

中央广播电视大学教材



刘黛琳 编

# 电大英语

## 教师用书1

TVU

ENGLISH TEACHER'S GUIDE 1



中央广播电视大学出版社

# 出版说明

本书由刘黛琳(中央广播电视大学)主编,参加编写工作的有英国专家克里斯·惠勒(Chris Wheeler)、卡罗尔·埃金顿(Carol Edgington)和徐秀清(重庆广播电视大学)。

本书由张祥保教授(北京大学)主审,参加审定工作的有王维镛教授(北京师范大学)、陈忠美副教授(北京气象学院)、赵宇辉副教授(中央电视台)和吴树敬副教授(北京理工大学)。

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# FOREWORD

## A. General Principles

The course is based on the principle that as a final objective, students should be able to read about their own specialist subject area with the aid of a dictionary at intermediate proficiency level. In order to achieve this objective, Listening and Speaking skills are privileged in Books 1 and 2.

The course adopts an approach which not only encourages students to understand grammatical structures, which are clearly explained and reinforced respectively in the *Course Book* (*CB*) and *Student's Handbook* (*SHB*), but also encourages students to be able to use these structures in a variety of realistic communicative tasks. The emphasis throughout is on a realistic context.

Another underlying principle is that students take considerable responsibility for their own progress. The *CB* includes material that students can work from alone as well as tasks that require teacher guidance. It is context-related to the *TV programmes* both lexically and grammatically.

The *SHB*, on the other hand, has been written in such a way as to encourage students to work alone. The material in these units complements and supplements the language points covered in the *CB* and is intended to expand and consolidate proficiency in the relevant structures introduced in the *CB*. It is far less context-related to the TV theme than the *CB* and at the same time less concerned with explaining functions. Each unit of the course introduces approximately 30-35 new words.

The *Teacher's Guide* (*TG*) has been produced in response to the overwhelming agreement amongst teachers that it is important that guidance is given on how best to utilise a fully-integrated multi-media course that is inextricably linked to the *TV programmes*.

The following materials have been produced for each semester of the course:

1. *TV Programmes*
2. *The Course Book*

3. *The Student's Handbook*
4. *The Teacher's Guide*
5. *Cassette Tapes for class and homestudy*

## **B. The Format for the Teacher's Guide**

There are 4 Guides to accompany the course. Their broad function should be to state clearly and include:

### **1. Key Teaching Points**

This section reinforces the grammar and language functions provided in the **CB** and consolidated in the **SHB**. Teachers will be encouraged to extend their own proficiency regarding specific language points to help them anticipate student's problems.

### **2. Problematic Areas for the Unit**

Although the descriptions of language patterns and usage are as simplified as possible, where there are alternatives or controversy, then the **TG** attempts to provide a rationale and explanation of the problem area.

### **3. Detailed Lesson Guidelines for Tutorial Sessions**

For each unit, there is an outline of a lesson plan to facilitate the classroom session. Teachers are advised on learning strategies and appropriate methodology.

### **4. Classroom Techniques and Activities**

Each unit involves a limited number of typical EFL activities for the classroom. Suggestions on how best to structure these activities are provided according to their relevance for a particular unit.

# GENERAL INTRODUCTION

The Foreword to the *Teacher's Guide (TG)* sets out the general principles and methodology of the first phase of the new course. This *General Introduction* aims to inform teachers on how to use the texts for pre-lesson preparation. It also sets out detailed lesson guidelines for each week's work; it also establishes the teaching strategy for the three sections of each programme of the *Course Book (CB)* and suggests how the *Student's Handbook (SHB)* should be used. Finally, some general indications are given concerning exercise types.

## A. Pre-Lesson Preparation

Before each week's work, teachers should read carefully through, in this order, the relevant unit of the *CB*, *SHB* and *TG*. They should pay attention to the grammatical structures and make sure they have additional examples of their own to consolidate the learning process.

After reading through, teachers should trial the exercises themselves and then check their answers with the key. Occasionally answers may allow for alternatives and although normally suggestions for alternatives will be given, teachers should ensure that they are able to deal with further possible alternative answers. They should also make sure that the rubric preceding the questions is clearly understandable.

Particular attention should be paid to the section of the *TG* called *Problematic Areas for this Unit*. This sets down and explains specific features introduced in the unit which are either highly particular to the English language or which are included in the unit without being identified as needing explanation in the *CB*.

Finally, teachers should ensure that they are fully conversant with the section of the *TG* called *Teacher Guidance and Lesson Planning* so that they are not too text-bound during the actual classroom sessions.

## B. Detailed Lesson Guidelines

The first phase of the new English course will use the following weekly timetable. Teachers will use the same format for every unit. The example given below is for Week 1.

