

**LONGMAN ENGLISH INTERACTIVE 1 TEACHER'S GUIDE
OVERVIEW
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ABOUT THE *TEACHER'S GUIDE OVERVIEW*

This *Teacher's Guide Overview* offers detailed information to help you use the *Longman English Interactive 1* course most effectively with your students. This document includes:

About the Unit Notes

- Description of the Unit Notes PDF documents

***LEI 1* Course Overview**

- General course information

Unit Overview

- Unit structure
- Pedagogy underlying each section

Student Course Orientation

- Information students should read before starting the course

Teaching the Course in the Classroom

- Sample syllabus
- Overview of the Web Research and Writing Assignments in the Unit Notes
- Tips on using the *Longman English Interactive 1 Communication Companion* in the classroom

Assessment

- Review Quizzes, Module Tests, and Level Tests
- Suggestions for assessing speaking and writing

Using Online Communication Tools to Supplement the Course

- Tips on using online communication tools to supplement classroom activities

ABOUT THE UNIT NOTES

Each unit of *Longman English Interactive 1* has its own Unit Notes PDF containing

1. The Unit at a Glance, including transcripts of the videos
2. Web research and writing assignments with student handouts
3. Information on using the *Communication Companion* in the classroom
 - Comprehensive notes (plus answer keys) for each activity of the *Communication Companion*
 - Homework assignment for the following class
 - Extra classroom practice to supplement the activities in the *Communication Companion*
4. Supplementary Discussion Board and Chat activities (only offered in Units A.4, B.4, and C.4)
5. A preview of the next unit

LEI 1 COURSE OVERVIEW

Longman English Interactive 1 is a beginning-level multimedia course for young adults, adult students, and professionals. It:

- Includes video, audio, and animations
- Provides 100 hours of CD-ROM instruction and 45-60 hours of classroom instruction
- Consists of 3 modules: A, B, and C. Each module contains 5 units, for a total of 15 units
- Includes a supplement for classroom practice, the *Communication Companion*, which provides a variety of communicative, personalized-practice, and group-discussion activities. It is available as both 15 downloadable PDFs or as one 64-page, four-color book. (You can get each PDF from the Unit Home pages of the course. Go to the "Course Home Page" and click on "Course Overview." Then click on any unit and click on "Communication Companion.")

UNIT OVERVIEW

Each unit consists of the following 9 sections, which you can link to from the Unit Home Page. (Go to the "Course Home Page" and click on "Course Overview." Then click on any unit.)

1. Video Listening

- **Pre-listening questions** encourage students to think about what will happen in each video episode.
- **Focus on Comprehension questions** check understanding of the main idea and important details.
- **Focus on Language questions** concentrate on the key vocabulary.
- **Culture Notes** provide students with additional cultural information, such as common English phrases and when to use them.
- **Explanations** provide students with helpful information.

2. Speaking

- A **role play** allows students to interact with one of the video characters.
- Hints provide students with three levels of help. Students can click to choose:
 - (1) No model: No language is provided in order to challenge more advanced students.
 - (2) Show model with blanks: Some language is provided to guide students.
 - (3) Show model: Complete sentences are provided for students who want the most help.
- Students record and then play back to review the complete conversation they've had with the character. Students can re-record as many times as they like.

3. Grammar

- Each unit has three **video grammar presentations**.
- In each video presentation, the students' **grammar coach**, or guide, introduces the grammar point.
- **Grammar explanations** with audio examples and animations follow each video presentation.
- Two **grammar exercises** follow each grammar presentation.

- The **Grammar Reference** guide offers definitions of grammar terms and additional information on form and usage.

4. Vocabulary

- **Presentations** use illustrations to present new vocabulary related to the theme of the unit.
- In **Practices**, students match vocabulary items with pictures and try to beat the clock.

5. Listening Challenge

- The **Listening Challenge video** offers practice with language at a higher level to help students develop receptive language skills.
- In **More Listening**, students listen to an audio recording that is thematically related to the videos and answer comprehension questions about it.

6. Pronunciation

- Each unit has two **pronunciation presentations** with audio examples and animations. Presentations may focus on intonation, sentence rhythm, and word stress or may contrast sounds that are difficult for students to pronounce.
- In **practice exercises**, students listen to models of the pronunciation point, record their speech, and compare their recordings to the models provided.

