

These notes are designed to guide you in teaching and assessing the recurring sections of the Student Book. Experimenting with the various options will enliven your classroom and appeal to students' different learning styles.

In the following section and in the Unit Teaching Notes, the icon  indicates an optional step you may wish to include if time permits.

The Course Diagnostic Test

Before beginning the course, you may want to have students complete the course diagnostic test. The test will help you determine how well students know the material they are about to study in the Student Book. Since the material is usually new, students often score low on diagnostic tests. Each test takes about 50 minutes and includes about 60 items. The test is offered in two formats:

- automatically graded test at **www.MyEnglishLab.com**
- reproducible tests in the Teacher's Resource folder on **www.MyEnglishLab.com**

Part Openers

The **Part Openers** in the Student Book preview the grammar and themes covered in each unit. They also list the learning outcomes for each unit. These outcomes have been aligned with the Global Scale of English and the Common European Framework. Before you begin each unit, ask students to review the outcomes and check the things they already know. After you complete the unit, ask students to go back to the outcomes and confirm that they have mastered the skills.

Unit Overview

The **Unit Overview** (offered separately for each unit) first introduces the grammar focus of each unit and highlights the most important grammar points. It also points out common grammar trouble spots for students. You may also find it helpful to review the Grammar Charts and Grammar Notes in the Student Book before teaching each unit.

Next, the Unit Overview previews the unit theme. Before explaining the theme of the unit to students, you might want to spend some time eliciting some ideas about the topic from students.

STEP 1 GRAMMAR IN CONTEXT

Each unit opens with a reading selection designed to raise students' interest and expose them to the target grammar in a realistic, natural context. The selections include newspaper and magazine excerpts, websites, advertisements, reviews, brochures, biographies, blogs, emails, and other formats that students may encounter in their day-to-day lives. All of the texts are recorded and available for downloading.

BEFORE YOU READ (5 minutes)

This prereading activity creates interest, elicits students' knowledge about the topic, and encourages students to make predictions about the reading.

Suggested Procedure

1. Have the class look at the photos or illustrations and think about how they relate to the topic of the reading.
2. Ask students to respond to the questions. Ask these questions in a conversational way, instead of reading them from the book.

Option A

- Have the class read the questions in pairs or small groups and discuss their answers.
- Call on pairs to share their ideas with the class.

Option B

- Ask students to prepare questions they have about the topic in pairs.
- Call on pairs to share their questions and elicit possible answers from the rest of the class.

READ (15–20 minutes)

Depending on the needs of your class, have students complete the reading in class or at home. Encourage students to read with a purpose and to read the passage once or twice without stopping to look up new words.

Suggested Procedure

1. Write the comprehension questions from the Unit Teaching Notes on the board. You can also print the questions ahead of time and distribute to students.
2. Play the audio and have students follow along in their books. Have them underline any new words.
3. Have students read the passage again silently, looking for answers to the questions on the board.
4. ⌚ Have students discuss their answers with a partner or in small groups.
5. ⌚ Put students in pairs or small groups to discuss the reading. Invite them to respond to the reading in a way that is meaningful to them: What was most interesting? What did they learn? Refer to the discussion topics in the Unit Teaching Notes to help generate ideas for discussion.

Option A (At Home / In Class)

- Write the comprehension questions on the board for students to copy or prepare them as a handout for students to take home.
- Have students read the passage and answer the questions at home.
- Have students write a few additional questions about the reading.
- Have students discuss their answers in pairs or small groups.
- Have students take turns asking and answering the questions they prepared at home.
- Follow steps 3–5 in the Suggested Procedure for Read above.

Option B (In Class)

- Have students work in pairs. Divide the reading in half and have each student in the pair read one half.
- Have students summarize the information in their half of the reading for their partner.
- Follow steps 3–5 in the previous notes for Suggested Procedure for Read.

AFTER YOU READ (10–20 minutes)

Depending on the needs of your class, have the students complete the exercises in class or at home. Following the Student Book practice, you may want your students to go to

www.MyEnglishLab.com for automatically graded Reading homework. The additional reading and comprehension practice online is on a related topic.

