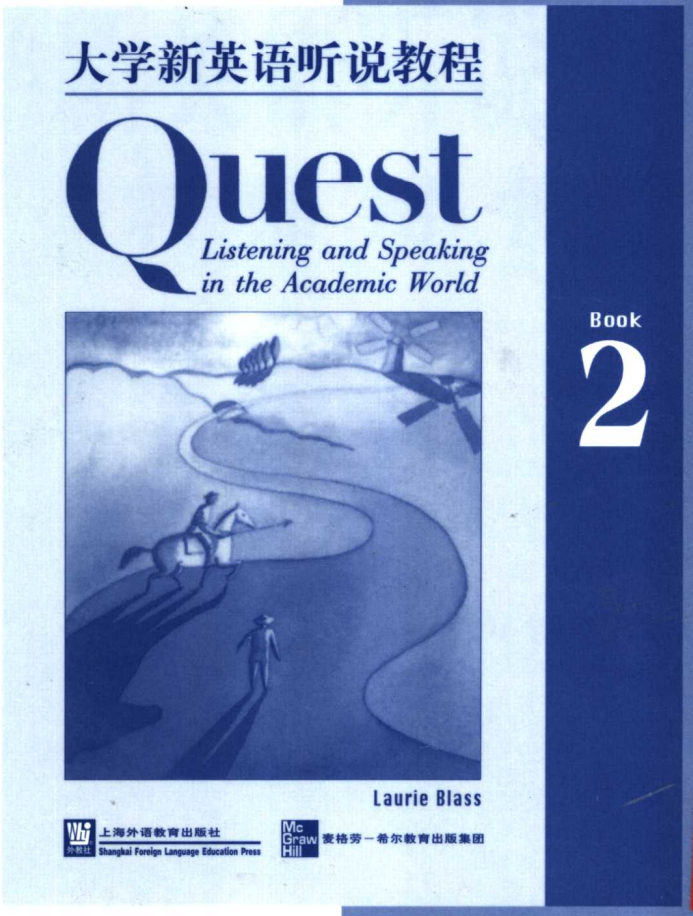
大学新英语听说教程2

教师用书

Instructor's Manual

to accompany



Prepared by
Marietta Urban

Instructor's Manual

to accompany

Quest

Listening and Speaking in the Academic World

大学新英语听说教程2

教师用书

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出版前言

随着改革开放的不断深化和国际交往的日益扩大，我国对大学生英语能力的要求也越来越高，越来越具体。最近国家教育部对《非英语专业英语教学大纲》进行了修订，各高校英语教师也纷纷对大学英语教学方法进行积极的探索。在教育部关于“一纲多本”开展教材建设的精神指导下，各家出版社相继推出了数套教材，以求对我国大学英语教学提供有力支持。

在这一背景下，为了给大学英语教学提供更多可以选择的教学材料，我社推出了这套《大学新英语系列教程》。本书原名 Quest，由美国著名的麦格劳-希尔教育出版集团于 1999 年出版。全书课文以主题划分单元，基本涵盖了大学普通文化教育涉及到的所有学科，如生物、历史、心理、艺术、考古和经济等。由于本书语言水平与我国大学阶段英语教学的要求相符，因此它可以为我国的大学生提供一个既能接触到原汁原味的当代美国英语，又能熟悉各专业基础知识和语汇的方便途径，是一套不可多得的好教材。

本教程包括一套读写教程和一套听说教程，每套教程各分为三册，由浅入深地传授有关语言技能。全书材料取自报刊、教科书、广播、访谈和课堂讲座等，语言源于生活且实用。更加难能可贵的是该书的读写听说技能训练与各单元主题结合紧密、富于趣味，体现了行之有效的教学经验和方法。

本书为 Quest 听说教程的教师手册，提供教学指导，课文练习答案，录音文本及测试题。

希望这套教材的引进出版能够进一步丰富我国大学英语教材的园地，使我国的大学英语教学能更上一层楼。

INTRODUCTION

ABOUT THIS INSTRUCTOR'S MANUAL

This manual is a complete resource kit for instructors using *Quest: Listening and Speaking in the Academic World Book, 2*. The introduction includes:

- An overview of the entire *Quest* series, as well as guidelines for levels, placement, and suggested time frames for homework and instruction
- A description of the *Quest: Listening and Speaking* books and information on the chapter organization
- Useful teaching suggestions that can be applied to all chapters
- Helpful information on homework and testing
- General classroom management tips for using the *Quest* series

The remainder of the manual includes:

