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The New
CAMBRIDGE
English Course

TEACHER

+

TEST

新剑桥英语教程

第 二 册

(教师用书)

· 安徽教育出版社 ·

MICHAEL SWAN
CATHERINE WALTER

 **CAMBRIDGE**
UNIVERSITY PRESS



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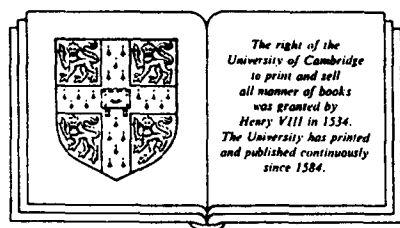
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新剑桥英语教程 第二册 [教师用书](附测试)

[英] Michael Swan 和 Catherine Walter 编著

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国内通用音标与本书中(原版)使用音标对照表

元 音

国内通用音标	书中使用音标	例 词
iː	iː	sheep
(见注)	i	
i	ɪ	ship
e	e	bed
æ	æ	bad
ɑː	ɑː	calm
ɒ	ɒ	top
ɔː	ɔː	caught
u	u	put
uː	uː	boot
ʌ	ʌ	cut
əː	əː	bird
ə	ə	about
eɪ	eɪ	make
aɪ	aɪ	bite
ɔɪ	ɔɪ	boy
əu	eu	note
au	au	now
iə	ɪə	here
eə	eə	there
uə	uə	poor

辅 音

国内通用音标	书中使用音标	例 词
p	p	pool
b	b	boot
t	t	tea
d	d	day
k	k	key
g	g	gay
f	f	few
v	v	view
θ	θ	thing
ð	ð	then
s	s	soon
z	z	zoo
ʃ	ʃ	ship
ʒ	ʒ	pleasure
h	h	hot
tʃ	tʃ	cheer
dʒ	dʒ	jump
m	m	moon
n	n	noon
ŋ	ŋ	sung
r	r	red
l	r	led
j	j	yet
w	w	wet

[注]本书中使用的[i],在我国国内通用音标中尚无与之对应的,它的发音介于本书中所用音标[ɪ]与[iː]之间。

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Introduction

The nature and purpose of the course

This is Level 2 of *The New Cambridge English Course*, a four-level course designed for people who are learning English for general practical or cultural purposes. The course generally presupposes a European-type educational background, but with some adaptation it can be used successfully with learners from other cultural environments. The course teaches British English, but illustrates other varieties as well.

The material at each level includes a Student's Book, a Teacher's Book and a set of Class Cassettes (for classwork); a Practice Book, with or without Key (for homework); two optional Student's Cassettes; and an optional Test Book for teachers. Split editions of the Student's Book, Practice Book and Student's Cassettes are also available.

Level 2 is for elementary and lower intermediate students. They will have had 75 to 100 hours' classwork before Level 2 and will be able to use English to achieve a certain number of simple practical aims. The book can be used to follow on from *The New Cambridge English Course 1* or any other beginners' course. There is systematic revision work for students who still have problems with basic structures.

Student's Book 2 contains 72 to 100 hours' classwork (depending on the students' mother tongue, the way their classes are organised, where they are studying, whether they use the Practice Book, how strong their motivation is, their previous learning experience of English, and various other factors). Used as suggested, the book will take students up to a point where they can understand and produce English well enough to handle a variety of everyday situations and topics with relative ease (around the level of the Council of Europe's 'Threshold' level).

The approach is different from that of most lower intermediate courses. Features which may be new to your students include:

- multi-syllabus course organisation
 - wide variety of presentation methodology
 - mixture of factual and fictional topics
 - opportunities for student choice
 - emphasis on systematic vocabulary learning
 - regular pronunciation and spelling work
 - some use of authentic listening material
 - deliberate inclusion of some 'too difficult' material (see *Basic principles*)
 - active and varied 'communicative' practice.
- These points are dealt with in more detail in the following sections.

The organisation of the course

Level 2 of *The New Cambridge English Course* consists of six blocks of nine lessons. A lesson generally provides enough work for an hour and a half upwards (depending on the learners' speed, motivation and previous knowledge). The first six lessons of a block are topic- or function-based. Work on grammar, vocabulary, pronunciation, etc. leads up to communicative exchanges, dramatisations or writing exercises related to one or more of the themes in the block. The last three lessons in each block display, revise and test the language learnt in the previous six lessons.

Basic principles

The pedagogic design of *The New Cambridge English Course* reflects the following beliefs.

Respecting the learner

People generally learn languages best when their experience, knowledge of the world, interests and feelings are involved, and a course must allow students to 'be themselves' as fully as possible. But not everybody learns in the same way, and not everything can be taught in the same way. A course must provide fiction as well as fact; role play as well as real communication activities; personal as well as impersonal discussion topics; learner-centred as well as teacher-centred activities. Elementary course material should not be childish and patronising, and it is worth remembering that the best classroom humour generally comes from the students, not from the textbook.

The language: multi-syllabus course design

A complete English language course will incorporate at least eight main syllabuses:

- **Vocabulary:** students must acquire a 'core' vocabulary of the most common and useful words in the language, as well as learning more words of their own choice.
- **Grammar:** basic structures must be learnt and revised.
- **Pronunciation** work is important for many students. Learners need to speak comprehensibly, and to understand people with different accents speaking in natural conditions (not just actors speaking standard English in recording studios).
- **Notions:** students must know how to refer to common concepts such as *sequence*, *contrast*, or *purpose*.
- **Functions:** learners must be able to do things such as *complaining*, *describing*, *suggesting*, or *asking for permission* in English.
- **Situations:** a course must teach the stereotyped expressions associated with situations like *shopping*, *making travel enquiries*, *booking hotel rooms*, *telephoning* etc.
- **Topics:** students need to learn the language used to talk about subjects of general interest. The coursebook should include some controversial and emotionally engaging material, rather than sticking to bland middle-of-the-road 'safe' topics.
- **Skills:** learners need systematic practice in both receptive and productive skills. Reading and listening work will include some authentic interviews and texts, as well as specially written material.

How important is grammar?

Obviously grammar is important, especially at the early stages of learning a language, but it can be overvalued at the expense of other areas such as skills development and vocabulary growth. (Vocabulary mistakes tend to outnumber grammar mistakes by more than three to one.) Students often feel that a lesson with no new grammar in 'doesn't teach anything'; they must learn not to judge their progress simply by the number of new structures taught.

