I N T R O D U C T I O N

This introduction consists of four parts:

A   The aims of the course

B   The course components

C   The role of the teacher

D   Useful supplementary activities

A   THE AIMS OF THE COURSE

The main aim of the course is to teach students of preparatory school age to communicate confidently in English, using spoken as well as written language, and understanding spoken as well as written English. New language is introduced gradually so that students have the chance to learn and use language thoroughly before they move on to learning more. The course is designed to meet the learning targets set out in the Ministry of Education Standards Document.

The approach

The course uses a communicative approach to learning English. This means that students are encouraged to use the language they learn in meaningful situations from the very beginning.

The materials are constructed to reflect the principle that before students can read and write in English, they need to hear the language, then to speak it. Additionally, to communicate effectively, students need to learn the basic structures of the language, then to practice using it in realistic situations. Students need to speak to each other in English when asked, and to help each other. Therefore, they will need to be able to work in pairs, as well as in groups, on their own, and as a whole class.

## B   THE COMPONENTS OF THE COURSE

1   Two Student's Books

2   Two Workbooks

3   Two Course Cassettes

4   A CD-ROM

5   A Teacher's Guide

6   A website: **www.longmanprep.edu**

7   The Reader: *Journey to the Centre of the Earth*

1   The Student's Book

Book format and content

This consists of 24 units (two books with 12 units each) based on a structural and communicative syllabus, covering topics that will engage children of this age and that meet the Egyptian Ministry of Education Standards.

There are 18 core units that introduce and practise new language, and after every third unit there is a revision unit. This gives the total of 24 units.
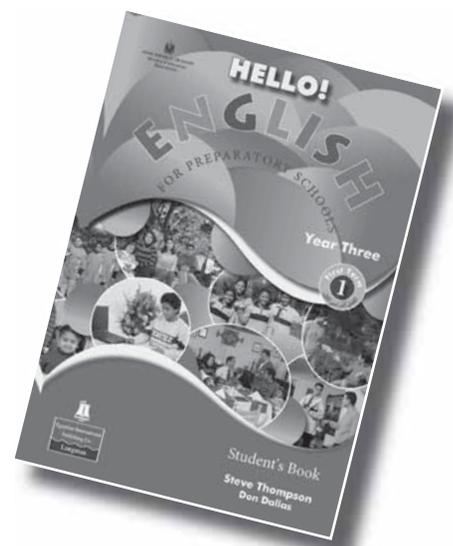
There are also supplementary grammar units at the end of each book. These highlight key structures introduced in the book and act as a further aid to revision.

The new language is introduced through dialogues and texts based around the main characters in the book, with whom students should be able to identify.

The material also makes extensive use of texts that contain information about real life and real events that relate to their lives and their learning in other subjects. All units cover the four skills – listening, speaking, reading and writing – and practise many key sub-skills such as reading for the main ideas of a text or listening to identify the purpose of an oral text.

Unit format and content

Each core unit contains five pages.

Each revision unit contains two pages.

Each core unit is designed to be sub-divided into five lessons. Three of the five Student's Book lessons have tasks in the Workbook that follow up with further tasks designed to practise the language introduced in the Student's Book.

At the beginning of each core unit, there is a box that summarises the aims of the unit: the skills, structures and functions introduced and/or practised.

Each core unit ends with a **Do it yourself** section and a **Review** section. In the **Do it yourself** exercise, the students are encouraged to work alone or in pairs. This activity can also be done as a whole class exercise. It is designed to be flexible. There are various focuses in this section, such as looking at how words are formed with affixes and looking at words that have more than one meaning. There are various types of activities in this section, ranging from ways of storing new words to learning about suffixes. The activities are designed to encourage students to think for themselves. The activities are also designed to help build self-study skills, an important aspect of learning English effectively. They are also meant to be fun.

The **Review** on the last page of the unit is designed to be flexible so that the teacher can use it to give additional input, check understanding and revise the language covered in the unit that has just been completed. It also serves to highlight to the students the key features of the unit, and so indicates what they should be taking from the unit.

The **revision units** are designed to revise and consolidate the language learnt in the preceding three units. They can also be used as an additional tool to assess the progress of the students and identify any extra work that needs to be done on a particular language element.

