

Communication Spotlight

High Beginner

Teacher's Note

ABAX Ltd.

Unit 1: How do you spell that?

☐ Topics

- Classroom English
- Looking at countries

☐ Speaking

- Confirmation:**
- classroom English
 - asking questions

☐ Listening

- Weak vowels

Lesson Lead-in

- Divide the class into three or more teams (if you have enough students).
- Set a time limit of about 3-5 minutes and tell them not to use their dictionaries.
- The teams have to think of a city anywhere in the world for each letter of the alphabet.
- When the time is up the scoring is: 1 point for a correct answer and 2 points for a unique answer that the other teams have not thought of.

Note:

If you have a small class and are not able to have a minimum of 3 teams, divide the letters of the alphabet between the students and have each student think of a city for each of the letters they have been assigned. Again, set a time limit and don't let them use their dictionaries. The student with the most correct answers is the winner.

Warming-Up

- Go through the country pictures together and try to identify what the countries are.
- Then let the students unscramble the letters. You may need to give them the first letter of each country as a hint.

Warming-Up

- Students work in pairs to identify the countries. (Note that some of the countries are actually shown upside down to make it a bit trickier).
- Ask individuals to come up and write the countries on the board, then correct the spelling by underlining the incorrect letters and letting them try to think of the correct spelling.
- Review the pronunciation of the letters of the alphabet, and be sure to focus on the letters that are confusing for students, i.e. B/D, I/E, G/J, B/V, L/R, M/N, W/Y/Z, etc.
- Test this quickly by writing up a letter on the board and have the students identify it.
- Then dictate 10 letters and have the students write them down. They can compare their answers and then write your list on the board for them to check. You can get them to test each other the same way.

Unit 1: How do you spell that? - *cont'd.*

Getting the Basic Idea

- As per the instructions in the book.

Getting Details

- As per the instructions in the book.
Extension: Have them mark the stressed syllable and drill this. Also have them look the countries up in their dictionaries to see how syllable stress is indicated.

Practicing

- Before the students begin, write the following on the board: “How do you pronounce this word?” / “How do you say this word?”
- Comp check this by writing some difficult to pronounce words on the board, (for example: “Leicester, Georgia, etc..”) Ask students “How do you say this word?”, then have them ask you this question.
- Divide your students into partners, a Student A and a Student B.
- Have them turn to their assigned pages, Student A turns to page 96 and Student B turns to page 116.
- Have them dictate their sentences to each other.
- Go around checking their pronunciation and helping them. Respond to vocabulary questions as they arise. There are some difficult vocabulary items that are included to stimulate use of classroom English, ie to have them ask the teacher questions.
- At the end of the activity, practice all of the sentences and make sure they have the correct stress and pronunciation.

Spotlight on Listening

- It is amusing and beneficial to model an “unnatural” version so they can hear how English sounds “robotic” when each word is pronounced separately with its full vowel sound. Model the differences between this and the more natural (and reduced) example.
- Play the example in track number 6. Model this a few times.
- Have students listen and circle the weak vowels.
Note: The clearest sounds are the “content” words- i.e. the words that carry the meaning of a sentence (nouns, verbs, adjectives, adverbs) and not the smaller words. For example, in the question “What do you mean?” the clearest words are “What” and “mean”. The function words often have weak vowels. But don’t spend a lot of time on this. It is better just to have students notice this. Explanations would confuse more than it would help.

Spotlight on Memory

- Put the students into pairs and assign an “A” or “B” role to them.
- Play the dialog to the students.
- Ask them to repeat the dialog. If they have difficulty play it a few more times. This activity is often quite difficult at the beginning of the course as most students short term memory abilities will be quite limited. If it’s difficult, don’t spend too long with this activity.

Unit 1: How do you spell that? - *cont'd.*

Spotlight on Speaking

- Look at the cartoon together, and then do the listening. Students compare their answers. Point out that “I beg your pardon?” means the same as “Pardon me?” Practice the sentences.
- Focus student attention on the dialog below. Have them write in an appropriate expression into the blanks.
- Have them practice the dialog in pairs.

Trying What You've Learned

- As in the *Practicing* section, write up on the board: “How do you say this word?” / “How do you pronounce this word?”
- Also write up the questions “What does this mean?” / What does xxx mean? There might be some difficult vocabulary items that need addressing, for example: “touch”, “besides”, “no longer”, “islands” etc..
- Encourage them to use the questions they practiced in the *Spotlight on Speaking* section.

