

World Link

Developing
English
Fluency

环球英语教程 2

课堂活动



Susan Stempleski
James R. Morgan • Nancy Douglas



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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前 言

我国大学英语教学,从20世纪80年代初开始教学改革以来已经取得了举世瞩目的长足进步,与改革初期相比,我国大学生的英语能力有了显著提高,这一点已经成为人们的共识。自1984年教育部颁布第一部《大学英语教学大纲》,我国已经编写出版了多套适用于不同层次的大学英语教材,在教材编写方面也取得了丰富的经验。在这样的背景下,上海外语教育出版社决定引进Thomson/Heinle的World Link和World Pass系列教材,整合成《环球英语教程》出版,我想一定有引“他山之玉”的意思,这不但因为我国的英语学习者人数众多,层次不同、要求不同,多一种教材就多一种选择,而且这样做有利于借鉴和吸收国外的教学理论和方法,为我所用,有利于我国英语教学界博采众长,编写出更能适合我国国情、更有利于培养学生实际运用英语能力的教材。

英语教学的任务是培养学生实际运用语言的能力,这关键在于搞好课堂教学,而课堂教学是围绕着教材进行的,因此一套好的教材又是提高教学质量的关键。

我认为一套好的教材既要便于组织课堂教学,又要有利于学生进行课堂外的自主学习。这样的教材至少应具备以下特点:

- 1.教材要为学生提供具有丰富内涵和现实意义的语言文本和语言环境,激发他们的学习动力和潜力,强化英语运用能力。因此教材最好围绕一定的题材来编写、来组织教学。题材的选择要注意知识性、新颖性、趣味性、信息性和真实性,使学生感到所学的语言贴近自己的学习和生活,有现实感和现代感,能满足当前的和未来的交际需要。题材和体裁要多样化,使学生有机会接触不同样式的规范英语,甚至录音材料最好也能包括不同的口音。

- 2.大学生有强烈的交际愿望,他们的思维已经高度发展,天文地理、人文历史,具体的、抽象的,什么都想谈,但是缺乏必要的语言手段。英语课程的任务就是围绕某一题材组织语言教学,让学生掌握相关的表达手段。语言的使用受题材的制约,编写教材时要围绕题材精心选择语言材料,不但要注意词语的常用性,还要注意词语的搭配,注意预构成语块的用法,以便帮助学生在语境中学习词语,学到地道的英语。

- 3.正确处理“输入”和“输出”的关系。英语教学不但要培养领会能力,使学生能够以英语为工具获取专业所需的信息,还要培养综合的英语表达能力,使学生能够适应日益频繁的国际交往的需要,这已成为当前和今后一个时期英语教学的重点和发展方向,教材应能体现这一方向。

- 4.培养语言产出能力要由浅入深、循序渐进。可以先学习样本对话和范文,

然后进行仿说、仿写，再逐步过渡到运用已经掌握的语言表达手段作个性化的表达，所谓个性化是指能够举一反三，运用学到的语言手段表达自己的看法和感情，谈论自己周围的生活环境及与自己有关的事情等，在运用语言的过程中使所掌握的语言内化。

5. 语言的本质特征之一是交互性，要达到有效交际的目的，教材不但要帮助学生掌握词语的意义和用法，还要教学生会话策略，让学生掌握语言的交际功能，学会得体地使用英语；此外，教材应设计多种形式的、生动的练习方式，通过两人对话、小组讨论、角色扮演等等在学生之间进行交流，将学与用结合起来。

6. 英语是可以学好的，英语又不是轻易可以学好的，因此教材要注意语言现象的复现率，使学生能在多次循环的过程中学习语言、发展语言能力。

7. 注意课内与课外的结合。语言学习重点是培养技能，包括听说读写各个方面的技能，这就需要操练、需要反复练习。在课堂教学中要充分体现“教师指导”的作用，但是课堂里的时间有限，何况目前一般班级都比较大，学生很难得到全面操练的机会，因此教材还要做到有利于学生课外的“自主学习”，为此，教材应配有现代化的多媒体材料，为学生提供包括磁带、录像、网络等丰富的学习资源，提供真实的语言环境，让学生在课外也有机会接触和使用英语；当然，最好还能配备自测手段，为学生提供诊断性的反馈信息，帮助学生了解自己学习中的长处和短处，改进学习方法。

