



普通高等教育“十一五”国家级规划教材

Richmond
PUBLISHING

New Framework

Teacher's Book

新编

大学基础英语

教学参考书

2

□ 原著 Ben Goldstein

□ 改编 《新编大学基础英语》改编组



高等教育出版社
HIGHER EDUCATION PRESS



普通高等教育“十一五”国家级规划教材

New Framework Teacher's Book

新编

大学基础英语 教学参考书 2

Xinbian Daxue Jichu Yingyu Jiaoxue Cankaoshu

- ☐ 原著 Ben Goldstein
- ☐ 改编 《新编大学基础英语》改编组



高等教育出版社 · 北京
HIGHER EDUCATION PRESS BEIJING

图字: 01-2009-0943号

© Ben Goldstein

© 2008, Santillana Educación, S.L. / Richmond Publishing™

Published by Higher Education Press, under license from Richmond Publishing™, 2010

Editors:

Jonathan Mellor, Imagen Wyllie

Layout:

Liliana Kohan; Alicia Ávila; Matt Buckley, Chrome-Dome Design

Proofreading:

Robin Haig, Sarah Snavelly

We would like to thank the following reviewers for their valuable feedback which has made New Framework possible. We extended our thanks to the many teachers and students not mentioned here.

Reviewers:

Annie Taylor (UK), Mark Lloyd (UK), Lyn Edwards (UK), Nigel Warwick (Poland)

Classic Framework pilot project:

Helena Linkova (Czech Republic), Simon Coe (Latvia), Jeff Romonko (Canada), Yevgeniya Polosatova (Ukraine), Anne Willicombe-Dow (Italy), Chris Smith (Italy), Mary Greenan (Ireland)

图书在版编目 (CIP) 数据

新编大学基础英语教学参考书. 2 / (英) 戈尔茨坦 (Goldstein, B.) 著; 《新编大学基础英语》改编组改编.
—北京: 高等教育出版社, 2010. 4

ISBN 978 - 7 - 04 - 029282 - 4

I. ①新… II. ①戈… ②新… III. ①英语 - 高等学校 - 教学参考资料 IV. ①H31

中国版本图书馆 CIP 数据核字 (2010) 第 055385 号

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120
总 机 010 - 58581000

经 销 蓝色畅想图书发行有限公司

印 刷 高等教育出版社印刷厂

开 本 880 × 1230 1/16
印 张 6.25
字 数 209 000

购书热线 010 - 58581118
咨询电话 400 - 810 - 0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>

网上订购 <http://www.landraco.com>
<http://www.landraco.com.cn>
畅想教育 <http://www.widedu.com>

版 次 2010 年 4 月第 1 版
印 次 2010 年 4 月第 1 次印刷
定 价 32.00 元 (含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 29282 - 00

《新编大学基础英语》立体化系列教材

总主编：安晓灿

总主审：孔庆炎

总策划：周 龙 贾 巍

《新编大学基础英语教学参考书2》

主 编：陈绍东 黄仁峰

副主编：曾 丽 曾 霞

编 者：关敬英 吴永练 董莉荣 冯 锐 吴彩霞

何利民 李少兰 邹志明 陈玉玲 宁晓俭

策划编辑：徐艳梅

责任编辑：刘 瑾

封面设计：王凌波

版式设计：王东岗

责任校对：马文敏

责任印制：韩 刚

前言

《新编大学基础英语》是在西班牙里奇蒙德出版公司 (Richmond Publishing) 出版的 *NEW FRAMEWORK* 系列教材的基础上, 根据教育部《大学英语课程教学要求》, 结合我国当前高等学校音乐、体育和美术专业大学英语教学实际和我国社会经济发展对该类专业学生英语综合应用能力, 特别是听说能力的要求, 改编的一套新颖而实用的大学英语教材。

NEW FRAMEWORK 系列教材根据欧盟最新语言教学大纲 (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 简称 CEF) 编写。该系列教材的教学设计以培养学生的交际能力为目标, 通过一系列以真实的交际情景为依据而设计的学习任务与活动, 实施交互式的课堂教学。选用的材料与现代大学生的生活、学习和今后的工作息息相关, 具有很强的趣味性。学习任务与活动的设计可参与性强, 语言技能训练全面。语法与词汇学习作为进行交际的必要工具放在交际情景中, 可达到学以致用目的。该套教材的理念和运用的教学法体现了现代外语教学的研究成果, 与我国大学英语“培养学生的英语综合应用能力, 特别是听说能力”的教学目标相吻合。