Using What You've Learned

- The purpose of the activity is to foster classroom English.
- Before starting this activity, give the students time to study the map.
- Have them ask you any questions, (they can refer to the Spotlight on Speaking section if necessary)
- Then follow the instructions as per the activity.
- Dividing the map into smaller sections will make it easier for them to remember the countries and the spellings. Or alternatively, have them both study the same section and test each other on what they can remember about it, then repeat the same procedure with another section.

Spotlight on Vocabulary

- As per the instructions in the book.

At Home

- 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: I like action movies

☐ Topics

- Talking about likes and dislikes

☐ Speaking

- Confirmation:**
- asking for repetition

☐ Listening

- Sentence stress

Lesson Lead-in

- Put students into pairs or small groups to discuss these questions:
 - What movies are showing in cinemas right now?
 - What was the last movie you saw in the cinema? Did you like it?
 - What songs do you hear on the radio these days?
 - What groups are popular these days?
 - What books do you know that have been made into movies?

- Have class feedback at the end.

Warming-Up

- Let the students use their dictionaries to look up any new words and to find two new words to add to the lists. They then show their lists to their partner.
- Have class feedback and put the lists up on the board with the new additions and drill the pronunciation again. Make sure science fiction, travel and history are on the lists, as these will appear later in the unit.

Warming-Up

- Read the questions and drill the pronunciation.
- Model the answers by having the students ask you the questions first, being sure to have some answers ready so you can model this clearly.
- Then give them several minutes to think about their answers before they begin.
- Get some class feedback at the end of the activity.

Getting the Basic Idea

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

Getting Details

- As per the instructions in the book. Let them listen twice. You can also get them to practice the conversation in pairs.

Practicing

- Give the students a bit of time to become comfortable with their sentences and to ask any questions and check pronunciation. You will probably need to help the group B students with the pronunciation of the expression “1970’s”.

Unit 2: I like action movies - *cont'd.*

Spotlight on Listening

- Focus student attention on the example. Listen to the example on track 10 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.

Extension:

You could go back to the second *Warming-Up* section at this point and have them decide what the important words are in the questions and mark the stressed words, then practice the questions again.

Spotlight on Memory

- As per the instructions in the book. Have some pairs perform the dialogues.

Spotlight on Speaking

- As per the instructions in the book. Make sure to tell them that simply asking “What?” or “Huh?” in English is considered rude.
- Have some pairs perform their dialogues.

Trying What You've Learned Using What You've Learned

- Point out to the students that for this activity, they will need to switch to “he” and “she”, so they will need to remember third person singular verb forms. Give them a minute or two to form the questions. Remind them to use “Pardon?” etc. If they don't understand what their partner has said.
- As in the previous sections, give them a bit of time to think about their questions before they start, but don't let them write them down. They are supposed to be using more fluency skills by this point in the unit.
- These are basically the same questions they asked in second *Warming-Up* (but this time with only the question cues); so have them speak to different students.

If your class is small and they've already spoken to everyone, you could substitute these topics with different ones, i.e. sports, social venues, animals, free time pursuits, food, etc. and adapt the questions accordingly. Or alternatively, you could change the activity to the kinds of music, movies and books they dislike and who their least favorites are. (If you change to things they dislike, make sure you model the correct questions.)

Spotlight on Vocabulary

- As per the instructions in the book.

Unit 2: I like action movies - *cont'd.*

At Home

- 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: How much is that?

☐ Topics

- Fluency with money and prices

☐ Speaking

- Confirmation:
- asking questions

☐ Listening

- Weak vowels

Lesson Lead-in

- The students open their bags and choose an item or two and place it/them on the desk in front of them. Ensure that there are a variety of items.
- Ask them to write down how much each item cost on a small slip of paper and turn the pieces of paper face down in front of each item so no one can see what's written.
- Ask the students to walk around and guess how much each item cost and to write down their guesses on a piece of paper.
- Then turn over the slips to reveal the real prices and see who came closest with their guesses.
- Drill the pronunciation of different numbers and amounts.

Warming-Up

- Make sure they understand all the vocabulary before they begin.
- Drill pronunciation of the items.
- Tell them they don't have to be exact, and if they don't know what something costs to guess.

Warming-Up

- Practice the questions together before they begin. Get class feedback at the end.

