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CUTTING EDGE

朗文当代英语教程

PRE-INTERMEDIATE

Jane Comyns Carr (英)
Sarah Cunningham (英) 编著
Peter Moor (英)

- ▶ teacher's tips
- ▶ alternative teaching suggestions
- ▶ learner-training worksheets
- ▶ tests

TEACHER'S RESOURCE BOOK 3 教师用书 3

photocopiable resources by Chris Redston



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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Everything you expect from a world-class course ... and more

Cutting Edge is "found to contain far more wide-ranging material than other of the data sources."

"... combines rich international content, comprehensive grammar, and life functional grammar."

— Cambridge ESOL (剑桥大学考试委员

《朗文当代英语教程》(Cutting Edge)是一套在世界各地广泛使用的英语教程，其国的选材、综合全面的语言技能培养、实用的教学大纲，以及丰富的教学资源受到各国英语教师和教师的青睐。教材采用英式英语编写，涉及英国及其他各国文化；活动内容和形式既适合年，也适合成年学习者；其丰富的内容可以满足各类英语学习者的个性需求。

本教程共有6个级别，难度分布如下：

1-2级为基础入门级，适合具有初级英语水平学习者

3-4级为完善巩固级，适合具有初级至中级英语水平学习者

5-6级为强化提高级，适合具有中级偏上英语水平学习者

完成1-4级的学习，学习者的综合语言能力可达到雅思考试5.5-6.0分的水平；完成全级别的学习，可达到雅思考试6.5-7.5分的水平。

教材特点

- 强调语法和词汇基础
- 丰富的语言文化信息
- 创造真实的交流环境
- 完善的自我评估体系
- 采用任务型教学方法
- 贴近社会生活的话题
- 培养独立学习的能力
- 全面翔实的教学建议

3级产品组成：

- 学生用书（附赠小词典），配有课堂用盘（2张CD）或课堂用带（2盒）
- 练习册，配有学生用盘（2张CD）或学生用带（2盒）
- 教师用书（附赠测试题集）



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CUTTING EDGE

朗文当代英语教程

PRE-INTERMEDIATE

Frances Eales (英) 编著

TESTS
测试题集 3



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教材简介

《朗文当代英语教程》(*Cutting Edge*)是一套在世界各地广泛使用的英语教材,以其国际化的选材、综合全面的语言技能培养、实用的教学大纲,以及丰富的教学资源受到各国英语学习者和教师的青睐。本套教材采用英式英语编写,涉及英国及其他各国文化;其活动内容和形式既适合青少年,也适合成年学习者;其丰富的内容可以满足各类英语学习者的个性需求。

难度分布

本套教程共分为6个级别:

- 1—2级旨在奠定英语基础,注重常用词汇和基础语法训练,适合具有初级英语水平的学习者;所涉词汇量为1000—1500;
- 3—4级旨在全面提高学习者的语言应用能力,词汇量和语法难度有所增加,听、说、读、写活动更为丰富多样,适合具有初级至中级英语水平的学习者;新增词汇1500—2000个;
- 5—6级侧重中高级的书面表达和口头交流,阅读量增大,话题和观点也更有深度,适合具有中级偏上英语水平的学习者;新增词汇2000个左右。

完成1—4级的学习,学习者能用英语进行一般性的交流,综合语言能力可达到雅思考试5.5—6.0分的水平;完成全部6个级别的学习,学习者能用英语进行积极有效的交流,自如地表达个人观点和想法,综合语言能力可达到雅思考试6.5—7.5分的水平。

教材组成

本套教程各级别教材组成如下:

- 学生用书 (Students' Book): 1级学生用书附**词汇手册** (Vocabulary Book), 2—5级随书附**小词典** (Mini-dictionary), 6级随书附**短语手册** (Phrase Builder); 每级学生用书都配有**课堂用盘** (Class CDs) 和**课堂用带** (Class Cassettes)。
- 教师用书 (Teacher's Resource Book): 2—5级教师用书随书附**测试题集** (Tests)。
- 练习册 (Workbook): 每级练习册都配有**学生用盘** (Student CDs) 和**学生用带** (Student Cassettes)。

