



普通高等教育“十一五”国家级规划教材



刘世生 总主编

CAMBRIDGE

Rachel Clark, Anna Young  
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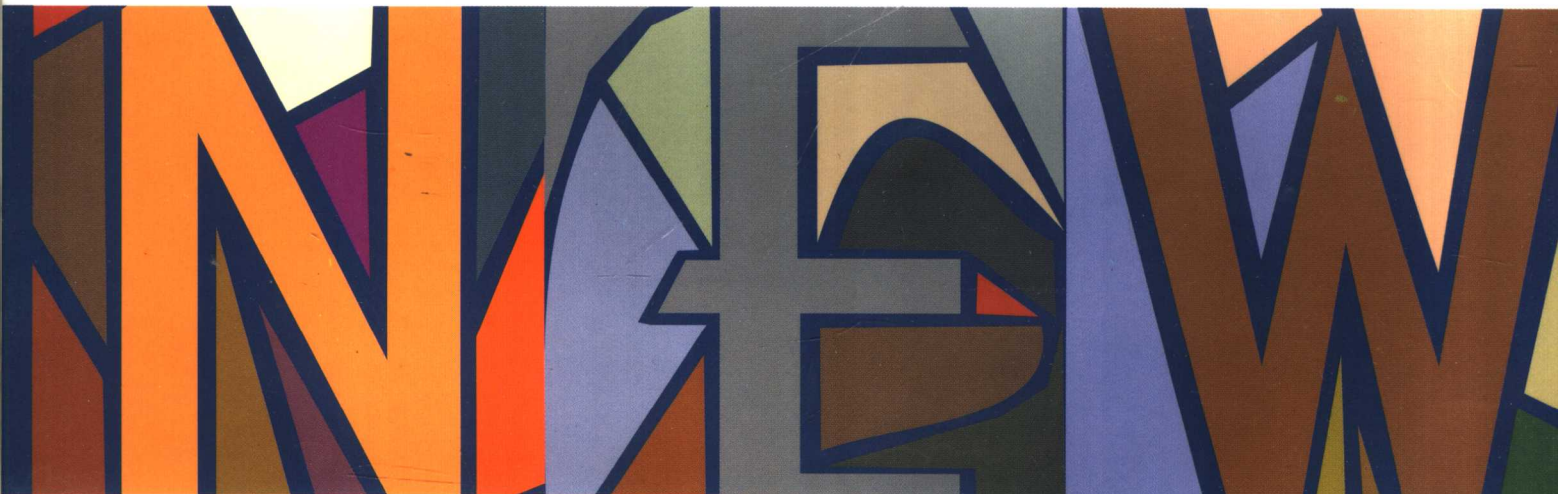
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## Introductory Level Teacher's Manual

蔡尉 主编  
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2

清华大学出版社





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# 《新时代交互英语——预备级综合教程》

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# 出版前言

## Preface

在国际交往日益频繁的今天,如何培养大批具有较高英语应用能力,特别是听说能力、适应国际交流需要的各类人才,是摆在我国高等教育面前的一个急需解决的课题。为此,国家教育部启动了“大学英语教学改革”。全国大学英语教学改革的根本任务就是培养和提高我国大学生的英语实际应用能力,尤其是英语听说能力。如何充分发挥和继承课堂教学的优点,进一步改革大学英语教学和人才培养的模式,充分利用先进的信息与教育技术,发挥计算机与多媒体技术在英语学习中的作用,提高学生的学习积极性,使学生能够自主学习、个性化学习和协作学习,是在完成大学英语教学改革根本任务过程中要攻克的主要难题。

在教育部的领导下,清华大学出版社组织美国密西根州立大学、剑桥大学、清华大学等国内外30多家单位100多位专家学者开发研制了具有全新教学理念的大型多媒体软件学习系统和立体化教材——《新时代交互英语》(New Era Interactive English)。

《新时代交互英语》根据教育部最新《大学英语课程教学要求》设计开发,是教育部大学英语教学改革重点项目。她以全新的教学理念、崭新的教学模式和教学内容以及高新技术的渗透与国际尖端教育技术的应用,被列入新闻出版总署“十五国家重点图书出版规划”项目、教育部普通高等教育“十五”和“十一五”国家级规划教材。