Getting the Basic Idea

- Up to this point, the students will probably have been using the currency of their country to describe how much things cost.
- Point out that the prices they'll hear are in dollars, and that for the rest of the unit they'll be practicing how to say prices in dollars.
- Let them listen twice if necessary.

Getting Details

- Let the students listen again and check their answers with a partner.
- After you have checked the answers, have them look at the transcript and practice how to say prices using "dollars" and "cents" and the different ways to say a price, i.e. "four dollars and twenty-eight cents" or "four twenty-eight".
- Also point out that you can say "one dollar and seventy-five cents", or "a dollar seventy-five".

Unit 3: How much is that? - *cont'd.*

Practicing

- Let the students look at their sentences first to check vocabulary and pronunciation. They might need to ask about “organic” on page 113.
- Do as per instructions in the book.

Spotlight on Listening

- Draw student attention to the example and play the example on track 14. Model this a few times for the students.
- Have students listen and circle all the vowels that are weak.
- Have them check with each other, and then check that they have the correct answers.
- Drill the sentences and let them practice.

Note: The “a”, “and,” “of,” and “or” are not content or meaning words, so they are usually not stressed and therefore weak.

Spotlight on Memory

- As per the instructions in the book. You can get several pairs perform the dialogue.

Spotlight on Speaking

- Draw student attention to the comic strip. Ask the students about the questions the man asks.
- Play the recording (several times if necessary) and write down the questions the person asks. They can check their answers by looking at the transcript.
- Let them work together to write the checking questions into the dialogues and then practice them. Have several pairs perform the dialogues.

Trying What You've Learned

- 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?”
- Put students into pairs giving each student the role of Student A or Student B. Have them turn to the appropriate page.
- Draw student attention to the example questions on pages 97/117: “How much is a can of tuna? / How much is a package of tea?. Practice these model questions.
- Have them ask and answer questions. Encourage the use of the “checking” language they have been practicing.

Using What You've Learned

- As per the instructions in the book. Again, 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?”
- Attend to vocabulary issues as they arise.

Spotlight on Vocabulary

- As per the instructions in the book.

At Home

- 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: Is that your cousin?

☐ Topics

- Describing your family

☐ Speaking

- Confirmation:**
- repeating key information

☐ Listening

- Sentence stress

Lesson Lead-in

- Ask the students to draw a fairly simple family tree.
- Draw one for your family on the board as a model. Make sure your tree includes grandparents, aunts/uncles, nieces/nephews, and cousins.
- Leave this tree on the board to use in the next activity. The students work alone and do not show their trees to their partners at this point. They need to save them to use later in the lesson.

Warming-Up

- Let the students work in pairs to finish the sentences, then check them together as a class.

Warming-Up

- 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?”
- Have students ask each other questions as per the examples.
- Have students ask you questions about things they are unsure about. (The cities and names were chosen to foster classroom English.)

Getting the Basic Idea

- Do as per the instructions in the book. Play the recording again if necessary.

Getting Details

- Do as per the instructions in the book. Play the recording again if necessary.

Practicing

- 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?”
- Do as per the instructions in the book.
- Practice reading all the sentences at the end.

Unit 4: It that your cousin? - *cont'd.*

Spotlight on Listening

- Draw student attention to the example and play the example on track 18. Model this a few times for the students.
- Let them listen several times, then compare with each other to see if they have the same answers.
- Then check it together as a class.
- Drill the sentences for them to practice.

Spotlight on Memory

- As per the instructions in the book. Have a pair or two perform the dialogue for the class. Point out to them that the repetition of the sentence, “She’s a student” is a type of checking technique that they will learn about in the next section.

Spotlight on Speaking

- Look at the cartoon and listen to the recording.
- Play it more than once if you need to and have them check their answers together.
- Tell the students that the checking technique of repeating what someone has just said should not be overused. Point out that by checking through repeating what someone has said is a way of showing you are interested and would like the conversation to continue, but that using it too much would be irritating. You might model a conversation where the repetition/checking technique is being used too often to show them what you mean.
- Have them do the second part in their pairs and have several pairs perform their dialogues for the class.

