

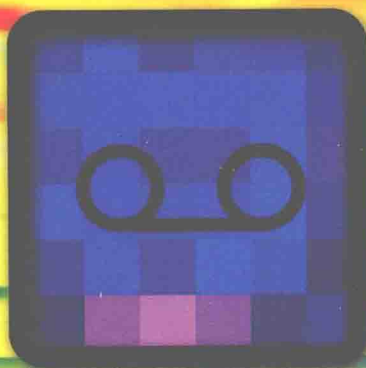
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教师用书 (入门级)

朗文 视听说

• Wendy J. Allison • Jay Maurer • Irene E. Schoenberg • 英语教程

TRUE COLORS



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月文视听说

英语教程

TRUE COLORS

Teacher's Edition

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Teacher's Edition by
Wendy J. Allison

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教师指导建议

Introduction to the Teacher's Edition

关于全套教程的整体介绍，请参阅学生用书前的“教程简介”。

教程特色 (Methodology and Approach)

» 适用对象 (The Adult or Young Adult True Beginner)

《朗文视听说英语教程》(入门级)是为那些完全没有接触过英语、接触得很少或只在课堂上学习过英语的学生设计的。通过系统教授基本词汇、基础交际语言和基本语法，使学生在短期内达到初学者的水平。

作为零起点学生的入门用书，本级教程在词汇、交际语言和语法大纲的输入量上受到严格控制。同时，考虑到学习者的需要，教程的内容采用了实用、难度适中的材料，既激发他们的学习兴趣又体现对他们的尊重。

» 个性化表达 (Ownership of the Language)

《朗文视听说英语教程》旨在帮助学习者实现从受控的口语练习过渡到较为自由的和个性化的表达。其中“角色扮演 (improvise)”活动在每个单元中至少出现一次，鼓励学生张口尝试，学习表达技巧。教师插页中为进一步讨论和个性化教学提供了许多指导和建议。可以说，学生在向自由表达方向前进的每一步都有明确的指引。

» 全真语境 (Authentic Models)

非英语国家的学生缺少自然语言环境，特别缺少日常用语的耳濡目染。本教程旨在提供大量真实和接近真实的视听说及阅读材料弥补这一缺陷，通过展现大量真实的视听说模型和新颖的阅读材料，使学生耳目一新，事半功倍。教程中明确区分语言输入过程和语言输出过程，在语言输入过程中安排了难度略高于语言输出过程的材料，从而逐步提高学生理解真实材料的能力。在语言输入过程中偶尔有未学过的语言点出现，但其难度和数量均受到严格控制，因此不会影响学习者的信心。

初学者从一开始就应该学习地道的语言，因此本级教程中包含大量的习语、缩写和一字回答。诸如“Sure I did”，“Sounds terrific”，“Yeah”等，这些短语在非正式场合下使用得既频繁又自然。

» 注重综合技能 (Integrated Skills)

《朗文视听说英语教程》以全面提高听说读写技能为目标。对于非英语国家的学生而言，不仅需要提高接受能力 (receptive abilities)——听力和阅读，还需要加强应用能力 (productive skills)——口语和写作。同时，他们还需要以不同的方式接触和练习目标语言。本教程尤其重视听说能力的培养。每单元的内容都有配套的磁带/CD和VCD，引导学生从课程的一开始就模仿模式对话，学习地道的语言。发音练习侧重于重音、语调和单个音标的训练，帮助学习者在入门阶段就打好语音基础。本教程为学生提供了大量受控的口语练习，以便学生在完成后面较为自由的口语任务时水到渠成，更有信心。每单元的阅读和写作练习旨在巩固和加强前面所学的知识。

» “任务型教学” (Task-Based Approach)

口语是一种技能，熟能生巧。教程中大部分活动是由两人、小组或个人来完成的任务型活动。教师的角色是合理地组织活动，密切地监督活动，必要时给予纠正。教程中的一些活动是竞赛性的游戏，学生自己可以相互激励完成。另外，每一个单元中还有讨论和互动式练习。通过这些活动，可以最大限度地鼓励学生使用目标语言交流，使他们在整个课堂教学中都保持较高的积极性。

教学技巧 (Recommended Teaching Procedures)

教师用书中提供了许多教学技巧，教师可以根据具体情况灵活选择。

» 零起步课堂 (The Beginning-Level Classroom)

本级教程为零起点学生设计，所使用的词汇、交际语言和语法大纲都受到严格控制。考虑到学习者的基础差异，本书在强弱学生的提高和保持信心之间建立了一种平衡。

» 英语授课 (Use of English in the Classroom)

尽量使用英语授课。将授课当作交流过程，增加学生接触这门语言的机会。开始时用最简单的词语，诸如“OK, Let's begin!” “Any questions?” “Look at the board.” 等等。教师用书中会经常提供课堂上提问或布置任务时要用的词语。

» 启发式提问 (Elicitation)

提问不仅可以使学生积极参与课堂活动，还可以让教师了解学生的问题所在。在这一阶段，一字回答通常比整句回答更容易被学生接受。要让学生了解：虽然能够运用的词语不多，但一字回答是地道的交流，而且是完全正确的。

