



Unit 1 Step 1 Welcome to the class

Contents

Storyline	Anna is from Canada. She's in Faversham for a year and attends a family history class, where she meets Susan and Tom, and the class teacher Dave.
Functions	Introducing people and greeting people; Asking for the meanings of words
Vocabulary	Hobbies and interests
Grammar	You already know: <i>it's</i> and <i>they're</i> And now: <i>this</i> , <i>that</i> , <i>these</i> and <i>those</i>

Lesson notes

Additional material	For optional and additional material for Unit 1, Step 1, see page 80. Refer to this section before your lesson as some of the materials require preparation.
Optional stages	Optional stages of the lesson are written in grey in these notes. Tip: Learner profile If you haven't done the <i>Zero lesson</i> , copy the <i>Learner profile</i> (p. 7) for each student and ask them to fill it in at home. This will help you get to know your students early on in the course. NB: <i>Introductions and greetings</i> were covered in <i>Exercise 1</i> of the <i>Zero lesson</i> . If you're using Unit 1 Step 1 as the first lesson, do this <i>Starter</i> exercise first:
Starter: Introduce yourself 5– mins	Tip: Name cards Get students to make a name card by folding a piece of paper in half, writing their first name on both sides of the paper (so that the students sitting next to them can also read the name) and standing it on their desk.
Photo page 5– mins 	<ul style="list-style-type: none"> Say: <i>Look at page 9</i> and hold up your open book. Give the students a minute to look at all the pictures. Read the text to the class. Then ask the questions to individual students. Anna's from Ottawa, Canada. Refer students to <i>In dieser Unit lernen Sie u. a.: ...</i> and give them a minute to read the learning aims. <p>FYI: Ottawa is the capital of Canada. It's in the province of Ontario. Faversham ['fævəʃəm] is a market town 14 km west of Canterbury and 77 km east of London. For more information, read the <i>Language and culture</i> texts on page 25 in your coursebook.</p>
Nice to meet you  1/2 5+ mins	<ul style="list-style-type: none"> Students listen to the dialogue twice – once with the dialogue covered, and a second time with the dialogue uncovered. <p>Tip: Reason for listening When the students first listen to the dialogue with their books closed, give them a very general task to do – it gets them used to listening for gist and it makes them concentrate a bit harder!</p> <ul style="list-style-type: none"> Ask students to cover the dialogue. Say: <i>Listen. How many people do you hear?</i> (Four – Anna, Susan, Tom, Dave) Play ► 1/2. Ask students to look at the photo. Ask: <i>Where are they?</i> (In the family history class / in a college.) Say: <i>Now look at the dialogue and listen to it again.</i> Play the dialogue ► 1/2 a second time.
Language and culture	In every step, there's a reference to the <i>Language and culture</i> section at the end of the unit. The students can read these texts and do the related tasks at home. There's a key to the tasks in the coursebook. However, if you have extra time at the end of the lesson, you could look at the relevant L&C in class. The first L&C focusses on Anna's home town, <i>Ottawa</i> (coursebook p. 25). For more information on this, look at page 80 of this TRB.

1a How to say it: Introductions and greetings

5– mins



1c), 2d), 3b), 4a)

1b Now you: Intro- ducing each other

5 mins

NB: The *Now you* exercises appear in each step. They give students the opportunity to personalise the language items they have just learnt.

- Demonstrate the activity by introducing one of your students to the rest of the class.

1c Comprehension

10– mins

Tip: Task complexity (1) When you see an arrow like this ↓, there's a suggestion how to make the activity a little easier. When you see this arrow ↑, there's a suggestion how to make the activity a bit more demanding. These suggestions are optional – it depends on the ability of your group whether you choose to use them or not.

- ↓ Students work in pairs and work out the answers before they are read out in class.

1 are / aren't, 2 is / isn't, 3 are / aren't, 4 is / isn't, 5 is / isn't, 6 is / isn't



2a Vocabulary: Hobbies and interests



1/3

5+ mins

Tip: Knowing what to listen for When students have to listen for information, always give them time to read through the instructions or questions before they listen so they know what information they should listen out for.

- ↓ Divide the class into three groups. Each group focusses on just one list. Play ► 1/3. Answers are shared in class and, if necessary, play ► 1/3 again so students can check their answers.



✓ cooking, classical music, films, history

Dave: OK, let's begin. Welcome to the class. I see we have one or two new students – one from Canada! So let's introduce ourselves. I'm Dave – Dave Evans. I'm from Canterbury originally and I'm the director of the museum here in Faversham. Shall we say a bit about our hobbies, too? Well, I like cooking. I love Italian food! And I like Italian music, too – opera, and ... well, all classical music, really. Er ... I love films and I go to the cinema nearly every week. And, of course, I'm interested in history – it's my job and my hobby. That's all really. So, who's next? How about one of our new students ...

2b Now you: Your hobbies

5 mins

- Monitor the activity, giving help with vocabulary where necessary.

3 How to say it: Asking about words

5 mins

- Have the class repeat the phrases after you in chorus.

3a What are these things?

5+ mins



! BE: mobile phone; AE: cell phone

! Write *comb* on the board and practise the pronunciation (silent *b*). Board: **comb**

1 pen, 2 passport, 3 lipstick, 4 mobile phone, 5 brush, 6 newspaper, 7 key, 8 comb

3b Now you: Your things

5+ mins

- Demonstrate the activity by producing three things from your bag and writing the names of them on the board.

4 Grammar

5 mins

NB: The Grammar section is often divided into two parts: The *You already know* section and the *And now* section. *You already know* focusses on grammar which students should have come across in Starter courses (or earlier in the book) and it's used as a stepping stone to the new grammar which is introduced in the lesson – the *And now* grammar.

You already know: *it's* and *they're*

And now: *this, that, these* and *those*

- Demonstrate *this* (singular + near) and *these* (plural + near) by touching and naming objects in the classroom. Demonstrate *that* (singular + distant) and *those* (plural + distant) by pointing to and naming objects in the classroom.

4a Remember the sentences

5+ mins



- Let students decide whether they want to refer to the dialogue or not.

1 those, that; 2 this; 3 that, that; 4 these

If short of time

If you notice you're getting short of time,

- do **Exercise 4b** as a class activity. Ask students to take an item from their bags and put it on their desk. Walk around, point to an item and elicit: **That's (Peter's passport). / Those are (Petra's keys).**
- do just one of the **Round up** activities.

4b What's in your bag?

5+ mins

- Demonstrate the activity by taking a pen out of your bag and asking a student: *Excuse me, what's this in English?* (Elicit: That's a pen.) Take two books out of your bag and ask a student: *Excuse me, what are these in English?* (Elicit: Those are books.)

Round up

NB: The *Round up* activities consolidate the structures which were introduced in the lesson. They also facilitate time flexibility at the end of the lesson.

5a Find out about your partner

5– mins

Tip: Demonstrations It's advisable to demonstrate the activities so that students have a pattern to base their answers / conversations on and, if necessary, write a few keywords on the board.

- Demonstrate the activity by saying a few sentences about yourself.

5b Introduce your partner to the class

5– mins

- Follow coursebook instructions.

And finally ...

5+ mins

Students can only make the most of their course if they're familiar with what their coursebook has to offer. Gradually introduce them to the different possibilities to reinforce what they've learnt. Point out the following features of the coursebook and give a short explanation:

- Language study** (p. 12): An overview of the grammar in the step – the *You already know* is revision grammar, the *And now* is the grammar that is introduced in the step.
- Selfstudy** (p. 13): Students can do this in the book or online.
- Keys** (p. 127) to the Language study and Selfstudy exercises.
- Language and culture**, Step 1: *Ottawa* and the corresponding task (p. 25).

Tip: You already know – or do you? Less confident students may want extra practice with the *You already know* grammar, that is, the grammar which is assumed knowledge from Starter level in order to go into an A1.2 course, or the grammar which they have come across earlier in this book (applies to the *You already know grammar* in Units 5 and 6). They can practise this grammar by doing the *You already know* exercises on the Language study pages in their book or online – tell them to go to www.klett-sprachen.de/networknow/selfstudy and type in the Language study code which is given at the top of each Language study page in *Network Now A1*. Online they find – in addition to the exercises from their book – extra practice of the *You already know* grammar from *Network Now A1 Starter*.






Unit 1 Step 2 In the break

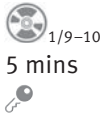
Contents

Storyline	Susan and Anna talk about their jobs and Dave invites them to Faversham museum.
Functions	Likes and dislikes
Vocabulary	Jobs and occupations (1)
Pronunciation	Stressed syllables
Grammar	You already know: Pronouns – singular And now: Pronouns – plural

Lesson notes

Additional material	For optional and additional material for Unit 1, Step 2, see pages 80/81. Refer to this section before your lesson as some of the materials require preparation.												
Optional stages	Optional stages of the lesson are written in grey in these notes.												
Starter: What's the word? 5 mins	NB: Students will have more chance to practise the alphabet in Step 3, so you needn't spend too long on the alphabet – but you may want to remind them of the vowels. Write on the board: A-team email iPhone O2 YouTube and have students repeat them. <ul style="list-style-type: none">• Spell some words from Step 1, e.g. <i>seat, move, down, meet, Canadian, introduce, pleased, year.</i>• ↑ When someone has guessed the word, ask a volunteer to put it into a sentence.												
What's your job?  1/8 5 mins	<ul style="list-style-type: none">• Ask students to cover the dialogue and listen so that they can add names to the sentences on the board. Board:<table><tr><td>_____</td><td>is a computer programmer.</td><td>(Anna)</td></tr><tr><td>_____</td><td>works in a hotel.</td><td>(Susan)</td></tr><tr><td>_____</td><td>was an engineer.</td><td>(Tom)</td></tr><tr><td>_____</td><td>is a museum director.</td><td>(Dave)</td></tr></table>• Play ► 1/8. Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered so they can check their answers.	_____	is a computer programmer.	(Anna)	_____	works in a hotel.	(Susan)	_____	was an engineer.	(Tom)	_____	is a museum director.	(Dave)
_____	is a computer programmer.	(Anna)											
_____	works in a hotel.	(Susan)											
_____	was an engineer.	(Tom)											
_____	is a museum director.	(Dave)											
Language and culture	The students can read the text <i>Canterbury</i> (p. 25) and do the related tasks at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 81 of this TRB.												
1a Comprehension 5 mins 	<ul style="list-style-type: none">• Students do the exercise alone and then compare answers in class and correct the false statements. True: 1, 4, 6 2 Anna works in Faversham Canterbury. 3 Susan's job isn't interesting is really interesting. 5 Dave's a computer programmer museum director.												
1b Vocabulary: Jobs 5 mins 	<p>! In English-speaking countries, people are much more vague about their job descriptions when having social conversations: <i>I work for (Siemens)</i> or <i>I work in an (IT) department</i> is sufficient information.</p> <ul style="list-style-type: none">• Students match the halves of sentences and compare answers in class. 1b), 2a), 3d), 4f), 5g), 6c), 7e)												
1c Other people's jobs 10– mins	<ul style="list-style-type: none">• Point out the Info box to remind students that <i>a / an</i> is needed when they say what their job is. Ask <i>What's Anna's job?</i> (She's a computer programmer.) <i>What was Tom's job?</i> (He was an engineer.)												

2 Say it like this



- Play ► 1/9 so that students can underline the stressed syllables.

doctor, electrician, family, hotel, interesting, music, problem, student, tourist

- Play ► 1/10 so that students get a chance to practise the pronunciation.

Tip: Choral repetition Don't be inhibited about asking the whole class to repeat phrases together. This gives every student a chance to practise the phrases. And it allows more hesitant students to practise speaking without doing it in front of the class.

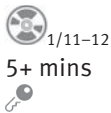
3 Grammar

5+ mins

You already know: Singular pronouns – *my*, *me*, etc.

And now: Plural pronouns – *our*, *us*, etc.

- Read out the sentences and have the class repeat them in chorus.

3a Listening:
Where's class 3c?

- First ask the class to speculate: *Look at the photo. They're new students. What's their problem, do you think?*
- Say: *Now listen and find out.* Play ► 1/11.

They can't find their classroom.

- Say: *Listen again. What do they say? Choose the right word in number 1–6.* Play ► 1/12.
1 our, 2 their, 3 us, 4 we, 5 They're, 6 them

(S1 = Student 1, S2 = Student 2, D = Dave)

S1: Oh no. Where's our classroom?

S2: I don't know. It's classroom 3c. Is that 3c?

S1: No, that's 3f – it's a German class. We can ask their teacher.

S2: Can *she* help us?

S1: Well, we can ask her.

