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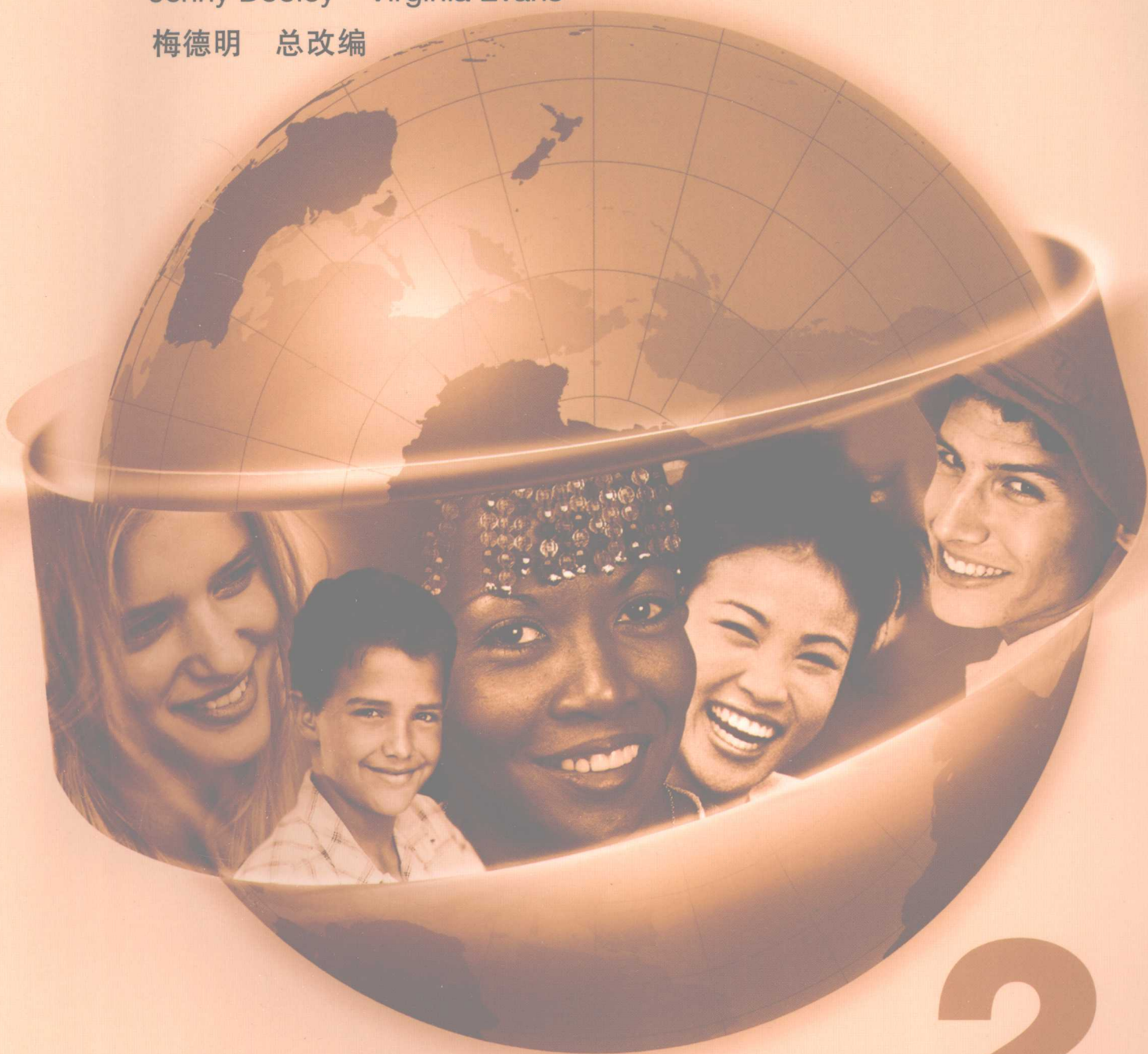
潮流英语

