



NEW VISTAS

2

Teacher's Resource Manual

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2

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Childhood; personal events in the past; historical events; changing roles of men and women; pioneers and explorers

Sequencing events; asking about the past; talking about past experiences; comparing past and present; describing personal life events; asking for confirmation about past events; reading a short magazine article; discussing historical events and achievements; writing a simple autobiography

3

Invitations and Messages

Homesickness; holidays; phone use; invitations; responses; leisure activities; reminiscing; the right thing to do in social situations

Talking about possibility; issuing invitations; accepting and declining invitations orally and in writing; leaving and taking a telephone message; writing down a message from an answering machine; talking about ongoing past activities; reading for general and specific information; talking about the right thing to do in social situations

4

Culture and Personality

Variations Excuses; classroom behavior; school policies; abilities; personality types; academic goals; interests; learning styles

Making excuses; comparing classroom behaviors in different cultures; reading about and discussing school policies; identifying personality types; identifying abilities and talents; talking about personal and academic goals; making predictions about the future; discussing learning styles; writing about future goals

5

A Town in the United States

Directions; the neighborhood; holidays; community resources; past and present; comparing two cities; the ideal city

Talking about places in a neighborhood; asking for and giving directions; comparing two places in a town or city; reading for specific information; talking about holidays; talking about past habits and customs; writing a journal entry; describing differences between two cities

6

Healthy Living Today

Home remedies; doctors' appointments; health advice; preventive and alternative medicine; healthy living; nutrition

Talking about health problems and remedies; making suggestions; making a doctor's appointment; giving advice; discussing a healthy diet; talking about food; planning a balanced meal; listening to advice and taking notes about a healthy diet; reading about alternative medicine; writing a short report

7

The Price of Convenience and Comfort

Stores and shopping; exchanging and returning; advertising; consumer scams

Talking about purchases; writing a letter of complaint; exchanging a purchase; comparing features of stores and items; making a catalog purchase; giving reasons for returning a purchase; analyzing an ad; writing an ad

8

Money Matters

Credit cards; opening a checking account; the American consumer

Talking about budgets; talking about past actions; opening a checking account; calling an account information line; recording information in a check register; comparing budgets; interpreting a pie chart; listening to a radio broadcast for specific details; making a food budget; reading a newspaper article

9

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Conflict on the job; employment ads; job search strategies; the résumé

Asking for and writing a letter of recommendation; matching skills and qualities with job requirements; reading employment ads; discussing desirable jobs; calling about an advertised job; identifying parts of a résumé; writing an employment ad

10

What the Future Holds

Predictions; memories; future plans and goals

Talking about predictions; making promises; talking about future goals and possibilities; sharing memories; predicting future events; talking about future plans

Grammar and Pronunciation

Communication Skills

LISTENING AND SPEAKING

READING AND WRITING

- Simple present *vs.* present continuous; affirmative and negative tag questions and short responses: *do/does* and *is/are*
- Tag questions

Make introductions; ask for personal information; talk about everyday activities; talk about appropriate classroom behavior; confirm a statement; engage in small talk; discuss traditions and customs

Read for specific information; set up a personal journal

- Simple past: regular/irregular verbs; affirmative and negative statements; *yes/no*, *Wh-*, past tag questions and responses
- Irregular verbs: the present and past forms

Sequence events; ask about the past; compare the past and present; describe personal life events; ask for confirmation; discuss historical events and achievements

Write a paragraph; make a time line; read a short magazine article; write a simple autobiography; revise written material

- Modals: *can*, *could*, *may*, *might*, *should* and their negatives; past continuous: affirmative statements and *yes/no* questions and responses
- Reduced syllables

Talk about possibility; invite someone by phone; accept and decline an invitation orally; leave and take a telephone message; talk about ongoing past activities; talk about the right thing to do in social situations

Write a message from an answering machine; write predictions; write an invitation and a response to an invitation; read a newspaper article

- Modals: *have to*, *had to*, *must* and their negatives, *may* (permission); object pronouns; future with *going to*
- Minimal pairs: [b] [p]

Make excuses; compare classroom behavior in different cultures; discuss school policies; talk about personal and academic goals; make future predictions; discuss learning styles

Read about school policies; write about goals; complete a learning style questionnaire; identify personality types; describe yourself in writing

- Comparative adjectives: regular and irregular; *used to*: affirmative and negative statements and *yes/no* questions and short responses
- Minimal pairs: [b] [v]

Talk about places in a neighborhood; ask for and give directions; compare two places in a town or city; talk about holidays; talk about past habits and customs; describe differences between two cities

Write a paragraph; read for specific information; write a journal entry about goals

- Imperatives: affirmative and negative; verbs followed by infinitives
- Statement or question?