《新时代交互英语》自2004年2月中旬投放试用到2006年9月为止,清华大学、武汉大学、北京理工大学、北京交通大学、中国人民大学、广州大学、吉林大学等100余所高校已由小范围试点逐步扩大到全校公共英语教学。使用院校遍布全国50多座城市。在教学实践过程中,来自一线师生的好评如潮,也受到了国内外外语教学专家的高度评价和推介,取得了非常显著的教学效果。以北京理工大学为例,该校于2004年4月开始试用《新时代交互英语》,通过教学实践与研究,探索出了一条有效利用《新时代交互英语》网络教学软件和教材、改革英语课程体系、提高学生英语综合运用能力的新途径,教学效果突出,于2005年9月获得第五届国家级教学成果一等奖。

《新时代交互英语——预备级综合教程》是整套系列教材中非常重要的组成部分,分1、2两个级别,每级12个单元,为综合性教材,所有单元均包括听、说、读、写、译各项综合技能的学习和训练。主要为普通高校中需要进一步强化英语语言知识和技能的群体而编写,为顺利过渡到大学英语水平奠定扎实的基础。当然,由于该《预备级综合教程》在知识层次和结构编排上又具有相对独立性和完整性,所以也非常适合各类高职高专院校学生、民办大学学生、成教学院和继续教育学院学生以及专科生、特长生、少数民族学生等群体的教学实际,同时,也能满足那些在实际生活和工作中需要自学英语人士的需要。

### 《新时代交互英语——预备级综合教程》的主要特点如下:

1. 具有世界一流的高品质教学资源。《新时代交互英语——预备级综合教程》的教学内容是根据我国最新大学英语教学的要求和中国学生学习英语的特点以及中国学生参加国内外各类英语考试的实际需要,在剑桥大学出版社2005年的最新原版录像、教学课件及文字教材的基础上改编而成。教材除了十分注重思想性、人文性、科学性、趣味性以及语言的真实地道、正确实用以外,还十分注重语言应用能力、学习策略、国际交流等能力的培养。包含各种日常生活常见情景等在内的大量的录像录音资料故事性强、情节生动,具有极高的语言学习价值,为学生营造地道的语言环境,弥补学生出国机会少、与外国人接触不多、缺少听外籍教师讲课机会等的缺憾。

2. 课堂教学与计算机学习紧密结合。《新时代交互英语——预备级综合教程》在继承课堂教学优势的同时，充分利用计算机丰富的视频、音频、Flash等多媒体的表现手法以及标准示范、跟读模仿、录音对比等技术优势，将很大一部分内容（尤其是听说应用能力的训练和培养）转移到了多媒体学习软件中，充分调动学生的学习积极性，由学生在计算机上进行个性化和自主性学习。《新时代交互英语——预备级综合教程》努力做到将学生与机器、教师与学生、课堂与上机学习、自学与辅导等有机结合，形成互动与互补，为学生攻破英语学习难关，特别是听说难关，提供了整体的学习解决方案，以达到理想的教学效果。
3. 以交际教学法为编写原则，体现任务型教学模式，注重学习目标的评价。《新时代交互英语——预备级综合教程》将一个体系结构完整的教学内容和目标有机地、循序渐进地、巧妙地融入到每个单元中，设计细腻、科学、完美，形散而神不散，让学生在完成一项一项的具体任务的过程中提升自身的英语实际运用能力和交际能力。每单元都设定了明确的学习目标和重点，并且在结束时都有一个具体的自我评估表，让学生形成很好的阶段性自我评价学习习惯，及时查漏补缺，稳打稳扎地取得进步。
4. 实现立体化，资源配套完整、丰富。1、2级分别都包含有学生用书、CD-ROM多媒体学习软件、教学参考书和录音磁带等载体形式，其中CD-ROM多媒体学习软件还兼具CD的功能，各种载体在内容和功能上均形成优势互补。另外，学习软件中除了含有大量与课程内容紧密相关的练习以外，还配有语音库、语法库、词汇表、录像片段、试卷自动生成系统等丰富的学习资源和工具，为学生的学习提供方便；教学参考书中除了每单元的具体教学指导之外，还提供了大量的教学方法指导、更多的词汇总结和语言重点归纳、学习策略培养技巧、每单元的考试试卷等大量现成的资源，能让广大英语教师深受启发，触类旁通，促进自身整体教学水平的提高。
5. 使用方便，易于操作。CD-ROM多媒体教学软件技术性强，安全、稳定、可靠。CD-ROM是单机版，即插即用，无需跟网络平台挂钩，不受平台限制，且可反复使用；学生用书和教学参考书中各种标记符号一目了然，版式设计清晰活泼。

