

Communication Spotlight

High Beginner: Part B

Teacher's Note

ABAX Ltd.

Unit 1: I liked science in school

Topics

- Talking about school subjects you liked

Speaking

- Confirmation:
- asking for repetition

Listening

- Blended sounds

Lesson Lead-in

- Have the students talk to a partner about all of the schools they have attended. Which schools were they? Did they like the school? How long were they at each school?

Warming-Up

Page 10

- As per instructions in the book.

Warming-Up

Page 10

- Students may need assistance thinking of and constructing the other four questions in this exercise. For weaker classes you could do this part of the exercise with the class as a whole.

Getting the Basic Idea

Page 11

Track 5

- As per instructions in the book.

Getting Details

Page 11

Track 5

- As per instructions in the book.

Practicing

Page 11

- Students might not know all the vocabulary items in this activity, so write the following on the board:
 - “What does XXX mean?”
 - “How do you say this? / How do you pronounce this?”
- Encourage your students to ask you questions if they don't understand.
- Do as per the instructions in the book.

Spotlight on Listening

Page 11

Track 6

- Focus student attention on the example. Listen to the example on track 6 and then model this for students.
- Have them listen to the recording and identify where sounds blend together

Unit 1: I liked science in school - *cont'd.*

Spotlight on Memory

Page 12

Track 7

- As per instructions in the book. Students may need to listen to this a few times.

Spotlight on Speaking

Page 12

Track 5

- Draw student attention to the comic. Point out it is natural, even for native speakers, to sometimes not understand.
- Have them listen to the recording checking the expressions they hear.
- Have students compare their answers.
- Have the pairs complete the missing lines in the dialog.
- Have students compare their answers.
- Get several pairs to perform their dialogues for the class at the end.

Trying What You've Learned

Page 12

- As per instructions in the book.

Using What You've Learned

Page 13

- As per instructions in the book. Be prepared to change tenses if you class is still in High School or Junior High School.

Spotlight on Vocabulary

SB: Page 13

NB: Page 4 & 5

- As per instructions in the book.

At Home

Page 13

Track 8

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class.

Unit 2: It's easy to make!

☐ Topics

- Giving instructions
- Describing how to cook

☐ Speaking

- Compensation:
- asking for help

☐ Listening

- Weak vowels

Lesson Lead-in

- Write the following questions on the board and have the students interview three students to find their answers.

What is your favorite food?
What is your favorite food to make?
What is your least favorite food?
What is your favorite restaurant?

Warming-Up Page 14

- As per instructions in the book.

Warming-Up Page 14

- As per instructions in the book. Make sure the groups are different from the Lesson Lead-in

Getting the Basic Idea Page 14 Track 9

- As per instructions in the book. Let them listen again if necessary.

Getting Details Page 15 Track 9

- As per instructions in the book. Let them listen again if necessary.

Practicing Page 15

- Students might not know all the vocabulary items in this activity, so write the following on the board:
 - "What does XXX mean?"
 - "How do you say this? / How do you pronounce this?"
- Encourage your students to ask you questions if they don't understand.
- Do as per the instructions in the book.

Spotlight on Listening Page 15 Track 10

- Focus student attention on the example. Listen to the example on track 48 and then model this for students.
- Have them listen to the recording and mark the weak vowels that they hear.

Unit 2: It's easy to make! - *cont'd.*

Spotlight on Memory

Page 16

Track 11

- As per instructions in the book. Students may need to listen to this a few times.

Spotlight on Speaking

Page 16

Track 9

- Focus on the comic strip to explain the concept. If you are not sure of a needed word, explain it or try to elicit the word from the person you are speaking to.
- Have them listen to the recording checking the expressions they hear.
- Have students compare their answers.
- Have the pairs complete the missing lines in the dialog.
- Have students compare their answers.
- Get several pairs to perform their dialogues for the class at the end.

Trying What You've Learned

Page 16

- Give your students plenty of time to do this activity and check with other groups before taking turns to describe the procedure.

