

NEW EDITION

INTERNATIONAL EXPRESS

PRE-INTERMEDIATE

Teacher's Resource Book

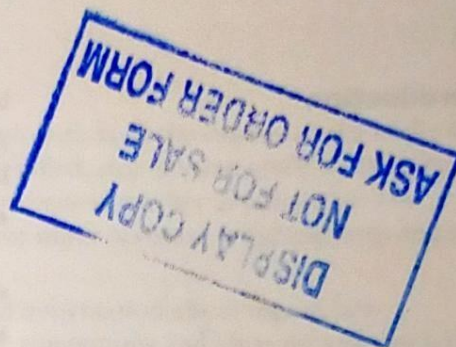
with photocopiable materials

Liz Taylor

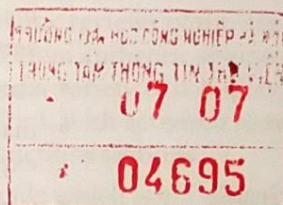
OXFORD

NEW EDITION

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Teacher's Resource Book
with photocopiable material

Liz Taylor

with Resource files by Tracy Byrne and Liz Taylor

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Course overview

Introduction

Learner needs

International Express Pre-Intermediate is a course for adult professional learners. These learners

- need English as a language of international communication in both professional and social contexts
- need to review and build on the grammar they have already covered
- need to develop fluency and accuracy
- need to extend and develop their active and passive vocabulary
- have limited time available for study
- can develop strategies to enable them to take control of their own learning.

Course aims

International Express provides

- clear learning aims, targeted to learners' needs
- the grammar, vocabulary, and functions necessary for learners to become operational in a range of professional and social situations
- a new approach to grammar which guides learners to work out rules of meaning and usage, supported by clear, easily accessible grammar summaries and reference material
- strategies for effective vocabulary learning
- materials adapted from authentic sources, to reflect learners' needs and expectations.

Rationale

Syllabus and approach

The grammatical, lexical, and functional content of the course is targeted specifically to meet those needs which adult professional learners have in common. The choice of items, and the order in which they are introduced, is determined by frequency, and usefulness to the learners' operational needs.

Grammar items are presented in realistic contexts, chosen to reflect both meaning and use. Learners analyse data and examples from listening or reading texts, and are then guided to work out rules. The accompanying Pocket Book is used in class, to verify conclusions, and is also a reference source.

Vocabulary development

Vocabulary development is especially important for learners at this level. Each unit has a topic which provides a natural context for the grammar, vocabulary, and functions introduced. Topics are chosen for their interest and usefulness, and develop the learner's range of key vocabulary. In addition, the Wordpower section of each unit presents effective strategies for organizing and learning vocabulary.

Focus on functions

Key functional exponents, selected for their high frequency and usefulness for common professional and social situations, are presented, to enable learners to increase their confidence in dealing with those situations. The focus is on interaction, on both initiation and response.

The exponents present a separate situational syllabus, linked by theme and topic to other sections of the unit.

Teacher's Resource Book

The Teacher's Resource Book has two main sections:

- Teaching notes
- Resource file

Teaching notes

The teaching notes have been written with both the experienced and the less experienced teacher in mind. The detailed, step-by-step guide to teaching each unit is designed for the less experienced teacher in particular. The experienced teacher may also find the other material in the teaching notes useful.

The notes include some background information about topics; key vocabulary needed for each activity; suggestions and ideas for extra practice and follow-up activities.

Answers to the exercises in the Student's Book, and a full listening script, are incorporated.

Resource file

The **Resource file** is a source of photocopiable material which can be used either as extension or consolidation material, or for revision. The detailed teaching notes indicate the first point at which a piece of material can be used.

Materials in the Resource file are organized into files: Grammar, with additional practice activities, and grammar games with cards which aim to develop students' understanding and use of tenses; Vocabulary, with material for regular and systematic reviews of the key vocabulary in each unit; Skills, with texts adapted from authentic sources to provide additional vocabulary and skills work, and a variety of role-play, discussion, and speaking activities; and Functions, with activities to review the functional language from the **Focus on functions** sections.

There is an additional **Writing file** which is not directly linked to the Student's Book and which can be used as appropriate. This gives models and task practice for writing emails, faxes, and letters.

There are also three tests, which can be used after Units 4, 8, and 12.

The **Resource file** has brief instructions for activities where these are necessary, and a photocopiable answer key.

Teacher's Resource Book: contents

Course overview

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Teaching notes

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Review units

Introduction and answers	pp. 70–71
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Resource file

Introduction and instructions	pp. 72–74
Photocopiable materials	pp. 75–148
Tests A–C	pp. 149–155
Answer key	pp. 156–163

Listening scripts

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Student's Book: Unit structure

Each unit has four sections. The sections are linked by topic, and are designed to follow on from one another. **Wordpower** and **Focus on functions** have their own developmental syllabus, to enable them to be followed as a separate strand, if necessary.

