

Quartet

Quartet Online English Course

(中级篇)
(Level 2, Quartets 3-5)

教师用书
Teacher's Guide

The Q Group PLC
(Great Britain)



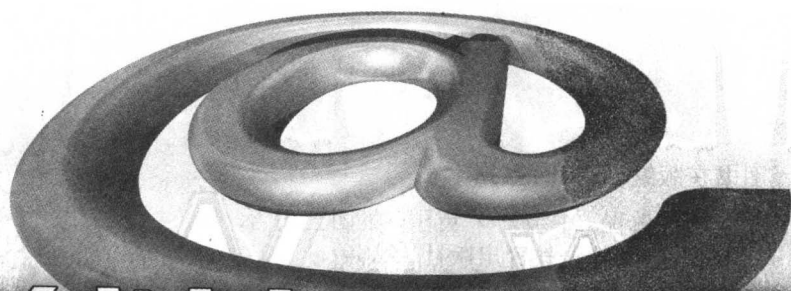
在线英语教程

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。

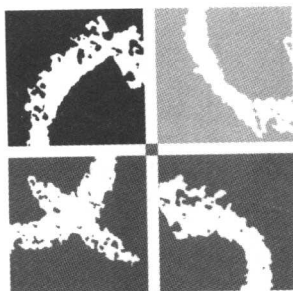
本系统的开发者 Roberta Stock 博士是 Q 集团公司(The Q Group PLC)的创始人,世界著名的英语教学专家,在美国伊利诺斯大学(University of Illinois)获语言学博士并留校任教,主攻计算机辅助语言教学和英语作为第二语言的学习研究,在语言教学和计算机辅助语言教学系统开发方面进行了长达 25 年的研究和实践,积累了深厚的理论基础和丰富的实践经验。

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 3

Teacher's Guide

Introduction

Welcome to the exciting world of multimedia integrated English teaching.

The *Quartet 3* course has been designed for students of English at the lower intermediate level.

This multimedia-based approach allows learning that is based not only on the written word, but also on multi-sensory learning — using a combination of visual stimuli, sound and the written word. This makes foreign language learning both enjoyable and accessible to a wide range of students with a variety of learning styles.

The innovative and interactive course materials introduce English as a foreign language through “virtual” travel. Videos and slide shows create the context for listening, speaking and reading. The topics have been chosen to interest the students in the world around them and open a window on the richness and diversity of cultures and traditions. This widens the students’ general knowledge as they improve their English.

Pedagogically, all four-language competencies — reading, writing, listening and speaking — are developed using the new techniques available through computers. These include repetition, immediate feedback and self-evaluation.

Course Components

This course consists of two main components:

1. The multimedia software
2. The course book

Quartet 3 Software

This program has three main topics (**Celebrations, Buildings, Markets**). Each topic consists of four sub-topics and a quiz. Each sub-topic presents interesting information through a variety of reading and listening texts and includes questions on comprehension, vocabulary and grammatical structures.

All reading texts offer the option of narration. The listening texts offer the option of adding the accompanying transcript.

In addition to the texts and question, the students have access to a number of online tools including the **Lexicon** and the **Grammar Book**. The **Lexicon** provides a contextual explanation (with examples) and the **Grammar Book** gives concise explanations, example sentences and practice exercises.

The students' progress is recorded accumulatively and is accessible at all times.

Before working in the lab with your students, familiarise yourself with the functioning and content of the program.

General Tips

Utilizing the Tools in the Software

The lesson plan lists the relevant grammar points and language functions in a unit. Make sure your students open up these grammar points to see the explanation and do the practice exercises. Encourage them to listen to the examples of the speech functions.

Enhancing Vocabulary

Even though the course book reintroduces the vocabulary from the software, it is advisable that students come to the lab with a notebook so they can note new words and expressions together with the explanations and example sentences.

Doing the Quiz

The quiz reviews the ideas and vocabulary encountered in the program. This excellent self-evaluation should only be done after the student has completed all four sub-topics. According to the results, the student can decide if it is necessary to review some of the texts and exercises again, or redo any activities (e.g. reading without sound or listening without the text).

The Course Book

Each topic presented in the software is accompanied by a wealth of parallel and complementary material in the course book. This material reinforces the vocabulary, language structures and speech functions encountered in the software. This allows for flexibility in planning, and the students can access the computers at any time.

The course book contains activities relevant to the students and their environment, allowing them to apply what they are learning in a practical and pertinent context.

