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CUTTING EDGE

朗文当代英语教程

STARTER

Chris Redston (英)

Sarah Cunningham (英) 编著

Peter Moor (英)

- ▶ teacher's tips
- ▶ alternative teaching suggestions
- ▶ vocabulary booster worksheets
- ▶ tests
- ▶ photocopiable resource bank

TEACHER'S RESOURCE BOOK **1**
教师用书



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



LONGMAN 朗文



CUTTING EDGE 朗文当代英语教程

Everything you expect from a world-class course ... and more

Cutting Edge is "found to contain far more wide-ranging material than any other of the data sources."

"... combines rich international content, comprehensive grammar, and real life functional grammar."

— Cambridge ESOL (剑桥大学考试委员会)

《朗文当代英语教程》(Cutting Edge)是一套在世界各地广泛使用的英语教程,其国际化的选材、综合全面的语言技能培养、实用的教学大纲,以及丰富的教学资源受到各国英语学习者和教师的青睐。教材采用英式英语编写,涉及英国及其他各国文化;活动内容和形式既适合青少年,也适合成年学习者;其丰富的内容可以满足各类英语学习者的个性需求。

本教程共有6个级别,难度分布如下:

1-2级为基础入门级,适合具有初级英语水平的学习者

3-4级为完善巩固级,适合具有初级至中级英语水平的学习者

5-6级为强化提高级,适合具有中级偏上英语水平的学习者

完成1-4级的学习,学习者的综合语言能力可达到雅思考试5.5-6.0分的水平;完成全部6个级别的学习,可达到雅思考试6.5-7.5分的水平。

教材特点

- 强调语法和词汇基础
- 丰富的语言文化信息
- 创造真实的交流环境
- 完善的自我评估体系
- 采用任务型教学方法
- 贴近社会生活的话题
- 培养独立学习的能力
- 全面翔实的教学建议

1级产品组成:

- 学生用书(附赠词汇手册),配有课堂用盘(2张CD)或课堂用带(2盒)
- 练习册,配有学生用盘(2张CD)或学生用带(2盒)
- 教师用书



教学支持网站: www.longman.com/cuttingedge



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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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教材简介

《朗文当代英语教程》(Cutting Edge)是一套在世界各地广泛使用的英语教材,以其国际化的选材、综合全面的语言技能培养、实用的教学大纲,以及丰富的教学资源受到各国英语学习者和教师的青睐。本套教材采用英式英语编写,涉及英国及其他各国文化;其活动内容和形式既适合青少年,也适合成年学习者;其丰富的内容可以满足各类英语学习者的个性需求。

难度分布

本套教程共分为6个级别:

- 1—2级旨在奠定英语基础,注重常用词汇和基础语法训练,适合具有初级英语水平的学习者,所涉词汇量为1000—1500;
- 3—4级旨在全面提高学习者的语言应用能力,词汇量和语法难度有所增加,听、说、读、写活动更为丰富多样,适合具有初级至中级英语水平的学习者;新增词汇1500—2000个;
- 5—6级侧重中高级的书面表达和口头交流,阅读量增大,话题和观点也更有深度,适合具有中级偏上英语水平的学习者;新增词汇2000个左右。

完成1—4级的学习,学习者能用英语进行一般性的交流,综合语言能力可达到雅思考试5.5—6.0分的水平;完成全部6个级别的学习,学习者能用英语进行积极有效的交流,自如地表达个人观点和想法,综合语言能力可达到雅思考试6.5—7.5分的水平。

教材组成

本套教程各级别教材组成如下:

- 学生用书(Students' Book): 1级学生用书附词汇手册(Vocabulary Book), 2—5级随书附小词典(Mini-dictionary), 6级随书附短语手册(Phrase Builder); 每级学生用书都配有课堂用盘(Class CDs)和课堂用带(Class Cassettes)。
- 教师用书(Teacher's Resource Book): 2—5级教师用书随书附测试题集(Tests)。
- 练习册(Workbook): 每级练习册都配有学生用盘(Student CDs)和学生用带(Student Cassettes)。

编写特点

本套教程重视培养学习者在课堂上的主动性,即使在初级水平阶段,也鼓励学习者练习使用语言。本套教程注重奠定词汇和语法基础,同时通过各种真实情景中的任务型活动逐步实现用英语自由交流的目标。

► 词汇

打好词汇基础是成功交流的第一步,也是关键的一步。为此,本套教程强调词汇的学习与巩固。

学生用书各单元的**词汇板块** (Vocabulary/Wordspot) 通常引入与本单元话题相关的常用词汇, 同时提供相关的短语搭配和“语块”(比句子长、比段落短的语言单位), 这样学习者可以学习和记忆更多的扩展词汇, 达到事半功倍的效果。学生用书中还设计了丰富的听、说、读、写活动和**真实情景下的语言运用** (Real life) 练习, 以期学习者能够学以致用, 不仅学会运用词汇, 更重要的是不断提高英语交流能力, 增强自信心。