'Learning' and 'acquisition'

Most people seem to learn a foreign language more effectively if it is 'tidied up' for them. This helps them to focus on high-priority language and to see the grammatical regularities.

However, learners also need to encounter a certain amount of 'untidy' natural language (even if this seems a bit too difficult for them). Without some unstructured input, people's unconscious mechanisms for acquiring languages may not operate effectively.

A course should cater for both these ways of approaching a language (sometimes called 'learning' and 'acquisition' respectively). The occasional use of unsimplified authentic materials may require a change in learner expectations: many students and teachers are used only to texts in which every new word and structure has to be explained and learnt.

Methodology

- **Communicative practice:** where possible, language practice should resemble real-life communication, with genuine exchanges of information and opinions. Pair and group work can greatly increase the quantity and quality of practice.
- **Input and output; creativity:** students generally learn what they use and forget what they don't use. At least some lessons should lead up to genuine conversations, role play or writing activities in which students use creatively what they have learnt. If they can use their new language to entertain, inform or amuse each other, so much the better.
- **Error** is a natural part of learning, and over-correction can destroy confidence. Some learners will need a high level of accuracy, but very few will ever be perfect. Students' achievement should not be measured negatively (by how far away they are from perfection), but positively (by how successfully they can use the language for their own purposes).
- **Regularity and variety** need to be carefully balanced. If all the lessons are constructed in the same way, a course is easy to use but monotonous. Variety makes lessons more interesting, but too much variety can make material more difficult for teachers to prepare and students to get used to.
- **Study and memorisation** are necessary, for most learners, for really thorough learning.
- **Learning and acquisition** should both be catered for. This will mean that students will sometimes focus intensively on language items, and sometimes do tasks involving 'untidy' texts where only a part of the material need be understood. Likewise, there will sometimes be 'preview' appearances (for instance in exercise rubrics) of language items that will be studied intensively somewhat later.
- **The mother tongue**, if it can be used, can help to make explanations faster and more precise. The same is true of bilingual dictionaries, and students should practise their use.

Knowing where you are

Students can easily get lost in the complicated landscape of language study. A course must supply some kind of 'map' of their language-learning, so that they can understand the purpose of each kind of activity, and can see how the various lessons add up to a coherent whole. Regular revision should be provided, helping students to place the language items they are learning into the context of what they already know.

Using the course

(Many teachers will of course know very well how to adapt the course to their students' needs. These suggestions are meant mainly for less experienced teachers who are unfamiliar with this approach.)

Preparation

You may need to prepare the first lessons carefully in advance, until everybody is used to the approach. Later, less work should be needed – the teachers' notes will guide you through each lesson.

Choice

You may not feel it necessary to do absolutely all the lessons in the book. (But if you drop a lesson, check that you don't 'lose' language material which is important for your students.)

Leave out exercises that cover points of language which your class don't need.

Don't do an exercise if you or your students really dislike it. (But don't leave out a strange-looking activity without giving it a try!)

Don't force a lesson on your students if it bores everybody; find another way to teach the material. But don't automatically drop a topic because it makes people angry – rage can get people talking!

Timing

Motivated students should average an hour and a half or more per lesson. (Some lessons will of course go more quickly or more slowly than others.) The book should take a minimum of 72 hours to complete (plus any time spent on tests, homework correction, etc.). If you don't have that much time, you will need to look through the book in advance and decide what to leave out.

Authentic recordings

The course contains some 'real-life' recordings of conversations, interviews and other material. These teach vocabulary, stimulate discussion, and train learners to understand natural speech (in a variety of accents). Students may not understand every word of what they hear. **THIS DOES NOT MATTER!** They need to experience some language which is beyond their present capacities – this happens in natural language learning all the time. (You can help by sometimes talking naturally in English about your interests, events in your life, etc.)

Discourage students from asking for complete transcriptions and explanations of long recordings – this is not usually an efficient use of time.

Vocabulary learning

Words and expressions to learn are listed at the end of each lesson. You may need to suggest techniques of learning this vocabulary. Some possible approaches are for students to:

- Copy new words with their translations in special notebooks. Cover the words and try to recall them from the translations.
- Note English-language explanations or examples of the use of new words. Write more examples.
- Keep 'vocabulary diaries', listing new words under subject/grammatical headings (e.g. 'verbs of movement'; 'professions'). Revise occasionally by trying to write from memory as many words as possible from each list.

Different people learn best in different ways – but for most students, some systematic vocabulary study is necessary.

You may want to point out to students that there is an alphabetical index of vocabulary at the back of their books (pages 116–123). This includes phonetic transcriptions; you may wish to introduce your students gradually to their use.

Consolidation sections

The last three lessons in each block of nine are used for summary, revision and testing. You may need to show students how to use the 'Summary' lessons. They should spend time, with you or on their own, looking at the material and studying the structures and vocabulary. Encourage them to look back at the previous lessons to see exactly how the new items are used.

The 'Revision' lessons revise the major items taught in the previous six numbered lessons, and in each Revision lesson there is an opportunity for extended speaking practice. Doing these exercises will help learning and build confidence. The 'Test' lesson which follows each Revision lesson covers the language from the previous six numbered lessons. It is meant to give students and teacher an idea of how well the material has been assimilated. Only use those parts of the test that cover material important to your students. If you wish to administer unseen tests as well, the Test Book provides a parallel test at the level of each consolidation section.

Practice Book

The Practice Book is an essential part of the course. It provides a choice of consolidation and revision exercises, together with regular work on reading and writing skills; it also includes activities using the Student's Cassettes. Together with the consolidation sections, the Practice Book ensures that students integrate current learning with areas previously covered and get sufficient opportunities for skills development. A 'with Key' version of the Practice Book contains answers to all the exercises, where appropriate, for learners wishing to do further homework on a self-study basis.

At the end of the Practice Book there is a series of reading texts on different topics, selected and adapted by Christine Lindop and Dominic Fisher. You can use these texts to supplement students' exposure to written English. They are grouped according to the blocks of lessons in the Student's Book, so that students should be able to handle either of the texts in the first section after completing Revision Lesson A in the Student's Book.

The Practice Book also includes a 'Mini-grammar': a concise summary of all the grammar points covered in Levels 1 and 2 of the course.

