

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

This Introduction contains the following sections:

- A The aims of the course
- B The developing learner
- C The role of the teacher
- D The course components
- E Assessment
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## A THE AIMS OF THE COURSE

The aim of *New Hello! English for Preparatory Schools* is to help students of preparatory school age acquire language, thinking and study skills which are necessary for communicating effectively in spoken and written English. It also aims to give students the experience and confidence necessary to apply these skills both inside and outside the classroom. With the gradual introduction of new language, skills and topics throughout the course, students are able to learn and practise the language before moving on. The course also introduces critical thinking skills, which support language skills and enable students to become more independent as learners.

### The approach

The course uses a standards-based communicative approach and methodology for teaching and learning English. Interesting topics are presented to students in realistic and meaningful situations in order to help them progress in their language skills at a preparatory level. These skills include a combination of listening, speaking, reading and writing skills, which are practised in different interaction patterns. This includes individual and pair work, and work in groups or as a whole class. This develops students' ability to work with others, and gives them a sense of independence and responsibility for their own learning.

The *New Hello! English for Preparatory Schools* course aims to fulfil the standards set out in the Ministry of Education Standards Document. It aims to help students reach certain goals, not only in English, but in day-to-day interactions, too, through the Critical Thinking and Tools for Life sections.

Standards are valuable and effective supports for good learning, and they express clear expectations for what students should know and be able to do. Teachers can help students realise that a language is not just something to learn, but will also help them to achieve wider goals, such as in their professional lives beyond education. Rote learning, or learning which involves simply absorbing rules, is ineffective in helping students achieve wider educational standards.

## B THE DEVELOPING LEARNER

*New Hello! English for Preparatory Schools* is a new course for preparatory schools in Egypt that considers individual developments and their educational context.

### Extending learners' linguistic knowledge

The *New Hello! English for Preparatory Schools* course builds on language skills which students in their first year at preparatory school have already acquired during their primary education. Previous structures and vocabulary are recycled and extended, and the students learn new skills and functions which prepare them for English at secondary school. Language is presented via more mature topic areas and continues throughout the course as new structures, functions, tasks and activities are brought in to add to the learners' knowledge and skills.

## Taking account of learner development

The course materials and topics were developed and chosen with preparatory-age students in mind. They aim to appeal to learners'

- ◆ developing physical and emotional identity
- ◆ developing awareness as an individual
- ◆ interest in the world beyond the home and classroom
- ◆ positive desire to make the world a better place
- ◆ increasing intellectual and emotional independence
- ◆ need for positive models of behaviour and achievement.

## Pointing learners towards the right direction

Activities, skills and tasks in the course materials are designed to direct students' developing intellectual abilities and personalities towards

- ◆ acquiring a solid knowledge of the linguistic systems of English
- ◆ regularly recycling and practising knowledge and skills in new situations
- ◆ using language in purposeful, realistic and meaningful contexts
- ◆ encouraging the ability to think logically and critically about a range of topics
- ◆ developing a sense of responsibility for acquiring language for themselves in contrast to expecting teachers to do this work for them
- ◆ acquiring the knowledge, skills, strategies and attitudes which support and make possible learner independence

- ◆ increasing the awareness of educational and civic roles and responsibilities

## Taking into account individual differences in learning styles

Learners are different in the way they approach learning a new subject. There are three broad categories of learner: *visual*, *auditory* and *tactile learners*.

*Visual learners* need to see things in order to fully understand them. They tend to think in pictures and learn best from visual displays such as diagrams, illustrated textbooks and charts. During a lecture or classroom discussion, visual learners often prefer to write things down.

*Auditory learners* learn through listening. They learn best through discussions and listening to what others have to say. Written information may need to be heard in order for it to make sense. These learners often benefit from reading text aloud.

*Tactile learners* learn through a hands-on style. They explore the world around them. They tend to touch things, make things, fit things together or take them apart. They may find it hard to sit still and may feel the need for activity and exploration.

*New Hello! English for Preparatory Schools* aims to provide activities for each type of learner by including

- ◆ a variety of exercise types and activities which appeal to different learning styles
- ◆ various strategies for making learning clear and easy to access
- ◆ comprehensive teaching notes with suggestions on how to present and extend learning.

