

English
network

Tourist

Teacher's Book



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Philip Devlin
Lynda Hübner

Ernst Klett Sprachen
Stuttgart

English Network Tourist – Teacher's Book

Autoren:

Dr. Philip Devlin, Berlin
Lynda Hübner, München

Beratung:

Roswitha Fenes, Bergisch-Gladbach

Autoren des Kursbuchs:

Lynda Hübner
Alan Seaton

Verlagsredaktion:

Claudia Schwarz, Carola Jeschke

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Introduction to *English Network Tourist*

English Network Tourist is intended for German-speaking adult learners. It is suitable for learners who have acquired a knowledge of basic English either at school or in other courses, and who wish to prepare for a journey to an English-speaking country, or to a country in which English is used in the holiday industry. The course can be completed in one semester (with one ninety-minute lesson a week) and is also suitable for compact and intensive courses.

The aims of the course

English Network Tourist aims to give students the knowledge, skills and confidence that they need to communicate effectively in English in typical holiday situations.

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

- systematic training of essential travel related language **functions** such as giving personal details, making and reacting to suggestions, telephoning, using times and dates, ordering food and drink, making complaints, buying travel tickets, booking hotels, asking for information, etc.
- comprehensive coverage of essential holiday **vocabulary** in areas such as air and train travel, tourist attractions and sightseeing, food and drink, clothes, the weather, health, money, hotels, etc.
- revision of basic language **structures** at a lower intermediate level.
- regular practice in the **skills** of listening, speaking, writing and reading.

Through the *Language and culture* texts and the *Tourist tip* on the *Selfstudy* pages, learners are given useful information about the **customs and lifestyles** of various English-speaking countries as well as **practical advice** for everyday situations.

Components of the course

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

The coursebook (Student's Book) Best.-Nr. 50440 (incl. *Pocket Tourist*)

The *English Network Tourist* coursebook contains not only the complete classroom material, but also a built-in workbook in the form of *Selfstudy* pages. The tapescripts of the recorded material on the *Selfstudy* pages are at the end of the coursebook.

Pocket Tourist, a compact phrasebook containing a grammar overview and language function summaries from each unit, can be used in the classroom in conjunction with the coursebook and, thanks to its handy format, can also be taken on holiday and used as a phrasebook or for easy reference to functional language or grammar.

The Teacher's Book

Best.-Nr. 50441


This book contains a comprehensive introduction and a unit-by-unit commentary. The commentary gives ideas on how to use the material, along with some background information, keys and *Further practice* material. It also provides a *Resource bank* which contains extra classroom material. The *Teacher's Book* includes the tapescripts of all recorded material on the classroom unit pages.

The cassette

Best.-Nr. 57513

The CD

Best.-Nr. 57514

The audio cassette or audio compact disc contains all the recorded material that is intended for use in the classroom and in *Selfstudy* phases: dialogues, pronunciation and listening comprehension exercises. Each of these recordings is identified by the symbol .

Course schedules

The material in *English Network Tourist* has been designed for flexible use in courses with between 12 and 15 ninety-minute lessons.

In a 12 lesson course, you can complete each of the 12 units. In a longer course, you could, in addition, work with some of the optional material: the *First lesson* and *Last lesson* (both contained in this *Teacher's Book*); and/or the three *Highlights* pages and three episodes of *The Adventures of Ivor Problem and Annie Mergency* (both in the coursebook).

In an intensive course with more than 15 ninety-minute lessons, the *Selfstudy* pages can also be used selectively for classroom work (see p. 10). The unit commentary also contains references to extra material in the *Resource bank* at the back of the *Teacher's Book* and to appropriate materials from *Activity Packs 1* and *2* (Bestellnr. 50420 and 50421).

Coursebook design

The *English Network Tourist* coursebook consists of three parts, the main *unit* section, a shorter section with further classroom exercises (*Weitere Übungen zum Unitteil*), and the Appendix (*Anhang*).

Unit section

The twelve *units* in the coursebook are connected by a storyline. The story is divided into three parts, each part being set in a different country. At the beginning of each part you'll find a picture page, which introduces the general theme:

- Units 1–4: *Welcome to Scotland*. Liz and Rolf arrive from Germany in Edinburgh to stay with Katy, their daughter, and Sam, Katy's boyfriend. During their visit, they see Edinburgh, go on a guided tour of a distillery and make an excursion to Loch Ness.
- Units 5–8: *Welcome to Australia*. Katy and Sam travel to Sydney, where Sam attends a medical conference. Afterwards they spend a short holiday there and, among other things, climb Sydney Harbour Bridge and go on a balloon trip over the Blue Mountains.
- Units 9–12: *Welcome to Hong Kong*. On the return journey to Britain, Katy and Sam stop over in Hong Kong for sightseeing and shopping. On the flight to Heathrow, Sam asks Katy to marry him.

Each unit is a double-page spread designed for a ninety-minute lesson, and includes some or all of the following features:

- a *Starter* activity;
- a printed *dialogue* or *reading text* to introduce language material; the dialogues are all recorded;
- comprehension and vocabulary exercises;
- a *Remember* box which focuses on a grammar point;
- functional practice and grammar exercises; at the end of each unit there is also a page reference to the corresponding exercises in the *Language Focus* section in *Pocket Tourist*;
- *And now you*, an information exchange activity to practise new language functions;
- a listening comprehension activity;
- a *Talk about it* activity, which gives students the chance to make use of what they have just been learning.

Each unit is followed by a *Selfstudy* section, a double-page spread with a light green background to signal that it is to be done mainly at home. The *Selfstudy* pages, which revise and consolidate the material presented in the unit, have instructions in German to enable students to work comfortably without the help of a teacher. They contain some or all of the following features:

- Activity 1 is a gap-fill exercise in a text which provides theme-related cultural, geographical or tourist information;
- self-correctable exercises on functions, vocabulary and grammar;
- listening comprehension and repetition exercises;
- a short *Language and culture text* with information about customs and lifestyle;
- a brief *Tourist tip* with practical advice.

In intensive courses, the *Selfstudy* material can also be used in the classroom (see p. 10 in the *Teaching a unit* section below).

Following Units 4, 8 and 12, there is an optional four-page *Highlights* section. *Highlight 1* focuses on the USA, *Highlight 2* on South Africa, and *Highlight 3* on Jamaica. Each section contains colourful pictures and informative, easy-to-read texts about the country in focus. There is also a *Language Corner*, which deals with specific features of the English spoken in each of the three countries; and a *Puzzle Corner*, a game-like test of students' knowledge of these countries.

After each *Highlight*, there is a further optional feature – a one-page episode in *The Adventures of Ivor Problem and Annie Mergency*. These light-hearted tales with the cartoon figures, Ivor and Annie, deal with the kind of mishaps which can arise during holidays and provide students with vocabulary and phrases for use in such situations.

Both of these optional features have been designed so that they can be used either in the classroom or by students working at home.

Further classroom activities

Several units contain special activities which give students classroom practice of functional language. In each case, there is a page reference to the activity, which can be found at the back of the coursebook. There are two main types of activity:

- *Pairwork (Partneraufgaben)*: Partner A and Partner B process and exchange information which they find on different pages.
- *Games*: two or three partners go to the same page to play a language game.

On p. 44 there is also an *Internet project* on horoscopes, the first part of which can be done in the classroom without access to the Internet.

Appendix

The appendix contains the following items designed to encourage learner autonomy:

- an answer key to the *Selfstudy* exercises.


- tapescripts of the recordings from the *Selfstudy* section.
- a guide to the International Phonetic Alphabet.
- an alphabetical *Dictionary* section. Each word in the *Dictionary* is listed with its pronunciation and a German translation, and a reference to the unit it first appeared in. In the case of passive (receptive) vocabulary, these listings are in *italics*. The words on the A1 list of the *European Language Certificate* are marked with an asterisk.
- a list of the *People and places* mentioned in the book, with a phonetic transcription of each.

Additional activities

While the coursebook and the CD/cassette contain complete material for the course, the *Teacher's Book* gives additional suggestions for further practice activities (under the *Option* heading in the unit commentaries).

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. 46–51) and **English Network Activity Packs 1 and 2**. These *Activity Packs* (Bestell-Nr. 50420 and 50421) provide a collection of photocopiable supplementary materials.

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

 ... Texts and exercises with this symbol can be found on the *Text-CDs/cassettes*. The numbers refer to the numbers of the tracks on the CDs. The *Selfstudy* texts are printed in the appendix of the Student's Book in the *Tapescript Selfstudy* section.

TS: Tapescript. The tapescripts of the recorded material on the *CDs/cassettes* can be found in this *Teacher's Book* on pp. 52–56.

 Here you can find the solutions to exercises.

Teaching a unit in *English Network Tourist*

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.

We occasionally suggest optional activities for which you will need cards. In addition, you will need to make photocopies for some of the *Resource bank* activities at the back of this book. You will also need photocopies if you decide to do any of the further practice activities from *English Network Activity Pack 1* or *2*.

Before the lesson – timing

Each of the units in *English Network Tourist* is designed for one ninety-minute classroom lesson. Try to keep to this rhythm, so that students who miss a lesson will know exactly what you have done and which unit awaits them when they return.

At the top of the *Lesson notes* for each unit, there is a timing suggestion. This is of course only approximate, as times can vary depending on the size of the group, the abilities of the students, etc.

If you think you'll be able to do the lessons in good time, looking at the notes before the lesson will give you a chance to consider which of the suggested further practice activities you might like to do. If you find you have problems finishing a unit in ninety minutes, you could look at the tips on timing (p. 9).

English – the classroom language

Students learn better by being in a social environment in which English is spoken. From the very beginning, make it clear to everyone that English is the classroom language. Encourage students to use English to greet each other when they arrive, and in general to communicate with you and other students, e.g. if they want to ask a question, borrow a dictionary, etc.

As a rule, it is better for you, as the teacher, to use English for giving instructions, explaining vocabulary and grammar, checking answers and correcting errors. When using English for these purposes, try to control the speed at which you speak, but without sounding unnaturally slow. It is important that students understand you, but also that they get used to hearing English spoken at a "normal" speed.

In some cases, however, explaining vocabulary or grammar in English would be complicated and time-consuming. Here, it's best to rely on your own judgment. A sound guideline is: as much English as possible, but as much German as is necessary for clarity or to save time.

This is the guideline followed in the coursebook. Most of the instructions for classroom activities are in English, because the teacher can help if students have difficulties. By contrast, the instructions in the *Selfstudy* sections are in German, because students will usually do these on their own at home.

Unit language focus

In each unit, there are four main language focuses – a combination of functions and grammar. These are listed at the top of the *Lesson notes* for each unit. Each unit begins with a **Starter**, which leads into **Activity 2**, in which the functions and grammar are introduced by means of dialogues or texts. **Activity 3** consolidates these language items, which are then practised in several further activities. Most of these activities take the form of **pairwork** or **group work**. The one or two grammar points per unit are dealt with in a largely functional way, e.g. *Unit 1: Talking about routines and lifestyles, using the present simple*. In each unit, there are also two **Remember boxes**, which give students tips about usage or remind them of some tricky aspect of the structure being focused on.

At the end of each unit, there is a page reference to the *Language Focus* page in *Pocket Tourist* (see also p. 11), which contains brief fill-in exercises on each of the four language points. The exercises can be done in class to consolidate what has been taught but, as the exercises are self-correctable, they can be done at home as a lead-in to the *Selfstudy* exercises. At the top of the *Selfstudy* page there is a brief summary of the language covered in the classroom lesson.

Starter activities

These are brief warm-up activities designed to get each lesson off to a good start. They generally touch some of the functions or lexical items that will be dealt with later in the lesson, or prepare the ground for the grammar focus in the unit.

Try to avoid spending more than ten minutes on the *Starter*. There is no need to give detailed explanations for any language problems that students might have, as these will be focused on later in the unit.

Activities 2 and 3 – presenting and focusing on functions, vocabulary and structures

In Activity 2, functions, vocabulary and grammatical structures are introduced either in a dialogue or in a text. Students are generally asked to listen or read for gist. The *Lesson notes* contain suggestions about how to prepare students for this activity, e.g. by pre-teaching key vocabulary, or by asking a few questions related to the topic. Activity 3 generally tests comprehension of the dialogue or text and/or focuses on language. This will require more selective, analytical listening/reading.

Listening activities

The dialogues are lively, lifelike exchanges, usually in a touristic setting. We recommend that students first listen with their books closed, as this is a realistic task which helps to develop listening skills.

We would strongly advise against selecting students to act out dialogues for the rest of the class. This can be extremely time-consuming, and also excludes the majority of your students from an active role. It is generally more useful for students to invest their time in communication activities without relying so heavily on a printed text. But, if you wish to practise new functions or grammar, there is no harm in getting students to read a few of the key lines of a dialogue.

If, however, you or your class would occasionally like to act out a dialogue, we suggest that you divide students into pairs or groups and get them to 'perform' simultaneously.

Reading activities

In the reading activities, students will encounter various realistic texts, e.g. a distillery brochure, a car-hire form, a hotel guide, a postcard, etc. We recommend that students read the texts silently on their own the first time, so that everyone has the chance to practise this important skill.

But students often want to read aloud, usually because they think this is the best way of having their pronunciation corrected. In fact, reading aloud often slows people down and impedes comprehension, both of the reader and the listeners.

If necessary, point out to students

- that when on holiday they will often have to read a text silently, but seldom aloud.
- that you will have plenty of opportunities to correct their pronunciation in other activities.
- that reading silently gives everyone a chance to concentrate on the text and is therefore a more effective use of time.

Students sometimes worry when they come across an item of vocabulary that they don't know. Point out that this will probably happen to them when they are abroad and that it isn't always necessary to understand every word in order to extract key information from a text. Encourage your students to try and do as many of the exercises as they can without looking up unknown words. Their confidence will grow when they see that this is often possible.

Other recorded material

In addition to the dialogues which introduce functions and grammar in several units, *English Network Tourist* offers several **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 in 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 tapescripts for these recordings are printed at the back of this *Teacher's Book*.

Further recorded material is found in the *Selfstudy* section. In Exercise 2, a *Listen and Repeat* exercise helps students with the **pronunciation and intonation** of useful phrases introduced in the lesson.

Other reading material

Activity 2 provides the main reading practice during the lesson. However, students get additional practice with the short, informative texts in the *Selfstudy* section. In addition, the *Highlight* sections after Units 4, 8 and 12 contain a variety of short texts (about the United States, Jamaica and South Africa). Students can read these at home, or if your course has more than twelve lessons, you can use them in class. Should you decide to do this, you will find suggestions about how to do so in the *Lesson notes*.

Writing activities

In a ninety-minute lesson, there isn't time for lengthy writing activities. And, in a *Tourist* course, this skill need not take precedence. Some writing is required in each unit – usually as part of an extended activity – but the main emphasis during the lesson is on oral/aural interaction – speaking and listening. The *Selfstudy* section provides a further opportunity for writing.

Pairwork and group work

Most of the activities in which students practise functions, grammar and vocabulary will involve pairwork or group work. As a rule, students will find the instructions on the unit pages. However, some units also contain *Exchange information* activities, in which students A and B look at different pages at the back of the book (pp. 75–79), ask each other questions and give answers, so as to complete a task through oral interaction. Similarly, in some units they will be asked to go to the back of the book, where they will find partner games (pp. 80–81) which practise the language being taught in the unit.

These pages are clearly arranged, with attractive colour photos. 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.

Student-centred practice forms have a number of important advantages:

- They help to establish a friendly, co-operative classroom atmosphere, as 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 walk around and give individual attention to those students who most need it.

To get the most out of pairwork and group activities:

- Read out the instruction or get students to read it themselves. In either case, check that everyone has understood the task. You could ask: *Is that clear to everyone?*
- Tell students how much time they have to complete the task.
- Once students start, listen in briefly on each pair or group, to make sure that they are doing the right thing. If they aren't, explain the task to them again – quietly, so as not to disturb the others.
- Even if there is no need to check answers after an activity, it is sometimes useful to have a brief feedback phase with the whole class. Students have the chance to share ideas with each other, while you can show your interest in what they have to say.
- Encourage students to work with different partners each lesson.

Students without experience of modern language teaching methods sometimes expect a teacher-centred situation. Initially, they may feel a little uncomfortable when you ask them to find a partner or join a small group. In this case, explain that they get more practice

and that you are able to make more corrections of individuals' mistakes during pair or group work than in a whole-class situation.

Correcting errors

Much of the material in *Network Tourist* is designed to further oral communication. Students in this course want to be able to cope in holiday situations and the keyword is fluency. As over-correction can undermine confidence and inhibit fluency. We suggest that you

- correct errors in exercises where the goal is accuracy, for example, when you are practising grammar structures. But basically try to 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 *Talk about it* activities. It is often preferable to make 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.

Checking answers

After each exercise from the coursebook, you somehow have to make clear what the correct answers are. In the *Lesson notes*, we have often made suggestions about how you could check students' solutions to different tasks. Two tips:

- Try to involve as many students as possible in the checking procedure as it gives you a chance to praise them and boost their confidence.
- Avoid asking students to give an answer in front of the class if, for any reason, you suspect that they have got it wrong.

Problems with timing

Keeping to a lesson schedule is not always easy. Explaining a grammar point may take longer than expected. Or a communication activity may work so well that you decide to spend a little longer on it. The *Lesson notes* contain a time-saving suggestion for each step, under the heading *If short of time*. Some tips:

- Checking: It is not necessary to check *Selfstudy* exercises in class, as students can do this with a key at home. However, be prepared to answer questions about any problems which may have arisen.
- Keep classroom activity checking quick and uncomplicated.
- Time limits: Set a limit for pairwork, groupwork and discussion activities – and breaks!

Using *Selfstudy* in the classroom

In some intensive courses, it may be necessary for the students to do the *Selfstudy* sections in class. But this needn't (shouldn't!) mean a classful of students writing silently and independently for an hour! Here are a few general tips – taking exercises from Unit 1's *Selfstudy* as an example.

- Exercise 1 is a gap-fill activity which could be done in small groups. The content of the texts provides suitable material for comprehension questions as a follow-up activity.
- Some of the *Selfstudy* exercises can be interspersed with the activities in the unit, thereby giving the students the variety of communicative activities and written activities, e.g. *Selfstudy* Exercise 6 would fit in well after Activity 8 in the unit.
- Clearly, the listening exercises will have to be done as class activities. Exercise 2, *Listen and repeat*, could be developed after the repetition phase by pairs of students choosing three or four of the phrases and working them into a dialogue.

- Some exercises, e.g. Exercise 3, lend themselves well to oral transfer. Others, e.g. the listening task in Exercise 7, do not – but they can often be checked by one student asking another for the information.
- Written exercises, e.g. Exercise 4, can be done in pairs.
- The *Language and culture* and the *Tourist tip* paragraphs can provide useful springboards for class discussion, e.g. the *Language and culture* section could be read after Activity 4 in the unit and the differences between the German and English customs (shaking hands, using first names, etc.) discussed. Encourage the students to talk about their own experiences of the things mentioned.
- *Tourist tip* – begin by asking what the signs mean.

Look at p. 11 in *Pocket Tourist* and work out the approximate distances on the two signs. Then ask if anyone has been to a country which didn't use the metric system and what the problems were.

Pocket Tourist

Pocket Tourist is a booklet to be used in conjunction with the *Tourist* coursebook. It has been devised for use in lesson time, can also be used as part of *Selfstudy* and will be a useful support on holiday.

There are four main sections in *Pocket Tourist: Situationen* (a thematic phrase book), *Redemittel* (functional phrases), *Language Focus* (gap-fill exercises on the four language focuses in each unit), *Kurzgrammatik* (a brief grammar overview).

In addition there are sections which deal with theme-related problems, conversion tables, lists of social responses, alphabet pronunciation, etc.

Situationen

This section (pp. 7–38) is a thematic phrasebook with related vocabulary lists. The themes are grouped under a general heading, e.g. p. 26, 9 *Essen und Trinken*, and then sub-divided for easy reference: 9a *Im Restaurant*, 9b *Speisen*, 9c *Getränke*. The sub-sections generally begin with a list of useful phrases – in German and in English, then an alphabetical wordlist of relevant vocabulary – again in German and English. In some wordlists and phrase boxes the English is given first and in bold print. This is done in situations in which a tourist would probably see the word in English and want to know the German word, for example when reading a menu.