- Complete tapescripts for audio and video activities in Parts Two, Three, Four, and Five of the student book
- Answer keys for the activities in the student book
- One optional note-taking practice exercise per unit with tapescripts and answer keys
- Unit tests, tapescripts, and test answer keys (one unit test per every two chapters)

ABOUT THE QUEST SERIES

The *Quest* series is a three-level, content-based program for high-beginning to advanced students of English. It integrates listening, speaking, reading, and writing skills as it seeks to emulate the types of academic activities and skills that students typically perform in college. In college and university classes, students listen to lectures and they take notes to process and recall the information. At home, they read tremendous amounts of academic material, skimming ahead to find main ideas or specific content, highlighting important points, guessing meaning from context, learning key vocabulary, and making inferences. In class once again, they participate in discussion groups and organize their newly acquired knowledge in preparation for written assignments and papers, and finally, for tests and final exams. By using the *Listening and Speaking* and the *Reading and Writing* books in the *Quest* series, students will simulate this academic college experience.

The goal of the *Quest* series is to provide a bridge so students can go directly into college freshman English without having to take special ESOL courses. The six books in the *Quest* series—three *Listening and Speaking* books and three *Reading and Writing* books—cover a wide range of topics that students will encounter in college-level general education courses and/or in their major fields of study (business, psychology, literature, history, biology, and anthropology are just a few). By providing both content as well as the necessary language and study skills, *Quest* prepares students for college-level work. The *Quest* series includes:

- *Quest: Listening and Speaking in the Academic World, Book 1* (plus video, audio cassettes, and audio CDs for *Book 1)*
- *Instructor's Manual for Quest: Listening and Speaking in the Academic World, Book 1*
- *Quest: Listening and Speaking in the Academic World, Book 2* (plus video, audio cassettes, and audio CDs for *Book 2*)
- *Instructor's Manual for Quest: Listening and Speaking in the Academic World, Book 2*
- *Quest: Listening and Speaking in the Academic World, Book 3* (plus video, audio cassettes, and audio CDs for *Book 3*)
- *Instructor's Manual for Quest: Listening and Speaking in the Academic World, Book 3*
- *Quest: Reading and Writing in the Academic World, Book 1*
- *Quest: Reading and Writing in the Academic World, Book 2*
- *Quest: Reading and Writing in the Academic World, Book 3*
- *Instructor's Manual for Quest: Reading and Writing in the Academic World, Books 1-3*

Guidelines for Levels and Placement

Quest, Book 1 is designed for students who are at a high-beginning to low-intermediate level of English proficiency. Students at this level are not quite ready to take standardized tests such as the TOEFL. They can understand and participate in familiar, predictable conversations in areas of special interest but have difficulty sustaining a conversation of any length or depth. They can read simple, nontechnical material about familiar topics and write simply about a limited number of day-to-day topics.

Quest, Book 2 is designed for students who are at an intermediate to high-intermediate level of English proficiency. Students at this level usually begin the course scoring approximately 440 to 450 on the TOEFL. They can understand spoken English in most day-to-day settings involving familiar topics but may still have difficulties with unfamiliar ideas or information. They can participate in conversations covering a range of topics, and although errors may be frequent, errors usually do not interfere with meaning. They are able to read and write well but still have difficulties with more specialized vocabulary and grammatical accuracy.

Quest, Book 3 is designed for students who are at a low-advanced to advanced level of English proficiency. Students at this level usually begin the course scoring 480 and above on the TOEFL. They are comfortable in most conversational settings but may still have problems understanding spoken English, especially in rapid or heated discussions or on unfamiliar topics. They may have some fossilized errors in spoken English and may lack the range of vocabulary needed for complex situations. They can read authentic material about a variety of topics with a high degree of comprehension and speed but may have problems with both speed and understanding when dealing with complex material on unfamiliar topics. They can write well about familiar topics, specialized topics of personal interest, and areas of expertise, but may have difficulty dealing with complex or unfamiliar topics.

Hours of Instruction and Homework

Using both the *Listening and Speaking* and the *Reading and Writing* books at a given level offers between 200 and 350 hours of instruction. An abundance of material is provided in each text so that teachers have the opportunity to focus on some areas while omitting others that may be of less relevance to a particular group of students.

Another variable that affects the amount of class time is the amount of homework that is assigned. For *Quest: Listening and Speaking, Book 1*, for example, students would probably be assigned between 15 and 30 minutes of homework for each class meeting. This work would mostly involve preparing for class discussions. Most of the listening and the reading would be done in class, since teachers need to be sure that students aren't using a dictionary for every unknown word. Midway through *Book 2*, students should start doing more listening and reading at home or in the language lab. Toward the end of *Book 3*, students should be doing a great deal of homework as this is typical of any college course. (For information on assigning specific homework tasks, see page ix.)