8. 教材是课堂教学的核心，课堂教学是通过教师来组织的，一套好的教材应当配有好的教师用书。教师用书除了讨论教材的编写原则、教学法指导思想外，最好能起到“教案”的作用，让教师不但知道“教什么”，而且知道“怎么教”，以便教师能根据班级的具体情况用好教材，帮助学生学到地道的英语。

总之，一套好的教材要便于教师组织教学，还要能激发学生学习的积极性，逐步建立起学好英语的信心并掌握正确的学习英语的方法。

《环球英语教程》跨度比较大，从初学者到中、高级英语学习者，使用者应当根据学生的具体情况选择使用，这一点应当注意。

从初步分析来看，《环球英语教程》在以上几个方面做得是比较好的，但是否真正适合我国国情、适合我国大学生学习英语的特点，还需要经过我国外语教学实践的检验。

杨惠中

2006年3月

前 言

我在大学教英语至今已有二十几个年头了。先是在国内教了十几年，之后去国外深造又在美国大学教了八年，最近又回国从事英语教学改革。反反复复，接触并使用了許多英语教材，但总感到每一套教材都有遗憾之处。就引进教材而言，由于编者针对的对象并非中国学生，因此不论是从题材的选择、文化的比较，还是从课堂活动的种类及合理性上，都或多或少地带有不足。

最近，将由上海外语教育出版社从 Thomson/Heinle 引进出版的《环球英语教程》系列教材（该系列教材整合 World Link 与 World Pass 两套教材而成）引起了我的兴趣。尽管从编写的体系、内容的选择、配套练习还有版面的设计上，该系列教材与国内流行的其它教材有相似之处，但这套教材的四大特色使之与众不同。

首先，这套教材不仅在强调英语综合能力训练的基础上将学习英语的四会能力（听、说、读、写）很好结合起来，更重要的是它还同时将语法与词汇的学习贯穿始终，并不失时机地配以有声发音训练。像这种在掌握知识中培养能力，在提高能力中巩固知识的特点正是目前市面上大多数英语教材想做却没有做到家的。

其次，《环球英语教程》系列教材的篇章结构新颖合理。本套书的每个单元都由 A、B 两课组成。其中 A 课主要是介绍每一单元的主题和所涉及到的基本语言点；而 B 课则是对 A 课的加深。两相对比，A 课主要针对听、说技能进行训练；B 课则更多针对读、写技能。这种布局不仅脉络清晰，使每次课的教学重点更突出，而且将学习英语的四会技能融会贯通，面面俱到，从而使学习者在单项和综合能力上面都得到提高，将英语的学与用真正地结合起来，达到最佳的学习效果。

第三，衡量一套教材的好坏，从很大程度上取决于该教材是否给教师带来方便并留有空间和余地。《环球英语教程》系列教材的一个很显而易见的特点就是采用了测评题库 Exam View Pro® 的设计软件。该软件可以帮助教师更快捷地选择合理的试题，并由软件迅速完成批改任务，同时提供即时评估。这种方式极大地方便了教师，而且增加了测试的信度和效度。不仅如此，为了使教师们可以更深入地理解各单元的教学内容，《环球英语教程》还增加了“教学辅导”视频，其中的教学示范为教师们提供了可供参考和仿效的模拟课堂教学。

第四，《环球英语教程》的前四册 World Link 系列的主要服务对象是从初级到中高级的成人英语学习者，因此比较适用于各类专科学校，如：高职高专、二类院校专外、成人教育、语言学校和各种外国语学校等。本套教材除了为英语

学习者创造了深入理解本国文化的机会以外，更为英语学习者们提供了许多了解世界各地文化风情的机会。尽管本套教材的课程设计是建立在以美国文化为背景的基础之上，但通过课本和录像，学员们同样可以和世界各个角落的人用英语交流、沟通。这一出发点体现了英语是全球性语言的特色。作为 World Link 的延伸教材，两册的 World Pass 适合于重点大学使用，它在保留了 World Link 的几大特色的基础上更着重强调对学生在实际生活中的语言应用能力的培养。为了提高学习者的英语流利程度，World Pass 精心打造了动态的词汇学习方法及练习，实用的语法训练，生动有趣的听、说题目，以及写作活动。在完成本套教程的学习后，相信学习者在英语基本功和运用能力上都会得到很大的提高。