# C THE ROLE OF THE TEACHER

A teacher has several different roles in the communicative classroom, which may be included in any lesson.

## Classroom roles

### Planner

The teacher decides on the aims and anticipated outcomes of each lesson in order to decide what is taught, how it is taught, and what equipment and materials will be needed in the lesson.

### Instructor

The teacher introduces the language to be learnt, gives instructions to students, and decides what language and activities need to be practised.

### Language model

The teacher provides a model of spoken and written English for students, especially when new language is presented and practised.

### Manager

The teacher organises the class in order to fulfil the requirements of the different activities. Sometimes this may mean putting learners into pairs or groups.

### Controller

The teacher controls the pace and content of a lesson and the behaviour and discipline of the students.

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## Decision maker

The teacher decides what activities students will participate in, which students to ask questions to and how long each activity should last.

## Advisor

The teacher monitors the progress of the class, deciding how learners are performing and what extra help should be given, such as explaining the task further or providing extra examples of relevant language.

## Monitor

When the students are working individually, in pairs or in groups, the teacher moves from group to group helping students or correcting mistakes.

## Personal tutor

The teacher identifies individual students' areas of difficulty and finds ways of helping them.

## Assessor

At different points in a class the teacher may observe the performance and progress of particular students in order to award marks for ongoing assessment and participation.

## Teaching a communicative course

Communicative courses require the teacher to play different roles within the classroom, depending on what you are teaching and at which stage you are in a lesson. The next part discusses themes which regularly emerge while teaching a communicative course.

## Preparation, planning and monitoring

As a teacher, you can make teaching and learning as effective and enjoyable as possible at the beginning of the year by:

- ◆ getting to know the course materials very well by reading them through in advance
- ◆ planning the academic year
- ◆ getting to know individual students' names
- ◆ making sure you have any important information about students.

As you move through the academic year, regular time and effort will be needed to:

- ◆ prepare individual lessons
- ◆ learn new teaching methods, techniques and activities
- ◆ reflect on successes and difficulties in the classroom
- ◆ discuss teaching with colleagues

- ◆ mark students' written work
- ◆ monitor individual students and assess their progress

## Using the course cassette

It's a good idea to make sure the cassette is in the correct place for any listening activities before your class starts.

If your cassette player has a counter, set it at zero each time before you play the cassette. This will enable you to find the correct place easily if you need to repeat a listening activity.

## Using your own initiative

The Teacher's Guide notes can provide a helpful reference for presenting the students' learning materials. The notes are organised and planned carefully, and should be read before each lesson in order to support your teaching.

Although the lesson notes can add to your skills, you should also continue to use your own ideas and abilities as a teacher with a unique knowledge of the needs and characteristics of your own students.

## Classroom language: mother tongue or English?

Teachers take different approaches to using their students' first language in the classroom. For example, in which language should you

- ◆ give instructions?
- ◆ advise students?
- ◆ praise them?
- ◆ explain grammar?
- ◆ monitor understanding?

Teachers are encouraged to use their own judgements in this area, although it can be a difficult decision to make. Teachers may wish to provide maximum opportunities for students to hear and use English. At the same time, they also deal with different levels of ability and want as many students as possible to join in the lesson. The classroom provides a natural context and opportunity for language learning and practise, and as it may be students' only chance to hear and use English, it should be used as much as possible, unless it obstructs learning.

## Other considerations

Students should read and understand the instructions given in their books for the different activities. As a teacher, it is useful to use the same instructions in each lesson when setting up pair and group work, so that students become familiar with them.

## Classroom management

The class can be organised in different ways, depending on the activity being taught at different times of the lesson. The notes will indicate this. Teachers are encouraged to

invest time and effort in training their classes to change from one way of working to another efficiently, for example from individual to group work.

### Whole-class

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

### Individual students working alone

Students work on their own to complete a task. This is useful for simple tasks such as paragraph writing, writing answers to questions, listening and note taking, and some reading tasks.

### Pair work

Students work with a partner to complete tasks. This gives essential practice of speaking skills in activities such as discussions and the exchange of ideas and opinions. It is a very natural form of communication. It can also be used in activities when students need to help each other, for example when planning writing tasks.

For some kinds of pair work, for example in controlled practice or when getting students to model new language, students should first be given time to practise the language in pairs before individual pairs are chosen to demonstrate it to the rest of the class.

