

*new
edition*

English
network 3

Teacher's Book



Klett

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Teacher's Book

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Stuttgart

English Network 3 New Edition – Teacher's Book

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Wir danken allen, die uns bei der Entwicklung und Erprobung von *English Network New Edition* beraten und unterstützt haben, insbesondere:

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Silvia Stephan (Offenburg),

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Verlagsredaktion:

Claudia Schwarz, Carola Jeschke

Desktop-Publishing:

Filmsatz Schröter, München

Sabine Wittmann, München (Umschlag)

Lehrwerkskomponenten:

Kursbuch	50 431
Text-Kassetten (2)	57 737
Text-CDs (2)	57 738
Lerner-Kassette 1	57 739
Lerner-Kassette 2	57 761
Lerner-CD 1	57 740
Lerner-CD 2	57 762
CD-ROM	57 753
Break	50 446
Lehrerhandreichungen	50 432

Lehrwerksbegleitend:

Activity Pack 2	50 421
Network Grammar	50 412
Grammar Workbook 1	50 413

Umschlagfoto: Skyline von Dallas, USA

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© Erstausgabe erschienen 2003 bei Langenscheidt KG, Berlin und München

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ISBN 978-3-526-57958-8

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Introduction to *English Network 3 new edition*

The *English Network* series of textbooks is a multi-level programme for adult learners in Germany, Austria and Switzerland, leading up to the "Certificate in English B1" (formerly "VHS Certificate") of the "European Language Certificates". It is also suitable for learners wishing to work towards the KET and PET examinations, or a higher qualification such as the Cambridge First and Advanced certificates.

English Network 3 is the follow-on course from *English Network 2*. It is also suitable for learners who have acquired a knowledge of basic English either at school or in other courses, and wish to resume their study of the language (*Quereinsteiger*). Like the previous volume in the series, *English Network 2*, this course imparts practical language skills that the learners can put to immediate use in real-world communication. At the same time, it builds on their knowledge of the basic structures of the English language, allowing for a smooth transition to the higher levels of the *English Network* series.

The aims of the course

English Network 3 aims to give students the knowledge, skills, and confidence that they need to communicate effectively in English at a pre-intermediate level.

In order to achieve these aims, the coursebook includes the following:


- Several new language **structures**: relative pronouns, gerunds and infinitives, reflexive pronouns, subject/object questions, *have something done*, second conditional, present and past simple passive, past progressive, present perfect simple and progressive with *for* and *since*, comparison of adverbs, present continuous for the future.
- Systematic training of essential language **functions** such as making requests, making suggestions, giving reasons, presenting arguments, contradicting, etc.
- Carefully graded practice in the **skills** of listening comprehension, speaking, writing and silent reading.
- An **active vocabulary** of over **650** words. Vocabulary expansion is encouraged by asking the students to decide which words they need and would like to include in their own personal dictionaries.
- Information about the **customs** and **life-styles** of various countries where English is spoken.
- **Tips** on how to use a bilingual dictionary and how to deal with difficult words.


Components of the course

The *English Network 3* course consists of the following components:

The Coursebook (Student's Book) Best.-Nr. 50 431
As with all the books in the *Network* series, the *English Network 3* coursebook contains not only the complete classroom material, but also a built-in workbook in the form of *Homestudy* and *Test yourself* pages.

The Teacher's Book Best.-Nr. 50 432
This book contains a comprehensive introduction and a Unit-by-Unit and Step-by-Step commentary. The commentary gives ideas on how to use the material, along with some background information, keys and *Further practice* material. The *Teacher's Book* also includes the tapescripts to all recorded material on the Text-CDs/cassettes.

The Text-cassettes (2) Best.-Nr. 57 737
The Text-CDs (2) Best.-Nr. 57 738
These contain all the recorded material that is intended for classroom use: dialogues and listening comprehension exercises. Each of these recordings is identified by the symbols  **T** in the coursebook and the *Teacher's Book*.

Learner-cassette 1 Best.-Nr. 57 739
Learner-CD 1 Best.-Nr. 57 740
These contain all the recorded material that is intended for the student's use outside the classroom during the first half of the course. Each of these recordings is identified by the symbols  **L** on the *Homestudy* and *Test yourself* pages in the coursebook. For easy reference, the recordings are in the same order on the CDs/cassettes as they are in the coursebook.

Learner-cassette 2 Best.-Nr. 57 761
Learner-CD 2 Best.-Nr. 57 762
These contain all the recorded material that is intended for the student's use outside the classroom during the second half of the course.

The CD-ROM Best.-Nr. 57 753
The *English Network 3 CD-ROM* is an optional component which gives extensive practice of the material from each Unit in the book. The menu for each Unit allows the learner to decide on the type of practice he or she would like to do, and the immediate feedback given by the computer means that learners can really practise the things that they need – as many times as they want to.

Students can listen to, repeat and record their own voices in the dialogues – the advantage of the computer being that they can then hear their recording and compare it with the original. There are ample practice opportunities in grammar, vocabulary, functional lan-

guage and writing, using a varied range of exercises that are fun to do. The students can also do the *Homestudy* listening tasks and refer to a dictionary section in which each word is translated and can be heard, and to a grammar section. In addition, there are supplementary reading texts, with attractive illustrations, providing additional information and cultural background about topics from the various Units of the coursebook. A particularly attractive feature is the quiz, a fun activity in which learners either play on their own or compete with a partner. They can test their knowledge in various subject areas and can use an integrated word list to check up on any vocabulary they may not be sure about.

The CD-ROM includes all the recorded material that is on the Learner-cassettes and -CDs, so a student who has the CD-ROM does not need to buy the cassettes or CDs.

English Network 3 Break Best.-Nr. 50 446

This is a selfstudy practice book for those learners who have completed *English Network 3* and would like to make use of the time between courses, for instance in the summer holidays, to consolidate and extend what they have learnt. It contains a variety of exercises to practise grammatical structures, language functions and vocabulary items. There are also six short stories to read and enjoy followed by some related tasks.

Einstufungstest Best.-Nr. 50 447

The *English Network* placement test can be obtained free of charge from the publishers or can be downloaded from the Internet.

Course schedules

The material in *English Network 3* has been designed for flexible use in courses with a minimum of 48 and an average of 60 class-hours in length (a class-hour being 45 minutes).

In a 48-hour course, consisting of 24 ninety-minute lessons, you would be able to spend four lessons on each of the six Units of the book: one lesson each for Steps 1, 2 and 3, half a lesson for the *Review* page and the remaining half for a brief selection of the optional material.

In a 60-hour course, consisting of 30 ninety-minute lessons, you would also have time for the three *English Network Magazines* and the three *Stories to enjoy*. You might also be able to cover the three *English at work* pages or, alternatively, make use of the suggestions for a *First lesson*, *Last lesson* and *Christmas lesson* (which you can find in this *Teacher's Book*).

Because of its clear structure and numerous optional extra activities, *English Network 3* can also be easily adapted for use in other course schedules: for instance, a twice-a-week evening course lasting twelve to fifteen weeks, or a variety of intensive, weekend and *Bildungsurlaub* courses.

Coursebook design

The *English Network 3* coursebook consists of three parts, the main *Unit* section, a *Special section*, and an appendix (*Anhang*).

Unit section

The six Units in the coursebook are connected by a storyline and each Unit also covers a broad general theme, e.g. freetime activities, customs and traditions, the media. All Units are organised in the same way so as to make them user-friendly. At the beginning of each Unit you'll find a picture page, which introduces the general theme. This is followed by three double-page *Steps*, each of which has been designed for one ninety-minute lesson in the classroom. Each Unit finishes off with a *Review*.

Steps 1 and 2 of each Unit introduce new structures and functions, and include some or all of the following features:

- A *Starter* activity.
- A written or visual input, e.g. a printed dialogue, a text, a letter, a map, a photo to introduce new language.
- A variety of comprehension and/or vocabulary exercises.
- A box called *Today's grammar*, with examples of the new structure being presented.
- Exercises to practise the new grammar.
- A *How to say it* and/or *Conversation strategies* exercise to practise new language functions.
- An *Exchange information* activity.
- A listening comprehension activity.
- An *Over to you* activity, which gives students the chance to make use of what they have just been learning.

Following each of these first two Steps there is another double-page spread with a light yellow background, to signal that it is to be done mainly at home. These pages contain three sections:

- *Language study*, which sets out the new grammar point in more detail, with explanations in German so that students can be sure of understanding them without the help of the teacher, and blanks to be filled in or boxes to be ticked, so that they can actively make 'discoveries' on their own.
- *Homestudy*, with self-correctable exercises to revise the functions, structures and vocabulary that were introduced in the preceding Step. This section also includes a repetition of the dialogue/text and a listening comprehension and/or pronunciation exercise, all of which are on the Learner-cassettes and -CDs and on the CD-ROM.

- *Before you go on*, which includes vocabulary to be learned or revision of grammatical structures in preparation for the next lesson, and *Speaking practice* drills from the Learner-cassettes, -CDs or CD-ROM. The tapescripts of the *Speaking practice* drills are in the *Teacher's Book*, for your reference, but they are not in the coursebook, to ensure that students do them aurally.

Step 3 in each Unit does not introduce new grammatical structures although it may include some new functional language or conversation strategies. Above all, it provides opportunities for extensive practice in the skills of listening comprehension, silent reading and writing. This third Step always includes a suggestion for personal vocabulary expansion (*Personal dictionary*), a writing activity and discussion and a *Panorama* section with a text or texts related to the Unit topic.

Following Step 3 in each Unit there is a one-page *Homestudy* section and a page called *Language and culture*, with short texts in English providing further information on some of the topics and language points which came up in the Unit.

At the end of each Unit there is a *Review* page with practice material for revision of the functions, vocabulary and structures introduced in the three Steps of the Unit, including a guided "Role-play" activity. The *Review* page can be done in 45 minutes. However, if you choose to do some of the *Options* and *Further practice* activities from the *Teacher's Book*, you will also have enough material for a ninety-minute lesson.

Following Units 2, 4 and 6 there are three additional sections:

- *English at work*, which contains optional practice material for people who use English in their jobs. It has a low-key 'business' focus and presents language that is also useful outside a work situation. All of the exercises can be done on the basis of the grammar structures that students have covered so far.
- *The English Network Magazine*, with two pages of optional activities and reading material.
- A self-correctible *Test yourself* page for the students to do at home.

Special section

This section contains three one-page *Stories to enjoy* (pp. 105–107). This is optional material, which you can use in class, or which students can read at home. Each of the stories is recorded on both the Text-cassettes/-CDs, the Learner-cassettes/-CDs.

There are also six pages of *Word skills* (pp. 108–113) which give useful tips on how to use a bilingual dictionary and how to deal with difficult words. These pages also include brief tasks for the student.

Pages 114–119 contain seven *Exchange information* activities, in which two students, looking at different

pages with complementary information, ask each other questions and give answers. Learners are referred to these activities at the appropriate times in all six Units of the coursebook.

Finally, there is a *Grammar check* (pp. 120–124), which allows students to check up on or revise the grammar structures covered in *English Network 1 and 2 new edition*.

Appendix

This appendix contains a considerable amount of reference material, designed to encourage learner autonomy and to enable the learner to work at home between lessons:

- Answer key to the *Language study, Homestudy, Magazine, Test yourself, Word skills* and *Grammar check* (pp. 125–130).
- Tapescripts for the recordings from the *Homestudy* and *Test yourself* sections (pp. 131–136).
- A reference table of basic grammatical terminology (pp. 137–138).
- A brief overview of the grammatical structures presented in the course (pp. 138–141).
- A list of irregular verbs (pp. 142–143).
- A guide to the International Phonetic Alphabet (p. 144).
- A chronological *Vocabulary* section (pp. 144–159) listing the active vocabulary with the pronunciation, a German translation and a gapped example sentence for systematic vocabulary revision.
- An alphabetical *Dictionary* section (pp. 160–185) listing the active vocabulary from *English Network 1, 2 and 3*, as well as all other English words that appear in *English Network 3*. Each word in the *Dictionary* is listed with its pronunciation and a German translation, and a listing of the Unit, Step and exercise where it first appeared. In the case of passive (receptive) vocabulary, these listings are in *italics*.
- A list of the *People and places* (pp. 185–187) mentioned in the book, with a phonetic transcription of each.
- *How to say it*, a three-page listing of phrases and idioms used to perform the various functions introduced and practised in the course (pp. 188–190).

Additional activities

While the coursebook and the Text-CDs/-cassettes contain complete material for a course at this level, the *Teacher's Book* gives additional suggestions for activities you might like to do with your class for further practice. These are listed in the *Lesson notes* under the *Option* heading.


Under the heading *If time permits*, at the end of the *Lesson notes* for each Step, you will find references to two further sources of material for extra practice: the *Resource bank* at the back of this *Teacher's Book* (pp. 78–80) and **English Network Activity Pack 2**. This Activity Pack (Bestell-Nr. 50421) is a collection of photocopiable supplementary materials for use in courses with *English Network 2* and *3*, and *English Network Refresher*.


For additional practice of new grammar, the lesson notes for Steps 1 and 2 of each Unit also contain references to appropriate exercises in the *English Network Grammar Workbook 1* (Bestell-Nr. 50413).

In the lesson notes for the *Review*, you will also find at least two optional exercises in the *Further practice* section as well a reference to the *Activity Pack*.

Finally, you – the teacher – almost certainly have your own ideas, explanations and favourite activities that you would like to bring into the classroom. This, of course, makes your teaching more personal to you and your students.

Symbols, abbreviations and headings used in the *Teacher's Book*

 Texts and dialogues with this symbol can be found on the *Text-CDs/-cassettes*. The numbers refer to the numbers of the tracks on the CDs.

 Here you can find the solutions to exercises.

TS: Tapescript. The tapescripts of the recorded material on the *Text-CDs/-cassettes* can be found in this *Teacher's Book* on pp. 81–96.

Timing: A suggestion on how long to spend on each section of the lesson.

If short of time: A suggestion of which exercises can be shortened, omitted or given as homework if time is short.

Preparation: Suggestions of things that can be brought to the lesson or can be prepared before the lesson. These are usually optional so that the preparation is not absolutely essential.

Option: An optional activity that can be done during the lesson for extra – or alternative – practice.

Board: Sentences that can be written on the board or on an OHP transparency.

Copy: Texts and activities that can be photocopied and given to the students.

If time permits: Suggestions for further activities that can be done at the end of a lesson if there is still time.

The original and the new editions compared

If you have previously used the original edition of *English Network 3*, you will find that some of its basic features have been retained, while others have been modified. You will also find a number of completely new features. In deciding on this combination of continuity, change and innovation we have responded to feedback from numerous teachers throughout Germany, Austria and Switzerland. The *English Network* team would like to take this opportunity of expressing our warmest thanks to all those who shared their views with us.

The features we have retained have been very successful and appreciated over the years: the rhythm of one book per year and one double-page Step per 90-minute lesson; the integrated *Homestudy* section and reference appendix in the coursebook; the separate Text- and Learner-cassettes and -CDs; the systematic coverage of the *European Language Certificate* syllabus.

Changes in the new edition include the restructuring of Steps 1 and 2 in each Unit; the placement of the *Language study* and *Homestudy* sections immediately following each Step; expansion and rearrangement of the *Language and culture* pages; improved layout and instructions for the *Exchange information* activities; more extensive dialogues and reading texts. The former *Gazette* pages have been replaced by three attractive and colourful sections entitled *English Network Magazine*.

New features include *English at work*, the *Grammar check*, the CD-ROM and optional Internet links in each Unit.

Teaching a Unit in *English Network 3 new edition*

Here are a few general comments, which we hope will be helpful in the classroom.

Before the lesson – extra material

If possible, check the *Lesson notes* at home before each lesson. This will give you a chance to decide if you wish to bring any extra material to your class.

For Steps 1–3 of each Unit, we occasionally suggest that you bring some extra material to class. For example, in Unit 1/Step 2, we suggest that you bring magazine pictures to give some extra practice on the main grammar point (gerunds and infinitives). However, we have kept such suggestions to a minimum, and you can do the lesson without adopting them.

Some of the activities suggested in the *Further practice* section of the *Review* will require brief preparation, usually of cards with sentences or keywords. If you decide to follow our suggestions for a *First lesson*, *Last lesson* and/or *Christmas lesson*, you will also need to prepare a little material in advance (cards, photocopies).

If you decide to try some of the activities in the *Resource bank*, you will occasionally have to bring in a magazine picture. If you wish to do any exercises from the *Activity Pack*, you will generally need to make copies before the lesson.

Timing

Each of the Steps in *English Network 3* is designed to be done in one ninety-minute lesson in the classroom. We suggest that you keep to this rhythm if possible, so that students who miss a lesson for some reason will know exactly what you have done and which Step and Unit will await them when they return.

In this *Teacher's Book* there is a suggestion, for each Step, about how the time (90 minutes) might be divided up between the various exercises and activities. This suggestion is of course only approximate, as times can vary depending on such factors as the size of the group, the age/abilities or educational background of the students, etc.

If you think you'll be able to do the lessons in good time, reading through the notes before the lesson will give you a chance to consider which of the suggested additional activities in the *If time permits* section you might like to do. If you are short of time for a particular Step, the *Lesson notes* include a time-saving suggestion, under the heading *If short of time*.

If you find you have problems completing a Step in the suggested time, you may like to consider the tips below:

- **Do you spend time checking answers from the *Homestudy* and *Test yourself* sections?** Students can check their own work at home with the coursebook key. However, be prepared to answer questions about the *Homestudy*, and to praise those who have done it.
- **Do you start your lessons on time?** Begin promptly even if not all the students are present, so as to avoid an awkward period of waiting around for people to arrive.
- **Do you set a time limit for group and pairwork phases?** Try and keep these phases fairly short. When the first two or three pairs are ready, you can often stop the others, get some brief feedback and then get on with the next part of the lesson.
- **Do you spend too long checking answers?** In the *Lesson notes*, we have often suggested that you ask individual students to give answers to coursebook tasks. If this takes too much time, you could write short answers on the board and read out longer answers yourself.
- **Do you give explanations when the students are ready for them?** Explanations given at the right moment are often shorter and more effective. Sometimes, a student may ask about a grammar point before you have prepared the ground for your explanation. Ask students to be patient and tell them that the explanation will be coming up before long.
- **Do you ask students to read long texts aloud?** This will tend to make an exercise last a lot longer. The long texts in the book have been written to practise students' reading skills and should therefore be read silently.
- **Do you give clear, concise instructions?** Always make sure that students know what they are supposed to do. Either read out the instruction or ask students to read it themselves. Tell students how they will be working (individually, in pairs, etc.) and how much time they have to complete the task. If your students still have problems carrying out the activity, give a quick demonstration and/or example.

Pairwork and group work

Many of the exercises and activities in *English Network 3* are designed to be done in pairs or small groups, or in the form of walkaround activities, in which students stand up, walk around the classroom and talk to a number of other students, one after another.

These student-centred practice forms have a number of important advantages:

- You can quickly establish a friendly, co-operative atmosphere in the classroom, since the students have

ample opportunities to get to know and help each other.

- Each student gets much more speaking practice than would be possible in a whole-class, teacher-centred situation.
- Shy students are more willing to try out new words and structures when fewer people are listening.
- You, the teacher, can get around and give individual attention to those students who most need it.
- You will get a clearer picture of the kind of errors that students make. (See the section below on correcting errors.)

To get the most out of pairwork and group activities, you may like to consider the following tips:

- Give clear instructions beforehand.
- As soon as students have started, make a quick trip around the room and listen in briefly on each pair or group, to make sure that they have understood the instructions and are doing the right thing. If they aren't, explain it to them in a low voice, but don't interrupt all the groups just because one or two have misunderstood something.
- Change partners regularly, so that the students all get to know each other, and every student gets a chance to work with a variety of partners. If they always work with the same partner, they are much more likely to get bored, and to learn each other's mistakes.
- If students lapse into German or some other language, remind them in a friendly way to speak English.
- You will often need to check if students have given the right answers in a particular exercise. However, even if a task does not involve giving correct answers, a brief feedback phase with the whole class is often useful. Students have the chance to share ideas with each other, while you can show your interest in what they have to say.

Correcting errors

There is never enough time for teachers to correct every error that students make. And in some cases it may be preferable to overlook errors. Deciding when and how to correct usually involves weighing up several factors. If you are new to teaching, you might like to consider these points.

- Correct errors in exercises where the goal is accuracy, for example, when you are practising new grammar structures. However, focus on the structure which is being practised, not on other (minor) errors which students may make.
- Keep correction to a minimum in exercises which aim to encourage fluency, for example in the *Over to you* activities.

- Consider the reason for the error. Has a student failed to grasp something essential? Or has that student made a slip with something that he/she normally does correctly. In the latter case, it may be better to let it pass.
- Think about the most appropriate moment for correction. If students mispronounce a word, for example, it's probably better to correct them immediately, when their mistake is still fresh in their minds. Similarly, in exercises aiming at accuracy, immediate correction is often best, if it enables the student to complete the exercise correctly.
- In fluency exercises, however, it is often preferable to take a note of errors that students have made and discuss them afterwards. Too much correction during the exercise will limit the practice students get at speaking freely and inhibit spontaneity.
- Some students like, and expect, to be corrected. Others find it embarrassing and even discouraging. Be as sensitive as possible to students' expectations/anxieties. You can correct students individually (*Sabine, you have a little problem with the present perfect ...*). Or you can choose 'de-personalised' forms of correction (*One problem that some of you have ...*).

Using the photo pages

There is an introductory photo page at the beginning of each of the six Units. The photos depict some of the people that appear in the Steps as well as places/activities connected with the theme of the Unit. This page is primarily there to serve as an "appetizer". By spending a few minutes looking at the photos and doing the tasks, students' interest for the content of the following Unit is aroused.

Using the Starter activities

These are brief activities designed to get each lesson off to a good start. They invite students to talk and think about an aspect of the theme that will come up in the Step and remind them of some of the lexical items and language structures that will be needed.

Sometimes the *Starter* activity practises material that the students have been encouraged to learn at home in the *Before you go on ...* section before coming to the lesson.

Introducing new structures, functions and vocabulary

New structures, functions and vocabulary are introduced in Steps 1 and 2 of each Unit, usually in exercise 2. In Step 3 there are some new vocabulary items and functions, but no new grammatical structures. New

language is introduced by various means, e.g. a text (letters, parts of a brochure, newspaper articles), a dialogue, a map, a photo. The dialogues are printed in the coursebook and are also recorded on the Text-CDs/cassettes, on the Learner-CDs/cassettes and on the CD-ROM. So students have the chance both to read and listen to them.

Every teacher has her or his favourite ways of working with texts, dialogues, etc. in the classroom, and we have described some of ours in the *Lesson notes*. These include things you can do before and while listening to the dialogues or looking at the texts, e.g. speculating what the text/dialogue might be about, listening out for words connected with a particular theme. There is also a variety of comprehension and vocabulary exercises in the coursebook.

As the dialogues in *English Network 3* are fairly long, we don't suggest that students should read out the whole of the dialogue in pairs or small groups, as this would be very time-consuming. At this level, it is probably more useful for students to invest time in communication activities without relying so heavily on a printed text. However, if you wish to practise new grammar or functions, there is no harm in getting students to read a few of the key lines of a dialogue.

Today's grammar

In Steps 1 and 2 of each Unit there is a box called *Today's grammar*, with examples of the new structure being presented in that Step. The *Lesson notes* usually suggest how to present the structure in class, and the box is followed by a number of exercises using the new grammar point.

Above the grammar box there is an arrow and a reference to the *Language study* section on the following page. For example, in Unit 2/Step 1 reflexive pronouns are introduced on p. 25, and the reference above *Today's grammar* reads: → LS, p. 26. There the grammar point is explained in more detail, and there are blanks to be filled in or boxes to tick, providing an element of 'discovery grammar', in which the students can figure out some of the rules themselves. Explanations and instructions are in German so that students can manage at home without your help. However, you can use the *Language study* in class if you feel it would provide useful support when teaching a structure.

At the top of the *Language study* there is a further reference to: → Grammar 1.2, p. 139, where there is a complete overview of the paradigm. Although this is also intended mainly for students' reference at home, feel free to use it in class if you wish.

Using recorded material

In addition to the dialogues which introduce the new grammar and functions in each Unit, *English Network 3* offers a variety of **listening comprehension** activities. The text of these recordings is not printed in the coursebook, as the aim of the exercises is to give students practice at answering questions or completing a task entirely by processing what they hear.

Point out to students that they don't need to understand every word of the recording to do these exercises successfully. On the contrary, an important aspect of the skill of listening comprehension is being able to concentrate on the information one needs. For your reference, the transcripts for these recordings are printed at the back of this *Teacher's Book*.

Reading activities

In the age of the Internet and e-mails, reading comprehension is an increasingly important skill. Students may need to read a text carefully to get the exact meaning (reading for detail). Rapid, silent reading is also a useful skill, for instance scanning a long text to get the main point (reading for gist) or to find some specific piece of information (selective reading).

Step 3 of each Unit provides ample opportunity for students to develop their reading skills, where the *Panorama* – a longer text, or set of texts – provides information on a variety of topics. There are also interesting texts in the *English Network Magazine*.

These texts are written to practise reading a text quickly and accurately and should therefore be read silently by the students. If your students insist on reading aloud, try to limit them to just one or two sentences and give them a reason for doing so. Students could read out, for example, a sentence that they really like or find strange, funny or difficult to understand. The *Lesson notes* and the tasks in the coursebook contain varied suggestions about how you can introduce a text to your students, whet their appetite for reading it, and get them to communicate and discuss what they have found out in the texts they have read.

The Exchange information activities

English Network 3 includes seven *Exchange information* activities in which students A and B look at different pages with complementary information. Students are motivated to ask questions and give information in order to complete the task. It is important, therefore, that they do not look at their partner's page, but only at their own. The instructions are in German, so that students know exactly what they have to do.

Allow enough time to introduce and monitor these activities carefully, and ensure that your students understand how they work. There are some useful tips on how to carry them out in the *Lesson notes*.

If any of your students are planning to take the examination *Certificate in English B1* of the *European Language Certificates* (formerly *VHS-Certificate*), they will find a section in the oral examination which works exactly this way.


Writing activities

In a 90-minute lesson, there isn't time for lengthy writing activities. There are, however, some exercises in which students are asked to write sentences in order to practise new language items. Students can often decide on the content of the sentences themselves. For example, in Unit 3/Step 1 students are asked to write sentences to show the differences between words that are often confused. Students are free to choose what they write.

In Step 3 of each Unit, there is a writing activity called *Write and talk* in which students are asked to write short texts about their favourite hobby, their favourite TV programmes, etc. This activity can usefully be done in class unless time is extremely short.

Whenever students write in class, you should circulate and help discreetly with vocabulary, spelling, grammar and word order. You won't be able to catch every single mistake, of course, especially if you have a large class, but try to make as many corrections as possible while they are writing, so that not too many errors come up in the activity that follows.

Language and culture

The *Language and culture* pages, which can be found after *Step 3 Homestudy* in each of the six Units, are a source of easy extra reading material. The texts provide additional or background information about topics or language points that come up in Steps 1–3 of a Unit. References to *Language and culture* are made at appropriate places throughout the coursebook, by means of an -symbol plus "L&C" and a page number.




In the *Language and culture* texts, unknown or unusual words are printed in the colour of the Unit and translated in a box in the lower right-hand corner, so students can read these texts at home without great difficulty.

Using the Review

The *Review* section contains material for revising the vocabulary, grammar structures and functions introduced in Steps 1–3. It includes a role-play activity and a vocabulary exercise which can be done in class or at home.

The *Review* is designed for a 45-minute lesson, but can also be used flexibly. Although some of the exercises are closely linked in this section, it is possible to select just one or two exercises, if you feel that that is all the extra practice that students need. Alternatively, you can do a 90-minute lesson, by following the *Further practice* suggestions in this *Teacher's Book*. You can also go back and do any activities from Steps 1–3 which you may have omitted because you were short of time.


Internet references

The Internet references in *English Network 3* provide easy optional reading tasks for students with access to the Internet. These  references are given both on one of the classroom pages and on the following *Homestudy* page. For instance, in Unit 1/Step 2 (p. 14) there is a map of part of Manchester. At that point, there is a reference " see Homestudy (p. 17)". At the bottom of page 17, there is an arrow pointing to the instruction: "englishnetworklink.com – Find out more about the Library Theatre. What's the Theatre Singles service?" The website englishnetworklink.com has been set up to help *English Network* learners find Internet sites where they can get the information they need to complete their task, without getting lost in the masses of text that they would probably find difficult to deal with at this level.

The publisher employs a webmaster whose responsibilities include keeping an eye on this website and making sure the links are working and up to date. If you or one of your students notice that a particular link is no longer working, please click on the appropriate button and tell us about it.

When your students do an Internet task, you might ask them to report briefly to the class about it.

CD-ROM references

In addition to all the dialogues, vocabulary practice, memory games, pronunciation drills, dictations, listening activities, function practice, etc. the optional *English Network 3* CD-ROM includes extra reading texts and cultural information about topics mentioned in the coursebook. In Unit 2/Step 1, for instance, Donna and Mike go to a flea market. At that point, there is a CD-ROM symbol () and the words "see Homestudy (p. 27)". At the bottom of page 27, there is another CD-ROM symbol and the instruction: "Find out more about flea markets and other markets on the *English Network 3* CD-ROM." There, students will find several screens with attractive and informative pictures, and texts written in English at a level that they can understand.

Getting started – your first lesson

In your first lesson, you may find that several students arrive without the coursebook. If your course is short (i. e. fewer than thirty 90-minute lessons per year), you could then start immediately with Unit 1/Step 1. However, if less than half your class has the book, or if you have a longer course, the following suggestions will help you through the first lesson.

The aim

The introductory lesson is very much an unknown quantity for the students and the teacher. Some of the students may already know each other, some may be new, some may not have been in a classroom for years, some may be confident and others shy. This first lesson should help your students to feel at ease in the classroom situation and with the other members of the class. By the end of the first lesson, your students should feel they are in the right place and that they are going to enjoy the course. They should also have the feeling of having achieved something and be motivated into wanting to learn more. Finally, they should be familiar, if possible, with the coursebook and have an idea of what will be expected of them.

The activities

The activities suggested below will take more than 90 minutes. Feel free to choose those which will best serve the needs and interests of your class. **Activities 1–3** encourage students to get to know each other or to renew their acquaintance. They will introduce each other and talk about themselves and their interests. **Activities 4–5** reactivate students' existing knowledge of English structures and functions. **Activities 6–7** revise a few vocabulary items and make students aware of systems for remembering words and phrases. **Activity 8** familiarises them with the coursebook and gives them an idea of what they are going to learn and how the book will help them.

Tips and info

Timing

Activities 1–3: 30 min.
Activities 4–5: 35 min.

Activities 6–7: 25 min.
Activity 8: 20–30 min.

Preparation

- Activity 3: Bring in a sticky label or a post-it sticker for each student and for yourself.
- Activity 5: Bring in some A4 sheets of paper, one for each group of three.
- Activity 6: Prepare small word cards, one for each student.
- Activity 7: Prepare word cards (about A5 size), one for each pair. Have one or two bilingual dictionaries available, if possible.
- Activity 8: Copy a sheet of explanations (Option 1) or a list of questions (Option 2) for each student.

Before the lesson

- Arrange the desks in a horseshoe or a circle, if possible, so that everyone can see each other. It also creates some space in the centre of the room in case you want your students to get up, walk around and speak to different people.

1 Names

- Introduce yourself to the class and at the same time give some information about yourself, e. g. *I'm Michele and I've got two children.*
- Now write on the board the following prompts: *I'm ..., I've got ..., I can ..., I've never ..., I live, work, like ...*
- Ask students to introduce themselves and to add one piece of information using the prompts on the board, if they so wish.
- Give the students a minute or two to write down all the names they can remember and any information they gave.
- Students take it in turns to introduce (if possible!) another student, e. g. *This is (Ralf) and he's never been to England.*

2 Three questions

- Students work in pairs. Together they should think of and write down three questions they'd like to ask other students in the class. Make sure that both students make a note of the questions. Go round and help with idea prompts, if necessary, e. g. *What can you ask about family, job, holiday, hobbies?*

- Ask students to get up and find a new partner, preferably one they don't know very well. Students ask each other their questions and write down the answers.
- Then ask each student to say something about the person they interviewed.

3 Places

- Hand out a sticky label or post-it sticker to each student and tell them to write down the name of a place (town, city, etc.) that is important to them. The sticker should be stuck on the person's shirt/blouse, etc.
- Do the same yourself and then get individual students to ask you about the place on your sticker, e.g. *Were you born there? Do you live there? Did you spend a holiday there? Do you like it? Why?*
- Ask students to stand up and walk around the class talking and asking questions about their places. First demonstrate this activity with a few students and then join in yourself encouraging all the students to take part.

4 What do you have in common?

- Dictate some or all of the following sentence stems or write them in a column on the board: *I've got ..., I'm learning English because ..., I can ..., I'm certainly going to ..., I usually ..., I've never ..., Last summer I ..., When I was a child, I used to ..., I'd like to ...*
- Working individually, students should complete the sentences in writing, making true statements about themselves. Go round and help new students in particular, in case they have problems with any of the structures.
- The aim of the activity is for students to find out if they have anything in common with their partner by asking questions based on their written statements. Give a quick demonstration of the activity by getting individual students to ask you questions, e.g. *Have you got a Japanese car? Do you usually drink tea for breakfast? Have you ever been to Canada?*
- Students now find a partner, preferably someone they have never worked with before. They should ask each other questions and mark those things which they have in common with their partners.
- Have a quick feedback session in class. Ask students to say one or two things they have in common with their partners: *We both used to wear mini-skirts.*
- If any students have difficulties with a particular structure, refer them to the appropriate exercise(s) in the *Grammar check* on pp. 120–124.

5 Phrasebooks

- Introduce the subject by asking the following questions: *What is a phrasebook? Have you got a phrasebook? In which languages? Is it good or bad?*
- Now write a few situations you might find in a phrasebook on the board (these language areas have been covered in *English Network 1* and *2*): *restaurants, travel agents, hotels, shopping for clothes, renting a flat, directions.*
- Say the following sentences and ask students to match the sentences to the different situations:
What size do you take? (shopping for clothes)
We'd like to spend a weekend in London. (travel agent's)
Has it got a balcony? (renting a flat)
I'll have the steak, please. (restaurant)
Shall I help you with your bags? (hotels)
Go straight on for two minutes. (directions)
- Ask students to form groups of three and give each group a different situation from the list on the board. Choose two or three situations to concentrate on if you have a small class.
- Each group writes down on a separate piece of paper English sentences they'd expect to see in a phrasebook for their particular situation.
- After about five minutes, ask students to pass their pieces of paper to the next group who may, if they wish, add further sentences. Continue until the pieces of paper have been passed round the class.
- Ask students to hang their phrases on the wall or to lay them out on a few desks at the front of the room. Give students a few minutes to read them silently and then ask them to read out any phrases that they found particularly useful.
- Give students time to write down any phrases in their notebooks that they would like to remember.

6 Find your partner

- Write some of the following compound nouns on two small cards, half on one card and half on the other, e. g. *tooth* and *brush*. Shuffle the cards.

<i>toothache</i>	<i>birthday</i>	<i>policeman</i>
<i>bedroom</i>	<i>boyfriend</i>	<i>bookcase</i>
<i>hairdryer</i>	<i>flatmate</i>	<i>dishwasher</i>
<i>downstairs</i>	<i>laptop</i>	<i>timetable</i>
- Distribute the cards – as many matching pairs as there are pairs of students. If there is an odd number, join in yourself.
- Students should not show their cards to each other but should mingle and say their word to the other students until they find their partner.
- Students sit down together with their new partner. Ask pairs to read their compound nouns aloud. Students stay with the same partner in order to do the next activity together.

7 What’s in a word?

- Write some of the following words onto cards (A5 size), a different word on each: *retire, part-time, farewell party, casual, celebrate, cutlery, appointment, joke, hangover, cry, slightly*.
- Distribute the cards, one to each pair. Whilst they are looking at the word and deciding what it means (discussing in pairs, looking it up in a dictionary), write the following on the board.

Board

- 1 The part of speech (noun, verb, etc.)
- 2 A definition
- 3 A translation
- 4 An example sentence

- Tell the students, in pairs, to write the above items on the back of the card. You should be available to answer questions and to give help. Encourage students to write the definition in English but allow German if they find this very difficult.
- Each pair should now read out the part of speech and definition to the class. The other students decide which word is being described. If they don’t know, the pairs should give the translation and finally the example sentence.
- Tell the class that this is one system for remembering new words and phrases. Ask them the following questions: *What do you think of it? How do you remember vocabulary? Can you think of other ways of remembering new vocabulary?* (e. g. *a vocabulary book, putting words into wordfields, drawing pictures, recording new words on tape, writing words on small cards or post-it stickers and sticking them around the house*).

8 A tour of the book

- Tell your students that there are six Units in the book, and show them how a Unit works (A picture page, three Steps with *Language study/Homestudy* and a *Review*). Tell them what will be done in class and what they can do at home. Show them an example of *English at work* and the *Magazine*, too. If you have a lot of continuing students in your class, you could ask them to explain how a Unit is made up.
- Below there are two suggestions on how to do a tour of the book, both of which will give students a chance to flick through the book and give them an idea of what it contains. For both there should be at least one book for each pair or for each group of three. If very few students have the book with them, or if you are short of time, you might prefer to copy the explanations in Option 1 and assign this task for homework.

Option 1

- Ask students to form pairs or small groups and make sure that each student has access to a book. New students should be in a pair or group with continuing students, if possible.
- Write a list of the following features on the board: *Language & culture, Test yourself, Word skills, Grammar check, Key, Tapescript, Grammar, Vocabulary, Dictionary, People and places, How to say it*. Give students a few minutes to browse through the book, find the features listed and write down the corresponding page numbers. Where the feature appears several times in the book, students should write down the page where it first appears. Refer them to the contents pages if they have problems. When they have finished, ask groups which page(s) each feature is on.



