



普通高等教育“十一五”国家级规划教材



CAMBRIDGE

Chris Redston, Gillie Cunningham

Rachel Clark, Belinda Cerda 原版作者

Anthea Bazin

高职高专综合英语教程 教学参考书

Vocational College English
Teacher's Manual • Book One

《新时代交互英语——高职高专综合英语教程》项目组 改编



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清华大学出版社





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出版前言

我国高职高专的英语教育遵循“应用为目的、实用为主、够用为度”的思想，提出英语教学不仅要培养学生的英语语言基础知识和基本技能，更要注重培养学生使用英语从事实用涉外交际的能力，包括日常和涉外业务交际的能力。为了反映我国高职高专英语教学的需求，集成国内外优秀的学习资源，清华大学出版社联合剑桥大学出版社推出了《新时代交互英语——高职高专综合英语教程》，教材编写集中体现了国内外语言教学研究的新理念、新成就、新方法、新手段。其主要特点如下：

1. 教材开发参照《高职高专教育英语课程教学基本要求》（下称《基本要求》），突出针对性，强调语言知识、语言技能和实用涉外交际能力教学的并重，着力培养学生的英语综合应用能力。

2. 教材开发以《基本要求》为基础，坚持怎么要求，就怎么教，怎么教，就怎么考，实现教、学、考三者的统一。教材编写中所涉及的交际场景和交际任务既是《基本要求》规定的教学目标，也是“高等学校英语应用能力考试 B/A 级”的考试内容和考试形式，最大程度反映教学目标和教学考试的要求。

3. 教材开发注重语言技能的综合训练，特别是听说能力的训练，对纠正教学中忽视听说能力的弱点，克服“聋子英语”、“哑巴英语”问题，将产生积极的作用。

4. 教材开发强调实用为主，无论是学习材料的选择，还是练习活动的设计都充分体现实用和应用，教学内容包括了《基本要求》中规定的日常生活和工作环境中常见的涉外交际活动。

5. 教材选材除了注重实用性外，还十分注重学习材料的思想性、人文性、科学性、趣味性和时代气息。教材的读写译板块中选编了大量贴近学生生活、当代大学生感兴趣的报刊网络时文；听说板块中选编了大量包含各种日常生活常见情景等在内的大量真实的录像录音资料，故事性强、情节生动，具有很高的语言学习价值，为学生营造了地道的语言环境。

6. 教材开发以交际教学法为编写原则，体现任务型教学模式。每单元以典型的交际场景和交际任务为中心，设计系列交际活动，融语言知识和语言技能学习于特定的应用活动之中，坚持“学”与“用”的统一。教材练习任务设计丰富多样，既包括个人练习，也包括 pair work、group work、role play 等交互练习。

7. 教材开发强调课堂教学的可操作性，采取化整为零的原则把听说学习、读写学习模块小型化、分散化，严格控制选文篇章的长度和难度，便于课堂组织，“听一点、说一点、读一点、写一点”贯穿整个学习过程，提倡语言技能的综合训练。

8. 教材开发实现立体开发，除纸质教材外，还开发研制了基于计算机技术的学习系统，充分利用丰富的视频、音频等多媒体技术和人工智能方法，开发了标准示范、跟读模仿、录音对比等许多新的语言练习形式，将很大一部分内容（尤其是听说应用能力训练和培养的内容）转移到了多媒体学习软件中，拓展了学习方式，更真实地展现了语言学习的语境，扩大了语言输入和输出，充分调动学生的学习积极性，由学生在计算机上进行个性化和自主性学习。《新时代交互英语——高职高专综合英语教程》努力做到将学生与机器、教师与学生、课堂与上机学习、自学与辅导等有机结合，形成互动与互补，为学生攻破英语学习难关，特别是听说难关，提供了整体的学习解决方案，以达到理想的教学效果。

《新时代交互英语——高职高专综合英语教程》共3册，每册包括学生用书、教学参考书、多媒体教学软件CD-ROM、MP3光盘和活页模拟题（Test Yourself）。每单元由3部分（Sections）组成：

Section 1

- I. Listening and Speaking 1 围绕两个实用的交际场景进行听说训练。
- II. Reading Text 1 一篇相关短文，包括理解、语言、翻译和拓展运用等练习任务。

Section 2

- I. Listening and Speaking 2 围绕两个实用的交际场景进行听说训练。
- II. Reading Text 2 一篇相关短文，包括理解、语言、翻译和拓展运用等练习任务。