Student's Cassettes

The Student's Cassette set consists of a selection of material from Class Cassette set 2, including all the recordings for the optional listening exercises in the Practice Book as well as all the songs. Motivated learners who have the time can thus make active use of the Student's Cassettes at home.

Supplementing the course

The course is relatively complete, and it should not need much supplementation. But of course, the more extra reading, listening and speaking students can do – in or out of class – the better. A circulating class library of supplementary readers can be useful. *Something to Read 2* by Christine Lindop and Dominic Fisher (Cambridge University Press, 1989) has been written especially for students working with this course.

Learner expectations and learner resistance

Students have their own ideas about language learning. Up to a point, these must be respected – individuals have different learning strategies, and will not respond to methods which they distrust. However, learners sometimes resist important and useful activities which do not fit in with their preconceptions, and this can hinder progress. So you may have to spend time, early in the course, training students in new attitudes to language learning. Problems are especially likely to arise over questions of grammar and correction (students may want too much), over the use of authentic materials, and over exercises involving group work.

Comments

The New Cambridge English Course, as a completely revised edition of a very successful course series, has had the benefit of the best sort of piloting programme – thousands of teachers have used the original edition over several years, and their feedback has helped us to shape the present version. But improvements are always possible, and we would be delighted to hear from users. Letters can be sent to us c/o Cambridge University Press (ELT), The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, Great Britain.

Michael Swan Catherine Walter August 1989

Map of Book 2

Grammar

Students learn or revise these grammar points

Phonology

Students work on these aspects of pronunciation

1 to 6

Be, can and *have got*; Simple Present and Present Progressive; comparison of adjectives; frequency adverbs and adverbials; word order (position of adverbs); structures with question-word as subject and object; linking words and expressions.

Polite intonation; strong, weak and contracted pronunciations; decoding rapid speech; /i:/ and /ɪ/; pronunciations of the letter *i*.

7 to 12

Have got; *do* as pro-verb; *can*; *could*; *had better*; *will*/*ll* in offers and agreement; *shall* in offers; *should*; *would*; Simple Past and Past Progressive; irregular verbs; infinitives with and without *to*; comparison of adjectives; comparative structures; quantifiers; possessive pronouns; *when-* and *while*-clauses; *so/neither do I* etc.; ellipsis in speech.

Perceiving and pronouncing final consonants; pronunciations of *-ed*; decoding rapid speech; rhythm and stress; /eɪ/ and /e/; spellings of /eɪ/; pronunciations of the letter *a*; other spelling/pronunciation correspondences.

13 to 18

Can and *be able*; *may*; *must*; *will*; *used to*; Present Perfect Simple and Progressive; Present Perfect and Simple Past; Present Perfect and Present; non-progressive *be*, *know* and *have* in Present Perfect; *ever* and *just* with Present Perfect; *since* and *for*; quantifiers.

Linking; pronunciations of the letter *e* in stressed and unstressed prefixes; /ə/ in unstressed syllables; voiced and unvoiced *th* (/ð/ and /θ/).

19 to 24

May; *be able*; *should*; *have (got) to*; *will*; *would*; Present Progressive; future reference (*will*, *going to* and Present Progressive); reported statements and questions; infinitive after adjective; *if*-clauses (open and hypothetical); *If I were you* . . . ; *when*-clauses; *if* and *when*; punctuation of complex sentences; verbs with adverb particles; time prepositions; end-position of prepositions; verb + object + infinitive; demonstratives.

Decoding rapid speech; signalling a question by intonation; linking; stress and rhythm; developing fluency and confidence; consonant clusters; conversational pronunciation of *going to*, *want to* and *got to*; /əʊ/; 'dark l'; /ɪ/; /ɜ:/, /eə/ and /ɪə/; spellings of /ɜ:/.

25 to 30

Can; *could*; *do* as pro-verb; *might*; *must*; *should*; Present Simple and Progressive Passive; Past Simple Passive; reported statements and questions; *say* and *tell*; present and past participles; irregular verbs; reflexive/emphatic pronouns; *each other*; *somebody else*; relative pronouns and clauses; compound adjectives; zero article in generalisations; quantifiers (*both* and *neither*); word order (position of *both*, end-position of prepositions).

Decoding rapid speech; stress and rhythm; linking; initial clusters beginning with /s/; perceiving /ə/; /eɪ/; /h/; /θ/; /ɪ/; pronunciations of the letter *u*.

31 to 36

Can; emphatic *do*; *will*; *shall*; *must*; *would*; Past Perfect; unfulfilled past conditions; phrasal verbs; question tags; imperatives; reported instructions; *before*, *after*, *as soon as* and *until*; *to* as pro-verb; verb + object + infinitive; place prepositions; *so* and *such*; *still*, *yet* and *already*; linking words and expressions; sequencing markers.

Intonation of question tags; strong and weak pronunciations; stress and rhythm; emphatic and contrastive stress; perceiving unstressed syllables; unstressed vowels in initial syllables; /ɒ/, /ɔ:/ and /əʊ/ and their spellings; pronunciation of the letter *r*; words with misleading spellings.

Functions

Students learn how to

Greet; introduce; begin conversations with strangers; keep conversations going; agree and disagree; describe people and things; compare; ask for and give personal information; exchange opinions; construct continuous spoken and written text; ask about English.

Ask for things; ask for things when they don't know the words; use appropriate language in shops; react to information; express sympathy; make and reply to requests, offers and suggestions; agree and refuse to do things; borrow; lend; describe and compare people and things; ask about and express wishes; narrate; report; ask for clarification; manage conversation.

Give news; ask and talk about experience; make appointments; bargain; borrow and lend; ask for and give directions; make enquiries; make applications; thank; persuade; give polite refusals; telephone; ask about English; distinguish formal and informal language; use appropriate language in various common situations.

Advise; agree and disagree; persuade; show interest; make appointments; telephone; describe people; express feelings about people; discuss; predict; invite; make suggestions; make offers; agree to do things; report; give opinions.

Describe, compare and contrast people and things; describe processes; define; agree and disagree; ask for and give information; exchange opinions; express doubt and certainty; generalise; report; write a simple narrative; ask about English.

Make enquiries; offer; discuss; agree and disagree; ask for agreement; tell people to do things; make, grant and refuse requests; ask for and give directions; tell stories; report instructions; emphasize; express degrees of formality; construct continuous spoken and written text; use language appropriate to various situations.

Topics and notions

Students learn to talk about

Ability; change; habits and routines; events happening at the time of speaking; personal details; personality traits; frequency; parts and shapes; food; prices; economic and political development.

