

Chapter 1 – A general guide to the textbook components

Each unit in the textbook is divided into two distinct halves, divided by the **Intermission** section. Each half of the unit comprises two video segments plus listening and speaking activities that are designed to teach the target language in the language focus section. The two language focus sections are designed to complement each other and teach the structures necessary to fulfil the function of each unit.

Start up

Each unit begins with a section called **Start up** that uses a slideshow of still images on the DVD. The general purpose is to introduce the characters and context of the unit. We suggest that it is used for the introduction of characters, the social activity taking place, the possible relationship between the characters and the kind of English being used, for example, spoken or written.

* Be sure to read the technical notes for using the DVD in the chapter called DVD Guide (later in this teachers' book), before running a slideshow or showing a video clip in the classroom.

Tune in

Tune in is a 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). However, 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. Students should write a short answer to five questions regarding what they have seen and heard in the video clip. Some of the questions ask for answers about a specific factual detail, while others ask for student's opinions.

Check the script

Check the script presents a key part of the script from the conversation in **Video 1**. Teachers might use the language here as a controlled speaking activity. The teacher could also read the script and ask the students to repeat for pronunciation and intonation practice. Students could then practice the dialogue with a partner or in small groups initially by reading from the page and then without looking at the script.

* This may be a good point in the unit to introduce students to the idea of trying to keep eye contact with their partners as much as possible and only looking down to the page when they need to.

Act 1 and Act 3

Act 1 and **Act 3** present opportunities for continued speaking practice using the extract of dialogue from **Check the script** along with a set of substitution role cards.

The numbers on the cards correspond to the numbers in **Check the script** where the substitutions occur. Students could also produce their own conversations. Some teachers have asked students to cover the **Check the script** section at this point.

Language focus

Language focus 1 introduces the first group of structures that form the target language for the unit. This is usually a teacher-led section in the text, where the teacher can point out important points and check that students understand the target language. It has been noticed that if the teacher makes use of the board during this section of the unit, many students write notes, so this can be a good time to highlight some aspect of the content. Teachers could explain the target language and show students where and how the language fits into the dialogue. Alternatively, the teacher might want to make a point of highlighting the grammar in use and how one form might be used in one structure, but not in another. The sub-headings within the Language focus section generally indicate the proposed theme of the focus, but there may well be other important points that you wish to highlight for students. There is generally an exercise at the foot of each Language focus section, which offers students a further opportunity to role-play dialogues. Sometimes there is a second exercise, reflecting the suggested theme of the Language focus. **Language focus 2**, in the second half of the unit is designed to fulfil a similar function to **Language focus 1**.

Sort it out

Sort it out is the second listening task in the unit and is based upon the conversations in **Video 2** and **Video 4** of each unit on the DVD. As with **Video 1**, the dialogue will match that found in **Language focus 1** and **Language focus 2**. The listening activities in this section will vary from unit to unit. They comprise of, true or false, multiple choice, gap-fill, or re-order the words or sentences exercises.

Rehearsal

Rehearsal 1 and **Rehearsal 2** are guided speaking exercises. The dialogues presented are similar to those heard in Video 2 and Video 4 on the DVD. Initially, students are given the opportunity to see the whole dialogue for **Video 2** and **Video 4**, which is in Appendix 1 at the back of the book. Teachers should allow students to see these dialogues and then answer any questions students might have about the content of the script or the context. Students then return to the **Rehearsal 1** and **Rehearsal 2** section and practice the similar dialogue.

Act 2

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**. There are usually two, inter-related

or cumulative activities for students to attempt in this section. An important aspect of **Act 2** is that it uses role cards. Most of these activities have a ‘Student A’ role card within **Act 2** in the unit and a ‘Student B’ or ‘Student C’ role card in **Appendix 2** at the back of the book.

* As this may be the first role-play that your students have tried, they may initially have some problems understanding what they are supposed to do, as well as finding and understanding the information on their respective role cards. Generally, this confusion does not last beyond Unit 1. However, teachers should always be ready to assist students in locating their respective role cards. This is also a good peer-cooperation opportunity, as students have often been observed helping each other to understand the content of their respective cards. This is not Poker and it is not necessarily a bad thing that a student ‘sees the hand’ of his/her partner, even if the element of surprise is lost, as long as students can help each other achieve the task. Some teachers have used **Act 2** and **Act 4** as opportunities to select pairs or trios of students ‘perform’ in front of other students. The chance of being seen and heard in front of the whole class often motivates students to work harder. In this situation, students usually work co-operatively in creating scripts and often spend time trying to memorize them.

Act 4

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 covered in both Language focus sections. Once again, you may have students perform their dialogues in front of the class.

Intermission

Intermission is a set of twelve questions that are 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 to read the questions and practice giving appropriate answers. The teacher can handle this in several different ways. These might include:

- 1) As a team game, in which groups of students co-operate in selecting/answering the questions.
- 2) As an individual ‘Russian Roulette’ where one student calls out a question number and the name of a student who must answer the question in front of the whole class (or group).
- 3) As a pair or small group activity, with students calling out question numbers, then asking and answering the question with their partner or in their group.

Varying the way **Intermission** is handled from one unit to the next helps to avoid the activity becoming repetitive.

The amount of time you spend on this activity will usually depend on the level and general motivation of the students in your class. Therefore, it is a good idea to monitor students’ performance closely, in order to correctly gauge when to move on.

Screen Test

Screen Test is designed with two main purposes in mind. Firstly, as an opportunity to allow a slight change of direction from the main theme of the unit, and secondly, to encourage cultural and global awareness. The kinds of activities that appear within **Screen Test** include surveys or quizzes and other light-hearted activities.

Finale and Take it away

Finale is a fun video-related activity on the DVD to conclude each unit. The activities in **Finale** vary from unit to unit. **Finale** is also suitable to be set as a homework exercise to be completed using **The Study Centre** on The English Course web site. **Take it away** simply directs students to visit **The Study Centre** on The English Course web site. Students will find activities to be attempted for each unit.

Review units

Review unit 1 and **Review unit 2**. The review units differ from the other units in the book. **Review 1** covers units 1 – 4 and **Review 2** covers units 5 – 8. The first part of each review unit is based on listening comprehension. The conversations on the DVD are audio only and there are several listening activities to review the language learned. The second part of each review unit is presented in the form of a board game called **Shoot your mouth off**, which is designed to help students practice and review the target structures of each of the four units. Students need to place a marker on the board and then use two coins to move forward, for example:

One head/One tail = One space

Two heads = Two spaces

Two tails = Three spaces