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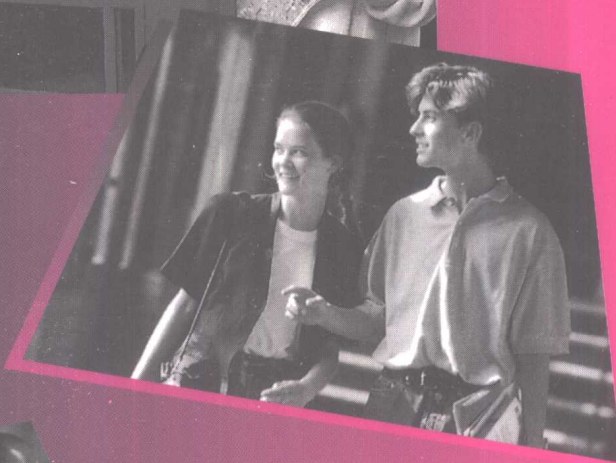
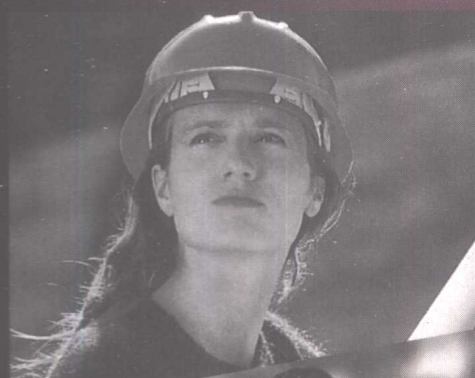
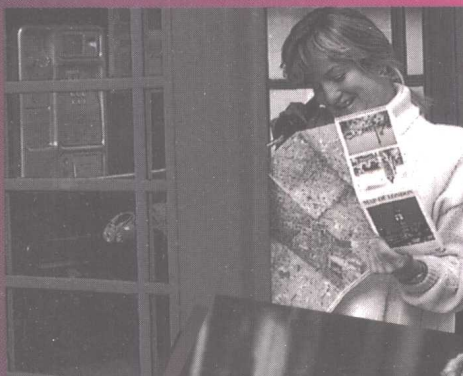


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COURSE
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英语教程


展望未来 教师用书

TEACHER'S BOOK

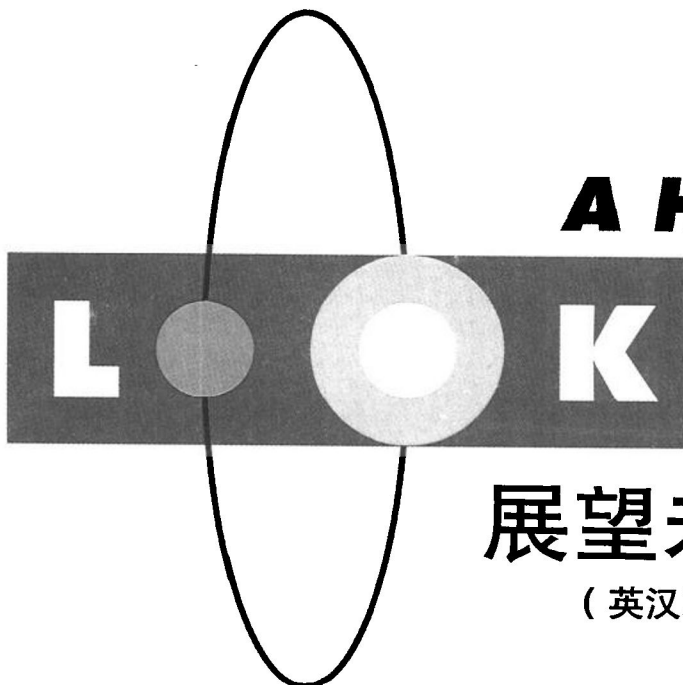
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MADELEINE DU VIVIER
ANDY HOPKINS
JOCELYN POTTER

 SFLEP 上海外语教育出版社

 LONGMAN 朗文



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展望未来英语教程 (英汉双语简体字版)