Time and place; quantity; things happening at the same time and in sequence; physical appearance; physical characteristics; differences and similarities; possession; routines; people's past lives; wishes; obligation; accidents; misfortune; speed and weight; shopping; clothes.

Ability; certainty and possibility; change; duration; quantity; sufficiency; excess; lack; experience; recent events; finished habits; economic and political development; travel; weather; prices; traffic; holidays; work; interviews; food and drink; places; personality.

Ability; arrangements; certainty, probability and possibility; conditions; feelings and emotions; remembering and forgetting; time relations; the future; plans; obligation; hope; quantity; intentions; likes and dislikes; personal and professional relationships; orientation in space; present/future events; geographic features; weather.

Materials and products; manufacturing and other processes; causes and origins; historical events; agents; certainty, probability and possibility; doubt; truth and lies; similarities and differences; ability; actions directed towards oneself; reciprocal action; self and others; present and past time relations; obligation; household chores.

Present, past and future time relations; place relations; conditions, including unfulfilled past conditions; obligation; parents and children; parties and entertaining; travel.

Skills

The Student's Book and Class Cassettes, together with the Practice Book, provide regular work on the basic 'four skills'. Special skills taught or practised at Level 2 include decoding rapid colloquial speech, reading and listening for specific information, writing simple connected prose (expository, descriptive, narrative, persuasive) and writing simple business letters.

Vocabulary

In addition to revising vocabulary taught at Level 1, students will learn 900 or more new words and expressions during their work on Level 2 of the course.

Lesson 1

Students learn the expressions used in introductions; they revise the language used for giving and eliciting personal information.

Phonology: intonation and rhythm.

Methodology and class dynamics

This lesson and the next one give students a chance to 'break the ice' and to get to know each other (and you). At the same time, you have the chance to watch a new class in action, and to see where their main strengths and weaknesses are. The class will start getting used (if they are not already) to the methods used in the course; it will help if you can explain the reasons for any exercises which students find unfamiliar or confusing. If students are not used to working in pairs or small groups, this kind of activity may need to be introduced gradually.

If the students know one another well, you will need to adapt some of the exercises (suggestions below).

Names

It is usually easier (and more friendly) to use first names, but note that students from certain cultures may find it strange or even offensive to use first names to strangers. Some students may find it particularly difficult to address a teacher in this way, because of the seeming lack of respect involved. You may wish to tell students about British and American attitudes in this area.

Note: revision

Structures: This lesson gives you an opportunity to see whether your students already have a good grasp of basic structures. Present tenses, and *be*, *have* and *can* will be revised in detail in the next five lessons.

Try to avoid correcting too much of the students' language in this lesson. The activities create a need for language, and encourage communication in English. If you overemphasize grammatical accuracy, this may make the students feel uncomfortable and hesitant to talk. You can make it clear that you are only going to correct mistakes that interfere with communication in this lesson, but that you will note other mistakes and deal with them in lessons to come.

Vocabulary: Important words taught in Level 1 of the *The New Cambridge English Course* have been listed along with new vocabulary under *Learn/revise* in the Student's Book.


Optional extra materials


Labels (see alternatives to Exercise 4).

If you are short of time

Drop Exercise 6.

Recordings

Recorded material is indicated in the Teacher's Book by one of two symbols. The dark symbol  shows that the

recording is essential to the exercise. The light symbol  means that the exercise can be done without the use of the recording. Exercises using authentic recordings are marked



If you fast forward in 'Play' mode, you will hear a signal at the end of each exercise on the recording which will help you find your place.

Test Book recordings

A recording for the Entry Test in the Test Book precedes this lesson on the Class Cassette.

1 Introductions



- Introduce yourself and find out the students' names.
- Then play the recording, while students listen with their books closed.
- See how many of the expressions they can remember.
- Play the recording again (books open this time).
- Explain any difficulties (for instance, the difference between *How do you do?* and *How are you?*). Practise the pronunciation of the sentences, paying special attention to intonation and rhythm.
- Get students to introduce themselves to their neighbours or (even better) to go round the class introducing themselves to several other people.
- Then get students to practise introducing people to each other (using the expressions they have learnt).
- If students already have some fluency, this can develop into a more general conversation involving questions about nationality, occupation and so on.
- Finish by making sure that students know *first name*, *Christian name* (if they are likely to be Christian), *surname*, *Mr*, *Mrs*, *Miss*, *Ms*.

Alternative to Exercise 1

- If your students already know each other well, this exercise can be done using false names.
- Ask students to get into groups of four or five. In each group, they should give each other new names.
- When they have done this, tell students to introduce themselves to people from other groups, and to introduce members of their groups to other people, using the expressions they have practised.

2 Making up questions

- Make sure students understand that they are preparing questions for real interview activities (Exercises 3 and 4). If they know each other well, they should avoid preparing questions to which they know the answers.
- Encourage students to use bilingual dictionaries, and to ask you and other students for help, using the expressions shown in the Student's Book. (Explain these and practise the pronunciation if necessary.)
- They can use the words and expressions in the box if they wish, but should not limit themselves to these.
- When each group has prepared at least ten questions (faster groups may prepare more), look over the questions to check that they are reasonably correct and comprehensible (see the note on revision above).

3 Interviewing the teacher

- Try to give the students some genuine and interesting personal information about yourself. This will encourage them to feel that English is a real vehicle of communication and not just a classroom subject.

4 Interviewing other students

- If possible, make sure students work with partners whom they don't know well. Each student in the pair should interview the other.
- Teach the expression *Sorry, I'd rather not answer that*, for use if somebody finds a question embarrassing.
- With fluent, confident students the exercise may go on for a long time; with a less experienced class it may last no more than two or three minutes.
- You may want to give some sort of 'change-over' signal at half-time.
- If you have an odd number of students, put three good speakers in one group.

Alternatives to Exercise 4

LABELS

- If your students have had few problems forming questions in Exercises 2 and 3, you could try this exercise: ask each student to take a label and write three words or expressions on it that tell about him- or herself: for example, *swimming, patient, guitar*.
- Students then walk round asking one another about the words on their labels.

SPIES

- You could use this exercise if students already know one another.
- Students work in small groups. Each group chooses one of their members to be a spy in a foreign country. They devise as complete a cover story as possible – false identity, life story, job, etc.
- Then each group ‘captures’ another group’s spy and interrogates him or her. In answering questions, the spy must invent any answers that have not been planned. The interrogators try to catch the spy out in a contradiction.

