

# **Communication Spotlight**

**Starter: Part B**

**Teacher's Note**

**ABAX Ltd.**

## Teaching the Spotlights

### The Spotlights

### Spotlight on Listening

- The Spotlight on Listening, Spotlight on Memory and Spotlight on Speaking are the core teaching points of each unit. Make sure you focus on these sections in class.
- Spotlight on Listening illustrates the phonological features of naturally spoken English. This is something that students often find quite beneficial. Most of Communication Spotlight is quite easy to teach, however doing some class preparation work for this section, preparing some extra examples to do with students etc, will add to the student's classroom experience and almost certainly aid their learning.
- After teaching this a few times you will get a feel for the activity and be able to adjust the lesson to better match your teaching style, however at the start you could try teaching the Spotlight on Listening section as follows:
  - 1 Have students read the example.
  - 2 Put the example on the board.
  - 3 Play the example on the CD and pause the CD
  - 4 Point out on the board what is happening in the example, (linking, stress, etc.)
  - 5 Model the example a few times.
  - 6 Play the CD and have the students try and pick out the features.
    - Note:** These are drawn directly from the dialogs and as such can sometimes be difficult to catch.
  - 7 Have students compare their answers. Then model each sentence mirroring the phonological feature a bit more slowly.
  - 8 Have students compare their answers once again before giving the answers yourself.
  - 9 After the students have confirmed the answers, play the CD once again for a confirmation listening.
- **Extension Activity I:** Dictate five sentences that have the phonological feature being studied. Go over the phonological feature once the students have completed the dictation activity.
- **Extension Activity II:** Write down five sentences on the board. Have students predict where the phonological features might be. Once the students have compared their predictions with a partner, the teacher can read out the sentences. Students then check their predictions.
- **Variation Lead-in:** Dictate five sentences that have the feature to be studied. Once the students have written down the sentences go over the phonology as an explanation of why the dictation activity was difficult.

### Spotlight on Memory

- Research shows a strong correlation between second language short term memory capacity and listening proficiency. Furthermore research suggests that this capacity can be extended through exercise and practice. Spotlight on Memory is designed to stretch this capacity.
- Once students get used to this activity, it becomes quite fun and automatic. However students might struggle the first few times you do this activity.
  - 1 Have students get into pairs.
  - 2 Have them choose who is A and who is B.
  - 3 Play the CD and have them try to reproduce the dialog in pairs.
  - 4 You will likely need to play the CD a few times.
  - 5 Model the dialog a few times yourself
  - 6 Walk around and monitor the students. Model the dialog as necessary.
  - 7 Have students change parts.
- **Extension:** Using similar examples, act out a dialog yourself and have students shadow you. This can then be extended or repeated.
- **Variation:** Have students shadow the dialog instead of doing it in pairs.

### Spotlight on Speaking

- This section illustrates and presents the communication strategy for each unit. This is quite often obvious however getting the students to practice the strategy can be beneficial. A good way to introduce the strategies is by using a “rub-off dialog technique”.
  - 1 Write a similar dialog to the comic in Spotlight on Speaking on the board.
  - 2 Have students get in pairs.
  - 3 Have them read the dialog and practice it in pairs.
  - 4 Erase sections of the dialog and have them do it again.
  - 5 Erase more of the dialog and have them do it again. Continue in this fashion.
  - 6 Finish when the short dialog is all erased.
  - 7 Next focus attention on the comic in the Spotlight on Speaking.
  - 8 Have them cover the dialog with a piece of paper.
  - 9 Have them practice the dialog, referencing the comic if necessary.
  - 10 Next have them listen to the CD and mark out the features in the dialog, (as per instructions in the book).
  - 11 Finally have students practice the short dialog at the bottom as per instructions in the book.

## Unit 0: Is that your family name?

### Topics

- Looking over the course

### Listening

- Contractions

### Speaking

- Confirmation:  
- classroom English

## Unit 0

### Lesson Lead-in

- Tell the students your name. Then ask students to write down how they think your name is spelled. Have them compare their answers. After they have compared with a few people. Tell student how you spell your name. Have them listen, copy and compare the correct answer to their answers. Tell them your hometown, have them try and spell that. And so on into the lesson...

### Warming-Up Page 6

- As per the instructions in the book.

### Warming-Up Page 6

- As per the instructions in the book.
- Have students write down their partner's name and compare spellings.