Jenny Dooley – Virginia Evans

梅德明 总改编

Teacher's Book

教师用书



2

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《潮流英语》简介

《潮流英语》是一套为初级水平英语学习者度身定制的综合英语教程，旨在系统传授语言知识和文化知识，全面培养学生的“听说读写”交际能力。

《潮流英语》教材通过各种任务型交际活动，循序渐进、逐级而上地训练语言项目，突出外语教学的积极性、整体性和人文性三大特点。

《潮流英语》强调“教学的积极性”，是指教师可以通过呈现学生所熟悉的日常生活的语境来传授新词语和新结构；强调“教学的整体性”是指教师在激发学习者语言分析能力的同时，还可以激发他们整体使用语言的创造性；强调“教学的人文性”是指教师可以根据学生的学习愿望和情感要求，通过设置和完成轻松愉快的学习任务和交际话题来达到习得语言的目的。

《潮流英语》属等级模块式教材，全套教程共含4册，每册由8—9个模块组成，每个模块各含5个单元，每个单元的课时数设计为5节，每节课设计为50分钟。每一模块含有十分丰富的教学内容，除了“词汇”、“阅读”、“语法探索”、“听力”、“会话”、“写作”、“发音”、“日常英语”、“边唱边学”、“游戏”、“学习技巧”等主要学习内容之外，结尾处还设置了“文化角”、“知识拓展”、“自测练习”、“结对活动”等内容。

《潮流英语》作为一套体系完整的英语教程，除了“学生用书”之外，还包含有“教师用书”、“练习与语法手册”、“测试手册”、“录音磁带”、“录音CD”和“多媒体光盘”等。

《潮流英语》适合不同类型学习风格的学生，教师可以根据学生“视觉型”、“听觉型”或“动作型”的不同学习风格，适时调整教学内容和教学方法。

《潮流英语》关注教学评估，本教程的使用者可以根据教学目标、任务和对象等因素，决定是否采用“先期性评估”、“形成性评估”或“累积性评估”等教学效果评价方法，并通过积极使用“学生自评报告表”、“学习进展报告卡”和“学生评价单”及时了解和改进教学效果。

梅德明

上海外国语大学英语学院

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Introduction for the Teacher

Blockbuster is a modular course in English for absolute beginners and is aimed at students within the category of A1 (Basic User).

According to the European Framework of Reference, students at level A1 are able to understand and use familiar everyday expressions and basic vocabulary and phrases related to the world around them (family, friends, home, etc). Students at this level are able to introduce themselves and others and ask for and give personal details.

Blockbuster develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use of students' brains as well as the linguistic analytical use of their brains) and humanistic learning (acquiring and practising language through pleasant tasks and topics paying attention to their needs, feelings and desires).

The coursebook consists of nine modules of five units each. **Each unit** is designed to be taught in **five 50-minute lessons**. There is also a Culture Corner and Curricular Cuts section, as well as a Self-Check section and Pairwork Activities at the end of each module.

COURSE COMPONENTS

Student's Book

The Student's Book is the main component of the course. Each unit is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see *Elements of the Coursebook*, below).

◆ Optional units

The course includes two units aimed to be done before certain celebrations (Halloween and Maine Lobster Festival).

Workbook & Grammar Book

The Workbook & Grammar Book is in full colour.

The **Workbook** contains units corresponding to those in the Student's Book. It can be used either in class or for homework upon completion of the relevant

unit in the Student's Book. It aims to consolidate the language presented in the Student's Book through a variety of exercises incorporating all four skills.

The **Grammar Book** provides further exploration of the grammar taught in each unit of the Student's Book, with detailed theory and practice. After each five units there is an *Exploring Grammar* section which revises the grammar from the previous five units. There are also *Revision* sections which revise all the material covered up to that point in the book. At the back of the Grammar Book there is a *Progress Checks* section which enables the teacher to assess students' progress at the end of each Revision section.