### Group work

There are plenty of opportunities for students to work in small groups. This allows them to learn in a cooperative way, and to use language in natural situations.

### Cooperation

Students should be encouraged to help each other as much

as possible. Research shows that where students help each other, everyone learns better, including stronger and weaker learners.

### Language accuracy or language fluency?

When teaching a communicative course, you have to decide whether to focus on language accuracy or language fluency. When learning and practising spoken English, we want students to speak accurately and correctly, but we also want them to speak naturally and at a reasonable speed. These two things are often in conflict. For example, if a student is trying to structure a sentence correctly, trying to remember vocabulary and trying to pronounce words carefully, he or she might speak more slowly to give lots of thinking time. On the other hand, if a student is interested in what he or she is saying and speaking quickly, then the number of language errors will probably increase. Generally, try to balance accuracy and fluency. When practising and presenting new language, it is perhaps more important to focus on accuracy. During speaking activities when students are making use of language in a more life-like activity, you should focus more on fluency, and be prepared to accept more errors (and interrupt less!). In this way you encourage students to be more responsible for their own learning.

### Correcting mistakes

It is important to vary how and when you correct (and indeed sometimes *if* you correct) work according to the kind of activity and the stage of the lesson. The important thing is to maintain students' enthusiasm to speak while at the same time helping them to improve. One consideration is to vary how you correct mistakes. You do not always have to do this yourself, but allow students to correct their own and each other's work. Another approach might be to note repeated mistakes, and correct them the next time you review the language.

## D THE COURSE COMPONENTS

The components of *New Hello! English for Preparatory Schools* are as follows:

- 1 Two Student's Books (one per term)
- 2 Two Workbooks (one per term)
- 3 Two Course Cassettes (one per term)
- 4 A Teacher's Guide

### The Student's Book

The Student's Book is the main book in the *New Hello! English for Preparatory Schools* course, and is used to present, contextualise, practise and extend the language, topics and skills which are introduced in this stage.

The general aims of the Student's Book are to:

- ◆ contextualise, present and practise target language.

- ◆ build on students' knowledge of English structures, functions and vocabulary
- ◆ extend students' strategies for coping with language skills and language learning.
- ◆ develop students' sense of independence and responsibility for their own language learning.
- ◆ develop students' critical thinking skills and ability to form opinions about and comment on a range of subjects.
- ◆ give opportunities to review recent language.
- ◆ expose students to a range of interesting and educationally valuable topics.

### Format and content

Each Student's Book consists of three modules on a

structural and communicative syllabus, covering a range of topics which intend to interest and encourage students. Each module consists of three units which are linked by a common theme. There is a total of eighteen units, nine of which are to be covered in the first term and nine in the second term.

New language is introduced in the context of different subjects which attract and hold the attention of students, and which aim to make a useful and lasting contribution to learners' intellectual and moral education.

Photographs, graphics and life-like illustrations are used to contribute to an attractive and colourful design which will appeal to students of this age.

The first page of each main unit starts with a box which summarises the objectives of the unit for the students and gives teachers an opportunity to outline the structures, functions and lexical content contained in the unit. The objectives box gives students a useful checklist to monitor their progress against at the end of a unit, and to help them revise for their examinations.

All units cover the four language 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 a spoken text.

Each unit contains a variety of tasks which cover different learning styles. They encourage students to develop independent learning strategies and habits, and critical thinking skills.

The reader section, at the end of each term of the Student's Book, consists of a short version of a famous or classic story and provides an excellent opportunity for students to read more extensively in English. The importance of developing the habit of reading longer texts of this quality in English cannot be overemphasised. Each story is divided into four chapters with accompanying vocabulary and comprehension exercises, and critical thinking questions to encourage the students to think about and discuss the topics and morals of the story.

## **Unit format and content**

Each unit contains five pages, each of which fulfils a different function. There is also a three-page Workbook unit which provides extra practice.

Each unit has four lessons and a Review page. Lesson 1 uses the first page of the Student's Book unit. Lesson 2 uses the second page of the Student's Book unit and the first page of the Workbook unit. Lesson 3 uses the third page of the Student's Book unit, and lesson 4 uses the fourth page of the Student's Book unit and the second page of the Workbook. The Review uses the final page of the Student's Book and Workbook units.

