

**LONGMAN ENGLISH INTERACTIVE 4 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 4* course most effectively with your students. This document includes:

About the Unit Notes

- Description of the Unit Notes PDF documents

***LEI 4* Course Overview**

- General course information

Unit Overview

- Unit structure
- Pedagogy underlying each section

Student Course Orientation

- Information students should read before starting the course

(NOTE: The Orientation is not available on the Sample CD-ROM.)

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 4 Communication Companion* in the classroom, with detailed notes on frequently occurring activity types:
 1. What's the Story?
 2. Be Dramatic!
 3. Situations
 4. Board Games
 5. Matching

Assessment

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

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 4* has its own Unit Notes PDF containing

1. Information on teaching the unit in the classroom
 - The Unit at a Glance, including transcripts of the videos
 - Web research and Writing assignments with student handouts
 - 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*
 - A preview of the next unit
2. Supplementary Discussion Board and Chat activities

LEI 4 COURSE OVERVIEW

Longman English Interactive 4 is an intermediate-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 4 units, for a total of 12 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 12 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.
- **Listening for Information questions** check understanding of the main idea and important details.
- **Culture Notes** provide students with additional cultural information, often about gestures and facial expressions from the video.
- **Listening for Ideas questions** check understanding of, for example, inferred meanings and speakers' attitudes and feelings.
- **Explanations** provide students with helpful information. **Explanations for Listening for Information questions** are audio excerpts from the video.

2. Vocabulary

- The **Vocabulary** section is based on words and phrases that students have encountered in the video, focusing on idioms, collocations, and phrasal verbs.
- A **Vocabulary Help button** gives students an easy way to look up unfamiliar words.
- **Practice exercises** offer students varied opportunities to use the new vocabulary.

3. Speaking

- **Charts** with **audio recordings** present new functional language.
- **Practice exercises** help students remember the new functional language.
- In **role plays**, student interact with one of the video characters. A **video model** introduces each role play. **Transcripts** of the model dialog are available.
- Students can either use the language in the model dialog or substitute alternate functional language. The appropriate **functional language charts are linked to the exercise through the Transcript button.**

- Students can re-record as many times as they like and play back the complete conversation they've had with the character.

4. Grammar

- Each unit has three **video grammar presentations**.
- In each video presentation, the students' **grammar coach**, or guide, introduces the grammar point. Examples of the new grammar point appear on a nearby chalkboard image.
- **Grammar explanations** with audio examples and animations follow each video presentation.
- **Grammar Help links** connect students to the *Grammar Reference* guide for definitions of grammar terms and additional information on form and usage.
- Two **grammar exercises** follow each grammar presentation.

5. Task Listening

- An authentic **Task Listening audio recording** helps students develop receptive language skills.
- Students listen and work with **realia** on the screen to complete the exercises.

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 1**, students check their ability to hear the specific pronunciation point presented. Students who score 100% on the first page of the practice are given the option of doing additional practice. Students who score less than 100% must complete the additional practice.
- In **Practice 2**, students listen to models of the pronunciation point, record their speech, and compare their recordings to the models provided.

7. Reading

- A **pre-reading activity** introduces the topic of the reading.
- **Preview vocabulary** exercises present and practice useful and high-frequency words from the reading.
- **Readings** are short, interesting articles that prepare students for the Web Research assignments.
- A short **reading comprehension exercise** follows each reading.

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' listening skills, vocabulary knowledge, recognition of appropriate functional language, grammar knowledge, pronunciation skills, and reading skills.
- These quizzes are **scored automatically**.
- Students can see their results on the **Progress Report** that appears on screen after they complete the final page of the quiz.

STUDENT COURSE ORIENTATION

(NOTE: The Orientation is not available on the Sample CD-ROM.)

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 4* 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 assignment 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	Module Test
5	B.1	10/1-10/7	10/8	
6	B.2	10/8-10/14	10/15	
7	B.3	10/15-10/21	10/22	
8	B.4	10/22-10/28	10/29	Module Test
9	C.1	10/29-11/4	11/5	
10	C.2	11/5-11/11	11/12	
11	C.3	11/12-11/18	11/19	
12	C.4	11/19-11/25	11/26	Module Test
13		11/26-12/2	12/3	Level Test

Web Research and Writing Assignments

Longman English Interactive 4 offers 12 Web Research tasks with writing assignments for each. Detailed instructions and handouts for these are included in the Unit Notes for each unit.

- **Web Research** tasks 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. A **pre-writing technique** on this handout helps students organize their research notes.
- **Writing** assignments focus on a particular writing skill and rhetorical style.
- **Writing Assignment handouts** include a sample paragraph.

