

Communication Spotlight

Pre-Intermediate

Teacher's Note

ABAX Ltd.

Unit 1: How do you spell that?

Topics

- Describing school schedules

Speaking

- Confirmation:
- classroom English
 - asking questions

Listening

- Linking sounds

Lesson Lead-in

- Ask students to write down one thing they do regularly each day of the week. Model the activity first.

For example:

Monday	- Go to my part-time job
Tuesday	- Play tennis
Wednesday	- English class
Thursday	- Watch my favorite TV program
Friday	- go out with friends
Saturday	- do lots of homework
Sunday	- clean my room

- Have the students compare their activities with a partner.

Warming-Up

- As per the instructions in the book.

Warming-Up

- If your students are not high-school, college or students, you could change the activity to this:
 - How many projects, tasks, etc are you working on at the moment?
 - What are they?
 - Who supervises these projects, tasks, etc?

Getting the Basic Idea

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

Getting Details

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

Unit 1: How do you spell that? - *contd.*

Practicing

- This is a straightforward dictation exercise. Make sure students are aware of questions they can ask such as “How do you spell that?” or “Could you repeat that?” These are at the bottom of the activity but you may need to put these types of questions on the board and remind students of them as you walk around the class.
- Pronunciation may be an issue. Correct as you feel necessary but remember that the task is also designed to get students to ask about spelling.

Spotlight on Listening

- If you have access to an OHP you may find it useful to copy the Spotlight on Listening section onto a sheet to make it easier to show the answers.
- The purpose of the exercise is to raise student awareness of linking so do not spend too much time replaying the recording. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per the instructions in the book.

Trying What You've Learned

- As per the instructions in the book.
- Go through the model questions at the beginning of the task with students so that they know what to do.

Using What You've Learned

- As per the instructions in the book.
- If necessary change period to times such as 9:00 -11:00 or 12:00 - 1:00 ...

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 2: I usually get up at six

Topics

- Describing your daily routines
- Expressions of time

Speaking

- Confirmation:
- repeating key information

Listening

- Sentence stress

Lesson Lead-in

- Have the students work in pairs to come up with at least ten ordinary activities they do everyday.
- Give an example such as “brush my teeth”. Elicit other answers and write them on the board.

Warming-Up

- As per the instructions in the book.
- Have students compare their answers before telling them the answers.
- You could extend this exercise by introducing ‘after’ as an alternative to ‘past’ or have students read out some times to their partner and their partner draws a clock.

Warming-Up

- As per the instructions in the book.
- Have students compare their answers with a partner.

Extention

- Have students come up with two more questions.

Getting the Basic Idea

- As per the instructions in the book.
- Only replay the recording if absolutely necessary as students can listen to it again in the next exercise.

Getting Details

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

Practicing

- As per the instructions in the book.
- The students could write 16 complete sentences before speaking if necessary.

Spotlight on Listening

- As per the instructions in the book.
- Remember that students are not expected to get all the answers even after listening twice.
- The secondary questions are important to raise the student’s awareness of stress.

Unit 2: I usually get up at six - *contd.*

If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per the instructions in the book.
- More advanced students can change some of the details of the girl's day and the other student can take notes so that they can easily repeat the key information.

Trying What You've Learned

- As per the instructions in the book.

Using What You've Learned

- As per the instructions in the book.
- Give the students time to organize what they are going to say. They should come up with at least eight activities.

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 3: It's next to the window

Topics

- Describing location
- Describing objects in a room

Speaking

- Confirming understanding:
- asking about meaning

Listening

- Weak vowels

Lesson Lead-in

- Find pictures of kitchen items or if possible use realia and have students call out the names of the various items. If possible use the items in the unit.

Warming-Up

- This exercise shouldn't take too long and students should check their answers with a partner first.

Warming-Up

- Students should be given time to study the picture before starting this exercise. The exercise could be extended by students asking other true/false questions of their partner.

Getting the Basic Idea

- As per the instructions in the book.
- You may need to explain 'second language English speaker' to your students.

Getting Details

- As per the instructions in the book.

Practicing

- As per the instructions in the book.
- Expand upon the true/false exercise as necessary.

Spotlight on Listening

- As per the instructions in the book.
- Hearing the weak vowel can be a difficult task for pre-intermediate students and even teachers. Let the students hear track 14 two or more times if necessary. You could also model the phonological point in exaggerated fashion using your own voice if necessary.

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Unit 3: It's next to the window - *contd.*

Spotlight on Speaking

- As per the instructions in the book.

NB: This activity is only possible if your students have been doing their homework. Check this before doing this activity.

Trying What You've Learned

- As per the instructions in the book.
- This is a straightforward 'spot the difference' activity. Setting a definite time limit is a good idea even though some students may not finish.

Using What You've Learned

- As per the instructions in the book.
- Instead of drawing the pictures you could photocopy them and cut them up.