Language & culture (p. 21), Test yourself (p. 40), Word skills (pp. 108 – 113), Grammar check (pp. 120 – 124), Key (pp. 125 – 130), Tapescript (pp. 131 – 136),

Grammar (pp. 137 – 143), Vocabulary (pp. 144 – 159), Dictionary (pp. 160 – 185), People and places (pp. 185 – 187), How to say it (pp. 188 – 190).

- Then read each of the following explanations aloud. As an alternative, you could make copies of the explanations for each student.

Copy

- 1 Vocabulary from the Units with the pronunciation, a translation and example sentence.
- 2 Tests to be done at home after every two Units.
- 3 Texts of the listening exercises on the *Homestudy* pages.
- 4 Tips on how to use a bilingual dictionary.
- 5 Information on *Language and culture* in English-speaking countries.
- 6 Answers to the exercises in the *Language study, Homestudy* and *Test yourself*.
- 7 A list of useful expressions in different situations.
- 8 Short explanations of the grammar in *English Network 3*.
- 9 All the vocabulary from the book and from *English Network 1* and *2* in alphabetical order with a German translation.
- 10 Exercises on the the grammar in *English Network 1* and *Network 2*.
- 11 A list of people's and place names in the book with their pronunciation.

- Students write down the corresponding feature either in their notebooks or on their copy.



1 Vocabulary 2 Test yourself 3 Tapescript 4 Word skills 5 Language and culture 6 Key 7 How to say it 8 Grammar 9 Dictionary 10 Grammar check 11 People and places.

- Ask continuing students to say which features they often used and why.

Option 2

- Write this list of questions on the board/OHP or copy them for each pair of students. In pairs or small groups, students should answer the questions. You can make it into a race, if you like or you can give the students a time limit and see how many questions they can answer.

Board / Copy

- 1 What is the title of Unit 3?
- 2 Which Unit tells you about the future?
- 3 Where can you find photos of the main characters: Donna and Mike?
- 4 What can you find in every *Review*?
- 5 What can you read in *Word skills 6*?
- 6 Where can you find a text about Dallas?
- 7 Where can you find out how to write a formal business letter?
- 8 What does the word *strap* mean?
- 9 Where can you find a story called *Friday the 13th*?
- 10 Which exercise can you do if you want to revise the future with *going to*?



1 Home and away 2 Unit 6 3 p. 3, p. 4, p. 9, for example 4 a starter, a role-play, a listening exercise, a vocabulary exercise 5 Why is English spelling so difficult? 6 Magazine 1, p. 38 7 English at work 2, p. 69 8 Gurt, Band 9 p. 105 10 exercise 8, p. 122, Grammar check.

Homework

- Ask students to read carefully the introduction to the student (Welcome to *English Network 3*) on pp. 3 and 4.

Unit 1

Getting around
Step 1: From America to Britain

Contents

Storyline

Vocabulary

Grammar

Functions

- Donna, an American journalist, and Mike from Manchester arrive at Manchester Airport, have a mix-up over their bags and get to know each other.
- American and British nouns. Colours, shapes and materials.
- Relative pronouns: *who*, *which* and *that*.
- Offers and requests. Describing objects and saying what they're for. Asking for clarification: *Can you explain what it's for?* etc.

Tips and info

Timing

Picture page: 5 min. | Exercises 2–2b: 30 min. | Exercises 4–4b: 15–20 min.
Starter: 5 min. | Exercises 3–3c: 35 min.

If short of time

- Exercise 4: Do this as a class exercise rather than in pairs.
- Exercise 4b: Do this exercise orally in class.

Unit 1 picture page 


- Students read the short texts and fill in the names of the towns: **Dallas, Manchester**. Explain that the story takes place in Manchester and that Donna and Mike are the two main characters. Students should find Manchester on the map on the inner front cover.
- Ask if anyone has ever been to or knows anything about Dallas or Manchester and get them to say one or two sentences about it before doing the final task in class.

1 Starter: Getting to know you

- If you haven't done the activities in the First Lesson (see *Teacher's Book*, pp. 12–15), you might like to do this exercise before looking at the picture page. You could omit this if you've already done some getting to know you activities in the previous lesson.

2 Arrivals

- Read the introductory paragraph and write the words *arrivals*, *passengers* and *baggage reclaim* on the board. Brainstorm other words students know that they might see or use at an airport (*check-in desk*, *luggage*, *departures*, *gate*) and write them on the board, too. Add the following words that appear in the dialogue if students don't mention them (*porter*, *luggage*, *trolley*, *passport*, *exit*, *long-stay car park*).

 T1/2 2'23"

- Students cover the printed text with a piece of paper and look at the photo. Tell the students that Donna and Mike have a problem at the baggage reclaim and ask them to speculate what it might be. Play the dialogue until *Oh, I'm really sorry*. to see if they guessed correctly: *They have identical suitcases and Mike has taken Donna's*.
- Ask students to look at the words on the board again. Play the rest of the dialogue and ask them to write down any words from the list that they hear. If students can remember, get them to tell you in which contexts/sentences they heard the words.
- Play the dialogue a second time while students look at the text. Then ask students to say how Mike helps Donna: *He lifts down her case, he puts her luggage on the trolley, he gives her a lift to her hotel*.
- Be ready to answer any vocabulary questions. Get over the meaning of unknown words/phrases via mime, gesture, blackboard sketches, etc. Try not to spend too long on this. If students don't understand, give a quick translation.
- Refer students to the note on Manchester (p. 21) which they could read at home.

2a Vocabulary



Option

- Ask students to write down the answers. Then get individual students to read out their words: **baggage, purse, cab, parking lot, downtown**.
- Say some more American words and ask students if they know what they mean: *vacation (holiday)*, *cookies (biscuits)*, *French fries (chips)*, *cell phone (mobile phone)*, *movie (film)*, *fall (autumn)*, *store (shop)*.

2b How to say it:
Offers and requests

- Ask students to look through the dialogue and tell you the four offers that Mike makes: *Shall I get it for you? Let me put your luggage on the trolley. Can I give you a lift? Shall I push the trolley?* Make two columns on the board with the headings *Positive*

reactions and *Negative reactions* and elicit some responses to the offers. Write them in the correct columns, e.g. *Thanks a lot. Okay then, thanks. That's very kind of you. That's really nice of you. It's Okay, thanks, I can manage.* Now do the same with Donna's requests: *Could you lift ...? Would you get ...?* Some reactions might be: *Yes, of course. Yes, no problem. I'm afraid I can't. I'm late for work.* Point out that in Britain, people usually give a reason if they make a negative response.



- Do the first situation in class. Students do the other situations in small groups.
- Go round and monitor the exercise and help with vocabulary items.

3 Today's grammar: Relative Pronouns – *who, which, that*

Option

- Read out the first two sentences. Tell students that *who, which* and *that* are used to join two sentences together (see section 1 of the *Language study* on p. 12). Ask students which pronouns are used for people (*who, that*) and which for things (*which, that*).
- Read the final sentence. Ask students if they can tell you in English or German why *which/that* can be left out in this sentence (see the final section in the *Language study* on p. 12).
- Write the following sentences on the board: *There's someone in the class English is a language ...* and ask students in class to complete the sentences.

3a Comprehension

 T1/3–4 2'26" /
TS p. 81


- Play the dialogue. If students have difficulty answering the questions, play it a second time, stopping the dialogue each time a question has been answered to give students time to make notes. Students compare answers with their partner and then in class:
**1 She looked up Manchester hotels on the Internet. 2 Rolls and Royce.
3 She's a journalist. 4 He works for Granada television. 5 She's divorced.**

3b Which one?




- Students fill in the missing words while listening again. Select a student to read out each sentence: **1 that 2 who 3 which 4 which.**
- In pairs, students decide which sentences don't need a relative pronoun. **Sentences 1 and 4 don't need a relative pronoun.**
- As this is the first reference to the CD-ROM, point it out to the students.

3c Exchange information

- This may be the first *Exchange information* exercise for some of your students so get new and continuing students to work together in A/B pairs, if possible.
- Ask students to find the exercise at the back of the book and to read through the instructions. Make sure that students do not look at each other's pages.
- Do two definitions in class first with the words *trolley* and *porter*. Ask students to make definitions with *It's a person/thing who/which ...*. Point out that prepositions come at the end of the sentence, e.g. *It's a thing (which) you put your luggage on.*
- Monitor the pairwork carefully. Go round and help with vocabulary, if necessary.

4 How to say it: Describing things

- Deal with each part separately. First practise the pronunciation of new or difficult words by getting students to repeat, e.g. *orange*. Then ask students to say one or two sentences in class, before saying further sentences in pairs. If time permits, do a quick feedback session. Ask individual students to say a sentence each.

4a Conversation strategies: Asking for clarification

- Students unscramble the sentences individually and then compare in class: **Can you explain what it's for? What does it look like? What do you mean by that exactly?**

4b Over to you

- Demonstrate the exercise by giving a description and by getting students to ask you the questions from 4a, e.g. *It's oblong, it's made of paper and it's for looking up words you don't understand (dictionary).* Go round and help with ideas for objects, if necessary, while students are writing: *credit card, passport, camera, knife.*

Homestudy

- Point out the *Language study/Homestudy* on pp. 12–13, the *Key* on p. 125 and the *Language and culture* notes on p. 21.

Extra grammar practice

- *English Network Grammar Workbook 1: Relative pronouns* (Exercises 75–77).

If time permits

Resource bank: Exercise 1: Describing objects (p. 78).

Activity pack 2: Activity 19 (At work) gives extra practice on relative pronouns.

Unit 1

Step 2: How to get there

Contents

Storyline
Vocabulary
Grammar
Functions

- Donna and Mike arrange to spend an evening together.
- Public buildings.
- Gerunds and infinitives.
- Saying what you like and dislike. Invitations and responses. Giving directions.

Tips and info

Timing

Starter:	5 min.	Exercises 3–3b:	30 min.	Exercises 5–5a:	20 min.
Exercises 2–2a:	15 min.	Exercises 4–4b:	20 min.		

If short of time

- Exercise 5a: Do this exercise later with the *Review*.

Preparation

- Exercise 3a: Bring in magazine pictures of different activities, e.g. skiing, sailing, cooking, shopping, washing up, driving.

1 Starter: How do you come here?

- Start off the exercise yourself and then get students to continue. Briefly discuss what kind of transport is the most (and the least popular).

2 A Map of Manchester



- Ask students to tell you what they know about Manchester. Your students may have read the note about Manchester on p. 21 and can remember some of the details. If not, you might like to read all or some of it aloud to your students.
- Students look at the map and discuss the questions with a partner before comparing in class: **1 Train, bus, tram. 2 By tram, then walk along Liverpool Road and turn left into Mosley Street. 3 Opera House, Bridgewater Concert Hall.**

2a Vocabulary



- One student writes a list on the board of the buildings which are called out by the class: **theatre, art gallery, cinema, town hall, library, museum, T.V. studios, exhibition centre, opera house, train station, concert hall.**
- Here are a few more buildings they might know: *cathedral, church, health centre, post office, hospital, university, school, police station, youth club, multi-storey car park.*
- As this is the first reference to the Internet, point it out to the students.

3 Today's grammar: Gerunds and infinitives

Option

- Read out the grammar explanation and sentences and remind them of the meaning of *keen on* (= really like). Make sure they know what a gerund is: *the verb + -ing*, and an infinitive: *to + the verb*.
- Students will already have a passive knowledge of some verbs that take the gerund and the infinitive. Start a list with the class which they can add to during the course of the lesson. Students should make two columns with the headings: *gerund (learning English)* and *infinitive (to learn English)*. Now say the following verbs. Students should write them in the correct column: *I love, I'm interested in, I'd like, I'm afraid of, I hope, I plan, I enjoy, I've decided, I'll be able, I hate, I gave up, I look forward to*. Students may find the last one quite difficult. Explain that *to* is used here as a preposition and is followed by the gerund.

3a Likes and dislikes



- Students draw the faces in the circles and compare with a partner. Check answers by drawing a happy face on the board and asking individual students to say the correct expressions. Do the same for a neutral face and an unhappy face:
 - ☺ **I love doing that. I enjoy doing that. I really like doing that. I quite like doing that.**
 - ☹ **I don't mind doing that.**
 - ☹ **I hate / can't stand doing that. I'm not keen on doing that. I really dislike doing that.**
- Students may have come across *like, love* and *hate* with an infinitive. If they ask about this, refer them to the *Language and culture* notes on p. 21.
- Show pictures of activities (see preparation) or name activities and ask students to tell you how they feel about doing them using the expressions in 3a.
- Tell the class where you would like to go and wouldn't like to go in Manchester and then ask students to continue. In a large class, you might prefer to do this in groups of four.

Option

3b What are you interested in? 


Option

- Ask students to listen to the others carefully and write down the names of students who have similar likes and dislikes and who they could spend an evening with. Do a quick feedback session: *I could spend an evening with (Klaus) because we both enjoy ...*
- Students complete the questions. Then compare answers with a partner and in class: **1 in 2 on 3 at 4 about 5 of 6 on.**
- Get students to ask you the questions. Make sure you use both gerunds and nouns in your answers. Then students ask and answer in pairs.
- Students make a note of what their partner says and tell the class the most interesting answer: *Dieter is interested in Japanese art.*

4 How to say it: Invitations and responses 

Option


- Students will probably have met all these constructions before and should be able to manage most of them. Select a student to read out each answer:
Invitations: 1 to go there 2 go there 3 to go there 4 going there.
Responses: 1 going there 2 go there 3 go there 4 to go there.
- If you'd like to do some pronunciation practice, read out the sentences and ask students to repeat in chorus. Pay attention to unstressed words, e.g. the *you* and *to* in *Do you want to go there?* and *Would you like to go there?*
- Give a few prompts and ask students to invite and respond in class, e.g. *go to the opera, have a Chinese meal, learn some English with me, play chess with me.* Remind them that English speakers often give a reason when they refuse, e.g. *Actually I'd rather not. I'm really tired tonight.*

4a An evening out T1/5 1'20"/TS p. 81

- First read the task aloud. Students listen to the dialogue and tick. Check answers in class: Mike – **What about ...? Would you like ...? Shall we ...?** Donna – **Thanks, but I'm not very keen on ..., I'd love ...**
- Write the following questions on the board: *1 What three things does Mike suggest? 2 What do they decide to do?* Students listen again and note down the answers:
1 Bach concerts at Bridgewater Hall, Carmen at the Opera House, Evita at the Library Theatre. 2 Evita.

4b Find a partner

- Read the task and the examples in the speech bubbles aloud. As the construction with *want* often causes problems, and if your class are all German speakers, ask students how they would say the sentence in the second speech bubble in German (*Peter wollte, dass ich mit ihm zum Oper gehe ...*). This will make it clear how this construction differs in the two languages.
- Give students three or four minutes to mingle and invite. Then ask individual students to make sentences with *ask* and *want*.

5 How to say it: Giving directions T1/6 1'24"/TS p. 82

- Read out the first two questions. Play the tape while students write down the answers. Check answers in class: **He's going by tram. They're going to walk.**
- Ask students to find the Library Theatre on the map. Play the dialogue again. Students follow the directions to find out where Mike is taking Donna after the concert:
Mr Thomas's Victorian pub.
- Ask students to tell you any phrases for giving directions that Mike uses in the dialogue and write them on the board: *walk through, past, half way down.* Then read out the other phrases listed.
- Give students your own mystery tour before students work in pairs.

5a Over to you

- Write the following functional phrases for making suggestions on the board: *Why don't we ...? Shall we ...? Perhaps we could/should ..., Let's ..., What about ...?* With weaker groups, you could ask students to make one or two suggestions in class before they start their groupwork.
- Each group should designate a secretary to note down the day's entertainment and to report back to the class.

Extra grammar practice

- *English Network Grammar Workbook 1: Gerunds and infinitives (Exercises 40-44).*

If time permits**Resource bank:** Exercise 2: Invitations (p. 78).**Activity pack 2:** Activity 38 (A young writer) gives extra practice on gerunds and infinitives after certain verbs.

Unit 1

Step 3: Getting around London

Contents

Vocabulary Skills

- Numbers, times and dates. Types of transport.
- **Listening** to people talking about how they commute to work. **Reading** a magazine article about poems displayed on the London Underground. **Writing** about the kind of transport they'd like to have and why.

Tips and info

Timing

Starter: 10 min.	Exercise 3: 15 min.	Panorama: 25 min.
Exercise 2: 15 min.	Exercises 4–4a: 25 min.	

If short of time

- Exercise 4a: Shorten 4a by having them hand in their written work instead of reading it in small groups, or ask them to do the writing at home.

Preparation

- Exercise 2: Bring in a map of Great Britain.
- Exercise 4: Bring in some magazine pictures of different kinds of transport, e.g. lorry, van, scooter, canoe, mobile home, glider. Bring in one or two bilingual dictionaries, if possible.

Option

- Refer to the title of the Step *Getting around London*. If anyone has been to London they could say a sentence or two about how they travelled around the city.

1 Starter: Personal numbers

- Stop this exercise after ten minutes even if not all the numbers have been guessed.

2 The London to Brighton Car Run

- Ask individual students to read out the numbers. If students have problems, write some extra dates, times and numbers on the board and get students to read them aloud, e.g. *21st Feb., 2003, 1066, 333, 11.30 a. m., May 22nd, 2,455*. Point out the two different ways of saying the date (January the first, the first of January) and that there are commas in numbers.
- Tell students that Brighton is on the south coast of England or show them where it is on a map. Then ask students what sort of cars they can see in the photo (*veteran cars*). Explain that an *Oldtimer* in English is a person who has lived somewhere or done something for a long time and in American English it's another word for an old man.
- Students should complete the text with a partner.
- Check their answers by asking individual students to read out a sentence or part of a sentence: **Jan. 1st 1,000,000 20 m. p. h. (miles per hour) 400 4.30 p. m. 14th 1896 14 VII (the seventh).**



3 Getting to work

T1/7 2'07"/TS p. 82



- Play the four monologues. Students listen and fill in the mode of travel, if possible.
- Play the recording again stopping after each person. Ask students to say how this person travels to work and which words or phrases helped them with the answer: **1 by train (there's a mainline station) 2 by bus (I like going upstairs, there are traffic jams) 3 by car (the price of petrol went up again, I really have to drive to work) 4 by bike (it's the healthiest way to travel, the cheapest and the best for the environment, there are special paths).**

Option

- Have a quick class discussion about how the people in the class commute to work and why.

4 Personal dictionary

- Either show pictures of different kinds of transport (see preparation) or brainstorm some different types and write them on the board. Then tell the students about a kind of transport you would like to have and why.
- Give the students a few minutes to think about what kind of transport they'd like to have and why. Working individually, students should make a list of about ten words in their personal dictionaries they think they will need to write a short paragraph. Help them with the vocabulary items they don't know or let them look up the unknown words in a dictionary, if available.
- As an alternative, students can start writing (see exercise 4a) and write new words in their personal dictionaries as they go along.

4a Write and talk

- Go round and prompt with further vocabulary and ideas as students are writing. If there are some common errors, you could note them down and deal with them later.
- After students have discussed their choices, each group might like to share any interesting information with the rest of the class.
- Encourage students to look at their personal dictionary again at home and to write example sentences for those words they would like to remember, maybe on cards or in a vocabulary book.

Panorama

Task 1

- Ask students to read the task and to give you any examples of things advertised on public transport in their area. Ask further questions: *Do you usually read them or ignore them? How do you spend your time when travelling on public transport?*
- Ask students to read the text silently to find out if they would like this idea. The panorama texts are written for silent reading practice so encourage students to read it once to get the gist without worrying too much about unknown words and phrases. Get students to say if they like the idea of poems on public transport or not and whether they would read them.

Task 2

- Students read the poem *The Leader* and discuss the task in class: *A lot of people would like to be the boss but when they get the job they can't lead. They find they are incompetent.*

Option 1

- In groups of three, students write three comprehension questions about the text. Two groups join together and ask each other their questions. As an alternative, they can ask the class their questions and see who can find the answers.

Option 2

- Dictate the following words and phrases from the Panorama text and ask students to write them in a list in their notebooks:
 - 1 a lecturer
 - 2 space
 - 3 display
 - 4 simply
 - 5 free of charge
 - 6 put up
 - 7 carriages
- Ask students to find the words and phrases in the text and to underline them.
- Read out the following definitions. Students find the corresponding word/phrase and write the definition down next to it.
 - a person who teaches at a university or college (*lecturer*)
 - another word for *just* or *only* (*simply*)
 - without having to pay (*free of charge*)
 - a part of a train where passengers sit (*carriage*)
 - to put things where people can easily see them (*display*)
 - an empty area (*space*)
 - to put something in a public place (*put up*)
- Students compare answers with a partner and then in class.

If time permits

Resource bank: Exercise 3: Reading comprehension (skimming) (p. 78).

Activity pack 2: Activity 31 (Crossword on travel) revises and extends vocabulary to do with travelling.

Unit 1**Review****Contents**

The *Review* page contains material for revising the functions, vocabulary and grammar structures that were introduced in Steps 1 to 3 and includes a role-play activity (exercise 3) and a vocabulary exercise (exercise 5).

Tips and info**Timing**

Starter: 10 min.
Exercise 2: 10 min.

Exercise 3: 20 min.
Exercise 4: 15–20 min.

Exercise 5: 5 min.
Further practice: 25 min.

If short of time

- Make a choice from the suggestions in the *Further practice* section.

Preparation

- Further practice (Relative pronouns): Write nouns that appear in Unit 1 on small cards so that there are two or three words for each pair: *journalist, home town, Texas, baggage reclaim, case, name tag, strap, porter, trolley, passport, handbag, long-stay car park, pilot, crutches, season ticket, Town Hall, theatre, exhibition centre, bus stop, spectator, veteran car, yacht*.

1 Starter: Air travel

- With books closed, ask your students: *What is your favourite way of travelling?* Some of your students will probably say *air travel/flying*. You can tell them that this is what you're going to deal with in this lesson.
- Students open their books and read the task. Elicit one or two more questions students could ask about air travel and write them on the board, e.g. *How often do you fly? What was your worst flight?*
- Students talk for a few minutes in groups of three. Allow students more talking time if they are really interested or ask students to report back on interesting details that came up in their discussion.
- Be available to help with vocabulary but as this is a warm up and fluency exercise, don't worry too much about mistakes.

2 The problems of air travel



- Read out the task. Ask students to look at the expressions and to tell you other verbs they might use instead of *don't enjoy* and *hate* (*don't really like, are not keen on, dislike, can't stand*). Point out that the gerund is often used after *One thing that really annoys me is ...*, e.g. *One thing that really annoys me is queuing*.
- Go around and correct while students are writing their sentences.
- Stop the exercise after about five minutes. Two pairs of students join together and read out their sentences.

3 Role-play: Arranging an interview

- This might be the first role-play exercise for some of your students, so you might like to spend a little more time preparing your students for the task.
- Read out the situation. Make two columns on the board with the headings *Stuart* and *Donna* and start going through the scenario with the whole class. Read out the first instruction and ask for suggestions as to what Stuart might say, e.g. *Hello. Stuart Lancaster (speaking)*. Write one of the suggestions on the board under *Stuart*. Do the same with Donna's reply. Go through as many examples as necessary until you are sure everyone has got the idea. You might like to refer students to the functional phrases for inviting and giving directions on p. 15.
- Students should do the role-play orally in pairs. If you have an odd number, make one group of three with two people sharing a role so that you are free to help with any difficulties. If some students finish quickly, ask them to start writing the dialogue down. Remind them to look at the map on p. 14 to help with giving directions.
- One possible dialogue would be as follows:
S: Hello. Stuart Lancaster.
D: Hello, I'm Donna Ashby – a journalist for an American magazine and I'd like to write an article about air rage. Would you answer some questions for me? What about going to a restaurant and doing the interview there?
S: Yes, I'd love to do that. What kind of food do you like?
D: Well, I love Italian and Asian food but I really can't stand your fish and chips.

- S: I know a really nice Italian restaurant that serves great spaghetti. Shall we meet there tomorrow for lunch at about 12.30?
- D: The Italian restaurant sounds wonderful. I love spaghetti. I'm not free tomorrow lunchtime but I'm free today and on Wednesday.
- S: Well, we could meet today at 12.30. Can I give you a lift to the restaurant?
- D: That's OK, thanks. I'll be in town this morning and I can walk there. Can you tell me how to get there from the Central Library?
- S: Yes, of course. Walk along Peter Street. Go past the Opera House and take the next turning on the right. It's on the right next to a bookshop. Is that clear?
- D: Yes, I think so. Walk along Peter Street, go past the Opera House, first turning on the right. It's on the right next to a bookshop. Is that right?
- S: Yes, fine.
- D: Thanks a lot. I'm really looking forward to meeting you.
- S: Yes, I'm looking forward to meeting you, too. Bye.
- D: See you later. Bye.
- You could do the final part of the task in class. Ask a good pair of students to re-enact their dialogue. The others note down the answers to the two questions and then share this information with the whole class: *Stuart suggested going to an Indian restaurant, etc.*

4 Air rage

 T1/8–9 3'19" / TS p. 82 



- Ask students if they know of or have read about any examples of air rage. Then play the interview. Students write down the answers to the first two questions. **1 A woman passenger hit a man in the face. 2 Because she had a long wait outside the toilet.**
- Play the interview again pausing once or twice to give students some extra note-taking time. Students compare answers with a partner and then in class: **a) Leave for the airport in good time. Go to the airport by train or underground. Take a good book, or something else of interest. Don't drink alcohol on the plane. b) The airlines could do something to shorten queues, give more exact information if there's a problem, provide more comfortable seating.**
- Discuss the final question in class, e.g. *Take something to eat and drink with you. The airlines could provide free cups of tea in the waiting area/departure lounge.*

5 Vocabulary

- The key to this exercise is in the students' book on p. 125, so the students can do it at home if there is no time in class.

Homestudy

- They could also read the *Language and culture* notes on p. 21 and *Word skills 1* on p. 108 if they haven't already done so.

Further practice

Gerunds and infinitives

- Write the following sentence stems on the board: *I enjoy ..., I'm not keen on ..., I dislike ..., I always look forward to ..., I'd like ..., I don't mind ..., I'm good at ..., I'm tired of ..., I want the teacher ...*
- Ask students to think back over their last three lessons and the homework they've done. Brainstorm those things they've done in class and for homework, e.g. *listened to a dialogue, talked about Manchester, read a text, etc.*
- Ask students to work in pairs and to tell their partner about their English classes using the sentence stems on the board: *I enjoy speaking to my partner.*
- If time permits, say a verb listed on the board, e.g. *look forward to* and get students to say a sentence about their partner: *Klara always looks forward to doing her homework.* Do the same with some of the other verbs.

Relative pronouns

- Students work in pairs. Distribute two or three word cards (see preparation) to each pair. Tell the students that all the words appear in Unit 1. Write the following sentence stems on the board: *It's a person who ..., It's a thing which ..., It's a place where ...* and ask pairs to write down a definition for each of their words.
- Students read their definitions in class. The others guess which word is being described.

Left-overs

- If you omitted any exercises in Steps 1, 2 or 3 because you were short of time, you may want to go back and do them now.

Activity pack 2

- Exercise 50b (*What can you see?*) practises airport vocabulary and giving instructions on airport procedure.

Unit 2 Out and about

Step 1: A shopping spree

Contents

Storyline
Vocabulary
Grammar
Functions

- Donna and Mike go to a flea market and meet Elly who has a stall there.
- Clothes and jewellery. Difficult verb pairs: *fit/suit, pay/pay for, remind/remember, etc.*
- Reflexive pronouns.
- Making and reacting to suggestions.

Tips and info

Timing

Picture page: 5 min.	Exercises 2–2b: 30 min.	Exercises 4–4a: 25 min.
Starter: 5 min.	Exercises 3–3b: 25 min.	

If short of time

- Exercise 4a: Students make suggestions for the first two situations in class only.

Preparation

- Exercise 2: Write the sentences from the dialogue on an OHP or on the board before the lesson starts.

Unit 2 picture page

- Ask students to say a few sentences about the main characters in the storyline: *Donna is a journalist. Donna and Mike met at the airport.*
- Students discuss the answer to the first task in class, e.g. *She sells clothes there.*
- Ask what the people are doing or where they are in the other photos: *They're at a fitness centre/doing keep fit exercises. He's painting. They're at an open-air concert. They're playing a computer game.*
- Read the second task and point out that *choose* is followed by an infinitive. Students discuss the questions in class or in small groups.

1 Starter: What are you wearing?

- Before students make sentences round the class, brainstorm words for articles of clothing and jewellery, e.g. *bracelet, cufflinks, brooch, earrings, necklace, skirt, shirt.*

2 The flea market

- Students read the introductory paragraph. Ask the following questions: *What is Donna's favourite pastime? What is Mike's hobby?* Refer to *Language & Culture* on p. 35 for the difference between *hobby* and *pastime* and point out the use of the gerund after *My hobby is ...*. Write the following on the board: *One of my favourite pastimes is ..., My hobby is ...* and ask students to make true sentences about themselves.
- Students cover the printed text with a sheet of paper and look at the photo. Write the following sentences on the board and deal with vocabulary problems: *What a fantastic selection of clothes! They belonged to my grandmother. When she died there were boxes and boxes of clothes in her house. The studios often need period costumes. I'm not sure if it'll fit me. You should try it on before you buy it.* Tell students that they appear in the dialogue and ask them to speculate on who says which sentence: Elly, Donna or Mike.

T1 / 10 2'00''

- Students listen to the dialogue and check if they speculated correctly. Then play the dialogue again while students look at the text.
- This is a good time to deal with the word pairs *remind/remember* and *fit/suit*. Write the verb pairs and the following sentences on the board. Ask students to put in the correct verb: *That style _____ you. It's your size so it'll _____ you. That song _____ me of the night I met my husband. I _____ the night I met my husband.* Explain the differences, if necessary (*fit* = it's the right size, *suit* = it looks good; *remind* = it makes you remember). Explain the meaning of *Ladies/Restroom*. (*Ladies* is used in British English for women's public toilets and *Gents* for men's toilets; *rest room* and *bathroom* are used in American English).

2a Comprehension



- In pairs, students correct the false sentences orally and then compare in class:
1 F, Mike doesn't remember the 1940s but the clothes remind him of the filmstars of the 40s. 2 F, Elly didn't make the clothes, her grandmother made them. 3 F, Elly's grandmother didn't collect photographs, she collected clothes. 4 T 5 F, Elly doesn't want to buy a shirt. Donna wants to buy a skirt.

2b Vocabulary 

- The correct answers are: **1 fitted 2 herself 3 suited 4 buy 5 paid for**. Explain that you pay someone for something and give the following examples: *I have to pay the waiter. I have to pay for the meal. You also pay a bill, pay a fare, pay £50.*

3 Today's grammar: Reflexive pronouns
Board

- Read out the examples and write one or two of them on the board as follows:

Did they enjoy themselves? She made them herself.

Option

- Point out that you use reflexive pronouns when the subject and object in the sentence are identical. You might like to refer to section 1 of the *Language study* on p. 26.
- Say the following pairs of sentences and elicit the differences in meaning: *He taught him English./He taught himself English. She's looking at her./She's looking at herself.* (*him* and *her* refer to somebody else).
- Say the following verbs: *draw, telephone, describe, hurt, cut, visit, kill, marry*. Students decide if you can do these things yourself and/or to somebody else (you can only *telephone, visit* and *marry* somebody else).

3a Did you enjoy yourself?

Option



- If you wish, do the substitution drill in the Option before students carry out the task.
- If students ask about the inversion with *So*, tell them that it will be dealt with in detail in Unit 3 Step 3.
- Give the following prompts: *I enjoyed myself. He, they, hurt, she, cut, myself, we, introduced (He enjoyed himself. They enjoyed themselves. They hurt themselves. She hurt herself. She cut herself. I cut myself. We cut ourselves. We introduced ourselves.)*

3b What's the word?

Option

- Ask the students to look at the cartoon and say what the painter is doing: *He's painting a picture of himself.*
- Working alone, students complete the sentences and then read them out in class: **1 herself 2 yourself 3 ourselves 4 yourself / ves 5 myself 6 themselves**. If your students find this difficult, they could do the task in section 1 of the *Language study*.
- Point out that there are some German reflexive verbs that are not reflexive in English. Ask individual students to read out the sentences in section 2 of the *Language study*.

4 How to say it: Suggestions and reactions 

 T1/11–12 1'56"/
TS p. 83 

Option

- Make three columns on the board and do the first two phrases with the whole class. Students continue in pairs. **Suggestions: Shall we ...? Let's ..., If you like, we could ..., Why don't we ...? What about ...? How about ...? Positive reactions: Yes, we'll do that. Yes, that's a good idea. Yes, why not? Yes, let's. Negative reactions: Actually, I'd prefer to ..., I'd rather not.** Elicit endings for the unfinished phrases to practise the correct form of the verb, e.g. *Shall we visit Elly?*
- Ask students to look at the photo. Tell them that Lyme Hall is a stately home (a large country house that people often pay to visit). Play the dialogue twice. Students do the two listening tasks and compare answers in class: **Let's ..., How about ...? Yes, that's a good idea. I'd rather not. Donna: How about going to the park? Mike: Let's meet at the weekend.**
- Ask students what Donna and Mike's reactions were to the two suggestions. Play the dialogue again if students need reminding: *I'd rather not, Donna. I'm not very keen on stately homes. Yes, that's a good idea. I'll see you then.* Do the final task in class. One student makes a suggestion, names another student who reacts appropriately and so on. Remind students that they should give a reason after a negative reaction.
- Ask students the following questions: *Do you think Donna is happy? Why not? (she likes Mike and she's jealous that he's spending time with Elly).*

4a Over to you

- Students carry out the task in groups of three.
- You might like to ask students to discuss their own situations in class. Give situations yourself if students are short on ideas, e.g. *It's your parents' 40th wedding anniversary*, and point out that they may have to change *we* to *you* in the suggestions (*Why don't you ...? If you like, you could ...*).

Extra grammar practice

- English Network Grammar Workbook 1: Reflexive pronouns (Exercises 73 and 74).*

If time permits**Resource bank:** Exercise 4: Suggestions (p. 78).**Activity pack 2:** Activity 20 (Suitcases) revises clothes vocabulary.

Unit 2 Step 2: Let's go to the cinema

Contents

Storyline
Vocabulary
Grammar
Functions

- Donna and Mike go to the cinema together.
- Words connected with film and cinema.
- Subject / Object questions.
- Expressing possibility and certainty: *can't be, must be, could be*. Giving opinions, disagreeing and agreeing.

Tips and info

Timing

Starter: 10 min.	Exercises 3–3b: 30 min.	Exercises 5–5a: 20 min.
Exercises 2–2a: 15 min.	Exercise 4: 15 min.	

If short of time

- Exercise 5a: Do this exercise later with the *Review* page.

1 Starter: Have a chat

- Brainstorm different types of film, e.g. *adventure, action, comedy, detective, drama, fantasy, horror, love/romance, musical, science fiction, thriller, war, western*. Invite students to ask you the questions first before they discuss them in groups. In a good class, you could ask students to say one or two sentences about the last film they saw, e.g. *It was about two women who ...*

2 A cinema quiz



- Students read the introduction silently. You might like to ask students to answer the questions in *2a Comprehension* now.
- Ask students to complete the quiz in pairs or small groups making sure they don't look at the answers on p. 130. **1 Richard Burton 2 Dustin Hoffman 3 Alfred Hitchcock 4 Julia Roberts 5 James Bond.** You could make it into a competition and give the first group to answer all the questions correctly a small prize.

2a Comprehension

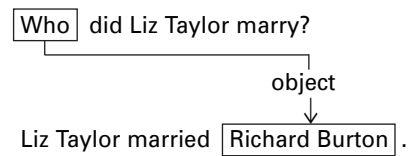
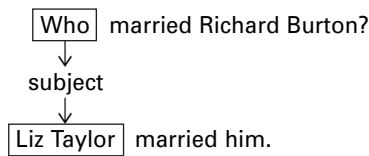


- Working alone or in pairs, students write down the answers and then read them out in class: **1 Mike met Donna on Saturday / Mike did. 2 They met in town. 3 The cashier gave Mike the competition form. / The cashier did. 4 They tried to answer the questions in the interval.**

3 Today's grammar: Subject / Object questions

- Tell students that there are two different types of questions in the quiz and ask them to look back to see if they can find any differences. Students might notice that some are with *did* and some without.
- Ask students to look at the examples in *Today's grammar* while you present them visually on the board:

Board










- Ask students to translate the two questions orally: *Wer hat Richard Burton zweimal geheiratet? Wen hat Liz Taylor zweimal geheiratet?* Then they should look back at the quiz and the questions in *2a Comprehension* and tell you which 5 questions are subject questions. You could ask students to translate questions 4 and 5 in the quiz if they are still having difficulties (*Wer spielte die weibliche Hauptrolle in Pretty Woman? Wen spielte Sean Connery in den 007 Filmen?*)

Option

- Read out the following events: *1 David killed Goliath, 2 Leonardo da Vinci painted Mona Lisa, 3 Romeo loved Juliet, 4 Lee Harvey Oswald shot Kennedy*. Elicit two different questions beginning with *Who* for each event. Then students take it in turns to ask each other the questions, e.g. *Who killed Goliath? David. Who did David kill? Goliath.*

3a Who do you think ...?

- Give students a minute or two to fill in the eight names. Then invite individual students to ask questions beginning with *Who*. Students tick their sentences if they guessed correctly.

