

Unit 1 Step 1 Home

Contents

Text topic	An article about the twin towns Swindon and Walt Disney World
Functions	Describing your town and local area
Vocabulary	Things you find in and around town
Grammar	You already know: How to make questions And now: Subject questions with <i>Who</i>

Lesson notes

Additional material For optional and additional material for Unit 1, Step 1, 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.
Tip: Learner profile If you haven't done the *Zero lesson*, you can copy the *Learner profile* (p. 7) for each student and ask them to fill it in at home.

Starter:
Where are you from?
5– mins

- Introduce yourself to the class and demonstrate the task briefly by telling the class where you are from and how long you have lived in this area.
- Ask students to introduce themselves in the same way.

Tip: Getting to know your class You may want to extend this stage of the lesson, particularly if there are a lot of new people in the class, by doing a *Getting to know your class* activity. You can find an idea for this on page 81.

Photo page
5– mins

- Hold up your open book at page 9 and introduce the topic of the unit by looking at the pictures with the class. Ask the questions to individual students.
- Refer students to *In this unit, you will learn to: ...*. Give them a minute to read the learning aims.

NB: The learning aims of each unit appear again in the revision section, *Now I can*.

1a Vocabulary:
In and around town
5+ mins

! The *Info box* highlights some possible false friends for German speakers. Remind students that some words may look and sound the same in English as in German but have different meanings.

- Look at the photos on page 10 of Walt Disney World and Swindon with the students. Ask them what they can see. (Fairytale castle, trees; block of flats, houses, city.) Ask them if they know where these places are. (Florida USA; Swindon UK.)
- Read out the first part of the instructions. Students read the text silently and find the words.

! Check students know how to pronounce *museum* [mju:'zi:əm] and Swindon ['swɪndən]. Say the words and ask students to repeat them.

A lot of British towns end in *-ton / -don*, e.g. Paddington, London. The *ton / don* syllables shouldn't be 'swallowed' – they should be pronounced [tən] or [dən].

• Board:

town or city	area around
	...

Students call out their answers. Add them to the correct column. Then ask the class if they can think of more words for each list. (town or city: school, shops, parks, cafes, bus station, swimming pools, ...; area around: airport, mountains, football stadium, ...)

! You can be flexible with the answers which students provide as many towns / cities also have lakes, woods / forests, castles.

1 railway museum, arts centre, castle; 2 theme park, lakes, forests, castle, countryside, villages, woods, fields



1b 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 class whether you choose to use them or not.

- Read out the comprehension questions. Students look at the text and write down their answers.
- ↓ Students work in pairs and work out the answers.
- Check the answers in class.

1 They have become twin towns. 2 Disney. 3 ... because Swindon loves fun and magic (exactly like Walt Disney World). 4 It's in Florida about 20 miles south-west of Orlando. 5 Swindon has got a railway museum and an arts centre. 6 Possible answer: They both have beautiful countryside nearby. / Nothing. / Not a lot.

- Students write one extra question about the text and ask the class.
- ↑ Students write two extra questions to ask the class.

Extra question examples (with answers): **How many visitors does Walt Disney World have a year? (46 million.)** / **How many people live in Swindon? (200,000.)** / **Where is Swindon? (In the south of England, about 40 miles east of Bristol.)** / **What's one nice thing about Swindon? (The beautiful countryside nearby.)**

Language and culture

In every step, there's a reference to the *Language and culture* section at the end of the unit. 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 focuses on the differences between a city, town, village and hamlet, *City, town or village?* (coursebook p. 25). For more information on this, look at pages 81/82 of this TRB.

2 Grammar
10 mins

NB: The Grammar section is often divided into two parts: the *You already know* section and the *And now* section. *You already know* focuses on grammar which students should have come across at the A1 or A2.1 level or, in later units, grammar which they have done earlier in the A2.2 book. The *You already know* structures are used as a stepping stone to the new *And now* grammar which is being introduced in the lesson.

You already know: How to make questions

- Read out the questions from the *You already know* Grammar box. Have students repeat them in chorus.
- Board: Present simple / Past simple / Present perfect / *Going to future*
- Ask students to match the questions in the *You already know* Grammar box to the tenses. (Present simple – Where does Rebecca Warren come from?, Past simple – Why did Disney choose Rebecca's presentation?, Present perfect – Has Rebecca ever been to Walt Disney World?, *Going to future* – When is Rebecca going to travel to Florida?)
- Then ask students which words you need to make questions in the Present simple (do / does) and write them next to the tense.
- Do the same for the Past simple. (did)

And now: Subject questions with *Who*

- Read out the questions from the *And now* Grammar box. Have students repeat them in chorus.
- Board: *Who lives in Swindon?* Ask the class to answer the question. (Rebecca)
- Say: *Can you see the difference? With subject questions we don't need do / does.*

NB: If you have time, and if you feel your students need more consolidation of these grammar points, there's an explanation in German and some example sentences in the *Language study* (p. 12).

2a Questions and answers

5+ mins

- Students work in pairs to ask and answer the questions in the Grammar boxes.

Where does Rebecca Warren come from? – Swindon.

Why did Disney choose Rebecca's presentation? – Because it showed them that Swindon loves fun and magic – exactly like Walt Disney World.

Has Rebecca ever been to Walt Disney World? – No, she hasn't.

When is Rebecca going to travel to Florida? – Next month.

Who lives in Swindon? – Rebecca Warren.

Who organised the online competition? – Disney.

Who is going to travel to Florida with Rebecca? – Her six-year-old niece.

2b Who won the online competition?

5+ mins



- Read out the instructions up to ... *match the answers*, and read the example (question and answer) to the class: *Who won the online competition? – Rebecca.*
- ↓ Students work in pairs and write the questions.
- ↑ Students write an extra *Who?* question to ask the class.
- When the activity is finished, ask individual students to ask their questions to the class.
Disney bosses: Who chose Swindon / Rebecca's presentation?
Rebecca and her niece: Who is going to travel to Florida next month?
Rebecca's niece: Who hopes that Mickey Mouse will come back to Swindon with them?

2c Now you: Your classmates

10 mins

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

- Students work in groups of four or five.
- Read out the first part of the instructions.
- Students write the name of one student from their group in each sentence.
- Then they ask their group questions with *Who?* to see if they were right.

3 A street survey



1/2-3

10 mins



- Read out the first part of the instructions.
- Play ▶ 1/2. Students listen and tick the true sentences.
- Check answers in class.

✓ 1, 3, 4

- Read out the second part of the instructions.
- Play ▶ 1/3. Students listen again and correct the false sentences.

Corrected sentences: **2 The woman doesn't think Swindon has got a lot of attractions for families.** **5 The woman and her husband go walking in the hills.**



(I = interviewer, W = woman)

I: Excuse me. Do you have a couple of minutes to answer a few questions?

W: What about?

I: We're doing a survey about Swindon and the local area.

W: Well, OK, but I've only got a couple of minutes.

I: Great. So, the first question is: Do you live in Swindon?

W: No, I don't. I was born here, but I've lived with my husband and our little boy in Hodson for three years.

I: Oh, I know Hodson. It's a lovely little village! How often do you travel into town?

W: Oh, about two or three times a week. Mostly for shopping.

I: And do you come into town for a day out with the family or to go out in the evening?

W: Well, there isn't a lot to do here, especially with a young child! Our son loves trains, so when my husband goes to watch the football – he's a big Swindon Town fan – we sometimes visit the railway museum.

I: So how do you think we could make the town more attractive for you?

W: Well, we need more things for families to do. Now that we're twinned with Walt Disney World, maybe we could have a small theme park, or a Disney festival. Our son would really like that.

I: That's a good idea. OK, now, about the local area. You live in Hodson, so what do you do in the area around Swindon?

W: Oh, we love being in the countryside. It's so beautiful around Swindon. We're an active family, so we often go for walks. When our son's with us, we often go to a lake to walk – he likes watching the boats.

I: Oh, that's nice. The lakes *are* beautiful.

W: Yes, they are. Or if my son's at his grandmother's and it's just me and my husband, we go walking in the hills. It's so lovely there!

