

Jack C. Richards & Chuck Sandy

An upper-level multi-skills course

剑桥国际英语教程

Passages

5

教师用书

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教师用书 5

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教材简介

《剑桥国际英语教程》4&5 级 (*Passages*) 专为非英语国家的英语学习者编写, 是目前国际上最有影响的英语教程之一, 也是剑桥大学出版社在全球销量最大的教材。

《剑桥国际英语教程》4&5 级 (*Passages*) 是一套适合中高级至高级水平英语学习者使用的综合教程。它完成了《剑桥国际英语教程》3 级 (*New Interchange 3*) 学习的学生提供了继续学习的课本, 并与其内容紧密结合, 前后融会贯通。教材在进行语法和词汇的系统指导的同时, 也涵盖了英语语言学习的四项技能: 听、说、读和写, 并通过以话题为基础的教材大纲, 培养学生英语学习的流利性和准确性。话题中生动有趣的语言为培养他们的个性和进行讨论提供了尽可能多的机会, 与此同时, 还促进了语言与交际技巧两方面的发展。

《剑桥国际英语教程》4&5 级 (*Passages*) 主要使用美国英语, 但涉及各个国家、地区和文化。它不仅题材新颖广泛, 富有时代气息, 而且还提供了大量关于东西方文化差异的信息, 充分体现了英语作为国际交流用语的丰富性和多元性。

课时安排

《剑桥国际英语教程》4&5 级提供了 60 至 90 小时的课堂教学材料。在有更多课时的情况下, 教师用书中的扩增活动练习可以延长每单元课时。学期时间较短时, 可减少花费在阅读、写作、扩增活动练习和做练习册的时间。

教材组成

Student's Book 学生用书 (彩色)

学生用书包括 12 个学习单元 (每单元 8 页) 和 4 个复习单元 (每个单元 4 页)。每单元练习分为两个主题课。每 3 个单元后有一个复习单元; 书后还附有语法扩展项目。

Teacher's Manual 教师用书

教师用书包括详尽的教学指导、每单元讲解、辅助活动建议、完整的练习答案以及听力活动的录音文本。书后附有练习册的答案。

Workbook 练习册

练习册通过形式多样的练习, 加强学生的语法、阅读、写作和词汇能力。每单元 6 页, 与学生用书同步并行。练习册既可在课堂上使用, 也可作为家庭作业。

Class Audio Cassettes 录音带

录音带供在教室或语言实验室中使用, 包括听力练习的录音。尽管朗读者以现代北美口音为主, 在必要时也有各种非英语国家人的口音。凡有录音的练习均标注有  符号。

Placement and Evaluation Package 评估测试包

帮助教师更有效地测评学生水平, 包括“定级测试” (Placement Test) 和“成绩测试” (Achievement

Test) 两种。“定级测试”帮助教师评定学生的英语能力,合理安排学生的分级学习;“成绩测试”和针对每一单元的小测验帮助教师了解学生对所学内容的掌握程度。测试题型包括听力、阅读和口语。针对测试,评估测试包还为教师设计了详细的评分标准和口语考试组织方法。

单元组织

学生用书中的每一单元都围绕一个中心话题或主题编写,分为两部分课程(课文 A 和课文 B),每课共 4 页,互为补充,从不同视角来掌握单元主题。例如,5 级中第 4 单元的标题为“迷信和信仰”。在前 4 页的课程中,学生一起讨论普遍的迷信现象,并根据各自的文化背景来描述不同的信仰,讨论之后完成相关内容的问卷。后 4 页的课程题为“信不信由你”,主要内容包括民间故事、传说和神话。在此课中,学生可以发现很多神奇的现象和不同的信仰。

教程采用以下结构:

课文 A:

第一页:通过听力和口语练习引入第一课的话题。

第二页:从语法练习过渡到交际活动。

第三页:提供进一步的听力和口语练习。

第四页:写作练习教授实用的写作及作文技巧。

课文 B:

