

Helena Gomm & Jon Hird

新要求大学英语

Inside Out

综合教程

教师手册

Teacher's
Book

第一册

Pre-intermediate



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS


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出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合应用能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. 设计编写以学生为中心:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在学习过程中的主体地位。

2. 选材全面,来源真实,语言地道:教材各单元按主题划分,每个单元内又包含若干子主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听、说、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. 各种技能训练紧密契合,浑然一体:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. 立体化的教学资源:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合应用能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最好选择之一。

Introduction

At the heart of 'Inside Out' is the belief that the most effective conditions for language learning come about when students engage in activities on a personal level rather than just 'going through the motions'. Engagement can be triggered by anything from understanding and smiling at a cartoon to talking at length to a partner about the last time you went dancing and had a good time.

Teaching strategies

All the strategies employed in *Inside Out* aim to promote learning by focusing on personal engagement, both intellectual and emotional. This helps ensure that we never lose sight of meaning as the key ingredient in effective language learning. As Rod Ellis remarks: 'It is the need to get meanings across and the pleasure experienced when this is achieved that motivates second language acquisition.'

Accessible topics and tasks

Each unit is built around a set of two or three related topics. They provide an interesting and wide-ranging selection of subjects about which most students have something to say. However, as Penny Ur explained many years ago: 'The crux is not *what* to talk about, but *why* you need to talk about it.' The tasks in *Inside Out* have been designed to set up opportunities for genuine communicative exchanges.

Grammar awareness / Grammar practice

The course covers the main grammar areas you would expect in a pre-intermediate course book. In some cases the grammar may be completely new to students. In others it will be a further exploration of structures they have met before.

We recognise that learning grammar is a messy, non-linear process – often a case of two steps forward, one step back. All the research suggests that a student's internal grammar is in a permanent state of flux. The constant restructuring necessary to incorporate new rules into the system can adversely affect language already 'learnt'. A typical example is the student who learns *bought* as the past form of *buy* but then starts to over-generalise the regular *-ed* inflection for marking the past tense and uses the incorrect form *buyed* for a while. This characteristic of language learning is perfectly natural and mirrors the process children go through when mastering their native tongue.

We feel that the key to learning grammar then, is to provide students with as many opportunities as possible for meaningful practice. Practice makes perfect. It is only through frequent manipulation of form that students begin to increase the complexity of their output – use more grammar – and in doing so, improve their ability to communicate effectively.

To provide appropriate grammar study, *Inside Out* includes regular 'Close up' sections. These follow a three stage approach: language analysis; practice; personalisation.

1 Language analysis

The language analysis stage promotes 'noticing' of language features and usage. The language to be 'noticed' almost always comes out of a larger listening or reading text where it occurs naturally in a wider context. We do not believe that self-contained, pre-fabricated example sentences are a good starting point for analysis. At this point students are encouraged to articulate and organise what they know, and incorporate new information.

This stage will work both as individual study or as pair/groupwork. In general, we recommend pair/groupwork as this provides a forum for students to exchange and test out ideas before presenting them in the more intimidating arena of the whole class.

Unlike other books which use the 'guided discovery' approach to grammar, we have generally avoided gap fills and multiple choice questions. Research showed us that most students are unenthusiastic about using these techniques to study grammar. This may be because they associate them with testing rather than learning. Instead, we provide questions and discussion points.

2 Practice

In the practice activities students manipulate or select structures, testing their theories. As they do this, they also become more comfortable with the grammar point.

The sentences in this section are designed to be realistic and meaningful rather than relying on invented scenarios about imaginary people. In our study of form, we do not believe that it is necessary to completely abandon meaning. Many of the sentences can be applied to the students' own lives, and this facilitates the next stage.

3 Personalisation

The personalisation stage is not a conventional free practice, where students, for example, take part in a role play which 'requires' the target structure. As Michael Lewis has pointed out, very few situations in real life actually require a particular structure. Furthermore, when they are faced with a challenging situation without time to prepare, many students will, naturally, decide to rely on what they know, rather than what they studied half an hour ago. For these reasons, personalisation is based on actual examples of the target structure. Students apply these examples to their own lives, opinions and feelings. Very often the sentences or questions from the practice stage are recycled for the personalisation. For example:

- Replace the names in the sentences in 1 to make the sentences true for you.
- Work with a partner. Ask the questions in 2. Give true answers.

- Work with a partner. Which of the statements in 3 do you agree with?

All the Close up sections are supported by Language reference boxes, which give accurate, clear explanations backed up with examples. These appear in the unit, right where they're needed, rather than being tucked away at the back of the book.

Contemporary lexis in context

The valuable work done over the years on various dictionary corpora has informed us that approximately 2,000 words account for nearly 75% of all English usage. A primary objective for a pre-intermediate student, then, is to learn these 'top 2,000'.

In *Inside Out* the lexis we focus on is always presented in context and is related to the themes and topics in the unit. Vocabulary is first of all highlighted in exercises which draw attention to it, then recycled in back-up exercises. The Workbook provides further recycling, as do the photocopyable tests in the Teacher's Book. The exercises encourage students to deal with lexis as part of a system, rather than as a list of discrete words. There are a variety of tasks which focus on collocation, connotation and social register.