The first page of the Student's Book unit presents a reading activity. It begins with questions for students to discuss in small groups and then sets activities for students to read the text both for gist and detail. Teachers should also

be encouraged to work on the lexis in the texts to help students build their vocabulary. The page also includes an Internet Search activity. This is designed to encourage students to become independent learners. They are asked to find out information related to the theme of the unit, and to report back their findings to the rest of the class.

The second page of the Student's Book unit focuses on the target language and grammar presented in the unit. Grammar is taught in context, and this page begins with examples of the target language found in the reading text on the first page. Students are then asked to work out the rules with the help of the Grammar box which highlights the structure of the new language point. They then practise the new language, firstly in a controlled manner and then in a freer way, often by asking and answering questions in pairs, using the target language.

The third page of the Student's Book contains a listening activity within the unit theme. These listening texts enable students to hear English spoken in a variety of different situations. Students are asked to answer gist and detail questions or to complete notes or sentences, using the listening texts. The third page also focuses on communication skills and contains a Functions box. This box focuses on the functional language used in the listening activities. Students are encouraged to use this new functional language in a realistic speaking activity.

The fourth page of the Student's Book extends the topic and target language, and provides additional practice opportunities. In the first unit of each module the fourth page includes a Tools for Life box. These boxes encourage learners to think about others and what they can do to be better citizens while providing further practice of language points and helping them to connect their learning in class to the outside world. In the second unit, students are encouraged to be more independent in their learning by completing a Project which practises their writing skills. Students are provided with a model text and then plan and produce their own work. Each project is related to the unit's topic and encourages students to use the language from the unit. In the third and final unit of the module, the fourth page has a different format. Called Eye on Egypt, this page includes a longer reading text with comprehension questions which provides a theme for a discussion in the Critical Thinking activity that students complete in the second half of the lesson. The texts focus on themes which affect those of the wider community in Egypt, and, along with the Critical Thinking activities, are designed to help students to think about the variety of places, people, nature and issues which their country offers and is affected by. This page encourages students to think about the theme of the text and practise language which will help them to express their personal opinions and ideas.

The final page of each module is a Review page. This page focuses on the language and structure that the students have learned in the unit, and provides an additional opportunity to revise and consolidate the target language.

It contains a series of exercises for students to complete in various interaction patterns and covers different skills. Each Review ends with a Writing Skills feature, which focuses on an aspect of written English such as punctuation or style. In each case, the corresponding Workbook page provides an opportunity for students to put what they have learned in the Skills section into practice.

## The Workbook

The Workbook is intended to be used alongside the Student's Book. It provides additional reinforcement of the language and grammatical structures which the students have already studied in the Student's Book. The main purpose of the Workbook is to consolidate language presented in the Student's Book and to offer extra practice in reading, writing and using acquired knowledge.

The general aims of the Workbook are to

- ◆ practise and consolidate vocabulary.
- ◆ practise and consolidate grammatical structures.
- ◆ give opportunities to review recent language.
- ◆ consolidate reading and writing skills.
- ◆ develop students' abilities to plan, write and proofread short texts.

## Format and content

The Workbook corresponds with the Student's Book in that there are eighteen core units and a practice test after every third unit. The Workbook is used with the Student's Book in lessons 2 and 4 and the Review page of each unit.

Workbook exercises are designed for use in class as a follow-up to the Student's Book lesson. They can be started in class and then given to students to complete for homework. The core units of the Workbook are not intended to test the students, but to give them an opportunity to use and consolidate what they have learned and so to feel a sense of achievement, progress and confidence.

### Check your English!

At the start of the first term Workbook there is a diagnostic test called "Check your English!" which aims to test students' previous acquisition of the language. The diagnostic test is meant to be taken during the first week of the academic year. It should help the teacher to measure the students' abilities and to recognize any weak points that may exist before the academic year begins. After conducting the diagnostic test, the teacher should be able to identify the distinguished students in class, as well as the weaker ones. Accordingly, the teacher is expected to provide remedial work for the weak students and to have at hand encouraging activities to motivate the more advanced learners.

At the end of the Workbook there is a list of irregular verbs and an alphabetical list of the vocabulary, with the unit number in which each word first appears.