Trying What You’ve Learned

- Give them a minute or two to have a look at the tree and ask any questions before starting.
- You should drill pronunciation and review the extra vocabulary learned in first *Warming-Up*. Also model questions and answers for the third person plural, i.e. “Where do Andrew and Susan live?” You can introduce the ‘in-law’ vocabulary at this point if you feel your students can handle it.
- Give them several minutes to do this in pairs. At the end of the activity, go around asking students a variety of different comprehension questions.
For example:
 - Where do Ken and Linda live?
 - How old is Tina’s mother?
 - What is Jim’s uncle’s name?
 - Is Andrew Donald’s grandfather?
 - What relationship is Nancy to Brad?
 - etc.
- Throughout the activity, encourage them to use the different checking/repetition techniques they’ve learned so far.

Unit 4: It that your cousin? - *cont'd.*

Using What You've Learned

Part 1:

- As per instructions in the book.

Part 2:

- Students can now use the family trees they prepared earlier to ask and answer questions about their families.
- At the end of the activity, check their comprehension by asking students what they learned about other students' families.

Spotlight on Vocabulary

- As per the instructions in the book.

At Home

- 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: When's your birthday?

Topics

- Fluency with dates and ordinal numbers

Speaking

- Confirmation:
- asking for repetition

Listening

- Linking sounds

Lesson Lead-in

- Try to bring a calendar to class, and also a ball (see below for this). First, practice the months with the calendar. Don't write them up, just go through them verbally.
- Then do the same for the days of the week and for the dates, pointing to the numbers on the calendar and making sure they say them clearly and correctly.
- Then, if you have enough room, seat your students in a circle and throw the ball to one of them as you say "January". That student catches the ball, says "February", and immediately throws it to another student, and so on.
- Try to keep the pace up and do it for all the months, then for the days of the week, then for the dates.

If you don't have room to make a circle or too few students to make it worthwhile, just go around the room with each student supplying the next month, day, date as quickly as possible.

- Don't write anything up on the board yet.

Warming-Up

- Drill the questions and have them ask you to model the answers. Obviously, the last two questions will be the same for everyone, but point out that "date" means the number.
- Let the students work in pairs, then get feedback from several students.

This is also a good point to teach them the three ways to say dates:

- the 25th of April
- April the 25th
- April 25th

As they will be hearing the dates in these three ways later in the unit.

Warming-Up

- Do one mistake together so they get the idea, then have them work together.
- At the end, when you are checking the answers, write the months and days of the week on the board so they can copy the correct spellings.
- It's also useful to teach them the abbreviations of "st" for first, "nd" for second, "rd" for third and "th" for the others, and how to pronounce these.

Unit 5: When's your birthday? - *cont'd.*

Getting the Basic Idea

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

Getting Details

- Do as per the instructions in the book. Play the recording again if necessary.
- Let them check with each other, then check together. Students can practice the dialogues.

Practicing

- 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?"You'll likely need to help them with "Hogmanay" and "Waitangi".

Spotlight on Listening

- Draw student attention to the example and play the example on track 23. Model this a few times for the students.
- Let them listen to the recording several times and then compare the sounds they linked together with a partner before checking it together.
- Drill the sentences and let them practice in their pairs.
- They can then mark the linked sounds in the sentences from the previous Practice section and practice saying them again.

Spotlight on Memory

- As per the instructions in the book. Have some students perform the dialogue.

Spotlight on Speaking

- Point out that all the choices mean the same thing and that they can also use "Pardon?" or "Pardon me?" Remind them that to simply say "What?" is considered rude in English.
- Let them listen to the recording several times before comparing their answers.
- Practice all of the sentences together.
- Have the pairs complete their dialogues several times with different expressions.
- Get several pairs to perform their dialogues for the class at the end.

Trying What You've Learned

- Remind the students of the three ways to say dates. They should take notes in their books in the blank space on page 31. Make sure they read their answers back to each other to check for accuracy. Check it all together at the end of the activity by going around the class and asking about what they heard from their partner.

Unit 5: When's your birthday? - *cont'd.*

Using What You've Learned

- Give them time to think of 3-5 important dates in their lives. Students can take notes on some paper or in the book, or they can circle the dates on the calendar and note down what they are.
- Have class feedback where they tell you about another student's important dates.

Spotlight on Vocabulary

- As per the instructions in the book.

At Home

- 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 was your weekend?

☐ Topics

- Talking about things you did

☐ Speaking

- Involvement:
- asking questions

☐ Listening

- Disappearing sounds

Lesson Lead-in

This unit practices using the past simple tense, so the students need to be aware of how to form the past simple of both regular and irregular verbs and the use of the auxiliary “did” in questions.