There are two additional elements

- *I've a problem*. Here we meet up again with hapless Ivor from the cartoon pages in the coursebook. He provides language for dealing with problems, for example – how to complain in a restaurant.
- Where appropriate, conversion tables are given – clothes sizes, weights and measures, temperatures, distances, etc.

Redemittel

This is a brief section (pp. 39/40) reminding the students of useful conversation strategies which they came across in the coursebook, e.g. asking for help or information.

Language Focus

The *Language Focus* section (pp. 41–54) has one page per unit plus an answer key. Each page lists the four main language structures – functional and grammatical – practised in the unit. Students are directed to this *Language Focus* page at the end of the classroom unit. Then – or later, at home – they can do the four short self-correctable exercises to practise the four language focuses in the unit. There is also a page reference to a relevant section of *Pocket Tourist* in case the student

needs further help. There is a key so they can correct their answers independently.

On each *Language Focus* page, there is also a space for notes in which the students can write some of their personal information or preferred vocabulary relating to one of the focuses.

Kurzgrammatik

The *Kurzgrammatik* (pp. 55–62) is a short overview of the grammar presented in the coursebook plus a list of irregular verbs with the German translation.

The inside covers

At the beginning of *Pocket Tourist*, on the inside cover, there's a form where students can fill in their personal details in both English and German. This will serve as a pattern for any form students may have to fill in when travelling abroad and it also personalises the booklet.

On the inside of the back cover, there is a list of typical social responses, in German and in English. Ideal for learning while waiting at the airport!

Uses of Pocket Tourist

Pocket Tourist can be used in the lesson, for *Selfstudy* and, most importantly, on holiday.

In the lesson

- In the lesson there are occasions when *Pocket Tourist* can be used to support students in an activity, e.g. coursebook p. 55, Activity 7, Crossword Hotel – the wordlist on p. 10 of *Pocket Tourist* could be of help here.
- At the end of each unit there's a reference to the *Language Focus* and the exercises on this page can be done in class.
- In each of the lesson notes for *Ivor Problem*, a suggestion is made for incorporating *Pocket Tourist*.

For Selfstudy

- *Pocket Tourist* is an integral part of *Selfstudy*. Students may want to remind themselves of the four language focuses which were practised in the unit before starting the *Selfstudy* exercises. Should they need more help, the *Language Focus* section refers them to more detailed explanations in the grammar/theme/function sections.
- Students are sometimes advised to look for more details in *Pocket Tourist* e.g. p.13 *Tourist Tip*.

On holiday

- The size of *Pocket Tourist* makes it practical to take on holiday – and the content makes it invaluable!

Getting started – your first lesson

The *English Network Tourist* coursebook provides twelve units for twelve lessons of 90 minutes and, as optional material, 3 *Highlights*, 3 cartoon pages and an *Internet project*. The optional material in this *Teacher's Book* includes *Resource bank* activities, suggestions for activities from *Network Activity Packs 1 and 2*, and this first lesson. It's worth working out in advance how many lessons your course consists of and which of the optional materials you would like to use if you have more than twelve lessons.

You may like to start off with this first lesson, which aims to provide a framework in which your students can get to know each other and feel sufficiently relaxed and confident to use the English they know. Some of them may be taking part in an adult course for the first time; some may not have spoken English since they left school; some may have recently completed an English course. One thing they will all have in common is that they want to practise and improve their English, concentrating particularly on the functional English they will need in holiday situations.

In this first lesson we want the students to overcome any inhibitions they may have about speaking English, to go home after the lesson feeling that they have learnt something – and to look forward to the followings lessons.

Aims

To provide an opportunity for the students to ...

- learn each other's names and something about each other.
- get an idea of the contents of the coursebook.
- form a co-operative group and create a relaxed learning atmosphere.

Tips and info

Timing

Activity 1: 15–20 minutes	Activity 3: 10 minutes	Activity 5: 15–20 minutes
Activity 2: 5–10 minutes	Activity 4: 15–20 minutes	Activity 6: 15 minutes

Preparation

- Take in (DIN A 6) cards folded lengthways – one for each student and one for you – to be used as name cards and placed on the table in front of each student.
- Photocopy (and enlarge if possible) the crossword grid in Activity 4 so that there is one for each pair of students.
- Make photocopies of p. 8 of the coursebook in case not all students have a book – one book between two will be sufficient for this lesson. If fewer books are available, omit Activity 4 and, after Activity 6, do an activity from the *If Time Permits* section.

Before the lesson

- If possible, go into the classroom before your students have arrived and make sure the furniture is arranged so that they can see each other, have access to the board and walk round – a horseshoe form is ideal for this.
- You could choose a cassette or CD of light music to play as the students are arriving.

1 Introducing yourself

- Write your name on a card, stand it on your table so that everyone can see it and introduce yourself: *Hello, my name's (Lynda) ...*
- It's unlikely you will all know each other so explain that you want them to get to know something about each other. Point to the first letter of your name and ask students to call out any words they can think of beginning with that letter. Write down a few of them on the board/OHP: e.g. life, language, lorry, little, lazy, London, etc. Then choose one, e.g. London, which you can relate to personally. On the board/OHP, write: Hello, my name's (Lynda) and my L-word is (London). Give a few personal details related to this word: *I lived in London when I was a student and I taught in London, too. I go back there about once a year and I visit old friends. I love big cities.* Invite students to ask you questions on this topic.
- Ask students to write their names on their cards. Point to the first letter of a student's name and ask the class to call out words beginning with this letter. The student should choose one of the words he/she would like to speak about and write it down. Do this two or three times, each time with a different letter.
- Ask the remaining students to choose a word which begins with their initial letter. (They can look at the dictionary on p. 89 of the coursebook for ideas.) Give them time to think of what they'd like to say. Individuals introduce themselves and say something about the word they've chosen. If there are problems with comprehension,

rephrase their contributions but don't worry about correcting the English at this stage. Invite students to ask questions on the topic – if necessary, ask the first question yourself.

2 Tourist tip

- Read the *Tourist tip* on p. 43 of the coursebook. The students should write down the first three “asking for repetition” phrases which are given in italics (you can dictate them if there are too few books) – they may want to use them in the next activity.

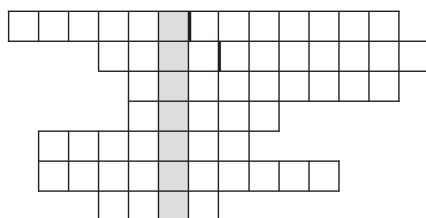
3 Find a partner

- Students find a partner by finding something they both have in common. Write the words *When ...? What ...? How ...? Where ...?* on the board/OHP. Demonstrate the activity by asking different questions (*What colour's your car, Bea? How did you travel here, Klaus? When do you start work, Ute?*) until you find a student with something in common with you. Then tell the class: *Ute and I both start work at 8 o'clock.*
- Students walk around asking questions and sit down when they have found a partner. One student from each pair reports to the class what they have in common.

4 The coursebook

- Make sure each pair has access to at least one coursebook. Hand out a crossword to each pair and give them about ten minutes to find out the information and complete it.

NETWORK CROSSWORD



- 1 What's the *Tourist* booklet called?
- 2 What's the name of the male cartoon character?
- 3 Where do Units 5–8 take place?
- 4 What colour are the *Selfstudy* pages?
- 5 Which country is *Highlight 3* about?
- 6 What's the Internet project about?
- 7 Who is with Padma and Sam in the Restaurant Game?

What word is in the shaded column?



- Check their answers. Hold up the appropriate page of *Tourist* and give some extra information: **1 Pocket Tourist** – a booklet of helpful holiday phrases. **2 Ivor Problem** p. 30 – and his friend Annie Mergency show us what to do if we have problems on holiday. **3 Australia** p. 31 – the other two places we visit are Scotland and Hong Kong. **4 green** p. 20 – Homework section of the book and – p. 83 – an answer key so you can correct your own homework. **5 Jamaica** pp. 70–73 – and the other two *Highlights* are on America and South Africa. **6 Horoscopes** p. 82 – there's an Internet task for those of you who have Internet access at home. **7 Katy** p. 80 – this section has games to play in class.
- Students can return to their original seats if they wish. Collect the name cards.

5 Have you met ...?

- Take a name card, indicate the student, introduce him/her to the class and give some information about him/her. Write it on the board/OHP: *Have you met Peter? He's from Augsburg and his hobby is golf.* Then give (Peter) the next name card. Give your own name card to the last student. Give discreet prompts, if necessary.
- Read the *Language and culture* note on p. 12 of the coursebook. Ask students how this custom is different in Germany and to say what they know about greetings in other parts of the world.

6 Pocket Tourist

- On the board/OHP; write: Surname: ..., First name ..., Place of birth ..., Nationality ..., Occupation Elicit the questions to obtain this information and answer the students' questions with information about you: *What's your surname/ family name? What's your first name? Where were you born? What nationality are you? What's your job/ occupation? or What do you do?*
- In a walkaround activity, students find out this information from other students.
- Students then read p. 8 of the coursebook (or the photocopies). With books closed, they can ask all, and answer some, of the above questions about Katy.
- For homework, they can fill in the inside cover of *Pocket Tourist*: Personal Details.

If time permits

Resource bank: Exercise 1, p. 46.
Activity Pack 2: Activity 26, Form-filling.

Unit 1

Arrival

Contents

Storyline

Katy meets her parents, Liz and Rolf at Edinburgh airport. She introduces them to her boyfriend, Sam.

Functions

Introductions and greeting people. Asking and answering personal questions.

Vocabulary

The airport. Jobs.

Grammar

Present simple to talk about routines and lifestyles. Short verb forms.

Tips and info

Timing

Picture page: 10 min.

Starter: 10 min.

Activities 6–10: 35 min.

Activities 2–5: 25 min.

Language Focus: 10 min.

If short of time

Omit activity 10. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

Preparation

If you do the option in Activity 8, prepare cards beforehand.


Picture page

- This can be used after students have introduced themselves (see *Starter* below).
- Get students to describe the pictures and say what they think of them (e.g. *I think / don't think Edinburgh looks interesting, beautiful ...* etc.). Ask simple questions like *Do you know Scotland? Would you like to go there? What do you think of when you hear the word Scotland?*
- Read out the text and check comprehension by asking e.g. *Who are Liz and Rolf?* (Katy's parents.) *Why is Katy at the airport?* (To meet her parents.) *Who is Sam?* (Katy's boyfriend.) *Do Liz and Rolf know Sam?* (No, not yet.) *Why are Liz and Rolf in Scotland?* (For their summer holidays.) *Do Katy and Sam have travel plans?* (Yes, they are going away for 4 weeks.)
- Tell the class that they will see a bit of Scotland with Liz and Rolf and then join Katy and Sam on their journey. Ask if any students know where Katy and Sam plan to travel to – if they have browsed through the book, they'll probably be able to tell you. (Australia and Hong Kong.)

1 Starter

- You can leave this activity out if you decide to use the First Lesson on pp. 12–13, as students will already have introduced themselves.

2 Welcome

 2 1'02"

- Draw a mind-map with the word *airport* on the board/OHP. Brainstorm the class for airport vocabulary (e.g. *cases, luggage, trolley, taxis, car park*, arrivals, meeting point, departures, etc.). Add the underlined words if students don't suggest them.
- With books closed, play the recording once. Ask students who was at the airport. Ask if they heard any of the words on the board/OHP. Underline the ones they heard. Play it again, this time with open books. Point to the words on the board/OHP as they are heard in the dialogue. To check comprehension, point to the underlined words and ask students to make sentences about what they heard (e.g. *Rolf's cases are heavy. Rolf and Liz put their luggage on a trolley*, etc.).

3 Say it another way



- Working in pairs, students follow the coursebook instructions. To check, read out the underlined words and get some students to say the alternatives.
1 dispensers 2 wonderful, lovely 3 fine 4 Hello 5 okay 6 luggage.

4 Short forms



- Write *There is* on the board/OHP and ask students to tell you the short form (= *There's*). Explain that short forms are nearly always used in spoken, and very often in written English. Students now follow the coursebook instructions. To check, select students to read out the sentences containing the short forms.
1 There's ... 2 I can't ... 3 I'm ... 4 It isn't ... 5 We don't ... 6 We're ...

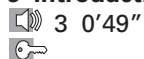
5 And now you

- Focus attention on the last line of the dialogue (*We're looking forward to ...*). If students don't understand *We're looking forward to ...* (Wir freuen uns darauf ...), give examples and encourage them to guess the meaning (e.g. *I'm looking forward to my holiday in I'm going to a party tomorrow and I'm really looking forward to*

going. ... etc.) It's not necessary at this level to explain that *to* is a preposition here and therefore followed by a gerund. Simply teach *looking forward to ... ing* as a useful phrase – and accept answers in which the student uses a noun in place of a gerund: *I'm looking forward to the party/going to the party.*

- Write *I'm looking forward to ...* on the board/OHP, and underneath draw three mind-maps with the words, *seeing, visiting, eating*. Brainstorm the class for ideas about holidays (e.g. seeing: the Eiffel Tower, Buckingham Palace, etc. visiting my family in Canada, Disneyland, etc. eating pasta in Italy, a real American hamburger, etc.). Students now follow the coursebook instructions.

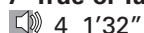
6 Introductions



3 0'49"

- Students listen to part one of the dialogue and tick the appropriate boxes. To check, play the recording again, pause after each phrase and get individual students to repeat it. **They hear phrases in this order: 2, 5, 8, 6, 3.**

7 True or false?



4 1'32"

- Write *true* and *false* on the board/OHP and the sentences: *Rolf is Katy's father* () and *Sam is Liz's boyfriend* (). To check that everyone understands these terms, get the class to say which sentence is true/false. Then write T or F in the appropriate brackets. Students now follow the coursebook instructions. Circulate while they are comparing their answers and help with corrections, if necessary.



1 (T) 2 (F) Sam doesn't work in a hospital in Bradford, he works in a hospital in Edinburgh. 3 (F) Sam isn't Scottish, he's English. 4 (T) 5 (T) 6 (F) Sam doesn't have a new MG, he has an old MG. 7 (F) There isn't a transport museum in Edinburgh, there's a transport museum in Glasgow.

8 What do they do?



Option

- Write *What's your job?* on the board/OHP and ask students if they know another way of asking this question (*What do you do?*). Explain that *What do you do?* is the more usual form. In pairs, students do the coursebook task. **Pictures: 1 waitress 2 hotel receptionist 3 taxi-driver.**
- Prepare several sets of cards (how many will depend on your class size) so that students can do this activity in groups of 5 or 6. Each student receives one card with a job written on it (e.g. *cook, window cleaner, dentist, footballer, secretary, hairdresser* etc.). Students take turns at miming the job on their card. When the mime is finished, the others ask and answer: e.g. *What does (Andreas) do? I think he's a ...*

9 Find someone who ...

- To make sure that everyone understands what to do, write 2 blank lines (_____ / _____) on the board/OHP and ask individual students *Do you drink coffee in the morning?* until you get 2 positive answers. Write the names of the coffee drinkers on the blank lines. Students now follow coursebook instructions.

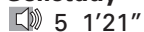
10 What to say

- In one column write some personal information about yourself on the board like this: *Name: (Stuart), From: (near Manchester), Weekends: (meet friends, crossword puzzles), Job: teacher.* Encourage students to take notes in this way when doing the activity, so that they get practice at processing information and forming sentences spontaneously.

Language Focus

- Look at the *Language Focus* 1 on p. 41 of *Pocket Tourist* and do the first task in class together. Explain the reference system to them in case they need more help with any of the four language focuses in the unit. They can do the remaining exercises in class or at home as there is a key.

Selfstudy



5 1'21"

- Point out the *Selfstudy* pp. 12 and 13, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 2, p. 46.

Activity Pack 1: Activity 20b, Meeting people; Activity 49b, Exchanging personal information.

Activity Pack 2: Activity 50b, Airport vocabulary.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 2 What's on

Contents

Storyline
Functions
Vocabulary
Grammar

Liz and Rolf find out what to do and see in and around Edinburgh.
 Making and reacting to suggestions. Using times and dates.
 Public buildings. Tourist attractions.
 There is(n't)/are(n't) a, an, some, any, lots of.

Tips and info

Timing

Starter:	10 min.	Activities 6–9:	35 min.
Activities 2–5:	35 min.	Language Focus:	10 min.


If short of time

Activity 3 can be done as a class activity rather than pairwork. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

1 Starter

- Remind students that, in most English-speaking countries, the 24 hour clock is seldom used in conversation. It is normally used in timetables (buses, trains) and flight schedules. You can point out that *a.m.* (*ante meridiem*) and *p.m.* (*post meridiem*) don't often occur in spoken English, but are sometimes used when it isn't clear from the context whether someone means morning or evening. In written English, *a.m.* and *p.m.* are more common (e.g. a notice with shop opening hours, a list of postal collection times). But in some texts (TV guides, cinema programmes), you often see *8.00*, *9.30*, etc. without the *p.m.* Point out that *Language and culture* (p. 16) and *Tourist tip* (p. 17) provide further information on this topic.
- When students are doing this activity, correct them if they use the 24 hour clock (e.g. say seventeen o'clock instead of *five o'clock*, etc.). If necessary, point out that we say *o'clock* only for the full hour (i.e. **not** *half past seven o'clock*).

2 Let's do that!

 6 1'16"

- Ask students to imagine that they are tourists in Scotland. Get them to think of different ways of finding information about what to do there (e.g. Internet, tourist information centre, telephone hotline, guides and brochures, travel agents).
- Ask what information they might get from these sources, so that you can find out what they already know about Scotland's tourist attractions.
- Play the recording with the books closed and get students to make a list of the touristy things they hear about. If necessary, play the recording a second time (e.g. cathedrals, castle, Loch Ness, concert, Edinburgh Festival).

3 Read and find out

- Draw attention to the *Remember* box with *some* and *any*. Call out a list of words, e.g. *chairs, sofas, pictures, beds, tables, plants, books, etc.* After each word, students make a sentence (e.g. *There are some chairs ... / There aren't any sofas ... in this room.*).
- Make some false statements about your town or area (e.g. *There aren't any opera houses in Berlin*) – to elicit *Actually, (there are three opera houses in Berlin)*. Write an example on the board/OHP. Then get students to make similar false statements and correct each other in this way.
- In pairs, students do the coursebook task. Circulate and monitor.
Actually ... there are two cathedrals in Edinburgh. ... Sam is free on Tuesday. ... the Edinburgh festival is in August. ... there are some photos of Nessie. ... Sam doesn't think they're authentic. ... there aren't any very clear photos of Nessie.

4 Dates

- Write on the board/OHP: *6 – June*. Now call out these numbers and get students to say the corresponding month: *10, 6, 5, 9, 2, 1, 4, 7, 11, 3, 12, 8*.
- Students do the coursebook task. If they are not sure about spelling, they could look at p. 38 in *Pocket Tourist* [14c].
May, January, November, April, March, September, February, June/July, July/June, August, December, October.
- To practise dates get students to ask each other *When's (What date's) your birthday?* If necessary, remind them about ordinal numbers (*first, second, third, fourth, thirtieth, etc.*). They should answer: *It's on January the twenty-third / June the nineteenth, etc.*

5 Special days

- In pairs, students do the coursebook task orally. Circulate and monitor, paying particular attention to how they say the dates (*November the thirtieth, etc.*).
- If students ask about the background to the various national days, you could give them the following information: St Andrew, St David, St George, and St Patrick are the patron saints (*Nationalheiligen*) of Scotland, Wales, England and Ireland. There is no British national day. *Canada Day* on July 1st celebrates the creation of the Canadian federal government in 1867. *Independence Day* in the US, July 4th, commemorates the signing of the Declaration of Independence in 1776. *Australia Day* on January 26th commemorates the day on which Australia was proclaimed a British colony (1788). South Africa's *Freedom Day*, April 27th, celebrates the day in 1994 when all South Africans were able to vote for the first time
- If students confuse the names of countries with nationality adjectives, you could do this drill: Call out the following and select students to say the corresponding country – *Swiss* (Switzerland), *Dutch* (Holland / the Netherlands), *Belgian* (Belgium), *Scottish* (Scotland), *Irish* (Ireland), *Welsh* (Wales), *Greek* (Greece), *Italian* (Italy), *Australian* (Australia).