Section 3

- I. Listening and Speaking 3 复习和拓展本单元所学习的听说内容，进行实用口语练习，包括实用文体朗读、实用问答、项目陈述等。
- II. Developing Skills 包括实用阅读、阅读与词汇、综合填空、翻译以及写作等练习和任务。

为了帮助学生进行自主学习，每单元设定了明确的学习目标和重点，并且在单元最后设计了自我评估表，让学生形成阶段性自我评价的学习习惯，及时查漏补缺，稳打稳扎地取得进步。

《新时代交互英语——高职高专综合英语教程》是大型立体化新型教材《新时代交互英语》中的重要组成部分之一。全套教材涵盖高职高专英语教学要求和本科大学英语教学要求，使用这套教材能为学有余力的高职高专学生继续学习英语，报考大学英语四、六级考试和专升本后学习本科大学英语课程搭建桥梁。我们相信，该教材的使用会给广大师生带来全新的感受，推动学生英语综合实用能力的提高。同时我们也期待《新时代交互英语——高职高专综合英语教程》的出版与使用为我国高职高专英语课程教学改革做出新的贡献。

本书所有课文参考译文均由孙继成老师审校，谨此致谢。

由于时间仓促，编者水平有限，教材中难免会存在缺点和不足，恳请专家、学者及广大师生不吝赐教。

《新时代交互英语——高职高专综合英语教程》项目组

2008年7月

使用说明

本教程共 3 册。各有 8 个单元。每单元由 3 部分组成，每部分都涉及听、说、读、写、译各项技能的训练和词汇语法知识的学习。一般来说，每个单元可用 4~6 课时完成。用 12~16 周完成一个学期 48~64 课时的教学进度。同时，教师选择课堂教学内容的余地很大，课时安排可视具体情况而定。建议教师根据各自学校专业设置特点、课时安排要求、学生学习基础等特点，进行最合理、最优化的单一或组合选择。

一、教材使用过程中需要特别注意的几个问题

- 建议以课堂教学为主，学生利用多媒体教学软件 CD-ROM 进行上机学习为辅。
- 各种载体（学生用书、CD-ROM、教学参考书、活页模拟题和 MP3 光盘）所承载的内容相互补充、相辅相成，在教学过程中需要配合使用才能达到听、说、读、写齐头并进的学习效果。
- CD-ROM 中所包含的具体内容：
 1. 针对每单元主题设计的音频、视频、动画等交互式练习；
 2. 学习资源和工具库，如语法库、单词库、发音示范库、录像库、学习记录查询系统、自测试卷自动生成系统；
 3. 每单元听说部分的主要声音材料（带脚本，需在电脑中播放），如学生用书 1 第一单元的 R1.1、R1.2、R1.4、R1.9、R1.11、R1.13、R1.18，学生用书 2 第一单元的 R1.1、R1.3、R1.4、R1.5、R1.6、R1.8、R1.14、R1.15、R1.17，和学生用书 3 第一单元的 R1.1、R1.4、R1.6、R1.11、R1.12。
- MP3 则包括学生用书和教学参考书所有教学环节中所涉及的全部声音素材，如语音语调、听力训练、语法结构、词汇学习、附录部分的歌曲以及教学参考书中提供的 Progress Tests 中部分听力板块的声音材料。建议学生课下充分利用，或由教师在课堂上和测试中让学生充分训练和利用这部分资源，以达到完整的学习效果。
- CD-ROM 为单机版，无需依靠网络环境和账号密码，使用方便简单。
- 为帮助学生更好地适应高等学校英语应用能力考试，特赠送活页模拟题两套。

二、对教师的建议

- 教材阅读文章较短，语言较简单。教师使用本教材进行教学时，不必过多占用课堂时间讲解语言点，应鼓励学生在充分预习的基础上进行互动交流。
- 教师不是“课堂语言活动的主讲人”，而是学生学习的指导者、教练员和好朋友。教师的主要作用是引导、推动、激励学生用恰当的方法进行语言知识的学习和积累。学生是学习的主体，是课堂活动的“主角”。
- 课堂上的大部分时间应该用来组织学生进行语言操练、实践及交际活动。在这些活动中，要以学生为中心，充分调动学生学习英语的积极性，要激励学生积极参与，自觉学习。
- 教师应根据学生英语基础的具体情况，确定教学活动和练习量。如果学生英语基础较好，可围绕每单元的“主题”内容，增加一些与本单元主题内容相同的练习或活动。如果课堂时间有限，可选做一些练习项目，其余的留给学生课外自学。
- 除了参照教学参考书中每个单元详细的 Teaching Notes 进行教学之外，还一定要仔细阅读、深刻领会并充分利用在 Teaching Notes 之前为教师提供的非常实用的 Teaching Tips 和 Classroom Activities and Games。在 Teaching Notes 之