在改编的过程中, 我们坚持突出原教材以培养学生的交际能力为目标的鲜明特色, 发扬原教材根据真实的交际情景而设计的灵活多样的学习任务与活动的优点, 同时做到满足中国大学生, 尤其是音、体、美专业学生英语学习的需求, 使该系列教材结构更加清晰, 便于教学。

经改编, 《新编大学基础英语》具有以下特色:

1. 注重听说, 以交际为目标。通过以真实的交际情景为依据设计的学习任务与活动, 实施交互式的课堂教学。设计的学习任务与活动具有很强的可参与性, 语言技能训练涉及听、说、读、写的方方面面, 符合我国大学英语的教学目标。

2. 结构灵活, 便于安排教学。每册由12个单元和4个 World English DVD 组成。尽管每单元各部分之间相互交叉, 但每一部分又可以相对独立。教师可根据教学对象的需求和时间自行安排教学计划。

3. 易学易练, 重视语言基础。语法与词汇作为进行交际的必要工具放在交际情景中, 达到学以致用目的。在听力与阅读材料中列出每单元要学的语法要点, 突出显示, 并配有情景化的练习, 最大限度地为学生提供听说的机会, 在练习中掌握语法规则。

4. 情景真实, 语言地道实用。选用的材料具有很强的趣味性和实用性, 体裁与题材多样化, 提供了大量的口语中的自然语句和社会交往中关键的功能语言。录音部

分反映出真实的交际情景。这些情景与单元的主题直接相关,并结合单元的语法与词汇,循序渐进。

5. 图文并茂,版式活泼新颖。大量的色彩鲜明、主题突出的图片把学生带入交际情景,启发思考,激发兴趣,帮助理解和表达。

6. 整体设计,教学资源齐备。本系列教材由《综合教程》、《教学参考书》、《训练与自测》和配套的录音、录像光盘和电子教案组成。

7. 教学设计思路清晰,方法灵活多样。《教学参考书》和电子教案包括各单元的总体介绍,具体目标。教学指导提供灵活多样的课堂活动和任务,对不同的教学对象具有针对性和可替换性,方便组织教学。

8. 课外练习紧扣主题,便于自主学习。《训练与自测》12个核心单元直接与教材配套,另外还有4个复习单元和单元测试以及语言通行证。除了为教材提供相应的语法、词汇和语音练习外,每个单元还设计了指导性写作的小课程和学习策略,引导学生从阅读进入写作。书后附有练习答案和录音材料。

《新编大学基础英语》系列教材共分5级,每级由《综合教程》、《教学参考书》、《训练与自测》和配套的录音光盘和电子教案组成。

《新编大学基础英语》由广东韶关学院安晓灿教授担任总主编,大连理工大学孔庆炎教授担任总主审。《教学参考书2》及其教学设计由广州体育学院陈绍东教授、肇庆学院黄仁峰教授担任主编,曾丽和曾霞担任副主编。第1-12单元的作者分别为:关敬英、吴永练、董莉荣、冯锐、吴彩霞、何利民、陈绍东、李少兰、邹志明、陈玉玲、曾丽、宁晓俭;电子教案由陈绍东、黄仁峰教授担任主编,吴永练和陈玉玲担任副主编,第1-12单元的作者分别为:关敬英、吴永练、董莉荣、冯锐、吴彩霞、何利民、陈绍东、李少兰、邹志明、陈玉玲、曾丽、宁晓俭。

本系列教材的出版得到里奇蒙德出版公司和原书编者的大力协助,在此表示衷心的感谢。

由于编者的水平有限,本系列教材难免存在不足之处,恳请广大师生批评指正。

编者

2009年11月

Contents

Student's Book Contents 2

Introduction 6

1	The Concrete Jungle	12
2	Lives and Loves	18
3	Work It Out	24
	World English DVD 1: Jobs and Cities	30
4	Sportmania	32
5	In Transit	38
6	Food to Go	44
	World English DVD 2: The Cinnamon Club	50
7	Money Talks	52
8	Gossip	58
9	Hi-tech	64
	World English DVD 3: Retail Therapy	70
10	Global Chat	72
11	Street Styles	78
12	Alternatives	84
	World English DVD 4: Who Speaks English?	90