- Option
- If time permits, refer to section 2 of the *Language study* on p. 30 and ask students to fill in the question words.
- 3b Exchange information**
- 
- Make two groups (A and B) on different sides of the room. Students should form a pair with someone from their group and find the exercise at the back of the book.
 - Go round and correct while pairs are writing their questions: **Partner A: 2 Who wrote the music ...? 3 Who did Richard Burton partner in ...? 4 Who directed ET? 5 Who created ...? 6 Who did Billy Wilder direct in ...? Partner B: 2 Who did Margaret Rutherford play in ...? 3 Who directed ...? 4 Who starred in ...? 5 Who won an Oscar ...? 6 Who did John Huston direct in ...?**
 - Then students from group A should find a student from group B. Students ask and answer their questions in pairs.
- 4 How to say it: Expressing possibility and certainty**
-  T1/13 2'25"/TS p. 84 
- Ask students to look at the photo while you read out the introduction. Play the dialogue to *Well, this cassette has given me the answer* while students just listen. Students listen again and complete the sentences. Discuss answers in class: **Ms Poole locked the room so the room must be just as it was. The cassette could be interesting. Mrs Robin lives in Paris so she can't be the murderer.**
 - Ask students which phrases express certainty (*can't be, must be*) and which one possibility (*could be*).
 - Working alone, students fill in the sentences, then discuss the reasons for their answers in pairs and finally in class. Students may come up with various possibilities, e.g. *It could be suicide because the firm is in financial difficulties.*
-  T1/14 1'11"/TS p. 84 
- Students listen to the final part of the recording to see if they guessed correctly: **1 It can't be a natural death because he was shot / there's a gun in his hand and lots of blood. 2 It can't be suicide because the tape starts at the beginning. 3 It must be murder because someone pressed rewind.**
- 5 Conversation strategies: Opinions**
-  T1/15 1'42"/TS p. 84 
- Read out the phrases and ask students to repeat. Point out that English speakers don't like to sound abrupt when disagreeing. If you have students that have done *Network 2*, they may be able to add further phrases for agreeing and disagreeing: *I'm afraid I don't quite agree with you there. I disagree entirely. I agree with you there. I think you're probably right. Not a bad idea.*
 - Play the recording. Pause after each dialogue to give students time to find and tick the correct phrases. Students check answers in class: **If you ask me ..., In my opinion ..., Personally speaking, I think ..., I don't think you can really say that. That's true. I think you're right.**
 - Play the dialogues again. Stop after each one to elicit the opinions in full: *In my opinion, it was a complete waste of time and money. If you ask me, he'll get an oscar for this. Well, personally speaking, I'm glad he did!*
- Option
- Give a few opinions on different subjects, e.g. *If you ask me, English is an easy language to learn. In my opinion, Saturday is the best day of the week. Personally speaking, I think (Munich) is a wonderful city. As far as I can see, (German) cars are the best in the world.* Ask students to react in class. Point out that they should give a reason if they disagree. This should be a fairly short, snappy exercise. As soon as students run out of ideas or after a few reactions, give another opinion.
- 5a Over to you**
- Talk about the first subject in class. Students continue in groups of three or four.
 - Circulate, prompt with ideas and help with vocabulary. This is a fluency exercise so it doesn't matter if students make one or two mistakes, but intervene if a student uses a conversation strategy incorrectly.
- Extra grammar practice**
- English Network Grammar Workbook 1: Subject/Object questions (Exercise 62).*

If time permits

Resource bank: Exercise 5: Expressing possibility and certainty, agreeing and disagreeing (p. 78).

Activity pack 2: Activity 39 (Music, film and theatre) practises scanning the entertainment page in a magazine and picking out specific information.

Unit 2 Step 3: Free time

Contents

Vocabulary
Functions
Skills

- Free time activities.
- Agreeing: *So do I/Neither can I.*
- Listening to Donna and Mike discussing people with unusual hobbies. Reading about people with unusual hobbies. Writing about your favourite hobby or interest.

Tips and info

Timing

Starter: 5 min. | Exercises 4–4a: 20 min.
Exercises 2–3: 25 min. | Panorama: 40 min.

If short of time

- Exercise 4a: Shorten 4a by having them hand in their written work instead of reading it in small groups, or ask them to do the writing at home.
- Panorama Task 2: Groups write one question for each hobby rather than two.

Preparation

- Exercise 4: Have one or two bilingual dictionaries available, if possible.

1 Starter: Hobbies

- Students write down any hobbies or interests they had as children and that they have now. This will give you the opportunity to answer any vocabulary problems. Talk about your hobbies and interests and then ask students to continue round the class.
- Remind students of the use of *used to* if they are unsure: *In English, “used to” is used for something that happened regularly in the past but is different now.*

2 Evening courses

- Let students read through the college programme for themselves and ask them to tick those courses that interest them.
- Students might find some of the words difficult to stress correctly, so read some or all of the following aloud for students to repeat in chorus: *vegetarian, conversation, Internet, pottery, diet, business, calligraphy, photography.*
- Read out the task and elicit two or three further questions students could ask, e. g. *Which time would be convenient for you? Where did you do this course? Do you know anyone who has done this course?*
- If the class is small, you might prefer students to ask and answer the questions in class. If not, students should ask and answer in pairs.

3 How to say it: Finding things in common

- Students take it in turns to read out the positive sentences and reactions with *So*. Say one or two further sentences and ask students to react using *So (am I, do I, would I, can I): I’m good at photography, I like painting, I’d like to go to the Italian class. I can speak a bit of French.* If students still don’t understand the pattern, explain that *So* means *also* and write a sentence on the board as follows:

Board

I can swim. So can I.

Add that if there is no auxiliary verb in the sentence, *do* is used.

Option


- Say the word *neither* (naɪðə or ni:ðə[r]) aloud for students to repeat in chorus. Fill in the first missing word in class and then ask students to fill in the rest alone.
- Say some sentences aloud and ask students to agree with you using *So* or *Neither*: *I don’t collect stamps. I’m interested in DIY, I’d like to do Italian, I can’t speak Japanese, I come here by car, I’m not free on Sundays, I can play tennis very well, I like going to flea markets, I wouldn’t like to go on a diet. I don’t want to try pottery.*
- In the groupwork, students should take it in turns to say when they’re free and which courses they’d like to do. Encourage the others to agree whenever possible. One student in each group should act as secretary, note down the group’s preferences and then report back to the class.

4 Personal dictionary

- First elicit questions you might ask if you want to find out about someone’s hobby or interest, e. g. *How often do you do it? Where do you do it? What do you need for this hobby? When did you start? What qualities do you need?*

4a Write and talk

- Working individually, students write a list of about ten words in their personal dictionary they will need to write about their own hobby or interest. If they don't know the English word, they should write it in German and ask you or look it up in a dictionary.
- Using the words they have listed each person writes a short text about their hobby. As they are writing, circulate and help each individual with spelling, vocabulary, etc.
- After students have read out their texts in small groups, the other members of the group should ask one or two questions to find out further information.

Panorama**Task 1**
 T1/16 2'36"/TS p. 85


- Ask students to cover the three Panorama texts and to read Task 1. Play the recording. Press the pause button after each part. Ask students what the unusual hobby is and elicit the question that Donna asks Mike. **How do you feel about bull-fighting? Have you ever heard of anyone who has overcome a disability like that? Have you ever collected anything?** Discuss each answer in class before going on to the next part. You might like to write a list of adjectives on the board to help students express their opinion on bullfighting: *cruel, dangerous, boring, exciting, silly, quite frightening, fantastic.*

Task 2

- Ask students to close their books and then read out the task. Circulate while groups are writing their six questions and help individual groups with ideas, question formation etc. Remind students that questions with *ever* and *yet* are in the present perfect. Write down those questions on the board that differ from ones already asked.
- Students read the articles silently and look for the answers to their questions, if possible. Encourage students to guess words from context and to look up words in the *Dictionary* on pp. 160–185.
- Students form pairs and ask each other the questions on the board before discussing the answers in class. If short of time, leave out the pairwork.

Task 3

- Ask students to carry out the task in small groups. If short of time, give each group a different article to finish. Some possible endings might be: *... that it's an exciting hobby. ... when I'm going to kill myself. ... that we're a bit crazy.*
- Perhaps someone in the class knows someone who has an unusual hobby and can say a few sentences about it.

Option

- Tell students that you're going to revise some words for people and ask them to make three columns in their notebooks with the headings *-er, -or, -ist*. Read out the definitions below and tell students to write the name of the person being described in the column with the correct ending.
 - A person who fights bulls.
 - A person who rides motorcycles.
 - A person who collects things as a hobby.
 - A person who owns a bank.
 - A person who provides the money for something like a sports event.
 - A person who watches an event or sport but doesn't take part.
 - A person who regularly travels a long distance to work.
 - A person who plays tennis.
 - A person who interviews people and writes articles for a newspaper or magazine.
 - A person who acts in a play or in a film.
 - A person who works in an office or hotel and who helps people when they first arrive.

<i>-er</i>	<i>-or</i>	<i>-ist</i>
<i>bullfighter</i>	<i>collector</i>	<i>motorcyclist</i>
<i>banker</i>	<i>sponsor</i>	<i>journalist</i>
<i>commuter</i>	<i>spectator</i>	<i>receptionist</i>
<i>tennis player</i>	<i>actor</i>	

If time permits

Resource bank: Exercise 6: *So* and *neither* (p. 79).

Activity pack 2: Activity 27 (What do you think?) offers some extra practice on expressing opinions and agreeing and disagreeing.

Unit 2 Review

Contents

The *Review* page contains material for revising the functions, vocabulary and grammar structures that were introduced in Steps 1 to 3 and includes a role-play exercise (exercise 4) and a vocabulary exercise (exercise 5).

Tips and info

Timing

Starter: 5–10 min. | Exercise 3: 15 min. | Exercise 5: 5 min.
Exercises 2–2a: 15 min. | Exercise 4: 15–20 min. | Further practice: 30–45 min.

If short of time

- Make a choice from the suggestions in the *Further practice* section.

Preparation

- Further practice (Vocabulary: associations): Write some words that appear in Unit 2 on small cards so that there's at least one for each pair, e.g. *collect, mechanic, violence, event, wet, knife, DIY, flea market, murder*.

1 Starter: Free time

- In a small class you might prefer to do this with the whole class. If not, ask students to discuss the questions in groups of three or four and then to share the more interesting information with the whole class.



2 A survey: popular cultural activities

- Read out the seven most popular cultural activities. Explain when the verb *attend* is used: "*Attend*" is more formal than "*go to*", you can *attend* a particular event, e.g. a football match, a theatre performance, a wedding.
- Divide the class into two groups on different sides of the classroom so that they don't disturb each other. Ask students to read through the task and designate a secretary in each group who makes sure that everyone in the group asks a question and also writes down the results of the survey.
- In the feedback session groups could ask each other questions with *How many* and *Which*, e.g. *How many people in your group go to the cinema regularly? Which people go ... ? How many times a year do you ... ?*

2a Talk about what you prefer

- Elicit other phrases for giving opinions and agreeing or disagreeing. You might prefer to let students look back at the list on p. 29.
- Go round and monitor while students are discussing in groups of three or four.

3 Who likes football?

 T1 / 17 – 18 2'38" / TS p. 85 



- Play the recording and discuss the first part of the task in class: **a) speaker 3 b) speaker 1 c) speaker 2.**
- Students listen again and make notes. Give students a little time to write sentences. They should compare with a partner and then read out their sentences in class. Some possible sentences might be: **1 The first speaker could be a football fan because her favourite sport is a team game / a ball game. 2 The second speaker must be a football fan because his team plays against Manchester United / he hopes his team will play in the Champions League. 3 The third speaker can't be a football fan because she doesn't like team games.**

Option

- If your class know each other quite well, you could ask students to express opinions about each other. Write the following on the board: *football fan, mother, father, opera fan, jazz fan, married, tired, a collector, a good cook, a well-travelled person, an amateur gardener, enthusiastic about English*. Ask students to make sentences about other members of the class using the words on the board: *I think, (Petra) could be an amateur gardener because she likes flowers.*

4 Role-play: Entertaining visitors from abroad

- Ask students to find a new partner (someone they haven't worked with yet in this lesson) and work together to prepare the dialogue. Weaker classes might like to do this in writing first. Before they start, ask them to look at the list of phrases for making suggestions on p. 25.
- One possible dialogue would be as follows:
A: If you like, we could take them to a football match.
B: I'd rather not. The weather is terrible. They'll get very wet.

- A: Well, what about going to the cinema with them? (Lord of the Rings) is on at the Odeon next week.
 B: Oh, do you think that's a good idea. Their English isn't very good and they might find it difficult to understand.
 A: Well, why don't you make a suggestion then?
 B: Shall we take them to a concert? Do you know what's on?
 A: There's a good jazz concert at the Bridgewater Concert Hall. The trumpet-player is excellent. I'd really enjoy it.
 B: So would I. But I don't think they like jazz. How about going to the Bach concert instead?
 A: Yes, I think they really like classical music.
 B: Yes, that's true. Why don't you buy the tickets?
 A: OK, I'll do that. What about going to an Indian restaurant afterwards?
 B: Yes, that's a good idea.

5 Vocabulary

- Students can do this optional exercise in class or at home.

Homestudy

- Students might also like to do the *Test yourself 1* on p. 40.
- They could also read the *Language and culture* notes on p. 35 and *Word skills 2* on p. 109 if they haven't already done so.

Further practice

Reflexive pronouns

- Dictate the following sentence stems.
 - 1 I rarely look at ...
 - 2 She sometimes cuts ...
 - 3 We always enjoy ...
 - 4 He taught ...
 - 5 Did you make ...?
- In pairs, students decide on the correct reflexive pronoun and an appropriate ending. Compare sentences in class, e.g. *I rarely look at myself in the mirror when I get up.*

Questions with *who*

- Dictate or write the following on the board:

Board

Who wrote
 Who sang
 Who acted
 Who invented
 Who married
 Who painted
 Who won

- In small groups, students write a quiz by completing the above questions, e.g. *Who wrote Faust? (Goethe), Who invented the radio? (Marconi)*
- The quiz can be carried out as a team game. The groups take it in turns to ask the class their questions. The first group to answer correctly is awarded a point. As an alternative, two groups join together to ask each other their questions.

Vocabulary: associations

- Distribute word cards (see preparation) to each pair of students.
- The aim of the exercise is to write down five or six words that students associate with the word written on their card. Students read out their associations to the class who try to guess the original word written on the card.
- Demonstrate the exercise first. Think of a word, e.g. *wedding* and tell the class some of the words you associate with it, e.g. *white dress, champagne, church, photos, etc.*

Left-overs

- If you omitted any exercises in Steps 1, 2 or 3 because you were short of time, you may want to go back and do them now.

Activity pack 2

- In Template 46 (Cloudgame) you can get students to talk about all kinds of pastimes.

English at work 1 Working life

Contents

This optional material is suitable for people who need English for their jobs. It deals with people's workplaces and what they do there.

Tips and info

Timing

- If you plan on 45–60 minutes for *Review 2* (without the *Further practice* activities) and 30–45 minutes for *English at work 1* (without the *Options*), you could do both pages in the same lesson.

If short of time

- This material is optional, so you can use as much or as little as you want.



Preparation

- Warm up and exercise 3b: Bring along one or two bilingual dictionaries, if possible.

Warm up

- As a lead-in to the topic, write the word *workplace* on the board and tell students about your workplace, e.g. *I work in the English department in a school*. Then ask students to say something about their workplace, e.g. *I work in a scientific institute in a laboratory, I work in a factory in the assembly shop* (Montagehalle). You will probably have to help with vocabulary, so it's a good idea to have a good bilingual dictionary available.

1 Visiting someone at their workplace

 T1/19 1'43"/TS p. 85


- Students read the questions and possible answers and tick the ones they prefer.
- Then they listen to the recording and mark the expressions used. Let students discuss their answers briefly in pairs. To check, ask individual students to read out the correct answers: **1 I'm here to see ... 2 At ten – I'm afraid I'm a bit early. 3 Yes, it's ... 4 Yes, but could you lend me a pen, please?** Point out that in Britain it is more usual to use first and last names rather than Mr Carthy or Miss/Mrs/Ms Peters.

Option

- Tell the students that they're going to re-enact the conversation between the receptionist and Elly. Students listen to the recording again and then act out the dialogue in pairs, using the questions and answers listed and adding any other details they can remember.

2 Which department?



- Read the list of departments aloud for the students to repeat in chorus.
- Working individually, students should read the short texts and fill in the numbers, looking up words in the *Dictionary* on pp. 160–185, if necessary. Students compare with a partner before checking in class: **1 Book-keeping 2 Research and Development 3 Human resources 4 Customer support 5 Sales and Marketing.**

Option

- In small groups, students write what people might say about their jobs if they worked at the reception or in the bistro, and then read them aloud to the class.

3a People at work



- See if anyone can define any of the eight words listed. Define them yourself if students are unable to this, e.g. *temporary is something that lasts for a short time, permanent is something that lasts for a long time, an apprentice is a person who is learning about the job, training is a period of learning for a particular job, you work part-time when you work only a part of the normal working time and full-time if you work for the normal number of hours or days, if you employ someone you give someone a job, if you are self-employed you work for yourself.*
- Students complete the sentences. To check, ask individual students to read out the completed sentences: **1 employ, self-employed 2 temporary, permanent 3 apprentices, training 4 full-time, part-time.**

3b Over to you

- Give students a little time to think about what they want to say about their job or someone else's job and to note down a few of the vocabulary items they will need. Be available to give help with unknown vocabulary items.
- In small groups, students take it in turns to describe their job. The others in the group write down any words the speaker uses that have come up in exercise 2 or 3a.
- In a small class, you might prefer to do this as a whole class exercise.

English Network Magazine 1

Contents

These two pages contain optional reading material and activities on the topic of the USA. The focus is on Texas with texts about Dallas and people with links to Texas.

Tips and info

Timing

Quiz: 20 min.	Mini Phrase Book: 10–15 min.	Special report: 20 min.
Text: 20 min.	Learners' Letters: 5–10 min.	

Note on timing

This page is optional and you can be flexible with the activities depending on your goals and class interest. If you decide to do the story in this lesson, you should suggest that students read/do some of the activities at home.

Facts and figures about the USA

- With books closed, ask students to write down six words they associate with the USA. Students read out their words in small groups or in class and if possible, say why they chose their particular words. If this leads on to further discussion about the USA, fine. If not, go straight onto the quiz.
- Ask students to cover up the information about the USA in the second column and to share any facts they know in class, e.g. *The population of the USA is about ..., There are ... time zones*, etc. Then give students a little time to read through the facts themselves.
- Students fill in the column about Germany in pairs and then compare in class: *The population of Germany is ...*, etc. The key is on p. 126 of the students' book.
- If your course takes place in Austria or Switzerland, elicit facts about this country, e.g. *The population of (Austria) is about ..., I think it has got an area of ...*



Dallas and its skyline

- Students say what they know about Dallas and then read the first paragraph of the text.
- Focus on the photo of the Reunion Tower and ask the following questions: *Do you know the name of the tower? Do you like it? Would you like to go to the top?*
- Students read the rest of the text silently. Encourage them to guess unknown words from context. Then let them discuss unknown vocabulary items in small groups.
- While students are discussing the vocabulary, write the following sentence halves in a column on the board: *Reunion Tower is a building ..., It's got four cylinders ..., There are lifts ..., It's got an observation area ..., There's an elegant restaurant ..., There's a lounge ..., It's got a computer system ...*. Students finish off the sentences orally using *which, that* or *where*, first in pairs and then in class, e.g. *Reunion Tower is a building that only has three floors*. Discuss the final question in class.

Option

- Ask students who have been up a high building to describe it to the class.

Mini Phrase Book

- Here are two ways of doing this exercise. Either elicit questions students might ask at a Tourist Information Office and ask students to write them down in their notebooks. Students then compare with the ones listed in the book. Or get individual students to read out the questions listed in the book and then elicit further questions they might want to ask, e.g. *Have you got any brochures about interesting sights?*

Option

- Students could do a role-play. In groups of three, one student chooses a town he/she knows well and takes on the role of someone who works at the Tourist Information Office. Assign this role to a more able student. The others are the tourists.

Learners' Letters

- Ask students to cover up the answer and to read the letter. Find out if anyone can answer the question before getting them to read the answer.
- Ask if they know of any other differences between American and British grammar. Refer to the *Language and culture* notes (Step 2, 3a) on p. 21, if necessary.

Special Report

- Ask students to cover the text and look at the photos. First elicit who the people are. Then ask students to work in small groups to write down anything they know about them. Be available to help with vocabulary. Students read out their sentences to the class.
- Students read about the people in the photos and compare their notes with the texts.

Story

- For suggestions on how to work with the story, see p. 75 at the back of this book.

Unit 3

Home and away
Step 1: Away from home

Contents

Storyline

Vocabulary

Grammar

Functions

- Donna and Mike talk about where they used to live and why they moved.
- Types of home. Hotel services. False friends: *game/play, happy/lucky*, etc.
- *to have something done*.
- Giving reasons: *that's why, so that, because, in order to*.

Tips and info

Timing

Picture page: 5–10 min.
Starter: 5 min.

Exercises 2–2b: 25 min.
Exercises 3–3c: 30 min.

Exercise 4: 15 min.
Exercise 5: 10 min.

If short of time

- Exercise 3c: Students report only one thing to the class.
- Exercise 5: Each group chooses one or two questions to talk about.

Unit 3 picture page

- Elicit the names for the types of home shown in the photos: *houseboat, castle, terraced house, cottage, mobile home, high rise flat*.
- Students discuss the questions in small groups.

1 Starter: Hotel life

- Ask one or two warm-up questions: *Do you often stay in hotels? When was the last time you stayed in a hotel? Would you like to stay in a luxury hotel?*
- Then brainstorm some of the differences between hotel and home life, e.g. *It's more expensive, you don't have to cook yourself*.

2 The Midland Hotel

- Elicit some of the services the Midland Hotel might offer. Then ask students to read the text silently to find out what other services it offers. Discuss these briefly in class, e.g. *It has a valet parking service*. Point out that most hotels in Britain have an electric kettle and teabags or a coffee machine so that people can make tea and coffee in their rooms.

2a Comprehension



- Ask students to fill in the boxes. If students are unclear about what they have to do, tell them that the numbers refer to the number of the paragraph in the text.
- To check, select individual students to read out their answers, e.g. *Paragraph 1 is about transport. 1 transport 2 wellness 3 gastronomy 4 room facilities 5 room service*.

Option

- Ask students to name the services they would particularly like and why.

2b Vocabulary

- Ask students to find the highlighted words in the text and select individual students to read each of the seven sentences aloud. Discuss the meanings of the words in class, e.g. *if you have an en-suite bathroom, your room has its own bathroom*.
- Students carry out the task as in the coursebook. Point out some of the following if students have problems: *A play* (= Theaterstück) is something you watch at the theatre. *Drive* (= fahren) is used when you are in control of a car or bus, e.g. *I drove to work, she drives the school bus*. *Travel* (= fahren, reisen) is used when you make a journey, e.g. *I often travel by train, I love travelling*. *She's happy* = sie ist glücklich/froh whereas *she's lucky* = sie hat Glück. *Save time* = Zeit sparen whereas *spare the time* = Zeit haben.
- In the feedback session, students listen out for word pairs they haven't dealt with and write down example sentences in their notebooks. If there are any word pairs that students haven't chosen, elicit possible sentences in class.

3 Today's grammar: *to have something done*

- Read out the example sentences. Focus on the final sentence and ask questions to make the meaning clear: *Did you cut your hair yourself? Did someone else cut your hair?* Then point out the word order. Refer to section 2 of the *Language study* on p. 44, if necessary. Ask students to look back at the text to find sentences that use this construction: *you can have your hair done ..., you can have your newspaper delivered ..., you can have your breakfast brought to your room*.

Option

- Read out the following sentences and ask students to convert them (orally or in writing) using *have something done*, e.g. *Peter never washes his car – he has his car*

washed. Other possible sentences are: *Helen never cleans the flat herself. John doesn't repair his TV. The boss can't type the letters himself. My mother never washes her hair herself. They can't change their tyres.*

3a Hotel services

- Elicit sentences about the hair salon in class, e.g. *You can have your hair washed/cut/styled/coloured/permed/trimmed.* Students discuss the other services orally in pairs and then compare in class. Be available to help with vocabulary. Possible sentences might be: *You can have your clothes cleaned/pressed. You can have newspapers delivered to your room. You can have your film processed/developed, your photos enlarged. You can have food brought to your room.*

3b Mike's house



T 1/21 2'19" / TS p. 86



- Focus on the photo of Mike's kitchen and brainstorm some of the things you find in a kitchen. Mention the following words, if necessary, as they appear in the listening: *cooker, cupboard, dishwasher, freezer, electrical equipment.*

- Give students time to read through the task. Play the recording, twice if necessary, while students write down the answers in their notebooks. Students then compare with a partner and finally read out answers in class: **1 As soon as he bought the house, Mike had it painted, had the garden done and had central heating put in. 2 After he moved in, he had a new kitchen fitted and the electrical / kitchen equipment replaced. 3 He had the guest room painted last month.**

Option

- If time permits, ask students why Mike had these things done, e.g. *Why did he have the house painted? Why did he have the garden done? Why did he have the central heating put in? Play the recording again, if necessary.*

3c Who does it?

- Brainstorm some more ideas students could ask about, e.g. *do your garden, install your computer programmes* and then give students about five minutes to mingle and ask questions and make notes.

4 How to say it: Giving reasons



T 1/22–23 3'03" /
TS p. 86



- Students will probably have met *that's why* and *because* before. Give example sentences with *so that* and *in order to*, e.g. *You'll have to listen to the dialogue carefully so that you can answer the questions/ in order to answer the questions.*
- Play the recording while students just listen and look at the photos. Then play the recording again while students complete the first task. Students compare their results in class: **that's why (D & M), so that (D & M), because (D x 2), in order to (D & M).**
- Then give students a little time to look at the questions and to write down any of the answers in their notebooks, if possible. Play the recording again while students complete the task. Students compare answers with their partner before checking in class: **1 Because her father got a job in Dallas. 2 So that she could study journalism. 3 She had a boyfriend in Dallas – that's why she returned. / Because she had a boyfriend in Dallas. 4 In order to get away from the situation at home. 5 So that he could get a good job.**
- Finally ask about Tim: *Did Tim stay in Summerseat? (No, he went to London because there were no job opportunities in Summerseat).*



5 Over to you

- Students carry out the task in groups of three. If you wish, write down a few of the phrases from the previous listening on the board so that students can use them in their conversations, e.g. *I was born in a little village called ..., I grew up ..., There were no job opportunities, Where are you from originally?*
- Circulate during groupwork and offer help, if necessary. As the aim of this exercise is to encourage fluency, correct only major or recurring errors.

Extra grammar practice

- English Network Grammar Workbook 1: to have something done* (Exercise 59).

If time permits

Resource bank: Exercise 7: Words and phrases connected with hotels (p. 79).
Activity pack 2: Activity 36 (Do you do it yourself?) revises *to have something done*.

Unit 3 Step 2: A flat-warming party

Contents

Storyline	• Donna has a flat-warming party and then feels homesick.
Vocabulary	• Abbreviations in letters.
Grammar	• Second conditional.
Functions	• Expressing concern and giving advice. Writing invitations and replies.

Tips and info

Timing	Starter: 5 min. Exercise 3: 10–15 min. Exercises 5–5a: 20 min.
	Exercises 2–2b: 30 min. Exercises 4–4b: 20 min.

If short of time	• Exercise 4b: Students make one or two chains only. • Exercise 5a: Omit the final part of the exercise.
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1 Starter: Party time	• If you'd like to start with a quick warm-up on the theme of parties, brainstorm different kinds of parties: <i>dinner, Christmas, birthday, New Year, farewell, flat-warming</i> . • Then give students a little time to think about the task before sharing their ideas in class. If students find it difficult to decide on a famous person, elicit names of various famous people and encourage students to choose one to invite.
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2 An invitation	• With books closed, tell students that they're going to have a flat-warming party next Saturday and that they should write a short letter (two or three sentences) to a friend inviting him/her to the party. Students work on their invitations in pairs and then compare with Donna's invitation to Tim. • See if anyone knows what RSVP stands for (<i>répondez, s'il vous plaît</i>).
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2a Talk about them	• Students work in pairs. They should spend a few minutes looking back through the book and making notes on Donna, Tim, Mike and Elly. There's some information about Tim on p. 20 and p. 43. and about Elly on p. 24. • Say the name of each character in the story in turn and let students say what they know.
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2b Vocabulary



- Students discuss the questions in pairs and answer as many as they can, before you go through the questions with the whole class: **1 Miss, Mrs or Ms 2 If I write a letter to someone who is staying in another person's home. 3 SK63AL 4 Monday the thirty-first, Tuesday the twenty-second, Thursday the third 5 8 a.m. 6 I'd (would) reply. 7 Postscript.** Give explanations and further information, where necessary. Miss is for an unmarried woman, Mrs for a married woman and Ms for a married or a single woman. The title Ms has been used widely since the 1970s, when it began to be used by women who did not want to be known according to whether or not they were married. It's often used in business and not so often in private life. There's further information on postcodes and abbreviations in the *Language & culture* on p. 53.

3 Exchange information	• If your students find question formation difficult, you could set up the exercise as follows: Make two groups (A and B) on different sides of the room. Students form a pair with someone from their group and read through the instructions before writing down the questions they need to ask in order to find out the missing information. Circulate and help with question formation. Point out that prepositions come at the end of the question. Partner A: Whose birthday is it? When's her birthday? Which day has Douglas decided to have the party on? Which town is the code 161 for? What's Douglas's phone number? When should Jayne arrive at the party? Partner B: What's the date of the party? How old will Melanie be? What does Tom have to do the day after? Who does Cathy want to bring with her? Who is Jayne looking forward to seeing? • Ask the students in group A to find a student from group B and to complete the task.
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4 Today's grammar: Second conditional	• Ask students to look at the photo. Read out the sentence in the speech bubble and ask students if they know what the contraction 'd stands for.
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- **The meaning.** Ask the following questions: *Does she know a lot of people? Is she going to have a bigger party?* Point out that the second conditional is used for an imaginary situation. See section 2 of the *Language study* on p. 48 for more help.
 - **The form.** Ask individual students to read the example sentences aloud. Elicit the tenses used (past simple in the *if*-clause, *would* + infinitive in the main clause). German speakers tend to have difficulties with the form of the second conditional so the translation into German will show how the form differs in the two languages: *Würdest du (hin)gehen, wenn sie dich einladen würde? Ich würde nicht (hin)gehen, wenn ich niemanden kennen würde. Wenn ich du wäre (an deiner Stelle), würde ich Tim einladen.* The following saying may also help: *If with would is not so good.*
- Option
- Now ask students to look back at *2 An invitation* and *2b Vocabulary* on p. 46 and to find sentences/questions with the second conditional (three in all). Finally point out that *were* is often used instead of *was* in *If* sentences (*was* is less formal), and that in written English, there is only a comma between the two clauses when the *if*-clause comes first.
 - Write the following sentence halves in a column on the board and ask students to finish them off: *If I were rich, If I went to the USA, If I didn't have a job/car/children.* Continue for about two or three minutes or until students run out of ideas.
- 4a What would you do?**
- In pairs, students take it in turns to ask and answer the questions. Circulate and make sure that students use the correct tenses. If pairs finish quickly, encourage them to think up further questions they could ask their partner.
- 4b If ...**
- If anyone is unable to continue the chain, give a quick prompt or start a new chain. In a large class, you may prefer to have students work in groups of four.
- 5 How to say it: Expressing concern and giving advice**
- Ask students to suggest what might be wrong with Donna, e.g. *She probably misses her friends, perhaps she drank too much, she hasn't slept enough, maybe she's had an argument with Mike, perhaps she's ill.*
 - Then students complete the phrases in pairs. If students have any problems with the question tags, they could do exercise 11 in the *Grammar check* on p. 122 at home. Point out that *sick* is American English for *ill*. In Britain, *I was really sick* = *Mir war ganz übel.*
 - Let students check their answers by listening to the phone call. Confirm answers in class: **You don't sound too well. You aren't sick, are you? There's something wrong, isn't there? Are you sure you're all right? I'm a bit worried about you.** Read out the expressions again for students to repeat in chorus. Pay particular attention to the rising intonation in the question tags. Then elicit what was wrong with Donna: **Donna had a hangover and was homesick. Maybe she misses her husband. She's feeling a bit down.**
 - Write the expressions *If I were you, I'd ...*, *You'd better ...* in one column on the board. Brainstorm other phrases they know for giving advice and add them to your list, e.g. *You should/shouldn't ...*, *I don't think you should ...*, *Why don't you ...*, *It's not a good idea to ...*. Ask students to write the list into their notebooks. Play the recording again while students note down the advice that Donna's mother gives next to the corresponding phrase.
You shouldn't drink so much. If I were you, I'd have a shower and go for a walk in the fresh air. I don't think you should ask that question. Why don't you leave the clearing up till later? You and Mike should go out and do something nice. It's not a good idea to stay at home and do nothing. You'd better take a couple of aspirins.
- 5a Over to you**
- Demonstrate the exercise with the whole class first. Tell the class your problem, e.g. *I've got backache*, and ask them to express concern and give advice. Point out that they'll have to exchange *look* for *sound* and say *You don't look too well.*
 - Let students mingle for about five minutes before they sit down and exchange their best pieces of advice.
- Extra grammar practice**
- *English Network Grammar Workbook 1: Second conditional (Exercises 48 and 49).*

If time permits

Resource bank: Exercise 8: Replying to written invitations (p. 79).**Activity pack 2:** Activity 11 (If I were you ...) revises phrases for giving advice.

Unit 3

Step 3: Home sweet home

Contents

Storyline
Vocabulary
Functions
Skills

- Donna writes to her mother about her flat-hunting experiences.
- Houses and rooms.
- Conversation strategies: Presenting arguments.
- Reading part of a letter about Donna's flat-hunting experiences. Reading a newspaper article about garden gnomes. Writing about the plus and negative points of your flat or house.

Tips and info

Timing

Starter:	5 min.		Exercises 4–4a:	20 min.
Exercises 2–3:	25 min.		Panorama:	40 min.

If short of time

- Exercise 4a: Shorten 4a by having them hand in their written work instead of reading it in small groups, or ask them to do the writing at home.
- Panorama (Task 2): Students choose only one or two questions to discuss.

Preparation

- Exercise 4: Have one or two bilingual dictionaries available, if possible.

1 Starter: My home

- First ask students what they think *Home sweet home* means: a phrase used when you want to say how pleasant it is to be in your own home (= *trautes Heim, Glück allein*).
- Tell the class how you found your flat/house and then ask students to continue round the class. You may have to help with vocabulary, e.g. *estate agent* (= *Makler*).

2 A letter home & 2a Comprehension



Option

- Ask students to read the letter silently and to note down the answers to the questions in *2a Comprehension*. Check answers in class: **Donna saw four flats. She decided to take the last one.**
- Focus on some of the new vocabulary items and revise some of the others by reading out the definitions below. Ask students to find the appropriate word in the text and to write it down.
 - Another word for rent. (*let*)
 - Another word for living-room. (*sitting room*)
 - An animal that you keep in your house. (*pet*)
 - If you refuse something or say you don't want something, then you (*turn it down*)
 - The opposite of expensive. (*cheap*)
 - If something doesn't have any furniture in it, it's (*unfurnished*)
 - Someone who never puts their things back where they belong is (*untidy*)
 - If something is for only a short time, it's (*temporary*)
- Point out that in words that begin with *gn*, the *g* is silent, so *gnome* is pronounced /nəʊm/.

3 Conversation strategies: Presenting arguments



- Students carry out the first part of the task alone. Ask students to underline the phrases for presenting arguments in the text, too. To check, select individual students to read out the sentences in Donna's letter that begin with these phrases. The following phrases should be underlined: **I'm really against ... On the one hand, ... / On the other hand, ... There's no doubt about it, ... One minus point is ... On the positive / negative side ... One good thing ...**
- In class, students discuss what Donna liked and didn't like about each flat in turn, e.g. *The two good things were that the flat was beautifully furnished and Donna got on well with the woman who owned the house. Another advantage was that she wanted to let two rooms. The big minus point was her cat because Donna has an allergy.* In a large class, you might prefer students to do this in pairs or small groups.
- If time permits, students could say which flat they would choose and why.

4 Personal dictionary

- Students complete their personal dictionaries. If they don't know the English word, students could either ask other class members for help: *Do you know the English for ...?* or look it up in a dictionary.

4a Write and talk

- While students are writing, circulate and help each individual with vocabulary, etc. Students should add new words to their list in their personal dictionary, if they wish.
- After students have read out their texts in small groups, the other members of the group should ask one or two questions to find out further information about each other's houses or flats.

Panorama**Task 1**

- Ask students to read the task and look at the photo while you write the following headings on the board:
 - 1 Gnome history
 - 2 Gnomes on holiday
 - 3 How do people feel about their gnomes?
 - 4 Who owns the most gnomes?
 - 5 Gnome liberation
- Tell students that they're going to read the text for gist. If your class is unfamiliar with this sort of exercise, explain briefly what reading for gist is (reading a text quickly just to get the main point – you are not interested in the details).
- Let the students have a quick look at the paragraph headings on the board and then give them a few minutes to read through the text and to match each heading to a paragraph. Tell students not to worry about unknown vocabulary items at this stage. Check the answers in class. The correct order is 4 2 3 5 1.
- Now tell the class that you are interested in finding out some of the details. Ask the first of the five questions listed below. Give the students a minute to skim the text and to find the answer. Students can either write down the answer or answer orally in class. Then go on to the next question. This would be a good time to answer vocabulary questions or to let students look up unknown words in the *Dictionary* on pp. 160–185.
 - 1 What did Patrick Bournard discuss in his paper?
 - 2 Why is Mrs Atkins a world record-holder?
 - 3 What do the GGLF do?
 - 4 What happened to Gnorman, Myra's favourite gnome?
 - 5 What did Sir Charles Isham do with his gnomes?

The answers are:

- 1 *He discussed the emotional relationships between people and their garden gnomes.*
- 2 *Because she has the largest collection of garden gnomes in the world.*
- 3 *They free gnomes from fenced-in gardens and return them to the wild.*
- 4 *Someone kidnapped him and took him on holiday to St Tropez.*
- 5 *He used them as decorations on his dinner table and then he put them into a rockery in his garden.*

- Finally ask students how they feel about garden gnomes: *Would they like one in their garden? How would they feel if they lived next door to Mrs Atkins? Do they know anyone who collects garden gnomes?*
- Students discuss the questions in small groups. If you wish, ask students to share interesting experiences/examples in class.