1 Welsh: March the first 2 English: April the twenty-third 3 Irish: March the seventeenth 4 Canadian: July the first 5 American: July the fourth 6 Australian: January the twenty-sixth 7 South African: April the twenty-seventh.

6 Places to visit



- Working on their own, students do the coursebook task. To check, select students to name one of the places: **horizontal: café, museum, cinema, opera, gallery, castle; vertical: pub, church, disco, theatre.**
- Students choose two of the places and for each place write a sentence about what you can do there (e.g. *You can have coffee and cake at a café. You can learn about history / see old things at a museum, etc.*) To check, call out the different places. Students who have written sentences about any item read them out.

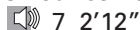
7 Suggestions

- Write on the board/OHP: 1 *Let's ...*, 2 *Why don't we ...*, 3 *We could ...*. Get students to look back at the dialogue (Activity 2) and underline the sentences in which these phrases were used. Explain that they can use these phrases to make suggestions.
- Get a few students to make a suggestion to you (e.g. *Let's go to a café on Monday. / Why don't we go to a museum at the weekend?*). React differently to each suggestion (e.g. *That's a great idea. / That's a nice idea, but Monday isn't a very good day for me. We could go on Tuesday. / I don't really fancy that, but we could go to a gallery ... etc.*). In pairs, students then make suggestions to each other and agree on a place to go. Circulate and monitor.
- Each pair reports back to the class about what they decide to do, and when.

8 Memory game

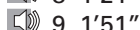
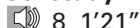
- Write the phrases from the coursebook on the board/OHP. Check that students understand *There is ... / There are ...* (Es gibt ...). Follow coursebook instructions. If the students need help, give the prompts from the activity on p. 75 – this will also help to prepare them for the partner activity.

9 Tourist Hotline



- Before playing the recording, you could revise prepositions. Write on the board/OHP: *summer, 9.30 a.m., March, January 2nd, Sunday, 1960, the weekend, Christmas.* Students decide whether to use *in*, *on* or *at* with these times. Check answers: *in*, *at*, *in*, *on*, *on*, *in*, *at*, *at*. Remind the class that we say *from* (10.00 a.m. / Monday / May, etc.) to (6.00 p.m. / Friday / September, etc.)
- Play the recording. Students follow the coursebook instructions.

Selfstudy



- Point out the *Selfstudy* pp. 16 and 17, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 3, p. 46.

Activity Pack 1: Activity 6a, Telling the time; Activity 13, Asking for and giving tourist information; Activity 53b and c, Temporal prepositions.

Activity Pack 2: Activity 34b, Public buildings and shops.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 3

A guided tour

Contents

Storyline
Functions
Vocabulary
Grammar

Liz and Rolf visit a whisky distillery and then meet Katy and Sam in a pub.
Asking for what you want. Ordering drinks. Saying what something was like.
Adjectives. Opposites. Drinks and snacks.
Was and were. Comparatives and superlatives.

Tips and info

Timing

Starter: 10 min. | Activities 6–10: 35 min.
Activities 2–5: 35 min. | Language Focus: 10 min.

If short of time

Do Activity 9 as a class activity. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

1 Starter

- Write on the board/OHP: *I was in London three weeks ago and it was ...*. Brainstorm the class for appropriate adjectives (e.g. *expensive, wonderful, awful, marvellous, cold, tiring, sunny*, etc.) and write them down. Underline the word *ago* in the sentence on the board. Call out the names of different months in random order and get students to make the corresponding past time statements (e.g. *five months ago, eleven months ago*, etc.). Call out the last five years in random order. Students make the corresponding past time statements (e.g. *four years ago, two years ago*, etc.) If necessary, point out that we can say *one year ago, a year ago, or last year*.
- Students take turns at saying something about their holidays, taking the sentence in the coursebook as an example.

2 A visit to the distillery

- Students close their books. Ask the class: *What drink is Scotland famous for?* (Scotch/whisky). Perhaps point out that *Scotch* refers only to the drink. Otherwise *Scottish* is used (e.g. *Scottish people, food, landscape*, etc). You might also like to point out this spelling difference: Scotch *whisky*, Irish *whiskey*, and American *whiskey* (Bourbon).
- Tell students that whisky is made in a distillery. Read out the introduction to the activity (*On Saturday afternoon ...*). Ask: *What do you think you could do if you visited a distillery?* Students say what they think they could do. Then they open their books and read the text on their own.

3 Ask the question

- Write on the board/OHP: **1** *There ... a good film on TV tonight.* **2** *There ... a good film on TV yesterday.* **3** *There ... some good films at the cinema this weekend.* **4** *There ... some good films at the cinema last weekend.* Ask students to call out the missing verbs (1 *is*, 2 *was*, 3 *are*, 4 *were*). Make sure that students realise that *There is/are ...* is the equivalent of the German *Es gibt ...*, and that *There was/were ...* is the equivalent of *Es gab ...*.
- Students complete the questions in the coursebooks. To check, select different students to ask a question. **1 Were 2 Was 3 Was 4 Were 5 Was 6 Was.**
- Students could ask and answer the questions in pairs. Circulate and check that they use short answers: 1 *No, there weren't.* 2 *Yes, there was.* 3 *Yes, there was.* 4 *Yes, there were.* 5 *Yes, there was.* 6 *No, there wasn't.*



4 Describing things

- Give students an example adjective, e.g. *cheap*, and ask which of the nouns in the list they can use it with (food, hotel, shops, public transport).
- In pairs students tick the adjectives in the coursebook table. To check, call out each noun and select pairs to make a sentence with each of the possible adjectives (e.g. *The food was awful/delicious*, etc. ...): **food:** *awful, delicious, marvellous, expensive;* **people:** *awful, friendly, marvellous;* **hotel:** *awful, friendly, comfortable, marvellous, expensive;* **weather:** *awful, marvellous;* **shops:** *awful, marvellous, expensive;* **scenery:** *awful, marvellous;* **public transport:** *awful, comfortable, marvellous, expensive.*



5 Opposites



- Students do the matching task. To check, get them to ask each other *What's the opposite of...?* **2 cheap 3 good 4 old 5 ugly 6 poor 7 uncomfortable.**
- Read out the examples of the comparative and superlative (*old, older, oldest*, etc.) Check that students understand when *more* and *most* are used (for adjectives with two



or more syllables – exceptions: two-syllable adjectives ending in -y). Point out how to make comparatives from adjectives ending in -y: *dirty – dirtier*. Students do the writing task. Circulate and monitor. **hotter, the hottest; more expensive, most expensive; worse, worst; newer, newest; prettier, prettiest; richer, richest; more comfortable, most comfortable; better, best; uglier, uglier; more uncomfortable, most uncomfortable; poorer, poorest; cheaper, cheapest; colder, coldest.**

- Write in three columns on the board/OHP: **1 Adjective:** *small, hot, busy, interesting;* **2 Comparative:** *smaller than, ..., ..., ...;* **3 Superlative:** *the smallest, ..., ..., ...*. Get students to fill in the missing words. Then call out any two of these cities: London, Paris, Tokyo, Edinburgh, Accra, Athens, Rome, Sydney, Saigon, Prague. Select students to make sentences, e.g. *I think Tokyo is hotter than Edinburgh*, etc. After students have practised the comparative like this, call out any three of the above cities, e.g. Paris, Tokyo, Edinburgh – to elicit *I think Tokyo is the busiest city*, etc.

6 What was it like?

- Brainstorm the class for ideas for the questions (e.g. *restaurants, nightlife, shops, hotels, weather, people*, etc.). Write on the board/OHP: *What was it like? What were they like?* In small groups, students do the coursebook task. Circulate and monitor.

7 Ordering drinks



10 0'59"

- Tell your class that you're all in a pub and ask different students *What would you like?* – to elicit *I'd like (a coke)*. Pay particular attention to the pronunciation of *I'd*. If necessary, explain the difference between *I like* (for making a general statement) and *I'd like* (for saying what you want to do/have now).
- Get students to read through the phrases. Play the recording. Students number the phrases. To check, get different students to read out the sentences in the correct order: **5, 1, 4, 2, 3, 6.**



8 Who ordered what?



10 0'59"



- Point out to students that Liz, Rolf, Katy and Sam did not order everything on the list in the coursebook. Play the recording. To check, call out the names, e.g. Liz, to elicit *Liz ordered a gin and tonic*, etc. **coke: Katy whisky: – Guinness: Rolf gin and tonic: Liz peanuts: – ice and lemon: Liz and Katy crisps: Katy lager: Sam.**

9 What would you say?

- Tell students that Sam went to the bar to order the drinks. Ask them to look back at the list of expressions in Activity 7 and to choose the two most suitable for ordering at a bar (*I'd like ... , Could I have ... ?*). Get one or two more able students to say what they think Sam said at the bar (e.g. *I'd like a bottle of low alcohol lager, half a pint of Guinness, a gin and tonic with ice and lemon, and a glass of coke with ice and lemon, too, please. And could I have a packet of crisps?*).
- Students now do the coursebook task. Circulate and monitor.

10 Chatting in the pub



11 1'48"



- Write on the board/OHP: **1 Liz and Rolf enjoyed their visit to the distillery. 2 The tour started at 4 o'clock. 3 Liz tasted three different whiskies. 4 They had meals in two restaurants. 5 Rolf doesn't know what haggis is.** Play the recording once. Students note down whether the statements are true or false. Check (1 T, 2 F – 4.30, 3 F – Rolf did, 4 F, 5 T).
- Students read through the sentences in the coursebook. Play the recording again. Students fill in the missing words. To check, select students to read out their answers.
- In pairs, students decide on an alternative adjective. Circulate and monitor.
1 nice 2 oldest 3 good 4 delicious 5 expensive 6 cheaper 7 more interesting.
(Possible substitutes: 1 lovely 2 best 3 interesting 4 marvellous 5 dirty 6 good 7 more exciting)

Selfstudy



12 1'21"

- Point out the *Selfstudy* pp. 20 and 21, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 4, p. 47.

Activity Pack 1: Activity 54e, Offering, accepting and refusing food and drink.

Activity Pack 2: Activity 3a, Comparative and superlative of adjectives.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 4 Loch Ness

Contents

Storyline
Functions
Vocabulary
Grammar

Liz writes in her diary about their visit to Loch Ness.
 Asking and answering questions about past holidays. Buying a train ticket.
 Travelling by train. Different kinds of holidays.
 Past simple. Reflexive pronouns. *Have to* and *can*.

Tips and info

Timing

Starter: 10 min. | Activities 6–9: 35 min.
 Activities 2–5: 35 min. | Language Focus: 10 min.

If short of time

Do the first part of Activity 5 as a class activity. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

1 Starter

- Focus attention on the *Remember* box. Write some dates on the board/OHP, e.g. 1994, 1997, 2000, 2001, 2002, and get students to practise saying them. If necessary draw attention to the *and* in *two thousand and one/two*, etc. and discourage the use of *hundred – nineteen hundred ninety-four*.
- Students follow the coursebook instructions.
- Ask students which of the verbs they have used are regular (*travelled, stayed*) and get them to explain how to form the simple past: *We add -ed to the infinitive*. Remind students that the last consonant is sometimes doubled, as in *travelled*.

2 Liz's diary

- Students read the text of Liz's diary on their own. To check comprehension, you could ask the class these questions: 1 *How did they travel to Inverness?* 2 *How did they travel to Drumnadrochit?* 3 *What kind of scenery did they see?* 4 *Where did they have lunch?* 5 *What did Rolf drink?* 6 *What did they eat?* 7 *What did they buy?* 8 *What did Katy do?* When students answer, get them to make complete sentences with the verb in the simple past. 1 *They travelled by train.* 2 *They travelled by car.* 3 *They saw beautiful mountains and castles.* 4 *They had lunch in a country pub.* 5 *Rolf drank whisky.* 6 *They ate fresh fish.* 7 *They bought a painting of Loch Ness.* 8 *She took (lots of) photos.*
- Tell students that they can find out more about Gretna Green in Exercise 1 of the *Selfstudy* pages (p. 24).

3 Read and remember

- Write this table on the board/OHP and leave it there for reference for the rest of the lesson:

Did ...? (Questions) / didn't (Negative)	(Positive)
go	went
see	saw
drink	drank
eat	ate
buy	bought

- Students do the coursebook task. To check, select a student to read out one of the sentences, another to correct him/her. Encourage students to use *actually* when giving the correct information (e.g. *Actually, they didn't go to Loch Lomond. They went to Loch Ness.*).
1 ... didn't go by car / ... went by train. 2 ... didn't travel by bus / travelled by car.
3 ... didn't see rivers and waterfalls / ... saw mountains and castles. 4 ... didn't have lunch in a hotel / ... had lunch in a pub. 5 ... didn't drink wine / ... drank whisky.
6 ... didn't eat haggis / ... ate fish. 7 ... didn't buy a photo / ... bought a picture.



4 My best holiday

- After students have completed the sentences each student could read out his/her text to another student or to the class.

5 Find out

- Read out the following incomplete sentences and get the class to ask you questions to find the missing information: 1 *Last September, I went to ...* (Where did you go?) 2 *I went to Dublin and I travelled by ...* (How did you travel?) 3 *I travelled by plane and the journey took ...* (How long did the journey take?) 4 *The weather was ...* (What was the weather like?) 5 *The weather was wonderful, so I sat outside and drank ...* (What did you drink?) 6 *I drank Guinness.* If students have difficulty with any of the questions, write them on the board.
- In pairs, students do the writing task. Circulate and check while they are writing. If necessary, refer them to the table on the board/OHP. They might need reminding of how to make the question for 8 and 9.



3 How long did you stay there? 4 How did you travel? 5 What did you see? 6 What did you eat? 7 What did you drink? 8 What was the weather like? 9 What were the people like?

- Students change partners and ask each other their questions. Circulate and monitor.

6 Do-it-yourself!

- Write on the board/OHP *singular -self, plural -selves*. Students do the matching exercise on their own. The verbs (*enjoy, look after, hurt*) are also reflexive in German (*sich amüsieren, auf sich aufpassen, sich verletzen*), so it will not be necessary to go into the fact that several verbs are reflexive in German, but not in English. To check, get different students to read out one sentence: **1 c 2 g 3 a 4 e 5 d 6 b 7 f.**

**7 Talk about it**

- Write on the board/OHP: **1 You have to, 2 You don't have to, 3 You can, 4 You can't.** Get students to use these expressions to talk about air travel. Prompt, if necessary (e.g. use a lap top, use a mobile phone, smoke, check in on time, fasten your seatbelt on take off, carry knives in your hand luggage).
- Students follow the coursebook instructions.

8 Buying a ticket

13 2'20"



- Before you play the recording, get students to read through the sentences on their own. Help if anyone has problems with vocabulary. Students now follow the coursebook instructions.
- To check, select different students to read out the sentence they heard on the recording.– **1 Tuesday 2 cheap-rate tickets 3 at the weekend 4 8.40 5 don't have to 6 reserve 7 non-smoking 8 gets back to 9 does the journey take 10 over.**

9 And now you

- Get students to read the example dialogue on p. 76 / p. 78 on their own. Perhaps get two more able students to give a demonstration for the class using the information in the first box (Wick). In pairs, students now follow the coursebook instructions. Circulate and monitor.

Selfstudy

14 1'30"

- Point out the *Selfstudy* pp. 24 and 25, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 5, p. 47.

Activity Pack 1: Activity 37, Past simple.

Activity Pack 2: Activity 1, Past simple; Activity 2, Holiday preferences.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

American Highlights

These four pages contain optional reading material about the United States (pp. 26–27) and New York (pp. 28–29). In a shorter course, encourage students to read the texts at home. In a longer course, or in an intensive course, you may like to use them in class.

Timing

For a double lesson, you could combine the *Highlight* with the *Ivor Problem* page, activities from the *Resource bank* and *Activity Packs 1* and *2*.

Preparation before class

- Write these statements on a sheet of paper and make enough copies so that there is a Sheet A for each of your students in the A group and a Sheet B for each of the students in the B group.

Sheet A for page 26:

1 There were fifty stars on the first American flag. **2** American Indians could not become US citizens until the 20th century. **3** People in the US are not very interested in Indian culture. **4** Only actors can write their names in front of Grauman's Chinese Theatre. **5** Las Vegas is the capital of Nevada.

Sheet B for page 27:

1 A lot of people have seen San Francisco on TV or at the cinema. **2** In San Francisco, 87% of the tourists want to see Alcatraz. **3** The Saarland is smaller than the Yosemite National Park. **4** In Death Valley National Park, the temperature is so high that no plants can grow. **5** The hand on the Statue of Liberty is five metres long.

Warm up

- Before the students open their books, ask the two questions from the warm up task under the *Highlight* title on p. 26. After the brainstorming of American images, proceed to do the next activity.

Pages 26–27

- Divide your class into two groups, A and B. Hand out one set of statements to group A and the other set to group B. If you have a large class you can sub-divide the groups. Explain that they should read the appropriate page and decide whether the statements are true (T) or false (F), or whether the text gives no information (?) on that point. Visit each group briefly and check that they have understood the statements and what they have to do.
- To check answers, read out each statement and select students to give an answer and explain it with reference to the text. **Page 26: 1 F 2 T 3 F 4 F (Steven Spielberg is a film director, not an actor) 5 ? (in fact it is false, the capital of Nevada is Carson City). Page 27: 1 T 2 F 3 T 4 F 5 ? (but 5 metres is in fact the correct length).**
- Form new groups, made up of A and B students, so that they can exchange information about what they have read, using only the statement sheets as prompts. Move between the groups, and help if necessary.



Puzzle Corner Extension

- In pairs, students do the puzzle and check their answers in the key on p. 84.
- In class, students say the names of other American presidents and what they know about them.

Pages 28–29

- Working in pairs, A and B, and with the books closed, students try to write down five short facts about New York. While they are doing this, write the following (sets of) figures in two columns on the board:

1	11,000,000; 4,064	4	1846; 100,000; 400,000
2	11,148; 400	5	65,000
3	1971	6	1534; 3.4 million

Tell students that they will be discussing their facts later.

- Ask the A students to find the texts with the figures in the left-hand column and write down the headings of the texts in which the numbers appear. The B students should do the same with the figures in the right-hand column. Tell them that they should only skim the texts to find the figures, not read for detail (yet). To check select individuals to say the headings of the texts. **1 Entertainment 2 Culture 3 The Big Apple 4 Shopping 5 Hotels 6 Parks.**





- Still working in pairs, students read “their” three texts for detail and find out what the figures refer to. Circulate, and give help if necessary. To check, select pairs to speak about their figures. **1 the number of tickets sold for Broadway shows every year, the number of seats in the Metropolitan Opera 2 the area of the American Museum of Natural History, the number of museums in New York 3 the year in which New York was given the name *Big Apple* 4 the year Macy’s opened, the area of the shopping space, the number of articles Macy’s sells 5 the telephone number of the Pennsylvania Hotel 6 the number of parks in New York, the area of Central Park.**
- In class, ask students to speak about the New York facts they wrote down at the beginning. Which fact has surprised them most this evening?

Language corner Extension

- In pairs, students do the puzzle and check their answers in the key on p. 84.
- Brainstorm English words used in German – e.g. *manager, spareribs*, and ask if they know German words used in English, e.g. *kindergarten, rucksack, abseil*, etc.

Talking points

- Look at the text headings in *Spotlight on New York*. What would students put under these headings if the spotlight were on *their* city?

The Adventures of Ivor Problem and Annie Mergency: The Breakdown

The three *Adventures of Ivor Problem and Annie Mergency* – after Units 4, 8 and 12 – deal light-heartedly with typical holiday problems, and provide students with the language to cope with them. Students can also refer to *Pocket Tourist* for additional help. If there isn’t enough time for these sections in class, encourage students to read them at home. In this episode, Ivor and Annie have problems with their car and phone a breakdown service for help.

1 Introduction

- Ask students about the (dis)advantages of *going* on holiday by plane/train/car. Ask about their negative experiences of car travel (traffic-jams, a breakdown, etc.).