I: OK, thank you, that's everything. We'll use the information to try to make Swindon a better place for everyone. Thank you for your time.

4a How to say it: Describing your town and area

- Play ▶ 1/4 and have the class repeat the phrases in chorus.

Tip: Listen and repeat With every *How to say it*, students are asked to listen and repeat. This choral repetition gives each student a chance to practise the phrases. It also allows more hesitant students to practise speaking without doing it in front of the class.



1/4

5+ mins

It's a big city.
 It's in the east of Germany.
 It's about 200 kilometres south of Berlin.
 About five hundred thousand people live there.
 It's got a lot of old buildings.
 It's famous for its *Stollen*.

**Dresden****If short of time**

If you notice you're getting short of time,

- do **Exercise 4b** as a class activity. Ask students to tell you three things about the town / local area.
- do just one of the **Round up** activities.
- do only one or two questions of **Exercise 5b** as a class discussion.

4b Now you: Your town and local area

5 mins

- Students work in pairs to describe their town and the local area.
- After the activity, ask volunteers to tell you one interesting thing they heard from their partner.

Round up

NB: The *Round up* activities consolidate the structures which were introduced and practised in the lesson. They also facilitate time flexibility at the end of the lesson. If you have enough time, you can do both *Round up* activities. If you're short of time, students can choose one or the other *Round up* activity.

5a Who is it?

5– mins



- Ask the class the questions.

The Queen (lives in Buckingham Palace). Bram Stoker (wrote Dracula).

- Then ask individual (confident) students to ask their own questions with *Who?* to the class.
- ↓ Give students time to write down one or two questions first.

Board: lives, plays, sings; played, sang, won, wrote

5b Talk about it

5– mins

Tip: Free speaking activities It's important to provide students with the opportunity for free-speaking activities where the main focus is on fluency rather than accuracy. These *Talk about it tasks* provide an ideal opportunity for students to 'chat' and practise the language in small groups / with a partner in a relaxed manner.

- Students work in small groups or in pairs, and choose one or more of the questions to chat freely about. They can just talk about one, or two, or all of the questions.
- If communication seems to have come to a standstill, join the group / pair and ask additional questions.

And finally ...

5+ mins



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 with exercises – the *You already know* is revision grammar, the *And now* is the grammar that is introduced in the step. Students can do this in their books or online. Tell them to go to www.klett-sprachen.de/networkknow/selfstudy and type in the Language study code which is given at the top of each Language study page. Online they can find – in addition to the exercises from their books – extra practice of the A1 and A2.1 level grammar.
- **Selfstudy** (p. 13): There is one page of homework after every classroom step which provides consolidation and practice of the areas which have been covered. Students can do this in their books or online and check their answers at the back of their books.
- **Keys** (p. 129) to the Language study and Selfstudy exercises.
- **Language and culture** (p. 25), Step 1: *City, town or village?* and the corresponding task.

And point out ...

- The **FAQ** *What can I read that's not too difficult?* at the end of the Selfstudy page (p. 13). FAQ reflects the kind of questions that more advanced learners may ask in order to improve their independent learning. Students can find more questions with more detailed answers on pages 198/199.

Unit 1 Step 2 Away

Contents

Text topic	An advertisement for the Chicken Hotel
Functions	Asking for hotel information; Talking about hotel facilities; Booking a hotel room
Vocabulary	Hotels and facilities
Grammar	Passive (Present simple and Past simple)

Lesson notes

Additional material For optional and additional material for Unit 1, Step 2, 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.

Starter:
Your last holiday
5 mins

Tip: Starter exercises The aim of the *Starter* exercise is to sensitise the class to the topic, to provide an opportunity to talk freely and to allow possible latecomers to pick up on the theme immediately without fear of having missed something vital to the lesson. Often you can choose to do the *Starter* exercises as a class, or as group or pair work.

- Students work in pairs to complete the *Starter* task.
! Remind students that *What was ... like?* asks for a general description of something.
- Ask individual students to tell the class about their partner's last holiday.

1a Comprehension
5 mins

- Ask students if they have any pets / what they do with their pets when they go on holiday.
- Tell students they are going to read about a very special hotel.
- Students read the text silently and tick the true sentences.
- Check answers in class.

✓ 4

- Students then correct the false sentences.
Corrected sentences: 1 Chickens can stay at the Chicken Hotel when people want to go on holiday. 2 Four to six chickens can stay in one room. 3 It costs £7.00. ((4 chickens x 75p = £3.00) + (2 nights x £2.00 = £4.00) = £7.00) 5 The chicken butler can visit your home to give your chickens food and water.

Language and culture Students can read the text *Pets* (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 83 of this TRB.

1b What services are offered at the Chicken Hotel? • Students look back at the text, underline the matching sentences, then read them out.

1b What services are offered at the Chicken Hotel?

5 mins

1 ... rooms are designed for four to six chickens. 2 The rooms are, of course, cleaned every day. 3 And where is food served? 4 ..., meals aren't served in the rooms. 5 Your chickens are brought from your home to the hotel ...

2 Grammar

5+ mins

Passive (Present simple and Past simple)

- Read out the sentences from the Grammar box. Have students repeat them in chorus.
- Board: Food is served in the dining area.
Ask: *Do we know who serves the food?* (No.) *Is it important who serves the food?* (No.)
- Board: The chickens are given fresh water every day. Ask: *Is this about the present or the past?*
Say: *To make passive sentences in the present, we need is / are plus the third form of the verb.*
- Board: The chickens were brought to the hotel yesterday.
Ask: *Is this about the present or the past?* Say: *To make passive sentences in the past we need was / were plus the third form of the verb.*

2a Hotel information

10 mins



- Read out the instructions and the example.
- Students write the passive sentences. Ask individual students to read them out.
2 The front door is locked at midnight. 3 Internet access isn't provided in the rooms. 4 The rooms are cleaned every day from 10.00 am. 5 Towels are changed if you put them on the floor. 6 Towels aren't changed if they are left on the rail.

2b Now you: Your last stay in a hotel

5+ mins

- Demonstrate the activity using the example questions.
- Ask student to work in pairs and do the activity.
- ↓ Elicit the questions and write them on the board. (When was the door locked? ...)
- Ask individual students to report back to the class and tell them one piece of information.

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 class. Now, for some exercises, we're introducing a system whereby the student can decide for him- / herself how adventurous he / she wants to be! All the class does the same basic exercise but to varying degrees of complexity, signalled by a star system. It involves writing three 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.

2c Holiday problems

1/10-11

10 mins



- Ask individual students if they have ever had a bad holiday. If yes, where? What happened?
- Tell students they are going to listen to Kevin talking about a bad holiday he had.
- Read out the instructions. Play ► 1/10. Students listen and choose the correct information.

1 taxi, 2 credit card, 3 front door, 4 a restaurant, 5 some money

- Explain the 'star system': *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 standard task that you read in the coursebook – the two-star task. Do you want to work a bit harder? – Then do the three-star task.*

Board: * Answer questions 1, 3 and 5.

** As in the coursebook.

*** Do ** and then tell the class one more piece of information which you heard about Kevin's holiday.

- Say: *Listen again. Answer the questions.* Allow students time to read the questions. Play ► 1/11.
1 Because their plane was half an hour late. 2 He had to leave the restaurant and find a bank. 3 They thought it would be safer. 4 It was ten minutes walk away. 5 A hundred and fifty euros.



(S = Susannah, K = Kevin)

S: Hi, Kevin! I haven't seen you and Ruth since you got back from your holiday in Mallorca. How was it?

K: Oh, don't ask!

S: Why?

K: Well, you know that we found a really cheap holiday on the Internet? We know now why it was so cheap. It was a complete disaster from start to finish.

S: What happened?

K: It started at the airport in Palma. Our plane was half an hour late because of bad weather. The hotel said that they would pick us up from the airport in their shuttle bus. But when we got out of the terminal, it wasn't there! So we had to take a taxi – and that cost a hundred euros because it was so far to the hotel!

S: That's expensive!