学生用书所附词汇手册或小词典以及练习册中针对词汇的专门训练, 可以帮助学生根据需要学习更多的词汇, 培养自主学习能力。

► 语法

自信的交流还需要坚实的语法基础。为此, 学生用书每个单元设计了2—4个**语言重点** (Focus/Language focus) 或**语法扩展板块** (Grammar extension)。单元结构通常以**阅读** (Reading) 和**听力** (Listening) 练习引入新的语言点, 然后紧跟语言重点或语法扩展板块, 讲解重要语法规则, 并伴随大量练习, 最后通过积极的、个性化的**交流活动** (Communication activities) 来运用语言。另外, 练习册和教师用书中都配有相应的语法辅助练习, 供学习者课上或自学使用。

► 任务型教学

学习者应成为语言的主动使用者, 而不是被动的接受者。因此, 学生用书每单元都设计了一个**交际任务板块** (Task)。交际任务是让学习者利用已学的词汇和语法进行交流, 用英语解决现实生活中遇到的问题, 如交流个人信息、描述人或事、设计方案、作出计划或决策、讨论问题等, 其重点是交流的“成果”, 而非“语言练习”本身。

另外, 针对学习者在完成交际任务过程中可能遇到的语言障碍, 每个单元都设计了**任务准备环节** (Preparation for task) 和**实用语言板块** (Useful language), 为学习者提供充足的语言支持, 同时减轻教师的备课负担; 从第3级开始, 交际任务板块还特别设计了**个性词汇栏** (Personal vocabulary box), 鼓励学生向教师询问自己想要表达个人情感或经历的词汇, 并积累起来, 培养良好的学习习惯。

► 自我评估体系





语言学习总是伴随着遗忘。为此, 本套教程设计了科学的复习和测试体系, 帮助学生及时巩固和检验学习成果。学生用书每个单元结尾都设计了**单元测评板块** (Do you remember?), 用于测试学习者每单元语言的掌握情况; 每隔几个单元设计一个**巩固单元** (Consolidation), 用于强化和温习所学知识; 另外, 每级教师用书都包含了多套**阶段测试题** (Test), 供教师选用。

► 网络资源支持

学习者和教师可以登录《朗文当代英语教程》的教学网站 (www.longman.com/cuttingedge), 获取有关本套教材的辅助教学建议、文化介绍、课堂活动等网络资源, 还可以和世界各地的教材使用者交流互动。

本级单元结构

本套教程1级 (Starter) 的课时安排为120课时, 教师可以根据教学实际增减课时。1级的单元结构和主要内容如下:

<p>学生用书 (Students' Book)</p>	<p>包括 12 个单元 (Module), 每单元安排 6—8 个课时。每单元包含以下板块:</p> <ul style="list-style-type: none"> ● 3 个语言重点 (Focus), 每个重点占两页, 主要包括: <ul style="list-style-type: none"> ——语法练习 (Grammar) ——词汇练习 (Vocabulary) ——阅读 (Reading) 和 / 或听力练习 (Listening) ——口语任务 (Speaking task) ● 真实情景下的语言运用 (Real life) ● 单元测评 (Do you remember?) <p>书后提供:</p> <ul style="list-style-type: none"> ● 交流活动 (Communication activities) 材料 ● 详细的语言点总结 (Language summary) ● 课堂用的录音材料的录音文本 (Audioscripts) <p>词汇手册 (Vocabulary Book): 收录学生用书中出现的重点词汇和短语约 500 个。</p> <p>书中的  标识表示可以在教师用书相应单元中找到辅助练习; 书中的  标识表示可以在练习册相应单元中找到辅助练习; 书中的  标识表示该板块有听力内容。</p>
<p>练习册 (Workbook)</p>	<p>练习册与学生用书各单元对应, 提供以下针对性练习及答案:</p> <ul style="list-style-type: none"> ● 语法辅助练习 (Grammar) ● 词汇辅助练习 (Vocabulary) ● 技能训练 (Listen and read, Improve your writing) ● 发音练习 (Pronunciation) ● 单词拼写练习 (Spelling) <p>配套使用的学生用盘 / 带包含练习册中听力、阅读、发音和部分语法练习的录音, 书中的  标识表示该练习包含听力内容。</p>
<p>教师用书 (Teacher's Resource Book)</p>	<p>教师用书由以下几个部分组成:</p> <ul style="list-style-type: none"> ● 简介 (Introduction) 和教学建议 (Teaching tips), 为教师提供教学法和教材使用指导 ● 针对学生用书中各板块的详细教学笔记 (Teacher's notes), 包括适合不同学生水平的教学方法建议、语言点详解和学生用书中练习的答案 ● 可复印的教学资源库 (Resource Bank), 提供学习方法培训、交际性语法练习、词汇拓展练习和语法练习 ● 词汇强化练习 (Vocabulary booster) ● 6 套阶段测试题 (Test), 分别在学完第 2、4、6、8、10、12 单元之后使用