Talk about health problems and remedies; make suggestions; make a doctor's appointment; give advice; discuss a healthy diet; talk about preferences, likes, and dislikes in food; listen to advice about a healthy diet

Take notes; read about alternative medicine; write a short report; read and answer letters asking for advice; write about an illness or accident

- Compound sentences: *and*, *or*, *but*, *so*; superlative adjectives: regular and irregular; comparisons with *as . . . as*
- Minimal pairs: [b] [d]

Talk about purchases; exchange a purchase; compare features of stores and items; make a catalog purchase; give reasons for returning a purchase; role play business transactions; listen to television ads

Write a letter of complaint; analyze an ad; write an ad for a school; write about fashion, television ads, desirable products, and comparing stores

- Present perfect: statements with *already*, *yet*, with *have/has* questions and responses; *too/either*; contractions
- Full forms and contractions with *have*

Talk about budgets; talk about past actions; open a checking account; call an account information line; listen to a radio broadcast for specific details; listen to information about budgets

Record information in a check register; compare and make budgets; write about learning English, credit cards, and saving money; make a "to do" list

- Complex sentences with *before*, *after*, *when*, *because*
- Minimal pairs:
[θ] *thank* / [t] *tank*

Ask for a letter of recommendation; discuss desirable jobs; call about an advertised job; listen for information about a job and a job interview; role play an interview

Write a letter of recommendation; read and write employment ads; write about skills and abilities; read about careers

- Simple future: *will*; *will* with *yes/no* questions and responses; real conditional: *if*-clauses; possessive pronouns
- Contractions with *will*

Talk about predictions; make promises; talk about future goals and possibilities; share memories; predict future events; talk about superstitions

Write about predictions, superstitions, and goals

Introduction

Welcome to *NEW VISTAS*. This five-level course gives adult and young-adult learners a comprehensive set of communication skills in the English language. Throughout each level, language is natural and authentic, and contextualized in lively, interesting situations with which your students can easily identify. The lessons in *NEW VISTAS* presuppose that its users are motivated by factors typical of adults, making the series appropriate for students who are high school age and older. Each lesson challenges students by capitalizing on what they know or have learned, and by encouraging them to stretch just a little beyond their current stage of language development. With each new step, students are given a firm grammatical basis on which to build their communication skills.

THE COMPONENTS OF *NEW VISTAS*

Each of the five levels of *NEW VISTAS* includes four components to make your students' learning experience interesting and successful.

1. The *Student Books* consist of ten units each. Each unit is divided into three separate lessons. Lessons 1 and 2 introduce new language through dialogs, readings, conversation practice, and task-based activities. Grammar is treated inductively as students first use new structures to complete simple communication tasks, and subsequently have their attention drawn to those structures. Lesson 3 integrates and expands the functions and structures taught in Lessons 1 and 2, and directs the students toward a more personalized use of English. At the end of each unit all grammar, vocabulary, and communication skills are summarized. Each level provides enough activities for approximately sixty class sessions of 50 minutes each. The material can be extended to ninety class sessions by using corresponding *Workbook* exercises and activities suggested in the *Teacher's Resource Manuals*.

One of the innovative features of *NEW VISTAS* is a series of exercises called "Strategies for Success," found at the end of each unit in Books 1 through 4. These sections are designed to encourage students to

- do something on their own, beyond the classroom, to improve their skills;

- become aware of some of the techniques that successful language learners have used to achieve their highest potential;
- work with another student, a learning partner, in a cooperative venture to practice English and reflect on their learning; and
- write entries in a personal journal to reinforce their English skills, and, starting in Book 2, to reflect on their learning styles, their strategy use, and their progress in English.

Your encouragement and guidance of your students is an important factor in making the "Strategies for Success" exercises doable and practical. Research has found that if students are simply told to do these exercises *if they want to*, only a very small number of students will do so. So what is needed is your conviction that

- students can gain significantly from performing self-help exercises outside the classroom;
- making some effort on their own—without the teacher there for every step—develops students' autonomy and pride in their accomplishments;
- doing the exercises in a low-risk setting with a learning partner will increase their motivation to learn English;
- writing in a personal journal helps to reinforce language skills.

In other words, if you convey your own positive outlook on strategy training and help your students to get started, they will be interested and challenged to perform the exercises.


2. The *Teacher's Resource Manuals* provide clear procedures for teaching each page of the *Student Book*. First, an overview lists the topics, grammar, and communication skills covered in each unit. Then, step-by-step instructions for delivering classroom lessons are given. Also included are explanations of grammar points, pronunciation pointers, information on cultural topics, tapescripts, answers for each exercise, optional activities for further practice, and specific suggestions for implementing the "Strategies for Success" modules.

