

# 《怎样教英语》

## 图书基本信息

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## 前言

近年来，国际交往日益频繁，国际贸易急速发展，出现了一种前所未有的现象：学外语、教外语、用外语的人多了；研究语言学和应用语言学的人多了；开设这方面专业的高校也多了，语言学硕士生和博士生也多了。就是不以此为专业，学习语言学和应用语言学的也不乏其人。为了给从事这个专业的师生提供便利，同时又帮助一般外语教师、涉外工作者以及汉语研究者开阔思路，扩大视野，提高效率，我们献上这套内容崭新而丰富的丛书——英文版《当代国外语言学与应用语言学文库》。

文库首批推出54部外国英文原著，它覆盖了语言学与应用语言学26个分支学科。这批书是我们与各地有关专家教授反复研究之后精选出来的。出版这样大规模的语言学与应用语言学丛书，这在我国语言学界和外语教学界是破天荒第一次。我们这样做，抱着什么希望呢？总的说来，是遵循教育部关于加强一级学科教育的指示，在世纪之交，推出一套书来给中国的外语教育领航，同时也给一般外语工作者和汉语研究者提供信息，拓宽思路。我们希望这个文库能成为进一步带动外语教学改革和科研的发动机；我们希望它能成为运载当代外国语言学理论、语言研究方法和语言教学方法来到中国的特快列车；我们希望，有了这套书，语言学与应用语言学专业师生就能顺利地进行工作；我们希望，通过读这套书，青年外语教师和外语、汉语研究者能迅速把能力提高，把队伍不断扩大。

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## 内容概要

《怎样教英语》内容简介：An introduction to the practice of English language teaching How to Teach English is for teachers at an early stage in their careers and for teachers preparing for examinations such as The Certificate in English Language Teaching to Adults or The Certificate in TESOL. This book gives clear examples and explanations of current teaching practice which teachers can put into immediate use. How to Teach English offers: ideas on what makes a good teacher and what makes a good learner descriptions and examples of language teaching methods. and a new model of good teaching practice-the 'ESA' model an essential introduction to grammar teaching sequences for grammar, vocabulary, and the individual language skills ideas on the exploitation of textbooks and the planning of lessons a 'What if?' review of common problems in the classroom a Task File of photocopiable training tasks appendices on equipment, further reading and phonetic symbols.

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## 作者简介

哈默，Jeremy Harmer is the author of the highly acclaimed and ever popular The Practice of English Language Teaching.

# 《怎样教英语》

## 书籍目录

Preface by Halliday Acknowledgements Introduction 1 How to be a good teacher What makes a good teacher? How should teachers talk to students? How should teachers give instructions Who should talk in class? What are the best kinds of lesson? How important is it to follow a pre-arranged plan? Conclusions Looking ahead 2 How to be a good learner Why is it difficult to describe a good learner? How important is the students' motivation? Who is responsible for learning? What is responsible for learning? What's special about teaching adults? How should we teach the different levels? Conclusions Looking ahead 3 How to manage teaching and learning How should teachers use their physical presence in class? How should teachers use their voices in class? How should teachers mark the stages of a lesson? What different student groupings can teachers use? How can teachers evaluate the success or failure of their lessons? Conclusions Looking ahead 4 How to describe learning and teaching 5 How to describe language 6 How to teach language 7 How to teach reading 8 How to teach writing 9 How to teach speaking 10 How to teach listening Conclusions Looking ahead