7. Reading

- The illustrated **Readings** are short, topical, and practical. Students read a wide variety of texts, such as faxes, emails, letters, and short articles.
- **Practice exercises** check understanding of main ideas and important details in the readings.
- **About You** questions ask students to reflect on the readings and relate them to their own lives. Answers are not checked.

8. Unit Summary

- The **Unit Summary** gives students a snapshot of the contents of the unit, section by section.
- Students can use the summaries to review for quizzes and tests.

9. Review Quiz

- A **Review Quiz** tests students' vocabulary and grammar knowledge as well as their listening, reading and pronunciation skills.
- These quizzes are automatically scored.

STUDENT COURSE ORIENTATION

The **Orientation** shows students how to

- Navigate through the course
- Do the activities and exercises in the course, using step-by-step sample screens
- Use special features and resources

To review the orientation for students, go to the "Course Home" page and click on the "Orientation" button.

TEACHING THE COURSE IN THE CLASSROOM

You can combine *Longman English Interactive 1* with classroom instruction in various ways. The number of classroom hours with students may vary according to each program.

- Each unit in the *Communication Companion* supplement provides 3 to 4 hours of classroom practice for each unit.
- Each Unit Notes PDF gives ideas for extending the activities in the *Communication Companion*.

Course Syllabus

The following sample syllabus assumes that you are meeting students in the classroom for three hours each week. You can adjust the syllabus to match your particular classroom schedule.

Each unit in the *Communication Companion* is intended to follow students' work with the CD-ROM. Thus, during the first face-to-face class, you will not work with the *Communication Companion* activities. You can use the first class to go over the Orientation with students and to familiarize them with the exercises on the CD-ROM. You will also assign them the first Web Research and Writing assignments during this class.

Sample Course Syllabus

| Week | Unit | CD-ROM course | <i>Communication Companion</i> : In class | Notes |
|------|------|---------------|---|--------------------|
| | | | 9/3 | Course Orientation |
| 1 | A.1 | 9/3-9/9 | 9/10 | |
| 2 | A.2 | 9/10-9/16 | 9/17 | |
| 3 | A.3 | 9/17-9/23 | 9/24 | |
| 4 | A.4 | 9/24-9/30 | 10/1 | |
| 5 | A.5 | 10/1-10/7 | 10/8 | Module Test |
| 6 | B.1 | 10/8-10/14 | 10/15 | |
| 7 | B.2 | 10/15-10/21 | 10/22 | |
| 8 | B.3 | 10/22-10/28 | 10/29 | |
| 9 | B.4 | 10/29-11/4 | 11/5 | |
| 10 | B.5 | 11/5-11/11 | 11/12 | Module Test |
| 11 | C.1 | 11/12-11/18 | 11/19 | |
| 12 | C.2 | 11/19-11/25 | 11/26 | |
| 13 | C.3 | 11/26-12/2 | 12/3 | |
| 14 | C.4 | 12/3-12/9 | 12/10 | |
| 15 | C.5 | 12/10-12/17 | 12/18 | Module Test |
| 16 | | | 12/19 | Level Test |

Web Research and Writing Assignments

Longman English Interactive 1 offers 15 Web Research tasks and 15 writing assignments. Detailed instructions and handouts for these are included in the Unit Notes for each unit.

- **Web Research** assignments give students additional practice in skimming and scanning.
- **Web Research handouts** include suggested URLs that link to authentic but comprehensible reading material. You may suggest additional websites for students if you wish.
- **Writing** assignments allow students to put into practice what they learned in the Reading section of the CD-ROM course.
- **Writing handouts** include models for the notes, emails, faxes, and letters that students will write.