TEACHER'S BOOK
教师用书 **1**

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ANDY HOPKINS

JOCELYN POTTER

朱嫣华改编

本教程为下列机构的合作结晶：



BBC English 英国广播公司



The British Council 英国文化委员会



University of Cambridge Local Examinations Syndicate (UCLES) 剑桥大学地方考试管理委员会



Longman ELT 朗文英语教学部



with the cooperation of the Council of Europe 欧洲委员会
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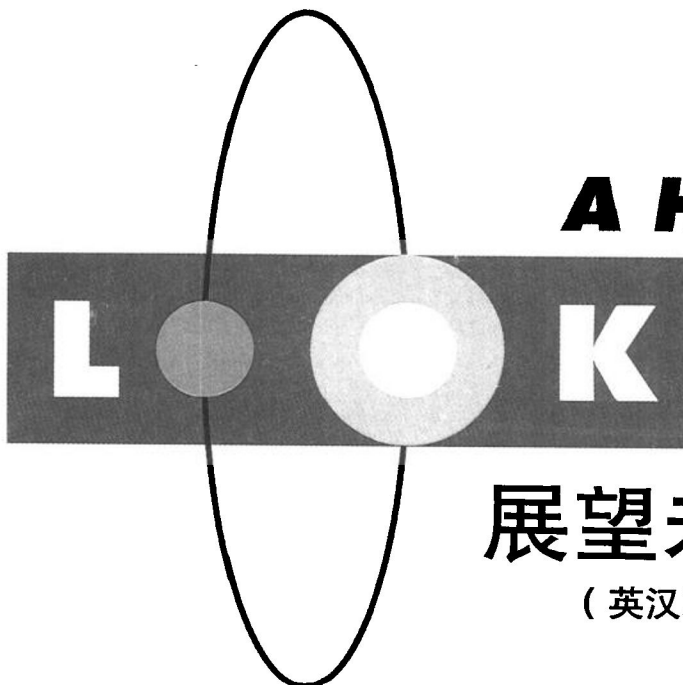
原作者：MADELEINE DU VIVIER
ANDY HOPKINS, JOCELYN POTTER

改编者：朱嫣华
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说明

《展望未来》英语教程 (Look Ahead classroom course), 是在欧洲委员会的协助下, 由英国广播公司、英国文化委员会、剑桥大学地方考试管理委员会、朗文英语教学部等机构合作编辑出版的。与同名的电视教程不同, 该套教程着重课堂教学。全套教程分四个等级, 每级分教师用书、学生用书和练习册。为适合中国学生学习外语的特点, 双语版作了一些必要的改编, 使该套教程既适合课堂教学, 也适合学生和英语爱好者自学之用。

《展望未来·1》教师用书由上海外国语大学朱嫣华教授改编。改编者根据原书内容, 在忠实于原作者编写意图的基础上, 结合中国学生学习外语的特点, 为中国教师提供大量语言素材, 力求适合广大英语爱好者自学之用。改编原则是: 强调基本功的训练, 做到各部分内容简明扼要, 由浅入深, 举一反三, 融会贯通。

改编后的教师用书, 每一单元分为五大部分:

1. 语言要点 (Language Focus)

该部分着重解释本单元的语言难点, 并为讲解各语言难点配备例句。对一些较特别的英语文字, 例如: 标志、招牌、广告、旅游指南、正式信件、私人信件和便条以及它们的格式、语言特点等都作了详细的解释。此外, 该部分也归纳、总结了所学的语言知识, 提供了多种表达方式。

2. 背景注释 (Background Notes)

该部分详细介绍了英语的用法。为了让初学者从一开始就了解英式英语和美式英语两大体系, 本部分也介绍美国英语的特点。同时, 为适合不同起点者的需求, 背景知识用汉、英两种语言注解, 但不是对照翻译。

3. 语法 (Grammar)

根据本套书的教学要求, 该部分突出重点, 讲授切合中国学生实际情况的内容。改编者着重实践应用, 不但能帮助学生全面理解课文, 而且为今后进一步学习打下扎实的基础。书中所介绍的语法内容既有知识性, 又有实践性。

4. 答案和录音文字 (Keys and Tapescripts)

该部分保留了原教师用书的全部内容, 并提供了所有练习的答案。

5. 补充练习 (Extra Practice)

根据原教师用书所提供的某些提示(例如: 图案), 结合中国学生学外语怕开口的弱点, 适当增加了提高口语表达能力的练习, 此外还酌情增加了旨在巩固已学内容的笔头练习, 力求启发他们思考, 促使他们积极开口。

