



教育部职业教育与成人教育司推荐教材
高等职业教育英语教学用书(五年制适用)

畅通英语 1

Pre-Intermediate

中级教程教师参考书

Teacher's book

Channel

your English

H.Q.Mitchell-J.Scott

《畅通英语》改编组

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内容提要

《畅通英语》是教育部规划并推荐的五年制高职高专英语教材。本套教材是在英国 MM 出版公司 2003 年出版的 *Channel your English* 的基础上, 由国内英语教学专家和教师改编而成。本套教材也可供三年制高职高专院校使用。

本书为《中级教程教师参考书 1》。本书针对主教材每单元中的各项练习给出了练习目的、操作步骤、语言点注释、听力文字材料、练习答案等。同时, 本书还增编了“文化背景知识介绍”、“语言点注释”和“课文参考译文”等。

本书还包括《中级教程学生练习册 1》的所有练习答案及补充练习的答案。

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前言

为了深入贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》，进一步落实教育部等7部门《关于进一步加强职业教育工作的若干意见》，全面实施《2003—2007年教育振兴行动计划》，推动职教教材多样化发展，教育部制定了《2004年—2007年职业教育教材开发编写计划》。计划内的教材出版后将向全国职业学校推荐选用。

《畅通英语》系列教材是上述教材开发编写计划中的一种，是在英国MM出版公司2003年出版的*Channel your English*的基础上改编而成的。本套教材既保留了原版教材新颖的教学设计模式和先进的教学理念，又结合中国高职高专英语教学的实际，增编了适量的辅教辅学内容和练习。本套教材可供五年制和三年制高职高专学生使用。

《畅通英语》以真实的交际型语言活动为基础，按照语言表达的难易程度分级编写，注重语言应用能力培养。从初级到中高级的英语学习全过程都有效地整合了听、说、读、写、译5种语言技能训练。该书布局系统全面、科学合理，将功能、语法、词汇、语音和跨文化交际技能尽收其中，利于教师按照语言学习和应用的规律有效地安排教学内容与进度，既提高学习者兴趣，又锻炼学习者能力，使所学内容与涉外交流、人际交往的真实话题和场景紧密结合，反复强化，达到学、练、用合一的理想效果。

本套教材的特点主要体现在如下几个方面：

教材内容贴近日常生活，真实生动，丰富有趣。学习者在生动的多元文化环境中，学习语言，掌握技能。教材中阅读文章题材广泛，例如，不同国家的节日介绍、中国属相介绍、心理测试、神秘的UFO等；其次，题材大多是学习者感兴趣的话题，如学习工作、休闲娱乐、求职指导、服饰打扮、饮食喜好、旅游探险、真诚友谊等。教材话题内容全面，覆盖诸多领域，如科技、网络、文化、社会、人物、经济、文摘、广告、说明等，使学习者在不同场合能够充分感知语言环境，掌握语言技能，加以强化操练，便可表达自如。

图文并茂，新颖实用，词汇学习尤有特色。教材配有大量与各种功能相关的富于启发性的图片，为语言学习者提供了形象的训练情景，有效地培养学习者的语言领悟能力。以话题为中心归纳、学习、使用和积累词汇，有趣而实用。

体现语言的人际、意念、语篇三大功能，实用性强。各单元的对话包罗许多常用人际交往表达和意念功能，如介绍与陈述、赞同与反对、问题与解决方案、给予与获取、需求与允诺、推理与预测等。阅读与写作文体多样实用，主要介绍应用文体，如广告、人物、景点、论文、信件等。

注重综合能力培养。教材采用基于话题任务的交际教学法，突出强调涉外交流活动中必需的英语交际会话能力培养。使学生能通过话题、情景，灵活运用英语完成交际任务，强调学以致用，真正将语言学习与使用结合起来，能听会说，读写并重，达到学好，用好，自然会考好的目的。