### Getting the Basic Idea Page 7 Track 1

- As per the instructions in the book.

### Getting Details Page 7 Track 1

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

### Practicing Page 7

- This is a straight forward dictation exercise. However it might be an idea to make sure students have the idea. Introduce this activity with a teacher - student dictation activity first.
  1. Have them take out a piece of paper. Have them write down the numbers 1 to 5
  2. Dictation the following.
    1. My name is ... (your name)
    2. This class is ... (class name)
    3. This class starts at ... (time)
    4. This class is in ... (name of building / or center, school, etc)
    5. This class finishes at ... (time)
- Repeat as necessary. Check that they've got the idea.
- Have them work in pairs and do the paired dictation as per instructions in the book.

**Spotlight on Listening**

Page 8

Track 2

- As per the instructions in the book.  
**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching this section.
- The purpose of this exercise is to show students how words are often contracted. If necessary, model the contractions and have students repeat after you.

**Spotlight on Memory**

Page 8

Track 3

- As per the instructions in the book.  
**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**

Page 8

- As per the instructions in the book.  
**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.

**Trying What You’ve**

Learned

Page 9

- The purpose of this activity is *ice-breaking*. Communicative classes do NOT work well if students are uncomfortable with each other. Getting students to relax amongst the group is important. This activity asks students to ask about their classmate’s names and to make notes. Allow a little socializing. Even if there are slips into L1, this is part of the getting to know each other stage of the class. Time spent here will pay great dividends later on in the course.
- As per the instructions in the book.

**Using What You’ve**

Learned

Page 9

- This is the second half of the ice-breaker, have students think up some questions to ask each other. Then have them stand, walk around the class and ask their classmates questions. Again the primary purpose of the activity is less linguistic than it is social.
- As per the instructions in the book.

**Spotlight on Vocabulary**

SB: Page 10

NB: Page 2 &amp; 3

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework.

**At Home**

Page 10

Track 4

- As per instructions in the book. Assign for homework.  
**Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.

# Unit 1: When do you have chemistry?

## ☐ Topics

- Talking about school schedules

## ☐ Listening

- Weak vowels

## ☐ Speaking

- Confirmation:
  - asking for repetition

## Unit 1

### Lesson Lead-in

- Ask students what classes they have had and will have today. Encourage them to use their dictionaries if need be. Write down the more difficult answers on the board. Ask them who their teachers are and how they spell their names.

### Warming-Up

Page 11

- As per the instructions in the book.

### Warming-Up

Page 11

- As per the instructions in the book.
- Poll the class and ask students which day they think is the easiest and most difficult and why. Prompt students to repeat their answers using phrases such as “Pardon?”, “Sorry?”, “I beg your pardon?”

### Getting the Basic Idea

Page 12

Track 5

- As per the instructions in the book.
- Have students compare their answers before telling them.

### Getting Details

Page 12

Track 5

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

### Practicing

Page 12

- As per the instructions in the book. Encourage students to shadow, confirm information, and check for spelling as much as possible.  
**Note:** Write on the board: “Pardon me?” and “How do you spell that?” to remind students to use these strategies.

### Spotlight on Listening

Page 13

Track 6

- As per the instructions in the book.  
**Note:** See the section *Teaching the Spotlights* at the front of the teacher’s notes for suggestions on teaching *Spotlight on Listening*.
- Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.

**Spotlight on Memory**

Page 13

Track 7

- As per the instructions in the book.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**

Page 13

Track 6

- As per the instructions in the book.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.

**Trying What You’ve Learned**

Page 14

- As per the instructions in the book.
- For more advanced students, have them ask their partner questions about the incomplete schedule rather than listen to their partner talk about it. Model questions such as: “What does Gordon study Monday 2nd period?” on the whiteboard. Remind students to repeat, clarify and ask about spelling.

**Using What You’ve Learned**

Page 14

- As per the instructions in the book.
- For more advanced students have them write down their weekly schedule and share that with their partner instead of using the schedule provided.

**Spotlight on Vocabulary**

SB: Page 15

NB: Page 4 &amp; 5

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework.

**At Home**

Page 15

Track 8

- As per instructions in the book. Assign for homework.
- Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.