## 章节摘录

Beginners: success is easy to see at this level, and easy for the teacher to arrange. But then so is failure ! Some adult beginners find that language learning is more stressful than they expected and reluctantly give up. However, if things are going well, teaching beginners can be incredibly stimulating - and great fun. It may be restricting for the teacher, but the pleasure of being able to see your part in your students success is invigorating. Intermediate students: success is not so easy to perceive here. Intermediate students have already achieved a lot. Gone are the days when they could observe their progress almost daily. Sometimes, it may seem to them, they don't improve that much or that fast anymore. We often call this the plateau effect, and the teacher has to make strenuous attempts to show students what they still need to learn without being discouraging. One of the ways of doing this is to make the tasks we give them more challenging and to get them to analyse language more thoroughly. We need to help them to set clear goals for themselves so that they have something to measure their achievement by. Advanced students: they already know a lot of English. There is still the danger of the plateau effect ( even if the plateau itself is higher up ) so we have to create a classroom culture where learning is not seen as learning a language hittle-bit-by-little-bit. At the advanced level, we need to be able to show students what still has to be done and we need to provide good clear evidence of progress. We can do this through a concentration not so much on grammatical accuracy, but on style and perceptions of appropriacy, connotation and inference, helping students to use language with more subtlety. It is at this level, especially, that we have to encourage students to take more and more responsibility for their own learning. Although many activities can clearly be used at more than one level ( designing newspaper front pages, writing radio commercials etc. ) , there are some which are obviously more appropriate for beginners, for example, pronunciation practice of /o/, simple introduction dialogues, while there are others which are more appropriate for advanced students, such as discursive essay writing or formal debating. One obvious difference in the way we teach different levels is language. Beginners need to be exposed to fairly simple language which they can understand. In their language work, they may get pleasure ( and good learning ) from concentrating on straightforward questions like What's your name ? , What's your telephone number ? , Hello, Goodbye etc. Intermediate students know all this language already and so we will not task them to concentrate on it. The level of language also affects the teachers behaviour. At beginner levels, the need for us to rough-tune our speech is very great: we can exaggerate our voice tone and gesture to help us to get our meaning across. But at higher levels, such extreme behaviour is not so important. Indeed, it will probably come across to the students as patronising.

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## 精彩短评

- 1、是英文的，很好
  - 2、书有塑封，还没拆开看，但是外研社的书貌似都还不错。
  - 3、还没开始看。。看着还行。
  - 4、文章通俗易懂，没有特别难的词汇，讲解了很多当一名英语教师应当知道和注意的东西，很值得一看，不愧为经典
  - 5、原版，太费时间，虽然是之前有老师重点推荐，但由于自身教学经验也不多，光看理论有点看不下去，打算等一些列翻译过来的中文类书籍看完再来啃原版的的教学理论书。
  - 6、以为是中文的没想到是英文的书，不过还好
  - 7、送货还是依旧的快
  - 8、还是原汁原味的英语好.地道,且通俗易懂!!!
  - 9、很好的教师成长教材，值得推荐。
  - 10、浅显易懂，例子丰富
  - 11、呃，收到这本书忘掉评论了.....
- 虽然是全英文的，但是很通俗易懂，纸张也很舒服，是一本很好的教人为师的书。虽然还没有看完，但是完全不会像其他书一样没有耐心看下去，这本书值得推敲和思考，推荐！
- 12、同样是英语预备教师或是在职教师的必备之物，书本全英，但是读起来没太大障碍，这本有塑封，包装完好，内容详实，外应文库出的这一套书都不错，准备读研期间慢慢买来咀嚼
  - 13、原滋原味的外文书。
  - 14、和原版内容一样，加入中文导读，其中的内容对教学学习很有帮助。
  - 15、他说不错，很喜欢。
  - 16、h非常好，好好
  - 17、对此类知识的学习有很大的帮助
  - 18、it is a good book for teachers
  - 19、书很薄，但是很有帮助
  - 20、当老师的都应该看看这样的好书，不错
  - 21、很好的一本书，要认真看一看。
  - 22、对于要进入英语教育的行业的人来说是一本必看的书，对于教英语有很大的帮助。自己在看的时候也解开了一些自己在学习和教学当中的疑惑。受益匪浅！
  - 23、评论“怎样教英语(新版)(语言学文库)”  
好
  - 24、好很好，非常好
  - 25、老师推荐用书哦
  - 26、书还有外包的，很新！快递非常给力！太满意了！
  - 27、学术，专业。对语言学学生和教师都挺有益的。
  - 28、内容没什么可说的，就是字有点小！
  - 29、怎样教英语
  - 30、书还值得一读啊
  - 31、对教学很有帮助，但实践起来肯定还要多花时间多变通
  - 32、不错，薄薄的，读着方便
  - 33、内容有待阅读，但看了大概框架，希望会有用
  - 34、留学时看的电子版的，现在买来实体书再次研读，价格合理，就是运输途中折得厉害，不过问题不大
  - 35、正版书，很好，满意，价格也合理，赞！
  - 36、书的内容非常不错，很值得去读一读，对教学有很大的帮助。
  - 37、干净整洁，无缺损，不错。
  - 38、很简单很容易读懂
  - 39、注意，学术性书籍