教学体系完备，教学参考资料十分丰富。本套教材由学生用书、教师用书、学生练习册、录音带、MP3、多媒体光盘等组成，形成完备、集成、个性化、立体化的英语教学体系。

本套教材结构科学合理，布局系统全面。主要包括以下内容：

《畅通英语》学生用书共5册，分为基础教程2册，中级教程2册和高级教程1册。基础教程1适合于初学者水平，基础教程2适合于初中水平，中级教程1适合于高中水平。学习者可以根据自己的实际水平，从不同的分册开始学习。每册包括15~16个单元，每单元包括3课内容：第一课以会话引入为主，包括情景对话、词语表达、语法结构和口语实践并结合语音语调训练；第二课重在以听读为主的接受型技能训练，包括阅读、词语表达、语法、听力和口语实践6个部分；第三课重在以说写为主的产出型技能训练，包括听说读写4种技能综合训练。在学生用书中每3~4个单元之后，还编有阶段复习题，供复习巩固所学语法结构和词语表达使用。学生用书之后还分别附有全书词表，中学英语基础词表及中英文释义，供学生使用此书时查阅参考。

该书各级均配有学生练习册，内含学生用书中各单元主题扩展阅读短文和各课的配套同步练习及课内外各种

活动设计安排,供师生结合各自的教学情况选用操练。第四、五册的学生练习册中,各单元还配有反映《高等学校英语应用能力考试大纲和样题》所规定的项目和要求的模拟试题。学完本套教材的第1~4册可以参加“高等学校英语应用能力考试”的B级考试,学完第5册可参加A级考试。

全套教材的对话、陈述、课文都配有录音带,并配有对话部分的多媒体光盘。

《畅通英语》的《教师参考书》提供了详细的英文原版“教材和教法说明”,还增编了“文化背景知识介绍”、“课文语言点注释”、“课文参考译文”、“听力文字材料”和“练习答案”等。

《畅通英语》是一套集中外英语教育工作者长期教学研究最新成果的引进改编系列教材,其新颖的教学理念、实用的教学模式和贯穿始终的培养学生语言应用能力的教学活动定会在中国英语学习者、教育者新的启迪与裨益。

本套教材由电子科技大学冯斗教授和北京联合大学杨亚军教授担任总主编。《畅通英语中级教程1》主编为何颖(电子科技大学),副主编为冯文坤(电子科技大学),编者为魏全凤(西南科技大学)、王凯凤(电子科技大学)、卢灶荣(电子科技大学)。

编 者

2004年12月

Introduction

Outline of the course

• Objectives

Channel your English is an exciting and easy-to-use five-level course in English specially designed for teenage and young adult learners.

Channel your English takes learners smoothly from Beginner to Upper-Intermediate level and enables them to communicate with other speakers of English in real-life situations. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus, enabling learners to use it in meaningful contexts. *Channel your English* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently. Other important factors, such as the learners' age and interests, have been taken into consideration in the planning and design of this course. The topics have been carefully selected to motivate learners and stimulate learning.

• Syllabus

Channel your English uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining functions, structures, vocabulary, intonation and communication skills. Vocabulary and grammar are systematically categorised and presented, helping teachers to manage and organise their time efficiently. Communicative language teaching is viewed as a practical activity rather than as a theoretical notion.

• Organisation and length of the course

Channel your English Pre-Intermediate, the third book in the series, effectively brings teenage and young adults learners to a level of linguistic ability at which they can satisfy their basic communication needs.

The book is divided in 16 well-developed and carefully structured units, each of which is based on a general topic and divided into three lessons. By the end of the book, students will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The material included in the book can be completed in approximately 75-110 hours. The precise time needed will vary, depending on factors such as school organisation, class size, learner ability and motivation.

• Key features

Certain key features of the book, such as lively dialogues presenting real spoken English, and the special emphasis on vocabulary building, add to the challenging and motivating material of the course. The language used in *Channel Pre-Intermediate* is principally British English. However, the writers of *Channel your English* have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, Ss are exposed to linguistic varieties, as well as texts and information, about various English speaking countries and cultures. So, Ss acquire a higher level of comprehension than the language they can produce, preparing them for communication beyond the classroom and in real-life contexts. In addition to this, there is an appendix of differences between British and American English at the back of the book.