Extention

- Students rearrange the photocopies.

Spotlight on Vocabulary

- As per the instructions in the book.

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 4: That's my cousin

Topics

- Describing your family

Speaking

- Involvement:
- showing interest

Listening

- Blended sounds

Lesson Lead-in

- You could draw your own family tree on the board or an OHT.
- Leave some information out and get the students to ask questions to fill in this information.
- If you are feeling creative you could use photos of your family members and have students ask about them. If you don't want to talk about your own family use photos from magazines and create an artificial family.

Warming-Up

- As per the instructions in the book.

Warming-Up

- As per the instructions in the book.
- Give the students plenty of time to memorize as much as they can.
- If students are unable to remember much you could turn this into a questioning exercise, where one student looks at page 24 and answers questions and another student looks at page 117 and asks questions.

Getting the Basic Idea

- As per the instructions in the book.

Getting Details

- As per the instructions in the book.

Practicing

- As per the instructions in the book.
- By now your students should be familiar with information gap exercises.

Spotlight on Listening

- As per the instructions in the book.
- This exercise could be difficult for students. Remind them that they do not need to get it perfectly right the first time. If necessary, model the phonological point in exaggerated fashion using your own voice.

Unit 4: That's my cousin - *contd.*

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per the instructions in the book.
- This is an important technique for students to learn – especially students from Asian countries who often don't practice using questions to extend conversations.

Trying What You've Learned

- As per the instructions in the book.
- Your students should be familiar with information gap exercises by now.
- Make sure students know to draw more ovals as needed.

Using What You've Learned

- As per the instructions in the book.
- To make sure that students are taking adequate notes you could have one member of each group talk to other groups about the families of the people in their original group.

Spotlight on Vocabulary

- As per the instructions in the book.

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 5: How was the concert?

Topics

- Talking about things you did

Speaking

Using natural *spoken* English

Listening

- Disappearing sounds

Lesson Lead-in

- Ask students to write down their perfect weekend, for example: get up at 11:00, play golf until 1:00, have a late lunch at the Hilton and so on.
- Have your students compare their perfect weekend with a partner.

Warming-Up

- As per instructions in the book.

Warming-Up

- As per instructions in the book.
- Check that students have put the dialogue in the correct order.
- Have students practice the dialogue with their partners.
- Students mingle and ask each other about their weekends.
- Have them record their answers in the book.

Getting the Basic Idea

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

Getting Details

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

Practicing

- Give students time to look at the pictures below before they circle the activities.
- Check that they understand what is happening in each picture. You may need to pre-teach some vocabulary items before they begin the task (for example, vacuuming the room, watering the plants etc.).
- Have students complete the task as per the instructions in the book.

Spotlight on Listening

- Write the sentence “Right, right. So how was it?” on the board. Model the sentence a couple of times to show how the final consonant’ can disappear in natural speech.
- Have students read the sentences below before playing the recording.
- Students cross out the sounds they don’t hear. Students may need to listen to this more than once.
- Ask students to compare their answers with a partner before checking them. If necessary, model the phonological point in exaggerated fashion in your own voice.

Unit 5: How was the concert? - *contd.*

Spotlight on Memory

- As per instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per instructions in the book.
- It may be a good idea for the students to practice saying the first dialogue to give them a feeling for the flow of the conversation before trying to make the changes to the second dialogue.

Trying What You've Learned

[Part 1]

- As per instructions in the book.

[Part 2]

- It would be a good idea to have students practice the example dialogue in the book before they develop their own conversations from Part 1.
- Have students think of some possible questions for the '?' box (for example, Friends from school? Do I know them? etc.).
- Tell students to try and keep their conversations going for as long as possible.
- Help out with pronunciation as needed.

Using What You've Learned

[Part 1]

- As per instructions in the book.
- Help out with this as needed.

[Part 2]

- As per instructions in the book. Have students complete the information boxes by interviewing each other about the stories they created in Part 1.
- Students work together in small groups and complete the exercise by interviewing each other about their actual weekends. This part of the exercise is for developing fluency so tell students to look at their books as little as possible.

Spotlight on Vocabulary

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

At Home

- As per instructions in the book. Check the answers in the next class and if necessary listen again to the recording.

Unit 6: I'm looking for the museum

Topics

- Giving directions

Speaking

- Confirmation:
- shadowing

Listening

- Guessing meaning through patterns

Lesson Lead-in

- Ask students to take turns describing to a partner their way home after class. The partner retells the story to another partner (make sure the descriptions are relatively short). How different is the last version from the original?

Warming-Up

- As per instructions in the book.

Warming-Up

[Part 1]

- As per instructions in the book.

[Part 2]

- As per instructions in the book.
- It would be a good idea to model a couple of your own directions so that students know what to do.
- Assist students with vocabulary as needed.