编写特点

本套教程重视培养学习者在课堂上的主动性,即使在初级水平阶段,也鼓励学习者练习使用语言。本套教程注重奠定词汇和语法基础,同时通过各种真实情景中的任务型活动逐步实现用英语自由交流的目标。

► 词汇

打好词汇基础是成功交流的第一步,也是关键的一步。为此,本套教程强调词汇的学习与巩固。

学生用书各单元的**词汇板块** (Vocabulary/Wordspot) 通常引入与本单元话题相关的常用词汇, 同时提供相关的短语搭配和“语块”(比句子长、比段落短的语言单位), 这样学习者可以学习和记忆更多的扩展词汇, 达到事半功倍的效果。学生用书中还设计了丰富的听、说、读、写活动和**真实情景下的语言运用** (Real life) 练习, 以期学习者能够学以致用, 不仅学会运用词汇, 更重要的是不断提高英语交流能力, 增强自信心。

学生用书所附词汇手册或小词典以及练习册中针对词汇的专门训练, 可以帮助学生根据需要学习更多的词汇, 培养自主学习能力。

► 语法

自信的交流还需要坚实的语法基础。为此, 学生用书每个单元设计了2—4个**语法重点板块** (Focus/Language focus) 或**语法扩展板块** (Grammar extension)。单元结构通常以**阅读** (Reading) 和**听力** (Listening) 练习引入新的语言点, 然后紧跟语法重点或语法扩展板块, 讲解重要语法规则, 并伴随大量练习, 最后通过积极的、个性化的**交流活动** (Communication activities) 来运用语言。另外, 练习册和教师用书中都配有相应的语法辅助练习, 供学习者课上或自学使用。

► 任务型教学

学习者应成为语言的主动使用者, 而不是被动的接受者。因此, 学生用书每单元都设计了一个**交际任务板块** (Task)。交际任务是让学习者利用已学的词汇和语法进行交流, 用英语解决现实生活中遇到的问题, 如交流个人信息、描述人或事、设计方案、作出计划或决策、讨论问题等, 其着重点是交流的“成果”, 而非“语言练习”本身。

另外, 针对学习者在完成交际任务过程中可能遇到的语言障碍, 每个单元都设计了**任务准备环节** (Preparation for task) 和**实用语言板块** (Useful language), 为学习者提供充足的语言支持, 同时减轻教师的备课负担; 从第3级开始, 交际任务板块还特别设计了**个性词汇栏** (Personal vocabulary box), 鼓励学生向教师询问自己想要表达个人情感或经历的词汇, 并积累起来, 培养良好的学习习惯。

► 自我评估体系





语言学习总是伴随着遗忘。为此, 本套教程设计了科学的复习和测试体系, 帮助学生及时巩固和检验学习成果。学生用书每个单元结尾都设计了**单元测评板块** (Do you remember?), 用于测试学习者每单元语言的掌握情况; 每隔几个单元设计一个**巩固单元** (Consolidation), 用于强化和温习所学知识; 另外, 每级教师用书都包含了多套**阶段测试题** (Tests), 供教师选用。

► 网络资源支持

学习者和教师可以登录《朗文当代英语教程》的教学网站 (www.longman.com/cuttingedge), 获取有关本套教材的辅助教学建议、文化介绍、课堂活动等网络资源, 还可以和世界各地的教材使用者交流互动。

本级单元结构

本套教程第3级 (Pre-intermediate) 的课时安排为120课时, 教师可以根据教学实际增减课时。第3级的单元结构和主要内容如下:

<div>学生用书 (Students' Book)</div>	<p>包括 16 个单元 (Module)，每单元安排 6—8 个课时。每单元包含以下板块：</p> <ul style="list-style-type: none">● 2 个语言重点 (Language focus)，讲解和练习语法点● 词汇练习 (Vocabulary/Wordspot)● 阅读练习 (Reading) 和 / 或听力练习 (Listening)，伴随扩展口语活动● 交际任务 (Task)● 真实情景下的语言运用 (Real life) 和 / 或写作练习 (Writing)● 单元测评 (Do you remember?) <p>书后提供：</p> <ul style="list-style-type: none">● 交流活动材料 (Communication activities)● 不规则动词表 (Irregular verbs)● 详细的语言点总结 (Language summary)● 课堂用录音材料的录音文本 (Audioscripts) <p>小词典 (Mini-dictionary)：收录学生用书中出现的重点词汇和短语 1500 个，每个词条都给出通俗易懂的释义和例句。</p> <p>书中的  标识表示可以在练习册相应单元中找到辅助练习； 标识表示小词典中收录了相应词汇； 标识表示该板块有听力内容。</p>
<div>练习册 (Workbook)</div>	<p>练习册与学生用书各单元对应，提供以下针对性练习及答案：</p> <ul style="list-style-type: none">● 语法辅助练习 (Grammar)● 词汇辅助练习 (Vocabulary)● 词汇强化练习 (Vocabulary booster)● 技能训练 (Listen and read, Improve your writing)● 发音练习 (Pronunciation)● 单词拼写练习 (Spelling) <p>配套使用的学生用盘 / 带包含练习册中听力、阅读、发音和部分语法练习的录音，书中的  标识表示该练习包含听力内容。</p>
<div>教师用书 (Teacher's Resource Book)</div>	<p>教师用书由以下几个部分组成：</p> <ul style="list-style-type: none">● 简介 (Introduction) 和教学建议 (Teaching tips)，为教师提供教学法和教材使用指导● 针对学生用书中各板块的详细教学笔记 (Teacher's notes)，包括适合不同学生水平的教学方法建议、语言点详解和学生用书中练习的答案● 可复印的教学资源库 (Resource Bank)，提供学习方法培训、交际性语法练习、词汇拓展练习和语法练习● 3 套阶段测试题 (Test)，分别在学完第 6、11、16 单元之后使用 <p>测试题集 (Tests)：每套测试题覆盖 2—3 个单元的词汇和语言点，可用作课前诊断性测试或阶段性复习测试。</p>

《朗文当代英语教程》以其国际化的视野、交流为本的理念和生动活泼的风格为学习者和教师搭建了轻松、高效的学习平台。相信选用本套教材的学习者不仅能够学会实用而鲜活的语言，还能体验到语言学习的乐趣。

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Introduction

Cutting Edge Pre-Intermediate is a course aimed at young adults studying general English at a pre-intermediate level. It provides material for up to 120 hours' teaching, according to how much photocopiable material is used from the *Teacher's Resource Book*. It is suitable for students studying in either a monolingual or multilingual classroom situation.

<p>STUDENTS' BOOK</p> <p>CLASS AUDIO PROGRAMME</p>	<p><i>Cutting Edge Pre-Intermediate Students' Book</i> is divided into sixteen modules, each consisting of approximately 6–8 hours of classroom material. In each module you will find:</p> <ul style="list-style-type: none">• Grammar – two Language focus sections• Vocabulary – including a Wordspot section in alternate modules• Reading and/or Listening – with extended speaking activities• Real life (everyday survival language) and/or Writing• Do you remember? – quick spot-check revision <p>In addition there are Consolidation sections after Modules 6, 11 and 16.</p> <p>At the back of the book you will find:</p> <ul style="list-style-type: none">• Communication activities• a list of Irregular verbs• a detailed Language summary• Audioscripts – for material on the Class Audio Programme <p>Mini-dictionary: in the back cover pocket of the <i>Students' Book</i> is the <i>Cutting Edge Pre-Intermediate Mini-dictionary</i>, which contains definitions and examples for approximately 1,500 words and phrases from the <i>Students' Book</i>.</p>
<p>WORKBOOK</p> <p>STUDENTS' AUDIO PROGRAMME</p>	<p><i>Cutting Edge Pre-Intermediate Workbook</i> is divided into sixteen parallel modules, consisting of:</p> <ul style="list-style-type: none">• additional grammar practice• additional vocabulary practice• Vocabulary booster sections• skills work – Listen and read and Improve your writing sections• Pronunciation• Spelling <p>There is an Answer key at the back of the <i>Workbook</i>.</p> <p>The optional Students' Audio Programme features the Listen and read texts, exercises on pronunciation and some grammar exercises.</p>
<p>TEACHER'S RESOURCE BOOK</p>	<p><i>Cutting Edge Pre-Intermediate Teacher's Resource Book</i> consists of five sections:</p> <ul style="list-style-type: none">• Introduction and Teacher's tips on:<ul style="list-style-type: none">– Making speaking Tasks work– Responding to learners' individual needs– Helping students with pronunciation– Working with lexical phrases– Making the most of the <i>Mini-dictionary</i>• step-by-step teacher's notes for each module – including alternative suggestions for different teaching situations, detailed language notes and integrated answer keys.• photocopiable Resource bank – including learner-training worksheets, communicative grammar practice activities, vocabulary extension activities, and three Tests to follow Modules 6, 11 and 16.