S2: No, look – they're busy. They're in the middle of a lesson. Don't disturb them.

S1: Ah, look, ... here's 3c!

D: Hello. Come in. Welcome to the class!

3b Walk and talk

5+ mins

Tip: Walk and talk Students who are new to the *Network Now* series may not be used to standing up and walking around during the lesson. But moving around not only refreshes the student (many of whom have had a long working day behind them) but it also gives students the opportunity to speak to several people in the class, not just their neighbours on the right and on the left. – Take part in these activities yourself – it helps you to get to know your students and it can help to break down inhibitions on the students' part.

- Demonstrate the activity by writing *my* on a piece of paper and asking two or three able students to make a sentence with that word.

4 How to say it:
Likes and dislikes

5 mins

- Have students repeat the phrases chorally. Exaggerate the intonation slightly so that they can copy it easily.

- Ask volunteers to make sentences replacing *it* with a person or a thing. Demonstrate the activity by making sentences with the phrases from the first box, e.g.

I like English very much.

I love my cat.

I think Harry Potter is great.

4a Now you:
Do you like it?

5+ mins

- Demonstrate the activity by talking about your home town for a minute.

If short of time

If you notice you're getting short of time,

- do **Exercise 4b** as a class activity.
- do just one of the **Round up** activities.

4b Now you: What do you think of it?

10 mins

- Refer them to the phrases in *Exercise 4* before they work with a partner.
- ↑ Invite students to add some more items to the list.

Round up**5a Jobs**

5– mins



- Follow coursebook instructions.

Anna works for Silver Star, in Canterbury. She's a computer programmer. Dave is the director of the museum in Faversham. Susan works in a hotel in the town centre. Tom is retired. He was an engineer.

5b Likes and dislikes

10 mins

- Demonstrate the activity by writing three sentences on the board:

I really like (English). I love (cats). I can't stand (jazz).

- Students guess which sentence is false and then do the activity in pairs.

And finally ...

5+ mins

Remind students of the following:

- **Language study** (p. 16): An overview of the grammar of the step (both *You already know* and *And now*).
- **Selfstudy** (p. 17): Students can do this in the book or online.
- **Keys** (p. 127) to the Language study and Selfstudy exercises.
- **Language and culture**, Step 2: *Canterbury* and the corresponding tasks (p. 25). Encourage students to do the Internet task at home.

And point out ...

- the **Lerntipp** on pronunciation at the end of the Selfstudy page (p. 17).

Unit 1 Step 3 At the airport

Contents

Realia	A landing card; Airport signs
Functions	Giving personal information; Filling in a form
Vocabulary	Email addresses; Airport signs; BE and AE
Reading	Lost property
Grammar	Whose ...?; Genitive 's

Lesson notes

Additional material For optional and additional material for Unit 1, Step 3, see pages 81/82. Refer to this section before your lesson as some of the materials require preparation.

Optional stages Optional stages of the lesson are written in grey in these notes.

Starter: Can you spell your name, please? 5 mins
 ! Students often have problems with the alphabet so it's a good idea to have the students practise the alphabet before doing the tasks. Simply have them say the alphabet a couple of times round the class. The 'problem' letters for German speakers are usually:
 A R E I G J H V W Y



Tip: Network Teachers' Club The alphabet needs to be practised regularly. For ideas on how to do this, go to the *Network Teachers' Club* (www.klett-sprachen.de/network/club; 'January 2010', 'Network lesson: The alphabet (A1.1)').

Forms

1a All about Anna
 5+ mins

NB: In the third steps, there's always a piece of realia as a main focus. It's important that students realise that, although there may be unknown words in a text, they shouldn't panic! They will still probably be able to understand enough to cope with the situation.

- Read the **Info box** to your class and assure them that it isn't always necessary to understand every word of a text or a conversation – they can still cope in everyday situations.
- Students work alone and then compare answers in class.

✓ 1, 3, 6



Language and culture

The students can read the text *Titles* (p. 25) and do the related tasks at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 82 of this TRB.

1b Personal details
 5+ mins



! Point out: *Where were you born?* (not *Where are you born?*)

- Students match the formal headings to the informal questions.
 1e), 2a), 3b), 4c), 5d)

1c Now you: Your personal details
 5 mins

- Follow coursebook instructions.

Email addresses
2a How to say it



1/18
 5– mins

- Play ► 1/18 and refer students to the phrases in the blue box.

(A = Anna, O = Official)
 O: ... and can I have your email address, please?
 A: Yes – it's annaturner, all one word, @ silverstar.com.
 O: Sorry, can you spell your name, please?
 A: Yes, A-N-N-A-T-U-R-N-E-R
 O: annaturner@silverstar.com – right?
 A: Yes, that's right.
 O: Thank you, Ms Turner. And now can you tell me ...?

2b Listening



1/19

5– mins



- Play ► T1/19 and students complete the email addresses.

1 jk. 2 @ 3 .uk

1 jk.masters@hobbyenglish.de
 2 robert.roy@gfx.ch
 3 hg.croft@playtime.co.uk

2c Now you:

Your email address

5– mins

- ! Point out the second **Info box** in case any student needs this additional information (underscore, dash) to give their own email address.

The airport

3 Airport signs

5+ mins



- Students work alone or in pairs to match the German and English words to the icons.

1 Departures, Abflug; 2 Arrivals, Ankunft; 3 Baggage Claim, Gepäck; 4 Lost Property, Fundsachen; 5 Customs, Zoll

4 Reading:

Lost property

10– mins

NB: Students shouldn't be asked to read this text aloud. They don't have to worry about pronunciation of new words – nor is it necessary for them to understand every word. The aim is to get the gist of a text and to guess new words from their context.

Tip: Pre-reading In order to introduce the topic and some of the vocabulary in a reading text, you can ask some speculative questions before reading the text. Don't correct the answers, just let students guess – they'll find out the answers when they read the text. Say: *What do people sometimes lose at airports?* (Bags, umbrellas, phones, etc.) *Let's find out the answers by reading the 'Lost Property' text, Exercise 4.*

- Allow students time to read the text silently.
- Ask: *How many airports are there in London?* (Five) *What's the main airport in London?* (Heathrow) *How many passengers travel to or from Heathrow every year?* (68 million)

4a American words

5 mins



! Reassure students that British English and American English are very similar but there are sometimes differences. In dictionaries, *BE* indicates British English and *AE* indicates American English. These terms are used in *Exercise 4* on the *Selfstudy* page (p. 20).

- Students find the corresponding British word in the text and check their answers by reading out the sentence from the text.

1 luggage, 2 mobile phones, 3 handbags

If short of time

If you notice you're getting short of time,

- do **Exercise 4b** as a class activity.
- limit the number of items in **Exercise 5b**.

4b Listening



1/20

5 mins



- Play ► 1/20.

1 passport, 2 keys, 3 bag

1 (CO = Customs Official, A = Anna, W = Woman)
 CO: Can I see your passport, please?
 A: Yes, it's here – in my bag. Oh, where is it?
 W: Excuse me – are you Anna Turner?
 A: Yes, that's right. What ...?
 W: Is *this* your passport?
 A: Oh yes, it is. Thank you so much. Where was it?
 W: It was on the desk at ...

2 (S = Simon, G1 = Girl, D = Dave)

S: Look – there are some keys on that table. Whose keys are they, do you know?

G1: No. Dave.

D: Yes?

G1: These keys were on the table in your classroom.

D: Oh yes – they're my keys. My car keys. Thanks very much.

G1: It's OK, Simon – they're Dave's keys.

3 (G2 = Girl, S = Susan)

G2: Dave.

D: Yes?

G2: Is this *your* bag?

D: Pardon?

G2: Is this your bag?

D: No, it isn't.

G2: It was on the chair in the café. Whose bag is it, do you know?

D: No – but look inside, maybe there's a name in it.

G2: OK ... Yes, here's a card Ms S Davis.

D: Oh, that's Susan. It's her bag. Susan, is this your bag?

S: Oh yes, it is. Thanks.

G2: It was in the café. It was on the chair and I ...

5 Grammar

5– mins

NB: There is only a minor grammar element in the third steps – the main focus is on realia and reading.

Whose ... is it? / Whose ... are they? – It's ...'s ... / They're ...'s ...

- Read out the sentences in the grammar box and have the class repeat them in chorus.

5a Listening



1/21

10– mins



- Say: *Listen again. Tick the correct information.* Play ► 1/21.

1c), 2b), 3b)

Audio script: see above in *Exercise 4b* (pages 15/16)

5b Lost Property Office

10– mins

- Collect items from the students and put them on your table. Keep to items students know – only have a few new things so they're not overwhelmed by new vocabulary.
- Pick up one item and asking: *What's this in English?* to remind them that they can ask you for the names of objects they don't know. Then demonstrate the activity as it's described in the coursebook.

And finally ...

5+ mins

Remind students of the following:

- **Language study** (p. 20): An overview of the grammar of the step.
- **Selfstudy** (p. 20): Students can do this in the book or online.
- **Keys** (p. 127) to the Language study and Selfstudy exercises.
- **Language and culture**, Step 3: *Titles* and the corresponding tasks (p. 25).

And point out ...

- **Reading: At the Lost Property Office** (p. 21): A text 'just for fun' with a glossary of unknown words. For more information on this, look at pages 82 and 119 of this TRB.

Unit 1 Now I can

Contents

Review of vocabulary, functions and structures in Unit 1

Storyline

The *Now I can* pages have their own characters. In Unit 1, we meet Alun, who joins a German class in Canterbury and the students write personal profiles.

Starter

Introducing yourself and others

Part 1

Filling in a form; Asking for and giving personal information

Part 2

Talking and writing about jobs and hobbies; Expressing likes and dislikes

Part 3

Writing about jobs

Lesson notes

Additional material

For optional and additional material for Unit 1, *Now I can*, see page 82. Refer to this section before your lesson as some of the materials require preparation.

Optional stages

Optional stages of the lesson are written in grey in these notes.

Jetzt kann ich u. a.: ...

5– mins

- Ask students to look at *Jetzt kann ich u. a.: ...* Remind them that the symbols refer to different skills or vocabulary items which they learnt in Unit 1 and were listed in the aims on the photo page (p. 9). Most of the tasks in *Now I can* focus on more than one skill or vocabulary item.

Starter:

The people in Unit 1

10 mins



- Students say what they know about the characters who appeared in Unit 1.

E.g. Anna's from Canada. Her grandparents were from Faversham originally. She works as a computer programmer in Canterbury. Dave teaches the family history course. He's the director of Faversham museum. He likes cooking, Italian food and music / classical music, history and films. Susan works in a hotel. She's married to Tom. She lives in Faversham. Tom is Susan's husband. He was an engineer but he's retired now.

Part 1:

1a Why are they there?



1/25

15 mins

Tip: Task complexity (2) When an exercise can be made easier for the whole class, you see ↓; and ↑ means it can be made more complex. This is a decision the teacher makes for the whole class. Now, for some exercises, we're introducing a system whereby the student can decide for himself / herself how adventurous they want to be! All the class does the same basic exercise, but to varying degrees of complexity, signalled by a star system. It involves your writing 3 short tasks on the board. The first task (*) is easier than in the coursebook; the second task (**) is the standard task as in the coursebook; the third task (***) is more complex than in the coursebook.

Anna wants to find out more about her family. They were from Faversham originally.

- Read the instructions to the class. Give them time to read through the possible reasons for learning German.
- Explain the 'star system' to the class: *Maybe you had a hard day at work today and you're tired? You can do an easier task – a one-star task; most of you can do the task that you read in the coursebook – the two-star task; do you want a challenge (Herausforderung)? Then do the three-star task.*

Board:

* Listen for reasons a)–e) or listen for reasons f)–j).

** As in the coursebook.

*** Do **. Then tell the class what the man says about holidays.

- Students listen to why the people are in a German course. Play ► 1/25.
- Play the conversation a second time ► 1/25 so students can check their answers. a), c), e), f), g), h), i), j)

(A–F = a group of adult students)

A: What are your reasons for doing this course? For me – it's just a hobby, I love learning ... but I'm sure it isn't a hobby for you all.

B: No, for me – it isn't a hobby. It's important for my job.

A: Oh? What do you do?

B: I work in a travel office and I often phone our partners in Germany. They speak good English but I want to learn to speak good German.

C: Well, I love skiing so I'd like to go to Switzerland or Austria for a winter holiday next year. I know that people speak good English there but I'd like to speak a bit of German, too! That's why I'm here.

B: Did you learn German at school?

C: Yes, I *did* – but my German from my schooldays is bad – and we didn't speak very much. What about you?

D: Well, I just *like* German. It's an interesting language.