Personalised speaking tasks

Inside Out is filled with speaking tasks. Their main purpose is to develop fluency. While they are not intended principally as grammar practice, they are linked to the topics, lexis and grammar in the unit so as to include opportunities for students to turn input into output.

The tasks do not require complicated classroom configurations. They are easy to set up and enjoyable to use. Most of them encourage the students to talk about things that actually matter to them, rather than playing roles or exchanging invented information. Personalised, authentic tasks challenge and engage students, and this encourages linguistic 'risk taking': Can I use this word here? Is this how this structure works? Research into second language acquisition suggests that when students take risks they are experimenting, testing theories about how the language works and restructuring their internal language system accordingly. This is an essential part of language learning.

Anecdotes

There are also extended speaking tasks, where students tackle a longer piece of discourse. We've called these 'Anecdotes'. They are based on personal issues, for instance, memories, stories, people you know. When you learn a musical instrument, you can't spend all your time playing scales and exercises: you also need to learn whole pieces in order to see how music is organised. Anecdotes give students a chance to get to grips with how discourse is organised. We have found the following strategies helpful in getting our students to tell their anecdotes.

1 Choose global topics that everybody can relate to

One of the main objectives of an Anecdote is to encourage students to experiment with and hopefully grow more competent at using language at the more demanding end of their range. It therefore seems only fair to ask them to talk about subjects they know something about. With familiar subject matter students can concentrate on how they are speaking as well as *what* they are speaking about. The twelve Anecdote topics in *Inside Out Pre-intermediate* have been carefully selected to appeal to the widest range of students whilst at the same time, fitting in to the context of the unit.

2 Allow sufficient preparation time

Students need time to assemble their thoughts and think about the language they will need. The Anecdotes are set up through evocative questions. Students read or listen to a planned series of questions and choose what specifically they will talk about; shyer students can avoid matters they feel are too personal. This student preparation is a key stage and should not be rushed. Research, by Peter Skehan and Pauline Foster among others, has shown that learners who plan for tasks attempt more ambitious and complex language, hesitate less and make fewer basic errors.

The simplest way to prepare students for an Anecdote is to ask them to read the list of questions in the book and decide which they want to talk about. This could be done during class time or as homework preparation for the following lesson. The questions have check boxes so that students can tick the ones they are interested in. Ask them to think about the language they will need. Encourage them to use dictionaries and make notes – but not to write out what they will actually say. Finally, put them into pairs to exchange Anecdotes.

A variation is to ask the students to read the questions in the book while, at the same time, listening to you read them aloud. Then ask them to prepare in detail for the task, as above.

Alternatively, ask the students to close their books – and then to close their eyes. Ask them to listen to the questions as you read them aloud and think about what they evoke. Some classes will find this a more involving process. It also allows you to adapt the questions to your class: adding new ones or missing out ones you think inappropriate. After the reading, give them enough time to finalise their preparation before starting the speaking task.

3 Monitor students and give feedback

It is important for students to feel that their efforts are being monitored by the teacher. Realistically, it is probably only possible for a teacher to monitor and give feedback to one or two pairs of students during each Anecdote activity. It is therefore vital that the teacher adopts a strict rota system and makes sure that everyone in the class is monitored over the course of a term. Constructive feedback helps students improve their delivery.

4 Provide a 'model anecdote'

It is always useful for the students to hear a model Anecdote at some stage during the Anecdote activity. The most obvious model is you the teacher. Alternatively you might ask a teaching colleague or friend to talk to the students. In several cases there is a model Anecdote on the audio cassette / CD accompanying *Inside Out* which you can use.

5 Repeat the same anecdote with a new partner at regular intervals

Consider going back to Anecdotes and repeating them in later classes. Let the students know that you are going to do this. This will reassure them that you are doing it on purpose, but more importantly, it will mean that they will be more motivated to dedicate some time and thought to preparation. When you repeat the task, mix the class so that each student works with a new partner, i.e. one who has not previously heard the Anecdote.

Another approach outlined by Michael Lewis et al. in *Teaching Collocations* (page 91) is to reduce the time allowed to deliver the Anecdote each time it is repeated: in the first instance the student has five minutes; for the second telling they have four minutes; and the third three minutes.

Repeating complex tasks reflects real interactions. We all have our set pieces: jokes, stories. And we tend to refine and improve them as we retell them. Many students will appreciate the opportunity to do the same thing in their second language, and research by Martin Bygate among others has shown that given this opportunity they become more adventurous and at the same time more precise in the language they use.

You can also use the Anecdotes to test oral proficiency and thereby add a speaking component to accompany the tests in the Teacher's Book.

Realistic reading

In theory, no matter how difficult a text may be, the task that accompanies it can be designed to be within the competence of the student, i.e. 'grade the task not the text'. But conversations with students and teachers and many years in the classroom have convinced us that this is an insight of only limited value. However easy the task, students are quickly disillusioned by an incomprehensible text.

At the other extreme, many of the texts that have appeared in ELT coursebooks in the past have obviously been written merely in order to include examples of a given grammatical structure. Texts like this are often boring to read and unconvincing as discourse.

The solution adopted in *Inside Out* has been to base all reading texts on authentic modern sources, including magazines, novels, newspapers, websites and personal communications. Where necessary, the source texts have been edited and graded so as to make them challenging without being impossible. The texts have been selected not only for their language content but also for their interest and their appropriacy to the students who will use this course.