Teacher's Book

The Teacher's Book contains detailed Teacher's notes, which provide:

- objectives of each unit in a clear and concise way
- step-by-step lesson plans and suggestions on how to present the material
- a full Key to the exercises in the Student's Book and Workbook & Grammar Book
- tapescripts of all listening material
- a full key to the Test Booklet

The photocopiable material is:

- evaluation sheets (see *Evaluation*, below):
- Formative Evaluation Chart
- Student's Self-Assessment Forms
- Progress Report Cards
- Resource Bank Material with Extension Activities

Test Booklet

The Test Booklet contains nine Modular Tests, each in two versions of equivalent level. This is to ensure reliability of results, especially with larger classes, where students sitting next to each other work on different tests, but are tested in the same language areas at exactly the same level of difficulty. The tests facilitate the assessment of students' progress and enable the teacher to pinpoint students' specific strengths and weaknesses.

There is also a Mid-Term Test as well as an Exit Test. The Exit Test covers all the material learned at this level and can be used as an effective assessment test for those planning to move on to the next level.

- 45 Unit Tests which facilitate the assessment of students' progress per unit.
- an audio CD/cassette which contains all the recorded material

Class Audio CDs or Cassettes

The Class Audio CDs or Cassettes contain all the recorded material which accompanies the course.

Student's Audio CD or Cassette

The Student's Audio CD or Cassette contains the recorded dialogues and main texts in the Student's Book, and may be used for the purposes of homework, preparation and practice.

Multimedia CD-ROM

The multimedia CD-ROM is based on the material presented in the coursebook. Using state-of-the-art visual, sound and graphic effects, the engaging, interactive tasks and games provide fully autonomous practice and consolidation of learning in all four skills.

ELEMENTS OF A MODULE

Each five-unit module starts with a module presentation spread to familiarise students with the language and patterns in the module. The module presentation pages also whet students' appetites by familiarising them with some of the text types, pictures and activities found in the coming module. Each module contains the sections described below.

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and is practised through a variety of exercises such as picture word association and completing set phrases in order to help students use everyday English correctly.

Reading

Dialogues

Throughout each module there are situational dialogues set in a variety of everyday contexts in order to familiarise students with natural language. There are also dialogues presenting useful expressions so that students can practise everyday English.

Texts

Throughout each module there is a wide variety of reading texts such as e-mails, text messages, letters, articles, songs, etc which allow skills such as reading for gist and reading for specific information to be systematically practised.

Exploring Grammar

The grammar items taught in each module are first

presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce students' understanding and mastery of each item.

Listening tasks

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module. Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Speaking practice

Controlled speaking activities have been carefully designed to allow students guided practice before leading them to less structured speaking activities. At the end of each Self-Check section there are instructions for a **pairwork activity** which provides extensive oral practice of the vocabulary and grammar structures presented throughout the module. The activity cards for the pairwork activities are at the back of the Student's Book.

Pronunciation

Pronunciation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Everyday English

These sections provide practice in real-life communication skills and promote active learning. Standard expressions and language structures associated with realistic situations are presented through everyday situations and students are given the opportunity to fully activate the language taught.

Songs

In each module there is a *Songtime!* section containing a song connected to the theme of the module as well as related tasks. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Games

These sections use the format of a team competition to consolidate learning of vocabulary, expressions and grammar presented in the module. Games enable students to use new language in an enjoyable way and promote humanistic learning.

Study Skills

Brief tips, explanations and reminders, at various points throughout each unit, help students to develop strategies which improve holistic learning skills and enable students to become autonomous learners of the English language.

Writing

Skills Work

The writing sections (in the fifth unit of each module) have been carefully designed to ensure the systematic development of students' writing skills through the use of all four language skills.

A model text is presented and thoroughly analysed, followed by guided practice of the language to be used. The final task is based on this model text and follows the structured outline provided.

Further writing practice

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, descriptions, notes, postcards and articles.

These progress from short sentences to paragraphs and finally to full texts, allowing students to gradually build up their writing skills.