Unit	Title	Task
A.1	Selling Points	Research product websites; Write a summary about one product's selling points
A.2	High or Low EQ?	Research successful people; Write a summary of someone's biography and draw conclusions about their EQ level
A.3	Cell Phone Features	Research websites about cell phones; Write a paragraph about one that would meet your needs
A.4	The Best Restaurant	Research websites about restaurants; Write a paragraph about one and which type of event you would plan there (power lunch, romantic dinner, etc.)
B.1	Bond's Gadgets	Research gadgets James Bond uses; Write about one and give details
B.2	Stress Relief Techniques	Research websites about stress relief; Choose two techniques and compare them
B.3	Specialty Coffees	Research websites about different types of coffee; Choose one and write about its features
B.4	Traditional Stories	Research traditional stories (parable, fable); Write a summary of one and describe what it teaches
C.1	Buying Flowers	Research websites about buying flowers; Write some advice about which flowers to give on different events
C.2	Real People on TV	Research websites about TV shows that show real videos; Write about one and give details
C.3	What Proverbs Reveal	Research websites about proverbs; Write about one (English) and compare and contrast it to a similar one in your culture
C.4	Classic Films	Choose a classic film and research it on websites; Write a paragraph summarizing reviews of this film

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.

Warm-ups and Extra Practice

This section of the Unit Notes provides additional practice to that in the *Communication Companion*. The activities can serve either as "warm-ups" at the beginning of a class or as review if you find that students need more practice with grammar and/or pronunciation points. All of these practices are whole-group activities, unless otherwise specified.

Unit Layout

The first page of each unit has two activities. The first is *What's the Story?*, a retelling activity in which students discuss what happened in the course video and express their opinions about items like the plot or characters. The second is *Be Dramatic!*, a role play based on the video. The last page of each unit ends with a Web Discussion activity, in which students use the research they did in the Web Research activity, 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.

Frequently Occurring Activities

Certain activity types have been used often throughout the *Communication Companion*, such as Be Dramatic!, Board Games, and Situations. The detailed notes for these recurring activities can be found below and are not repeated in the Unit Notes. However, specific information related to an activity, such as the summary and language points of the activity, the answer key, and ways to extend it, are found in the Unit Notes.

Activity: What's the Story?

Summary: Students answer questions, discuss highlighted points, or sequence pictures from the video in order to discuss what happened and to clarify their understanding of the story.

Groups: Groups of 3 (unless otherwise specified)

Procedure

1. Create groups of 3 (unless otherwise specified).
2. Review what happened in the video in the previous unit(s).
3. Ask questions to elicit information about any new characters that appear in this video segment, such as the character's name, his or her relationship to other characters, and what he or she does.
4. Have students work together to complete the task to retell the story.
5. When students have completed the task, go over the answers. Ask individuals from various groups to respond.

What Do You Think?

Summary: Students personalize information by discussing their opinions about what's happening in the video story.

Procedure

1. Explain that there are no correct answers for this section. Encourage students to give their opinions and to give reasons.
2. When students have discussed all of the questions and their opinions, ask individuals from various groups to give their opinions.

Activity: Be Dramatic!

Summary: (1) Students match, complete, or sequence lines from the video to create a conversation between the characters. (2) Students take on the roles of the characters and act out the conversation, adding at least two lines of their own.

Groups: Pairs (unless otherwise specified)

Procedure

1. Create pairs (unless otherwise specified).
2. Have students look at the pictures in *What's the Story?* again to help them remember the context of the conversation.
3. Explain that students need to match, complete, or sequence the lines from the video. See Procedure in Unit Notes for instructions on how to complete the activity in each unit. Encourage students to work together.
4. When students have completed the activity, go over the correct answers with the class.
5. Now tell students they're going to act out the conversation. Explain that they need to add at least two more lines, using their own words. Elicit examples of lines that could be added. Students can add the lines at any point in the conversation (beginning, middle, end). Refer to the video script in the Unit at a Glance if you'd like to see the entire conversation.
6. Model the conversation with a student, or have two students model the conversation. Then assign roles or have students choose roles.
7. Encourage students to be dramatic and have fun! Explain that they should make eye contact and use appropriate body language and props.
8. When students have finished their role play, ask one or two pairs to act out their role play in front of the class.

Activity: Situations

Summary: Students practice using the target language (usually the functional language) of the unit in a conversational exchange or discussion.