K: I know! And things didn't get better. On the first evening, we went out for dinner at a restaurant nearby. We had a lovely meal, and at the end of it I wanted to pay by credit card. But they weren't accepted, only cash! I had to leave the restaurant and find a bank. It took me about half an hour!

S: Oh dear!

K: And when we got back to the hotel, the front door to the hotel was locked and we didn't have our key with us. We thought it would be safer to leave it at reception, and they didn't tell us that the front door was locked at eleven-thirty.

S: So what did you do?

K: Well, there was a bell for reception, so we rang it for about fifteen minutes before someone came and opened the door for us.

S: That's not really a 24-hour reception, then!



K: No, it isn't! Then the next morning, we found out that breakfast wasn't served in the hotel. We were sent to a restaurant about ten minutes walk away!

S: That's a long way when you've just got up!

K: It certainly is! And later in the week, the worst thing happened. Some money was stolen from my bag!

S: Oh, no! How did that happen?

K: When we were on the beach. We were there all day, sunbathing and swimming. We didn't notice anything. It was only when we got back to the hotel room and I wanted to get some money for dinner that evening that I noticed. A hundred and fifty euros gone!

S: Oh, my goodness! That's a lot of money.

K: Yes, it is! We were just happy to leave at the end of the week. So our cheap holiday turned out to be a lot more expensive than we thought!

3a Vocabulary: Hotel facilities

5 mins



- Read out the instructions to the class. Students match the two halves.
- Check answers in class.

1d), 2a), 3b), 4h), 5g), 6c), 7e), 8f)

If short of time

If you notice you're getting short of time,

- do **Exercise 3b** as a class activity.
- do just one of the **Round up** activities.
- do only one or two questions of **Exercise 5b** as a class discussion.

3b Now you: The facilities you need in a hotel

10 mins

- Demonstrate the task.
- Students work in small groups and talk to each other.
- Ask one student to report back to the class on the top three facilities from their group.

4a How to say it: Making an enquiry to a hotel



1/12
5 mins

- Play ► 1/12 and have the class repeat the phrases in chorus.

I'm calling to ask for some information.
I'd like to stay for three nights from 1st to 4th June.
Do you have a single room with balcony?
Is breakfast included in the price?
Is parking available?
Does Internet access cost extra?
Thanks for your help.

4b An email enquiry

10 mins

- Read out the instructions.
- Students write a short email with a partner and then give it to another pair to read.
- If time permits, ask students to make any corrections to the mail they receive.

Round up

5a Role play

5– mins

- Read out the instructions. Students work in pairs and role play the conversation.

5b Talk about it

5 mins

Tip: Learner autonomy (1) – student choice It's a good idea to promote student choice / learner autonomy in class. One way of doing this in the *Talk about it* sections of the book is to encourage students to decide in their groups which questions they want to chat about.

- Students work in small groups or in pairs, and choose one or more of the questions to chat freely about. They can just talk about one, or two, or all of the questions.
- If communication seems to have come to a standstill, ask additional questions.

And finally ...

5+ mins

Remind students of the following:

- **Language study** (p. 16): An overview of the grammar of the step with exercises. Students can do this in their books or online.
- **Selfstudy** (p. 17): Students can do this in their books or online.
- **Keys** (p. 129) to the Language study and Selfstudy exercises.
- **Language and culture** (p. 25), Step 2: *Pets* and the corresponding tasks. Encourage students to do the Internet task at home.

Unit 1 Step 3 Staying over**Contents**

Realia	Hotel information brochure
Functions	Talking about different types of holiday accommodation; Comparing things
Vocabulary	Abbreviations in emails and letters
Reading	Couch surfing
Grammar	You already know: Comparatives (<i>cheaper than / more expensive than</i>) And now: Comparatives (<i>(not) as ... as ...</i>)

Lesson notes

Additional material For optional and additional material for Unit 1, Step 3, see pages 83/84. 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:
Somewhere to stay
5 mins

- Ask the class the *Starter* question. Write their answers on the board (e.g. hotel, bed and breakfast, motel, camping, caravan).

Places to stay
1a Everything you need?
5+ mins

NB: In Step 3 of each unit, there's always a piece of realia as the main focus. So students are presented with something they might actually experience in real life. It's important that students realise that, although they may encounter unknown words, they shouldn't panic! They will still probably be able to understand enough to cope with the task and this is good practice for coping with English in real-life situations.

- Direct the students' attention to the Holiday Inn Hotel's brochure (top right hand corner of page 18). Say: *Look at this information about the Holiday Inn.* Assure students that it isn't always necessary to understand every word of a text – they can still cope in everyday situations.
- Ask: *Where is this hotel? (Swindon.) How many stars does it have? (Three.)*
- Say: *Read the information about the Holiday Inn and tick the true sentences.*
- Check answers in class.

✓ 2, 4, 6

- Students then correct the false sentences.
Corrected sentences: **1 It isn't difficult / It's easy to get to the centre of Swindon from the Holiday Inn. / The Holiday Inn is located within easy reach of Swindon town centre. 3 It's a three-star hotel. 5 The hotel has a health and fitness club.**

1b A trip to the US

- Read out the instructions to the class. Play ▶ 1/17. Check answers in class.



1/17

5+ mins



✓ 1, 2, 4, 5, 6

(C = Clare, J = Josie)

C: So have you got the tickets for your trip to the USA, Josie?

J: Yes, we have – we got a really good deal on the flights. We're flying to San Francisco on 30th June – and then we're going to spend two months travelling round California and the West Coast.

C: Wow! Fantastic! So, have you decided where to stay?

J: That's a bit of a problem. My mum says we can stay with her friends in San Francisco, but I don't really want to. After that, I think we're going to decide as we go.

C: Well, staying with friends is better than going to a hotel. Hmm ... my aunt and uncle rented a camper van when they went to the US.

J: Well, that would be great, but we can't afford it. We thought about hiring a car and sleeping in it ...

C: Ooh! That sounds very uncomfortable! That's not as nice as sleeping in a proper bed.
 J: Yes, but they have very big cars in the States – and sleeping in a car is a lot cheaper than hiring a camper van.
 C: What about camping? Camping is more comfortable than sleeping in the car!
 J: Ooh, yucky! All those insect and things! And it can be dangerous ... you know ... you hear about ... bears ... sometimes camping isn't as safe as people think!
 C: Could you stay in motels?
 J: No, staying in motels every night would be as expensive as getting a camper van.
 C: Have you thought about couch surfing?
 J: Is that where you contact people on the Internet and stay with them? My mum doesn't like that idea ...
 C: So where are you going to visit? I'd love to see the Grand Canyon one day.

2 Grammar

10– mins

NB: There's only a minor grammar element in Step 3 – the main focus is on the realia tasks and reading.

You already know: Comparatives (*cheaper than / more expensive than*)

- Read out the sentences from the *You already know* Grammar box. Have students repeat them in chorus.

And now: Comparatives (*(not) as expensive as*)

- Read out the sentences from the *And now* Grammar box. Have students repeat them in chorus.
- Board: motel \$20, hotel \$20, camping \$10
 A: The motel is _____ the hotel. (cheap)
 B: Camping isn't _____ the hotel. (expensive)

Ask students to complete the sentences. (The motel is as cheap as the hotel. Camping isn't as expensive as the hotel.)

- Ask: *Which sentence shows two things are the same? (A) Which sentence shows two things are different? (B)*

2a What's best?



1/18

5+ mins



- Tell students they are going to listen to Josie again. Read out the instructions.
- Ensure students have understood they only need to write the letter not the whole phrase.
- Allow time for students to read the phrases and the sentences. Play ▶ 1/18.
- Students do the task. If necessary, play ▶ 1/18 again.
- Ask individual students to read the sentences out to the class to check.
1d), 2b), 3e), 4f), 5c), 6a)

Audio script: see above in *Exercise 1b*.

2b Now you: Your holidays

5 mins

- Read out the instructions.
- Students chat in small groups about the topic using the questions as prompts.