第一页:通过听力和口语练习引入第二课的话题。

第二页:从语法练习过渡到交际活动。

第三页:提供进一步的听力和口语练习。

第四页:通过阅读文章提高阅读技巧并鼓励讨论。

教学法

《剑桥国际英语教程》4&5 级注重培养中高级至高级水平学习者英语的流利性和准确性。本教程适合已学习过一段时间英语并在总体语言技能方面有较好基础的学生。他们现在需要通过以下几方面技能训练扩展交际能力:

- 拓宽用英语进行讨论和理解的话题范围
- 增强语法知识及其运用
- 扩展词汇知识及其运用
- 流利地讲英语,即在说话时不出现不必要的停顿或断句即可表达很多想法
- 准确地讲英语,即在说话时运用恰当的语音和语法

为教授这些技能,《剑桥国际英语教程》4&5 级围绕以下几方面使用交际教学法:

- 引出扩展学生口语和语法技能的话题
- 为学生提供机会完成分组进行的交换信息和协商涵义的交际任务
- 通过引出的活动培养学生对语法和谈话语言的掌握以及对示范句型的掌握,然后提供机会在真实交谈环境中练

习运用所学知识

与此同时，以话题为推动力的教材大纲，为最大限度地展现学生个性和反应的语言课程提供丰富的信息来源。

练习类型

Exercise Title 练习名称	Description 描述
Starting Point 起始篇	这些练习展现真实世界中的信息（如调查、事实、短文）。这些信息常常是一课的开始，并使学生对全课基本的话题产生兴趣并有所反应。
Discussion 讨论练习	这些练习包括讨论任务、排序活动、课堂调查和其他鼓励相互交换信息的活动。
Listening 听力练习	这些练习可拓展学生的各项听力技能，如听大意、听细节信息和听推断。听力材料均在英语国家和英语为第二语言国家人的面谈和讨论的真实录音基础上，经过编辑和重新录制而成，更加清晰。
Grammar Focus 语法重点	语法练习旨在： - 说明学生在之前已经遇到过的某些结构和语法项目的其他一些更复杂的用法。 - 扩展学生的语法知识，作为口语和写作的基础。
Reading 阅读练习	阅读文章由原文改编而成，更加清晰。课前阅读和课后阅读任务使学生充分利用阅读文章，并提高阅读技能，如跳读、浏览和推断，同时可以激发课堂讨论。
Writing 写作练习	每单元包括一页的写作练习。在本册书中，学生通过学习不同的写作类型来练习写作的基础知识，如读书报告、比较报告、总结、商务信函和个人经历。
Vocabulary 词汇练习	每个单元的词汇练习扩展学生与课文相关的词汇知识，也包括一些习语和动词短语。
Grammar Extensions 语法扩展	语法扩展位于全书最后，对学生用书中介绍的语法结构进行扩展说明。

复习单元

每3个单元之后有一个复习单元，复习前3个单元的教学要点。每个复习单元主要包括针对准确性的两页练习和针对流利性的两页练习。

教学总方针

教师用书中对每个单元的讲解为教师提供了详细的教学建议，下面介绍的是通用的方法。

如何开始一个新单元

- 介绍单元的主题，通常采用提问方式启发学生说出与主题相关的各种信息。如有可能，可以使用一些与主题相关的教具来引发课堂讨论。这些教具可以是一些照片、图片、一小段从报纸或杂志摘取的文章、个人话题等等。热身练习应简短，旨在引导学生进入课文。
- 介绍了主题之后，给学生讲解将要在课文中所学的内容并将其写在黑板上。也可以带领学生一起浏览一下第xx至xxiii页所列出的针对5级的学习计划。

如何教授单元中的各项练习

Starting Point 起始篇

起始篇中的练习旨在激发学生对本课主题的兴趣及其所包涵的与话题相关的背景知识。这部分的材料提供了课文中出现的一些主要语法句型，老师不必让学生在这部分过多地关注语法，此处的语法只是为学生展示课文中的语言在真实情景下的运用。

