

Quartet

# *Quartet Online English Course*

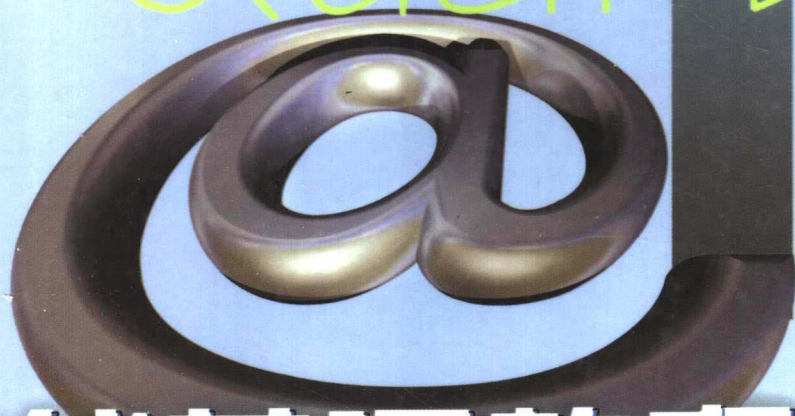
(入门篇)

(Level 0, Quartet Starter Introduction & Quartet Starter)

教师用书  
Teacher's Guide

The Q Group PLC  
(Great Britain)

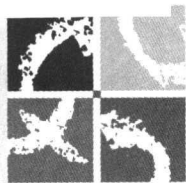
Quartet



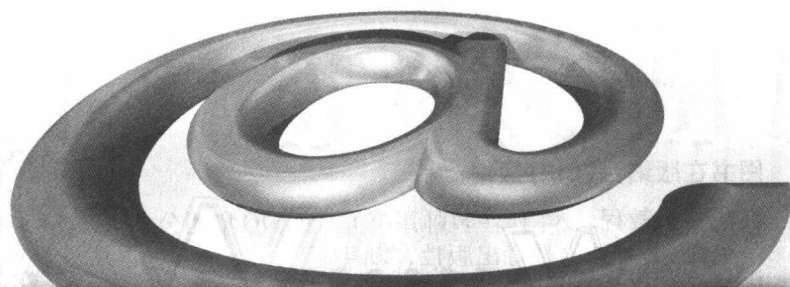
2.4 在线英语教程

上海外语教育出版社

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# 出版前言

随着信息技术的迅速发展和互联网的逐渐普及,现代远程教育采用一对一的完全个性化的教学模式,学生的学习完全可以是自主、主动并充满乐趣的过程,而不是被动地接受灌输,因此学习效率大大提高。目前,基于互联网技术的远程教育受到了世界各国前所未有的重视,并已成为重要的教学形式。因此,国内外越来越多的机构在开展网络远程教育。例如,经教育部批准,上海外国语大学建立了网络教育学院,通过交互式远程教学系统开展外语教学,得到了社会日益广泛的关注和认可。同时,国内外已出现一批基于互联网的优秀网络课程。上海外语教育出版社根据2003年教育部《大学英语课程教学要求(试行)》为大学生设计开发了“新理念大学英语(全新版)网络教学系统”,多角度提供了大量生动活泼的语言素材,全方位展现较真实的语言和文化环境,让学生以最轻松自然的方式学习英语,了解英语国家的文化,形成较强的语言综合运用能力。这一网络教学系统采用高效的网络应用服务器开发技术,功能先进,界面活泼,交互性强,使学生体验到无穷的学习乐趣。

英国Q集团公司开发的ESL网络课程Quartet Online English Course也是一个优秀的网络英语学习系统。这一网络课程已由经验丰富的专业远程教育公司广州市生本培智科技有限公司引进并成功运营。为满足使用者的热切需求,外教社出版了与这一网络课程配套的书面教材——《Quartet在线英语教程》。本教程分四个级别,第一级称为“入门篇”,第二级称为“基础篇”,第三级称为“中级篇”,第四级称为“高级篇”;每级均包括学生用书和教师用书,其中学生用书由中山大学外国语学院的王哲、李军军、吴颖、张珺老师做了注释。

本套教材的特色是:

1. 与网络学习互相促进。教材和网络课程相辅相成,借助于网络的互动性、方便快捷和丰富的表现力,使学习兴趣不断高涨,学习效率显著提高。
2. 内容新颖,理念先进。本套教材吸收了交际法、情景法、主题教学法等诸流派教学法的长处,注重在模拟现实的情景中将学习者带入趣味横生的英语世界,使他们体验真正地道的英语。
3. 选材独具匠心,语言地道。本套教材的大部分材料均选自英美国家的报刊杂志和近现代作品的原文,语言纯正;主题大至政治、经济、科技、环保等宏观的话题,小至衣、食、住、行、玩等日常小节,涉及各国社会、文化、生活的方方面面,内容丰富多彩,引人入胜。
4. 练习编排别具一格,兼顾考试需要。练习按照ESL学员的特点精心编排,兼顾到文化背景的差异和本民族语言习惯的影响。所有练习均经过精心设计,以模拟现实为

特色，具有实用性、趣味性，而且以深厚的理论积累和应用研究实践为开发基础，既注重培养英语写作中主要文体的应用能力，又兼顾读后感、广告、说明书等实用文体的运用技巧，设计编排的理念科学、先进、合理，能帮助学习者实实在在地培养扎实的英语语言能力，特别是对听说能力的提高帮助很大。此外，练习兼顾能力培养和考试需要，多数练习和测试的形式参照托福、雅思等国际性考试，学习者在练习的同时又提高了应对考试的技能，一举两得。

教师用书不仅提供各章节的课堂教学、课外自学和上机学习的指导，而且针对相关主题提供大量的背景知识和引导，使教师在教的基础上引导学生自主学习，提高综合运用语言的能力和技巧。

本教程可作为大学生和英语自学者全面提高英语基本运用能力尤其是口语表达能力的理想选择，也可作为参加英语等级考试或职业准入考试的读者的补充读物。

外教社  
2004年6月



# 课程介绍

Quartet Online 是一个互联网网络英语语言学习系统,可以迅速提高用户的听、说、读、写实际应用能力和应对托福、雅思等考试的能力。Quartet Online 的主要对象是世界上非英语母语国家的 12 岁以上的人群,目的是提高用户的全方位英语能力,并且在提高能力的基础上,兼顾各种考试需要。

这是一种交互式的语言学习课程,用户可以在与教师、与同学的双向互动中学习英语,创造一种有趣、高效的学习体验。它是一种个性化的学习方式,区别于“一师多生”的教学方式,在网络中进行“一对一”教学,使用户的学习效率成倍提高。

因为本课程系统学习的任一级别都可以在 IELTS(雅思)、TOEFL(托福)、TOEIC(托业)等英语资格考试的课程级别中找到对应的级别,而且 Quartet 英语课程系统的大量计算机练习方式和其他英语资格考试的计算机系统测试方式相类似,因此,学习 Quartet 英语课程可以使学习者轻松通过 IELTS(雅思)、TOEFL(托福)、TOEIC(托业)等英语资格考试。对学习来说,既可应对考试又能提高英语能力,可谓一举两得。

本课程系统以网络自学方式为主要学习方式,也可结合传统的课堂教学,兼备两者的优点。使用互联网,用户可以有效利用网络的沟通工具和信息资源,在世界的任何地方、任何时候进行学习,在模拟现实的情境中练习他们的语言技巧,这提供了极大的方便性,是完全个性化的学习方式。本课程系统紧紧抓住 ESL 学生学习英语的难点、弱点,帮助他们快速有效地提升听力理解、口语训练、阅读理解、语法(文法)、词汇及写作等多方面水平,尤其对听说能力的培养有很大帮助,是经典的 ESL 课程。完成 Quartet 英语课程学习后,学生的英语综合能力(听力、口语、阅读、语法、写作)会有很大提高,英语口语交流无障碍;学生在国外能正常地学习、生活。