Couch surfing

3a Reading

10 mins

- Tell the class: *You're going to read a text about couch surfing. What do you think that could be?*

Language and culture

Students can read the text *Web addresses* (p. 25) 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 84 of this TRB.

3b Talk about it

5 mins

- Allow students time to read the text silently to find out what couch surfing is. Then ask individual students to tell the class about the text.
NB: Students shouldn't be asked to read this text aloud. They need the opportunity to digest the information without being distracted by pronunciation and new vocabulary.
- Ask students to cover the text and answer the questions.
- Board: * Don't cover the text.
 ** As in the coursebook.
 *** Do **. Then write one more question about the text and ask it to the class.

- Students ask and answer the questions with a partner. Check the answers in class.
- ↑ Write these extra questions on the board for faster students to discuss.

Board: **Would you couch surf on holiday? Why / Why not?**
Would you offer couch surfers accommodation in your flat / house? Why / Why not?

1 The chance for visitors to a country to stay with someone for free. 2 Casey Fenton started it when he emailed students at the University of Iceland to ask for a place to stay. 3 Possible answers: Advantages – You can make friends around the world. It's cheap. Disadvantages – It's dangerous. You don't know the people. You might not like the people. The house might be dirty.

If short of time

If you notice you're getting short of time,

- do **Exercise 3c** as a class activity.
- ask individual students to read out the sentences in the circles in **Exercise 5**. Students don't write their own sentences.

3c Now you: Your guests 10– mins

- Encourage students to work with a different partner from the one they worked with in *Exercise 3b*.

Tip: Pair / Group work (1) Changing pairs / groups in class is important as it not only allows the students to get to know each other better, but also gets students used to a range of different voices / pronunciation / speed of speech / accent etc. Try to ensure that students work with different people each week. It's a good idea to use activities and games to allocate pairs / change groups. For some ideas on this, see page 84 of this TRB.

- Students chat with a partner about the topic, using the questions as prompts.

4a Write it right 5 mins

- Students read the email silently and then answer the question.

She wants to stay at Anna's house.

4b What does it mean? 5 mins

- Board: **bzw.**
Ask students what this means / stands for. (beziehungsweise)
- Say: *These short forms are called 'abbreviations'.*
- Ask students to work with a partner to explain the abbreviations in Julia's mail.
1 television, 2 post meridiem (it's Latin and means after the middle of the day, so it's used to talk about any time after 12pm), 3 for example, 4 as soon as possible, 5 Here's some more information. / I've forgotten to say.
- Ask students what the x in Julia's mail means. Refer them to the answer on page 127. (Kiss)
- Students then match the German abbreviations to the English ones.
- Check answers in class by asking individual students to write an answer on the board.
a) GmbH, b) ca., c) usw., d) u.A.w.g., e) Abt., f) d.h., g) b.w., h) Betr.
! GmbH = Gesellschaft mit beschränkter Haftung, ca. = circa, usw. = und so weiter, u.A.w.g. = um Antwort wird gebeten, Abt. = Abteilung, d.h. = das heißt, b.w. = bitte wenden, Betr. = Betreff

4c Write now 10– mins

- Read out the instructions.
- Each student writes a short mail and then gives it to another student to read.
- ↓ Students write a short email with a partner and then give it to another pair to read.
- If time permits, ask students to correct the mail they receive and hand it back.

5 Travelling in circles 5+ mins

- Read out the instructions. Students complete the task.

Couchsurfers live all over the world. It's a great way to travel and meet people. You can even visit Antarctica. There are nearly three million members.

And finally ... 5+ mins

Remind students of the following:

- **Language study** (p. 20): An overview of the grammar of the step (both *You already know* and *And now*) with exercises. Students can do this in their books or online.
- **Selfstudy** (p. 20): Students can do this in their books or online.
- **Keys** (p. 129) to the Language study and Selfstudy exercises.
- **Language and culture** (p. 25), Step 3: *Web addresses* and the corresponding task. Refer students to the *Listen in* task. (For more information on this, look at page 84 of this TRB.)

And point out ...

- **Reading: First night in London** (p. 21): A story 'just for fun' with a glossary of unknown words. If you want to use this story in class, there are some ideas on how to exploit it on page 121.

Unit 1 Now I can

Contents

Review of vocabulary, functions and structures in Unit 1

Starter

Talking about hotel facilities

Part 1

Describing my town and local area; Talking about hotel facilities; Talking about different types of holiday accommodation; Comparing things

Part 2

Describing your town and local area; Talking about hotel facilities

Part 3

Asking for hotel information; Talking about hotel facilities; Booking a hotel room

Part 4

Graded writing tasks

Lesson notes

Additional material

For optional and additional material for Unit 1, *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.

Now I can pages

5 mins

Tell the students that the *Now I can* pages revise and consolidate what they've learned in the previous three steps. There's no new language to learn. The *Now I can: ...* at the top of the pages can be used as a checklist. Next to each newly learned skill or vocabulary item there's a symbol. These symbols can be found again next to each task and tell students which skill or which vocabulary item is being practised. They link back to the unit aims on the photo page. Most of the tasks in *Now I can* focus on more than one skill or vocabulary item.

Starter: Look back

5 mins



- Point to the picture from the Chicken Hotel text and ask students the *Starter* questions.

Possible answers: **It's a hotel for chickens. It was opened in 2010. It has four-star rooms. It costs 75p per chicken (+ £2.00 per room per night). There's an all-you-can-eat buffet for breakfast, shuttle service and butler service.**

Starter:

Now look forward

5 mins

Tip: Grouping students When grouping students to work on longer tasks, it's a good idea to mix the groups so you have more able and less able students working together within each group. This ensures you will have groups working at a similar pace, and that the more able students can help the less able ones.

- Read out the *Now look forward* instructions and ask students to work in groups of four to five.

Part 1:

1a Designer

accommodation

5+ mins

- Read out the first part of the instructions and the types of visitors.
- Each group chooses one target group from the types of visitors.
- ! Ensure that the groups choose different target groups so that there will be a variety of presentations later in the lesson.

- Demonstrate the second part of the task.

Board: a group of foreign teenagers

Ask the class what type of accommodation would be best for this group. (campsite / hotel / youth hostel)

- Students then decide on a type of accommodation to suit their target group.

1b What do they need?

10 mins

- ↓ Create a spider diagram on the board by eliciting hotel facilities from the students (e.g. sauna, pool, children's play area, gym, mini bar, Internet access, parking, bar, restaurant, BBQ area).
- In their groups, students make a list of useful / attractive facilities for their target groups and then choose the top four.

1c Where is it?

10+ mins

- Read out the instructions and questions to the class.
- In their groups, students talk about a location for their accommodation and make notes.

Part 2:**If short of time**

If you notice you're getting short of time,

- just do the first part of the listening task in **Exercise 2a**.

2a An exclusive hotel

1/21–22

10 mins



- Read out the instructions.
- Play ► 1/21. Students listen and tick the correct option.

✓ 1

- Say: *Listen again and make notes about the hotel's location and facilities.* Play ► 1/22.
Location: in the south of England, a few minutes from the beach, the nearest town is Exeter
Facilities: a talking lift, a library of Braille books and audio materials, voice-controlled electronic equipment like television, Internet access, etc., large gardens – including a sculpture garden, facilities for guests with guide dogs

(HM = hotel manager)

HM: Ladies and gentlemen. I'm from the Torrington Hotel in the south of England and I'd like to tell you about our wonderful hotel.

The Torrington Hotel is a lovely old house in beautiful gardens, and it is also only a few minutes from the beach.

We are a relatively small hotel, with rooms for 20 guests, which means we can offer a more personalised service in a friendly and relaxed atmosphere.

The hotel is only five minutes' walk from the sea and there is a very nice, clean beach.

The nearest city is Exeter. Exeter is famous for its cathedral and its university and it has a lot of good shops. There is also a small airport there.

But the most important thing about our hotel is that it is a very exclusive hotel. It is exclusively for people who are blind, or partially sighted, and their partners, too, of course. We have special facilities for blind and partially sighted visitors, including a talking lift, a library of Braille books and audio materials, and voice-controlled electronic equipment like televisions, Internet access, etc. There are large gardens, including a sculpture garden, where visitors can touch and feel the sculptures. And of course we have facilities for guests with guide dogs.