The thinking behind *Cutting Edge Pre-Intermediate*

Cutting Edge Pre-Intermediate Students' Book has a multi-layered syllabus, which includes a comprehensive grammar and vocabulary syllabus, incorporating systematic work on listening, speaking, reading and writing. It takes an integrated approach to pronunciation, and includes learner-training and revision.


We are particularly interested in helping learners to take an active approach in their lessons, and in encouraging them to use the language they know, even at this relatively low level. To do this, we realise that learners need guidance and preparation, and so we aim to take them step by step through new language and tasks, providing them with the support they need in order to communicate successfully.

Lexis

VOCABULARY SECTIONS/WORDSPOTS/REAL LIFE

The first step to successful communication is a good vocabulary, so there is a strong emphasis on lexis in *Cutting Edge Pre-Intermediate*. As well as knowing individual words, learners need to know how to use them. Often this involves knowing the collocations of the word, and looking at phrases and 'chunks' of language. The **Vocabulary** sections in the *Students' Book* focus consistently on this kind of lexis, particularly the regular **Wordspot** sections, which look at the most useful collocations of high-frequency words like *feel* or *look*. Students will find useful everyday phrases in the regular **Real life** sections too – these focus on areas such as telephoning, directions, social chit-chat, etc.

MINI-DICTIONARY

It is important that learners are active in improving their own vocabulary, so *Cutting Edge Pre-Intermediate* has its own *Mini-dictionary* containing all the words from the *Students' Book* that we anticipate students might want to check, with graded explanations and examples that are intended to clarify meaning. In the *Mini-dictionary* students can find out about phrases and collocations involving the key word, as well as the pronunciation, any irregularities and common learner errors. The following icon  occurs whenever it might be useful to refer to the *Mini-dictionary*.

VOCABULARY BOOSTER/PERSONAL VOCABULARY

We encourage learners to improve their vocabulary independently in other ways too. There are regular **Vocabulary booster** sections in the *Workbook*, which students can study by themselves. These extend simple concrete areas of vocabulary (such as parts of the body, sports and activities) via pictures and pronunciation practice. In the *Students' Book* there are **Personal vocabulary** boxes on the task pages, where students are encouraged to ask the teacher for the words and phrases they need to express their own experiences.

LEARNER-TRAINING

Of course, many students need to develop the skills necessary to use a monolingual dictionary, notice collocation or study vocabulary independently. To this end, the **Resource bank** in this *Teacher's Book* contains **Learner-training worksheets** to accompany each module of the *Students' Book*. These also focus on skills such as recording vocabulary and guessing meaning from context.

Grammar

LANGUAGE FOCUS SECTIONS/GRAMMAR ANALYSIS

To enable learners to use the language confidently, we also aim to provide a sound basis in grammar. Each module has two **Language focus** sections, which first contextualise and introduce the new language, then take the students step-by-step through the important rules before they practise using it. To encourage an active approach, the **Grammar analysis** boxes in each section ask students to work out some of these rules themselves, from the sample language they have seen. We aim to make this as straightforward as possible. The **Language summary** at the back of the book summarises the rules in greater detail and provides extra information and examples.