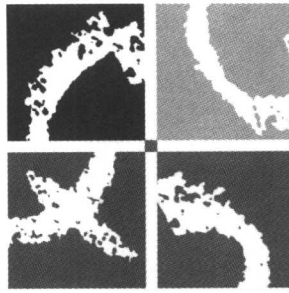
本系统的开发者 Roberta Stock 博士是 Q 集团公司(The Q Group PLC)的创始人,世界著名的英语教学专家,在美国伊利诺斯大学(University of Illinois)获语言学博士并留校任教,主攻计算机辅助语言教学和英语作为第二语言的学习研究,在语言教学和计算机辅助语言教学系统开发方面进行了长达 25 年的研究和实践,积累了深厚的理论基础和丰富的实践经验。

在 Roberta Stock 博士卓越理论和丰富实践经验基础上, Q 集团公司结合世界各种优秀英语学习理论和方法的成功经验,配合公司强大的研发实力,研发出了这套在全世界极具影响力的网络英语学习课程系统 Quartet Online English Course。

Quartet Online 是专门从事远程教育的英国上市公司 Q 集团公司的优秀产品,迄今已在全球 30 多个国家有超过 9 年的成功经验。该网络课程已由广州市生本培智科技有限公司全面引进并运营,并已被多所大学选为正式开设的英语课程,运营网站为 <http://www.ilearning.cn> 和 <http://www.100point.com>。

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Quartet

# **Quartet Starter Introduction**

## **Teacher's Guide**



# **Introduction**

Welcome to the Quartet Starter Introduction, a preparation course for complete beginners. This intensive course aims to introduce students to the main structures and vocabulary that appear in the Quartet Starter level of the Quartet series.

## Course Components

The course consists of two main components:

1. The multimedia software and its online components
2. The course book

### Quartet Starter

This is the first level of the Quartet series of courses with five different topics: **Meeting & Greeting; Daily Life; Here & There; Shopping for Clothes; The World of Food**. Each topic has five activities. While working with the Quartet Starter Introduction, the students will work through the pronunciation activity of each topic.

Each activity has 15 study items. These activities offer a multi-sensory presentation of basic vocabulary items — combining sound, picture and written word. Many of the items focus on phonemic awareness and the **ABC tool** provides both a picture dictionary and a reminder of the various sounds each letter can represent. The students have ample opportunity for oral practice where they can record their voice and hear how they are pronouncing the words.

### Course Book

The course book is divided into five main units, each subdivided into two parts. Each part focuses on a different vocabulary area with reading, writing and speaking activities around the semantic theme.

There is a sixth unit to review the material covered in the first five.

### Appendix

If you think your students are likely to have problems with the English alphabet, you may refer to the appendix, which describes a general approach to teaching the alphabet and offers a wide selection of activities that can be carried out in class.

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# Lesson Planner

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- This introductory part of the course should take approximately 48 hours, of which about 12 should be on the computer. The materials of the book and the software are interrelated but not interdependent, to allow maximum flexibility in accessing the computer facilities.

# Unit 1

## PLEASED TO MEET YOU

# Classroom Lessons

- Read the title of the unit and explain that this is what we say when we meet someone for the first time. Introduce yourself to one of the students. Say: *My name is ....* Point to him/her and say: *What is your name?* When they answer say: *Pleased to meet you.* Ask the students to introduce themselves to their partners and to use this phrase.

### Part 1: FRIENDS

- Explain the word *friends*.

#### Some Words (Pages 2–3)

##### Activity A

- Read out and explain the instructions.
- Read out the words in the picture, explaining where necessary, and have the students repeat the words. Since the meaning of *teacher* and *student* are not so obvious from the picture, say: *I am a teacher and you are my students.*

##### Activity B

- Read out and explain the instructions.
- Have the students reread the words in the list.
- Remind students that *Marco's* means *Marco is*.
- Give the students time to complete the exercise and then have them read out their answers.

## Something to Read (Page 4)

### Activity A

- Read out and explain the instructions.
- On the board make three columns with the headings *Adjectives/Nouns/Verbs*.
- Ask the students to read out a word. Explain, if necessary, and then write in the appropriate column on the board. Give the students time to copy the chart into their notebooks.
- If possible, pre-record this conversation with colleagues and play it to the class as they follow the text. If not, read it with the students.

### Activity B

- Have other groups of four students act out the conversation.

## What Do You Think? (Page 5)

- Read out and explain the instructions.
- Complete sentence 1 orally and then have the students complete the exercise in writing before checking it orally.