- 通过提问或课堂讨论的方式介绍话题，并就此引出练习中的主要词汇，可向学生提问他们对所看到信息的想法。记住这要建立在学生自身的兴趣和背景知识的基础上。
- 打开书本，引导学生一起浏览相关的信息，并总结一些他们在理解过程中所遇到的问题。布置学生完成任务，并与同伴及班上的其他同学交换信息。
- 把全班学生集中在一起，并选出一些学生或自愿者与全班学生一起说出他们的答案和想法。
- 可以集中这些学生的答案和想法，来作为课堂讨论的话题。

Listening 听力练习

提醒学生在做听力练习的时候，重要的一点是他们在听的同时要有意识地用到一些听力技巧。可以借助以下手段在听之前来提醒学生的注意。

- 合上书本，介绍情景，教师和学生一起尽可能多地想像并猜测将会听到的内容。
- 打开书本，解释任务并带领学生熟悉练习，让他们了解自己要完成的任务，并带着任务去听。
- 放一遍录音，让学生听懂大意，并完成自己已理解部分的练习。
- 让学生对自己不明白的词汇和内容提问，并指出文中其他的重点词汇。

- 重放一遍录音，学生边听边做练习。
- 让学生与其同伴或班上其他学生比较答案，然后了解是否还有学生需要再听一遍来完成练习，如需要，重放录音。
- 检查学生答案。
- 如需要，可以最后再放一遍录音，这样学生可以检查全部的练习。

Grammar Focus 语法重点

虽然准确地掌握语法是语言熟练的重要组成部分，但是最重要的是要认识到学习语法本身并不是最终目的，第二语言的学习者在学习语法规则的同时常常不去更好地扩展自己运用语法的能力，他们通常在实际情况中用到时，才会想到去找相应的语法规范。所以说学习语法时应该在语言交流中多加练习。然而，由于语言学习中包括了如何使语言更有效的众多假设，所以一些学生更加依赖于语法说明。

要避免将任何一节课变成语法课，带领学生尽快在学习新语法点的同时多做练习，根据学生在做练习时的表现来决定是否需要再进一步解释语法，如果需要，在练习册中还有相关的语法练习，可以布置学生去做。

- 和学生一起学习方框中的语句，在合适的时候，提醒学生注意运用这些语法点时会碰到的问题。
- 如有可能，试着让学生来讲解语法点，并总结出相应的语法规则。
- 必要时，可补充一些例句，也可让学生来提出与语法点相关的一些例句。
- 可以为学生示范第一题，而后让学生完成其他的练习，在学生独自或分组完成练习之前，通常可以做一个口头练习。
- 让学生与班上的其他学生比较答案，并鼓励他们继续讨论这些练习。
- 检查答案，并选出学生来大声朗读他们的答案。也可以让学生把他们的答案写在黑板上，并给予指导。

Vocabulary 词汇练习

《剑桥国际英语教程》4&5 级的词汇练习部分经过精心设计，不仅可以作为学生完成练习所需的词汇工具，也可同时帮助学生扩展在同一水平上的词汇知识。每个单元的词汇练习为学生提供与主题相关的词汇，也包括习语和动词短语。

教材中的文章，例如阅读篇章取材真实，因此其中出现的词汇有可能超出学生的理解范围。学生应认识到在多数的语言学习过程中，他们都会遇到不认识的词汇，重要的是要提醒学生不必去细究每一个单词的意思，能够通过上下文猜出大意就可以了。如有必要可以在学习课文之前教一些新词，但必须是重点词汇。

可以让学生准备一个单词本，在学习教材的同时把生词记下来，但并不鼓励学生在课堂上查阅词典，只是教他们养成把遇到的生词能够及时记下来的习惯，这样可以在课后再查词典。

- 鼓励学生根据上下文的词汇来猜测生词的意思，并由此理解整个句子和段落的含义。鼓励学生问自己，怎样根据上下文猜新词才能符合原文的意思。
- 如有必要，可以通过定义、做动作、同义词、反义词、举例、翻译的方法来让学生明白生词的含义。如果大多数的学生已经明白了生词的含义，就不必用他们的母语再做冗长的解释。