Culture Corner section

At the end of each module in the Student's Book, there is a Culture Corner section. In these interesting and informative pages, students are provided with cultural information and read about aspects of English speaking countries which are thematically linked to the module. The section also contains related tasks and creative projects, such as making a poster, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

Curricular Cuts section

At the end of each module in the Student's Book, there is a Curricular Cuts section. This section enables students to link the theme of the module to a subject on their school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal frame of reference. The Curricular Cuts sections contain lively and creative tasks which stimulate students and allow them to consolidate the language they have learnt throughout the module.

Self-Check sections

These sections appear at the end of each module,

and reinforce students' understanding of the topics, vocabulary and structures that have been presented. A marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses before completing the Module Test. Answers are provided at the back of the Student's Book for students to assess themselves.

Students can record their progress on the Student's Self-Assessment Forms at the back of the Teacher's Book. These forms are photocopiable material.

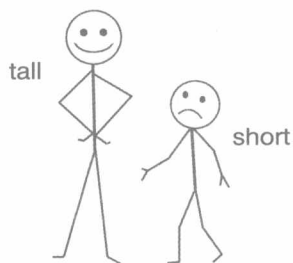
SUGGESTED TEACHING TECHNIQUES

A - Presenting new vocabulary

Much of the new vocabulary in *Blockbuster* is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is always presented in context, and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

Further techniques that you may use to introduce new vocabulary include:

- *Miming.* Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions.* Examples:
 - Present *store* by giving a synonym: *A store is a shop.*
 - Present *tall* by giving its opposite: *He isn't short, he's tall.*
 - Present *weekend* by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*
 - Present *garage* by giving a definition: *A garage is the place next to the house where we put our car.*
- *Context.* Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *city* and *town* by referring to a city and a town in the students' own country: *Rome is a city, but Parma is a town.*
- *Visual prompts.* Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary.* Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Sketching.* Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- **Flashcards.** Make Flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

The choice of technique depends on the type of word or expression. For example, it may be easier to describe an action verb through miming, and not through a synonym or definition.

B - Writing (Skills Work)

All writing tasks in *Blockbuster* have been carefully designed to guide students closely in producing a successful piece of writing.

- Always read the model text provided and deal in detail with the tasks that follow. Students will then have acquired the language necessary to cope with the final writing task.
- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.
- Make sure that students follow the structured outline they are provided with.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C - Assigning homework

It is recommended that homework is regularly assigned and routinely checked according to the specific needs of the class.

When assigning writing tasks, prepare students as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned homework tasks include:

- **Vocabulary.** Students memorise the meaning of words and phrases.
- **Spelling.** Students learn the spelling of particular words without memorising the text in which they appear.
- **Reading aloud.** Assisted by the Student's Cassette or CD, students practise at home in preparation for reading aloud in class.
- **Writing.** After thorough preparation in class, students are asked to produce a complete piece of writing.

D - Correcting students' work

All learners make errors; they are part of the process of learning. The way errors are dealt with depends on the activity.

- **Oral accuracy.** In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- **Oral fluency.** In pairwork or free speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- **Written work.** Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

Remember that praising students and rewarding good work is of great importance. Post written work on a notice board in the classroom or school, or give "reward" stickers. Praise effort as well as success.

E - Class organisation

- **Open pairs.** The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- **Closed pairs.** Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.

Stages in pairwork:

- Organise students into pairs;
- Set the task and time limit;
- Rehearse the task in open pairs;
- Ask students to do the task in closed pairs;
- Go around the class and help students;
- Pairs report back to the class.

- *Groupwork.* Groups of three or more students work together on a task or activity. Class projects or roleplay are often most easily done in groups. Again, ensure students clearly understand the task in advance.
- *Rolling questions.* A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

F - Using the Student's Cassette or Audio CD

All dialogues and texts in the Culture Corner and Curricular Cuts sections are recorded on the Student's Cassette or CD. Students have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-access study are:

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud.