E: Oh, please tell my children that. They always have problems with their homework – and they always ask me for help!

F: Well, I come to the course for two reasons. First of all, I work at home on a computer *all* day. I never talk to other people. So, it's really good to come to this course and talk to you ... in German or English. And I enjoy the time in the pub with you after the lesson, too.

E: And the second reason?

F: I think I want to do an examination in German.

E: Oh, why?

F: I don't really know why ... I just want to see my level, I think.

E: Yes ... that's a good idea. Perhaps we could ask the teacher about the examinations that we can ...

- Students then talk in groups about why they are in an English course. Monitor this activity, showing interest and prompting shy students.
NB: Ask: *Why are you on an English course?* or *Why do you want to learn English?* or *What are your reasons for doing this course?* (Not: *Why are you learning English?* The present progressive is introduced in *Network Now A2.1*.)
- Ask individual students to tell the class why they are in the English course.

1b The new student



1/26

10 mins



- Students listen and complete a form about Alun, a new student. Play ► 1/26.

Family name: **Burton**; First name(s): **Alun**; Date of birth: -; Nationality: **British**; Address: **3 London Road, Canterbury, CT3 6SG**; Contact tel.: **079 413 465 83**; Email: **alunburton@gmx.co.uk**;
Course title: **German A2**; Course number: **215**; Day and time: **Tuesdays, 7pm**

- Play the dialogue a second time ► 1/26 so that students can check their answers.

(A = Alun, R = School Receptionist)

R: Good evening – can I help you?

A: Yes, I'm here for the German course.

R: Oh right. Erm, I just need some details from you. Can you tell me your first name please?

A: Yes, it's Alun ... that's A L U N.

R: Oh, that's interesting.

A: Yes, my parents were from Wales, from Cardiff. And A L U N is the Welsh way to spell Alan.

R: So, you're British.

A: Yes, I am. But why do you ask that?

R: It's just for our statistics – here in the school. That's all.

A: Oh, I see.

R: And what's your family name?

A: Burton. B U R T O N.

R: B U R T O N ... thanks. And can I have your address, please?

A: Yes, it's 3 London Road ...

R: Yes ...

A: Canterbury – CT3 6SG.

R: CT3 6SG ... thank you. And could I have a contact telephone number and perhaps an email address for you?
 A: Is a mobile number OK?
 R: Yes, of course.
 A: It's 079
 R: 079
 A: 413 ... 465 ... 83
 R: 079 413 465 83.
 A: Yes, that's right. And my email address is alunburton, all one word, at gmx.co.uk.
 R: OK, alunburton at gmx.co.uk. Right ... thanks very much. And your course is ...?
 A: German A2.
 R: OK, that's course number ... let me see ... 215. On Tuesdays at 7 o'clock. Yes, well, it's ten to seven now so you can go to the room – it's room number 18 on the first floor.
 A: Good – thanks very much.
 R: Enjoy your lesson.

1c Role play

10+ mins

- Follow coursebook instructions.
NB: The one piece of information which Alun wasn't asked was his date of birth. Remind students that the question is: *When were you born?* And also remind them that they needn't give true answers!

Part 2:**2a We want to know you better!**

5 mins

- Students read Alun's profile. Then ask: *Who has something in common with Alun?*
 Board: Alun _____ and I _____, too.

2b Your personal profile

10 mins

- Before students do the writing activity, ask individual students: *What can you say about your ...* (choose one of the categories).

2c Show a partner

10 mins

Tip: Pairwork (1) Encourage your students to work with a variety of partners – it makes it more interesting for them to get to know each other better, and it's also good practice to hear English from different speakers. If they're reluctant to change partners or move from their seats, say: *Work with a student who has something in common with you. (Arbeiten Sie mit einem Kursteilnehmer / einer Kursteilnehmerin zusammen, die etwas mit Ihnen gemeinsam hat.): Who has a birthday in October? (When students put their hands up, pair them off.) Who has a white car? Who has a grandchild? Who has a nice boss? Who has two mobile phones? Who has a cat? Who has ...?*

- Follow coursebook instructions.

If short of time

The **final activity** of the *Now I can* pages allows for time flexibility as it's often an open-ended activity. Students can interview their teacher, rather than writing a text.

Part 3:**Our teacher's job**

10 mins

- Students read the description of Alun's job silently.
- Students ask the teacher for information.
- ↓ Ask individual students a question and then have them answer it and ask you the same question:
 Teacher: *What do you do?*
 Student: *I'm a ... And you? What do you do?*
 Teacher: ...
Where do you work? When do you work? Do you work at the weekends? Do you like your job?
- Students write a profile of their teacher's job, based on the information they got from the teacher.

And finally ...

5 mins

Point out the following features of the coursebook and give a short explanation:

- Test yourself** (p. 24): Students can assess their progress by doing this test and checking their answers (p. 127).
- Language and culture** (p. 25): Refer your students to any L&C texts and tasks that weren't read or done in class.
- Now me** (p. 26): Students have the opportunity to personalise the structures they learnt in the previous unit and practise writing English. Advise them to keep a record of their progress by assembling a dossier. Refer them to www.klett-sprachen.de/networknow/portfolio.








Unit 2 Step 1 Weekdays

Contents

Storyline	Anna and Susan talk about their daily routines.
Functions	Talking about routines; Telling the time
Vocabulary	Jobs and workplaces (2)
Grammar	You already know: Present simple And now: Adverbs of frequency (<i>always, usually, often, sometimes, never</i>)

Lesson notes

Additional material	For optional and additional material for Unit 2, Step 1, see pages 82/83. Refer to this section before your lesson as some of the materials require preparation.
Optional stages	Optional stages of the lesson are written in grey in these notes.
Photo page 5– mins 	<ul style="list-style-type: none"> Students look at the photos on page 27 and answer the questions. <p>Anna works in (a)) an office; Susan goes (b)) swimming.</p> <ul style="list-style-type: none"> Refer students to <i>In dieser Unit lernen Sie u. a.: ...</i> and give them time to read about what they're going to learn in Unit 2.
Starter: Routines 5– mins	Demonstrate the activity by telling the students something that you do every day / once a week. Then they have a pattern to say what they do every day / once a week.
My day  1/29 5+ mins	<ul style="list-style-type: none"> Board: starts work early. (Anna) Ask students to cover the dialogue. Refer students to the board and ask: <i>Is that Anna or Susan?</i> Play ► 1/29. Play ► 1/29 again so that students can check the answer.
Language and culture	The students can read the text <i>Time</i> (p. 43) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 83 of this TRB.
1a Comprehension 5 mins 	<ul style="list-style-type: none"> Students put Anna's daily routines in the right order. <p>left column: 2, 5, 3; right column: 1, 4</p> <ul style="list-style-type: none"> ↑ Ask individual students to say three things about their morning routine.
1b Times 5+ mins 	<p>! Remind students that <i>am</i> (ante meridiem) is used for the times midnight to midday (0–12) and that <i>pm</i> is used for the times from midday to midnight (12–24).</p> <ul style="list-style-type: none"> Students underline the times in the dialogue and individuals read them out. eight o'clock, quarter past six, twenty past seven, quarter to ten, half past eight Ask volunteers to read out the sentences which contain the times.
2 How to say it: Telling the time 5+ mins	<ul style="list-style-type: none"> Have the class repeat the times in chorus. Point out the Info box and practise the half hour by writing a few times on the board (7.30 – 4.30 – 1.30, etc.) and asking individuals to say them.
2a What's the time? 5 mins 	<ul style="list-style-type: none"> ↓ First do this as a class activity: <i>Student A, ask Student B about number (4).</i> Choose the weaker students to ask the question for the first few examples. Students work in pairs, ask each other the time and give the answers. 1 It's eleven o'clock. 2 It's quarter past three. 3 It's twenty-five past four. 4 It's twenty to nine. 5 It's half past one. 6 It's twenty-five to one. <p>! During the lesson, ask individual students: <i>What's the time?</i></p>

2b Now you: What do you do when?

10– mins

- Demonstrate the activity by writing the time of one of your routines on the board and getting the class to guess what you do.
- Students work in pairs and ask each other about their daily routines.

3 Grammar

5 mins

**You already know: Present simple**

! If some of your students are not very confident and want more revision practice, refer them to the *You already know* section of the *Language study* (p. 30). They can do the exercises in their book or online – tell them to go to www.klett-sprachen.de/networknow/selfstudy and type in the Language study code which is given at the top of page 30. Online they find – in addition to the exercises from their book – extra practice of the *You already know* grammar from *Network Now A1 Starter*.

And now: Adverbs of frequency (*always, usually, often, sometimes, never*)

! Students will need practice in pronouncing the word *usually*.

- Have the class repeat the phrases after you in chorus.

3a Now you: Your day

10– mins

- Students write in the adverbs of frequency to make the sentences true for them.
- Check answers in class. Students ask questions with *How often do you ...?*, eliciting the sentences which were written down.
- ↓ Practise the 3rd person singular by asking individuals to read sentences 1–7 beginning with *My best friend ...*

Tip: Correction (1) Write the letter **S** on a card – or on the palm of your hand – and, when students forget to add an -s on the verb when talking about the third person, simply hold up the card / your hand – this avoids having to interrupt them to get them to correct the mistake.

3b How often do you ...?

5+ mins

! Remind students that the single ‘how often’ words go before the main verb:

Board: I often go there ,

but the ‘how often’ phrases go at the end of the sentence:

Board: I go there every week.

- ↓ Ask individual students to replace the underlined words on the board with alternatives.
- Let students work in pairs for five minutes and then report one fact about their partner to the class. (Keep that S-card handy!)

If short of time

If you notice you’re getting short of time,

- just have them give only one possible answer in **Exercise 4a**.
- do just one of the **Round up** activities.

4a Vocabulary: Jobs and workplaces

5+ mins



- Do this as a class activity.

! Check the stress in the words: electrician, engineer, assistant, receptionist.

Possible answers: hotel – cleaner, cook, manager, receptionist, waiter; shop – manager, shop assistant; school – cleaner, teacher; house – babysitter, cleaner, electrician, housewife, cook; restaurant – cleaner, cook, manager, waiter; hospital – cleaner, cook, doctor, nurse, receptionist; factory – electrician, engineer, factory worker, manager; office – cleaner, engineer, manager, PA, receptionist

4b Routines

1/30–31

5+ mins



- Play ► 1/30 so students can identify the three people’s jobs.

1 waiter, 2 shop assistant, 3 nurse

- Play ► 1/31 so students can note down the details.



Speaker 1: sometimes, never, always, usually;

Speaker 2: sometimes, always;

Speaker 3: He often works at night. First / At about 6pm he always has a meeting with the doctors. He usually walks round and talks to the patients. He’s sometimes really tired. He never sleeps well in the day. He’s never bored.

- 1 I enjoy my job but the working hours aren't great. I often work till after midnight. You see, people come to the restaurant for dinner – usually around 8 or 9 o'clock, have dinner, then they order more drinks, then they want coffee ... The last person usually leaves around midnight – and, of course, I can't go home before they leave. But the positive thing is – I don't get up before ten o'clock in the morning. I get to the restaurant before lunch so I can prepare ...
- 2 I work in a small shoe shop in town. I sell men's shoes. My job's OK – but I don't like my boss! And I don't think he likes me. You see, the shop opens at nine and I – well, I have problems getting up in the morning so I'm sometimes late for work. I work from nine to six – it's a really long day. And weekends, too! But I always have a day off in the week. And then I go shopping!
- 3 I work in a hospital and people always think I'm a doctor, but I'm not. The hospital is a hectic place in the day but I often work at night, when it's nice and quiet. I start work at about 6 pm and first we always have a meeting with the doctors. Then I usually walk round and talk to the patients. Working at night can be hard. I'm sometimes really tired when I finish work and I never sleep very well in the day – but, yes, I like my job and I'm never bored.

Round up**5a Routines at work**
5– mins

- Use the jobs in *Exercise 4a* as prompts.

5b An interview
5– mins

- Demonstrate the activity by inviting students to ask you questions before they work with a partner.

And finally ...

5+ mins



Remind students of the following:

- **Language study** (p. 30): Students can do this in their book or online – tell them to go to www.klett-sprachen.de/networknow/selfstudy and type in the Language study code which is given at the top of page 30. Online they find – in addition to the exercises from their book – extra practice of the *You already know* grammar from *Network Now A1 Starter*.
- **Selfstudy** (p. 31): Students can do this in the book or online.
- **Keys** (p. 127 / 128) to the Language study and Selfstudy exercises.
- **Language and culture**, Step 1: *Time* and the corresponding task (p. 43).