可以说，《新时代交互英语——预备级综合教程》是《新时代交互英语》这套全方位立体化新型教材中不可分割的重要一部分。我们相信该教材的高品质会给广大师生带来新的感受，推动学生英语综合实用能力的提高。同时我们也期待《新时代交互英语——预备级综合教程》的出版与使用为我国大学英语教学改革做出新的贡献。

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

《新时代交互英语》项目组

2006年8月

# 使用说明

## Guide

本教程上下两册各有12个单元，每单元由三个部分组成，涉及听、说、读、写、译各项技能的训练和词汇语法知识的学习。一般来说，每个单元可用4课时完成。如：建议听说部分用1-2个课时完成；阅读部分用2个课时完成；写作部分可以占用一个课时的课堂时间来讲解写作技巧等，也可以完全由学生在课下自主学习和训练。用12-16周完成一个学期48-64个课时的教学进度。

同时，因为教师选择课堂教学内容的余地很大，课时安排也可视具体情况而定，不作硬性规定。建议教师根据各自学校专业设置特点、课时安排要求、学生学习基础等特点，进行最合理、最优化的单一或组合选择。

### 一、教材使用过程中需要特别注意的几个问题

- 该预备级综合教程建议以课堂教学为主，学生利用CD-ROM多媒体学习软件进行上机学习为辅。
- 整套教材各种载体（学生用书、CD-ROM、教学参考书和配套音带）所承载的内容互不重复，相互补充，相辅相成，在教学过程中需要配合使用才能达到听、说、读、写齐头并进的学习效果。
- CD-ROM中所包含的具体内容有：
  1. 针对每单元设计的音频、视频、动画等形式丰富的交互式练习；
  2. 丰富的学习资源和工具库，如语法库、单词库、发音示范库、录像库、学习记录查询系统、自测试卷自动生成系统；
  3. 每单元听说部分的主要声音材料（带脚本，需在电脑中播放），如《新时代交互英语——预备级综合教程1》第1单元的R1.1、R1.2、R1.4、R1.9、R1.11、R1.13、R1.18，《新时代交互英语——预备级综合教程2》第一单元的R1.1、R1.6、R1.7、R1.8、R1.9；
  4. 每单元听说部分“Real World”板块中的部分声音材料（光有声音，可在任何CD播放器中播放，方便读者在家中、路上、车里等更多的场合边听边练），如《新时代交互英语——预备级综合教程1》第1单元的R1.19、R1.20，《新时代交互英语——预备级综合教程2》第一单元的R1.11、R1.12。

可见，CD-ROM实际上是一盘两用的，既是交互式、个性化特点非常鲜明的学习软件，又是一张CD，具有非常高的学习和利用价值，是整个教材中不可分割的重要一部分。

- 音带中则包括学生用书和教学参考书所有教学环节中所涉及的全部声音素材，如语音语调、听力训练、语法结构、词汇学习、附录部分的歌曲，以及教学参考书中提供的Progress Tests第6单元和第12单元听力部分的声音材料。建议学生课下充分利用，或由教师在课堂上和测试中让学生充分训练和利用这部分资源，以达到完整的学习效果。
- CD-ROM为单机版，无需跟网络平台结合，不受平台限制，使用更为方便简单。

### 二、对教师的建议

- 教师在使用本教材进行教学时，除了为学生讲解难点之外，还要和学生有更多的互动时间。
- 教师不是“课堂语言活动的主讲人”，而是学生学习英语的指导者、教练员和好朋友。教师的主要作用是引导、推动、激励学生用恰当的方法进行语言知识的学习和积累。学生是学习的主体，是课堂活动的“主角”。
- 课堂上的大部分时间应该用来组织学生进行语言操练、实践及交际活动。在这些活动中，要以学生为中心，充分调动学生学习英语的积极性，要激励学生积极参与，自觉学习，尽快提高语言能力。