Varied listening work

The listenings include texts specially written for language learning, improvisations in the studio and semi-authentic recordings. There are dialogues, conversations, monologues and classic pop songs. There is a variety of English accents – British, American, Irish, Australian, Scots, North Country – and some examples of non-native speakers. The tasks are designed to develop real life listening skills.

Pronunciation improvement

Work on particular areas of sound, stress and intonation is integrated into units as appropriate.

Motivating writing practice

The coursebook contains six structured writing tasks which offer the students opportunities to get to grips with a variety of formats: narrative, descriptive, formal and informal letters, application forms and reports.

This is backed up by a self-contained writing course which runs through the Workbook.

Components

Each level of *Inside Out* includes a Student's Book, a Teacher's Book, a Workbook, Class Cassettes and CDs, a Workbook Cassette and CD, and a photocopiable Resource Pack. The course also includes a Video, a Video Student's Book and a Video Teacher's Book. There is also a Resource site on the internet at www.insideout.net.

Student's Book

The Student's Book covers about 90 hours of classroom teaching. It is made up of sixteen main units (1–4, 6–9, 11–14 and 16–19) and four review units (5, 10, 15 and 20). The units do not follow a rigid template: the flow of each one comes from the texts, tasks and language points in it.

The book includes all the tapescripts, plus a glossary and proper nouns with Chinese meaning, a list of verb structures, a glossary of grammatical terminology, a guide to the phonemic alphabet, and a list of irregular verbs.

Class Cassettes / CDs

These have all the listening materials from the Student's Book.

Workbook

The Workbook provides revision of all the main points in the Student's Book, plus extra listening practice, pronunciation work and a complete self-contained writing course.

Workbook Cassette / CD

This contains listening practice and pronunciation work, plus recordings of some of the reading texts.

Teacher's Book

In this book you'll find step-by-step notes and answers for every exercise. These include closed-book activities to warm the class up before beginning a new set of work. The tapescripts are included in the body of the notes for easy reference.

For every one of the main units there is a one-page photocopiable test, for use as soon as you finish the unit or a couple of weeks later. There are longer mid-course and end-of-course tests which go with the four review units (5, 10, 15 and 20).

At the beginning of the book there is a Zero unit. This consists of two parts.

The first part is a quiz about the Student's Book to help familiarise students with it: how language is described, the kinds of activities they will do, how the list of contents works, what they can find at the back of the book.

The second part is a Student profile. It aims to discover something about each student's language learning history and reasons for studying English, for example, for an exam, for academic studies, for work reasons, out of personal interest, etc. Students can fill the form out individually or by interviewing each other in pairs. The Student profile is similar to needs analysis, which has been used in business English for many years. But it is not only business students who have reasons for learning. General English students also have needs and wants. Knowing about them will help you to plan lessons, to use the coursebook more appropriately and to get to know your students better.

Resource Pack

The Resource Pack contains thirty-seven photocopiable worksheets designed to supplement or extend the Student's Book. The worksheets are based on the themes and grammar points in the book and are linked to the book unit by unit. They were written for this project by ten different ELT teachers. They are very varied, but one thing they have in common is that they provide practical, useful classroom practice. There are full teaching notes for every worksheet.

Video

The video contains one sequence for each unit of the Student's Book. Each sequence links to exercises and pages in the Student's Book, either using tapescripts to create a visual version of listening exercises, or taking a topic and developing it more fully.

Video Student's Book

The Video Student's Book provides worksheets for the video sequences.

Video Teacher's Book

The Video Teacher's Book provides worksheets for the video sequences, as well as full keys and tapescripts.

Resource Site and e-lessons at www.insideout.net

The *Inside Out* website is a constantly updated resource designed to supplement the Student's Book with a guide to useful websites and a topical weekly e-lesson which you can receive free of charge by subscribing online at www.insideout.net.

Over to you

If you have any comments about *Inside Out* you can contact us via the *Inside Out* website at www.insideout.net. Your opinions will help to shape our future publishing. We look forward to hearing from you.

Zero unit answers

(Page numbers refer to the Student's Book.)

- 1 a) Twenty.
b) They are review units (pp 28, 58, 88, 118).
- 2 a) Unit 8 *Rich* (p 46)
b) Unit 16 *Lifestyles* (p 99)
c) Unit 5 *Review 1* (p 28)
d) Unit 6 *Shop* (p 38)
e) Unit 7 *Job* (p 45)
- 3 a) Collocation refers to words that frequently occur together.
b) jazz (p 131)
c) Do you like your city? (p 133)
- 4 Future forms: *(be) going to* and present continuous (p 50)
- 5 a) Unit 4 *Fit* (p 25)
b) Unit 19 *Wheels* (p 113)
- 6 Reginald Kenneth Dwight. (p 5)
- 7 80,000 – but two million tourists come in the summer. (p 77)
- 8 A giraffe. (p 100)

出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合应用能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. 设计编写以学生为中心:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在教学过程中的主体地位。

2. 选材全面,来源真实,语言地道:教材各单元按主题划分,每个单元内又包含若干子主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听、说、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. 各种技能训练紧密契合,浑然一体:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. 立体化的教学资源:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合应用能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最好选择之一。

Introduction

At the heart of 'Inside Out' is the belief that the most effective conditions for language learning come about when students engage in activities on a personal level rather than just 'going through the motions'. Engagement can be triggered by anything from understanding and smiling at a cartoon to talking at length to a partner about the last time you went dancing and had a good time.