2 Pocket Tourist

- Students then look at the Car Wordlist on p. 15 of *Pocket Tourist* and give some ideas of what could go wrong with a car: *You could have problems with (the brakes).*

3 Ivor Problem

- Tell the class they’re going to read a cartoon story about a car journey. Write the names of the characters – *Ivor Problem* and *Annie Mergency* – on the board/OHP and read them out. Ask the class for ideas as to what the story is about. (*I’ve a problem/ An emergency – something which goes wrong on a car journey.*)
- Give students a few minutes to read the story on p. 30. With closed books, individuals then relate parts of the story. Help with pronunciation, if necessary.
- Students open their books. Focus on the highlighted phrases in the speech bubbles.

4 Role play

- Draw attention to the substitution phrases in the boxes under each picture, and check that students understand them. Read a speech bubble and then ask individuals to read the sentences with a substitution phrase. In groups of three, students act out the story. This activity can be repeated with different partners and/or roles.

If time permits

Resource bank: Activity 6, p. 48.

Activity Pack 2: Activity 50a, Alphabet; Activity 50e, Numbers.

Unit 5 Down under

Contents

Storyline

Katy and Sam arrive in Sydney. One of their cases is missing – the one with Sam's lecture notes in it. Katy phones home and asks her parents to mail a copy of the notes. *Sorry, Pardon, Excuse me.* Telephoning.

Functions

Vocabulary

Grammar

Clothes. Family members.

Question words. Genitive 's and possessive pronouns.

Tips and info

Timing

Picture page: 10 min.

Starter: 5 min.

Activities 6–10: 35 min.

Activities 2–5: 30 min.

Language Focus: 10 min.

If short of time

Omit the game of Suitcase Bingo in Activity 4. Limit the number of phone calls in Activity 10. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.


Picture page

- If any of your students have been to Australia, get them to say briefly when they were there, how they travelled and what they saw and did.
- Read out the text and then get students to read through it on their own. Check comprehension by asking e.g. *What does Sam have to do in Sydney?* (Go to a medical conference). *Do Sam and Katy have to return to Britain directly after the conference?* (No). *What do they plan to do?* (Have a holiday.)
- Get students to describe the pictures and say what they think of them (e.g. *I think Bondi Beach looks beautiful ... etc.*).

1 Starter

- Read out the dialling code in two ways: *zero zero six one, double O six one*. Point out that *zero* is used in American English, *O* is more common in British English.
- If students can't think of many international dialling codes, write the following in one column on the board/OHP: *0043 Austria, 00500 Falkland Islands, 0033 France, 0049 Germany, 00852 Hong Kong, 00353 Ireland, 0039 Italy, 0031 Netherlands, 007 Russia, 0041 Switzerland, 0090 Turkey, 0044 United Kingdom, 001 United States*. Ask students to memorise as many as they can. Then rub out the names of the countries and ask *What's the international dialling code for Austria? ... etc.*

2 Our case is missing!

 15 2'21"

- Get students to read the introduction to the dialogue on their own. Check comprehension by asking *What problem does Sam have?* (His lecture notes are in the missing case.)
- Ask *Who could Sam and Katy ask for help?* (the airline representative). Ask *What questions do you think the airline representative will ask? What will she ask them to do?* Allow students to speculate, but don't give any answers. Students close their books. Play the recording. Students now answer the two questions (*She asked: Which flight were you on? She asked them to fill in a form.*).

3 Questions and answers

- On their own, students put in the question words. To check, select students to read out a question word: **1 What 2 Which 3 How 4 When 5 Where 6 Whose 7 Who**. If necessary, remind students that: *Where?* = *Wo?*, *Who?* = *Wer?* Explain *Whose*, and give examples (e.g. *Whose book is this? It's (Petra's) book. ... etc.*)
- Students read the dialogue on their own. Circulate, and help if anyone has problems.
- In small groups, students take turns at asking and answering the questions. To check, select students to give the answers: **1 grey 2 B(ritish) A(irways), Qantas 3 two 4 eight p.m. 5 in the big/missing suitcase 6 Simon's 7 Sam's brother**.



4 Suitcase Bingo

- Students name one thing they normally take on holiday. If anyone doesn't know the word they want to use, ask if other students know it before you tell them.
- Read out the instructions for Suitcase Bingo on p. 81 and check that everyone understands the activity.
- Call out different holiday items (e.g. *camera, sun cream, tent, rucksack, bikini, ski hat, pullover, boots, sunglasses, etc.*) and make a note of them (so that you can check the winner's result).

5 The family



- Students follow the coursebook instructions. To check, get students to close their books. Then call out the printed words in random order and select students to give the male/female equivalent: **left column: husband, uncle, brother, cousin; right column: grandmother, daughter, niece.**
- Students can now show photographs to the class and speak about them, if they wish. Be sensitive, however, as people may react differently to this request, and some students may prefer not to reveal anything about their families.

6 Sam's family



- The main point of this activity is to give students practice with the genitive. Write in two columns on the board/OHP: **1 Prince William 2 son, brother, grandson.** Ask *Who is Prince William?* to elicit *He's Charles and Diana's son/the Queen's grandson/Prince Harry's brother.* Point out that with *Charles and Diana's* there is only one 's.
- Play the recording, twice if necessary. Students fill in the names: **Alex ... Mary, Simon ... Julia, Sarah, Steven ... Emma.**
- Students complete the sentences and follow the coursebook instructions for checking. Circulate and monitor. **1 ... is Sam's father 2 ... is Sam's sister 3 ... is Sam's brother 4 ... is Sam's niece 5 ... is Sam's nephew.**

7 Whose is it?

- Follow the coursebook instructions.
- When the activity is over, write in two columns on the board/OHP: **1 my, your, _ _ _ , _ _ _ , our, your, _ _ _ _ _ . 2 mine, yours, _ _ _ , _ _ _ _ _ , _ _ _ _ _ , _ _ _ _ _ .** Ask students to supply the missing words. If they can't, add them yourself (**1 his, her, their 2 his, hers, ours, yours, theirs**).
- If your students need practice with the other possessive pronouns, you could do a modified version of the coursebook activity. Divide the class into **four** as follows: two groups, two individuals (one male, one female). Each group/individual stands in a different corner of the classroom. Collect a few items from each group/individual, making sure that everyone sees who contributes what. Hold up one of the items and ask one of the individual students *Is this (book) yours?* The student should answer *Yes, it's mine* or, pointing at the "owner(s)", say *No, it isn't mine, it's his/hers/theirs*. Then hold up another item and address one of the groups in the same way. Continue like this for a few rounds, until your students have got the idea.

8 Phoning home



- Ask students to read the task instruction and the questions. Get them to speculate briefly on the answers (but don't comment on any of their ideas yet!) before playing the recording. To check, select students to give the answers. **1 Because it's very late in the UK. 2 It's one a.m. 3 He wants to wear a suit. 4 She asks them to send a copy of the notes by e-mail. 5 They can pick them up from an internet café. 6 She can recognise it because it's yellow.**

9 What did they say?

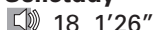


- Play the recording again. To check, select students to give the answers. **1, 2, 3, First option. 4, Second option.** Make sure that students realise that, in each case, both options are correct English.

10 Phone a friend

- Students form pairs, go to the appropriate page at the back of the book, and read the task instruction. Then ask them to read through the sentences, and check that they understand them. Treat more difficult structures (e.g. *I'm sorry, but you must have dialled the wrong number.*) as phrases to be learned and avoid going into the grammar. During the activity, circulate and monitor.

Selfstudy



- Point out the *Selfstudy* pp. 34 and 35, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 7, p. 48.

Activity Pack 1: Activity 9, Possessive adjectives.

Activity Pack 2: Activity 17 and Template 48, Telephoning; Activity 20b, Clothes; Activity 25, Family members and 's.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 6 Dining out

Contents

Storyline
Functions
Vocabulary
Grammar

Katy and Sam go to an Australian restaurant with two colleagues.
 Ordering a meal. Making a complaint. Talking about the weather.
 Food. Weather.
 Future simple (*will*) for predictions and spontaneous decisions.

Tips and info

Timing

Starter: 10 min. | Activities 6–8: 35 min.
 Activities 2–5: 35 min. | Language Focus: 10 min.

If short of time

Omit Activity 4. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.


1 Starter

Ask three students to name a country. Write each one vertically on the board, e.g.:

K E N Y A	P O L A N D	C H I L E
-----------------------	----------------------------	-----------------------

For each country, a different student comes to the board. The others call out and spell items of food or drink beginning with the letters. The student at the board writes them down.

2 At the restaurant

 19 2'20"

- Students close their books. Write these questions on the board/OHP: 1 *What will the weather be like tomorrow?* 2 *What can you order with ostrich curry?* 3 *What nationality do you think Klaus is?* 4 *What meat does Sam choose?* 5 *What's the soup of the day?* 6 *Who's a vegetarian?* (1 It'll be hot/sunny, 2 Rice or chips, 3 A German speaker – Austrian, German or Swiss – we learn in *Selfstudy* 8, ex 3, that he's Austrian, 4 Bush salad, kangaroo steak, vegetables and roast potatoes, 5 Minestrone, 6 Katy is.)
- Read out the introduction and play the recording. Students answer the questions as they listen.
- In pairs, students read the dialogue and check their answers, underlining the part of the text which supplies the answer. Circulate and monitor.

3 International cuisine



- Students identify the countries symbolised by the flags (U.S., U.K., Greece, Australia, Italy, Japan). Write on the board/OHP: 1 *It's the American flag*. Call out the numbers 1 to 6 and get students to make similar sentences (with *British, Greek, Australian, Italian, Japanese*). Continue until each student has made a sentence.
- Students do the coursebook task. To check, read out the following: *Ostrich curry is an Australian dish. It's ostrich meat cooked in a spicy sauce and served with rice.* Then select students to make similar sentences for the other five dishes. **Minestrone, Italian, a soup ... Waldorf salad, American, a salad ... Sushi, Japanese, cold rice ... Full cooked breakfast, British, bacon ... Moussaka, Greek, lamb ...**

Option

- In pairs, students write a brief description of a dish from another country and read it out. The others try to guess the country it comes from.

4 Placing your order

- Draw a head with a speech bubble on the board/OHP. Write *I think I'll have ...* in the bubble. Ask a student: *Would you like red or white wine?* Encourage him/her to answer with *I think I'll have ...*. Ask other students similar questions (e.g. *tea/coffee, fish/meat, soup/salad*, etc.) Then draw attention to the *Remember* box.
- Students do the coursebook task. If you have done the option in 3, they could also use their own descriptions for this activity. Circulate and monitor.

5 A difficult customer

Option

- Students cover up the text below the illustrations. Ask them to say what they think the problem is in each case. Point out the different ways in which the customer begins his complaints (*Excuse me (but) ... I'm afraid ... I'm sorry but ...*). Students then write the numbers in the appropriate box: **2, 4, 3, 1**. In pairs, they match the complaints with the waiter's answers. To check, select different pairs to act out each complaint/response. **1 b, 2 c, 3 b, 4 a.**
- Brainstorm the class for ideas about other complaints they could make in a restaurant (e.g. The meat is undercooked/overcooked. The potatoes are too salty. The curry is too hot. I ordered my meal over 30 minutes ago, etc.). In small groups, students take turns at short roleplays in which the customer complains and the waiter responds).

6 Where will she be next week?

- Draw a crystal ball on the board/OHP and focus on the *Remember* box. Make sure that students understand that we use *will/won't* to make predictions (Vorhersagen). Write on the board/OHP *1 where 2 when*. Read out the example sentence: *I think she'll be in Edinburgh on Monday* and emphasise which order you gave the information in. Point out that the word order is always *where, when* in English.
- Students follow the coursebook instructions. Circulate and monitor. **1 New York 2 Paris 3 London 4 Berlin.**
- If most students know the airports in the coursebook and there is no disagreement, you could write the following on the board/OHP: *1 Monday/Gardermoen, 2 Tuesday/Schiphol, 3 Wednesday/Stanstead, 4 Thursday/La Guardia, 5 Saturday / Fiumicino*. Students refer to these airports to discuss where the flight attendant will be (1 Oslo, 2 Amsterdam, 3 London, 4 New York, 5 Rome).

7 Weather report

20 1'21"



- Write on the board: *It's today*. Brainstorm the class for weather words which could fill the gap (e.g. *hot, cold, sunny, cloudy, foggy, rainy, windy*). Ask students to say what they think the weather will be like tomorrow, next week, etc. / what the weather was like yesterday, last week, at Christmas, etc.
- Ask students to say what kind of weather the symbols in the coursebook stand for.
- Play the recording. Students follow the coursebook instructions. Circulate and monitor while they are comparing their answers with a partner: **Berlin (cloud), Paris (sun), Chicago (wind), London (fog), New York (snow), Amsterdam (rain).**

8 The restaurant game**Selfstudy**

21 1'27"

- Tell the class they now have an opportunity to practise how to order a meal in a restaurant. Divide the class into groups of three or pairs.
- Read out the instructions for *The restaurant game* on p. 80 and check that everyone understands the activity.
- Students follow the coursebook instructions. Circulate and monitor while they are playing.
- Point out the *Selfstudy* pp. 38 and 39, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 8, p. 48.**Activity Pack 1:** Activity 40, Ordering a meal; Activity 53d, Future simple (*will*).**Activity Pack 2:** Activity 23a, Complaining.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 7 Bridge climb

Contents

Storyline

Katy and Sam fill in a health questionnaire before climbing the Sydney Harbour Bridge.

Functions

Talking about routines.

Vocabulary

Numbers and statistics. Health.

Grammar

Present perfect and past simple. Adverbs of frequency.

Tips and info

Timing

Starter: 10 min. | Activities 5–9: 35 min.
Activities 2–4: 35 min. | Language Focus: 10 min.


If short of time

Omit the second part of Activity 4. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

1 Starter

- Ask students for the English names of major cities and supply any they don't know. Write them on the board/OHP (e.g. Antwerp, Athens, Brussels, Cologne, Edinburgh, Milan, Munich, Moscow, Naples, Nice, Lisbon, The Hague, Venice, Vienna, Warsaw).
- Students follow the coursebook instructions. Circulate and monitor. Help with the pronunciation of city names, if necessary.

2 Safety first

 22 1'57"


- Write on the board/OHP: *suffer from*. Ask the class questions like *What time of year do people often suffer from hay fever? What can people do if they suffer from migraine?* Make sure that everyone understands *suffer from* (leiden unter).
- Ask if students can explain *Safety first*. If not, do so in English, e.g. *It's better not to take risks*. Read out the introduction while the students look at the photos of the Bridge Climb. Ask: *Do you think climbing the Sydney Harbour Bridge would be a health risk for some people? For what people?* Students speculate.
- Students close their books. Write on the board/OHP: *headaches, heart problems, AIDS test*. Ask students to listen out for the questions containing these words. Play the recording. Ask what the questions were (*Have you ever suffered from serious headaches/ heart problems? Have you ever had an AIDS test?*) and write them on the board/OHP. Leave some space to add questions in the past simple. You will be comparing present perfect and past simple in Exercise 5.

3 Questions and answers



- Ask some students questions – to elicit one positive and one negative answer, e.g. *Are you from Germany/Scotland?* Write the short answers (*Yes, I am/No, I'm not*); *Do you speak German/Chinese?* (*Yes, I do/No, I don't*). Remind students that a mere *Yes* or *No* as a short answer can sound impolite. If any students point out that Katy just says *No* a couple of times, in the dialogue, point out that she is a little irritated by Sam's questions and isn't worried about not being polite to him.
- Students check that they can answer the question in the coursebook and, if necessary, refer to the dialogue text.
- In pairs, students take turns at asking and answering the questions. Circulate and monitor. **1 Yes, she does. 2 Yes, he has. 3 Yes, they do. 4 No, it isn't. 5 No, she hasn't. 6 No, she didn't.**
- Draw attention to how Katy answers the question *Are you taller than one metre fifty?* (*Yes, of course I am.*). Point out that we can use *of course* for greater emphasis in short answers – in positive and in negative sentence. To practise, ask students questions with an "obvious" answer – e.g. *Are you female? Do you live in Germany/ New Zealand? etc.* to elicit *Yes, of course I am/ I do. / No, of course I'm not/ I don't.*

4 Sydney Harbour

 23 1'03"

- Look at the abbreviations in the book and ask students what they mean. Point out that number 4 is not an abbreviation – but ask what it's the beginning of. (1 degrees centigrade/Celsius, 2 metre(s), 3 years, 4 A year in the 20th century, 5 metre(s), 6 centimetre(s), 7 hours, 8 ante meridiem/before noon, 9 minutes, 10 Australian dollars). Draw attention to the English spelling of *metre* / *centimetre*.



- Play the recording. Students fill in the numbers. Allow students to take notes when they listen a second time. You can check they got the numbers correct when they give the class information about the statistics: **1 21° C 2 134 m 3 10 yrs 4 1932 5 1149 m 6 6.4 cm 7 3 hrs 8 10 a.m. 9 20 mins 10 98 Au\$.**

5 Have you ever...?

- Draw attention to the questions you wrote on the board/OHP during Exercise 2 (*Have you ever...?*). Tell students that this is the *present perfect* tense. Explain that the *present perfect* is used to ask **if** someone has **ever** done something. Ask students how they would ask **when** someone suffered from serious headaches, etc. Help if necessary, and complete the explanation on the board:

Have you ever suffered from serious headaches?	When did you suffer from serious headaches?
Have you ever suffered from heart problems?	When did you suffer from heart problems?
Have you ever had an AIDS test?	When did you have an AIDS test?

- Focus on the questions in the coursebook and ask if they are about **if** or **when**.
- Students do the coursebook task. Check that everyone has given at least one positive answer. If not, write an extra few questions on the board (e.g. ... been to a wedding / watched the World Cup on TV, etc.).

6 Tell us about it!

- Students write their sentences and hand them to you.
- Focus on the *Remember* box. Remind students that we use the *present perfect* to speak about **if** someone has done something, *simple past* to say **when**, and give other details.
- Read out the information the students have given you (*This person has ..., but he or she hasn't ...*). Continue in line with the coursebook instructions.

7 How often



- Students follow the coursebook instructions. To check, call out **always** and select students to say what comes next in the sequence: **usually, often, sometimes, rarely, never**.
- Write *normally* and *seldom* on the board/OHP and get students to find the words in the list with the same meaning (usually, rarely).
- Then add the word *occasionally* (gelegentlich) and ask individual students to say what they occasionally do.

8 Sam and Katy's holiday routine

- Focus attention on the *Remember* box. If any students ask if some of the adverbs can go in another position (e.g. *sometimes*), you could point out that this is possible with some, but not with all of them. By keeping to the rule in the box, they can avoid mistakes.
- Working in pairs, students do the coursebook task. Circulate and monitor.

9 How often do you do that?

- Call out *At the weekend ... I watch football on TV/visit my friends/go to a disco ... etc.* Students repeat the sentences, putting in whichever adverb is true for them.
- Students follow the coursebook instructions.
- You could also get students to do this activity in small groups, especially if you have a larger class. Circulate and monitor. At the end of the activity, ask individual students for details about one member of their group.

Selfstudy

24 1'27"

25 1'56"

If time permits

Resource bank: Exercise 9, p. 49.

Activity Pack 1: Activity 11, Adverbs of frequency.

Activity Pack 2: Activity 5, Present perfect + *ever* and the past simple; Activity 50, Numbers.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 8

Up, up and away

Contents

Storyline
Functions
Vocabulary
Grammar

Katy and Sam rent a car and go on a balloon trip over the Blue Mountains.
 Form-filling. Giving advice and making suggestions. The alphabet.
 Cars.
 Prepositions of place. Present perfect (resultative use).

If time permits

Timing

Starter: 10 min. | Activities 6–8: 35 min.
 Activities 2–5: 35 min. | Language Focus: 10 min.

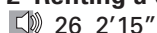
If short of time

Omit Activity 5. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

1 Starter

- Write on the board/OHP: **1 a / r 2 i / e 3 x / y 4 j / g 5 k / b 6 g / h 7 u / z 8 v / w**. Call out the numbers in random order and select students to say the pairs of letters. Continue until it is clear whether any students have problems with the pronunciation of the alphabet. If necessary, draw attention to the tip in the *Remember* box.
- Students follow the coursebook instructions. If anyone doesn't know the letters for four international number plates, use the information below to give them some tips.
- **Some international country plates:** **A** Austria, **AUS** Australia, **B** Belgium, **CDN** Canada, **CH** Switzerland, **CZ** Czech Republic, **CY** Cyprus, **DK** Denmark, **E** Spain, **F** France, **GB** United Kingdom, **GR** Greece, **H** Hungary, **I** Italy, **IRL** Ireland, **J** Japan, **LV** Latvia, **L** Luxembourg, **N** Norway, **NZ** New Zealand, **P** Portugal, **PL** Poland, **RUS** Russia, **S** Sweden, **TR** Turkey, **USA** United States.