## Unit format and content

Each unit of the Workbook contains three pages, and each module has two pages for a practice test. The Workbook pages include tasks and activities which students should find interesting and challenging. These include

- ◆ a variety of grammar practice exercises
- ◆ a variety of writing tasks and activities
- ◆ a variety of reading texts and activities.

The first page of the unit in the Workbook is designed to be used after the second lesson in the Student's Book. It contains a vocabulary exercise and practice for the grammar points presented in the Student's Book.

The second page of the Workbook unit is used after Student's Book lesson 4, and contains extra practice of the functions, skills and language points of lessons 3 and 4 of the Student's Book.

The third page of the Workbook unit is used after the Student's Book Review page, and focuses on writing skills, providing controlled practice activities, and ending with an open writing task connected to the theme of the unit, where students are encouraged to reflect on what they have discussed in the unit and practise the target language. This includes what they have learned in the Writing skills section of the Student's Book page. Before students write, they are encouraged to think about what information and structures they are going to include.

## The Course Cassette

The cassette contains recorded dialogues and listening texts from the Student's Book. Full tapescripts are included in the Teacher's Guide within the lesson notes.

At the end of each unit there is a list of the new vocabulary words with a Listen and repeat exercise.

## The Teacher's Guide

### Book format and content

This general introduction to the course includes a background to the teaching approach, as well as 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 use the material and tasks presented in the Student's Book and Workbook effectively.

At the start of the book, there is a scope and sequence table which summarises the language content of the course. There is also a glossary which contains words and phrases used in the Teacher's Guide and their Arabic (contextual) translation.

## E ONGOING ASSESSMENT

The Workbook practice tests provide an opportunity for teachers to assess students' progress, and could be given under test conditions if desired. There are ongoing assessment tasks at the end of each unit in the Teacher's Guide which enable the teacher to build up a more detailed picture of individual learners and help them to identify any areas of difficulty that may require extra input or revision.

Individual difficulties can be dealt with by talking with the student, or setting individual exercises which may improve his or her confidence. Talk positively to the students about their progress and mistakes, and demonstrate how they can learn through reflecting on their mistakes.

## F SUPPLEMENTARY ACTIVITIES

New language can be reinforced through fun additional activities. The following language games can be adapted for most of the different Student's Book units.

### Team Noughts and Crosses

Divide the class into two teams, noughts (O) or crosses (X). Give each team a word to read out loud. (It is easier if team members take it in turns to do this, as if everyone calls out it will be difficult to hear if they are right.) If the member of the team gets the pronunciation right, they can come and put a nought or cross on the grid for their team. The first team to get a line of noughts and crosses wins.

You can also use language items in this game, e.g. the irregular past. Give each team a verb to read out loud. The team reads the base verb to the other team and they have to say what the past of that verb is.

### Oral Drills

When you teach pronunciation or 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 learned 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 says:** *Add 15 minutes. Three o'clock.*

**Student one:** *Quarter past three.*

**Student two:** *Half past three.*

Etc.

There are different ways of organising this:

- 1 students sitting next to each other take turns
- 2 students in rows from front to back
- 3 students in different parts of the classroom

Encourage students to help each other, and vary the

approaches so that each student has a chance to answer.

### Picture dictations

Using language items learned in the unit, ask students to draw something you describe, for example, an item of food. 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 skills; you are simply using drawing to check their comprehension.

If necessary, teach some basic skills for drawing stick men, clock faces, happy and sad expressions, the weather, etc.

### Variations on picture dictations

Get students to dictate to each other in pairs.

One pupil writes a word or directions for a map then reads out the word or describes the map to his or her partner. They then check to see if they got it right, and swap roles.

### Memory Games

#### 1 Pairs:

Use a set of picture cards and a set of matching cards with descriptions on them relating 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 description 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 pairs of cards at the end.

#### 2 Kim's game:

Place a number of either objects or word or picture cards which relate to the unit on a tray. Students look at the content of the tray for a minute, and commit them to memory. The tray is hidden from view, and students write down the contents of the tray. The winner is the one who correctly remembers the most items.

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### **3 Jigsaw telling tales:**

Using a text from the unit (reading or listening), students are given a little bit of the text (a couple of sentences each) that they have to learn by heart. The students then work either with the whole class or in groups to reconstruct the text/ dialogue by listening once to everyone's bits, then re-reading them aloud (from memory) in the correct order.