Unit 2 Step 2 Weekends

Contents

Storyline	Anna and Susan talk about their free time.
Functions	Making and reacting to suggestions
Vocabulary	Positive and negative adjectives
Pronunciation	Intonation: Returning questions (<i>And you? What did you do?</i>)
Grammar	You already know: Questions And now: More questions (<i>Why ...? – Because ...</i> ; prepositions at the end of questions, e.g. <i>Which part of London do you live <u>in</u>?</i>)

Lesson notes

Additional material For optional and additional material for Unit 2, Step 2, see page 83.
Refer to this section before your lesson as some of the materials require preparation.

Optional stages Optional stages of the lesson are written in grey in these notes.

Starter: How often?
5– mins

- ↓ Before students open their books, remind them of ‘how often’ words, before doing the task.
Board: **always, never, often, sometimes, usually**
Ask students to write these ‘how often’ words in their notebooks in the order of frequency, beginning with: *always (usually, often, sometimes, never)*.
- Ask two students to read the example sentences.
- Demonstrate the activity by telling the students something that you remember about someone in the class. Then invite students to do the same.

After class

- Ask students to cover the dialogue. Refer students to the board and say: *Listen to Anna and Susan. What are the missing names?* Play ► 1/35.



1/35

5+ mins

Board:

- 1 _____ likes cooking.
- 2 _____ wants to go to London at the weekend.

- Play ► 1/35 again so that students can check their answers. (1 Tom, 2 Anna)

Language and culture The students can read the text *Free time* (p. 43) and do the related tasks at home – or you can use this as a ‘filler’ if you have time at the end of the lesson. For more information on this, look at page 83 of this TRB.

1a Comprehension

5 mins



- Students answer the questions in class.
- 1 They often invite friends to their place for dinner. 2 Because she wants to visit Mrs Benton. 3 She's an old family friend. 4 She went to school with Anna's grandmother.**

1b Vocabulary:
Adjectives

5+ mins



Tip: Terminology Students are sometimes unnerved by grammatical terms, so don't overuse them. In *Exercise 1b*, simply say: *Adjectives – words that tell us about things and people* – and then read out the list in *Exercise 1b* as examples.



- Students distinguish between positive and negative adjectives and make sentences using adjectives.
Positive: fantastic, good, great, interesting; Negative: awful, boring, difficult, terrible
- ↑ Volunteers can make their own sentences, without using prompts from the book.

2 How to say it:
Making and reacting to suggestions

5+ mins

- Read out the list of suggestions and have the class repeat them in chorus.
- Ask volunteers to find and read out the suggestions used in the text. (How about coming to dinner ...? Why don't we have dinner together ...?)
- Read out the list of reactions to suggestions and have the class repeat them in chorus.
- Ask volunteers to find and read out Anna's reactions to the suggestions. (I'm sorry, I can't. I'd love to – thanks.)

2a After the lesson

 1/36–37
10– mins


- Play ► 1/36 and a volunteer gives the answer.

They decide to go for an Indian meal.

- Go around the class, saying *A* or *B* alternately to each student (this saves discussion time!). They then do the task.
- Play ► 1/37.
A: ✓ e), b), a), d); B: ✓ a), b), d)

(A = Anna, D = Dave, J = Jenny)

A: Bye Dave. See you next Tuesday.

D: Bye you two. Have a good evening.

A: Shall we go for a drink, Jenny? Do you have time?

J: I'd love to – but I'm hungry, too. I didn't have lunch today. How about going for a pizza?

A: Hmm, we could – or we could go for an Indian meal ...

J: Oh yes, an Indian meal. Good idea! I love Indian food. Let's go to that new Indian restaurant in King Street.

A: That sounds great!

2b Now you: What shall we do?

5+ mins

- Demonstrate the activity by making suggestions to different students and eliciting a response: *Shall we go to the opera at the weekend? What about a rock concert?*
- Students react to suggestions about what to do after the lesson and then report to the class.

3 Grammar

5 mins



You already know: Questions

! If some of your students are not very confident and want more revision practice, refer them to the *You already know* section of the *Language study* (p. 34). They can do the exercises in their book or online – tell them to go to www.klett-sprachen.de/networknow/selfstudy and type in the Language study code which is given at the top of page 34. Online they find – in addition to the exercises from their book – extra practice of the *You already know* grammar from *Network Now A1 Starter*.

And now: More questions (*Why ...? – Because ...*; prepositions at the end of questions, e.g. *Which house does she live in?*)

- Have the class read the questions in the *You already know* box. Ask: *We don't know the answer to one question here. Which question is it?* (How often does Anna go to London?)
- In pairs, students ask and answer the other five questions. (Mrs Benton is an old family friend. She must be nearly ninety. She lives in London. The lesson (i.e. your lesson) starts at ... Anna can have dinner with Susan and Tom on Monday evening.)
- Read out the sentences in the *And now* box and have students repeat them in chorus.

3a Questions

10– mins

- Remind students of the star system (see Unit 1 *Now I can*, p. 17) and write the options for doing the first part of *Exercise 3a* on the board.

Board:

- * Work in pairs.
- ** Do the task alone.
- *** Do ** and then write a similar question.

If a student has chosen the 3-star option, invite him / her to write the question on the board and choose a student to read out the question with the correct question word.

- Students choose the right question word.
1 Why, 2 Who, 3 What, 4 Where, 5 When, 6 What time, 7 Why
- Students (↓ *work in pairs*) and match the answers to the questions.
3a), 1b), 4c), 6d), 5e), 7f), 2g)

3b Now you: Tell your partner about you

5+ mins

- Follow coursebook instructions.

3c Where do you come from?

5+ mins



! Explain that when you make questions in English, the prepositions, the little words *for, in, from,* etc. go at the end of the question.

Board:

Which part of London does she live in?

- Students complete the questions with a preposition.

NB: They don't answer the questions yet – first in *Exercise 4b*.

1 from, 2 to, 3 in, 4 for, 5 to

If short of time

If you notice you're getting short of time,

- do **Exercise 4b** as a class activity.
- do just one of the **Round up** activities.

4a Say it like this



1/38–39

5+ mins

- Play ► 1/38.

Where do you come from?

I come from Athens. And you? Where do you come from?

I come from Bonn.

- Have students repeat the questions, with the stress on *you*: *And you? Where do you come from?*
- Say: *Listen and repeat the questions.* Play ► 1/39.

1 Where do you come from? – And you? Where do *you* come from?

2 Which restaurants do you go to? – And you? Which restaurants do *you* go to?

3 What are you interested in? – And you? What are *you* interested in?

4 Which company do you work for? – And you? Which company do *you* work for?

5 What sort of music do you listen to? – And you? What sort of music do *you* listen to?

4b Now you: Walk and talk

5+ mins

- Follow coursebook instructions.

Round up

5a Tell me more

5+ mins

- Demonstrate the activity with an able student by asking him / her: *Do you do a lot of sport? Why ...?*
- This can be done as a walk and talk activity or in groups or in pairs.

5b At the weekend

5– mins

- Demonstrate the activity by inviting students to ask you questions before they work with a partner.

And finally ...

5+ mins



Remind students of the following:

- Language study** (p. 34): Students can do this in their book or online – tell them to go to www.klett-sprachen.de/networknow/selfstudy and type in the Language study code which is given at the top of page 34. Online they find – in addition to the exercises from their book – extra practice of the *You already know* grammar from *Network Now A1 Starter*.
- Selfstudy** (p. 35): Students can do this in the book or online.
- Keys** (p. 128) to the Language study and Selfstudy exercises.
- Language and culture**, Step 2: *Free time* and the corresponding tasks (p. 43). Encourage students to do the Internet task at home.

And point out ...

- the **Lerntipp** on learning vocabulary at the end of the Selfstudy page (p. 35). Refer students to the Unit vocabulary section (pages 150–175) and remind them that they can also listen to the vocabulary lists and phrases. Students can do this by going to www.klett-sprachen.de/networknow/selfstudy and typing in the code which is given in the Unit vocabulary (e.g. page 158).






Unit 2 Step 3 At the pub

Contents

Realia	Pub notices; Rules for a pub quiz
Functions	Understanding instructions; Questions
Vocabulary	Pub notices; Quiz rules
Pronunciation	<i>was / were</i>
Reading	Molly Malone
Grammar	You already know: <i>How many are there? – There's ... / There are ...</i> And now: <i>How many were there? – There was ... / There were ...</i>

Lesson notes

Additional material	For optional and additional material for Unit 2, Step 3, see page 84. Refer to this section before your lesson as some of the materials require preparation.
Optional stages	Optional stages of the lesson are written in grey in these notes.
Starter: Where do you go? 5– mins	<ul style="list-style-type: none"> Demonstrate the activity by telling the students something about your favourite pub or restaurant.
Pub notices 1a What does it mean? 5+ mins	<ul style="list-style-type: none"> Refer the class to the authentic pub signs at the top of the page. Reassure them that they don't need to understand every word – they can often guess the meanings from the context. Give the class time to tick the correct information and then invite volunteers to give the answers. 1a), 2b), 3a), 4b)
 Language and culture	The students can read the text <i>Pubs</i> (p. 43) and do the related tasks at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 84 of this TRB.
Reading: Molly Malone 5 mins	NB: Remember that students aren't expected to read this text aloud, so they are not faced with pronunciation problems initially. And reassure your students that they will hear you read the text in a few minutes. <ul style="list-style-type: none"> Give students time to read the text silently and then ask one or two general questions. <i>Where did Molly Malone live? (Dublin) What did she sell? (Fish) Can you see her today? (Yes – there's a ghost and a statue.)</i>
2a Comprehension 5 mins	<ul style="list-style-type: none"> Read the text aloud to the class before asking students to do the task. ! Remind them that there is a dictionary at the back of the book if they want to look up a word, but they should try to get the general meaning of the text without needing every single word. Dublin, pretty, wheelbarrow, fever, ghost
 2b A traditional Irish song	<ul style="list-style-type: none"> Students insert the missing words into the song text.
 1/44 10 mins	See key for Exercise 2a. <ul style="list-style-type: none"> Play the song ► 1/44 so that students can check their answers. Play the song again ► 1/44 and encourage students to join in. NB: There's a translation of the words on page 125 of the coursebook. Students can look at this after the lesson.

2c Now you: Songs that you know

5 mins

- Students talk about English songs which are popular in their country.

Tip: Variety If you have students in your class from other countries or other regions, ask them about their home towns. This not only helps them to feel integrated into the class but also adds variety to the answers and information the class hears.

The pub quiz

3a Comprehension

10 mins



FYI: Pubs quizzes are a popular form of entertainment in Britain. They are usually held regularly – weekly or monthly. Contestants usually play in teams and answer questions on general knowledge. Prizes usually involve rounds of beer!

- Students read the pub quiz rules silently and then tick the true sentences.
✓ 1, 6, 7, 8
- Volunteers then correct the false information.
2 ... at 8.30, 3 There are two prizes / a first and second prize, 4 ... a maximum of eight people, 5 ... per player

3b Quiz questions



1/45

5 mins



- Students listen and identify the round. Play ► 1/45.
- ↓ Board: Music – Sport – General knowledge

General knowledge / First round

(B = Brendan, S = Sandy)

B: It's your quizmaster Brendan with you again for your Tuesday night pub quiz. There are a lot of people here tonight and there's a great atmosphere. How many teams are there tonight, Sandy?

S: There are seven teams tonight, Brendan.

B: Seven teams – great. Last week there were five teams so this week, with seven teams, you must think hard! Good luck. We have five rounds of five questions. Last week there wasn't a music round – sorry. But this week we have all five rounds for you. So now for the first round. Listen and write your answers on your quiz paper.

Question number 1: How many stars are there on the flag of the United States of America? How many stars are there on the US flag?

4 Grammar

5 mins



You already know: *How many are there? – There's ... / There are ...*

! If some of your students are not very confident and want more revision, refer them to the *You already know* section of the Language study (p. 38). They can do it in their book or online – tell them to go to www.klett-sprachen.de/networknow/selfstudy and type in the Language study code which is given at the top of page 38. Online they also find extra practice of the *You already know* grammar from *Network Now A1 Starter*.

And now: *How many were there? – There was ... / There were ...*

- Have the class repeat the sentences in the *And now* box.
- Ask volunteers to complete the sentences on the board.

Board:

There's a pub quiz this week.

_____ a pub quiz last week, too.

There are a lot of teams this week.

_____ a lot of teams last week, too.

4a Facts about the pub quiz

5 mins



! Students need to use the information from the quiz rules and information they heard in *Exercise 3b*.

- Students choose the correct information and check answers with a partner.
1 There's, 2 There are, 3 There are, 4 There weren't, 5 There was

4b Say it like this



- Students repeat the sentences, which have a weak pronunciation of *was* / *were*. Play ► 1/46.

