

The English Course - Textbook Guide

Each unit in the textbook is divided into two distinct halves which are divided by the intermission section. Each half of the unit comprises two video conversations plus listening and speaking activities which are designed to teach the target language in the respective language focus sections. The two language focus sections are designed to complement each other and teach the structures necessary to fulfill the function of each unit.

Each unit begins with a section called **Start up**, which uses a user-controllable slideshow of still images on the DVD. The general purpose is to introduce the characters and situations of the unit. The use of this activity is open to each teacher's preference, but we suggest that it is used for the introduction of new characters to students or the reintroduction of previously seen characters. It can also be used as a prediction activity in which students can be asked their ideas with regards to the situation, mood, etc. This is best done with books closed.

Tune in presents an initial, basic listening comprehension activity based upon the conversation in **Video 1** of each unit on the DVD. Students should not normally see the whole dialogue (at least initially), but it can be viewed by turning on the DVD subtitles, or going to the printed transcript in **Appendix 1** at the back of the book.

Check the script presents a key part of the script from the conversation in **Video 1**. It is envisaged that teachers would use the language here as a controlled speaking activity. Students should practice the dialogue initially by reading it in the book; and then practice without using the book.

Act 1 and **Act 3** allow for continued speaking practice using the same extract of dialogue from the previous section along with a set of role cards to substitute content. Students could also produce and perform their own example conversations.

Language focus 1 introduces the first group of structures that form the target language for the unit. Teachers should explain the target language and show students where and how the language fits into the dialogue. **Exercise 2** offers students a further opportunity to role-play dialogues.

Sort it out is the second listening task in the unit and is based upon the conversation in **Video 2** and **Video 4** of each unit on the DVD. As in **Video 1** dialogue, the target language will be that found in **Language focus 1**. The listening activities in this section will vary from unit to unit. For example, true or false, multiple choice, missing words, reorder the words or sentences.

Rehearsal 1 and **Rehearsal 2** are guided speaking exercises. Initially, students are given the opportunity to see the whole dialogue for **Video 2**, which is at the

back of the book. Teachers should allow students to see this dialogue and then answer any questions about the dialogue or situation. Students then practice the similar dialogue in the unit.

Act 2 is the first main role-play in the unit. It is designed to give students an opportunity to create their own dialogues, which should include and reinforce all or most of the target language in **Language focus 1**.

Act 4 is similar to **Act 2**, but is designed to give students an opportunity to create their own dialogues which should include and reinforce all or most of the target language in both **Language focus** sections.

Intermission is a set of questions which are either in or related to the target language of the first part of the unit. The questions are on the DVD and can be shown to students by simply clicking on the numbers. Students should be given a short time in which to read questions and give an appropriate answer. The activity could be conducted as a class, small group or pair-work activity. To choose the number, students can call out a number for themselves, for another student or for their team/group, etc.

Finale is the fun video activity on the DVD which concludes each unit. The activities in Finale will vary from unit to unit.

In **Unit 1** students are shown a clip of film without dialogue and must create their own dialogue from imagination. This could also be written down as a homework assignment.

In **Unit 2** students are shown a clip of film in which much of the audio has been taken out. The idea is for students to build their own conversations from the short cues that they could hear.

In **Unit 3** students see a full conversation with subtitles and must find the differences between the audio and the subtitles.

In **Unit 4** students see clips of a conversation in a random order and must decide on the order of the clips.

The **Review 1** and **Review 2** units in the book cover units 1-4 and 5-8 respectively. The conversations on the DVD are audio only and there are several listening activities to review the language learned. **Shoot your mouth off** is designed to help students practice and review the target structures of each of the four units.