Using What You've Learned

Page 17

- This is a challenging activity and at each stage the students may need assistance. Some teachers may allow dictionaries. The best option may be to have a picture dictionary handy open to the cooking/kitchen page.
- This activity may require some time but you can scale it down by only speaking to one or two students

Spotlight on Vocabulary

SB: Page 17

NB: Page 6 & 7

- As per instructions in the book.

At Home

Page 17

Track 12

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class.

Unit 3: What are you doing?

Topics

- Describing current actions

Speaking

- Confirmation:
- repeating key information

Listening

- Sentence stress

Lesson Lead-in

- Describe a simple picture to the students and have them draw it in their notebooks. Model the activity and drawing if necessary. See *Using What've Learned* as an example of the type of drawing.

Warming-Up

Page 18

- As per instructions in the book.

Warming-Up

Page 18

- As per instructions in the book. Students may need assistance in forming statements.

Getting the Basic Idea

Page 19

Track 13

- As per instructions in the book.

Getting Details

Page 19

Track 13

- As per instructions in the book.

Practicing

Page 19

- Students might not know all the vocabulary items in this activity, so write the following on the board:
 - "What does XXX mean?"
 - "How do you say this? / How do you pronounce this?"
- Encourage your students to ask you questions if they don't understand.
- Do as per the instructions in the book.

Spotlight on Listening

Page 19

Track 14

- Focus student attention on the example. Listen to the example on track 14 and then model this for students.
- Have them listen to the recording and circle the stress pattern that they hear.
- Check by having them read out the correct answers with the correct stress. This is often quite challenging for students.

Unit 3: What are you doing? - *cont'd.*

Spotlight on Memory

Page 20

Track 15

- As per instructions in the book. Students may need to listen to this a few times.

Spotlight on Speaking

Page 20

Track 13

- You may need to model the activity in the second half of the exercise.
- As per instructions in the book.

Trying What You've Learned

Page 20

- Make sure the students read the instructions and that they understand that they are expected to find the differences. Model if necessary.

Using What You've Learned

Page 21

- This could be quite a long activity; you can reduce it by only having the students speak to one or two other students.

Spotlight on Vocabulary

SB: Page 21

NB: Page 8 & 9

- As per instructions in the book.

At Home

Page 21

Track 16

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class.

Unit 4: What are you going to do?

☐ Topics

- Talking about the future

☐ Speaking

- Involvement:
- asking questions

☐ Listening

- Casual English:
gonna

Lesson Lead-in

- Draw a box/table on the board with 'NOW' and 'TONIGHT'.
- Ask your students what you are doing now (teaching). Write 'I'm teaching' on the board.
- Then ask your students to guess what you're going to do tonight. Write all suggestions on the board e.g. 'read a book, meet friends, watch a movie'.
- Write 'I'm going to' in front of the suggestions and ask your students to practice saying the sentences.
- Alternately, you could write some characters on the board e.g. Superman, a king or queen, a thief, etc and your students could try to guess what they're going to do tonight.
- Help with vocabulary as necessary. Write the best answers on the board.

Warming-Up Page 22

- As per instructions in the book. Go round and check your students are writing down the answers correctly. Help with vocabulary as necessary.

Warming-Up Page 22

- As per instructions in the book. You might like to demonstrate with one student first. Write the example on the board.

Getting the Basic Idea Page 23 Track 17

- As per instructions in the book.

Getting Details Page 23 Track 17

- As per instructions in the book. Play the recording twice if necessary.
- Have students compare their answers before telling them.

Practicing Page 23

- As per instructions in the book.
- Check that the students do not read each other's sentences. This is a dictation exercise.

Unit 4: What are you going to do? - *cont'd.*

Spotlight on Listening

Page 23

Track 18

- Before listening, point out the note about 'going to' and 'gonna'.
- Tell your students that both are OK in speaking but they must not use 'gonna' when writing. You might like to pause the CD after the notice. Have your students practice the sentence so that it sounds natural.
- Continue with listening examples as per instructions in the book. If you have time, your students could practice their sentences they wrote in the previous dictation exercise.

Spotlight on Memory

Page 24

Track 19

- As per instructions in the book. Play the recording several times if necessary.