- 教师应根据学生英语基础的具体情况，确定教学活动和练习量。如果学生英语基础较好，可围绕每单元的“主题”内容，增加一些与本单元主题内容相同的练习或活动。如果觉得课堂时间有限，可选做其中的一些练习项目，其余的留给学生在课外自学。
- 除了参照教学参考书中每个单元详细的Teaching Notes进行教学之外，还一定要仔细阅读、深刻领会并充分利用在Teaching Notes之前为教师提供的非常实用的Teaching Tips和Classroom Activities and Games，在Teaching Notes之后的附录部分提供的更多补充的Vocabulary Plus、Study Skills、Progress Tests和Recording Scripts，以及学生用书附录部分所提供的各类资源（如歌曲、知识要点总结等）。这些补充资源不仅能大大方便本套教材的具体教学，更能让广大英语教师深受启发，触类旁通，促进自身整体教学水平的提高。
- 不提倡课堂上由教师统一操作学习软件进行教学，CD-ROM学习软件主要是供学生课外自主学习、预习和复习之用的。当然，教师也应该对这些内容相当熟悉，只有这样，才能做到教学过程中有选择有重点，只选择“重中之重”或学生自主学习过程中普遍存在问题的薄弱环节进行讲解。

### 三、对学生的建议

- 课前要充分预习。借助教材、CD-ROM多媒体学习软件和其他工具书，尽力自己在课前扫除基本障碍，找出难点和重点，为课堂的语言实践和交际活动做积极的准备。通过有效的预习来学习和积累语言知识，同时也锻炼和提高自己的英语自学能力。
- 课堂上要积极参与。利用课堂上的各种活动环节，努力自觉进行实践，针对自身的弱点和难点有的放矢地进行各种课堂活动，进而提高自己的英语应用能力。
- 课后要及时复习。用多种方法交替进行读、听、说、写、译的语言实践活动，尤其要充分利用CD-ROM多媒体学习软件中的练习、测试和各种资源对每单元的学习重点进行反复巩固和强化，不断总结、整理和提炼，达到系统积累的效果，不断提高语言的综合运用能力。
- 学生是整个教学活动的主体，教师不可能在课堂上将所有的内容都讲授一遍，所以学生用书和CD-ROM学习软件的设计都充分体现了学生自主性、个性化学习的特点，学生要摆正自己的位置，积极地成为一个主动、独立的学习者，成为学习过程中的主角。如学生用书中每单元的写作部分，设计非常细腻、科学合理，以读导入，遵循先输入后输出的语言学习规律，步步引导和帮助学生逐步积累和掌握基本写作技巧和知识，学生完全可以充分发挥自己的主观能动性，自主进行学习；又如CD-ROM中的测试题自动生成系统，则充分体现了个性化学习的特点，学生可根据自己的特点和需求选择适合自己的自测题。

### 四、CD-ROM使用指南

#### 1. 启动CD-ROM

- 将“新时代交互英语——预备级综合教程CD-ROM”插入电脑光驱。
- 如果自动播放程序有效，CD-ROM会自动打开，开始启动。
- 如果自动播放程序无效，则打开“我的电脑”，打开光驱所在的磁盘区，然后双击“tup”图标即可启动程序。

#### 2. 将CD-ROM安装到电脑硬盘

- 打开“我的电脑”，打开光驱所在的磁盘区。
- 双击“Install New Era Interactive English to hard disk”。
- 按照屏幕上显示的安装提示完成安装。
- 建议安装在D盘或专用区域，以保证不被别的系统干扰，并有足够的空间。

#### 3. 在CD播放器中播放

如上所述，该CD-ROM也有CD的功能，读者可以在任何CD播放器中播放其所包含的每单元听说部分“Real



World” 小板块中的部分录音材料。这部分录音材料包括：

- 上册：R1.19, R1.20, R2.11, R2.13, R2.15, R3.8, R3.16, R4.11, R4.14, R5.7, R5.10, R6.10, R7.11, R8.9, R9.16, R9.17, R10.8, R10.11, R11.12, R12.12
- 下册：R1.11, R1.12, R2.11, R2.13, R3.8, R4.11, R5.13, R6.7, R6.9, R7.10, R8.9, R8.10, R9.10, R10.8, R11.9, R11.10

