

NEW VISTAS

4

Teacher's Resource Manual

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New Vistas 4, Teacher's Resource Manual

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Unit

Topics

Functions

1

Moving On to the World of Work

Starting a new job; preparing for a presentation; e-mail; staying in touch with school friends; working in another culture; the Internet

Talking about the future; asking for and giving advice; offering help; giving written advice; interpreting a schedule; making appointments; making distinctions; discussing cross-cultural experiences; requesting and clarifying information

2

Workplaces across Cultures

Discussing corporate culture, benefits, loyalty to the company; résumé writing; retirement

Requesting information; giving job-related information; talking about everyday activities; talking about habits; describing the manner in which an action occurs; discuss, read, and write about frequency of action; describing future events

3

Test Anxiety

Investigating how to apply to universities and colleges in the U.S.; preparing for a test; writing a college-application letter; discussing entrance exams

Asking for and giving information; talking about past experiences; determining the sequence of past events; stating a purpose or reason; talking about getting/having something done; talking about making decisions

4

Starting a New Job

Getting advice from friends and coworkers; skills and abilities; interacting with the boss; polite requests; policies and procedures; benefits; e-mail; the help desk

Describing experiences; describing abilities and skills; confirming information; making requests; accepting requests; refusing requests; talking about past events that are continuing in the present; talking about technology

5

A Real Job

Learning experiences on the job; the characteristics of a good boss; qualities of a good partner; problem-solving at work; predicaments at work

Describing predicaments; giving opinions; identifying people, places, and things; giving advice; suggesting alternatives; complimenting a person; drawing conclusions; emphasizing; making excuses; apologizing

6

Working Overtime

Working with a team; predicaments at work; work schedules; computer problems; e-mail; voice mail; search engines

Talking about conditions; asking for advice; giving advice; confirming information; making requests; responding to requests; interpreting an informational article; discussing alternatives

7

Learning, Learning

Technical studies; sightseeing; lifelong learning; planning a career; rehearsing for an interview; workplace synergy; planning a workshop

Talking about plans; following technical directions; stating technical information; describing likes and dislikes; talking about ambitions; talking about sequence of events; discussing quantity; describing recent experiences

8

Interpersonal Relations at Work

Advancement in the workplace (getting a promotion); policies and regulations; how things work in the office; communicating effectively

Talking about changes; stating rules; expressing hope; speculating about the future; drawing conclusions; expressing and responding to anger; persuading someone not to act impulsively; talking about past advisability; talking about possibilities; giving constructive criticism; responding to criticism and giving excuses

9

Friendship in the Workplace

Relationships at work; homesickness; worrying about family; resolving conflicts at work, at home

Speculating about future events; talking about hypothetical situations; making assumptions about the past; talking about past possibility; talking about past advisability; talking about wishes; talking about present conditions

10

Reunion

Visiting Spain; dating in the office; workplace etiquette; good relationships at work

Talking about having/getting something done; reporting opinions, thoughts, and feelings; reporting what other people asked or said; expressing advice; agreeing and disagreeing; complimenting

Grammar

Communication Skills

LISTENING AND SPEAKING

READING AND WRITING

<ul style="list-style-type: none"> • Another (one), the other (one), the others (the other ones), others (other ones) • Repeated past action / past state: <i>used to</i> • Present tenses with future meaning • Modals 	<p>Ask for and give advice; offer help; make appointments; discuss cross-cultural experiences</p>	<p>Give written advice; communicate via e-mails; interpret a schedule; set up a personal journal; scan for new words; understand words from context</p>
<ul style="list-style-type: none"> • Simple present vs. present continuous • Present perfect • Placement of adverbs and prepositional phrases • Adverbial clauses with future time 	<p>Discuss daily activities; listen for details; role play a job interview; listen and take notes</p>	<p>Understand words from context; interpret a résumé; interpret graphs; scan for specific information; write a résumé; tally the results of a survey</p>
<ul style="list-style-type: none"> • Embedded questions • Past perfect • Active causative (<i>have, make, get</i>) 	<p>Listen for specific information; discuss advantages and disadvantages of applying to college online</p>	<p>Read for chronological order; read an online advertisement; make a timeline from a reading; write a letter of application; write a journal entry</p>
<ul style="list-style-type: none"> • Phrasal verbs: separable and inseparable • Present perfect continuous • Affirmative and negative statements; information questions 	<p>Listen for specific information and take notes; make polite requests at work; listen for details; group problem-solving</p>	<p>Understand words from context; read a mind map; create your own mind map; reading for humor; proofreading</p>
<ul style="list-style-type: none"> • Relative clauses • Relative pronouns as subjects • Relative pronouns as objects • Modals of advice or suggestions about the past • <i>Not only . . . but (also)</i> 	<p>Discuss predicaments at work; discuss qualities of a good partner; practice small talk; make apologies; role play problem-solving at work; take notes on a TV show</p>	<p>Understand pronoun reference; make inferences; journal writing</p>
<ul style="list-style-type: none"> • <i>Either . . . or</i> • <i>Both . . . and</i> • <i>Neither . . . nor</i> • Direct and indirect objects • Comparison of nouns 	<p>Listen for details; take notes from a recorded message; interview classmates</p>	<p>Write down recorded messages; write e-mail messages at work; write notes on interviews; write a descriptive paragraph; interpret ads from website companies; compare ads for search engines; write an e-mail; select magazine articles of your own and skim or scan for "gist"</p>
<ul style="list-style-type: none"> • Verb + direct object + infinitive • Verb + infinitive (<i>to + verb</i>); verb + gerund (<i>verb + -ing</i>) • Verb + either infinitive or gerund • Participles in adverbial phrases • Participles in adjective clauses • Prefixes: <i>im-, in-, un-, ir-, anti-, is-</i> 	<p>Follow spoken instructions to complete a chart; conduct a survey; listen for details; teach a recipe; plan and present a workshop in class</p>	<p>Read for details; read travel ads; read a flow chart and write a paragraph with the information; read and write a recipe in paragraph form; read an article for details; set goals for more writing in English</p>
<ul style="list-style-type: none"> • Passive voice in the future • Passive voice with modals • Modals in the past • <i>Hope</i> • Result clauses with <i>so . . . (that)</i> • Result clauses with <i>such a/an . . . that</i> 	<p>Listen for details; draw conclusions; role play making complaints</p>	<p>Give personal responses to a reading; make a list of school rules and policies; list characteristics of a good coworker and supervisor; read an article and take a test on interpersonal communication skills</p>
<ul style="list-style-type: none"> • Review: Conditional in real or possible situations • Conditional in hypothetical situations • Conditional in unreal past situations • Modals in the progressive • Modals in the past • <i>Wish</i> • <i>Unless</i> 	<p>Listen for details; interview classmates and record their responses; discuss how to handle conflict situations</p>	<p>Take a personality test; apply <i>dos</i> and <i>don'ts</i> to particular situations; set goals for doing more reading in English</p>
<ul style="list-style-type: none"> • Review: Active causative • Passive causative • Noun clauses as objects • Reported speech: commands; statements 	<p>Role play a conversation; listen for details; report on Internet or library research; takes notes based on a listening</p>	<p>Research a topic on the Internet or in the library; write two or three paragraphs based on the research; draw conclusions based on information from a reading</p>