COMMUNICATIVE PRACTICE

All new language is practised actively in meaningful contexts, through personalisation and other communicative pairwork activities. Many information gap-type activities have additional material in the **Communication activities** at the back of the book. Further practice is provided via a range of photocopiable activities in the **Resource bank**, and systematic written practice in the *Workbook*.

Speaking Tasks

Many lower-level learners do not feel confident about expressing themselves in English, even though they have a growing passive knowledge. We aim to develop their confidence in communicating by setting regular speaking Tasks – one in each module of the book.

EXTENDED SPEAKING ACTIVITIES

In these Tasks the focus is on an end product or outcome rather than on 'practising the language'. However, it is likely that learners will need some of the language they have encountered in the module, in order to accomplish the Task. The Tasks involve more extended communication than the practice activities, and require students to do many of the things that they may have to do in real life: ask and give personal information; tell an anecdote; discuss a plan or a problem; describe places or people.

STAGING OF TASKS

Of course, most low-level students cannot 'just do' this without support. For this reason, each Task includes a **Preparation** stage, with a model for students to follow, and a **Useful language** box that they can draw on. We encourage

students to prepare what they will say before they speak, and to ask the teacher for any personal vocabulary that they may need to express themselves.

TEACHER'S NOTES

The teacher's notes provide step by step guidance through the Tasks, and suggestions for adapting them to the particular teaching situations. There is also a special **Teacher's tips** section in this book to provide more general guidelines.

Other important elements in *Cutting Edge Pre-Intermediate*

Listening

Cutting Edge Pre-Intermediate places a strong emphasis on listening. Listening material includes:

- short extracts and mini-dialogues to introduce and practise new language.
- longer texts (interviews, stories, songs and conversations) for more extensive listening. Sometimes these are models for tasks.
- opportunities to check answers to exercises via listening.
- words and sentences to model pronunciation.

In addition, the *Workbook* has an optional **Audio Programme**, which includes:

- extensive **Listen and read** texts.
- pronunciation work on sounds.
- models for new vocabulary.
- some grammar exercises.

Reading

There is a wide range of reading material in the *Students' Book*: both short extracts to contextualise new language (often stories or quizzes); and more extensive reading texts, often in the form of newspaper articles. As well as comprehension checks, reading exercises include vocabulary work and discussion.

There are additional reading texts in alternate modules of the *Workbook* and these include simple comprehension and vocabulary work.

Writing

Writing skills are developed through:

- regular **Writing** sections covering real-life situations such as writing postcards, filling in forms, formal and informal letters.
- **Optional writing** sections following on from many of the Tasks – these give students an opportunity to write about what they have discussed.
- **Improve your writing** sections in the *Workbook*, which provide further practice of the tasks in the *Students' Book* as well as work on specific sub-skills such as paragraphing, punctuation and linkers.
- **Spelling** sections in the *Workbook*, which cover important patterns like -ed endings, double letters, etc.

Pronunciation

Pronunciation work in the *Students' Book* is integrated into the sections which present new language (**Grammar**, **Vocabulary** and **Real life**) and covers sentence and word stress, weak forms, intonation and a number of key difficult sounds. The *Workbook* focuses on problem sounds, often in relation to spelling.

Pronunciation work is presented in **Pronunciation** boxes so as to stand out clearly. A range of activity types is used and there is an equal emphasis on understanding and reproducing the language. Pronunciation sections in both the *Students' Book* and the *Workbook* are accompanied by exercises on the recordings, which provide models for students to copy.

This *Teachers' Resource Book* includes a **Teacher's tips** section on helping students with pronunciation.