Task 2

If time permits

Resource bank: Exercise 9: Presenting arguments (p. 79).

Activity pack 2: Activity 49e (If I had that job) practises the second conditional.

Unit 3 Review

Contents

The *Review* page contains material for revising the functions, vocabulary and grammar structures that were introduced in Steps 1 to 3 and includes a role-play exercise (exercise 5) and a vocabulary exercise (exercise 6).

Tips and info

Timing

Starter: 10 min.	Exercise 3–4: 25 min.	Exercise 6: 5–10 min.
Exercise 2: 10 min.	Exercise 5: 15 min.	Further practice: 30–45 min.

If short of time

- Make a choice from the suggestions in the *Further practice* section.

Preparation

- Further practice (*have something done*): Make photocopies, one for each student.


1 Starter: Away from home

- Ask the class to read the task and to note down one or two things they do before going on holiday. Circulate and help with vocabulary items, e. g. *pull the plugs out of the sockets, cut the grass, put the dogs into kennels*.
- Ask students to say one or two sentences in turn.

2 House-minding

- Give students time to read the advert and ask about any vocabulary items they don't know. After students have written and compared their sentences with a partner, they should choose what they consider to be the biggest advantage of a house-minding service and read it out to the class.

3 House-sitters

 T 1/26–27 3'39" / TS p. 88



- Before they listen, ask students to speculate on the difference between a house-minder and a house-sitter.
- Play the conversation once while students make notes. Tell students that the answers occur in the first part of the conversation. Students compare their notes with a partner before discussing the answers in class: **A house-minder visits a house regularly while the owner is away, a house-sitter lives in it. Terry's cat would be happier if there were someone in the house all the time, it would be cheaper than a house-minder.**
- Play the recording again while students carry out the second part of the task. Make use of the pause button to give students time to make notes. The answers are: **All kinds of people – Jo mentions teachers, businessmen, retired people and students. Jo mentions two reasons – getting away from the house while the decorators are there, seeing the world. Jo's house-sitter was an American student who came to England to do a summer course at Manchester University.**
- Students should discuss the final question in small groups. Assign a secretary in each group who notes down the answers. Some possible attractions of being a house-sitter might be: *to save rent money, to see a different part of the world, because they're having their own house decorated, to save hotel costs on a business trip*. To find out how many reasons the class can come up with, ask the secretaries to read out their sentences to the class but only those that haven't been mentioned yet.

4 Pros and cons

- First elicit other phrases for presenting arguments (see p. 50). Then let students read the sentences in the speech bubbles and discuss the questions in groups of three. Write word/idea prompts on the board if you notice that groups are having difficulties: *expensive, ruin furniture, smokers, security, pets*.

5 Role-play: Choosing a house-sitter

- Give students time to read through the role-play and to ask about anything they don't understand. Students prepare their dialogue orally. Circulate and explain any major errors. You may prefer to note down recurring errors and deal with them later.
- The following is a possible dialogue:

A: What do you think about the house-sitters?
 B: Well, one good thing about the single mother is that she's got a lot of time to look after the house and she loves gardening.
 A: Yes, you're right but on the other hand, she's got a small child who might ruin my antique furniture. How about the vet? He loves gardening, too.

- B: That's true, but on the negative side he works long hours and won't have a lot of time to do your gardening or take the dogs for a walk.
- A: Yes, but he hasn't got a young child who will ruin my tables.
- B: What do you think of the retired couple?
- A: Well, actually, I think they're OK but I'm worried that they're both heavy smokers.
- B: Yes, but one advantage is that they love animals and will take care of your dogs.
- A: But I hate the smell of smoke. That's why I won't choose the retired couple.
- B: If I were you, I'd choose them. They love dogs and they haven't got a child who will ruin your furniture.
- A: I'm going to choose the vet. He knows all about animals and he can look after the dogs if they're ill. He can always do the gardening at the weekends.
- B: I think you should choose the retired couple because they've got a lot of time. They'll love your dogs.

6 Vocabulary

- Students can do this optional exercise in class or at home.

Homework

- Students might like to read the *Language and culture* notes on p. 53 and *Word skills 3* on p. 110, if they haven't already done so.

Further practice

Interview: your home

- This exercise revises some of the vocabulary having to do with homes and housing.
- Ask students to look at the photos on p. 41 and present the following situation: *You are going to interview three people as part of a television programme called "My home". Each person lives in one of the homes shown in the photos.* Let the class decide where the three people live. If this proves too difficult, make the choice yourself.
- In pairs, students write down two or three questions they'd like to ask each person (six to nine questions in all). Ask three more able students to take on the roles of the interviewees and then let students ask their questions in turn.

Second conditional

- Write some or all of the following sentence halves in one column on the board or dictate them: *If I went to live in another country, If I could live anywhere I wanted, If I bought a castle, I'd move house if ..., I'd live in the country if ...*
- Students should work in pairs or small groups and compose as many endings as possible. Stop the exercise after about five or ten minutes. Read out one of the sentence halves and ask students to call out their endings.

To have something done

Copy

- Hand out a copy of the following to each student in the class.

Find someone who:

- has his/her teeth checked twice a year. _____
- has his/her hair cut about every three months. _____
- has his/her eyes tested regularly. _____
- had his/her car checked before going on holiday. _____
- has his/her newspaper delivered. _____
- likes having his/her photo taken. _____

- Students should walk around asking questions, e. g. *Do you have your teeth checked twice a year?* When someone answers *yes*, their name should be written on the line. No-one's name can appear more than once. In the feedback session, call out a name and ask students to say something about him/her: *Petra has her teeth checked twice a year.*

Left-overs

- If you omitted any exercises in Steps 1, 2 or 3 because you were short of time, you may want to go back and do them now.

Activity pack 2

- Activity 18 (Flat and house advertisements) is a selective reading exercise and also contains house-related role-plays.

Unit 4 Here and there Step 1: GB and US

Contents

- Storyline**
Vocabulary
Grammar
Functions
- Donna is doing some research about some parallel features of America and England.
 - Synonyms. Verbs to express creativity: *design, compose, invent, etc.*
 - The passive in the present simple and the past simple.
 - Asking and giving permission.


Tips and info


Timing	Picture page: 5–10 min.	Exercises 2–2b: 25 min.	Exercises 5–6: 20 min.
	Starter: 5 min.	Exercises 3–4: 35 min.	

- If short of time
- Do one of the passive exercises (4, 6 or 6a) later with the *Review*.


- Unit 4 picture page**
- In class, students discuss what is happening in each photo. The photos show: *Mike and Donna using their knives and forks differently, a wedding in Sumatra and one in New York, Christmas in Europe and in Australia, a businessman getting on a bus in London and one in a rickshaw/pedicab in Hanoi, Vietnam.*
 - Answer the questions in class. Tell students about some customs in different countries if students have difficulties thinking of their own, e.g. *In GB/USA you often shake hands with someone you meet for the first time, but not when you meet friends or children. In restaurants you put the tip on the table when you leave.*

- 1 Starter: I'd suggest writing about**
- Brainstorm people, buildings and/or events in class and encourage students to give as much information as possible: *I'd suggest writing about ..., I think Donna should ...*. Some students might find this quite challenging, so encourage them to express their ideas and prompt with unknown vocabulary items as they go along.

- 2 Donna's research**
 T 2/2 1'01"
- Students cover the dialogue with a piece of paper and look at the photo. Read out the introductory sentence and ask the students to note down a few details about the research Donna is doing while they listen to the dialogue. Students compare their notes in class: *Donna is doing some research on buildings in Britain and America. She's found out something about St John's Cathedral in New York and wants to find out something about St Paul's in London.*
 - Play the recording again while students look at the dialogue. Explain that *Do you mind ...?* means *Haben Sie etwas dagegen ...?*, and so the answer *Of course not.* means *Yes, you can.* The answer *Yes, I do.* would mean *No you can't.*

- 2a Comprehension**

- Students answer the questions in class: **Elly and Donna mention brochures and interviews. Donna could also use the Internet, read books, encyclopaedias, watch TV programmes, listen to radio reports, look at photos, etc.**
 - If time permits, ask students what method they usually use and why.

- Cathedral of St John the Divine**
- Students look at the photo and read the text. Discuss vocabulary problems briefly in class. Avoid a long explanation of the passive at this stage. It is enough if students understand what it means.
 - The pronunciation of some of the words is quite tricky so read some or all of the following aloud for students to repeat in chorus: *cathedral, Divine, situated, gothic, area, square, damaged, huge amounts, special, memorial, banquets, restore.*

- 2b Vocabulary**

- Students will know most of the words listed. If not, give a quick translation. Working alone, students find the words to be replaced and write the new word over the top. Ask individual students to read out their sentences. The following words will be replaced: **biggest, started, nearly, totally, huge, splendid, every, several, restoring.**

- 3 Today's grammar: The passive**
- Ask individual students to read out the examples in *3 Today's grammar*.
 - Meaning. Show the difference between an active and a passive sentence:

Board

Active: Something (the fire) destroyed parts of the cathedral.

Passive: Parts of the cathedral were destroyed.

Explain that the passive is used if you don't know who or what did the action or if it is not so important. Point out that in German *man* is often used where in English the passive is preferred. Compare *Man hat die Dorfschule vor Jahren geschlossen.* / *The village school was closed years ago.*

- **Form.** If possible, elicit how the passive is formed (a part of the verb *to be* + the past participle). Ask students to find other examples of the present simple passive and then the past simple passive in the text and to read them aloud in class.

3a St John's Cathedral

- Working alone, students write down the answers. **1 It's situated in New York. 2 It was started in 1892. 3 It was damaged by fire. 4 They are held daily from 8 a.m.** Point out that in English the passive constructions *is situated* and *are held* are used for *liegt* and *stattfinden*.

3b Make notes

T 2/3 2'46" / TS p. 88

- Show a picture of St Paul's Cathedral (there's one on p. 70 in the coursebook) and give students a little time to look at the form they are to fill in.
- Play the recording while students make notes. Students compare notes and make passive sentences orally with a partner before telling the class: **The first cathedral was built in 604 AD. It was destroyed by fire in 1666. It was rebuilt in 1708. It was bombed in World War Two. It was reopened in 1950. Weekday services are held from 8 a.m. and Sunday services are held at 11 a.m. and 3.15 p.m. Photography is not allowed. Charles and Diana were married there in 1981.**
- Explain that in a passive sentence, if you want to say who or what did the action, you use *by*: *The cathedral was destroyed by fire. It was designed by Christopher Wren.* German speakers often use *from*.

4 Exchange information

- Make two groups (A and B) on different sides of the room. Students form a pair with someone from their group to work out the questions. Circulate, check the questions and point out that the preposition comes at the end of the question. Ask students to read the second text before completing the task with someone from the other group.
Group A: 1 Who is Downing Street named after? 2 Where was he brought up? 3 Where is Downing Street situated? 4 Who was the house given to? 5 When were the iron gates built? Group B: 1 When was the first Oval Office built? 2 Why is the Oval Office redecorated every time there is a new president? 3 What is always kept behind the President's desk? 4 Who was the first garden designed by? 5 What is the Rose Garden used for?

5 How to say it: Asking for and giving permission

- Ask students to follow the instructions on the left in pairs and then check answers in class: ***Do you mind if I join you? Sure, no problem* are underlined. *Of course not, Sure, No problem* and *Of course* are positive. The others are negative.** Have a quick look at the explanation in *Language & culture* on p. 67.
- With the prompts, students ask permission and react in class. You could write some more prompts on the board (*use your mobile, borrow your car, write in your book, look at your homework*) and let students walk around the class and speak to different students. Finally, ask students to find two more people to do the next exercise with.

6 Who was that done by?

- Check that students know the past participle of the verbs listed (*directed, written, etc.*). During the groupwork, offer some clues if groups have problems (e.g. *Miniskirts were designed by a woman, The Campbell's soup tin is a picture*), and make sure the groups use passive sentences while they are writing in the numbers: *Hamlet was written by William Shakespeare* rather than *number 1 is Shakespeare*.
1 William Shakespeare 2 Andy Warhol 3 Captain Cook 4 Alexander Graham Bell 5 Mary Quant 6 George Gershwin 7 George Lucas 8 Christopher Wren.

6a Over to you

- Students write sentences in groups. Give a time limit of about five minutes. Students take it in turns to read out their sentences but only those that haven't been mentioned before. Keep a record of how many different ones the class can think of.

If time permits

Resource bank: Exercise 10: Vocabulary revision (p. 79).

Unit 4 Step 2: Customs and traditions

Contents

- | | |
|--|--|
| <p>Storyline</p> <p>Vocabulary</p> <p>Grammar</p> <p>Functions</p> | <ul style="list-style-type: none"> • Donna and Mike remember some of the traditions they enjoyed as children. • Noun plurals. Special events: <i>Christmas eve, christening</i>, etc. • Past progressive. • Expressing ability and inability: <i>can, could, be able to</i>. |
|--|--|

Tips and info

Timing	Starter: 5 min. Exercises 2–2a: 15 min.	Exercise 3–3a: 20 min. Exercise 3b–3c: 30 min.	Exercise 4: 10 min. Exercise 5: 10 min.
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- If short of time
- Exercise 3b: Shorten the exercise. Students answer questions orally in class.
 - Exercise 3c: Omit the second text.

- 1 Starter: What are they doing?**
- Students make sentences in class. Remind students to use the present progressive to talk about an action that is happening at the moment: *I think she’s ... , He’s probably ...*

- 2 The tooth fairy**
- Perhaps someone in the class knows who the tooth fairy is and can tell the class about it. If not, ask students to speculate briefly before they read the text.
 - Point out that *I guess* is used in American English to mean *I think, I suppose*.
 - Students might like to say what they did with their baby teeth when they were children.

- 2a Vocabulary**
- Check the answers in class; either write the plurals on the board or ask students to spell them aloud: **tooth, fairy, children, men, women, feet, boys, babies, days, ladies, bosses, boxes, watches, crashes.**

- The rules are as follows: Most nouns form their plural in -s. Nouns ending in a consonant + -y form their plurals in -ies. Nouns ending in a vowel + -y (ay, ey, oy, uy) just add -s. Nouns ending in s, ch, x or sh add -es.

- Option
- Say some more nouns and ask students to write down the plurals in their notebooks, e. g. *monkey, church, glass, wife, mouse, dish, shelf, city, potato, tomato (monkeys, churches, glasses, wives, mice, dishes, shelves, cities, potatoes, tomatoes)*.

- 3 Today’s grammar: The past progressive**
- Students might find this tense easier to understand if you introduce it in steps.
 - **Step 1.** Say the time, e. g. *7 p. m.* and ask the following questions: *It’s 7 p. m. What are you doing now? What were you doing yesterday at 7 p. m.?* Do a visual presentation on the board to make the concept clear, e. g.

Now – 7 p.m.	Yesterday – 7 p.m.
↓	↓
I’m learning English.	I was reading a book.

- Tell students that we use the present progressive to talk about what is happening (in progress) now and the past progressive to talk about something in progress at a particular time in the past. Ask students to find examples of the past progressive in the text about the tooth fairy (see also sections 1/2 of the *Language study* on p. 62).
- Ask students what they were doing at different times, e. g. yesterday at 3 p. m., today at 6.30 a. m., midnight. They should use the weak form of *was* /wəz/ in their answers.
- **Step 2.** Read out the examples in *Today’s grammar* and do a further visual presentation on the board.

The tooth fairy came.
↓
She was sleeping.

- Elicit or tell the students that we use the past progressive for a longer action that is interrupted. Explain that *while* can only be used with the past progressive. Then ask the following question: *What were you doing when I came into the room?* Possible answers might be: *I was looking at my homework, talking to Hans, eating an apple.*



- **Step 3.** Give students a little time to decide how to answer the questions about the tooth fairy in *Today's grammar* and then check in class: **She was in bed. She was lying in bed / she was pretending to be asleep. She cried.** For further help, refer to the last two sections of the *Language study* on p. 62.

Option

- Elicit some possible endings for the following sentence stems: *I fell asleep while ... / I was cycling through the park when I ... / Donna was sitting in the garden when it started to rain and so she ...*

3a What were you doing?

- Give students two or three minutes to write down some sentences about what they were doing at different times, e.g. *I was jogging at 7 p. m. last night.*
- Students walk around the classroom asking and answering. Students should only ask one question before moving on, so that they can talk to as many students as possible. Stop the exercise after a few minutes and ask students to report back.

3b Bonfire Night

- Perhaps someone in the class has heard of Bonfire Night and can say something about it. Read the text aloud while students look at the text in their books. Discuss unknown lexical items in class. Most of them can be guessed by context or because they are similar to German words. (A bonfire is a large fire made in the open air.)
- Give more details if students are interested: *Shortly before Bonfire Night, children sometimes make guys (a figure of a man representing Guy Fawkes made from old clothes filled with newspapers) and ask people for money, saying "penny for the guy". They usually spend the money on fireworks and then burn the guy on the bonfire.*
- Students work in pairs, read the questions and write down the answers in their notebooks. Compare answers in class: **1 They were waiting for him. 2 They arrested him. 3 Mike was standing near the fire and watching the fireworks. He was holding a box of fireworks. Tim was standing near the fire and watching the fireworks. 4 Mike cried out. Tim ran for help. 5 Perhaps she was cooking / phoning. 6 She probably ran to Mike.**

**3c When it happened, he ...**

T 2/4 3'00" / TS p. 89



- Tell the students that they're going to listen to Mike and Tim talking about childhood experiences. Play the first text once and discuss it briefly in class. Students only have to get the gist this time. A possible answer might be: **Mike saw Father Christmas – but it was really his father.** Play the text again. Students write down the answers to the first question, compare with a partner before checking in class: **1 He was lying in bed / waiting for Father Christmas / pretending to be asleep. He sat up in bed and shouted for his mother.**
- The second text is more challenging. Tell students that Tim describes a school prize-giving day and refer to the note in *Language and culture* on p. 67. Then use the same procedure as with the first text. Possible answers are: **1 Tim was going up some steps to collect a school sports prize but he fell and hurt his knee. 2 He was going up the steps to collect his prize. / He was looking at his parents and smiling. He tried to stand up, but he couldn't.**

**4 How to say it: Expressing ability and inability**

Option

- Explain the meaning of ability and inability (= when you express ability or inability, you say what you can or can't do) before they underline the phrases in the e-mail: **couldn't, can't, 'll be able to.** Elicit which one refers to the past, to the present and to the future before students fill in the gaps: **couldn't, can, Will you be able to.**
- See the resource bank on p. 79 for an activity on ability and inability.

5 Over to you

- Tell students about an event you remember. Then give students a little time to think of an event they'd like to talk about in their groups. Remind them that they should talk about a particular Christmas, carnival etc. so as to avoid the use of *used to*. If they are unable to think of a childhood experience, tell them to talk about something else, e.g. their Wedding Day, a memorable Christmas.
- Circulate and encourage the others to ask questions if necessary. This is a fluency exercise so only correct mistakes with the past progressive / past simple.

Extra grammar practice

- *English Network Grammar Workbook 1: Past progressive (Exercises 21, 22, 23).*

If time permits

Resource bank: Exercise 11: Expressing ability and inability (p. 79).**Activity pack 2:** Activity 22a (What were you doing?) revises the past progressive.

Unit 4 Step 3: Living abroad

Contents

Vocabulary Functions Skills

- Countries, languages and nationalities.
- Conversation strategies: Expressing interest.
- Listening to foreigners living in Britain who report about their experiences.
- Reading a magazine article about Americans living in Britain.
- Writing about the problems and plus points that a foreigner might experience in your country.

Tips and info

Timing

Starter:	5–10 min.	Exercise 3:	20 min.	Exercises 5–5a:	20 min.
Exercise 2:	10 min.	Exercise 4:	10 min.	Panorama:	20 min.

If short of time

- Exercise 5a: Shorten 5a by having them hand in their written work instead of reading it in small groups, or ask them to do the writing at home.

Preparation

- Exercise 5 and Panorama (option): Have one or two bilingual dictionaries available, if possible.

1 Starter: Where is Italian spoken?

- First give pairs a little time to note down some of the countries where each of these languages are spoken, e.g. French – France, Canada, parts of Switzerland and Belgium. English – Great Britain, Ireland, USA, Australia, New Zealand, Canada, Jamaica, parts of Africa (Kenya, Nigeria, South Africa, etc.). German – Germany, Switzerland, Austria, South Tyrol. Spanish – Spain, Mexico, parts of South America (Argentina, Columbia, Venezuela, Peru, etc.). Circulate and point out the pronunciation of some of the more difficult countries.
- Students take it in turns to make sentences about each of the four languages.


2 Where was I living?

- Make sure that all pairs have time to finish writing. Quicker pairs could choose a second country to write about.

3 Conversation strategies: Expressing interest

- Read the task aloud or give students a little time to read it silently. Read out the phrases for expressing interest for students to repeat and encourage them to exaggerate the intonation pattern.
- Do some practice with the whole class first. Students should ask you one or two of the questions and react with expressions of interest and a further question if you answer in the positive.
- Students walk around asking and answering their questions. Tell students that they should try and write down the names of as many different students as possible in their circles. When someone has filled in nine names, he/she should sit down. Stop this phase as soon as someone has filled in nine names or after about ten minutes.
- In the feedback phase, make sure that as many different students as possible are mentioned so that everyone has the opportunity of saying something. This phase could go on for a long time. Stop it as soon as you feel interest is waning or if you feel you will be short of time for the Panorama tasks.

4 Living in Britain

 T 2/5 1'59" / TS p. 89



- Play the recording once while students write down the names of the three countries. Check answers in class: **1 Japan 2 France 3 India.**
- Play the first part of the recording again. Students note down keywords and phrases that helped them to decide which country this person is from. Discuss answers in class, then deal with the next two parts in the same manner: **1 She doesn't like arguments, at home they respect the opinion of the majority. Fish and chips is not like sushi. 2 They are not too elegant or fashionable in England. Her country is the land of haute couture. 3 He can have a curry and naan bread. He can watch TV programmes in Hindi.**

5 Personal dictionary

- If you are a foreigner yourself or have lived in another country, you could talk about some of the plus points or problems you encounter/encountered. Alternatively you

may have someone in your class who would like to say one or two sentences about their experiences of living in another country.

- If students don't know any foreigners personally, ask them to name one or two groups of foreigners living in their town or area and one or two problems/advantages they may have. Prompt with ideas if students are having problems, e.g. differences in the weather, the food, the language, living conditions, social customs, missing their family and friends, everyday problems (shopping, transport, school, greetings, table manners). If they wish, students can then work in pairs or small groups and help each other to think of words that they could use in exercise 5a.

5a Write and talk

- Let students write for about five minutes before reading out their sentences in groups of three. It might be interesting to find out if students wrote more sentences about the problems or the plus points of living in their country.

Panorama

Task 1

- Elicit any differences Donna may have written about and write keywords on the board, e.g. weather, shopping, food, greetings, transport.
- Tell the students that they have five minutes to read the text silently to find out if Donna has written about anything on the list. They shouldn't worry too much about unknown vocabulary items at this stage. Then ask students to tell you which things on the list Donna has written about and to give details from the text, e.g. *Weather – Ms Hathaway comes from California and she really misses the sunshine*. Briefly discuss the other things Donna writes about that the class didn't mention in Task 1.
- Let the students read the text again, more slowly this time. Answer any questions about meaning, vocabulary etc.

Task 2

- Students discuss the questions in small groups. Have a brief feedback session with the whole class, if time permits.

Option

- Write some of the verbs from the text on the board, e.g. *divide, expect, move, discover, pay at, miss, cut up, knock down, cross, increase, decrease, prefer*. In pairs, students should write a sentence using one of the verbs. Circulate and check that their sentences are correct. Quicker pairs can write further sentences. Tell the students that they're going to do a "ping" dictation. They should dictate their sentences to the class, replacing their chosen verb with the word "ping". The others write down the sentence using a possible verb from the list on the board in the correct tense.

If time permits

Resource bank: Exercise 12: Expressing interest (p. 79).

Activity pack 2: Activity 50a (Which city?) practises cities, nationalities and countries.

Unit 4 Review

Contents

The *Review* page contains material for revising the functions, vocabulary and grammar structures that were introduced in Steps 1 to 3 and includes a role-play exercise (exercise 4) and a vocabulary exercise (exercise 5).

Tips and info

Timing

Starter: 10 min.	Exercise 3: 15 min.	Exercise 5: 5 min.
Exercise 2: 15 min.	Exercise 4: 15–20 min.	Further practice: 30 min.

If short of time



- Make a choice from the suggestions in the *Further practice* section.

1 Starter: Festivals and parades

- Brainstorm other local, national and international festivals, parades and events the students know. Try to translate them into English although this will not always be possible, e.g. wine festivals, village fetes, Berlin marathon, Carnival in Rio. Some students may not know that Christopher Street Day is a gay festival. Then elicit other phrases for expressing interest: *Oh really? I didn't know that. I see.*
- During the groupwork, circulate and encourage students to express interest and ask further questions. This is a fairly challenging exercise so don't worry too much about mistakes.

2 British and American traditions

- Find out first if students know anything about the three events mentioned. If not, give a few details about each one. *1 St. Patrick is the national saint of Ireland. St. Patrick's Day is celebrated on 17th March both in Ireland, in the US and in other places where there are a lot of Irish people. 2 The Changing of the Guard is a ceremony held outside Buckingham palace. The guards are dressed in red uniforms and black hats called bearskins. 3 Mardi Gras is a carnival held on Shrove Tuesday (the day before Lent). The one in New Orleans is particularly famous.*

 T 2/6–7 2'02" / TS p. 90 



- Play the recording while students carry out the first part of the task and then compare answers in class: **1 The Changing of the Guard, London 2 Mardi Gras, New Orleans 3 St. Patrick's Day Parade, New York.**
- Before students listen again, tell them it is enough if they just pick out one or two items that describe each event as there is quite a lot of information in each part. Stop after each section. Students discuss their reasons in pairs before comparing in class: **1 The first speaker was at the Changing of the Guards because the soldiers were marching / wearing red uniforms / playing military music, people were standing in front of the gate of Buckingham Palace, the royal flag was flying, it was raining a little. 2 The second speaker was at the Mardi Gras because people were drinking / laughing / shouting in the street, some were wearing masks and costumes, the bands were playing jazz. 3 The third speaker was at the St. Patrick's Day Parade because thousands were standing on the pavement, nearly everyone was wearing green, a lot of people were carrying Irish flags, the marchers were wearing kilts / playing bagpipes.** Point out that green is the national colour of Ireland.



Option

- Think of a festival, parade or public event. Imagine that you were there and describe to the class what you saw when you arrived: *When I arrived, people were running down the street, they were wearing sports clothes and the crowds were cheering.* Ask the class if they can guess where you were: *Were you at the Berlin marathon?* Ask other students to describe an event in the same way.

3 St. Patrick's Day in New York

 T 2/8–9 1'43" / TS p. 90 

- Let students read through the task and explain any unknown words. (A shamrock is a plant from the clover family that has three leaves on each stem and is a national symbol of Ireland. According to tradition, it was used by St. Patrick to explain the doctrine of the Trinity – three in one).
- Play the recording once while students write the numbers in the boxes: **1 celebrated 2 held 3 watched 4 imported 5 sold 6 served.** Students don't need to make passive sentences and give details at this stage.
- Play the recording again while students take notes. Tell the students to write down a few keywords at this stage. They can write full sentences later. You might like to make



use of the pause button to give students time to write down the necessary information or you may prefer to play the recording a few times.

- Students write down their sentences working alone or in pairs. Select individual students to read a sentence out in class: **1 St Patrick's Day is celebrated in a lot of American cities by people with Irish backgrounds and by other Americans, too. 2 The first parade was held in 1762. 3 The parade is watched by over a million people. 4 Thousands of shamrocks are imported from Ireland every year. 5 Green beer is sold in bars. 6 Irish meals are served in a lot of bars and restaurants.**

4 Role-play: Talking about public events

- First elicit a few public events that take place in your area or region at this time of the year. Then give students time to read through the role-play and ask about anything they don't understand. Remind students of how to ask and give permission (see p. 57 of the coursebook). Circulate and explain any major errors while students prepare their dialogue orally.
- The following is a possible dialogue:
 A: I went to the music festival last Saturday.
 B: Oh, really? Which band did you go and see?
 A: We watched a really great jazz band from France. Why didn't you come?
 B: I couldn't come because I was watching my son. He was playing football for his school.
 A: Oh, I'm really sorry that you couldn't come.
 B: But I want to go to the science festival in Neustadt next weekend.
 A: Oh, tell me more. What can you see there?
 B: It's great. You can try out all the experiments. It's held every year.
 A: Is it okay if I join you/come with you?
 B: Sure, no problem.
 A: Can we go there by train or bus?
 B: Well, the buses don't run very often. That's why I'd prefer to go by car.
 A: Yes, but it will be difficult to find a parking space.
 B: Yes, that's true. Well, OK, let's take the bus. I think there's one at 10.30.

5 Vocabulary

- Students can do this optional exercise in class or at home.

Homework

- Students might like to read the *Language and culture* notes on p. 67 and *Word skills 4* on p. 111, if they haven't already done so. They could also do *Test yourself 2* on p. 72.

Further practice

Vocabulary

- Students look at the vocabulary list for Unit 4 on pp. 152–154 and choose five words they like or find useful on five small pieces of paper. Students then stand up and find a partner. They exchange one of their pieces of paper and form a sentence with their partner's word. Students then find another partner and exchange another piece of paper, etc.

Past continuous

- Tell students you are going to give them a test to see if they are good witnesses or not. Students should look at the photos on p. 55 for thirty seconds and then close their books. Give students a series of questions to answer in pairs or in class.
1 What was the man in London holding in his left hand? 2 What was he doing? 3 Was he wearing a hat? 4 How many girls in Sumatra were smiling? 5 Which way was Donna facing? 6 Was Mike wearing a T-shirt? 7 What were Donna and Mike drinking? 8 Was Santa Claus holding anything in his hands? 9 What was the man in the pedicab doing? 10 Was the driver of the pedicab wearing shoes?

Left-overs

- If you omitted any exercises in Steps 1, 2 or 3 because you were short of time, you may want to go back and do them now.

Activity pack 2

- Activities 51b (What was happening?) and 51f (An e-mail) give further practice in the past progressive and the past simple.

English at work 2 Writing messages and letters

Contents

This optional material is suitable for people who need English for their jobs. It deals with different ways of communicating and concentrates on how to write a formal letter.

Tips and info

Timing

- If you plan on 45–60 minutes for *Review 4* (without the *Further practice* activities) and 30–45 minutes for *English at work 2* (without the *Options*), you could do both pages in the same lesson.

If short of time

- This material is optional, so you can use as much or as little as you want.

1 What sort of message is it?



- As a lead-in ask students the following: *Do you write anything in English at work? Have you ever written to anybody in English – a friend, a relative, a hotel, etc.?*
- In pairs, students complete the sentences and then check answers by reading them aloud in class: **1 fax 2 note 3 formal, informal 4 e-mail, attachment 5 text 6 register, insure.** Point out that *e-mail* can be written in three ways: *E-mail, e-mail* and *email* and can also be used as a verb, e. g. *I emailed her.*
- Students discuss the final question in small groups or in class.

2 How to write a formal letter

Option

- Ask the students to read the letter silently to find out who Donna is writing to and why she’s writing. Students will probably need to look up words in the *Dictionary* on pp. 160–185. Discuss the answers in class: *She’s writing to American Express Services to inform them of her new address.*
- Read out the nine points on the left-hand side, discussing any differences between the British and American style in class. If any students write formal letters in German at work, they might like to point out differences from German formal letters.
- Ask the following questions. Students can either write down the answer or answer orally in class. *1 How do you start a letter if you don’t know a person’s name? 2 What do the British put after Dear Ms Ashby, a colon or a comma? 3 Where does the address of the writer go? 4 If you write a formal letter, where do you write the name of your department? 5 If a British person starts a letter with Dear Ms Ashby, how do they finish it off? How does an American person finish it? 6 If an American wrote the date: 6/12/2003, what would the date be?*
- The answers are: *1 Dear Sir or Madam 2 a comma 3 on the right at the top 4 under your signature 5 Yours sincerely, Sincerely yours 6 12th June, 2003.*

3 Answer Donna’s letter

- Give students time to read the task. Clarify any points they don’t understand.
 - Students write the letter in pairs. Circulate and help with problems. Remind students of the differences between *Miss, Ms* and *Mrs* (see p. 36 of the Teacher’s Book, ex. 2b).
 - Pairs of students join together to read and compare their letters.
- A possible letter would be as follows:

Donna’s address

American Express address
25/6/2002

Dear Ms Ashby,

Thank you for your letter dated 19/6/2002. This is to inform you that your change of address has been noted.

Please write to me directly if there is a problem with your statements in future. Many thanks for informing us of your new address.

Yours sincerely,
xxx Signature xxx
Sally Taylor, Statements department

Encl. A printout of your details.

English Network Magazine 2

Contents

These two pages contain optional reading material and activities and deal with some of the differences between the USA and GB.

Tips and info

Timing

Quiz:	20 min.	Learners' Letters:	10 min.
Mini Phrase Book:	10–15 min.	Special report:	20 min.

Note on timing

This page is optional and you can be flexible with the activities depending on your goals and class interest. If you decide to do the story in this lesson, you should suggest that students read/do some of the activities at home.

GB / USA: General knowledge quiz

- Ask individual students to read aloud the places listed at the top of the table. If necessary, help with pronunciation difficulties by saying the place name for students to repeat in chorus. (The pronunciation of the various places can be found in *People and places* on pp. 185–187).
- In pairs, students complete as much of the table as they can. Give a time limit of about 10 minutes and then check answers in class. The key is at the back of the book on p. 128.
- Perhaps someone has been to/seen some of the places listed and can say a few sentences about them.

Mini Phrase Book

- Write the following situations on the board while students read through the questions on their own: a) A short weekend break with a friend, b) A business trip, c) A short holiday with young children. Point out that Americans would say *elevator* for *lift*.
- Focus on the first situation and ask students, in pairs, to choose five questions they would ask at the hotel if they wanted to stay there with a friend. Compare choices in class. Do the same with the following two situations.

Option

- If you'd like to do a role-play, give students one of the above situations and ask them to act out a possible dialogue in pairs (guest and receptionist/secretary). In weaker classes, you could elicit some of the phrases they might need to start off the dialogue, e.g. *I'd like to book a single room for three nights. When is it for exactly? How long would you like to stay?*

Learners' Letters

- Students cover the answer and read the letter. If you have done *English at work 2*, ask students to name some American/British differences in business letters. See if students know any ways of finishing less formal letters before they read the answer.
- Ask them to choose two ways of ending an informal letter that they might like to use. Point out that *Love*, *With love from* and *All my love* are used between members of a family or fairly close friends.

Special report

- Students look at the first photo. Tell students that this is a picture of a traditional Christmas dinner in Britain. Elicit some of the things the British eat at this time and write them on the board: *turkey*, *Christmas pudding*. Students read the first text and add other things to the list.
- Briefly compare in class what students usually eat for their Christmas dinner.
- Tell them that the next text is about Thanksgiving Day in America. See if anyone can answer the following questions: *When is Thanksgiving celebrated? Why?* Discuss the meaning of the words *settler* (a person who starts a new life in a new area/country) and *crop* (a plant grown by a farmer) or let students look them up in the *Dictionary* before they read the first paragraph of the text. Discuss the answers to the questions now if students couldn't answer beforehand.
- Ask the following comprehension questions: *What took place in 1988? Why?* Let students find the meanings of the words *gather*, *descendants* and *survive* before they read the rest of the text to find the answers.

Story

- For suggestions on how to work with the story, see p. 76 at the back of this book.

Unit 5 Working lives

Step 1: Just the job

Contents

- Storyline**
 - Vocabulary**
 - Grammar**
 - Functions**
- Donna and Elly are driving down to London together. Elly talks about her job, etc.
 - Jobs.
 - Present perfect with *since* and *for*.
 - Social expressions: *Cheers!*, *Bless you!*, etc. Expressing obligation and necessity.

Tips and info

Timing	Picture page: 5 min.	Exercises 2–2a: 20 min.	Exercises 4–4a: 20 min.
	Starter: 5 – 10 min.	Exercises 3–3b: 20 min.	Exercises 5–6: 20 min.

If short of time

- Exercise 4a: Do this exercise later with the *Review*.

Preparation

- Starter: Have one or two bilingual dictionaries available, if possible.
- Exercise 3: Bring in a piece of string/elastic and a drawing pin.

Unit 5 picture page


- Focus on the photo of Elly and elicit what they already know about her (she lives in Manchester, sells clothes at flea markets, likes Tim). Ask students: *What's Elly's job?* (a nurse). Remind students that you use *a/an* with jobs in English.
- Elicit another way of asking the question *What's Elly's job?* (What does Elly do?). Students ask and answer questions about the other photos in class: *What are their jobs? What do they do?* (window cleaners, motor mechanics, tennis players, train drivers).
- Discuss the question briefly in class. Other questions you might ask are: *Which job would you like/hate? Which one is the most/least stressful?*

1 Starter: Jobs

- Give students time to find out unknown jobs by asking other students or looking them up in a bilingual dictionary. Explain that it is sometimes very difficult to find exact translations for particular jobs, e.g. Beamte, Sachbearbeiter(in). We sometimes prefer to say where people work.
- After the exercise, ask individual students to read out the jobs that they have written down. Help with pronunciation and write difficult spellings on the board.

2 Driving to London

- Introduce the dialogue while students look at the photo: *Donna and Elly are driving down to London together. Donna asks Elly about her job.* Ask students to make two columns in their notebooks with the following headings: *Driving, Work* and *Training*. Then write the following words from the dialogue on the board or dictate them: *motorway/freeway, nursing, week's holiday, junction, on the road, petrol/gas, shift work, set off, the hours, the pay, 3-year training course, 70 m. p. h. (miles per hour), final exams, petrol/gas station*. Students write the words in the correct columns. Briefly compare in class and point out the American words *freeway* and *gas*.