总而言之，《环球英语教程》是一套生动、有效的英语系列教材，它提供了真实的语言环境、丰富的学习资源（包括磁带、录像和网络）、生动的词汇、精炼的语法、全球化的观点和人性化的练习，因而它无疑是教师及英语学习者们的又一选择。当然，学好英语绝非一日之功，要真正地使一套教材发挥其作用，先进的教学设备、优良的师资条件、合理的课程设置、浓厚的英语学习氛围以及学生本身对英语的热忱等，都是确保学好英语的关键因素。在此，我祝愿所有的英语学习者都能学有所成！

刘 骏

二零零五年冬于汕头

World Link

Introduction to the Series

Objectives and Approach

World Link is a core series for young adult/adult learners of English in beginning through intermediate levels. Combined with *World Pass*, *World Link* provides a complete, comprehensive, and integrated six-level course for students from beginning through advanced levels. The course is based on an integrated syllabus that includes work in all four major skill areas: listening, speaking, reading and writing, together with a strong grammar syllabus, systematic vocabulary development, and pronunciation work.

World Link also provides EFL learners with a unique opportunity to interact with information about other cultures around the globe, and relate the information to their awareness of their own culture. The course is based on models of American English, though learners have ample opportunities to interact with the language of other types of English speakers from all corners of the globe, both in the textbook and in the *World Link Video*.

The series approach is based on the key *Links to Fluency*, which are woven into every unit.

Dynamic Vocabulary: students acquire and expand lexis through word families and useful expressions.

Essential Grammar: students learn grammar through either inductive or deductive techniques, depending on which are more effective and practical for that grammar item.

Universal Topics: students relate to world themes that provide the necessary context for learning about the English language and global cultures.

Confident Communication: frequent and fun exercises motivate students to produce language on their own.

Through a number of individual, pair, and group work activities, along with abundant resources for additional work in key areas of language development, *World Link* provides both students and teachers with all the materials needed for both flexibility and focus in a variety of teaching situations.

Course Length

The *World Link* series has been designed to cater to a number of teaching situations for courses ranging from 60 to 120 hours of instruction per level. The *Lesson Planning Guides* in each unit of the teacher's editions (described below) and *Pacing Guides* (available on request) allow teachers and program coordinators to easily tailor the course for their own number of classroom hours and teaching objectives.

Resources for Students

The *World Link* series approaches the issue of English language instruction by catering to the needs of both students and teachers. For students, *World Link* provides the following materials.

Student Book: The student book contains twelve core units, each of which is divided into *Lesson A* and *Lesson B*. Lesson A introduces the general language for the universal topic covered in the unit. Lesson B builds upon the general language introduced in Lesson A, and provides the reading and writing practice for the unit. **Review Units** appear after every third unit, and actively engage students in utilizing the language learned.

Workbook: The workbook provides additional practice through a variety of activity types, consolidating language work in several skill areas.

Audio Program: The audio program contains all of the listening, speaking and pronunciation activities from each unit.

Video on DVD: The *World Link* video is divided into two parts. The first part, *City Living*, features a sitcom-style episode with a cast of international characters. The clip expands on the structural

language practiced in the lesson, providing an opportunity to see the language used in **varied settings** and situations. The second part of each video, *Global Viewpoints*, features interviews with a **range of students** and professional people from around the world, discussing issues related to the topic of each unit.

Video Workbook: The *World Link* video workbook includes eight pages of activities per unit that enhance the video viewing experience and allow for as much language practice as possible. The video workbook can also be used for self-study.

Student Web Site: The *World Link* web site offers vocabulary, grammar and reading practice to students, in addition to internet-based content that links students' learning to the outside world.

Resources for Teachers

The *World Link* series also offers unprecedented support to teachers for lesson planning, implementation, and assessment.

Teacher's Edition: In addition to page-by-page teacher's notes, answer keys, and audio scripts, the teacher's editions provide the following additional features:

- photocopiable *Lesson Planning Guides*, which allow teachers to easily plan, implement and monitor the materials they use for each unit
- *Professional Development Pages* by Dr. Andy Curtis, a world-renowned leader in the field of professional development in ELT, which provide exercises for teachers to reflect on and expand their own teaching abilities
- *Key Points* language summaries
- *Watch Out* sections highlighting common errors
- Supplemental vocabulary *Word Banks*
- *Extra!* directions for optional activities for additional fluency practice
- *Culture Links* provide EFL teachers with support in explaining various aspects of topics presented in the student books
- *Teacher Tips* contain a brief description of new teaching ideas
- additional follow-up activities for the *Ask & Answer*, *Reading* and *Communication* sections
- photocopiable *Video Worksheets* and *Video Scripts*
- Each teacher's edition includes a *Presentation Tool CD-ROM* with art work from key sections of each student book unit and review unit, in Microsoft PowerPoint® format, for teachers to use in classroom presentation and practice

Teacher's Resource Book: The photocopiable activities in the Teacher's Resource Books expand and exploit the language learned in the student book, and include information gap activities, group activities, games, puzzles, interview worksheets, and so on.