5 Reporting

- Before starting the exercise, ask everybody to tell you something they have found out about their partner. This checks on the correct use of third-person forms.
- Then get pairs to move into groups of four (you may have one or two larger groups).
- Each student should tell the new people in the group about his or her partner.

6 Half and half dialogue

- Divide the class in two down the middle. Ask students on one side of the class to turn to page 124 in the back of their books, and the students on the other side of the class to turn to page 126 in the back of their books. If it is possible, push chairs or move students so that the two halves of the class are well separated from each other.
- Each student should take a clean piece of paper, and, working with a partner, invent the other half of the dialogue on the page you have indicated. Each person should write *only* the newly invented lines of the dialogue on his or her paper.
- Walk round to give help as needed. For example, if students are doing Student A you may need to point out that A’s second line must contain some mention of A’s sister and her relationship to B.
- When students have finished, ask them to close their books.
- Each student should take his or her new half-dialogue and find a partner from the other side of the room. They should combine their two half-dialogues.
- In some cases there may be a problem of the two dialogues’ not fitting together exactly; walk round to help students make any necessary adjustments.
- Let them practise their half-dialogues; they may then want to perform their dialogues for other students, or change partners and make new dialogues.

Practice Book exercises

1. Gap-fill exercise practising introductions.
2. Matching questions and answers.
3. Writing questions for answers.
4. Vocabulary revision: names of days and months.
5. Student’s Cassette exercise (Student’s Book Exercise 1). Students listen and repeat, trying for good intonation.
6. Recreational reading. Encourage students to read the text once without looking up any more words than they absolutely need to in order to get the meaning of the text.

Lesson 2

Students work on linking words and expressions; they revise some elementary grammar, and practise listening and speaking skills in the context of descriptions.

Principal structures: *be, can* and *have got*; linking in conversation.

Phonology: strong, weak and contracted forms.

Language notes and possible problems

1. **Grammar revision** This lesson briefly revises the basic grammar of *be, can* and *have*. Most students should have mastered these structures already; people who have difficulty should study the grammar tables at the end of the lesson and do the appropriate Practice Book exercises.
2. **Have got** Some students may not realise that present-tense forms of *have* (when used to talk about possession, characteristics and relationships), are normally accompanied by *got* in informal British English. You may need to explain that *got* has no meaning of its own here, and that the two words *have got* mean the same as *have*. Students who find *have got* too complicated should just use *have* (but they may sound unnaturally formal in some contexts).
3. **Discourse markers, fillers, etc.** Spoken language typically contains a large number of words and expressions whose purpose is to show the relationships between utterances, to express the speaker’s mood or reactions, to give the speaker time to think, to make what is said sound more or less definite, and so on. Exercises 2 and 3 draw students’ attention to some common examples. Note that *actually* is a ‘false friend’ – similar words in most European languages mean ‘at present’.
4. **Weak forms** If students can learn to pronounce unstressed syllables correctly, their English becomes much more natural and easier to understand. Exercise 4 contrasts unstressed and stressed pronunciations of *be, have* and *can*. Note that students from certain cultures may be unwilling to pronounce ‘weak forms’ because they may perceive them as careless and incorrect. It is important for such students to realise that it is actually incorrect to use a strong form when a weak form is appropriate.

1 Listening and identifying



- Play the four recordings right through without stopping.
- Then ask students to read through the questions, and to look at the names and pictures. Tell them that recordings are about four of the people illustrated (there are two names and two pictures too many).
- Play the first recording again, telling students to listen for the names. See if they can answer the first three questions.
- Carry on through the other recordings, stopping after each while students discuss their answers.
- At the end of the exercise, students may ask to be shown the complete text of the recordings. Explain that this is not necessary for the purposes of this exercise (listening for particular pieces of information), and that it would take up time which can be used better in other ways.

Answers to Exercise 1

1. Jake
2. B
3. Sally
4. Sally
5. Polly
6. Rob
7. F
8. Polly
9. C
10. E (If Polly is C, Sally must be A or E. But she's 20 years younger than Jake, so she can't be A.)
11. Jake

Tapescript for Exercise 1

- SALLY: Look, Jake, you're just too old for me.
- JAKE: No, I'm not.
- SALLY: Yes, you are. You're 20 years older than me.
- JAKE: Well, yes, OK, but so what? Age isn't important, Sally.
- SALLY: Yes it is, Jake. You're boring. You can't dance, you don't like my friends, you've got no sense of humour, and you haven't got any hair. All you can do is talk about yourself and read books and listen to music. You haven't even got any money.
- JAKE: Well, yes, I know, but money isn't everything.
- SALLY: What's he like, then, Polly?
- POLLY: Who, Rob? Well, you know, he's very good-looking.
- SALLY: What, tall, dark and handsome?
- POLLY: Well, not as tall as your Jake. But he's dark and handsome all right. He's got lovely brown eyes and a super smile. And he's got a great sense of humour. And he can dance all night. And he thinks I'm great.
- SALLY: I must say you're lucky. I can't say the same about Jake. Rob's older than you, isn't he?
- POLLY: No, actually, he isn't. We're the same age. Both 21 next summer.
- POLLY: Perhaps my nose is too big. Do you think it is? No, perhaps not. I don't know. On the other hand, my hair's nice. Rob says he likes long fair hair. He's sweet. My eyes are a bit small, though. Still, they're pretty. And I know I've got really nice teeth. Look at that smile. I do think my nose is too big, though. Well, perhaps not. I don't know.
- JAKE: I don't know what the problem is. I'm good-looking, I'm very intelligent, though I say it myself, I'm an interesting person, I've got a lot of experience of the world, I've got a good job, I can speak three languages. Why isn't she happy?
- ROB: Well, perhaps you're too perfect. You're just too good for her.
- JAKE: Yes, maybe you're right, Rob. Perhaps that's it.

2 Linking words and expressions

- Ask students to look through the list in groups. Each group should try to decide which of the words and expressions came in the recordings.
- Play the recordings again while they check their answers.
- Clear up any problems about particular words and expressions.

Answer to Exercise 2

All the expressions occur except *That's it*, *I don't agree* and *maybe not*.