- 1 There were ten teams last week.
- 2 There wasn't a music round last week.
- 3 There were a lot of people at the quiz.
- 4 There was a question about America.
- 5 There were five music questions.

If short of time

- If you notice you're getting short of time,
- do the answering of the questions in **Exercise 4c** as a class activity.
- do **Exercise 4d** as a class activity by writing just one set of questions (p. 123) and asking individuals to complete a question and ask it to the class.

4c What does Brendan say?



- ↑ Students can try to fill in the questions before listening to the dialogue, and then check their answers by listening.
- Play ► 1/47 and students fill in the missing words. In groups, they try to answer the questions.

1 How many; 2 What; 3 many, were there; 4 Who was; 5 Whose
The answers to the questions are on page 125 of the coursebook.

(B = Brendan)
B: Question number 1: How many stars are there on the flag of the United States of America?
How many stars are there on the US flag?
And question number 2: Ready? In the name JF Kennedy, what do the initials JF stand for?
What do the initials JF stand for in the name JF Kennedy?
Ready for question 3? I know you all remember the Beatles – but how many musicians were there in that pop group? How many musicians were there in the Beatles?
Next is question 4: Who was the first president of the United States of America? Was it a) Abraham Lincoln, b) George Washington, or c) Thomas Jefferson? Who was the first US president?
And question 5, the last question in this round: Whose real name was Clark Kent? That's a bit difficult. Whose real name was Clark Kent?
That's the end of round one. OK Sandy, collect the papers, please. And now for some music. ...

4d Make your own pub quiz



- Divide the class into two teams, A and B, and sit the teams on opposite sides of the room so they can discuss answers within their team.
 - Each team chooses a captain to do the writing and make the final decisions.
 - Team A looks at page 123; Team B looks at page 125.
 - Monitor the activity, giving help where necessary.
 - When the captain has filled in the question words, suggested by his / her team, check that they're correct before the questions are asked to the other team.
- The question words are the same for both teams: **1 Who, 2 How, 3 When, 4 Whose, 5 Which**

And finally ...



- Remind students of the following:
- Language study** (p. 38): Students can do this in their book or online – tell them to go to www.klett-sprachen.de/networknow/selfstudy and type in the Language study code which is given at the top of page 38. Online they find – in addition to the exercises from their book – extra practice of the *You already know* grammar from *Network Now A1 Starter*.
- Selfstudy** (p. 38): Students can do this in the book or online.
- Keys** (p. 128) to the Language study and Selfstudy exercises.
- Language and culture**, Step 3: *Pubs* and the corresponding tasks (p. 43).

And point out ...

Reading: Quiz time – riddles (p. 39): A text 'just for fun' with a glossary of unknown words.
For more information on this, look at pages 84 and 119/120 of this TRB.

Unit 2 Now I can**Contents****Review of vocabulary, functions and structures in Unit 2****Storyline**

Some people in Alun's class try to find a time when they can meet.

Starter

Telling the time

Part 1

Understanding rules and instructions; Talking about routines; Asking and answering questions; Talking about jobs

Part 2

Making and reacting to suggestions; Talking about routines

Part 3

Asking and answering questions; Talking about routines

Lesson notes**Additional material**

For optional and additional material for Unit 2, *Now I can*, see pages 84/85.
 Refer to this section before your lesson as some of the materials require preparation.

Optional stages

Optional stages of the lesson are written in grey in these notes.

Jetzt kann ich u. a.: ...

5– mins

- Ask students to look at *Jetzt kann ich u. a.: ...* Remind them that the symbols refer to different skills or vocabulary items which they learnt in Unit 2 and were listed in the aims on the photo page (p. 27). Most of the tasks in *Now I can* focus on more than one skill or vocabulary item.

Starter:**The times in Unit 2**

5+ mins



- Students play a chain game to practise saying the time.

Five past one, ten past one, quarter past one, twenty past one, twenty-five past one, half past one, etc.;

Quarter past seven, half past seven, quarter to eight, eight o'clock, etc.

Part 1:**1a What's my job?**

1/52

10+ mins

- Read the instructions to the class. Give them time to read through the four things they have to listen for.
- Remind students of the star system (see Unit 1, *Now I can*, p. 17) and write the options for doing the first part of *Exercise 1a* on the board.

Board:

* Do 1, 3 and 4 *or* do 2, 3 and 4.
 ** As in the coursebook.
 *** Do ** and tell the class two questions that you heard.

- Play ► 1/52.
- Play the conversation a second time ► 1/52 so students can complete or check their answers.
1 seven, 2 three, 3 No, it isn't., 4 She works in a travel office. / She's a travel agent.



(A–D = group of four adult students)

A: What's my job?

B: Do you work with children?

A: No, I don't.

C: Do you work inside a building?

A: Yes, I do.

B: Do you work in a hospital?

A: No, I don't.

D: Ah ... I know ... do you work in an office?

A: Yes, I do.

D: I know ... you work in a bank.

A: No, I don't ... sorry.

C: Hmmm ... Do you phone a lot?

A: Yes, I do.

B: Do you speak other languages in your job?



A: Yes, I do.
 C: Do you use the Internet a lot?
 A: Yes, I do.
 B: Do you plan something for people?
 A: Yes, I do.
 C: I know ... you work in a travel office.
 A: Yes, that's right – I plan holidays to Dubai and Australia.

1b Choose a job

5– mins

- ↓ Write a few of the following jobs on pieces of paper and give them to students who can't decide on a job: pilot, teacher, doctor, singer, footballer, cook, taxi driver, fitness trainer, journalist

1c The instructions

5+ mins



- Students work in pairs and put the instructions in the right order and then check their answers in class.

left column: 1, 5, 2, 4; right column: 6, 3, 7

1d Play the game

15+ mins

Ask students to read through the questions on page 125 before playing the game *What's my job?*

- ↓ Students can keep their books open at page 125 and refer to the questions.
- Demonstrate the activity by letting students ask you questions about 'your' job.
- Nominate an able student to lead the game and invite the class to ask him / her questions about the job he / she has chosen.
- If the class seems to be able to do this easily, have them guessing jobs in groups of five or six.

Part 2:**2a Meeting for a meal**

1/53

5 mins



- ↓ Allocate one day of the week to each student.
- Students listen to a conversation to decide when Alun's students can meet. Play ► 1/53.

The only possible time they can meet is Thursday, for dinner.

(Al = Alun, B–D = three other students)
 Al: OK, when shall we meet? How about lunch on Friday?
 B: Sorry I can't on Friday, I work all day.
 C: Yes, me too.
 Al: OK ... well, how about another day ... for lunch?
 B: The only days that are good for me are Saturdays and Sundays ... oh, and Wednesdays are good too, I don't work on Wednesdays.
 Al: Oh dear, the restaurant isn't open at lunchtime at the weekends ... it never does lunches then ... only dinner in the evening. Well we could meet for lunch on Wednesday then.
 C: No, sorry – not for me ... lunchtime is always a problem for me.
 Al: So, let's say – "no lunch" ... right?
 B + C together: Yep. That's right.
 D: We could meet for dinner ... one evening?
 Al: Yes ... Let's talk about the evenings. Shall we go out on Tuesday ...
 Chorus of the others: No-o-o, No way ... that's our lesson!
 Al: I know ... only joking.
 B: Why don't we go out on Saturday or Sunday evening? We don't work then.
 C: Oh ... sorry, I can't. I've got plans for next weekend.
 D: Saturday *and* Sunday?
 C: Yes, ... and Friday evening.
 D: Hmm – so now we have Monday, Wednesday or Thursday evening. Erm ... Monday?
 Al: Not good for me – I play tennis every Monday evening.
 B: And I stay at home with the children on Wednesdays ... my wife goes out.
 D: So-o-o ... shall we go out on Thursday then?
 Al/B/C: Yeah Thursday's good. / Great. / That's the best day.

2b How to say it



1/54

5+ mins



- Play ▶ 1/54.
- ↓ Allocate one phrase to each student.

Let's – 2, Why don't we – 1, We could – 2, How about – 2, Shall we – 3

2c Role play

10 mins

- Follow coursebook instructions.

2d Tell the class

5+ mins

- Follow coursebook instructions.

Part 3:

3a Six questions to ask

5+ mins



- ↓ Students can complete the questions in pairs.

Example questions: 1 meals / cups of tea, 2 meet friends, 3 go to bed, 4 start work,
5 What do you usually do in the mornings?, 6 have lunch

If short of time

The **final activity** of the *Now I can* pages allows for time flexibility as it's often an open-ended activity. In **Exercise 3b**, students can ask and answer questions in groups without having made notes about the answers.

3b And the answers?

10+ mins

- In groups, students ask each other their questions and chat about the topics.
- Monitor the activity, going from group to group, encouraging the more reluctant students.

And finally ...

5 mins

Point out the following features of the coursebook and give a short explanation:

- **Test yourself** (p. 42): Students can assess their progress by doing this test and checking their answers (p. 128).
- **Language and culture** (p. 43): Refer your students to any L&C texts and tasks that weren't read or done in class.
- **Now me** (p. 44): Students have the opportunity to personalise the structures they learnt in the previous unit and note down vocabulary which is particularly useful to them.

And point out ...

- the **Unit vocabulary** (p. 150–175), a chronological list of the words in the coursebook. Students can use it to practise the words they had in the unit – it's also useful if a student has missed a lesson and wants to catch up on the missed vocabulary. There are also lists of word groups and phrases from each step. The words can be listened to on the Internet – a code is provided (see the 'Tipp' on page 150).
- the **Dictionary** (p. 176–188), an alphabetical list of the words in the coursebook so students can easily look up unknown vocabulary from dialogues and exercises. These words can also be listened to on the Internet – a code is provided on page 176.

Does your course have more than the standard 24 lessons?

- After Units 2, 4 and 6, there is the optional section **Globetrotter**:
Globetrotter Work – one page (45 minutes) of classroom material with the focus on English for work.
Globetrotter Travel – one page (45 minutes) of classroom material with the focus on English for travel.
A further 45 minutes of classroom material is provided on the Internet for each of these lessons.
Teaching notes on **Globetrotter A** can also be found on pages 122/123.

Your notes

Note: Getting ready for ... is divided into two sections, **FYI** and **Preparing ...**, for most of the steps in Units 1–6.

FYI: When you prepare your lessons, you might want to have some background knowledge of an aspect of the lesson – just for your own personal interest. Where it seems useful, the FYI provides links to relevant sites via the *Network Now* homepage.

Preparing ...: If your lesson is longer than 90 minutes, or if you have a particularly quick class, this section offers some additional activities which you can use. Some of the activities and materials require some preparation before the lesson.

Getting ready for Unit 1

FYI Unit 1 Step 1

You can find out more about **Faversham**, where the story takes place, by going to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 1 Step 1

Likes and dislikes chain
10 mins

- To be used any time after *Exercise 2b*, coursebook p. 11.
- Students write six sentences, using each of the positive and negative phrases in *Exercise 2b*. The sentences can be completed with hobbies, food, cities, etc.
- Start the activity by saying: *I love (Indian food). What about you?* Students can respond by saying: *I love (Indian food), too* or *I don't like (Indian food)*.
- The student who has answered then addresses another student and reads out one of his / her sentences and asks: *What about you?* Continue the chain until everyone in the class has said at least one sentence.

In my bag ...
15– mins

- To be used any time after *Exercise 3a* or in place of *Exercise 3b*, coursebook p. 11.
NB: This activity takes about 10 minutes longer than *Exercise 3b*.
- **Photocopy 1 In my bag ...** (p. 98) – one for each student.
- Students work in pairs and label the photos.
NB: New words – *coins, letter, sweets*
- Then they try to make a row of four (horizontal, vertical or diagonal) by saying what they have in their bags.

Language and culture Step 1: Ottawa
(coursebook p. 25)
10– mins

- To be used after the *Round up*, coursebook p. 11.
- Allow time for students to read the text silently.
- Ask if any student has any more information about Canada – maybe someone has been there or has family or friends there.
- **!** When doing the task, invite contributions from students who are not from the local area.

Downloads


- There's an activity for Unit 1 Step 1 which you can download from the Internet:
www.klett-sprachen.de/networknow/activities

And finally ...

If you haven't used the *Zero lesson*, photocopy the *Learner profile* (p. 7) – one for each student and ask them to fill it in as part of their homework.

