

Impressions Overview

Section & Aims	What the students are doing
Speaking SB page 4 Fluency work	Matching photos with events and putting them in chronological order. Writing notes about the events and then discussing them.
Listening & Reading SB page 5 Listening for detail Reading for detail	Matching speakers with photos. Completing what people say about events. Writing about memorable events and asking questions about them.
Grammar SB page 5 Verb structures	Underlining appropriate verb structures in sentences. Changing sentences so they are true for them.
Vocabulary SB page 6 Collection	Talking about first impressions of people. Forming collections for personal characteristics.
Listening page 6 Listening for gist and detail	Listening to a conversation and identifying the context. Completing a table with information from the conversation.
Grammar SB page 7 Auxiliaries (1)	Making sentences with <i>and so</i> , <i>and neither</i> or <i>but ...</i> Writing sentences about themselves and a partner to play a game.
Grammar & Pronunciation SB page 7 Auxiliaries (2)	Studying question tags. Choosing the correct question tags and practising intonation.
Speaking anecdote SB page 7 Fluency practice	Talking about a person who made a big impression on them.
Reading SB page 8 Reading for detail	Choosing the best summary of a writer's opinion about Madonna. Matching headings to paragraphs and completing questions.
Vocabulary SB page 8 Word formation	Studying words which can take the prefix <i>re-</i> . Writing example sentences with words that take <i>re-</i> .
Listening SB page 10 Listening for gist and detail	Looking at photos of men and talking about the image they convey. Listening to the men describing their style, noting down the order they speak, and choosing adjectives to describe the journalist's attitude. Answering questions about the men. Then talking about men they know.
Grammar & Speaking SB page 11 Indirect questions	Studying the differences between direct and indirect questions. Completing indirect questions and asking a partner.
Vocabulary SB page 11 Items of clothing	Matching items of clothing to accessories. Choosing alternatives to complete idiomatic expressions.
Useful phrases SB page 12 Talking about people's appearance	Listening to conversations and answering questions. Matching useful phrases to functions and expressions to speakers. Completing sentences with useful phrases.
Writing Extra SB page 13 Informal letter	Re-writing formal expressions with more suitable informal ones. Writing an introductory letter to a pen friend.
Writing WB page 9	Writing a short biography.

New Inside Out Intermediate Teachers

S Marginson



New Inside Out Intermediate Teachers :

New Inside Out. Intermediate. Teacher's Resource Book Sue Kay, Vaughan Jones, 2009 **New Inside Out** Sue Kay, Vaughan Jones, Peter Maggs, Catherine Smith, 2009 *New Inside Out* Sue Kay, Vaughan Jones, Helena Gomm, E. a, 2009

New inside out. Upper-Intermediate : Teacher's Book , 2009 *New inside out* Sue Kay, Vaughan Jones, Helena Gomm, Catherine Smith, Peter Maggs, Chris Dawson, 2009 **Inside Out** Helena Gomm, Sue Kay, Jon Hird, Vaughan Jones, 2000 A classroom tested English course for adults and young adults Inside Out has been designed to develop real life communicative skills and powers of self expression **New Inside Out** Sue Kay, Vaughan Jones, 2008-01 The series is theme based as this seems to be the best way to organise material for language learners it allows material to have some real currency and allows lexis and structures to be contextualised the topics are great for young people who are into how they look how they feel how they spend time what music they listen to Its very now EA JOURNAL VOLUME 19 NO 2 New Inside Out takes all the best elements of the original Inside Out series including the emphasis on personalisation an *New Inside Out. Intermediate. DVD Teachers Book* , 2009-02 **Words and functions: communicating in english** Elena Ungari, 2015-02-04 Il presente lavoro intende essere un supporto per lo studio e l'esercitazione della Lingua Inglese soprattutto nelle sue particolarità lessicali e funzionali comunicative Lo strumento didattico qui proposto si propone innanzitutto di aiutare gli studenti ad ampliare il proprio vocabolario e ad esercitarlo correttamente in contesti scritti quindi di fornire agli studenti stessi gli strumenti linguistici adeguati per l'approccio al testo scritto ed alla sua comprensione Il volume si compone di nove Unit organizzate tematicamente Alcune di queste sono a loro volta suddivise in due parti ognuna delle quali basata su argomenti fra loro affini o correlati Le aree tematiche scelte sono fra quelle più familiari allo studente e riscontrabili nelle situazioni ed esperienze della quotidianità relazioni interpersonali familiari e sociali le attività di ogni giorno la scuola lo sport gli hobbies ed il tempo libero il cibo lo shopping l'ambiente i viaggi ed il turismo Ogni Unit si articola in diverse sezioni di difficoltà crescente che intendono guidare lo studente nella progressiva acquisizione della padronanza della lingua nel suo passaggio dall'organizzazione frasale a quella testuale All'interno di ogni singola Unit la prima sezione denominata Vocabulary si tratta di un elenco di vocaboli e funzioni comunicative fondamentali relativi al tema oggetto dell'Unit tali vocaboli e funzioni sono presentati nella versione inglese e nella traduzione italiana A completamento viene fornita la spiegazione di parole locuzioni o aspetti lessicali e comunicativi che possono essere di interesse particolare per gli studenti o che per gli stessi possono essere motivo di confusione La seconda sezione denominata Testing Vocabulary e comprende esercizi che testano la capacità di usare correttamente all'interno di semplici frasi il vocabolario acquisito La terza sezione prende in esame il meccanismo di formazione delle parole Word Formation attraverso l'utilizzo di suffissi o prefissi Tale sezione si correda di esercizi che richiedono allo studente il completamento di spazi bianchi gaps con parole create da un vocabolo base fornito La quarta sezione si concentra sulla comprensione testuale Reading Comprehension Dopo l