后的附录部分提供了补充的 Vocabulary Plus、Study Skills、Progress Tests 和 Recording Scripts, 学生用书附录部分也提供了不少资源 (如歌曲、知识要点总结等)。这些补充资源不仅能大大方便使用本套教材进行具体教学, 更能让广大英语教师深受启发, 触类旁通, 促进自身整体教学水平的提高。

- 不提倡课堂上由教师统一操作学习软件进行教学。CD-ROM 学习软件主要是供学生课外自主学习、预习和复习之用。当然, 教师也应该对这些内容相当熟悉。只有这样, 才能做到教学过程中有选择有重点, 只选择“重中之重”或学生自主学习过程中普遍存在问题的薄弱环节进行讲解。

三、CD-ROM 使用指南

● 启动 CD-ROM

1. 将“新时代交互英语——高职高专综合英语教程 CD-ROM”插入电脑光驱;
2. 如果自动播放程序有效, CD-ROM 会自动打开, 开始启动;
3. 如果自动播放程序无效, 则打开“我的电脑”, 打开光驱所在的磁盘区, 然后双击“Autorun”图标即可启动程序。

● 将 CD-ROM 安装到电脑硬盘

1. 打开“我的电脑”, 打开光驱所在的磁盘区;
2. 双击“setup”;
3. 按照屏幕上显示的安装提示完成安装。

● 系统要求

1. Windows 2000 或 Windows XP;
2. 128Mb RAM (建议最好在 256Mb 以上);
3. IE 浏览器 5.0 (或以上) 版本;
4. 500Mb 的硬盘空间 (如果安装到电脑硬盘的话)。

● 技术支持

如果在 CD-ROM 的使用过程中有任何问题, 请访问 www.cambridge.org/elt/cdrom 寻求帮助。

体例

1. 听说和写作板块常用符号对照表

V	Vocabulary
G	Grammar
RW	Real World
HwL	Help with Listening
R	Reading (在目录中) Recording (在正文中)
W	Writing
P	Pronunciation
⊙	CD-ROM
para.	Paragraph
L	Line

2. 生词表常用符号和缩略语对照表

★表示该词条为《高职高专教育英语课程教学基本要求》(下称《基本要求》)中的A级要求词汇。

▲表示《基本要求》中未列入的词汇。

单词表中B级要求词汇未做标记。

n.	noun	名词
v.	verb	动词
adj.	adjective	形容词
adv.	adverb	副词
prep.	preposition	介词
conj.	conjunction	连词

//内是国际音标(IPA)。

；表示该词条有多个意项。

/表示前后两部分为任意关系。如 objective n./a. 表示该词条可用作名词或形容词。

3. 阅读课文中，生词均以加粗字体显示

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Teaching Tips

Listening

- Make full use of the *Help with Listening* sections in the Student's Book, which are designed to help students understand natural spoken English and develop their ability to anticipate and understand what is being said.
- Before asking students to listen to a recording, establish the context, the characters and what information you want them to listen for.
- Give students time to read the comprehension questions in the Student's Book. Deal with any problems or new language in these questions before playing a recording.
- Be sensitive to the difficulties that students might be having and play a recording several times if necessary.
- If you use a cassette recorder in class, don't forget to set the counter to zero each time.
- When you play a recording for a second or third time, you can ask students to follow to read aloud while they listen. This helps them to 'tune in' to spoken English.
- When students need to listen and write their answers, you can stop the recording after each answer in second and subsequent listenings to give them time to write.
- Use the activities for the *Songs* on Student's Book 188 at the points suggested in the course.
- Encourage students to listen to the classroom recordings again on their CD-ROM on their computer at home. Note that students can only listen to these classroom recordings on a computer, not on a CD player.

Speaking

Pair and Group Work

- Make full use of all the communicative speaking activities in the Student's Book, particularly the *Get Ready ... Get It Right!* sections.
- Help students with the language they need to do speaking tasks by drawing their attention to the "transactional language" in the speech bubbles. If necessary, drill this language with the class before they do the speaking activity in their pairs or groups.
- Try to ensure that students work with a number of different partners during a class. If it is difficult for students to swap places in class, you can ask them to work with students in front of or behind them as well as on either side of them.
- It is often useful to provide a model of the tasks you expect students to do. For example, before asking students to talk about their family in pairs, you can talk about your family with the whole class to give students a model of what they are expected to do.
- Remember that students often find speaking activities much easier if they are personalised, as they don't need to think of ideas as well as language.
- Go around the class and monitor students while they are speaking in their pairs or groups. At this stage

you can provide extra language or ideas and correct any language or pronunciation which is impeding communication.