Teaching strategies

All the strategies employed in *Inside Out* aim to promote learning by focusing on personal engagement, both intellectual and emotional. This helps ensure that we never lose sight of meaning as the key ingredient in effective language learning. As Rod Ellis remarks: 'It is the need to get meanings across and the pleasure experienced when this is achieved that motivates second language acquisition.'

Accessible topics and tasks

Each unit is built around a set of two or three related topics. They provide an interesting and wide-ranging selection of subjects about which most students have something to say. However, as Penny Ur explained many years ago: 'The crux is not *what* to talk about, but *why* you need to talk about it.' The tasks in *Inside Out* have been designed to set up opportunities for genuine communicative exchanges.

Grammar awareness / Grammar practice

The course covers the main grammar areas you would expect in a pre-intermediate course book. In some cases the grammar may be completely new to students. In others it will be a further exploration of structures they have met before.

We recognise that learning grammar is a messy, non-linear process – often a case of two steps forward, one step back. All the research suggests that a student's internal grammar is in a permanent state of flux. The constant restructuring necessary to incorporate new rules into the system can adversely affect language already 'learnt'. A typical example is the student who learns *bought* as the past form of *buy* but then starts to over-generalise the regular *-ed* inflection for marking the past tense and uses the incorrect form *buyed* for a while. This characteristic of language learning is perfectly natural and mirrors the process children go through when mastering their native tongue.

We feel that the key to learning grammar then, is to provide students with as many opportunities as possible for meaningful practice. Practice makes perfect. It is only through frequent manipulation of form that students begin to increase the complexity of their output – use more grammar – and in doing so, improve their ability to communicate effectively.

To provide appropriate grammar study, *Inside Out* includes regular 'Close up' sections. These follow a three stage approach: language analysis; practice; personalisation.

1 Language analysis

The language analysis stage promotes 'noticing' of language features and usage. The language to be 'noticed' almost always comes out of a larger listening or reading text where it occurs naturally in a wider context. We do not believe that self-contained, pre-fabricated example sentences are a good starting point for analysis. At this point students are encouraged to articulate and organise what they know, and incorporate new information.

This stage will work both as individual study or as pair/groupwork. In general, we recommend pair/groupwork as this provides a forum for students to exchange and test out ideas before presenting them in the more intimidating arena of the whole class.

Unlike other books which use the 'guided discovery' approach to grammar, we have generally avoided gap fills and multiple choice questions. Research showed us that most students are unenthusiastic about using these techniques to study grammar. This may be because they associate them with testing rather than learning. Instead, we provide questions and discussion points.

2 Practice

In the practice activities students manipulate or select structures, testing their theories. As they do this, they also become more comfortable with the grammar point.

The sentences in this section are designed to be realistic and meaningful rather than relying on invented scenarios about imaginary people. In our study of form, we do not believe that it is necessary to completely abandon meaning. Many of the sentences can be applied to the students' own lives, and this facilitates the next stage.

3 Personalisation

The personalisation stage is not a conventional free practice, where students, for example, take part in a role play which 'requires' the target structure. As Michael Lewis has pointed out, very few situations in real life actually require a particular structure. Furthermore, when they are faced with a challenging situation without time to prepare, many students will, naturally, decide to rely on what they know, rather than what they studied half an hour ago. For these reasons, personalisation is based on actual examples of the target structure. Students apply these examples to their own lives, opinions and feelings. Very often the sentences or questions from the practice stage are recycled for the personalisation. For example:

- Replace the names in the sentences in 1 to make the sentences true for you.
- Work with a partner. Ask the questions in 2. Give true answers.

- Work with a partner. Which of the statements in 3 do you agree with?

All the Close up sections are supported by Language reference boxes, which give accurate, clear explanations backed up with examples. These appear in the unit, right where they're needed, rather than being tucked away at the back of the book.

Contemporary lexis in context

The valuable work done over the years on various dictionary corpora has informed us that approximately 2,000 words account for nearly 75% of all English usage. A primary objective for a pre-intermediate student, then, is to learn these 'top 2,000'.

In *Inside Out* the lexis we focus on is always presented in context and is related to the themes and topics in the unit. Vocabulary is first of all highlighted in exercises which draw attention to it, then recycled in back-up exercises. The Workbook provides further recycling, as do the photocopiable tests in the Teacher's Book. The exercises encourage students to deal with lexis as part of a system, rather than as a list of discrete words. There are a variety of tasks which focus on collocation, connotation and social register.

Personalised speaking tasks

Inside Out is filled with speaking tasks. Their main purpose is to develop fluency. While they are not intended principally as grammar practice, they are linked to the topics, lexis and grammar in the unit so as to include opportunities for students to turn input into output.

The tasks do not require complicated classroom configurations. They are easy to set up and enjoyable to use. Most of them encourage the students to talk about things that actually matter to them, rather than playing roles or exchanging invented information. Personalised, authentic tasks challenge and engage students, and this encourages linguistic 'risk taking': Can I use this word here? Is this how this structure works? Research into second language acquisition suggests that when students take risks they are experimenting, testing theories about how the language works and restructuring their internal language system accordingly. This is an essential part of language learning.