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 multi-sensory learning environment; "E-mail" activities that prompt students to "talk" about unit themes by corresponding with a pen pal, encouraging students to use unit vocabulary and grammatical structures in a meaningful context; and "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 (<http://www.longman.com/newvistas>). 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.
- 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.
- The "Checkpoint" section at the end of each unit helps students evaluate their progress and think about their learning modalities.
- 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. 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 *NEW VISTAS*, 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. 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.
- 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.
- 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.
- 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.

Internet Skills

Using the Internet is a skill that needs to be learned in today's technological society. 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 or <http://www.longman.com/newvistas>. 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.

Pronunciation Guide

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	/a/	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	/ai/	smile	nice
/ʃ/	show	wash	/oi/	boy	oil
/ʒ/	pleasure	beige	/au/	town	out
/č/	chair	watch			
/ǰ/	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 4

First Names

Alonzo	əlánzo
Anna	ánə
Anne	æn
Anthony	ænθəni
Ben	bɛn
Beth	bɛθ
Beverly	bɛvərli
Bill	bɪl
Carlos	kárlos
Celia	sílyə
Cindy	síndi
Debbie	débi
Dilbert	dílbɛrt
Eva	ívə
Gina	ǰínə
Irene	airín
Ivan	áivən
Jamileh	ǰəmílə
Jean (f.)	ǰin
Jeannette	ǰənét
Jim	ǰim
Judith	ǰúdiθ
Kim	kɪm
Lawrence	lárens
Lee	li
Lucille	lusíl
Luisa	luísə
Lynn	lɪn
Marcos	márkos
Maria	məriə
Mario	máριο
Martin	mártɪn
Melinda	məlɪndə
Nelson	nélsən
Oscar	áskər
Pablo	páblo
Paul	pal
Paula	pálə
Petra	pétrə
Rick	rɪk
Robert	rábɛrt
Sam	sæm
Sara	sérə
Sofia	sofíə
Spencer	spɛnsər
Steve	stiv

Susan	súzən
Tina	tínə
Tomoki	tómokí
Tony	tóni
Tyler	taɪlər
Yumiko	yúmiko

Last Names

Artigas	artígəs
Balewa	bələwə
Brennan	brɛnən
Burns	bɜrnz
Chin	čɪn
Cooper	kúpər
Dahnke	dánkə
Day	de
Dillon	dílən
Elliot	éliyət
Farrell	férəl
Franklin	frɛnklɪn
Gleason	glísən
Gorki	górki
Han	han
Harrison	hérɪsən
Ho	ho
Hoffart	háfɛrt
Hulce	həls
Kinkaid	kɪnkéd
Licklider	líklaɪdər
Mansoor	mənsúr
Mari	mári
Marks	márks
Moody	múdi
Nash	næʃ
Nichols	níkəlz
Pavlik	pávlik
Price	praɪs
Reade	rid
Rehan	rihán
Roberts	rábɛrts
Sanchez	sənčɛz
Sato	sáto
Silva	sílvə
Simms	sɪmz
Sullivan	sólɪvən
Swain	swen

Wu	wu
Yakamura	yakəmúərə

Places

Baton Rouge	bátən ruʒ
Brazil	brazíl
Canada	kánədə
Carson City	kársən síti
China	čáinə
England	íŋlənd
Florida	flórɪdə
France	fræns
Germany	ǰérməni
Idaho	aídəho
Italy	ítəli
Japan	ǰəpæn
Kiev	kíyɛv
London	lɒndən
Louisiana	luɪziánə
Mexico	méksɪko
Milan	milán
Nevada	nɛvədə
New York	nu yórk
Pocatello	pokətélo
Riverside	rívɜrsáɪd
Russia	rəʃə
San Francisco	sæn frənsísko
Spain	spɛn
St. Augustine	sɛnt əgəstɪn
Taiwan	taiwán
Ukraine	yukrɛn
United Kingdom (the)	yunídɪd kíŋdəm
United States (the)	yunídɪd stɛts
Venezuela	vɛnəzwélə

Nationalities and Languages

American	əmérikən
English	íŋglɪʃ
French	frɛnč
Japanese	ǰəpəníz
Russian	rəʃən
Spanish	spáɛníʃ