Discussion Activities 课堂讨论

《剑桥国际英语教程》4&5 级中的课堂讨论旨在让学生熟练掌握新词和语法结构，同时让学生有机会表述自己与话题相关的意见和想法。学生和同伴可以互相交流信息，用合适的例子和理由来阐述彼此的观点。可以提醒学生尽量多地使用各种丰富的表达方式，并不仅限于课文中所学到的。

Pair Work 两人对话

- 将学生分成两人一组，如果学生数目是单数，有一个组可为三人。
- 布置任务，并复习例句。
- 如必要，可让一两个学生进行示范。也可找一对学生做该练习作为进一步的示范。
- 可鼓励学生通过提出并回答下列问题，而后说明得出答案的原因。
- 设定一个合理的时间限制，学生两人一组进行练习，教师巡视教室并给予必要的帮助。
- 到时间让全班学生停止练习，不要为了等几个学生而拖延时间。
- 可供选择：让学生互换搭档再作一次练习。
- 找几组学生或志愿者在台前表演，并给予指导和评价。

Group Work 小组活动

- 把全班学生分成 3-4 人的小组，或根据需要分成大一些的 5-6 人小组。
- 讲解练习的内容并找几个学生示范。
- 设定一个时限。
- 学生分组练习，老师巡视教室并给予必要的帮助。
- 等到班上的学生安静下来，把他们召集到一起，可以用以下的方法来检查答案：
 1. 每组选出一名学生发言，向全班讲述本组的答案和观点。
 2. 让每组同学只陈述最有趣和最新颖的观点。
 3. 两组之间比较答案，并让一组陈述另一组的观点。

Writing 写作练习

写作在英语学习的众多技能当中是比较复杂的一个，所以每个写作练习的目的是学习和练习某种单项技能。虽然写作中语法的准确性和拼写问题很重要，但这并不是写作课的要点。鼓励学生写作并互相交流彼此的文章。总之，写作是用来沟通的，本教材的写作练习可以让学生之间彼此讨论和交换意见。

可以将学生一个学期的写作归档，这样做学生最后可以看到自己在不同时期的进步。

- 浏览写作练习页方框中提供的信息，也可提供与练习相关的其他信息和例子。
- 解释第一个练习的要求，让学生独自或两人一组安静地完成练习。
- 让学生和自己的搭档比较答案，并检查全班的答案。
- 接下来做其他的练习，直到开始写作。
- 写作练习可以在课堂上做，也可以布置为家庭作业。如果在课堂上做，需要限定一个合适的时间，让学生安静地完成自己的段落或文章。
- 学生写作时，教师巡视教室并在词汇等方面给予必要的帮助。
- 当多数学生完成写作后，然后做写作后的练习。如需要，让学生交换彼此的文章。
- 巡视教室给予帮助并提出问题。鼓励学生给别人的文章提出改进的意见。
- 如必要，让学生参考别人提出的建议来修改自己的文章。
- 可选方法：选出学生或自愿者在班上读出自己的文章，也可将作文放在教室公告栏内供所有同学阅读。

Reading 阅读练习

本教材中所选出的每篇阅读文章均围绕着与该课相关的主题和课文所要求掌握的阅读技巧。本书中的阅读材料之间是自成篇章的，相互之间没有前后顺序。阅读前的练习激发学生的背景知识，而后学生可以带着兴趣去读

文章；阅读后的练习让学生重温文章找到得出答案的依据。除此之外，阅读文章也可以作为学生课堂讨论的话题，教师可鼓励学生运用其中的材料来组织讨论的内容。

如有必要，阅读文章也可布置为家庭作业。

- 合上书本，在学生阅读文章前，通过提问的方式介绍文章主题，并收集学生的答案和想法。
- 打开教材，让学生看文中的图片、标题或副标题，并预测他们会在文中读到的信息或词汇。
- 将学生分组讨论读前问题，并选出学生和班上其他学生一起说出自己的答案和想法。
- 如必要，预先解释一些学生在阅读时不能猜测其含义的词汇。
- 鼓励学生在阅读时根据上下文理解不认识词汇的含义。并向学生解释这些生词在文中并不是重要词汇，可以在阅读时划下来而后在读后查阅词典。
- 学生默读文章，让学生带着问题阅读，并和文章的作者有思想上的交流。不鼓励学生在阅读的时候查词典。教师巡视教室，提供必要的帮助。
- 让学生划出自己与文章作者观点不一致的地方。
- 大多数学生完成之后，让学生之间比较读前问题的答案，而后再检查答案。
- 带着学生做读后问题，并让学生独自或两人一组讨论并回答问题。
- 学生互相比答案，而后检查全班学生答案。