So, to finish, this is a beautiful hotel which gives blind and partially sighted people a safe, comfortable and stress-free holiday in a beautiful location. So, do you have any questions?

2b We'd like to tell you about our ...

10+ mins

Tip: Error correction When the aim of a speaking task is for students to speak fluently, it's not a good idea to stop them and correct them, as this will stop the flow of the conversation / presentation. However, many students appreciate being corrected. One way around this is to listen to their conversation / presentation and make some notes on the most important mistakes. When the task has finished, either correct these key mistakes or write one or two gap-fill sentences on the board linked to these mistakes and ask the students to put in the correct phrase.

- Read out the instructions.
- Emphasise that each member of the group should contribute something to the presentation.
- While the other class members are listening, they should think of questions to ask the group about their holiday accommodation, its guests, its facilities and its location.

Part 3:**I'd like to book**

10+ mins

- First ask students to write down four questions. Give students about five minutes to do this. Then ask four volunteers to read out one question each. This will enable the less able students to finish their questions or to 'borrow' one that they hear.
- Ask students to work with a partner from another group and role play the phone call.
- If you have enough time, ask one or two pairs to act out their phone call. If you don't have enough time, ask one or two students to report back on the information they found out about their partners' accommodation.

4 Now you choose

15 mins

Tip: Task complexity (3) At the end of each *Now I can* section there is a choice of three tasks for students to do. These could be writing or speaking tasks. The tasks are graded using a star system: * easy, ** standard, *** challenging. This is a decision each student can make for him- / herself. Explain this to the students saying they can choose the level of difficulty.

Unit 2 Step 1 Learning**Contents**

Text topic	An article about Bholaram Das, the oldest student in India
Functions	Talking about education and skills; Defining things, people and places
Vocabulary	Education and learning
Grammar	Relative pronouns (<i>that / which, who, where</i>)

Lesson notes

Additional material	For optional and additional material for Unit 2, Step 1, see pages 85/86. 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"> Hold up your open book at page 27 and introduce the topic of the unit by looking at the pictures with the class. Ask the questions to individual students. Refer students to <i>In this unit, you will learn to: ...</i>. Give them a minute to read the learning aims.
Starter: Life-long learning 5 mins	<ul style="list-style-type: none"> With closed books, ask individual students the <i>Starter</i> questions.
1a Comprehension 10 mins	<ul style="list-style-type: none"> Still with closed books, students speculate about the text. Board: 100-year-old, university, India Students predict what they think the text is about. Students turn to page 28 to read the text and check their ideas. Read out the comprehension instructions. Board: * Students can refer to the text and underline the answers. ** As in the coursebook. *** Do ** and then make sentences about Bholaram with: <i>hundred-year-old, hundredth, a hundred.</i> <p>(Hundred-year-old Bholaram Das has become the oldest student in India. On his hundredth birthday, he spoke to reporters. Bholaram Das decides to learn something new at the age of a hundred.)</p> <ul style="list-style-type: none"> Ask volunteers to tell the class what they remember about the numbers. Students then read the text again and underline any information they couldn't remember. Ask individual students to read out any information they couldn't remember to the class. 55 – His son got a doctorate. 19 – He went to prison. two – He was in prison for two months. the 1930s – He trained and worked as a teacher. 1971 – He retired. 98 – He worked as a lawyer from home until he was 98.
Language and culture	Students can read the text <i>Schooldays</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 86 of this TRB.
1b Vocabulary: Education and learning 5+ mins	<p>! Check the meaning of <i>apprenticeship</i> (a training programme where people learn a job).</p> <ul style="list-style-type: none"> Read out the instructions to the class. Students work individually and cross out the words that don't fit. Students check with a partner, then check in class. <p>1 learn study work, 2 apprenticeship college university, 3 course homework lesson, 4 apprentice doctorate student (both are related to university) / apprentice doctorate student (both are people), 5 certificate diploma subject</p> <p>NB: Refer students to the Unit vocabulary (pages 152–176) and to the Dictionary (pages 177–196). Please see <i>And point out ...</i> at the end of these notes.</p>
2 Grammar 5 mins	<p>Relative pronouns (<i>that / which, who, where</i>)</p> <ul style="list-style-type: none"> Read out the sentences from the Grammar box. Have students repeat them in chorus.

- Board: 1 that / which 2 who 3 where
a) a person b) a place c) a thing

Ask students to match the items. Say: *We use 'that' or 'which' for ... (a thing). We use 'who' for ... (a person). We use 'where' for ... (a place).* Draw lines to match the items. (1c, 2a, 3b)

2a About Bholaram

10– mins

- Demonstrate the task by completing the first sentence.
- ↓ Read out the sentences. After each sentence ask: (*University*): *thing, place or person?*
- Students then read the sentences and add *that / which, who* or *where*.
- ↓ Check the answers to this section before students do the matching.
- Then students match the beginnings of the sentences to the endings.
- ↑ Students who finish quickly can be asked to write one extra sentence about something in the article, using *who, that / which* or *where*.
- Check answers in class.
1 where b), 2 who e), 3 that / which f), 4 where a), 5 that / which d), 6 who c)

2b What's the word?

10 mins

Tip: Exchange information When doing a task where students do an A / B activity at the back of the book, clarity is the key word. Put all the A Students on one side of the room and all the B Students on the other. Write 'A:' and 'B:' on the board and note down the page number. Ask each group to read their task together before pairing up with students from the other group.

- Divide the class into two groups, A / B.
- Say: *A students, turn to page 123. B students, turn to page 125.*
- Read out the instructions on p. 123.
- Students work in A / B pairs and take it in turns to describe the words in their crossword.
- When they have finished, they can work out the keyword.
Keyword: apprentice

3 How to say it:

Talking about
education and skills

 1/24
5 mins

- Play ► 1/24. Students listen and repeat the sentences.

4a An interview

 1/25–26
10 mins

- Read out the first part of the instructions and the gist question.
- Play ► 1/25. Students listen and write down the answer.
- Check answer in class.
He's helping her to find the right job because he works at the job centre.
- Read out the second part of the instructions. Give students time to read the form.
- Play ► 1/26. Students listen and complete the form.
- ↓ Play ► 1/26 and stop the CD after each piece of key information to allow students time to write down the answers.
- Students compare answers in pairs. If necessary, play ► 1/26 again.
- Check answers in class.
(1) 2002, (2) Training, (3) assistant, (4) diploma, (5) office, (6) beginner

(S1 = job centre employee, S2 = job-seeker)
S1: So, in this first meeting, we need to get some basic information about your education and skills so that we can try and find the right thing for you.
S2: All right.
S1: OK. Let's look at your education first. Where did you go to school?
S2: I went to Liphook Secondary School in Brighton.
S1: And when did you start and finish school?
S2: Oh, let me think ... er ... I started in 2002 and finished in ... er ... 2007.

S1: 2002 ... to 2007 OK. Right, now, what did you do after you left school?
S2: I went to Richmond Training College to do a one-year apprenticeship to become an office assistant.
S1: So you're a qualified office assistant?
S2: That's right. I have a diploma from the college.
S1: Apprenticeship ... diploma ... as an office ... assistant All right. Have you done any other courses?
S2: Er ..., well, I did a Spanish course at an evening school last year.

<p>S1: Oh, languages are always a good thing to have when you're looking for a job. Did you do an exam at the end?</p> <p>S2: Yes, I did and I passed!</p> <p>S1: So you have a certificate?</p> <p>S2: Oh, yes, from the Cervantes Institute.</p> <p>S1: Intermediate ... Spanish ... certificate Great, that's another useful qualification. Any other courses?</p> <p>S2: I did a short course in advanced office communication last month – you know, how to give a presentation, deal with customers, organise events, that kind of thing. But there was no certificate for that.</p> <p>S1: Well, that's OK, it's still another course that we can write down. Advanced ... office ... communication. OK, now what other skills do you have? Obviously languages with the Spanish –</p>	<p>S2: ... – and Japanese. I've started learning Japanese, but I'm only a beginner.</p> <p>S1: Wow, Japanese, how exotic! That's another good thing for a job application – Japanese is an important business language. Anything else?</p> <p>S2: Well, I can use all the usual computer programs that you need in an office, like Word, Excel, PowerPoint But that's everything, I think.</p> <p>S1: That's good! Computer skills are really important for a job. Right, well, we'll use this information to make a profile and then see what jobs there are at the moment which fit your education and skills. That'll take a couple of days, so can you come to another meeting at the end of the week? On Friday?</p>
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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.
- do only one or two questions of **Exercise 5b** as a class discussion.