如果班级很大，又希望大多数学生能够有机会口头回答问题，那么从基础稍好的学生开始提问是比较有效的方法。基础稍好的学生能够更快速而轻松地回答问题，为基础较弱的学生做示范，从而帮助他们顺利应答；另外还可以使所有学生集中注意力，容易把握整个上课节奏。如果提问时学生答不上来或回答错误，迅速纠正后立刻转向下一个。

» 纠正的技巧 (Correction)

大部分学生希望在开始讲英语时有人指导，但太多的纠错会伤害学生的积极性。

建议在学生做受控练习时，有错必纠。比如在做对话 (Conversation) 和组对练习 (Pair Practice activities) 时，学生在语言形式上仍需要指导，但此时教师要注意纠错方法。首先让他们把话说完，然后用手势或声音示意出错的位置。在纠错时一种使用较为普遍的技巧是，用数手指的方法示意出错的词或短语的位置——看学生能否自己纠正。关键是：不要让学生感到压力；让他们有时间思考；只纠正已教过的内容。如果学生明白了教师的手势，应该能够自己纠正。

每单元的后面部分都安排了一些互动练习，如“角色扮演”等活动，要求学生用所学语言表达自己的思想。此阶段教师要避免过多的纠正，而应代之以聆听和反应。首先听完学生要表达的意思，然后再给以正确的回答。这样，教师就可以在不中断对话流的前提下，通过自身的正确表达为学生作示范，使学生自然而然地发现自己的错误并予以纠正。例如：

S: *They no are married.*

T: *They aren't married? Oh.*

S: *No. They aren't married.*

用这种技巧，学生往往能够自己发现问题并予以解决。

► 合作式学习 (Pair and Group Work)

本级教程每页都有两人或小组练习活动,旨在给学生提供最大程度的实践机会,保证学生自始至终使用英语。鼓励学生在做角色扮演、自创发挥(In Your Own Words)等练习活动时同心协力、共同完成任务。通过这些训练,培养学生合作和对自己的学习负责的精神。

学生也许从未在课堂上用英语对话,还在依赖以教师为主的课堂教学,合作学习这一新的学习方式开始时可能会让他们感到不适应。建议教师用以下方法来使学生熟悉这个思想:

- **组对前向学生解释原因。**比如他们会有更多的练习机会,教师会有更多的时间了解每个学生。
- **先做一个简单活动。**发出明确要求,请两位学生按照模型对话。先不要自由发挥,让学生明白应该做什么和怎么做。即使这样做会花些时间,学生一旦习惯就会使课堂组织容易得多。
- **逐步引入组对练习。**每课时做一个这样的活动即可。在起步阶段,基础较差的学生可能更偏爱受控的口语任务,可以在学生的口语水平达到一定程度时再做一些自由度较大的活动。
- **提前告知学生将要合作的对象。**让他们坐在一起,并且能够听见对方说话,必要时可以调整座位。要不时地更换合作对象,让不同的学生对话。
- **仔细监听。**在教室内边走边听,必要时做些纠正。避免与学生对视分散学生的注意力,但要让学生明白教师确实在仔细听,并期望他们认真完成任务。
- **不要把活动时间定死,可以在多数小组完成活动后结束。**若有小组提前完成了任务,要让他们有事做,比如写下他们的对话、改变对话的节奏或语态等。
- **不要期望每次小组活动都成功。**若发现一个活动不适合学生,应立即叫停,改变活动方式。
- **将大班分成两部分。**一半或1/3的学生做口头活动,其他学生可以做写作练习。这样会给教师更多的时间来监听、评估小组活动和纠正错误。先完成的小组还可以交换任务。

入门级总体教学建议 (Interleaved Teacher's Pages)

教师指导页提供了详细的教学建议、语言文化注释、学生用书的练习答案以及录音文本。本书附录中还给出了音标、练习册和评估测试包的练习答案。

► 微型课教学 (Unit and Mini-Lesson Format)

本级教程的10个单元和两个复习单元设计为按顺序使用,每个单元分别需要5~7个课时完成。每个单元的各个微型课起始处都有一个黄色的三角形标识。

- **分类词汇模块** 展示和练习常用单词,每单元的词汇部分可以作为一系列微型课。
- **交际语言与语法学习模块** 交际语言和语法的展示与练习融为一体,可作为一个微型课。
- **游戏互动模块** 每单元在分类词汇模块和交际语言与语法学习模块后都有多个交互式扩展活动,可作为班级活动。
- **主题听力练习和每单元末的自创发挥活动都可以作为微型课。**

把高度融合的一个单元分成几个微型课是为了给每个课时提供一个开始和结束的分割点,方便教学计划和管理。

教师可以灵活掌握花在每个部分的时间。在教学指导中,标有“Option”的活动提供了多种学生用书内容使用建议。那些标有“Challenge”的活动则提供了扩展任务的方法和深入练习,使稍高水平的学生感到挑战性。“Optional Vocabulary Expansion”部分是为更强的学生准备的,注意这里提供的单词并没有包含在学生用书中,以确保这部分词汇是真正可以选择学习的。

► 零起步单元 (Unit 0)