Student's Book Contents

Unit	Language Focus	Vocabulary	Reading
1 The Concrete Jungle page 6	Subject and object questions Recycling Present Simple & Past Simple Question words	City adjectives Compound nouns The Real Thing <i>a bit (of) ...</i>	Person and city profiles Newspaper article about London Promotional texts
2 Lives and Loves page 20	Past Simple and Past Continuous <i>used to</i> Recycling Past Simple	Describing people Relationship verbs The Real Thing <i>-ish</i>	Article about meeting partners Questionnaire about friendship Short text about <i>Friends</i>
3 Work It Out page 34	Present Perfect <i>for & since</i> Present perfect + <i>yet</i> Recycling Present Perfect & Past Simple	Jobs Job adjectives The Real Thing <i>you see / let me see</i>	Web page about job candidates Quiz about stress Article about the "rat race" Short job adverts and application letter
World English DVD 1: Jobs and Cities page 50			
4 Sportmania page 54	Modals of obligation: <i>mustn't</i> and <i>don't have to</i> Recycling <i>can / can't, have to / don't have to, must / mustn't</i>	Sports Sports equipment and places Attributes for sport The Real Thing <i>so, such</i>	Article about Nike and Umbro Biography of a sports star Article about Olympic emblems
5 In Transit page 68	<i>will</i> and <i>going to</i> <i>might</i> Recycling <i>going to</i> for intentions	Holiday items Travel collocations Hotel room facilities The Real Thing <i>So do I / Nor do I</i>	Travel itinerary Article about gap years Holiday e-mails
6 Food to Go page 82	<i>(not) as ... as</i> <i>more / less / fewer + noun + than</i> <i>the most / least + noun</i> First conditional Recycling <i>should</i> Comparatives and superlatives	Fast food Recipe words The Real Thing <i>far / by far</i>	Quiz about junk food Article about chocolate Synopsis of a TV programme
World English DVD 2: The Cinnamon Club page 96			

	Speaking	Listening	Writing	Pronunciation	Takeaway English
	Interviewing a partner Describing your city Talking about films and famous cities	Describing how a city has changed Describing famous cities Song: <i>New York, New York</i>	A short text about a classmate "Sell your town" — an advert	Word stress	Classroom language
	Discussing physical appearance Talking about how people meet each other Describing personal changes	Describing partners Talking about best friends	A love story from picture prompts A soap opera WORKBOOK Writing stories	/ʃ/	Chatting up
	Hypothesising about jobs Discussing stressful situations Discussing job interviews	Describing jobs Discussing choices Job interviews	A job application letter	/j/ and /dʒ/	A job interview
	Discussing favourite sports	Talking about favourite sports Descriptions of various sports A TV advert discussion	Poster presentation WORKBOOK Writing about an interest	/n/ and /ŋ/ Connected speech	Joining a gym
	Discussing holidays Talking about gap years Practising making decisions	Talking about holiday preparations Describing gap year plans People making decisions	A holiday e-mail	Contractions with <i>will</i> : /l/	Booking a hotel
	Talking about diet Discussing addictions Giving advice about health and other problems	Talking about fast food Interview with a chocoholic Talking about losing weight Listening to a recipe	A recipe WORKBOOK Writing about your opinions	/u:/ and /ʊ/ Food	Ordering food

Unit	Language Focus	Vocabulary	Reading	
7 Money Talks page 100	Passive voice — present and past Present Perfect for recent events (with <i>just</i> and <i>already</i>) Recycling Present Perfect	Money collocations <i>make</i> and <i>do</i> The Real Thing <i>I suppose / I guess</i>	Questionnaire about money Company histories Text about anti-globalisation	
8 Gossip page 114	Past Perfect Recycling Passive voice Past tenses	The press <i>see, watch, look at</i> The Real Thing <i>don't you think? isn't he?</i>	Biographical texts Short newspaper articles Report of a survey on gossip	
9 Hi-tech page 130	Second conditional Direct statements & reported statements Recycling First conditional	Gadgets Time verbs The internet Machine nouns and verbs The Real Thing <i>No way!</i>	Article about attitudes to technology Quiz about mobile phones	
World English DVD 3: Retail Therapy page 144				
10 Global Chat page 148	Adverbs Relative pronouns: <i>who, which, that</i> Recycling Adverbs	Foreign words The Real Thing <i>kind of / loads of / about</i>	Article about Spanglish Article about languages Advert for a language course	
11 Street Styles page 162	- <i>ing</i> form Adjective order The infinitive Recycling <i>used to ...</i>	Clothes nouns and adjectives Street styles The Real Thing <i>stuff</i>	Short descriptions of people's clothes Personality colour quiz Questionnaire about fashion	
12 Alternatives page 176	Definite and zero article speculation: <i>could, might, may, must, can't</i> Recycling Future structures	Forms of transport <i>get + preposition</i> <i>-ed / -ing</i> adjectives The Real Thing <i>actually, to be honest, in fact</i>	Article about cars Article about protesters Novel extract Description of future homes	
World English DVD 4: Who Speaks English? page 192				