Planning the week

Week 1: Unit One

Session One	: Pre-TV 1 & 2	(2 hrs. classroom teaching)
Session Two	: TV 1	(1 hr. non-supervised)
Session Three	: Post TV 1 & SHB	(1 hr. homestudy)
Session Four	: TV 2	(1 hr. non-supervised)
Session Five	: Post TV 2 & SHB	(1 hr. homestudy)

## C. The Rationale for the Course Book

### Pre-TV

This section prepares the students for the contexts, principal grammar and vocabulary that will be presented in the Situational Dialogues of the TV hour and practised in the TV tasks. Teachers should work through this section with their students *before* the TV hour.

Students should be encouraged to get into the habit of referring to the vocabulary list at the end of each unit as they work through the unit.

They should also be directed to cross-refer to the *SHB* when stipulated to reinforce their grammatical knowledge with the expanded explanations given there.

Before starting the new Pre-TV work (after Unit One), up to ten minutes of classroom time should be spent at the start of each one hour of class to check the previous Post TV exercises.

### TV

The TV section of the *CB* is merely set out as a series of listening and speaking tasks. There are two listening and two speaking tasks per programme for each unit for *CB 1*; in addition there is a further task (or tasks) per programme for students to practise the relevant function of that part of the unit involving a further listening or speaking task. For each of the two programmes per unit, tasks are called *Listening 1*, *Speaking 1*, *Listening 2*, *Speaking 2*, *Functional Practice* and *Phonetic Practice*.

Apart from testing listening and speaking proficiency in the grammar structures and vocabulary introduced in Pre-TV, the television programmes will also expand and consolidate such grammar and vocabulary.

At the beginning of each TV hour, presenters will revise and consolidate the material of the previous unit before previewing the work to be covered in the present unit.

It is important to remind students at the end of each Pre-TV session that they should read through the rubric of the listening and speaking tasks **before** the TV programme.

The context of the Situational Dialogues is normally the same or similar to that of the reading texts on which Pre-TV exercises are based.

Answers to TV listening and speaking tasks will be given by the presenters during the course of the television programme.

Students should be encouraged to listen again to the audio-tape of the Situational Dialogues after every TV programme.

### **Post TV**

The Post TV section of the **CB** is concerned with consolidating and recycling the study and practice undertaken in the previous two sections. Post TV consists of a limited number of exercises that students should work on in their own time.

## **D. The Rationale for the Student's Handbook**

The **SHB** is a self-study text which expands the grammatical explanations provided in the **CB** and also presents a series of relevant exercises for consolidation purposes.

Teachers should tell students to read through the **SHB before** they start work on a new unit.

Along with normal writing tasks of different kinds, each unit of the **SHB** will have a listening exercise to be used in conjunction with the audio-tape.

At the end of each **SHB** unit, there is an exercise called **FUN WITH WORDS**. This is non-compulsory, and is designed to extend the ability of the keener student and will mainly be concerned with vocabulary.

## **E. Exercise Types**

There are far too many different exercises included in Phase 1 to draw up a comprehensive list that would account for all the subtleties and refinements of the exercises included, but given below are some of the principal exercise types used, with information where necessary

of what is involved.

- i) Reading Comprehension
- ii) Grammar Comprehension; These exercises usually test;
  - a) identifying grammatical structures in a text.
  - b) using the correct form of a structure in a sentence.
- iii) Cloze (gap-filling); filling in gaps with appropriate words or structures.
- iv) Sentence Transformations; Rewriting a sentence using a specific structure or uniting two separate sentences through a particular structure so that the same meaning is retained.
- v) Putting a disorganised text into the correct order.
- vi) Writing suitable sentences from information supplied in columns or boxes.
- vii) Matching up clauses to make an acceptable sentence.
- viii) Labelling or naming parts in a picture or illustration.
- ix) Interpretation from pictures; Putting a text into the correct order from a sequence of pictures or completing a text based on information given in graphics.
- x) Dialogue Completion; Either from listening to the TV or audio-tape or from written clues provided.
- xi) Multiple Choice
- xii) Responding to visual or aural cues either by filling in missing information, ticking correct answers (i. e. True or False) or speaking.
- xiii) Controlled Writing; This covers a large number of exercise types, including;
  - a) asking questions from answers provided.
  - b) making up answers from questions provided.
  - c) sentence composition from verbal clues.
  - d) short guided paragraph composition from numbered verbal clues or graphic clues.
- xiv) Deliberate Error Correction
- xv) Matching answers to appropriate questions in a table.
- xvi) Vocabulary Exercises;
  - a) Crosswords
  - b) Picture Puzzles
  - c) Scrambled word recognition
  - d) Finding words in a word puzzle
- xvii) Pair Work (in class)

## **F. In Conclusion**

The *TG* should never be considered as an oracle and teachers are encouraged to use their own ideas in preference to or as well as those suggested if they so desire. However, careful consideration should be given to the length of time suggested for exercises during class.