4b Now you:
Your education
and skills

10 mins

- Demonstrate this task by asking one or two students one of the questions.
- Students work in pairs and ask / answer the questions.
- Ask individual students to tell you two pieces of information about their partner.

Round up
5a Quiz time
5– mins



- Volunteers read out the sentences. The class say who / what / where the sentences are about.
- Students work in small groups to make similar sentences. They then read their sentences out to the class. The class guess who / what / where they are about.

Dinner for One, Clint Eastwood, Madrid

5b Talk about it
5+ mins

Tip: Learner autonomy (2) – independent learners It's important that students feel responsible for their own learning and start to become more independent learners. Remember that the *Talk about it* exercises are a good possibility to introduce an element of student choice to the lesson. Remind students that they can choose which questions to 'chat' about.

- Students work in small groups or in pairs, and choose one or more of the questions to chat freely about. They can just talk about one, or two, or all of the questions.
- If communication seems to have come to a standstill, ask additional questions.

And finally ...
5+ mins

Remind students of the following:

- **Language study** (p. 30): An overview of the grammar of the step with exercises. Students can do this in their books or online.
- **Selfstudy** (p. 31): Students can do this in their books or online.
- **Keys** (p. 129 f.) to the Language study and Selfstudy exercises.
- **Language and culture** (p. 43), Step 1: *Schooldays* and the corresponding task.

And point out ...

- the **Unit vocabulary** (pp. 152–176), a chronological list of words in the coursebook. Students can use it to study specific vocabulary from each step – 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. They can be listened to on the Internet to help students with pronunciation and word stress – a code is provided (see 'Tipp' on page 152).
- the **Dictionary** (pp. 177–196), an alphabetical list of all the words in the coursebook so students can easily look up unknown vocabulary from texts and exercises. These words can also be listened to on the Internet – a code is provided on page 177.

Unit 2 Step 2 Working

Contents

Text topic	An interview about Hiro Yamamoto an <i>oshiya</i> (a ‘pusher’)
Functions	Talking about different ways of working; Describing jobs and responsibilities
Vocabulary	The world of work
Grammar	Question tags (<i>to be</i> , present simple)

Lesson notes

Additional material For optional and additional material for Unit 2, Step 2, see pages 86/87. 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: Jobs
5 mins

- Ask students to work in two groups, A / B. Ask for a volunteer in each group to be the ‘secretary’ for the group. This person will write the list.
- Say: *Group A, you have two minutes to think of and write down as many outside jobs as you can; Group B, you have two minutes to think of and write down as many inside jobs as you can.*
- After two minutes, stop the activity and ask the ‘secretary’ from each group to read out their list. Write the words on the board.

Possible answers: **outside jobs:** fisherman, gardener, farmer, window cleaner, police officer, tennis trainer, dog walker, zookeeper, binman;
inside jobs: nurse, air steward, secretary, teacher, optician, doctor, receptionist, cook, plumber

1a Comprehension
10 mins

Tip: Using the pictures You can use the pictures linked to the reading texts to introduce the topic and provide a lead-in to the texts. By doing this, students will be encouraged to think about what the text might be about before they start to read. It provides students with a starting point to read the text and generates interest in what they are about to read.

- Point to the picture on page 32 and ask the class: *Where do you think this is? What are they doing? Why are they doing this?*
- Ask students to read the text and find out the name of the job and where the picture was taken. (*oshiya*; Japan)
- Tell students to close their books and to write down four things they can remember about Hiro and his job.
- ↓ Board:

He’s _____ (nationality). He’s a _____ (job). He’s responsible for _____ . He works _____ -time.
(Japanese, pusher / an *oshiya*, passenger safety, full)

Possible answers: **He’s Japanese. He’s an *oshiya* / a pusher. He pushes people onto the underground trains. He’s responsible for passenger safety. He works full-time. He signals to the driver when it’s safe to close the doors. He sometimes has to pull passengers off the train.**

Language and culture Students can read the text *Problematic words* (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 86 of this TRB.

1b Vocabulary:
The world of work
5+ mins

! Check the pronunciation of *colleague* [ˈkɒliːg], *retired* [rɪˈtaɪəd], *employee* [ɪmˈplɔɪi:] and *unemployed* [ˌʌnɪmˈplɔɪd] by saying the words and having students repeat them in chorus.

- Demonstrate the task using one of the words, e.g. *colleague*: *You work with this person.*
- Students work in pairs and describe the people / things to each other.
- Board:

* Choose four words to describe.
** As in the coursebook.
*** Choose one word without telling your partner which one.
Describe the word and your partner guesses which one it is.



Possible answers: a colleague – you work with this person, an employee – they have a job in a company, a retired person – this person doesn't need to work anymore because he / she is old, an unemployed person – this person doesn't have a job, a full-time job – a job with 30 – 35 hours a week or more, a part-time job – a job with fewer than 30–35 hours a week

1c Checking the facts

1/31

5 mins



- Read out the instructions. Allow students time to read the sentences.
- Play ▶ 1/31.
- Students listen and underline the correct information.
- If necessary, students listen a second time. Play ▶ 1/31 again.
1 34, 2 different, 3 six, 4 a shared, 5 Five

(M = Margaret, H = Hiro)

M: So, Mr Yamamoto, I'd like to check a few bits of information to make sure I've got everything right. You're 34 years old, aren't you?

H: Yes, I am.

M: And you work full-time here, don't you?

H: That's right.

M: You work eight hours a day, don't you?

H: Yes, that's it. Three days a week I start work at four o'clock and finish at midday, and on the other three days I start at five o'clock in the afternoon and finish at one o'clock the next morning.

M: OK. Your office is on the platform, isn't it?

H: That's right. There's a small office for all the oshiyas at the end of the platform.

M: And four oshiyas work at your station, don't they?

H: No, actually, five altogether. Four colleagues and me.

M: Oh, right. OK. Well, I think that's everything I need. The article will come out ...

2 Grammar

10+ mins

Question tags (*to be*, present simple)

- Read out the first sentence from the Grammar box.
- Say: *We can use question tags to check information. If we have a positive sentence, we need a negative tag.*
- Read out the second sentence from the Grammar box.
- Say: *If we have a negative sentence, we need a positive tag.*
- Board:

Grammar is interesting, _____ ?

It isn't boring, _____ ?

Elicit the question tags. (isn't it? / is it?)

- Read out the sentences with the question tags *doesn't he? / does he?* (sentences 5 and 6). Again, point out that if the sentence is positive, we need a negative question tag; if the sentence is negative, we need a positive question tag.

- Board:

Hiro works eight hours a day, _____ ?

He doesn't work part-time, _____ ?

Elicit the question tags. (doesn't he? / does he?)

- Read the remaining sentences in the Grammar box, stressing the verb in the statement and the auxiliary in the question tag, and have students repeat them.

! Make sure your voice goes down at the end of the tag as you are checking information, not asking a question.

2a Say it like this

1/32–33

5 mins

- Read out the instructions.
- Say: *Listen to Margaret again.* Play ▶ 1/32.
- Say: *Listen again and repeat.* Play ▶ 1/33.

You're 34 years old, aren't you?
And you work full-time here, don't you?
Your office is on the platform, isn't it?

2b Hiro's an oshiya, isn't he?