- Avoid becoming too involved in speaking activities yourself unless you see students have misunderstood your instructions or you are asked for help. As soon as you join a group, students often stop talking to each other and talk to you instead.
- When giving feedback on speaking, remember to praise good communication as well as good English and focus on the result of the task as well as the language used.

Correction

- When you hear a mistake, it is often useful to correct it immediately and ask the student to say the word or phrase again in the correct form. This is particularly effective if the mistake relates to the language you have been working on in the lesson.
- Alternatively, when you point out a mistake to a student you can encourage him/her to correct it himself/herself before giving him/her the correct version.
- Another approach to correction during a freer speaking activity is to note down any mistakes you hear, but not correct them immediately. At the end of the activity write the mistakes on the board. Students can then work in pairs and correct the mistakes. Alternatively, you can discuss the mistakes with the whole class.
- You don't have to correct every mistake when students are doing a freer speaking activity, particularly when the mistake is not specifically in the language they have been asked to practise. Effective communication is often just as important as accuracy.

Vocabulary

- Give students time to work through the exercises in the *Help with Vocabulary* sections on their own or in pairs, rather than doing this with the whole class. This gives students the opportunity to try and work out the rules themselves before checking their answers in the *Language Summaries* at the back of the Student's Book. You can then check students have understood the main points with the whole class.
- Point out the stress marks (*) on all new words and phrases in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only.
- When you write a new vocabulary item on the board, make sure students know the stress and part of speech. Students then copy new vocabulary into their notebooks.
- Make students aware of collocations in English (for example, *go swimming*, *go dancing*) by pointing them out when they occur and encouraging students to record them as one phrase in their notebooks.
- Encourage students to notice patterns in new vocabulary, for example, *twenty*, *thirty*, *forty*.

- Review and recycle vocabulary at every opportunity in class.
- Use the *Vocabulary Plus* worksheets in the Appendix to introduce and practise extra vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson.
- Use the *Study Skills* worksheets in the Appendix in class to help students understand other aspects of vocabulary, such as grammatical terms, using a dictionary and how to record vocabulary items.

Grammar

- Give students time to work through the exercises in the *Help with Grammar* sections on their own or in pairs, rather than doing this with the whole class. This gives students the opportunity to try and work out the grammar rules themselves before checking their answers in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Teach your students useful grammatical terms (for example, auxiliary, etc.) when the opportunity arises. This helps students become more independent and allows them to use grammar reference books more effectively.
- Use different colour pens for different parts of speech when writing sentences on the board (for example, Present Simple questions). This helps students see the patterns in grammar structures.
- Highlight grammatical differences between Chinese and English. This raises their language of potential problems if they try to translate. It is also useful to highlight grammatical similarities to show students when a structure in English is the same as in Chinese.
- After teaching a grammatical item, use reading and listening texts as reinforcement by asking students to find examples of that grammatical item in the text. This helps students to see the language in a realistic context.

Pronunciation

- Make full use of the pronunciation drills on the MP3. These drills are marked with the pronunciation icon **P** in the Student's Book and Teacher's Book, and give standard native-speaker models of the language being taught.
- Point out the stress marks on all new vocabulary in the vocabulary boxes in the lessons and the *Language Summaries*. Note that only the main stress in each new word or phrase is shown. For example, in the phrase *listen to music*, the main stress on *music* is shown, but the secondary stress on *listen* is not. We feel this is the most effective way of encouraging students to stress words and phrases correctly.
- Also point out the example sentences in the Student's Book before using the pronunciation drills. Note that

in the examples of sentences in *Grammar* or *Real World* drills, all stresses in the sentences are shown.

- When using the recordings of these drills, there are usually sufficient pauses for students to repeat chorally without stopping the recording. Alternatively, you can pause the recording and ask each student to repeat individually before continuing.
- For variety, model and drill the sentences yourself instead of using the recordings.
- Point out the stress, linking and weak forms marked in some of the *Recording Scripts*.