FYI Unit 1 Step 2

If you'd like to go on a virtual tour of **Canterbury Cathedral**, go to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 1 Step 2

Running dictation

10 mins

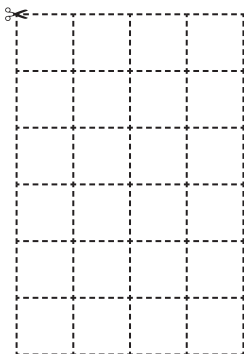
- To be used any time after the dialogue, coursebook p. 14.
- **Photocopy 2 Running dictation** (p. 99) and cut it into three sections.
- Say to the students: *Let's write a dictation. You need paper and a pen.*
- Put the class into three groups, A, B and C and get them to sit together in their groups.
- Choose the most able and confident student in each group as the 'runner'.
- Stand the texts in three different places in the room and tell each group which text is theirs.
- The 'runner' has to leave the group, read a sentence (or two) of the group's text, remember it and 'run' back to the group and dictate the sentence(s).
- When all the groups have finished, one member from each group reads out the text and a member from another group checks it with the original.

NB: It's more fun if you can place the texts in different places outside the classroom and the groups have a competition to see which group finishes first!

What do you think of it?

15 mins

- An alternative to *Exercise 4b*, coursebook p. 15.
- Cut pieces of DIN A4 paper into small rectangles (4 x 6) – one sheet of paper makes 24 rectangles.



You need enough for 6 rectangles for each student in your class.

- Hand out 6 rectangles to each student.
- Ask students to write the following things on the six pieces of paper.
Board: 1 the name of a TV personality, 2 the name of a city, 3 something to eat, 4 a sort of music, 5 a hobby, 6 something to drink
- Students get into pairs and put their rectangles together in a pile.
- Each pair of students swaps their pile with another pair.
- Students do the activity set out in *Exercise 4b*, but instead of choosing items from the list, they turn over a rectangle.

Language and culture

Step 2: Canterbury

(coursebook p. 25)

10– mins

- To be used after the *Round up*, coursebook p. 15.
- Allow time for students to read the text silently.
- **!** When doing the task, invite contributions from students who are not from this country.
- Encourage the students to do the Internet activity at home.

Downloads



- There's an activity for Unit 1 Step 2 which you can download from the Internet: www.klett-sprachen.de/networknow/activities

FYI Unit 1 Step 3

To read more about strange lost property go to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 1 Step 3

Famous people

15– mins

- To be used any time after *Exercise 1c*, coursebook p. 18.
- **Photocopy 3 Famous people** (p. 100) – one for each pair of students and cut it in half, A and B.
- Students work in pairs, A and B, and follow the instructions on the paper.



Lost property chain game 10 mins

- To be used any time after *Exercise 4b*, coursebook p. 19.
- Begin the chain by saying: *I lost my mobile phone*. A student continues: *I lost my mobile phone and my (keys)*. The third student repeats what was said and adds one more item, etc.

Language and culture Step 3: Titles (coursebook p. 25) 10– mins

- To be used at the end of the lesson.
- Allow time for students to read the text silently.
- Ask each student to say his / her title in English.
- After doing the task, ask if the students know any other famous people with the titles: *Mr, Dr, Mrs or Miss*.

Reading: At the Lost Property Office (coursebook p. 21)

- The Reading page can be done as selfstudy or read in class. You'll find ideas on how to exploit this in class on page 119.

Downloads



- There's an activity for Unit 1 Step 3 which you can download from the Internet: www.klett-sprachen.de/networknow/activities

FYI Unit 1 Now I can

Alun's name is Welsh. Did you know, there is a colony of Welsh speakers in Argentina? Find out more about the Welsh language and listen to a Welsh speaker by going to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 1 Now I can

Note: As the *Now I can* pages are revision and consolidation, you can use any of the optional and additional materials suggested for Steps 1–3.

Repeat and complete 5+ mins

- To be used with *Exercise 3*, coursebook p. 23.
- When the students have read the text about Alun silently, ask them to cover the text and repeat and complete the following sentences.
- *Alan Burton works in a (hotel). He's the assistant (manager). He interviews people for (jobs). He works from 8.30 to (5 o'clock). Twice a month he works at the (weekend). A lot of tourists come from different (countries). So Alun's job is really (interesting).*

Template 1: A form 10+ mins

- To be used after *Exercise 3*, coursebook p. 23.
- **Photocopy Template 1: A form** (p. 113) – so that, when you've cut the page in two, you have one form for each student.
- In class, students interview the teacher (or each other). In turns, they ask questions to elicit information which can be written on the forms. (Remember – the information need not be true!)

Downloads



- There's an activity for Unit 1 *Now I can* which you can download from the Internet: www.klett-sprachen.de/networknow/activities

Getting ready for Unit 2

Preparing Unit 2 Step 1

Times 5 mins

- To be used any time after *Exercise 2a*, coursebook p. 28.
- For extra practice, say: *In Britain, they are one hour behind Germany. Look at clock number 1 in Exercise 2a. What time is it here? What's the time in England?*

Writing competition 10 mins

- To be used any time after *Exercise 3*, coursebook p. 29.
- Remind students that the 'how often' words go before the verb: *I often get up early* and 'how often' phrases go at the end of the sentence: *I get up early once a month*. Write the two sentences on the board: *I often get up early.*
I get up early once a month.

- Tell students they have five minutes to write as many sentences as they can, adding 'how often' words and phrases to the sentence on the board: **Tony eats pizza.**
- After five minutes, have a student read out his / her sentences – the other students cross out the sentences they hear read out. The next student reads out his / her remaining sentences, and so on.

How often do they do that?

10 mins

- To be used any time after *Exercise 3b*, coursebook p. 29.
- Look at the activity *How often do they do that?* on page 101. In the three empty squares (*), fill in three names of living people who are in the news at the moment – a sportsperson, a politician, an entertainer etc.
- **Photocopy 4** *How often do they do that?* (p. 101) – one for each pair of students.
- Cut out the squares and make 2 separate sets for each pair of students – *Who?* and *How often?*
- In pairs, students put the piles, face down, on their desk. In turn, they turn over a *Who?* card and a *How often?* card and make a sentence with the words, beginning with: *I think that ...*
- Demonstrate the activity a couple of times so that students get the idea.

Language and culture Step 1: Time

(coursebook p. 43)
10– mins

- To be used after the *Round up*, coursebook p. 29.
- Ask around the class: *What time do you get up / go to bed / start work?*
- Allow time for students to read the text silently.
- Invite students to speculate on the meanings of the 'time' phrases.
- When doing the task, invite contributions from students who are not from this country – accept answers in German if the English is too complex.

Downloads



- There's an activity for Unit 2 Step 1 which you can download from the Internet: www.klett-sprachen.de/networknow/activities

Preparing Unit 2 Step 2

About the text

5+ mins

- To be used any time after *Exercise 1a*, coursebook p. 32.
- Students cover the text.
- Write the following prompt words on the board and ask individual students to make a sentence using information from the dialogue: **Tom – Saturday – London – Mrs Benton – grandmother**

NB: You can do this as a writing exercise but it will take about three times as long.

Complete the sentences

5 mins

- To be used any time after *Exercise 2*, coursebook p. 32.
- Board: **go out, going out, to go out**
- Ask individual students to repeat what you say and complete the sentences with a phrase from the board: *Shall we (go out)? Would you like (to go out)? How about (going out)? I'd like (to go out). Let's (go out). I'd love (to go out). Why don't we (go out)? I can't (go out).*

Questions

15– mins

- To be used any time after *Exercise 3b*, coursebook p. 33.
- **Photocopy 5 Questions** (p. 102) – one for each pair of students.
- In pairs, students read the instructions and play the game.

Language and culture Step 2: Free time

(coursebook p. 43)
10– mins

- To be used after the *Round up*, coursebook p. 33.
- Ask around the class: *What's your main free time activity? Do you often cook for friends? Where do you meet your friends? Do you do other courses or just English? Which sports do you do? Are you in a club? What's your main hobby? Do you spend a lot of time reading? How often do you watch television?*
- Ask: *How much of his / her free time does a typical English person spend watching TV? More than 10%? More than 30%? More than 40%?*
- Repeat the numbers and ask for a show of hands. Then say: *Let's find out the answer. Look at page 43, Step 2 – Free time.*
- Allow time for students to read the text silently.
- Ask students to think about their country and to write down what they think the percentages are. These can be checked on the Internet at home if they follow the *Network Now* link on page 43.

Downloads



- There's an activity for Unit 2 Step 2 which you can download from the Internet: www.klett-sprachen.de/networknow/activities

FYI Unit 2 Step 3

If you'd like to know more about **English pub names**, go to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 2 Step 3

Comprehension

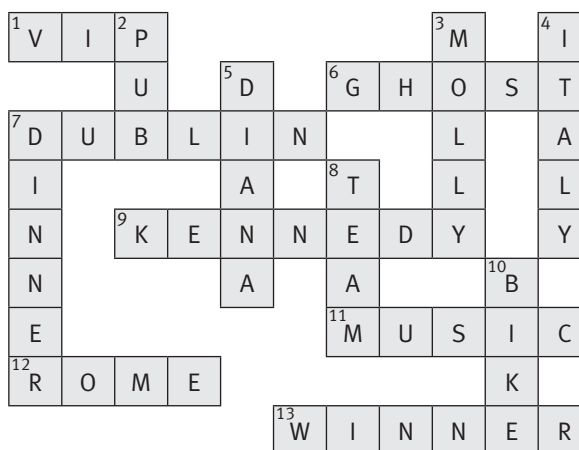
5 mins

- To be used any time after *Exercise 2a*, coursebook p. 36.
- Read the Reading text, *Molly Malone*, aloud to the class.
- In pairs, students write four sentences about the text on a piece of paper – they can be true or false – give them an example.
Board: *Molly Malone was American.* T / F (False)
- Students swap papers with another pair of students and say if the sentences are true or false.

Crossword

15– mins

- To be used any time after *Exercise 3b*, coursebook p. 37.
- **Photocopy 6 Crossword** (p. 103) – one for each pair of students. Cut off the lower half of the paper and give each partner his / her half of the crossword with the corresponding instructions.
- In pairs, students read the instructions on their paper and complete their half of the crossword by asking their partner for clues.



Language and culture Step 3: Pubs

(coursebook p. 43)

10– mins

- To be used at the end of the lesson.
- Allow time for students to read the text silently.
- Ask students what the differences are between English pubs and German *Gasthäuser*. (pub signs, different types of food, order at the bar – pay immediately, pints not litres, buying rounds, say *Cheers*)

Reading:

Quiz time – riddles

(coursebook p. 39)

- The Reading page can be done as selfstudy or read in class. You'll find ideas on how to exploit this in class on pages 119/120.

Downloads



- There's an activity for Unit 2 Step 3 which you can download from the Internet:
www.klett-sprachen.de/networknow/activities

Preparing Unit 2 Now I can

Note: As the *Now I can* pages are revision and consolidation, you can use any of the optional and additional materials suggested for Steps 1–3.

Template 2: Clocks

10+ mins

- To be used any time after the *Starter* exercise, coursebook p. 40.
- **Photocopy Template 2: Clocks** (p. 114) – so that you have one sheet of paper for each student.

- There is a variety of activities that you can use these clocks for:

Clocks A – H

1. Get students to ask each other the time, e.g. *Clock A. What's the time (Sarah)?*
2. Tell students that the time in London is one hour earlier and the time in Bucharest is one hour later. Get students to ask each other: *It's (2 o'clock) in Berlin. What's the time in London / Bucharest?*
3. Say: *My watch is ten minutes fast / slow. Look at clock A. What's the time on my watch?*
4. Indicate a clock and read out the time in numbers, and add *am* or *pm*, e.g. *It's (eight twenty) am / pm* and students respond: *It's (twenty past eight) in the morning / afternoon / evening.*
5. Students say what they often do at these times.

Clocks I – P

Dictate times for students to draw in the clocks.

Five guesses

10+ mins

- To be used after *Exercise 3b*, coursebook p. 41.
- Individual students tell the class the answer to one of the questions in *Exercise 3a* – but leave out the key phrase.
- Demonstrate the activity by answering the first sentence: *I eat one ... a day.*
- Invite the class to ask you questions beginning with *Do you ...?* to find out the missing phrase: *Do you eat one orange a day? / Do you eat one piece of toast a day?* etc.
- After five guesses, tell them the answer.

Downloads



- There's an activity for Unit 2 *Now I can* which you can download from the Internet: www.klett-sprachen.de/networknow/activities

1 In my bag ... (Unit 1 Step 1)

- Work with a partner. Write the right words under the pictures. If you don't know a word, ask other pairs of students, or your teacher, *What's this in English? / What are these in English? Do you know?*

book | brush | cigarettes | coins | comb | keys | letter | lipstick | magazine | mobile phone | newspaper | passport | pens | photo | sweets | ticket

- In turns, tell your partner what you have in your bag: *I have ... in my bag*. The first person to complete a row of four items (horizontal →, vertical ↓ or diagonal ↘) is the winner.