- For a lead-in activity, it’s useful to list some base verbs on the board and have the students work in pairs to write the past simple forms. Be sure to include: do, be, go, watch, cook, wash, clean, work, eat, see, come, stay, have, read, listen, play, drive, walk, make, take, buy, spend, drink, visit, sleep, study, teach, learn, hear, rent, swim, write, use, spend, cost, run, sing, win, lose and ride.
- They should work together to see how many they know without checking their dictionaries. You can do this as a “race” to see which pair can finish them all first.
- The pairs then exchange papers with another pair and check each other’s lists as you write the answers on the board. If you have a small class you could have them work individually. Drill the pronunciation of the verbs.

Warming-Up

- Do as per the instructions in the book.
 - After they have checked with their partner, make sure the expressions are in the past simple tense
- Extension:** You can drill the pronunciation of these past tense constructions.
- Have them write down the four things they did using the past simple and then tell their partner.

Warming-Up

- Do this as a whole class mingle activity, going around to make sure you are hearing past simple tense being used.
- Then check at the end by asking some of the students what another student did.

Getting the Basic Idea

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

Getting Details

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

Unit 6: How was your weekend? - *cont'd.*

Practicing

- 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.
- Practice reading all the sentences at the end.

Spotlight on Listening

- Draw student attention to the example and play the example on track 27. Model this a few times for the students.
- Let them listen to the recording and having students mark out the sounds that disappear.

Spotlight on Memory

- As per the instructions in the book. Have some students perform the dialogue.

Spotlight on Speaking

- Draw student attention to the comic. Point out how questions can build conversation.
- Let them listen to the recording several times checking the *conversation building questions* 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

- As per the instructions have students write down appropriate *conversation building* questions. You might need to model a few questions so the students get the idea.
- Then write them on the board and check them together before they start to make sure they have them all correct.

Extension: Drill pronunciation.

- They then practice the conversations.
- Before they start, remind them to begin their conversations with a greeting and the question “How was your weekend?” You might need to board up a model dialog for them to follow:

A: Hi

A: Hi. How are you?

A: Not bad. How about you?

A: Pretty good. How was your weekend?

Unit 6: How was your weekend? - *cont'd.*

Using What You've Learned

- Give them a few minutes to think about their weekends.
- Put students into groups of three or four.
- Have them tell each other about their weekends.

Note: The person speaking doesn't write down the notes. But make sure the people listening take notes. This engages the listeners and also forces them to concentrate slightly on language form when they're writing down their notes.

Extension:

1. Tell them to "make up" unusual, interesting and crazy things.
2. Tell them to include 1 (and only 1) made up lie about their weekend. The people listening must then decide which is the lie.

Note: You could put up a few useful time expressions and practice them before beginning, such as "at night", "in the morning", "in the afternoon", "on Friday night", "on Saturday", etc. Either put them in groups or let them mingle around the class.

Spotlight on Vocabulary

- As per the instructions in the book.

At Home

- 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 7: What do you do?

Topics

- Describing occupations

Speaking

- Clarification:
- using examples

Listening

- Sentence stress

Lesson Lead-in

- Ask the students the following question and write some of their responses on the board. For lower level students write the question on the board as well.

What do you think is the best job in the world?

Warming-Up

- As per instructions in the book. You may need to assist students with some of the vocabulary, in particular, clerk.

Warming-Up

- As per instructions in the book. Set a time limit if you have a talkative class and make sure that the students are not looking at what the others are writing.

Getting the Basic Idea

- As per instructions in the book. Make sure the students look at the pictures carefully before pressing play and have thought about what the two people are talking about.

Getting Details

- As per instructions in the book. Ensure that the students have time to read through the questions and maybe answer them before pressing play.

Practicing

- 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.
- Practice reading all the sentences at the end.

Spotlight on Listening

- Before starting this exercise you may want to review the *Spotlight on Listening* in Units 2 and 4. If you have the time replay the CD of those units first.

Unit 7: What do you do? - *cont'd.*

Spotlight on Memory

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

Spotlight on Speaking

- As per instructions in the book.
- Model this structure a few times. I like fruit, for example apples, strawberries and oranges.
- Prompt students to practice this with statements like, “I like music, for example...”, or “I like movies, for example...” and so on.

Trying What You've Learned

- Students may need assistance with sentence formation here. You may also need to do a review of present simple before starting.
- As per instructions in the book.

