

<<如何组织课堂会话活动>>

图书基本信息

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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。

似乎这些内容还不够，《如何策划行之有效的英语课堂活动》则提供了各种课堂活动的案例达110个之多。

老师们“手到擒来”，直接可以拿到课堂中去用。

我在通读各册书时越来越觉得好似剑桥大学出版社是专门为我们中国外语老师们量身定做出版这套书的。

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内容概要

本书有效解决了课堂会话活动“形式单一、为练而练”的问题，介绍的110余个课堂活动不但趣味性强，而且将说与听、读、写巧妙结合起来。

书中将每个活动的目的、重点、适用水平、所用时间及需备材料清晰标明，除逐条说明活动步骤外，另附活动涉及的会话材料作参考。

书末还提供了多篇材料供教师们使用。

相信一线教师定能从中获益，师资培训者也可从书中的教学理念、方法受到启发。

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章节摘录

Dialogues for productive use The second half of this book focuses principally on the use of dialogue as away of promoting interactive talk. This does not mean that the learners are simply left to talk without any opportunities for reflection r a focus on form. Dialogue activities aim to encourage speaking but they also aim to encourage thinking about speaking. Planning time Incorporating a planning stage before the learners engage in dialogue can help to build a bridge between the learners passive knowledge and their capacity to use this knowledge in spontaneous speech. Learners often encounter difficulties when trying to naturally incorporate recently learnt language items into meaning-focused exchanges. By asking them to write a dialogue using a particular set of language items, we effectively slow down the process of speech and create opportunities for more reflective language use. If learners are asked to construct a dialogue in pairs or small groups before they perform it, there is the opportunity for peer teaching of language to occur. Also, producing a written version of the dialogue activates both the written and spoken form of the language included. On the other hand, there will also be advantages in sometimes encouraging learners to enter into dialogue spontaneously, without asking them to plan the content at all. This, after all, reflects the circumstances in which the learners real-life dialogue use will occur. Providing the learners with practice in spontaneous interaction in the classroom should help to equip them with the skills they need to interact in such a way in the real world.

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