零起步单元提供教师在课堂教学中将经常使用到的各种教学指令和常用名词,以及基础交际语言。其内容设置旨在让学生熟悉英语授课方式和贯穿本教程的功能性“交际语言”的概念。建议在开始讲

授第一单元的内容前让学生熟悉零起步单元的内容，为后面的学习做好准备。

► 练习说明 (Directions to Students)

本级教程十分注重简化练习说明。当一个新词出现在学生用书的练习说明中时，教师用书的注释中会提供多种讲解方式。这样，学生就不会因看不懂题目而产生挫折感。

单元教学指导 (General Teaching Suggestions)

以下为对每单元内各模块的总体教学建议。学生用书中凡标有🔊的部分都有录音，这些部分包括分类词汇模块、主题听力模块、交际语言模块和阅读理解模块。本书在每单元的教学指导中提供了具体教学建议。

► 配图故事 (Photo Story)

在每单元前两页的顶端都有一个彩色部分，左页顶端展现了本单元的语法点，右页顶端展现本单元的交际语言。如在第50页和第51页，左页顶端展现“He is watching TV”，表示本单元的语法点为现在进行时；右页顶端的配图故事展现如何打电话找人。注意配图故事的左上角标有“Receptive Model”，表示其中包含一些新的语言点。

建议首先使用配图故事。配图故事展示交际语言，给学生认知机会，建立语感。让学生甚至初学者在认知模式下接触一些较难的语言是有好处的。有些语言学生虽然暂时还不会应用，但他们能够听懂，而这些最终都会成为他们能够应用的语言的一部分。

► 分类词汇 (Vocabulary)

配有图片的单词或词组是开展单元学习的语言基础。让学生注意力集中在图片上，看懂图片所表示的含义，必要时可以用手势或模仿来强化每个单词或词组的意思。随着学生语言知识的增加，教师可以探索使用多种学习方法，如用一些句子或同义词来加强对生词或词组的释义，使其更易于记忆。

播放录音或清楚地说出单词和词组。根据学生的水平和所讲授的新词，教师可以使用含有该词的短句让学生明白这个词的用法。

使用可视方式（图片或物体）、手势或模仿来检查学生对词汇的理解。在听录音或教师领读后，鼓励学生复述词语，包括含有词语的短语或句子。此时，教师可以仔细听学生的发音。

在教学指导中，有些发音易混淆的生词给出了注释和对比练习，有些生词则给出了音标和重音。教师用书第146页给出了本教程所使用的音标系统，如有必要，教师可以将其复印贴在学生的笔记本中。另外，学生在“自创发挥”和其他词汇练习中，也可以进一步强化发音和音节重音。

🔊 自创发挥——练习 (In Your Own Words—Exercise)

每单元的分类词汇模块都包含这样一个在语言上严格控制的两人对话活动，练习中给出了例句，让学生有机会用简单的陈述句和问答使用新学的词汇。下面是关于活动的具体建议：

- **首先让学生看例句。**由于例句中包含分类词汇模块中所展示的生词和其他语言点，有时还会有一些新的语言点，所以教师应为学生示范例句以确保他们理解，以及知道如何发音。这一点是非常重要的。请注意：自创发挥词汇练习旨在避免机械的句型练习，因此有关例句并未给出录音。确切地说，活动的目的在于给学生以机会看着单词图画，自选图例并参考例句独立表达。尽管这项活动在语言上是受限制的，但它还是能够帮助学生运用新学的词汇进行有意义的交际性对话。

- **例句作用的拓展。**有时例句还可以让学生熟悉在后面的单元中将要讲授的语言结构。例如学生用书第4页的自创发挥词汇练习，在例句中包含人称代词she、he以及它们和系动词is的缩写形式：She's a student. He's a writer. 教师适时地指点图画说出she或he，向学生传达这两个人称代词的含义（将在第8单元中详细讲解）。尽管此时学生还只能公式化地使用这些新单词，但要确保学生理解它们的含义。
- **例句示范与图画展示相结合。**教师在做例句示范时要指着图画，使学生在做自创发挥练习前能够充分理解例句中的生词与图画间的对应关系。
- **让词汇巩固练习具有交际性。**指导学生在做组对练习时指着图画，以让同伴理解他所表达的内容。这一简单技巧使词汇练习具有了交际性。在此过程中，学生应尽可能充分利用图画，例句以简单易学的方式帮助学生顺利完成任务。
- **鼓励自由发挥。**要向学生强调，虽然这类练习还不能让他们进行完全自由的操练，但大多数这类练习允许他们自己选择其中的图画和要讲述的内容，因而务必要做到自我展现。练习说明中包含有“Use your own words”时表示鼓励学生进行选择。让学生理解选择的重要性，使练习尽可能具有交际性，从而确保学生在掌握本单元所学的词汇、语法和交际语言后，能够在角色扮演和围绕单元末的图画进一步自创发挥时更加自由、自信地交谈。

词汇巩固练习 (Practice)

通过口头表达或书写的方式检验学生对生词的理解和运用能力。许多词汇巩固练习都配有录音，教师可根据具体情况变换练习的方式，例如可以将口头表达活动变为书写练习，反之亦然。

» 主题听力 (Listening With a Purpose)