	Speaking	Listening	Writing	Pronunciation	Takeaway English
	Discussing market leaders and globalisation Analysing and describing adverts	Describing spending habits A live news report Discussing adverts	An advert	/ɒ/ and /ʌ/	Apologies and excuses
	Discussing celebrities Debate about the paparazzi Defining gossip	Talking about celebrities “A day in the life of a paparazzo” Gossipy conversations Song: <i>I heard it through the grapevine</i>	A news story WORKBOOK A profile of a film star	/h/	Gossiping
	Talking about time saved and wasted with new technology Discussing pros and cons of mobile phones Talking about websites, the internet and chat rooms	Teenagers talking about technology Mobile phone conversations A favourite website A conversation about a date Problems with machines	Giving instructions	/d/ and /l/ /aɪ/	Telephoning — business or pleasure?
	Discussing life abroad Analysing small talk Asking and answering quiz questions Discussing classroom rules	Anecdotes about life as an expat Snippets of small talk People persuading a friend to learn a language	Quiz questions WORKBOOK Writing about advantages and disadvantages	/tʃ/ and /k/	Giving advice
	Talking about changes of image Describing personality Talking about fashion	Describing fashion style A favourite item of clothing Talking about favourite music Talking about dressing up	Writing sentences about changes of look A description of an item of clothing A class survey	/ʃ/ and /ʒ/	Clothes shopping
	Discussing pros and cons of cars Preparing a speech Making predictions about the future Discussing buildings	Talking about transport Discussing protesters Discussing the future Discussing buildings Song: <i>Driving in my car</i>	A diary WORKBOOK Writing a letter to a newspaper	/juː/ and /ʌ/	Future plans

Glossary page 204

Introduction

After extensive consultation with teachers and educators, *New Framework* substantially refines and updates *Framework* whilst retaining all the best features and the key feel of the original. Key changes include:

- **Updated content and artwork, making the course fresher and more engaging**
- **Clearer and easier to use Language focus boxes**
- **Even more opportunities for personalisation and communicative speaking practice**

Course Rationale

The aim of the *Framework* series was to create a stimulating course combining innovative features such as **The Real Thing** and **World English DVD** with the discipline of a tried and tested syllabus. *New Framework* maintains these values, providing a refreshingly different approach alongside a reassuringly methodical structure, which will aid both teachers and students in the classroom. This is achieved through a number of basic criteria which lie at the heart of the course:

Communication as goal

Tasks and activities are designed to have a **real communicative purpose** rather than simply being an excuse to practise specific structures. Grammar and lexis are introduced as tools for achieving this objective and not as targeted items in their own right. Students are presented with real communicative contexts, encouraged to **notice structures** within them, and then use them communicatively.

Personalisation

Reading and listening texts are all intended to be personally engaging in some way, and often include people discussing something about themselves. Students are then encouraged to do the same: to talk about what matters to them. Second language acquisition research has shown that students perform better linguistically when discussing issues that are important to them and their lives.

Induction

The **Language focus** boxes within *New Framework* encourage students to **notice** structures and patterns from text examples and come to **their own conclusions**. Students are often asked to use their instinct and to recover what they already know. In this way, they are actively involved in the explanation of grammar points, which are then practised and personalised. The same is true of lexis, particularly in **The Real Thing** sections; again, students are **carefully guided** to discovering things for themselves.

Topics

The *Framework* series features **contemporary** topics covered with a **fresh approach**. The topics were chosen and developed in close consultation with teachers and students and each has been given an attractive, dynamic slant. Indeed, research has shown that although the conventional topics in many courses are of interest to students, it's their treatment which is important. In *New Framework*, they are geared to be of interest and relevance to students.

Text-driven strategies

New Framework places a particular emphasis on reading and listening texts. All targeted **structures are embedded naturally** in these texts. Students carry out the tasks first and then later discover the hidden agenda: the target language item. In this way, they see how both grammatical and lexical structures are used **naturally and in context** before breaking them down. An attempt has been made to move away from "soundbitey" listening and reading texts.