Each *Teacher's Manual* for levels 1–4 includes a set of tests: one mid-term (covering units 1–5) and one


final (covering units 1–10). Each test is accompanied by directions to the teacher for administration and scoring. A unique feature of the Student Placement and Evaluation Test is that it includes sections on spontaneous oral and written production.

The *Teacher's Resource Manuals* are designed so that teachers new to the field will find all the information they need to become immediately successful in the classroom. More experienced teachers will find a wealth of suggestions to add to their repertoires.

3. The *Workbooks* include a variety of exercises to be used either for homework or for extra classroom practice. The exercises strengthen the students' competence in English and provide additional interest and motivation. The answers to the *Workbook* exercises are provided at the end of each unit of the *Teacher's Resource Manual*.

4. The *Audio Programs* contain recordings of dialogs, listening-comprehension exercises, and other exercises for which hearing examples and models can enhance students' learning. Exercises are recorded at normal conversational speed, using a variety of native speakers of English, so that students can build their listening skills and practice correct pronunciation. Recorded exercises are indicated in the *Student Book* with a  symbol.

5. The *Companion Website* is an online feature new to the **NEW VISTAS** program. Ten online units accompany the *Student Book*. Each unit consists of clearly stated activity "Objectives"; "Web" activities that facilitate exploration of unit themes within a multisensory learning environment; "E-mail" activities that prompt students to "talk" about unit themes by corresponding to a pen pal, encouraging students to use unit vocabulary and grammatical structures in a meaningful context; "Grammar" activities that feature instant scoring and feedback so students will recognize their strengths and weaknesses immediately. The site also features a "Teacher Notes" section, which includes Vocabulary, Wrap Up, and Putting It Together sections, and additional links to help facilitate student learning. The entire *Teacher's Resource Manual* is available online for download. Navigating through the website is simplified through easily identified buttons. The "Preferences" button helps to manage student performance by having students e-mail all of their answers to the teacher and to themselves for follow-up activities. The "Help" button provides support to the companion website. The "Feedback"

button allows for better maintenance of the site through teachers' and students' feedback. Online activities are indicated in the *Student Book* with a  symbol.

FEATURES OF THE **NEW VISTAS** **STUDENT BOOK**

Each lesson opens with an attractive illustration and a presentation of an authentic conversation or reading.

- Exercises provide students with varied, interesting tasks that are authentic, creative, and interactive.
- New vocabulary in the unit is systematically practiced in a section called "Word Bag."
- Sections called "Hear It. Say It." focus on pronunciation.
- Special new sections labeled "Strategies for Success" show students how to use learning strategies outside the classroom.
- Another new feature, an "Online" section, introduces students to simple Internet activities.
- Sprinkled through the units are various cultural notes and information pieces.
- The "Wrap Up" exercise is a personalized activity that culminates each unit.
- Two new self-check sections at the end of each unit help students to evaluate their learning ("Checkpoint") and to think about their learning modalities ("Learning Preferences").
- Summary pages at the very end of each unit summarize the vocabulary, grammar, and communication skills covered in that unit.

FEATURES OF THE **NEW VISTAS** **TEACHER'S RESOURCE MANUAL**

- A Unit Overview listing (a) topics, grammar, and communication skills and (b) skills standards using CASAS and SCANS competencies.
- Step-by-step, explicit instructions for taking students through each exercise.
- An Answer Key for each exercise.
- Tapescripts for all audiotaped material.
- Answers to Workbook exercises.

- All the materials for the mid-term test (see Unit 5) and for the final test (see Unit 10). These include:
 - (a) photocopy-ready student test pages
 - (b) complete directions for administration
 - (c) tapescripts for listening comprehension sections
 - (d) instructions for scoring and a scoring summary sheet
 - (e) answer sheets and answer keys.

BACKGROUND ON SCANS AND CASAS

The SCANS and CASAS skill standards are career and vocational goals advocated by the federal government and by the State of California to prepare students for the demands and challenges of the workplace. These skills standards constitute a progressive series of levels of proficiency in language and communicative functions, as well as a general introduction to the technological and interpersonal demands of the international workplace.

In 1990 the Secretary of Labor appointed a group called the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills people need to succeed. The commission was composed of 30 representatives of education, business, labor, and state government. It was charged with defining a common core of skills that constitute job readiness in the current economic environment.

Under separate auspices, the State of California appointed an advisory committee in 1983 to help improve education in its primary and secondary school system. In 1988 the state superintendent of public instruction broadened the scope of this initiative, appointing an adult education advisory committee as well. Their report, entitled *Adult Education for the 21st Century: Strategic Plan to Meet California's Long-Term Adult Education Needs*, extends California's educational mandates to include ESL programs for adults. The criteria in the *Strategic Plan* form the foundation of *English-as-a-second-language Model Standards for Adult Education Programs*.