ABOUT THE QUEST LISTENING AND SPEAKING BOOKS

Listening and speaking, and reading and writing are meticulously integrated in the *Quest Listening and Speaking* books. High-interest, introductory readings as well as videotaped conversations, authentic radio broadcasts, and lectures on a variety of academic subjects are combined with the listening, speaking, and academic strategies necessary for success in the academic world. Each unit revolves around one broad subject area such as biology. The unit has two related chapters—in this case, animal behavior and nutrition. The sources for the introductory reading or charts include newspapers, magazines, and high school and college textbooks. When students have read and discussed the introductory reading in Part One, they are more knowledgeable about the issues concerning that subject. After listening to informal conversational English and working through key vocabulary in Part Two, students practice the language functions and pronunciation activities in Part Three. Part Four provides more vocabulary preparation and listening activities related to an authentic radio broadcast. Finally, students are ready to sharpen their note-taking skills in the college-style lecture in Part Five. Then, students move on to the *Step Beyond* section that includes a culminating speaking activity during which students do original research and orally present their findings.

Chapter Organization

Quest: Listening and Speaking, Book 1 contains three units along with a special *Getting Started* chapter. *Quest: Listening and Speaking, Books 2* and *3* each contain four units. Each unit

contains two chapters within the same subject area. Each chapter follows a careful progression of activities in five parts. Part One introduces the chapter topic with a short reading selection. Part Two continues with pre-listening activities such as brainstorming and predicting, and provides videotaped informal conversation on the subject. Part Three, *The Mechanics of Listening and Speaking,* focuses on practical, everyday language functions, useful pronunciation activities and a review that puts these skills together. Part Four presents an authentic radio passage while Part Five encourages students to hone their note-taking skills with a college lecture and finally to research and present their own findings to the class on a related topic.

Part One

Part One introduces the chapter topic and revolves around cutting-edge ideas and events, people in the news, or cross-cultural issues. Students are given ample opportunity to think about and discuss what they already know about the topic. They read a brief selection from an authentic source on the subject and are encouraged to share their knowledge about the topic or to write a brief response to it in their writing journal.

When students are reading, encourage them not to use a dictionary, but rather, to attempt to guess the meaning of a new word from the context, using the reading strategies taught in *Reading and Writing, Book 2,* if possible. Highlighting main ideas and key terms, guessing meaning from context, and being able to continue reading with an approximate understanding of a word are primary skills emphasized throughout the series. Various types of context clues are introduced systematically to help students improve their reading comprehension. As students progress through the book, they will become less dependent on their dictionaries and will become more active readers.

Part Three

Part Three, *The Mechanics of Listening and Speaking*, emphasizes useful language functions as well as contextualized pronunciation practices that students can immediately integrate into their speaking activities. Stress and intonation occupy a key role in the pronunciation practices in an effort to improve communicative competence.

Parts Two, Four, and Five

Parts Two, Four, and Five of each chapter contain a solid variety of pre-listening, listening, and after-listening activities. *Pre-listening* activities include prediction, brainstorming, vocabulary preparation, and discussion. Listening and Speaking Strategy boxes interspersed throughout the chapter provide students with practical skills that they can immediately put to use *while* listening. *After* listening, students work on activities that help solidify their comprehension of the new material and vocabulary. They identify main ideas, listen for details, reasons, numbers, etc., and practice new vocabulary. Throughout these three parts, personalized exercises for pair and group work relate each listening to the students' personal lives.

Each chapter concludes with an academic lecture written by an expert in the particular field. A variety of activities accompany each lecture, especially note-taking practice. Structured outlines are provided to guide students in taking accurate and sufficient notes.

An optional note-taking practice for each unit can be found in this manual on pages 87-110. (See page ix for more information.) This practice can be done at any time during Part Five of a chapter.

TEACHING SUGGESTIONS

This section gives suggestions for using *Quest: Listening and Speaking in the Academic World* in the classroom. Initially, you should use most of the activities in the text in class in order to provide students with the support they need to approach the materials successfully. Most activities are quite flexible and can be completed with the whole class, in small groups, or in pairs. As students progress through the books, they can do more of the activities independently.