Revision

Cutting Edge Pre-Intermediate places a strong emphasis on revision. The *Students' Book* revises and recycles language in the following ways:

- a **Do you remember?** quiz at the end of thirteen modules provides quick spot-check revision of the main areas covered in the module.
- a **Consolidation** unit at the end of Modules 6, 11 and 16 combines grammar and vocabulary exercises with listening and speaking activities which recycle material from the previous five (or six) modules.
- three photocopiable tests in the **Resource bank** for use after Modules 6, 11 and 16.
- constant opportunities for learners to re-use what they have learnt in the **Task** sections of each module.

We hope that you and your students will enjoy using *Cutting Edge Pre-Intermediate*.

Teacher's tips

Making speaking Tasks work

1 *Treat Tasks primarily as an opportunity for communication*

Remember the main objective is for students to use the language that they know (and if necessary learn new language) in order to achieve a particular communicative goal, not to 'practise' specific language. Although it is virtually impossible to perform some of the Tasks without using the language introduced earlier in the module, in others students may choose to use this language only once or twice, or not at all. Do not try to 'force-feed' it. Of course, if learners are seeking this language but have forgotten it, this is the ideal moment to remind them!

2 *Make the Task suit your class*

Students using this course will vary in age, background, interests and ability. All these students need to find the Tasks motivating and 'do-able', yet challenging at the same time. Do not be afraid to adapt the Tasks to suit your class if this helps. The teacher's notes contain suggestions on how to adapt certain Tasks for monolingual and multilingual groups, students of different ages and interests, large classes, and weaker or stronger groups. There are also ideas for shortening Tasks, or dividing them over two shorter lessons. We hope these suggestions will give you other ideas of your own on how to adapt the Tasks.

3 *Personalise it!*

All the Tasks in *Cutting Edge Pre-Intermediate* have a model to introduce them. Sometimes these are recordings of people talking about something personal, for example the first time they did something important. However, finding out about you, their teacher may be more motivating, so you could try providing a personalised model instead. If you do this, remember to:

- plan what you are going to say, but do not write it out word for word, as this may sound unnatural.
- bring in any photos or illustrations you can to help to bring your talk alive.
- either pre-teach or explain as you go along any problematic vocabulary.
- give students something to do as they are listening (the teacher's notes give suggestions on this where appropriate).

This approach may take a little courage at first, but students are likely to appreciate the variety it provides.

4 *Set the final objective clearly before students start preparing*

Do not assume that students will work out where their preparations are leading if you do not tell them! Knowing, for example, that their film review will be recorded for a class radio programme may make a big difference to how carefully they prepare it.

5 *Pay attention to seating arrangements*

Whether you have fixed desks or more portable furniture, when working in groups or pairs always make sure that students are sitting so that they can hear and speak to each other comfortably. Groups should be in a small circle or square rather than a line, for example. Empty desks between students may mean that they have to raise their voices to a level at which they feel self-conscious when speaking English – this can have an adverse effect on any pairwork or groupwork activity.

6 *Give students time to think and plan*

Planning time is very important if low-level students are to produce the best language that they are capable of. It is particularly useful for building up the confidence of students who are normally reluctant to speak in class. The amount of time needed will vary from Task to Task, but normally about five to ten minutes.

This planning time will sometimes mean a period of silence in class, something that teachers used to noisy, communicative classrooms can find unnerving. Remember that just because you cannot hear anything, it does not mean that nothing is happening!

It may help to relieve any feelings of tension at this stage by playing some background music, or, if practical in your school, suggest that students go somewhere else to prepare – another classroom if one is available. Students may well find the idea of 'time to plan' strange at first, but, as with many other teaching and learning techniques, it is very much a question of training.

7 *Provide students with the language they need*

As students are preparing, it is important that you make it clear that they can ask you about language queries, so that when they perform the Task they are able to say what they personally want to say.

USEFUL LANGUAGE BOXES

Each Task is accompanied by a **Useful language** box containing phrases which can be adapted by individual students to express different ideas and opinions, rather than anything very specific. Sometimes the **Useful language** boxes include structures which have not yet been covered in the grammar syllabus. However, the examples used can be taught simply as phrases – it is not intended that you should launch into major grammatical presentations here!