The Comprehensive Adult Student Assessment System (CASAS) is a widely used system for assessing adult basic skills within a functional context. It has been approved and validated by the

U.S. Department of Education in the area of adult literacy. CASAS provides a framework for implementing quality programs with a built-in standardized accountability system for reporting results. The assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family.

Each *NEW VISTAS Teacher's Resource Manual* displays a Skill Standards Overview at the beginning of every unit so that educators and administrators can determine at a glance which competencies and skill standards are addressed within a particular unit of the *Student Book*.

THE NEW VISTAS APPROACH

NEW VISTAS features the best of what has come to be known as "communicative language teaching," including recent developments in creating interactive, learner-centered classrooms. *NEW VISTAS* provides students with natural, meaningful contexts in which to practice the communicative functions of the language. As such, it emphasizes the internalization of language structures and functions through practice in using the language from the very first day. *NEW VISTAS* deemphasizes the use of grammar rule memorization, overlearning, translation, and teacher-centered activities. When grammar practice and explanations occur, they are kept simple and are always embedded in real, communicative contexts.

NEW VISTAS emphasizes practice in all four language skills. In the process of helping students to acquire their new language, the teacher acts as a facilitator and guide in a student-centered classroom. The ultimate goal of this series is to provide students with the fluency needed to use English in unrehearsed situations outside the classroom. How is this goal achieved?

1. By presenting language in meaningful, communicative, and functional contexts.

NEW VISTAS emphasizes using language functions in meaningful, communicative contexts and not using individual structures, forms, or sounds in isolation. Dialogs are used not for rote memorization, but for adaptation to pair and small-group work. And rather than focusing on

mastery through memorization, “overlearning,” and drilling, *NEW VISTAS* places emphasis on students’ attempts to communicate spontaneously, even if those attempts have errors in them. Students are encouraged to take risks and to use a trial-and-error approach as they try out their new language. Class work is learner-directed so that students gain confidence and eventually attain fluency and accuracy in the language.

Grammatical structures have their place in *NEW VISTAS* too, but not as isolated patterns for analysis and rule memorization. Instead, all structures are taught within a functional and communicative context. As students progress through units that are grammatically sequenced, they practice functional language that enables them to accomplish specific communication goals. In this way, students have a chance to use the language at the same time as they learn about its structures and functions.

Each unit helps students do things with the language they are learning—to use the natural functions of language in familiar, meaningful contexts. For example, they may learn to greet someone (“Hello. How are you?”), to ask for information (“What time is it?”), to make a suggestion (“Let’s go to a movie tonight”), to give an opinion (“I think he’s happy because he doesn’t have to get up early”), and so on.

NEW VISTAS provides a wide range of opportunities for English language practice. This is achieved through student/teacher interaction and a great deal of pair and small-group work in which students expand on structural and functional models and thus gradually learn to express themselves creatively.

2. By encouraging the integration of all four language skills.

Certain language teaching methods defer teaching reading and writing until speech is mastered. *NEW VISTAS* advocates the use of all four language skills—listening, speaking, reading, and writing—from the very first lesson. Each unit includes activities in each of these skills areas. Emphasis is placed on listening activities as one of the main sources of comprehensible input for the student; therefore, tape recordings and tapescripts with meaningful and communicative contexts are provided for every lesson. The natural interrelationship of the four skills is exploited and

developed. For example, a spoken answer follows a spoken question, a written response may follow the reading of a letter, and so on.

3. By focusing on student-centered learning with the teacher as facilitator.

NEW VISTAS encourages teachers to be more the facilitators of the students’ language acquisition process and less the directors of a language class—to be less directive, but no less effective. This means motivating students to grasp the language through their own involvement in a meaningful and communicative process, which necessarily involves risk-taking and trial and error.

NEW VISTAS is a student-centered series; it focuses on student “ownership” of the English they are learning from the very first lesson. Once students have been initially exposed to correct language models, they are expected to take the lead in using them. For example, in the *Teacher’s Resource Manual*, the students, not the teacher, ask the questions, write the answers on the board, give the dictations, and so on. Exercise instructions frequently specify that students work in pairs or small groups not only to practice a given conversation pattern but also to expand on it creatively. The teacher’s role is generally that of a facilitator and monitor of the language learning and acquisition process. Of course, you are expected to be in charge of the overall syllabus and how it flows, but you need not direct all the activities at all times.

Above all, *NEW VISTAS* encourages students to communicate creatively. Lesson 3 of every unit has student-centered activities that motivate the students to integrate and apply in an original manner the skills and content they’ve learned in Lessons 1 and 2. For example, exercises have students “Write a postcard . . .,” “Interview a classmate . . .,” and so on.