## Unit 2: I can cook!

### ☐ Topics

- Talking about things you can do

### ☐ Listening

- Sentence stress

### ☐ Speaking

- Involvement:  
- asking questions

## Unit 2

### Lesson Lead-in

- Ask students a series of “Can you\_\_\_?” questions such as “Can you snowboard?”, “Can you scuba dive?” Have students raise their hands for yes answers. Offer up other examples such as “I can surf. Can you?” Have students think of a few things they can do that others might not be able to do.

### Warming-Up

Page 16

- As per the instructions in the book. Go over as a class and have students raise their hands for things they can do. Ask follow up questions such as “What can you cook?”, “How many years have you played the piano”.

### Warming-Up

Page 16

- Put students in groups of four and have them interview each other. Have them ask at least two follow up questions to each person and record their answers.

### Getting the Basic Idea

Page 16

Track 9

- Have students look at the pictures. In groups write down what they think the topic of the conversations are. Follow the instructions in the book.

### Getting Details

Page 17

Track 9

- As per the instructions in the book. Play the recording twice if necessary.
- Have students compare their answers before telling them. In their groups, have them ask each other if they like to swim and if they can cook.

### Practicing

Page 17

- Have group divide into partners and complete the activity.  
Remind them to ask about spelling by writing useful expressions up on the board:  
“Pardon me?” / “How do you spell that?”/ etc.

### Spotlight on Listening

Page 17

Track 10

- As per the instructions in the book.
- Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.  
**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Listening*.

**Spotlight on Memory**

Page 17

Track 11

- As per the instructions in the book.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**

Page 17 &amp; 18

Track 9

- Throughout the book, students are encouraged to ask follow up questions.
- As per the instructions in the book.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.

**Trying What You’ve Learned**

Page 18

- As per the instructions in the book.
- Have them write down two other follow up questions they could ask based on the conversation. Have them share their answers with their partners. Ask the class for example follow up questions they’ve written.

**Using What You’ve Learned**

Page 19

- As per the instructions in the book.
- If students finish early, have them change partners more than once.

**Spotlight on Vocabulary**

SB: Page 19

NB: Page 6 &amp; 7

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework.

**At Home**

Page 19

Track 12

- As per instructions in the book. Assign for homework.
- Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.

## Unit 3: It's next to the theater

### ☐ Topics

- Describing location

### ☐ Listening

- Linking sounds

### ☐ Speaking

- Shadowing

## Unit 3

### Lesson Lead-in

- Bring in a simple map of the city or school. Ask students to locate certain buildings or sighting seeing spots. Ask students to describe where these spots are. Review vocabulary such as “next to, between, behind, in front of, on the corner, across from, to the left, to the right, on...” You may want to write these on the board depending on your students’ level.

### Warming-Up

Page 20

- As per the instructions in the book.

### Warming-Up

Page 20

- As per instructions in the book. Point out that “theater” is “movie theater” and may sometimes be referred to as “cinema” as some may be confused about the title. Go over the answers as a class as there are numerous answers for each and some students may worry that their answers are wrong if their partner has a different answer.

### Getting the Basic Idea

Page 21

Track 13

- Go over the names of the shops before beginning the listening activity and ensure that students understand what kind of business they are as some may not be familiar with “bagels” or people’s names such as “Penny” or “Dary”.
- As per the instructions in the book.

### Getting Details

Page 21

Track 13

- Go over street abbreviations with students such as “Rd” is “road”, “St.” is “street” as students may be confused. Make a list of abbreviations on the board (Rd., St., Pl., Cr., Sq., and Ave.) and have students work in partners to think of what they think each abbreviation represents. Encourage students to use their dictionaries. Play the recording twice if necessary. Have students compare their answers before telling them. You may want to point out to students that there are no hard rules about street titles.

### Practicing

Page 21

- Encourage students to shadow, clarify and ask for spelling. Have them compare their answers when they are finished.

**Spotlight on Listening**

Page 22

Track 14

- As per the instructions in the book.
- Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.  
**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Listening*.
- Do the listening once and have them compare with their partner again. Go over each sentence one by one and correct as a class. Teachers may want to read out the sentences with an exaggerated voice and have students copy them.

**Spotlight on Memory**

Page 22

Track 15

- As per the instructions in the book.  
**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**

Page 22

Track 13

- As per the instructions in the book.  
**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.

**Trying What You’ve Learned**

Page 23

- As per the instructions in the book. Tell students that they must use all of the “useful expressions” at least once.

**Using What You’ve Learned**

Page 23

- Have students write down their four favorite stores (and write them in the blanks) and their school. Have them write these into the map below.
- As per the instructions in the book.