Getting the Basic Idea

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

Getting Details

- As per instructions in the book.
- Have students draw the route to the art gallery. Play the recording twice if necessary.
- In the space provided have students write some examples of the speakers directions. If this is too difficult for the students, you could have them read the transcript in the back of the book while the recording is playing.

Practicing

- As per instructions in the back.
- Have students work in pairs to complete the exercise.
- Help out with vocabulary as needed.

Unit 6: I'm looking for the museum - *contd.*

Spotlight on Listening

- As per instructions in the book.
- Have students try to guess the missing words in the dialogue before you play the listening. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per instructions in the book.
- Have students complete the dialogue with the words they hear.

Trying What You've Learned

- As per instructions in the book.
- You may need to give a practice direction first so that students will know what to do.

Using What You've Learned

- As per instructions in the book.

Spotlight on Vocabulary

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

At Home

- As per instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 7: How much was it?

Topics

- Fluency with money and prices

Speaking

- Management:
- hesitation devices
 - thinking sounds

Listening

- Sentence stress and word stress

Lesson Lead-in

- Ask your students to describe some things they bought recently to a partner.
- Write the following questions on the board to help them:
 - What were the items?
 - Where did you buy them?
 - How much were they?

Warming-Up

- As per instructions in the book.

Warming-Up

- As per instructions in the book.

Alternative

- You could do this as a class activity by asking questions about the picture to the class.

Getting the Basic Idea

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

Getting Details

- As per instructions in the book.

Practicing

- As per instructions in the book.
- This is a pair work gap fill exercise that requires students to talk about prices. If you think it is necessary, you could show the class how to do the activity by modelling the example question at the top of each page and get them to find the answers.
- Pronouncing the different currency types listed may be a problem for some students. Help out as needed.

Unit 7: How much was it? - *contd.*

Spotlight on Listening

- Write the sentence “I got it in London” on the board.
- Model the sentence a couple of times to show the sentence stress.
- Have students read the sentences below before playing the recording.
- Students circle the correct stress pattern they hear. Students may need to listen to this more than once.
- Do the same for the next exercise on word stress. Check the answers.
- Have students complete the final exercise with their partners. Help out with pronunciation as needed. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- Students work in pairs to complete the exercise. You may want to model the thinking sounds (well..., um..., let me see..., er...) to the students before they start the exercise. Encourage them to use these expressions as much as possible during the exercise.

Trying What You've Learned

- As per instructions in the book.
- Students work in groups of three to complete the exercise.
- Help out with any pronunciation difficulties of the items as needed.

Using What You've Learned

- As per instructions in the book.
- Have students check their answers when they are finished.

Spotlight on Vocabulary

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

At Home

- As per instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 8: Are you gonna go to France?

Topics

- Talking about the future
- Talking about vacation plans

Speaking

- Confirming understanding:
- use of *yes/no* questions

Listening

- Casual English:
gonna, wanna, gotta

Lesson Lead-in

- Ask your students to think of a popular destination (national or international) where people like to go on holiday.
- Write the following questions on the board for your students to discuss with their partners.
 - Why is it popular?
 - What do people do there?
 - Would you like to go there?
 - Why? Why not?

Warming-Up

- As per instructions in the book.

Warming-Up

- As per instructions in the book.
- You could ask your students to write an extra question, for example: "What kinds of dishes or snacks do you usually eat in summer?"

Getting the Basic Idea

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

Getting Details

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

Practicing

- This is a pair work gap fill activity that practices the form 'going to'.
- Check to make sure your students know how to ask the questions for this activity.
- Help out with pronunciation as needed.

Spotlight on Listening

- Write the following sentences on the board:

I'm going to go.

I want to go.

I have got to go.

Unit 8: Are you gonna go to France? - *contd.*

Spotlight on Memory

- Model these sentences to the class using their informal forms (gonna, wanna, gotta).
- Play the recording and check the answers.
- Have students practice saying the sentences with their partners.
- Help out with pronunciation as needed. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Speaking

- As per instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Trying What You've Learned

- As per instructions in the book.
- Students work in groups of three to complete the exercise.
- Go through the model question at the beginning of the task with students so that they are aware of what to do.
- Help out with any pronunciation difficulties with the words on the schedules as needed.

Using What You've Learned

[Part 1]

- As per instructions in the book.
- Other questions could include "When will you arrive?", "How are you getting there?", "How long are you staying?" etc.

[Part 2]

- As per instructions in the book.

Spotlight on Vocabulary

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

At Home

- As per instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 9: What does your brother do?

Topics

- Describing occupations

Speaking

- Compensation:
- asking for help

Listening

- Disappearing sounds
- Disappearing syllables

Lesson Lead-in

- Ask your students to tell their partners about a job they have had.
- Write the following questions on the board for them to answer.

- What was the job?
- What did you have to do?
- Did you like it?
- Why? Why not?

Warming-Up

- As per instructions in the book.