4. By assigning a secondary role to structural information and a minor role to translation.

In *Getting Started*, structural (communicative) information is summarized at the end of each unit because research has demonstrated that students should first receive meaningful and communicative practice in the target language. Translation of vocabulary items or whole phrases and structures into a student’s native language should be resorted to only if other means, such as paraphrasing,

gesturing, and using visuals and diagrams, have failed to get the message across. In this way, students won't come to depend on their native language as a crutch. Research shows that frequent or excessive translation can markedly slow students' progress.

GUIDELINES AND SUGGESTIONS FOR USING *NEW VISTAS*

The following are some guidelines and suggestions for using *NEW VISTAS* by skill area, with additional notes on grammar and vocabulary. More specific tips on classroom activities in all of these areas are provided in the *Teacher's Resource Manuals*.

Listening

All of the listening activities in *NEW VISTAS* are recorded on cassette, with tapescripts in the *Teacher's Resource Manual*. As a general rule, use the following procedure for listening exercises.

1. Preview the context of the listening exercise by discussing where the conversation takes place, who the speakers are, and the purpose of the conversation. You might write new vocabulary items on the board and check to see if your students understand them. It is important, though, to remind students that the usual goal of a listening activity is to remember not the specific words or structures, but the main idea(s).
2. Make sure that students know exactly what they are expected to listen for: grammatical cues, particular vocabulary items, specific information, overall meaning, or all of these? Before you begin, be sure to give students an opportunity to ask you any questions about the exercise.
3. Play the cassette or read the tapescript (in a normal, conversational tone) as many times as you think necessary. Students often gain "comprehension confidence" through repetition of material.
4. Allow the students time to give their responses to a listening activity. The recordings leave ample pauses for this purpose. Students respond by writing the answers in their books, on separate paper, or on the board, or by answering orally.
5. Sometimes it's necessary to play the cassette or read the tapescript one more time after students have completed all aspects of the exercise. In this way, students can check or verify their answers.

Speaking

There are many different kinds of speaking activities in *NEW VISTAS*. They range from choral repetition and other forms of teacher-student practice, to student-student practice, to free, creative conversation. In each case, the *Teacher's Resource Manual* provides detailed suggestions on how to proceed.

As a rule, follow these general guidelines for all speaking activities.

1. Make sure your students understand what they are saying. This means that you may need to preview vocabulary, grammar, or context cues. In some cases, students will be practicing phrases whose component parts they may not completely understand. For example, in Unit 1, Lesson 1, they are taught to use "How are you?" as a formula, without necessarily understanding question formation or verb inversion. At the beginning of the book, the main thing is that they understand what they are asking when they say "How are you?" One way of ensuring that they understand meaning is to allow for or provide a native language translation of the question.
2. Know how and when (if at all) to correct pronunciation and grammar errors. You do not need to correct every single error that a student makes. If you overcorrect, your students will become discouraged and will stop trying to make an effort to speak; if you undercorrect, they may learn incorrect forms of language. Your job is to find the optimal point in between. Here are some points to bear in mind.

Focus on errors that affect meaning, not on those that only affect form. For example, a student who pronounces the word *that* so that it sounds like "dat" will still be perfectly understood when he or she says, "Dat's all right." Likewise, a student who says, "They always walks home from school" will be perfectly understood. Research shows that most errors of this type are eliminated by the student over time through natural exposure to the correct forms.

Give students a chance to discover and correct their own errors. For example, if a student says "Eats good" for "It's good," you might say, "You've made a slight mistake. Try it again." If the student still can't discover the error, then simply point it out for him or her by saying "What's good? Tell me again."

Never stop a student in mid-conversation to correct an error; instead, repeat or rephrase correctly what the student has said. For example, if the student says, “I need a pain to fry this,” you might say, “Right! A pan is just what you need.”

3. Pronunciation is specifically addressed in each unit in sections labeled “See It. Hear It.” Explicit directions for teaching these pronunciation exercises are given in the *Teacher’s Resource Manual*. Here are some general guidelines for teaching pronunciation.

- Pronunciation is a psychomotor skill, so students need plenty of practice to improve their pronunciation. Don’t be afraid to have them do this practice in the form of drills, both choral and individual. But keep these drills “short and sweet”—if they go on too long, pronunciation exercises become boring!
- Feel free to use the audiotape for pronunciation exercises. Even if your own English is very good, it gives students another voice to listen to.
- Some students might be afraid to speak out and do pronunciation exercises. You will need to encourage these students and praise them even for little attempts to speak. Don’t ever scold or make them feel ashamed of their own pronunciation.
- You can do little unplanned pronunciation drills (for just a few seconds at a time) when an English sound or an intonation, stress, or rhythm pattern needs to be worked on. Don’t save all your pronunciation teaching for the “See It. Hear it.” sections.
- Finally, remember that 99 out of 100 adult learners of English will retain a bit of an accent even when they become “advanced” learners. So, ultimately your students’ goal in pronunciation should be clear, comprehensible articulation, even if a little of their own accent still remains. In this day of international varieties of English, there are many different acceptable standards of pronunciation.