3 More on linking words and expressions

- Divide the class into two; tell one half to work in small groups on John's part of the conversation while the others work on Mary's.
- Then ask for pairs of volunteers (one from each half) to try reading the whole conversation.
- Discuss the possible answers and clear up any problems.
- Ask students where it would be possible to put *on the other hand* (in gap 6), and *maybe* (in gaps 5 and 8).

Answers to Exercise 3

1. Look (or Actually)
2. just
3. So what
4. even
5. Perhaps
6. Still (or I don't know)
7. Actually (or Look or I don't know)
8. I do think (or perhaps)
9. I don't know
10. I don't know
11. though

4 Strong, weak and contracted pronunciations

- Ask students to try the sentences in each group.
- The first five groups practise the contrast between unstressed or contracted pronunciations of *are*, *has* and *can*, and stressed pronunciations of the same words.
- Help students to see when these words are stressed (for instance, at the end of a sentence or before *n't*).
- Pay special attention to the unstressed pronunciations, to the contractions *you're*, *we're* and *they're*, and to the vowel in *can't*. The recording can be used as a guide if you wish.
- Note that the American pronunciation of *can't* (/kænt/) is very different from the British pronunciation. You may like to point this out.
- The final group practises the difficult consonant cluster /znt/ in *isn't* and *hasn't*.

5 Students' conversations

- Go over the instructions and make sure students understand what they have to do.
- Tell them to decide whether they want to work alone or in pairs, and to make up their minds as quickly as possible what they want to talk about.
- Play the recordings for Exercise 1 again, to remind students of the kind of thing they should be aiming at.
- Then give them twenty minutes or so to prepare and practise their monologues or conversations. Go round helping as necessary. They should keep the language relatively simple, using *be*, *can*, *have got* and linking expressions as much as possible.
- Finally, let them give their 'performances' for the rest of the class.

Optional activities

- A fun way to practise *can* is to do a 'boasting and confessing' competition. Get students to prepare *either* a piece of boasting (in which they say they can do large numbers of clever things, not necessarily all true), or a confession, in which they say all the things they can't do. The class can vote for the best piece of boasting and the best confession.
- For more simple practice on *be* and *have got*, get students to prepare and give descriptions of other people in the class (or other well-known personalities) without giving the names. The class have to guess who is being described.
- Another approach is for students to talk about themselves, including one lie in what they say. The class have to spot the lie.

Practice Book exercises

1. Vocabulary revision: parts of the body.
2. Short answers with *be*, *have* and *can*.
3. Questions with *be*, *have got* and *can*.
4. Negative sentences with *have got*.
5. Fast reading practice.
6. Student's Cassette exercise (Student's Book Exercise 1). Students listen to the third recording (Polly's description of herself) and write it down.

Pair and group work

Many of the exercises in the course require students to work together in pairs or groups, or to move round the classroom talking to each other. Except in very small classes this is essential: it is the only way that students can get enough speaking practice to learn the language successfully. However, students may not be used to work of this kind, and you may need to introduce them to it gradually. With some classes (particularly with teenagers) it may be better to avoid full-scale walk-round exercises at the beginning. Instead, get students to talk to as many people as they can without moving from their seats.

In activities where more than one student is speaking at a time, teachers sometimes worry about the fact that they cannot listen to and correct everybody. This loss of control should not be seen as a problem. It is very important to do practice which bridges the gap between totally controlled exercises (where everything is checked) and real-life communication (where nothing is checked). In pair work and group work, you can supervise just as many people as you can in fully controlled exercises (i.e. one at a time); meanwhile, the people you are not supervising also get useful fluency practice. Even if some students take the opportunity to waste time or lapse into their own language, there will still be far more people practising English during group work than when students take turns to speak.

Lesson 3

Students practise asking and talking about routines and habits.

Structures: Simple Present tense; frequency adverbs and adverbials with single word verbs.

Phonology: decoding rapid speech.

Language notes and possible problems

1. The use of frequency adverbs with single word verbs is the most common and important use of these adverbs. In this lesson only this case is treated; other uses will be dealt with later in the course.

2. Details of the use of frequency adverbs are quite complicated: for example, you can say *not often* or *not usually*; but **not occasionally* and **not sometimes* are unacceptable. (Note that *** marks an unacceptable utterance.) In this lesson these problems are not dealt with explicitly, but of course you may want to discuss them if students' work in Exercises 5 and 6 produces errors in this area.

3. Timing This lesson may overrun in some classes, where enthusiasm for Exercises 5 and 6 is high. See suggestions in *If you are short of time*.

If you are short of time

Only use Rufus's speech for Exercise 1. Get students to do the second part of Exercise 6 individually for homework.

1 Presentation: listening



- Go over the words and expressions in the box with the students, and make sure they understand them all.
- Then tell them that they are going to hear a husband and wife talking about their weekend. Ask them to listen to the recording and try and note down four of the activities that Adele mentions and four of the activities that Rufus mentions.
- Play the recording one or more times, until most students are satisfied that they have done the task correctly.
- Go over the answers with them and explain any difficulties.
- It is best to resist any pressure from the students to study the recordings in great detail at this point; you may want to tell them that they will need to get used to listening for gist in English, without worrying about every word that is spoken.

Tapescript for Exercise 1: see page 91

2 Frequency adverbs

- Ask each student to copy the line from the book, with NEVER at one end and ALWAYS at the other.
- Get them to work individually or in small groups, using dictionaries and/or pooling their knowledge to put the expressions from the box on the line. Point out that some of the expressions may mean the same.
- Walk round while they are working; if they are using dictionaries, you can use the opportunity to observe the way students are working and give practical advice.
- When they have finished, put the line on the board and let them help you complete it.

Answers to Exercise 2

NEVER	hardly ever	not very often	occasionally	sometimes	quite often	often	very often	usually/normally	almost always	ALWAYS
0	1	2	3	4	5	6	7	8	9	10

3 Position of frequency adverbs

- Go over the examples with the students, pointing out where the frequency adverb comes in each kind of sentence.
- Let them work individually to rewrite the sentences, while you walk round to see that everyone has understood and to give any help that is needed.
- Let them compare answers in small groups before checking the answers with you.

Answers to Exercise 3

3. Rufus usually brings Adele a cup of tea in bed.
4. Adele sometimes does housework on Saturday.
5. Adele often takes the dog for a walk.
6. Adele always reads the newspapers at some time during the weekend.
7. Adele quite often visits her elderly mother in Newbury.
8. They don't usually have breakfast.
9. They don't often have Saturday lunch.
10. They hardly ever have a heavy meal in the evening.
11. Rufus normally does the crossword puzzle in the Saturday newspaper.
12. Rufus almost always lies in on Sunday morning.
13. They quite often go out in the car on Sunday afternoons.