Helping students with sounds

- Consider teaching your students the phonemic symbols. This allows students to look up the pronunciation of the words and record difficult pronunciation in their notebooks. It is often easier to take a "little and often" approach to teaching these symbols, rather than trying to teach them all in one lesson.
- Encourage students to use the phonemes section of the CD-ROM at home. This will help them to learn the symbols and allow them to practise the sounds.
- Highlight the phonemic transcriptions in the *Language Summaries*. Note that transcriptions are only given for vocabulary that is particularly problematic.
- Write the phonemic transcription for difficult words on the board. Ask students to work out the pronunciation.
- For sounds students often have problems with (for example, /θ/) you can demonstrate the shape of the mouth and the position of the tongue (or draw this on the board). Often students can't say these sounds simply because they don't know the mouth position required.
- Draw students' attention to the English sounds which are the same in their own language(s) as well as highlighting the ones that are different.

Helping students with stress and intonation

- Drill all new words, phrases and sentences, and pay particular attention to words that sound different from how they are spelt.
- When you write words or sentences on the board, mark the stress in the correct place or ask the students to tell you which syllables or words are stressed.
- When you model sentences yourself it may be helpful to over-emphasise the stress pattern to help students hear the stress. You can also "beat" the stress with your hand.
- Emphasise that intonation is an important part of meaning in English and often shows how we feel. For example, a falling intonation on the word *please* can sound very impolite to a native English speaker.
- Show the intonation pattern of model sentences by drawing arrows on the board or making hand gestures.
- Hum the sentences you are focusing on. It is sometimes easier for students to hear the stress or intonation pattern when there are no words.

Drilling

- Make sure students know the meaning of new language before drilling this with the class.
- When you model a phrase or sentence, speak at normal speed with natural stress and contractions. Repeat the target language two or three times before asking the whole class to repeat after you in a “choral drill”.
- After choral drilling it is usually helpful to do some individual drilling. Start with the strongest students and drill around the class in random order.
- As the aim of drilling is accuracy, you should correct students when they make a mistake. However, avoid making the students feel uncomfortable and don't spend too long with one student.
- Praise students for good/comprehensible pronunciation and acknowledge weak students' improvement, even if their pronunciation is not perfect.
- Use “mumble” drills. Ask students to say the phrase or sentence to themselves initially, then increase the volume each time until they are speaking at a normal volume. Shy students often appreciate the chance to say things quietly until they feel more confident.
- Use chain drills to revise vocabulary. Students sit in a semi-circle. Give an object (or a picture) to the student at one end and ask *What's this?*. The student replies *It's a...*, takes the object, turns to the next student, asks *What's this?* and so on. Meanwhile, give a new object to the student at the other end and repeat the process. At regular intervals, feed in more objects at each end so that there are several going around at the same time.

Reviewing and Recycling

- Use the *Quick Reviews* at the beginning of each lesson. They are easy to set up and should take no more than five to ten minutes. They are a good way of getting the class to speak immediately as well as reviewing what students learned in previous lessons.
- Exploit the *Review* sections at the end of each unit. They can be done in class when students have finished the unit, or set for homework (see the Extra practice and homework boxes in the *Teaching Notes*). Alternatively, individual exercises can be used as quick fillers at the beginning or end of a lesson, as the *Review* exercises are organised in lesson order.
- After a mid-lesson break, ask students to write down in one minute all the words they can remember from the first part of the lesson. These quick *What have we just learned?* activities help students to transfer information from their short-term to their long-term memory.
- Start a class vocabulary box. You or the students write each new vocabulary item on a separate card and put it in the box. The cards can be used for activities which review vocabulary, for example, Know, Might Know, Don't Know (see p14).
- Encourage students to use the CD-ROM to review each lesson at home and to review new language by reading the *Language Summary* for the lesson.

- Set homework after every class.

Teaching Mixed Level Classes

In Introductory Level classes, teachers are often faced with a mixture of complete beginners, false beginners and Elementary students. If this is the case in your class, try some of the following suggestions.