Groups: Pairs (unless otherwise specified)

Procedure

1. Create pairs (unless otherwise specified). Designate one student as A and the other as B.
2. If indicated in the unit, tell Students A and Students B which page to turn to.
3. Give students time to read their situation. Then check to be sure that students understand the context of the conversation or discussion. Don't give away information that is not on both students' pages.
4. Point out the box with the target language and review it, as needed, for students to use in the activity.
5. Circulate while students are doing the activity to help as needed.
6. When students have completed the activity, have one or two pairs act out their conversation or report on their group's discussion to the class.

Activity: Board Game

Summary: Students move markers around the board and create questions and responses, or statements and responses. The first pair to get to "Finish" wins.

Groups: Groups of 4—two pairs of students will compete (unless otherwise specified)

Materials Needed

- One marker per pair (a marker can be a small piece of paper with the students' names, for example, or different-colored paper clips)
- One board game and one coin per group of 4

Procedure

1. Give each pair of students a marker or have them make one. Put two pairs together to play.
2. Each group will need one coin. Explain to the class that one side of the coin should be one space on the board game, and the other side of the coin should be two spaces. Each pair takes a turn. They toss the coin to see if they move one space or two.
3. Pair one tosses the coin and moves one space or two. When they land on that space, one person in the pair asks the other a question or makes a statement, using the cues provided. The other student answers the question or responds to the statement. If indicated in the unit, the first student asks a follow-up question and the other student responds.
4. If the Pair one students have asked and answered the question(s) correctly (grammatically and accurately), they can leave their marker on the space. If not, they must go back to the space they were on before.
5. Tell students to take turns asking and answering questions or making statements and asking follow-up questions.
6. Model the activity, using the example in the Communication Companion.
7. Tell students that they should write down the number of a square when they aren't sure of the answer and continue playing. Tell them that you will move from group to group to answer their questions.
8. Tell students to begin the game. The first pair to get to "Finish" wins.
9. Circulate and listen to students while they are playing. As you circulate, take note of common errors in grammar and/or pronunciation. Following the activity, review any troublesome grammar or pronunciation point, as needed, with the class as a whole.

Activity: Matching

Summary: (1) Students match sentences and responses to create short exchanges and (2) create a conversation based on one of the exchanges.

Groups: Pairs

Procedure

1. Tell students that they will match the sentences on the left to the sentences on the right to create short exchanges.
2. Model the activity. Read the first sentence in the left column to the class. Ask the class which sentence in the right column is the best response.
3. Create pairs. Designate one student as A and the other as B.
4. Have students cover their partner's side of the page. Remind students not to let their partners see their books.
5. The A students begin by reading the first line. The B students look for the best response, choose the appropriate one, and read it.
6. When students have finished, go over the answers with the class.
7. Now have students choose one exchange. They create a conversation by adding two or more lines of their own.

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 Assessment

In addition to the CD-ROM assessments, you may wish to evaluate students' progress in speaking. Administer speaking 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.

To evaluate students' speaking ability, use the transcripts from one Role Play of one unit from the module. Role play 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 the transcript for Role Play 1 of Unit A.2 (included in the "Unit at a Glance" section of the A.2 Unit Notes).

Talia: Oh, no . . .

Kim: You seem worried. Is everything all right?

Talia: This research is due at five o'clock. I'm really stressed out about it.

Kim: I have an idea. Miguel isn't very busy right now. Maybe you could ask him to help you.

Talia: Yes, that's a great idea. Thanks for the tip!

Kim: You're welcome!

First, model the entire dialog for the student. The student can read the transcript 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.

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 unit offers two **supplementary discussion board or chat activities**, which allow students to have "a conversation in writing" with their classmates that is related to the theme of the reading in the unit. These supplementary activities can be found in the "Discussion Board or Chat Activities" section of each Unit Notes PDF.

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 "Unit A.2: IQ vs. EQ"
- 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 that the focus is on writing fluency, not on grammatical accuracy, and that you will respond to the content of their writing, rather than checking linguistic points.
- 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 due date for participation in the discussion

Example:

According to the article "IQ vs. EQ: Emotions At Work" (in the Reading section of the CD-ROM), business executives are beginning to realize that emotions "play a significant role in work life." The article suggests that, in fact, your "Emotional Quotient" (emotional intelligence) may be even more important than your Intelligence Quotient in determining how successful you will become in your career.

Do you agree with the view expressed in the article? Which do you think is more important – IQ or EQ? Why?

Please post your responses by Monday, September 16. Remember to respond to your classmates' messages as you write your own opinion.

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 the content rather than on linguistic points.
 - 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.