Warming-Up

- As per instructions in the book.
- This activity could also include the categories full time jobs or voluntary jobs depending on the experiences of your students.

Getting the Basic Idea

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

Getting Details

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

Practicing

- In this exercise it is important that students only take notes of their partners' descriptions and not write down every word.
- Students may need to listen to each description more than once but try to avoid more than one repetition.
- Ask students to guess the answers from what they have heard and then ask them to read their partners' descriptions to check.

Spotlight on Listening

- Write the sentence "I don't know" on the board.
- Model the sentence to the class in casual pronunciation (I dunno).

Unit 9: What does your brother do? - *contd.*

Spotlight on Memory

- Play the recording and ask your students to cross out the sounds that are not pronounced.
 - After they compare their answers, have your students practice saying the sentences to their partners. If necessary, model the phonological point in exaggerated fashion using your own voice.
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- As per instructions in the book.
 - This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per instructions in the book.

Trying What You've Learned

- As per instructions in the book.
- Go through the instructions at the beginning of the task so that they are aware of what to do.

Using What You've Learned

- As per instructions in the book.
- Vocabulary-identify the jobs in the picture before your students attempt the task.

Spotlight on Vocabulary

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

At Home

- As per instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 10: It's east of Seattle

Topics

- Describing cities
- Introducing your hometown

Speaking

Confirmation: repetition

Listening

- Sentence stress and Weak vowels

Lesson Lead-in

- Bring in a map of the world or a map of the country you are in.
- Point to areas on the map and ask them to think of any words/ideas/information they can come up with about the areas.
- Ask them to quickly write these down. They can do this in pairs or small groups, or if you have a small class, you can do this together.
- Get some feedback at the end and discuss the types of things they have written down.

Warming-Up

- As per the instructions in the book.
- Get feedback as a group at the end of the activity.
- Discuss the words and list the new words they have thought of on the board.
- Do some pronunciation practice.
- Leave the expanded word list on the board for them to refer to in the next *Warming-Up* exercise.

Warming-Up

- Try to keep this activity relatively short, as they will do this in detail later in the unit. How this activity is run depends on your situation.
- If your students are from various parts of the world, you can do the activity as per the instructions in the book.
- If your students are from various parts of the same country, the answer to the first question, "Where are you from?" would be their prefecture or state, and then the next two questions would be about their town.
- If they are from a big city, for example Tokyo, their answer to question one would of course be "Tokyo" and question two could be which suburb/area of Tokyo they are from, with question three about a well-known temple there or a particular product that the area is known for or that is made there.
- If your students are all from the same town, you will have to change this activity to the local area. You could localize the information to focus on the streets/suburbs/areas of that particular location, and you would change "hometown" to "neighborhood" for example and the answer to the third question would be virtually the same for the whole class.
- Another idea is to base the activity on where your students' parents are from.

Unit 10: It's east of Seattle - *contd.*

Getting the Basic Idea

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

Getting Details

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

Practicing

NB: One idea is to do the *Spotlight on Listening* section before you do this section and to then have them mark the stressed words in their passage before they read it to their partners. This would help them hear the important information more clearly and help them to understand the skill of taking notes better.)

- Give the students time to read their passages and look up any new words.
- Stress to the students that this is NOT a dictation exercise, but a note-taking activity.
- Discuss the type of information that is written when students are taking notes, i.e. the “content” words that carry the information and meaning of the sentence and not the smaller “connecting” words that hold the sentences together.

Spotlight on Listening

- If you have access to an OHP, it is useful to transfer this activity to a sheet to make it easier to show the answer.
- Remember that the students are not expected to be perfect at this and they may need to listen to this more than once.
- The purpose of the exercise is to raise their awareness of “content/meaning” words in a sentence and to show them that they do not need to hear or understand every word in a sentence to understand what it means. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per the instructions in the book.
- Let them check with each other before moving on.
- You may need to play the recording twice. Let them practice the dialogues in pairs.

Unit 10: It's east of Seattle - *contd.*

Trying What You've Learned

- As per the instructions in the book.
- This is just like what they did in the *Practicing* section only they are supplying the information themselves.
- This could be difficult if you have a class of younger students who don't know very much about the world or haven't done any travel. If this is the case, one idea is to print out some information from the Internet about various cities and let them write their descriptions using this information.
- You could give them the information the day before and let them prepare it at home.
- Alternatively, assign this section as homework and get them to research a city on the Internet or in the library. Obviously, they should do different cities to the ones they had in the *Practicing* section, and make sure they are doing different cities to each other.

Using What You've Learned

- As in the second *Warming-Up* section, how to do this activity depends on your class. If your students are from various parts of the world or various parts of the country you are in, they can expand on and add more details to what they discussed in the second *Warming-Up* section.
- However, if your students are all from the same place, you could turn this into a creative activity and have some fun with it.
- Tell them to imagine a town and what it is like there. They should make up a name for the town and supply details about this fictional town.
- Encourage them to be creative and funny, and be sure to get group feedback at the end of the activity so everyone can hear about the different towns.