Spotlight on Speaking

Page 24

Track 17

- As per instructions in the book. You could ask one of your students what they are going to do tonight, and then ask them a 'wh' question to show interest and find out more information.
- Write the question on the board. Play the listening more than once if necessary. You could pause the listening after each conversation and work through them one by one.
- Go round and check the students written questions and help where necessary.

Trying What You've Learned

Page 25

- As per instructions in the book. You could do the first sentence for students A and B on the board so that your students know what to do.

Using What You've Learned

Page 25

- As per instructions in the book. Encourage your students to ask lots of questions and to give as much information as possible.

Spotlight on Vocabulary

SB: Page 25

NB: Page 10 & 11

- As per instructions in the book. If you are short on time, your students could do this exercise for homework.

At Home

Page 25

Track 20

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class.

Unit 5: It's red in the middle

Topics

- Describing foods, fruits and vegetables

Speaking

- Compensation:
- asking for help

Listening

- Sentence stress

Lesson Lead-in

- Ask your students to write down their favorite food and think of some adjectives to describe it. They then describe it to their partner who has to guess what it is. You could demonstrate this first with the whole class on the board. E.g. 'It's brown, sweet, square ...' – chocolate.

Warming-Up

Page 28

- As per instructions in the book. Your students can do this exercise in pairs or groups. You might like to do the first one first as a whole class activity.

Warming-Up

Page 28

- As per instructions in the book. You could brainstorm lists of fruit and vegetables on the board before students do this exercise.

Getting the Basic Idea

Page 29

Track 22

- As per instructions in the book. Play the track again if necessary.

Getting Details

Page 29

Track 22

- As per instructions in the book.

Practicing

Page 29

- As per instructions in the book.
- Check that the students do not read each other's sentences. This is a dictation exercise.

Spotlight on Listening

Page 29

Track 23

- Point out to your students the note. You might like to write the notice sentence on the board with strong stress on each syllable in the left sentence. You could practice saying the sentence with exaggerated slow stress and clapping each syllable.
- Then, using the same clapping speed, say the sentence on the right and ask your students to practice saying and clapping at the same time.
- Play the track more than once if necessary and give your students time to practice the sentences themselves.

Unit 5: It's red in the middle - *cont'd.*

Spotlight on Memory

Page 30

Track 24

- As per instructions in the book. Play the recording several times if necessary. Have students swap roles to practice both parts.

Spotlight on Speaking

Page 30

Track 22

- Go through the list first with your students before doing the listening.
- Point out the difference between the singular and plural forms of the phrases e.g. 'I forget what you call it' / 'I forget what you call them'.

Note:

The book has the expression 'How do you say?' and in the listening the expression is 'How can I say?' Explain that both are acceptable forms. Follow the instructions in the book.

Trying What You've Learned

Page 30

- For low level students it might be a good idea to put your students into groups of all As together and all Bs together so that they can work together to write their descriptions for the crossword. Go round and help as necessary. Point out that the crossword contains food and drink other than fruit and vegetables. When all students have their descriptions, pair the students A and B so that they can complete the crossword.

Using What You've Learned

Page 31

- As per instructions in the book.

Spotlight on Vocabulary

SB: Page 31

NB: Page 12 & 13

- As per instructions in the book. This exercise can be set as homework if you are short of time.

At Home

Page 31

Track 25

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class.

Unit 6: How long is it?

☐ Topics

- Fluency with large numbers

☐ Speaking

- Management:**
- hesitation devices
 - thinking sounds

☐ Listening

- Understanding tone groups

Lesson Lead-in

- Write the numbers 13, 30 and 14, 40 on the board and check that your students can pronounce them correctly.
- Then write the numbers 132, 1132, 13132, 132132 on the board and practice pronunciation of these numbers, paying attention to the addition of the words hundred and thousand.
- Finally, write five very similar 6-digit numbers on the board and give them a letter from A to E. (e.g. A-123, 456 B-132, 456 C-123, 546 etc).
- You should then read out one of the numbers at normal speed to your class and ask your students to call out the corresponding letter. Repeat the process with a different number but say it a little quicker the next time.
- After a few attempts, you should be saying the number as quickly as you can and the students will be able to answer correctly.

