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Introduction to the Teacher

Starlight 6 is a modular secondary-level course for learners studying British English at pre-intermediate level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

Starlight 6 consists of six modules. Each module consists of nine units plus Language Review, Revision and Skills Practice sections. The corresponding module in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book & Workbook

The Student's Book is the main component of the course. Each module is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see **Elements of the Coursebook**).

The Workbook is in full colour and contains units corresponding to those in the Student's Book containing practice on all four language skills. It also contains a Grammar Bank, Revision Practice for students to prepare for their tests and an Exam-Practice section. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book.

Teacher's Book and Tests

The Teacher's Book contains Teacher's Notes which provide step-by-step lesson plans and suggestions about how to present the material. This book also includes a complete Key to the exercises in the Student's Book & Workbook and the tapescripts of the listening material.

Class Audio CDs & Tests

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the dialogues and texts in the Listening and Reading sections, as well as model dialogues, Pronunciation/Intonation section, and the material for all listening tasks. There is also one CD which contains the Tests in word format. The Tests, one per module, are available for teachers to use as a formal means of checking their Ss' progress. There is also a full key to the Tests, listening tasks & tapescripts.

Student's Audio CD

The S's Audio CD contains the main texts or model dialogues in the Reading sections of the Student's Book, Pronunciation/Intonation tasks as well as the Listening tasks of the Workbook for the purposes of homework and preparation.

ELEMENTS OF THE COURSEBOOK

Each module begins with a modular spread that contains: a brief overview of what will be covered in the module, pictures and words/phrases related to the theme of the module, and exercises to practice the vocabulary presented.

Each module contains the following sections:

Vocabulary

Pictures are employed to introduce Ss to the vocabulary of each module. Vocabulary is practised through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 5, p. 21*)

Grammar

- The grammar items of each module are presented by means of clear and concise theory boxes.
- **Grammar exercises and activities** reinforce Ss' understanding of these items. There is also a Grammar Reference section at the back of the Student's Book that offers more details.

Listening tasks and Speaking practice

- Ss can develop their **listening skills** through a variety of tasks. These tasks employ the vocabulary and grammar practised in each module, in this way reinforcing understanding of the language taught in the module.
- **Controlled speaking activities** have been carefully designed to allow Ss guided practice before leading them to **freer speaking activities**.

Pronunciation/Intonation

Pronunciation activities help Ss recognise sounds and reproduce them correctly. Intonation activities help Ss improve their intonation patterns.

Everyday English

These sections provide practice in real-life communication. Standard expressions and language structures associated with realistic situations are extensively practised.

Study Skills

Brief tips, explanations, and reminders at various points throughout each module help Ss develop strategies which improve holistic learning skills and enable Ss to become autonomous learners of the English language.

Writing Bank

This section provides preparation of the writing task types as they are presented in the Student's Book. It contains theory, plans, full-length model compositions and useful language to help Ss produce successful pieces of writing.

Reading texts

These texts or situational dialogues practise specific reading skills such as skimming, scanning, intensive reading for specific purposes, understanding text structure, and so on. The texts are usually exploited in four stages:

- a warm-up activity to intrigue students
- top-down activities (scanning and reading for gist)
- bottom-up activities (reading for detailed understanding)
- oral reproduction (Ss outline the main points of the text)

Writing

The writing sections have been carefully designed to ensure that Ss systematically develop their writing skills.

- A model text is presented and thoroughly analysed, and guided practice of the language to be used is provided.
- The final task is based on the model text and follows the detailed plan provided.
- All writing activities are based on realistic types and styles of writing such as letters, emails, descriptions, postcards and reviews.

Culture Corner & Curricular sections

Each module contains a Culture Corner and a Curricular section.

- In each **Culture Corner**, Ss are provided with culture information and read about aspects of English-speaking countries that are thematically linked to the module. Ss are given the chance to process the information they have learned and compare it to the culture of their own country.
- Each **Curricular** enables Ss to link the themes of the module to a subject from their school curriculum, thus helping them contextualise the language they have learned by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learned throughout the module.