作者的话

我们的目标是《剑桥国际英语教程》4&5 级可以提供给学生生动有趣的主题，使英语学习充满乐趣。同时还提供给学生在真实生活交际中所需的工具。我们希望你们喜欢这本书，并期待您对本教程提出宝贵的意见和建议。

Introduction

Passages is a two-level multi-skills course for upper-intermediate to advanced-level students of North American English. It provides an ideal follow-up for students who have completed a beginning to intermediate course, and is carefully coordinated to function as a sequel to *New Interchange*, one of the world's most successful English courses for adult and young adult learners.

The course covers the four skills of listening, speaking, reading, and writing, while giving systematic attention to grammar and vocabulary. *Passages* develops both fluency and accuracy in English through a topic-based syllabus. The topics are of high interest to students and provide many opportunities for personalization and discussion, promoting the development of both linguistic and communication skills.

Course Length

Each level of *Passages* provides material for 60 to 90 hours of class instruction. In situations where more time is available, the Teacher's Manual provides Optional Activities to extend each unit. Classes with shorter semesters can reduce the amount of time spent on Reading, Writing, and Optional Activities, and the Workbook.

Course Components

Student's Book

The Student's Book contains 12 eight-page units with 4 four-page reviews after every three units. There is also a set of Grammar Extensions at the back of the book.

Teacher's Manual

The Teacher's Manual contains detailed suggestions on how to teach the course, unit-by-unit notes, numerous suggestions for optional activities, answers to all Student's Book exercises, and transcripts of the listening activities. Answers to Workbook exercises are found at the back of the book.

Workbook

The Workbook provides a variety of exercises that develop students' proficiency with the grammar, reading, writing, and vocabulary in the Student's Book. The Workbook can be used in class or assigned as homework.

Class Audio Cassettes

The Class Audio Cassettes are for use in the classroom or language laboratory. They contain the recordings for the listening exercises. Although the speakers primarily model North American accents, nonnative varieties of English are also used where appropriate. Exercises that are recorded are indicated with the symbol .

Placement and Evaluation Package

This contains multiple versions of a placement test designed to identify the appropriate level of *New Interchange* or *Passages* for students entering a program. The Package also offers review tests and mid-term and final exams for each level of *New Interchange* or *Passages*, enabling teachers to determine how successfully the students have mastered the material. All tests are photocopiable and an audio cassette is provided for the listening sections.

Unit Organization

Each unit of the Student's Book is organized around a central topic or theme and is divided into two four-page lessons (Lessons A and B). These lessons complement each other by treating the unit topic from two different perspectives. For example, Unit 4 in Student's Book is entitled "Superstitions and beliefs." In the first four-page lesson, students discuss common superstitions, describe superstitious beliefs from their own cultures, and complete a questionnaire that will reveal how superstitious they are themselves. The second four-page lesson, "Believe it or not," highlights folk tales, urban legends, and myths. In this lesson, students explore strange phenomena and beliefs.

The following unit structure is used throughout the course:

Lesson A

- page one:* Presentation activities introduce the topic of the first lesson through real-world information and oral work.
- page two:* Grammar exercises provide controlled practice leading to communicative activities that utilize the structures and language being taught.
- page three:* Fluency pages provide further listening practice and oral work.
- page four:* Writing exercises teach practical writing and composition skills.

Lesson B

- page one:* Presentation activities introduce the topic of the second lesson through real-world information and oral work.
- page two:* Grammar exercises provide controlled practice leading to communicative activities that utilize the structures and language being taught.
- page three:* Fluency pages provide further listening practice and oral work.
- page four:* Reading passages develop reading skills and stimulate discussion.

