

in English ELEMENTARY

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IN English Elementary is the second book in the series, and follows on from IN English Starter. Each of the three levels can be used as separate courses.

The levels may be used sequentially, or the course may be seen as dual entry with a choice between Starter and Elementary as the entry point.

Unlike many courses at this level, IN English has been written in sequence from the Starter level up. This has major advantages in designing the syllabus progression.

OVERVIEW OF THE COURSE

IN English Elementary consists of **Student's materials** and **Teacher's materials**.

STUDENT'S MATERIALS

Student's Book

Contents chart
Pre-unit (classroom language)
30 units
30 Extension pages
Communication activities
Transcripts
Grammar summary



3-in-1 Practice Pack

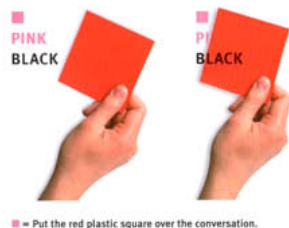
Practice Book A: Grammar and Skills

Grammar reference tables
30 lessons of practice exercises
Listening scripts accompanying the Audio CD
Key
+ FREE Audio CD with oral exercises for language and pronunciation practice



Practice Book B: Vocabulary

- Word puzzles
- Picture dictionary
- Key to Picture Dictionary
- Everyday English
- Test yourself
- Two stories for extensive reading for pleasure
- Insert cover promo brochure page



+ The plastic square!
A self-testing tool for students: a red plastic square makes words disappear, so you students can 'remember and say' key language.

TEACHER'S MATERIALS

Teacher's Book

- Contents chart
- Introduction with teaching techniques
- Step-by-step teaching notes for the Student Book units
- 30 Photocopiable masters
- Step-by-step teaching notes for the photocopiables
- Six progress tests



Class Audio

Recorded materials for the Student Book on CD or cassette.



Student's Book

Units

There are thirty units at each level, plus a pre-unit to familiarize students with the course components. The main units are designed to be of even length in teaching time.

A major feature of the course is the clear division between sections within the units. This enables the maximum flexibility. You should never have to stop a lesson in the middle of a section, because there are so many additional materials available. If you're on Section C and you feel you won't have time for Sections D and E you can use the Extensions, leaving a clear starting point on Section D for the next lesson.

Communication Activities

The Communication Activities section is referenced from within the teaching unit. These communication activities provide pair work information gap activities, keys and other paired activities. Students cannot see their partner's instructions.

Transcripts

Some teachers dislike having Transcripts in the Student Book, but an overwhelming majority of students request them. We have noticed that students often spend time working on the Transcripts section on their own.

Extensions

The Extension pages are an integral part of the course. It is impossible to write an exactly-timed lesson in a course book because every class is different. The Extensions enable teachers to fill out short lessons, or to extend longer lessons into full double lessons. We have selected activities that vary the approach. There are many pronunciation activities in the Extensions which some teachers will feel are essential parts of the course. As others won't, we have placed them in the Extension section so that there is choice.

Extensions may be used at any time during the lesson. There are between two and five activities within each extension. The activities may be used in any order. You may choose to do them after the basic lesson, or you may prefer to use them during the main unit, or in place of a particular activity in the main unit. Some activities reinforce. Some extend sideways into other areas, such as reading or pronunciation. Others extend onwards by adding vocabulary, embedding things in a larger context or giving cultural information. We have directed some activities towards weaker students and some towards stronger. If you don't have classroom time available, most activities can be done for homework.

Grammar section

We have included an extensive grammar reference section at Elementary level, because the level of many supplementary grammars is too high, and they do not usually consider the order of presentation of structures in giving explanations because they are overall reference tools. This is the level where students need to begin analyzing and categorizing grammar.

GRAMMAR 233

Unit 23: Present perfect simple tense

Positive and negative

I	've	been	to	Spain.
You	have			visited.
We	haven't			done it.
They	have not			done it.
He	's			done it.
She	has			done it.
It	hasn't			done it.
They	haven't			done it.

Questions

Have	you	ever	been	to	Paris?	Yes, I have. / No, I haven't.
Has	she	ever	been	to	Paris?	Yes, she has. / No, she hasn't.
Have	you	ever	seen		Prince William?	Yes, I have. / No, I haven't.
Has	she	ever	seen		Prince William?	Yes, she has. / No, she hasn't.

Negatives with never

I've never been there. She's never been to Paris.

Past participles: been / seen

Present	Past	Past participle
am / is / are	was / were	been
see / sees	saw	seen

Have you ever **been** to London? Yes, I have.
Have you ever **seen** Prince William? Yes, I have. (But we don't know when.)

Use the past simple to talk about **when** things happened.
When **did** you get / need to London? Last year.
When **did** you see / find / visit the city five years ago.

ago

two	seconds	ago
five	minutes	ago
ten	hours	ago
thirty	days	ago
three	weeks	ago
four	months	ago

GRAMMAR 234

Unit 24: Comparison of present perfect / past simple

Present perfect simple tense
We think about the past and the present at the same time.

Past simple tense
We think about the past, not the present.