Skills sections

These sections offer students practice on all four language skills.

Russia

These sections contain culture information about aspects of Russia and are thematically linked to the module.

Module Language Review & Revision sections

These follow every module and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented. Games enable Ss to use the new language in an enjoyable way, using the format of a team competition, and promoting humanistic learning. The material has been designed to help Ss learn new language in the context of what they have already mastered, rather than in isolation. In the Revision sections, a grading scheme allows Ss to evaluate their progress and identify their weaknesses. The objectives of the module and the Ss' achievements are clearly stated at the end of each *Revision* section.

Grammar Reference section

This section offers full explanations and review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar being taught.

Vocabulary Bank

This section contains presentation and practice of vocabulary items related to the theme of the module.

American English – British English Guide

An **American English – British English Guide** outlines and highlights differences between the two main international varieties of English.

Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

Word List

A complete **Word List** contains the new vocabulary presented in each unit, listed alphabetically, with a phonetic transcription of each word.

SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

Much of the new vocabulary in *Starlight 6* is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 8, Ex. 1a.*)

Further techniques that you may use to introduce new vocabulary include:

- **Miming.** Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: "powerful."
 - present the word **strong** by giving its opposite: "weak."
 - present the word **weekend** by paraphrasing it: "Saturday and Sunday."
 - present the word **famous** for by giving its definition: "very well-known (person or thing)."
- **Example.** Examples place vocabulary into context and consequently make understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss' country: "Rome is a city, but Parma is a town."
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Flashcards.** Flashcards made out of magazine or newspaper pictures, photographs, ready-made drawings, and any other visual material may also serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, you may explain vocabulary in the Ss' native language. This method, though, should be employed in moderation.
- **Use of Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or definition.

Note: *Check these words* sections can be treated as follows: Go through the list of words before Ss read the text and present the new words by giving examples, synonyms/opposites, or miming their meaning.

Alternatively, go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

B Choral and individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

C Listening and Reading

You may ask Ss to read and listen for a variety of purposes:

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Module 3, p. 44, Ex. 2a. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text that follows.*)
- **Listening and reading for detail.** Ask Ss to read or listen for specific information. (*See Student's Book, Module 3, p. 44, Ex. 2b. Ss will have to read or listen to the text on page 30 for a second time in order to do the task. They are looking for specific details in the text and not for general information.*)

D Speaking

- Speaking activities are initially **controlled**, allowing for guided practice. (*See Student's Book, Module 4, p. 72, Ex. 3b where Ss use the same structures to talk about holiday problems.*)
- Ss are then led to **freer** speaking activities. (*See Student's Book, Module 4, p. 72, Ex. 4 where Ss are invited to write about a holiday they had, provided with the necessary lexical items and structures.*)

E Writing

All writing tasks in *Starlight 6* have been carefully designed to closely guide Ss to produce a successful piece of writing.

- Always read the **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (*See Student's Book, Module 4, p. 73.*)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (*See Student's Book, Module 4, p. 73, Ex. 1/4. Ss are asked to write an email giving news.*)
- Make sure Ss follow the detailed **plan** they are provided with. (*See Student's Book, Module 4, p. 73, Ex. 4.*)

- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Projects

- When dealing with project work, it is necessary to prepare Ss well in class before they attempt the writing task at home.

G Assigning homework

When assigning writing tasks, prepare Ss as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

Copy – Ss copy an assigned extract;

Dictation – Ss learn the spelling of particular words without memorising the text in which they appear;

Vocabulary – Ss memorise the meaning of words and phrases or use the new words in sentences of their own;

Reading Aloud – Assisted by the S's CDs, Ss practice at home in preparation for reading aloud in class;

Project – After they have been prepared in class, Ss complete the writing task; and

Writing – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

H Correcting students' work

All learners make errors - it is part of the learning process. The way you deal with errors depends on what the Ss are doing.