Course components

• Student's Book

The Student's Book contains:

- Table of Contents presenting the topics, vocabulary, structures, functions, intonation, as well as the microskills practised in each unit.
- Sixteen six-page units, each divided into three lessons, arranged in four modules.
- Four two-page revision units at the end of each module.
- An appendix of differences between British and American English.
- Pairwork Speaking Activities.
- A Grammar Reference section with useful tables, examples and explanations of the grammatical structures dealt with in each unit.

• Workbook and Student's CD-ROM

The Workbook is divided into units and lessons in accordance with the Student's Book and includes exercises for further practice of the items dealt with in the Student's Book. The exercises may be done in class with the students working individually or in pairs/groups. Alternatively, the exercises may be assigned for homework after completing a unit.

In each unit there is also a text, based on the topic of the unit and designed for further reading practice. Most of the unknown words in this text should be regarded as passive vocabulary. However, there are a few key words in each text which need to be explained to Ss before they do the task.


The Student's CD-ROM includes all the dialogues in the presentations and the reading texts, together with the corresponding pictures from the Student's Book.

• Teacher's Book

The Teacher's Book contains:

- An Introduction.
- Teacher's Reference includes tables of the functions, structures and active vocabulary introduced in each lesson and useful notes for lesson planning. This Reference provides teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style, as well as to their students' needs. Answers to all exercises, transcripts of the listening exercises and ideas for optional activities are also included.
- Additional reference consists of 3 components: culture notes, language points and translation of each unit.
- Workbook (teacher's edition) mainly provides teachers with keys to exercises included in the workbook.
- The last part of teacher's book is Key to Supplementary Exercises, which gives appropriate explanation to supplementary exercises in the workbook.

• Student's Audio Cassettes

The Class Cassettes include all the recorded material from the sections in the Student's Book where the symbol  appears.

 : presentation dialogues, intonation and the transcripts for the listening sections.

The structure of the units

• (Units 1-16)

Each of the sixteen units is divided into three two-page lessons, which are discussed in detail below.

• Lesson One

Lesson One is divided into four basic sections: presentation (dialogue), words and phrases, grammar and oral practice. In most units there is also an intonation section, while in others it appears in Lesson Two.

Presentation

The aims of this section are to present vocabulary, structures and functions in the context of a dialogue and to expose students to natural spoken English in a meaningful context.

The presentation is usually divided into three stages:

Stage one: This is a lead-in to prepare students for the dialogue they will hear later. A short discussion is generated through visual and verbal prompts with the aim of introducing the topic of the dialogue that follows. In this way,

students are involved in an activity that creates expectations and motivates them to move on to the next stage. As this is actually a warm-up activity, it is advisable that students should not spend more than a few minutes doing it.

Stage two: In this stage students first listen to the dialogue without looking at it and then listen again and follow in their books. All the dialogues have been specially designed to familiarise students with spoken English in a variety of real-life situations, as well as to present the functions, structures and vocabulary practised further on. These dialogues motivate students' interest through witty exchanges in up-to-date modern English, the objective of which is to promote learning in a communicative way. The aim of this stage is to facilitate Ss' understanding of the main ideas expressed.

Stage three: In this stage students read in order to carry out a variety of task types. These cover a wide range, such as open ended questions, True/False statements, ordering events, identifying speakers, gap filling, correcting statements, extracting specific information, etc. The aim, here, is to enhance students' understanding of detailed/specific information.

Words and phrases

In this section one or more lexical items related to the topic of the unit are presented. The purpose of this activity is to expose Ss to real/actual examples of the English language in use. The activity focuses on various kinds of words and phrases (i.e. phrasal verbs, verbs with prepositions, adjectives, conversational English, collocations, etc.) introduced in the dialogue. Ss are once more exposed to different instances of spoken English, and practise important and widely used phrasal verbs and collocations as well. Ss are asked to carry out a variety of tasks (word building, guessing meaning from context, matching, etc.). In this way, English is viewed as a language directly linked to contemporary English culture not designed to simply serve the purposes of a textbook.