#### 4. 系统要求

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

#### 5. 技术支持

如在CD-ROM的使用过程中有任何问题，请访问[www.cambridge.org/elt/cdrom](http://www.cambridge.org/elt/cdrom)寻求帮助。

# 符号说明

## Signs

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

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# Teaching Tips

## Listening

- Make full use of the *Help with Listening* sections in the Student's Book, which are designed to help students understand natural spoken English and develop their ability to anticipate and understand what is being said.
- Before asking students to listen to a recording, establish the context, the characters and what information you want them to listen for.
- Give students time to read the comprehension questions in the Student's Book. Deal with any problems or new language in these questions before playing a recording.
- Be sensitive to the difficulties that students might be having and play a recording several times if necessary.
- If you use a cassette recorder in class, don't forget to set the counter to zero each time.
- When you play a recording for a second or third time, you can ask students to repeat aloud while they listen. This helps them to 'tune in' to spoken English and connect what they hear with what they read.
- When students need to listen and write their answers, you can stop the recording after each answer in second and subsequent listenings to give them time to write.
- Use the activities for the *Songs* on Student's Book p196–p197 at the points suggested in the course.
- Encourage students to listen again to the classroom recordings on their CD-ROM/Audio CD on their computer at home. Note that students can only listen to these classroom recordings on a computer, not on a CD player.

## Speaking

### Pair and Group Work

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

are speaking in their pairs or groups. At this stage you can provide extra language or ideas and correct any language or pronunciation which is impeding communication.

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

### Correction

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

### Vocabulary

- Give students time to work through the exercises in the *Help with Vocabulary* sections on their own or in pairs. This gives students the opportunity to try to work out the rules themselves before checking in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Point out the stress marks (\*) on all new words and phrases in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only.
- When you write a new vocabulary item on the board, make sure students know the stress and part of speech. Students then copy new vocabulary into their notebooks.
- Make students aware of collocations in English (for example, *have a degree, job security*) by pointing them out when they occur and encouraging students to record them as one phrase in their notebooks.
- Encourage students to notice patterns in new vocabulary, for example, *go for/look for/apply for a new job*.
- Review and recycle vocabulary at every opportunity in


class, using the *Reviews*, the *Language Summaries* and the *Class Activities*.

- Use the photocopiable *Vocabulary Plus* worksheets to introduce and practise extra vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson. There is one *Vocabulary Plus* worksheet for each unit in this Teacher's Book.
- Use the photocopiable *Study Skills* worksheets to help students understand other aspects of vocabulary, such as grammatical terms, using a dictionary and how to record vocabulary items.

## Grammar

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

## Pronunciation

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

- When using the recordings of these drills, there are usually sufficient pauses for students to repeat chorally without stopping the recording. Alternatively, you can pause the recording and ask each student to repeat individually before continuing.
- For variety, model and drill the sentences yourself instead of using the recordings.
- Point out the stress, linking and weak forms marked in some of the *Recording Scripts*.
- Encourage students to listen to the audio component of the CD-ROM/Audio CD on their CD player. This contains *Real World* drills from each lesson D in the Student's Book.

## Helping students with sounds

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

## Helping students with stress and intonation

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

## Drilling

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

## Reviewing and Recycling

- Use the *Quick Reviews* at the beginning of each lesson. They are easy to set up and should take no more than five to ten minutes. They are a good way of getting the class to speak immediately as well as reviewing what students learned in previous lessons.
- Exploit the *Review of Listening and Speaking* sections of each unit. They can be done in class when students have finished the unit, or set for homework (see the Extra practice and homework boxes in the *Teaching Notes*). Alternatively, individual exercises can be used as quick fillers at the beginning or end of a lesson, as the *Review* exercises are organised in lesson order.
- After a mid-lesson break, ask students to write down in one minute all the words they can remember from the first part of the lesson. These quick *What have we just learned?* activities help students to transfer information from their short-term to their long-term memory.
- Start a class vocabulary box. You or the students write each new vocabulary item on a separate card and put it in the box. The cards can be used for activities which review vocabulary, for example, Know, Might Know, Don't Know (see p4).
- Encourage students to use the CD-ROM/Audio CD to review each lesson at home and to review new language by reading the *Language Summary* for the lesson.
- Set homework after every class.

## Teaching Mixed Level Classes

In Pre-intermediate classes, teachers are often faced with a mixture of Elementary and Pre-intermediate students. If this is the case in your class, try some of the following suggestions.