The authors of this course sincerely hope that the three books involved in TVU English are easy to use and that in particular teachers can cross-fertilise between the *CB*, *SHB* and *TG*.

Best wishes from the CRTVU.

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# UNIT 1

## 1. Key Teaching Points

### Structures

Present Simple Tense

Possessive Adjectives

Personal Pronouns

### Functions

Greetings/Responses

Introducing self and others

## 2. Problematic Areas for this Unit

A. Students will need to note the difference between the form of the Present Simple of *to be* and other verbs.

B. Teachers are advised to elaborate ,with a few examples of their own ,the principal uses of the Present Simple tense. Make sure the students know the difference between general truths and repeated or habitual actions.

C. Explanation should be given on how to write and say contracted verb forms for the Present Simple tense. Teachers should advise students that in normal formal prose,contracted forms are rarely permissible.

D. It should be explained that *but* is usually used as a co-ordinating conjunction and that it indicates a contrast.

*eg. Mary is pretty, but Jane is beautiful.*

E. Articles are not introduced formally until Unit 4, but mention them briefly.

*eg. a teacher, an engineer*

F. Britain comprises Great Britain (England, Scotland and Wales) and Northern Ireland. Its full name is the United Kingdom of Great Britain and Northern Ireland.



They have different cultures. Older people may still speak their local language. They are all governed from London. Katherine is from Dublin in the Republic of Ireland, not Northern Ireland.

G. Kate comes from Sydney, the largest city in Australia, situated on the south-east coast. Point out ways we use to describe nationalities (even although this is listed in the **SHB**).

*eg. an Englishman; He is English. (from England)*

*eg. a Welshman; He is Welsh. (from Wales)*

*eg. a Scot/Scotsman; He is Scottish. (from Scotland)*

*eg. an Irishman; He is Irish. (from Ireland)*

But we say;

*eg. an Australian; He is Australian. (from Australia)*

*eg. an American; He is American. (from America/USA)*

H. He comes from... = He is from... When we meet people for the first time, we often ask: **Where do you come from/Where are you from?** They can answer: **I come from X** or **I am from X**.

1. Pets in Britain (dogs, cats, mice, birds, etc.) are usually referred to as **he** (masculine) unless female gender is specifically known.

### 3. Teacher Guidance and Lesson Planning

N. B. Unless otherwise specified and to avoid repetition, the final two instructions for each exercise are: **Students do exercise and Check their answers.** This applies to every unit. There are no suggestions supplied for **TV**, **Post TV** and **SHB** because these sections of the course are not held in the classroom.

#### Pre-TV 1

##### Exercise 1

- a) Students should read to themselves the text **At the Party**. Check comprehension by asking simple oral questions (eg. **Who is Welsh?**) or **T/F questions** (eg. **Kate thinks James is Australian**).
- b) Draw the students' attention to the underlined verbs. They should read the explanation of the two main uses of the Present Simple tense (see B in **Problematic Areas**). Check that they have already looked at the formation of the tense in the **SHB**. Ask the students for a few short sentence examples of both uses of the tense. There is no written exercise to do here. (15 mins)

##### Exercise 2

This is a simple tense formation exercise also requiring a little easy reading comprehension of Exercise 1. (10 mins)

##### Exercise 3

- a) Ask the students what are the English equivalents of the pronouns: 我, 你, 他; 我们, 你们, 他们。
- b) After checking their answers, draw the students' attention to negative forms of the Present Simple tense in the **SHB**. (10 mins)

##### Exercise 4

- a) Teachers should ensure that students have already looked at the rubric on personal pronouns in the **SHB**.
- b) Go through the example to ensure that students are aware of both the tasks they have to complete in the exercise. (15 mins)

## Pre-TV 2

### Exercise 1

- a) Allow students time to read through the information about the pictures.
- b) Ask students who volunteer questions like:  
*eg. What does a teacher do?*  
*eg. What does an engineer do?* etc. etc.
- c) Then, using your own **CB**, point to the pictures and ask students who didn't volunteer questions like:  
*eg. What does Kate do?*  
*eg. What does he do?* (10 mins)

### Exercise 2

Make sure the students know that sentences containing **I** are matched by questions using **you**. (5 mins)

### Exercise 3

- a) Students should read through the text to themselves.
- b) Ask students questions to establish comprehension:  
*eg. What are the names of the three friends of James?*  
*eg. Where does James' sister work?* etc. etc.
- c) After the exercise, check their knowledge of the indefinite article. (10 mins)

### Exercise 4

- a) Ask students to identify vocabulary items in the four pictures.
- b) Ask volunteer students to try and describe each picture with a single sentence.  
*eg. What do you see in the first picture?*  
**Ans. I see two boys in a park.** etc. etc. (15 mins)