Grammar

This section appears both in Lesson One and Lesson Two. It deals with essential grammar and focuses on the main grammatical points that appear in the presentation stage. Their usage is clearly presented through extracts from the dialogues/reading texts. However, Ss are always actively involved in the understanding of grammar through various language awareness activities. Ss are asked to refer to the dialogue and the information provided in the grammar section in order to make inferences about the functions and usage of grammatical phenomena. The accompanying tasks vary, and require Ss to complete tables, match structures with functions and/or meanings, complete rules, etc. The grammar section always ends with a short exercise giving Ss the opportunity to practise the grammatical points in context either in written or in oral form. A more detailed presentation of the grammar focus in

each unit is included in the Grammar Reference at the back of the book, which Ss may refer to whenever necessary.

Intonation

The intonation section appears either in Lesson One or in Lesson Two and deals with significant aspects of spoken English in an organised manner. This section provides the presentation and practice of sentence stress and intonation patterns. The intonation section includes tasks requiring Ss to underline the main stress, the stressed syllables, etc. Since intonation is an important feature of natural, native-like delivery of speech, it is essential that it is practised systematically. Teachers should encourage repetition, either individual or in chorus.

Oral practice

This section appears in both Lessons One and Two. The aim of this section is to provide students with further practice of the functions, structures and vocabulary already presented in the dialogue through visual and verbal stimuli. The activities are interesting, they closely approximate real-life situations and there is always a goal to be achieved through the activity. Ss work in pairs or in groups and perform a variety of tasks. They speculate, discuss, exchange information, make suggestions, make decisions or express personal opinion in order to achieve their goal. The oral practice tasks are based on visual and/or verbal stimuli. In certain pairwork activities, each of the two students is provided with different information found in a special section at the end of the book.

It is advisable that every lesson should be rounded up with the oral practice activity and that reasonable time should be allowed for students to carry out the task. Pairwork and group work is a significant aspect of oral practice. By working in pairs or groups, the amount of time Ss speak is increased significantly, cooperation among students is encouraged and learner independence is enhanced. The benefits of pairwork and group work should be explained and stressed to Ss at the beginning of the course. In addition, teachers should ensure that the classroom seating plan facilitates this kind of activity.

To achieve optimum results, it is advisable to set a time limit for the activity. During the activity, the teacher should go round the classroom, listen to the discussions taking place and make sure that Ss speak only in English. If necessary, help and support should be provided. As the aim of the activity is to enhance Ss' fluency, teachers should not interrupt Ss to correct their errors. They can keep a record of common or basic mistakes and comment on them at the end of the activity. There is ample opportunity to focus on accuracy and correct errors while doing other types of exercises.

In addition, pairwork and group work provide teachers with an opportunity to assess their Ss' speaking skills. While monitoring Ss engaged in an activity, teachers are able to focus on individual Ss' performance. By keeping note of the

Ss' performance teachers are able to evaluate their progress throughout the term/year.

The procedures described above apply to the Speaking section in Lesson Three as well.

• Lesson Two

Lesson Two focuses on receptive skills (reading and listening) and deals with the target language (grammar and lexis) in the reading text. Lesson Two is divided into five sections: reading, words and phrases, grammar, listening and oral practice.

Reading

In this section Ss are exposed to a wide variety of reading material, such as magazine and newspaper articles, letters, e-mails, websites, film reviews, stories, brochures, etc. The texts have been specially adapted to suit teenage and young adult learners' needs and interests. They cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural information about the real world. The main intention is to provide intensive reading practice, although they also lend themselves to presenting target vocabulary and grammar in context. The reading section is usually divided into four stages:

Stage one: A pre-reading task usually precedes the reading text. Its main aims are to introduce the topic of the reading text with questions that relate it to the students' personal experience and to activate topic-related vocabulary students already know. It may be either in the form of questions that generate a short discussion or visual/verbal stimuli in order for students to predict the content of the reading text. As it is a warm-up activity, it is advisable that it should be done systematically before the actual reading task.

Stage two: In this stage students read the text for the first time in order to perform a task. The main aim of this stage is to help students understand the gist of the text or the main ideas expressed. The task types vary and include checking predictions, matching headings with paragraphs, choosing the best title, multiple choice, etc. Students should be given some time to perform the task and teachers should point out that unknown words should not worry them at this stage.

