

<<展望未来英语教程>>

图书基本信息

书名：<<展望未来英语教程>>

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内容概要

《展望未来》是一套分成四个等级的英语教材。

本教材旨在将学生的英语水平从初级阶段提高到能参加“剑桥第一证书”的预考阶段。

《展望未来》中级教程具有以下一些特点：可供选用的录像带一盒，内容由源于英国和美国的戏剧片、动画片和记录片等可视资料构成。

采用一套明确、实用的交际教学法，配以《教师用书》所提供的教师培训材料。

提供一份按欧洲委员会修订并扩充的Waystage和Threshold规定所制定的教学大纲，这份教学大纲强调使用日常生活中的真实英语。

为参加Threshold修订级剑桥大学考试的考生提供综合性的应考准备。

自始至终系统培养学生在语法、功能性语言、词汇、应用技能、语音等方面的综合能力。

注重培养学生的表达能力，其中包括培养他们的功能性与创造性的写作能力。

不间断地提供机会，对多种文化进行比较。

定期的“进度检查”部分着重检查学生对语法、语言功能和词汇的掌握情况。

“对讲”部分提供使人感兴趣的活动，以便学生开展更为自由的讨论，同时也促使学生进行真实的交际，提高他们在口语表达时的流利程度。

每单元中的“语言规则参考”部分，内容简明扼要。

提供英美文学作品的摘要。

《练习册》中的“自学”部分有助于学生提高学习技能。

《练习册》中的短篇故事有助于促使学生进行泛读。

“练习册录音带”含主要用词。

《展望未来》中级教程的全套教材含：学生用书、练习册、教师用书、课堂用录音带、练习册录音带。

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书籍目录

Introduction The course Why is the Look Ahead course special? What levels does the Longman classroom course cover? What are the components of the Longman classroom course? Underlying principles of the Longman classroom course Key features What are the key features of Students' Book 2? What are the key features of Workbook 2? What are the key features of Teacher's Book 2? What is recorded on the Class Cassettes? What is recorded on the Workbook 2 Cassettes? What are the features of the Classroom Video? Methodology and classroom practice Presenting new language The Discovering Language boxes Handling guided practice activities Dealing with new vocabulary Making freer communicative activities Handling reading activities Handling writing activities Error correction Exploiting illustrations The importance of sounds, stress and intonation Using the video material Using the mother tongue Use of the mother tongue Supplementing the course

Lesson Notes Language Awareness Worksheets Workbook Answer Key and Tape script

章节摘录

13 Using the Summary section The Summary section at the end of each unit can be used in several ways. Here are some possibilities: It can be used as a quick check at the end of every unit. Students read through it and ask you if they have any questions on the language covered. It can be used for extra practice. Ask students to think of other examples of the functional language, preferably related to their own lives, and to provide contexts. It can be used for revision at the end of the course. Students can read through the Summaries to identify any problems they have; these can then be researched in more detail in the Grammar Reference section.

14 Use of the mother tongue In multilingual classes all teaching and learning must obviously be done through the medium of English. When students share the same first language, however, teachers can have difficult decisions to make. On the one hand, you may believe that if students study English for only a few hours a week, they should make the most of the opportunity to work entirely in English. This will help students to learn to think in English and to develop strategies for overcoming language problems, as they would have to do in an English-speaking environment. On the other hand, you may feel that it is unrealistic and artificial to ignore students' competence in their first language and to deny them the opportunity to ask questions and discuss problems which they cannot hope to express in English. You may also feel that it is not possible to ensure that every student in a large class speaks English all the time.

One solution is to set guidelines (or rules !

) for times when the first language may or may not be spoken and to make these very clear. They can be enforced by a fine-box, for example, the proceeds of which fund an end-of-course party or a local charity. Any of the following might be times when use of the first language is allowed: A quick translation of a word or phrase to show understanding. The last five minutes of each class, when students can ask questions or raise problems.

Pair or group work when there will be a product in English that can be displayed. If, for example, students are working together to produce a written text, they will have something in English to show for their work even if discussion of what to write has been in the first language. The formulation of grammar rules, especially if students do not have all the necessary metalanguage (clause, tense, etc.) . Discussion of cultural similarities and differences, which students might want to explore more deeply than their English allows. In the last three cases, the teacher can still insist that all feedback to the teacher and to the class as a whole should be in English.

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