Frequency of use

Lexical and grammatical structures have been selected according to frequency of use. The Language focus boxes often include asides which refer to structures which we often use but are not often included in traditional grammar sections. For example, when analysing *might*, we feature the common answers *I might do* and *I might not* (as a lexical item). The incorporation of these frequently used and formulaic expressions makes the studying of abstract grammatical categories more accessible.

Real-World English

We have placed a special emphasis on representing an accurate **multicultural view** of English as it is spoken today. Many courses still represent the English-speaking world as being largely UK- and US-based. We have attempted to show a much broader picture. Considering the fact that there are now more non-native English speakers than native, we have also included a **variety of accents** from a wide range of countries and cultures. Such an approach encourages cross-cultural comparison and helps to present a contemporary version of the English language that students will encounter in the world today.

Clarity of design and cross-referencing

Throughout the Student's Book, learner autonomy is promoted via **clear cross-referencing** to features in the Workbook and elsewhere. Here, students can find all the help and extra practice they need.

The aims of each unit are always clearly given at the beginning, while headings help guide both teacher and learner. Each unit is divided into four spreads which are linked thematically, but self-contained in that they feature their own texts and targeted structures. This allows each topic to be approached from **four different angles**, giving greater opportunities for vocabulary acquisition and ensuring that there is something to suit everyone.

Self-assessment, evaluation and learner autonomy

New Framework includes a wide range of printed and electronic supplementary materials to aid **student autonomy**. The Workbook features Guided Writing pages as well as **How to ...** sections focusing on learning and skills-related strategies. There is **constant revision**, including **Flashback** review pages in the Workbook and numerous interactive activities on the CD-Rom.

New Framework takes **evaluation and self-assessment** very seriously and offers a wealth of resources. The Workbook has four **Test yourself!** and four **Language Passport** sections which follow criteria set by the Common European Framework. The CD-Rom includes **12 self-check unit tests**, providing a definitive way to evaluate student progress throughout the course.

Common European Framework

The *Common European Framework of References for Languages: Learning, teaching, assessment* (CEF) was developed by the Council of Europe to provide a common basis for people in different countries to talk about language learning. In its syllabus design and general outlook, *New Framework* incorporates many ideas from the CEF.

Each unit of the Teacher's Book features a **CEF Objectives** section providing a general view of the goals of the unit and teaching ideas, as well as a **Looking Ahead** section which specifies which level-related objectives are met in each section. The **Language Passport** pages in the Workbook make direct reference to CEF objectives and to where students can find more help to meet them.

All levels of the *Framework* series have been assessed by the **Testing and Evaluation Research Unit of the University of Reading**, an independent evaluator which specialises in benchmarking to the Common European Framework. *New Framework 1* has been benchmarked at the **A1 Breakthrough** level. The *Framework* website features full CEF mapping documentation.

Course Components

Each level of *New Framework* contains the following components:

Student's Book CD-Rom	Workbook Student's audio CD
Teacher's Book Class audio CD	DVD
	Website

Student's Book Features

Flexibility and general structure

New Framework is a multi-level course for adults and young adults and provides **120 hours** of classroom work. It is divided into **12 units** (approximately ten hours per unit). Units are divided into four spreads, each with its own sub-topic and title. Every unit culminates in a writing or speaking activity in the final spread, incorporating structures targeted beforehand.

New Framework offers **total flexibility**. Although the Student's Book is made up of many interlocking parts, each one is self-contained, and different sections can be exploited and others omitted according to the time demands and needs of each class and learner. The review units (containing World English DVD sections), for example, could be omitted, bringing the total class time to approximately **100 hours**.

The Teacher's Book consistently offers alternative exploitation ideas for different class levels and time constraints. At the same time, no teacher will be left without sufficient material at the end of the year thanks to the **wealth of additional resources** besides the Workbook: CD-Rom activities, DVD, website, etc. Full use of all of these resources is ideal for higher level classes, and provides for well over **120 hours**.

Language focus

All grammatical structures are first introduced in reading and listening texts and then highlighted in **Language focus boxes** which the students complete. In this way they are led to **discover rules for themselves** by **noticing**. This **interactive approach** encourages **learner autonomy, memorability** and **motivation**. Following each box there is a practice section, normally including a **personalisation** exercise which maximises students' opportunities to speak. Each **Language focus** box includes a Grammar Reference and Workbook page number to guide the students to **reinforcement and extension work**. If relevant, there is also a reference to the interactive CD-Rom activities.

