MORE!

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Teacher's Book

CAMBRIDGE
UNIVERSITY PRESS

HELBLING
LANGUAGES

2 Contents

MORE!

The students using the first two levels of MORE! are very likely to be going through a period of significant change in their lives. They are not children any more, and yet they sometimes behave childishly. They are not true adolescents yet, either – but they can, at least sometimes, demonstrate behaviour that is very typical of teenagers. In fact, they frequently aspire to be older than they are, and would like nothing more than to be as 'cool' as students who are one or two classes above them.

Students using levels 3 and 4 of MORE! In all likelihood are already in the most difficult phase of young people's lives - adolescence.

Not children any more, and not adolescents yet

Children in the first four years or so of primary school live in a world without clear-cut boundaries between reality and imagination. Their preferred stories are built on fundamental and strong emotional and moral categories, and are often about conflict between good and bad, happiness and sadness, love and hate. It is through such polar opposites that young children learn to make sense of the world, and – in a broad sense – to work out what socially and morally acceptable behaviour is. Their preference is for stories that have imaginative and sometimes even fairytale-like content. Children of this age often like stories with animal protagonists who speak and behave like humans. Likewise, cartoon strips with exaggerated characterisation are very popular. There is a need for stories to be clearly structured, with a beginning, middle and end, and to have clear and absolute moral, social and psychological messages.

Gradually, children grow out of this imaginative frame of thinking, and develop an interest in real-world topics. The transition period, however, differs in length from child to child. This is why, for quite some time, students seem to swing between being teenagers and children, showing interest in more mature and realistic content, but frequently dropping back into childlike behaviour, attitudes and interests. When choosing the content of MORE!, the authors were aware of these challenges, and in order to make the content psychologically relevant, created more imaginative content in the two lower levels of the course, and more realistic content in the upper two. However, as has been stressed before, the authors also took into account the fact that the transition period between childhood and adolescence is blurred and not clear-cut. Hence, the content of the lower two levels is not solely imaginative, while the texts and topics in the upper two levels are not exclusively realistic.

Becoming teenagers

The more 'teenage' our students become, the more challenging it can be to teach them. Students suddenly seem to be so cool, and the content that they loved only a short while ago seems babyish. What is 'cool' is decided by the peer group rather than the individual, and quite frequently, individual 'strong' students take on the role of group leader and have a powerful influence on group attitudes and behaviour. It becomes increasingly difficult for students to think, act and express themselves as individuals. The group offers security, and, by imitating the style, language, behaviour and attitudes of the group, there is less risk for the individual of being singled out or even ridiculed – something that frequently occurs in young teenagers' classrooms.

Almost simultaneously, things that seemed so easy may become difficult for the students. Students who loved acting out in front of the class, for example, may become rather shy or even unwilling to talk in front of the group. Talking about themselves is something many students dread. This poses a real challenge for teachers who are rightly convinced that 'personalisation' is a prerequisite of communicative language use. Imaginative content becomes less important (but is nevertheless occasionally loved), and songs and rhymes are often regarded as boring (unless liked by the peer-group leaders who frequently seem to decide what is or is not cool).

Psychologists stress that deep down, adolescents are often rather insecure, however cool and indifferent their behaviour may seem on the surface. For teenagers, the most appealing content often tends to be that which helps to 'distract' them from their own life situation and their insecurity. Hence, preferred topics are about anything that is 'far away' from the students' own world, full of realistic detail, surprise or even absurdity.

The need to support the students' self-esteem

In this phase of their lives, students are faced with the difficult challenge of developing their own identity. It is the teacher's task to support students in exploring their capabilities, strengthening their self-esteem and developing positive beliefs about themselves. The English teacher should make them aware of their learning progress and their language competencies. If the classroom culture allows this, the students are less likely to develop self-doubt and negative beliefs about their language-learning capabilities.

In *MORE!*, this is done in a principled way through the following means:

• a CAN DO learning culture

MORE! offers students plenty of opportunity to show what they can do in a foreign language and what they know in that language. There are many texts and tasks that stimulate real communication in the classroom, help develop critical thinking and involve the students personally. *MORE!* offers a systematic and carefully guided programme to encourage the students' creativity and develop their text-writing skills. Students can also assess their own learning progress through regular tests. *MORE!* offers every student a highly imaginative interactive CD-ROM which can also be used at home. It offers a wide range of texts, tasks, games and other fun activities, that again lead to an immediate feeling of CAN DO. Likewise, students can access a wide range of online activities on *www.cambridge.org/elt/more* – an interactive web-based learning platform. Students get immediate feedback on their learning and can practise and deepen their knowledge and skills in a highly enjoyable way.

• a teaching programme based on human values

The teacher of the target age students is not only a language teacher, but also an educator. Students at this age need respectful guidance. The content dealt with in the foreign language classroom can offer an important foundation for the development of the students' system of values, and for their interaction with other people in the class and the world around them. The content in *MORE!* has been carefully chosen to stimulate the students' thinking and help them develop important human values such as eco-friendly behaviour, tolerance of other cultures and people, understanding of and empathy with others, peace education, critical thinking and meta-cognition, to name but a few.