4 How many words?



- This is an important exercise. It gives students practice in recognising and separating out common words pronounced naturally in rapid speech.
- The pronunciation of words (particularly unstressed words) often changes a good deal under the influence of the sounds that come before and after. Students who have learnt only the pronunciations that words have alone or in deliberate speech may have great trouble understanding them in natural conversation.
- Play the recording and ask students how many words they hear; then ask them if they can say what the words are.
- You will probably want to play the recording twice or more.

Answers to Exercise 4

1. I never have breakfast as such, but usually a couple of biscuits. (12)
2. I never have breakfast either. (5)
3. I'm retired, so I don't go to work. (10)
4. I never drink between meals, except when it's very hot. (11)
5. I usually have lunch about one. (6)
6. We then normally have our dinner at about eight or nine o'clock in the evening. (15)
7. I sometimes do the ironing while I'm watching TV. (10)

5 Survey (frequency adverbs and adverbials)

- Go over the examples with the students, making especially sure that they understand the meaning and the usage of the adverbials (*once / twice / three times a week* and *every . . . days/weeks* etc.).
- Get each student to choose a different question, and make sure he or she understands it. Students then go round asking their questions of as many people as possible. Ideally, they should get up and walk round the classroom; but if this is awkward, they can ask as many people as they can without moving from their seats.
- They should note the answers as they get them.

6 Reporting the survey

- Divide the class into groups of about eight to ten.
- Each group must pool the information its members gathered in Exercise 5.
- If you can, give each group a large (A2) piece of paper or a part of the board to work on. Each person can write his/her sentence down, and then the group can consult on the best way to combine the sentences into a paragraph.
- Otherwise, you may want students to dictate their sentences to the other members of the group, so everybody in the group has all the sentences in front of them to work with.
- They should decide on the best order to put the sentences in, and then work out whether they want to join some sentences with conjunctions or other linking devices.
- Walk round to give any practical help that is needed (e.g. giving the English word for a conjunction they want to use), but don't give advice on how they should order or construct their paragraph while they are working. You can work on English paragraph structure with them later if necessary, but it is best to let them organise their own thoughts now.
- Final products can be posted on a class notice board or photocopied for the whole class to see.

Practice Book exercises

1. Writing Simple Present forms.
2. Putting frequency adverbs in the right place in the sentence.
3. Writing sentences with frequency adverbials.
4. Reading (emphasis on guessing unknown words).
5. Extended writing on the students' weekend habits.
6. Student's Cassette exercise (Student's Book Exercise 1). Students use part of Rufus's monologue as a dictation.

Lesson 4

Students look at how sentences and texts are put together. They learn some facts about two unfamiliar cultures, and practise discussion and writing.

Structures: more revision of the Simple Present as used to refer to regular actions and events.

Phonology: /i:/ and /ɪ/.

Possible problem

Vocabulary The texts in Exercise 1 may contain a lot of words which the students do not know. It is important for them to realise that they do not need to understand every word in order to grasp the overall meaning of the texts and carry out the task. They should only learn those new words which are listed at the end of the lesson, or which they decide themselves they would like to know.

Optional extra materials

A copy of the text, cut into strips, for every four or five students (see Exercise 1).

1 Mixed-up texts

- You may like to start by pre-teaching *climate*, and asking students what they know (if anything) about the climate in Australia and the Amazon Basin.
- Start the exercise collectively. Write the two titles AUSTRALIAN ABORIGINES and AMAZON INDIANS on opposite sides of the board. Write the first fragment of the text under AUSTRALIAN ABORIGINES, the second under AMAZON INDIANS, and ask students where the next should go.
- Then get them to continue the exercise in groups, until they have written out the two texts separately. They should use dictionaries only for essential items.
- In order to do the exercise successfully, students need to pay attention to punctuation, capitalisation and the use of conjunctions.
- An alternative approach is to cut copies of the text into strips and give out a mixed-up set of strips to each group. This is more difficult for the students, as they have not only to separate the texts but also to arrange the fragments of each text in a logical order.
- When students are ready, discuss the answers and clear up any difficulties.

Answers to Exercise 1

(Slight variations are possible in the order of some of the clauses and sentences.)

AUSTRALIAN ABORIGINES

The Karadjere people live in the desert of Western Australia, where the climate is very hot. It rains from January to March, and the rest of the year is dry. They do not live in one place, but travel around on foot. They sleep in shelters made of dry tree branches. Their food is fruit, nuts and kangaroo meat, and they eat fish in the wet season; they also make bread from grass seeds. Water is often difficult to find. The Karadjere like music, dancing and telling stories. They do not wear many clothes.

AMAZON INDIANS

These people live in the Amazon Basin, in Brazil, where the climate is hot and wet: it rains for nine to ten months of the year. They live in villages; their houses are made of wood, and the roofs are made of palm leaves. Several families live in each house. They travel by canoe. They eat fruit and vegetables, fish, and meat from animals and birds (for example monkeys, wild pigs, parrots). They like music, dancing and telling stories. They do not wear many clothes.

2 Pronunciation: /i:/ and /ɪ/



- You will of course only need to do this exercise if your students have difficulty in distinguishing these two vowels.
- Note that /i:/ (the vowel in *eat*) is not only longer than /ɪ/ (the vowel in *it*); it is also pronounced with the tongue higher and further forward. Students who have difficulty pronouncing /ɪ/ may be helped by being told to relax their lips, tongue and jaw muscles, and to make the sound with as little energy as possible.
- When you have got students to practise the words (using the recording as a model if you wish), ask them each to practise and read a section (one or more sentences) of one of the texts. Each student's section should include at least one word that he or she finds difficult to pronounce.

3 Grammar revision: Simple Present questions

- Some students may still have difficulty in using *do* and *does* correctly, or in getting the right word order in questions with noun-phrase subjects. If your students don't have this kind of problem you can drop the exercise.
- It is probably best done by asking students to write at least some of the questions individually, so that you can check and see who is making mistakes.