Reading

Reading is an important part of communication in a new language. Through reading, students receive language input in the form of vocabulary and grammar. They are able to use the new words and structures thus acquired when they speak,

listen, and write. In this series, readings are frequently combined with listening exercises: students read along in their books as the teacher plays a cassette or reads a passage aloud.

Once students have learned the alphabet and basic sound-symbol relationships, learning to read means learning to comprehend increasingly more complex structures and new vocabulary. The readings gradually increase in length and complexity from book to book. They range, for example, from single words and phrases on a sign, to postcard messages, to newspaper articles.

Here are some guidelines and suggestions for conducting reading activities.

1. Help students use pre-reading techniques, such as making predictions about what they are about to read, guessing at main ideas and unknown words and phrases, and mapping out the ideas in graphic form. Where appropriate, summarize the passage for the students before they actually read it.
2. Have students relate the main idea and other topics in the reading to their own experiences and surroundings.
3. Emphasize that students should read by phrases and larger word groups rather than just word by word.
4. Discourage students from looking up every new word in their dictionaries. Instead teach them how to get the meaning from the surrounding context. Other ways of providing meanings are through visuals, gestures, and realia, or through peer information exchanges. You can also rephrase unknown concepts in more familiar terms.
5. Show students how to scan reading passages for specific information and how to skim for general or main ideas.
6. Explain that different reading passages may require different reading strategies. For example, reading a sequence of information, such as a recipe, requires slower reading than scanning a short letter.

Writing

This series leads students from the early stages of mechanical writing to the expression of their own ideas on paper. Writing activities include copying,

filling in blanks, dictations, sentence transformations, answering questions, and controlled-to-free paragraph writing. Many of the writing exercises are linked to listening tasks—students write down parts of conversations or discourses that they hear.

Bear in mind these points when you teach writing.

1. During the early stages of writing practice, provide a standard model of cursive writing for the students to imitate. If all class members shape and connect their letters in a similar fashion, it will be easy for you to recognize and correct their work and for them to read each other's writing.

2. When students are expected to write based on a spoken stimulus, make sure that what they hear is audible and repeated until everyone has had ample opportunity to complete the exercise.

3. When students are required to produce words, phrases, or sentences in written form, provide examples on the board and answer any questions they may have about the process.

4. Model and help students identify key elements used in writing sentences and paragraphs, such as sentence subject + verb + object, the paragraph topic, and supporting sentences. Make sure that students include these key elements when they write their own sentences and paragraphs.

5. Encourage students to write on their own. Have them keep separate notebooks or journals in which they can write down new words, events, ideas, or questions as they arise. Students' entries can include the following:

- Lists of new words and idiomatic expressions. When students encounter items whose meanings they don't know, they can jot them down and then search for the definitions, either by asking someone who knows (the teacher) or by looking in a dictionary. Then they can write down the definitions for later study or reference.
- Simple descriptions. Students can write down their personal descriptions of objects, people, scenes, and events they encounter.
- Diary entries. On a daily basis, students can record events, for example, something they do to improve their English. (This should probably be an event other than the usual English class.) They can also record their feelings, for example, about learning English.

6. As students begin to write actual discourse, guide them through a pre-writing stage. For example:

- Discuss the topic to be written about. Include brainstorming to generate ideas about the topic.
- Gather visuals and other information about the topic from sources such as magazines or encyclopedias.
- If possible, read over a model of the topic with them. For example, if they are supposed to write a paragraph describing someone, read a description of a famous person from a magazine or encyclopedia.
- Have students take notes about the topic. Then help them plan and write an outline of the discourse.

7. Point out to students that risk-taking and trial and error are important in the writing process, just as they are in speaking. Have them write drafts that focus on ideas rather than on the language itself. Remind them that at this stage they should not worry about being perfect in grammar, spelling, or punctuation. For input in the revising process, have them share their drafts with each other and with you. Be careful not to overcorrect. Follow the same general principles for correcting students' errors as mentioned earlier in **Speaking**.

Grammar

In this series, grammar has an ancillary or subordinate role to the communicative functions of language. As the students progress through units that are grammatically sequenced, they are actually practicing functional language that enables them to accomplish specific communication goals. Grammar is not the primary goal; communication is. Of course, grammar plays a necessary part in achieving that goal. Students absorb grammatical principles inductively. Conscious attention to grammatical forms comes only after students have practiced these forms in a meaningful or communicative context.