原书的 Introduction (序言), 详尽地介绍了 Look Ahead 全套书的内容、特点以及有关的教学法; 书末的 Teacher Development Tasks, 给教师提供了有关的进修材料。本书对这两部分保留了英文原文, 供教学者参考。此外, 结合中国学生的实际需要, 原刊于书末的分类词汇表和各课单词表, 改放在学生用书的书末, 并加中文释义。所有练习要求, 也作了汉译, 同样附于学生用书后, 方便学生自学。这里需要说明的一点是, 本套书原有的录像带, 暂未随改编本出版, 今后将视需要再作考虑。

改编者在改写中难免有疏漏及考虑不周之处, 敬请广大读者批评指正。

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Introduction

The course

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Why is the *Look Ahead* course special?

The Longman *Look Ahead* classroom materials have been produced as a result of a unique collaboration between BBC English, the British Council, the University of Cambridge Local Examinations Syndicate (UCLES) and Longman ELT, with the co-operation of the Council of Europe.

SYLLABUS

The core syllabus for the *Look Ahead* corpus is based on the Council of Europe's revised and extended Waystage and Threshold specifications (Council of Europe Press, 1991), the most comprehensive statement of language learning objectives yet available for the 1990s and the new millennium.

ENGLISH LANGUAGE EXAMINATIONS

New tests at Waystage level (the Key English Test – KET) and Threshold level (the revised Preliminary English Test – PET) have been devised by UCLES based on these latest specifications.

BROADCAST TELEVISION SERIES

BBC English has used the same Waystage and Threshold specifications to produce a series of sixty television programmes for English language learners. These programmes are accompanied by self-study materials, marketed directly to learners at home by the BBC.

LONGMAN CLASSROOM COURSE

Longman English Language Teaching has produced a four-level classroom course, which takes as its core the Waystage and Threshold specifications. Extracts from the BBC television programmes have been selected according to their appropriacy for classroom use and are available on an optional video cassette which accompanies the Longman classroom materials. These Longman materials form the complete *Look Ahead* course for the classroom.

What levels does the Longman classroom course cover?

The course comprises four levels:

- Level 1: Beginner/Elementary
- Level 2: Post-elementary/Pre-intermediate
- Level 3: Intermediate
- Level 4: Upper-intermediate

Look Ahead Level 1 is for students with little or no knowledge of English. *Look Ahead* Level 2 takes students beyond the Council of Europe Waystage level. *Look Ahead* Levels 3 and 4 take students up to and comfortably beyond the Council of Europe Threshold level.

What are the components of the Longman classroom course?

At each level, the course consists of:

- a Students' Book,
- a Workbook,
- a Teacher's Book,
- a set of classroom audio cassettes (Class Cassettes),
- a Workbook audio cassette (Workbook Cassette),
- an optional set of two video cassettes.

Underlying principles of the Longman classroom course

.....

The writing of the *Look Ahead* classroom course has been influenced by the following beliefs about English language learning:

- Learners are intelligent individuals, who are already proficient in at least one language.
- Learners want to know what they are learning and why. They also **need** this information in order to become more independent as learners as they progress.
- Learners need to develop at the same time a knowledge of grammar, vocabulary, functional language and communicative skills. Attention to the systems of the language is crucial, but the development of fluency and contextual

- appropriacy are equally important goals.
- Learning takes place most effectively when learners are actively engaged in the learning process.
- Topics should be interesting, varied and relevant to students' lives.
- Learners need to be provided with every possible opportunity to use new language in contexts which are meaningful to them.
- Cross-cultural understanding is an important aspect of language learning.
- Learners want and need to be able to measure their own progress.
- Learners need resources to help them continue learning outside the classroom.
- Teachers want materials that take into account all of the above and are presented in a clear, principled manner, but that also allow for flexibility of use.

Key features

.....

What are the key features of Students' Book 1?

A MULTI-SYLLABUS APPROACH

Each unit provides presentation and practice of grammar, vocabulary, functional language, phonology and skills.

FOCUS NOTES

Each double page, apart from the final Development section of each unit, includes Focus notes in the left-hand margin. These notes highlight the main areas of vocabulary, functional language and grammar presented or practised on that double page. This means that learners have a clear understanding at the beginning of each double page of what their learning objectives are.