A VOCABULARY (5 minutes)

These questions help students develop vocabulary skills by focusing on the meaning of targeted words in the opening text. The words are recycled throughout the unit.

Suggested Procedure

1. Have students find and circle the target words in the opening text.
2. Elicit or explain the meanings of any new words.
3. Have students complete the exercise individually or in pairs.
4. Call on volunteers to read their answers aloud.
5. Have students record new words in a notebook or on vocabulary cards. Have them write the word, part of speech, meaning, and a sample sentence.

B COMPREHENSION (5 minutes)

These post-reading questions help students focus on the meaning of the opening text.

C DISCUSSION (5 minutes)

In this exercise, students compare their answers to those of other students. They focus on the target grammar without explicitly presenting the grammar point.

Suggested Procedure

1. Have students answer the questions individually.
2. Have students compare answers in pairs.
3. Call on volunteers to read their answers aloud.

STEP 2 GRAMMAR PRESENTATION

There are many ways to teach the material in the Grammar Presentation. As a general rule, the more varied and lively the classroom activities, the more engaged students will be—and the more learning will occur. Approaching grammar from different angles and trying out different classroom management options can help increase student motivation. The Strategies for Teaching Grammar provide some guidelines to keep in mind when presenting a new grammar point. In addition to these strategies and the procedures outlined below, you can find specific suggestions for presenting the unit's grammar in the Unit Teaching Notes.

GRAMMAR CHARTS (5–10 minutes)

The Grammar Charts provide a clear reference of all the forms of the target grammar. Students also become familiar with grammatical terminology. The charts also enable you to pre-teach some of the Grammar Notes that follow.

Suggested Procedure

1. Using the examples from the charts, draw students' attention to important features in the models by asking them questions or by pointing out the key features.
2. Confirm students' understanding by engaging them in some recognition activities. Try one or two activities from Strategies 3, 4, 5, or 6 (in the Strategies for Teaching Grammar document).
3. Get students to manipulate the new structures through substitution or transformation drills. See Strategy 7 for an example of a transformation drill.
4. Encourage students to make sentences that are personally meaningful using the new grammar.

Option A

- Have students study the Grammar Charts at home.
- In class, follow step 1 in the suggested procedure above.
- Move directly to the Grammar Notes section. Carry out steps 2, 3, and 4 in the suggested procedure above using the notes together with the charts.

Option B

- Assign individual students responsibility for presenting a topic to the class by combining the information in the charts and the relevant notes. You may want to give them large pieces of paper and markers to prepare posters.
- Meet with students individually. Allow them to practice their presentations. Provide any coaching needed.
- Call on students to present their topics to the class. Encourage questions from the class.
- Choose appropriate practice activities from Strategies 4–8 or move directly to the Grammar Notes section.

GRAMMAR NOTES (20–30 minutes)

These notes provide helpful information about meaning, use, and form of the grammatical structures that students have encountered in the opening text and Grammar Charts. They include the following features to help students understand and use the forms.

- Where appropriate, timelines illustrate the meaning of verb forms and their relationship to one another.
- *Be Careful!* notes alert students to common errors among English-language learners.
- *Usage Notes* provide guidelines for using and understanding different levels of formality and correctness.
- *In Writing* notes outline the differences between written and spoken registers.
- References to related structures are provided below the notes.

Suggested Procedure

1. Have students read each note at home and/or in class.
2. For each note, write examples on the board and elicit or point out the key features of the form (see Strategy 1).
3. If possible, demonstrate the meaning of the grammatical form(s) by performing actions (see Strategy 6).
4. Model the examples and have students repeat after you so that they become comfortable with the appropriate stress, intonation, and rhythm.
5. Engage students with the grammar point by choosing appropriate activities, for example:
 - Elicit examples of the target structure.
 - Confirm students' understanding by having them categorize examples or perform actions that illustrate the structure (see Strategies 5 and 6).
 - Provide controlled practice with quick substitution or transformation drills (see Strategy 7).
 - Encourage students to make personally meaningful sentences using the new grammatical forms.
 - Use the Focused Practice exercises in the Student Book.
6. You may want to repeat steps 2–5 for each Grammar Note.