Some points to bear in mind:

- It is important to point out to your students that in this program rule memorization is not important and that their ability to apply grammar rules will come automatically as they practice communicating in English.

- Avoid using a lot of grammatical terminology. A few useful labels for students to know after they have practiced certain forms are terms such as “sentence,” “phrase,” “subject,” “object,” and “noun.”
- If you do give grammatical explanations, use simple charts or boxes to illustrate a given point. Feel free to use the students’ native language to explain grammar.
- Do not test students on their ability to verbalize rules; test them, rather, on their use of the language to express meaning and to communicate.
- As suggested in the *Teacher’s Resource Manual*, play vocabulary games with your students. Crossword puzzles, Hangman, and other games are enjoyable activities for learning vocabulary.
- Test students’ knowledge of and ability to use vocabulary only within a context. For example, don’t simply have them match unrelated words with definitions or write definitions for unrelated words.

Vocabulary

The acquisition of vocabulary is a key to language development. Knowing the meanings of words enables students to attempt and succeed at communicating ideas. Vocabulary is the key to communication when we speak, listen, read, or write. All exercises and activities in the series focus on students’ recognition and production of vocabulary. Through reading and listening activities, students acquire receptive vocabulary. Through speaking, writing, and grammar activities, they learn to use vocabulary productively.

Here are some suggestions and guidelines for teaching vocabulary.

- Discourage your students from memorizing lists of isolated and unrelated words. Rather, have them practice new words in meaningful contexts.
- Don’t teach each and every word in a lesson; encourage students to guess the meanings of unknown words or to try to determine the meanings from the surrounding context.
- Explain unknown words with words already understood by the students or with gestures, mime, realia, and visuals such as photos, pictures, graphics, and diagrams.
- Allow students to consult with peers to compare and share word meanings.
- At this point, have students use dictionaries for word meanings they still don’t know.
- For terms students still do not understand, allow for native language translation.
- For at-home and in-class study and reference, have students keep written logs and make audiotapes of new words and their definitions.

Internet Skills

Using the Internet is a skill that needs to be learned in today’s technological society. ESL students greatly benefit from this multisensory environment, especially with the use of the Web and e-mail. The *NEW VISTAS Companion Website* provides unit-specific, student-directed activities that will propel them into using the English language. Although it is possible for students to work independently on the activities, all of the activities are designed for supervised work.

Managing student work is accomplished with the “Preferences” option. When clicking on the “Preferences” button, students have the option to select people to whom their completed assignments will be mailed, i.e., the teacher and themselves. It is most efficient for students to send their grammar answers to you, and their e-mail and Web answers to themselves.

Grading student work is done differently among the three types of activities. The Web activities involve many open-ended answers, so assignments are designed to be concluded with a wrap-up discussion and a culminating activity; both are provided in the “Teacher Notes” section of each unit. Student participation is stressed. E-mail activities are best managed by having students create a portfolio of their messages. Create grading criteria for your students’ work, and make those standards clear to them. Meet regularly with students to review their progress. Students will be graded against their own past work, rather than against the work of their classmates. Grammar activities are scored online and students are encouraged to go back to the unit when they answer incorrectly.

Prior to initiating student activities, familiarize yourself with the *Companion Website*. All of the Internet activities and the Teacher Notes are online

and can be accessed using the Prentice Hall URL http://www.prenhall.com/brown_activities. Help is provided online.

Once you feel comfortable with the companion website, conduct an online orientation for students to learn how to navigate the website. Provide instruction on how to use e-mail and the Web, and introduce necessary Internet vocabulary (See Unit 1 online “Teacher Notes”).

During the orientation, have students choose their assignment preferences by clicking on the “Preferences” button.

Here are some tips for integrating the online activities into your classroom.

1. Review the lesson objectives and directions with students prior to each unit activity. Upon

completion of the online activities, students must send their work to their chosen preferences.

2. Conclude the online activities by reviewing student answers and discussing any concerns as a class. Answers should also be written on the board. Tie the discussion to and follow up with the Putting It Together activity.

Exploring a new language is an exciting journey for students and teacher alike. Best wishes to you and your students as you open up for them new vistas of meaning and understanding in their linguistic voyages to effective communication across international borders.