每单元的主题听力有两个任务，每个任务都标有“Receptive Model”字样，表示含有一些新的语言点。由于新增语言点的数量受到严格控制，所以不会挫伤学生的积极性。这些任务可以让学生接触真实语音，培养他们忽略次要生词、联系上下文理解词汇的能力。本级教程所有听力练习的语速和发音完全为自然音速，因此在做练习时需要多放几遍，让学生听懂，以增强他们对听懂真实英语的信心。

- 听力练习中出现的所有新内容在教学指导中都有讲解，但本部分旨在教会学生掠过生词了解大意或获取特定信息，因此提前讲授新单词是有害无益的。
- 第一个主题听力练习出现在分类词汇模块的结尾，目的是训练辨音能力。让学生听录音后完成练习，然后检查答案。由于练习的主要目的是训练辨音，所以一旦学生辨音正确，可以让他们做模仿录音练习，这对加强印象有好处。如相互辨别“13, 30; 14, 40”等。

第二个主题听力练习出现在每单元快结束的地方，此时学生已经做了很多听说练习。此练习的目的在于训练两项技能：听取大意和听取特定信息。详见学生用书的目录viii-xi页。

听取大意 (Determine Context)

- **全面训练听力技能：**主旨大意、谈话人物、谈话地点、具体内容。教师可以在黑板上写出Who? What? Where?，让学生抄在本子上，并一边听一边做记录。这样学生就会将注意力集中在上述问题。
- **播放录音或读出来。**要确保录音清晰，周围没有噪音。对于听力较弱的学生，在给出答案之前不妨多放几遍。注意本练习只是训练抓主旨，多给学生一点时间来听。检查他们的完成情况，每次听完后让学生相互对答案。
- **对于听力较强的学生，**教师用书中设计了更多的问题以检查其理解情况。对于大多数学生，课本上的练习就足够了。

听取特定信息 (Focus Attention)

- 本部分是为精听设计的,要求学生听出特定信息。可以先听一遍,获得大意之后再听几遍完成练习。
- 在听第二遍前让学生再熟悉一下问题或指令,注意要听什么信息,确保明白题目要求。
- 放第二遍录音,让学生集中听取所要信息。然后组对或独立完成练习。若学生理解有困难,可以听第三遍。学生完成练习之后,再听最后一遍,可以一边听一边看录音文稿。
- 切记主题听力是听力训练活动,不是考试,因此听的遍数越多越好。

听力拓展 (Other Opportunities to Build Listening Comprehension)

本级教程的所有词汇及其后续练习、对话和阅读材料都有录音,可酌情作为听力训练材料。

▶ 交际语言和语法 (Social Language and Grammar)

语法图表 (Grammar Chart)

- 许多教师喜欢将语法重点写在黑板上以引起学生重视,贯穿本级教程的语法图表就是为了这一目的而设计的。本栏内不包含对语法的文字解释,因为这样做难免会用到学生还没有学到的单词或用法。教学指导中提供了大量建议,教授学生如何理解和使用语法,甚至有所扩展。不要忘记,语法学习从来都是和意义与目的相联系的,本书将语法学习融入到“对话”活动中。
- 如果教师不在课堂上讲解,语法图表可供学生查阅使用。若要讲解,以下方法供参考。
- ❖ 归纳法 (Inductive Approach) 举出上下文中包含待讲解的语法结构的例句,然后让学生从中推断规律。如果教师选择这种方法,建议多举几个例子供学生归纳。
- ❖ 演绎法 (Deductive Approach) 首先给出语法规律,然后给出例句、动词形式或语法图表中的短语。边写边讨论,让学生参与。如果可能,使用不同颜色的标记、箭头、方框等符号来突出结构变化,比如主谓一致等语法概念。

语法练习 (Grammar Practice)

本练习提供语法笔头练习和实际情况下的使用范例。

- 先认真阅读问题和练习。让学生知道这个练习要做什么、与语法图表有什么关系,这对学生完成练习很有帮助。在初级阶段,另一种方式是首先将完整的文本大声读出来,学生可以跟读,但不要马上填空。虽然一般在语法练习中不包含新知识,但有时也会有。教学指导对语法练习中出现的新语言点都有标示,并提供了解释方法。这里出现的新语言点应提前挑出来解释,不能像做主题听力练习时那样有意略过。
- 学生可以独立或组对来填空。教师可以在教室中走动,随时提供帮助。鼓励学生之间先比较答案,然后再公布正确答案。在比较的过程中,学生会再次检查题目和讨论答案,达到参与和强化的目的。

熟悉对话 (Conversation)

本练习属于应用模型,提供最常用的交际语言模型,供学生模仿和口语操练使用。这部分内容容易掌握,很快就能成为学生能够使用的语言。所提供的同义表达可以使学生觉得游刃有余,信心倍增。

- 打开或合上书本，播放录音（或教师读出录音文本），检查学生理解对话内容。然后多放几遍，让学生熟悉对话内容。最后，一个短语一个短语地播放录音，让学生跟读。鼓励学生尽心模仿，注意节奏、重音和语调，帮助学生清晰地发音。具体的讲解建议都会在教学指导中给出。
- 录音中在跟读的地方有停顿，以便学生能够提高对节奏、重音和语调的把握。不要忽视这一重要环节。学生跟读完后，录音会自动再放一遍供学生核对发音。
- 还可以在黑板上写下几个单词作为提示，鼓励学生将对话烂熟于心。做成可粘贴的人物画或脸谱提示特定语言。然后学生做角色扮演。全体一起说或一半学生扮演一角色，另一半扮演另一角色，然后再做同座对练。
- 一旦学生熟悉了对话，就可以让他们演出来，这样可以加强语感和真实性。