《朗文当代英语教程》以其国际化的视野、交流为本的理念和生动活泼的风格为学习者和教师搭建了轻松、高效的学习平台。相信选用本套教材的学习者不仅能够学会实用而鲜活的语言, 还能体验到语言学习的乐趣。



Introduction

Cutting Edge Starter is a course aimed at adults and young adults studying general English at complete beginner or false beginner level. It provides material for up to 120 hours' teaching, depending on how much photocopiable material is used from the *Teacher's Resource Book*. It is suitable for students studying in either a monolingual or multilingual classroom situation.

STUDENTS' BOOK CLASS AUDIO PROGRAMME	<p>The <i>Cutting Edge Starter Students' Book</i> is divided into twelve modules, each consisting of approximately 6–8 hours of classroom material. In each module you will find:</p> <ul style="list-style-type: none">• Three double-page Focus sections containing a balance of:<ul style="list-style-type: none">– Grammar– Vocabulary– Reading and/or listening activities– Extended speaking tasks• Real life (everyday survival language)• Do you remember? – quick spot-check revision <p>In addition there are Consolidation sections after Modules 4, 8 and 12.</p> <p>At the back of the book you will find:</p> <ul style="list-style-type: none">• Communication activities• A detailed Language summary• Audioscripts of the material on the Class Audio Programme <p>Vocabulary Book: packed with the <i>Students' Book</i> is the <i>Cutting Edge Starter Vocabulary Book</i>, which contains pictures, examples and phonemic transcriptions for approximately 500 words and phrases from the <i>Students' Book</i>.</p> <p>The <i>Class Audio Programme</i> contains all the listening and pronunciation exercises in the <i>Students' Book</i>, as well as many of the answers to the practice exercises.</p>
WORKBOOK STUDENTS' AUDIO PROGRAMME	<p>The <i>Cutting Edge Starter Workbook</i> is divided into twelve parallel modules, consisting of:</p> <ul style="list-style-type: none">• Additional Grammar practice• Additional Vocabulary practice• Skills work: Listen and read and Improve your writing sections• Pronunciation exercises• Spelling exercises <p>The optional Students' Audio Programme contains all the Listen and read texts and pronunciation exercises in the <i>Workbook</i>, as well as answers to many of the grammar exercises.</p>
TEACHER'S RESOURCE BOOK	<p>The <i>Cutting Edge Starter Teacher's Resource Book</i> contains:</p> <ul style="list-style-type: none">• Introduction and Teacher's tips• Step-by-step Teacher's notes for each module, including detailed language notes, alternative suggestions for different teaching situations, extra practice ideas and integrated answer keys.• The photocopiable Resource bank, which contains:<ul style="list-style-type: none">– Communicative practice activities which revise the key grammar and vocabulary in each module of the <i>Students' Book</i>.– One Vocabulary booster worksheet per module of the <i>Students' Book</i>.– Six pairs of Tests, to be used after Modules 2, 4, 6, 8, 10 and 12.

The thinking behind *Cutting Edge Starter*

The *Cutting Edge Starter Students' Book* has a multi-layered syllabus, which includes a comprehensive grammar and vocabulary syllabus and incorporates systematic work on listening, speaking, reading and writing. It takes an integrated approach to pronunciation, and includes regular recycling and revision. We are particularly interested in helping learners to take an active approach to learning, and in encouraging them to use the language they know, even at this low level. We realise that learners need guidance and preparation to do this, and so we aim to take them step by step through new language and tasks, providing them with all the support they need in order to communicate successfully.

Grammar

To enable learners to use the language confidently, *Cutting Edge Starter* provides a sound basis of grammar that includes all the key tenses and structures that students at this level need. This grammar is introduced a little at a time, so that students are not overloaded. Each module of the *Students' Book* has three double-page *Focus* sections, which introduce the new language in clear and meaningful contexts, then take the students through the important rules via clear and concise *Grammar* boxes. The illustrated *Language summary* at the back of the book provides extra information and examples of each grammar point. All new language is practised actively through personalisation and other communicative pairwork activities. There are also many information gap-type exercises, which have additional material in the *Communication activities* section at the back of the book, and written exercises designed to improve accuracy. Further practice is provided via a range of photocopiable activities in the *Resource bank*, and there is also systematic written practice in the *Workbook*.