Video Teacher's Guide: This valuable teacher resource includes step-by-step teaching notes, video scripts, pacing suggestions, answer keys, quizzes, and an introduction to teaching with video.

ExamView Pro® Assessment Program: Create five tests in five minutes with this powerful software. The *World Link* assessment program allows teachers to create, customize, and correct quizzes quickly and easily. Teachers can easily create online or intranet-based tests which allow teachers to view students' results at a glance. A paper-based *Placement Test* allows teachers to easily place students in the appropriate level of *World Link*.

Teacher Web Site: The *World Link* web site provides additional resources for the teachers which help them link their students' learning to the outside world. User ID and password are available on request.

Unit Format

Each unit consists of two lessons: Lesson A introduces the topic and contains the most essential language for each unit; Lesson B expands on the language introduced in Lesson A. Though both lessons contain practice in some

of the same skills, Lesson A has a greater focus on listening and speaking; reading and writing appears only in Lesson B. Review units appear after every third unit of the book.

Lesson A

The **Vocabulary Link** section dynamically introduces the vocabulary through the use of word families and useful expressions. Vocabulary introduced in *World Link* is frequently recycled throughout the lesson and in the accompanying components.

Listening sections teach strategies for use in real-life situations. Every situation is contextualized, and students are set a specific task before they listen. Students work at least twice with every passage, the first time to find general information, the second time for more specific details. Listening tasks are accompanied by open-ended **Ask & Answer** discussion and critical thinking opportunities.

A **Pronunciation** section focuses on language that features within the context of the topic and the language of the unit. The goal of pronunciation activities is not to make students sound like native speakers, but to make their pronunciation sound natural and comprehensible to a wide international audience. Pronunciation exercises give students item-specific practice with reduction, stress, rhythm, intonation, and troublesome minimal pairs.

Speaking sections give students guided support while leading them to produce the language fluently. A model conversation incorporates vocabulary and structures from the unit in a natural dialog about the unit theme. Students learn the language they need to carry out functions in social interaction, and have opportunities to practice it in pair work, group work, and role plays. The **Useful Expressions** that appear within the Speaking section expands students' fluency with frequently used phrases and sentences. An additional **Speaking Strategy** is included in levels 2 and 3 to encourage intermediate students to expand their fluency.

Language Link introduces the essential grammar either inductively or deductively, with the purpose of assuring accuracy and appropriateness of language. Some language points are presented through guided-discovery methods that challenge students to employ critical thinking at the presentation stage of the exercise. For other language points, the traditional approach of presenting a rule and then practicing it is more appropriate.

A **Communication** section, at the end of Lesson A, pulls together the essential vocabulary, grammar and speaking skills in a communicative activity. This provides a natural review of the material covered, while challenging students to extend its use in new situations.

Lesson B

Lesson B largely expands on the more core language students have already learned in Lesson A. An additional **Vocabulary Link** section starts the lesson by expanding the language related to the unit topic. Also included in Lesson B are an additional **Listening** activity and a second **Language Link** section that expands on the grammatical point presented in Lesson A. A second **Communication** section ends each unit with a motivational fluency-based task that consolidates all of the language in the unit.

The sections that are specific to Lesson B are:

The **Reading** section, which takes the form of high interest topics in a variety of genres, and includes pre-, during, and post-reading activities. Readings are set in a real-world context, and have a variety of formats such as articles and web pages. They build in length over the course and reach approximately 350 words in length by the end of Level 3. Through a variety of activities, the Reading strand develops various reading skills, including skimming, scanning, predicting, summarizing, and critical thinking.

The **Writing** section, which reinforces the structures, vocabulary, and expressions students have practiced and is based on a number of easy-to-follow writing models. A variety of writing genres are included. Students write a group of sentences about a topic that personalizes the theme of the unit, relating it to their own life and experiences.