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 11: Are you waiting in line?

Topics

- Building conversations

Speaking

- Involvement: responding with comments

Listening

- Guessing meaning through patterns

Lesson Lead-in

- If you can physically do it, move the desks aside and put the students in two parallel lines facing each other.
- Tell them they have to keep talking to the person they are facing until you say “change”. Time it for about 2-3 minutes for each pair, then say “change”.
- One line then moves over by one person so they are with a new partner, and the person who was at the end of the line goes to the other end.
- The other line does not move.
- Tell them they must begin each conversation with a question and that they have to keep talking the entire time.
- Let this activity continue for about 3 to 4 pairs, which should be about 5 -10 minutes.
- If you cannot physically move the desks, seat them in some way so that they can move to change partners easily.

Warming-Up

- As per the instructions in the book.
- Do the activity in pairs.
- Check the answers and discuss them after the first part of the activity, then move on to the second part.
- Again, check the answers and get feedback after they finish

Warming-Up

- As per the instructions in the book.
- Put them into groups of 3-4 to do this.
- Go over the task with the class before they start to make sure they can form the questions correctly, and encourage them to add their own questions. For example, for the “Age?” question, they could ask “How old are they?” or “Are they older or younger than you?”

Getting the Basic Idea

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

Getting Details

- As per the instructions in the book.

Unit 11: Are you waiting in line? - *contd.*

Practicing

- Play the recording twice if necessary.
- Have students compare their answers before telling them.

Spotlight on Listening

- As per the instructions in the book, except change the “hometown” section to another topic if they are all from the same town.
- Just do this quickly with one topic and make sure they change partners.
- As with the other units, if you have access to an OHP, it is useful to transfer the activity to a sheet to make it easy to check the answers.
- This activity ties in with the one they did in the Spotlight on Listening they did in Unit 10.
- Remind them that the words they need to fill in are the “smaller” words in the sentence that connect things together but do not carry the main meaning of the sentence.
- It is good to expand this activity with a few more short dialogues put up on the board or on a sheet to use with the OHP. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per the instructions in the book
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself..

Spotlight on Speaking

- As per the instructions in the book.
- Let them check with each other first and then get class feedback before moving on.

Trying What You've Learned

- As per the instructions in the book.
- Have them practice the dialogue in the comic in pairs.
- Brainstorm some topics on the board together before they start, then choose two for everyone in the class to do.
- Tell them that they don't have to fill in every line in the spaces, but at least more than half way down.
- Go around and help them and check that they are on track.
- Then, instead of them showing their dialogues to another pair, have them choose one of the dialogues they have written and memorize it.
- Each pair should then join another pair to perform their dialogues for each other, and then they can change pairs and perform it for each other again.

Unit 11: Are you waiting in line? - *contd.*

Using What You've Learned

- Make sure they do not carry around their books and simply read out what they have written.
- At the end of the activity, choose a few pairs from the class to perform their dialogues for the whole class.

- As per the instructions in the book, but eliminate the 2 topics you have just used in the previous section.
- Again, the “hometowns” topic may not be applicable if your students are all from the same place so either change it to something else or don't include it at all.

- Do not let this become a writing activity.
- Let them practice in a group of 3 at first, but then break them up and turn it into a mingle activity.
- Do not let them carry around notes and simply read questions to each other.
- You can list the topics on the board for them to refer to if they forget what they are. Make sure they keep talking and keep changing partners or groups.
- You could set a time limit like in the *Lesson Lead-In* students change partners and topics when the teacher say “change”.

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 12: So, how was your trip?

Topics

- Story telling

Speaking

Involvement: backchanneling

Listening

- Disappearing sounds
- Weak vowels

Lesson Lead-in

- Ask your students to think about a holiday they have had where something went wrong, for example missing their plane, losing their passport etc.
- Have your students talk about their holiday stories to a partner or elicit a couple of stories from the class.

Warming-Up

- As per instructions in the book.

Warming-Up

- As per instructions in the book.
- After your students compare their lists with a partner, have them complete the speaking exercise.
- Model the first exercise with a student so that the class knows what to do.

Getting the Basic Idea

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

Getting Details

- As per instructions in the book.
- Play the recording twice if necessary.
- Have students compare their answers before telling them. Play the recording and have your students write down the main points in the 'ovals'. In the second listening they complete the details.
- Play the recording a third time if necessary.
- Have your students compare their answers with a partner before checking them.

Practicing

- Give students time to look at the pictures below before they tell the story.
- Check that they understand what is happening in each picture.
- Have your students take turns telling the story.