5+ mins



- Read out the instructions.
- Students work in pairs and cross out the wrong question tags.
- Check answers in class.
1 ~~doesn't he?~~ | ~~don't they?~~, 2 ~~does it?~~ | ~~is it?~~, 3 ~~aren't they?~~ | ~~don't they?~~, 4 ~~is he?~~ | ~~is it?~~, 5 ~~aren't they?~~ | ~~don't they?~~, 6 ~~are they?~~ | ~~do they?~~

If short of time

- If you notice you're getting short of time,
- ask students to choose only two sentences to add question tags to in **Exercise 2c**.
 - do **Exercise 3b** as a class activity.
 - do just one of the **Round up** activities.
 - do only one or two questions of **Exercise 4b** as a class discussion.

2c Hiro and his job

5+ mins

- Read out the instructions.
- Students look back at their sentences from *Exercise 1a* and add question tags.
- Ask students to work in pairs and read their sentences out to their partner to check the information.

3a How to say it: Describing jobs and responsibilities



1/34

5 mins

- Say: *Listen and repeat*. Play ▶ 1/34.
 - Students listen to the phrases and repeat them in chorus.
- ! Refer students to the *Info box*. Remind them that they need to say *a* or *an* before a job. Also remind them about *a* + consonant / *an* + vowel.

3b Now you: Your job and responsibilities

10 mins

- Read out the instructions.
- ↓ Allow students time to complete the sentences in *Exercise 3a* about their job to prepare them for the speaking task.
- Students work in pairs to complete the task.

Round up

4a You work in an office, don't you?

10 mins

- Demonstrate the task by checking information that you know about individual students using question tags.
- Ask students to stand up and walk around the class and do the same.
- Ask individuals if they found out any new (unexpected) information.

4b Talk about it

10 mins

- Students work in small groups or in pairs, and choose one or more of the questions to chat freely about. They can just talk about one, or two, or all of the questions.
- If communication seems to have come to a standstill, join the group / pair and ask additional questions.

And finally ...

5+ mins

- Remind students of the following:
- **Language study** (p. 34): An overview of the grammar of the step with exercises. Students can do this in their books or online.
 - **Selfstudy** (p. 35): Students can do this in their books or online.
 - **Keys** (p. 130) to the Language study and Selfstudy exercises.
 - **Language and culture** (p. 43), Step 2: *Problematic words* and the corresponding tasks.

And point out ...

- The **FAQ** *How can I learn more English for my job?* at the end of the Selfstudy page (p. 35). FAQ reflects the kind of questions that more advanced learners may ask in order to improve their independent learning. Students can find more questions with more detailed answers on pages 198/199.

Unit 2 Step 3 Going to the library**Contents**

Realia	A local library website
Functions	Understanding regulations; Talking about books and reading
Vocabulary	Types of books
Reading	Facts for Bookworms
Grammar	You already know: <i>must / have to</i> And now: <i>had to / didn't have to</i> ; Apostrophes (1)

Lesson notes

Additional material For optional and additional material for Unit 2, Step 3, see page 87. 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:
Everyday reading
5 mins

- Start by briefly telling the class about something you have read today.
- Then ask individual students the question in the *Starter* task.

Joining a library
1a How to join the library
10 mins

- Tell students that they are going to read part of a library's website.
! Assure them that, although there may be unknown words in the text, they shouldn't panic. They will be able to understand and cope with the task. Remind them that it's good practice for coping with real-life situations.
- Say: *This is the library website. You want to join the library and you have some questions.*
- Point to the list of questions and ask students to read them.
- Board:
 - * Do numbers 1, 2 and 5.
 - ** As in the coursebook.
 - *** Do **. Then write another question about the information on the website. Ask your question to the class.
- Students then read the website to find the answers to the questions.
- Check answers in class.
1 Yes, you do. 2 A utility bill (such as your gas, electricity or water bill) or your driving licence. 3 A copy of your signature. 4 No, they don't. (They only need to produce proof of their name.) 5 Online. 6 You can collect your library card on the spot or they'll post it to your home address.

1b A study project



1/39–40

5+ mins



- Read out the first part of the instructions. Play ▶ 1/39.
- Students listen to find out what Erich's suggestion is.
- Check answer in class.

Erich suggests joining the library.

- Read out the second part of the instructions. Play ▶ 1/40.
- Students listen and tick the true sentences.
- Ask students to check in pairs, before checking answers in class.

✓ 2, 4

(M = Marcel, E = Erich)

M: Erich, I don't know what I'm going to do about our homework project – we have to finish it for next week ...

E: What's the problem, Marcel?

M: Well, you know we have to find out information about this town – but our teacher says we mustn't use the Internet ...

E: That's not a problem – do what I did and join the library! They've got lots of books all about the town and this region. I found a really interesting one with all the information I needed.

M: I thought about joining the library, but don't you have to live in the town permanently?
We're only here for two months.
E: No, not at all, everyone can join the library, it's really easy.
M: How much does it cost?
E: Nothing! It's free.
M: Really? So what do you have to do?
E: Well, I had to show them something "official" with my name and address on it. But I didn't have to take my passport or anything.
M: So what did you show them?
E: I just showed them a letter from my bank in Germany. It had my address on it, so the librarian said that was fine.
M: Did you have to fill in a form?
E: Yes, but I think you can download the form and fill it in at home.
M: That sounds easy. OK, I'll join tomorrow. Do you want another beer?
E: Yes, please!

2 Grammar

5+ mins

NB: There's only a minor grammar element in Step 3 – the main focus is on the realia tasks and reading.

You already know: *must / have to*

- Say: *What rules are there in a library?* and elicit some ideas. (You must be quiet. / You have to be a member. / You have to bring books back.)
- Read out the sentences in the *You already know* Grammar box. Have students repeat them in chorus.
- Ask: *Are the sentences about the past or present?* (present)

! Refer students to the *Info box* on *mustn't / don't have to*.

And now: *had to / didn't have to*

- Refer students to the sentences in the *And now* Grammar box. Read out the sentences. Have students repeat them in chorus.
- Ask: *Are these sentences about the past or present?* (past) *What phrase do we use to make the past of 'have to' and 'must'?* (had to)

2a Who can join?

5+ mins



- Read out the instructions.
- Students complete the sentences using *had to / didn't have to*.
- ↓ Students work in pairs to complete the sentences.
Possible answers: 1 ... **only had to bring proof of my name / didn't have to bring proof of my address.** 2 ... **had to have proof of address.** 3 ... **had to bring proof of address, with my name, and the form to the library.** 4 ... **had to bring proof of name / signature and they posted my library card to my home address.**

2b Now you: What did you have to do?

5+ mins

- Ask students to work in groups.
- Read out the instructions.
- Students talk together and discuss what they had to do in the situations.
- ↑ After the discussion, ask more able students to tell the class about what they had to do in one of the situations.

Books

3a Reading: Facts for Bookworms

10 mins

Tip: Gist reading Remind students that it's not essential to know every word in order to complete reading tasks and that it's important to develop gist reading skills. However, if there is a specific word which they didn't need for the overall understanding of the text, but they feel they'd like to know the meaning of, they can look it up later in the Dictionary section at the back of the book. Emphasise the fact that they shouldn't try to look up every unknown word.

- Allow students time to read the text silently.
- Ask students the following questions:
How big is the largest book in the world? (It's 1.78 metres tall and one metre wide.)
How long did Stanley Dudek have his library book? (He had it for 99 years.)
How long are the shelves in the Library of Congress? (They're 850 kilometres long.)
Where is Britain's smallest library? (It's in an old phone box in Westbury-sub-Mendip.)
- Ask individuals which facts they found most interesting / unusual.

Language and culture Students can read the text *ISBNs* (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 87 of this TRB.

3b What’s the title?

5 mins



- Follow coursebook instructions.
 - Check answers in class.
- a) **Fact 1**, b) **Fact 3**, c) **Fact 4**, d) **Fact 2**

3c Now you: Your library

5 mins

- Students work in groups and discuss the questions.

If short of time

If you notice you’re getting short of time,

- do **Exercise 3d** as a class activity.
- do only parts 1 and 2 in **Exercise 4a**.
- do only one of the messages in **Exercise 4b** as a class activity.