Approach and Methodology

Passages seeks to develop both fluency and accuracy in students at the upper-intermediate to advanced level of proficiency. The course assumes that students have studied English for a number of years and have a good foundation in general language skills. *Passages* extends students' communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- extend their knowledge and use of grammar
- broaden their knowledge and use of vocabulary

- speak English fluently (i.e., express a wide range of ideas without unnecessary pauses or breakdowns in communication)
- speak English accurately (i.e., use an acceptable standard of pronunciation and grammar when communicating)

To teach these skills, *Passages* uses a communicative methodology that centers around:

- presenting topics that extend students' oral and grammatical skills
- providing students with opportunities to carry out communicative tasks that require an exchange of information and negotiation of meaning
- developing students' control of grammar and conversational language through activities that present and model language patterns, and then provide opportunities to practice them in authentic communicative contexts

At the same time, the topic-driven syllabus provides a rich source of information and language that allows for a great amount of student personalization and response in each lesson.

Exercise Types

The following exercise types are used throughout *Passages*:

Exercise Title	Description
Starting Point	These exercises often present real-world information (e.g., quizzes, facts, short texts). They begin each lesson and are designed to generate students' interest in and reaction to the topic that forms the basis of the lesson.
Discussion	These exercises consist of discussion tasks, ranking activities, class surveys, and other activities that encourage an exchange of information.
Listening	These exercises develop a variety of listening skills, such as listening for general ideas, listening for specific information, and inferencing. The listenings are based on authentic recordings of interviews and discussions with native and second-language speakers of English. They have been edited and recorded for clarity.
Grammar Focus	The grammar exercises seek to: • illustrate how structures and grammar items the students may have previously encountered can be used in more complex ways • expand students' grammatical knowledge and usage in both speaking and writing

Reading	Readings are adapted from a variety of authentic sources and edited for clarity. Pre-reading and post-reading tasks allow students to fully utilize each reading passage and to develop reading skills such as skimming, scanning, and making inferences. They also stimulate class discussion.
Writing	Each unit contains one page of writing activities. In this book, students learn the basics of composition through various genres, such as book reports, comparison and contrast, summaries, business letters, and personal experiences.
Vocabulary	Vocabulary exercises in each unit develop students' knowledge of lexical sets relating to the unit topic as well as idioms and phrasal verbs.
Grammar Extensions	Grammar Extensions are located at the back of the book. They expand on the grammar introduced in each unit and can be used to deepen students' understanding of the structures being taught.

Review Units

Review units recycle the teaching points from the three preceding units. Each review unit has two pages of exercises focused on accuracy, followed by two pages on fluency.

General Guidelines for Teaching Passages

The unit-by-unit notes in the Teacher's Manual give detailed suggestions for teaching each exercise. On a more general basis, however, the following guidelines and general procedures can be used.

Beginning a New Unit

- Introduce the theme of the unit by asking questions and eliciting information about it. If you wish, bring in some realia related to the theme to use as a springboard for a class discussion. Such realia might include photos or pictures, a short newspaper or magazine article, or a personal item. Warm-ups should be brief and should serve to lead students into the lesson.
- After introducing the topic, explain and write on the board what the students will study in the lesson. You may also wish to lead students through the plan of the lesson as presented in the Plan of the Book on pages xx–xxiii.

Teaching the Exercises in a Unit

Starting Point

The exercises in each Starting Point serve to build interest in the theme of the lesson and to activate students' background knowledge about the topic. Often the

material in the Starting Point provides models of the main grammar focus of the lesson. It is not necessary, however, to draw students' attention to this. Models are provided to show how the language of the lesson is used in a natural context.

- Introduce the topic by asking questions or by leading a class discussion. Use this time to elicit key vocabulary (or present it) from the exercises and to ask for students' opinions about the information they are going to look at. Remember to build on students' own interests and background knowledge.
- Books open. Lead students through the information. Go over any problems with comprehension as they arise. Have students complete the task and compare with a partner or around the class.
- Bring the class back together, and have selected students or volunteers share answers or opinions with the class.
- If you wish, use students' answers or opinions as the basis for a class discussion.