## Some Practice (Pages 5 – 7)

### Activity A

- This writing activity allows the students to personalise what they have learnt.

### Activity B

- Read out and explain the instructions.
- Ask the students to look at the picture and tell you whom they see.
- After the students have chosen their answers, check orally.

### Activity C

- Read out and explain the instructions. Use the picture to demonstrate *drinking coffee*.
- Ask the students to read the conversation in pairs and then make their own conversation. Walk around the room and help with pronunciation and intonation.

### Activity D

- Explain the activity and ask each student to create one sentence and write it down. Then have each student say it.

### Activity E

- Read out and explain the instructions.
- Model the conversation for intonation and pronunciation and then ask the students to do the same in pairs and then repeat, substituting their own names.

### Activity F

- Explain the meaning of the word *guess* in the instructions.
- This activity provides free oral practice of the material learnt. Walk around the room to help with pronunciation and intonation.

### On Your Own (Page 8)

- Again this personal activity helps the student relate to the new material.
- Students may add sentences of their own.



## **Part 2: MEET THE FAMILY**

### **Some Words (Pages 9 – 10)**

#### **Activity A**

- Ask a student to read out the instructions.
- Make sure the students understand *family* and *having dinner*.
- Ask the students to say the words in the picture. Correct pronunciation where necessary.

#### **Activity B**

- Give the students time to complete the exercise in writing before checking it orally.

#### **Activity C**

- After the students have written about their family, ask some of them to read out what they wrote (as many as you have time for).

### **Something to Read (Page 11)**

- Bring a photograph of your own. Say the word and write it on the board. Underline the *ph* at the beginning of the word and repeat it. Remind the students that in English *ph* does not sound the same as *p*.
- Ask the students whom they know in the picture (*Jennifer*) and what she is holding (*a photograph*).
- Read the instructions and then read the conversation aloud with a student. Read it again with another student where you have switched roles.
- Ask the students to work in pairs practising the conversation twice so that they can also switch roles. Walk around the room to help with pronunciation and intonation.

### **What Do You Think? (Page 12)**

- Explain the word *match* in the instructions.
- Give the students time to find the answers.
- Check orally and then ask the students to write down the sentences in their notebooks.

## Some Practice (Pages 12 – 14)

### Activity A

- Explain the word *chart* in the instructions.
- After the students have completed the chart in the book, check it by creating the chart on the board. Point out that objects and animals come under the *It* column.

### Activity B

- Explain the word *need* in the instructions.
- After the students have completed the exercise, have them read it out in pairs.

### Activity C

- This can be given as a homework assignment. At the same time, the students should prepare activity D for the next lesson.

### Activity D

- This can be done with a few students in front of the whole class or in groups. Encourage clear speech and correct pronunciation.

### Activity E

- Ask the students to look at the picture and see if they understand the idea of the “family tree”. Have the students read out the names.
- Ask the students to read out the words in the box and tell you which words are new (*daughter, parents, son*). Explain the words with sentences such as: *Jennifer’s mother and father are her parents. She is their daughter and her brother is their son.*
- Draw the students’ attention to the silent *gh* in *daughter*.
- After the students have completed the sentences, check them orally.

## On Your Own (Page 15)

### Activities A & B

- These should be assigned as homework. They review the vocabulary learnt in a personalised way. Encourage students to prepare aesthetic family trees to share with the class and have them read out the sentences they have written.

## What Did You Learn? (Page 15)

- Explain to the students how important it is for them to be aware of what they have learnt and how they are progressing. Explain that although this is not “corrected” by the teacher, it is, nevertheless, an essential activity.

# Computer Lessons

- As this is the students' first time in the computer room, demonstrate how to log into the program with username and password. Show how to choose *Quartet Starter* and get into the program.
- Explain to the students that for each topic there are five activities and that for the moment they will be working on the pronunciation activities of each section.
- Choose the Pronunciation 1 activity in the **Meeting & Greeting** section and show the main features of the program— questions and how to answer them, the lexicon, the help, etc. Also, draw their attention to the ABC tool at their disposal. For more detailed instructions, refer to the *Quartet User Manual*.
- Ask them to work through the first lesson.