**Spotlight on Vocabulary**

SB: Page 24

NB: Page 8 &amp; 9

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework.

**At Home**

Page 67

Track 54

- As per instructions in the book. Assign for homework.  
**Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.

## Unit 4: What time do you get up?

### ☐ Topics

- Talking about everyday things

### ☐ Listening

- Sentence stress

### ☐ Speaking

- Confirmation:  
- asking for repetition

## Unit 4

### Lesson Lead-in

- Ask students what time is it now. Then ask when they went to bed last night, what time they woke up today and what time they came to school. Compare their answers. Correct any students who may have problems and make comments like “Seven thirty O’clock” or “O’clock seven thirty”.

### Warming-Up

Page 25

- As per the instructions in the book.

### Warming-Up

Page 25

- As per the instructions. Correct as a class and have them repeat after the teacher to ensure correct pronunciation. Have partners join another group to make a group of four. Have the class stand up. In their groups students must take turn reading out the times from number 1 to number 8. When they are finished, they may sit down. Time them while they do this. Have them repeat the activity two to three times. Write down the times on the board so they can see how fast they’ve become.

### Getting the Basic Idea

Page 26

Track 17

- As per the instructions in the book.

### Getting Details

Page 26

Track 17

- As per the instructions in the book.. Play the recording twice if necessary.
- Have students compare their answers before telling them. Have students tell their partner what time they do all these things usually.

### Practicing

Page 17

- Tell students that times like this should be written in numeral form as some of them may waste time and write out the words. Explain to them they we most often write out times in numbers – times are usually only written out for formal invitations and whatnot. Ensure the students shadow their partners with this activity as clarifying times is very important. If they circle “different” have them tell their partners what time they do these things and have them write it down.

**Spotlight on Listening**

Page 26

Track 18

- As per the instructions in the book.
- Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Listening*.

- Have students listen to the sentences one by one, clap out the stresses and check with their partner. Correct as a class. Have students repeat after the teacher to ensure that they are stressing the correct words.

**Spotlight on Memory**

Page 26

Track 19

- As per the instructions in the book.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**

Page 27

Track 17

- Students have previously looked at asking people to repeat things.

- As per the instructions in the book.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.

**Trying What You’ve Learned**

Page 27

- As per the instructions in the book. Ensure that student’s use the proper grammar for “He” as some of them may use the structures for “I” such as “I get up” vs “He gets up”.. If students finish early have them tell their partner what time they usually do these things. Encourage students to ask follow up questions such as “What do you eat for lunch?”

- If students are finished quickly, have students write down ten “times”. Have them read them to their partner and have their partner write them down. Have them switch. When they are finished, have them compare the times. Are the answers all correct? If students are shadowing and conforming, they should be. This is also a great speaking test or review when you have extra time in class.

**Using What You’ve Learned**

Page 28

- As per the instructions in the book. Again, please point out to students to be careful with pronouns and grammar. “I get up” vs “He gets up”.

- For advanced students, have them make up questions to ask their partner such as “What does Wendy do at 8:00am?” or “What time does Wendy have lunch?” If students finish early, have them write out a quick timetable for their day and have them share it with their partner. Of course, encourage follow up questions.

**Spotlight on Vocabulary**

SB: Page 28

NB: Page 10 &amp; 11

- As per the instructions in the book.

- If you are short on time you can set this exercise for homework.

**At Home**

Page 28 / Track 20

- As per instructions in the book. Assign for homework.

**Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)

- Check the answers in the next class and if necessary listen again to the recording.

## Unit 5: How many are there?

### ☐ Topics

- Fluency with numbers

### ☐ Listening

- Weak vowels in numbers

### ☐ Speaking

- Shadowing

## Unit 5

### Lesson Lead-in

- Ask students how many students there are in the class. Ask them how many prefectures, states or provinces there are in their country. Ask them how many buildings there are at their school and finally, ask them the population of their town/city and country (please ensure you know these answers before you ask them!).

### Warming-Up Page 31

- As per the instructions in the book. Students may ask why numbers are written in both numerical and alphabetical form and when should they use the two forms. Usually numbers are written in number form for anything over ten. Ten and under are usually written out using letters. The simple reason for this is convenience and space. You can ask students about the rules governing their number writing rules.