Stage three: In this stage students are asked to read the text again in order to do the reading activity. The aim is to help students develop certain microskills such as scanning for specific information and reading for detail. The task types are varied, including open ended questions, multiple matching, True/False statements, gap filling, numbering pictures, etc. Students should be given ample time to carry out these tasks in class, especially when they are doing them for the first time. If classroom time is scarce, they can

be assigned for homework.

Stage four: This stage appears only in the Teacher's Book as an optional post-reading oral activity but it is recommended that it should be done systematically to round up the reading section. Its aim is to help students expand on the topic of the reading text and relate it to their personal preferences and experience. Students should be encouraged to use as much of the topic related vocabulary in the text as possible.

Words and phrases

As with the activity under the same heading in Lesson One, this activity gives Ss further practice with various lexical items, such as phrasal verbs, expressions, words easily confused, prepositional phrases, collocations, derivatives, etc. in the reading text. The tasks vary and expand on the vocabulary introduced in the text.

Grammar

In this section another grammatical item introduced in the reading text is dealt with, in a similar way to what has been described in the corresponding section in Lesson One.

Listening

This section appears both in Lessons One and Two. It is worth pointing out that the process of listening is very similar to that of reading. There is always a direct or indirect thematic link between the listening and the reading text. A variety of spoken text types and task formats have been employed, through which important listening microskills are developed. In most units the listening section is divided into three stages, whereas in others, where students listen to short extracts, there is only the listening stage focusing either on gist or specific detail. Wherever there are three stages they appear as follows:

Stage one: A pre-listening oral activity smoothly introduces the topic of the listening activity activating Ss' background knowledge and preparing them for the task at hand.

Stage two: The main aim of this stage is to focus on gist and understanding main ideas. Students listen once to perform the task. There are various task types, including multiple matching, checking predictions, multiple choice, etc.

Stage three: The main aim of this stage is listening for detail or specific information. Students listen to the text again or to a sequel and carry out the task. Task types vary and include True/False statements, multiple choice, multiple matching, note taking, blank filling, matching speakers to what they said, etc.

Teachers should ask students to read the instructions carefully before beginning each activity, and make sure Ss fully understand what they are expected to do. Before listening Ss should be told not to worry about any new vocabulary they may hear. Not knowing the meaning of

these words will not hamper comprehension of the listening texts, and is not necessary in order for them to be able to complete the tasks successfully. When answers are elicited from Ss, we suggest that Ss should be asked to justify their answers. Then, if necessary, the tape may be played again and any points that have not been understood can be clarified.

Oral practice

What has been said above about the oral practice in Lesson One applies to Lesson Two as well.

• Lesson Three

Lesson Three focuses on productive skills (speaking and writing) and is divided into four sections: words and phrases, listening, speaking and reading and writing.

Words and phrases

What has been said above about the words and phrases section in Lessons One and Two applies to Lesson Three as well.

Listening

What has been said above about the listening section in Lesson Two applies to Lesson Three as well.

Speaking

The aim of the speaking section in Lesson Three is to enable students to use the vocabulary, grammar and functions introduced in the unit in a meaningful context. What has been said above about oral practice in Lessons One and Two applies here, as well.

Reading and Writing

Like speaking, writing is a productive skill and one that Ss often have difficulty with. This section is also divided into stages. In the first stage, students are introduced to a sample reading text and elaborate on it in a variety of ways. The reading texts vary and include stories, informal and formal letters, articles, film reviews, argumentative essays, reports, etc. The tasks at this stage focus on understanding gist, and identifying style and purpose, as well as elaborating on format/layout.