2 Running dictation (Unit 1 Step 2)**Group A**

Anna's from Canada, but her family was from England originally. Now Anna's in England for one year. She isn't on holiday. She has a job. She's a computer programmer. What are her hobbies? She likes history and she goes to a family history class.

Group B

Susan lives in Faversham. She works in a hotel in the town centre. She loves her job. Tom is Susan's husband. He was an engineer, but he's retired now. Tom and Susan are in the family history class, too. They met Anna there.

Group C

Do you know Dave? He's a teacher at the college. He teaches family history, but that isn't his job. He's the director of the museum. History is his job and his hobby. He has a lot of hobbies. He loves cooking Italian food and he likes classical music.

3 Famous people (Unit 1 Step 3)

Partner A

- Read your information about 'Mr Microsoft'.
- Ask your partner questions about Mr Bean so that you can fill in the form below.
- Then answer your partner's questions so he / she can fill in a form about 'Mr Microsoft'.

'Mr Microsoft'

William (Bill) Henry Gates

is an American businessman and philanthropist. He was born on October 28, 1955, in Seattle, America. He married Melinda French in 1994 and they have three children. His hobbies are reading, tennis and golf.

Partner B

- Read your information about Mr Bean.
- Answer your partner's questions so he / she – can fill in a form about Mr Bean.
- Then ask your partner questions about 'Mr Microsoft' so that you can fill in the form below.

Mr Bean

Rowan Sebastian Atkinson

is an English film star and comedian. He was born on January 6, 1955, in Consett, England. He married the Anglo-Indian Sunetra Sastry in 1990 and they have two children. And his other love is ... cars!

Mr Bean

Surname: _____

Forename(s): _____

Date of birth: _____

Place of birth: _____

Nationality: _____

Occupation: _____

Single ☐ Married ☐ Divorced ☐

Hobbies and interests: _____

'Mr Microsoft'

Surname: _____

Forename(s): _____

Date of birth: _____

Place of birth: _____

Nationality: _____

Occupation: _____

Single ☐ Married ☐ Divorced ☐

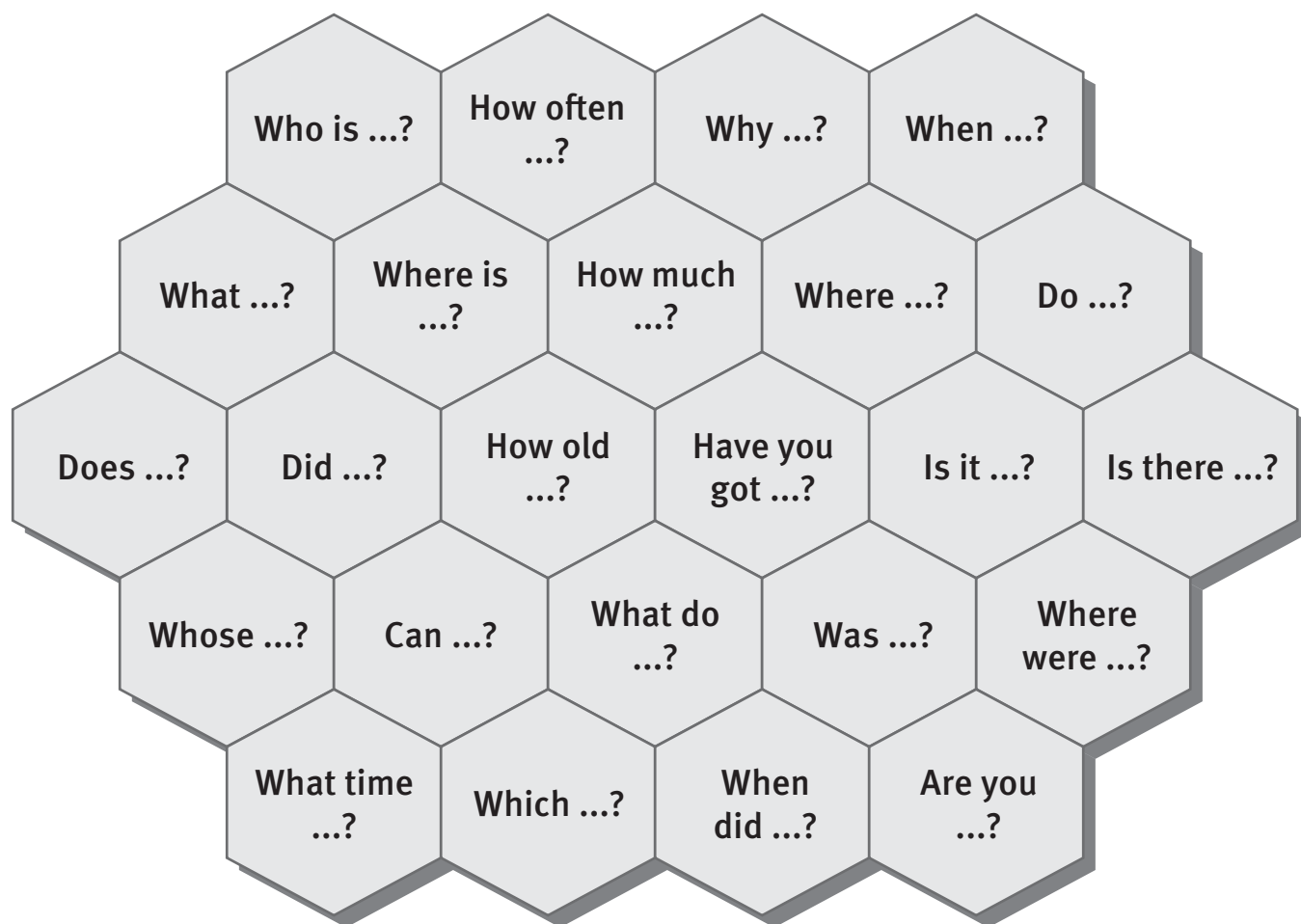
Hobbies and interests: _____

4 How often do they do that? (Unit 2 Step 1)

My best friend	Dave	every week	always
Anna	This class	every day	usually
My partner	The US president	on Sundays	sometimes
Our teacher	Susan	once a week	often
The German chancellor	*	every summer	never
*	*	twice a month	at the weekend

5 Questions (Unit 2 Step 2)

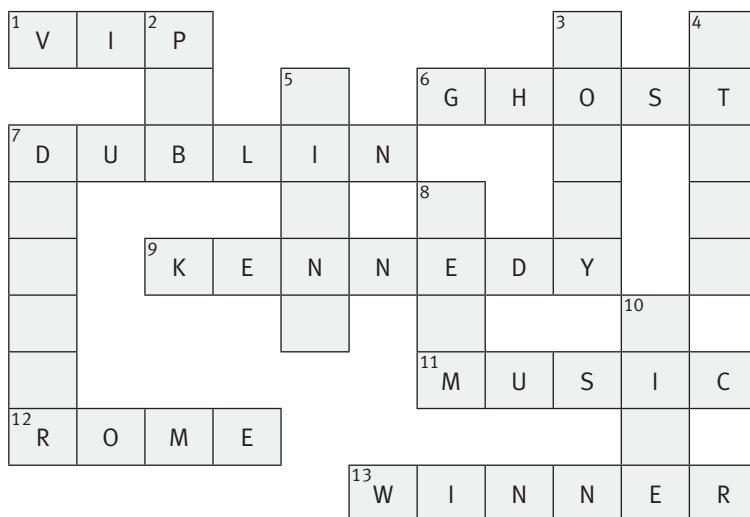
- Spielen Sie mit einem Partner / einer Partnerin.
- Verwenden Sie einen kleinen Gegenstand als Spielfigur (z. B. eine Münze, einen Anspitzer).
- Partner A startet mit seiner Spielfigur auf einem Feld in der obersten Reihe und stellt seinem Partner eine Frage mit dem Wort / den Wörtern auf diesem Feld.
- Partner B beantwortet die Frage, startet mit seiner Spielfigur auf einem Feld in der untersten Reihe und stellt seinem Partner eine Frage mit dem Wort / den Wörtern auf diesem Feld.
- Ziel ist es, die Seiten zu wechseln. Gewonnen hat, wer zuerst auf dem Feld angekommen ist, auf dem sein Partner gestartet ist.
- Man kann in jede Richtung auf jedes angrenzende Feld gehen, sofern dies frei, also nicht von der Spielfigur des Partners besetzt ist.



6 Crossword (Unit 2 Step 3)

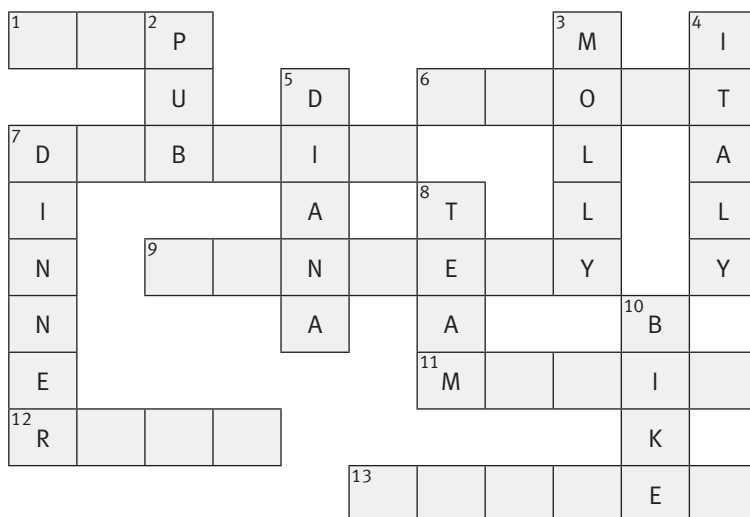
Partner A

- Sie haben eine Hälfte eines Kreuzworträtsels, Ihr Partner / Ihre Partnerin hat die andere Hälfte. In Ihrer Hälfte sind die horizontalen Wörter (*across*) vorgegeben, in der Hälfte Ihres Partners / Ihrer Partnerin sind die vertikalen Wörter (*down*) vorgegeben.
- Stellen Sie Ihrem Partner / Ihrer Partnerin Fragen, z. B. *What's five down?*
- Ihr Partner / Ihre Partnerin gibt Ihnen Hinweise, damit Sie die vertikalen Wörter eintragen können.
- Beantworten Sie die Fragen Ihres Partners / Ihrer Partnerin mit Hinweisen zu den horizontalen Wörtern, z. B.: Partner B: *What's seven across?* – Partner A: *It's the capital of Ireland.*



Partner B

- Sie haben eine Hälfte eines Kreuzworträtsels, Ihr Partner / Ihre Partnerin hat die andere Hälfte. In Ihrer Hälfte sind die vertikalen Wörter (*down*) vorgegeben, in der Hälfte Ihres Partners / Ihrer Partnerin sind die horizontalen Wörter (*across*) vorgegeben.
- Stellen Sie Ihrem Partner / Ihrer Partnerin Fragen, z. B. *What's seven across?*
- Ihr Partner / Ihre Partnerin gibt Ihnen Hinweise, damit Sie die horizontalen Wörter eintragen können.
- Beantworten Sie die Fragen Ihres Partners / Ihrer Partnerin mit Hinweisen zu den vertikalen Wörtern, z. B.: Partner A: *What's five down?* – Partner B: *She was the Princess of Wales.*

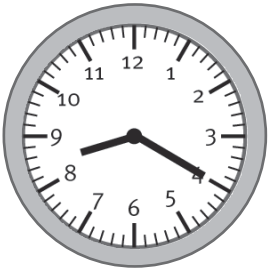


Template 1: A form

Family name: _____	Family name: _____
First name(s): _____	First name(s): _____
Place of birth: _____	Place of birth: _____
Date of birth: _____	Date of birth: _____
Nationality: _____	Nationality: _____
Address: _____ _____	Address: _____ _____
Tel. number: _____	Tel. number: _____
Mobile number: _____	Mobile number: _____
Email address: _____	Email address: _____
Job: _____	Job: _____
Free time: _____ _____ _____	Free time: _____ _____ _____
Family: _____ _____ _____	Family: _____ _____ _____
Likes and dislikes: _____ _____ _____	Likes and dislikes: _____ _____ _____
Languages: _____ _____	Languages: _____ _____