DISCOVERING LANGUAGE

The Discovering Language boxes in each unit encourage learners to reflect on a particular area of grammar and to deduce rules from clearly contextualised examples. Learners then have the opportunity to test these rules through guided and freer practice activities.

A WIDE VARIETY OF TASK TYPES

Tasks encourage students' active involvement in the learning process through activities which involve discovery, problem-solving, language use and creative response. Information-gap activities are a regular feature.

STIMULATING AND RELEVANT TOPICS

Each unit contains a number of related topics. These topics have been chosen for their general interest and for the useful vocabulary and functional language which they generate. Their exploitation encourages personal involvement, as learners are asked to relate the topics to their own experiences and interests.

COMPARING CULTURES

Regular Comparing Cultures sections allow learners to reflect on the similarities and differences between their own and other cultures. The intention is not to promote the value of particular cultural conventions in one part of the world over any other, but to raise awareness of cultural variety.

DEVELOPMENT

Each unit ends with a double-page Development section. Most Development sections feature aspects of the lives of real people in Britain or the USA. The sections offer freer, contextualised practice of key language areas and encourage fluency development. At the same time, they provide further training and practice in the four skills (speaking, listening, reading and writing). Some of these activities can also be used to prepare students for viewing the real-life interviews on the optional classroom video cassettes.

SUMMARIES

The Development spread includes a two-part Summary of the key language presented in the unit. In the first part, new language functions are listed with examples. In the second part, new grammar areas are set out in more detail than in the brief Focus notes. For further information, learners are directed to the Grammar Reference section at the back of the Students' Book (see below).

PROGRESS CHECKS

There are five two-page Progress Checks, one after every third unit. These are informal tests of the grammatical, functional and vocabulary areas presented in the previous three units. They can be done in class or as homework assignments. They give students and teachers an opportunity to monitor progress and to decide whether remedial

work is appropriate before errors become too firmly established. A feature of each Progress Check is a section on Common Errors. This section highlights the mistakes which are often made by students of English at particular stages in their language learning, and encourages students to correct them.

GRAMMAR REFERENCE

There is a Grammar Reference section at the back of the Students' Book containing clear and straightforward explanations of the grammar presented in the Students' Book.

What are the key features of Workbook 1?

LANGUAGE FOCUS

A wide range of activities provides further controlled practice of the main grammatical, functional and vocabulary areas presented in the corresponding unit of the Students' Book.

SKILLS FOCUS

Integrated skills tasks require learners to work with a listening or reading text and then to produce a piece of related written work.

HELP YOURSELF

Regular Help Yourself sections provide learner-development activities, such as Guessing the meaning of words and Improving your writing, which encourage students to reflect on language and the language learning process. Their purpose is to help students make the most of their own learning potential.

SOUND/SPELLING LINKS

Regular Sound/Spelling links sections draw attention to common links between sound and spelling in English. The sections are designed both to develop an awareness of spelling patterns and to help learners with their pronunciation.

WORD REVIEW

A review list of key vocabulary from the Students' Book is contained at the back of the Workbook. Words are listed in common word families, such as food and drink or clothes, for ease of reference when students are revising. The Word Review is also recorded on the Workbook Cassette so that learners can practise their pronunciation as they revise key vocabulary.

FLEXIBILITY OF USE

Workbook activities can be used in several different ways, depending on the needs of a particular class:

- as follow-up homework,
- as additional individual study activities, either in class or in a self-access centre,
- as additional class activities with students working together.

A full Answer Key to the Workbook and the Workbook tapescript is provided at the back of this Teacher's Book.

What are the key features of Teacher's Book 1?

This Teacher's Book contains the following information and activities:

INTRODUCTION

The Introduction describes the principles which underlie the Longman classroom course and contains extensive notes on suggested methodology and classroom practice.

DETAILED LESSON NOTES

There are detailed teaching notes for each Students' Book unit to help teachers in their lesson preparation. These are organised under a number of clear headings. Focus notes provide a summary of the main teaching points in each lesson. Like the Focus notes in the Students' Book, they highlight key vocabulary areas, functional language and grammar. These notes are followed by a suggested procedure for each Students' Book exercise. Background notes give additional cultural information to help teachers from different backgrounds to respond to their students' questions. Extra practice sections suggest further, optional activities to supplement those in the Students' Book. Tapescripts and keys to the Students' Book exercises are also provided within the Lesson notes.