A **Grammar review** is located at the end of each term to recap the structures and grammar taught throughout the term. The **Grammar review** includes some questions that may be used to assess the students' comprehension. It may also be used as a reference when the teacher needs to sum up a certain grammatical structure that comes up in a particular unit.

2 The Workbook

The Workbook can be used in class to follow up the Student's Book lesson. It should only be used for homework if the students are clear about what to do. Students should understand the purpose of the exercise, and tasks should be introduced and demonstrated. The Workbook is not meant to test students. It is meant to give them an opportunity to use what they have learnt and to feel a sense of achievement and progress.

Any new activity needs to be carefully introduced, explained and demonstrated:

1 Introduce the activity, explain/elicit the scenario and revise any necessary language.

2 Give an example and elicit an example.

3 Check that students understand what they have been asked to do by getting them to tell you what they need to do.

4 Have students do the task.

5 Monitor their progress and check their answers.

6 There are further activity-specific notes in the Teacher's Guide.
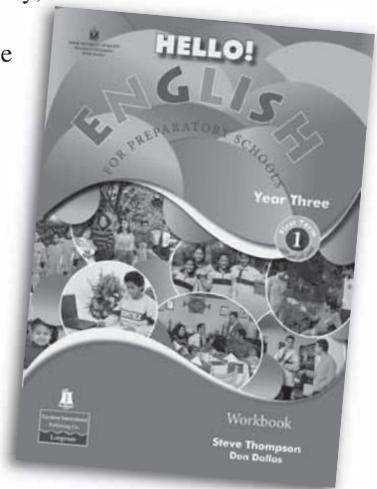
Book format and content

To correspond with the Student's Book, there are 18 core units and after every third unit there is a **revision unit,** which gives a total of 24 units.

The Workbook is intended to accompany the Student's Book, reinforcing the language and grammatical structures learnt. The exercises are designed to give students practice in the new language introduced in the Student's Book, and to provide further listening, speaking, reading and writing practice.

The exercises in the Workbook are designed to follow on from the Student's Book. For example, when students have completed Student's Book Unit 1, Lesson 1, they can then go on to do the first page of activities in Workbook Unit 1.

Unit format and content

Each core unit contains three pages.

Each revision unit contains two pages.

The Workbook contains tasks and activities that students should find interesting and enjoyable. The Workbook has these general aims:

t   Practise free and guided writing, for example: words and whole sentences, letters, e-mails

t   Read a variety of texts

t   Practise and reinforce vocabulary and word families

t   Practise and reinforce grammatical structures

Projects

Some workbook units end with a **Project** intended to reinforce language the students have already learnt, in an extended exercise that uses several skills. Projects do not introduce new language, but they give students the opportunity to hear, say, read and write language they have learnt in different contexts. Projects allow students to explore topics in English relatively freely and are not intended to be part of any assessment.

Practice Tests

At the end of each term **practice tests** can be found at the end of the Workbook. They are intended to give the teacher an idea of the students' progress and any areas of difficulty that may need extra help.

They are also intended to give the students the chance to get used to testing before they are tested more formally at the end of the course. During these tests it is best that the students work on their own. Ensure that they are facing the front and ask them to remain silent.

3   The Course Cassettes

The cassettes contain recorded dialogues from the Student's Book and Workbook. If you are unable to obtain the cassettes, all exercises can be read aloud. Tapescripts are included in the Teacher's Guide within the lesson notes.
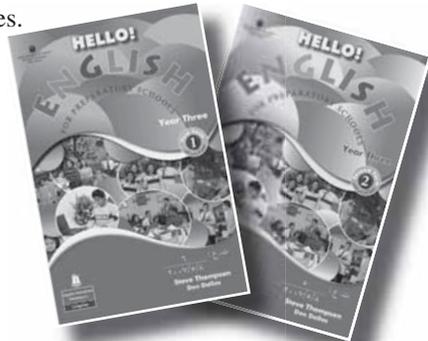
4   A CD-ROM

The CD gives students additional practice on key language (grammar and vocabulary) for each unit.   The CD environment is interactive (i.e., students can manipulate what is onscreen) and multimedia (i.e., has both sights and sounds). The game-style approach encourages repeated practice. Students get immediate feedback on whether answers are right or wrong. They also practise key computer skills.

5   The Teacher's Guide

Book format and content

The book begins with a general introduction to the course, which includes descriptions of the published materials and notes about useful and effective techniques and activities.