 T 2/11 2'40"


- Play the dialogue with books closed. Elicit what students can remember. They can paraphrase or say sentences/parts of sentences from the dialogue. Play the recording again while students look at the text. Elicit other facts they missed during the first listening and answer any vocabulary questions students might have.

Option

- Write the following verbs on the board. Ask students to match them with words/phrases in their columns: *turn off* (the motorway), *stop for* (petrol), *do* (shift work, a 3-year training course, 70 m. p. h.), *pass* (final exams), *run out of* (petrol).

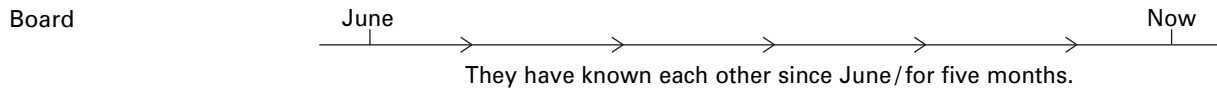
2a Comprehension

- Check answers by asking the questions yourself and getting individual students to say the answer. Students don't need to use *for* and *since* with their answers at this stage. **1 four 2 ten 3 ? years (since 1997) 4 ? years (since 1995) 5 four 6 six.**

 **3 Today's grammar: Present perfect with since and for**

- Students will have met the present perfect before in *Network 1* and *2*. See if anyone can tell you how it's formed and when it's used. You might like to do section 2 of the *Language study* on p. 76 and/or look at ex. 4 of the *Grammar check* on p. 120.
- Focus on the first example sentence and ask the following questions: *When did Elly*

and Donna meet? (in June, five months ago). Do they still know each other? (yes). Do a visual presentation on the board:



- Explain that the present perfect is also used to say how long something has happened. Something started in the past and continues up to the present (see also *Language study*, section 3). As German speakers find this construction difficult, you could ask students to translate the first and third sentence into German (Sie kennen sich seit Juni / fünf Monaten. Wie lange kennt sie Tim?) and point out that in German the present tense is used. The negative sentence corresponds to German.
- Elicit when we use *for* (a period of time) and *since* (a point of time in the past) showing your visual aids (see preparation) if you have them. The string represents a period of time and the drawing pin a point of time in the past. You can refer back to them in the following exercises whenever students have difficulties with *for* and *since*.
- Students look back at the dialogue to find more examples of the present perfect.

3a Since and for

- Students ask and answer in class. The student who asks a question chooses someone to answer. This person asks the next question and so on.

3b How long ...?

- Elicit one or two of the questions with *How long?* before students carry out the task, e. g. *How long have you had your car?* Point out that there is no *got* in the present perfect of the verb *have got*.

4 How to say it: Social expressions

- Students write down the answer to the first question: **Oh, I'm sorry to hear that.**
- Read out the social expressions for the students to repeat in chorus before they do the matching exercise in pairs. Check by saying the situation and getting students to read out the corresponding expression. The correct order is: **g e a d c b f.**



T 2/12 1'48" / TS p. 90



- Pause after each situation to give students time to choose an appropriate expression. Play each situation again, eliciting the correct response after each one. **1 c 2 f 3 a 4 d 5 g 6 b 7 e.**

4a What to say

- Give students time to work individually on their situations. Students carry out the task, first in pairs, and then if time permits, as a walkaround activity.

5 How to say it: Expressing obligation and necessity

- Briefly practise the difference between *have to*, *mustn't* and *needn't*. Give the following situation: *There's a new student in the class, tell her/him some of the rules.* Give prompts: *speak English* (you have to speak English), *speak English in the break* (you needn't ...), *smoke* (you mustn't ...), *do homework*, *type your homework*, *pay for the course*, *listen carefully to the cassettes*, *arrive late*, *buy your own books*, *buy the CD-ROM*, *eat in class*, *stand up when the teacher arrives*.



- Students do the coursebook task in pairs. Discuss answers in class: **Underlined – didn't have to, had to Ticked – had to Circled – didn't have to, needn't, don't have to Joined – must and have to, needn't and don't have to Cross – mustn't.** If students ask, point out that with *must* you give your own feelings, you say what you think is necessary: *We must stop for petrol.* With *have to* you are giving facts: *Tim has to work till six.* Point out that the past tense of *needn't* is *didn't have to*.

5a Is that true?



- Students compare answers in class, reading out the sentence that gave them the information and correcting the false sentences. **1 F, They mustn't leave the motorway at junction 17. They must / have to leave it at junction 18. 2 F, They must / have to stop for petrol. 3 T 4 T 5 F, She had to do a three-year training course. 6 F, She has to do shift work.**

6 Over to you

- Invite students to ask you questions about your job, e. g. *How long have you been a teacher? Do you have to work in the evenings?* before they exchange information in groups.

If time permits

Resource bank: Exercise 13: Expressing obligation and necessity (p. 80).

Activity pack 2: Activity 40 (What to say) practises social responses.

Unit 5 Step 2: Unusual jobs

Contents

Storyline
Vocabulary
Grammar
Functions

- Donna goes to the doctor's and talks to a female boxer she meets there.
- Illnesses.
- Present perfect progressive.
- Expressing necessity: *have got to*. Steering a conversation: *By the way, As I was saying*, etc.

Tips and info

Timing

Starter:	5–10 min.	Exercise 3–3b:	20 min.	Exercise 5–5a:	15 min.
Exercises 2–2b:	20 min.	Exercise 4–4a:	20 min.	Exercise 6:	10 min.

If short of time

- Exercise 5a: Shorten this exercise. The whole class reads the text on p. 116 and then talks about it in small groups.

Preparation

- Exercise 3 (option): Bring in (magazine) pictures of people doing different activities (washing up, cleaning, cooking, smoking, reading, writing, running).

1 Starter: Male or female?

- Students discuss the questions in class. Give some examples of typically male or female jobs if students don't come up with very many, e.g. fireman, carpenter, builder, engineer, cleaner, nurse, childminder, doctor's assistant, secretary.

2 A day off work

- You could do exercise 2b here. The photo will also help with more ideas, e.g. *broken arm, plaster cast, headache*.
- Give students time to read the speech bubbles and then check that students understand the meaning of the present perfect progressive. Ask questions: *When did the young woman sit down? Is she still sitting down?* Students translate one of the sentences, if necessary (Ich sitze hier seit 20 Minuten). Give a brief explanation: the present perfect progressive is used to say **how long** an action has been happening. Tell students that some verbs (be, have got, know) are not used in the progressive: *I've been here for an hour*.

2a Comprehension



- Students do the task in pairs. Check answers in class by asking questions: *What time did Donna arrive? How long has the businessman been there?* etc. **The businessman arrived at nine o'clock. The young woman arrived at twenty to ten. Donna arrived at half past nine. The mother and daughters arrived at quarter to ten. The man has been there the longest. He's been there for an hour / since 9 o'clock.** Ask why the past simple is used (a finished action used with a time in the past) and the present perfect (a state/situation that started in the past and continues to the present).

Option

- Students tell the class either when they arrived in the classroom or how long they've been there, e.g. *I arrived at ten to six. I've been here for 25 minutes/since ten to six.* The others listen to find out who arrived first.

2b Vocabulary

Option

- During the groupwork, all students should write down the words so that everyone has a list in their notebooks.
- Ask students to decide on categories they could put their words into, e.g. illnesses, medicines, symptoms, hospitals. In their groups students decide which words would go into which category. Some words might go into more than one.

3 Today's grammar: Present perfect progressive Option

- Ask students to read out the examples.
- Elicit how this tense is formed (has/have + been + ing form of the verb).
- Show one of your pictures (see preparation) to the class. Give the students the verb to be used (cooking the dinner, reading this book) and ask them to say a sentence using the present perfect progressive and *since* or *for*, e.g. *She's been reading her book for an hour.* Show your other pictures for students to respond to. Alternatively you could point to some of the photos in the coursebook and ask students to make sentences, e.g. (p. 10) *Donna has been standing there for 2 minutes, living in Manchester since ...*

3a In the waiting room

- Students ask and answer in class. The student asking the question chooses someone to answer. This person asks the next question and so on. **1 She's been waiting for half an hour / since half past nine. 2 She's been sitting there for twenty minutes / since twenty to ten. 3 He's been waiting for an hour / since 9 o'clock. 4 They've been crying for fifteen minutes / since they arrived, quarter to ten.** Point out that *since* is followed by the past simple here because it refers to a finished action.

3b How long ... ?

- In weaker classes, ask students to write down the six questions with *How long?* before they start the groupwork. During the task, circulate and correct errors. You might like to discuss recurring errors with the whole class after the exercise. **1 How long has the doctor been speaking? (for fifteen minutes, since quarter to ten) 2 How long has it been raining? (for twenty minutes, since twenty to ten) 3 How long has she been typing? (for 90 minutes, since half past eight) 4 How long has Donna been living in England (for five months, since ?) 5 How long has she been working for Panorama? (for six years, since ?) 6 How long has she been staying at Tim's house? (for ? days, since last Friday).**
- Students stay in their groups of three to carry out the final part of the task. If time permits, ask each student to say something about someone in their group, e.g. *Petra has been wearing glasses since she was three.*

4 A woman's job?

T 2/13–14 4'06" /
TS p. 91



- Ask students to cover up the questions and look at the photo. Read out the introduction and then write the following words on the board: *serious training, gym, injured, bruises, bloody nose, to train, physical exercise* and check that everyone knows what they mean. Tell the students that Jean uses these words when she describes her job and see if they can guess what it might be. Students read the questions. The last question also gives them a clue about her job.
- Students make notes while they listen to the recording. Point out that they won't have time to write full answers. Students ask and answer the questions in pairs before checking in class: **1 She's a boxer. 2 Because she wanted to do some serious training. She wanted to lose weight. 3 She trains every day and she's careful what, and when, she eats. 4 She's been doing this professionally for seven years. 5 She gave it up last year. 6 It's a combination of boxing and aerobics.**

**4a How to say it:
Expressing necessity**

- Point out that in English *have got to* is only used in the present tense.
- Play the recording again. Tell students that the information they are listening for comes in the second half of the dialogue. If students have difficulties, play the second half of the dialogue again pausing after the following sentences: *I have to train every day. I must be careful about what – and when – I eat. Now I needn't diet. I don't have to advertise.* Compare answers in class: **Jean has got to train every day. She's got to be careful what and when she eats. She hasn't got to diet. She hasn't got to advertise for clients any more.**

5 Conversation strategies: Steering a conversation

- Explain that *steering* means to guide a conversation in a new direction. Students fill in the brackets and then compare in class: **C C R R.**

5a Exchange information

- Make two groups, A and B, on opposite sides of the classroom. Put the students into pairs and make a group of three, if necessary. Make sure that there are the same number of groups in A as in B. Give them time to read through their texts on p. 116 or 119 and the instructions on p. 79 and ask questions about things they don't understand. Ask groups A to find a group B to work with.
- Write on the board and discuss the meaning of the words: *cemetery, funeral, take place* and *take part*. Then point out that other members of the group should try and interrupt the speaker as much as possible using the phrases from exercise 5.

6 Over to you

- Groups just choose one or two questions to answer, if short of time.

Extra grammar practice

- *English Network Grammar Workbook 1: Present perfect simple/progressive (Ex. 27).*

If time permits

Resource bank: Exercise 14: Present perfect/present perfect progressive (p. 80).
Activity pack 2: Template 47 (Questionnaire) practises the present perfect.

Unit 5 Step 3: Employers and employees

Contents

- Vocabulary**
- Words to describe someone's appearance and character.
- Functions**
- Describing a person's appearance.
- Skills**
- Listening to a description of Donna's boss. Writing a description of yourself. Reading a magazine article about a school for butlers.

Tips and info

Timing	Starter: 10 min.	Exercise 4: 10 min.	Panorama: 20–25 min.
	Exercise 2–3: 25 min.	Exercise 5–5a: 20 min.	

- If short of time
- Exercise 5a: Shorten 5a by having them hand in their written work instead of reading it in small groups, or ask them to do the writing at home.

- Preparation**
- Exercise 5: Have one or two bilingual dictionaries available, if possible.
 - Exercise 5a: Bring in some sheets of paper for students to write their descriptions on.

- 1 Starter: Favourite people**
- Start off the exercise by talking about your favourite boss, colleague, etc. Try and use some descriptive adjectives that have appeared in *Network 1–3* (*concerned, enthusiastic, exact, excellent, experienced, fair, friendly, interesting, kind, lively, polite, popular, positive, quiet, superb*).
 - Students continue the exercise in small groups. If someone can't think of a person they liked, tell them to talk about someone they didn't like. Students might find this exercise quite challenging so circulate and help with vocabulary items and keep corrections to a minimum.



- Option
- While listening to the other members of the group, students could write down all the descriptive adjectives they hear. Students compare their words with other members of their group before one person from each group reads out the list to the class. The others add any new words to their list.

- 2 The perfect boss**
- Read the adjectives aloud for students to repeat in chorus. Pay particular attention to the correct word stress in *humorous, competent, polite, experienced, positive*. Students tick their top five qualities.
 - Elicit another way of saying *need to* (have (got) to) and phrases to express agreement and disagreement (see p. 29 of the coursebook) before students discuss their chosen qualities in pairs.
 - Each pair reads out their top qualities to the class. Brainstorm other qualities the perfect boss should have.

- 3 How to say it: Describing a person's appearance**
- Students read the first sentence and draw in the features mentioned. Ask students to explain the meaning of *bald* (little or no hair on the head), *moustache* (hair on a man's upper lip), *beard* (hair on a man's chin and cheeks).
 - Students take it in turns to read out the other descriptive adjectives/adverbs. Do a few quick blackboard sketches to get over the meaning of unknown vocabulary items and help with pronunciation difficulties by reading the word aloud for students to repeat in chorus.
 - Students carry out the task. Tell them that they may tick more than three things if they want. Students compare descriptions in class: **She is in her thirties. Her hair is long, black and curly. Her eyes are brown. She's dark-skinned. She's fairly tall. She's slim. She dresses smartly.**

- Option
- Students describe other characters in the book. There are good photos of Mike on pp. 9 and 87 and of Elly on pp. 56 and 73.

- 4 What's your boss like?**
- Write the following questions on the board: *What is he like? What does he look like?* The first appears in the heading and the second comes up in the recording. Explain that the first asks for a general description, perhaps character, perhaps physical. The second asks for a physical description only.

-  T 2/15 1'35"/TS p. 92 • Play the recording, twice if necessary, while students note down some of the adjectives that describe Donna's boss.
-  • Students discuss their assumptions in pairs as in the example before comparing in class: **It can't be a because Mel has got a beard. It can't be c because Mel is in his forties and this man must be in his sixties. It can't be d because Mel wears glasses. So it must be b.**

5 Personal dictionary • This should be fairly straightforward. Students can use words from exercise 3 or look up other words in a bilingual dictionary.

5a Write and talk

- Distribute sheets of paper, if necessary (see preparation), and give students about five minutes to write their descriptions.
- Ask students to write their sex (male or female) on their pieces of paper before you redistribute them randomly so that students can use the appropriate pronoun (he or she) when reading out the description.
- Students should listen and write down the name of the person being described rather than shouting it out so that everyone gets a chance to speculate. Compare answers before going onto the next person.

Panorama

Task 1

- Answer the first question in class. Make a list of a butler's duties on the board, e. g. *greet guests, serve drinks*. Elicit also some of the qualities a butler needs and write them on the board, too.
- Tell the students to read the text through once guessing words from context, if possible, to find out more about a butler's duties and qualities.
- Discuss in class what duties and qualities are mentioned in the text and what a butler expects from his employer.
- Maybe someone can explain why James Coburn has chosen the name Jeeves for his school. If not, explain that Jeeves is the name of the personal servant in many of the humorous books by PG Wodehouse.

Task 2

- Do the task with the whole class. Perhaps those who have or have had help can start the discussion off. If you have a large class, let students discuss the questions in small groups.

Option 1

- If you'd like to do some more work on the text, divide your class into an even number of groups. Each group thinks up and writes down four comprehension questions (one for each paragraph) for another group to answer. Circulate and check that the questions are correct. Students exchange questions with another group and write down the answers. When they have finished they should hand back their questions and answers for the other group to correct.

Option 2

- If you prefer to do some language work, you can concentrate on one of the verbs that occurs in the text, e. g. *look*. Write the following on the board: *look at, look for, look after, look forward to*. In pairs, students write four sentences, each one including a different verb: *I'm looking forward to going on holiday*. Students read their sentences aloud. You could treat other verbs in the same way, e. g. *take* (take a look at, take off, take care of, take out (books) = ausleihen)

If time permits

Resource bank: Exercise 15: Describing a person's appearance (p. 80).

Activity pack 2: Activity 3b (Who is it?) gives students another opportunity to describe people.

Unit 5 Review

Contents

The *Review* page contains material for revising the functions, vocabulary and grammar structures that were introduced in Steps 1 to 3 and includes a role-play exercise (exercise 4) and a vocabulary exercise (exercise 5).

Tips and info

Timing

Starter: 10 min.	Exercise 3: 10 min.	Exercise 5: 5 min.
Exercise 2: 20 min.	Exercise 4: 20 min.	Further practice: 25 min.



If short of time

- Make a choice from the suggestions in the *Further practice* section.

1 Starter: Working from home

- First find out if anyone in the class works at home or knows someone who does. If only one or two students answer in the affirmative, do the task as a whole class activity. Encourage the students to ask further questions: *How long have you/has she been working at home? Do you/does she like it?* If quite a few of the students know people who work at home, then you might prefer students to have a question and answer session in small groups before they report briefly to the class.
- Brainstorm some of the jobs people can do at home, e.g. *writer, artist, music teacher, salesperson (insurance, telephones), tailor*.

2 Teleworking

 T 2/16–17 5'12" /
TS p. 92 



- Let students read through the first part of the task. Focus on the three questions and ask why the first question is in the past simple (it talks about a finished action) and the second in the present perfect (she is still working from home).
- Play the recording once while students take notes. Students compare answers in pairs and then in class: **1 Because her new house was too far from the office. 2 For almost three months, since the middle of July. 3 The children have become very helpful. Her husband is often away from home. He works for an international firm and he travels a lot.**
- Students read the second part of the task before listening to the rest of the interview. Give students a few minutes to write down their sentences and compare with a partner before checking in class. Possible sentences are: **Positive: She saves time. She has been much more relaxed. She's had less housework because the children have been helpful. They have been learning to do things on their own. She has had more time for herself. She's been doing an online German course. Negative: She hasn't seen her colleagues for weeks. She's been a bit lonely. She hasn't been to the cinema.**

3 Pros and cons

- Give students a little time to make a note of some more positive and negative points of teleworking. Circulate and prompt with ideas, if necessary. Possible ideas: *You're more flexible. You can work the hours you want. You don't have to take time off work when your children are ill. You can save money on clothes, bus fares, petrol, etc. There are not so many interruptions. You need a lot of self-discipline. The telephone bills are high.*
- Elicit other phrases for steering a conversation: *By the way, As I was saying* before students discuss the pros and cons in small groups. Encourage students to interrupt as often as possible.

4 Role-play: Looking for a receptionist

- Give students time to read through the role-play and ask about anything they don't understand. Circulate and explain any major errors while students prepare their dialogue orally.
- The following is a possible dialogue:
A: I'm looking for a new receptionist. My receptionist has got to leave because her husband got a new job in London.
B: A friend of mine is looking for a new job. She might be interested.
A: Why's she looking for a new job?
B: She's only working part-time at the moment. She'd like to find a full-time job.
A: And how long have you known her?
B: I've known her for years. She's an old schoolfriend. She's really nice, always very helpful and friendly.

- A: And what sort of work has she been doing?
 B: At the moment she's working as a receptionist for an engineering company. I think she worked in a hotel before that. She talks on the phone a lot, I think, and deals with the visitors.
 A: That sounds good. What does she look like?
 B: Why do you need to know that?
 A: Well, she's the first person people see when they walk into the company so she has to look good.
 B: Well, she's quite small but thin, has got long wavy hair and dresses smartly.
 A: Oh good. I need someone who dresses well.
 B: What sort of work would she have to do?
 A: She'd have to answer the telephone and show visitors where to go. We have a lot of visitors from abroad, by the way. Do you think your friend would be interested?
 B: Yes, I think she'd like the job. She enjoys the contact with people and she can speak a bit of French and Spanish, too.

5 Vocabulary

- Students can do this optional exercise in class or at home.

Homework

- Students might like to read the *Language and culture* notes on p. 85 and *Word skills 5* on p. 112, if they haven't already done so.

Further practice

Present perfect / present perfect progressive

- Write the following sentence endings on the board: *since she lost her job, since he had his accident, since she came home from work, since he got married, since she won the lottery*. Then ask the following question: *What has he/she been doing since these things happened?* Give pairs of students a few minutes to write down some sentence beginnings for each of the above: *She's been drinking more than usual since she lost her job. He's been in bed/had crutches since he had his accident*. Compare sentences in class.

Adjectives

- Think of an imaginary person, e.g. *My uncle Tom, Mike's boss* and tell students that they are going to make sentences about him or her, using as many adjectives as possible.
- Ask students to make a list of the letters of the alphabet in their notebooks. In pairs, they should try and think of adjectives to describe Uncle Tom or Mike's boss or whoever and write them next to the corresponding letter. They should write down one adjective next to each letter, e.g. *angry, blond, charming*. Stop this phase after about five minutes.
- Students take it in turns to make sentences using their adjectives. Start with the letter A, e.g. *Mike's boss is angry, Mike's boss is amazing* and continue through the alphabet until students have used all their adjectives.

Interview: a job

- This activity revises some work-related vocabulary as well as some of the structures introduced in Unit 5.
- Ask students to look at the photos on p. 73 and present the following situation: *You are going to interview two people in the photos as part of a radio programme called "My job"*. Let the class decide which two people are going to be interviewed. If this proves too difficult, make the choice yourself.
- Students work in pairs. Give them a few minutes to write down questions they'd like to ask the people chosen, e.g. *How long have you been a ...? Why did you become a ...? Do you have to ...? Is the pay good? Do you do a lot of shiftwork?*
- Ask two more able students to take on the roles of the interviewees and let students ask their questions in turn.

Left-overs

If you omitted any exercises in Steps 1, 2 or 3 because you were short of time, you may want to go back and do them now.

Activity pack 2

- Activity 10 (Signs) gives some further practice with *must, mustn't and don't have to*.

Unit 6 The Media

Step 1: In the news

Contents

- | | |
|--|---|
| <p>Storyline</p> <p>Vocabulary</p> <p>Grammar</p> <p>Functions</p> | <ul style="list-style-type: none"> • Donna and Mike discuss newspaper articles. Donna interviews a press photographer. • Words connected with newspapers. • Comparison of adverbs of manner. • Contradicting. |
|--|---|

Tips and info

Timing	Picture page: 5–10 min.	Exercises 2–3: 30 min.	Exercises 5–5a: 20 min.
	Starter: 5 min.	Exercise 4–4a: 20 min.	Exercise 6: 10 min.

If short of time • Omit exercise 6.

Preparation • Starter: Bring in a recent (German or English) newspaper.

Unit 6 picture page • Ask students what Mike and Donna do and where they work. (Donna is a journalist for Panorama magazine. Mike is a producer at Granada TV studios.) Students answer the question in class. Some possible answers might be: *They both meet interesting people. Donna interviews people and writes articles. Mike organises projects.*

• Students answer the questions at the bottom of the page in class. In a large class, you may prefer to do this task in small groups.

• Refer to the note on newspapers in *Language and culture* on p. 99. Students might like to read it at home.

1 Starter: Front page stories • Discuss recent news items in class. You could read out or show some recent news headlines (see preparation) to jog students' memories. Give English translations of unknown words or phrases, where necessary.

• Students will need to use the present perfect to talk about news items that have happened in the recent past although some of the details will be in the past simple, especially if a time is mentioned: *Four people have died in bush fires in Australia. Last weekend it reached the suburbs of Sydney.*

2 Headlines • Divide the class into three groups (A, B, C) and assign them a story to work on. In each group, students go through their text in pairs. They should try and deal with any comprehension problems themselves. Circulate and help, if necessary.

• Students form new groups (ideally of three) with at least one student from each of the original A, B, and C groups. Each student tells the other two what his/her article is about and explains any unfamiliar words.

2a What next? • Students return to their original groups (A, B, C) and write down a suitable ending to their newspaper article. Circulate and give help, where necessary.

• Play the recording. Students can follow the articles in their coursebooks while Donna and Mike read them aloud. Pause after each newspaper article so that students have time to make notes on the endings. Discuss the endings in class: **see the tapescript on p. 93 in this teacher's book.** Students read out their own endings to the class.

3 Vocabulary • Read out the list of contents and ask students to repeat in chorus.

• In pairs, students write down the answers to the ten questions. Then compare in class: **1 Weather 2 Horoscope 3 Advertisements 4 Entertainment guide 5 Sport 6 Careers Information and Job Vacancies 7 Business News 8 Foreign News 9 Gossip Column 10 Local News.** Students say where they would find the news stories in exercise 2 in class: **Local News, Gossip Column / Entertainment, Sport.**

• Students discuss the last two questions in small groups. They could also say which sections they rarely read and why.

4 Today's grammar: Comparison of adverbs of manner

Option

- Make sure that students can use adverbs correctly. Write the following gapped sentences on the board: *He's a _____ driver. He drives _____* and brainstorm adjectives / adverbs that would fit in. Possible answers are: *good/well careful/carefully, slow/slowly, bad/badly, careless/carelessly, fast/fast, quick/quickly*. Write some adjectives on the board, e.g. *beautiful, terrible, clear, quiet, loud, fluent, casual*. Give some verb prompts: *drive, sing, swim, speak English, play tennis, dance, paint, work, dress* and ask students to make sentences about themselves using the verb and a suitable adverb, e.g. *I sing beautifully/terribly, I don't speak English fluently, I dress casually*.
- Ask individual students to read out the examples in the grammar box and see if anyone can tell you how to make comparisons with adverbs of manner (see explanation in the third section of the *Language study* on p. 90).
- Ask students to find two more examples of comparison of adverbs in the article on the star's breakdown in exercise 2 (*Stephen started drinking even more heavily than normal and behaving more and more aggressively*).
- Students fill in the table in section four of the *Language study* on p. 90. They choose two adverbs and write down sentences comparing two people: *My brother smokes more heavily than me*.

4a I wish he would ...



- Ask two students to read out the example. While students are carrying out the first part of the task, circulate and check that students are using adverbs correctly. Possible answers are: **2 more carefully 3 more carefully / less dangerously 4 better 5 more quietly 6 more quickly**. If students are having problems, repeat the task with the whole class.
- Students carry out the final part of the task in groups of three. Tell students that they can also make sentences about themselves with *I wish I could ...*. If time permits, each student could say a sentence about themselves or someone in their group: *Petra wishes her boss would speak more clearly*.

5 Paparazzi

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TS p. 93



- Briefly lead in to the topic by asking students if they can tell you the names of any famous people who have been followed by paparazzi.
- Read the first three questions aloud. Students listen to the interview, make notes and then compare with a partner before checking answers in class: **1 The Royal family. 2 All official photos are the same. You can see the same photo in all magazines. 3 He follows them when they go out. He has a telescopic lens so that he can photograph things at a long distance. He has ladders so he can see over walls or through high windows.**
- Students read through the second part of the task. Play the interview again, pausing occasionally for students to make notes. Alternatively, divide the class in two halves. One half writes down what Donna says and the other what the photographer says. Compare answers in class: **Donna: Famous people need privacy. Reporters must be more careful how they get information. The crash was caused because the driver had to drive faster to get away from the press. The photographer: No privacy is one disadvantage of being famous. A reporter must give the public the information they want. Diana's driver was drunk.** Briefly let students give their view.

5a How to say it: Contradicting

- Ask students to study the four expressions and to decide what *contradicting* means (= widersprechen).
- Point out that as this exercise practises how to contradict, students should disagree with the statements.

6 Over to you

- Write on the board a few phrases that have been introduced in *Network 3* and might come in useful in the discussion, e.g. *One advantage/disadvantage ... , On the one hand, .../On the other hand, ... , Personally speaking, I think ... , If you ask me, ... , I think you're right. That's true. I'd just like to mention that ...*
- Circulate and offer help with vocabulary. Avoid correcting minor errors, as this activity aims to encourage fluency.

Extra grammar practice

- *English Network Grammar Workbook 1*: Comparison of adverbs (Exercise 84).

If time permits

Resource bank: Exercise 16: Comparison of adverbs of manner (p. 80).

Activity pack 2: Activity 49d (The best and the worst) practises comparisons.

Unit 6

Step 2: What's happening?

Contents

Storyline
Vocabulary
Grammar
Functions

- Donna returns to the USA. Mike takes her to the airport.
- Compound nouns with *news*.
- Present progressive for the future.
- Giving warnings. Finishing a conversation and saying goodbye.

Tips and info

Timing

Starter:	5 min.	Exercise 3–3a:	10 min.	Exercise 5–6:	15 min.
Exercises 2–2b:	25 min.	Exercise 4–4b:	20 min.	Exercise 7–7a:	15 min.

If short of time

- Exercise 4b: Do later with the *Review*.

Preparation


- Exercise 2: Write the list for the listening task on an OHP transparency or write it on the inside flap of the board.

1 Starter: What are you going to do next weekend?

- Remind students to use *going to* to talk about things that you know you're planning to do. Point out that *(I'm) coming ...* is also more common than *(I'm) going to come ...*
- If students are unsure about their plans, remind them to use *Perhaps I'll ..., I'll probably ... or I might ...*

2 Going to the airport

- Students close their books. Tell them that Donna is going back to Dallas and that Mike is taking her to the airport. Write the following list on the board: *1 taking off from Terminal 3, 2 spending the night in Chicago, 3 unpacking, 4 welcome home party with friends, 5 flying to Chicago, 6 taking a taxi home, 7 flying to Dallas, 8 having a long sleep, 9 Mike visiting Donna at Christmas*. In pairs, students write down the events in the order that they think they will take place.

 T 2/23 1'46"

- Play the recording. Students listen and change their order, if necessary. Compare in class: *1 5 2 7 6 3 8 4 9*.
- Play the recording again while students look at the text. Discuss anything students don't understand. Point out that *mom* is American English and *mum* British English.



2a Comprehension 

- Students check their answers in class: **Line 2: she wouldn't miss Bonfire Night if she stayed a bit longer. Line 2: the Thanksgiving dinner. Line 14: seeing each other before Christmas. Line 28: taking a taxi. Line 32: the welcome home party.**

2b Future events

- The future is a complex area of English grammar. This exercise will remind the students of the differences between *going to*, *will* and the present simple used for the future and make them aware of the present progressive for arrangements. Don't worry if students haven't mastered the differences completely by the end of the lesson!
- Students do the task in pairs. Check answers in class: **1 She takes off at 11.25 from Terminal 3. At 11.25 from Terminal 3. We've plenty of time. (b) 2 At Christmas. And we'll probably see each other at Christmas. (a) 3 She's going to unpack and have a long sleep. First I'm going to unpack and then I'm going to have a long sleep! (d) 4 Tomorrow evening. Some friends are coming round to the house tomorrow evening. (c)**. Ask questions to make the meaning of number four clear: *Has Donna's mother already invited the friends? Do they know when to come?* Tell students that we use the present progressive when the details have already been arranged.
- Students could do exercises 7–9 on the future in the *Grammar check* at home.

3 A radio newflash

 T 2/24–25 1'31" / TS p. 94 

- See if students know what a *newflash* is (a short news report on the radio or TV that interrupts another programme, usually about something very important).
- Play the newflash, twice if necessary. Students briefly discuss the news with a partner and then in class: **There has been an explosion at terminal two of Manchester Airport**. See if students can add further details. If not, ask one or two questions, e.g. *What caused the explosion? Will Donna still be able to fly to Dallas?*

3a Vocabulary

- Before students listen again, let them write down any words that begin with *news* that they can remember. After listening, write the words (**newsroom, news conference, news bulletin, newsreader**) on the board as students read them out so that they can check their spelling. Discuss meanings, if necessary.

4 Today's grammar: Present progressive for the future

- Ask individual students to read the examples from the box. As students will already have met this use in exercise 2b, see if anyone can explain why the present progressive is used here (for things that have been arranged, e.g. Donna has already booked the flight).
- Students find some more examples in the dialogue on p. 92 and read them aloud.
- If students ask, point out the difference between the present progressive and *going to*. Elicit the difference between *I'm flying to New York* (it's all arranged) and *I'm going to do some shopping while I'm there* (you've planned to do this).
- Students tell the class about one of their future arrangements: *I'm meeting a friend for lunch tomorrow*. This should be done fairly briskly round the class. If time permits, ask the class to recall what other students said: *Anna is visiting her mother tomorrow*.

Option

4a Donna's diary

- Give students a little time to look at the diary and to decide with a partner what Donna's doing next week. Then discuss in class.

4b Exchange information

- Divide the class into A/B pairs. Ask them to find the correct page and read through the instructions. Students look at their diary and add two more arrangements in the coloured spaces. Then do a brief exchange with one student to demonstrate how the exercise works. Give pairs that complete the task quickly another situation: *Arrange a time to meet for a cup of coffee*. Each pair tells the class when they have arranged to meet. Possible times to meet would be: **Wednesday afternoon between 12 o'clock and 6.45 p. m. or Friday after 4 p. m.**

5 How to say it: Giving warnings

- Ask students to look at the expressions for giving warnings. Then read out the following situations and elicit some warnings from the class: *1 It's snowing and I want to drive to (Frankfurt). 2 It's 11 p.m. and I want to walk home from the city centre alone.*
- Students carry out the task. Quicker groups can write warnings for a second situation. Some possible warnings might be: *Don't forget your hand luggage, ... do too much on the first day, ... travel alone, ... let them call you by your first name.*

6 Goodbye and take care

T 2/26 1'25" / TS p. 94
Option

- Play the dialogue. As it's fairly short, students don't need to make notes. Discuss the answers in class: **Mike is nervous because there might be another explosion.**
- Have a quick class discussion. Find out what students feel about flying.
- Mike gives Donna a warning using one of the expressions from exercise 5. See if students can remember which one. If not, play the recording again and ask students to write it down: *I really don't think you should fly today after all this trouble here.*

7 Conversation strategies: Finishing a conversation and saying goodbye

T 2/27 0'26";
 T 2/28 0'57" / TS p. 94

- Students listen and fill in the missing words. Check by asking students to read out the dialogues in pairs: **1 care, tomorrow, look, forward 2 afraid, nice, see 3 for me to go, give 4 See, Have a good, to you.**
- Play the conversations again and ask students to listen carefully to the intonation pattern. Students practise the conversations in pairs.

7a Over to you

- Before students carry out the task, say a topic, e.g. *travelling by air*, and elicit ways of starting a conversation, e.g. *I really hate flying. When did you last travel by plane?*
- Give students two or three minutes to talk about a topic before you ask them to stop and say goodbye. If time permits, choose some other topics that have come up in *Network 3* for students to talk about, e.g. *free time, where you live, giving parties, carnival, working from home.*

Extra grammar practice

- *English Network Grammar Workbook 1: Present progressive for the future (Exercise 32).*

If time permits**Resource bank:** Exercise 17: Present progressive for the future (p. 80).**Activity pack 2:** Activity 30 (Making arrangements) practises the present progressive with future meaning and making spoken invitations.

Unit 6

Step 3: TV and radio

Contents

Storyline
Vocabulary
Grammar
Skills

- Donna phones Mike from the States.
- TV programmes.
- Use of apostrophes.
- Listening to Donna and Mike's phone call. Reading a TV programme and a magazine article about a newsreader. Writing about the kind of TV programmes you like/dislike.

Tips and info

Timing

Starter:	5 min.	Exercise 3–3a:	15–20 min.	Exercises 5–5a:	20 min.
Exercise 2–2a:	15 min.	Exercise 4:	15 min.	Panorama:	20 min.

If short of time

- Exercise 5a: Shorten 5a by having them hand in their written work instead of reading it in small groups, or ask them to do the writing at home.

Preparation

- Exercise 5: Have one or two bilingual dictionaries available, if possible.

1 Starter: A TV addict?

- Point out the difference between channel and programme: *A channel is a television station, e. g. ARD, BBC. A programme is something which is broadcast on TV or radio, e. g. Who wants to be a millionaire? Wer wird Millionär?* Give students a little time to read the questions and think about their answers.
- Have a class discussion about TV. Alternatively you could let the students stand up and mingle, asking and answering the questions.

2 What's on?

- Students read through the TV programme silently and look up unknown vocabulary items in the *Vocabulary* on p. 158.
- Students briefly discuss in class which programmes they'd like to watch: *A: I'd like to watch Songs from Cats because I've already seen the musical. B: So would I./Oh, I wouldn't. I'd prefer ...*
- If students ask about the times, refer them to the note on the *24 hour clock* in *Language and culture* on p. 99. There's also some information about British TV.

2a Vocabulary



- Read the types of programme aloud for students to repeat in chorus. Students carry out the task in pairs and discuss answers in class: **documentary: Historical buildings, The Queen Mum, Travelogue; chat show: Talk to David Frost; quiz show: Who wants to be a millionaire?; comedy: Ally McBeal; soap opera: Coronation Street, Emergency Room; the news: News and Weather; film: Casablanca; series: Coronation Street, Emergency Room, Ally McBeal; cartoon: Tom and Jerry's holiday; sport: Boxing, International Football; music programme: Songs from Cats.**
- You might like to give some extra information about *Coronation Street* which is one of the most popular and longest running television programmes in Britain and was first broadcast in 1960. It's set in the North of England and tells of the events in the lives of the working class people who live in a street named Coronation Street.