Vocabulary

Cutting Edge Starter also places a strong emphasis on lexis, as we feel that students at beginner level need a solid foundation of key vocabulary in order to communicate successfully. Each module of the *Students' Book* introduces one or more lexical sets, such as food and drink, countries and places in a town, as well as other key vocabulary. However, we realise that even at Starter level students need to become familiar with simple collocations, common phrases and 'chunks' of language, and the *Students' Book* also focuses on this kind of lexis where appropriate. Students will find useful everyday language in the *Real life* sections, which focus on areas such as telling the time, ordering drinks and meals, and buying things in shops. It is important that learners are actively involved in improving their own vocabulary, so *Cutting Edge Starter* comes with its own *Vocabulary Book*. This contains all the

most important words and phrases from the *Students' Book*, along with spaces for students to write their own translation. The *Vocabulary Book* also includes illustrations, phonemic transcriptions, simple collocations, quick revision lists, and spaces for students to add their own personal vocabulary. For more information on how to use the *Vocabulary Book* with your class, see page 12. For classes that require extra vocabulary input, there are regular *Vocabulary booster* worksheets in the *Teacher's Resource Book* (one per module) which are designed to be used in class. These worksheets extend simple concrete areas of vocabulary (such as jobs and parts of the body) via illustrations and matching activities, as well as providing controlled and communicative practice. Note that the vocabulary introduced in the *Vocabulary booster* worksheets is not included in subsequent modules of the *Students' Book* or the *Workbook*. This means that you can use as many or as few of these *Vocabulary booster* worksheets as you wish, depending on the needs of your class and the length of your course. For a list of all photocopiable activities, turn to pages 87 and 88.

Speaking tasks

Complete beginners are often reluctant to express themselves in English, and we aim to develop their confidence in communicating orally by providing regular speaking tasks. The focus in these tasks is on practising the language in a meaningful way, and they usually have a realistic end product or outcome. The tasks usually involve more extended communication than the other practice activities, and require students to do many of the things that they may have to do in real life, such as ask and give personal information, describe the place where they live, and talk about their family. It is likely that learners will need most of the language they have encountered earlier in the module in order to accomplish the task. However, most beginners cannot 'just do' these kinds of tasks without additional support. Therefore speaking tasks are often preceded by a preparation stage, where students either write questions to ask their partner, prepare what they are going to say on their own, or listen to native speakers doing the same task. While working, students can also refer to the *Don't forget* boxes, which contain useful words and phrases for use during the task. The teacher's notes on each module provide step-by-step instructions on how to use these tasks, and suggestions for adapting them to particular teaching situations. For more ideas on how to make the most of the speaking tasks, see *Using the speaking tasks* section on page 9.

Other important elements in *Cutting Edge Starter*

Listening

Cutting Edge Starter places a strong emphasis on listening, and the *Students' Book* includes:

- Short extracts and mini-dialogues to introduce and practise new language.
- Longer texts (interviews, stories, songs and conversations) for more extensive listening.
- Opportunities to check answers to exercises via listening.
- Words and sentences to provide pronunciation models.

In addition, the *Workbook* has optional *Students' Audio Programme*, which includes:

- Extensive *Listen and read* texts.
- *Pronunciation exercises*.
- Some *Grammar exercises*.

Reading

There is a wide range of reading material in the *Students' Book*, both short extracts to contextualise new language (often stories or quizzes) and more extensive reading texts for general comprehension. The reading material is graded, ranging from very short, simple texts at the beginning of the book to longer and more complex texts as students progress. These texts are supported by a variety of comprehension exercises, vocabulary work and discussion. There are additional reading texts in every module of the *Workbook*, which are usually followed by simple comprehension questions and exercises.

Writing

The *Students' Book* includes a variety of writing exercises, ranging from very controlled exercises, which focus on areas such as word order and sentence completion, to more extensive pieces of personalised writing (for example, describing where you live). There are also writing activities based on real-life situations, such as filling in a form.

The writing syllabus is developed further in the *Workbook*:

- *Improve your writing* sections provide further practice of the topics and new language in the *Students' Book*, as well as focusing on specific areas such as punctuation and capital letters.
- *Spelling exercises* provide practice of difficult areas such as double letters, contractions, silent letters and problem words.
- There is also extra work on articles, prepositions and question formation.

Pronunciation

The pronunciation work in the *Students' Book* is integrated into the sections which present new language (*Grammar, Vocabulary and Real life*) and focuses mainly on sentence stress, weak forms and word stress. Pronunciation exercises are presented in clearly labelled boxes, and place an

equal emphasis on both recognising and reproducing the language.