Spotlight on Listening

- Write the phrase "the first day of the trip" on the board. Model the sentence a couple of times to show how the final consonant 't' and 'f' tend to disappear in

Unit 12: So, how was your trip? - *contd.*

Spotlight on Memory

- natural speech.
- Have your students read the sentences below before playing the recording.
 - Students cross out the sounds they don't hear.
 - Do not play the recording too often though as the purpose of the exercise is to raise student awareness of the missing sounds.
 - Ask students to compare their answers with a partner before checking them. If necessary, model the phonological point in exaggerated fashion using your own voice.
-
- As per instructions in the book.
 - This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per instructions in the book.
- It may be a good idea for the students to practice the dialogues in the pictures to give them a feeling for the flow of the conversation before attempting the 'follow along replies' listening exercise.
- Finally, students should write down the other small replies they hear and compare them with a partner.

Trying What You've Learned

- As per instructions in the book.
- Give your students enough time to examine the pictures in their story.
- You may need to help out with some expressions, for example 'split the bill' and 'this is the life'.
- Tell students to try and give as much detail as possible.
- Help out with this as needed.

Using What You've Learned

- As per instructions in the book.
- Have your students write notes about their stories and complete the maps.
- Help out with this as needed. Students complete the exercise by telling each other their stories and by making notes of their partners' stories.
- This part of the exercise is for developing fluency so tell students to try and not look at the book as much as possible.

Spotlight on Vocabulary

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

At Home

- As per instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 13: What's the population?

Topics

- Fluency with large numbers

Speaking

- Management: asking for repetition

Listening

- Understanding tone groups

Lesson Lead-in

- Ask your students to think of some numbers they either know about themselves or someone else (eg. height, weight, phone number) or their town (eg. area, population) or their job (number of co-workers, salary!) and write them down on a piece of paper-numbers only.
- Have your students discuss each other's numbers with a partner.
- As an example, you could write a few numbers on the board about yourself and talk about them.

Warming-Up

- As per instructions in the book.

Warming-Up

- As per instructions in the book.
- After your students complete the speaking, draw their attention to "note".
- Model the numbers to your students and have them repeat after you.
- Point out how the comma is used to group numbers. Have your students practice saying the numbers one to five in the book with a partner.
- Help out with pronunciation as needed.

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 the students compare their answers before telling them.

Practicing

- As per instructions in the book.
- This is a straightforward dictation exercise.
- Read the instructions to the class and do the first question as an example so that your students know what to do.
- Have students work in pairs to complete the dictation exercise.

Unit 13: What's the population? - *contd.*

Spotlight on Listening

- As per instructions in the book.
- Write the numbers '268, 456' and '268 456___' on the board.
- Model the numbers to the class, putting emphasis on the rising tone when a number is complete and the falling tone when it is not finished.
- Play the recording and have your students complete the listening exercise. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per instructions in the book.
- It might be a good idea for your students to practice the dialogue in the pictures to give them a feel for the natural flow of the conversation.
- Students then listen to the recording and check the strategies they hear in the book.

Trying What You've Learned

- As per instructions in the book.
- You may need to do the first gapfill on each sheet (Student A & B) with the class so that your students know what to do.

Using What You've Learned

- As per instructions in the book.

Spotlight on Vocabulary

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

At Home

- As per instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 14: What do you call it?

Topics

- Describing objects

Speaking

- Compensation: circumlocution

Listening

- Disappearing sounds
- Linking sounds

Lesson Lead-in

- Have students brainstorm *things in the kitchen*, and set a time limit.
- List their answers on the board.
- Have the students think of how these things are used, e.g. *it's used for cutting*, etc.

Warming-Up

- As per the instructions in the book. Call attention to the following three patterns and make sure they understand them:
 - be made of/from + material (e.g. *it's made of plastic*)
 - be used for + -ing (e.g. *it's used for picking things up*)
 - be + shape (e.g. *it's square*)
- Have the students draw lines from the descriptions to the objects in the picture. No need to go over the vocabulary of the objects in the picture. The point of the exercise is to get around unknown vocabulary by describing things, going over the vocabulary (of often low frequency objects) distracts from the point of the lesson.

Warming-Up

- As per the instructions in the book.

Getting the Basic Idea

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

Getting Details

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

Practicing

- As per the instructions in the book.

Spotlight on Listening

- If you have access to an OHP you may find it useful to copy the *Spotlight on Listening* section onto a sheet to make it easier to show the answers.
- The purpose of the exercise is to raise their awareness of sounds that link and sounds that disappear, so do not spend too much time repeating the recording too often. If necessary, model the phonological point in exaggerated fashion using your own voice.
- As per the instructions in the book.

Unit 14: What do you call it? - *contd.*

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per the instructions in the book.
- Let them check with each other before moving on.

Trying What You've Learned

- As per the instructions in the book.
- Give them time to check that they know all the words in their part first.
- Remind them that they need to describe the words using the patterns they've learned and not to just tell their partner what the words are.
- Model this for them first. Also, make sure they understand the terms "across" and "down" before they begin.