Template 2: Clocks

A



B



C



D



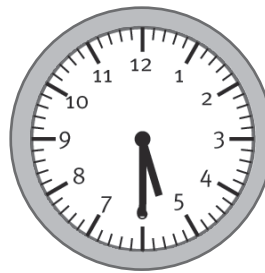
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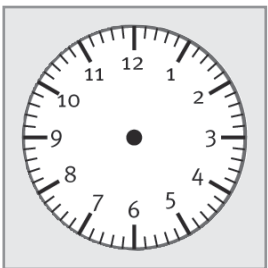
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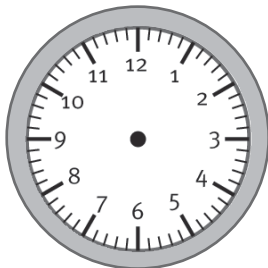
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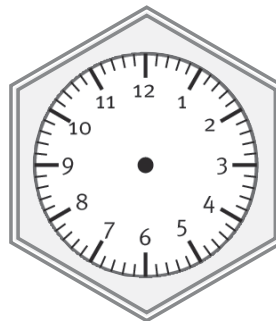
I



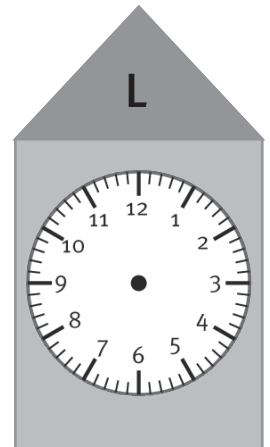
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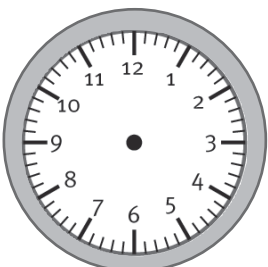
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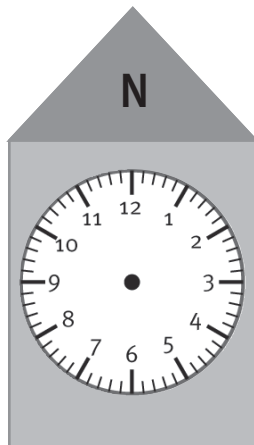
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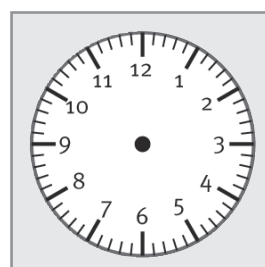
M



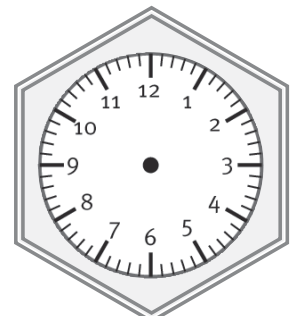
N



O



P



Ideas for dealing with the *Reading* pages at the end of Step 3

Throughout the coursebook, students are given dialogues and short texts to read and are presented with various tasks to practise different reading skills:

- **Skimming** – reading rapidly for the main points – for example, when you quickly read the front page of a newspaper to get the gist of what's in the news today
- **Scanning** – reading rapidly to find a specific piece of information – for example, when you read a train timetable in order to find the time of your train
- **Intensive reading** – reading a short text for detailed information – for example, when you read a contract
- **Extensive reading** – reading a longer text, often for pleasure, with emphasis on overall meaning – for example, when you read a novel

In the coursebook, the *Reading* texts in Step 3, the *Language and culture* texts and the *Reading* pages at the end of Step 3 provide the students with opportunity for reading longer texts. The *Reading* texts in Step 3 are part of the classroom lesson; the texts on the *Language and culture* pages, at the end of each unit, are designed for home or classroom use; and the *Reading* page at the end of Step 3 is part of the Selfstudy section of Step 3. But, if you have time, you might like to do one or two of the *Reading* pages in class, so here are some ideas on how to exploit the texts.

NB: The *Reading* texts contain new words so it isn't a good idea to have students read the texts aloud at first – unknown pronunciation will cause them to hesitate. A true reading task is to let students read the text silently and then do a task. If you want to extend the activities in class and get students to produce the vocabulary and structures, you can read out the text to them or play the CD.

Reading 1: At the Lost Property Office 1/24 (coursebook p. 21)

! After silent reading, comprehension questions, True / False questions or multiple choice sentences check that the meaning is clear.

- Refer students to the glossary at the end of the text. Students read the text silently and then choose the correct information.

Board: The man wants to find his cat / dog. (dog)
The man's name is Brown / Snuggles. (Brown)

- Play ► 1/24.
- In pairs, students write down the information for the form.

Board: Owner's full name: _____ (Oliver Ian Charles Brown)
Address: _____ (1 Manor Road)
Name of lost pet: _____ (Snuggles)

- In pairs, students read out the dialogue.

Reading 2: Quiz time – riddles 1/51 (coursebook p. 39)

! Jigsaw reading or matching activities check that students understand the text.

- Before the lesson, photocopy this answer box so that you have one for each pair of students.

13 (T-H-E-P-O-S-T-O-F-F-I-C-E)	The letter E.
Smiles – there's a mile between the first and last letters.	Your age.
Four: Tuesday, Thursday, today and tomorrow.	The letter T.
Twelve – the second of January, the second of February ...	In the dictionary.
A stamp.	Incorrectly.

Reading

- Cut out the cards so that you have one set for each pair of students.
- Refer students to the glossary at the end of the text. Students cover the second half of the text (the upside down answers) and silently read through the questions.
- Hand out the sets of answers. In pairs, students try to match the answers to the questions – they can ask other pairs if they need help.
- To check the answers, play ► 1/51.

Lesson notes for the optional *Globetrotter (Work and Travel)* pages

After Units 2, 4 and 6, there are two optional pages: *Globetrotter Work* and *Globetrotter Travel*. The three *Globetrotter Work* pages focus on work situations in a travel agency called 'Globetrotter Travel'. Here the students are presented with language and situations relevant to a working environment. The three *Globetrotter Travel* pages feature customers of the 'Globetrotter Travel' agency when they are on their travels, and present students with language and situations which they might meet when they're on holiday.

Each of these pages provides 45 minutes of classroom material, and a further 45 minutes of material can be found online. There's a code given under the title of each *Globetrotter*, e.g. www: A1GTAW (Coursebook A1, *Globetrotter A: Work*) which will take you directly to the activities online.

The *Globetrotter* pages allow for flexibility. Depending on the interests of your class, you may want to focus on just the *Work* page or just the *Travel* page; you could have a lesson consisting of both *Globetrotter* pages; or you may prefer to use just one of the *Globetrotter* pages and supplement the remaining 45 minutes with your own materials, or other optional materials from the previous units.

NB: It's a good idea to work out the number of lessons in your course to make sure that the basic 24 lessons (Units 1–6, Steps 1–3 + *Now I can*) can be covered before including the optional *Globetrotter* materials.

Globetrotter A: Work (coursebook p. 45)

Contents

Skills	Reading and writing emails
Vocabulary	American and British English; Computer terms


Lesson notes

Further classroom materials can be found online: www: A1GTAW

Starter: What's your job? 5 mins

- After students have prioritised the positive aspects of a job and compared their lists, ask for a show of hands for the most important aspect of a job.

Exercises 1a 1/58, 1b 1/59 10 mins

- 1a** Read out the instructions and the list of jobs, then play ► 1/58.
 **d) a travel agent**

(M = Monique Sanders, I = interviewer)

I: Hello and welcome to 'Today in Town' on Radio Toronto. Today we're at the airport to talk to visitors to our city. Excuse me, do you have a few minutes to talk to us?

M: Yes, of course.

I: Can I ask your name – and why you're in Toronto today?

M: OK. Well, my name is Monique Sanders, I live in Ottawa and I'm here in Toronto today on business. I'm a travel agent and I have my own company, an agency called 'Globetrotter Travel'.

I: That sounds interesting ...

M: Yes, it is – I like my job very much. I'm very busy every day – I make travel arrangements, book flights or answer customers' questions – you know, tourists and people on business. People

phone Globetrotter Travel to book vacations and we have a lot of business customers, too.

I: Do you travel a lot for work?

M: Oh yes, I go to vacation resorts to check everything is OK for our customers – and one day every month I visit our head office in Toronto.


I: That's a long way for a day trip!

M: Yes, it is! On those days I always get up very early to get the first flight. Sometimes I go home by train – it takes a lot longer but I can relax and work on the train. Today I'm in town to visit a customer.

I: OK! Thanks for your time, Monique, have a good day.

M: Good bye!

- 1b** Play ► 1/59 (Audio script: see *Exercise 1a*). Students ask and answer the questions in class.


-  **1 Monique lives in Ottawa. 2 It's called Globetrotter Travel. 3 She visits Toronto every month. 4 She usually travels by plane. 5 Because she can relax and work on the train.**

Exercises 2a, 2b, 2c 20 mins

- 2a** Ask students to read the mail silently. Meanwhile write these questions on the board for students to answer in class:

- What sort of holiday are Peter and his wife interested in? (an adventure holiday)
- Where do they want to go? (Mexico)
- When do they want to visit the office? (next week)

- 2b** In Canada you can hear some British English (BE) and some American English (AE).

 **holiday: vacation, autumn: fall, car hire: car rental**

- 2c** Students write the email and then exchange mails with a partner and read them.

Exercises 3a, 3b 10 mins

- 3a 1b), 2d), 3g), 4f), 5a), 6c), 7e)

- 3b Encourage the class to share Internet sites and links which maybe useful for their work, holidays or for learning English.

Globetrotter A: Travel (coursebook p. 46)

Contents

Skills Booking a taxi; Checking in at the airport

Vocabulary Contents of hand luggage; International cities

Lesson notes

Further classroom materials can be found online: [www: A1GTAT](http://www.A1GTAT)

Starter: Departure 5 mins

- You can do this as a chain game: A: I always take my laptop. B: I always take my laptop and my phone. C: ...

Exercise 1 5 mins

- 1 camera, 2 suncream, 3 plane tickets, 4 passports, 5 sunglasses, 6 phrasebook, 7 guide book

Exercises 2a 1/60, 2b 20– mins

- 2a Play ▶ 1/60.
Address: 15 Bankdale Street, Collection time: 10.30 am, Arrival time: 11 am, Passengers: 2, Fare: \$60

Play ▶ 1/60 again so that students can complete / check the information.

(T = taxi operator, P = Peter Carter)
T: Good morning, Green Line Taxi Cabs.
P: Hello, I'd like a cab to the airport tomorrow morning.
T: OK, and how many people is that for?
P: Two – my wife is travelling with me.
T: And what's the address, please?
P: 15 Bankdale Street, Russell.
T: Sorry, what was that address? Can you spell the street name, please?
P: Yes, it's 'Bankdale Street' – B – A – N – K – D – A – L – E.
T: Right, Bankdale Street, thank you. What time do you want the cab for?
P: 10:30, please. Our flight's at one o'clock.
T: OK, it's only half an hour to the airport. We can be there at 11. And which terminal is that?
P: Terminal 3.
T: Right, that's 10:30 am, to Terminal 3. Which airline is it?
P: Continental.
T: And what's your name, please?

P: Peter Carter.

T: Thank you, Mr Carter. The fare from Russell to the airport is \$60.

P: Right. Thanks for the information.

T: You're welcome, sir. See you tomorrow, then, at 10.30. Goodbye.

P: Goodbye.

- 2b In pairs, students roleplay booking a taxi.

Exercise 3 5+ mins

- Students identify the names of cities in English, and translate the names of some countries from German to English.

Bozen, Brüssel, Kalkutta, Kapstadt, Köln, Genf, Mexiko Stadt, Milano, München, Venedig, Wien, Warschau; Belgium, Germany, France, Greece, Italy, Austria, Switzerland, Spain, Turkey

Exercises 4a 1/61, 4b 10 mins

- 4a Play ▶ 1/61 and students highlight the phrases they hear.

See audio script.

(I = Ingrid Carter, P = Peter Carter, C = check-in attendant)

C: **Good Morning.** Can I see your tickets and passports, please?

I: Yes, of course. Here you are.

C: Can you put your **bags** here please?

P: **Sure.**

C: Thank you. The baggage allowance is **23 kilos**. OK, your bags are fine. Now, do you have any hand luggage?

P: Yes, we have **two bags**.

C: Right. And where would you like to sit?

I: Can I have **an aisle seat**, please? And my husband can have the middle seat.

C: OK, just one moment, please ...

Here are your boarding cards. Mrs Carter you're in seat 17C, and Mr Carter in **17B**.

P: **Thank you.**

C: **Enjoy your flight!**

- 4b In groups of three, students read out the dialogue, first using the highlighted phrases, then using the alternative phrases.