Option

- Students name something they've seen on TV (or listened to on the radio) recently and say what type of programme it was. *I saw a documentary on elephants last night.*

3 Apostrophes

- Students look at the examples and explain the difference (an apostrophe *s* is added to a singular noun and an apostrophe to a regular plural one). Students find and discuss the apostrophes in the TV magazine. Ask them to underline those that they find hard to explain.
- Students read out the examples. Point out the pronunciation of actress's (/...sɪz/) and James's (/...zɪz/). Discuss the rules in class and explain where necessary: *Singular nouns ending in -s usually add 's, e. g. an actress's life, Charles's wife. Irregular plurals add an 's, e. g. women's boxing, children's programmes. You use an 's after more than one noun, e. g. Tom and Jerry's holiday, Mr and Mrs Cooper's car.* If students ask, point out that apostrophes are normally used with people and animals: *John's car, the cat's dinner.* They can also be used with an organisation (= a group of people): *ITV'S quiz show, the company's offices,* with places: *Italy's churches* and with time words: *today's newspaper.* With other things we normally use *of*: *the window of the house.*

3a Exchange information

- Make two groups (A and B) on different sides of the room. Students form a pair with someone from their own group and fill in the missing words. Circulate and make sure that students fill in the gaps correctly: **A: evening's, Frost's, twins', Webber's, week's, women's, Ling's. B: children's, Europe's, Henry VIII's (Henry the eighth's), Hollywood's, Mother's / Mum's, men's, Ally's.** Students from group A find a partner from group B to read the dialogue with.

4 A call from the States

T 2/29 3'18" / TS p. 95



- If you want to continue here with the theme of television, you could do this exercise after *5a Write and talk*.
- Students read the questions silently. Play the recording once while students just listen. Play the dialogue again while students make notes. Make use of the pause button so that students have more time to write down the information. In pairs, students take it in turns to ask and answer the questions.
- Finally check their answers in class: **1 Mike's been waiting ages for her call. 2 She's been home since yesterday. 3 She must have it repaired. 4 I'd buy a new one if I were you. 5 It was delayed for about one hour. 6 She loves flying. 7 She's going to write it about the man who sat next to her on the plane. 8 Her mother. 9 She was waiting outside the baggage reclaim. 10 Yes, she did. She said, "I really enjoyed myself." 11 Yes, she is. "She cooks better than most professionals." 12 She's staying in and watching TV with her mother.**

Option

- Give students a little time to look through the questions and answers again and to tick those structures/expressions they are unsure of. Students discuss these in small groups and find the steps in the book where they were introduced. Encourage students to look at these steps/ *Language study* sections again at home.

5 Personal dictionary

- If any students don't have a TV, ask them to write either about radio programmes or to say why they don't have one.

5a Write and talk

- Let students write for about five minutes before reading out their sentences in groups of three. Encourage them to say why they like or don't like particular programmes.
- Write some of the phrases from the dialogue in exercise 3a on the board for students to use while discussing which programmes they'd like to watch (and which ones they wouldn't): *We'd better ..., How about ...?, Shall we ...?, We can ..., Right. Well, okay.*
- Groups tell the class which programme(s) they'd all like to watch and/or which ones they wouldn't like to watch.

Panorama

Task 1

- Ask students to close their books. Write the following words on the board: *Sam Nichols, BBC, broadcast, special English, simplified, China, daily, the news, English teaching programmes*. Read task 1 aloud. Tell students that the words on the board appear in the text and ask them to predict what the text is about.
- Students read through the text silently to find out if they speculated correctly. Briefly discuss in class what Sam Nichols does. Students read the text again and underline those words/phrases they can't guess from context. Students discuss these in small groups and find the translation, if necessary, in the *Dictionary* on pp. 160–185.

Task 2

- Answer the questions in class. Encourage students to read and listen to English outside the classroom. Students could read some of the following: the stories at the back of *Network 3* on pp. 105–107, the stories in *English Network 3 Break*, readers, magazines for language learners, information on the Internet. Students can read and listen to English on the CD-ROM for *Network 3*. Students could also watch an English-speaking theatre group or go to see English-speaking films at the cinema. Students might be able to receive the TV news channels CNN and NBC.

Option

- In groups of three, students write down some of the questions Donna might have asked Sam Nichols, e.g. *Where do you work? Why do you broadcast in China? Who translates the stories into Chinese? Do you prefer radio work to TV work?* Take on the role of Sam Nichols or ask a more able student to do this for students to interview.

If time permits

Resource bank: Exercise 18: Revision of tenses (p. 80).**Activity pack 2:** Activity 4 (Small crosswords) offers some general vocabulary revision.

Unit 6 Review

Contents

The *Review* page contains material for revising the functions, vocabulary and grammar structures that were introduced in Steps 1 to 3 and includes a role-play exercise (exercise 4) and a vocabulary exercise (exercise 5).

Tips and info

Timing

Starter: 10 min.	Exercise 3: 10 min.	Exercise 5: 5 min.
Exercise 2: 20 min.	Exercise 4: 15–20 min.	Further practice: 30–40 min.


If short of time

- Make a choice from the suggestions in the *Further practice* section.

1 Starter: The Internet

- Brainstorm things that the Internet can be used for, e.g. train prices, flight times, shopping, weather in different parts of the world, information. Discuss the final two questions in class.

2 An online course

 T 2/30–31 4'39" /
TS p. 95



- Before they listen, see if students can name a few differences between a normal course and an online course.
- Play the recording and make use of the pause button to give students time to write down what Jane said. Give students a little time to work on their sentences and compare with a partner before checking in class: **She can study more flexibly. She has to plan her life much more carefully. She works a bit harder than students in normal courses. She has to work more independently. She doesn't make friends as easily.**
- Elicit the difference between the use of the two futures (*going to* and the present progressive), before carrying out the task. Tell students to write as many sentences, as possible. They may not manage all six. The answers are: **Plans: She's going to write an essay this evening. She's going to take a holiday at the end of her course. Arrangements: She's visiting one of the big newspapers in London. She's spending three days at the local radio station. She's meeting her class in the discussion forum. She's taking her final exams at the end of the year.**
- Briefly discuss in class whether students would like to do an online course. Ask them if they can imagine doing an online course in English.

3 Using the media

- Elicit other expressions for agreeing and contradicting (see lists on p. 29 and p. 89 in the coursebook) before students start discussing the media in groups of four.

4 Role-play: A weekend course

- Give students time to read through the role-play and ask about anything they don't understand. They should look back on how to give warnings and say goodbye on p. 93, before preparing their dialogue.
- The following is a possible dialogue:

A: I'd like to do a weekend course.
 B: What kind of course would you like to do/are you going to do?
 A: I'm going to do a photography course so that I can take some really good photos when I go to Australia next year.
 B: Have you found the right course yet?
 A: No, I haven't. I'm going to look for information on the Internet.
 B: Why don't you look in the local newspaper, too? They have lots of advertisements for all types of courses.
 A: That's a good idea. I'll do that. Would you like to do the course with me?
 B: I'm afraid I can't. I haven't got any time. I'm spending the weekend with friends and we're going skiing.
 A: Do you think weekend courses are a good way of learning?
 B: Yes, I think you learn more on a weekend course because it's more intensive. But I don't think you should expect too much from one weekend.
 A: Yes, you're quite right. I won't expect too much.
 B: I'm afraid I must rush now. I'm meeting my sister for coffee in an hour.
 A: Well, bye. It was lovely to see you again. I'll get in touch again soon.
 B: Bye. Have a good weekend.

- 5 Vocabulary**
- Students can do this optional exercise in class or at home.
- Homework**
- Students might like to read the *Language and culture* notes on p. 99 and *Word skills 6* on p. 113, if they haven't already done so. They could also do *Test yourself 3* on p. 104.
- Further practice**
- Vocabulary**
- Students make two columns in their notebooks with the headings *Sure* and *Not sure*. Dictate a list of words/phrases that students have met in the Unit, e. g. *lorry, cyclist, quit, suspend, blame, audience, behave, gossip column, relationship, take off, unpack, series, excerpt, cartoon, independent*. Students write each one into the correct column depending on whether they are sure or not sure about the spelling or what it means.
 - In small groups, students discuss their *Not sure* column helping each other with spellings and giving explanations of the meanings.
 - If you wish, you can choose some of the words or phrases and ask students to tell you in which context it occurred in the Unit. If students can't remember, ask them to flick through the Unit and find the sentence with the word/phrase.
- The future**
- Write the following future dates on the board: *after this lesson, tonight, next weekend, tomorrow evening, at Christmas, next summer, when this course has finished*.
 - Students work in small groups and talk about their plans (*I'm going to read a book*) their arrangements (*I'm having a driving lesson*) or their predictions about the future (*I'll probably ...*).
- News stories**
- Tell students that they are going to write a short news item for Sam Nichol's radio programme (see *Panorama* on p. 97) about something that has happened recently/is happening at the moment.
 - Brainstorm some of the news stories that have happened recently or are happening at the moment. Students form groups of three and spend five minutes writing a few sentences about the news item they have chosen. Circulate and help with vocabulary, where necessary.
 - Carry out the radio programme in class. Start off yourself: *Here is the news in special English*. One student from each group reads out their news item.
- Left-overs**
- If you omitted any exercises in Steps 1, 2 or 3 because you were short of time, you may want to go back and do them now.
- Activity pack 2**
- Activity 28 (Headlines) is a reading for gist activity.

English at work 3

Booking travel

Contents

This optional material is suitable for people who need English for their jobs. As it deals with booking a trip by plane or by train, it can be used with students who need English for more general purposes, too.

Tips and info

Timing

- If you plan on 45–60 minutes for *Review 6* (without the *Further practice* activities) and 30–45 minutes for *English at work 3* (without the *Options*), you could do both pages in the same lesson.

If short of time

- This material is optional, so you can use as much or as little as you want.

1 Which way?

- As a lead-in ask students the following: *How often do you travel by plane/by train? Have you ever used English to book a trip?*
- Read the words aloud for students to repeat in chorus. Explain unknown words, where necessary. In pairs, students put P, T or B in the appropriate boxes.
- To check, students first read out those words having to do with trains, then those having to do with planes and finally those that can be used for both: **Train: buffet trolley, facing forward, Intercity supplement, platform number, restaurant car, second class. Plane: baggage allowance, business class, cancellation insurance, duty-free shop, economy class, gate number, latest check-in. Both: arrival time, departure time, first class, (non-)smoking, fare, return, single.**
- Point out that the Americans use *one way* and *round trip* instead of *single* and *return* and *food cart* instead of *buffet trolley*.



2 A ticket to Dallas

- Read out the introduction and elicit a few questions Mike might ask when booking his flight.
- Students do the matching exercise on their own. To check, students take it in turns to read aloud a sentence/question: **1d) 2c) 3f) 4h) 5i) 6g) 7e) 8j) 9b) 10a).**


3 A direct train to London T 2/32 3'19"/
TS p. 96

- Play the recording once while students look at the gapped sentences and questions in the book. Then give students a little time to complete any sentences they can remember.
- Play the recording again making use of the pause button so that students have time to fill in the gaps. Select different students to read out a sentence each. **1 if there's a direct train 2 best connections 3 I have to be in London before 4 tell me the time of the earliest 5 last train back to 6 to reserve a seat on that 7 the Intercity supplement 8 between the first and second class 9 pick up the tickets at the station on 10 change that booking later if I need.**



Option 1

- Ask students to mark the following questions that Mike asks (2, 4, 5, 6, 7, 8, 10). Tell students to listen to the recording again and to note down the answers that the reservations clerk gives: *2 There's a direct train at 9.27. 4 There's a train at two minutes to seven. 5 It's at twenty-two hours. 6 It's better to reserve. 7 Yes. 8 Second is £172. A first-class return is £265. 10 Yes, you can change it up to the day before you travel.*

Option 2

- If you'd like to do a role-play, pairs of students could work out a possible dialogue at the travel agent's or at the reservations office. Students choose a destination and decide whether they want to ask for information about planes or trains. Tell students to invent times, prices etc. as they go along.

Over to you

- Tell students to have a quick look at the list of expressions on p. 50 of the coursebook to remind themselves of phrases for presenting arguments.
- Each group should designate a secretary to note down the pros and cons of each method of transport and to report back to the class.

English Network Magazine 3

Contents

These two pages contain optional reading material and activities on travel. They include a reading text about living on a luxury cruise ship, a quiz and some useful phrases you might need when travelling by car.

Tips and info

Special report: 20 min. | Mini Phrase Book: 10–15 min.
 Quiz: 10–15 min. | Learners' Letters: 10 min.

Note on timing

- This page is optional and you can be flexible with the activities depending on your goals and class interest. If you decide to do the story in this lesson, you should suggest that students read/do some of the activities at home.

Special report

- Focus on the title and the photo and get students to predict what the text is about: *I think it's about ..., it could be about ...*. Someone may have already heard or read about *The World* and can say something about it.
- Students read the text silently to find out if they speculated correctly. Ask students what's so special about this cruise ship and what sort of things you can do on it.
- Write the following questions on the board. Students discuss them in small groups or in class: *1 If you had enough money, would you buy an apartment on The World? Why? Why not? 2 If you had an apartment, what activities would you enjoy/dislike?*
- Perhaps someone in the class has been on a cruise and can talk about their experiences.

Win a flight to a European city

- Students should do the quiz on their own and write down their preferred prize destination. In class, students compare which information is not on the ticket: **2 3 7 8**. Discuss the information that is on the ticket: *1 The passenger's name is Gaynor Ramsey. 4 It costs 1643 francs 50. 5 The plane takes off at 9.45 a.m. 6 The plane lands at Vienna. 9 The ticket was bought at the Swiss Airport Office in Zurich. 10 Twenty kilos are allowed.*

Option

- In class, students compare preferred prize destinations and say why they chose them. Alternatively students could talk in small groups.
- Do a prize draw. Students write their names and preferred prize destination on a slip of paper. Collect the slips and put them into a hat or bag. Ask someone to pick out a slip and to read the winner's name and prize destination aloud. Congratulate the winner and ask the other students to suggest what the winner should or shouldn't do/see on their trip, e.g. *If I were you, I'd ..., I think you should ..., Why don't you?*

Mini Phrase Book

- See if anyone has had a problem with their car on holiday in a foreign country and ask them to say one or two sentences about it.
- Ask individual students to read out the phrases and then elicit further questions/sentences they might want to use when travelling by car, e.g. *I'd like (you) to clean the windscreen, please? Could you fill it up, please?*

Option

- In pairs, students decide what they would say in each of the following situations: *Your lights are broken. You are looking for new engine parts for your Mercedes. You only have a credit card/cash, etc. It's time to look at the oil. Your car won't start. Your Ford Escort is making a noise and you need a garage but don't know where it is.*

Learners' Letters

- Students cover the answer and read the letter. Find out if anyone can answer the question before asking them to read the answer.
- Brainstorm other information that is useful to know before going to foreign countries, e.g. *which credit cards you can use, the opening hours of the banks.*

Story

- For suggestions on how to work with the story, see p. 77 at the back of this book.

Goodbye – your last lesson

The last lesson is an opportunity for students to review what they have learned in the course. They should be pleasantly surprised to see what they have covered and feel encouraged to continue in the next course. If you haven't quite finished Unit 6, you can decide whether it is more important for your class to finish the last Unit or to review what they have achieved. The activities suggested below will take more than 90 minutes. Feel free to choose those which will best serve the needs of your class.

Contents

- Activities 1–4** • A revision of some of the grammar, functions and vocabulary items from *Network 3*.
Activity 5 • A review of the storyline.
Activity 6 • An opportunity for students to evaluate their strengths and weaknesses.
Activity 7 • Another look at the picture pages.

Tips and info

Timing Activities 1–2: 30–35 min. Activity 5: 15 min. Activity 7: 10 min.
 Activities 3–4: 30–35 min. Activity 6: 15 min.

- Preparation**
- Activity 1: Make copies of the questions and cut them in half so that there is one half, A or B, for each student.
 - Activity 3: Prepare a set of sentence cards with functional phrases or expressions for each group of three or four.
 - Activity 5: Prepare six sentence cards from the dialogues/letters in the coursebook.

- 1 Find out**
- Divide the class into A/B pairs. Give copy A to Student A and copy B to student B.

Copy A

- 1 What do you think of television?
- 2 How long have you been learning English?
- 3 What do you like and dislike doing?
- 4 Can you give me directions to your house?
- 5 What would you do if you had more free time?
- 6 What did you do last Easter?

Copy B

- 1 Have you got any hobbies?
- 2 What are your weekend plans?
- 3 What were you doing last night at 7 p.m.?
- 4 How do you usually travel to work?
- 5 What does your favourite person look like?
- 6 What are the advantages and disadvantages of your house/flat?

- Students take it in turns to choose a number from 1 to 6. The other student asks the corresponding question from his/her list.

- 2 Grammar questions**
- If you have more than ten students in your class, divide the class into two groups.
 - Students write their name at the top of a new page in their notebooks. They should then pass their notebooks to the person sitting next to them. Tell the class to write a question addressed to the owner of the book they have in front of them using a particular structure, tense or phrase, e.g. *going to*, past continuous, present continuous for the future, present perfect, present perfect continuous and *how long?*, *have something done*, *keen on*, *could*, *have to*, *able to*, *if*.
 - When they have finished writing their question, they should pass the book on once more. Give another tense or word/phrase. Students write another question in the book they receive.
 - Continue this process until the books have gone once round the class or group.
 - You can review the questions in various ways. Students could tell the class a question which they think has got a mistake in it, a question they can't answer, a question they would prefer not to answer, a question they would like to answer and then answer it.

3 Functions: Rephrasing

- Write the sentences below on cards, one sentence per card. Make one set of cards per group. You might like to add the references in brackets so that students can remind themselves of the appropriate expressions, if necessary.
Shall I help you with your bag? (Unit 1/ Step 1)
Would you like to go to the cinema? (Unit 1/Step 2)
If you like, we could spend Christmas in Spain. (Unit 2/Step 1)
If you ask me, there's too much violence on television. (Unit 2/Step 2)
One minus point was the cat. (Unit 3/Step 3)
May I join you? (Unit 4/Step 1)
By the way, there are more injuries in other sports. (Unit 5/Step 2)
Be careful not to go near terminal two. (Unit 6/Step 2)
- Students work in groups of three or four. Each group receives a set of sentence cards which they put face down in front of them. Students take it in turns to pick up the top card and read it out, e.g. *Shall I help you with your bag?* Each student in the group says the same thing but using a different functional phrase, e.g. *Let me help you with your bag.*

4 Vocabulary: Who is it?

- Say a word/phrase from the vocabulary list on pp. 144–159, e.g. *afraid*. On a separate sheet of paper students write a true sentence about themselves that includes the word/phrase, e.g. *I'm afraid of spiders. I'm not afraid of snakes.*
- Say a few more words (one or two from each Unit), e.g. *take part in, suitcase, collect, godfather, repair, allergy, huge, cellar, training, beard, unpack, soap opera*. Students write a sentence with each word/phrase.
- Collect and redistribute the papers at random making sure that no one gets his/her own paper. In turns, ask individual students to read a few of the sentences on their pieces of paper aloud. The others guess who wrote them.

5 Storyline sentences

- Write the following sentences on cards (six cards in all) without the page references:
That case you're holding – it's mine. (p. 10)
It looks like your size but maybe you should try it on before you buy it. (p. 24)
... if I were you, I'd bring pyjamas and a toothbrush. (p. 46)
I could go to St Paul's and get you some information. (p. 56)
We needn't rush because Tim has to work till six ... (p. 74)
If I get a project in Dallas, I'll fly over before then. (p. 92)
- Give each group of three one or two sentence cards to discuss. Students decide which character said or wrote the sentence, e.g. *It must be ...*, *It can't be ...*, *I think ...* and then, if possible, discuss briefly what happened in that particular dialogue/letter. Groups then exchange their card(s) with another group.
- Stop the activity after about five or ten minutes and ask groups to report back on their conclusions.

6 Self-evaluation

- Dictate the following list to the students: *reading, listening, writing, speaking, pronunciation, grammar, vocabulary*. Ask students to tick those areas in which they think they have really improved during the course.
- Ask students how they can improve those areas they didn't tick. Give students a few minutes to note down some suggestions.
- In class, students discuss suggestions for each area on the list. Give a few tips on what students can do at home, if necessary, e.g. *listen to the learner cassettes again, learn five new words each day, do the exercises in Network Break 3.*

7 This picture reminds me of

- Tell students to spend a few minutes looking at the photos on the six photo pages in the coursebook and to find a picture that reminds them of something that has happened to them in the past.
- Choose a photo and show it to the class, e.g. the photo of the snow scene on p. 55 and say a few sentences about it: *This picture reminds me of last Christmas. I spent a week in the Alps with my family and it snowed the whole week ...*
- With their books, students stand up and walk around the classroom exchanging their memories with three or four other students.

Christmas lesson

Many of you will have your own ideas and materials that you can use at Christmas and perhaps you and your students will want to bring refreshments to the lesson for a Christmas party. Below, there are a variety of activities. Feel free to choose those that you feel your class would enjoy.

Contents

- Activity 1** • Things to do with Christmas carols and songs.
- Activity 2** • Introducing Christmas vocabulary and talking about Christmas.
- Activity 3** • Reading and talking about Christmas traditions in English-speaking countries.
- Activity 4** • Activities you can do with Christmas cards.
- Activity 5** • Two Christmas games.
- Activity 6** • Giving Christmas presents to other members of the class.

Tips and info

Preparation

- Activity 1: Bring in a cassette or CD of Christmas music with the text(s), if possible.
- Activity 3: Make a copy of the text for each student.
- Activity 4: Bring in as many Christmas cards as you can find, either from English-speaking countries or from elsewhere.
- Activity 6: Make "Christmas present" cards.

1 Christmas songs

- You might like to play some Christmas carols or songs in English as students are arriving to get them into the Christmas spirit. If you are able to get hold of the texts to the songs as well, there are a variety of things you could do:
 - 1 Hand out copies of the text(s). Play the recording and let students look at the text(s). Some classes might like to sing along.
 - 2 Cut up the text and ask students to put it into the correct order as they listen.
 - 3 Blank out some of the words and get students to fill them in as they listen.
 - 4 Ask students to listen to part of the song and to write down any words or phrases that they understand, before giving them the text to look at.

2 Talking about Christmas

- Brainstorm *Christmas: What comes into your head when you hear the word Christmas?* Write up the words and phrases that students say on the board. If students only know the words in German, give a translation and write the English word or phrase on the board.
- Invite students to talk about some of the things they like and dislike about Christmas, using some of the words and phrases on the board.
- If you are an English speaker or know about how Christmas is celebrated in an English-speaking country, you might like to describe a typical Christmas in that country. Students could note down all the things you mention that are different from their own Christmas celebrations. Compare the differences.

3 Christmas traditions

- If you haven't already done so, tell students that the day before Christmas (24th December) is called **Christmas Eve**. Some people go to a special church service at midnight. Others may have a drink with their friends or family. On **Christmas Day** (25th December) families usually spend their time opening their presents and eating and drinking together. The traditional Christmas dinner is turkey with roast potatoes and other vegetables. For dessert they often eat Christmas pudding with brandy sauce (see p. 79 of the *Network 2* teacher's book for some more information on Christmas pudding). The day after Christmas day, 26th December, is called **Boxing Day** in Britain and is a public holiday. A lot of sport takes place on this day and many people now spend time watching sport on TV.
- Tell students that people in English-speaking countries celebrate Christmas in broadly the same way. However, there are some special traditions in each country. Give each student or pair of students a copy of the text on p. 74 of this teacher's book. Students should read the text on Christmas traditions and then with a partner decide which eight countries are being described. If students find this difficult to do, write a list of the countries on the board: *Scotland, Ireland, Wales, England, New Zealand, Australia, Canada, USA*.



Discuss answers in class: **1 Australia 2 Scotland 3 Canada 4 USA 5 Wales 6 England 7 Ireland 8 New Zealand.**

- See if anyone has spent Christmas in another country or with people who have different customs and can say a few sentences about it. Or perhaps students have special traditions they carry out in their family or area and can say something about them.

4 Christmas cards

Here are a few ideas for things you can do with Christmas cards.

- You could use them to introduce some Christmas vocabulary. Spread your Christmas cards on a table and ask your students to come up and have a look. Ask them to describe what they can see on the cards.
- You could do a vocabulary game. Spread out your cards over a couple of tables and ask students to stand around them. Then call out an item that is depicted on at least one of the cards, e. g. *Christmas tree, reindeer, robin, snow, angel*. The first person to see the item depicted in one of the cards should say *found it*. He/She should then pick up and keep that card. Continue the game until all or most of the cards have been picked up. The winner is the person with the most cards.
- You could ask students to talk about what they like and dislike. Spread your cards out on a table and ask students to choose one that they really like and/or one they dislike. Students walk around the classroom telling other students about their cards and giving reasons for their choices.
- You could ask students to find similarities between their cards. Put students into pairs and give each student a Christmas card. Tell them that they should not look at their partner's card. Students talk about their cards or ask their partner questions to find out as many similarities as possible, noting them down as they go along.
- You could cover over part of a card with a small piece of paper and ask students to guess what is missing from the picture: *It could be a bell, it might be a present.*

5 Party games

Here are two games you could play.

- Write the phrase *Merry Christmas* on the board. In small groups, students write down as many words as possible using only those letters that occur in the phrase *Merry Christmas*, e. g. *sister, test, same, cat*. Letters can only be used once, unless they appear more than once in the phrase. Set a time limit of five minutes and then ask students to read out their lists. Which group has got the longest list?
- Pairs of students write down four or five nouns that have to do with Christmas in their notebooks, e. g. *Christmas tree, turkey*. In turn, one student from each pair chooses one of their words, comes to the board and starts to draw the object. The other students try to guess what the object is. Give points for correct guesses, if you wish.

6 Christmas presents

- Make as many cards as there are students in your class. Write a "Christmas present" on each card, e. g. a season ticket to the fitness centre, a trip to the zoo, a subscription to an English-speaking magazine, a trip in a balloon, less work at the same pay, a family season ticket to the swimming pool, two weeks rest, a cook, a gardener, a babysitter, a garden, a photographic memory, a skiing holiday, an Internet connection, a houseminder.
- Put the cards into a box or bag. Students take it in turns to pick out a present and to give it to someone in the class, giving a reason, if possible, e. g. *I'd like to give Petra a garden. She loves flowers but only has a small balcony.*

Photocopiable material



Christmas traditions

- 1 Here Christmas is often very hot. It is not unusual to have temperatures in the mid 30s on Christmas Day. People often have their Christmas dinner on a local beach where Santa Claus sometimes arrives on a surfboard. Other families enjoy their day by having a picnic. They may go for a swim in the pool, play cricket or enjoy other outdoor activities. One tradition is called *Carols by Candlelight*. Just before Christmas in many of the larger towns, people gather together in the parks and sing their favourite Christmas carols.
.....
- 2 On Christmas day, people sometimes make big bonfires and dance around them to the playing of bagpipes. The big celebrations are on New Year’s Eve. This is called Hogmanay. Many people go to parties and drink a lot of alcohol.
.....
- 3 Here there are different traditions in different parts of the country. In some areas there is a big winter festival called *Sinck tuck*. It is celebrated by the Inuit with dancing and a present-giving party. In the eastern part of the country, parents cut out a hole in turnips* and give them to their children with a lighted candle inside.
.....
- 4 Christmas celebrations vary between regions because of the different nationalities that have settled there. In the far north, doorways are often decorated with pineapple, a symbol of hospitality*. On the west coast, Santa Claus often arrives on a surfboard and in the capital city, a huge tree is lit up when the president presses a button and turns on the tree’s lights.
.....
- 5 The people here love music and so, every Christmas, carol singing is a very popular activity. In the churches they are often sung to the harp. Carol singers sometimes go from house to house on Christmas morning at dawn*. Families wake up and invite them in for something to drink. Taffy making is also important. Taffy is a special kind of chewy toffee made from brown sugar and butter.
.....
- 6 In this country one old custom is *mumming*. In the Middle Ages people called *mummers* put on masks and acted out Christmas plays. These plays are still sometimes performed in towns and villages.
.....
- 7 Here people often put candles in their windows on Christmas Eve. These candles help Mary and Joseph to find a place to stay for the night. They are often red in colour and decorated with holly*.
.....
- 8 As in Australia, the people here have Christmas in their summer holidays and often spend Christmas Day on the beach. The shops are still decorated with Father Christmas in his red cloak and white beard and snow scenes.

* turnips = Rüben
hospitality = Gastfreundschaft
at dawn = bei Tagesanbruch, im Morgengrauen
holly = Stechpalmenzweige

Stories to enjoy

Story 1: Friday the 13th

Info

The plot

- This story is about Harry who plans and carries out a bank robbery on Friday the 13th. As he's convinced that it's his lucky day he can't imagine anything possibly going wrong. His accomplice, Don, who is responsible for finding and driving the getaway car, is unhappy about "doing a job" on Friday the 13th but is persuaded to take part. The robbery works perfectly but finally Harry's luck runs out!
- Below, there are some suggestions on how to deal with the story. Feel free to choose those activities which would best serve the needs and interests of your class.

Tips

Timing


- You could spend thirty to forty minutes working with the story.

Lead-in

- Focus on the picture and ask students to speculate about what may happen in the story.
- Focus on the title of the story and ask them whether they consider Friday the 13th to be an unlucky day.

Dealing with the text

- Tell students that the story is about a bank robbery in the USA. Students work in pairs or small groups and write down three or four questions about things they think the text should answer, e. g. *How much money do they steal? Do the police catch them?* Circulate and correct mistakes as students are writing.

 T 1/20 4'54"

- Students read or listen to the story, noting down the answers to their questions, if possible. In class, students take it in turns to ask one of their questions and to choose someone to answer it. They can also ask those questions that the text didn't answer. The class could speculate what the answers might be.

Extra activities

Activity 1

Activity 2

- Students could talk about a lucky or an unlucky day they've had recently.
- Write some of the structures/expressions that have been introduced in Units 1 and 2 on the board, e. g. a verb followed by a gerund, a preposition followed by a gerund, a verb followed by an infinitive, a reflexive pronoun, a relative pronoun, giving directions. Students look through the text and write down sentences that include examples of the above. Finally compare in class.

Activity 3

- Do a role-play. Give the following situation: *You are a policeman at Evansville. You haven't caught the robbers yet and you want to ask the bank clerk a few questions.* In pairs, students write down questions they'd ask the bank clerk, e. g. *How many robbers were there? Did he have a gun? Can you describe him? What colour was the car?* Ask a more able student to take on the role of the bank clerk and then let students ask their questions.

Activity 4

- Ask students what other superstitions they know, e. g. you get seven years bad luck if you break a mirror. It's bad luck to walk under a ladder. In Great Britain you have good luck if you see a black cat.

Story 2: Sixty years

Info

The plot

- Roger was a specialist in Indian temples. Amanda, his wife, always stayed in Delhi while Roger was away working at the temples. One day Roger found a green stone that he wanted to put in a British museum. The local villagers warned him not to take it as it would bring both good and bad luck. During a terribly hot summer Amanda decided to visit Roger at the temple. When she arrived she found Roger had been killed and the green stone taken. Fortunately the story has a happy ending!
- Below, there are some suggestions on how to deal with the story. Feel free to choose those activities which would best serve the needs and interests of your class.

Tips

Timing


- You could spend thirty to forty minutes working with the story.

Lead-in

- Focus on the picture and ask students to speculate about where the story takes place.
- Tell the students that the story takes place in India and elicit some of the things they know about this country and how they imagine life to be there. Ask students what they think life was like for Europeans in India sixty years ago.

Dealing with the text

- Let the students read the first paragraph of the story.
- Then dictate the following words: *tennis, garden parties, burn, terribly hot, fee, hotel verandah, mosquito net, wake-up call, horse and cart, tent, blood, dead, cried, cellar, happy ending*. Tell students that three of these words don't appear in the story and that they should decide in pairs which three they might be. Students discuss their choices in class, giving reasons if possible.
- Play the recording until *Yes, this story had a happy ending* (line 38), while students tick those words on their list that they hear. See if any pair managed to choose the three words that didn't appear in the story (fee, wake-up call, cellar).
- Check comprehension by asking a few questions: *How does Amanda spend her time in Delhi? How did she get to the temple where Roger was working? What happened to Roger? Did they find the green stone?*
- Elicit some possible happy endings for the story before playing the rest of the recording.
- Give students a little time to read the story on their own.

 T 2/10 6'35"

Extra activities

Activity 1

- Students retell the story in small groups using as many of the words on their lists as possible.

Activity 2

- Ask students to work together in pairs to write a letter from Amanda to an old school friend of hers just after the death of her husband describing what happened.

Activity 3

- Practise structures for giving reasons (*that's why, so that, because, in order to*) by asking *Why?* questions about the text, e.g. *Why did Amanda come to India sixty years ago? Why was Roger in India? Why did the local villagers tell Roger not to take the green stone? Why did Amanda stay in Delhi? Why did she stop playing tennis? Why did she sleep under a mosquito net? Why did she travel by horse and cart? Why did the man and the son agree to take her? Why did they travel at night? Why was Roger killed? Why did Amanda get married again?*

Story 3: Perfect present

Info

The plot

- This story is about Terry, a heavy drinker, who makes life very difficult for his wife and two children. One day he comes home to find that his wife has left him taking the two children with her. After a while Terry decides to change his lifestyle and spends some time in a clinic. By chance, he finds out where his wife and children are now living and decides to ask for a second chance.
- Below, there are some suggestions on how to deal with the story. Feel free to choose those activities which would best serve the needs and interests of your class.

Tips

Timing


- You could spend thirty to forty minutes working with the story.

Preparation

- Make a copy of the questions for each member of the class or write the questions on an OHP or on the inside flap of the board before the lesson.

Dealing with the text

- Tell students that the main character in the story is Terry. Let students read the first two paragraphs of the story and ask students to tell you what they know about Terry: *He's married. He's got a drink problem. He spends a lot of time with his mates, etc.*
- Ask students to speculate about what may happen in the rest of the story. Students read or listen to the story to find out if their predictions were correct.
- Distribute copies of the following questions. Alternatively you could dictate them or write them on an OHP.

 T 2/33 5'32"

Copy

Section A

- 1 Where did Terry work?
- 2 Did he have any children?
- 3 How did Terry spend his evenings and weekends when Sharon still lived with him?
- 4 Why did Sharon leave Terry?
- 5 Did Terry's drink problem get better after Sharon's departure?
- 6 Why did he start to drink less?
- 7 How did Terry know his family had moved to Sydney?
- 8 What's the meaning of the title?

Section B

- 1 Do you know anyone like Terry?
 - 2 What do you think Sharon's answer will be at the end of the story?
 - 3 What would you do if you were Sharon?
 - 4 Is it a happy or unhappy story?
 - 5 Did you like the story?
 - 6 Would the story make a good film?
 - 7 Would you like to live in Australia?
 - 8 Do you think there are many people with drink problems in your country?
- Give students the following task: *You want to ask eight questions. Which ones would you choose? Choose four from section A and four from Section B.* In pairs, students ask and answer each other's questions.

Extra activity

- Do some work on prepositions. Dictate the following sentences from the story, replacing each preposition with another word, e. g. *blank, ping*. Students put in the correct preposition: *Terry worked long hours at a factory. Sharon, his wife, simply looked at him. Now the children were at school. We've been married for ten years. He went into the kitchen. Terry arrived in Sydney by train. The shops were full of people. He waited for an answer.*

Resource bank

These activities are designed to help students consolidate and develop one or more of the main points covered in each step. You can use them for additional practice, or if you have time to spare in your lesson and need some extra material. For a few exercises (2, 5, 14, 15) brief preparation is necessary. You'll either have to bring in a few magazine pictures or provide some sheets/slips of paper.

Ex. 1 (Unit 1 / Step 1)

Describing objects.

Time: approx. 10 min.

- Tell the students that you are thinking of an object, e.g. *fork, camera, CD, hairdryer* and that they must ask questions (maximum 12) to find out what it is. You can only answer *yes* or *no*.
- Elicit a few questions they might ask before you start: *Is it round? Is it made of glass? Is it for washing windows. Have you got one? Do you often use it?*
- Students take it in turns to ask you questions. Make a note of how many questions they ask and if they still haven't guessed after 12 questions, describe the object to them, e.g. *It's usually black or silver and it's oblong. I've got two which I take on holiday with me. They're for taking photos.* Ask another student to take over your role.

Ex. 2 (Unit 1 / Step 2)

Preparation

Invitations.

Time: approx. 10–15 min.

- Bring in some sheets of paper and scissors.
- Students take a sheet of paper and cut it into four pieces. Each student writes a short invitation on one small piece of paper for another student in the class to reply to. You might like to write an example on the board so that the aim of the activity is clear, e.g.

Dear Petra,
Would you like to visit the cathedral with me?
Love,
Anna
- Students stand up and give their invitation to the student it is addressed to. Then they write and send three other invitations. Write invitations yourself and address them to those students who receive few invitations. Students reply to the letters they receive on the back of the piece of paper and hand them back.
- Students tell the class about the invitations they received, e.g. *Anna asked me to visit the cathedral with her.*

Option

Ex. 3 (Unit 1 / Step 3)

Reading comprehension.

Time: approx. 10 min.

- Ask students to open the *Language and culture* on p. 21 and give them a little time to look at the titles.
- Ask the first of the five questions listed below. Give students a minute to skim the text and to find the answer. Students can either write down the answer or answer orally in class. Then ask the other questions.

1 Do you change your car number plate in Britain when you move to another town?
2 What's the name of Manchester's two football teams? 3 How much money does the average commuter spend on travelling? 4 What's the population of Greater Manchester? 5 Who often says *I love to do that?*

**1 No 2 Manchester City and Manchester United 3 A third of his salary
4 2.5 million 5 The Americans.**



Ex. 4 (Unit 2 / Step 1)

Suggestions.

Time: approx. 5–10 min.

- Students make groups of four and look at the photos on p. 23. Describe the following situation: *You want to go out together on Saturday afternoon. Choose an activity and suggest doing this with your group. See how many would like to go with you.*
- Students take it in turns to make suggestions, e.g. *If you like, we could go to a flea market* and to react, e.g. *Actually, I'm not very keen on flea markets but we could ...*

Ex. 5 (Unit 2 / Step 2)

Preparation

Expressing possibility and certainty, agreeing and disagreeing.

Time: approx. 5–10 min.