Review Unit

Review Units appear after every third unit of the book. These have different formats throughout the book, to add variety and consolidate material from the preceding units. They contain the following sections:

Storyboard sections feature illustrated conversations which review language from previous units in new contexts.

See it and say it sections provide additional opportunities for freer fluency practice through open-ended pair work.

Other review activities of varying types that reinforce the key structures from the units. Written work is followed by communicative practice in pairs. Detailed teaching directions for these sections are given in the teacher's pages for each review unit.

Message from the Authors

It has been our pleasure to create the materials for the *World Link* series. We hope that this course will provide a wealth of teaching and learning opportunities for both teachers and students of English. We wish you the best of luck in your experience using English, both inside and outside of the classroom.

Susan Stempleski
Nancy Douglas
James R. Morgan
Dr. Andy Curtis

World Link |

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Introduction

This Teacher's Resource Book has been designed to provide support for the material in the *World Link* Student Book 2, although it can be used to supplement any course. It contains photocopiable classroom activities that build on and recycle key language structures and vocabulary from *World Link* Student Book 2, as well as helping students to develop oral fluency. This resource allows the teacher to vary the pace and mood of the class and bring some fun into the lesson.

Organization and content

There are two photocopiable activities for each Unit of *World Link* Student Book 2, i.e., one activity for each Unit Lesson (A and B). Each activity is a full-page photocopiable worksheet, together with a page of comprehensive teaching notes.

Activity types include:

- pair work activities, such as information gap tasks and interviews
- small group tasks (usually involving 3–5 students), such as cooperative games and puzzles
- whole class activities, such as *Find someone who . . .* and surveys

In addition, there are crosswords that review key vocabulary covered every three units.

The Teacher's Notes on the page facing each activity provide the following information:

Interaction explains whether the activity requires pair work, group work, or whole class involvement. Often these can be adapted to suit your needs.

Time 20–30 minutes is the average but this time can be adapted according to your schedule.

Objective explains the communicative purpose of the activity.

Activity Language describes the target language for the activity. You may wish to first model this language by writing it on the board and having students practice the pronunciation and word and sentence stress.

Preparation explains how many copies you need to photocopy and indicates if the teacher needs to cut out cards.

Procedure gives step-by-step instructions on how to set up and carry out the activity.

Sample Conversation gives an example of the language students should be producing during the activity.

Follow Up provides ideas for related language games and tasks. These can be used if there is time for a further activity, or for students who complete the main activity very quickly, or as a way to review the target language at a later date.

When to use the activities

Activities can be used as additional practice for the language points taught in the Student Book. For example, activity 2B on page 12 of this book, *Which City for the Olympics?*, allows the students to practice the comparatives and superlatives they learned in section 2B of the Student Book in a new context. Alternatively, activities can be used at the beginning of the lesson to review previously learned language points or even a few days later when the class is working through the next unit of the Student Book. The teacher could also use the activities as a fun way to bring a class to closure when there is approximately thirty minutes of class time remaining. In all of these cases, the activity can serve as a useful diagnostic tool to determine how well students have internalized the language and which language areas need more work.

The crosswords can be used as quiet class review activities or else they can be assigned for homework.

How to use the activities

The success of the activities depends on appropriate classroom management. Some considerations are:

Managing the resources:

- Some of the activities have cards that need to be cut out. These can be recycled. The teacher can collect the cutouts at the end of each class, or, for more permanent versions, paste the cards onto cardboard and laminate them. It's useful to keep the cards in an envelope labeled with the unit number and activity name.

Managing the students:

- It's better to demonstrate the format of each activity rather than explain it. Students will understand better from seeing the teacher or other students modeling the activity.
- Provide a clear time limit at the start, and give a time warning near the end, e.g., *You have two minutes left!*

Managing the learning:

- It's helpful if the teacher can walk around the class helping with vocabulary while students are preparing for the activity.
- During the activity, the teacher can note any common errors and review them at the end of the activity or at the beginning of the next class.
- The activity ideas in the *Follow Up* section of the Teacher's Notes can be used for further practice if necessary.