Option

- Photocopy one set of Grammar Notes for each group of three or four students in your class. Cut them up so that the notes and their corresponding examples are not attached.
- Divide the class into groups of three or four students and give a set of cut-up notes to each group.
- Give students their task:
 1. Match the examples with the correct notes.
 2. Attach the notes and corresponding examples to a sheet of newsprint (a large piece of paper).
 3. Have students create more examples for each note.
 - Circulate to ensure that students are on the right track and provide help as needed.
 - Have students post their results around the room and invite groups to look at each other's work.
 - Regroup as a class to answer questions.

PRONUNCIATION NOTES

Some grammar notes are followed by short pronunciation notes that explain some aspects of the pronunciation related to the target grammar of the unit.

Direct students to **www.MyEnglishLab.com**. Students can view the grammar notes and charts and watch the Grammar Coach Videos.

STEP 3 FOCUSED PRACTICE

The exercises in this section provide practice for the structures in the Grammar Presentation. You may want to have students complete the corresponding exercise immediately after you have presented the relevant Grammar Note. Another option is for students to complete one or more of the exercises at home. If you decide to have students complete the exercises in class, you can keep them motivated by varying the order of the exercises and/or the way you conduct them.

DISCOVER THE GRAMMAR (5–10 minutes)

This opening activity gets students to identify the target grammar structures in a realistic context. It also sometimes checks their understanding of meaning. This recognition activity raises awareness of the structures as it builds confidence.

Suggested Procedure

1. Go over the example with the class.
2. Have students complete the exercise individually or in pairs.
3. Elicit the correct answers from the class.

CONTROLLED PRACTICE EXERCISES (5–10 minutes each)

Following the Discover the Grammar activity are exercises that provide practice in a controlled but still contextualized environment. The exercises proceed from simpler to more complex and include a variety of exercise types such as fill in the blanks, matching, and multiple-choice. Students are exposed to many different written formats, including letters, electronic bulletin boards, résumés, charts, and graphs. Many exercises are art-based, providing a rich context for meaningful practice.

Options

- Have students complete the exercises in pairs.
- If the exercise is in the form of a conversation, have students practice the completed exercise in pairs and role-play it for the class.
- When going over answers with students, have them explain why each answer is correct.
- Whenever possible, relate exercises to students' lives. For example, if an exercise includes a timeline, elicit from students some important events that have happened in their own lives.
- Some activities are accompanied by a recording. Play the recording after students complete the activity, so they can confirm their answers.

EDITING (10 minutes)

All units have an editing exercise to build students' awareness of incorrect usage of the target grammar structures. Students identify and correct errors in a contextualized passage such as a student's composition, a journal entry, or an online message-board posting. The direction line indicates the number of errors in the passage.

Suggested Procedure

1. Have students read the passage quickly to understand its context and meaning.
2. Tell students to read the passage line by line, circling incorrect structures and writing in the corrections.
3. Have students take turns reading the passage line by line, saying the structures correctly. Alternatively, read the passage aloud to the class and have students interrupt you with their corrections.
4. There are also usually examples of the correct usage of the structures in each editing exercise. After students have identified the errors, point out the correct usages and ask why they are not errors.

Following the Student Book practice, you may want students to go to **www.MyEnglishLab.com** for automatically graded grammar homework or to the workbook for traditional grammar exercises. You may want to assign these to be completed in class or as homework.

STEP 4 COMMUNICATION PRACTICE

These in-class exercises give students the opportunity to use the target structure in communicative activities. These activities help develop listening and speaking fluency and critical thinking skills, as well as provide opportunities for students to “own” the structures. As with the Focused Practice exercises, you may wish to vary the order of these activities to keep student motivation high.