The pronunciation syllabus is developed further in the *Workbook*, where there are additional exercises to practise sentence stress, word stress and problem sounds. These *Workbook* exercises can equally well be used in class. Note that the pronunciation activities in both the *Students' Book* and the *Workbook* are designed to be used in conjunction with the relevant audio programme, which provide models for students to copy.

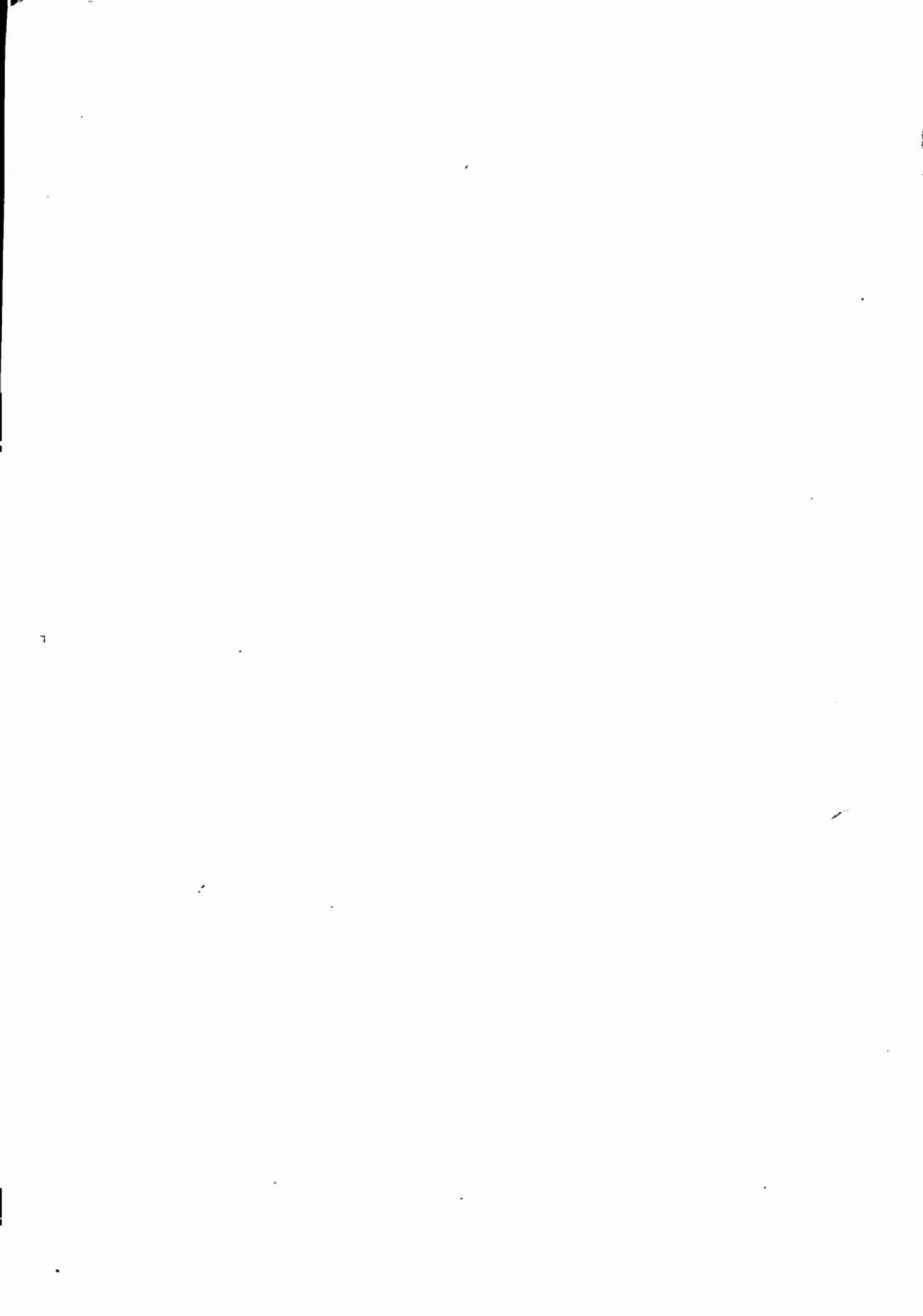
For more information on teaching pronunciation at this level, see the section on *Helping students with pronunciation* on page 10.

Revision

The *Students' Book* revises and recycles language in the following ways:

- *Do you remember?* sections at the end of every module provide quick spot-check revision of the main areas covered.
- *Consolidation* units at the end of Modules 4, 8 and 12 combine grammar and vocabulary exercises with listening and speaking activities, and revise language from the previous four modules.
- There are also six pairs of photocopiable tests in the *Resource bank* (there are two alternative tests for teachers to choose from after every second module in the *Students' Book*).
- *Don't forget!* boxes in the *Speaking tasks* contain the relevant language from the module, and from previous modules, which students will need to do each task.

