

**LONGMAN ENGLISH INTERACTIVE 2 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 2* course most effectively with your students. This document includes:

About the Unit Notes

- Description of the Unit Notes PDF documents

LEI 2 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 2 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 2* 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 2 COURSE OVERVIEW

Longman English Interactive 2 is a high 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 example sentences 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.
- In **Focus on Vocabulary**, students complete sentences with key vocabulary words from the reading.
- In **Focus on Comprehension**, students answer questions to check their understanding of main ideas and important details in the readings.

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 2* 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 2 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	Job Search Sites	Research job sites; Write about a tip and a type of job you might want to find online
	Writing	Write a Job-Wanted Ad	Write a job-wanted ad
A.2	Web Research	Chat Group Sites	Research chat groups; Write about topics discussed
	Writing	Introduce a New Employee	Write a memo introducing a new employee
A.3	Web Research	Recipes	Research cooking websites; Choose one recipe and write about it
	Writing	Write About Food	Write a friend a letter describing food from your country
A.4	Web Research	Educational Tours	Research educational tours websites; Choose a tour and write about it
	Writing	Write About a Tour	Write a letter to your family about an educational tour you are attending
A.5	Web Research	Course Help	Research websites that offer help in math; Choose one site and write about its features
	Writing	Give Suggestions	Write an email to a friend giving advice on how to use her cell phone
B.1	Web Research	Resort Spas	Research resort spas websites; Choose one and write about it
	Writing	Help a Friend	Write a letter to a friend giving her advice
B.2	Web Research	Getting Directions	Research websites that offer maps; Choose one and investigate information about a trip
	Writing	Give Directions	Write a fax to a friend giving directions to your business or school
B.3	Web Research	Electronic Invitations	Research websites about electronic invitations; Choose one and write about it
	Writing	Invite a Friend to a Party	Write an email to a friend inviting her to a party
B.4	Web Research	Gift Shopping Sites	Research gift shopping sites; Choose a gift product and write about it
	Writing	Make a Shopping List	Write an email to a friend and include a party shopping list

Unit	Section	Title	Task
B.5	Web Research	Learn to Dance	Research learn to dance websites; Choose one and write about it
	Writing	Give Advice to a Friend	Write an email to a friend giving advice on his relationship
C.1	Web Research	Travel Reservations	Research travel websites; Choose one and write about flight information
	Writing	Complain to an Airline	Write a complaint letter to an airline
C.2	Web Research	Student Housing Sites	Research housing websites; Write about different services
	Writing	Compare Two Apartments	Write an email to a friend giving information about two apartments
C.3	Web Research	Country Information	Research geography and travel websites; Choose one country and write about it
	Writing	Describe a Tourist Destination	Write an email to business colleagues
C.4	Web Research	Festivals	Research festival websites; Choose one festival and write about it
	Writing	Describe an Unusual Custom	Write a letter to a friend who will visit during a holiday, describing the holiday customs
C.5	Web Research	News Sites	Research news websites; Choose one and write about it
	Writing	Write a Thank You Letter	Write a formal thank you letter as an interview follow-up

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* (except the first unit) begins with a conversation and a role play 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.3 (included in the "Unit at a Glance" section of the A.3 Unit Notes).

Dave: Anything to drink with that?

Emi: Maybe some iced tea.

Dave: Sure. Large, medium, or small?

Emi: Small.

Dave: Regular or decaf?

Emi: Regular or decaf? You have decaf tea?

Dave: Emi, there's always a choice, didn't you know that?

Emi: OK, Dave. Regular.

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 C Writing Assessment 1

Write a letter to a friend explaining a custom from your country.

A. Read the model.

Dear Akiyo,

I am so excited about your visit to the U.S.! You sent me your flight information – I noticed you arrive on the afternoon of October 31st. That is the day we celebrate Halloween here, so I'd better tell you what to expect! It is a day when people wear costumes and children walk from house to house saying, "Trick or treat!" The people in the houses give them candy.

Why do we do this? The holiday began with the Celts. They celebrated the end of the growing season and the beginning of a cold, dark season. Over time, other influences contributed to this holiday. The Romans celebrated this time of year by honoring the goddess of fruits and gardens. Finally, there was influence from religious celebrations for honoring people who had died. These celebrations all mixed together to make our Halloween.

Hope this help to explain Halloween. I can't wait to see you!

Jonathan

B. Write your letter on the lines below.

- **Include a greeting.**
- **Describe the custom.**
- **Explain the custom's history.**
- **Give a closing and your name.**

Level 2 Writing Assessment 4

Imagine that your city is hosting a seminar. Write an email to the people planning to come to the seminar. Describe the places that they should visit.

A. Read the model.

To: seminar_list@univ.edu
From: C_Wallman@mymail.com
Re: Places to visit

Dear Seminar Participants,

This year, I am in charge of the tour committee for our seminar in Ireland. I will describe a few of the places you might want to see here in Dublin.

- In the city's old section, south of Liffey, there are many historic buildings. Make sure you take time at least to see Dublin Castle – parts of it were built in the early 13th century. Another historic building is St. Patrick's Cathedral. This church was built in 1190.
- Phoenix Park is part of the Dublin park system. It is in the western part of the city and is about 11 kilometers around. The park has recreation areas and zoos, conservatories, and an arboretum. It also is the home of the President of the Republic.
- Cultural sites include the National Museum, the National Gallery and the Abbey Theatre.

I hope that you enjoy your stay here in Ireland! When you arrive at the seminar, there will be information about these tours.

Sincerely,
James Cunningham

B. Write your email on the lines below.

- **Include a greeting.**
- **Describe 3 places to visit.**
- **Give a 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: Giving Advice."
- 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, adjectives, 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:

Write about a problem situation. It can be real or imagined. Ask for advice. Then, read your classmates' problems, and offer at least one person some advice.

Here are some ideas that you can write about:

- relationships with family or friends
- health
- responsibilities at home
- making plans for a special occasion (birthday party, wedding, etc.)

Here is an example problem:

My roommate never helps me with the housework. I do everything! I clean the apartment, cook every night, and do the dishes. We get along well, but I'm tired! I don't want to do all the work. What should I do?

Here is an example response:

I think you should tell your roommate your feelings. Why don't you make a list of all the housework you do? You could make a schedule for the tasks with your names and put it on the refrigerator. Ask your roommate to help you, or you could ask her to find a new apartment! Best of luck!

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.