- Bring in magazine pictures of objects.
- Show a magazine picture of an object but cover up most of the object with a piece of card. Ask students to speculate on what the object could be, e.g. *It could be a ..., it*

must be a Invite other students to agree or disagree, e.g. *I think you're right. That can't be true. It can't be a (corkscrew) because ...* . After a few students have voiced an opinion, show the whole picture to the class. Continue like this with further pictures.

- You may prefer to draw a part of an object on the board, e.g. table, bed, alarm clock, cup, fork, key, pencil, and ask students to speculate.

Ex. 6 (Unit 2 / Step 3)**So and neither.****Time: approx. 10 min.**

- Dictate all or some of the following sentence stems depending on the time: *I can ..., I don't ..., I hate ..., I'd like ..., I'm not ..., I can't ...* . Ask students to complete them making true statements about themselves. Students form groups of three and take it in turns to read out their sentences. The others answer with *so* or *neither*, only if they agree with the statement.

Ex. 7 (Unit 3 / Step 1)**Words and phrases connected with hotels.****Time: approx. 10 min.**

- Ask students to look at the brochure from the Midland Hotel again and then give them the following situation: *You want to spend a weekend at a luxury hotel in London. Your computer has broken down so you can't look at their web site. You decide to phone the hotel to ask for information about the services it offers. Take on the role of the receptionist/secretary of the hotel yourself and answer students' questions, e.g. Is there a valet parking service? Can I have breakfast brought to my room?*

Ex. 8 (Unit 3 / Step 2)**Replying to written invitations.****Time: approx. 10 min.**

- Ask students to read the reply to the invitation on p. 114 and to read Donna's invitation to Tim on p. 46. Tell students to imagine that they have just received this invitation from Donna and need to reply. Give pairs of students five minutes to write a short reply. Get students to join up with another pair and compare replies, or ask them to read and compare replies in class.

Ex. 9 (Unit 3 / Step 3)**Presenting arguments.****Time: approx. 10 min.**

- Ask students to think about the pros and cons of where they live (city centre, village, suburb). Students work in small groups taking it in turns to talk about the advantages and disadvantages, e.g. *One good thing is that it's very quiet, one bad thing is that the bus to town only runs every 50 minutes.*
- You may prefer to do this exercise in class. Each student says one or two sentences about where they live.

Ex. 10 (Unit 4 / Step 1)**Vocabulary revision.****Time: approx. 10 min.**

- With books closed, play either the dialogue on p. 56 and/or read the text about the Cathedral of St John the Divine. Press the pause button sometimes or stop reading and see if students can say or write down the next word or words.
- You could, for example, pause after the following words in the dialogue: *Do you mind if ..., What are you ..., Just a bit ..., I could go to St Paul's and get ..., ... do you think I ..., Sure, ..., Would that ...* and the following in the text: *and was finished ..., The church was badly ..., and parts of it were ..., Huge amounts of money were spent ..., and an AIDS memorial service ..., The fees for hiring the cathedral rooms are used for ...*
- In weaker classes, ask students to quickly read through the dialogue or text again before doing the activity.

Ex. 11 (Unit 4 / Step 2)**Expressing ability and inability.****Time: approx. 10 min.**

- Write the following in a column on the board: *When I was a child, I could/couldn't ... Now I can/can't ... In ten years I hope I'll be able to/I still won't be able to ...*
- Students form groups of three and practise expressing ability and inability using the sentence stems on the board.
- Prompt with ideas if necessary: *read well, speak a foreign language, play a musical instrument, drive, ride a horse, ski.*

Ex. 12 (Unit 4 / Step 3)**Expressing interest.****Time: approx. 10 min.**

- Write a list of topics on the board, e.g. *your first trip abroad, a trip to an English-speaking country, a country you'd like to move to, something good/bad that has happened recently, an enjoyable hobby, an interesting relative.*
- Students work in pairs. Each student chooses a topic and starts to talk about it. The other student responds by showing interest and asking further questions.

Ex. 13 (Unit 5 / Step 1)

Expressing obligation and necessity.

Time: approx. 10 min.

- In pairs, students look at their list of jobs from *Starter: Jobs* and choose one to write about. Students write as many sentences as possible about this person's job using *must/have to/needn't/mustn't*, e. g. *This person often has to work at the weekends, he/she needn't be strong, mustn't be impolite, has to talk to a lot of people, doesn't have to answer the phone.*
- Stop this phase after about five minutes. Students take it in turns to read out their sentences without naming the job. The others try and guess which job is being described: *Is he/she a shop assistant?*

Ex. 14 (Unit 5 / Step 2)

Preparation

Present perfect / present perfect progressive.

Time: approx. 10 min.

- Bring in a slip of paper for each student.
- Give out the slips of paper and tell students to write two sentences about themselves in the present perfect or present perfect progressive on the slip of paper. Give an example yourself if students are unsure what to do, e. g. *I've been playing Bridge for the last 20 years. I've been tired since I got up this morning.* Go round and correct errors while they are writing.
- Take in the slips of paper and put them on a pile on your desk. Students form pairs, choose two slips of paper and guess who wrote them. If they have no idea, they should make a random guess.
- Each pair reads out their sentences to the class to find out if their assumption was correct: *We think Peter has been collecting stamps for five years and has had his motorhome for six months.*

Ex. 15 (Unit 5 / Step 3)

Preparation

Describing a person's appearance.

Time: approx. 5–10 min.

- Bring in a magazine picture or photo of a person.
- Give the students the following situation: *You were in the supermarket yesterday when you saw someone steal a video recorder. You only saw the person for a few seconds. You're now telling a policeman or woman what he/she looked like.*
- Show your picture/photo for a few seconds to the class and tell them that this was the person you saw.
- Take on the role of the policeman/woman and ask: *What did the thief look like?* Students try and describe the person they saw in the picture: *He had ..., His eyes were ..., He was ..., He was wearing ...*
- Show the picture again to the students to see if their description was correct.

Ex. 16 (Unit 6 / Step 1)

Comparison of adverbs of manner.

Time: approx. 10 min.

- Make two teams, A and B. Someone from team A should choose an adverb and say it in its comparative form, e. g. *better, more slowly, less dangerously*. Then someone from team B must use that word in a sentence, e. g. *I drive more slowly than my sister.*
- Give a point for every sentence that is correct and possible. After five minutes, team B should give the words and team A make the sentences.

Ex. 17 (Unit 6 / Step 2)

Present progressive for the future.

Time: approx. 10 min.

- Ask students to look at exercise 4a again. Tell them that they're going to write their own diary for the coming week. They should write down the days of the week in their notebooks and add any arrangements they have, using Donna's diary as an example.
- In groups of three, students talk about their arrangements for next week. The others should ask further questions to find out more information, e. g. *I'm going to a concert. When are you going? Who are you going with? What time does it start? Who's playing?* etc.

Ex. 18 (Unit 6 / Step 3)

Revision of tenses.

Time: approx. 10 min.

- Write the following sentence on the board: *Donna (play) golf with Mike*. Then say a word, e. g. *yesterday*. Students write a sentence using the word: *Donna played golf with Mike yesterday*.
- Ask students to write further sentences with other words, e. g. *now, probably, since three o'clock, often, never, not ... yet, next week, when it started to rain*.
- If you want students to ask a question, just write a question mark on the board and write up a large X if you want them to form the negative.

Tapescripts

Unit 1 / Step 1

T 1/3–4 Exercise 3a (p. 11)

(D = Donna, M = Mike)

- M: We're nearly there now. Why did you choose the Midland Hotel, Donna? It's a pretty expensive place to stay!
- D: I only plan to stay here for a couple of weeks. Then I'm going to try and find an apartment for a few months.
- M: But why the Midland?
- D: Well, I looked up Manchester hotels on the Internet and there are lots of hotels that are cheaper but I really liked the look of this one. And, do you know, the Midland is the hotel that Rolls and Royce chose for their first meeting. Royce was one of the first Englishmen who produced cars.
- M: I thought Henry Ford started car production in England – here in Manchester, actually.
- D: Yes, Ford was the one that started mass production in cars in both America and England – but the pioneer of British car production was Royce. I thought I might write an article about Rolls and Royce.
- M: So, you're a journalist.
- D: Yes. I work for *Panorama*. It's an American magazine which has articles about famous or interesting people – and things they've done. The magazine is based in Dallas but I'm over here to write some articles about British people. What about you, Mike – what's your job?
- M: I work for Granada television. And that's why I was in America. We're planning to do a documentary on a Dallas football team.
- D: The Dallas Cowboys?
- M: Yes, that's right. Are you a football fan?
- D: No, not really. But the Dallas Cowboys are one of the most famous football teams in the States. That's the team which my husband used to support.
- M: Your husband?
- D: Yes – well, my ex-husband. We're divorced, actually. And? Are you going to make the programme?
- M: I don't know – probably. Maybe you could help me with my research ... Ah, here we are. I'll just find a parking space and then I'll help you in with your luggage.
- D: And I hope you'll come in for a drink in the bar as a thank you.
- M: Yes, I'd love to.

Homestudy (p. 13)

Before you go on / Speaking practice

L 1/5 Exercise 1: Listen and repeat.

Shall I get your bag for you?

Shall I help you with that?

Let me call a porter for you.

Let me carry that for you.

Can I help you?

Can I give you a lift?

Could you lift that bag down for me, please?

Could you call a taxi for me, please?

Would you open the door for me, please?

Would you help me with my bags, please?

L 1/6 Exercise 2: Listen to these examples.

Example 1:

A: Which man plays the piano?

C: This is the man who plays the piano.

B: This is the man who plays the piano.

Example 2:

A: Which flat has got a balcony?

C: This is the flat that has got a balcony.

B: This is the flat that has got a balcony.

And now you!

A: Which man plays the piano?

B: This is the man who plays the piano.

A: Which flat has got a balcony?

B: This is the flat that has got a balcony.

A: Which woman teaches English?

B: This is the woman who teaches English.

A: Which flat is cheap?

B: This is the flat that's cheap.

A: Which house has got a garden?

B: This is the house that has got a garden.

A: Which man works here?

B: This is the man who works here.

A: Which girl lives upstairs?

B: This is the girl who lives upstairs.

A: Which car is new?

B: This is the car that's new.

Unit 1 / Step 2

T 1/5 Exercise 4a (p. 15)

(D = Donna, M = Mike)

- M: ... Yes, there's lots to do in Manchester – the night life here is fantastic. I've bought the magazine "What's on in Manchester" so we can decide where we want to go. Let me see – what about going to Bridgewater Hall? There's a series of Bach concerts on there this month.
- D: Yes, that would be a possibility.
- M: Or there's the Opera House. Would you like to go there? I think it's *Carmen* this week. Yes, that's right, *Carmen* – every evening at 7 p.m.
- D: Thanks, Mike, but I'm not very keen on opera. What's on at the theatre?
- M: At the Library Theatre, they're showing *Evita*. Shall we go and see that?
- D: Oh yes, I'd love to see that. I'm a big fan of Andrew Lloyd Webber's. Do you think we'll be able to get tickets for Saturday?
- M: I think so. Tickets are advertised in this magazine. I'll phone and see. I'll do that now and phone back in five minutes, okay?
- D: Okay. Bye for now.

T 1/6 Exercise 5 (p. 15)

(D = Donna, M = Mike)

- M: Hi, Donna, it's me again – I've booked the tickets. Saturday night, 8.30.
 D: Fantastic! So where shall we meet?
 M: I could come into town by car and pick you up at your hotel. Or I could take the tram – then I won't have a problem with parking. And we can walk to the Library Theatre from the Midland – it isn't far.
 D: Okay – say about 6 at the Midland, then we can have a drink in the bar first. Come by tram – I don't want you to drink and drive.
 M: Okay, I'll do that. And after the play, I know the perfect place to go. It's a bit of a walk but I think you'll like it.
 D: We could always get a taxi.
 M: Oh no, it isn't so far – we'll walk through Albert Square, past the Town Hall and it's half way down Cross Street. But I won't tell you where I'm taking you, it's a surprise ...
 D: Okay. I'm really looking forward to seeing *Evita*. I love musicals. I saw *Cats* in ...

Homestudy (p. 17)

Before you go on / Speaking practice

L 1/10 Exercise 1: Listen and repeat.

- I love eating out.
 I enjoy learning English.
 I really like going to the cinema.
 I hate working in the evenings.
 I can't stand getting up early.
 I'm not very keen on flying.

L 1/11 Exercise 2: Listen to these examples.

Example 1:

- A: You always work in the evenings, don't you?
 C: Yes, but I don't mind working in the evenings.
 B: Yes, but I don't mind working in the evenings.

Example 2:

- A: You always do the cooking, don't you?
 C: Yes, but I don't mind doing the cooking.
 B: Yes, but I don't mind doing the cooking.
And now you!

- A: You always work in the evenings, don't you?
 B: Yes, but I don't mind working in the evenings.
 A: You always do the cooking, don't you?
 B: Yes, but I don't mind doing the cooking.
 A: You always walk to the office, don't you?
 B: Yes, but I don't mind walking to the office.
 A: You always travel by train, don't you?
 B: Yes, but I don't mind travelling by train.
 A: You always go on holiday alone, don't you?
 B: Yes, but I don't mind going on holiday alone.

L 1/12 Exercise 3: Listen to these examples.

Example 1:

- A: Why do you always cook spaghetti?
 C: Because I'm good at cooking spaghetti.
 B: Because I'm good at cooking spaghetti.

Example 2:

- A: Why do you never speak French?
 C: Because I'm bad at speaking French.
 B: Because I'm bad at speaking French.

And now you!

- A: Why do you always cook spaghetti?
 B: Because I'm good at cooking spaghetti.
 A: Why do you never speak French?
 B: Because I'm bad at speaking French.
 A: Why do you never write letters?
 B: Because I'm bad at writing letters.
 A: Why do you never play the piano?
 B: Because I'm bad at playing the piano.
 A: Why do you always tell jokes?
 B: Because I'm good at telling jokes.

Unit 1 / Step 3

T 1/7 Exercise 3 (p. 18)

(A = woman, B = man, C = woman, D = man)

- A: Yes, I'm one of the 3.7 million workers who commute into London every day. I live quite a long way outside London but there's a mainline station near my home. I have a season ticket so it's not too expensive. The service isn't always punctual – and the drivers were on strike for a couple of days last month so I had to go by bus and underground and that took me nearly twice as long!
- B: Although I do the journey twice a day, I still like going upstairs because you get a good view of the city and I never get tired of that. Of course there are traffic jams sometimes – but in a city the size of London, you must expect that.
- C: When the price of petrol went up again, I used public transport for a couple of weeks, but it just took too long. You're okay if your office is near an underground station – but I work a couple of miles outside London so I really have to drive to work.
- D: I think it's the healthiest way to travel – and the cheapest – and the best for the environment. I try not to use public transport but, of course, in winter if it's really cold or if the roads are icy, then I have to. Dangerous? Not really. Sometimes I'm a bit nervous if a car comes too close. So you must be careful, but nowadays there are more and more special paths we can use in the city.

Unit 1 / Review

T 1/8–9 Exercise 4 (p. 22)

(D = Donna, S = Stuart)

- S: ... You see the problem is: air travel can be so stressful, and stress is something that makes many of us aggressive, and we sometimes lose control. I remember hearing about a woman passenger on a long-distance flight. She had a long wait outside the toilet – over 15 minutes – and then the person before her came out – and what do you think she did? Well, she hit him in the face.
 D: No!
 S: Yes, really! In the face.
 D: So is there anything that people can do to feel less stressed?
 S: Yes, the first thing is: leave for the airport in good time. That is important. Time stress often makes

people aggressive. You know how it is: if you get up late and you have to do things in a hurry, *everything* goes wrong! So leave for the airport in good time. And another problem is the traffic. Traffic can really be a problem if you go to the airport by car. So, my next tip is, if possible, go there by train or underground.

- D: Anything else?
 S: Well, do *you* like waiting? No, don't answer that – most people hate waiting. So take a good book, or anything that makes waiting easier for you. You see, if you have to wait, it's much better to have something interesting to do. And then there's alcohol. A lot of people like the free drinks on a plane. But you know, if you feel stressed when you're on the plane, have a *non-alcoholic* drink.
 D: No drink on the plane?
 S: No drink – well – have a soft drink if you like, but no alcohol. You see, alcohol doesn't help you to relax in a stressful situation – it *can* make you more aggressive.
 D: I see. And what about the airlines? Is there anything that they can do?
 S: There certainly is – to start with, they could be better at organising the check-in, so that the queues are shorter. Long queues make some people angry – they certainly make me angry. So if queues were shorter, people would feel less aggressive. And, another thing, if the flight is delayed, the airlines could often give more exact information. Passengers that are well informed won't feel so frustrated about a problem. So the airlines should try to inform passengers quickly and exactly.
 D: And what about on the plane? Is there anything that the airlines could do there?
 S: Well, they could do something about the seating. If you have a long flight, you want to feel comfortable and have enough room. On many flights, people don't have enough space – they feel like sardines in a tin. So if they had more room, they would feel more relaxed ...

Unit 2 / Step 1

T 1/11 – 12 Exercise 4 (p. 25)

(D = Donna, M = Mike)

- M: Did you get home okay yesterday with all your shopping?
 D: Yes – it was fun unpacking everything. I really enjoyed myself at the flea market and I love that skirt I bought. And the girl was so helpful, too. What was her name?
 M: Elly – Elly Peters. Yes, she was nice, wasn't she? And she's already phoned me.
 D: Oh, that was quick! Mike, I have to interview someone in Ashton tomorrow but I'll be back in the late afternoon. How about going to the park – Lyme Park? I've heard there's an old manor house you can visit.
 M: I'd rather not, Donna. I'm not very keen on stately homes. And actually I have something on tomorrow afternoon. It's about those costumes.

- Elly's coming to the studios and I want to introduce her to someone in the wardrobe department.
 D: Oh, I see. Well maybe we can do something on Friday? I'm free then.
 M: Actually, Friday's not so good for me. My brother – Tim – arrives on Thursday evening and we've arranged to see some old school friends on Friday.
 D: Oh.
 M: Look, let's meet at the weekend – we can decide what to do then.
 D: Yes, that's a good idea. I'll see you then. Have a nice evening, Mike.
 M: You, too, Donna. Take care. I'll be in touch tomorrow. Bye.
 D: I look forward to hearing from you. Goodbye, Mike.

Homestudy (p. 27)

Before you go on / Speaking practice

L 1/19 Exercise 1: Listen to these examples.

Example 1:

- A: I went to a party yesterday.
 C: Did you enjoy yourself?
 B: Did you enjoy yourself?

Example 2:

- A: Mike went out yesterday.
 C: Did he enjoy himself?
 B: Did he enjoy himself?

And now you!

- A: I went to a party yesterday.
 B: Did you enjoy yourself?
 A: Mike went out yesterday.
 B: Did he enjoy himself?
 A: The children and I went to the park yesterday.
 B: Did you enjoy yourselves?
 A: Donna went to a flea market yesterday.
 B: Did she enjoy herself?
 A: Mike and Donna had dinner together yesterday.
 B: Did they enjoy themselves?

L 1/20 Exercise 2: Listen to these examples.

Example 1:

- A: He shouldn't play so near the fire, he might burn (*beep*).
 C: himself
 B: He might burn himself.
 C: He might burn himself.

Example 2:

- A: This is a good photograph. Did you take it (*beep*)?
 C: yourself
 B: Did you take it yourself?
 C: Did you take it yourself?

And now you!

- A: He shouldn't play so near the fire, he might burn (*beep*).
 B: He might burn himself.
 A: This is a good photograph. Did you take it (*beep*)?
 B: Did you take it yourself?
 A: She had an accident in the office and she hurt (*beep*).
 B: She hurt herself.
 A: We went to Paul's party and we really enjoyed (*beep*).
 B: We really enjoyed ourselves.

- A: The students listened and then they said the words (*beep*).
 B: They said the words themselves.
 A: The little boy was playing with a knife, and he cut (*beep*).
 B: He cut himself.

Unit 2 / Step 2

T 1/13 Exercise 4 (p. 29)

(C = Columbus, S = Secretary, D = Doc Robin)

- C: And you're sure nobody went into the room after you?
 S: No – I heard the shot and ran into his office and ... and saw him – there on the floor with the gun still in his hand. And blood all over the floor.
 C: Yes, he was shot, all right. What did you do then, Ms Poole?
 S: I locked his office door and went into my office and phoned you – and waited.
 C: Hmm, good. You locked the room so the room must be just as it was. You did the right thing, Ms Poole. And you didn't touch anything?
 S: No, nothing. The room is just as it was – I left the room and phoned you.
 C: Okay. Well, let's look on his desk. When people kill themselves, they usually leave a note. Nothing here. Ah – here's a dictaphone with a cassette in it. The cassette could be interesting. Let's switch it on ...
 D: The firm is in serious financial difficulties. I just don't see how I can go on.

(*Sound of a shot and a body falling on the floor. Pause of a couple of seconds before the dictaphone is turned off.*)

- C: Tell me, Ms Poole, where is Mrs Robin?
 S: Mrs – well, actually they're divorced – Mrs Robin lives in Europe – in Paris.
 C: In Paris? I see, so Mrs Robin can't be the murderer.
 S: Murder? I thought he shot himself.
 C: So did I, at first – but now I'm sure it's murder.
 S: But why, Inspector?
 C: Well, this cassette has given me the answer ...
Well? What do you think? Is it a natural death, suicide or murder? Write down your answers and discuss them. When you've done that, listen to what Columbus thinks.

T 1/14 Now listen to what Detective Columbus thinks.

- C: Well, clearly it can't be a natural death. Look – the gun and the blood tell us that. At first I thought it could be suicide because the gun is in his hand – but there's no suicide note.
 S: But the cassette – isn't that like a suicide note?
 C: When I heard the cassette, I knew it must be murder! I switched on the dictaphone and I heard Doc Robin's message, then the gunshot and then the body fell to the floor immediately. But who pressed *rewind*? When I switched on the dictaphone, the message started immediately. We heard the Doc, we heard the shot and we heard the fall – but the tape didn't go on running to the end. After the murder, someone pressed *rewind* and the tape went back to the beginning! Who pressed *rewind*? The murderer!

T 1/15 Exercise 5 (p. 29)

1 (H = husband, W = wife)

- W: Well, what did you think of it, George?
 H: In my opinion, it was a complete waste of time and money.
 W: Oh, come on, George, I don't really think you can say that. It wasn't the *best* detective film I've ever seen but it wasn't bad. And I enjoyed the music ...

2 (T1 = teenager, T2 = teenager)

- T1: Wasn't it great? I was really frightened when the murderer came out of the cupboard!
 T2: Yes, so was I! And George Clonkey – he's a dream, isn't he? If you ask me, he'll get an Oscar for this!
 T1: I think you're right – it's the best film he's starred in. Who played his girlfriend? I didn't like her – and she must be about *forty*! What's her name? ...

3 (D = Donna, M = Mike)

- D: Oh dear, why did we stay till the end?
 M: Well, personally speaking, I'm glad we did! I think that was the best *comedy* film I've ever seen.
 D: That's true. And when that murderer came out of the cupboard – I laughed till I cried!
 M: Me, too! It must be the worst detective film I've ever ...

Homestudy (p. 31)

Before you go on / Speaking practice

L 1/24 Exercise 1: Listen and repeat.

- This can't be her bag.
 This can't be the last train.
 He must be her boss.
 This must be their key.
 It could be Donna's bag.
 They could have her address.

L 1/25 Exercise 2: Listen to these examples.

Example 1:

- A: I didn't ring Mike yesterday.
 C: Well, who rang him then?
 B: Well, who rang him then?

Example 2:

- A: I didn't tell Donna.
 C: Well, who told her then?
 B: Well, who told her then?
And now you!
 A: I didn't ring Mike yesterday.
 B: Well, who rang him then?
 A: I didn't tell Donna.
 B: Well, who told her then?
 A: I didn't take your book.
 B: Well, who took it then?
 A: I didn't break your glasses.
 B: Well, who broke them then?
 A: I didn't buy these flowers.
 B: Well, who bought them then?

Unit 2 / Step 3

T 1/16 Panorama: Task 1 (p. 33)

(D = Donna, M = Mike)

Part 1

- M: What are you writing, Donna?
 D: Oh, this week I have to write something about sports or hobbies.
 M: Great! Ask me anything you want to know about Manchester United!
 D: No, not a football team. I have to write about a person with an unusual hobby. I've found out some information about three people – see what you think.
 M: Okay, who are they?
 D: Well, the first one is a local man, from Salford. And he's Britain's only bull-fighter.
 M: You mean a matador? From Salford?
 D: That's right. He used to be a butcher so I suppose killing animals doesn't worry him. But killing for sport ... How do you feel about bull-fighting?

Part 2

- D: And my next person also comes from the Manchester area. Maybe you've heard of him? It's Mike Newman, the blind ...
 M: ... the blind motorcyclist! Yes, he was in the newspaper a few weeks ago. He broke a record, didn't he?
 D: That's right. He rode his bike at nearly 90 miles an hour.
 M: It's amazing, isn't it? Imagine, riding so fast on a motorbike when you can't see anything.
 D: He's an amazing person. Have you ever heard of anyone who has overcome a disability like that?

Part 3

- M: And who's your next person?
 D: People, actually. It's a family of collectors in Colchester.
 M: Collectors in Colchester – that would make a good title!
 D: I think it could make a good article, too. The father, Gerald, collects things connected with tennis – dresses, racquets, trophies, Wimbledon programmes – and his wife's a swimming teacher so she collects bathing costumes.
 M: Bathing costumes?
 D: Yes, she's got hundreds. And their son collects solitaire boards.
 M: What a family! They must have a huge house!
 D: Yes, they need a lot of room. Apart from cinema posters, have you ever collected anything?

Unit 2 / Review

T 1/17 – 18 Exercise 3 (p. 36)

(A = woman, B = man, C = woman)

- A: How did I get interested in the game? Well, I like team games, and my brother used to play for our local club. So I often used to go and watch the matches. If you ask me, Martin – that's my brother – wasn't very good with the ball, and neither was the rest of the team. They didn't win very often. Martin

doesn't play now, so nowadays I watch the game on TV – but still I have a lovely little souvenir. One year – on my birthday – Martin's team gave me a ball with all their names on it – they said I was their best fan. Look, there it is, over there on the ...

- B: Some people say it's just twenty-two men running after a ball. But I don't think you can really say that. I live for this game. When my team is playing, I never miss a match. They're quite a good team – not the best of course, so it *is* a wonderful feeling when they win against one of the really big teams, like Manchester United. Some day, I hope my team will be able to play in the Champions League, you know, against some of the really famous European teams. Maybe it's just a dream, but it would be heaven ...
 C: I couldn't live without this sport. It's like a drug. I sometimes get up in the middle of the night to watch a game on television. What do I like about it? Well, you know, I love to watch two *individual* people playing against each other. Personally speaking, I'm not so keen on team games. I can identify with a single player, but I can't identify with a team. And another thing, I like a game where women can be stars as well as men. I've nothing against men, of course. In fact, I really like watching mixed doubles – you know, where men and women play together ...

English at work 1

T 1/19 Exercise 1 (p. 37)

(E = Elly, R = receptionist)

- E: Good morning.
 R: Good morning. What can I do for you?
 E: I'm here to see Mike.
 R: Mike?
 E: Oh, sorry – Mike Carthy.
 R: Do you know which department he's in?
 E: I think he's a producer, but I'm not sure. He wants to introduce me to the people in the wardrobe department. I've got a lot of fabulous old clothes that my grandmother collected.
 R: Oh, I see. And what time is he expecting you?
 E: At ten – I'm afraid I'm a bit early.
 R: Yes, he's in a meeting at the moment. You'll have to wait a bit.
 E: Oh, that's okay.
 R: You can wait here or you can go to our Bistro, just through those doors there, and have a coffee while you're waiting.
 E: Yes, that's a good idea. I didn't really have time for breakfast.
 R: Oh, before you go – could I have your name, please?
 E: Yes, it's Elly, Elly Peters.
 R: Right, I'll call the Bistro when Mr Carthy is free. Could you just write your details here in the visitors' book, please? Then I can give you a visitor's pass.
 E: Yes, but could you lend me a pen, please?
 R: Yes, of course. Here you are.
 E: Thanks.

Unit 3 / Step 1

T 1/21 Exercise 3b (p. 43)

(M = Mike, T = Tim)

- M: ... so let me show you round the house.
 T: Yes, I'd like to see it. When was I here last? It must be over a year ago – just after you bought the place. The outside of the house certainly looks different now. Why did you have it painted?
 M: Oh, I had that done as soon as I bought the house. I really couldn't stand that green. All the other houses on the street are black and white so I had this painted black and white, too. I think it makes the whole street look better. I had the garden done at the same time.
 T: You mean you didn't even do the gardening yourself?
 M: Tim, can you really see me as a gardener? You know I'm not a do-it-yourself enthusiast. I'm happy to work overtime, earn more money and pay someone to do it for me. I didn't want to spend all my weekends gardening and painting.
 T: Typical!
 M: Another priority was the heating. I had central heating put in as soon as I bought the place. Do you remember, it was that really cold January? The old heating system wasn't very effective at all so I had central heating put in before I moved in.
 T: Hey! The kitchen is totally new, too – I love that cooker!
 M: Great, isn't it? After I moved in, I realised that the kitchen wasn't in very good condition – some cupboard doors were broken – and the design of the kitchen wasn't very practical so I had a complete kitchen fitted. Some of the kitchen equipment – the dishwasher and the freezer – didn't work very well and the cooker was a bit old-fashioned so I had all the electrical equipment replaced at the same time. And, do you know, it was cheaper to have the complete kitchen fitted and all the electrical equipment replaced – all by the same firm – than to buy each item separately and have things repaired?
 T: It's really fantastic – I love that cooker. I just hope you've learned to cook!
 M: I'm an expert now – you can't go wrong with a cooker like that! Just wait – you'll see this week. Let me show you your room now. I had it painted last month – ready for your visit!
 T: The place looks really fantastic, Mike ...

T 1/22–23 Exercise 4 (p. 43)

(D = Donna, M = Mike)

- M: Yes, it was my first time in Texas. Were you born in Dallas?
 D: No, I was born in Boston but I grew up in Dallas.
 M: Why did you move to Dallas?
 D: My father got a job there when I was about three so that's why we moved from Boston.
 M: Have you ever lived anywhere else?
 D: Well, I went away to college for four years so that I could study journalism – the course that I wanted to do wasn't offered at my local college. But then I went back to Dallas when I finished my studies.

- M: Why did you go back to Dallas after college?
 D: Because I had a boyfriend in Dallas ...
 M: Oh, I see. And?
 D: Well, we got married – and it lasted for about ten years but then we separated and we got divorced last year.
 M: I'm sorry to hear that. And is that why you're here in England now?
 D: Yes, I came over to England in order to get away from the situation at home. My ex – his name's Ed – Ed and I both live in the same area and he got married again and ... well ...
 M: Hmm, I can see that must be difficult.
 D: And what about you? Where are you from originally?
 M: Oh, I was born in a little village called Summerseat – it's about an hour's drive from Manchester.
 D: Summerseat? I've never heard of that.
 M: Nobody has! It's a tiny place. And that's why I moved away after I finished school – so that I could get a good job. I always wanted to work in television and the nearest studios were in Manchester – and that's where I went. I was lucky to get a job there but after a couple of years at the studio I decided to go to university in order to get a better job.
 D: And what about your brother? He didn't stay in Summerseat either?
 M: No, Tim went to London after he left school. You see there were absolutely no job opportunities in Summerseat. It had one shop, a church, about a hundred houses and a station. Oh yes! We were famous once – in the 1960s, our railway station won a prize for the prettiest station in England.
 D: That's better than what Dallas is famous for!
 M: Of course – 1963, the Kennedy assassination ...
 D: Yes, everyone has heard of Dallas because Kennedy was killed there. But the city does have other things. For example, did you know that the Reunion Tower ...

Homestudy (p. 45)

Before you go on / Speaking practice

L 1/32 Exercise 1: Listen and repeat.

- How often do you have your car washed?
 How often do you have your hair coloured?
 How often do you have your windows cleaned?
 When did you last have your kitchen painted?
 When did you last have your car repaired?
 When did you last have your photo taken?

L 1/33 Exercise 2: Listen to these examples.

Example 1:

- A: Do you clean your windows yourself?
 C: No, I have them cleaned.
 B: No, I have them cleaned.

Example 2:

- A: Did you cut your hair yourself?
 C: No, I had it cut.
 B: No, I had it cut.

And now you!

- A: Do you clean your windows yourself?
 B: No, I have them cleaned.

- A: Did you cut your hair yourself?
 B: No, I had it cut.
 A: Do you check your car yourself?
 B: No, I have it checked.
 A: Do you change the tyres yourself?
 B: No, I have them changed.
 A: Did you type the reports yourself?
 B: No, I had them typed.
 A: Do you clean the flat yourself?
 B: No, I have it cleaned.

- D: Oh, Mom, I'm not sick.
 M: Well, I'm a bit worried about you, you know. You're so far away and ...
 D: Really, I'm okay. I just feel a bit down. And I'll take your advice and go out for a while with Mike. Listen, I'll phone you back later.
 M: Yes, do that. And you'd better take a couple of aspirins, too.
 D: Okay, Mom, I'll do that. Speak to you later. Bye.
 M: Take care of yourself. Bye, dear.

Unit 3 / Step 2

T 1/24–25 Exercise 5 (p. 47)

(D = Donna, M = Donna's mother)

- D: Hello.
 M: Hi, Donna. It's me, Mom.
 D: Oh, hi Mom, nice to hear you.
 M: You don't sound too well, Donna. You aren't sick, are you?
 D: No, don't worry – it's just – well, I had the flat-warming party last night and I suppose I've got a bit of a hangover.
 M: A hangover? Oh, Donna, you shouldn't drink so much.
 D: It's a bit late to tell me that now! You should say that *before* a party, not afterwards.
 M: Look, if I were you, I'd have a shower and go for a walk in the fresh air. You'll feel better then.
 D: Well, maybe ...
 M: Are you sure you're all right?
 D: Yes, I told you ...
 M: There's something wrong, isn't there, Donna?
 D: Oh, Mom, I'm homesick. Isn't that crazy? I'm 35 years old, single, got a great career, I've met a really nice guy, I'm living abroad – and I'm miserable. Crazy or what?
 M: Donna, you could always come home, you know that.
 D: Mom, if I lived at home, I'd see Ed and his new wife every day and I just couldn't stand that. You know that's why I moved away. Have you seen them recently, Mom?
 M: Donna, I don't think you should even ask that question. That phase of your life has finished. Look to the future, not the past. What are you planning to do today?
 D: Mike's just having a shower and then he's going to help me to clear up. It was only a small party but there are glasses and plates everywhere.
 M: Look, why don't you leave the clearing up till later and go out for coffee? You say Mike's there?
 D: Yes, he stayed overnight. Oh yes – Tim, you know, Mike's brother who's here for a couple of weeks? Well, he took Elly home last night. He seems really keen on her.
 M: Well, that's good news, isn't it? Now you and Mike should go out and do something nice. Have a walk in the park or go to the movies. It's not a good idea to stay at home and do nothing if you feel a bit down.
 D: Yes, maybe you're right. I just have no energy today.
 M: Are you taking your vitamins?

Homestudy (p. 49)

Before you go on / Speaking practice

L 1/38 Exercise 1: Listen to these examples.

Example 1:

- A: Is he rich?
 C: No, but if he were rich, he'd be happier.
 B: No, but if he were rich, he'd be happier.

Example 2:

- A: Has he got a big house?
 C: No, but if he had a big house, he'd be happier.
 B: No, but if he had a big house, he'd be happier.

And now you!

- A: Is he rich?
 B: No, but if he were rich, he'd be happier.
 A: Has he got a big house?
 B: No, but if he had a big house, he'd be happier.
 A: Has he got a good job?
 B: No, but if he had a good job, he'd be happier.
 A: Is he healthy?
 B: No, but if he were healthy, he'd be happier.
 A: Is he fit?
 B: No, but if he were fit, he'd be happier.
 A: Has he got a lot of friends?
 B: No, but if he had a lot of friends, he'd be happier.

L 1/39 Exercise 2: Listen to these examples.

Example 1:

- A: I've never met the Queen.
 C: What would you do if you met the Queen?
 B: What would you do if you met the Queen?

Example 2:

- A: I've never had an accident.
 C: What would you do if you had an accident?
 B: What would you do if you had an accident?
 And now you!
 A: I've never met the Queen.
 B: What would you do if you met the Queen?
 A: I've never had an accident.
 B: What would you do if you had an accident?
 A: I've never won the lottery.
 B: What would you do if you won the lottery?
 A: I've never found a lot of money.
 B: What would you do if you found a lot of money?
 A: I've never lost my keys.
 B: What would you do if you lost your keys?

L 1/40 Exercise 3: Listen and repeat.

They wouldn't buy a new car if their old one worked.
 He wouldn't work so much if he had more money.
 She wouldn't eat out so much if she could cook.
 I wouldn't work there if I didn't like the boss.
 He wouldn't live in London if his job weren't there.
 She wouldn't marry him if she didn't love him.