The main part of the guide consists of detailed notes on how to effectively exploit the material presented in the Student's Books and Workbooks.

At the end of the book, there is a **scope and sequence** table that summarises the language input of the course unit by unit; a **word list** that lists the words used in the course with the units in which they first occur; and a **glossary** that contains words and phrases used in the Teacher's Guide and their Arabic translation.

Unit format and content

The resources are usually limited to the use of the Workbook and the Student's Book. This is intended because schools using the courses will have widely differing levels of resources available. However, if further resources *are* available – such as realia, flashcards, pictures, word game cards, videos, photocopiers, overhead projectors, data

shows, computers, paints, scissors, glue, etc. – then it is assumed the teacher will use them appropriately.

At the end of each lesson there is a section called **Further practice**. This provides some extra ideas in the form of games or further exercises related to the material covered in the lesson.

Each lesson has a **summary box** of targeted language: the aims of the lesson, the structures and new vocabulary, and the functions.

Tapescripts contain all recorded material.

Answers to all exercises are provided.

A warm-up activity for each lesson revises previous lessons and introduces the next.

Detailed step-by-step **notes** tell how to effectively use the material and how to manage the class.

Ongoing Assessment

At the end of each unit, there are **ongoing assessment** suggestions. These are intended to give the teacher an idea of the students' progress and any areas of difficulty that may need extra help. They are also intended to give students the chance to get used to testing. The task can be given under 'test conditions', when students work on their own and without books. Ensure that they are facing the front and ask them to remain silent (except in the speaking tasks!). You can record the students' marks in a mark book. Any common problems the students are experiencing should become the focus for the next lesson. For example, if students are frequently using the wrong spelling, you could drill this spelling in the next lesson. Individual difficulties can be dealt with by talking with the student or setting individual exercises that improve his or her confidence. Try to talk positively to the students even about their mistakes. Show them that we learn through making mistakes. Also, be aware that writing and reading are more difficult for some students than others; every student is an individual. Some shy students who are reluctant to speak may be very good at writing and reading. Other students may be very good at speaking but find it difficult to read or write. Look for the strengths in each of your students and praise these, rather than focusing too much on their problems.

6 A website

The website (www.longmanprep.edu) is a new feature that provides support material for teachers and students. It also encourages students to practice their computer and internet skills.

The site is divided into two sections, one for teachers and one for students. Teachers can access all recorded material, the Teacher's Guide, a guide to teaching methodology, picture and word cards, work sheets, and word lists for all units.

Students can access all recorded material, new reading texts, new exercises for revision, and practice exams.

7 The Reader: *Journey to the Centre of the Earth*

The revised edition of *Journey to the Centre of the Earth* includes additional material meant to help the student engage in quality reading. Questions have been added to assist the learner during the pre-reading, while-reading, and post-reading process. At the end of the book, exam-type questions are provided to prepare the reader for the end-of-term exam. A supplementary section at the end of the Teacher's Guide will guide the teacher on how to teach the reader effectively.

C THE ROLE OF THE TEACHER

In the communicative classroom, the teacher has many roles:

1 **Instructor:** The teacher has to introduce the language to be learnt, give instructions to students and decide what language and activities need to be practised.

2 **Manager:** The teacher has to organise the class in order to fulfil the different activity requirements; sometimes this may mean putting students into pairs or groups.

3 **Advisor:** When the students are working in pairs or groups, the teacher has to move from group to group helping individual students with unknown words or difficulties with understanding the activity, or correcting mistakes.

4 **Personal tutor:** The teacher needs to identify individual students' areas of difficulty and find ways of helping them.

Instruction

Teacher's preparation
You can make teaching and learning as effective and enjoyable as possible by doing the following:

t   Get to know the course very well

t   Prepare learning aids

t   Learn about different teaching methods, techniques and activities

t   Develop new skills

Lesson introductions
Students learn best when they know what the aims are, i.e, they know what they are meant to be learning and what they are meant to do.

Spend a few moments at the beginning of every lesson explaining what the students are going to do, learn, practise, or revise. Use Arabic if necessary. It will only take a few minutes, but will make a big difference to how they approach the work they have to do.

Classroom language
Use the same instructions each lesson so that students become familiar with them. To highlight such instructions play the game 'The Teacher Says'. Give students commands, beginning with the words *The teacher says*.