Vocabulary

Lexical items, selected according to **frequency**, are presented not just as single items but also in relation to other words, in collocations, multi-word units, compound words, fixed phrases, etc. These items are introduced as a system or in a **thematic** way. Potentially confusing items are highlighted and explained, and there is an emphasis on colloquial or **contemporary** lexis, which students will be able to relate to directly. Vocabulary items are picked out of context, highlighted and then recycled by the students in speaking activities. As students have different vocabulary needs, tasks encourage students to be selective and pick up on the words *they* want to use. As with grammatical structures, new lexis is **recycled** on a regular basis in the review pages, the Workbook and the CD-Rom.

The Real Thing

This feature explores **natural chunks** of spoken language which are difficult to classify in other ways. They are introduced in listening activities, so students can pick up on how they operate in context. These "chunks" can be anything from modifiers to discourse markers, tags, fixed phrases, social formulae and sentence frames. There is often a strong connection between **Language focus** and **The Real Thing**. Thus, students can see clearly how these **integrate** with each other.

Pronunciation

Pronunciation work is usually linked to **Language focus** or **vocabulary** presentations and is carefully flagged throughout the units. There is a unique combination of **segmental** and **supra-segmental** items. Individual sounds which provide learners with particular difficulty are presented, but in a way in which they are directly linked to the unit topic. Supra-segmental areas pay attention to word stress and connected speech.

Takeaway English

Each unit includes a Takeaway English panel in which students are presented with key **functional language for survival and social situations**. The recordings in this section reflect real-life situations. These are directly related to the unit theme and incorporate grammatical and lexical structures presented previously. These sections are **carefully staged**: Students listen to dialogues for a given social situation, identify key structures and then act out their own versions in role-plays. Dialogues presented are often entertaining and humorous rather than formulaic interactions, and students should feel a sense of achievement at the end of each section.

The four skills

• Listening

New Framework lays particular emphasis on listening. We have avoided long interviews, stories and conversations in favour of **shorter, punchier extracts, mini-dialogues** and **soundbites** (especially at lower levels) which are both more accessible and easier for students to use as models. Listening is key to the whole course, as the transcripts introduce most key structures and particular grammar points. The listening activities represent real communicative situations, e.g. **radio programmes, interviews** or **mini-dialogues**. Students are asked to listen extensively for gist or global meaning and intensively to specific details. They are also encouraged at times to identify the attitude or mood of the speaker through intonation. There is a wide range of accents in the recordings, including non-native speakers.

• Speaking

New Framework creates an environment in which students can express themselves orally on **topics of genuine and contemporary interest**. The great majority of tasks give them the opportunity to speak before the task (warmers) as well as during and after its completion (follow-up discussion or role-plays). Targeted lexical and grammatical structures are also practised orally. These tasks work by transforming language input into **personalised communication** which matters to the students — there is always a reason to speak. There is an emphasis on **real communicative purpose**, and activities can range from **guessing games to mini-dialogues, role plays** or questionnaires.

• Reading

In *New Framework* we have chosen not to explicitly insert specific lexical or grammatical structures into reading texts. Instead, texts are either **authentic** or adapted to appear authentic (especially at lower levels). It is important for learners to feel that they are being presented with texts which native speakers could read in their daily lives. They are **contemporary** in feel and topic and should prove motivating and interesting for students. There are also a wide range of text types, including **questionnaires, interviews, newspaper reports** and **personal anecdotes**. From a didactic point of view they also include **key cultural issues** and will help students gain an insight into fundamental aspects of “World English” culture.

• Writing

While spoken communication is at the heart of the course, writing is also of major importance. Each of the 12 Student’s Book units includes at least one writing section in which students practise writing **real-life texts**, such as **letters and e-mails**, as well as more **creative texts** such as **adverts and stories**. Students are also often invited to extend reading texts by, for example, writing additional questions to surveys. The Workbook features carefully structured **guided writing** activities, which include exercises on link words and other sub-skills needed to improve writing.

World English DVD

Each World English DVD is split into four sections. Each section has a corresponding spread **integrated into the Student’s Book**, focused directly around the video. Each video section features vox-pop episodes with real people followed by a more detailed interview. Much of the dialogue is semi-improvised to give an **authentic feel**.

Communication bank

This section contains jigsaw reading and speaking activities (e.g. role plays for Takeaway English sections), answers to quizzes and maps, visual prompts for speaking activities, and additional classroom reading texts.

Irregular verb list

There is an irregular verb list for quick reference.