The phrases in the **Useful language** boxes can be dealt with at different points in the lesson:

- before students start the *Preparation for the Task*.
- during the preparation phase on an individual basis.
- after the Task in the feedback stage.

(See *Teacher's tips: responding to learners' individual language needs*, number 9 on page 9.)

8 Give students an opportunity to 'rehearse'

This will not be necessary for the simpler Tasks, but for more complicated Tasks, or with less confident students, it can make a big difference. It will help fluency, encourage students to be more ambitious with their language, and possibly iron out some of their errors. This rehearsal stage can take various forms:

- students tell their story, etc. in pairs before telling it in groups or to the whole class.
- students discuss issues in groups before discussing them as a class.
- students go over what they are going to say 'silently' in their heads (either during the lesson, or at home if the Task is split over two lessons).

9 Insist that students do the task in English!

It may not be realistic to prevent students from using their own language completely, but they should understand that during the performance of the Task (if not in the planning stage, where they may need their mother tongue to ask for new language) they must use English. At the beginning of the course, it may be useful to discuss the importance of this, and the best ways of implementing it. Students will be more tempted to use their own language if they find the Task daunting, so do not be afraid to shorten or simplify Tasks if necessary. However, planning and rehearsal time will make students less inclined to use their first language.

10 Let the students do the talking

If students are hesitant, it is easy (with the best of intentions!) to intervene and speak for them. Some students will be only too happy to let you do this, and before long they won't even attempt to formulate full sentences,

knowing that you will usually do it for them. Don't worry if they have to think for a little while before they can string their words together, they will get better at this eventually, but only if they get the opportunity to practise!

11 Give your feedback at the end ... and make it positive!

Students of this level are bound to make a lot of errors in any kind of extended communication, and you may feel that you need to deal with these. It is usually best not to interrupt however, but to make a note of any important points to deal with at the end. Keep these brief though, and remember that at low levels any kind of extended speaking is a considerable challenge. Keep the emphasis on praise and positive feedback, and hopefully your students will be eager to do this kind of speaking task again!

(See *Teacher's tips: responding to learners' individual language needs on pages 8–9*.)

Responding to learners' individual language needs

1 Encourage students to ask about language

Students who take an active approach to their own learning are far more likely to succeed than those who sit back and expect the teacher to do it all for them. Make students aware of this, and convey to them your willingness to deal with their queries. Circulate during pair and individual work, making it clear that you are available to answer questions. Even if you cannot answer a query on the spot, let students know that you are happy to deal with it.

2 Be responsive, but do not get side-tracked

One danger of this approach is that a teacher may get side-tracked by dominant students who want all their attention, leading to frustration and irritation among others. If you feel that this is happening, tell these students that you will answer their questions later, and move quickly on. Make sure that you keep moving round during pair/group/ individual work. Keep a 'bird's-eye' view of the class, moving in to help students if they need it rather than spending too much time with one pair/group/individual.

3 Encourage students to use what they already know

There is also a danger that students will become over-dependent on you, perhaps asking you to translate large chunks for them, which they are very unlikely to retain. Always encourage students to use what they know first, only asking you if they really have no idea.

4 Have strategies for dealing with questions you cannot answer

Have at least one bilingual dictionary in the classroom (especially for specialised/technical vocabulary) for students to refer to, although you may still need to check that they have found the right translation. If students ask for idioms and expressions, make sure you keep it simple – in most cases you will be able to come up with an adequate phrase even if it is not precisely the phrase the student wanted. Finally, if all else fails, promise to find out for the next lesson!

5 Note down important language points to be dealt with later

Note down any important language points that come up during Tasks and discussions and build in slots to go over these later on. Write the errors onto the board or OHT (overhead transparency), and invite students to correct them/think of a better word, etc. Remember that it is also motivating (and can be just as instructive) to include examples of good language used as well as errors. Feedback slots can either be at the end of the lesson, or, if time is a problem, at the beginning of the next.