Warming-Up

Page 32

- As per instructions in the book.

Warming-Up

Page 21

- As per instructions in the book. Check your students' pronunciation.

Getting the Basic Idea

Page 32

Track 26

- As per instructions in the book.

Getting Details

Page 33

Track 26

- As per instructions in the book.

Note: Answers 4 and 5 are answered in reverse order on the track. Play the track again if necessary.

Practicing

Page 33

- Students will almost certainly not know all the vocabulary items in this activity, so write the following on the board:
 - "What does XXX mean?"
 - "How do you say this? / How do you pronounce this?"
- Encourage your students to ask you questions if they don't understand.

Note: If you the teacher are not sure how to pronounce these names, don't be afraid to tell your students. Place names are often very difficult and not knowing pronunciation is natural.

Unit 6: How long is it? - *cont'd.*

Spotlight on Listening

Page 33

Track 27

- Do as per the instructions in the book.
- As per instructions in the book. Point out the note to your students. If you have time, your students could practice the numbers after the listening.

Spotlight on Memory

Page 33

Track 28

- As per instructions in the book.

Spotlight on Speaking

Page 34

Track 26

- Focus on the comic strip to explain the concept. If you want to speak but need time to think use a thinking sound.
- Have them listen to the recording checking the expressions they hear.
- Have students compare their answers.
- Have the pairs complete the missing lines in the dialog.
- Have students compare their answers.
- Get several pairs to perform their dialogues for the class at the end.

Trying What You've Learned

Page 34

- As per instructions in the book. Give help with pronunciation as necessary.

Using What You've Learned

Page 34

- As per instructions in the book.

Spotlight on Vocabulary

SB: Page 35

NB: Page 14 & 15

- As per instructions in the book. If short of time, your students could do this exercise for homework.

At Home

Page 35

Track 29

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class. You might like to ask your students about the biggest show they've been to.

Unit 7: Turn right at the lights

Topics

- Giving directions
- Describing neighborhoods

Speaking

- Involvement:
- asking questions

Listening

- Weak vowels

Lesson Lead-in

- Divide your students into two teams. Write the vocabulary 'go forwards, go backwards, turn right, turn left, stop' on the board and explain their meaning.
- Blindfold one student from each team, or ask them to close their eyes. If possible, they should wait outside the classroom. Set up an obstacle course with two different starting points and one finishing point (use either chairs, tables or people).
- The object of the game is for the blindfolded students to make their way through the obstacle course **WITHOUT TOUCHING** any of the obstacles, by listening to directions from their team. If they touch an obstacle, they must be made to turn round at least twice so that they lose their sense of direction.
- The winning team is the first student to the finishing point.

Warming-Up Page 36

- As per instructions in the book.

Warming-Up Page 36

- Encourage your students to decide which phrases are best for each color. Once they have done that, each student goes through one of the color directions while the other student listens and checks. The students should take turns.

Getting the Basic Idea Page 37 Track 30

- As per instructions in the book.

Getting Details Page 37 Track 30

- As per instructions in the book. Play the track again if needed. You might like to point out that we often say "that's right" meaning "that's correct". It is different to 'on the right'.

Practicing Page 37

- As per instructions in the book. You could draw on the board the difference between 'turn right' and 'it's on your right'.

Unit 7: Turn right at the lights - *cont'd.*

Spotlight on Listening

Page 38

Track 31

- Focus student attention on the example. Listen to the example on track 31 and then model this for students.
- Have them listen to the recording and mark where there are extra sounds.
- Have students compare their answers. They can then practice these sentences if they like.

Spotlight on Memory

Page 38

Track 32

- As per instructions in the book. Play the track several times if necessary.

Spotlight on Speaking

Page 38

Track 30

- As per instructions in the book. If you have time, you might want the students to give directions to somewhere simple or local, eg the nearest vending machine, the train station etc.

Trying What You've Learned

Page 39

- As per instructions in the book.

Using What You've Learned

Page 39

- As per instructions in the book. Your students should not look at each other's maps until the end of the exercise.
- Go round and check your students' progress. If they go to the wrong place, ask them to repeat the directions to see where the problem occurred.