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

# Classroom Activities and Games

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

## Board Race

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

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



## Know, Might Know, Don't Know

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

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

## Dialogue Build

This activity focuses on grammatical accuracy as well as giving students confidence in speaking.

- Before the lesson, prepare a 6- to 8-line conversation based on language the students should know. Find a magazine picture of each person in the conversation (or draw two people on the board).
- In class, set the context, for example, on the telephone. Put the two speakers' pictures on either side of the board.
-  Draw a speech bubble from the person who speaks first and insert a prompt, for example, *Speak/please?* Elicit the target sentence, for example, *Can I speak to Mr Jones, please?* Model and drill the target language with the whole class and then individually. Don't write the sentence on the board at this stage.
- Draw a reply speech bubble from the other person and insert a prompt, for example, *Sorry/message?* Elicit the target sentence and continue as above, establishing one line each time until the conversation is complete.
- Students practise the conversation in pairs. They then change roles and practise the conversation again.
-  Re-elicite the whole conversation, writing each line on the board by the appropriate prompt. Give students time to copy the conversation into their notebooks.

## Running Dictation

This activity involves all four skills (reading, writing, speaking and listening) and is a good way to inject some energy into a class.

- Before the lesson, choose a short text. This text can be used to introduce a topic in a lesson, provide a context for new language, review a language area already covered or simply provide extra reading practice.
- Photocopy one copy of the text for each student.
- In class, divide students into pairs, one reporter and one secretary. Secretaries sit near the back of the class with pen and paper.
- Put one copy of the text on the board. With larger classes, put other copies on the wall at the front of the class.
- When you say *Go*, the reporters go to the board, remember as much as they can of the text, then run back to their partners, who must write down the exact words they hear. When a reporter has told his/her secretary all he/she can remember, he/she goes back to the board and repeats the process.
- In the middle of the activity, clap your hands and tell students to change roles.
- The first pair to complete the text wins. Continue the activity until most or all of the students have finished.
- Give a copy of the text to each student. Students then check their version of the text against the original.

## Pelmanism

This is a student-centred activity which can be used to review vocabulary or grammar.

- Before the lesson, prepare a set of 10 pairs of cards for each pair of students (for example, *bright/intelligent*, *considerate/helpful*, etc.).
- In class, put one set of cards on the table arranged face-down in five rows of four cards each.
- Demonstrate how to play the game by turning over two cards. If they don't match, put them back in the same places, face-down. Explain that if a student has a successful match, he/she has another turn.
- Give a set of cards to each pair. Students take turns to turn over two cards until all the pairs are matched. The student with the most pairs of cards wins.

## Grammar Auction

This is a fun grammar revision activity which involves the whole class.

- Before the class, prepare a worksheet with 10–12 sentences on it, based on the grammar areas you have covered with your class. Some of the sentences should be correct English and some should contain mistakes.
- Photocopy one worksheet for each student.
- In the lesson, divide the class into teams of four or five. Give one worksheet to each student. Students discuss in their groups which sentences are correct and which are incorrect. Students should speak quietly so that other teams can't hear them.
- Check that they know what an auction is and how to buy something. Tell the class each group has £20,000 to spend. Act as the auctioneer and sell the sentences one at a time.
- Students try to buy the correct sentences. They can also use tactics to persuade other teams to buy the incorrect ones, for example, bidding for incorrect sentences to put doubt into the minds of the other students.
- When a group buys a sentence, they mark that sentence on their worksheet. Students must stop bidding when they have no more money.
- When all the sentences have been sold, check which are correct with the class. The team with the most correct sentences wins. In the case of a tie, the team with the most money left wins.
- At the end of the auction, students work in their groups and correct the incorrect sentences. Check answers with the class.

## Pyramid Discussion

This activity encourages students to exchange ideas and opinions in a fun, student-centred way.

- Set a context (for example, tell students they are going on a trip to the desert and need to decide what to take with them).
- Give each student a list of 10–15 items or write them on the board.
- Students work on their own and choose the 5 most useful items to take with them. Students should also think of a reason for choosing each one.
- Each student then shows their list of 5 items to a partner. Together they must agree on only 5 items from both their lists.
- Students work in groups of four and repeat the previous stage so that they end up with a new list of only 5 items. If you have a big class, you can then put students into groups of eight, and so on.
- Finally, the whole class share their ideas and try to agree on the best 5 answers.