### Warming-Up Page 31

- Students may have problems with numbers such as “13” and “30”. Have them clap out the syllable for these and note the raising intonation of “13” and the falling of “30”. Students may also question “and” as in “one hundred one” and “one hundred and one”. This is a difference in British and American English and both are correct. Have students shadow the number their partner has said and point to it in their book to confirm. Have them go back and forth between the two of them and say the number. Like the activity with the times, have them join two others and do a speed race with saying the numbers. Time them and have the class repeat this and show them their improved times.

### Getting the Basic Idea Page 31 Track 22

- As per the instructions in the book.

### Getting Details Page 31 Track 22

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

**Practicing**  
**Page 32**

- Students should be very comfortable with this activity format by not and don't really need to be told what to do. They should ask know the vocabulary. Encourage students to ask about spelling, clarifying information and shadowing. Students may not remember "<" and ">" so review them on the board. Write "greater than" and "less than" on the board and ask them what the symbol is for them.

**Spotlight on Listening**  
**Page 32**  
**Track 23**

- Review the schwa sound by writing a schwa on the board and asking students what it is. Remind students of weak vowels and when they happened. Students may want to refer back to the other units just in case.
  - As per the instructions in the book.
  - Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.
- Note:** See the section "*Teaching the Spotlights*" at the front of the teacher's notes for suggestions on teaching *Spotlight on Listening*.

**Spotlight on Memory**  
**Page 32**  
**Track 24**

- As per the instructions in the book.
- Note:** See the section "*Teaching the Spotlights*" at the front of the teacher's notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**  
**Page 32**  
**Track 22**

- As per the instructions in the book.
- Note:** See the section "*Teaching the Spotlights*" at the front of the teacher's notes for suggestions on teaching *Spotlight on Speaking*.
- For part two, if students are more advanced, have one student close their book and shadow the numbers. Students should read out 10 numbers before they switch roles.

**Trying What You've  
Learned**  
Page 33

- Students will need to review the vocabulary in this sections before they begin asking their partner questions. Give students about 3-4 minutes to look up vocabulary before beginning this activity. Students can work in partners for this if they wish. Students need to ask questions using "How many \_\_\_\_\_ are there?" Student may struggle with making some of the questions so write any of the questions up on the board that some appear to be struggling with. An example of a question that might cause problems could be "How many cups of coffee are sold daily there?" Or "How many passengers are there each day?"

**Using What You've  
Learned**  
Page 33

- As per the instructions in the book.

**Spotlight on Vocabulary**  
SB: Page 33  
NB: Page 12 & 13

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework.

**At Home**  
Page 33  
Track 25

- As per instructions in the book. Assign for homework.  
**Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.

## Unit 6: What did you do after school?

### ☐ Topics

- Talking about things you did

### ☐ Listening

- Blended sounds

### ☐ Speaking

- Involvement:  
- asking questions

## Unit 6

### Lesson Lead-in

- Ask students what they did the day before and over the past weekend. Write some of the answers up on the board. Remind students to use the past tense of verbs. Some students may struggle with irregular verbs so use error correct where necessary.

### Warming-Up Page 34

- As per the instructions in the book but have students write out the answers using the “past tense” for the verbs given. Again, students may need help with verbs like “go out to eat” – “went out to eat”.

### Warming-Up Page 34

- Let students know that answers given should not be only “yes” or “no and that they should expand on their answers such as “No, I didn’t. I went \_\_\_\_\_” or “Yes, I ate Italian”. Those asking the questions should also be asking following up questions such as “Who did you go with” or “What did you buy?”

### Getting the Basic Idea Page 35 Track 26

- Have students guess what the listening dialogues will be based on the pictures.
- As per the instructions in the book.

### Getting Details Page 35 Track 26

- As per the instructions in the book. Play the recording twice if necessary.
- Have students compare their answers before telling them. Ask students if anyone did these activities the day before.

**Practicing**  
**Page 35**

- Students should have no problems completing this activity. Encourage them to ask for spelling, clarify information and shadow. When students are finished, ask if they think the names are for males or females as some may be unsure. If there is time, have students brainstorm what they think are popular names for males and females in English speaking countries.

**Spotlight on Listening**  
**Page 35**  
**Track 27**

- Blended sounds can be very difficult for students.
- Read out the sentence “What did you do after school?” and have students write down what they think you said.
- Have them compare this with their partner.
- Have them open their books and look at the sentence.
- Students should repeat the sentence after the teacher.
- As per the instructions in the book.
- Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Listening*.