6 Select points for these correction slots carefully

Students are more likely to retain a few well-chosen points in these correction slots than a long list of miscellaneous language points. The following are useful things to bear in mind:

- *Usefulness*: many items may only be of interest to individual students – only bring up general language with the whole class.
- *Quantity/Variety*: try to combine one or two more general points with a number of more specific/minor ones, including a mixture of grammar, vocabulary and pronunciation as far as possible.
- *Level*: be careful not to present students with points above their level or which are too complex to deal with in a few minutes.
- *Problems induced by students' mother tongue*: correction slots are an excellent opportunity to deal with L1 specific errors (false friends, pronunciation, etc.) not usually mentioned in general English courses.
- *Revision*: the correction slots are a very good opportunity to increase students' knowledge of complex language covered previously, as well as to remind them of smaller language points.

7 Don't worry if you can't think of 'creative' practice on the spot

If students encounter a genuine need for the language as they try to achieve a particular goal, it is more likely to be remembered than if it is introduced 'cold' by the teacher. In many cases, elaborate practice may be unnecessary – what is important is that you are dealing with the language at the moment it is most likely to be retained by the student. With lexis and small points of pronunciation, it may be enough to get students to repeat the word a few times and write an example on the board, highlighting problems.

8 Some simple 'on the spot' practice activities

If you feel more work is needed, the box below includes some well-known activities which are relatively easy to adapt 'on the spot' (you can always provide a more substantial exercise later). A few examples should be enough for students to see how the structure is formed, and to increase awareness of it. These activities are also useful for practising phrases in the **Useful language** boxes.

a Choral and individual drilling

b **Questions and answers:** ask questions prompting students to use the language item in the answer. For example, to practise the phrase *famous for* ask questions such as:

What's Monte Carlo famous for? > It's famous for its Casinos.

What's Loch Ness famous for? > It's famous for the Loch Ness Monster.

c **Forming sentences/phrases from prompts:** for example, to practise the construction *it's worth ... -ing* provide the example: *The National Gallery is worth visiting*, then give prompts like this:

ROYAL PALACE / SEE > The Royal Palace is worth seeing.

THIS DICTIONARY / BUY > This dictionary is worth buying.

d **Combining shorter sentences/phrases:** give two short sentences and ask students to combine them with a more complex construction. For example, to practise *too ... to*:

She's very young. She can't do this job. > She's too young to do this job.

He's too old. He can't drive a car. > He's too old to drive a car.

e **Dictate sentences for students to complete:** dictate a few incomplete sentences including the phrase or structure, which students complete themselves, then compare with other students. For example, to practise *it takes ... to*, dictate:

It takes about three hours to get to ... It only takes a few minutes to ... It took me ages to ...

9 Using the Useful language boxes

The **Useful language** boxes are intended to help students with language they need to perform the Tasks. It is important to get students to do something with the phrases in order to help students pronounce them and begin to learn them. Here are some suggestions:

- You can write the useful language on an overhead transparency. Give a definition/explanation to elicit each phrase and then uncover it.
- Give some group and individual repetition if necessary, first with students looking at the phrase and then covering it up to encourage students to remember it.
- When you have looked at all the phrases, give students a minute to try and memorise them and then turn off the OHP (overhead projector), and students in pairs can try to say them to each other, or to write them down.
- If the **Useful language** box has a lot of questions, you could write the answers on the board and see if students can provide the questions. Don't write the questions. Give group and individual repetition practice of each question as needed, continually going back to earlier questions to see if students can remember them. At the end, students can look at the questions in the book.
- Elicit each phrase, as above, and write them up on the board until you have all the useful language up. Then ask students in pairs to read the phrases aloud to each other, and when they finish they should start again. Meanwhile you can start rubbing off individual words from the phrases and replace them with a dash. Start with smaller words, so that you leave the main information words. Keep rubbing off more and more words until all that's left is dashes! See how much students can remember of this missing language.
- Write the phrases on cards, and cut the phrases into two e.g. *I was ten at the time*, and students in groups can try to match the two halves. They can then check the **Useful language** box and you can give group and individual practise.