For more ideas on how to incorporate revision into your lessons, see the *Revision and recycling* section on page 8.



Teacher's tips

Working with beginners

Beginner level students present teachers with particular challenges. Students can lack confidence and classes can be of very mixed levels – students may be weak or strong, or real or 'false' beginners. Here are some tips to deal with these different classroom situations:

Building confidence

- Go slowly and thoroughly through the material. Make sure students have grasped each point fully before moving on.
- Spend time doing spoken repetition of new language together as a class, as well as giving individual repetition practice. Students will probably need a lot of this sort of practice of new items.
- If your class are all real beginners, consider introducing the new language yourself and doing the first activity in the book as practice. For example, at the beginning of Module 5 (page 40), if you think students won't know any of the family vocabulary, draw your own family tree on the board and use this to introduce the new words. You can then ask students to do Exercise 1 (a matching activity).
- Pre-teach important items of vocabulary before students do reading or listening activities.
- Integrate the use of the *Vocabulary Book* from the beginning of the course.
- Use exercises from the *Workbook* in class, to give students greater confidence with new language.
- Take the time to correct students who have problems, but be realistic about what students can achieve at this level.
- Build in extra revision and recycling stages into your classes, particularly at the beginning of each lesson.
- Use the activities from the *Resource bank* to give students more communicative practice of new language.
- If you have a monolingual class, you may want to give some instructions in the students' own language. If you do this, it is a good idea to say the instructions in English immediately afterwards, so that students can begin to understand the English versions.

Working with mixed levels

- Move at the pace of the average student, not the strongest or weakest. Don't feel you have to wait until everyone has finished pair/group work. It's best to finish when most students have completed a task.
- Involve all the students. Make a conscious effort to encourage weaker/quieter students, for example by giving praise and asking them to answer easier questions.
- Allow students to check answers to exercises together. In class feedback ask a variety of students for answers, including weaker ones, especially if you know they have the correct answer.

- Give students time and space to think. Classes can get used to a strong student calling out the answer first. Encourage each member of the class to note down the answer or put their hands up when they know, so that all students in the class have time to think.
- When drilling new language individually, start with stronger students and finish with weaker ones. Be stricter when correcting stronger students, and make them feel that you're pushing them harder.
- Provide opportunities for students to work in pairs and groups. Weaker students are more likely to participate in small groups and are more likely to ask you for help. When you circulate during an activity, go first to weaker students and give them extra support.
- Experiment with pairing. If you put two strong students together, you may need to think of extra activities for them if they finish early. Consider pairing a strong and weak student together in an open-ended exercise, where students can answer according to their level, for example in many of the speaking tasks or in personalised practice activities.
- In dialogues, weaker students can use the tapescript or prompts in the *Students' Book* to practise the conversation, while stronger students can be encouraged to work without it.
- Focus on the effort made by each individual and help him or her to measure themselves against their personal standard. Perhaps they got four answers right today and only two yesterday.

Using the board

Board work is especially important in beginners' classes. Here are some tips to help your students make the most of your board work:

- **board** This icon in the teacher's notes for each module indicates stages in the lesson when it may be useful to use the board.
- Sometimes it may be useful to plan what you are going to write on the board before the lesson.
- Involve the students when you are writing on the board by asking them questions (e.g. What comes next? Where's the stress? etc.).
- Write at least two or three examples of grammar structures, so students can see the underlying pattern.
- Mark the word stress on new vocabulary.
- Allow students enough time to write down your board work, and check everyone has finished before moving on. Remember beginners may take longer than other students to copy down from the board.
- You may find it useful to leave examples of new language on the board during practice activities, so that you can refer back to them when correcting students.

Revision and recycling

Beginners particularly need regular revision and recycling of new language. Here are some tips and ideas on how to incorporate revision and recycling into your lessons:

Using Cutting Edge Starter

Cutting Edge Starter constantly recycles new language in the readings, listenings and practice exercises of each module, which means that students will automatically revise much of what they have already covered. There are also other sections of *Cutting Edge Starter* that are specifically designed for revision:

- The exercises in the *Do you remember?* sections can be done all together, or used one at a time where necessary (e.g. in the last five minutes of a lesson). They can also be set for homework, and checked in class the next day.
- The three *Consolidation* sections include grammar exercises, listenings and vocabulary exercises, which recycle much of the language from the previous four modules. Each *Consolidation* section also contains a well-known song.
- The *Workbook* is designed mainly for homework/self-study, but many of the exercises are also suitable for use in class as revision.
- The *Resource bank* contains between two and four communicative practice activities per module that can be used to revise key language areas.
- The *Resource bank* also contains *Tests* to be used after Modules 2, 4, 6, 8, 10 and 12. Note that there are two alternative tests that cover the same language areas, which means that you can give different tests to students sitting next to each other! If you don't use all the tests in class, consider giving the others for homework.
- The *Vocabulary Book* is also a good source of revision material. For ideas on how to use this, look at the section on *Making the most of the Vocabulary Book* on page 12.