TYPES OF LEARNING STYLES

Experienced teachers will be aware that some of their students learn best by listening to new information, some prefer to read about it, whereas other students need to do something with the new information. There is no absolute "best" method of learning; these are all valid learning styles, as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning styles in order to help the learners learn according to their personal learning styles.

- *Visual Learners* need to see the teacher's body language and facial expression to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.
- *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.
- *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their

need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

EVALUATION

Evaluation is an essential part in the learning process. It helps the learners recognise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is divided into three parts: *Initial* Evaluation at the beginning of the course, *Formative* Evaluation, which is done on a day-to-day basis, and *Cumulative* Evaluation, upon finishing a module.

Initial Evaluation

This evaluation centres mainly on the students' reports from the previous school year. The teacher can assess the students' level, work already covered, work which needs to be covered, strengths/weaknesses, etc.

Formative Evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the students' *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g. *dialogues, songs, pairwork, etc*) and write the marks obtained with the help of the following code, using colours if you wish.

- c** (*competence — green*): the student has a full understanding of the task and responds appropriately
- w** (*working on — yellow*): the student has an understanding of the task but the response is not fully accurate
- n** (*non-competence — red*): the student does not understand the task and is unable to respond appropriately

Cumulative Evaluation

Cumulative evaluation takes into account the work the students have done throughout the module as well

as their participation and attitude. The instruments of evaluation are:

- *Student's Check Forms:* After the students have completed the Self-Check section of each module, they fill out the photocopiable Student's Check Form, giving their subjective opinion of their own performance. This learning-to-learn technique enables the students to develop awareness of their progress. The Student's Check Forms are printed at the back of the Teacher's Book.
- *Progress Report Cards:* After students complete each module and take the corresponding test, photocopy the respective Progress Report Card from the Teacher's Book and fill out a card for each student.
- *Student Evaluation Sheet:* After students have completed the Module Test, the teacher corrects it and records their progress on this sheet, which is printed in the Test Booklet.

ABBREVIATIONS

The following abbreviations are used in the Student's Book and Teacher's Notes:

T	teacher
S(s)	student(s)
HW	homework
L1	students' mother tongue
Ex.	exercise
p(p).	page(s)
e.g.	for example
i.e.	that is
etc	etcetera
sb	somebody
sth	something

Programme for the Teacher

REVISION UNITS 1 & 2: Meeting People/My Personal Things

► Objectives

In this unit, the students will learn how to:

- Introduce themselves, use different greetings and say goodbye.
- Obtain and give personal information.
- Talk about their possessions.
- Describe the location of objects.
- Use previous knowledge.
- Develop learning strategies.

► Content – Concepts

I. Communication skills

- Introduce themselves and other people.
- Use different greetings.
- Exchange personal information orally and in writing.
- Ask and answer questions about nationality.
- Order different articles by telephone.
- Describe their bedroom orally and in writing.
- Ask and answer questions to locate objects.
- Ask and answer questions about their possessions.

II. Thinking about language

A. Language and grammar functions

- The verbs *to be* and *have got*. Affirmative and negative short answers. Use of the interrogatives *What? How old? and Where?* to obtain personal information. Possessive pronouns and adjectives. Regular and irregular plurals. Prepositions of place.

B. Vocabulary

- Countries and nationalities. Office furniture. Electronic equipment and personal objects.

C. Phonetics and phonology

- Understanding the different aspects of English pronunciation: rhythm, stress and intonation.
- Pronouncing the active vocabulary and basic structures of the module.

III. Sociocultural aspects

- Using different formulaic expressions when meeting someone/saying goodbye.
- Requesting personal information.
- Other sociocultural aspects: Meeting new friends through emails and the Internet.