| Unit | Section | Title | Task |
|------------|--------------|----------------------------|---|
| A.1 | Web Research | Pen Pal Sites | Research pen pal sites; Choose a pen pal and write a short description |
| | Writing | Write a Note | Write a short note to a friend |
| A.2 | Web Research | Meet the Staff | Research three companies; Choose an employee and write about that position |
| | Writing | Write an E-mail | Write an email to a new classmate or coworker |
| A.3 | Web Research | Travel Tips | Research travel sites for tips; Choose one travel tip and write about its purpose |
| | Writing | Write a Postcard | Write a postcard to a friend |
| A.4 | Web Research | Electronics | Research a company that sells electronics; Choose one product and write about it |
| | Writing | Write a Memo | Write a response to a memo |
| A.5 | Web Research | Cool Schools | Research specialty schools; Choose a school and write about it |
| | Writing | Ask About a Class | Write a fax requesting information about English classes |
| B.1 | Web Research | New York City Destinations | Research New York City cultural institutions; Choose one and write about one special event or exhibit |
| | Writing | Write a Note to a Friend | Write a note to a friend about your travel plans |
| B.2 | Web Research | Shopping for Clothes | Research clothing stores online; Write about one item for sale and one item you would like to buy |
| | Writing | Write About a Problem | Write a fax about returning a product you bought online |
| B.3 | Web Research | Restaurant Guides | Research restaurants in online guides; Search for a type of food and write about the restaurant |
| | Writing | Order Your Lunch | Write a fax ordering your lunch |
| B.4 | Web Research | Daily Schedule | Research the daily lives of professionals in a field; Write about the daily routine of one career |
| | Writing | Write Your Schedule | Write your schedule for two days. |

| Unit | Section | Title | Task |
|-------------|----------------|-------------------------------|---|
| B.5 | Web Research | Currency Calculators | Research currency exchanges; Calculate different amounts and write the results |
| | Writing | Write a Budget | Write about your monthly budget |
| C.1 | Web Research | Movie Reviews | Research movie review websites; Choose one movie and answer questions |
| | Writing | Make Plans | Write an email to a friend making plans to see a movie |
| C.2 | Web Research | Family Trees | Research family tree websites of famous stars; Write a sentence about one |
| | Writing | Congratulate a Friend | Write a note to a friend |
| C.3 | Web Research | Interactive Tourist Maps | Research interactive tourist maps; Use the map for one city and write about it |
| | Writing | Plan a Trip | Write a note to a friend about your travel plans |
| C.4 | Web Research | Party Ideas | Research party planning websites; Write about one of the sites |
| | Writing | Plan a Party | Write a note to a friend about a party you are planning |
| C.5 | Web Research | Salary Comparison Calculators | Research websites that compare salaries; Compare different salaries in different locations and write about them |
| | Writing | Apply for a Job | Write a cover letter to send with your resume |

Using the *Communication Companion*

The activities in the *Communication Companion* are communicative games and activities that provide students with an opportunity to use the language they have learned in each unit of the CD-ROM course. The Unit Notes contain detailed instructions specific to the activities in the unit.

Unit Layout

Each unit of the *Communication Companion* begins with a conversation based on the video in the CD-ROM course. Each unit (except the first unit) ends with a WebTalk activity, in which students use the research they did for the Web Research assignment, bringing to class information they found. The other activities vary from unit to unit. You may do the activities in any order.

Grouping Students

There is a recommended group size for each activity in the *Communication Companion*. (On occasion, you may need to adjust the size of the groups according to the number of students in your class—for example, when an activity calls for groups of 3 and there are 17 students.)

Have students change groups or partners for each activity to keep the energy level of the classroom high.

Extra Classroom Practice

This section of the Unit Notes provides practice to be used in addition to the *Communication Companion*. The activities described serve as warm-ups at the beginning of a class or review if you find that students need more practice with grammar and/or pronunciation points. All these activities are for the whole class unless otherwise specified.

ASSESSMENT

About the CD-ROM Assessments

The following assessments are provided to help evaluate students' mastery of course content.

- A **Review Quiz** at the end of each unit
- A **Module Test** at the end of each module
- A **Level Test** at the end of the course

All quizzes and tests are automatically scored. Students can view their scores on the progress reports at the end of each quiz or test. They can also see overall course progress on the Course Progress Report linked from the Course Outline (Go to the "Course Home" page and click on "Course Outline").

Supplementary Speaking and Writing Assessment

In addition to the CD-ROM assessments, you may wish to use the following suggestions to evaluate students' progress in speaking and writing. Administer speaking and writing assessments at the end of each module and at the end of the level, in conjunction with each CD-ROM Module Test and Level Test.

Speaking Assessment

To evaluate students' speaking ability, use the video transcript from the Extended Listening section of one unit from the module. Role play one section of the dialog with each student. You take the role of one character, and assign the other character to the student.

Example: The following dialog is an excerpt from the video script for unit A.5 (included in the "Unit at a Glance" section of the A.5 Unit Notes).

Jin: I'm a student too. My name's Jin.