Warmers and fillers

These activities need no (or very little) preparation, and are particularly useful for the first or last five minutes of a class, after breaks, or whenever you feel students need a change of focus.

- Ask students to write down six or eight words they learnt last lesson, then compare their lists with their partner.
- Put students in pairs and ask them to ask each other questions to find four things they both have in their bags/ can do well/usually do at the weekend/did last year, etc.
- Write five wrong sentences on the board based on a particular grammar point. Students work in pairs and decide how to correct them.
- Practise key verbs like *have*, *like* or *want* by asking students to write down five things they have/like/want, then comparing their answers with a partner.

- Write ten words on the board. Spell five of these correctly and five incorrectly. Students work in pairs and decide which words are correct.
- Ask students to write down three things they can do well/did last week/like doing in their free time, etc. Students then move around the room (or work in groups) and ask questions to find people with the same answers as them.
- Students write the names of two or three people they know well on a piece of paper. They must then tell their partner as much as possible about each person in five minutes. (This idea can also be used for question and answer practice.)
- Write half a dialogue on the board (e.g. from a *Real life* section in the *Students' Book*) and ask students to write the other half. Students can then practise the dialogue in pairs.

Other revision ideas

- Put students into groups and ask them to make posters based on a particular topic (e.g. their home town, a famous person, their school, etc.). These can then be put up around the classroom for other students to read.
- Write twenty or thirty words on a piece of paper and photocopy it for the class. Students work alone or in pairs and organise the words into groups or lexical sets. They can then add two more words to each group.
- Make your own 'Find someone who ...' worksheets. Write six to ten prompts on a piece of paper based around a topic or language area, like those in the *Speaking tasks* on pages 54 and 103 of the *Students' Book*. Photocopy the worksheet for the class, then ask students to find one person for each prompt.
- Write six questions on a worksheet, but with the words in the wrong order (e.g. *live/Where/you/do?*). Photocopy the worksheet for the class, and ask students to put the questions in the right order. They can then work in pairs and ask each other the questions.
- Prepare a short text with ten mistakes in it and photocopy it for the class. Students work in groups and correct the mistakes.

There are more ideas for revising vocabulary in the section on vocabulary on page 10. Note that there are also ideas for extra practice on specific language areas in the *Additional suggestions* boxes in the teacher's notes.

Using the speaking tasks

The speaking tasks in *Cutting Edge Starter* mirror situations that students might encounter in real life, and give them a chance to use the language they have learned in a meaningful way. Here are some other tips for making the speaking tasks work well:

Personalise the speaking tasks

Students using this course will vary in age, background, interests and ability. All these students need to find the speaking tasks motivating and 'do-able', yet challenging at the same time. Do not be afraid to adapt the tasks to suit your class, for example by changing the prompts, making the questions more relevant to your students' backgrounds, doing the activity in groups rather than pairs, adding an extra preparation stage, etc. Often your students would find it more motivating if you provided your own model rather than always using the model in the book. The teacher's notes contain suggestions on how to adapt certain tasks where appropriate.

Make the most of the Don't forget boxes

The *Don't forget* boxes are intended to remind students of language they need to perform the tasks, often words and expressions that have appeared in previous modules. It is important to draw students' attention to the contents of the *Don't forget* boxes before they begin the task, and check that students understand (and can pronounce) this language. If necessary, do some repetition practice.

Use the preparation stages

Most speaking tasks include a preparation stage, where students either write questions, draw a timeline, make notes, or plan what they are going to say. This preparation stage is very important if beginner-level students are to produce the best language that they are capable of, and is particularly useful for building up the confidence of students who are normally reluctant to speak in class. Make sure you allow students enough time to complete the preparation stage, and if necessary check that students have done this stage successfully before moving on.

Pay attention to seating arrangements

Whether you have fixed desks or more portable furniture, when working in groups or pairs always make sure that students are sitting so that they can hear and speak to each other comfortably. Groups should be in a small circle or square rather than a line, for example. Empty desks between students may mean that they have to raise their voices to a level at which they feel self-conscious when speaking English, and this can have an adverse effect on any pairwork or group-work activity.

Let the students do the talking

If students are hesitant, it is easy (with the best of intentions!) to intervene and speak for them. Some students will be only too happy to let you do this, and before long they won't even attempt to formulate full sentences, knowing that you will usually do it for them. Remember that at beginner level any kind of speaking is a considerable challenge, so try to let the students do the talking. Don't worry if they have to think for a little while before they speak; they will get better at this eventually, but only if they get the opportunity to practise!