Anecdotes

There are also extended speaking tasks, where students tackle a longer piece of discourse. We've called these 'Anecdotes'. They are based on personal issues, for instance, memories, stories, people you know. When you learn a musical instrument, you can't spend all your time playing scales and exercises: you also need to learn whole pieces in order to see how music is organised. Anecdotes give students a chance to get to grips with how discourse is organised. We have found the following strategies helpful in getting our students to tell their anecdotes.

1 Choose global topics that everybody can relate to

One of the main objectives of an Anecdote is to encourage students to experiment with and hopefully grow more competent at using language at the more demanding end of their range. It therefore seems only fair to ask them to talk about subjects they know something about. With familiar subject matter students can concentrate on how they are speaking as well as *what* they are speaking about. The twelve Anecdote topics in *Inside Out Pre-intermediate* have been carefully selected to appeal to the widest range of students whilst at the same time, fitting in to the context of the unit.

2 Allow sufficient preparation time

Students need time to assemble their thoughts and think about the language they will need. The Anecdotes are set up through evocative questions. Students read or listen to a planned series of questions and choose what specifically they will talk about; shyer students can avoid matters they feel are too personal. This student preparation is a key stage and should not be rushed. Research, by Peter Skehan and Pauline Foster among others, has shown that learners who plan for tasks attempt more ambitious and complex language, hesitate less and make fewer basic errors.

The simplest way to prepare students for an Anecdote is to ask them to read the list of questions in the book and decide which they want to talk about. This could be done during class time or as homework preparation for the following lesson. The questions have check boxes so that students can tick the ones they are interested in. Ask them to think about the language they will need. Encourage them to use dictionaries and make notes – but not to write out what they will actually say. Finally, put them into pairs to exchange Anecdotes.

A variation is to ask the students to read the questions in the book while, at the same time, listening to you read them aloud. Then ask them to prepare in detail for the task, as above.

Alternatively, ask the students to close their books – and then to close their eyes. Ask them to listen to the questions as you read them aloud and think about what they evoke. Some classes will find this a more involving process. It also allows you to adapt the questions to your class: adding new ones or missing out ones you think inappropriate. After the reading, give them enough time to finalise their preparation before starting the speaking task.

3 Monitor students and give feedback

It is important for students to feel that their efforts are being monitored by the teacher. Realistically, it is probably only possible for a teacher to monitor and give feedback to one or two pairs of students during each Anecdote activity. It is therefore vital that the teacher adopts a strict rota system and makes sure that everyone in the class is monitored over the course of a term. Constructive feedback helps students improve their delivery.

4 Provide a 'model anecdote'

It is always useful for the students to hear a model Anecdote at some stage during the Anecdote activity. The most obvious model is you the teacher. Alternatively you might ask a teaching colleague or friend to talk to the students. In several cases there is a model Anecdote on the audio cassette / CD accompanying *Inside Out* which you can use.

5 Repeat the same anecdote with a new partner at regular intervals

Consider going back to Anecdotes and repeating them in later classes. Let the students know that you are going to do this. This will reassure them that you are doing it on purpose, but more importantly, it will mean that they will be more motivated to dedicate some time and thought to preparation. When you repeat the task, mix the class so that each student works with a new partner, i.e. one who has not previously heard the Anecdote.

Another approach outlined by Michael Lewis et al. in *Teaching Collocations* (page 91) is to reduce the time allowed to deliver the Anecdote each time it is repeated: in the first instance the student has five minutes; for the second telling they have four minutes; and the third three minutes.

Repeating complex tasks reflects real interactions. We all have our set pieces: jokes, stories. And we tend to refine and improve them as we retell them. Many students will appreciate the opportunity to do the same thing in their second language, and research by Martin Bygate among others has shown that given this opportunity they become more adventurous and at the same time more precise in the language they use.

You can also use the Anecdotes to test oral proficiency and thereby add a speaking component to accompany the tests in the Teacher's Book.

Realistic reading

In theory, no matter how difficult a text may be, the task that accompanies it can be designed to be within the competence of the student, i.e. 'grade the task not the text'. But conversations with students and teachers and many years in the classroom have convinced us that this is an insight of only limited value. However easy the task, students are quickly disillusioned by an incomprehensible text.

At the other extreme, many of the texts that have appeared in ELT coursebooks in the past have obviously been written merely in order to include examples of a given grammatical structure. Texts like this are often boring to read and unconvincing as discourse.

The solution adopted in *Inside Out* has been to base all reading texts on authentic modern sources, including magazines, novels, newspapers, websites and personal communications. Where necessary, the source texts have been edited and graded so as to make them challenging without being impossible. The texts have been selected not only for their language content but also for their interest and their appropriacy to the students who will use this course.

Varied listening work

The listenings include texts specially written for language learning, improvisations in the studio and semi-authentic recordings. There are dialogues, conversations, monologues and classic pop songs. There is a variety of English accents – British, American, Irish, Australian, Scots, North Country – and some examples of non-native speakers. The tasks are designed to develop real life listening skills.

Pronunciation improvement

Work on particular areas of sound, stress and intonation is integrated into units as appropriate.

Motivating writing practice

The coursebook contains six structured writing tasks which offer the students opportunities to get to grips with a variety of formats: narrative, descriptive, formal and informal letters, application forms and reports.

This is backed up by a self-contained writing course which runs through the Workbook.