acquisizione del lessico di base gli studenti possono così avvicinarsi al testo nella sua più articolata e complessa organizzazione. Gli esercizi scelti a tale riguardo comprendono testi con spazi bianchi da riempirsi con vocaboli forniti a scelta multipla multiple choice cloze texts e o testi completi corredati da domande con opzioni di risposte sempre a scelta multipla. Alcune Unit contemplano in tale sezione esercizi che richiedono di trovare informazioni in un testo e di completare una griglia relativa con dati desunti dal brano proposto. In altri capitoli invece si trovano jumbled texts brevi frasi da riorganizzare in modo tale da ottenere un brano coeso. Ogni Unit comprende inoltre una Grammar Revision. Lontano dal volere essere una sezione grammaticale esaustiva tale parte intende essere un richiamo degli argomenti grammaticali prevalenti all'interno dell'Unit e soprattutto un invito alla revisione delle particolarità grammaticali stesse all'interno del testo di grammatica di riferimento adottato. Al termine di questa introduzione si precisa che le fonti bibliografiche da cui sono stati tratti brani e o esercizi contenuti all'interno della seguente dispensa sono chiaramente indicate. Tale materiale desunto da testi che spaziano dalla preparazione al PET a manuali adatti alla preparazione per il superamento del CAE sono stati sottoposti ad una rielaborazione per conformarli alle esigenze dei destinatari della seguente pubblicazione. Come grammatica di riferimento si preferisce avvalersi del testo Michael Swan Practical English Usage Oxford. Nato dall'esperienza didattica maturata in questi ultimi anni nell'ambito del SELDA e dal riscontro delle difficoltà che gli studenti si trovano ad affrontare nel loro approccio alla Lingua Inglese il volume si propone ora auspicabilmente come ulteriore e valido strumento di studio e di approfondimento.

Elena Ungari New Inside Out Sue Kay, Vaughan Jones, 2009. This book builds on the recognised strengths of the internationally successful Inside Out. It combines a renewed commitment to meaningful presentation meaningful practice and meaningful communication with new improved design new engaging content new grammar and vocabulary support new focus on functional language new interactive tasks. back cover New Inside Out Sue Kay, Vaughan Jones, Peter B. Maggs, Catherine Smith, 2014 **New Inside Out** Sue Kay, Vaughan Jones, 2008. New Inside Out takes all the best elements of the original Inside Out series including the emphasis on personalisation and meaning and adds a host of brand new features. Sue and Vaughan have gone back to the classroom to write this new edition working with teachers and students to find out exactly what works in the real world. The result is one of the most relevant and exciting general English courses available. Publisher description Publisher description **New Inside Out Pre-Intermediate. Student's Book** Sue Kay, Vaughan Jones, 2008-03 **A Concise Grammar for English Language Teachers** Tony Penston, 2005. A Concise Grammar for English Language Teachers excels at actually making grammar easy easy to understand easy to master easy to apply in the classroom. Its underlying aim is to help teachers become au fait with the terminology used in modern ELT coursebooks and to build confidence in their ability to explain grammar rules both structural and functional. Among the bold innovations with this book is its A4 size which more readily accommodates the plentiful and highly commended tables of grammar items. It is also the first English teacher's grammar to use tree diagrams to show sentence constituents in full.

clarity Other strengths include the many excerpts from coursebooks and resource books plus the excellent practical tips throughout **Inside Out** Helena Gomm, Vaughan Jones, 2001 **English Language Teaching Textbooks** N.

Harwood, 2013-11-29 English language teaching textbooks or coursebooks play a central role in the life of a classroom This edited volume contains research informed chapters focusing on analysis of textbook content how textbooks are used in the classroom and textbook writers accounts of the materials writing design and publishing process Corpus Perspectives on the Spoken Models used by EFL Teachers Angela Farrell, 2019-11-12 Corpus Perspectives on the Spoken Models used by EFL Teachers illustrates the key principles and practical guidelines for the design and exploitation of corpora for classroom based research Focusing on the nature of the spoken English used by L2 teachers which serves as an implicit target model for learners alongside the curriculum model this book brings an innovative perspective to the on going academic debate concerning the models of spoken English that are taught today Based on research carried out in the EFL classroom in Ireland this book explores issues and challenges that arise from the use of non standard varieties of spoken English by teachers alongside the use of Standard British English and examines the controversies surrounding sociolinguistic approaches to the study of variation in spoken English combines quantitative corpus linguistic investigations with qualitative functional discourse analytic approaches from pragmatics and SLA for classroom based research demonstrates the ways in which changing trends and perspectives surrounding spoken English may be filtering down to the classroom level Drawing on a corpus of 60 000 words and highlighting strategies and techniques that can be applied by researchers and teachers to their own research context this book is key reading for all pre and in service teachers of EFL as well as researchers in this field

Developing Materials for Language Teaching Brian Tomlinson, 2003-12-02 In this book we offer the informed and reflective practitioner as the ideal agent for mediating between the practice and theory of language teaching Some of the contributors might be labelled teachers some materials developers some applied linguists some teacher trainers and some publishers but all of them share four things in common they have all had experience as teachers of a second or foreign language they have all contributed to the development of second language materials they have all been well informed about developments in linguistic and psycholinguistic theory and they all have respect for the teacher as the person with the power to decide what actually happens in the classroom From the Introduction *New Inside Out Pre-Intermediate. Teacher's Resource Book*, 2008-04 **New Inside Out. Beginner, DVD Teacher's Book** Rachel Instone, 2007

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