Throughout the series, it is important that students interact and share their understanding of, and reaction to, material in the *Quest* books as a group. In addition, it is essential to use class time to discuss and reinforce the listening and speaking strategies (found in shaded boxes). You should use the Strategy Boxes as opportunities to model approaches to listening and speaking that can be applied to all kinds of academic work. Focusing on strategies will help students learn that they should engage in "discussion" with the material they are listening to: predicting what will be said, looking

for key or main ideas, identifying important information to remember, or trying to find the speaker's viewpoint.

As a general rule, it is recommended that you focus on the following features of *Quest, Book 2* for work in class:

1. The *Before Listening* section (precedes each of the listening selections in the text)
2. The *After Listening* section (follows the listening selections)
3. Listening, Speaking, and Academic Strategy Boxes (found interspersed throughout the chapter)
4. Part Three: *The Mechanics of Listening and Speaking*
5. *Step Beyond* in Part Five

The other activities can be done independently or omitted, depending on the needs of your class and the time available.

When students are working in *Quest, Book 2*, you may provide additional help and do more activities in class, including presenting the actual listening selections. Even as students progress in the book or the series, class work is still important — particularly the *Before Listening* discussions, which give the students the support and new vocabulary that they need to approach the listening material.

Following is a description of each part of a chapter and specific suggestions for teaching that part.

Opening Pages

Every unit has an opening page, as does every chapter. These pages can be used to introduce the topic and stimulate students' interest.

Unit Opener Page

You can use this page to introduce the general subject area of a unit.

- With students, define the subject area that is the focus of the unit: What does it study? What kinds of topics relate to it? What courses in college/university are in the subject area? Ask students if they have taken courses or read any books in that area.
- Discuss the contents of the picture and how it relates to the subject area.

Chapter Opener Page

You can use the page to introduce the chapter topic and preview the contents of the chapter.

- Expand on the information given by asking students what they know about the topic.
- Have students look through the chapter and predict what will be in it. They should focus on the pictures, the headings, the titles of listening and readings selections, and so on.

Introduction: Part One

In this part, students are asked to participate in discussions on what they already know about a topic. For example, in Chapter 3, Themes and Purposes, students complete a short reading about an artist and his art. Next, students discuss the reading and the accompanying photos. It is recommended that sufficient class time be set aside for such discussions throughout the series. After the discussion, students are directed to write a personal reaction to the topic in the reading. This is best done in their own journals which can be turned in periodically for your feedback. When giving feedback, focus on the content and ideas in the journal. Grammar and mechanics are not as important here.

Listening and Speaking: Parts Two, Four, and Five

The listening selections provide the core content of the chapters. For each of the three listening selections in a chapter, there are three sections: *Before Listening, Listening, After Listening*. Here are some suggestions on how to use each of these sections in class.

Before Listening

The *Before Listening* section is an essential part of the *Quest* series. It is recommended that most of the activities be done in class, following the suggestions in the student book for pair or group work. Even activities not specifically designated as pair or group activities could be done with students working cooperatively, and answers

could be checked in class.

The *Before Listening* section in the *Quest* program also contains extensive work with vocabulary. One recurring activity—guessing meaning from context— introduces students to key vocabulary in the listening selection. It gives key words in context and asks students to guess their meaning. This type of vocabulary activity can be done as pair work or by students individually and then checked in pairs or small groups.

In addition, the *Before Listening* section sometimes contains Listening Strategy boxes, with material appropriate for prelistening, such as understanding new words and taking lecture notes. It is recommended that these strategy boxes be presented in class, with students doing any related activities at the same time.

Listening

This section contains the listening selection—a taped informal conversation in Part Two, an authentic radio broadcast in Part Four, and an academic lecture in Part Five. This section usually opens with a question for the students to think about as they listen. For example, the question may relate to a key definition. This feature provides students with a purpose for active listening. Be sure to go over the question in class before students begin listening to check their understanding of it.

For initial listening selections in the book, it is suggested that you read the title aloud, play a short part of the tape or CD—mainly the introduction—and help students predict the content. Do they have any ideas or opinions about the topic? As they listen to the lecture, they can ask themselves if their ideas are in agreement with the speaker's. Students should also be encouraged to listen to the entire selection once, trying to answer the question given at the start.

It is recommended that you help students apply previously learned listening strategies to new listening selections, as appropriate. You might want to explicitly suggest a listening strategy that students have learned or tell students to use the Listening Strategy boxes that they have just studied. For example, you can ask students to listen to the tone of voice to understand the real meaning.

If students are listening in class, you can ask them to answer the question at the beginning of the *Listening* section after their first listening.