Components

Each level of *Inside Out* includes a Student's Book, a Teacher's Book, a Workbook, Class Cassettes and CDs, a Workbook Cassette and CD, and a photocopiable Resource Pack. The course also includes a Video, a Video Student's Book and a Video Teacher's Book. There is also a Resource site on the internet at www.insideout.net.

Student's Book

The Student's Book covers about 90 hours of classroom teaching. It is made up of sixteen main units (1–4, 6–9, 11–14 and 16–19) and four review units (5, 10, 15 and 20). The units do not follow a rigid template: the flow of each one comes from the texts, tasks and language points in it.

The book includes all the tapescripts, plus a glossary and proper nouns with Chinese meaning, a list of verb structures, a glossary of grammatical terminology, a guide to the phonemic alphabet, and a list of irregular verbs.

Class Cassettes / CDs

These have all the listening materials from the Student's Book.

Workbook

The Workbook provides revision of all the main points in the Student's Book, plus extra listening practice, pronunciation work and a complete self-contained writing course.

Workbook Cassette / CD

This contains listening practice and pronunciation work, plus recordings of some of the reading texts.

Teacher's Book

In this book you'll find step-by-step notes and answers for every exercise. These include closed-book activities to warm the class up before beginning a new set of work. The tapescripts are included in the body of the notes for easy reference.

For every one of the main units there is a one-page photocopiable test, for use as soon as you finish the unit or a couple of weeks later. There are longer mid-course and end-of-course tests which go with the four review units (5, 10, 15 and 20).

At the beginning of the book there is a Zero unit. This consists of two parts.

The first part is a quiz about the Student's Book to help familiarise students with it: how language is described, the kinds of activities they will do, how the list of contents works, what they can find at the back of the book.

The second part is a Student profile. It aims to discover something about each student's language learning history and reasons for studying English, for example, for an exam, for academic studies, for work reasons, out of personal interest, etc. Students can fill the form out individually or by interviewing each other in pairs. The Student profile is similar to needs analysis, which has been used in business English for many years. But it is not only business students who have reasons for learning. General English students also have needs and wants. Knowing about them will help you to plan lessons, to use the coursebook more appropriately and to get to know your students better.

Resource Pack

The Resource Pack contains thirty-seven photocopiable worksheets designed to supplement or extend the Student's Book. The worksheets are based on the themes and grammar points in the book and are linked to the book unit by unit. They were written for this project by ten different ELT teachers. They are very varied, but one thing they have in common is that they provide practical, useful classroom practice. There are full teaching notes for every worksheet.

Video

The video contains one sequence for each unit of the Student's Book. Each sequence links to exercises and pages in the Student's Book, either using tapescripts to create a visual version of listening exercises, or taking a topic and developing it more fully.

Video Student's Book

The Video Student's Book provides worksheets for the video sequences.

Video Teacher's Book

The Video Teacher's Book provides worksheets for the video sequences, as well as full keys and tapescripts.

Resource Site and e-lessons at www.insideout.net

The *Inside Out* website is a constantly updated resource designed to supplement the Student's Book with a guide to useful websites and a topical weekly e-lesson which you can receive free of charge by subscribing online at www.insideout.net.

Over to you

If you have any comments about *Inside Out* you can contact us via the *Inside Out* website at www.insideout.net. Your opinions will help to shape our future publishing. We look forward to hearing from you.

