

<<小学英语教学技能培训教程>>

图书基本信息

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前言

教学是一种艺术，艺术修养的提高需要在实践过程中运用教育教学理论。

本书是理论与实践完美结合的典范。

它紧扣中国的小学英语教学，结合西方先进的教学理论，阐述了小学英语教学的理论与技巧，中西合璧，具有很强的理论性和实践性。

中英合作广东省小学英语教师培训（PETT）是广东省教育厅和英国驻广州总领事馆文化教育处合作的品牌项目。

它由广东外语艺术职业学院和英国利兹大学教育学院（School of Education, university of Leeds）承办，自2001年启动以来，已经培养了102名教师培训员，他们通过该项目建立的再培训体系已在广东省内培训了近4000名小学英语教师。

在培训的过程中，培训员和学员学习到了当前先进的教育教学理论，同时也积累了丰富的教学培训和课堂实践经验。

编著《小学英语教学技能培训教程》的目的在于推广经验，让更多的小学英语教师能够有一本切合实际、浅显易懂的参考书，有助于提高教师的教学水平和教学效果。

《小学英语教学技能培训教程》以少儿英语学习的特征为出发点，紧扣中国小学英语教学的现状，提供切实可行的操作实例，帮助教师在案例学习中掌握独特的儿童外语学习技巧。

在阅读本教程或参与培训过程中，读者将感受到编者抛砖引玉的意图，教师们将有很多思考和发挥的余地。

本书适用于小学英语教师培训员、教研员以及广大小学英语教师，对师范院校学生及中学英语教师也具有一定的启发作用。

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内容概要

本书以少儿英语学习的心理特征为出发点，提供切实可行的操作实例，帮助教师在案例学习中掌握独特的儿童外语教学技巧。

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Suggested Answers Task 1 . 1 1 . After about one year old . Some start to speak at the age of one and a half or even two years old , but they may start to speak in sentences . 2 . Listening and observing . Before they are able to speak their L1 , they have listened to the language and observe their parents ' behaviors for about a year . 3 . About two or three years old . 4 . To express their real needs . For example , if they want to get some water , they have to say " water " . If they don ' t want something . they say " no " .

Task 1 . 2 1 . Answers will vary depending on trainees ' own experience and ideas . Probably the first way will be more familiar than the second . 2 . The first way is simple and easy to do in class . It does not need a lot of preparation apart from the pictures . The second is a more interesting way . It is easier for pupils to understand the language because the teacher uses a story to set up a meaningful situation . Furthermore , this story is a traditional Chinese one which is quite familiar to the Chinese children . 3 . The teacher makes use of children ' s instincts of going for meaning , learning by doing , using imagination as well as curiosity . The story helps them to understand the meaning of the language . Children would probably love to act out the story with the help of the teacher . In the process of the teaching , teacher may pause to allow children to imagine what Piggy will eat next .

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