After Listening

This section typically has a wide variety of activities that vary from chapter to chapter. There are main idea questions, comprehension check questions, inference questions, and discussion questions using the students' notes; often there are application questions and critical thinking activities. In addition, there are speaking activities, such as information gaps, surveys, and interviews. Finally, there are Listening Strategy, Speaking Strategy, and/or Academic Strategy boxes with related follow-up activities.

It is highly recommended that class time be spent on discussion after each listening selection (questions for discussion are usually in the student book). Such discussions serve to reinforce vocabulary on the topic and help students put key ideas from the broadcasts or lectures into words and formulate their own ideas about what they have just listened to. Also, this follow-up work, when done for the first or second listening selection in a chapter, has the benefit of helping students prepare for the subsequent selections in the chapter, most particularly the academic lecture. Although any listening selections can be omitted, typically there is a progression through the chapter, and vocabulary and concepts from earlier materials can be helpful in approaching later selections.

The series contains a variety of activity types in the *After Listening* section. For a particular broadcast or lecture, you may want to create your own follow-up activities that are helpful to your students (for example, students can define important words or list details that support main ideas—either orally or in writing).

Additional Activities

Here are some suggestions for follow-up activities after students have listened to a selection:

- Have students tell the most interesting idea in the selection, what they have learned about the topic, or what more they want to learn on the topic.
- Have students prepare questions to ask other students about the listening selection—either about content or other students' personal reactions.

- Have students orally summarize the selection. Ask them to address their summaries to someone who hasn't listened to it yet.
- Have students fill out graphic organizers, charts, or outlines for the selection. As students progress in the program, they can be encouraged to take their own notes on key points in the selection or to design and complete their own charts and outlines with key points.
- Have students talk about any cultural differences related to the topics covered in the listening selections.
- When students are conducting interviews on campus, have them work in pairs or small groups with a video camera. Be sure they have planned their interview questions first. Limit the number of people to be interviewed and have the pairs or groups prepare formal presentations on their findings.

Additional Speaking Activities

- Students can turn their own tape recorder on and *talk* for no more than five minutes a day. They can choose their topics from the *Journal Writing* topics at the end of Part One of each chapter. You can listen to their tapes on a weekly basis and provide some oral feedback on their tapes. Comment on the content as well as on a pronunciation feature or two that may be hindering other people from understanding them. This is a great opportunity to provide truly individualized instruction on pronunciation.
- Have students summarize the broadcast or lecture to show comprehension and practice essential academic speaking skills.
- After a strong sense of community has developed in the class, you can videotape students while they give their oral presentations. This can be done either formally (with advance planning) or casually (without their advance knowledge). Students can then view their own videotape privately. You can also have students videotape others in the class which gives them a new role in addition to some interesting results in cinematography as you rotate through producers. Keep the video productions short, especially in the beginning.

Additional Academic Activities

- After students have listened to two or three listening selections in a chapter, help them synthesize information. Ask questions that prompt students to compare and contrast what they listened to, such as asking what information or points of view in the selections are alike or different.
- Have students find an article or film from an outside source on a topic related to the one in the chapter. Students should read or watch it, take notes on it, and present its main ideas to the class.
- Set up a class debate on a topic related to the chapter. The advantage of debates is that students can prepare what they are going to say in advance, which makes debates easier than impromptu class discussion. Focus on the process rather than on the product. Students will spend a certain amount of time working cooperatively in preparation for the debate. They can do web research in preparation too. Demonstrate how to use index cards with one idea or piece of evidence per card for use during the debate. By the time the debate actually happens, students are quite confident that they know their subject matter and will do well. You may even want to videotape the debate.
- Use videotapes of advertisements related to the unit topic in class. Ads are only 30 or 60 seconds each and set the stage for a variety of activities in class.

The Mechanics of Listening and Speaking: Part Three

More structured speaking practice including pronunciation of discrete sounds and understanding reduced forms such as *Wha'ja say?*, stress and intonation activities, and useful language functions are found in Part Three. This part is intended to give students practice in improving their pronunciation as well as their ability to communicate in practical, everyday situations. It contains explanations and examples of language functions, related stress and intonation features, and practice in discriminating between minimal pairs. The specific content relates to the topic of the chapter, and typically the functions and pronunciation practiced in this section will be helpful to students as they complete the culminating speaking activity in Part Five. The way you handle this section can depend on the needs of your students:

- If your students are familiar with the pronunciation concepts and seem to have mastered the

material, the activities in Part Three can be skipped.