☞ 同义表达 (Variations)

为学生指出对话中有同义表达的部分，让学生理解对话中的画线部分可以用同义表达代替。学生在做练习时可以选择使用同义表达。让学生交换同伴和变换同义表达做练习。根据情况，教师可以向学生解释同义表达在含义上的差别，教学指导中有详细说明。

☞ 组对练习 (Pair Practice)

这一练习仍旧属于模式对话，但可以适当体现语言的个性化。练习鼓励学生在对话中适当的地方使用多种同义表达和自己的语言。如在回答“Do you want to go?”时，学生可能用“I don't know”来替换“Sure. When?”。

- 先组织几个例子。请坐在后排的两个学生作示范，使每个人都能看到他们对话。用书中的图片或板书关键字来提示替换。另一种方法是事先和学生一起讨论可能的替换词。
- 如果可能，应以个性化替换来反映学生的真实兴趣。
- 让学生连续组对练习对话，使用自己选择的替换词。教师要确保学生选词语法上的正确性，一旦发现错误应提示学生自我改正。为了练习得更充分，可以让学生交换角色或同伴进行练习。也可以让一些学生为全班演出对话，或者合作写出自己创建的对话。

» 角色扮演 (Improvise)

角色扮演是本教程的课程目标。这项活动在受控对话练习的基础上为学生提供了更深入、更自由、更具交流性的实践机会。这是掌握新知识、获得信心、达到流利的关键一步。学生到达这一步也是必然的。在每单元的教学指导中都有详细的活动组织建议。但有一个基本原则：在活动时再做纠正。这是一个重要的小技巧。这样会鼓励学生尝试，尽量发挥。下面是一些常用技巧：

- 建议学生编一个与打电话有关的对话，复习和强化电话用语。
- 先让学生从作自我介绍开始对话，然后自然地转入本课话题，以复习和强化前面所学的交际语言。
- 让学生尽量说。当学生的对话脱离课本的限定模式而引入个性化表达时，教师要给予肯定，并鼓励学生大胆尝试。通过这种方法，学生最终将脱离课本，将所学语言灵活地运用到实际生活中，从而实现本教程的最终目的。
- 做本练习时不鼓励学生问太多的新语言来帮助表达，偶尔增加个别生词是允许的，但本练习的目的主要是考察学生如何运用已学的语言进行创造的能力。

» 游戏互动 (Games and Interactive Activities)

本活动的目的是以游戏的方式促进语法、交际语言、词汇和发音的学习。游戏的设计生动、有趣，通常对各个层次的学生都有效。

做这个练习的重要一点是指令必须明确。所有材料都必须提前准备好，在正式开始做游戏前最好为全班举例示范。

在做交互活动时,提醒学生不要看对方的材料。本练习的目的是口头交流。如果听不懂对方的话,可以建议他们使用以下用语:

Sorry, could you repeat that?

I don't understand?

You mean _____?

具体的活动建议请参见每单元的教学指导。

► 阅读与写作 (Reading and Writing)

阅读部分的目的是在上下文中强化本单元所学的内容。与主题听力练习一样,这部分内容也标注为认知模式,通常包含一些新知识,但不多。对这些新知识,教学指导中给出了讲解建议。注意不要让学生一个词一个词地阅读,鼓励他们抓大意,对一些生词可以根据上下文猜测词义。具体方法如下:

- 给学生一些时间消化课文,然后做练习。一般来讲要默读,但可以对同伴朗读,尤其是在听完录音后,鼓励学生大声朗读。即使学生完全能够读懂,也要鼓励他们多读几遍。这样做的目的是使基础差的学生既能赶上进度,又能多练几遍。
- 如果教师朗读或学生轮换读,每读一两句要停一下,提几个问题,看学生懂了没有。可以像阅读练习那样,允许用一个词来回答。
- 段落结尾时,向单个学生提两三个问题,听听他们的回答。
- 逐渐转向基础好的学生提问,问题可多一些,其回答可作为阅读总结。
- 最后让单个学生告诉全班他对所读内容的感想。从基础好的学生开始,然后到基础差的学生,这样后者从前面的学生那儿得到启发,一定更有收获。

写作的目的是巩固所学知识和掌握基础写作技巧,学过前几课之后就会正式安排写作练习。许多写作任务都是鼓励学生表达自己的思想观点,展现自我。

在必要的语言知识讲授和练习之后,阅读和写作任务可以在单元内的任何时候开始。在写作之前全班一起或组对讨论一下写作内容是个好方法。写作任务可以在班上完成或作为家庭作业。也可以分小组或组对的方式共同做写作练习,教师或学生可将作文写在黑板上或用投影向全班展示。

具体说明请参见每单元的教学指导。

► 自创发挥 (In Your Own Words)