Listening

It is essential that students are aware of the skill they are practicing in a particular listening exercise, so be sure to bring this to the students' attention before they listen.

- Books closed. Set the scene and explain the situation. If you wish, brainstorm with students to predict what language they are likely to hear.
- Books open. Explain the task and lead students through the activity, making sure they know what information they need to complete it. Remind students that they are listening in order to complete a specific task.
- Play the audio program once. Have students listen for general comprehension and complete whatever information they can.
- Have students ask about unknown vocabulary or comprehension problems that have arisen. Point out any additional key vocabulary that is essential for the task.
- Replay the audio program. Have students complete the task as they listen.
- Have students compare answers with a partner or around the class. Then ask if anyone needs to listen again to complete the task. Replay the audio program as necessary.
- Go over the answers with the class.
- If you wish, replay the audio program a final time so that students may check their completed work.

Grammar Focus

Although grammatical accuracy is an integral part of proficiency, it is important to remember that grammar is always a means to an end rather than an end in itself. Second-language learners do not usually develop grammatical proficiency by studying rules. They generally acquire new grammar by using the language in situations where it is needed. This means the grammar should always be practiced communicatively. However, since language learning also involves testing out hypotheses about how the language works, some students more than others will rely on grammatical explanations.

Avoid turning any lesson into a grammar class. Lead students into the practice activities for the new grammar points as quickly as possible. Then use the

students' performance on these activities to decide if further clarification is necessary. Whenever this is the case, remember that there are additional grammar exercises in the Workbook that can be used as a follow-up.

- Lead students through the information and examples in the boxes. When appropriate, remind students of earlier encounters they may have had with the grammar points.
- When possible, try to get students to explain the grammar point; elicit the rules from the students.
- Give students additional examples to illustrate the grammar point where necessary. If appropriate, have students come up with additional examples of their own.
- If you wish, model how to do the first item in the task. Then have students complete the rest of the task on their own. Often an activity can be completed orally as a class before students complete it individually or in pairs.
- Have students compare answers with a partner or in groups. Encourage them to discuss and revise their work.
- To check students' answers and to give feedback, have selected students or volunteers read one of their answers aloud. Alternatively, have students write one of their answers on the board. Work with the class to revise answers as necessary.

Vocabulary

The vocabulary activities in *Passages* have been carefully designed not only to give students the lexical tools they need to complete a task or tasks, but to help them develop the vocabulary range typical of students at this level. Vocabulary exercises in each unit develop students' knowledge of lexical sets relating to the unit topic as well as idioms and phrasal verbs.

Texts throughout the course, such as the Reading passages, were taken from authentic sources and therefore often present vocabulary beyond the students' productive range. Students should recognize that in most language-learning situations, they will encounter vocabulary they do not know. It is important to remind students that they do not need to understand every word. In addition, when students encounter an unknown word, they can often guess its meaning from the situation or context. Where it is necessary, try to pre-teach new vocabulary, but make sure to focus only on key vocabulary.

If you wish, have students keep a vocabulary notebook over the duration of the course to write down new words as they encounter them. For the most part, discourage the use of dictionaries during class; instead, get students in the habit of underlining or jotting down unfamiliar words as they encounter them so that they may look them up later and keep a record of them.

- Encourage students to guess the meaning of a new word by first looking at all the other words surrounding it and then considering the general meaning of the phrase or sentence in which it is located. Encourage students to ask themselves: How does this new word fit into the general idea of the context here?
- Where necessary, provide the meanings of words through definitions, mime, synonyms, antonyms, examples, or translation. It is not necessary to give long explanations as the majority of adult students will already understand the concept of the new word (or know the equivalent word) in their native language.

Discussion Activities

The Discussion activities in *Passages* are designed both to practice new structures and vocabulary as well as to give students opportunities to express their ideas and opinions about the themes and topics in a lesson. The focus of a fluency activity should be on doing the activity itself rather than on its completion. Encourage students to go beyond giving simple answers. Have them ask and answer follow-up questions to get more information from their partner(s). Ask them to give reasons and examples to support their answers and opinions. Remind students that fluency activities give them a chance to use all the language tools they have at their disposal and not just the language being practiced in a lesson.