## 《怎样教英语》

- 40、上课用书！不错！
- 41、书还没细看，就是字太小。
- 42、书比想象中的薄了很多 挺高兴 哈哈（虽然和价格不是很匹配）快递也很快 不错
- 43、专业类，充电用，还没看呢
- 44、不错 帮同学买的 大家都还说不错
- 45、包装很好~~
- 46、室友考研复试用的，她说面试老师问的问题都在这本书里，她成功通过复试了
- 47、很好的专业书籍，对英语老师很有用
- 48、也是全英文的，还没看完，觉得还是有帮助的。
- 49、东西不错，送货太慢。
- 50、全英的书，不过前面有章节简介，很好，对于要当外语教师的人来说，值得去读，去思考！
- 51、希望对考研有所帮助
- 52、内容很有用！
- 53、有些过于简单，但还是给了我启发。
- 54、这本书的作者显然不了解中国学生目前学英语的实际状况。书的内容挺好，可惜，唉，一联想到我手下那些学生，我感觉心情很沉重。对他们来讲，当前更重要的不是具体英语语言本身的知识能学到多少的问题，而是怎么打动他们能多少改变自己当前那种懈怠的人生态度的问题。
- 55、看了这本书收获很大！不仅学习了教英语的方法，而且学到了地道的英语。
- 56、正版好书 曾经买过一本了 这个03的版本比较新 所以又买来收藏
- 57、老师让买的教材 不错的
- 58、方法蛮多的，能学到的也蛮多
- 59、正版，质量好 速度快 非常满意
- 60、下午看了一点不错
- 61、全英文，还不错，和教学法有点像，挺实用的，就是字有点小
- 62、必买的，小贵
- 63、很不错的书，很喜欢，也很实用
- 64、非常好啊这本书 但是有的地方不太适合国内情况 很好的书
- 65、比在学校买，便宜了十几块钱，不错，在这送货上门的服务我很喜欢，就是最好能在送货时提前打电话确认下就更好了。
- 66、趋势不错
- 67、@ U S A 2015.7-8
- 68、本来是作为考研用的 先在看来没有什么用了
- 69、有理论也有实例。所有单元都有笔记，但是今天翻翻已经.....？137页开始有总复习练习。
- 70、对提高英语教学技能很有帮助
- 71、学校复试的指定书目，比想象中的大点，内容多点。挺新的，墨香使我想起小时候读书的情形
- 72、专业英语教学书籍，用心看，对于教学很有帮助！
- 73、很实用的一本教材，我很喜欢！
- 74、内容还没看，暂不评价。是否正品也不知道。但是字真的很小，看起来很费力！不晓得有没有五号字的一半大！
- 75、很好的书，准备慢慢看
- 76、刚拿到，期待中。
- 77、早就想买，趁这次机会完成心愿
- 78、帮同事买的，我们一起看，对教学很有帮助，赞一个
- 79、一直用当当 推荐
- 80、不错的原版书，好好学习一下，鼓励我
- 81、就是字体有些小
- 82、how to teach English
- 83、老师推荐购买的，对英语教学有帮助
- 84、比较概括的教学法，字体太小看起来费劲



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- 85、适合做研究的教师看 简介了些研究方法
- 86、已经读完了 内容不错 就是字有点小 不影响大局 送书很及时
- 87、英语写作原版影印系列丛书—学术论文写作手册
- 88、这本书对于学习英语及进行英语教学工作应该是一本值得一看的书吧
- 89、跟学校发的书一样
- 90、不错！办公室团购了！对英语老师很实用！
- 91、可以，还不错.....
- 92、全英文的，十分有帮助！

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### 精彩书评

1、天下没白吃的午餐啦，要找免费的还不如找性价比高的培训。在找培训机构的时候。建议你考虑的几个点。要先清楚这培训机构是1对1教学，还是小班教学。学口语的话就建议你选1对1的，可以勤练，然后老师在50分钟的课程内会一直跟你对话，口语环境是非常好，实际练口语交流的时间是小班的3~5倍。另外要看是上课时间跟地点，是否弹性方便，像我跟朋友之前报读的ABC天下英语，就是在线培训的那种学习机构，时间跟地点都很弹性，我个人觉得这种培训的方式不错，建议你可以找类似的在线英语学习机构。英语学习不是学得越久越好，而是用对方法、适当学习。再者就是是外教还是中教了，口语的话当然就外教比较好，一定要纯欧美的才行，发音才标准，一些菲律宾、东南亚口语之类的，学的都不是地道的英语，口音都很重，跟纯欧美外教相比较起来就会马上有差别，要注意。当然，也要看你自己原先的水平能不能应对全英语上课。

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