Language focus presents and practises the target grammar in a context related to the general topic of the unit. It has four stages:

- 1 An introductory activity which sets the scene for the presentation topic. This activity aims to stimulate interest, to find out what learners already know about the topic, and to introduce and check vocabulary. It is either a brief discussion stimulus – questions, photos, or extracts which give vocabulary and background information to the topic. It is designed as a whole class activity.
- 2 Presentation of the target grammar in a realistic context, a listening or reading text related to the topic of the unit. Comprehension is checked by questions or a transfer task.
- 3 Grammar analysis, which focuses on examples of the target grammar from the presentation text, and guides learners towards formulating rules. Learners are then referred to the grammar summaries and reference material in the Pocket Book.
- 4 Practice. This provides a series of activities, moving from controlled to freer practice, designed to enable learners to gain fluency and confidence in using the target grammar. There is a variety of individual, pairwork, and group work activities, which maximize opportunity for intensive practice. This stage ends with a group activity which provides an opportunity for freer communicative practice, followed by a feedback activity such as a mini-presentation.

Pronunciation is included in each unit. This section has either discrete item pronunciation practice, or work on stress, rhythm, and intonation. Learners are asked to identify and discriminate, then practise particular points linked to the focus of the unit. It aims to raise awareness.

Wordpower presents and activates a lexical set or semantic field related to the topic of the unit. At the same time it introduces a variety of strategies for organizing and learning vocabulary effectively, which learners can use independently. It has two stages:

- 1 Introduction of topic-related vocabulary, demonstrating a particular vocabulary learning strategy.
- 2 A follow-up practice activity, to activate the vocabulary introduced.

Skills focus has longer listening and reading texts, adapted from authentic sources, which provide further exposure to the target grammar of the unit and develop listening, speaking, and reading skills. It has four stages:

- 1 A preview to introduce and stimulate interest in the topic, through a quiz, discussion, short text or questionnaire.
- 2 A task or tasks to complete while reading or listening. This might involve finding the answers to the preview quiz, completing a chart, or preparing questions for other students.
- 3 Follow-up. These are pairwork and group work communicative activities such as discussions, writing tasks or presentations, designed to activate new vocabulary and to build confidence.

Focus on functions presents and practises basic key phrases which adult professionals need for socializing and telephoning. To provide continuity, and a clear context, the **Focus on functions** dialogues develop a scenario involving a number of characters. There are two main stages:

- 1 A range of possible exponents is presented. Students then identify the exponents being used in a recorded dialogue.
- 2 Controlled, then freer role-play. This provides the opportunity to build fluency and confidence.

Student's Book Contents

	Language focus	Wordpower	Skills focus	Focus on functions
Unit 1 p.6 First meetings	Present Simple, <i>Wh-</i> questions Frequency adverbs Pronunciation: intonation of questions	Personal information file Learning vocabulary	English in the world	Introductions, greetings, and goodbyes
Unit 2 p.14 The world of work	Present Simple and Present Continuous Pronunciation: strong and weak forms of <i>do</i> /du:/, /də/, and <i>does</i> /dʌz/, /dəz/	Work file Verb groups	Describing a company	Making contact
Unit 3 p.24 Challenges	Past Simple Regular and irregular verbs Pronunciation: <i>-ed</i> endings in Past Simple	Sports and leisure file Word maps	Solo achievements	Welcoming a visitor
Unit 4 p.32 Plans and arrangements	Futures: Present Continuous, <i>going to</i> + infinitive Pronunciation: strong and weak forms of <i>to</i> /tu:/, /tə/	Hotel file Words and symbols	Emails, faxes, and letters	Staying at a hotel
Review Unit A p.42				
Unit 5 p.46 How healthy is your lifestyle?	Mass and count nouns <i>some</i> and <i>any</i> , <i>a lot of/lots of</i> , <i>much/many</i> , <i>a little/a few</i> Pronunciation: word stress	Food file Word groups	Slow down and enjoy life	At a restaurant
Unit 6 p.56 Flying gets cheaper	Comparative and superlative adjectives Pronunciation: the /ə/ sound in words and sentences	Air travel file Word groups	Transformations	Making arrangements
Unit 7 p.64 Changing lives	Past Simple and Present Perfect Simple Pronunciation: strong and weak forms of <i>have</i> and <i>haven't</i> , <i>has</i> and <i>hasn't</i> , /æ/, /ə/	Trends file The language of graphs	The best companies to work for	Opinions and suggestions Agreeing and disagreeing
Unit 8 p.74 Crossing cultures	Modal verbs: <i>should/shouldn't</i> , <i>may</i> , <i>might</i> <i>have to/don't have to</i> , <i>it's important to/not to</i> Pronunciation: contrastive stress	Descriptions file Using a dictionary and word building	Across cultures	Invitations
Review Unit B p.82				
Unit 9 p.86 For over a century	Present Perfect Simple and Continuous, <i>since</i> and <i>for</i>	Business headlines file Word families and collocation Pronunciation: word stress	Changing China	Offers and requests
Unit 10 p.96 Will our planet survive?	Future: <i>will</i> + infinitive 1st Conditional, <i>if</i> and <i>when</i> Pronunciation: /ɪ/ and /i:/	Prepositions of place file Preposition diagrams	Living longer, growing younger	Asking for information
Unit 11 p.106 Getting around in cities	2nd Conditional Pronunciation: contractions in 1st and 2nd Conditional sentences	City description file Topic groups and collocations	The best cities to live in	Social responses
Unit 12 p.112 The story of cork	Passives: Present Simple, Past Simple, Present Perfect, Future Pronunciation: linking	Descriptions file Word building	Strange but true	Thanking for hospitality. Saying goodbye
Review Unit C p.120				

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