Emi: Hi. I'm Emi . . . Emi Okada.

Jin: Oh, you're Japanese!

Emi: That's right. And you're . . . ?

Jin: I'm Korean. This is my first class here. I'm a little nervous, too.

Emi: Well, it's nice to meet you.

First, model the entire dialog for the student. The student can read the video script while listening to the model. Then assign the student one role to play. You will read the other character's lines. Remind students that they may use their own words.

Writing Assessment

To evaluate students' writing ability, use the handouts on the following pages.

Module B Writing Assessment 1

Write a note to a friend.

A. Read the model.

From: AnaP@globelink.net
Date: April 18, 2002
To: KateL@compnet.com
Subject: Hi

Dear Kate,

How are you? How is everyone at the office? I am in Paris, and it's great! I went to see the Eiffel Tower and the Arc de Triomphe. It's cold here, but luckily I have a warm sweater and my thick coat for going outside.

How is it there? By the way, my friend Lisa is taking care of my cat, but if you have time, could you go to my house and check on my mail? Thanks so much.

I'll be home on Wednesday, April 21, at 5:30. I'll call you then.

See you soon,
Ana

B. Write your note on the lines below.

Include:

- **greeting**
- **where you are**
- **information about the weather**
- **when you are coming home**
- **closing and your name**

Module B Writing Assessment 2

Write a fax to an electronics store. Your CD player doesn't work, and you need a new one.

A. Read the model.

To: Electronics, Etc.
Fax #: 500-233-2244
Date: August 10, 2002

From: Robert Lane
Fax #: 500-200-1234
Re: Replace DVD player

MESSAGE:

My name is Robert Lane. I bought a DVD player from your store in Newark, New Jersey. After I set up the DVD player, I found that it did not work properly. I called your office on the phone and spoke to a clerk. The clerk said to fax my request to you. Could you please send me a replacement by mail? I cannot travel to New Jersey to replace it. The model name and number is DVD Excel #2100. My address is:

Robert Lane
1408 S. 24th Ave.
Brooklyn, NY 01223

Thank you for your attention to this matter,
Robert Lane

B. Write your fax on the lines below.

- **Include your name.**
- **Describe the problem with the CD player.**
- **Ask the store to replace it.**
- **Give the address to send it to.**
- **Thank the company and sign your name.**

Module C Writing Assessment 2

Write a letter of application for a job.

A. Read the model.

556 Maple Drive
Marshton, MA 07788

July 23, 2001

Mr. Jones
French Program
Institute of Languages and Linguistics
299 Pearce St.
Fairborn, CT 00914

Dear Mr. Jones:

I am writing to apply for a position as French teacher at your institution. I have many years of experience. I can make my own course materials, prepare tests, and advise students. I can also help students one-on-one in their studies.

I am available for an interview at any time. Please call me at (555) 523-0987.

Thank you for your time,
Greta Markwardt

B. Write your letter on the lines below.

Include:

- **greeting and the job you are interested in**
- **description of skills you have for the job**
- **information about how to contact you (telephone)**
- **thanks and your name**

Level 1 Writing Assessment 4

Write a letter of application for a job.

A. Read the model.

18B River Street
Big Rapids, MI 45588

July 23, 2002

Ms. Jackson
Director of Personnel
EduSoftware Company
234 Bank St.
Anderville, AZ 33224

Dear Ms. Jackson:

I am writing to apply for a position as computer programmer at your company. I have studied computer programming for the past ten years. I have also worked on developing education software for the past three years. I work well alone or with a team. My resume is enclosed. I am available for an interview at any time. Please call me at (500) 221-7893 or email me at Gary.Anderson@computer.com.

Thank you for your time,
Gary Anderson

B. Write your letter on the lines below.

Include:

- **greeting and title**
- **job you are applying for**
- **explanation of skills you have for the job**
- **contact information**
- **closing and your name**

USING ONLINE COMMUNICATION TOOLS TO SUPPLEMENT THE COURSE

To help you communicate easily with students at a distance, you may wish to use

- Email
- Discussion Board
- Chat

These activities may be done using free third-party tools, such as Hotmail, Blackboard, WebCT, Yahoo groups, etc. If you have no access to these tools, you may also do the Discussion Board and Chat activities in the classroom.