In the next stage, in the writing tasks, Ss are asked to produce a piece of written discourse, which is based on the preceding reading activity. Concise tips provide useful guidelines for students to base their writing on. These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the unit and expand on the topic. Instructions should be explained in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to Ss in due course. Moreover, Ss should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW: wrong word
 S: spelling
 P: punctuation
 T: tense
 A: article
 WO: word order
 ^ : something missing

Revision Units

The four Revision Units can be done either at home or in class, depending on the time available. The tasks in these units thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding units. All the texts are contextualised and emphasis has been placed on communicative activities and skills development. Since the Revision Units are not tests, teachers should allow Ss to refer to the relevant units when doing the exercises if they need to. Each revision unit consists of a communication activity (matching questions with answers) and a variety of other tasks focusing on reading, listening, speaking and writing.

Optional activities

In the Teacher's Book there are various optional activities which help Ss get a better understanding of the dialogue and the reading texts, and also provide an opportunity for further oral practice of the vocabulary and grammatical structures or forms introduced.

Points to remember

- Whether a task is carried out in class or assigned for homework, it is advisable that every effort should be made to ensure that Ss fully understand the rubric, in order that they comprehend what they are expected to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires students to do, by doing the first item.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Wherever necessary, however, certain key words should be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- For the listening tasks it should be ensured that students have no unknown words in the accompanying activities before they do the task.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or

translation.

- Whenever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and predictions are checked.

Abbreviations used in Teacher's Book

adj → adjective
 adv → adverb
 e.g. → for example
 etc. → et cetera
 n → noun
 p. → page
 pp. → pages
 prep → preposition
 sb → somebody
 sth → something
 Ss → students
 v → verb
 TB → Teacher's Book

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01

Lesson One

Window on the world

Functions

Introducing oneself
 Exchanging personal information
 Distinguishing between permanent and temporary situations
 Talking about routines/habitual actions

Structures

Present Simple - Present Progressive
 Stative verbs

Vocabulary

Verbs

find head seem speak try

Nouns

accent foreigner pilot shoe shop side

Adjectives

excellent single wrong
 married wonderful

Adverbs

abroad late
 close opposite

Phrases and expressions

a bit	on holiday
at last	on the left/right
by the way	only child
Don't worry.	part-time job
Excuse me.	Right?
Here we are.	spend a fortune on
How can you tell?	thank you
How do you like...?	thanks
if you like	that way
Nice to meet you.	that's why...
of course	You know what?

Key

She's in Fabricio's shoe shop at *La Fontana di Trevi*.

3 Aim: to check comprehension of specific information in the dialogue

- Ask Ss to read the questions a-f.
- Ask Ss to read the dialogue and answer the questions.
- Ask Ss to underline the words they are not familiar with, but tell them not to worry about the unknown words at this stage.
- Give Ss time to work out the answers to the questions.
- Check Ss' answers and ask them to provide justification.

Key

- He's going to *Fontana di Trevi*/his shop.
- He has a shoe shop.
- (He speaks English well) because his mother is Scottish.
- He's on holiday with his wife.
- (He doesn't like) that Italians drive on the wrong side of the road/on the right.
- She's buying shoes in Fabricio's shoe shop.

optional post-reading activity

Ask Ss some questions of personal response to the topic of the dialogue.

e.g. *What do you usually do when you go on holiday?*
What do you usually buy when you go broad/on holiday?

Background Note: *Fontana di Trevi* is one of the most popular tourist sights in Rome. The construction of the fountain took over 100 years and it was finally completed in 1762. There is a tradition that if you throw a coin in it you will, one day, come back to Rome.

words and phrases

Lexical set: Introducing yourself

Aim: to introduce questions and answers used to exchange personal information

- Ask Ss to read the questions and the answers.
- Ask Ss to match the questions with the answers.
- Check Ss' answers.

Key

- | | | | |
|------|------|------|------|
| 1. d | 2. f | 3. g | 4. h |
| 5. c | 6. a | 7. e | 8. b |

presentation

Aim: to present vocabulary, structures and functions in the context of a dialogue between two strangers

1 Aim: to introduce the topic of the dialogue through an oral activity involving personal experience

- Ask Ss the questions and generate discussion.