- **Oral accuracy work:**
Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**
Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.
- **Written work:**
Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising Ss is of great importance. Post good written work on a display board in your classroom or school, or give "reward" stickers. Praise effort as well as success.

I Class organisation

- **Open pairs**
The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See Ex. 4 on p. 18 of the Student's Book.)
- **Closed pairs**
Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 5 on p. 13 of the Student's Book.)
- **Stages of pairwork**
 - Put Ss in pairs.
 - Explain the task and set time limit.
 - Rehearse the task in open pairs.
 - In closed pairs, get Ss to do the task.
 - Go around the class and help Ss.
 - Open pairs report back to the class.
- **Group work**
Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.
- **Rolling questions**
Ss one after the other ask and answer questions assisted by prompts. (See Ex. 6b on p. 47 of the Student's Book.)

J Using the Student's Audio CD

Dialogues, texts and Pronunciation sections are recorded on the Student's Audio CD. Ss have the chance to listen to these recordings at home as many times as they want to improve their pronunciation and intonation.

- S listens to the recording and follows the lines.
- S listens to the recording with pauses after every sentence/exchange. S repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- S listens to the recording again. S reads aloud.
- All listening tasks in the Workbook are also included on the Student's CD.

K Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc.	Et cetera
		sb	Somebody
Ex(s).	Exercise(s)	sth	Something

Starter

Objectives

Lesson Objectives: To practise *to be, have got, there is/there are*; to revise vocabulary for nationalities, jobs, appearance, rooms & furniture, daily routines, family members, the weather, places in a town; to practise telling the time and everyday English exchanges

Vocabulary: Nationalities (*American, English, Polish, Russian, Mexican, Slovakian, German, Spanish, Irish, Italian*); Jobs (*artist, actress, nurse, author, waiter, astronaut*); Appearance (*straight hair, wavy hair, curly hair, slim, moustache, arm, beard, chin, leg, feet, cheek, hand, chubby, well-built, thin, short, young, middle-aged, old, fair*); Rooms & furniture (*living room, bedroom, kitchen*); Daily routines (*get up, have breakfast, have lunch, have dinner, go to school, go to bed, do my homework, brush my teeth, play sport*); Family (*father, dad, son, husband, granddad, nephew, cousin, uncle, brother, mother, mum, daughter, wife, grandma, niece, aunt, sister*); The weather (*boiling hot, snowing, freezing cold, foggy, cloudy, sunny, windy, raining*); Places in a town (*theatre, café, museum, greengrocer's, baker's, post office, restaurant, hospital*)

1 a) **Aim** To practise nationalities

- Give Ss time to read the countries and write the correct nationality next to each one.
- Check Ss' answers around the class.

Answer Key

1 American	5 Mexican	9 Irish
2 English	6 Slovakian	10 Italian
3 Polish	7 German	
4 Russian	8 Spanish	

b) **Aim** To give personal information

Give Ss time to complete the sentences then ask various Ss around the class to read their sentences aloud.

Suggested Answer Key

I'm Nikolai Petrov. I'm from Russia. I'm Russian.

2 **Aim** To revise jobs

- Ask various Ss around the class to read the clues for the rest of the class to guess the job and write it in the crossword.
- Check Ss' answers and elicit the hidden job.

Answer Key

1 artist	3 nurse	5 waiter
2 actress	4 author	

Hidden word: *astronaut*

3 a) **Aim** To revise vocabulary for appearance

Read the list of words in each category aloud and elicit the odd words out from various Ss around the classroom.

Answer Key

1 slim	3 cheek	5 fair
2 arm	4 short	

b) **Aim** To practise vocabulary for appearance

Ask various Ss around the class to describe themselves.

Suggested Answer Key

I'm tall and slim with long brown hair and brown eyes.