TEACHER DEVELOPMENT TASKS

At the back of this book is a unique Teacher development section. This contains ten photocopiable worksheets, each one based around a particular aspect of teaching. These worksheets are exploratory, and are loosely related to notes and suggestions in the Methodology and classroom practice section of this Introduction (below). The worksheets can be used in a variety of ways. They

can be used by individual new teachers who are keen to increase their awareness of some of the key issues involved in the practice of English language teaching or they can be used as an aid in structured teacher development sessions.

What is recorded on the Class Cassettes?

The set of Class Cassettes contains all the dialogues, listening comprehension materials and sounds, stress and intonation activities in the Students' Book. The tapescripts for each unit appear in the Lesson notes in this Teacher's Book.

What is recorded on the Workbook Cassette?

The Workbook listening comprehension materials and the Sound/Spelling links exercises are recorded on the Workbook Cassette. The Word Review list of word families is also recorded, to enable students to review and practise their pronunciation by listening to the words and repeating them. The complete Workbook tapescript is included at the back of this Teacher's Book.

What are the features of the Classroom Video?

The classroom video material is an optional component of the course. We do not assume that every teacher in every institution will have access to a video recorder, and the audio Class Cassettes provide all the necessary listening input to the classroom materials.

For those who do have access to a video recorder, the classroom videos are a valuable source of enrichment and extension material. The video material consists of fifteen units, each of which corresponds to a unit in the Students' Book. Each unit is about six minutes in length and includes the following:

- A short presenter's introduction to the general topic of the unit.
- Scenes from an ongoing story about the personal and professional lives of a group of people working for a company called MAP Advertising. Many of these conversations are also recorded on the audio Class Cassettes and relate to tasks in the main body of each Students' Book unit. It is

recommended that the video conversations are used to consolidate new language already presented through the Students' Book.

- A short cartoon which exemplifies key language points. This does not occur in every unit.
- A real-life interview with someone from Britain or the USA, showing scenes from their everyday lives. Extracts from most of these interviews are also recorded on the Class Cassettes and relate to tasks in the Development section of each unit in the Students' Book. Through these interviews, students are exposed to natural speech. Comprehension therefore involves drawing on all their previous experience of English, and on their ability to use visual clues to make informed guesses about new language. We recommend that this part of the video is used for review and consolidation purposes **after** completing the Students' Book unit. This will require access to a video recorder for a maximum of one lesson a week.

A full video tapescript and detailed suggestions on how to exploit the video material are contained in each video cassette box. General suggestions for video exploitation are included in part 13 of the Methodology and classroom practice section below.

Methodology and classroom practice

Variety and flexibility of approach are crucial if we wish to hold the attention of a class over time, and an overview of all the possible teaching techniques is obviously beyond the scope of this short introduction. However, we feel that some explanation of the approaches implicit in the Students' Book, and some standard procedures for particular activity types, may be helpful.

1 Presenting new language (grammar and functional language)

DIALOGUES

New language is often presented in *Look Ahead* through dialogues which are both recorded on the Class Cassettes and printed on the Students' Book page. Presentation of language through dialogue is obviously useful since it provides a meaningful

context for the new language. The Lesson Notes in this Teacher's Book provide specific suggestions for exploiting particular dialogues and many teachers will want to work with the dialogues in their own way, perhaps even using them for reinforcement after a different kind of language presentation. However, we provide here one possible way of working with them.

- 1 Before students listen, ask them to look at the accompanying picture and to think about the situation and context. Pre-teach any necessary vocabulary. Ask students questions which they can try to answer and which they can then keep in mind as they listen, e.g. *Who are these people? Where are they? What are they doing? What are they talking about?*
- 2 Ask students to listen to the cassette while they read the written dialogue. Check their understanding of the situation and do any accompanying comprehension tasks in the Students' Book.
- 3 Focus on the language content. Read or play key lines from the dialogue, especially where stress and intonation patterns are important, and ask students to repeat what they hear in chorus and individually.
- 4 Ask students to read the dialogue in pairs and then to change roles.
- 5 With their books closed, pairs of students act out the dialogue, using their own words to supplement the lines that they remember.
- 6 Move on to the Discovering Language box or practice activities in the book.