2 Aim: to listen for specific information mentioned in the dialogue

- Ask Ss to cover the dialogue, look at the picture and listen carefully. Play the tape. 
- Discuss Ss' answers to the question.

grammar

1 Aim: to revise the basic uses of the Present Simple and the Present Progressive

- Refer Ss to the dialogue.
- Ask Ss to scan the dialogue to find the extracts a-d.
- Draw Ss' attention to the phrases 1-4 and explain the meaning of the phrase *as a rule*.
- Ask Ss to read the extracts a-d and match them with the phrases 1-4.
- Ask Ss what they notice about the uses of the Present Simple and the Present Progressive. Elicit the answer that the Present Simple is used for permanent situations and routines or habitual actions, whereas the Present Progressive is used for actions happening now, at the moment of speaking and for temporary situations.

Key

- a. as a rule
- b. usually
- c. right now
- d. now that we're in Rome

2 Aim: to present some stative verbs

- Ask Ss to read the examples and notice the verbs in bold.
- Ask Ss what they notice about the tense of the verbs in bold and elicit the answer that all these verbs are in the Present Simple. Point out to Ss that these verbs are called stative verbs and are not normally used in the Present Progressive.
- Refer Ss to the Grammar Reference section to study the categories of Stative Verbs.

3 Aim: to practise the uses of the Present Simple, the Present Progressive and stative verbs

- Ask Ss to read the dialogues and complete the blanks.
- Check answers and ask Ss to provide justification.
- If time is scarce, assign the activity for homework.

Key

- | | |
|---------------|-------------|
| a. | b. |
| don't believe | don't think |
| are you doing | 's making |
| 'm visiting | do you know |
| 's having | read |
| 'm going | |
| Do you want | |

NOTE: Point out to Ss that *have* is a stative verb and is not used in the Present Progressive when it denotes possession. However, when *have* denotes an action, it can be used in the Present Progressive.
e.g. *She has two sisters.*

He's having dinner at the restaurant.

intonation

1 Aim: to identify the stressed syllables in words

- Play the tape and have Ss repeat each word as they hear it.
- Ask Ss the question and elicit the answer that the first syllable is stressed in the word *Italy*, whereas the second syllable is stressed in *Italian*.

2 Aim: to practise identifying the stressed syllables in words

- Have Ss read the words and underline the stressed syllable in each word.
- Have Ss repeat each word as they hear it.
- Play the tape and have Ss check their answers.

Key

abroad
accent
together
excellent
opposite
Scottish
holiday

oral practice

Aim: to give Ss practice in exchanging personal information

- Divide Ss into pairs.
- Point out to Ss that they should use the questions in *words and phrases* on page 1 to help them.
- Choose a student and ask a question.
- Elicit an answer.
- Have Ss do the activity.

Lesson Two

Functions

Talking about actions in the past

Structures

Past Simple of regular and irregular verbs
Past Simple of the verb *be*

Vocabulary

Nouns

camel	partner
feeling	pocket
mistake	present
owner	voice

Verbs

admire	greet
call	imagine
consider	keep
cover	laugh

Adjectives

pleased	rude
---------	------

Adverbs

just	loudly	probably
------	--------	----------

Other words and expressions

ago	make it clear
go wrong	make things better
make a fool of myself	on business
make a good impression	shake hands
make a mistake	

Key

It's about the things one is allowed to do and say when abroad and the things one should avoid in order not to offend local people.

3 Aim: to read for detail and understand specific information

- Have Ss read the article again.
- Ask Ss to read the sentences a-f and write T for True or F for False next to each sentence.
- Check Ss' answers.

Key

a. T b. F c. F d. T e. F f. F

optional post-reading activity

Ask Ss some questions of personal response to the topic of the reading text.

e.g. *What should people not do when they are in your country?*

Have you ever had any embarrassing moments like the one described in the text?

What can we do to avoid such embarrassing incidents when abroad?

words and phrases

Expressions with *make*

Aim: to present and practise some expressions with *make*

- Ask Ss to complete the sentences a-e with the expressions in the box.
- Check answers.

Key

a. made it clear	d. make a good impression
b. made a mistake	e. make things better
c. made a fool of myself	

reading

1 Aim: to introduce the topic of the reading text through an oral activity involving personal experience

- Ask Ss the questions and generate discussion.