2 Renting a car



26 2'15"

- Write the following questions on the board/OHP or, with a more able class, dictate them:
1 How many websites has Sam looked at? 2 Why do Sam and Katy want to rent a car? 3 Has Katy got her driving licence with her? 4 How much does the weekend special cost? 5 When do they have to hand back the keys?
- Play the recording once. Students note the answers to the five questions and compare their results with a partner. To check, select students to give the answers.
1 Five 2 To go to the Blue Mountains (for a balloon flight) 3 Yes 4 120 (Australian) dollars 5 Monday morning.



3 Say it another way



- Students read the text and find the alternatives to the underlined words. Then they compare their answers with a partner. To check, select students to give the answers.
1 selection 2 complete 3 hire 4 hand back 5 fuel 6 do you fancy.
- If students have questions about other vocabulary, you could deal with them now.

4 Form-filling



- Students close books. Remind them that Sam had to fill in a form when he rented the car. Ask them to name other situations in which people have to fill in forms (e.g. when they want a passport/visa, etc.). Now ask: *What questions do you usually have to answer on a form?*
- Students open their books and do the matching task on their own. To check, read out the questions and select students to give the matching item. **1d 2e 3a 4b 5c.**
- Check that students know the English for their job. Teach terms like *office worker*, *bank employee*, etc. where appropriate for German job descriptions such as *Angestellte(r)*, *Diplomkauffrau/mann*. If necessary, explain *unemployed* (*arbeitslos*), and *retired* (*in Ruhestand*).
- In pairs, students do the second part of the task. Circulate and monitor. Pay particular attention to the alphabet if any students do any spelling.

5 In other words

- Write on the board/OHP:

<u>American English</u>	<u>British English</u>
<i>cab</i>
<i>elevator</i>
<i>movie</i>
....

Ask students to supply the BE words (*taxi, lift, film*). Then ask if they know any other examples (e.g. **AE / BE:** *baggage/luggage, bathroom/toilet, bill/banknote, check [restaurant]/bill, french fries/chips, parking lot/car park, railroad/railway, restroom/[public] toilet, sidewalk/pavement, zip code/postal code*). If students can't think of any examples, give them three or four AE words and, if necessary, explain them in English (e.g. *If you want to pay in a restaurant, you ask the waiter for the check*). Then ask if they know the British equivalent. If not, give an example sentence (e.g. *I complained to the waiter because the bill was too high*).

- Read out the coursebook instruction as far as ... *trucks (AE)*. Point out that in some countries students may hear both AE and BE words (e.g. Canada: AE *gas, elevator*, BE *bill (not check), railway*). If necessary, reassure the students that most people will understand them even if they use the "wrong" word.
- Students do the matching task on their own. To check, call out the words in the left column and select students to supply the Australian word: **a kangaroo b vegetables c breakfast d crocodile e barbecue f afternoon.**



6 Problems

- Write in two columns on the board/OHP: **1** *I've written the postcard. 2 I've made some tea. 3 Sam and Katy have hired a car. 2 a They can drive to the Blue Mountains now. b Can you give me a stamp? c Would you like a cup?* Get students to match the sentences (1 b, 2 c, 3 a). Ask if the sentences in the second column are about the past or the present (present).
- Read out the explanation in the *Remember* box. Refer students to the sentences on the board and point out that when the present perfect is used in this way, it is often followed by sentence about the present.
- Students do the first part of the task on their own. To check, ask different students what words they have written. **Possible solutions:** *credit card: camera, handbag, key, mobile phone, passport, tickets etc.; tooth: arm, finger, camera, glasses etc.; map: camera, passport, etc.*
- Students do the second part of the task on their own. Circulate, monitor, and help if necessary.



7 Dictation

27 1'18"



- Focus attention on the list of prepositions and check that students understand them all. If necessary, give examples to explain (e.g. *Andrea is sitting opposite/next to/etc. Klaus*).
- Play the recording, pausing between each sentence, if necessary. Check the solution. **Brisbane.**
- Students follow the coursebook instructions for the second part of the task.

8 A bird's eye view

28 1'37"



- The exercise is in two parts. In Part 1, A and B students do the same listening task. In Part 2, A students supply information which B students do not have on their maps, and vice versa.
- Students read the instructions for Part 1 on pp. 77/79. Play the recording, twice if necessary. Student write the words on the map. To check, call out the letters a – d, and select students to give the solution. **a filling station b tourist information centre c shopping mall d golf course.**
- Students read the instructions for Part 2. Stress that they should not look at each other's maps while doing the task. Circulate and monitor. When students have finished, they can compare maps to check their answers.

Selfstudy

29 1'27"

30 1'33"

If time permits

Resource bank: Exercise 10, p. 49.

Activity Pack 1: Activity 20a, The alphabet.

Activity Pack 2: Activity 7, Prepositions of place; Activity 11, Giving advice.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

South African Highlights

These four pages contain optional reading material about South Africa (general information, pp. 46–47; wild life, pp. 48–49). In a shorter course, encourage students to read the texts at home. In a longer course, or in an intensive course, you may like to use them in class.

Timing

For a double lesson, you could combine the *Highlight* with the *Ivor Problem* page, activities from the *Resource bank* and *Activity Packs 1* and *2*.

Preparation before class

- To save a little time, make your students copies of the table below for pp. 48–49.
- If you want to do the Extension to the Language corner, write the following text onto a postcard-size piece of paper and photocopy so that each student can have one.
Dear ,
We're having a time here in
Yesterday we with a few
friends. First we and
then we Must
go now – my friend will be here and
we want to go
Give my regards to
All the best,
..... .
- If you want to do the Extension to the Puzzle corner, write the following words on separate slips of paper: *adult, brain, dinosaur, elephant, farmer, fruit, jockey, microphone, penguin, race, safari, skiing, tourist, trekking, vegetation.*

Warm up

- Before the students open their books, ask the question from the warm-up task under the *Highlight* title on p. 48. If nobody has been to South Africa, ask the class what they know about the country.

Pages 48–49

- Before students look at the texts, they try to match key words from each text with the corresponding heading.
 Write this on the board/OHP (if you haven't made copies for students before the lesson):

1 The Rainbow Nation	a industry, 1867, speculators, workers, apartheid
2 Leader – of Fashion?	b Nelson Mandela, prison, museum, tourists, ferry
3 Robben Island	c colourful, Bantu, settlers, British, Dutch, Chinese
4 Table Mountain	d Nelson Mandela, Nobel Peace Prize, president, shirt
5 Diamonds are for ever	e breathtaking, Cape Town, landmark, metres, clouds



- Ask if there are any words that students don't understand and, if so, see if other members of the class can explain them. If not, do so yourself. Explain the task, which students should do in pairs. Circulate and give clues, if necessary (e.g. ask which heading the word *colourful* might belong to). Ask different pairs for their solutions and get them to say why they decided as they did: **1 c 2 d 3 b 4 e 5 a.**
- Divide the class into 5 groups. Each group takes one heading, and with the help of the key words speculates about the content of the text and, after a few minutes, reports to the class about their conclusions.
- Students open their books. Each group reads the text which it speculated about. Then, with books closed, they report back to the class, and give a few details about what they have read.

Language corner Extension

- In pairs, students do the task and check their answers in the key on p. 84.
- Hand out the gap-fill "postcards" you prepared before the lesson – one to each student. Point out that the text is fairly similar to the one in the book but they should complete their postcards in original ways. Maybe do one as an example, with individual students providing phrases for the gaps. This could also be given as a *Selfstudy* exercise.

Pages 50–51

- To prepare for making their own comprehension questions about the texts on wildlife, students first brainstorm question words. As question words are called out, make a vertical list on the board/OHP (*Who, How, When, What, Why, Whose, Where, etc.*)
- Add to the *What* and *Why* question words as follows: **1** *Why do most tourists visit South Africa?* **2** *What does The Big Five mean?* Ask the class what they think the answers to these questions could be.
- Students read the first text on p. 50 (*Nine out of ten tourists...*) silently on their own and answer the questions in class. Ask a couple more comprehension questions: *Why did people go on safaris in the past? Why do people go on safaris now?*
- Divide the class into two equal groups, A and B. Group A reads texts 2, 3 and 4, Group B reads texts, 5, 6, 7. Each group writes two questions on each of the three texts that they have read. Circulate and help, if necessary. Make sure everyone in the group writes down the six questions.
- Each student from Group A should form a pair with a student from Group B. Give everyone time to read the three texts they haven't yet read. Then, in turn, they ask the six comprehension questions and their partner answers them.

Puzzle corner
Extension

- In pairs, students do the puzzle and check their answers in the key on p. 84.
- Definitions: Read out two of the answers in the puzzle: *The Springbok is a type of deer. The Springboks are a South African rugby team.* Ask the class to define *A zebra ... (is an animal like a horse and is black and white.)* Ask individual students to define these words from the texts: *tourist, farmer, vegetation, penguin, jockey, adult, dinosaur, trekking.* Or, if you have prepared slips of paper, hand them out.

Talking points

- Discuss the task above Puzzle corner.
- Ask individuals what attracts them to different holiday spots.

**The Adventures of Ivor Problem and Annie Mergency:
At the doctor's and the chemist's**

Ivor isn't well so he goes to the doctor's. Then he and Annie get some medicine at the chemist's.

1 Introduction

- Address various members of the class: *Hi, how are you?* to elicit the responses: *I'm fine, thanks. / Very well, thanks. And you? / Not too bad, thanks.*
- Write the following on the board/OHP: *I felt ☹ yesterday but now I feel ☺* and ask students to replace the smileys with words (e.g. *terrible, awful, ill, bad, sick / fine, well, wonderful, great, marvellous*).

2 Pocket Tourist

- While students look at the wordlists on pp. 33 and 34 of *Pocket Tourist*, write on the board/OHP: *Sam felt (terrible) yesterday because he had (indigestion), so he went to the chemist's and got (some tablets).* Students take turns at reading out the sentence, substituting alternatives for the words in brackets. Help with pronunciation, if necessary.

3 Ivor Problem

- Ask students to read the story on p. 52 of the coursebook and to write down what's wrong with Ivor (*He doesn't feel well, he feels terrible, He has [got] a temperature and he aches all over, He has [got] sunburn*) and Annie (*She has [got] a headache*).

4 Substitution

- To check pronunciation, ask students the following questions and elicit any possible substitutions. Picture 2: How does Ivor feel? (*He feels awful/dreadful/terrible.*); Picture 3: What are Ivor's symptoms? (*He has a temperature/a cough/a cold and he aches all over.*); Picture 4: Where is Ivor? (*At the chemist's.*), Why does he want cream? (*For his sunburn/mosquito bites/allergy.*); Picture 5: What's wrong with Annie? (*She has a headache/travel sickness/hay fever.*); Picture 6: How does Ivor feel now? (*He feels better, great, fine*). In groups of four, students can act out the story.

If time permits

Resource bank: Activity 11, p. 49.

Activity Pack 2: Activity 12a, Parts of the body.

Unit 9

Xiang Gang

Contents

Storyline
Functions
Vocabulary
Grammar

Katy and Sam book a hotel in Hong Kong and find the way to a local market.
Booking a hotel room. Asking for, and giving, directions. Asking for information.
Hotels.
Expressing obligation and permission.

Tips and info

Timing

Picture page: 10 min.	Starter: 10 min.	Activities 6–10: 35 min.
	Activities 2–5: 25 min.	Language Focus: 10 min.

If short of time

Omit the crossword in Activity 4. Do Activity 6 as a class activity. Activity 8 can be done at any time in the future. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

Picture page

- Students describe the pictures and say briefly what they know about Hong Kong's past and present (Hong Kong became a British colony in 1842 and was returned to China in 1997. It will retain its western economic system and a largely autonomous administration for internal matters until 2047.). If any students have been to Hong Kong, let them say briefly what they saw and did there.
- Read out the text. Ask what news students think Katy and Sam will have. (They decide to get married, but you may prefer to leave students guessing till the last unit).

1 Starter

- Explain *facilities* (services which a place offers). Make a table on the board/OHP:

Sights	Shopping	Transport	Entertainment	Sports


Ask students to name the local sights or places of interest. Write (some of) them down in the first column. Then ask *What shopping facilities do we have in our town/area?* and write them down in the second column. Continue like this for *transport*, *entertainment* and *sports facilities*.

- Select two of the more able students to start off the activity. Continue until all students have had the chance to ask or answer at least one question.

2 Lei Garden Hotel

- Ask the class: *What's important for you when you book a hotel?* (e.g. Price? Comfort? Atmosphere? Near the centre? Swimming pool? etc.)
- Students read the advertisement. Check that they understand *reasonably-priced* (not very expensive). Ask what they think *colonial-style* means (traditional British, not Chinese, luxurious, a bit old-fashioned).
- Focus on the first icon. Write on the board/OHP: *There are thirty double bedrooms in this hotel.* Get students to make similar sentences about the other icons. Ask if there is any other information they would like to have about a hotel (e.g. sports facilities, car parking facilities).

3 Booking a room

 31 1'34"

- Focus on the *Remember* box. Make a table on the board/OHP:

Questions	Short answers
Does the room have ...?	Yes, it _____. / No, it _____.
Has the room got ...?	Yes, it _____. / No, it _____.

Ask students to complete the short answers (does, doesn't, has, hasn't). Point out to them that the second form is often used in British English, but that people will understand them whichever form they use.

- Ask individuals to read out the questions and give help with vocabulary, if necessary.
- Play the recording, twice if necessary. To check, select students to read out the sentences with the correct option: **1 double room 2 Thursday evening 3 a shower 4 bed and breakfast 5 credit card.**
- Select students to ask the questions **1 Have you got ...? 3 Has the room got ...?**



4 Asking for information

- In pairs, students write down the questions. Check in class by selecting students to ask each other the questions in random order: **1 Is there a view of the sea? 2 How much is breakfast / does breakfast cost? 3 When / What time is breakfast served? 4 Do / Does the staff speak English? 5 Where can I / you change money? 6 How can I / you go to the town centre? 7 Has the room got a balcony.** Point out that the impersonal *you* in 5 / 6 is the same as the German *man*.

5 What would you say?



- Students write the questions on their own and compare with a partner. In pairs, they then act out a dialogue between a guest and a receptionist, in which the receptionist can answer as he/she wishes. Circulate and monitor. As there are several ways of asking some of the questions, you may prefer to check as you move around. If you wish to discuss the different options, check in class before students start their dialogues. **1 I'd like a double room with a shower for the 27th and 28th of September, please. 2 Is there / Does the room have / Has the room got a television? 3 When is / When does / How long is / How long does the bar open? 4 Can I pay by credit card? 5 How far is the airport from the hotel?**

6 Hotel rules



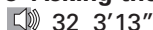
- Focus on the *Remember* box. Students do the matching exercise in small groups. Select students to give the solutions: **1 you have to 2 you don't have to 3 you're allowed to 4 you aren't allowed to.**
- Ask students for suggestions about where they might see the signs. **1 At the reception desk / in the rooms. 2 At the reception desk / in the breakfast room. 3 In the lift / in the restaurant.** In pairs, they then write two sentences for each sign: **1 You must / have to leave (vacate) your room by 11 a.m. 2 You can have breakfast from 7 a.m. / must have breakfast before 10.30. 3 You mustn't / aren't allowed to smoke.**
- Students speak about rules in their groups. Circulate and monitor.

7 Crossword



- Students follow the coursebook instructions. Allow them to use a dictionary. To check, ask a student to read out the clues and select another student to give the answers: **1 balcony 2 soap 3, 4 sheets, blankets 5, 6 shower, curtain 7 en suite 8 plug 9 key 10 mirror. Vertical: coat hanger.**

8 Asking the way



32 3'13"



- Draw a simple street grid on the board/OHP and practise the directions in the coursebook.
- Write these questions on the board/OHP *What do Katy and Sam want to buy?* (Souvenirs.) *What does Katy want to buy?* (Something typically Chinese – a silk blouse or jacket.) *What kind of shop does Sam want to visit?* (A camera shop.) *Where are the camera shops?* (In Stanley Street.) Play the recording. Students note down the answers to the questions. Check.
- Play the recording again. Students mark the route from the hotel to the Li Yuen Street markets. Select a better student to give the directions: **Go out of the hotel and turn right. Go straight on and get on the escalator. Get off the escalator in Stanley Street. Cross Queen's Road Central and the markets are opposite.**
- For the last task, students follow the coursebook instructions. Circulate and monitor.

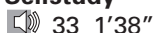
9 Asking questions

- Students follow the instructions on p. 81. With a more able class, you could give them a theme to ask questions on: the airport/booking a ticket/the hotel/your town/ your partner's last holiday/the restaurant, etc. Circulate and monitor.

10 Talk about it

- Students follow the coursebook instructions. Circulate and monitor. Each group chooses the most interesting hotel experience and reports back to the class.

Selfstudy



33 1'38"

34 3'04"

- Point out the *Selfstudy* pp. 56 and 57, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 12, p. 49.

Activity Pack 1: Activity 50a, *Have got*; Activity 50b, Hotel vocabulary; Activity 50c, Questions; Activity 50d, Hotel dialogues; Activity 31, Booking a hotel room.

Activity Pack 2: Activity 10, *Must, mustn't, needn't*.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 10

Li Yuen Market

Contents

Storyline
Functions
Vocabulary
Grammar

Katy and Sam go to a camera shop and visit a typical Hong Kong market.
Asking for and giving advice. Shopping.
Money. Shopping.
Countable and uncountable nouns – *some* and *any*, *much* and *many*.

Tips and info

Timing

Starter: 10 min. | Activities 5–8: 35 min.
Activities 2–4: 35 min. | Language Focus: 10 min.

If short of time

Students prepare the wordsearch in Activity 7 at home and swap them before the start of the next lesson. Omit the last part of the activity. Omit Activity 5. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

1 Starter

- Focus on the *Remember* box. If necessary, explain that uncountable means that we cannot form a plural, e.g. we can't say *I drank two wines*.
- Ask students to look at the list of ideas and to identify the other uncountable items (*English, sun cream, luggage, money*). Write the following table on the board/OHP and point out the German parallel: *Wie viele?/Wie viel?*

Countable (1, 2, 3 ...)	Uncountable
How many?	How much?
Not many.	Not much.
A lot./Quite a lot.	A lot./Quite a lot.

- Students do the coursebook task. You might like to divide a larger class into two or three groups and move from group to group during the activity.
- Write the following questions on the board/OHP **1 Whose is the camera? 2 Is the battery faulty? 3 How much longer are Katy and Sam in Hong Kong? 4 Why does Sam think about buying a new camera? 5 How many pictures can you store on the camera? 6 Does Sam pay for the camera in cash? 7 Where is the nearest cash point?** Allow students enough time to read them and check that they understand everything.
- Students close their books. Play the recording once. Students note down the answers to the questions. Then they open their books and, working with a partner, check their answers in the dialogue. In class, select different pairs to answer each question.
1 Sam's brother's. 2 No, it's working. 3 Four days. 4 Because there isn't enough time for a repair job / cameras are cheaper in Hong Kong than in Europe. 5 120. 6 No, by credit card. 7 Across the street.

2 Camera repairs

 35 2'14"


3 What's wrong?



- Ask students to fill in as many of the gaps as they can from memory before they look back at the dialogue text. To check, select students to give the answers.
1 It's broken. 2 It doesn't work. 3 It's faulty. 4 It's damaged.


4 Why don't you ...?



- Call out the numbers 2–8 and get students to say the English word for each picture.
1 cash point 2 glasses 3 hair dryer 4 light bulbs 5 mobile phone 6 lift 7 (suit)cases 8 TV (television).
Note: Not all four phrases in Activity 3 would normally be used interchangeably with all of the items depicted. To give your students a rough guideline, you could make the following points:
1 *It doesn't work, It's faulty* and *It's broken* can be used when speaking of technical failure (so that we would not usually say *My glasses don't work*).
2 *It's broken* and *It's damaged* can be used to speak of visible damage such as a dent or a crack (so that we would not usually say *The lift is damaged*).
3 If we say that something is *faulty*, we imply that it can be repaired (so that we not normally speak of a *faulty light bulb*).