Using What You've Learned

- You may need to assist students with vocabulary in this exercise. Give students time to think of the sentences they will use to describe the job. For weaker classes allow them to write down some hints before starting.

Spotlight on Vocabulary

- As per instructions in the book.

At Home

- 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 get to work at eight

☐ Topics

- Describing your daily routines

☐ Speaking

- Confirmation:
- repeating key information

☐ Listening

- Weak vowels

Lesson Lead-in

- Have the students discuss with a partner everything they did today before class.
- Ask them to come up with as many things as possible.
- Ask them to write down the things they did. Encourage the students to come up with even small things like getting on the train.

Warming-Up

- As per instructions in the book.

Warming-Up

- As per instructions in the book. Students should be familiar with this type of exercise but if they are not make sure that they ask the questions (as it is repetitive some students will simply answer questions before being asked).

Getting the Basic Idea

- As per instructions in the book.

Getting Details

- As per instructions in the book.

Practicing

- 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.
- Practice reading all the sentences at the end.

Spotlight on Listening

- Before starting this exercise you may want to review the *Spotlight on Listening* in units 1 and 3. If you have the time replay the CD of those units first.
- 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 the weak vowels that they hear.

Spotlight on Memory

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

Spotlight on Speaking

- Introduce the concept to students by focusing student attention on the comic on page 42. He isn't sure he heard the information correctly so is repeating what he thinks he heard.
- As per instructions in the book.
- After the listening you could write on the board a model dialog similar to the exercise and complete it as a class activity.

Trying What You've Learned

- Give the students time to think of the verbs needed to describe the person's day.

Using What You've Learned

- Give the students time to think of the verbs needed to describe their day.
- Before breaking into groups of four have the students write down the things they did today. This could be a review of the notes they may have taken in the *Lesson Lead-in*.
- As per instructions in the book.

Spotlight on Vocabulary

- As per instructions in the book.

At Home

- 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: It's in front of the lamp

☐ Topics

- Describing location
- Objects in a room

☐ Speaking

- Compensation:
- shadowing

☐ Listening

- Guessing meaning through patterns

Lesson Lead-in

- Ask students where certain objects are in the classroom. For example, 'Where is the map?' or 'What is next to the door?'

Warming-Up

- As per instructions in the book. Encourage students to ask about unknown vocabulary items.

Warming-Up

- As per instructions in the book.

Getting the Basic Idea

- Give the students time to read the sentences before pressing play.
- As per instructions in the book.

Getting Details

- As per instructions in the book.

Practicing

- 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.
- Practice reading all the sentences at the end.

Spotlight on Listening

- Use the comic strip to explain the concept of using your knowledge of English to guess words you don't hear clearly.
- As per instructions in the book.

Unit 9: It's in front of the lamp - *cont'd.*

Spotlight on Memory

- As per instructions in the book. Students may need to listen to this a few times before they can retell it with their partner.

Spotlight on Speaking

- The technique here is similar to that in *Unit 7*, that is repeating information to check that you heard it and understood it correctly. Again use the comic strip to help explain the concept.
- As per instructions in the book.

Trying What You've Learned

- Make sure the students understand that they are expected to shadow their partner.
- As per instructions in the book.

Using What You've Learned

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

Spotlight on Vocabulary

- As per instructions in the book.

At Home

- 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 10: 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

- As per instructions in the book.

Warming-Up

- 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

- As per instructions in the book.

Getting Details

- As per instructions in the book.

Practicing

- 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

- Focus student attention on the example. Listen to the example on track 44 and then model this for students.
- Have them listen to the recording and identify where sounds blend together

Unit 10: I liked science in school - *cont'd.*

Spotlight on Memory

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

Spotlight on Speaking

- 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

- As per instructions in the book.

Using What You've Learned

- 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

- As per instructions in the book.

At Home

- 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 11: 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

- As per instructions in the book.

Warming-Up

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

Getting the Basic Idea

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

Getting Details

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

Practicing

- 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

- Before starting this exercise you may want to review the *Spotlight on Listening* in units 1, 3 and 8. If you have the time replay the CD of those units first.
- 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 11: It's easy to make! - *cont'd.*

Spotlight on Memory

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

Spotlight on Speaking

- 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

- 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

- 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

- As per instructions in the book.

At Home

- 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 12: 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

- As per instructions in the book.