Unit 3 / Review

T 1/26–27 Exercise 3 (p. 54)

(T = Terry, J = Jo)

- T: Cheers, Jo!
- J: Cheers, Terry! I hope you'll have a wonderful holiday!
- T: Thanks, Jo.
- J: Tell me, what are you going to do with Hilda? That poor cat! I'm sure she'll miss you. Of course, I'd look after her for you if I didn't have this allergy.
- T: Well, I saw this ad in the paper – CASA SICURA house-minders. They come to your house while you're away and they feed your pets.
- J: Well, I don't know – she'd still be alone most of the time. Poor Hilda! Cats like having people around the place. And those house-minders, what were they called?
- T: CASA SICURA.
- J: Yes. Well, I'm sure they're not cheap. You know, if I were you, I'd get a house-sitter instead!
- T: A house-sitter? What's a house-sitter?
- J: Well, they're not like your house-minders. They don't just come once a day. They live in your house while you're away. I had a house-sitter last year. He watered all my flowers and my vegetables. The garden looked great when I got back.
- T: I see. Well, that's a plus point.
- J: And another advantage – it didn't cost me a penny. The house-sitter paid for all the running costs himself, you know, electricity, gas, phone and so on. So if you got a house-sitter, you'd save money. And Hilda would be much happier, too.
- T: OK, so you save money. I can see it's cheaper than a house-minder. But weren't you worried about having a stranger living in the house? I mean, think of all your lovely silver, and those lovely paintings – you paid a lot of money for those.
- J: Terry, you have to trust other people. You can't go through life thinking "Ooooh maybe he isn't honest, maybe she'll steal something, maybe they'll run away with my silver." Trust, Terry. Trust. It makes the world go round.
- T: I suppose you're right, Jo. But, tell me, these house-sitters – haven't they got a house of their own? I mean, why do they do it? What kind of people are they?
- J: What kind of people? Teachers, businessmen, retired people, students – you name it. All kinds of people. You know – maybe they're having their own house decorated. It's nice to be somewhere else if your house is full of workmen.
- T: I can understand that.
- J: Or maybe they want to see the world. Travel a bit. My house-sitter came from America – oh he was lovely – he was a student. That's why he came to England. He wanted to do a summer course at Manchester University.
- T: So, how can I find a house-sitter, then?
- J: Oh, it's easy. You contact an agency. And they send you lists. You can choose who you want. Listen, can I get you another drink? You'll have the same again, will you?

Unit 4 / Step 1

T 2/3 Exercise 3b (p. 57)

(D = Donna, M = Mike)

- M: I suppose it's the modern St Paul's that you're interested in?
- D: What do you mean by modern?
- M: New St Paul's – the one that was finished in 1708.
- D: 1708? You call that modern?
- M: Well, it says here the first church – the original St Paul's – was built on that site in 604 AD.
- D: 604 AD? No, not that one. I want to write about Sir Christopher Wren – he designed the present St Paul's, didn't he?
- M: Yes, that's right. The Old St Paul's was destroyed in the Great Fire of London. That was in 1666. And Christopher Wren designed the new cathedral, which was completed in 1708.
- D: Destroyed by fire in 1666 and rebuilt in 1708.
- M: Did you know St Paul's was bombed in the 1940s, during the Second World War?
- D: And it was rebuilt again?
- M: Yes – it was rebuilt in the same style as Wren's original design and reopened in 1950.
- D: Bombed in World War II and reopened in 1950. Normal church services are held there, aren't they?
- M: Oh yes, church services are held daily. Their website gives times. Weekdays: Services are held from 8 a.m. and Sunday services are held at 11 o'clock and 3.15.
- D: I think I'll go and visit it when I'm in London with Elly next week. I can take a few photos, maybe.
- M: I don't think that's allowed – no – it says here, photography inside the cathedral isn't allowed.
- D: Oh, that's a shame. Isn't St Paul's used for weddings, too? I remember that Charles and Diana were married there in – when was it? Nineteen eighty-something.
- M: Yes, 1981 it says here. Look, here's a photo of the wedding service, July 29th, 1981. Ah yes, the Queen Mum and Princess Margaret ...

Homestudy (p. 59)

Before you go on / Speaking practice

L 2/5 Exercise 1: Listen and repeat.

English is spoken in many different countries.

A service is held every morning.

My newspaper is delivered every morning.

The windows are cleaned once a week.

The reports are always written on Fridays.

Visitors to the Cathedral are welcomed at the door.

L 2/6 Exercise 3: Listen to these examples.

Example 1:

A: Did William Shakespeare write *Hamlet*?

C: Yes, I think it was written by him.

B: Yes, I think it was written by him.

Example 2:

A: Did Christopher Wren design St. Paul's Cathedral.

C: Yes, I think it was designed by him.

B: Yes, I think it was designed by him.

And now you!

A: Did William Shakespeare write *Hamlet*?

- B: Yes, I think it was written by him.
 A: Did Christopher Wren design St. Paul's Cathedral?
 B: Yes, I think it was designed by him.
 A: Did Paul McCartney sing the song *Yesterday*?
 B: Yes, I think it was sung by him.
 A: Did Captain Cook discover Australia?
 B: Yes, I think it was discovered by him.
 A: Did Leonardo da Vinci paint the *Mona Lisa*?
 B: Yes, I think it was painted by him.

Unit 4 / Step 2

T 2/4 Exercise 3c (p. 61)

1 (Mike)

I had a similar experience to Donna's tooth fairy story. Not many people have seen Father Christmas – but I have! I saw him when I was four years old. Well, okay, now I know it was really my father but, at the time, I was sure it was Father Christmas. It was December 24th, Christmas Eve, and before I went to bed, I put a glass of milk and a piece of cake on the table for Father Christmas. Well, of course I couldn't sleep – I was too excited. It was probably about midnight and I was lying in my bed in my dark bedroom, waiting for Father Christmas to come with my presents. I was pretending to be asleep when my bedroom door opened and my father – or Father Christmas as I thought at the time – came into my room and put a sack of presents next to my bed. When I saw him, my heart nearly stopped! I sat up in bed and shouted for my Mother and "Father Christmas" ran out of my room. I don't know who was more shocked – my father or me!

2 (Tim)

Another thing we celebrated as children was the school prize-giving day. You know, when the best pupils are given prizes for good exam results and sport achievements and things. But, do you know, I had a really embarrassing moment at a prize-giving when I fell down some steps in front of about 800 people. When I was fifteen, I was very proud because I won the school football prize. We used to have a prize-giving every year in the local concert hall and all the parents and teachers went there and the school orchestra played music and people made speeches – and then the prizes were given out. I remember my parents were sitting in the front row, waiting for my name to be called out. Then I heard my name: Tim Carthy – and I went to collect my prize. Well, I was going up the steps to shake hands with the man who was giving the prizes and I was looking at my parents and smiling. And then it happened – I fell down the steps! I tried to stand up immediately but I couldn't – my knee hurt terribly. Then a teacher helped me to go to a chair. I think my pride was hurt more than my knee ...

Homestudy (p. 63)

Before you go on / Speaking practice

L 2/9 Exercise 1: Listen to these examples.

Example 1:

- A: John arrived at my house yesterday evening.
 C: What were you doing when he arrived?
 B: What were you doing when he arrived?

Example 2:

- A: Mr Johnson's phone rang yesterday evening.
 C: What was he doing when the phone rang?
 B: What was he doing when the phone rang?
And now you!
 A: John arrived at my house yesterday evening.
 B: What were you doing when he arrived?
 A: Mr Johnson's phone rang yesterday evening.
 B: What was he doing when the phone rang?
 A: My brother came to our house yesterday evening.
 B: What were you doing when he came?
 A: The students were in the classroom. Then the teacher arrived.
 B: What were the students doing when the teacher arrived?
 A: She was in her office when her boss phoned.
 B: What was she doing when her boss phoned?
 A: The children were in the garden. Then it started to rain.
 B: What were they doing when it started to rain?

L 2/10 Exercise 2: Listen to these examples.

Example 1:

- A: She always works on Monday afternoons.
 C: Yes, but was she working last Monday at 3?
 B: Yes, but was she working last Monday at 3?

Example 2:

- A: They always play golf on Monday afternoons.
 C: Yes, but were they playing golf last Monday at 3?
 B: Yes, but were they playing golf last Monday at 3?
And now you!
 A: She always works on Monday afternoons.
 B: Yes, but was she working last Monday at 3?
 A: They always play golf on Monday afternoons.
 B: Yes, but were they playing golf last Monday at 3?
 A: We always work in the garden on Monday afternoons.
 B: Yes, but were you working in the garden last Monday at 3?
 A: Peter always sleeps on Monday afternoons.
 B: Yes, but was he sleeping last Monday at 3?
 A: Anna always does her shopping on Monday afternoons.
 B: Yes, but was she doing her shopping last Monday at 3?
 A: I always help my mother on Monday afternoons.
 B: Yes, but were you helping your mother last Monday at 3?
 A: They always learn English on Monday afternoons.
 B: Yes, but were they learning English last Monday at 3?

Unit 4 / Step 3

T 2/5 Exercise 4 (p. 64)

- 1 (*woman*) There are about 54,400 of us here in Britain – either working or studying. Do you know, one thing that makes me feel uncomfortable is that the British seem to enjoy arguments. At home we don't like bringing up the opposite opinion – we respect the opinion of the majority. And the food – well, okay, fish is eaten here, too – but fish and chips is just not like sushi!

- 2 (*woman*) I don't think that the English are very interested in clothes. Most of the people you see in the street don't look very elegant, do they? Even lots of words connected with fashion aren't English – chic, elegance, boutique. You can tell that my country is the land of haute couture, can't you?
- 3 (*man*) Homesick? Yes, sometimes. I miss the climate, of course, and it's too expensive to fly home very often. But I'm lucky – my family is here, too. Lots of cities in England have large communities of immigrants and we have our own shops and restaurants – I can always go and have a curry and naan bread! And, here in Britain, there are even TV programmes which are broadcast in Hindi.

Unit 4 / Review

T 2/6–7 Exercise 2 (p. 68)

- 1 (*man*) Unfortunately, we were late – we arrived at 11.35, five minutes after it started. The soldiers were already marching. They were wearing their beautiful red uniforms and playing military music. Hundreds of people were standing in front of the gate. The royal flag was flying on top of the palace – I think that means that someone is at home – but we didn't see anyone! The weather wasn't very good – it was raining a little, but you expect that here, don't you?
- 2 (*man*) I booked a room with a balcony in the French quarter – I wanted to be at the centre of everything. It was expensive – over six hundred dollars – but it was worth the money. When I opened the door and walked out onto my balcony, it was such a wonderful atmosphere. The street was full of people. Everyone was happy. They were drinking and laughing and shouting, and a lot of them were wearing masks and costumes. And the music – the bands were fantastic – they were playing jazz of course.
- 3 (*woman*) It was a total surprise for me. I was there on business, you see. And I stayed on for a few extra days. On my first free day, I wanted to do some shopping. I came out of the subway and turned into Fifth Avenue – it was about a quarter past eleven, I think. Thousands of people were standing on the pavement, and nearly everyone was wearing green. A lot of people were carrying Irish flags. And then I saw the procession – some of the marchers were wearing kilts and playing bagpipes.

T 2/8–9 Exercise 3 (p. 68)

I learnt quite a few things about St. Patrick's Day. It's celebrated in a lot of American cities by people with Irish backgrounds, and by other Americans, too. The New York parade is the biggest – in fact, I was told that it's the largest parade in the world, with over 150,000 marchers. And it's an old tradition, too. The first parade was held in 1762 – 1762! In those days, of course, not many people came to watch. But today the parade is watched by over a million people – honestly, I've never seen so many people in my life. A lot of people wear a shamrock – that's a small green plant with three leaves, an Irish symbol. Thousands of shamrocks are imported

from Ireland every year – I've never seen so much green. And even green beer is sold in the bars. I didn't drink any myself. Green beer – yuck! And in McDonalds, you wouldn't believe it, but I saw green doughnuts, although I don't think that's an Irish tradition. But you can also get traditional Irish meals – they're served in a lot of bars and restaurants.

Unit 5 / Step 1

T 2/12 Exercise 4 (p. 75)

- 1 – Hi, Bob. Where are you going?
– To the university.
– Well, you don't look very happy about it.
– I'm not – I've got an important exam this afternoon.
- 2 – Where have you been? You're over an hour late. I've been here since seven o'clock.
- 3 – Hey – look at this card from my grandad. 18 today. And look what's in the card – a cheque!
– Oh, are you 18 today?
- 4 – Atchoo!
- 5 – I was really looking forward to going to that concert on Saturday.
– So, what's the problem?
– The lead singer is ill and they've cancelled the concert. We can have our money back, of course, but we can't see the concert.
- 6 – Mum – I wanted you to be the first person to know. We're so happy about it. We're going to have a baby – in June.
- 7 – Here you are, one white wine, one gin and tonic and a Martini. Now let's drink to your future.

Homestudy (p. 77)

Before you go on / Speaking practice

L 2/17 Exercise 1: Listen to these examples.

Example 1:

- A: They've been married for a long time.
C: How long have they been married?
B: How long have they been married?

Example 2:

- A: She's had her car for a long time.
C: How long has she had it?
B: How long has she had it?

And now you!

- A: They've been married for a long time.
B: How long have they been married?
A: She's had her car for a long time.
B: How long has she had it?
A: He's known her for a long time.
B: How long has he known her?
A: She's been in France for years.
B: How long has she been there?
A: He's had his computer for years.
B: How long has he had it?

L 2/18 Exercise 2: Listen and repeat.

They've had their car for six years.
She's known him for six months.
They've been married for ten years.
They've had their car since last summer.
She's known him since Christmas.
They've been married since the 1st of January.

Unit 5 / Step 2

T 2/13 – 14 Exercise 4 (p. 79)

(D = Donna, J = Jean Lowe)

- D: A boxer? That's an unusual job for a woman! Look, I wonder if I could ask you a few questions – I'm a journalist, you see, and I may be able to write an article about you for the magazine I work for. Would that be okay with you – er – sorry, what's your name?
- J: Jean – Jean Lowe.
- D: Nice to meet you, Jean. I'm Donna Ashby.
- J: Hi. Yes, ask all the questions you want. Maybe the time will pass more quickly then!
- D: Well, the first question, of course, is: Why did you become a boxer?
- J: Because I wanted to do some serious training. I was very overweight at the time and I had to do something about it. I didn't want to join a traditional sort of women's keep fit group where you have to wear a pink leotard and dance to pop songs.
- D: But what gave you the idea of boxing?
- J: Well, every day, on the way to work, I used to walk past Casey's gym – it's in the cellar of my local pub – and so one day I went downstairs to look at what kinds of fitness courses were offered. And there it was – a boxing ring.
- D: But I'm sure you found that many people were against the idea.
- J: Oh yes – a lot of men, particularly, should change their attitudes. I often hear comments like, *She must be a lesbian*. By the way, this really amuses Patrick – that's my boyfriend.
- D: And don't you worry about being injured?
- J: I haven't been injured for ages. You needn't look at me like that – I'm only here for a check-up today! Obviously I get a few bruises and a bloody nose sometimes but I haven't had a broken nose up to now! If boxing were so dangerous, it wouldn't be so popular, would it? I'd just like to mention that there are more injuries in other sports – skiing, for example – than in boxing.
- D: I suppose you're right. And what about training? Do you have to train a lot?
- J: Oh yes, I have to train every day to stay fit.
- D: What other things do you have to do to stay fit?
- J: Well, I must be careful about what – and when – I eat. I try not to eat in the evenings – and I mustn't eat before matches, of course.
- D: Do you have to diet?
- J: Diet? No, I don't. As I was saying, I was quite overweight at one time – that's why I started boxing. But now I needn't diet because I get so much physical exercise.
- D: How long have you been boxing professionally?
- J: Professionally? Oh, for about seven years. And I gave up my full-time job last year so I could concentrate on boxing.
- D: You were saying that men's attitudes can be a problem – but have you noticed any changes in attitudes since you started boxing?
- J: Oh yes. Since I started, the interest in women's boxing has increased amazingly and people

are beginning to accept the idea of women boxing.

- D: Going back to what you were saying about giving up your full-time job. Can you actually earn your living with boxing? Do you get enough women who want to learn this?
- J: I certainly do. I don't have to advertise for clients any more. Lots of women want private box-a-cise classes – that's a combination of boxing and aerobics. It's become a very popular sport and it keeps you very fit ...

Homestudy (p. 81)

Before you go on / Speaking practice

L 2/21 Exercise 1: Ask questions beginning with 'How long'. Listen to the examples.

Example 1:

A: She lives in Berlin.

C: How long has she been living in Berlin?

B: How long has she been living in Berlin?

Example 2:

A: They're learning English.

C: How long have they been learning English?

B: How long have they been learning English?

And now you!

A: She lives in Berlin.

B: How long has she been living in Berlin?

A: They're learning English.

B: How long have they been learning English?

A: They run a restaurant.

B: How long have they been running a restaurant?

A: He teaches English.

B: How long has he been teaching English?

A: She's looking for a new job.

B: How long has she been looking for a new job?

L 2/22 Exercise 2: Make statements with 'since' or 'for'. Listen to the example.

Example:

A: She's been living here for months.

last summer.

C: She's been living here since last summer.

B: She's been living here since last summer.

A: working here

C: She's been working here since last summer.

B: She's been working here since last summer.

A: two weeks

C: She's been working here for two weeks.

B: She's been working here for two weeks.

A: they

C: They've been working here for two weeks.

B: They've been working here for two weeks.

And now you!

A: She's been living here for months.

last summer.

B: She's been living here since last summer.

A: working here

B: She's been working here since last summer.

A: two weeks

B: She's been working here for two weeks.

A: they

B: They've been working here for two weeks.

A: painting the house

- B: They've been painting the house for two weeks.
 A: she
 B: She's been painting the house for two weeks.
 A: last Friday
 B: She's been painting the house since last Friday.
 A: reading that book
 B: She's been reading that book since last Friday.
 A: ten minutes
 B: She's been reading that book for ten minutes.

Unit 5 / Step 3

T 2/15 Exercise 4 (p. 82)

(D = Donna, M = Mike)

- D: ... so Elly and I should be back on Sunday evening, at around eight.
 M: I'm looking forward to that – I've missed you. Oh, by the way, your boss phoned earlier.
 D: Mel? Oh yes, I've been waiting for his call.
 M: I gave him your number at Tim's – he'll phone you later this evening. He sounds very friendly.
 D: Yes, he's a really great person and fantastic to work for.
 M: What's he like?
 D: I told you – fantastic.
 M: How fantastic? What does he look like?
 D: Oh, he's in his late forties and quite attractive. He wears glasses – and you know I find that rather sexy.
 M: Hmm. Is he married?
 D: Divorced, actually – he's been divorced for about two years.
 M: And you – have you ever been out with him?
 D: I've never dated him, if that's what you mean. I like him a lot as a person but he's not my type. I don't go for men with beards.
 M: That's good to know – I'll go and shave at once! And where did I put my reading glasses?
 D: Oh Mike!

Unit 5 / Review

Unit 5 / Review

T 2/16–17 Exercise 2 (p. 86)

(I = Interviewer; S = Sara Hill)

- I: ... is teleworking. There are now over one million teleworkers in the UK and the number is growing fast. My guest today is Sara Hill, and she's going to tell us about *her* experience as a teleworker. Sara, why exactly did you become a teleworker?
 S: Well, we bought a lovely old house in the country. It was our dream. The only problem was that I had to drive almost fifty miles to work. I actually wanted to give up my job, but my boss suggested teleworking.
 I: So your office was too far from your new house. But tell me, is it really possible to do everything from home?
 S: Well, I need to have a phone – I make a lot of calls – and a computer with an Internet connection, of course, and a photocopier. I often need to make copies of things. And I need all the usual office things, like paper, pens, and so on. That's all I need, really.
 I: When did you start teleworking?

- S: I've been working from home for almost three months now, since the middle of July in fact.
 I: Three months, I see. So did you make the right decision?
 S: Well, obviously, I save time. It's a one and a half hour drive to the office. So my life has been less stressful and I've been much more relaxed since I started teleworking. And so I work better, and that's an advantage for me and my company.
 I: When you work at home, I suppose you can combine your job with the housework, you know, send a few e-mails and then hang up the washing and empty the dishwasher.
 S: No, actually, I don't do that at all. I've changed one room into a little home office – and I don't often leave it during the day. Except for a lunch break. I couldn't concentrate on my job if I tried to combine it with housework. In fact, since I started working at home, I've had less housework than before! That's certainly very positive.
 I: Less housework? Can you explain that?
 S: Well, the children didn't use to do very much in the house. But for the last three months they've been very helpful. I suppose it's because they can actually *see* that I'm busy. When I used to go to the office, they never really thought about it. I hope it stays that way. You see, they've been learning to do a lot of useful things on their own – and I think that's good for them.
 I: Any other positive points?
 S: Well, I've had more time for myself – time to do things I always wanted to do. For example, I've been doing an online German course for the last three months. I love it. I never had a chance to learn German at school.
 I: I suppose there must be some negative points, too.
 S: Oh yes. I miss my colleagues a lot. Of course, I speak to them on the phone, but I haven't seen them for weeks. So, yes, I *have* been a bit lonely since I started. Especially because my husband is often away from home. He works for an international firm, you see, so he travels a lot. And another little problem is my leisure time. I used to go out with some of my colleagues after work, once a week or so. We had a meal and then we went to see a film or something like that. But for the last three months, I haven't been to the cinema. That *is* a negative point.
 I: I can understand that. I'm a cinema fan myself. So, any other problems?
 S: No, not really. Well, there is one thing. When I started working at home, my company ordered a new desk for me. It hasn't arrived yet. I have got a desk, of course, but it's much too small. I'm really rather angry. I've been waiting for that new desk for three months – I mean, *three* months – it is rather long, isn't it?

Unit 6 / Step 1

T 2/18–20 Exercise 2a (p. 88)

(D = Donna, M = Mike)

- D: Hey, Mike, listen to this: a crash on the M6 just an hour or two after Elly and I were driving back from Tim's. From his hospital bed, one of the drivers

involved in yesterday's M6 motorway crash in which four people were killed told reporters last night: "I just knew there would be an accident – some people were driving so carelessly. When it started to rain heavily, most of us began to drive more slowly because it was impossible to see the road clearly. But some lorry drivers were driving really dangerously – much too fast for conditions like those. Then suddenly the lorry in front of me braked and the cars behind me couldn't stop in time. There were over ten cars involved in the crash. I was lucky – I've only broken my leg but lots of people were hurt much more seriously."

- M: Oh, Donna – didn't you see that show with Steve Laurel when you were in London?
- D: Yes, it was awful.
- M: The critics agree with you. Listen: The critical press reviews of Stephen Laurel's one-man West End show resulted in the closing of the show after only one week. The critics wrote negative reviews after the premiere at The Mermaid Theatre last week. Stephen performed worse on the second night. The audience reacted even less enthusiastically and booed loudly at the end of the show. During the week Stephen started drinking even more heavily than normal and behaving more and more aggressively. His manager said last night: "Stephen's been working too hard and he hasn't been performing as well as usual. I wish he'd take a holiday and just forget what's happened." Yesterday a spokesman at London's Simeon's Clinic refused to comment on reports that Stephen Laurel is in the clinic and is being treated for alcohol abuse.
- D: Mike – here's an aspect of sport I could do some research into – doping. There's another case of it in today's paper. Cyclists this time. Just 24 hours before the start of yesterday's final stage of the Tour de France, two leading French cyclists had to quit the race after their drug tests showed positive results. Last year's winner said: "The pressure to do well gets greater every year. We always have to perform a bit better than the year before – train harder and cycle faster – so much more is expected of us and that's why so many of today's sports people use drugs to improve their performances." The suspended cyclists deny taking drugs but admit that they took a vitamin preparation which was given to them by the team's doctor. The investigation will continue next week.

T 2/21 – 22 Exercise 5 (p. 89)

(D = Donna, P = photographer)

- P: Yes, I was in Klosters – with about three hundred other photographers from all over the world. We knew the princes would be there – we had an official invitation from Buckingham Palace to take photos on the first morning.
- D: But then didn't the Palace complain about the press because they didn't leave the princes alone?
- P: Well, an official photograph of a member of the Royal Family just isn't very interesting. They stand and smile and a hundred photographers take the same picture and you can see it in every magazine in

the world. To be a good photographer, you have to try to catch people in unusual situations – like that photo of Princess Diana working out at her fitness centre – I bet that photographer got thousands of pounds for that.

- D: Maybe, but don't you think these people – the princes and the pop singers and the sports stars – have a right to a private life?
- P: They're people in the public eye – these famous people have the advantages of being rich and famous and they have to accept the disadvantages, as well. It's just part of their job.
- D: But they're people, too, and have personal feelings just like you and me.
- P: Yes, and the readers want to know about those feelings and their private lives.
- D: So how do you get your exclusive photos of the Royal Family?
- P: The most important thing is to be in the right place at the right time. Sometimes when I want to take a photo of someone, I camp outside his home for days and follow him when he goes out. Of course I have a telescopic lens on my camera so that I can photograph things at a long distance. And I always have ladders with me so I can see over walls or through high windows.
- D: Don't you think it's very unfair to take photos of people when they don't know you are doing it?
- P: Perhaps, but you must admit I get some really good photos! And I've earned a lot of money with my pictures.
- D: So money is the main motivation?
- P: I don't think you can really say that. Of course the money is important but – you're a reporter yourself, Donna – it's a reporter's job to give the public the information they want and no-one's interested in how we get the information.
- D: But don't you think reporters should be more careful how they get the information? Think of how Princess Diana was chased by photographers – look what a tragic end that had. They followed her in their cars and Diana's driver had to drive faster to escape from the cameras. There's no doubt about it – the photographers helped to cause Diana's death.
- P: Oh come on, I'm sure that isn't true! How much had her driver drunk that night? Didn't you read how much alcohol there was in his blood? It was the chauffeur who caused the accident because ...

Homestudy (p. 91)

Before you go on / Speaking practice

L 2/26 Exercise 1: Listen to these examples.

Example 1:

- A: Does she drive fast?
 C: Yes, she drives faster than John.
 B: Yes, she drives faster than John.

Example 2:

- A: Does she learn easily?
 C: Yes, she learns more easily than John.
 B: Yes, she learns more easily than John.

And now you!

- A: Does she drive fast?

- B: Yes, she drives faster than John.
 A: Does she learn easily?
 B: Yes, she learns more easily than John.
 A: Does she work hard?
 B: Yes, she works harder than John.
 A: Does she speak quickly?
 B: Yes, she speaks more quickly than John.
 A: Does she speak French well?
 B: Yes, she speaks French better than John.
 A: Does she speak quietly?
 B: Yes, she speaks more quietly than John.

L 2/27 Exercise 2: Listen to these examples.

Example 1:

- A: He speaks so quickly.
 C: Yes, I wish he'd speak more slowly.
 B: Yes, I wish he'd speak more slowly.

Example 2:

- A: He drives so carelessly.
 C: Yes, I wish he'd drive more carefully.
 B: Yes, I wish he'd drive more carefully.

And now you!

- A: He speaks so quickly.
 B: Yes, I wish he'd speak more slowly.
 A: He drives so carelessly.
 B: Yes, I wish he'd drive more carefully.
 A: He works so slowly.
 B: Yes, I wish he'd work faster.
 A: He speaks very quietly.
 B: Yes, I wish he'd speak more loudly.

Unit 6 / Step 2

T 2/24–25 Exercise 3 (p. 93)

(D = Donna, M = Mike, R = radio news reader)

- D: ... welcome home party. That should be fun and I'll be able to see all my friends again. I haven't seen them for ages and my mother thought it would be nice if they were all there to welcome me ...
 R: We're interrupting this programme to bring you a newsflash from Manchester Airport. News ...
 M: Donna, listen!
 R: ... is coming into the newsroom at this moment of an explosion in the departure lounge at terminal two at Manchester's Ringway Airport. It is not yet known what the cause of the explosion was or how many people are injured. The police are holding a news conference in an hour's time – we'll broadcast that live. Passengers who are travelling today and relatives of passengers who want more information are asked to phone the number 0161 489 0098 for more details. That's 0161 489 0098. Other terminals are functioning but delays can be expected. There'll be a special report in our nine o'clock news bulletin. We'll bring you the latest reports as soon as we receive them. This is your Radio Piccadilly newsreader, Rodney Shaw.

T 2/26 Exercise 6 (p. 93)

(D = Donna, M = Mike)

- D: I'd better go to the gate now, Mike.
 M: Are you sure you've got everything – tickets, passports, airsickness tablets?

- D: I don't get airsick, Mike. Stop worrying. I'm okay.
 M: And don't forget to phone me from Chicago.
 D: It'll be about eleven before I get to the hotel – if there are no delays. I'll try to phone you then.
 M: I really don't think you should fly today after all this trouble here.
 D: It's too late to change now. And there won't be another explosion on the same day in the same place.
 M: What about September 11th?
 D: Relax – I'm the one who's flying and I'm not nervous. Mike, I want to thank you for a really wonderful time in England – with you.
 M: Well, this is goodbye, then – but not a final goodbye. Have a good trip, Donna. Take care. I'll be in touch tomorrow. Bye.
 D: I'll look forward to hearing from you. Goodbye, Mike.

T 2/27–28 Exercise 7 (p. 93)

(M = Mike, D = Donna, A–G = man, woman)

- 1 M: Take care. I'll be in touch tomorrow. Bye.
 D: I'll look forward to hearing from you. Goodbye, Mike.
 2 A: I think my taxi is here. I'm afraid I must rush now. It was nice talking to you. Bye.
 B: Yes, it was lovely to see you again. Bye.
 3 C: Listen, they're calling your flight.
 E: Oh dear. I'm afraid it's time for me to go now. Goodbye.
 C: Bye. And give my regards to your family.
 4 F: I've finished so I'm going home. Bye. See you next week. Have a good weekend.
 G: The same to you. See you. Goodbye.

Homestudy (p. 95)

Before you go on / Speaking practice

L 2/31 Exercise 1: Listen to these examples.

Example 1:

- A: Do you see Paul very often?
 C: No, but I'm seeing him next Friday.
 B: No, but I'm seeing him next Friday.

Example 2:

- A: Do you play tennis very often?
 C: No, but I'm playing tennis next Friday.
 B: No, but I'm playing tennis next Friday.

And now you!

- A: Do you see Paul very often?
 B: No, but I'm seeing him next Friday.
 A: Do you play tennis very often?
 B: No, but I'm playing tennis next Friday.
 A: Do you visit your parents very often?
 B: No, but I'm visiting them next Friday.
 A: Do you go to the cinema very often?
 B: No, but I'm going to the cinema next Friday.
 A: Do you meet Barbara very often?
 B: No, but I'm meeting her next Friday.
 A: Do you work late very often?
 B: No, but I'm working late next Friday.

L 2/32 Exercise 2: Listen to these examples.

Example 1:

- A: Does my train leave at three?
 C: No, it leaves at four.

B: No, it leaves at four.

Example 2:

A: Does the film start at seven?

C: No, it starts at eight.

B: No, it starts at eight.

And now you! Remember that the time in your answer is always one hour later.

A: Does my train leave at three?

B: No, it leaves at four.

A: Does the film start at seven?

B: No, it starts at eight.

A: Does my train arrive at ten?

B: No, it arrives at eleven.

A: Does the film finish at nine?

B: No, it finishes at ten.

A: Does their lesson begin at six?

B: No, it begins at seven.

A: Does my plane land at one?

B: No, it lands at two.

Unit 6 / Step 3

T 2/29 Exercise 4 (p. 96)

(M = Mike, D = Donna)

M: Hello?

D: Hi, Mike.

M: At last! Donna – wonderful to hear your voice! I've been waiting ages for your call – I thought you would phone from Chicago. And why didn't you phone yesterday?

D: Oh, sorry Mike – I was just too tired to speak yesterday!

M: I tried to call you on your mobile but I couldn't get through. I was worried.

D: My cell phone's broken. I dropped it at the airport in Chicago and now it doesn't work – I must have it fixed tomorrow.

M: I'd buy a new one if I were you – it's often cheaper than having things repaired. Anyway, how are things?

D: Fine – well, apart from missing you.

M: That's what I wanted to hear. Was the flight okay? No delays? No terrorists?

D: The take-off at Manchester was delayed for about an hour – which wasn't too bad. You know I love flying but that journey was a bit long – eight and a half hours. Hey, I sat next to someone interesting on the plane – I'm going to write about him for my next article. I'll mail it to you.

M: I hope he wasn't too interesting! Oh yes – did you manage all your luggage this time? You didn't pick up any attractive men at baggage reclaim, did you?

D: No. Mom picked me up in Dallas – she got up early and drove out to the airport. It was a lovely surprise to see her – she was waiting for me outside baggage reclaim when I arrived.

M: That was good of her. And did you enjoy your welcome home party?

D: Yes, I really enjoyed myself – but I was so tired that I could only just keep awake. There were about twenty people and Mom prepared all the food herself – it was fantastic. She cooks better than

most professionals. And of course she made all my favourite dishes. Oh, it was great to see everyone again.

M: Everyone? Was your husband there?

D: Ex-husband, Mike – and no, he wasn't there. He wasn't invited.

M: So what are you doing on your second evening home? Are you going out?

D: No, actually, I'm staying in tonight and watching TV with my mother. There's a documentary on TV by my favourite producer.

M: What's it about?

D: It's about the Dallas Cowboys.

M: Ah yes, your ex-husband's favourite team.

D: Mike, the one reason I'm staying in and watching TV tonight is that it's your documentary – the one you were making when we first met. Remember?

M: Ah yes, talking of documentaries made in Dallas, I have some news about that. I spoke to my boss last week about a project in America and he said ...

Unit 6 / Review

T 2/30–31 Exercise 2 (p. 100)

(M = Mike, J = Jane Goodman)

M: So why did you choose an online course instead of a course at the university?

J: Why online? Well, for two reasons, I suppose. First, I'm going to look for a job as a journalist after the course. And journalists use computers a lot. So the online course gives me useful computer practice. But the main reason is: I haven't given up my present job. I work every second week. So I couldn't always go to classes at university. With the online course I can study more flexibly.

M: Study more flexibly?

J: Yes, I can choose when I study and for how long and fit this in with my job.

M: It must be difficult working and studying at the same time.

J: Well, life is probably easier for a full-time student in a normal course. I'm sure I have to plan my life much more carefully.

M: What do you mean? Why do you have to plan your life more carefully?

J: Well, my diary is full for the next three months. For example, next weekend I'm travelling to Liverpool for a weekend seminar. My class meets three times a year. You see, it's easier to work online with other people if you've met them in real life. And next month, I'm visiting one of the big newspapers in London with some of the people from my class. I'm looking forward to that, I can tell you! And two weeks later, I'm spending three days at the local radio station, you know, to see how they make news programmes and that kind of thing. And then ...

M: OK, I see what you mean. And you certainly travel a lot. But what do you actually do online?

J: Well, there's a webpage with the course plan ... There's a reading list, and a timetable for the writing we have to do. And, all communication is through the Internet. So, for example, when I write

an essay, I send it to my professor by e-mail, and she corrects it and sends it back to me by e-mail.

M: Do you have much writing to do?

J: Oh yes, I usually write one essay a week. In fact, I'm going to write an essay when I get home this evening.

M: You certainly have a lot of work. What else do you do online?

J: Well, tomorrow evening, for example, I'm meeting my class in the discussion forum.

M: Discussion forum?

J: Discussion forums are a kind of online seminar. It's just like a chat-room, except that we don't really chat. We have discussions with one of the professors.

M: I see. Do you think an online course is *more* work than a "normal" course?

J: Good question – do we work harder? Hmm. Well, perhaps we work a bit harder than students in normal courses. But I don't think there's a big difference there. But there is something else. Online students probably need more self-discipline. With a normal course, you see, there's a fixed routine – you have to go to classes and seminars. With an online course, you study when you want to, so you have to work more independently.

M: Working so much on your own can't be much fun. I mean you just sit in front of the computer all the time.

J: Well, I enjoy it – but there is one thing – you don't make friends as easily as you do in a normal course.

M: You don't make friends easily? Come on, Jane, you're the most sociable person I know.

J: Okay – but I rarely see the other students – only two or three times in the course.

M: And when do you finish the course?

J: I'm taking my final exams at the end of the year.

M: Great. I'm sure you'll do well. And after the exams? Are you going to have a party?

J: Maybe. Maybe not. But one thing I know – I'm going to have a holiday. I haven't made any arrangements yet, but two weeks in the sun, doing nothing – I can't wait for that ...

English at work 3

T 2/32 Exercise 3 (p. 101)

(M = Mike, RC = reservations clerk)

RC: Good morning. Reservations.

M: Ah, good morning. I have to go to London next week. I was wondering if there's a direct train on Monday morning.

RC: Oh, the trains to London are very regular on weekdays – two or three an hour.

M: Oh, so many. That's good. What are the best connections in the morning?

RC: Well, there's a direct train at 9.27, for example. That gets you into London just after twelve.

M: Oh that's far too late. Sorry. I'm afraid I have to be in London before twelve.

RC: Oh well, there are quite a few trains that leave earlier.

M: Well, in that case – let's start at the beginning. Could you please tell me the time of the earliest train?

RC: Yes, just a moment. Yes, there's a train at two minutes to seven – and that gets you into London at nine thirty-five.

M: Ah, that's fine. A bit early but then I'll have more time in London.

RC: Yes, a full day.

M: Another question. What time is the last train back to Manchester?

RC: The last direct train?

M: Yes, please.

RC: It's at twenty-two hours, and the one before that is at nineteen fifty-five.

M: Hmm – nineteen fifty-five ... five to eight – yes, that would be fine actually. Is it necessary to reserve a seat on that train?

RC: Well, it's always better to reserve, yes.

M: Oh, and how much would the fare be if I go and come back on the next day?

RC: That'd be £172.

M: Does that include the Intercity supplement?

RC: Let me see. Yes, that's included in this fare.

M: £172 – that's a lot.

RC: Yes, the tickets are much cheaper if you book more than two weeks before you travel.

M: Yes, but I can't do that, I'm afraid. Oh well, just out of interest – what's the difference between the first and second-class fare?

RC: Oh it's a big difference. Second is £172 as I said before. A first-class return is £265.

M: Oh, right, I'll stick with second class then, I think.

RC: Would you like me to send you the tickets by post?

M: No, that's a bit risky I think. I'll pick up the tickets at the station on Sunday.

RC: Yes okay, that's fine. You can pick them up any time after eight in the morning.

M: Well, it'll probably be in the afternoon anyway.

RC: That's no problem then.

M: Oh, one last question: Can I change that booking later if I need to?

RC: Yes, you can change it up to the day before you travel.

M: Right. Well, in that case let's book the ticket and reserve a seat now.

RC: Okay. Now if you could just tell me ...

Acknowledgements

The material in this book has been taken from the following sources:

Cover photograph: IFA Bilderteam GmbH, München