- Students suggest another item for box 9: *My xxx is broken/faulty/damaged.*
- In class, students use the other phrases to make suggestions about the discman.
- In small groups, students now follow the coursebook instructions.

5 Shopping for clothes

 36 1'34"



Option

- Ask students to read through the gapped text, but don't discuss any problem vocabulary yet. Focus on the first gap and get the class to speculate about what Katy wanted to buy.
- Play the recording, twice if necessary. On their own, students fill in the gaps and then compare with a partner. To check, select students to give the answers: **1 (Chinese-style) jacket 2 size 3 try 4 fit 5 price.**
- Ask: *Is it normal to haggle about prices in this country? Have you been to a country where it is usual to haggle?* Then get students to give their views on haggling and to speak about any experience they may have had.

6 What would you like?



- Write on the board/OHP: *I'd like a Chinese-style jacket.* Ask: *What did Katy do before she bought the jacket?* – to elicit *She tried it on.* Write down this sentence. Now write down: *I'd like _ _ _ _ shoes. Can I try _ _ _ _ on.* Ask students to supply the missing words (*some, them*).
- Write on the board/OHP: *trousers, jeans, shorts.* Ask students what they would say if they wanted to buy these items (*I'd like to buy some ... Can I try them on.*). Point out that these words are treated as plural.
- Call out the items in the coursebook in random order and select students to say the sentences.
- Focus on the *Remember* box and stress that we use *some* with plural and with uncountable nouns. Ask students to give examples of uncountable items and, if they ask, supply the vocabulary used for specifying the amount, e.g. *cheese (packet/250 grams), milk (pint/litre/bottle), yoghurt (carton), bread (loaf/loaves).*
- Students follow the coursebook instructions. **I'd like ... a kilo of apples and / or some orange juice, some bananas, a litre of fruit juice.**


7 Money

- Note: A wordsearch is a set of words written in a grid, vertically/horizontally. They can, but do not have to, intersect each other. The leftover squares have random letters in them.
- Read out the first part of the instruction and check that all students understand what they have to do. In the first phase, they work on their own. Circulate, and help if necessary.
- For the rest of the activity, students follow the coursebook instructions.

8 Talk about it

- Tell the class that a friend from another country is visiting you and that he/she wants to buy a present for his/her partner. Ask what the friend could buy and encourage students to suggest something which is typical of the country or area.
- Students follow the coursebook instructions. Circulate, and help if necessary.

Selfstudy

 37 1'33"

- Point out the *Selfstudy* pp. 60 and 61, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 13, p. 50.

Activity Pack 2: Activity 53b, How much ...? How many ...?

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 11 Wish you were here

Contents

Storyline
Functions
Vocabulary
Grammar

Sam writes a postcard to his colleagues at the hospital.
 Writing a postcard. At the post office.
 Adjectives. Sightseeing.
 Adverbs of manner. The *going to* future.

Tips and info

Timing

Starter: 10 min. | Activities 6–9: 35 min.
 Activities 2–5: 35 min. | Language Focus: 10 min.

Preparation

Bring one blank card – postcard size – to the lesson for each student in the class.

If short of time

Activity 7: They can write the postcard at home and “send” it to a student at the beginning of the next lesson. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

1 Starter

- Write on the board/OHP: *He spoke ...*. Ask students which words from the list in the coursebook can be used to complete the sentence (*angrily, carefully, politely, quietly slowly*). Explain that these words are adverbs – they give us information about how something is done. Ask what kind of word the others are (adjectives) and what we use them for (to give information about a noun).
- Check that students understand all the words in the list. Pay particular attention to *difficult (schwierig)* and *heavy (schwer)*.
- Students follow the coursebook instructions. At this stage, it is enough if the students guess the word being acted out. There is no need for them make sentences.

2 A postcard home

- Students read the postcard on their own, and look up any unknown words in the coursebook dictionary. To check comprehension, read out the following (false) statements and ask students to correct you: **1** *Sam and Katy spent three weeks in Australia.* **2** *They flew over the Blue Mountains in a helicopter.* **3** *Their hotel in Hong Kong is quite cheap.* **4** *Sam and Katy can understand Cantonese.* **5** *They're going to see a Chinese opera tomorrow.* **6** *Katy doesn't enjoy shopping.*

3 Describing words

- Write on the board/OHP:
Regular *She is a quiet speaker.* *She speaks quietly.*
Irregular *He is a hard worker.* *He works hard.*
 Ask how we normally form an adverb (by adding *-ly* to an adjective). Focus on the *Remember* box and explain that there are three common exceptions to the rule.
- Students underline the adjectives and circle the adverbs in the postcard. **Note:** *Sydney Harbour* (Bridge), *Blue* (Mountains) and *Chinese* (ballet) are also adjectives. Accept these as correct, if any students underline them. However, there is no need to focus on them. Select students to give the answers: **Adjectives: amazing, fantastic, expensive, helpful, impossible.** **Adverbs: well, fluently, fast, quickly, hard.**
- Write on the board/OHP: **1** *They speak English fluently.* **2** *This holiday is amazing.* Ask: *What does fluently describe?* (= how they speak). *What does amazing describe?* (= the holiday). Explain that we never use adverbs directly after *be* (*am, is, are, was, were*) because in sentences like this we always describe the noun, not the verb.



4 Adverb or adjective



- In pairs, students follow the coursebook instructions and then compare their results with another pair. Circulate and check.
Column 1: careful, fast, good, polite. Column 2: dangerously, quickly, slowly, hard.

5 A row of three

- Ask students to read the instructions. While they are reading, draw a six-by-six grid on the board/OHP and put in three rows of three Xs, horizontal, vertical and diagonal.

X	X	X			
					X
	X				X
		X			X
			X		

Ask students to explain the rules of the game to you. If they haven't understood everything, use the grid to clarify the rules. Then rub out the Xs and divide the class into two teams. You could do a practice round before starting the game. Get a student from Team A to make a sentence with *heavy* and a student from Team B to make a sentence with *quietly*. If their sentences are correct, get them to write their team letters on the grid.

- Start the game. Make sure that you give each team a roughly equal number of adjectives and adverbs. Overlook small mistakes which are not related to adverbs or adjectives. If one team completes a row before all the words in Activity 4 have been used, you could play again, if necessary using some of the words twice.



6 Sightseeing

- Write on the board/OHP: *we're going to do ... , we're going to see ...*. Ask students to look back at the postcard in Activity 2 and find the sentence containing these two phrases (... do a tour of the islands./... see a Chinese ballet). Explain that we use going to + infinitive to talk about plans for the future. Write on the board/OHP: **1** *I'm going to watch a film on TV this evening.* **2** *I'm going to go to the cinema at the weekend.* Refer students to the *Remember* box. Explain that *going to go* is not incorrect, but that it is not often used.
- Get students to read the task instruction and ask if they can remember how to react to suggestions. (Phrases from Unit 2: *That's a good idea! / Yes, let's do that. / Actually, I don't really fancy that, but we could ...*)
- In pairs, students read about the five sights and decide which two to choose.
- Remind students to use the *going to* future when they report about their choice.

7 Write a postcard

- To ensure that everyone in the class gets a card, write the students' names on slips of paper and get them to draw a slip from a bag and write to that person. If you have brought cards to the lesson, hand them out. Otherwise students can use a blank sheet of paper. Perhaps suggest that they draw a simple picture of the place they are staying at on one side of their card.
- Students follow the coursebook instructions. Circulate while they write, and help or correct errors, if necessary. When students report to the class, make sure they use the *going to* future to give the last piece of information.

8 At the post office

 38 1'28" 




- On their own, students match the British and American expressions. To check, select different students to give the solutions. **1 mail 2 mailbox 3 package 4 area code.**
- Play the recording. Then ask the class whether the speakers use American or British English, and allow discussion if there are different opinions. **They are speaking British English. They use the words *parcel* and *dialling code*. [Some students may know that the *oh oh* in the Sydney dialling code (0061) is common in British English, where an American would tend to say *zero zero*.]**
- Play the recording again. Students fill in the missing words on their own and then compare with a partner. To check, select different students to read out one sentence. **1 send, parcel 2 get 3 stamp 4 phone card 5 dialling code.**

9 Talk about it

- Get students to ask you questions about your holiday plans (e.g. *What are you going to ... Where are you going to ...* etc?) and write them on the board/OHP. Then answer the questions.
- Students follow the coursebook instructions. If nobody has planned their next holiday yet, choose three or four more able students and get them to make some "plans" now and write down some keywords (e.g. *Dublin, 1 week, plane, Guinness brewery, typical Irish pub*).

Selfstudy

 39 1'37"

- Point out the *Selfstudy* pp. 64 and 65, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 14, p. 50.

Activity Pack 2: Activity 8, Adjectives and adverbs.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Unit 12 Have a nice flight

Contents

Storyline
Functions
Vocabulary
Grammar

Katy and Sam depart from Hong Kong airport. Sam gives Katy a special present.
Social expressions. Thanking and responding.
Airport – checking in. Discourse markers (*first, next, etc.*).
Present progressive.

Tips and info

Timing

Starter:	10 min.	Activities 6–10:	35 min.
Activities 2–5:	35 min.	Language Focus:	10 min.

Preparation

You may need a pair of sunglasses for Activity 1.
You might want to use the *Selfstudy* cassette/CD as an extension for Activity 9.

If short of time

Activity 7 can be set as *Selfstudy*. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

1 Starter

- Revise prepositions (near, opposite, next to etc.) and clothing items briefly.
- If you wear glasses, put them on the table in front of you (or use sunglasses). Write on the board/OHP: *Our teacher ... 1 ... wears (sun)glasses. 2 ... is wearing (sun)glasses. 3 ... doesn't wear (sun)glasses. 4 ... isn't wearing (sun)glasses.* Students work in pairs and write down the correct statements about you. (1, 4) Compare answers in class and elicit an explanation – we use present simple to talk about routines and present progressive to say what people are doing at the moment. Open the book and focus on the *Remember* box and the picture. Students make three sentences about the women in the picture.
- Students follow the coursebook instructions.

2 Check-in

 40 2'28"



- Students close books. Ask what kind of information they need to have about their flight when they travel by plane (to elicit: *destination, airline, stopover, flight number, gate number, boarding area, boarding time*). Write these on the board/OHP.
- Play the recording. Students note down the flight details. Then ask them to open their books and check their answers. Point out that they will find all the information they need in the second column of the dialogue. To check, select students to give the details. **destination: Edinburgh, airline: BA (British Airways), stopover: London Heathrow, flight number: BA 028, departure gate 25, boarding on level 6, boarding time: 17.45.** Ask if they can remember any other details about the flight (it is a little delayed).

3 Leaving Hong Kong



- Students first read through the six questions. Explain that when they listen to the dialogue, they needn't make complete sentences – just write down keywords. With closed books, they listen to the recording and make notes.
- Students open the books and check their answers. To check, select two students for each question and get them to ask/answer in class. When answering, students should make complete sentences. **1 He's standing at/near/next to the British Airways check-in. 2 He's wearing a coat. 3 Nobody is waiting. 4 They're checking in four pieces of luggage. 5 Katy is carrying a handbag. 6 The children are sitting next to / near the lifts.**

4 What are they doing?



- Make this table on the board/OHP:

No change	No e	Double consonant
wear – wearing	drive – driving	swim – swimming

- Students put the words in the coursebook list in the appropriate column, then compare results with a partner. To check, call out the words and ask students to say which column they belong to and to spell them: **No change: waiting, showing, standing, drinking, carrying. No e: writing, giving. Double consonant: sitting, putting.**
- Brainstorm the class for the kind of people that can be seen at an airport and write the words on the board/OHP (e.g. *passenger, waiter, shop assistant, policeman, taxi driver, cleaner*). Students choose a person from the list, write a sentence and read it out.

- For the last part of the task, students can choose a verb from the list at the top of the page or think of a (plausible) verb on their own.

5 Spot the difference



- Ask a student to stand near your desk or the board. Then ask the class: *Where is (Andreas) standing? What's he wearing? Is he carrying anything? Is he smoking?*
- Students form pairs. Student A looks at p. 77 and Student B at p. 79. Their task is to ask questions similar to those above in order to find ten small differences between two broadly similar pictures. Circulate, help with questions, if necessary.
- After 5 minutes, students take turns at describing one difference they have found:
The mother is holding A: one passport, B: some passports / A: is speaking, B: isn't speaking. The little girl is A: sitting, B: standing. The boy is A: not eating, B: eating an ice-cream. The business woman is A: phoning, B: looking at her watch / is standing A: behind the parents, B: behind the old couple. The old man is A: not smoking, B: smoking. The woman is A: wearing a hat, B: not wearing a hat. The last man in the queue is wearing A: a jacket, B: a coat.

6 First things first



- Working on their own, students follow the coursebook instructions. Then they compare their results with a partner.
- To check, call out the numbers 1 to 7 and select students to read out the correct sentence. **1 They packed their suitcases and bags. 2 They put a label on their luggage. 3 They took the shuttle to the airport. 4 They found out where the check-in desk was. 5 They handed over their passports and tickets. 6 They took the lift to level 6. 7 They asked how to get to the departure gate.**

7 Join them up



- This practises structuring simple texts using basic discourse markers (*first, next, etc.*). Students follow the coursebook instructions. Circulate, help if necessary, and check. **Sentence 1 should begin with *First ...*, sentence 7 with *Finally ...*. Students can use the other discourse markers as they choose. The main point is that they vary them. *Next, then, and after that* are possible for sentences 2–6. *Later* is also possible for all of these sentences, though most plausible for sentence 3.**

8 Saying the right thing

- Check that students know when to use the expressions (1 a toast when drinking 2 on hearing that someone is getting married, has had a baby, passed an exam, etc. – but not for birthday wishes 3 when someone fails to achieve something, e.g. win a race, pass an exam 4 before someone takes an exam, goes to a job interview 5 a response to *Thank you* 6 to attract attention, e.g. of a waiter in a restaurant – and to apologise in American English but not British English 7 when someone sneezes 8 when someone makes an apology/apologises for a mistake).
- Students follow the coursebook instructions.

9 Romance in the air

41 2'30"



- Students read through questions 1 to 4. Check that they understand everything – particularly *excited* (aufgeregt in a positive sense) and *remind*. Play the dialogue, twice if necessary. To check, select a student to ask and another student to answer each of the questions. **1 sad to leave 2 understands how she feels 3 something to remind Katy of her visit to Hong Kong 4 something light.**
- Students say what they think the present is. **An engagement ring** – as we see in *Selfstudy*, which you could do in class as a finale to the story.

10 Talk about it

- To start them off, if you are a native English speaker, tell the class some of the culture differences you noticed when you came abroad. Otherwise tell the class what you found different in Britain (e.g. traffic driving on the other side of the road, the use of Euros on the Continent but not in the UK, hand-shaking mostly in formal situations in Britain, using first names in business and social situations, etc.).

Selfstudy

42 1'29"

43 1'18"

If time permits

Resource bank: Exercise 15, p. 50.

Activity Pack 2: Activity 14a, Present progressive; 14b, Present progressive and simple. The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.

Jamaican Highlights

These four pages contain optional reading material about Jamaica (pp. 70–71) and Jamaican people (pp. 72–73). In a shorter course, encourage students to read the texts at home. In a longer course, or in an intensive course, you may like to use them in class.

Timing

For a double lesson, you could combine the *Highlight* with the *Ivor Problem* page, activities from the *Resource bank* and *Activity Packs 1* and *2*.

- If you would like to do the extension to the puzzle on p. 73, take in sheets of squared paper – a piece of DIN A6 for each pair of students.

Warm up

- Before the students open their books, ask the question from the warm-up task under the *Highlight* title on p. 70. If nobody has been to the Caribbean, ask the class if they know anything about Jamaica. Elicit the word *rum* by asking what product Jamaica is famous for.

Page 70

Text 2

- Turn to p. 70 and look at the text on Jamaican rum. Give the class time to read the text and encourage them to use the Dictionary at the back of the coursebook if they have problems with key vocabulary, but remind them it isn't necessary to understand every word of a text.
- Read out the following false statements about the text and ask individual students to correct them (the correct information is in brackets):
1 The first European settlers in the Caribbean were from Italy and Germany. (*Spain, France, the Netherlands/Holland and Britain/England*)
2 They first produced tobacco. (*sugar*)
3 Rum is made from potatoes. (*sugar*)
4 Jamaica imports rum. (*exports*)
5 The name *rum* comes from the Greek word for sugar beet. (*Latin*)

Text 1

- Focus on the first text and give the class time to read it silently. Encourage them to use the Dictionary at the back of the coursebook if they have problems with key vocabulary, but remind them it isn't necessary to understand every word of a text.
- Ask students to close their books and give you five facts about Jamaica.
- Students read the text again and, this time, write down two false statements about the text on separate slips of paper. Monitor and give help where necessary.
- Students walk round and read a false statement to another student, who corrects it and takes the slip of paper. This is repeated several times, with students talking to as many different people as possible during the activity.

Page 71

Text 3

- Begin with the task at the bottom of p. 71.
- Give the students time to read the third text. Then ask them to write down the following items mentioned in the text: **1** a drink **2** two kinds of meat **3** two vegetables **4** two things you could put in your tea **5** two things you would buy in bottles **6** three kinds of spice. Check the answers and write them on the board:
1 beer 2 chicken, pork 3 beans, garlic 4 sugar, lemon 5 soy sauce, oil 6 salt, pepper, cayenne pepper
- Then ask students to add as many items as they can to these categories, (e.g. *water, beef, carrots, milk, coke, curry*) and write them down, too.



Language Corner

- In pairs, students do the puzzle and check their answers in the key on p. 86. Tip: Point out that the punctuation (! ?) could give a clue to some of the answers.

Extension

- In class, ask if there are any local dialect words and how they would be translated into English, e.g. *Schrippe/Semmel* = *bread roll*.

Talking points

- Ask what kind of restaurants there are in this area. Find out if anyone in the class has ever eaten or drunk anything very unusual.

Pages 72 – 73

- Tell the class that they're going to read about people who live or lived in Jamaica. Write these headings on the board/OHP and get students to copy them into their notebooks, leaving a little space beneath each one: **1** Sir Henry Morgan, pirate **2** Bob Marley, musician **3** Winston Watt, sportsman **4** Ian Fleming, author **5** The blond inhabitants of Seaford Town.
- Ask the class to give any details that they know about these people.
- Write the following words on the board/OHP (without the numbers in brackets, which are for your reference): Germany (5), songs (2), bobsleigh (3), ships (1), trainer (3), dreadlocks (2), books (4), attack (1), character (4), great-grandparents (5). Without reading the texts, students decide which words they think will come up in which text and write them under the appropriate heading.
- Divide the class into five groups and ask each group to read the corresponding text and check if the words they wrote under that heading were in the text.
- With books closed, a student from group 1 reports to the class which two words were in text 1 (**ships, attack**). Students from other groups speculate about the context, making sentences with the two words, e.g. *Henry Morgan attacked other pirates*.
- When the flow of ideas has slowed down, members of group 1 *only* may open their books and individuals from that group should read all sentences from text 1 containing the given words: *In the 1650s, Jamaica was an important harbour for the British pirates who attacked Spanish and French ships. He was such an enthusiastic pirate that, when Spain and England were at peace, Morgan continued to attack Spanish ships.*
- This is repeated with the other four groups.

Puzzle corner

Extension

- In pairs, students do the puzzle and check their answers in the key on p. 86. NB The information is taken from the *four* pages of texts on Jamaica.
- In small groups, students make a similar puzzle about the country they live in. Give a piece of squared paper to each group. Each group then thinks of two things which start with the same letter, writes a clue for each item, marks the number of squares for the answers, and writes the letter in the appropriate square. Circulate, and help if necessary.
- The groups can then exchange puzzles and try to solve them.

Talking points

- You want to write articles for a *Focus on People* for this country, which people would you choose, and what would you say about them?

**The Adventures of Ivor Problem and Annie Mergency:
At the hotel reception**

Ivor and Annie have difficulties when they arrive at their hotel and they complain to the receptionist.

1 Introduction

- Explain that Ivor and Annie have a problem at their hotel and ask what it might be (*no reservation, the hotel is full, they lose the key, the heating/telephone doesn't work, a loud room, no sea view, the bar closes too early, etc.*) and make a list on the board/OHP.