• a balance of classroom interaction and individual language training

MORE! offers a wide range of tasks that can be completed individually, in pair and group work in class. The Workbook, the CD-ROM and online activities offer the students plenty of individual opportunity to further develop their competencies further by training the four skills, practising vocabulary, picking up chunks of language and grammar, and developing their pronunciation. This is done through a motivating and varied range of texts and tasks, taking into consideration different learning styles, multiple intelligences and students' mixed abilities. The level of difficulty varies from very simple texts and tasks (for example the CD-ROM, task of practising the meaning of lexis by matching words and pictures) to quite demanding ones (another CD-ROM task when students listen to authentic interviews with British teens and complete multiple-choice tasks while they are listening).

• a mixture of fun and more 'serious' topics and texts

MORE! takes young people seriously by progressively offering thought-provoking, stimulating and serious real-world content. This approach can be tracked through the growing number of documentary-style photographs throughout the series. An equally

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important aspect of learning a foreign language is having fun. Students using *MORE!* will have fun learning English in many different ways: through motivating songs, poems and chants, the enjoyable texts, the interesting DVD and CD ROM encounters with young people in English-speaking countries, and the humorous 'Fido' cartoons.

Each level of the MORE! course contains the following components:

- Student's book with CD-ROM
- Workbook with Audio CD
- Teacher's Book
- Teacher's Resource Pack with Testbuilder CD-ROM /Audio CD
- Class Audio CDs (2)
- Extra Practice Book
- DVD(PAL/NTSC)
- Online resources

Student's book with CD-ROM
The Student's book is divided in to twelve units with Level 1 having an additional starter unit for students who are new to English. Each unit is structured in the following way:
- an introductory photo dialogue with key language introduced
- a get talking exercise
- a grammar section
- a skills section which practises the four skills
- writing for your portfolio.

At the end of each unit there are alternating **Learn More through English** (CLIL*) pages or **Learn More about Culture** and **Read More for Pleasure** pages. Additionally there is a regular **Check your progress** review test every two units.

The CLIL pages cover subject areas such as History, Music, Biology, Science and Geography. They include facts which students may not already know and as such give students a real reason to use English to find out something new. They also teach students vocabulary which they may not otherwise learn in other coursebooks of the same level, but which they are likely to encounter during their school curriculum in their first language. By extending students' exposure to different types of cross-curricular texts, students will see that English can be used beyond the normal social situations most coursebooks present and this should help with motivation and confidence-building.

The culture pages are designed to encourage students to consider different cultures beyond their existing experience and often features young people so that students can relate to the subject matter more easily.

The reading texts are aimed to stretch students' imagination and linguistic ability with relevant and interesting content and to present grammar and vocabulary in realistic contexts.

At the back of the book there is a useful word list with phonemic transcriptions to aid pronunciation.

Accompanying each Student's Book is an exciting **interactive CD-ROM** full of extra practice activities, audio/visual material and games. This is designed for student's to use in their own time for self-study or for fast finishers to use in class.

Workbook with Audio CD
The Workbook contains lots of extra practice of the grammar and vocabulary presented in the Student's Book. It is accompanied by its own audio CD and is ideal for homework or for use with students who want to reinforce their learning through extra self-study practice.

Teacher's Book
The Teacher's Book contains:
- simple, clear step-by-step teaching notes on each unit and how to use the course material as effectively as possible
- complete tapescripts for those tracks which are not presented in the Student's book
- complete answer keys for all exercises
- optional further activities to aid use of the course with mixed-ability classes
- complete answer key for the Workbook
- complete answer key for the Extra Practice Book

* Content and Language Integrated Learning. This is cross curricular material.

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Teacher's Resource Pack with Testbuilder CD-ROM /Audio CD

The Teacher's Resource Pack contains extra photocopiable resources:
- communication activities
- extra grammar exercises
- tests
- teaching notes for the above

The pack also includes a Testbuilder CD-ROM which enables teachers to create two different tests and includes all the audio material required for the tests.

Class Audio CDs (2)

The Class audio CDs contain the audio material for the Student Books and the Extra Practice Books. These include exercise listenings, dialogues, chants and songs.

Extra Practice Book

The Extra Practice Book contains extension cross-cultural material and short stories. It is particularly useful for use with fast-finishers in mixed-ability classrooms.

DVD (PAL/NTSC)

There is a DVD for each level which contains six short dramas featuring English-speaking teenagers. It is intended to be used alongside the Student's Book at the end of every two units and has downloadable photocopiable worksheets to support viewing and listening work. These can be found at: www.cambridge.org/elt/more. The DVD can be used on either a PAL or NTSC DVD player.

Online resources

There is a rich choice of extra online activities and exercises to support the course available. These include extra exercises, games and audio/visual material. These can be found at: www.cambridge.org/elt/more.