World Link 2

Worksheet	Objective	Activity Language	Time	Preparation
Unit 1A: Things in Common 6	Asking for and giving personal information Introducing people to each other	<i>What's your name?; What classes are you taking?; What do you do in your free time?; Why are you studying English?</i> <i>I'd like you to meet Yajun; Let me introduce you to Yajun; Nice to meet you, Yajun.</i>	20–30 minutes	Photocopying
Unit 1B: Did You Take the Bus Today? 8	To practice asking questions in the simple past tense	<i>Did you have a date last week?; Yes, I did; Who did you have a date with?; I had a date with...</i>	20–30 minutes	Photocopying
Unit 2A: Compare Them! 10	Making comparisons	<i>An elephant is bigger than a banana; World Link is more interesting than a passport; A samurai sword is more dangerous than a teddy bear.</i>	15–20 minutes	Photocopying Cutting
Unit 2B: Which City for the Olympics? 12	Using comparatives and superlatives	<i>X is safer than Y, but Z is the safest; Yes, but Y is bigger than Z. The biggest city should be the host city; I don't think so. I think good transportation is the most important thing.</i>	25–35 minutes	Photocopying
Unit 3A: Solve the Crime. 14	Using clues to make inferences Talking about possibility	<i>It's likely/unlikely that...; I believe that...; There's a good chance that...; I bet that...; I doubt that...; It doesn't seem possible that... commit a crime; question a criminal; solve a crime; catch a criminal</i>	25–35 minutes	Photocopying Cutting
Unit 3B: Believe It or Not. 16	Talking about mysteries	<i>What do you think it is?; What do you think causes/caused it? mystery; mysterious; caused by; hoax; legends; evidence; puzzling; solve</i>	20–30 minutes	Photocopying
Unit 4A: I Disagree! 18	Agreeing and disagreeing Giving reasons	<i>I agree; Me, too; I don't agree; I don't think so; I disagree; I don't think that's true; Not necessarily; Why?; Because...</i>	20–30 minutes	Photocopying
Unit 4B: What Should I Do? 20	Giving advice	<i>You could join a sports club; You should ask your coworkers; You had better put an advertisement in the newspaper.</i>	20–25 minutes	Photocopying Cutting
Unit 5A: A Weekend Away 22	Making requests	<i>Can you buy the food for the picnic?; Will you buy the tickets?; Could you make the hotel reservations?; Would you take/mind taking us to the bus stop?</i>	20–25 minutes	Photocopying
Unit 5B: Help Me! 24	To follow instructions To practice using imperatives	<i>Wear a nice suit to your job interview; Don't be late; Ask questions about the company; Turn off your cell phone before the interview.</i>	20–30 minutes	Photocopying
Unit 6A: Business Makeover 26	To practice making decisions with going to	<i>We're going to put an advertisement in the newspaper; We're going to make a school web site; We aren't going to pass students who don't do their homework.</i>	20–25 minutes	Photocopying
Unit 6B: 100 Years from Now... 28	To practice making predictions with will	<i>I think Africa will be a popular vacation place; People will live for 200 years; People will use debit cards to pay for everything.</i>	20–25 minutes	Photocopying
Unit 7A: That Sounds Like Fun! 30	Extending invitations Accepting and refusing invitations	<i>Do you want to see a movie?; Sure!; How would you like to go to the beach?; I'd love to!; Would you like to play tennis?; I'm sorry, but I can't.</i>	20–25 minutes	Photocopying