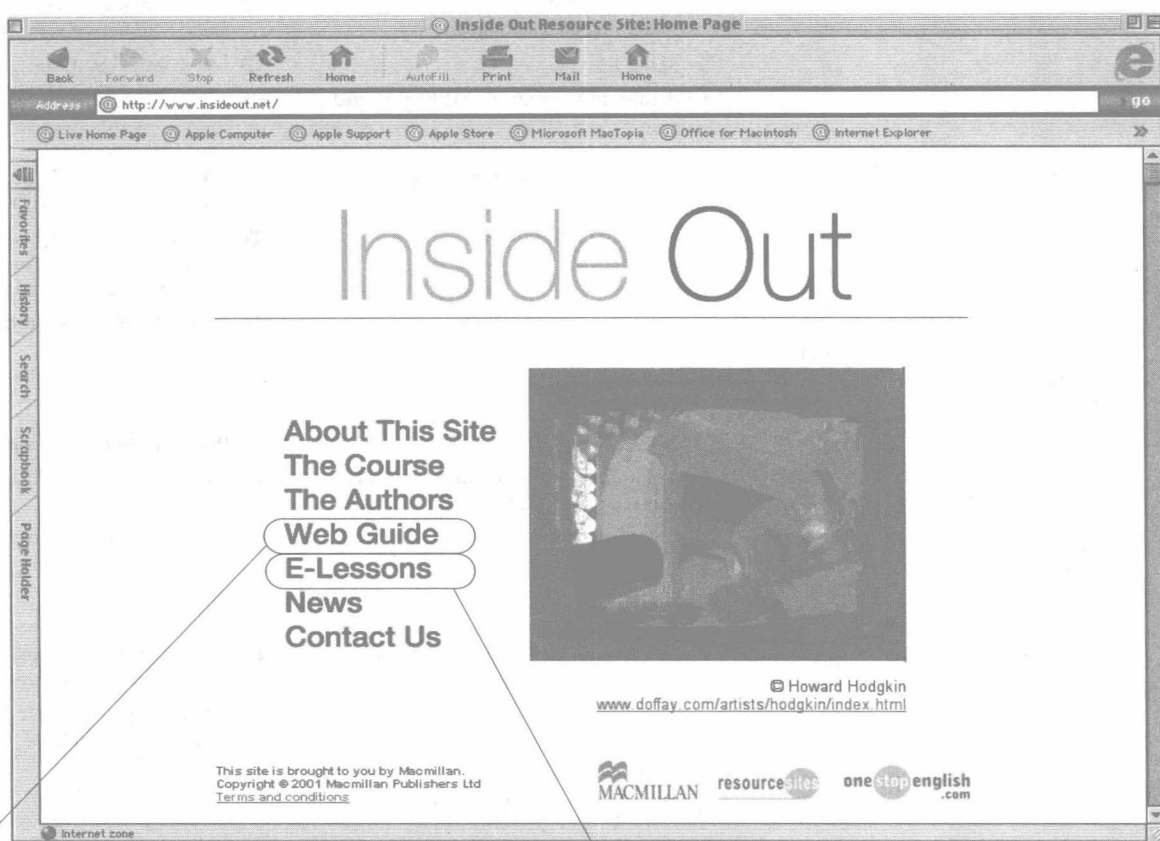
Zero unit answers

(Page numbers refer to the Student's Book.)

- 1 a) Twenty.
b) They are review units (pp 28, 58, 88, 118).
- 2 a) Unit 8 *Rich* (p 46)
b) Unit 16 *Lifestyles* (p 99)
c) Unit 5 *Review 1* (p 28)
d) Unit 6 *Shop* (p 38)
e) Unit 7 *Job* (p 45)
- 3 a) Collocation refers to words that frequently occur together.
b) jazz (p 131)
c) Do you like your city? (p 133)
- 4 Future forms: *(be) going to* and present continuous (p 50)
- 5 a) Unit 4 *Fit* (p 25)
b) Unit 19 *Wheels* (p 113)
- 6 Reginald Kenneth Dwight. (p 5)
- 7 80,000 – but two million tourists come in the summer. (p 77)
- 8 A giraffe. (p 100)

Join us online at www.insideout.net

The *Inside Out* website is a huge teacher resource designed to supplement and enrich your teaching with a wealth of fresh, topical, up-to-the-minute material. And it's all FREE!



Click on **Web Guide** to add an extra dimension to your teaching.

For every unit in the Student's Book there are direct links to a variety of carefully-selected websites. They provide you with a truly limitless supply of extra supplementary material.

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(And don't forget to check in the E-lesson Archive for any E-lessons you might have missed.)

Feedback from teachers on the *Inside Out* website.

- ★ 'I'm really satisfied with the service you provide. Every week I receive enjoyable activities to do with my students. Congratulations!'
- ★ 'Your site has proved to be of great use in my classes, and my students really enjoy using the material I take to class. Thank you for helping us, teachers, with so many attractive ideas.'
- ★ 'Thanks again for the materials! You saved me a lot of time this week!'
- ★ 'I'm astonished by the website and happy to have chosen *Inside Out*.'
- ★ 'The book is very interesting, and the topics are up-to-date. I find the E-lessons fascinating.'
- ★ 'All your free lessons are much appreciated and heavily utilised by the staff of this Centre in our general English classes.'

Find out more at: www.insideout.net

Units & topics	Speaking & writing	Reading & listening texts	Grammar, Lexis & Pronunciation
1 Me Names Memory Describing people page 4	Talking about names Talking about memory Anecdote: somebody who is very important to you	A woman talking about her different names <i>The name game</i> <i>eHow to remember names</i> <i>Stand By Me</i> A man talking about his best friend	G Question forms: word order. Subject questions L Family words. Describing people: <i>looks</i> + adjective v. <i>looks like</i> + noun P Long vowel sounds
2 Place Home towns Holidays Countries page 10	Talking about places in your country Writing a letter giving a positive description of a city Talking about products from different countries Anecdote: the best city you have ever visited	Four people talking about their home town Holiday competition <i>Everything's wrong here!</i>	G <i>What is/are ... like?</i> Countable & uncountable nouns. Quantity expressions L City landmarks. Adjectives to describe places. Countries & nationalities. Geographical location P Word stress: nationalities
3 Couples Celebrities Relationships Love stories page 16	Talking about love, marriage & separation Writing a narrative about the stages of a relationship Talking about when you first met somebody	<i>What went wrong?</i> Game show with a couple talking about when they first met <i>Great love affairs</i> <i>Suspicious Minds</i>	G Past simple & past continuous L Expressions to do with relationships. Narrative linkers P Irregular verb sound groups
4 Fit Sport Fitness page 22	Talking about sports personalities Talking about fitness Talking about attitudes to sport Anecdote: your experiences of sport at school	Advertisers discussing which sports personality should advertise their isotonic drink <i>Are you dangerously unfit?</i> <i>Golfing genius</i> Interview with a fan of Tiger Woods	G Comparative & superlative adjectives. Comparison structures L Words, expressions & collocations to do with sport. Numbers P Schwa /ə/
5 Review 1 page 28	Skills-based activities to review all the main language points in Units 1–4. Includes Sophie and Paul's report on their blind date, a listening and reading about Vinnie Jones and a sketch entitled <i>Gossip</i> .		
6 Shop Presents Clothes Shopping page 34	Anecdote: a present you have bought for somebody Talking about clothes Talking about attitudes to shopping	<i>What people really want for their birthday</i> <i>How much is she wearing?</i> Two men talking about shopping A man buying a woman's top A woman buying a mobile phone	G Verbs with two objects. Present & past simple with adverbs of frequency. Verb patterns: <i>like, enjoy, prefer</i> etc. + -ing form L Collocations to do with presents. Clothes & accessories. Expressions to use in shops
7 Job Work Experience Retirement page 40	Talking about jobs & experiences Talking about employment Anecdote: a retired person you know well Writing a letter of application for a job	Three people talking about their jobs <i>Nightmare jobs</i> Interview with the owner of a department store	G Present perfect for time 'up to now' (v. past simple for 'finished' time) L Expressions with <i>hand</i> . Time expressions. Employment words & expressions P Stress & intonation in formal presentations
8 Rich Money Pop stars page 46	Talking about money Talking about music Talking about future plans Writing an online application to get a grant	<i>Money</i> <i>The good, the bad and the extremely generous</i> A pop star talks about his future A pop star talks about his upcoming tour	G Future forms: <i>(be) going to</i> & present continuous L Words & expressions about money & music
9 Rules Dating Education page 52	Talking about dating Talking about schooldays Anecdote: your favourite subject at school	<i>The Rules</i> A woman talking about her experience with <i>The Rules</i> <i>Schooldays of a rock star</i> <i>Training to be a geisha</i>	G Modals of advice, obligation & permission – present & past: <i>must, mustn't, couldn't, should, shouldn't, have to, don't have to</i> L Describing character. Education P Linking. Word stress
10 Review 2 page 58	Skills-based activities to review all the main language points in Units 6–9. Includes an interview with a customs officer, an article about three generations of the same family and a board game entitled <i>The Revision Game</i> .		