Provide positive feedback

Allow enough time for you to give your feedback at the end ... and make it positive! Students of this level are bound to make a lot of errors in any kind of communication, and you may feel that you need to deal with these during the activity. However, it is usually best not to interrupt, but to make a note of any important points to deal with at the end. It is also important to provide feedback on the outcome of the task itself as well as on the language used. Generally, keep the emphasis on praise and positive feedback, and hopefully your students will be eager to do this kind of speaking task again!

Helping students with pronunciation

When people say 'you speak good English', very often they are reacting to a student's pronunciation, and this illustrates the importance of pronunciation in creating a positive first impression. Setting high standards for pronunciation is probably the best practical way to help your students become clear speakers of English, and the best time to lay the right foundations for this is at beginner level.

Give priority to pronunciation ... but be realistic!

There are *Pronunciation* boxes in the *Students' Book* which are designed to help students improve their pronunciation. However, don't wait for a *Pronunciation* box to come along – integrate pronunciation work whenever students have a problem. 'Little and often' is a particularly good principle with pronunciation. Also consider what you want your students to achieve: clarity and confidence are what most students need, rather than perfection in every detail. Individuals vary widely in what they can achieve, so don't push too much when a particular student is getting frustrated or embarrassed. A humorous, light-hearted approach also helps to relieve stress!

Provide pronunciation models

Make sure students hear the correct pronunciation before you ask them to reproduce it. Even if students cannot yet produce the target pronunciation, it will improve their listening skills if they can at least hear it. All examples for pronunciation work are on the *Class Audio Programme*, but you may prefer to model the new language yourself. At low levels it is often helpful to repeat the word or phrase two or three times before you ask students to say it. Sometimes you need to isolate and repeat individual words, syllables or sounds, and exaggerating the stress is often helpful.

Drill

Choral and/or individual repetition is the simplest pronunciation activity to set up and possibly the most effective. It can help to build confidence, and is often popular with low-level students as long as you don't overdo it. When you are drilling students individually, correct any obvious errors in pronunciation on the spot, then ask the student to try again. Do your best to keep your feedback positive, and don't forget to let students know when they are pronouncing things correctly too!

Pay attention to spelling

One of the biggest problems for learners of English is the relationship between sounds and spelling. Highlight and drill problem words on a consistent basis, and consider dealing with pronunciation before writing on the board. Also think about teaching students the phonemic symbols. This gives them a valuable tool for finding out problematic pronunciation themselves, and for writing it down. You can use the list of

sounds on page 64 of the *Vocabulary Book* to teach it – but only teach a few symbols at a time, and make constant use of them, otherwise students will soon forget them.

Focus consistently on word stress ...

This is an easy area in which to correct students effectively. Get into the habit of focusing on word stress whenever you teach a new word. If students have problems, try one of the following ideas when you drill:

- Exaggerate the stress;
- Clap or click your fingers on the stressed syllable;
- Isolate the stressed syllable first then add the other syllables.

Don't forget to mark stressed syllables when you write new words on the board, by underlining or drawing a blob over them, and encourage students to do the same when they copy the words. Also make sure that students know how word stress is marked in the *Vocabulary Book*.

... and sentence stress

Sentence stress is one of the most important elements in helping students to be easy to understand when they speak, just as punctuation makes their written work more comprehensible. Try to focus on it little and often, for example when you teach a new structure or phrase. You can use the same methods for word stress to help students to hear and reproduce the sentence stress.

Pay attention to the schwa /ə/

This is by far the most common vowel sound in English, occurring in a very high percentage of multi-syllable words as well as in many weak forms of verbs and prepositions (e.g. *I was /wəz/ tired*). Using the schwa correctly will help students to speak faster, and will greatly increase their comprehensibility. Focus on it whenever it occurs in new words or example sentences, but be careful not to stress it accidentally – syllables with a schwa in them are not normally stressed. To avoid this, drill new words starting with the stressed syllable, then add the schwa sounds either before or afterwards, for example:

doc ... doctor

/ə/

Consistently marking schwa sounds when you write words on the board will also help raise students' awareness.

Dealing with correction

It is important to correct pronunciation errors in class, and don't forget that most students do want to be corrected. However, don't discourage students by overcorrecting, or feel you have to correct every pronunciation error you hear. When you do correct students, try to help them understand what the problem is – word stress, sentence stress, the wrong sound, etc. – before asking them to try again. Remember also that being corrected in front of the class can be stressful for less confident students, so consider waiting till the class are working in pairs or groups before helping these students with individual problems.