Email

You may want to **email** individual students to

- Remind them to do an assignment
- Remind them to complete a quiz
- Give them personalized feedback
- Encourage and motivate them

Discussion Board and Chat Activities

Each module offers a **supplementary discussion board or chat activity**, which allows students to have "a conversation in writing" with their classmates that is related to the material they have learned in the module. These supplementary activities can be found in the "Discussion Board or Chat Activities" section of the Unit Notes for Units A.5, B.5, or C.5.

Discussion Board activities do not take place in "real time"; that is, teachers and students can read and send messages whenever they want to. Students do not all have to be there at the same time. Chat activities, on the other hand, take place in "real time." Choose either a Discussion Board or a Chat activity depending on whether your students can access the Internet at the same time.

The next two sections offer tips for managing Discussion Board and Chat activities.

Tips for Managing a Discussion Board Activity

Before the Discussion Board Activity

- Give the Discussion Board topic a clear title, such as "Module B: A Typical Weekend for a Famous Person."
- In the classroom, or via email
 - Tell students when they should log on to the Discussion Board.
 - Explain to students what the theme will be.
 - Explain to students what linguistic points you will focus on (for example, the simple present tense, vocabulary of daily activities, etc.).
- Post a message to the Discussion Board setting up the topic. Include
 - some background information on the theme
 - a question or questions to answer
 - a model
 - a due date for participation in the discussion

Example:

Imagine you are a famous person. What do you do on the weekend? Write a story describing your daily activities and your leisure activities. Here is an example:

I am Gwyneth Paltrow. I have a lot of fun on the weekends. On Friday evening, I go out to eat at an expensive restaurant and go dancing with my good friends. I usually get home at about 2 A.M. I get up at noon on Saturday. My cook makes me a delicious lunch. I go shopping in the afternoon. I sometimes go to parties on Saturday night. On Sunday, I get up and read the paper. In the afternoon, I always take my dog for a walk in the park. I relax at home on Sunday evening.

During the Discussion Board Activity

- Log on frequently to check for students' responses.
- After some students have responded, post your own response.
 - Use students' names.
 - Summarize the points made so far, if appropriate to the topic.
 - Give positive feedback to students who have responded. Focus on both content and linguistic points.
 - Correct students' errors, adhering to the guidelines you set forth during the introduction. Focus on errors that the student makes frequently, or that several students make.
 - Encourage students who have not yet participated to respond.
 - Ask additional probing questions based on students' comments, if appropriate to the topic.
- Continue to log on frequently and post responses in this manner.

Ending the Discussion Board Activity

- On the date you set to end the Discussion Board, post a summarizing response.
- Follow up in the classroom, asking students for their reactions to the Discussion Board activity.

Tips for Managing a Chat Session

Before the Chat Session

- Divide the class into groups. Keep the Chat groups small. Five or six students in one group is optimal.
- In the classroom, or via email
 - Explain to students what the Chat topic will be.
 - Tell students when the Chat session will take place. Be clear about the start and end times. (Include times in different zones if this applies to your group.)
 - Tell students what their groups are.

During the Chat Session

- Use questions to start the Chat. The Teacher's Guide Unit Notes offer suggestions.
- Offer open-ended or neutral questions or set up a debate to make the discussion interesting.
- Build in a "warming up" period. Allow time at the beginning of the session for informal conversation. Make small talk while you are waiting for all students to arrive.
- Set a time limit of five minutes for the warming up period and then start the formal session.
- Stick to the topic. Step in and remind students to focus on the task if you see students getting off topic. You can use statements or questions, such as "How do you think this relates to our topic?" or "This may be a good idea for another Chat, but let's get back to our main focus, which is...."
- Teach students how to 'talk online.' Messages in the first few Chat sessions may seem disconnected. Ask students to make sure they read what classmates have written before they send a comment.
- Actively include quiet students. Some students seem to 'drop out' of a discussion. Ask these students questions directly, such as "Oswaldo, what's your view on this topic?"
- Get the discussion going and then step back. Just like in the face-to-face classroom, the instructor gets the discussion going and then steps back to let the students actively communicate.

Ending the Chat Session

- Give a five-minute warning. Let students know that the live online discussion is going to end soon. Allow students to make their final comments.
- Sum up the discussion as the final steps to the Chat session. Write a few sentences that are general statements about the topic and the session.
- Say goodbye. Leave a minute or so at the very end for people to say goodbye.