Units & topics	Speaking & writing	Reading & listening texts	Grammar, Lexis & Pronunciation
11 Smile Happiness Stress page 64	Talking about smiling Talking about character Talking about stress	Smile and the world smiles with you ... What's in a smile? Optimist or pessimist – what are you? Don't Worry, Be Happy 16 Ways to de-stress Laughter – the best medicine	G Imperatives. Grammar of phrasal verbs L Describing faces. Describing character. Verb patterns. Phrasal verbs P /s/, /z/, /ɪz/
12 Rebel Protest Environment page 70	Talking about protests Talking about famous rebels Anecdote: things you did wrong as a child Talking about how green you are Writing a report	Global May Day protest People talking about why they are protesting Rebel rebel Image of a rebel	G Dynamic & stative meanings. Passives L Protest. Word families P Stress in nouns ending in -ion
13 Dance Dancing Going out page 76	Talking about going out Anecdote: the last time you went dancing Talking about conflict between parents and teenage children	Disco diva or two left feet? Party island; The clubs Three people talking about Ibiza Billy Elliot	G for & since. been. Present perfect simple & continuous L on & at. Informal language
14 Call Telephones Toys page 82	Talking about annoying phone habits Talking about phone calls Talking about appropriate toys for 12-year-olds	Phone moans Three phone conversations A phone conversation Why I bought my child a gun Six short conversations	G Offers & requests. Indirect questions L Telephone language. Social register. Telephone numbers. say, tell & ask
15 Review 3 page 88	Skills-based activities to review all the main language points in Units 11–14. Includes interviews with five people waiting for tickets for Wimbledon, an article about the noble art of queuing and a sketch entitled <i>The Door</i> .		
16 Lifestyle Longevity Predictions Food page 94	Talking about longevity Anecdote: the healthiest person you know Talking about life predictions Talking about food	How not to die before you get old A telephone enquiry about health farms Six short conversations 104 things to do with a banana	G Future time clauses after when, if, as soon as. will for prediction L Collocations. Food. Food idioms. Food preparation P Sounds & spelling
17 Animals Wild animals Pets page 100	Talking about wild animals Talking about animal characteristics Anecdote: a pet	Animal facts Six stories about animals Three people talk about their pets King Jim A woman talks about her friend's pet iguana	G Relative clauses with that, which, who. Conditionals L Animals. Prepositions after verbs & adjectives P Homophones
18 Weird Crop circles Coincidences Aliens & UFOs page 106	Talking about crop circles Talking about strange coincidences Anecdote: strange experiences you have had Writing a story	The cream of the crop circle theories Interview with an expert on crop circles Strange coincidences Reincarnation Two people talk about strange coincidences they have had Roswell, New Mexico	G Narrative tenses: past simple, past continuous, past perfect L How + adjectives/adverbs ...? have / make / take + noun structures
19 Wheels Cars Journeys page 112	Talking about cars Anecdote: your dream car Talking about advantages & disadvantages of cars	My first car Three people discuss the advantages & disadvantages of cars Radio phone-in about driving problems The Lost Continent by Bill Bryson 24 Hours From Tulsa	G Past time: used to. Opinions, advice & suggestions. L Cars. Adverbs of manner & attitude
20 Review 4 page 118	Skills-based activities to review all the main language points in Units 16–19. Includes a reading and a listening about a lottery win, an article about a lucky escape and a board game entitled <i>Let's talk about ...</i>		