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Lesson Planner

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Unit 1

CELEBRATIONS

Materials

Activity Types	In the Book (pp. 2–26)	On Computer	Lab Task
Reading/Listening	<ul style="list-style-type: none"> Tourists Injured by Bulls of Pamplona 	<ul style="list-style-type: none"> Running of the Bulls Music Festival 	✓ ✓
Vocabulary Topics	<ul style="list-style-type: none"> Celebrations Music and concerts 		
Grammar	<ul style="list-style-type: none"> Talking about the Past: Past Simple, Past Progressive, Past Passive, was able to, used to, could, had to Talking about the Future: Present Simple, Present Progressive, can, will, be going to, might Opinions, agreeing and disagreeing 		
Speaking	<ul style="list-style-type: none"> Interviewing a partner about past activities Discussing the Running of the Bulls in Pamplona Role play: deciding which concert to see at the Salzburg Festival 	<ul style="list-style-type: none"> Pronunciation Intonation 	
Writing	<ul style="list-style-type: none"> Completing a story Your opinion about the Running of the Bulls in Pamplona An entry in a travel diary 		

	<ul style="list-style-type: none">• An e-mail about the Salzburg Festival• About a celebration		
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Classroom Lessons

Part 1: The Running of the Bulls

Background Information

For the past six centuries the Spanish have held festivals involving bulls, dancing and the drinking of red wine. The most famous festival takes place in the second week of July in Pamplona, a small town in the north of Spain. It is dedicated to “The Running of the Bulls” and gained world attention in Ernest Hemingway’s novel *The Sun Also Rises*.

The celebration is dedicated to Pamplona’s Saint Fermin, who lived in the third century AD. Fermin became a Bishop of the Church but annoyed a lot of important people and was beheaded. In Pamplona he became a local hero. An annual festival was begun in his honour.

Over the years this festival combined with a practical necessity. The local bull corral is far from the bullring where the bullfighting takes place, so everyday the bulls would have to be transported from the corral to the bullring. The stable hands would run the bulls through the streets and soon others began to watch this and joined in, risking their lives.

In Pamplona the Bullfighting Fair takes place during the same week as the Festival of Saint Fermin. These two events eventually combined into a nine day long party and adventure.

Before You Start (Pages 2–4)

- Ask the students to look at the picture and tell you what is happening.
- Read the text with the students. Tell them that they will be learning more about this event on the computer.
- Give students time to find answers in activities A and B before checking orally.
- Ask the students what they think of this tradition of running with the bulls and whether they themselves would like to try it.
- Ask them to look at the text again, focusing on the words in bold, and tell you what they have in common (they are all verbs; they are all in past tense).

- Write columns on the board for Past Simple and Past Progressive and have the students classify the marked verbs like this:

Speaker	Past Simple	Past Progressive
Reporter	interviewed asked did feel told	
Torin	loved was	was running was screaming
Marco	was didn't want felt had to used to	
Salo	could felt was made	
Gerald	was helped (passive) watched wasn't able to enjoyed	

Some Grammar (Page 5)

- Read through the information in the table with the students, making sure that the information is clear. Tell them that although they can always refer back to this page, it is a good idea to memorize language explanations as much as possible.

Some Practice (Pages 6–9)

- In activity A, it is important for students to read out the entire sentence rather than just the correct verb form as their answer. It is also a good idea for them to copy the completed sentences into their notebooks as models of correct sentence formations in the past. This writing can be given as homework.
- Activity B checks the understanding of the relationships between different uses of past tenses, and incorrect answers must be analysed and explained carefully.
- The students may refer to page 5 to help them complete the conversation in activity C. After it has been checked, ask two students to act out the conversation between Monica and Torin for the class.

- For activity D the students should have pen and paper ready to note down what their partners tell them since this is what they will be reporting back to the class. Although they can use the prompts provided, encourage them to add questions of their own.
- For more oral practice of correct question formation, ask the students to report like this: I asked XX, "Did you used to sleep a lot when you were young?" He said, "Yes, I used to sleep all weekend when I was young."
- Activity E offers an opportunity for creative writing based on the vocabulary encountered. This should be a written homework assignment. At this early stage, tell your students that you don't expect their stories to be very long. Adding one or two paragraphs is enough. Ask them to focus on making it interesting and/or amusing and try to use adjectives to enrich the description. You can accept any feasible answer. After they have prepared it in writing, divide the class into groups of three or four students and have them read out their stories to one another. Walk around the class to listen in. At the end of the activity, collect what they have written. When you evaluate it, divide your comments and/or grade into content (50%) and language (50%). In this way you encourage them to express themselves creatively, even if there are errors in grammar or syntax. When making language corrections, focus only on one or two basic grammar or syntax errors that you would like them to relate to and avoid in the future. If you see that several students are making similar errors, you can choose to review that point in a subsequent lesson. This should be the case with all open writing assignments.

Here is an example:

An Exciting Holiday

We decided to go on holiday early this year, so we flew to Pamplona in July. I was walking around the city, enjoying the sights, when suddenly hundreds of people started filling the streets. They were very excited and they were all moving in the same direction. I wanted to know where they were going, so I decided to follow them.

Soon we came to a very wide street with barriers along the side. Everyone found a place to stand behind the barriers. People were looking at their watches and then they stopped talking and looked at one end of the street. I began to hear a noise that got louder and louder. Suddenly the whole crowd was shouting and I couldn't believe my eyes! A group of men were running down the street as fast as they could and a herd of bulls were chasing them! They rushed by us. It was all over very fast — but it was definitely the most exciting and thrilling part of my holiday.

A suitable grading scale (out of 10) could be:

Content	Accuracy
The continuation follows logically from the opening given (1 point)	Past Tenses have been used appropriately (2 points)
The story has an ending (2 points)	Subject-verb agreement and word order are appropriate (2 points)
The story has originality (2 points)	Appropriate vocabulary has been used (1 point)