

Network Now B1

Reading

The main focus of **Step 3** is reading skills, vocabulary extension and/or writing tasks. The thematically-linked reading text introduces new vocabulary in context and recycles some of the structures and vocabulary from Steps 1 and 2.

The final optional page of each unit alternates between a Story page and a Game page. The Story is always topic-related and the Game embraces the topic and structures of the previous pages.

Try this short reading text in class. It introduces adjectives ending in *-able / -ful* and *-y*. Copy the text – one for each student.

Before reading: Ask students what they normally wear for work. Ask them what sort of clothes they think are acceptable for a teacher / a receptionist / a manager / a refuse collector.

After reading: Ask students whether the Swedish train drivers should be allowed to wear shorts.


 Reading

Skirts for the train

When the weather gets hot and *sunny* in Stockholm, life becomes *miserable* for train drivers like Martin Nikkelson. During the day, the temperature can reach 35°C in a driver's cab and so the drivers get really hot and *sweaty*. 'When we're driving our trains, we're behind the windscreen. It's like sitting behind a huge window all day, and of course that makes the cabs really hot. It's like an oven in there!' The drivers would like to wear shorts to work, so they can stay cool, but management have told the drivers that they are not allowed to wear them as they are too 'relaxed' - only long trousers and skirts are *acceptable*. So now Martin and his 12 colleagues travel to work in their shorts and when they are working they wear skirts. 'We do get a few comments from the other workers – but we stay *cheerful* and more importantly, cool and *comfortable*.' - Management have agreed to talk to the workers again in September ...