2 Aims: • to use visual and verbal information to predict the content of the reading text • to check predictions • to read for gist

- Ask Ss to look at the picture and read the title of the article.
- Ask Ss the question and elicit answers.
- Have Ss read the article and check their answers.

grammar

1 Aim: to present the use of the Past Simple

- Refer Ss to the text.
- Have Ss read the extracts and point out the words in bold. Ask Ss the question and elicit the answer that the actions described in the two sentences happened in the past.

Key

1st extract: when he was in the Netherlands five years ago.

2nd extract: from the moment they shook hands

2 Aim: to introduce the formation of the Past Simple of regular and irregular verbs and the verb *be*

- Have Ss read the dialogues and complete the table with the Past Simple of the verbs in the dialogues.
- Ask Ss the question and elicit the answer that regular verbs form the affirmative form of the Past Simple with the *-ed* ending, the negative form with the auxiliary verb *didn't* and without the *-ed* ending and the question form with the auxiliary verb *did* without the *-ed* ending. Irregular verbs form the Past Simple irregularly, without the *-ed* ending but they form the negative and question forms with the auxiliary verb *did (not) + bare infinitive*. The Past Simple of the verb *be* is *was* in the first and third person singular and *were* in all the other persons.

Key

PAST SIMPLE

	Affirmative	Negative	Question
Regular verbs	visited	didn't visit	Did ...visit?
Irregular verbs	went	didn't go	Did... go?
Verb <i>be</i>	was	wasn't	Was...?
	were	weren't	Were...?

3 Aim: to practise the Past Simple

- Have Ss read the dialogues and complete the blanks with the Past Simple of the verbs in brackets.
- Check answers.

Key

- a.
did you start, came, got, Were you, met
- b.
was, wanted, didn't look, Did he pass, asked

listening

1 Aims: • to introduce the topic of the listening text through written prompts • to listen for gist

- Ask Ss what they expect to find in the UK as far as the

following topics are concerned, *weather, night-life, food, shopping, people*.

- Have Ss read the topics in the boxes.
- Play the tape.
- Have Ss tick (✓) the topics that are mentioned in the listening text.
- Check answers.

Key

weather ✓ shopping ✓
people in the UK ✓ hot drinks ✓

2 Aim: to listen for specific information

- Play the tape again.
- Have Ss do the activity.
- Check answers.

Key

Carlo: a Hans: b
Maria: a Frederico: a

listening transcript

- Peter:** Good evening. You're listening to London 106 FM and I'm Peter Connors. Tonight we're taking calls from foreigners who are spending time in England. We want you to tell us all about your experiences here in London. Are things different from what you expected? Our first caller is Carlo from Paraguay. Hi, Carlo. We're all ears!
- Carlo:** Hello, Peter. When I came to London a month ago, I expected it to rain every day so I carried my umbrella with me all the time. But I haven't used it yet. Where's the rain?
- Peter:** Well, don't throw your umbrella away just yet! I promise you, you won't be disappointed! It's still September... Next we have Maria from Greece. How do you like it here, Maria?
- Maria:** Well, I only arrived yesterday. So far it's great! But I'm really confused about the difference between England and Great Britain. I was speaking to someone from Edinburgh last night and I made a terrible mistake. I called him English. He got really angry. He said he was Scottish, perhaps British, but definitely not English!
- Peter:** Oh, I know that one. That's an easy mistake to make... Next up, we have Hans from Germany. Hi Hans.
- Hans:** Hi Peter. I really enjoy listening to your show.
- Peter:** Well, thank you Hans. Now, what surprised you?
- Hans:** Before I came to London I really believed that everyone here did their shopping at Harrods, but I only saw foreigners shopping there. The English, just like the Germans, shop in their local high street.
- Peter:** That's right Hans!... Now our final caller this evening is Frederico from Portugal. How are you Frederico?
- Frederico:** Very well, thank you Peter. I'm really having a great time in London. What surprised me, though, is that so many people drink coffee here. I thought the English drank only tea!
- Peter:** That's what most foreigners think! I drink six espressos a day, myself! Ha, ha...