Present perfect connection
I've seen the film. It's terrible.

Past connection
I went to school in London.

Present connection
I want to school in London.

Present connection
I want to school in London.

Finished action

I found	so	in the street	30 minutes ago.
I did my homework	last night.		
He went to Spain	just now.		

Present perfect

I look!	I've found	it!
Yes, I've done my homework.		
They came to Spain.		

Present connection

I've got it!	It's my hand now.
The teacher is asking me	about the homework.
He's in Spain now.	He left here.

Regular verbs
The past participle is the same as the past simple.
I worked at a bank for five years. I've just finished my work (I've worked).

Irregular verbs
Sometimes the past participle is different from the past simple.
go → went → gone fly → flew → flown
Some learn the past participle in the same as the past simple.
buy → bought → bought drive → drove → driven
When you learn new verbs, try to note all three forms.
do → did → done

Past participles: irregular verbs

Present	Past	Past participle
am / is / are	was / were	been
buy / buys	bought	bought
do / does	did	done
eat / eats	ate	eaten
find / finds	found	found
fly / flies	flew	flown
go / goes	went	gone
read / reads	read	read
see / sees	saw	seen

Grammar Section, pages 233 and 234 from in English Elementary Student's Book

The 3 in 1 Practice Pack

Practice Book A: Grammar and Skills

The Grammar and Skills Book is for students to work UNIT BY UNIT. There are mixed practice exercises for each SB unit, three or four audio exercise scripts (see Student's audio CD below) for each unit, and a grammar table for reference. The activities address the structural syllabus, and also have work on vocabulary and function related to the unit. The units are conventional in approach and are designed so that they can be tackled without a teacher.

Student's Audio CD

The Student's Audio CD is for students to work ALONE. Because of this, the CD focuses on structural manipulation and repetition. Drills are deliberately simple to operate. We have included work on stress or intonation. The models have been recorded carefully, and students should be made aware that they are listening for stress and intonation patterns, not simply manipulating structures. (We feel that more complex work on stress and intonation is best done with a teacher.)

Many students will find it valuable to keep the CD so that they can return to these easier exercises at later stages in their studies. Even two or three levels later, it will be valuable to revisit the Starter material. Even several years later, eighty minutes spent on this early CD will help with oral examinations.

Practice Book B: Vocabulary

The Vocabulary Book is for students to work at their own pace. They can work ahead, revise, and choose for themselves how to use it. The work does not relate to individual units, but the overall coverage is related closely to the SB syllabus. The activities address the lexical syllabus, as well as the learner's need to set their own pace outside the scope of the course. The activities are designed to be fun and

useful. They are valuable for five minutes or for much longer. Recommend students to keep this book in a pocket or bag, and to dip into it when travelling to class or work. The activities are organized into the following sections.

Word puzzles games and puzzles with core vocabulary

Picture dictionary + key 24 word families to reinforce and extend core vocabulary areas; students remember and check with the key.



in English Elementary Vocabulary Book
On Screen page 37



in English Elementary Vocabulary Book
Picture Dictionary Key page 45

Everyday English + the little plastic square

useful functional dialogues to learn, presented with a self-testing acetate mask which obscures red text and allows students to practice key questions / responses. These popular dialogues can also be added to the main course lessons and practised in class.

Test yourself + the little plastic square

six quick progress checks for students to test themselves (one for every five units)

Reading for pleasure

Two full length graded reading stories, one related to structures in units 1-15 and the other to units 16-30. Each story is the approximate length of a graded reader at this level.

The Teacher's Book

Teacher's notes

The step-by-step notes are divided into clear sections. This makes it easier to plan breaks between the various parts of a unit, and makes the material easier to handle if it is shared between two or more teachers. The procedure we suggest gives a thorough and competent route through the materials – but not the only one, and perhaps not the best one.

We have used information boxes to separate comments, cultural background and more discursive notes from the main point by point plans. Because they have a tinted background you can read past them. Pitfalls warns of possible difficulties that can occur in teaching particular phases. These are based on long experience.

Class Audio

For the class audio materials, the numbers next to recorded passages in the Student Book are references which follow through into the transcripts. The numbers refer to the tracks on the CD version of the audio. If you are using the CD version, the numbers correspond to track numbers on the CD. There are only 99 tracks available on an audio CD, so when we get to 1.99 (CD 1, track 99) we go on to 2.02 (CD 2, track two). (Track one on each CD is reserved for identification and copyright information). This gives you instant access to any track on the CD.

Photocopiables (Teacher's Book)

The 30 Photocopiables are optional. We have kept them short. They form an additional phase, never a complete lesson. They are designed to enhance flexibility and to enable you to slow things down or to extend things. The photocopiables will add the element of surprise, because students won't have read ahead. Every class is different and timings can vary enormously with the same material. We would use some with some classes, none at all with others. There is a specific Photocopiables Teacher's notes section.

Progress tests (Teacher's Book)

There are six simple photocopiable progress tests. The test items are all based entirely on the Student Book structures and vocabulary. Additional items in Extensions are not tested. ❖