TEXTS

New language is also presented through texts which are intended to be read rather than heard. Some of the language that is presented in this way is commonly used in both spoken and written English (many verb structures, for example). In other cases, the language may be important to the understanding and production of a particular type of text (such as linguistic conventions in letter-writing). A possible procedure for handling reading texts is given in Section 6 below, but when the main aim is the presentation of new language, one approach is as follows:

- 1 Before students read the text, draw their attention to any accompanying illustrations and the title or heading of the text. Elicit useful vocabulary and ask general ('gist') questions to direct their attention to the overall purpose

and/or meaning of the text, e.g. *Where is this from? Who is it for? Who is X?*

- 2 Ask students to read the text silently.
- 3 Check the answers to the gist questions, and ask more detailed comprehension questions.
- 4 Ask questions that focus on the use of the new language, e.g. *Does X do these things every day? So how often does she ...?*
- 5 Students work together to identify examples of the new language in the text, e.g. past tense verbs.
- 6 Move on to the Discovering Language box or practice activities in the book.

ALTERNATIVES

Some teachers will wish to present new language in their own way and then to use the dialogues or texts in the book for consolidation. Types of presentation may be:

- Closely linked to the presentation material in the book, e.g. with books closed, provide verbal or visual prompts and elicit as much of the Students' Book presentation dialogue as possible, feeding in new language as it is needed.
- Loosely linked to the presentation material in the book, e.g. choose a photograph from a previous unit and ask students to remind you of the situation. Extend the context, asking questions so that students perceive the need for language that they do not yet have, and then give them the language to answer your questions.
- Separate from the presentation material in the book, e.g. set up your own situation through a blackboard picture story, mime, etc. and ask students to tell you what is happening or being said. Help them with the language that they need to complete the task.
- Linked to the reference material in the book (grammar only), e.g. ask students to read the relevant part of the Grammar Reference section and then to 'teach' you the forms and uses of a new structure. (Note that this will not be possible until students have enough English to understand that section of the book.)

2 The Discovering Language boxes

The Discovering Language boxes draw students' attention to contextualised examples of certain new language structures. They are designed to assist an

inductive ('discovery') approach to grammar teaching, encouraging students to reflect on language patterns and to formulate possible rules. Students may find this easier if they work in pairs or small groups, and you may want to allow the use of the mother tongue in monolingual classes until students become more confident in English. Get students to read the relevant examples of the language and then ask for rules, formulated in English if possible. Write the best rule or rules on the board, eliciting improvements where necessary. In the early stages of the course you may need to provide a clear rule at the end of the discussion, but as the course progresses students can be referred to the Grammar Reference section for more help with form and usage. The Summary section at the end of each unit highlights the formal characteristics of the main grammar points, and students will find this helpful for a quick reminder (of a verb form, for example) and for revision purposes.

3 Handling guided practice activities

Practice activities in the book follow the presentation of new language. Task types vary, but the aim at this stage is normally accuracy – the correct manipulation of language patterns. You may wish to supplement these activities in class with further tasks from the Workbook, or to add more of your own. It may be beneficial for students to work together so that they can learn from each other, since the practice activities are designed as teaching and not testing tools. You may wish to inject an element of competition into, for example, a gap-filling exercise, so that students with correct answers score points for their team.

Here is one simple approach to a guided practice activity:

- 1 Remind students of the new language (if the presentation of that language took place in a previous lesson), e.g. by asking a pair of students to act out an approximation of the presentation dialogue from memory.
- 2 Ask students to read the instructions. Check that they have understood by giving them a minute or two to think about the first question and then eliciting the answer, accepting corrections from other students if necessary.
- 3 Students work through the activity in pairs and then turn to a different partner to compare and, if necessary, amend their answers.
- 4 Ask individuals for answers in an appropriate form for that activity. If the task was the completion of a chart, for example, you may want to draw the chart on the board (or an overhead transparency) and ask individual students to come to the front and complete different boxes.
- 5 Identify any problems that some students still have. Highlight them and draw attention to relevant sections of the Summary at the end of the unit. Make a note to do a further check when the language is recycled later in the unit. Alternatively, ask students to do a related Workbook exercise.