Workbook Features

The *New Framework* Workbook also contains 12 core units, based directly on the Student’s Book, with four **Flashback** sections, four **Test yourself!** sections and four **Language Passport** sections which refer to the Common European Framework (see above). In addition to providing further practice of Student’s Book material (grammar, vocabulary and pronunciation practice), there is a **Guided Writing** mini-course in each unit, as well as a **How to ...** section which focuses on **learning strategies**. There is an **answer key** at the back of the book. Workbook audio is provided on the Student’s audio CD-Rom.

Grammar

Each unit contains **two full pages** of grammar practice exercises based on the structures studied in the Student’s Book. This will consolidate students’ understanding of key items.

Vocabulary

Each unit contains approximately two pages of vocabulary practice exercises based on the structures studied in the Student’s Book, including a **vocabulary extension** section.

Pronunciation

Additional pronunciation practice is incorporated, consolidating both segmental and supra-segmental features covered in the Student’s Book.

Takeaway English

This section echoes the pages found in the Student’s Book and gives additional practice.

Reading

In evenly numbered units, additional reading texts are provided, giving students the means to read on their own as well as opportunities for **personalisation**. These reading texts are **pre-writing activities**.

Guided Writing

Students are led from the reading texts (where relevant) to a **staged writing** section. This represents a mini-course, focusing step-by-step on **essential structures** (such as linking words or set phrases) which give students essential tools to develop their writing skills. Model texts are normally analysed and students are guided towards producing their own text. Each unit deals with a specific type of text.

How to ...

This innovative feature appears in all odd-numbered units and highlights **strategies and tips** for promoting learner autonomy, such as ways of remembering vocabulary, etc.

Flashback Units

Each Workbook features four Flashback sections which **revise key structures** from the preceding three units. Although these sections are intended to be entertaining and interactive, **recycling of language** is taken very seriously, and recent structures and vocabulary are rigorously reviewed. Students should see the Flashback sections as both a **fun interlude and an intellectual challenge**. They also encourage **learner autonomy** by asking students to select final tasks which most reflect their particular interests and needs.

Test yourself!

A further innovative feature, this section serves both as a **review** and a **progress exam**, focusing on reading and listening comprehension and writing skills. Grammar is dealt with implicitly, with targeted structures being featured in the texts.

Language Passport

In this section, students **assess their progress** based on Common European Framework objectives present in each of the units under review. Cross-references point to where these objectives were mastered in the Student's Book, CD-Rom and Workbook.

Answer Key and Transcripts

To promote learner autonomy, Answer Key and Transcripts sections are included at the back of the Workbook.

Student's Audio CD

Workbook audio material is provided on an accompanying CD, allowing students to practise their listening skills outside the classroom.

Teacher's Book Features

Each Teacher's Book contains a pre-unit overview, unit notes, answers and transcripts.

Pre-unit overview

Each unit opens with a list of the Common European

Framework **objectives** met in each unit, and a "looking ahead" section giving a **general overview** of the unit.

Unit notes

As well as conventional teaching notes, answer keys and basic exploitation ideas, the unit notes include the following special features:

- **Mixed ability.** A panel giving additional practical ideas for particularly weak or strong students in a class.
- **Alternatively.** This panel outlines alternative approaches to doing a particular task or exercise depending on class type or other external demands. This includes ideas for making a task more dynamic and practical tips (perhaps for inexperienced teachers) about how to set up the activity in class.
- **Making the most of it.** This panel refers to listening, reading and writing activities and gives tips for exploiting transcripts and texts to the full, as well as a focus on process writing where appropriate. Other reinforcement and extension activities are also presented here.
- **Background information.** Where appropriate, this section includes extra information or external sources (such as websites) of cultural interest that could be picked up on by the teacher or suggested to students for self-study.
- **Common mistakes.** This panel draws attention to frequent errors made by students and provides tips for the teacher.
- **Cross-references.** To aid lesson planning, appropriate references are made to relevant pages in the Workbook and other components.
- **Transcripts.** Full transcripts are included in the Teacher's Book, with answers highlighted where appropriate.

Other Components

Student's CD-Rom

The CD-Rom comes with the Student's Book and comprises:

- **Quick-link interface.** The interface is a user-friendly auto-run screen which provides quick access to all of the features of the CD-Rom, as well as a link to the *Framework* website.
- **Interactive grammar, vocabulary and reading activities.** These interactive activities relate closely to the material in the Student's Book units, and provide a large amount of additional practice.
- **Self-check unit tests.** These tests are yet another self-evaluation opportunity. There is one test per unit, which can be done directly after the unit to assess one's progress, or at the end of a term or year as exam preparation. The tests are provided as MS-Word documents, making them easy for the teacher to adapt if required.
- **Collins Cobuild monolingual dictionary.** This dictionary offers over 110 000 references, 2 000 new words, 150 000 examples and 2 800 usage notes. The easy-to-use layout guides the user quickly and easily to the relevant word.

