

Working with ...

one

two

three

# Contents

## 1 Introduction 2

- 1.1 Portraits of two learners 2
- 1.2 The philosophy of Voices: Seven key points 3

## 2 Voices – the course and its components 6

- 2.1 Overview of Voices materials 6
- 2.2 The Course Book: Learning to use language 7
- 2.3 The Voices Trainer: Practising language for consolidation 11
- 2.4 The Topic Files: Using language to learn 12
- 2.5 The Language Guide: Looking up language for support 14
- 2.6 The Website: Support for learners and teachers 15
- 2.7 The Teacher’s Pack: Support for the teacher 16
- 2.8 The Assessment Pack: Tests for each Course Book unit 17

## 3 How to work with Voices 18

- 3.1 How does task-based learning work in Voices? 18
- 3.2 How are content and language learning integrated? 18
- 3.3 What communicative skills are built up and how? 19
- 3.4 Which grammatical features are built up and how? 20
- 3.5 How are new words introduced and consolidated? 21
- 3.6 What practice opportunities are offered? 22

- 3.7 What are the learning objectives of Voices and how are they assessed? 23
- 3.8 How are differing abilities and learner types dealt with? 24
- 3.9 What learning and communication strategies are used? 26
- 3.10 How are cross-language competences and language awareness promoted? 27

## 4 Practical hints 28

- 4.1 Interfaces between primary and secondary level and between secondary levels I and II 28
- 4.2 Short- and medium-term planning and use of the course components 28
- 4.3 Supporting more confident learners 29
- 4.4 Supporting less confident learners 29
- 4.5 Dealing with mistakes and errors 30
- 4.6 Tests and assessment criteria 30
- 4.7 Classroom management 31

## 5 Appendix 32

- A Overview of Voices 1 32
- B Voices 2 and 3 33
- C Classroom language 34