Key to Pronunciation

PHONETIC SYMBOLS

Consonants			Vowels		
/p/	pen	lamp	/i/	be	street
/b/	bag	job	/ɪ/	in	big
/t/	teacher	light	/e/	age	space
/d/	do	bed	/ɛ/	desk	bread
/k/	clock	talk	/æ/	add	fast
/g/	go	egg	/ə/	but	rug
/f/	fix	off	/ɑ/	clock	father
/v/	very	live	/u/	you	school
/θ/	thank	bath	/ʊ/	book	would
/ð/	the	together	/o/	coat	code
/s/	sit	false	/ɔ/	bought	long
/z/	zip	please	/aɪ/	smile	nice
/ʃ/	show	wash	/ɔɪ/	boy	oil
/ʒ/	pleasure	beige	/aʊ/	town	out
/ç/	chair	watch			
/ʝ/	jacket	age			
/l/	light	fall			
/r/	room	for			
/m/	man	home			
/n/	news	clean			
/ŋ/		spring			
/w/	we				
/y/	you	million			
/h/	hand				

STRESS AND INTONATION

Statement: Hello. My name's Tony.

Yes/No question: Are you a new student?

Information question: Where are you from?

Statement with emphasis: That's right!

Pronunciation Guide to Names and Places Used in Student Book 2

First Names

Ahmed	áməd
Albert	ælbərt
Alberto	ælbérto
Alexander	æləgzændər
Ali	áli
Alice	áeləs
Alicia	əlɪʃə or alísia
Amelia	əmíliə
Ana	áenə
Ann	æn
Annette	ənét
Ayerton	értən
Beatrice	bíətrɪs
Betty	béti
Charles	čarlz
David	dévid
Ed	əd
Emiliano	emiliáno
Gina	ǰínə
Graham	græm
Haile	háili
Han	han
Hannah	háenə
Harry	héri
Helen	hélən
Ivan	áivən
Jean (f)	ǰin
Jean (m)	žan
Jeff	ǰef
Jim	ǰim
John	ǰan
Karl	karl
Leonardo	liənárdo
Leslie	lésli
Lynn	lɪn
Marco	márko
Maria	maríə

Marie	marí
Mark	mark
Martin	mártɪn
Masoud	masúd
Nelson	nélsən
Oscar	áskər
Pablo	páblo
Pam	pæm
Robert	rábərt
Ronald	ránəld
Rosa	rósə
Sachiko	sačiko
Sandra	sændrə or sándrə
Shien Lin	šién lɪn
Sook	sok
Susan	súzən
Thomas	táməs
Tony	toni
Ts'ai	tsai
Valentina	væləntínə
Wei	we
Yon Mi	yanmí
Yumiko	yumíko

Last Names

Balewa	baléwa
Bell	bəl
Bonilla	boníya
Brennan	brénən
Brown	braun
Cohen	kóən
Columbus	kəlómbəs
Cook	kuk
Curie	kyúri
Ditmore	dítmɔr
Dobbins	dábɪnz
Dubois	dubwá
Earhart	erhart
Edison	edɪsən
Ferraro	fəráro
Garcia	garsíə
Gorki	górki
Gray	gré
Johnson	ǰánsən
Kasuga	kásugə
Lee	li
Li	li
Lun	lun
Montessori	mantəsóri
Pappas	páepəs
Poggi	póǰi
Polo	pólo
Price	prais
Ross	ras
Sanders	sændərs
Selassie	selási
Senna	sénə
Sibelius	síbélyus
Silva	sɪlvə
Sun	sun
Tereshkova	tereškóvə
Wang	wəŋ or wæŋ

Places

America	əmə'ɪɪkə
Argentina	ɑrʒənti'nə
Asia	éʒə
Barcelona	bɑrsəlónə
Beijing	bej'ɪŋ
Berlin	bərlɪn
Brazil	brəz'ɪl
California	kælɪfórnɪə
China	čáinə
Colombia	kəlóm'bɪə
Eastview	ístviu
Europe	yú'rəp
Germany	ʒərməni
Grand Rapids	grænd rápɪdz
Hartsdale	hártsdəl
Hollywood	háliwud
Hong Kong	haŋ kaŋ
Houston	hyústən
India	índiə
Italy	ítəli
Japan	ʒəpæn
Jersey	ʒérzi
Korea	koríə

Laguna Beach	ləgúnə bič
Los Angeles	lās ənʒəlɪs
Malaysia	mələjzə
Mazatlan	mazətlán
Mexico	méksɪkə
Mexico City	méksɪkə sɪti
Middle East (the)	mɪdl íst
Moscow	másko
New York	nu yórk
Nigeria	naiʒírɪə
Pusan	pusán
Riverside	rívərsáɪd
Russia	rəšə
San Francisco	sæn frənsískə
Singapore	sɪŋəpɔr
Spain	spen
Texas	téksəs
Thailand	táɪlənd
Tokyo	tókiə
Westchester County	wéstčəstər kaúnti
United States (the)	yunɪdɪd stets

Nationalities and Languages

Chinese	čáiníz
Cuban	kyúbən
English	íŋglɪš
Mexican	méksɪkən
Peruvian	pəruviən
Portuguese	pɔrčəgíz
Spanish	spéniš