- If your students just need a brief refresher on these concepts, have them do the exercises as homework or in the lab, with class time only spent on checking answers.
- If your students need practice with the mechanics of listening and speaking, you can assign the entire section or only those with which students need help. For these students, it would be helpful to go over the material in the boxes in class, and perhaps do the first few items together. In addition, students can do some activities in class, working in pairs or small groups. Also, class time might be given for students to check answers if they have done them as homework or in the lab—the checking can be done in pairs or small groups and then as a class.

Additional Teaching Features

Strategy Boxes

As mentioned, strategy boxes appear in Parts Two, Four, and Five. The material in these boxes should be covered in class. They are a key component in the *Quest* series, and students' attention should be consistently focused on them.

Consult the list of listening, speaking, and academic strategies in the preface of the student book on pp. xiii-xiv to reinforce previously learned strategies as students approach new listening selections. For example, students can continually practice skills such as guessing meaning from context, listening for the main idea, and producing a chart to organize information. In addition, at various points, have follow-up sessions with students. Ask them what strategies they used in approaching a lecture and how successful the strategies were for them.

Optional Note-Taking Practice

These optional practice exercises are found on pp. 87-110 of this Instructor's Manual. The pages may be photocopied for student use. These practices reinforce note-taking skills introduced in the chapters. There is one note-taking practice for each unit. These are best assigned for homework for students to complete at their own pace.

HOMEWORK AND TESTING

Assigning Homework

Class time may be the only time that students have to speak, so as much class time as possible should be devoted to interactive communication. Here are a few general tips for assigning homework:

- Assign for homework tasks and activities that students do at different speeds and generally do alone. A good example would be the actual listening selections in Parts Four and Five of each chapter. Reading assignments in Part One should be done in class to make sure students aren't relying too heavily on the use of a dictionary.
- Assign realistic amounts of homework, depending on the needs and other commitments of your students.
- Assign for homework the exercises that you weren't able to finish in class.
- Preparation for class discussions can also be done at home.

Tests and Evaluation

Various philosophies exist in education about the value of testing. However, students using the *Quest* series will most likely be preparing to take or retake the TOEFL. In addition, tests and exams are an integral part of college life. Consequently, unit tests are provided in this manual for each two-chapter unit in the *Quest* series. The tests include sections on the mechanics of listening and speaking, listening comprehension, and speaking. The unit tests appear in this Instructor's Manual, and you may copy the pages for student use.

Unit Tests

The unit tests for *Quest: Listening and Speaking* are comprehensive and consist of three parts. This Instructor's Manual contains a complete tapescript and answer key for Parts 1 and 2 of each unit test.

- *Part 1—Mechanics of Listening and Speaking:* This part focuses on the points covered in Part Three *(The Mechanics of Listening and Speaking)* of both chapters in a unit.

- *Part 2—Listening Comprehension:* The listening selection for this section of the test relates to the unit topic. The comprehension questions test the students' understanding of the passage and of listening skills from the unit. The passage is an authentic broadcast, lecture or even a poetry reading. These recordings have not been simplified, so depending on the level of your students, you may wish to play the recorded selection more than once or even several times. If your students are high-beginning, you may wish to play the passage through first, have them read the comprehension questions, and then play it one or two more times. Let them know ahead of time how many times they will hear the passage. Also, if you wish to pause the tape or CD in the middle of the recording, the test tapescripts on pages 133-144 will help you determine where.
- *Part 3—Speaking Evaluation:* This oral checklist covers situations that elicit the language functions presented in the two chapters of each unit. Students will be discussing situations that are familiar to them after listening to the tapes or CDs and completing the related activities in the chapters. The open-ended answer style allows students of different proficiencies to demonstrate their individual understanding of the specific language functions. The oral checklists are rather short and can be done before, during, or after class. Scores are based on your assessment of a student's fluency and mastery of the functions. These checklists can be used not only for grading, but also as an indicator of a student's progress.

CLASSROOM MANAGEMENT AND THE QUEST SERIES

Language teachers play many different roles. At different times, they are counselors, advisors, experts, facilitators, etc. One of their most crucial roles, however, is that of a manager. Those who are not good managers are often not very successful overall. Therefore, it is extremely important that teachers learn good classroom management techniques.

Amount of Material and Pacing of the Course

Some teachers feel they must complete every page in a textbook because the students have paid for it. Usually it is not possible to do every single practice and activity. Here are some thoughts on how much to cover and how quickly to cover it.

Less Is Better?

Students often have very different needs, interests, and life situations. They learn at different rates. And they often reach the point of saturation (where they simply cannot take in any more information) at different times. Therefore, many experienced teachers believe that it is useless to try to cover everything in the book. Rather, it's better to do a good, thorough job with less material, while allowing students to work at a pace that is comfortable for them, that suits their individual styles and speed of learning, and that fits with their personal schedules. The belief is that a clearer understanding of fewer items is better than a superficial understanding of more items.