《朗文视听说英语教程》的一个特色就是每单元最后一页的插图,其目的是对本单元的所有内容——单词、交际语言和语法进行总结。插图提供场景,体现直观的上下文关系,可供操练使用,有助于学生实现从语言操练向真实应用的过渡。

借助插图可以用多种方式来练习口语。可用来做一问一答,也可作为信息互补活动、写作描述、口语扩展练习的基础。学生可组对或分小组就图片提问、创建对话、谈论人物关系、指出事物体的名称。或者,在讨论课上教师问学生答。

关于如何利用插图在教学指导中可以找到,根据单元的具体情况有所不同。但一般都可通用。

► 语音语调 (Pronunciation)

每奇数单元包含一个可供选择的发音练习,本练习有录音,教学指导中有详细说明。

教学评估 (Evaluation)

► 测试评估: 笔试 (Formal Evaluation: Achievement Tests)

《朗文视听说英语教程》的“成绩测试”包含书面的单元测试、期中测试和期末测试。单元测试评估本单元所学内容,评分方式简单明了。每个测试包含25或50道题,很容易换算成百分制或进行加权评估。

» 日常评估：听力和口语技能 (Informal Evaluation: Listening and Speaking Skills)

不仅要评估学生的阅读和写作能力，还要评估学生的听说能力，特别是当后者作为教学目的的时候。以下是用于评估听说能力的两种参考方式：

- 应认真观察学生在交互活动中的表现，例如在做角色扮演活动时。每次认真听取2~5个学生的发言频率和数量，不要太注重学生的语法准确性（这仅仅是口语表达能力的一部分），应注意学生的发言是否能让大家听明白；是不是尽可能用英语解释；是不是积极参与对话；发音是否清晰；所有这些都是日常评估应考虑的因素。给每个学生打分并记录下时间，在学期结束时教师就会有每个学生的平时分数，把它与笔试成绩结合起来考虑，这样才会准确地反映出一个学生在四项技能上的成绩。
- 每单元末的“自创发挥”中的问题也可作为口语测试之用。

教程组成

» 练习册 (Workbook)

练习册为巩固学生用书所学内容提供了更深入的练习。所有练习都可以在没有教师的指导下完成。教师用书的附录中提供了练习答案。

练习册中有大量不同类型的练习供选择，可以作为家庭作业或课堂操练。其中的阅读可作为泛读练习。教师用书中提供了针对练习活动的实用指导。

» 教学活页包 (The Teacher's Bonus Pack)

包含许多可复制的教学辅助材料，每个级别的学生用书配备一个教学活页包。

- **词汇卡** 包含每单元词汇部分的一系列插图卡片，可以影印分发给学生。学生可以小组或两人方式互相测试。
- **语法卡** 内容来自学生用书中的语法图表，但没有例句。学生可自行寻找例句写进去，或自创更易于记忆的例句。
- **对话卡** 两人对话的内容分别写在两张卡上，有部分语句是空缺的，学生可用自己的话填写完整。
- **配图故事卡** 含有空白对话框，学生可以根据图片提供的场景为角色配对话。

录像教程/VCD (The True Colors Video: True Voices)

5级录像节目，与课本配套。每单元的内容通过以下4个递进的步骤增强学生对自然语言的理解：

- 动画形式的词汇游戏
- 4~5行的简短对话，展现课本中该单元的重要交际语言和语法知识。
- 以戏剧式场景引入交际语言、话题和语法，展现自然的手势和肢体语言，并包含适量的认知模式下的语言。
- 一系列简短的街头采访，与真人的对话使学生逐渐习惯于教室外的真正英语。

» 录像教程练习册 (Video Workbook)

提供鲜活的练习，巩固录像教程中展现的交际语言和语法知识。

Introduction to the Teacher's Edition

Methodology and Approach

The following information is provided to help you understand some of the guiding principles behind *True Colors* Basic and to give you some general suggestions for using the material. More detailed suggestions for working with each unit are given in the interleaved pages of the units.

The Adult (or Young Adult) True Beginner

True Colors Basic is written for students who have had no prior exposure (or very little prior exposure) to English and for the student whose only exposure to English is through English class. *True Colors* Basic systematically teaches essential vocabulary and fundamental social language and grammar, bringing the true beginner to false-beginner level in a short period of time. But true beginners need controlled exposure to language; in *True Colors* Basic, students will not encounter language that is not being actively taught in the pages of this book. In spite of the control, however, care has been taken to provide content which will be useful and appropriate to the adult or young adult student, ensuring a high interest level and demonstrating respect for the student.

Ownership of the Language

A major goal of *True Colors* is to move students beyond controlled oral practice to freer speaking and personalized oral expression. The sections entitled *Improvise*, which appear at least once in each unit, encourage oral experimentation and build the skill of self-expression. The teaching notes on the interleaved pages of this book provide numerous suggestions for further discussion and personalization. Thus students are led to make the new language their own and to express themselves freely in English from the early stages of the course.

Authentic Models

Students outside an English-speaking country lack exposure to natural models of English, especially

natural models of everyday speech. *True Colors* aims to fill that gap by providing numerous speaking, reading, and listening models that are at once authentic, motivating, and effective for students. A clear distinction is drawn between models presented for students' productive mastery and those presented to build students' ability to understand real English. Although some untaught language is used in these "receptive models," its complexity and amount have been strictly controlled so as not to frustrate the beginning student.