Answers to Exercise 3

1. Where do Eskimos live?
2. Where does the President live?
3. What do cats usually eat?
4. What does Jane's cat eat?
5. When does it rain?
6. How do these people travel?
7. What do these people like?
8. What does the Prime Minister like?
9. What do the students usually wear?
10. What does Alice wear?

4 Guided composition

- This can be done as a class composition on the board, or as an individual exercise (perhaps for homework) as you prefer.
- The most important thing is that the students should use the first two texts to help them write the third. Most of the things they know about the Eskimos can be expressed using sentence-frames from Exercise 1 (*These people live . . . ; where the climate is . . . ; Their food is . . . ; etc.*).
- Help with vocabulary if necessary.
- Stress that students do not need to be experts on the Eskimos in order to do the exercise. The ordinary person's few odd bits of disorganised knowledge are quite enough. (But if they really know absolutely nothing, get them to write about some other remote tribe or social group that they know something about.)

5 Discussion

- This can be done as a brief follow-up to the reading and writing work. Again, no special knowledge is required.
- As students will probably imagine, most Eskimos today live in houses, travel by car and bus, and so on. (The large majority of Eskimos have never seen an igloo.)

Optional activity

- With a good class, you might get students (individually or in groups) to try writing pairs of mixed-up texts for the others to disentangle. These could be about the way of life either of particular groups of people, or of individuals known to the students.

Practice Book exercises

1. Grammar and vocabulary revision (names of countries; position of frequency adverbs).
2. Simple Present tense and third-person -s.
3. Word stress.
4. Students write about how they live.
5. Recreational reading.

Practice Book work

Students' progress through the course will depend very much on the amount of work they do outside the class. However successful the lessons appear to be, most students will forget much of what they have learnt unless they do more practice, revision and reading in their own time. Make sure that your students do regular work from the Practice Book. Most of this can be self-corrected with the answer key (if your students have the *with Key* edition), so Practice Book work need not involve a very heavy correction load for the teacher.

Note that the Practice Book provides a wide choice of work for different purposes, and it is not expected that students will do all the exercises. You will probably want to suggest something like two exercises for each lesson, though some students may need more.

Lesson 5

Students learn to make commentaries.

Principal structure: revision of Present Progressive tense.

Phonology: /i:/ and /ɪ/.

Language notes and possible problems

1. **Present Progressive (Present Continuous)** This lesson revises the formation of the Present Progressive, and its use to say what is happening at the moment of speaking. Students may make mistakes with the word order of Present Progressive questions when the subject is a noun phrase (e.g. **What are doing the strange creatures?*). Exercise 4 gives work on this, as does the Practice Book; Revision Lesson A studies the Present Simple/Progressive contrast.
2. **Commentaries** Both present tenses are used in commentaries. The Progressive tends to be used for longer actions, and the Simple tense for actions which take less time to happen than to describe.
3. **Pronunciation** Exercise 5 is only necessary if students have a problem distinguishing between /i:/ (as in *eat*) and /ɪ/ (as in *it*).

Pronunciation work is useless unless it is followed up regularly. During the next few lessons, remind students of how /ɪ/ is pronounced; and pay a little extra attention to their pronunciation of words that contain this vowel (such as *if*).

The techniques used here can be adapted to practise any vowel or consonant contrast – just make your own list of 'minimal pairs' and proceed as in Exercise 5.

4. **Strange** Speakers of Romance languages may assume this word means *foreign*.

Optional extra materials

Cards for mime exercise (see Optional activities).

1 Finding differences



- Ask students to look at the first cartoon strip.
- Tell them that they will hear somebody talking about what is happening, but that he makes mistakes.
- Students do not have to understand every word, but they must find and note the differences.
- Play the recording without stopping; students should jot down quick notes of the differences.
- Play it again while students complete their notes.
- Let them discuss their answers together; tell them any points they haven't noticed.

Tapescript for Exercise 1

... a beautiful afternoon here at Wembley, with the score at Spain 8, England 1. Campbell to Evans, to Murchison; Murchison on to Barker – and Gonzalez intercepts. Very good play there by Gonzalez, by Gonzalez ... That's funny. There's a very strange light in the sky. A strange red light. Everybody's looking up. And I think – I think I can see – yes, the light's coming from a strange machine. Not an aeroplane – it's round, and very big – very big indeed. It's coming down very low now, and – yes – it's landing. This is amazing. Now a door's opening in the top, and a strange thing is getting out. And another. And another. Three strange things are getting out. They're wearing green suits, and they've got – just a moment – yes, six arms and three eyes. Now they're walking across the field towards the centre. And now – one of them has taken hold of Evans, the England striker – yes, he's pulling him over to the spaceship. He's taking him inside. I must find out what's going on. I'm going down to have a word with our visitors.

... Excuse me, sir, er, madam, er, sir – I'm Brian Carter of BBC radio news. I wonder if I might ask you a few questions. Oh – it's taking out a gun. It's holding it up in its left hand – its top left hand – it's pointing it at me – Aaaaaaaaaaaaaargh!

Answers to Exercise 1

(The tapescript is on the next page.)

The score is *England 8, Spain 1*.

The flying saucer is *square*.

The door is in the *side* of the saucer.

The things have *four* arms and *four* eyes.

They are wearing *red* suits.

Two of them take hold of Evans, *not one*.

The thing is holding the gun in its top *right* hand.

2 Present Progressive forms

- The purpose of this exercise is to refresh students' memories of the Present Progressive tense.
- Ask for the first answer. If students have difficulty, write it on the board and remind them how the tense is formed (*I am* etc. + ... *ing*).
- Get students to work out some of the other answers individually; then let them compare notes in groups before giving them the answers.
- Remind students that the Present Progressive can be used to talk about things that are going on around the moment of speaking, but not usually for permanent states or repeated actions. The two present tenses will be contrasted in Revision Lesson A.

Answers to Exercise 2

- | | |
|-----------------------|--------------------|
| 1. 's (or is) looking | 7. 's/is pulling |
| 2. 's/is coming | 8. 's/is taking |
| 3. 's/is opening | 9. 'm/am going |
| 4. 's/is getting | 10. 's/is taking |
| 5. 're/are wearing | 11. 's/is pointing |
| 6. 're/are walking | |

3 Spelling of -ing forms

- Look through the examples, and find out whether students know the rules (*-e* is dropped before *-ing*; a single consonant after a single vowel at the end of a word is usually doubled before *-ing*; *ie* changes to *y*).
- Get students to write the answers and compare notes; discuss the answers and clear up any problems.