**Spotlight on Memory**  
**Page 36**  
**Track 28**

- As per the instructions in the book.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**  
**Page 36**  
**Track 26**

- Students have covered “follow up” sentences in previous units.
- Review the five “W” questions – who, what, where, why and when and have them give a couple of example questions that could be asked.
- As per the instructions in the book.

**Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.

### Trying What You've Learned Page 37

- As per the instructions in the book.

### Using What You've Learned Page 38

- As per the instructions in the book. Remind students about asking about spelling, clarifying information and shadowing.
- When students finish, have them question their partner about what they did over the past weekend. Have students jot down notes with regards to their partners answers. They should ask a minimum of five follow up questions.

### Spotlight on Vocabulary SB: Page 38 NB: Page 14 & 15

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework.

### At Home Page 38 Track 29

- As per instructions in the book. Assign for homework.  
**Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.

## Unit 7: What is he doing?

### ☐ Topics

- Describing current actions

### ☐ Listening

- Sentence stress

### ☐ Speaking

- Confirmation:
  - asking for repetition

## Unit 7

### Lesson Lead-in

- Charades. Make up a stack of cards with verbs written on in the present continuous form: reading, talking, listening to music, studying, watching TV, playing baseball, swimming, running, eating... Ask for a volunteer to come up and act out the verb. Have the class guess the verbs. Have students use the “ing” form of the verb.

### Warming-Up Page 39

- As per the instructions in the book.

### Warming-Up Page 40

- As per the instructions in the book but have students gesture the action if the students can't remember what the person was doing.
- If students finish quickly, have students write down 10 other verbs using the present continuous form. In partners, have students act out their verbs. The other members have to guess what the verb is.

### Getting the Basic Idea Page 40 Track 30

- Based on the pictures, what do students think the dialogues will be about?
- As per the instructions in the book.

### Getting Details Page 40 Track 30

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

### Practicing Page 40

- Students should be more than comfortable and independent when doing this activity. Monitor the class and ensure they are asking about spelling and are clarifying information and shadowing. Correct the matching exercise as a class. Have students practice the short dialogues.

**Spotlight on Listening**

Page 41

Track 31

- As per the instructions in the book.
  - Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Listening*.
- Have them practice these sentences, while clapping them out.

**Spotlight on Memory**

Page 41

Track 32

- As per the instructions in the book.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**

Page 41

Track 30

- Students have previously covered asking people to repeat things.
  - In partners, have them brainstorm ways to ask someone to repeat something.
  - Elicit the answers from the students and write them on the board.
  - Have them listen to the dialogue and fill in the blank.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.
- Have students practice the dialogue with their partner and have them replace the underlined phrase with substitutes.

**Trying What You’ve Learned**

Page 42

- As per the instructions in the book but have student B close the book while student A is describing the picture. Student B should be taking short notes about what student A is saying. Student B should be asking for repetition, shadowing and clarifying information. After one minute, have students switch roles.

**Using What You’ve Learned**

Page 42

- As per the instructions in the book. If students have time, have them make up 5 new sentences about the picture and tell their partner. They can describe clothing, articles in the room...

**Spotlight on Vocabulary**

SB: Page 42

NB: Page 16 &amp; 17

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework

**At Home**

Page 42

Track 33

- As per instructions in the book. Assign for homework.
- Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.

## Unit 8: It's black and white

### ☐ Topics

- Describing objects and animals

### ☐ Listening

- Linking sounds

### ☐ Speaking

- Confirmation:  
- asking for meaning

## Unit 8

### Lesson Lead-in

- Describe an elephant to the class: it is an animal. It is big. It is gray. It has big ears and a long nose. Have them guess. Give them a few more descriptions but make it more difficult as you go along. Have students ask questions if they can not guess the answer. If animals are too easy, more onto things like countries or food.

### Warming-Up Page 43

- As per the instructions in the book. Have students add one or two more words to help describe each object.

### Warming-Up Page 43

- As per the instructions in the book. After they are done comparing with their partners, have students read out some of their answers to the class as the answers will vary. Do they all agree on the answers given? Why or why not?

### Getting the Basic Idea Page 44 Track 34

- As per the instructions in the book. Confirm that students understand the meaning of “floppy” and “furry” after they have listened once.