Spotlight on Vocabulary

SB: Page 39

NB: Page 16 & 17

- As per instructions in the book. If you are short of time, ask your students to do this exercise for homework. Encourage them to draw signs and arrows to help them remember.

At Home

Page 39

Track 33

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class.

Unit 8: I can play a little

Topics

- Talking about things you can do

Speaking

- Involvement:
- asking questions

Listening

- Weak vowels

Lesson Lead-in

- Write (and then say) a few sentences on the board about yourself, e.g. “I can play the piano.”/“I can fix my car.”/“I can bake a cake.” Circle the actions (& objects), and ask students what they are called. (“Skills/Abilities/Talents”, etc.)
- Elicit a few more examples from students, write just the actions (& objects) to board, then give pairs/groups a few minutes to brainstorm some more of them.

Warming-Up Page 40

- As per instructions in the book.

Warming-Up Page 40

- As per instructions in the book.
- Students could get up and move around the class or stay in a set group of four students -- you may want to model that Student 1 answers ALL of the questions and his/her answers are written in column 1, etc.

Getting the Basic Idea Page 40 Track 34

- As per instructions in the book.

Getting Details Page 41 Track 34

- As per instructions in the book.
- Play it twice if necessary.
- Have pairs/groups compare answers before checking as class. (Could elicit “cheap/expensive” as vocabulary check follow-up.)

Practicing Page 41

- As per book instructions.
- Explain that Student A will dictate number 1 while Student B listens/writes, then vice-versa for number two, and so on. (Check in pairs.)

Spotlight on Listening Page 41 Track 35

- Focus student attention on the example. Listen to the example on track 35 and then model this for students.
- Have them listen to the recording and mark where there are weak vowels.
- Have students compare their answers. They can then practice these sentences if they like.

Unit 8: I can play a little - *cont'd.*

Spotlight on Memory

Page 41

Track 36

- As per instructions in the book.

Spotlight on Speaking

Page 42

Track 34

- Focus on the comic strip to explain the concept.
- Have them listen to the recording writing down the questions they hear.
- Have students compare their answers.
- Get several pairs to perform their dialogues for the class at the end.

Trying What You've Learned

Page 42

- As per book instructions.
- You could model a different example on the board and elicit basic questions.
- Have students ask each other these questions and their follow up questions.

Using What You've Learned

Page 43

- As per instructions in the book.

Spotlight on Vocabulary

SB: Page 43

NB: Page 18 & 19

- As per book instructions.

At Home

Page 43

Track 37

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class.

Unit 9: What time does class start? - *cont'd.*

Spotlight on Memory

Page 45

Track 40

- Have pairs/groups compare answers, then check as class. You also could follow up with a different sentence on the board, and get students to identify the blended sounds between some words.

- As per instructions in the book.
- You could follow up by asking what they noticed about B's answers ("Short."/ "Not sentences."/etc.) and eliciting why we use them sometimes. (While longer answers are more polite and more suitable for tests, they also can waste time and can repeat a lot of information from the question that we don't really need.)

Spotlight on Speaking

Page 46

Track 38

- As per book instructions.

[Pictures]

Students can also practice the pictured dialogue.

[Expressions]

Students may mention/ask about other ways to clarify meaning.

[Listen]

Show the students the correct picture from page 87 again, and tell them they'll be listening to that conversation again. On page 88, point out that the above pictures are a small part of this dialogue, as are the few A/B lines they'll be gap-filling. Play the recording a few times if necessary. (You could also ask a few follow-up questions that haven't been covered on either page.)

[Write/practice]

As per book instructions.

Trying What You've Learned

Page 46

- As per instructions in the book.

Using What You've Learned

Page 47

- As per instructions in the book. Be prepared to help out with vocabulary questions.

Spotlight on Vocabulary

SB: Page 47

NB: Page 20 & 21

- As per book instructions.

At Home

Page 47

Track 41

- As per instructions in the book.
- Check answers in pairs/groups (and possibly review key vocabulary) in the next class, and if necessary play recording again before checking answers as a class.