2 Ivor Problem

- Students read the story on p. 74 silently. Help with any unknown words. Then focus on the third picture and select pairs of students to read the dialogue and substitute the highlighted phrases. In pairs, students then write a similar dialogue using one of the problems on the board/OHP. Circulate and monitor, giving assistance with vocabulary and ideas where necessary.

3 Substitution

- Students underline one of the highlighted substitution phrases in each box. They form groups of three and act out the dialogue, using the underlined phrases.

4 Pocket Tourist

- Ask individual students to read out what they've written in the Notes box on p. 49 of *Pocket Tourist*.

If time permits

Resource bank: Activity 16, p. 51.

Activity Pack 1: Activity 50d, Hotel dialogues; Activity 30, Reading a hotel brochure; Activity 31, Booking a hotel room.

Last lesson The Chinese Zodiac

Contents

The last lesson in a course may well involve some kind of celebration which could take up a single or double teaching period. In order to provide time flexibility in this lesson, there is the Chinese Zodiac page in the coursebook. It is designed to last for 45 minutes and there is also an Internet follow-up for students who have Internet access at home. The Extension activities in the Teacher's Book – also with an Internet option – will provide related material for the remaining 45 minutes.

Functions Vocabulary Grammar

Finding out information on the Internet. Making predictions.
Personal characteristics. Star signs. Animals.
Future simple for predictions.

Tips and info

Timing

Coursebook material: 45 mins. Teacher's Book material (Extension activities): 45 mins.

Preparation

For Extension activity 1, photocopy (and enlarge, if possible) the star signs on p. 51 of the *Resource bank* so that there is one copy for each student.

1 Introduction

Ask the class what methods of foretelling the future they have heard about (e.g. *looking into a crystal ball, astrology, reading coffee dregs (or, in Britain, tea-leaves!) reading cards, reading palms*). Ask if anyone has ever had their fortune told and, if so, by what method – and how seriously they took it.

2 The Chinese Zodiac

- Ask the class what they know about the Chinese Zodiac. Tell them that Katy and Sam went to a fortune-teller in Hong Kong and ask what they think the fortune-teller predicted for their future. Elicit and write the underlined constructions on the board/OHP (e.g. *they'll probably get married, maybe they'll separate, they might have a plane crash, perhaps they'll go to live in Sydney, etc.*).
- The students turn to p. 82, read the first two paragraphs and do the coursebook task in paragraph two.
- Read out the list of characteristics – read each word twice – and ask the students to underline the stressed part of each word.
patriotic, aggressive, hard-working – pessimistic, honest, introverted – charismatic, intelligent, greedy – arrogant, enthusiastic, original – humorous, restless, imaginative – artistic, dependent, kind – friendly, impatient, witty – energetic, optimistic, impulsive – generous, materialistic, naive – snobbish, thoughtful, wise – discreet, possessive, manipulative – popular, inflexible, loyal.
- Students should now exchange books and check their partner's work by listening to the characteristics being read out. Ask two students to read out Katy and Sam's star signs and their characteristics. Then read out these years from the table below the zodiac and ask individual students to read out the corresponding star sign and the characteristics belonging to it (paying particular attention to where the word is stressed): 1958, 1947, 1972, 1961, 1950, 1976, 1953, 1966, 1968, 1981.
- Partner work. Students follow coursebook instructions under the zodiac and discuss their opinions with a partner. Walk round and give help where necessary.
- Point out the optional Internet activity which can be done at home.



Extension activities

1 Signs of the Zodiac

- Ask who reads their horoscope in magazines. Why (not)?
- Ask two or three students what their star sign is in German.
- Hand out the photocopies (see Preparation). Help will be needed with the pronunciation of some of the names so go through the signs and ask individuals: Q: *What are the dates for (Aquarius)?* A: *(Aquarius) is from January 21st to February 19th.*
- Then each student says when his/her birthday is and what his/her star sign is. The class make notes to find out which is the most common star-sign in the class. Write the star signs which are mentioned on the board/OHP. (Leave on the board for Extension activity 2.)

2 Predictions

- Ask what astrologers often make predictions about and list the things on the board/OHP (*e. g. family, friends, romance, travel, jobs, health, home, money*).
- In pairs, students choose a star sign from the list on the board (see Extension activity 1). They then write one or two predictions, using *You will .../You won't ...* and give them to a person in the class who has that sign.

If time permits

Resource bank: Activity 17, p. 51.

Resource bank

On the following pages, you will find a range of activities, all of which are designed to help students consolidate and develop one or more of the language skills covered in each unit. You can use them if you feel that extra practice is needed in a specific area, or you could also decide to use many of them spontaneously if you find that you have made good time in your lesson and need some extra material. However, some of the activities will require brief preparation (photocopies, cards, etc.) on your part. This will be necessary for exercises 4, 8, 12 and 15.

Ex. 1 (First lesson)

Students work in groups of four (two pairs work together). Each student thinks of a city beginning with the initial of his/her first name or surname. The group helps each member to make notes of as much information as possible about his/her city. After ten minutes, each student reports to the class, beginning with: *I have (never) been to It's in (country) and* At the end, the class is invited to add one more piece of information.

Ex. 2 (Unit 1)

Time: approx. 10 min.

Using the present simple to ask and answer personal questions

- Each student thinks of a well-known living person and writes down five facts about him/her. Demonstrate this by writing on the board/OHP:
This person comes from the UK.
He travels a lot.
He has one brother.
His family is very rich.
He doesn't work.
- Invite the class to guess who this person might be. (**Prince William**)
- It's unlikely that anyone will guess the person from the information above. If someone does guess correctly, praise them and repeat the activity with a current American film star – giving only vague details so that the next step of the activity can be demonstrated.
- If the class doesn't guess who the person is, invite them to ask five questions to find out more information. Explain that you can only give short answers, e.g.
 Q: *Is this person under 40?*
 A: *Yes, he is.*
 Q: *Does this person play a musical instrument?*
 A: *No, he doesn't.*
 etc.
- If no-one has guessed after five questions, tell the class the name of the person.
- In class or in groups, ask individual students to read out their five facts. Then follow the above procedure.

Ex. 3 (Unit 2)

Time: approx. 10 min.

There is, there are, there isn't, a, an, some, any, lots of, a few

- Write the following table on the board/OHP.

1 There is ...	2 a	3 some
4 an	5 There are ...	6 lots of
7 a few	8 There isn't ...	9 any

- Divide the class into two teams, A and B.
- Explain that they are to use the words or phrases in the boxes to make sentences about the town they live in.
- One person from team A chooses a number and makes a sentence with the word or phrase in this box. If the sentence is correct, they may rub out the phrase and write the letter A in the box.
 If the answer is not correct, they leave the word in the box.
- Then one member of team B chooses a word/phrase to make a sentence with.
- The winning team is the one to get a row of three As or Bs horizontally, vertically or diagonally.

Ex. 4 (Unit 3)

Time: approx. 15 min.
Preparation

Comparative and superlative

- Make an enlarged copy (DIN A4) of the table below. Make enough photocopies so that when you cut it down the middle, every student can have a copy of either A or B.

<p>A</p> <p>..... has the longest family name. (..... letters)</p> <p>..... has the newest car. (..... weeks/months/years)</p> <p>..... has the most brothers and sisters. (.....)</p> <p>..... has the oldest family member. (.....)</p>	<p>B</p> <p>..... has the longest journey to this course. (..... minutes)</p> <p>..... has the shortest family name. (..... letters)</p> <p>..... has the most keys on his/her keyring. (.....)</p> <p>..... has the youngest mother. (.....)</p>
--	--

- Demonstrate the structures to be practised by holding up your bag and saying: *My bag is really heavy/light today. I think I have the heaviest/lightest bag in the class.* By pointing to a student's (obviously heavier/lighter) bag, invite the response: *I think my bag is heavier/lighter.* Ask another student to lift them both and say which bag is heavier/lighter. Ask other students: *Do you think your bag is heavier/lighter than this one?* When the heaviest/lightest bag has been found, write the sentence on the board: *(Nico's) bag is the heaviest/lightest.*
- Divide the class into groups of 3 or 4 students and give a sheet to each person in the group, making sure that there are A and B sheets in each group.
- Students ask questions to other members of their groups and write down the information on the sheet.
- During the activity, circulate and monitor, giving help with vocabulary, if necessary.
- When most of the information has been written down, stop the questioning and ask different students to report one piece of information to the class, e.g. *(Nico) has the youngest mother – she's 51.* Ask students from other groups: *Is she the youngest mother?*, thus encouraging responses: *No, (Klaus)'s mother is younger – she's 49.*

Ex. 5 (Unit 4)

Time: approx. 15 min.

Past simple

- Write the following question words on the board/OHP: *When ..., Where ..., Where ..., How ..., How much ..., How long ...*
- Tell the class the following story with missing information. Read the story below slowly and pause when you come to a space (and maybe point to the appropriate question word on the board). For you to continue the story, they must ask the appropriate question, beginning with one of the words on the board. Then you can repeat the sentence with the information they have asked for. Give them an example: *You can read about Jeremy Levine in / Where can you read about Jeremy Levine? / You can read about Jeremy Levine in the Guinness Book of Records.*
- *You can read about Jeremy Levine in the Guinness Book of Records. He broke a world record in ... (1994). Levine started his 35,000 km journey in ... (London) and he drove to ... (Cape Town, South Africa). And he travelled by ... (taxi)! This was the longest taxi journey on record. It cost Levine and his two passengers about ... (£40,000). And the journey took ... (about 4 months).*
- After the questioning, read the story again without pauses. Ask some comprehension questions: *What did Levine do?* (He drove from London to Cape Town), *When did he break the world record?* (He broke the record in 1994), *How did he travel?* (He travelled by taxi), *How many passengers did he have?* (Two), *Where did he start the journey?* (He started the journey in London), *How many kilometres did he drive?* (He drove about 35,000 km), *How much did it cost?* (It cost about £40,000), *How long did it take?* (It took about 4 months.)
- Now read the story again, making deliberate errors. Pause after each underlined word and invite students to correct you – contradicting your statement with *Actually ...* and then correcting it. Give the example: *You can read about Jeremy Levine in Playboy. /*

Actually, you can't read about him in *Playboy*, you can read about him in the Guinness Book of Records.

- You can read about Jeremy Levine in *Playboy* (the Guinness Book of Records). He broke a glass (world record) in 1894 (1994). Levine started his 35,000 km journey in Paris (London) and he drove to New York (Cape Town, South Africa). And he travelled by bicycle (taxi)! This was the longest bus (taxi) journey on record. It cost Levine and his two passengers about £40 (£40,000). And the journey took 4 days (about 4 months).

Ex. 6 (Ivor Problem 1)

Time: approx. 10 min.

Car bingo

Students draw a 3x3 grid. They then look at the Car Wordlist on page 15 of *Pocket Tourist*, choose 9 English words, and write one in each square. Students memorise the German for the words they've chosen and close *Pocket Tourist*. Read out all the German words from the list slowly (writing them down so that you can check later). Students cross out the corresponding English words in their grid. The first person to cross out all the words is the winner. To check, ask him/her to read out his/her words in English.

Ex. 7 (Unit 5)

Time: approx. 10 min.

Family members

- First introduce "in-laws" – *Who is your mother-in law?/She's your husband's/wife's mother.* Ask about sister-in-law, brother-in-law, father-in-law.
- Now play a chain game and don't let anyone make notes! You begin: *I went on holiday with my mother-in-law.* Go systematically round the class, asking them to repeat what has been said so far and to add one family member: A: *I went on holiday with my mother-in-law and my niece.* B: *I went on holiday with my mother-in-law, my niece and ...*

If a student can't remember the family member, give help: *Your sister's daughter.* (And do concentrate because the chain ends with you repeating them all!)

Ex. 8 (Unit 6)

Time: approx. 10 min.
Preparation

Food and restaurant vocabulary (compound nouns)

- Make an enlarged copy of the table below (DIN A4). Photocopy the master copy so that there is one sheet for each pair of students. Cut along the horizontal and vertical lines so there are 48 small cards per set. Shuffle each set and clip them together.

ash	tray	pilau	rice
mineral	water	draught	beer
wine	list	black	coffee
main	course	dry	wine
home	made	orange	juice
children's	portion	minced	meat
tooth	pick	brussels	sprouts
garlic	bread	lamb	chop
Waldorf	salad	ice	cream
French	fries	Danish	pastry
bread	rolls	beef	burger
baked	potatoes	Minestrone	soup

- Brainstorm *restaurant*. Students call out words they associate with *restaurant*.
- Point out that there were some compound words and phrases (words which go together) in Unit 6, e.g. *ostrich curry, roast potatoes, boiled rice*.
- Students work in pairs. Give out one set of cards to each pair of students.
- Ask them to put the cards face up on the table and arrange them into compound words or phrases. The words are from Unit 6 or from *Pocket Tourist*, pp. 26–29. Encourage them to look up words they don't know.
- If any pairs finish quickly, they can help others. When most people have finished, ask individuals to read out one of the words or phrases. When they hear the word read out, each pair should turn over their corresponding cards.
- When all cards are face down on the table, ask the students to mix them up.

Extension: 10 min

- Pairs of students can now have a game of *Memory*. (In turns, students turn over two cards. If they form a compound word or phrase, he/she can keep the pair and have another turn. If they do not match, the cards are turned over again and the partner has a turn. The winner is the student with the most pairs of cards.)

Ex. 9 (Unit 7)**Time: approx. 10 min.****Adverbs of frequency**

- Write the following adverbs of frequency on the board: often, never, occasionally, sometimes, rarely,
- Students should write five sentences – each with a different adverb – about different members of the class, e.g. *Our teacher rarely speaks French*. Monitor and give help where necessary.
- When everyone has written their sentences, the students walk round and check their answers by asking the student they have written about: *How often do you (speak French)?* When asked, the student must give a one word answer, e.g. *Rarely*. One point is given for each correctly guessed adverb.
- If there is time, students can report their correctly guessed sentences: *Our teacher rarely speaks French*.

Ex. 10 (Unit 8)**Time: approx. 10 min.****Prepositions of place and the present perfect**

- Remind the class of the prepositions which have been practised by asking questions (e.g. *Where is Peter?*) and eliciting the following words or phrases and writing them on the board/OHP: in, on, under, next to, near, opposite, between, in front of, behind, on the left, on the right.
- Demonstrate the activity. Tell the class they have 30 seconds to hide your pen somewhere in the room and that you'll leave the room while they do this. After half a minute, knock on the door and re-enter the room.
- Tell them you can ask 10 questions to try and find the pen. Each question must begin with *Have you put it ...?* and must contain one word or phrase from the list on the board: *Have you put it on the left of the board?* Individuals answer with *Yes, we have*. or *No, we haven't*.
- Ask two students to leave the room for 30 seconds while the class hides the pen again.
- The students come into the room and may ask ten questions. The 11th question is: *Where have you put it?*

**Ex. 11
(Ivor Problem 2)****Time: approx. 10 min.****Gap dictation**

Dictate the following text and indicate a gap by knocking on the desk. The students should write their own phrases in the gaps.

Sam made an appointment to see the doctor. He felt xxxxx because he had xxxxx. The doctor asked about his symptoms and Sam said: I xxxxx. The doctor gave Sam a prescription. The chemist's was very near. It was xxxxx. The chemist gave Sam xxxxx and the next day Sam felt xxxxx.

Individual students can read out their versions while you write the skeleton text (above) on the board/OHP so they can check it.

Ex. 12 (Unit 9)**Time: approx. 10 min.
Preparation****Obligation and necessity: must, mustn't, needn't, can('t), are(n't) allowed to, (don't) have to**

Prepare slips of paper with one of the following headings on them: *in a library, at school, on an aeroplane, in hospital, in the army, at the dentist's, in a keep fit class, on the underground, at the swimming baths, in a hotel room, on an airplane*.

- Write this table on the board/OHP and ask the class to supply words or phrases with a similar meaning for the second line of the table (**you have to, you can, you needn't, you aren't allowed to**). If they have any difficulty, refer them to the phrases in Activity 6 on p. 55.

you must	you are allowed to	you don't have to	you mustn't

- Students now work in pairs. Give each pair a slip of paper you prepared and ask them to write five “rules” about the place on their paper, using different phrases from the table.
- One of the pair reads out the rules and the class tries to guess what the heading was on the slip of paper.

Ex. 13 (Unit 10)**Time: approx. 10 min.****Shopping**

- Refer students to the “*Please could I have ...*” list on p. 22 of *Pocket Tourist*. From the wordlists on pp. 22 and 23, they should write down an article to complete each phrase, e.g. a tin of nuts, a bottle of shampoo, a jar of jam, a packet of nappies, a tube of toothpaste, a piece of cheese.
- Ask individuals how they would ask for two of their articles in a shop: *I’d like a ... / Could I have a ..., please.*
- Remind them that in some countries they don’t use kilos so shoppers must ask for (2 lbs.) *two pounds of ...*, (1 lb.) *a pound of ...*, ($\frac{1}{2}$ lb.) *half a pound of ...*, ($\frac{1}{4}$ lb.) *a quarter of ...*. Write these on the board and ask what the approximate equivalent is in metric – refer them to the conversion chart on page 22. (2lbs. = 1kilo; 1lb. = 500g; $\frac{1}{2}$ lb. = 250g; $\frac{1}{4}$ lb. = 125g.) Now ask them to find possible items to complete the phrases.

Extension: 10 min

- In pairs, students write down 6 items from the wordlists on pp. 22 and 23 on separate pieces of paper and put them face up on the table in front of them. This is their “shop”.
- In turns, one of them must be the shopkeeper and the other must go shopping to another “shop”, queue and ask for an item on sale, bring it back to their shop and add it to the goods on sale. The partner then goes shopping.
- Stop the activity after about five minutes. The winners are the pair with the most items in their shop. If any shop runs out of items, it must close!

Ex. 14 (Unit 11)**Time: approx. 10 min.****Going to future**

- On the board, write this sentence from the postcard in Unit 11: *We’re going to see a Chinese ballet on Kowloon tomorrow.* Ask individual students to make the same sentence but begin with *I/She/They/He*. Now rub out *Chinese ballet* ask for other ideas of things Sam could say: *We’re going to see (a temple, a market, a museum, a fishing village, etc.) on Kowloon tomorrow.* Finally, ask for any other future times which could replace *tomorrow* – e.g. *on Thursday, next week, later, soon, on March 10th, etc.*
- On the board, write the sentence: The receptionist is going to give the key to Sam when he arrives after dinner.
- Ask individuals to replace one of the underlined words or phrases with a different word or phrase. A “secretary” can rub out the replaced word and write in the replacement word. e.g. *The manager* is going to give the key to Sam when he arrives after dinner. The manager is going to give the letter to Sam when he arrives after dinner. The manager is going to give the letter to his brother when he arrives after dinner. The manager is going to give the letter to his brother when he comes after dinner. The manager is going to give the letter to his brother when he comes later this evening.
- Do a few more substitute sentences in this way and choose a different “secretary” for each sentence. *I’m going to order a gin and tonic in the pub later.* / *The tourists* are going to see the Pyramids on Tuesday. / *The teacher* is going to have a four week holiday in Tunisia in August.
- When they have got used to this, write one *going to* sentence on the board and ask individuals to substitute any word or phrase – and don’t write the replacement on the board – they should listen to the replacements and remember them.

Ex. 15 (Unit 12)**Time: approx. 10 min.**
Preparation**Present progressive**

- Prepare a slip of paper with one of the following headings on them: a restaurant, a hotel, a petrol station, an airplane, a department store, a train station, a hospital.
- Ask the class to write down the people who are mentioned in the dialogue in Unit 12 (Sam and Katy, airline assistant, policeman, children). Individual students should say what these people are doing (are checking in/talking to the airline assistant, is asking questions/giving information, is standing near the check-in desk, are playing). Ask if it is clear from the sentences that this scene is at an airport.
- Give out a prepared slip of paper to each pair of students. They should think of four people in this place and write down four sentences, using the present progressive, saying what these people are doing at the moment. They can use wordlists in *Pocket Tourist* to help them.

- When they have done this, they read the sentences and the class tries to guess where these people are.

Ex. 16
(Ivor Problem 3)

Time: approx. 10 min.