You might want to refer to the FAQs for more information about setting up pair work and group work.

LISTENING (10 minutes)

The first two exercises in each Communication Practice section deal with listening comprehension. Students hear a variety of listening formats, including conversations, television scripts, weather forecasts, and interviews. After listening, students complete a task that focuses on the form or meaning of the target grammar structure. The recordings for the listening exercises are available for downloading at www.MyEnglishLab.com, so students can complete the exercises outside of class.

Suggested Procedure**Before Listening**

1. Explain the situation or context of the listening passage. Provide any necessary cultural information and pre-teach any vocabulary students may need to know. Since some of these words and phrases may appear in the listening, not in the exercise itself, refer to the audioscript as necessary.
2. Ask students to read the exercise questions first so that they know what to listen for.

First Listening Task

1. Play the audio. Have students listen with their pencils down.
2. Play the audio again. Have students listen and complete the task.
3. You may want to let students listen as many times as necessary to complete the task.

Second Listening Task

1. See steps 2–3 from the first listening task for general instructions.
2. Have students compare their answers in pairs or small groups.

After Listening

1. Elicit answers for the exercise items and write them on the board. Answer any questions the students may have.
2. 🕒 Students listen a final time and review the passage.

INFORMATION GAPS (10–20 minutes)

Information Gaps are designed to encourage communication between students. In these activities, each student has a different set of information. Students have to talk to their partners to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

Advantages of Information Gaps

- Information Gaps are motivating and fun.
- There is a real need for communication in order to combine the information to solve a problem and complete the task.
- Information sharing allows students to extend and personalize what they have learned in the unit.

Suggested Procedure

1. Explain how the Student A and Student B pages relate to each other (how they are different or similar).
2. Refer students to the examples and to any language provided.
3. Divide the class into pairs (Student A and Student B). Have them position themselves so that they cannot see the contents of each other's books.
4. Tell the Student Bs what page to turn to. Circulate to check that they are looking at the correct page.
5. Have students read their separate instructions. Check comprehension of the task by asking each group, "What are you going to do?"
6. Remind students not to show each other the contents of their pages.
7. As students are working, circulate to answer individual questions and to help students with the activity.

GAMES (10–20 minutes)

Games are designed to encourage communication among students. In these activities, students compete in pairs or small groups to complete a task such as guessing something or winning points.

Advantages of Games

- They can create a fun and stress-free environment.
- They involve friendly competition and keep students engaged.
- They can improve students' ability to speak in a communicative way.

Suggested Procedure

1. Go over the instructions to make sure students understand the task.
2. Have students model the example or provide one of your own.
3. Have students carry out the instructions. Circulate and help as needed.

4. Go over answers as a class or ask who won.
5. 🕒 Write on the board any sentences you noticed using incorrect grammar. Have the students correct them as a class.

ROLE PLAYS / INTERVIEWS (10–20 minutes)

In these classroom speaking activities, students role-play a real-life encounter, such as a business meeting or an interview.

Advantages of Role Plays / Interviews

- They are fun and motivating for most students.
- Role-playing characters often allows the more hesitant students to be more outgoing than if they are speaking as themselves.
- Interviews can help students build confidence in their ability to ask and answer extemporaneous questions.
- By broadening the world of the classroom to the world outside, role playing allows students to use a wider range of language than less open-ended activities.

Suggested Procedure

1. When possible, bring in props or costumes to add drama and fun.
2. Review the task so students understand what is required.
3. Perform a sample role play with a volunteer in front of the class.
4. Divide the class into the suggested groupings and give them a fixed time limit for completing the task.
5. Have students write a script for the role play. Then have them write key words on cards and perform the role play using the cards as prompts. (OR: Have students plan the action without a script and present it extemporaneously.)
6. While students are working, circulate among the pairs or groups to answer students' questions and help them with the activity.
7. Have various pairs or groups perform their role plays in front of the class. If possible, record the role plays for students' own listening or viewing.