Warming-Up

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

Getting the Basic Idea

- As per instructions in the book.

Getting Details

- As per instructions in the book.

Practicing

- 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

- Before starting this exercise you may want to review the *Spotlight on Listening* in units 2, 4 and 7. If you have the time replay the CD of those units first.
- Focus student attention on the example. Listen to the example on track 52 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 12: What are you doing? - *cont'd.*

Spotlight on Memory

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

Spotlight on Speaking

- The technique here is similar to that in unit 7 and 8, that is repeating information to check that you heard it and understood it correctly. Again use the comic strip to help explain the concept.
- 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

- 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

- 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

- As per instructions in the book.

At Home

- 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 13: 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

- 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

- 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

- As per instructions in the book.

Getting Details

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

Practicing

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

Unit 13: What are you going to do? - *cont'd.*

Spotlight on Listening

- 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

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

Spotlight on Speaking

- 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

- 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

- 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

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

At Home

- 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 14: 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

- 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

- 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

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

Getting Details

- As per instructions in the book.

Practicing

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

Erratum:

In the first print run the word 'apples' is missing from the list of fruit and vegetables on pages 107 and 127. It will be added in the next print run.

Spotlight on Listening

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

Spotlight on Memory

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

Spotlight on Speaking

- 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

- 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

- As per instructions in the book.

Spotlight on Vocabulary

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

At Home

- 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 15: 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

- As per instructions in the book.

Warming-Up

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

Getting the Basic Idea

- As per instructions in the book.

Getting Details

- 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

- 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.
- Do as per the instructions in the book.

Unit 15: How long is it? - *cont'd.*

Spotlight on Listening

- 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

- As per instructions in the book.

Spotlight on Speaking

- 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

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

Using What You've Learned

- As per instructions in the book.

Spotlight on Vocabulary

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

At Home

- 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 16: 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

- As per instructions in the book.

Warming-Up

- 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

- As per instructions in the book.

Getting Details

- 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

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

Unit 16: Turn right at the lights - *cont'd.*

Spotlight on Listening

- Focus student attention on the example. Listen to the example on track 69 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

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

Spotlight on Speaking

- 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

- As per instructions in the book.

Note:

Page 81 instructions say, "Take turns asking and asking directions". This should read "Take turns asking for and giving directions".

Using What You've Learned

- 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

- 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

- 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 17: 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

- As per instructions in the book.

Warming-Up

- 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

- As per instructions in the book.

Getting Details

- 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

- 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

- Focus student attention on the example. Listen to the example on track 73 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 17: I can play a little - *cont'd.*

Spotlight on Memory

- As per instructions in the book.

Spotlight on Speaking

- 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

- 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

- As per instructions in the book.

Spotlight on Vocabulary

- As per book instructions.

At Home

- 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 18: What time does class start?

Topics

- Asking for information

Speaking

- Confirmation:
- asking questions

Listening

- Blended sounds

Lesson Lead-in (Optional)

- In pairs/groups, get students to tell their partner one of their reasons for studying English, and one reason for choosing this school. (IF it's a choice, that is. Otherwise they could give more reasons for studying English.)

Warming-Up

- As per instructions in the book. Be prepared to answer vocabulary questions. You may even try to encourage this by boarding up:
 - What does xxx mean? - How do you say this?etc.

Warming-Up

- As per instructions in the book. Do feedback as a class, writing key points on board (in adjective/noun forms like the ads do).

Getting the Basic Idea

- As per instructions in the book.

Getting Details

- As per instructions in the book. Play it twice if necessary. Compare in pairs/groups before checking as a class. (You could elicit/explain what TOEFL is if necessary.)

Practicing

- As per instructions in the book.
- Explain that Student A will dictate number 1 while Student B listens/writes, then vice-versa for number 2, and so on. (Have them check in pairs, then do the question-answer matching part.)
- After students have matched questions with answers, they could take turns asking and answering (with the answerer trying not to look at the book). Also, one student could read each answer and have his partner try to remember/guess the question without looking.

Spotlight on Listening

- As per instructions in the book.
- Play it a few times if necessary.
- Have pairs/groups compare answers, then check as class. You also could follow

Unit 18: What time does class start? - *cont'd.*

Spotlight on Memory

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

- 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

- As per instructions in the book.

Using What You've Learned

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

Spotlight on Vocabulary

- As per book instructions.

At Home

- 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.