- Work at the pace of the average student. Try not to let the fastest or slowest students dictate the pace.
- To avoid stronger students dominating, nominate the quieter ones to answer easier questions.
- Allow time for students to check their answers in pairs or groups before checking with the whole class.
- Encourage stronger students to help weaker ones, for example, if a student has finished an activity, ask him/her to work with a slower student.
- Give students time to think by asking students to write down the answers rather than shouting them out. This helps avoid the more able students dominating the class.
- When monitoring during pair and group work, go to the weaker students first to check if they have understood the instructions and are doing the activity correctly.
- Plan which students are going to work together in pair and group work. Mix stronger students with weaker ones when they can give help, for example, in a vocabulary matching activity. On other occasions, for example, in freer speaking activities, it is often a good idea to place stronger students in the same group. Weaker students may feel more confident speaking with other students at their own level.
- In activities where students work on their own, ask them to put up their hands as they finish. Fast finishers can check answers together while they are waiting.
- Have ideas for extra activities to give early finishers to do while the slower ones are still working.
- Don't feel that you have to wait for everyone in the class to finish an exercise. It is usually best to stop an activity when the majority of the class have finished.
- Vary the amount and type of correction you give according to the level of the student, in order to push stronger students and avoid overwhelming those who are less confident. Remember to praise successful communication as well as correct language.
- Grade the tasks you set students, for example, when students are practising conversations on the recordings, weaker ones can read the recording script for support.
- Be flexible in the number of questions, sentences, etc. you expect different levels of students to produce.
- In progress checks, acknowledge improvement as well as final performance.
- Set weaker students extra homework from the CD-ROM to help them catch up with areas of language the rest of the class is confident with.

Classroom Activities and Games

These *Classroom Activities and Games* can be used to practise a variety of different language areas in class. The *Teaching Notes* suggest when they can be used alongside the lessons in the Student's Book.

Board Race

This activity is useful for revising vocabulary. You need a classroom where students can stand in two lines in the centre of the room, facing the board.

- Divide the class into two teams. Each team stands in a line facing the board. Divide the board into two columns with the headings *Team A* and *Team B*.
- Give the first student in each team a board pen.
- Give students a topic (for example, food/drink or places in a town/city) and a time limit (for example, three minutes).
- Say *Go*. The first student in each team runs to the board, writes a word associated with the topic in his/her team's column, runs back and gives the pen to the second student, who does the same and so on. Students can help other members of their team.
- When the time is up, students sit down. Check answers with the whole class. Teams get one point for each answer, one point for each word/phrase that is spelt correctly and one point for each answer not in the other team's list. The team with the most points wins.

Know, Might Know, Don't Know

This activity helps you to find out what vocabulary students already know. It is a good activity for mixed level classes, as stronger students can teach weaker students vocabulary that they don't know.

- Before the lesson, write a worksheet containing 15–20 words or phrases you want to teach or review.
- Photocopy one worksheet for each student.
- In class, give each student a copy of the worksheet. Tell students to divide the words into three groups: *Know* (I know this word/phrase and can give an example or definition), *Might Know* (I think I know this word/phrase but I'm not sure) and *Don't Know* (I don't know this word/phrase).
- Students work in pairs or groups and compare their answers. If one student knows a word, he/she should teach it to his/her partner or the other members of the group. Alternatively, students can move around the room and talk to various students.
- When they have finished, students say which word/phrases they still don't know. Encourage other groups to give definitions to help them, or give the meanings and examples yourself.
- Allow time for students to record any new vocabulary in their notebooks.


Bingo!

This popular activity can be used to revise any large lexical group, such as numbers, irregular verbs, dates, free time activities, etc.

- Before the class, choose a language area that you would like to practise and make a list of words/phrases.
- Make one card for each student and divide each card into 8 or 10 equal squares.
- Write one word/phrase taken from your list in each square, ensuring that no two cards have exactly the same words on them.
- In class, give one card to each student.
- Dictate the words on your list. Students cross out any words they hear which are on their cards.
- The first student to cross out all their words shouts *Bingo!*. Ask the student to dictate back all the words. If they are correct, that student wins.

Noughts and Crosses

This is a quick revision activity which can be used for vocabulary, grammar or students' common mistakes.

-  Draw a noughts and crosses grid on the board and fill in the boxes with examples of your chosen language area, for example:

under	behind	from
on	in	by
at	in front of	to

- Divide the class into two teams: a noughts (O) team and a crosses (X) team. The purpose of the game is to be the first team to complete a line of either three noughts or three crosses in any direction (horizontal, vertical or diagonal).
- Teams toss a coin to see who starts. Each team takes it in turns to choose a word/phrase from a square on the grid. Students then try to make a sentence with it that shows they know the meaning. If they are successful, mark a nought or a cross in that square.
- Play continues until a horizontal, vertical or diagonal line is complete. The team that completes the line wins the game.
- Alternatively, prepare nine questions for students to answer and write numbers 1–9 on the grid. Again, toss a coin to see who starts. Each team takes it in turns to choose a number and you ask the team the corresponding question from your list. If students answer the question correctly, mark a nought or a cross in the numbered square.