If you follow this belief, then be careful in choosing the *Quest: Listening and Speaking in the Academic World* material to cover. Keep careful watch on your students, looking for their strengths and weaknesses that will help guide your teaching. Your course will focus on the areas of greatest need for that particular group.

More Is Better?

Many of our students need to make great improvements in a short amount of time. For some students, your particular class may be the only one with a specific language focus which they will have time to take. For this reason, some experienced teachers feel that it is imperative to cover as much as possible to address all the diverse needs and interests in a given class. It's believed that repeated exposure in small amounts to a wide variety of language is most successful. Making a rapid survey of various grammatical structures, for example, may be more successful than spending a longer time studying and practicing a limited number of structures.

If you agree with this belief, then plan to cover as much material as possible. Keep your in-class work moving as quickly as possible, make explanations short, give students enough time to practice, and assign as much as possible for homework. As students progress through the levels, they can do more for homework, especially selected activities from Parts Two, Four, and Five.

Using the *Quest* Series for Shorter Courses

For shorter courses, teachers can adapt the *Quest* books in a variety of ways, depending on the abilities and needs of the particular group of students. Since each unit focuses on a specific topic and contains two chapters, teachers could opt to use only one chapter in each unit and select the chapter that would be more interesting for the students.

If students are *not* planning to do academic work, then Part Five, *Academic English*, could be omitted and Part Four could be assigned for homework. Teachers could then focus on Parts One, Two, and Three, which introduce and discuss high-interest topics in more conversational English without the additional emphasis on a longer academic lecture.

Teaching versus Teaching Students How to Learn

Whether you plan to cover less or more, you will never be able to cover everything about the English language. You can, however, help students become more independent as learners and to continue their own work after your course is over. Wherever possible, give your students advice on how to approach a listening passage, or more specifically a lecture, or unfamiliar vocabulary. Use as many of the listening and speaking strategies from within the texts themselves and combine them with your own personal strategies for language learning and experience from teaching. Encourage students to experiment with the language, guide them toward more self-correction, get them to ask for clarification, and help them build confidence in their own abilities. The ultimate goal of your language class is to help students become independent learners and communicators.

Lesson Planning

There are many different ways to plan a lesson. Some teachers plan everything down to the minute while others think they have a lesson planned if they know the title of the listening passage and which skills and functions are going to be taught. These are the two extremes and neither is ideal.

The ideal is somewhere in between. Teachers should be familiar with the material to be covered and should have approximate time allotments for each part of the lesson. At the same time, the lesson plan needs to be flexible enough to allow for the unexpected. It is the unexpected that can make a lesson more relevant and interesting to the students.

During any lesson, teachers should be looking for opportunities to make the material meaningful for the students. Perhaps there has been an event that has caught everyone's interest, and students want to talk about it rather than complete the activity you had planned. Or perhaps a speaking activity suggests a pronunciation point that many students had trouble with and that should be reviewed in class together. Teachers need to be ready to take advantage of these teaching opportunities when they are needed. The most important point is balance between structure and flexibility. A lesson plan should be a flexible framework rather than a rigid structure.

English-Only Classrooms?

Many teachers are concerned about the relative amounts of English and the students' native language that should be used in the classroom. The most important point to consider in deciding on the use of English versus the native language is the ultimate goal of the students.

Students using the *Quest* series are probably looking to attend a community college or another college or university in an English-speaking environment. Tell your students that your class is a bridge between everything they have done before in English and what they're going to experience in college. In college, the professors won't translate into the native language, so encourage students to accept English explanations and not to rely on translations. Be sure to keep English-English dictionaries in the classroom, especially those written expressly for ESL learners. These usually show students how to use the new word in context and also give useful information about words, such as whether a noun is count or non-count, and the type of complements a verb takes. Students are more likely to choose the correct meaning of a word from these dictionaries than from a bilingual dictionary.

Student-Centered Classrooms

A student-centered classroom is one in which the student is the center of attention—not the teacher. Although some activities may require that

all attention be focused on the teacher, many other activities lend themselves to pair and group work.