Using What You've Learned

- If you need to make this activity a bit different you can run it as a competition with several teams.
- First, you can introduce the vocabulary needed by either putting up the vocabulary for the items in the picture randomly on the board and have the teams match the words to the items in the picture, or you can let them come up with the vocabulary themselves.
- Check with the class to see that they have reasonable matches.
- Then, play a "back to the board" type game.
- One student from each team comes to the front of the room and sits in a chair with his/her back to the board so that they cannot see the words. Point to one of the words on the board. The other team members then have to describe the object using the patterns they've learned to the person whose back is to the board. The first student to guess the item correctly gets a point for their team. Then change players, with a new team member sitting with their back to the board and continue until the words have all been guessed. The team who has guessed the most words is the winning team.

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 15: Tickets to the game

Topics

- Talking about the immediate future

Speaking

- Management:
- hesitation devices
 - thinking sounds

Listening

- Casual English

Lesson Lead-in

- Ask the students what they have planned for the weekend and tell them about your plans.
- Brainstorm possible weekend activities and put the list on the board.
- Then erase the list.

Warming-Up

- As per the instructions in the book.
- Call attention to the two patterns they should use to describe plans:
be + -ing (present continuous tense)
be going to + base verb
- Tell them that they can use either pattern.
- Model both patterns for them.
- Do not go into the subtle differences between these two patterns.

Warming-Up

- As per the instructions in the book.

Getting the Basic Idea

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

Getting Details

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

Practicing

- Give the students time to organize their ideas and choose the vocabulary they need.
- Encourage them to add details that they think of themselves, i.e. what time in the morning, what subject they are studying in the picture, etc. Encourage them to ask each other questions if they have any.
- Remind them of the grammar patterns learned earlier in the lesson.

Unit 15: Tickets to the game - *contd.*

Spotlight on Listening

- This is a relatively easy and straightforward activity. An OHP is likely not needed.
- Stress to the students that the dropping of the -ng sound is only in spoken English and is very casual. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per the instructions in the book.
- Let them check with each other before moving on.
- You may need to play the recording twice. Let them practice the dialogues in pairs.

Trying What You've Learned

- As per the instructions in the book.
- Let them spend a few minutes looking at the pictures and deciding what details they can add.
- Remind them of how to form questions and the grammar patterns they learned earlier.

Using What You've Learned

- Do this as per the instructions in the book, but instead of just having them find a new partner, you could collect all the books and redistribute them to different students.
- Then these students could read out the information (without saying who the information is about), and the class can guess whose information it is.

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 16: When I was in school...

☐ Topics

- Talking about past experiences
- Talking about school

☐ Speaking

Compensation: paraphrasing and other strategies

☐ Listening

- Disappearing sounds
- Linking sounds

Lesson Lead-in

- Make a word map on the board with the types of things students do at school.

For example:

“language” subjects
“maths” subjects
“science” subjects
“world knowledge” subjects
“creative” subjects
“practical” subjects
“other” subjects

- Let students do this in pairs or groups, or if your class is small do it together.

Warming-Up

- As per the instructions in the book.
- Remind them that the choice of tense depends on their current situation.
- They will need to change the last one to “don’t study” if they are still in school.

Warming-Up

- Call attention to the use of the past tense here.
- This is an individual activity, so they should not compare their answers yet.

Getting the Basic Idea

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

Getting Details

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

Practicing

- Remind the students about question word order and to use the past tense.
- After they are finished forming the questions, do a quick group to make sure their questions are formed correctly.
- Also, do a bit of pronunciation practice for the questions.

Unit 16: When I was in school... - *contd.*

Spotlight on Listening

- Then let them do it as a “mingle” activity.
- After everyone is done, ask them who they found they had the most answers in common with.
- If you have access to an OHP you may find it useful to copy the Spotlight on Listening section onto a sheet to make it easier to show the answers.
- Remember that the students are not expected to be perfect at this and they may need to listen to this more than once.
- Even after listening twice, students may not get the answers. The purpose of the exercise is to raise their awareness of linking, so do not spend too much time repeating the recording too often. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per the instructions in the book.
- Remember that they may need to listen to the recording several times to get the answers written down.
- Have them compare and work together to get all the answers and check it as a group to make sure everyone has the correct answers.

Trying What You've Learned

- This activity needs to be set up and monitored, so as to avoid them just reading out the answers to each other.
- First, have the students look at the subjects and the descriptions and try to paraphrase them.

For example:

A: Jin studied Civics in Junior High School

B: Civics? What is Civics?

A: It's when you learn how about living in society.

B: Oh, is it studying about the rights and duties of a good citizen?

A: Yes, that's it.

B: Did he like it?

A: No, he didn't.

- They can then draw the lines and write in the words.
- Remind them of “How do you spell that?” Give them time to prepare this before they start.

