be accurate in your analysis of the concept. It can be confusing for students if different concepts are not clearly identified or are mixed up during a presentation.

By expressing the concept in the aims, it provides a focus for the planning and that can help to prevent possible confusion. It may not be appropriate for all situations, but it’s a good habit to get into. Every planned activity and example sentence can then be referred back to the aim to check that it fits the concept you are trying to teach. It is essential to make sure that the exercises and activities you decide to do actually fit your aims.

## 2. Contexts and marker sentences

When the concept is established, the next step is to think about natural **contexts** or situations where the language item to be taught is used.

For our lesson we need to think of a situation when a native speaker would use the present perfect with “for” and “since”. It can be used when people talk about how long they’ve had their jobs and possessions. We do this, for example, when talking about our lives — so we could take a party as our context. At a party, you might meet new people and talk about yourself.

A common method of introducing a structure to the students is to use **marker**, or model sentences. These are contextualised examples which illustrate how to “make” the target language. If the context is clear they also show how and when it is used. A marker sentence can be taken from almost any source. It could be from a listening or reading text, it could come from the students themselves or the teacher can provide it. The important thing is that the sentence is a natural and accurate example of the target language.

Marker sentences are used in the “study” phase of the lesson. There are different ways of exploiting them. If you have a number of examples, you could ask the students to look at the sentences and infer the rules for using “for” and “since”. This is what’s known as an **inductive** approach. Alternatively you can use the sentences to highlight and explain the rules yourself. This is a **deductive** approach.

**Aims, concepts, contexts and marker sentences** are some of the elements that should be



considered carefully by the teacher when he plans a lesson. Once these are clearly established it is much easier to ensure that the lesson being presented to the students is clear and appropriate.

## **V. Micro-teaching lesson**

### **1. What is micro-teaching?**

Micro-teaching is a kind of organized practice teaching. The goal is to give instructors confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. Ideally, micro-teaching sessions take place before the first day of class, and are videotaped for review individually with an experienced teaching consultant. Micro-teaching is a quick, efficient, proven, and fun way to help teachers get off to a strong start.

### **2. How to micro-teach?**

As a rehearsal, teachers from the same or similar courses can participate in a single micro-teaching session. While one person takes his or her turn as the teacher, everyone else plays the roles of students. It is the job of these pretend pupils to ask and answer questions realistically. It is the job of the pretend teacher to involve his or her “class” actively in this way.

Such a scenario typically runs for five to ten minutes. After that, the person conducting the class has a moment or two to react to his or her own teaching. Then everyone else joins in to discuss what they especially liked. Finally, the group may mention just a few things that the practice teacher might try doing differently in the future.

### **3. What to prepare?**

Most course heads provide micro-teachers with scenarios to prepare in advance. If not, think for a few minutes of the material that you especially would like to make sure your students understand by the end of your next class. As always, you should not only plan out how to treat the subject matter, but also give some thought to how you are going to present yourself, manage the class, and involve the students. There are, of course, many different ways of teaching a given lesson well. That is why participants find that, along with what they learn from their own teaching experience, they can also pick up some brilliant ideas from observing their fellow micro-teachers.

### **4. What is the value of micro-teaching?**

- You learn by doing.
- An opportunity for the “teacher” to try out some ideas of his or her own choice (and thus remember them).
- An opportunity for the “students” to learn the teaching ideas and techniques that are