Scope and Sequence

Worksheet	Objective	Activity Language	Time	Preparation
Unit 7B: Before You Buy a Car, You Should ... 32	Giving advice To practice using time clauses with <i>before</i> , <i>after</i> , and <i>when</i>	<i>You should iron your clothes before you go for a job interview; When you take a test, you should always check the time; You shouldn't date people after you get married.</i>	20-25 minutes	Photocopying
Unit 8A: I Don't Believe You! 34	To practice the past continuous	<i>What were you doing at 10 p.m. last Wednesday?; I was watching the news on TV; What were you doing at midnight on New Year's Eve?; I was dancing with my friends.</i>	20-25 minutes	Photocopying
Unit 8B: Once Upon a Time ... 36	To tell a story using the past continuous and simple past	<i>The old man was worried. He had no money and no food. He was thinking hard when suddenly there was a knock on the door.</i>	25-35 minutes	Photocopying
Unit 9A: I've Been a Student for Three Years. 38	To practice using the present perfect with <i>for</i> and <i>since</i>	<i>I've had short hair for two weeks; I haven't lived with my parents since I was 19; I haven't had a job for a month; I've had a driver's license since 2004.</i>	20-30 minutes	Photocopying
Unit 9B: Career Counselor 40	Talking about jobs To practice using the verb + infinitive	<i>Do you want to work in an office?; No, I don't; Where do you want to work?; I want to work from home; Do you want to make a lot of money?; Yes, I do. I want to be a millionaire!</i>	25-35 minutes	Photocopying
Unit 10A: Can I Take a Message? 42	To practice using telephone English	<i>May I ask who's calling?; Can you hold for a minute, please?; Can I speak to Yuri, please?; How do you spell that?; What's your telephone number?; May I take a message?; Please tell him that Derek called; Could you call back later, please?</i>	20-30 minutes	Photocopying
Unit 10B: Lifestyle Survey 44	To practice using the verb + gerund	<i>Do you like cooking your own meals?; Yes, I do. I love cooking; Do you like wearing famous brands?; I don't mind wearing them.</i>	25-35 minutes	Photocopying
Unit 11A: Things Used to Be Different. 46	To practice talking about the past with <i>used to</i>	<i>People didn't use to live as long; Families used to be much bigger; Summers didn't use to be so hot; Friends used to mail letters to each other.</i>	20-30 minutes	Photocopying
Unit 11B: Job Satisfaction 48	Making comparisons Agreeing and disagreeing Giving reasons	<i>Flexible working hours aren't as important as interesting work; I disagree; Interesting work is the most important thing; Why do you think so?; Because you should enjoy your job.</i>	20-30 minutes	Photocopying
Unit 12A: Secret Societies 50	Talking about obligation	<i>What do I have to do?; You have to wear black sunglasses; You mustn't talk about your work; You don't have to arrive on time.</i>	20-30 minutes	Photocopying
Unit 12B: I've Never Done That! 52	To practice using the present perfect for indefinite time Making suggestions	<i>Have you been to a talk at the museum?; No, I haven't; How about going to one on Saturday?; Have you swum with the dolphins at Sea World?; No, I haven't tried that yet; Let's do that on Sunday.</i>	20-25 minutes	Photocopying
Crossword: Review of Units 1-3		54		
Crossword: Review of Units 4-6		55		
Crossword: Review of Units 7-9		56		
Crossword: Review of Units 10-12		57		
Crossword: Review of Units 1-12		58		

Interaction

The whole class

Time

20–30 minutes

Objectives

Asking for and giving personal information

Introducing people to each other

Activity Language

What's your name?; What do you do?; I'm a ... / I'm working for ...; What classes are you taking?; Where are you from?; I'm from ...; What do you do in your free time?; Why are you studying English?

I'd like you to meet Yajun; Let me introduce you to Yajun; Nice to meet you, Yajun.

Preparation

Make one copy of the activity on page 7 for each student.

Procedure

- 1 Give each student a copy of the activity.
- 2 Explain to the students that they are going to find out information about their classmates and write it in the chart. Demonstrate the activity as follows:
 - a Copy the chart onto the board.
 - b Explain that if the person being questioned is working, then ask: *What do you do?* If the person is a student, then ask: *What are you studying?*
 - c Ask one of the students the questions and write his/her answers in the chart.
- 3 Have the students mingle around the class, asking and answering the questions. Monitor the conversations and help with vocabulary where necessary.
- 4 Stop the activity once most students have interviewed at least six classmates. Ask the students to look at the answers they have

written in their charts and circle the students who have things in common.

- 5 Elicit introduction phrases from the students and write them on the board, e.g., *I'd like you to meet Eriko; Let me introduce you to Eriko; Eriko is a ... / is studying ...; Eriko, this is Sean; Nice to meet you, Sean.*
- 6 Have the students mingle around the class, introducing students who have things in common to each other.
- 7 For feedback, ask the students to tell you whom they have met and what they have in common.

Sample Conversation

A: What's your name?

B: Yajun.

A: What classes are you taking?

B: I'm taking English and economics.

A: And where are you from, Yajun?

B: I'm from Beijing.

A: Seok Hoon, let me introduce you to Yajun.
Yajun, this is Seok Hoon.

C: Hi, Yajun. Nice to meet you.

B: Nice to meet you, too.

A: Yajun is studying economics.

C: Really? I'm also studying economics!

Follow Up

- 1 Divide the class into groups.
- 2 Tell the groups that they work for a market research company and they are making a profile of things in common about people learning English.
- 3 Ask the groups to compare their charts from activity 1A and make notes of things in common about students studying English.
- 4 Have each group present the information to the rest of the class.