Pair Work

Pair work is very effective for a variety of exercises and activities. It maximizes the amount of time each student is allowed to speak during a given class. It makes students aware of others' viewpoints and often requires students to argue their own viewpoints. It promotes better relationships within the classroom as students get to know each other. Here are some general guidelines for pair work:

- Use pair work for all types of peer feedback and evaluation. The most obvious example of this is student feedback on oral presentations made in groups or to the entire class. Stress that students should always give at least one positive comment as well as one question about the topic that they would like to ask their classmates.
- Another possibility for pair work activities are the Put It Together activities that appear at the end of Part Three. In addition, students can often compare their homework before turning it in. Students can also quiz each other on vocabulary, parts of speech, and spelling.
- Another extra activity that works well for pairs is paired dictation. Students work in pairs, each with a partial version of a text on the chapter topic that you provide. If it has two paragraphs, for example, you give the first paragraph to Student A and the second paragraph to Student B. Students take turns reading their text to each other and do not let the other see their text. In this way, each student works on listening, speaking, and writing. At the end of the practice, they correct each other's work and can discuss the content.
- Be sure that students do not always work with the same partner. To mix them up, divide the number of students in the class by two and have them count off up to that number twice. Then both ones, twos, threes, and so on work together.

Group Work

- Group work has become an integral part of the student-centered classroom. Educational researchers insist upon its many advantages, yet one of the most difficult classroom management issues revolves around group work. Teachers complain that group work is difficult to implement in large classes, that students speak their native language to each other, that it lends itself to a noisy atmosphere, and that many students are used to a teacher-centered classroom.

These complaints can be overcome by teachers who want to make it work. Even in large classrooms where desks cannot be easily moved, a group of four can be formed by students in two rows pushing their desks close together and every other row turning around to face those behind them. If you cannot move the desks, students should be encouraged to sit in different places every day, so that they work with different people.

Groups can be formed in a similar way to pairs. For groups of three, for example, divide the total number of students in the class by three and have students count up to that number three times. Then the three ones work together, the three twos, and so on.

The problem of students using their native language is a difficult one. Both pair and group work require the cooperation of the students. If students don't cooperate, it won't work. Try to establish your classroom as an "English-Only Zone." Tell students that this is their opportunity to try out what they are learning in English in a "safe"atmosphere. In your class, they can make mistakes without being embarrassed. Another way to gain the cooperation of the students is to demonstrate the importance of group work. One way is to circulate from group to group while students are engaged in group work, offering assistance as needed. This will show students that the activity is important to you. Another important part of group work is to have at least some of the groups report on the results of their work together. This will provide immediacy to their work.

If you have students from a variety of language backgrounds, have them sit next to, behind, and in front of students who don't speak their language. A carefully organized seating arrangement decreases the temptation for students to speak in their own language and provides a ready-made group.

As for the additional noise level, you can tell the students in advance that they need to be considerate of the students in neighboring classrooms, and that if the noise gets out of hand, the activity will have to be suspended. In large classes, a small bell works better to get students' attention than trying to talk over the noise. Here are some additional tips for managing group work:

- Make sure that everyone understands the assignment. Often when students end up talking in their native language, they are simply asking each other for clarification of the instructions.
- Make sure that everyone in the group has a specific role to play. Roles in groups include the facilitator (the one who keeps everything on track), the timekeeper (the one who watches that work is being completed in a certain amount of time), the recorder (the one who takes notes), and the reporter (the person who will report back to the class).
- Be sure to have some extra work ready because one or two groups will inevitably finish before the others.
- Don't give up on group work even if the first few sessions seem a bit disorganized. A good deal of language practice is going on, much more than when the teacher is the center of attention. Students will learn a lot from each other and will become partners with you in the learning process.

Error Correction

Most people hate to make mistakes. They are embarrassed, especially when their mistake is noticed by others. Yet making mistakes is an important part of learning anything and is certainly true of learning a language. Students learn how a language works by experimenting with it and receiving feedback on their errors. If your students aren't making any errors, then they aren't making any progress in their language learning. The ideal is to have students working a little above their language level, but not so far above that they are making frequent errors. This would be frustrating to the students.

Errors can tell you what students don't know or are confused about and can guide your teaching. You will discover the best way to do this for each class. The most important point about error correction is that it should never embarrass the students. The teacher's goal while pointing out the error is to build self-confidence. A non-threatening way to do this is to make a list of errors you might overhear while students are doing group work or a list of errors from their writing assignments. From the list, pick out a few to go over as a class so that no one is singled out as having made an error.

Another important issue is when to correct errors and when to ignore them. It depends on the purpose of the activity. If the activity is a grammar or pronunciation exercise and the objective is accuracy, then the errors need to be pointed out. If, however, the objective is fluency, then some errors should not be pointed out and others, especially those that interfere with understanding, could be noted for discussion later on.

CONTENTS

BOOK TWO

TAPESCRIPT