DISCUSSIONS (10–20 minutes)

In these classroom speaking activities, students express their ideas about a variety of topics. These activities include Quotable Quotes, Problem Solving, Picture Discussion, Cross-Cultural Comparison, Reaching Agreement, For and Against, and Compare and Contrast.

Advantages of Discussions

- They help students move from speaking accuracy to speaking fluency.
- They help students develop critical thinking skills as they explore the pros and cons of a given topic.
- They help students build confidence in their ability to express opinions on a variety of topics.

Suggested Procedure

1. Go over the instructions so that students understand the task.
2. Elicit or present useful language and write it on the board.
3. Have two or three students model the example discussion.
4. Divide the class into the suggested groupings and give them a fixed time limit for completing the task.
5. Circulate while the students discuss the topic. Help with language or monitor their grammar as needed.
6. Ask volunteers from each group to summarize the discussion or conclusions.
7. 🕒 Write on the board any sentences you noticed using incorrect grammar. Have the students correct them as a class.

Following the relevant Student Book practice, you may want your students to go to **www.MyEnglishLab.com** for additional Listening and Speaking exercises and activities. These activities feature content related to the topic in the Student Book.

From Grammar to Writing

The From Grammar to Writing section at the end of each unit gives students the opportunity to develop their writing skills and provide practice using the target grammatical structures in writing. This section is an important feature with two principal goals: First, to help students to confidently use in writing the grammar presented in a particular unit; and second: to enable students to bridge the gap between the highly controlled writing in the ESL / EFL classroom and circumstances where writing is much less controlled. The FGWTW activity now occurs as the final section of each unit and has four steps: (1) Before You Write, which explains to students how to go about the writing assignment they will complete; (2) Write, in which students study a model paragraph and, in the higher levels, focus on a presentation of Common Mistakes in Writing; (3) Check Your Work, in which students proofread and edit their own compositions and make certain that they have used the structures assigned; and (4) Revise Your Work, in which students read their composition again and revise their material with an eye toward improving what they have written.

Suggested Procedure**Before You Write (in class)**

1. Go over the instructions with the class.
2. Brainstorm ideas for the assignment with the class and write them on the board. You can also have students work in pairs or small groups to brainstorm ideas.

Write and Check Your Work (at home)

1. Go over the instructions to make sure students understand the task.
2. Go over the Common Mistakes in Writing chart with the class. Tell students to look out for these mistakes in their own writing.

3. Have students complete their writing assignment at home.
4. Encourage students to review their work using the checklist.

Revise Your Work (at home / in class)

1. Have students revise their work at home.
2. Have students submit their work to you or share it with a partner in class.
3. Give students a score on the draft. You can comment on the following features:
 - Content: Has the student responded appropriately to the task? Are the main points well supported?
 - Organization: Is the flow of ideas logical and effective?
 - Accuracy: Are there any major errors in the grammar points taught in the unit?

For additional writing practice, students can complete a pre-writing and writing activity on **www.MyEnglishLab.com**. The topic of the task relates to the unit topic in the Student Book.

Unit Review

The last section of each unit of the Student Book is a review feature that can be used as a self-test. These exercises test the form and use of the grammar content presented and practiced in that unit. They give students a chance to check their knowledge and to review any problematic areas before moving on to the next unit. An answer key is provided at the back of the Student Book.

Suggested Procedure

1. Have students complete the exercises at home and check their answers in the Answer Key. Students can also complete the Review on **www.MyEnglishLab.com**.
2. During the next class, go over any remaining questions students may have.

Unit Review Tests

After the Unit Review, you may want to have students complete the Unit Review Test. There are two assessment options.

1. You can use the tests to help you assess students' knowledge of the specific grammatical topics presented in the unit. If students have mastered the material presented in the unit, they should answer most of the questions correctly. Each test takes about 30 minutes. The tests include grammar tasks as well as listening, reading, speaking, and writing sections. The tests are offered in two formats:
 - online at **www.MyEnglishLab.com**
 - reproducible tests in the Teacher's Resource folder on **www.MyEnglishLab.com**.