4 a) **Aim** To brainstorm for vocabulary related to rooms and furniture

- Tell Ss to write the headings in their notebooks and ask them to write as many words as they can think of related to the vocabulary topic.
- Write the headings on the board and elicit answers from Ss around the class and write them under the headings on the board in the form of a spidergram. Ss may copy the spidergram into their notebooks.

Suggested Answer Key

Living room: *sofa, carpet, armchair, coffee table, curtains, cushions, etc*

Bedroom: *bed, wardrobe, bookcase, desk, chair, pillows, etc*

Kitchen: *cooker, fridge, table, chairs, cupboards, sink, etc*

b) **Aim** To practise vocabulary for furniture

Elicit sentences from Ss around the class saying what furniture is in the living room.

Suggested Answer Key

There is a sofa in the living room.

There are two armchairs in the living room.

There is a carpet on the floor.

There is a cupboard in the living room.

There is a coffee table in the living room.

There is a window behind the sofa.

There are two small tables in the living room.

There are two lamps on the small tables.

There are some cushions on the sofa.

There are some books on the coffee table.

There is a picture on the wall.

There is a chair in the corner.

There are some curtains in the living room.

- 5 a) **Aim** To match verbs to actions related to daily routines

Explain the task and give Ss time to complete it. Then check Ss' answers.

Answer Key

- | | | |
|--------|------|---------|
| 1 get | 3 go | 5 brush |
| 2 have | 4 do | 6 play |

- b) **Aim** To talk about your daily routine

- Elicit a variety of answers from Ss around the class.
- Remind Ss to use the phrases in Ex. 5a.

Suggested Answer Key

On Saturdays, I get up, brush my teeth and have breakfast. Afterwards, I go to the park and play football with my friends. Then I have lunch in town. Later, I go to the cinema and I go to bed around 11 pm.

- 6 **Aim** To practise telling the time

- Give Ss time to write the times.
- Check Ss' answers.
- As an extension, ask Ss to write the times in another way.

Answer Key

- 1 It's half past six./It's six thirty.
- 2 It's (a) quarter to eight./It's seven forty-five.
- 3 It's three o'clock.
- 4 It's nine o'clock.
- 5 It's twenty past four./It's four twenty.
- 6 It's ten to six./It's five fifty.

- 7 a) **Aim** To revise vocabulary for family members

- Explain the task. Allow Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|----------------|-----------|----------|
| 1 mother (mum) | 4 grandma | 7 aunt |
| 2 daughter | 5 niece | 8 sister |
| 3 wife | 6 cousin | |

- b) **Aim** To present your family

Ask various Ss around the class to present their family to the class.

Suggested Answer Key

There are five people in my family. There is my mum, Sue, my dad, Bob, my older brother, Dan, and my sister, Jane.

- 8 a) **Aim** To revise weather vocabulary

- Direct Ss' attention to the pictures and elicit what type of weather each one shows.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-----------------|----------|---------|
| 1 boiling hot | 4 foggy | 7 windy |
| 2 snowy | 5 cloudy | 8 rainy |
| 3 freezing cold | 6 sunny | |

- b) **Aim** To talk about seasonal weather

Ask various Ss around the classroom to describe what the weather is like in different seasons in their country.

Suggested Answer Key

In winter it is freezing cold and snowy.

In spring it is sunny.

In summer it is boiling hot.

In autumn it is cloudy, windy and rainy.

- 9 **Aim** To revise vocabulary for places in a town

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-----------------|--------------|
| 1 theatre | 4 greengrocer's | 7 restaurant |
| 2 café | 5 baker's | 8 hospital |
| 3 museum | 6 post office | |

- 10 **Aim** To identify appropriate responses to everyday English expressions

- Explain the task.
- Allow Ss some time to complete it.
- Check Ss' answers.
- As an extension ask pairs of Ss to act out the exchanges.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 b | 3 a | 5 a | 7 b |
| 2 b | 4 a | 6 a | |