Pair Work

- Divide the class into pairs. If there is an odd number of students, form one set of three.
- Explain the task and go over any sample language.
- If appropriate, model the activity with one or two students. Call on a pair of students to do the task as a further model if necessary.
- When appropriate, encourage students to ask and answer follow-up questions and to provide reasons to support their answers and opinions.
- Set an appropriate time limit. Then have students practice in pairs. Move around the class to provide help as necessary and to keep students on task.
- Bring the class back together before students quiet down completely. It is not a good idea to keep the entire group waiting while a few students finish.
- **Optional:** Have students change partners and do the task again, if appropriate.
- Call on pairs of students or volunteers to share answers or opinions with the class. Provide feedback and lead a class discussion when appropriate.

Group Work

- Divide the class into small groups of three or four, or larger groups of five or six, whichever seems more appropriate for the task.
- Explain the task and go over any sample language. If you wish, model the activity with one or more students.
- Set a time limit.
- Have groups carry out the task on their own as you circulate to provide help as needed and to keep groups on task. Again, encourage students to ask and answer follow-up questions and to give reasons to support their answers.
- When things begin to quiet down, bring the class back together. There are several ways in which to check students' answers or ideas:
 1. Have each group select a spokesperson, and have this person report the group's answers or ideas to the class.
 2. Have each group present only its most interesting or most original idea.
 3. Have two groups compare answers, and have one group report the other group's answers to the class.

Writing

Writing is a complex process involving a number of skills, so the aim of each writing exercise is to learn and gain practice in only one particular skill. While issues such as grammatical accuracy and spelling are important, they should not be the main point of the writing lesson. Encourage students to write for each

other and to give each other feedback on their work. Above all, writing is a communicative act, and the writing exercises in *Passages* provide tasks that lend themselves well to discussion and the sharing of ideas.

If you wish, maintain a portfolio of each student's writing over the course of the semester. It is sometimes difficult for students to see the progress they are making, and a portfolio of collected writing can provide the means to identify improvement over time.

- Go over the information in the box at the top of the writing page. Provide additional information and examples as necessary to illustrate the focus of the writing lesson.
- Explain the first task, and have students complete it silently or in pairs.
- Have students compare answers with a partner, and then go over them with the class.
- Follow these steps for each additional task leading up to the writing activity itself.
- The writing task may be done in class or it may be assigned for homework. If it is done in class, set an appropriate time limit, and have students work silently to write their paragraphs or compositions.
- As students write, circulate to help with vocabulary and ideas. Do not focus too much attention on accuracy at this point. Instead, help students to put into practice the focus of the writing lesson.
- When most students seem finished, lead students through the post-writing task. Then, when appropriate, have students exchange paragraphs or compositions with a partner to carry out the task.
- Circulate to help and to answer questions. Encourage students to give suggestions to improve their partner's paragraph or composition.
- If you wish, have students revise their writing based on their partner's ideas and recommendations.
- **Optional:** Have a few selected students or volunteers read their paragraph or composition to the class. Alternatively, post some or all of the students' writing on a bulletin board.

Reading

Each reading text in *Passages* was chosen both for the way the topic relates to the theme of the lesson and for the reading strategies and skills that the text necessitates. The reading syllabus, then, does not move in linear fashion from beginning to end; rather, each reading page provides a self-contained lesson. A pre-reading task draws students into a text, activates background knowledge, and often draws students' attention to particular features of a text. Post-reading tasks have students look back at a text to find reasons to support their answers, draw inferences, or bring their knowledge of the text's topic into play. In addition, the reading texts are meant to serve as a springboard for discussion, and teachers are encouraged to use them as source material for further group or class discussion.

Reading passages may be assigned for homework if necessary.

- Books closed. Before students read the passage, introduce the topic of the reading by asking questions about the topic and soliciting answers and opinions.
- Books open. Have students look at any pictures in the text and any titles and subtitles. If you wish, have them predict what sort of information and vocabulary they are likely to find in the text.