► Methodological Procedures

- **Familiarizing oneself with the rhythm and intonation of English:** listening to the introductory dialogues; reading dialogues aloud; producing exchanges based on oral models.
- **Developing oral comprehension:** reading and listening to dialogues to revise basic structures and obtain specific information: personal details and details of a telephone order.
- **Developing oral expression in different situations:** creating short dialogues to introduce themselves/say goodbye; asking and answering questions in pairs to identify nationalities; asking and answering questions in pairs to exchange personal details; producing dialogues to order things by telephone; describing bedrooms in pairs.
- **Developing written comprehension:** reading emails and dialogues to obtain global and specific information.
- **Developing written expression:** writing a factfile; describing their bedroom.
- **Using previous knowledge:** personal factfiles; office furniture catalogues.
- **Learning strategies:** using grammar boxes to revise grammatical structures.

► Dealing with Diversity

Reinforcement activities:

- Completing the revision exercises for units 1 and 2.
- Using the photocopiable exercises *Photocopiable Material Starter Unit 1/Starter Unit 2. (Resource Bank, Teacher's Book)*

► Values and Attitudes

- Respecting their classmates' family circumstances.
- Active participation in pair and group activities.
- Showing interest in overcoming learning problems.

► Transversal Themes

Moral and social development: The activities presented in the module will help the students:

- use the appropriate formulaic expressions to greet people and say goodbye.
- use the appropriate formulaic expressions to introduce themselves and other persons.
- respect their classmates' turn when taking part in group activities.
- be tolerant of their classmates' level of English.

➤ Evaluation

I. Communicative abilities

Criteria:

- **Creative reformulation of oral messages:** using the appropriate polite expressions to greet people, introduce themselves and say goodbye.
- **Participation in oral exchanges:** asking about nationality and personal details; completing a personal information form.
- **Reading texts in order to identify and extract information from:** the dialogues of the revision units.
- **Writing** personal details and a description of their bedroom.

Procedures:

- Completing the oral and written exercises for the two revision units. (*Student's Book*)

Instruments:

- Revision exercises. (*Revision Units, Student's Book*)

II. Thinking about language

Criteria:

- **Understanding the formal aspects of the foreign language code:** appropriate use of the verbs *to be* and *have got*; affirmative and negative short answers; of the interrogatives *What? How old?* and *Where?* to obtain personal information; appropriate use of possessive pronouns and adjectives, regular and irregular plurals and prepositions of place.
- **Recognition and correct reproduction of intonation** in short answers.
- **Oral production** of the active vocabulary by means of the activities presented in the revision units; association of this vocabulary with its written form.
- **Active participation** in the self-evaluation process to assess their level of initial knowledge.

Procedures:

- Completing the oral and written exercises for the two revision units. (*Student's Book*)

Instruments:

- Revision exercises. (*Revision Units, Student's Book*)

III. Sociocultural aspects

Criteria:

- Using the appropriate formulaic expressions when meeting someone or saying goodbye.
- Using appropriate questions to ask about personal details.
- Other sociocultural aspects: Sensible use of emails to meet new friends on the Internet.

Procedures:

- Completing the oral and written exercises for the two revision units. (*Student's Book*)

Instruments:

- Revision exercises. (*Revision Units, Student's Book*)

MODULE 1: People

➤ Objectives

In this module, the students will learn how to:

- Talk about their likes/dislikes.
- Talk about their free-time/everyday activities.
- Describe clothes and accessories.
- Describe themselves and their family.
- Obtain and give information about part-time jobs.
- Study self-portraits.
- Use previous knowledge.
- Develop learning strategies.
- Develop learner autonomy.

➤ Content – Concepts

I. Communication skills

- Describe activities they like/dislike.
- Give information about their free-time activities.
- Describe other people's jobs and free-time activities.
- Describe what they/others are wearing.
- Discuss their immediate plans.
- Draw and present their self-portrait.

II. Thinking about language

A. Language and grammar functions

- Present simple and present continuous. Endings in *-ing*. Adverbs of frequency.

B. Vocabulary

- Everyday and free-time activities. Jobs. Clothes and accessories. Family members. Colours.

C. Phonetics and phonology

- Understanding the different aspects of English pronunciation: rhythm, stress and intonation.
- Pronouncing the active vocabulary and basic structures of the module.
- Third-person singular endings in the present simple.