### Getting Details Page 44 Track 34

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

### Practicing Page 44

- It is very important that students clarify the spelling and information given to them for this activity. Once students have ensured that the sentences and spelling are correct, have them do the matching activity. Have them write the names of the objects under the pictures once they have matched. Have them check their dictionaries for spelling as words like “elephant” is commonly misspelled.

**Spotlight on Listening**

Page 44

Track 35

- Students have covered linking words in previous units but they may need to be reminded about them.
  - Have them listen to the example sentence
  - Give them a minute or two to read the “note” on linking and to check the previous units to refresh their memory.
  - As per the instructions in the book.
  - Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Listening*.

**Spotlight on Memory**

Page 45

Track 36

- As per the instructions in the book.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**

Page 45

Track 34

- As per the instructions in the book.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.

**Trying What You’ve Learned**

Page 46

- Quickly go over description vocabulary such as big, small, sweet, sour, loud, fast, sweet... You may want to divide the headings into things such as animals, food, and transportation. As per the instructions in the book.

**Using What You’ve Learned**

Page 46

- As per the instructions. If this is too easy, have students write down five objects of their choice and have students ask questions about them until they guess them.

**Spotlight on Vocabulary**

SB: Page 46

NB: Page 18 &amp; 19

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework.

**At Home**

Page 46

Track 37

- As per instructions in the book. Assign for homework.
- Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.

## Unit 9: When does it start?

### ☐ Topics

- Asking questions

### ☐ Listening

- Weak vowels
- Guessing from grammar

### ☐ Speaking

- Confirmation:
  - asking for repetition

## Unit 9

### Lesson Lead-in

- Ask students when various things start and finish such as the next period, lunch time, the next holiday... Ensure that students answer the questions in full sentences such as “It starts at 12:15” or “The 26th” to ensure that they are using the proper vocabulary and endings of dates. Quickly review 1st, 2nd, 3rd, 4th, 20th, 21st, 30th, and 31st, with students as they may forget or have trouble pronouncing them.

### Warming-Up

Page 47

- As per the instructions in the book. Review vocabulary such as “exhibition”, “museum”, “dinosaur” and “ancient Egypt” to ensure that students understand the meanings.

### Warming-Up

Page 47

- As per the instructions in the book or you can bring in another poster of a local event, movie, play... and ask students the same questions.

### Getting the Basic Idea

Page 48

Track 38

- Before students listening, ask students to list different types of art. Ensure that students are familiar with the term “Modern Art” before they do the listening. This will be a review of “times” but take care as some students may make minor mistakes with things like “5:15” and “5:50”. Have them check their answers with a partner before checking as a class.

### Getting Details

Page 48

Track 38

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

### Practicing

Page 48

- As this is the last unit, students should be very comfortable with this activity. Ensure that students check for spelling, clarify and confirm information and shadow. Have students check their dictionary for any words they may be unsure of.

**Spotlight on Listening**

Page 48

Track 39

- Students should be comfortable with weak vowels but if they need to review, give them a few moments to look at past units as written in the book.
  - As per the instructions in the book.
  - Have students practice the sentences. Teachers may want to use an exaggerated voice and have students repeat after them.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Listening*.

**Spotlight on Memory**

Page 49

Track 40

- As per the instructions in the book.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Memory*.

**Spotlight on Speaking**

Page 49

Track 38

- As per the instructions in the book.
- Note:** See the section “*Teaching the Spotlights*” at the front of the teacher’s notes for suggestions on teaching *Spotlight on Speaking*.

**Trying What You’ve Learned**

Page 49 &amp; 50

- As per the instructions in the book.

**Using What You’ve Learned**

Page 50

- As per the instructions in the book.
- Teachers may want to bring in local pamphlets for events such as art exhibits or movies and have students make questions about these once they have completed the activity in the book. They can take turn asking questions to their partner. If the students are advanced, give them different pamphlets and have them ask questions to each other about the event written on their partner’s pamphlet.

**Spotlight on Vocabulary**

SB: Page 50

NB: Page 20 &amp; 21

- As per the instructions in the book.
- If you are short on time you can set this exercise for homework.

**At Home**

Page 50

Track 41

- As per instructions in the book. Assign for homework.
- Note:** The scripts for the At Home section are not at the back of the book. They can be downloaded from our web site: [www.abax.co.jp](http://www.abax.co.jp)
- Check the answers in the next class and if necessary listen again to the recording.