Class CD

Packaged with the Teacher's Book, the Class CD contains all class audio (Student's Book audio activities, pronunciation worksheet audio and exam audio).

Website: www.webFramework.net

The *Framework* series has its own dedicated website, which complements the course material. As well as additional course information, the site features:

- **Web activities.** For each level, the website includes three individual Web Discovery activities and six classroom Web Quest activities, all related to the Student's Book topics.
- **CEF and ESOL mapping** documentation. Full details are given of how *New Framework* corresponds to the objectives set out in the Common European Framework.
- **Author video interview.** Here you can watch and listen to the author talking about his motivation for and thoughts about the course.

World English DVD

Structure and rationale

There are four **World English DVD** sections in the *New Framework* Student's Book. The DVD units appear every three units and touch on one of the themes found in these preceding units. Each programme lasts between six and eight minutes and each video unit represents a complete lesson (two 40-minute slots). The DVD features eight main characters who each star in one of the eight programmes distributed over *New Framework* levels 1 and 2. These people are a mixture of native and non-native speakers of English.

The **aims** of the DVDs are:

- to give students an insight into English as a world language.
- to encourage cross-cultural comparison and generate motivating discussion points for students.
- to present positive role models who reinforce the importance of learning foreign languages in the world today.
- to expose students to authentic English in context, with dialogues semi-scripted to suit students' language level.
- to give students an entertaining way of revising old structures and vocabulary and acquiring new input.
- to provide students with challenging material which should raise their confidence.

How to use the World English DVD pages

The *New Framework* **World English DVD** pages are divided into four sections:

- **Vox pops**

The first section of each programme. Several of the eight main characters give their opinion on a chosen topic,

which leads into the main programme theme. Students become familiar with these characters over the course of *New Framework* 1 and 2. The activities that accompany this section are carefully graded to give students confidence (some appear on screen and others are featured in the Student's Book).

- **Before you watch**

This section introduces some of the main vocabulary and language structures contained in the video and allows students to brainstorm and discuss some basic ideas connected with the topic. Students are sometimes given an opportunity to anticipate programme content by examining stills from the programme.

- **While you watch**

These activities are divided into three or four separate sequences, which should initially be treated as individual units. There are two basic types of activities in these sections:

- 1 Those based on **visual images**: ticking images that appear on screen, matching names and pictures, reordering images. Students can often do these **after** they watch a sequence.
- 2 Those based on detailed understanding of **specific language items**, for example true / false or multiple choice questions, which students do as they watch. These activities are generally kept simple to avoid students looking back and forth from the page to the screen.

In general, it is a good idea to give students sufficient time to read the tasks in as much depth as possible before watching. In this way, the video itself acts as the **reward** for all the work done beforehand. We recommend that after going through all the sequences you play the whole DVD through again so that students can enjoy it without looking at their books.

- **After you watch**

This section provides further exploitation of the programme content with Test your memory-type activities. On the DVD itself, this section features two **graded** Test your memory activities. These often rely on visual memory whilst recycling key vocabulary. These activities are followed by The Real Thing section, which extracts a language chunk from the programme which is highlighted on screen and which sensitises students to how these small words work in natural dialogue.

- **Subtitles**

The DVD gives students the option to watch programmes with on-screen subtitles in English. This is particularly useful for intensive language work.

General tips on DVD use

- Familiarise yourself with the **remote control**. It's a good idea to practise beforehand to avoid wasting time searching for buttons in class time.
- Pay attention to the **time code** on the screen. These codes also appear in the Student's Book pages and tell you when to pause after each section. Make sure you

watch through the DVD at least once before playing it in class so that you are familiar with the structure of each video episode.

- Be prepared to be spontaneous! Students may need to go over certain sections various times before understanding. Remember you can use the pause button to **freeze frame** the picture in order to double-check, elicit what is taking place or to get a general description of the scene. It can be particularly useful to freeze frame facial expressions and gestures, and then ask questions on what the characters are thinking at any given point.
- **Silent viewing** can be a useful device to allow students to narrate what is happening on-screen. It can be used to predict certain events and allows students to anticipate situations before actually hearing them. This technique is incorporated in some of the sequences, but can be further exploited in all of the videos.