III. Sociocultural aspects

- Using appropriate formulaic expressions upon meeting someone.
- Using appropriate formulaic expressions to ask and talk about likes/dislikes.
- Sociocultural aspects of English-speaking countries: Part-time jobs for teenagers.
- Other sociocultural aspects: Message boards

on the Internet. Introducing their family by means of a webpage. Self-portraits by two well-known artists.

► Methodological Procedures

- **Recognizing the characteristic sounds of English:** listening to and repeating the active vocabulary of the module; pronouncing the endings of 3rd person singular verbs in present simple.
- **Familiarizing oneself with the rhythm and intonation of English:** listening to the introductory dialogues; repeating and reading dialogues aloud; listening to the module song and singing along; producing exchanges based on oral models.
- **Developing oral comprehension:** listening to and reading sentences in order to identify context; listening to dialogues and comparing them with the written version; listening to a dialogue to match people to their job; listening to dialogues to sequence information; listening to the module song to revise vocabulary.
- **Developing oral expression in different situations:** asking and answering questions in pairs to describe likes/dislikes; creating short dialogues to introduce friends and talk about free-time activities; describing different clothes; producing a monologue to present and describe their family; comparing daily timetables with classmates; interviewing a friend or family member to find out about their daily routine; presenting their self-portrait to the class.
- **Developing written comprehension:** reading dialogues to obtain global and specific information; reading emails, notice boards and webpages to expand vocabulary; reading a quiz about fashion; reading the words of the song; reading a report about part-time jobs for teenagers in Britain; reading the text again in order to write a similar report.
- **Developing written expression:** preparing a quiz on free-time activities; describing a job for the notice board; describing clothes; writing a webpage to present their family, an article about someone's daily routine and a report on part-time jobs in their area.
- **Using previous knowledge:** calculating percentage to present the results of a survey; knowing how email systems and webpages work; history of art: paintings by some well-known artists.
- **Learning strategies:** discussing the opening questions related to the themes of the module; skimming the pages to find out about these themes; observing photos in order to understand the oral and written texts; interpreting a graph to learn about American teenagers' free-time activities; classifying vocabulary; asking and answering questions to reflect on the formation and use of grammatical structures.
- **Developing learner autonomy:** using the *Study Skills* boxes to learn how to study alone; revising vocabulary

with the help of the *Word List*; revising grammar with the help of the *Grammar Reference Section* (Student's Book) and *Grammar Book*; completing the self-evaluation exercises *Self Check 1*; using the self-evaluation form *Student's Check Form 1* to reflect on their achievements.

► Dealing with Diversity

Reinforcement activities:

- Completing the grammar revision exercises. (*Grammar Book*)
- Using the photocopyable exercises *Photocopiable Material* for module 1. (*Resource Bank, Teacher's Book*)
- Revising the dialogues, songs and oral texts with the help of the *Student's CD/cassette* (module 1).
- Doing the interactive reinforcement activities. (*Blockbuster CD-ROM*, module 1)

Extension activities:

- Doing the pairwork exercise for module 1. (*Pairwork Activities, Student's Book*)
- Completing the language awareness exercises for module 1. (*Grammar Book*)
- Doing the interactive extension activities. (*Blockbuster CD-ROM*, module 1)

► Values and Attitudes

- Respect for their classmates' home and family circumstances.
- Interest in finding out about part-time jobs.
- Interest in finding out about two artists and their work.
- Active participation in group activities and non-competitive games.
- Interest in overcoming learning problems.

► Transversal Themes

Moral and social development: The activities presented in the module will help the students:

- use appropriate expressions to initiate conversations and socialise with new friends.
- respect their classmates' turn when taking part in group activities.
- be tolerant of their classmates' level of English.