Unit 16: When I was in school... - *contd.*

Using What You've Learned

- If the students are still in High School, they will need to change to present tense when they get to this section, so remind them of this. Give them a bit of time to think about their answers before they start.

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book. Check the answers in the next class and if necessary listen again to the recording.

Unit 17: I've worked here for three weeks

Topics

- Talking about the recent past

Speaking

- Involvement: elaboration

Listening

- Casual English

Lesson Lead-in

- Put up these sentence lead-ins for the students to complete verbally.
- Do a “round robin” type thing where you go from student to student taking turns completing the sentences.
 - I like to...
 - One of my hobbies is...
 - I often _____ in my free time.
- Just walk around the room- don't correct students if they make mistakes.

Warming-Up

- Set a time limit on this and give them an example in each category to give them the idea. Then ask them to circle the things they actually do now.
- Ask students to choose one activity and think about when they first started doing and how long they've been doing this.
- Model this for them based on your own information. Put up these patterns:
 - I've been -ing for _____
 - I've _____ for _____
- Tell them they can use either pattern.
- Do another 'round robin' and have them say their sentences.
- Don't get into the differences between the two tenses. Keep it simple. Just get them to produce the patterns correctly.

Warming-Up

- Put the students into pairs to work on these questions together.
- Remind them that the questions about what they do now need to be in the present tense, that “how long” questions need to be in the present perfect tenses they have just practiced in the first Warming Up, and those questions about things in the past need to be in past simple.
- Put up some examples:
 - What's your hobby?
 - How long have you been -ing?
 - Why did you start _____?
- Let them mingle and talk to each other.
- Get some class feedback at the end to answer the question at the end of the activity.

Unit 17: I've worked here for three weeks - *contd.*

Getting the Basic Idea

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

Getting Details

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

Practicing

- They will need to know the name of the instruments to use in their descriptions.
- Help out where needed.

Spotlight on Listening

- If you have access to an OHP you may find it useful to copy the Spotlight on Listening section onto a sheet to make it easier to show the answers.
- The purpose of the exercise is to raise their awareness of dropped sounds, so do not spend too much time repeating the recording. If necessary, model the phonological point in exaggerated fashion using your own voice.

Spotlight on Memory

- As per the instructions in the book
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- As per the instructions in the book

Trying What You've Learned

- As per the instructions in the book.
- Remind them of the various tenses they will need. Model this with the player Gary Ball from the bottom of the page.

Using What You've Learned

- As per the instructions in the book.
- Give them time to think about both their questions and their answers.

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.

Unit 18: When do classes start?

Topics

- Asking for information

Speaking

- Compensation: asking *wh-* and *yes/no* questions

Listening

- Guessing meaning through patterns

Lesson Lead-in

- Put up two columns on the board, one for pros and one for cons.
- Discuss in pairs what aspects of their schools /jobs that could go in each column.
- You could also bring in a brochure for a school/hotel/store and discuss what you would like to find out about these places.

Warming-Up

- As per the instructions in the book.
- Students should do this individually.
- Students can circle points for either positive or negative reasons.

Warming-Up

- As per the instructions in the book.
- Students can look at the bottom of the activity to get ideas.
- Give students a bit of time to think about their answers and then let them mingle and talk.

Spotlight on Listening

- Model this type of conversation first as if you are on the phone and they can hear only your side of the conversation. Something like this:
Hello. Is Mary there?
(pause)
Thanks.
- The students should then be able to guess that the response they could not hear was a positive one judging from your response.
- Then do another one:
Hello. Is Mary there?
(pause)
Oh- thanks anyway. I'll call back.
- Let them check with each other.

Getting the Basic Idea

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

Unit 18: When do classes start? - *contd.*

Getting Details

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

Practicing

- Go over question formation if necessary and model a few before starting.

Spotlight on Memory

- As per the instructions in the book.
- This may be difficult for lower level classes. Help out if necessary. Don't spend too much time trying for perfection. It's just an exercise and not an end in itself.

Spotlight on Speaking

- Explain what is meant by "topic" in the instructions. What are the speakers talking about?
- Play the recording twice and have them compare their answers before telling them.
- Put the full questions up on the board.

Trying What You've Learned

- The students need to decide with their partner which school they will talk about before they begin the activity.
- Then quickly let them prepare the questions and answers but don't let them spend too long, as the activity should be a fast information exchange.

Using What You've Learned

- First, put all the students into small groups to make the ads for the schools.
- After each group has finished their ads, then divide them up into customers and owners.
- The owners stay with their ads and answer the customers' questions, and then everyone should change roles.
- The students should already be able to ask relevant questions without a lot of preparation.
- You could finish with a class vote for the most popular school.

Spotlight on Vocabulary

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

At Home

- As per the instructions in the book.
- Check the answers in the next class and if necessary listen again to the recording.