But beginning students should speak "real" language from the start, so the language students learn to produce contains idiomatic expressions, contractions, and one-word answers. Idiomatic expressions such as "I sure did," "Sounds terrific," and "Yeah" are used naturally in informal contexts.

Integrated Skills

The *True Colors* series aims to develop all four skills of listening, speaking, reading, and writing. It is understood that students outside an English-speaking country need to activate their receptive (listening and reading) abilities as much as the productive skills of speaking and writing. They also need to encounter and practice the target language in a variety of ways. Particular attention is given to the listening and speaking skills. Recorded conversations on cassette (or audio CD) and on the accompanying video (*True Voices*) are an integral part of every unit and are intended to help students learn from spoken English models right from the beginning of the course. Pronunciation practice, which focuses on stress and intonation as well as on individual sounds, is integrated into the interleaved teacher's pages. Students are offered a good deal of controlled oral practice, which gives them the language they need as well as the confidence to perform the less controlled speaking tasks later in each unit. Reading and writing tasks are included to support and reinforce the language being acquired.

Task-Based Approach

Since speaking a language is a skill, it is best perfected through practice. As a result, most of the activities in the book are tasks that students do in

pairs, in groups, or individually. Your role is to set up these activities clearly, to monitor them closely, and to provide corrective feedback when necessary. Some of the tasks are competitive games that are motivating in themselves. There are also discussions and interactive activities in each unit. Students are thereby encouraged to use the language communicatively to achieve a purpose and are kept active and involved throughout the lesson.

Recommended Teaching Procedures

The interleaved teacher's pages will regularly recommend certain techniques. The extent to which you use these techniques is up to you, of course, and will reflect your background, your personal approach, the training you have received, and your students' needs.

The Beginning-Level Classroom

Because *True Colors Basic* was written for the true beginner, it uses a completely controlled vocabulary, social language, and grammar syllabus. It is, however, recognized that many true-beginner classrooms contain students who have had some prior exposure to English but for whom a false-beginner (usually called "Level One") textbook is too challenging.

This teacher's edition also regularly provides suggestions for enhancing the experience of the weak false beginner while not overwhelming the true beginner sitting in the same class. It should not be forgotten that a heterogeneous true beginner / weak false beginner student mix can be used to advantage in pair and group work, by capitalizing on the quicker comprehension time of the weak false beginner. This makes the weak false beginner a good initial modeler of new language for the true beginner.

Use of English in the Classroom

Try to use English with your students as much as possible. This gives them a further opportunity to listen to English and to encounter it as a real means of communication. Start by using a few basic phrases regularly: *OK, let's begin! Any questions? Look at the board*, etc. To support you in this, the teacher's pages frequently give the actual wording of questions and directions for setting up tasks.

Elicitation

Asking questions keeps students active and involved in the class and lets you know what they understand and what they do not. One-word answers are often superior to full-sentence answers in this regard. It is worthwhile for students to know that even though they have mastered very little productive English, a one-word answer can be completely communicative and correct. You can also elicit specific language from students by referring to the context. A good method to elicit language from beginners is to present a model that they understand and then ask them to create a sentence or question like the model.

If your class is large, or you want to give the largest possible number of students an opportunity to respond orally, you may find it helpful to begin your questioning with stronger students. These students will be better able to answer quickly and easily, allowing weaker students an opportunity to use the stronger students' responses as a model. This will help the weaker students respond successfully. With large classes, keeping the oral responses moving rapidly and efficiently allows you to sustain the oral work for a long enough period of time for the maximum number of students to have a chance to speak. If a student you call on cannot respond or responds incorrectly, quickly correct him or her and move on. Maintaining the pace gives weaker students the longer listening time that they require to be able to internalize and ultimately access new language.

Correction

Most students, in particular adult students, like to be corrected, especially when they are trying out a language for the first time. However, too much correction can be demotivating, especially with beginning-level students.

We recommend that you correct immediately when students are practicing language in a controlled way and still need guidance with the forms (for example, during the Conversation and Pair Practice activities—see below). First let the student finish the thought. Then indicate by a gesture or a sound that there has been a mistake. Try to show the student where the mistake was—one technique is to count on your fingers each word of the phrase—and see if the student can make the correction alone. Above all, avoid making students feel pressured. Give

them time to think. Correct what you have taught. But if students have understood your presentation, they should often be able to correct themselves.

Later in the unit, particularly in *Improvise* (also see below), students are given an opportunity to use previously taught language to express their own ideas. At this stage, avoid correcting too much because stopping a student who is learning to improvise with known language discourages experimentation—which is a major goal of *True Colors*. Improvisation is the skill students will need when they seek to convert classroom English to their own English to serve their own needs in their own lives, outside of class. Listen to what the student is trying to say and react to that. A less intrusive way to correct during this stage is to reformulate the student's phrase without stopping the flow of conversation. For example:

S: *They no are married.*

T: *They aren't married? Oh.*

S: *No. They aren't married.*

Note that students often self-correct with this technique.