## Consequences

This activity gives students freer practice of collaborative writing. It allows them to be creative while practising language taught in the lesson (for example, Past Simple and Past Continuous or connecting words).

- Give each student a clean piece of paper to write on (or ask each of them to take one page from their notebooks).
- Give students a series of instructions about what to write (for example, a woman's name, a man's name, where and how they met, what they were doing when they met, what they said to each other, what they did next, when they saw each other again, what happened in the end). Check that students are writing full sentences.
- After each student has written an answer to each instruction, they fold their paper just enough to hide what they have written and pass it on to the student on their left.
- When students have finished the story, they fold the paper one more time and pass it to the person on their left. This student opens it and reads it. Ask students to read out any funny or interesting examples to the class.
- Display the stories around the class for everyone to read. Students decide which one is the best and why.



# 1 Work, rest and play

## Listening and Speaking

### A Life stories

#### QUICK REVIEW ●●●

- Quick Reviews begin each lesson in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on Reviewing and Recycling, see p3.

This activity gives students the opportunity to meet other students in the class. Students move around the room and talk to six other students, or talk to six students sitting near them. At the end of the activity ask students to share information about three people they spoke to with the class.

#### Vocabulary Day-to-day phrases

- 1** Focus students on the title of the lesson and tell them that these phrases will help them to talk about their daily lives. Students work in pairs and divide the phrases into the four categories. Note that all these phrases were introduced in Introductory Level 1.

Check answers with the class. Remind students that we say *go shopping*, not *go to shopping*.

Model and drill the phrases. Highlight the pronunciation of *college* /'kɒlɪdʒ/ and *languages* /'læŋɡwɪdʒəz/.

**Family:** be married, have brothers and/or sisters, have children

**Work:** have an interesting job, be unemployed, work for a company

**Free time:** go to the cinema, go shopping with friends, play an instrument

**Study:** go to school/college/university, study other languages, have a degree

Students work in groups and think of other phrases for each category. ✍ Write these on the board, check meaning with the class and give students time to copy the phrases into their notebooks.

- 2 a)** Students work on their own and tick the items in 1 that are true for them now or in the past.

**b)** Focus students on the example in speech bubbles and highlight the example of a follow-up question to find out more information.

Students work in groups and tell each other about themselves, using phrases from 1. Encourage students to ask each other follow-up questions.

Ask students to share interesting information with the class.

**Vocabulary** day-to-day phrases; question words  
**Grammar** review of verb forms and questions

#### Reading and Grammar

- 3 a)** Check students know *famous* /'feɪməs/ and drill this word with the class.

Elicit the name of a famous British person and reasons why he/she is famous.

Students work on their own and write five more names and why the people are famous.

**b)** Students work in groups and discuss the people on their lists. They then choose the most famous person from all of their lists. You can pre-teach the phrase *I've never heard of ...* before they start.

Ask students to share their answers with the class.

Do this as a Pyramid Discussion, p5. Check students remember how to use comparatives (*I think ... is more famous than ... because ...*).

- 4 a)** Focus students on the photos of Jamie Oliver. Ask students what his name is and elicit why he is famous (he's a chef). Pre-teach *celebrity profile* (an article which gives information about a famous person).

**b)** Pre-teach *recipe* /'resɪpi/, *catering*, *Prime Minister*, *scooter* and *drums*. Model and drill the words.

Give students time to read the headings a)–d).

Play the recording. Students listen and read the article. They then match the headings to paragraphs 1–4. Check answers with the class.

1d) 2c) 3a) 4b)

- 5 a)** Focus on the example. Students work on their own and answer the questions, then check answers in pairs. Check answers with the class.

2 In 2000. 3 The drums. 4 He's writing a new book of recipes. 5 *Fifteen* is on TV every week. 6 He was 16.

7 He's got two. 8 In Australia and the USA.

9 He earned £3.8 million. 10 For three years.

11 The British Prime Minister. 12 Because he teaches fifteen unemployed people a year to be chefs.

**b)** ✍ Write the first sentence *How does he travel around London?* on the board. Elicit the question word (*How*) and underline it. Students then do the exercise on their own or in pairs.

Check answers with the class.