Hotel Wordsearch

Remind students what a wordsearch is by looking at activity 6 on p. 15 of the coursebook. Ask them to draw a 7x7 grid on a piece of paper. They should then make their own wordsearch by writing words into their grid – horizontally and vertically – from the list on p. 10 of *Pocket Tourist* and entering random letters in the empty squares. When two students have completed their puzzles, they exchange them, look for the hidden words and write them down. At the end of the activity, find out which student has the most words in his/her grid and ask him/her to read out the list. Students can cross the words off their lists as they hear them.

Ex. 17
The Chinese Zodiac

- These star signs are probably more familiar to you.

	Aries ['eəri:z] Widder	March 21	– April 19
	Taurus ['tɔ:rəs] Stier	April 20	– May 20
	Gemini ['dʒemɪnaɪ] Zwillinge	May 21	– June 21
	Cancer ['kænsə] Krebs	June 22	– July 22
	Leo ['li:əʊ] Löwe	July 23	– August 22
	Virgo ['vɜ:gəʊ] Jungfrau	August 23	– September 22
	Libra ['li:brə] Waage	September 23	– October 22
	Scorpio ['skɔ:piəʊ] Skorpion	October 23	– November 21
	Sagittarius [sædʒɪ'teəriəs] Schütze	November 22	– December 21
	Capricorn ['kæprɪkɔ:n] Steinbock	December 22	– January 19
	Aquarius [ə'kwɛəriəs] Wassermann	January 20	– February 18
	Pisces ['paɪsi:z] Fische	February 19	– March 20

Internet task www.englishnetworklink.com.

If you have Internet access at home, find out which famous people have a birthday today. What is their star sign?

Tapescripts

Unit 1 / Activity 6

Introductions

Dialogue, part 1

- Katy: Here we are, this is our new flat. Come and meet Sam. He isn't at work today. Sam, we're home.
- Sam: Oh, you're back.
- Katy: Yes, come and meet my parents. This is my mother ...
- Sam: Hello, Mrs Kendall-Moers. Nice to meet you. I'm Sam Grainger.
- Liz: Hello, Sam ... and please, call me Liz. And this is my husband, Rolf.
- Rolf: Sam. How do you do?
- Sam: How do you do? Pleased to meet you. Let's go into the living-room ...

Unit 1 / Activity 7

True or false?

Dialogue, part 2

- Katy: Mum, can I take your jacket?
- Liz: Thanks, dear. Sam, Katy tells us you're a doctor.
- Sam: Yes, that's right, a radiologist.
- Rolf: A radiologist! And where do you work?
- Sam: In a hospital here in Edinburgh.
- Liz: Do you come from Edinburgh?
- Sam: No, I'm not Scottish, I'm English, actually – from Bradford. And you, Rolf, what do you do?
- Rolf: I work in the car industry. I'm an engineer and Liz is an interpreter. We both work for the same company in Stuttgart.
- Sam: You both work in the car industry? Fantastic! I love cars – I have an MG in the garage. It's very old and needs a lot of repairs. I work on it in my spare time. Do you want to come and see it?
- Rolf: An old MG? Oh, yes!
- Sam: There's a great transport museum in Glasgow. Maybe we can go to Glasgow for a day and we can go to the museum and Liz and Katy can ...
- Katy: And you come and look round the flat, Mum ...
- Liz: Good idea! Oh, that's nice dear ...

Unit 2 / Activity 9

Tourist Hotline

- Telephone hotline: Thank you for calling the Edinburgh Royal Mile Tourist Hotline. If you want information about hotels in the centre of Edinburgh, press one now; if you want details about where to eat in the Old Town, press two now; if you want to know what's on on Edinburgh's Royal Mile in August, press three now ...
- Rolf: That's it, Liz. That's what we want – press number three.

Telephone hotline: (Beeeeeep.) Thank you. The Royal Mile is at the centre of Edinburgh's Old Town. Why don't you begin your Royal Mile tour with a visit to Edinburgh's famous castle, open every day in summer from 9.30 a.m. to 6.00 p.m. Then, just a short walk from the castle is the Scotch Whisky Heritage Centre. Here you can take a tour in one of eight languages and find out the secret of Scotland's national drink. At the end of the tour you can taste one or two of the whiskies yourself. The centre is open every day of the year except one – it closes on December 25th, Christmas Day. On Tuesday, the choir of St Giles' Cathedral is giving a concert of music by Mozart and Bach. The concert begins at 7.30 p.m. on Tuesday. ... And in August, you can take a guided tour of some of the Old Town's historic buildings and visit its famous ghosts. The ghost tours begin outside the cathedral at nine-thirty every evening ... Many of the buildings around the castle and St Giles' Cathedral are over five hundred years old and ...

Unit 3 / Activity 7

Ordering drinks

- Sam: Well, it's my round. I think I'll have another bottle of lager – low alcohol this time, though.
- Liz? Rolf? What would you like?
- Liz: Oh, thanks Sam. I'd like a gin and tonic, please. With ice and lemon.
- Sam: Okay, one gin and tonic. Rolf?
- Rolf: I'd like to try a Guinness, Sam.
- Sam: A pint or a half?
- Rolf: Oh, just a half for me, please.
- Sam: Right, that's a gin and tonic for Liz, a half a Guinness for Rolf... and you Katy? The same again?
- Katy: No, better not. Could you get me a glass of coke, please? With ice and lemon. Oh, and could I have a packet of crisps, please?
- Sam: Okay. Back in a minute ...

Unit 3 / Activity 10

Chatting in the pub

- Katy: So, Mum. Tell me about the visit to the distillery. What was it like?
- Liz: It was fascinating, dear. We both had a really nice time. We arrived at four o'clock, so we were in good time for the last tour at half past. Your father really enjoyed it – he tasted three different whiskies!
- Rolf: Well, you wanted to drive. Anyway, the whisky tasting was free. Do you know, Katy, it's one of the oldest distilleries in Scotland. They started making whisky there in 1785.

- Katy: Yes, I know. When Sam came home from work this afternoon I told him where you were and he found the Glenfellet website on the Internet so we read a bit about it. Their Internet page is very good ... And what was the food like, Mum?
- Liz: Oh, the food was delicious. Lots of local specialities like fish and, of course, haggis. There were two restaurants. One restaurant was a bit expensive so we didn't go in. It was full of American tourists anyway – I don't think there was a free table. The self-service restaurant was cheaper so we decided to eat there.
- Rolf: Yes, it was cheaper – and the menu looked more interesting. By the way, Katy, one day I want you to tell me what exactly a 'haggis' is ...

Unit 4 / Activity 8

Buying a ticket

- Clerk: Hello, can I help you?
- Katy: Hello, yes. I'd like four return tickets to Inverness, please. That is four *day* returns.
- Clerk: And when do you want to travel?
- Katy: Tuesday morning.
- Clerk: Tuesday? Tomorrow?
- Katy: Er, yes, that's right. Are there any cheap-rate tickets?
- Clerk: Cheap-rate tickets? Well, do you have railcards?
- Katy: No. I'm a student, but I don't have a railcard ...
- Clerk: Well, there *are* cheaper tickets if you travel at the weekend or if you book in advance. But not for tomorrow, I'm afraid.
- Katy: Oh dear. Well, never mind. We have to travel tomorrow – a friend of ours is meeting us at the station.
- Clerk: OK, travelling tomorrow then. Let's have a look... That's 8.40 from Edinburgh Waverley.
- Katy: 8.40 – oh, that's fine. Not too early. Is it direct or do we have to change?
- Clerk: No, you don't have to change.
- Katy: Good. And what time does it get into Inverness?
- Clerk: The 8.40 ... just a moment, let's see ... gets in at 11.59.
- Katy: Fine. Could I reserve four seats, please - non-smoking?
- Clerk: Certainly. Four seats in non-smoking accommodation on the 8.40 to Inverness. And you're coming back the same day, are you?
- Katy: Yes, that's right. Is there a train which gets back to Edinburgh in the evening – not too late?
- Clerk: Yes, you can come back on any train, actually. There's one which leaves Inverness at 5.40 p.m.
- Katy: And how long does the journey take?
- Clerk: That one gets into Edinburgh Waverley at 8.45 – so just over three hours.
- Katy: That's fine. We'll catch the 5.40 from Inverness, then. So how much is that altogether?
- Clerk: Let me see ... That's four day returns from Edinburgh to Inverness for tomorrow ...

Unit 5 / Activity 6

Sam's family

My father's name is Alex. He and my mother got married in 1968. Her name is Mary. Mary and Alex Grainger. My older brother, Simon, was born in 1970. Simon's a detective and he lives in the north of England with his wife, Julia. Julia doesn't work because they have two small children: Steven and Emma. Steven's five and goes to school now. But his baby sister, Emma is only two. I don't see Steven and Emma very often because I live in Scotland. But my younger sister, Sarah – she's three years younger than me – is at university in Manchester so Sarah often visits Simon and Julia – well, she really visits the children! She loves children ...

Unit 5 / Activity 8

Phoning home

- Liz: 6-8-4-2-3-3-0, hello?
- Katy: Hello, Mum? This is Katy ...
- Liz: Katy! Where are you? What's the matter? It's one o'clock in the morning!
- Katy: Oh dear. I'm terribly sorry, Mum. I know it's very late in the UK – we're nine hours ahead in Sydney – it's ten a.m. here. We got here about an hour ago and –
- Liz: Is everything okay, Katy? Why are you phoning – is there anything wrong? Is Sam all right?
- Katy: Don't worry, mum, we're both fine. But we had a problem at the baggage reclaim. Sam asked me to phone you and Dad – you see, one of our suitcases is missing. It didn't arrive on the flight from Bangkok. It's probably on the next flight, but it's very annoying because the case also contains Sam's lecture notes for his presentation at the conference tomorrow afternoon.
- Liz: Oh dear, poor Sam. And what about his suit for the conference?
- Katy: He can buy a new suit tomorrow, mum. Clothes aren't a problem. The most important thing is his presentation. He hasn't got his notes!
- Liz: Doesn't he have a copy of them on disk?
- Katy: Yes! In the suitcase with his notes!!! But he has another copy on a disk in the flat. Could you or Dad send us an e-mail with the documents attached? Then we can pick it up from an internet café.
- Liz: Oh yes, I'm sure your father can do that – he's much better with computers than I am.
- Katy: Could I speak to Dad, then, please?
- Liz: Oh, Katy, he's asleep ... but, yes, hold on a moment, I'll get him. And tell me where to look for the disk so I can find it now.
- Katy: It's very easy – listen – there's a yellow disk marked *Sydney conference* on Sam's computer desk in the study ...
- Liz: Pardon? Could you repeat that, Katy?
- Katy: A yellow disk marked *Sydney conference* ...

Unit 6 / Activity 7**Weather report**

So, let's look at what the weather will be like tomorrow in some of the world's major cities. Oh dear, it'll be foggy tomorrow in London – but there won't be any rain so you can leave your umbrellas at home. And you certainly won't need an umbrella in Paris – the sun will shine on the Eiffel Tower all day – beautiful spring weather in the French capital! And now to the German capital. It'll be a cloudy day in Berlin – but with no rain, just lots of cloud. The rain will be in Amsterdam tomorrow. Lots of rain to make those tulips grow. And now we go across the Atlantic to Chicago, where there will be low temperatures and strong winds in the windy city of Chicago. And finally, to New York. Snowstorms hit New York this morning. There's heavy snowfall in New York and across other parts of North America. Now let's take a look ...

Unit 7 / Activity 4**Sydney Harbour Bridge**

Welcome to the Sydney Harbour Bridge Climb, ladies and gentlemen. We have a beautiful day for our climb – the temperatures should reach about twenty-one degrees today – not too cold and not too hot. Twenty-one degrees Celsius, that is. I hope you're all fit because this is quite a climb! The bridge is 134 metres high! It's a spectacular construction. We Australians wanted to have the longest bridge in the world and so we built this wonderful bridge. It took over ten years to build it and it was finished in 1932. It's 134 metres high and 1149 metres long. But, do you know what happened? Just before Sydney Bridge was finished in 1932, the Bayonne Bridge in New York was opened. And that bridge in New York was 6.4 centimetres longer!! Can you believe it – we had a bridge 1149 metres long but we missed a world record by 6.4 centimetres! But it is still the most elegant bridge – and *nearly* the longest bridge – in the world. So, ladies and gentlemen, I hope you enjoy your Sydney Bridge experience. The climb will take you about three hours. We will be in small groups and the first group will leave at 10 a.m. The next groups will leave in twenty minutes. And, believe me, this will be the best 98 dollars you have ever spent!

Unit 8 / Activity 7**Dictation**

Write the letter opposite D.
Write the letter next to S.
Write the letter between Y and N.
Write the letter under R.
Write the letter opposite D.
Write the letter under H.
Write the letter on the right of I.
Write the letter in Q.
What's the city?

Unit 8 / Activity 8**A bird's eye view**

Katy: Oh, this is wonderful, Sam. Hey, look to your right. That's the filling station where we stopped to buy petrol on the way here.
Sam: Where?
Katy: There – can you see the railway station? Well, the filling station is next to it – on the right.
Sam: Oh yes. And look – there's the post office we went to for the stamps – there – on the left of that big shopping mall.
Katy: Oh, right.
Sam: No, left! In front of the tourist information centre, remember? We could go there again later and get some more information about that railway – it was built in the 1880s, you know. And look at that car park. The people look so small ... like ants.
Sam: And the cars are like toys – it's like Legoland. Ripper!
Katy: What did you say?
Sam: Ripper – that's what they say in Australia for fantastic. Hey, there's a golf course behind the car park. Do you fancy a game of golf later? I'm sure we could hire golf clubs.
Katy: Yes, let's do that! Sam, you should take some photos. Where's the camera?
Sam: I think I put it in my rucksack ... let me see.

Unit 9 / Activity 3**Booking a room**

(R = Asian receptionist; S = Sam)

R: Good morning. Lei Garden Hotel. Can I help you?
S: Hello. This is Sam Grainger. My girlfriend and I will be in Hong Kong next week and we want to stay on Hong Kong island for a few days. Do you have a double room for four nights?
R: When would you like to come, sir?
S: We'd like to check-in on Thursday evening and stay till Monday lunchtime.
R: Thursday to Sunday. Let me see. Yes – four nights from Thursday next week – is that right?
S: Yes, that's right. Does the room have a shower?
R: Yes, sir. All our rooms are en suite. Would you like bed and breakfast or bed, breakfast and evening meal?
S: Oh, just bed and breakfast, please. I'm sure we'll be out sightseeing every day till late at night.
R: Well, yes, there's certainly a lot to see here in Hong Kong.
S: Oh, just one thing – can we pay by credit card? Do you take Visa cards?
R: Yes, of course. That's no problem. Now, if I can just have one or two details, Mr ... Grainger, wasn't it? I'll make the reservation.

Unit 9 / Activity 8

Asking the way

(K = Katy; R = Receptionist; S = Sam)

- K: Excuse me, do you speak English?
 R: Yes, can I help?
 K: We've heard that there's a good market in town. Could you tell us how to get there?
 R: Hmm, there are lots of markets - it really depends what you want to buy.
 K: Well, we want to buy some souvenirs, of course - and I'd like to buy a silk blouse or jacket or something typically Chinese to wear.
 S: And don't forget I need a camera shop - I have to take Simon's camera to be repaired.
 R: There are lots of camera shops in Stanley street. And there are streets of markets around there, too.
 K: Is it far?
 R: Well, you could go by bus but you'll see much more if you walk. Go out of the hotel and turn right. Go straight on and get on the escalator.
 K: An *escalator*?
 R: Yes - the Central-Mid-Levels escalator. It's the longest escalator in the world. It's a sort of moving walkway like they have at airports. There are 29 stops where you can get on and off - but to go into town you must get on this escalator before 10 o'clock in the morning because it goes into town from 6 o'clock to 10 o'clock when people travel into town to work, then, from 10.20 to midnight, it goes the other way.
 K: That sounds fun. Let's do that.
 R: You can get off the escalator in Stanley Street - and that's where you'll find the camera shops.
 S: Excellent!
 K: But what about the *interesting* markets?
 R: When you've finished shopping in Stanley Street, face the escalator and on your right you'll see a main road. That's Queen's Road Central. Cross this road and you'll see the market streets directly opposite - Li Yuen Street East and West.
 S: So that's ... turn right when we leave the hotel. Walk straight on and get on the escalator. Get off in Stanley Street. Go in every camera shop in Stanley Street ...
 K: No, Sam!
 S: Then, as we're looking at the escalator, cross the main road - is that on the right or on the left?
 R: The main road - Queen's Road Central - is on the right and then you'll see the markets in front of you. Actually, I have a map here - look ... let's mark the route ... Here's the hotel.

Unit 10 / Activity 5

Shopping for Clothes

(K = Katy; SH = Stall-holder)

- K: Excuse me. I'd like a Chinese-style jacket. That one looks nice. Could I see it, please?
 SH: A beautiful jacket - genuine Chinese silk.
 K: And what does it cost?
 SH: Oh - very cheap. Only eight hundred Hong Kong dollars.
 K: What? Eight hundred dollars?
 SH: *Hong Kong* dollars. Very cheap. Good quality Chinese silk.
 K: Well, it *is* lovely. But I'm afraid I don't know what size I am. I know my English size but these sizes are different.
 SH: No problem - try it on.
 K: Thanks. Can I try it on here? Do you have a mirror?
 SH: Here's a mirror. Beautiful lady, beautiful jacket.
 K: Oh, it *is* beautiful. I love the style but the colour doesn't suit me - green isn't my colour. And it's just a bit small. Do you have a larger size? And a different colour?
 SH: The same jacket in blue. Blue suits you. And one size larger. Look - a perfect fit.
 K: Yes, the colour is exactly right and this one is a perfect fit. But I'm afraid the price isn't perfect ...

Unit 11 / Activity 8

At the post office

(POC = Post office clerk; C = Customer)

- POC: Good morning. Can I help you?
 C: Yes - I'd like to send this parcel to Australia.
 POC: Okay. Thank you.
 C: How long will it take to get there?
 POC: It usually takes about three or four days.
 C: Right, that's fine. And I need some stamps, too. How much is a stamp for a card to Europe?
 POC: Stamps to Europe are 3 dollars 10 cents.
 C: I'd like ten stamps, please.
 POC: Ten at \$ 3.10. Here you are. Is that all?
 C: Oh, I nearly forgot - I'd like a phone card, too, please.
 POC: For fifty or one hundred dollars?
 C: For \$ 50. And could you tell me the dialling code for Sydney, Australia, please?
 POC: Of course - I'll just look it up ... it's double oh six one.
 C: Oh, where's my pen ... ? Could you repeat that and I'll write it down.
 POC: It's oh oh six one.
 C: Right, thanks a lot.
 POC: Is that all? That's ...

Unit 12 / Activity 9

Romance in the air

Sam: Katy? Are you feeling okay?

Katy: I'm alright, don't worry. I'm just looking at Hong Kong from the air for the last time. It was so beautiful here, wasn't it? I feel really sad about going home, you know.

Sam: Yes, I know how you feel. I hope we'll come back again one day. But now it's back to work in Edinburgh ...

Katy: Sam? I just wanted to say thank you for taking me. It was the best holiday I've ever had.

Sam: Well, perhaps this will help you to remember the wonderful time we had here. You see, I did some shopping in those Hong Kong markets, too. See if you can guess what this is. I'll give you five questions ...

Katy: OK. Let me see. It's quite small. Is it something to eat?

Sam: No, definitely not. You can't eat it.

Katy: Is it something I would use every day?

Sam: I think so, yes.

Is it something typical of Hong Kong?

Sam: In a way, yes. You're getting a bit warmer ...

Katy: It's not very heavy. Is it something useful – something electrical, perhaps?

Sam: No, you're getting cold again now.

Katy: But it's a kind of souvenir of our holiday, isn't it? Something you can wear?

Sam: Yes, good. Now you're very warm. But not something I can wear – it's something you can wear.

Katy: Aha, a piece of jewellery, then? Like a necklace or a bracelet?

Sam: I think you should open it, don't you? You've had more than five questions. You see, now that we've climbed Sydney Harbour Bridge together and shared a hot air balloon flight – and even tasted the kangaroo and ostrich in that restaurant – I wondered whether you think ... you know, whether I could ask ...

Katy: Oh Sam, it's beautiful!

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