Tell the students that if you do not say these words first, then they are not to do the command. This can be used with a variety of different commands, such as *Open your books. Stand up. Sit down. Work in pairs. Get into groups of four. Come to the front. Write on the board.* etc. and can be a fun way of familiarising students with the language.

L1 or English?
Should teachers use the students' first (native) language – L1? This is a widely debated topic, and teachers choose to take different approaches about when to use L1 (Arabic in this case): to give instructions? to advise students? to praise them? to explain grammar? to translate? Most definitely, this area of foreign language teaching has to be considered and tactics decided upon by individual teachers. It is also generally agreed that the classroom situation provides the natural context for the meaningful and repeated use of some language, such as classroom instructions, and the opportunity to use English for these should not be missed. Also, since for many students this course provides their only exposure to English, it should be used as much as possible, except where learning will be impeded by its use. For translation purposes, it is not always possible to translate effectively, and therefore it may be more effective to relate the new word to other English words and to give examples of use, than to translate.

Classroom management

The class can be organised in different ways according to the activity being taught. This will be indicated in the detailed notes for each unit.

Whole class

For whole class work, the students face the teacher. This is useful when introducing new language, using the board to teach new vocabulary, structures or writing patterns.

Choral oral practice to drill new words may also take place in whole class settings.

For games that involve whole class participation, sitting in a semi-circular shape facing the teacher, away from desks, is ideal. If this is not possible, it is important to at least make sure that students have no distractions while they are doing the activity, so books, pens, pencils, etc., should be put away.

Individual students working alone

Students work on their own to complete a task. This is useful for simple tasks such as writing answers to questions, copying words and sentences, and, sometimes, silent reading.

Pair work

Students work with a partner to complete tasks. This gives lots of opportunity for students to speak and practise oral skills, or to complete exercises that involve exchanging information. It is a very natural form of communication. It can also be used in activities when students need to help each other, for example with reading or writing. If you cannot move furniture for pair work, there are ways of organising this with minimum disruption: Ask students to work with the person to their right, left, directly behind or in front of them. Vary this so they do not always work with the same person.

Group work

Students work in groups of three or more to complete tasks. This also allows an opportunity for students to help each other and to speak in natural situations. If you cannot move furniture for group work, there are ways of organising this with minimum disruption: Students can turn to face the students behind them, or for some activities, students may be able to sit on the floor or stand.

Noise

When students are talking together they will naturally make a lot of noise. If it gets too loud, have a signal that tells them to quiet down, such as holding your hand in the air and gradually lowering it, or counting down from five to zero. Keep the level of your own voice low too; if you raise your voice, so will the students!

Co-operation

Encourage students to help each other as much as possible. Research shows that where students help each other, everyone learns better, both the fast and slower learners.

Correcting mistakes

Do not try to correct all mistakes. The important thing is to maintain students' enthusiasm to speak, so encourage and praise their efforts. If you notice consistent mistakes, make a mental note of them, and correct them the next time you do a whole class drill, for example.

Eliciting language or asking the class

Encourage students to put up their hands and not to call out when you ask them for their own ideas. Only choose students with their hands up to answer questions or to give their ideas, but try to give all students a chance at answering. Don't always choose the same handful of students.

Preparing aids

The course cassettes

1 Make sure you always wind the cassettes to the correct session for your lesson before the lesson.

2 If your cassette recorder has a counter, set it to zero, then you will be able to find the place easily again when you have played the cassette and need to repeat it.

NB: If you do not have a cassette recorder, simply read the tapescripts.

Drawing

Learn to draw simple figures to illustrate certain vocabulary. Simple stick figures are adequate, so you do not need to be very good at drawing.

Student's Book and Workbook rubrics

The rubrics (large type) in the Student's Book indicate what type of exercise is intended. Here is a brief explanation of what some of the different rubrics mean. They are also explained in the lesson notes.

It will be useful if you explain to the class what they are to do.

Listen and complete

During these exercises, the students listen to the cassette or to you reading the tapescript, and then have to complete sentences, tables, etc.

Read and number

The students read a text to themselves silently. Then they number the paragraphs to put them in order, or they number sentences to tell from which paragraph the information in each sentence comes.

Read and match

The students read a text to themselves silently. Then they complete a matching exercise.

Read and answer

The students read a text to themselves silently. Then they answer questions about the text.