### Exercise 5

Make sure at this stage that students know the difference between personal pronouns and possessive adjectives before they do the exercise. (10 mins)

**REMEMBER TO LEAVE YOURSELF TIME IN THE NEXT PRE-TV SESSION TO CHECK THAT STUDENTS HAVE NOT ENCOUNTERED ANY PROBLEMS WITH EXPLANATIONS OR EXERCISES IN POST TV OR IN THE STUDENT HANDBOOK FOR THE PRESENT UNIT. THIS ADVICE WILL NOT BE REPEATED AGAIN.**

## UNIT 2

### 1. Key Teaching Points

#### Structures

Present Simple Tense (including **To Do** as a main verb)

Possessive Pronouns

Interrogative Adjectives

Exclamations

#### Functions

Thanking and responses

Saying goodbye

Asking for identification

Complimenting

### 2. Problematic Areas for this Unit

A. Explain to students the meaning of **A cocktail party**; cocktails are alcoholic drinks which contain several ingredients including one or more spirits. Such drinks are often served at a fairly formal party, usually held in the early evening to introduce people for the first time.

B. Point out that there are formal and informal introductions and greetings in the Situational Dialogue in Programme One. The most formal introduction is "**Let me introduce...**"; less formal is "**This is ...**"; or "**I'm ...**". The most formal greeting is "**How do you do?**" and the least formal is "**Hi!**"

C. Students may not know that **Paris is the capital of France**, **Dublin is the capital of Ireland** and **Glasgow is in Scotland**.

D. **A banker** is not just anybody who works in a bank but someone who is involved in banking at a senior level.

E. Tell students that **"We are both English"** and **"Both of us are English"** mean the same, as do **"Whose is this coat?"** and **"Whose coat is this?"**

F. Draw students' attention to the phrases **"Take care"** and **"See you again"/"See you soon"**: these are informal expressions, used between friends when saying goodbye.

G. Make sure students realise that there are different degrees of formality in thanking: **"Thank you very much"** is most formal, then **"Thank you"** and least formal is **"Thanks"**. **"Don't mention it"** is a response to thanks, meaning: You're welcome. It's nothing.

H. Students need not worry about the difference in meaning between **"Which do you want?"** and **"What do you want?"** since they often mean the same; if you are choosing from a limited, defined selection, it is better to use **Which** • • • eg. Which do you want, the red one or the blue one?

I. Point out the pronunciation of **"James' sister"**: When you are using a name which already ends in "s", you can simply add an apostrophe and the pronunciation remains unaltered.

### 3. Teacher Guidance and Lesson Planning

#### Pre-TV 1

In Programme One, the material is presented and practised by means of ONE Situational Dialogue, which is quite long to ensure initial extended exposure to written discourse.

#### Exercise 1

- a) Read out the captions and ask students to repeat.
- b) Read out the captions in a different order and ask students to write down the letters of the pictures in that order. Check answers orally.
- c) Ask comprehension questions to clarify names and relationships:  
eg. **Who meets James?**

**Who has a sister?**

**Who does Phillip ask about?**

**Who does Phillip introduce to James?**

**Who introduces Katherine?** etc.

(10 mins)

#### Exercise 2

- a) Ask students to look again at the pictures in Exercise 1 and, in pairs, imagine two-line dialogues between the characters.

- b) Direct students to Exercise 2 and ask them to do it individually before comparing answers with a partner.
  - c) Check answers by calling on pairs to read out the correct minidiálogos for each picture.
  - d) Point out to students the different degrees of formality used in these greetings and introductions.
  - e) Ask students to identify, from the words the characters say, examples of these language functions:
    - Introducing yourself
    - Introducing somebody else
    - Greeting
    - Responding to greeting
    - Asking who somebody is
- (10 mins)

### Exercise 3

- a) Encourage students to read the English version of the rubric by asking comprehension questions on it: eg. *What are the four things people usually do when they meet? What do you have to do in this exercise?* (This advice will not be repeated.)
  - b) Ask students to read the dialogues in pairs.
  - c) Help students to match Dialogue 1 to the correct picture. Then students work in pairs to match Dialogues 2–5.
  - d) Check answers by getting students to read aloud the correct dialogue for each picture.
  - e) Ask students to work in pairs to introduce themselves and greet each other, and to ask questions about their jobs and where they come from. (Demonstrate this first with a good student.)
- (15mins)

### Exercise 4

Students can do this exercise alone, then compare answers with a partner. (5 mins)

### Exercise 5

- a) Ask individual students to suggest Katherine's questions and Martin's answers.
- b) Students write the questions and answers. (10 mins)

## Pre-TV 2

### Exercise 1

- a) Read out the questions and responses. Students repeat chorally, then individually.
- b) Help the class to match the first question and response, then students work alone to com-