Pair and Group Work

On every page of *True Colors Basic*, students have an opportunity to work together in pairs or small groups. This provides a change from teacher-centered open-class work and maximizes practice opportunities. It ensures that students initiate as well as respond in English. It also encourages students to help one another learn and to work independently of your help.

Students can even be encouraged to collaborate on the written tasks in the book. They can complete written activities together or compare their answers to tasks. In this way, they become accustomed to working together to solve problems and begin to take more responsibility for their learning. Your students may never have spoken in English together before and probably expect lessons that are entirely teacher-led, so this concept may be surprising to them. Try some or all of the following to warm them up to the idea:

- Before you put students in pairs for the first time, explain to them (in their own language if necessary) your reasons for doing this. Explain that they will be practicing English

together so that they can get more time to speak and you can listen to more students at once.

- Give them a very simple task with very clear instructions. Model the interaction first with a student at the back of the room so that the whole class can watch. It is easier to start with tasks in which the language is predetermined rather than improvised. Make sure that all students know what they have to do and what language they have to use. Even if this takes some time, remember it will become easier to set up pair work once students get used to it.
- Introduce pair work slowly. One activity per class session is fine to start. Weaker students may prefer more controlled speaking tasks. Introduce freer speaking activities little by little, when you think your students are ready.
- Plan in advance how you will group students and tell them whom to work with at the beginning. Ensure that they are sitting close enough to one another to hear. Ask some students to move if necessary. Change pairs from time to time to ensure that each student works with a variety of partners.
- Monitor closely. Move around the room, listening; correct where necessary. Avoid making eye contact so that students are not distracted by your presence, but make it evident that you are listening and expecting students to be on task. Take action if students are not on task. Change pairs or give them more work to do silently.
- Provide a time limit to encourage students to stay on task. End the activity before most students have completely finished, to avoid "dead time" as groups finish one by one. If some students finish early, be ready with something for them to do. One idea is to have them write something—for example, the conversation they have been practicing—to provide a change in pace and mood.
- Do not expect every pair-work activity to be an instant success. If an activity is clearly not working, call a halt and change the pace.
- Feel free to break up larger classes. If one-half or one-third of the class is engaged in oral pair work, the remainder of the class can do written work. This will give you more time to listen, evaluate, and correct the pairs. When the first group has finished their pair work, have groups switch tasks.

Interleaved Teacher's Pages

Each teacher's page presents detailed suggestions, language and culture notes for presentation to students, answers to the exercises, links to the workbook exercises, and tapescripts for material that doesn't appear on the student's page. In addition, at the end of this book is a table of pronunciation symbols and a complete answer key for the Workbook and the Achievement Tests.

Unit and Mini-Lesson Format

The ten units and two review units are designed to be used sequentially and to take five to seven hours of class time each. In every unit there are several identifiable mini-lessons, indicated by triangles.

- **Vocabulary** sections, in which active vocabulary is presented and practiced, can be considered a series of mini-lessons within the unit.
- Each of the **Social Language and Grammar** sections, in which the social language and grammar are integrated, presented, and practiced, can be considered a mini-lesson.
- Following the Vocabulary and the Social Language and Grammar sections is a series of **Expansion Activities**, each clearly identifiable as a class activity.
- The **Listening with a Purpose** activities as well as the final **In Your Own Words** page can be treated as mini-lessons.

The effect of this is a highly integrated unit in which mini-lessons offer convenient starting and stopping points for easy lesson planning and management.

The amount of time you spend on each mini-lesson is flexible. The course is designed so that you can gear the mini-lessons specifically to the needs of your students. Activities labeled "Option" in the interleaved teaching notes provide suggestions for alternative ways to use the material. Those labeled "Challenge" offer ideas for extending tasks to provide further practice or to challenge higher-level students. "Optional Vocabulary Expansion" sections are included specifically for stronger classes or for false beginners who are ready. Note, though,

that the vocabulary suggested in these optional sections is not included in the Student's Book. This ensures that these sections are truly optional.

Unit 0

The Student's Book begins with Unit 0, which prepares students for the commands and nouns used in the exercise directions throughout. It also familiarizes students with the concept of "social language," which forms the cornerstone of their productive functional language throughout this course. It is recommended that you take time to present this unit before beginning Unit 1. Students will be prepared and motivated to start.

Directions to Students

You will note that great care has been taken to simplify directions to the student in *True Colors Basic*. When an unknown word is used in an exercise direction, the teacher's notes will point out the word and suggest ways to convey meaning to students. In this way, students will not be frustrated by directions that are above their language level.

General Teaching Suggestions


Following are some general suggestions for getting the most out of each section of a unit in class. Note that some sections have a listening component. These sections include Vocabulary, some Practice exercises, Listening with a Purpose (task listening), Conversation, and Reading. All activities on the cassette or audio CD are signaled with a  in the Student's Book. Specific teaching notes for these are provided in this book.

Photo Story

There is a tinted margin at the top of the opening two pages of each unit. The left margin indicates the grammatical focus of the unit, while the photo story in the right margin shows the social language focus of the unit. For example, pages 50 and 51 show *He's watching TV* in the left margin, demonstrating the present continuous, while the photo story in the right