Ask and answer

Students use the examples to generate their own questions in pairs or groups.

D   USEFUL SUPPLEMENTARY ACTIVITIES

Regular activities

Every lesson

Do these activities every lesson or regularly:

ᵗ   Ask students what they studied in the last lesson to trigger language into action.

ᵗ   Talk about what happened in the previous lesson, both intended and unintended events. The teacher dropping her book on her toe may be more memorable than the grammar they were learning, and will be just as valuable to talk about!

ᵗ   Encourage students to write a journal: every day is ideal, but every weekend would be good, too. Where technology allows, an English language 'log' would be a great opportunity for students to describe their worlds in English.

ᵗ   To revise or re-activate words in a lexical set such as 'words about sport' or 'words about how people feel', write a key word on the board and elicit related words from students. They can come and write them on the board or, to save time, you can nominate one student to write the words on the board.

Oral drills

When you teach new vocabulary it can be useful to do oral drills. If students chant new words as a class first, this will give them confidence. Then you can ask individuals to chant the same words and hear how well they have learnt to say them.

Chain drills

These are useful for practising word groups such as times, months of the year, etc.

One student says the first word in the sequence; the second says the next and so on round the class, e.g.:

Teacher (points and says): *Add 15 minutes. Three o'clock.*

Student 1: *Quarter past three.*

Student 2: *Half past three*.

Etc.

There are different ways of organising this:

ᵗ   Students sitting next to each other

ᵗ   Students in rows from front to back

ᵗ   Students in different parts of the classroom

Encourage students to help each other. Vary the approaches to ensure all students get a chance to answer and to ensure they learn all the parts of the word group, not just their part in the sequence!

Picture dictations

Using language items learnt in the unit, ask students to draw the words you give them. They do this individually, but can swap or compare their drawings with a partner at the end to check that they have understood the language.

NB: This is not a test of their drawing capability; you are simply using drawing to check their comprehension. If necessary, teach some basic skills for drawing stick people, clock faces, happy and sad expressions, the weather, etc. Here are some ideas for picture dictations at this level:

ᵗ   Have them draw simple comic-strip–like scenes with some dialogue to practise reported speech, e.g., *Ahmed met Samy in the street and asked him if he wanted to go to the park*.

ᵗ   Have students dictate to each other in pairs.

ᵗ   One student writes or draws a face showing an emotion such as 'worried' then reads out the adjective to his or her partner. The partner has to draw a face showing that emotion. They then check to see if they got it right, and swap roles.

Games

Use games whenever students are tired or need a bit of encouragement to carry on.

Bingo

This is a fun game that can help students recognise familiar words and revise words learnt in the previous lesson. It can be used as a warmer. Using word families or sets, ask students to divide a piece of paper into six sections. In each section they draw or write an item from the word family, e.g., animals: lion, shark, dinosaur, whale, snake and tortoise.

The teacher calls out animals and the students cross off the ones they have written/drawn. When all their words/pictures are crossed off they can call *BINGO!*

Play this regularly so students get used to the idea of drawing or writing their own ideas on the paper.

Team noughts and crosses

Draw a three-by-three grid on the board, then divide the class into two teams, noughts (O) and crosses (X). Give each team in turn a quick grammar question, e.g., *what is the simple past tense of 'win'?* or *what is the past participle of 'see'?* or a vocabulary question, e.g., *what is the opposite of 'possible'?* or *what do you call your grandfather's father?* Have team members take turns calling out the answer. If the team gets it right, a team member can come to the board and put a nought or a cross on the grid for the team. The first team to get a line of noughts or crosses wins.

Memory Games

Pairs

Use a set of picture cards and a set of matching word cards that relate to the current unit. They are all placed face down on the table. Students take it in turns to turn over two cards. When they turn over a word card and a picture card that match, they keep them and have another go. Students gradually learn where pairs of cards are on the table. The game ends when all the cards have gone. The winner is the one who has the most cards at the end.

Kim's game

Place a number of either objects or word or picture cards that relate to the unit on a tray. Students look at the contents of the tray for a minute and commit them to memory. The tray is hidden from view, and students write down the tray's contents.

Jigsaw telling tales

Use a reading or listening text from the unit. Divide the text into small bits of one or two sentences and write each bit on a paper. Students work in groups to put the bits in order. Then the groups read the texts out loud with the sentences in the correct order.