

<<如何通过课堂活动教语法>>

图书基本信息

书名：<<如何通过课堂活动教语法>>

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前言

外研社从剑桥大学出版社出版的“Cambridge Handbooks for Language Teachers”中选出10本，结成“Learning in Doing?剑桥英语课堂教学系列”，在中国大陆出版发行。

应外研社要我为这套丛书写一个总序的要求，我通读了全部10本书，同时看了原系列其他书的书名。我发现，在所有这些书都涉及外语教学中的重要问题的同时，编者选出目前这10本来先期出版发行，是有道理的。

首先，从这10本书的书名就可看出，它们都是关于当前外语教学中的一些最关紧要的问题。读这套书的教师朋友们会发现，它们是如此切合我们国家当前外语教学（尤其是基础阶段外语教学）所面临的突出问题，用一句俗语说，它们是如此符合我国的“国情”：大班教学、以学生为中心突出个性化教学、课堂设计、口语教学、词汇教学、如何利用多媒体教学手段等等，方方面面，不一而足。

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内容概要

本书试图打破“教语法只能是很枯燥的”这一误解，将语法教学与交际法紧密结合在一起，为教师们提供了一系列生动、有趣的语法实践活动。

作者将英语教学过程中涉及的34个重要语法点按字母顺序列出，提供了近200种趣味性强、可操作性强的课堂活动，力图将语法教学交际化，甚至是游戏化。

相信广大英语教师及英语教育研究者读后定会从中受益。

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章节摘录

By volume I mean the sheer amount of (comprehensible) language that is spoken, heard, read or written in the course of the activity. Crudely speaking, the more language the learners are exposed to or produce, the more they are likely to learn: this means devoting plenty of time to practice sessions, and exploiting that time efficiently. When the material to be practised is non-specific, as in fluency exercises, this just means spending as much time as possible using the language in general (as distinct from talking about it). When, however, the material is specific, as in the learning of a grammatical structure, most of the volume should consist of repetition of the items to be learnt. In other words, we want to design procedures that will induce the learners to engage with the items to be learnt as many times as possible. This does not mean mere mechanical reiteration of forms, but repeated reception and production, in speech and writing, of different examples of the structures form and meaning. In a brief exercise where there is insufficient volume and repetition, the learners may provide you with some feedback on what they know, or do not know, but they will not get much opportunity to consolidate their learning. In other words, the procedure will probably function as an informal test rather than as a practice. In simple terms, the principle of repetition means that you have to get the learners to produce or perceive examples of the structure - say, sentences using the present perfect tense - over and over again. This would seem to be a perfect recipe for boredom. However, the two features of interest and repetition, though not easily combined, are by no means mutually exclusive; and thinking of ways to achieve both of them simultaneously is perhaps the central challenge facing the teacher and materials writer in designing effective practice techniques.

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