► Evaluation

I. Communicative abilities

Criteria:

- **Creative reformulation of oral messages:** using appropriate formulaic expressions to initiate conversations and socialise.
- **Participation in oral exchanges:** to exchange information about likes/dislikes, free-time activities and immediate plans; to present their family; to interview a friend or family member to find out about their daily routine.
- **Reading texts in order to identify and extract**

information from: the dialogues of the module; emails, message boards and webpages; a report on part-time jobs in Britain.

- **Writing** a quiz on free-time activities, an article and a report; preparing a webpage.

Procedures:

- Revising the language presented in the module with the help of the *Now I can ...* checklist.
- Completing the *Self Check 1* self-evaluation page (*Student's Book*) and writing down the results on the photocopiable *Student's Check Form, module 1*.
- Completing the *Module Test 1* written test. (*Test Booklet*)
- Systematic observation of students' attitude; recording the results on the photocopiable *Formative Evaluation Chart. (Resource Bank – Teacher's Book)*

Instruments:

- *Now I can ...* checklist.
- *Self Check 1* self-evaluation page. (*Student's Book*)
- Photocopiable *Student's Check Form, module 1. (Resource Bank – Teacher's Book)*
- *Module Test 1* written test. (*Test Booklet*)
- Photocopiable *Formative Evaluation Chart. (Resource Bank – Teacher's Book)*
- Photocopiable *Progress Report Card, module 1. (Resource Bank – Teacher's Book)*

II. Thinking about language

Criteria:

- **Understanding the formal aspects of the foreign language code:** contrasting the present simple and the present continuous; forming *-ing* endings; using the appropriate adverbs of frequency.
- **Recognition and correct reproduction of:** the characteristic sounds of English especially those practised in the vocabulary and structures of the module.
- **Oral production** of the active vocabulary by means of the activities presented in the module; association of this vocabulary with its written form.
- **Active participation** in the self-evaluation process to correct errors and improve the learning process.

Procedures:

- Completing the *Self Check 1* self-evaluation page (*Student's Book*) and writing down the results on the photocopiable *Student's Check Form, module 1*.
- Completing the *Module Test 1* written test. (*Test Booklet*)
- Presenting their self-portrait to the group.

Instruments:

- *Now I can ...* checklist.

- *Self Check 1* self-evaluation page. (*Student's Book*)
- Photocopiable *Student's Check Form, module 1. (Resource Bank – Teacher's Book)*
- *Module Test 1* written test. (*Test Booklet*)
- Photocopiable *Formative Evaluation Chart. (Resource Bank – Teacher's Book)*
- Photocopiable *Progress Report Card, module 1. (Resource Bank – Teacher's Book)*

III. Sociocultural aspects

Criteria:

- Using appropriate greetings upon meeting someone.
- Using appropriate expressions to ask and talk about likes/dislikes.
- Sociocultural aspects of English-speaking countries: understanding the information given in the report on part-time jobs for teenagers.
- Other sociocultural aspects: writing messages for a message board on the Internet. Appropriate use of a webpage to introduce their family. Analysing self-portraits by two well-known artists and presenting their own.

Procedures:

- Completing the *Self Check 1* self-evaluation page (*Student's Book*) and writing down the results on the photocopiable *Student's Check Form, module 1*.
- Presenting their self-portrait to the group.

Instruments:

- *Now I can ...* checklist.
- *Self Check 1* self-evaluation page. (*Student's Book*)
- Photocopiable *Student's Check Form, module 1. (Resource Bank – Teacher's Book)*
- Photocopiable *Formative Evaluation Chart. (Resource Bank – Teacher's Book)*
- Photocopiable *Progress Report Card, module 1. (Resource Bank – Teacher's Book)*

MODULE 2: All around us

► Objectives

In this module, the students will learn how to:

- Describe rooms and features of houses.
- Locate different places in a city.
- Read maps.
- Talk about cities and continents.
- Obtain information about a national park in the USA.
- Describe the results of an experiment.
- Use previous knowledge.
- Develop learning strategies.
- Develop learner autonomy.

► Content – Concepts

I. Communication skills

- Describe their own house.