4 Dealing with new vocabulary

New vocabulary is often presented in *Look Ahead* in topic sets such as jobs, food, or furniture. A variety of tasks in the Students' Book – labelling pictures, matching or grouping words, and so on – helps students to understand new words. Many teachers like to present vocabulary in such a way that students' attention is focused on the front of the classroom rather than the book. You can use aids like wallcharts, magazine pictures, drawings or real objects, and techniques like drama (including mime) to convey the sense of new words before moving onto the Students' Book. A quick, lively vocabulary drill (repetition in chorus and then individually) is helpful to establish sound and stress patterns before the words are used more freely. Key vocabulary is grouped into wordfields in the Word Review at the end of the Workbook. The phonemic transcription for each word is also given here for student reference. These words are recorded on the Workbook Cassette so that students can revise the spelling and pronunciation of each word simultaneously.

Consider allowing students to do vocabulary practice activities in groups, and ensure that each group has access to a good dictionary, e.g. the *Longman Active Study Dictionary of English*, so that it becomes an automatic and valued resource. Encourage students to write down new words in a way that is both meaningful and accessible to them (see Help Yourself, Workbook Unit 15) so that they can refer to and build on their lists later.

Vocabulary is recycled throughout the book, but there are many well-established ways of keeping new words in students' minds as the course progresses. Ask students to label the classroom furniture or to design wall displays of labelled pictures; hold quick quizzes (*not tall – short*); draw

up simple crosswords and word boxes; or play popular games like 'Hangman'. Finally, encourage students to experiment freely and without inhibition in activities where the main aims are fluency and successful communication rather than total grammatical accuracy. This will help them use new language with confidence.

5 Managing freer communicative activities

Every classroom activity is of course communicative in some sense, but certain exercise types in the Students' Book are designed to encourage spoken fluency and successful communication rather than complete accuracy. The two main types of task used in *Look Ahead* for these purposes are information-gap activities and discussion.

INFORMATION-GAP EXERCISES

Pairs of students (A and B) look at different pieces of information in the Students' Book. Generally Student A's information is given in the main body of the unit, and Student B's information is supplied in a separate section towards the back of the book. Students then exchange information in English without looking at each other's books. A possible procedure for this kind of information-gap activity is as follows:

- 1 Organise students into pairs and ask A and then B students to identify themselves. Check that students know what to do and are each looking at the correct Students' Book page.
- 2 Ask a couple of good students to demonstrate the activity to the class, or demonstrate it yourself with one student.
- 3 Walk around the class and monitor what is going on while students are doing the activity in pairs. It is better not to interrupt unless they are having real difficulty or they ask for help. Note down any common errors relating to the language patterns being practised.
- 4 Stop the activity when most students have finished; ask for feedback, and discuss any problems or mistakes that you or the students themselves have identified.

DISCUSSION

Look Ahead encourages students to give their own opinions and to talk about their own lives through discussion of cultural differences, personal

experiences, and the content of photographs, etc. Once again, the emphasis is intended to be on fluent communication. This is particularly important in the Development sections on the last two pages of each Students' Book unit. Each pair or group discussion is an opportunity for students to develop communication strategies and to say what they mean, even if they do not have the right words or complete control over appropriate structures. One approach is as follows:

- 1 Arrange students into pairs or groups, and make sure that they understand the task.
- 2 Start the discussion by asking a question which focuses attention on one aspect of the topic, and then encourage students to continue the discussion in their groups.
- 3 Monitor students while they are talking, intervening if requested but otherwise simply noting any important problems.
- 4 Stop the discussion when a number of groups have stopped talking.
- 5 Ask a student from one group to tell the class about his/her group's feelings or experiences and encourage other students to say if they have different feelings or experiences.
- 6 Ask if students had any language problems during the discussion, and then point out problems that you noticed. Ask the class if they can solve the problems before you provide solutions for them. You might also need to draw attention to the fact that some students participated more than others and ask why that was.
- 7 Finally, encourage students to ask you about your feelings and experiences, particularly if you have a different perspective that they might find interesting.

6 Handling reading activities

In *Look Ahead* students are asked to read a variety of texts, from signs and instructions to longer passages such as extracts from newspapers and magazine articles. Longer texts often contain vocabulary which students have not seen before. Students should be encouraged to adopt strategies such as reading for gist first, in order to understand the main ideas and to guess the meaning of new words from context. Most longer reading texts have a title and an illustration; these can help students to speculate about content before they start to read.