3d What’s that book?

5 mins



- Follow coursebook instructions.
 - Check answers in class.
- 1e), 2g), 3f), 4a), 5d), 6c), 7b)

3e Now you:**Your favourite books**

5 mins

- Demonstrate this task by briefly telling the class about the kind of books you like / dislike and who your favourite author is.
- Students work in groups and discuss the questions.

4a Write it right:**Apostrophes (1)**

10 mins



- Read out the use of an apostrophe.
- Read out question 1.
- Students say the long forms.
1 **He is | He has | They can not (cannot) | Let us**
- Read out instruction 2.
- Students rewrite the sentences using apostrophes.
2 **We’re going to visit our friends next week – they’ve got a house near the beach. You’re welcome to come.**
- ↑ Students write a sentence without apostrophes. They hand it to the teacher who writes it on the board. The class then tells the teacher where the apostrophes should go.
- Read out instruction 3.
- Students work in pairs and write down other words with apostrophes.
3 Possible answers: **I’ve (I have), I’m (I am), isn’t (is not), mustn’t (must not), they’re (they are)**

4b A hidden message

10 mins



- Divide the class into two groups, A / B.
- Tell the A Students to look at page 123; tell the B Students to look at page 125.
- Read out the instructions on page 123.
- Students write the message and add capital letters, apostrophes and full-stops.
- When students have finished, ask them to work in A / B pairs. They swap their message with their partner, who checks it for correct use of capital letters, apostrophes, full-stops.
- ↓ Students work in groups to write the message and then check the other group’s message.
- Check answers in class.
Partner A: If you visit Shanghai, don’t miss the highest library in the world. You’ll need to get the lift because it’s on the sixtieth floor of a hotel. Partner B: Where’s the world’s most unusual library? Maybe it’s the Camel Library in Kenya’s desert. Twelve camels bring people’s books.

And finally ...

5+ mins

Remind students of the following:

- **Language study** (p. 38): An overview of the grammar of the step (both *You already know* and *And now*) with exercises. Students can do this in their books or online.
- **Selfstudy** (p. 38): Students can do this in their books or online.
- **Keys** (p. 130) to the Language study and Selfstudy exercises.
- **Language and culture** (p. 43), Step 3: *ISBNs* and the corresponding tasks. Refer students to the *Listen in* task. (For more information on this, look at page 87 of this TRB.)

And point out ...

- **Reading: Languages of the world** (p. 39): A text and quiz ‘just for interest’. If you want to use this text / quiz in class, there are some ideas on how to exploit it on page 121 .

Unit 2 Now I can

Contents

Contents Review of vocabulary, functions and structures in Unit 2

Starter

Talking about education and skills; Defining things, people and places

Part 1

Defining things, people and places; Talking about different ways of working; Describing jobs and responsibilities; Understanding regulations

Part 2

Talking about education and skills; Describing jobs and responsibilities

Part 3

Understanding regulations; Talking about books and reading

Lesson notes

Additional material

For optional and additional material for Unit 2, *Now I can*, see pages 87/88. 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.

Now I can: ...

5 mins

- Ask students to look at *Now I can: ...* at the top of page 40. Remind them that the symbols refer to different skills or vocabulary items which they learnt in Unit 2 and were listed in the unit aims on the photo page (p. 27).

Starter: Look back

5 mins



- Ask the class to tell you what they remember about Bholaram Das.

Possible answers: **He's 100 years old. He's the oldest student in India. He is starting to study for his doctorate. As a teenager, he became interested in politics. He went to prison. He trained and worked as a teacher. He studied for a degree in law. He retired in 1971. He worked as a lawyer until he was 98.**

Starter:

Now look forward

5 mins

- Read out the *Now look forward* information.
- Check that the class know what a 'gap year' is. (It normally refers to a year between school and university when students decide to travel or do voluntary work abroad before they begin their studies.)
! The words *sabbatical* and *career break* are also used to talk about taking time out of your working life to try something new.
- Ask the class: *Do you think that gap years are a good idea? Are they only for 18-year-olds or can anyone do them?* Encourage individual students to respond.

Part 1:

1a Gap Years For All

10 mins



- Tell students they're going to read some information about gap years.
- Read out the instructions.
- Students read the text, then work in pairs to tick the correct statements.
- Check answers in class.
✓ 1, 4, 6
- Students correct the false statements with their partners.
Corrected statements: 2 You can't / don't earn money in these jobs. (The jobs are for volunteers.)
3 You don't have to be over 30 to apply. Adults of all ages can apply. 5 You don't need relevant qualifications to apply. (Full training is provided.)

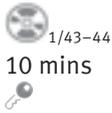
1b What does that mean?

10 mins



- Read out the instructions, then demonstrate the task by defining *assistant teacher*.
- Students work in pairs and explain the meaning of the highlighted words.
! Refer students to the sentence starters on the right of the text.
Possible answers: Assistant teacher: **It's a person who helps a teacher in the classroom.**
Primary school: **It's a place where young children go to school.** Geography: **It's a subject that / which teaches people about countries and places.** Wildlife conservation centre: **It's a place where people look after wild animals.** Child health clinic: **It's a place where you can take children who are ill.** Street children: **They're children who don't have a home and have to live on the streets.** Orang utan: **It's a type of monkey that / which lives in Sumatra and Borneo.** Marine wildlife: **It's a project that / which protects things that / which live in the sea.**

Part 2:
2a A job for Adele



1/43-44

10 mins

- Read out the instructions and the two questions.
- Play ▶ 1/43.
- Check the answers to the two questions in class.

1 Support worker for street children in Bolivia. 2 Assistant teacher at a primary school in Ecuador.

- Students listen again and decide whether Adele is a good candidate for either of the jobs and give a short reason why / why not. Play ▶ 1/44.
Possible answers: **She's a good candidate for the assistant teacher job because she loves children, she has a little brother and she wants to start a training for working at preschool. She's not such a good candidate for the support worker for street children because she has never worked with children.**

<p>(A = Adele, I = interviewer) A: Hello? I: Hello Adele. It's Peter Marcham here, from Gap Years For All. A: Oh yes, hello. I: I've got your online application here. I see you're interested in one of our projects in South America, in Bolivia. A: Yes, I am. The support worker for street children. I: OK, so let's talk a bit about it. What do you think a support worker for street children has to do? What do you think might be the responsibilities of the job? A: Well, I think you have to listen to the children, to understand them, to give them the love that they need. I: And, in a more practical way, what help do you think they might need?</p>	<p>A: Well, I don't know really. New clothes, maybe? Oh, and food, too, of course. Hot soup and that sort of thing. I: OK ... now what skills or experience could you bring to this role? Have you ever worked with children? A: Well, I've done some babysitting and I have a little brother, and I really love children. I want to work in a preschool. But before I start my training for that, I'd really like to travel a bit and do something useful in the world. I: Ah, now that's interesting that you're going to train to work in a preschool. Did you see on our website? There's a primary school in Ecuador that's looking for an assistant teacher for its first year class, for the youngest children. I wonder if maybe that might be more interesting for you? Let me tell you a bit about it.</p>
--	--

2b A job for you
10 mins

- Read out the first part of the instructions (to ... *on the form below*).
- Students work alone to choose a job and make some notes.
- ↓ Remind students about some of the structures for talking about education and skills / jobs and responsibilities.

Board:

I t _____ as a teacher.	(trained)
I have a c _____ in business studies.	(certificate)
I'm a q _____ electrician.	(qualified)
I have a lot of e _____ with computers.	(experience)
I'm r _____ for dealing with customers.	(responsible)
I have to d _____ w _____ people every day.	(deal with)

- Then ask students to work in A / B pairs and take it in turns to interview each other.
- When students have finished, ask individual students to say if they would give the job to their partner, and why (not).

If short of time

- If you notice you're getting short of time,
- do **Exercise 3a** as a class activity.

Part 3:
3a What do you need?
5+ mins

- Read out the instructions.
- Students work in pairs to discuss the questions.

NB: *Proof* can be countable or uncountable, i.e. used with or without *a*: *I needed a proof of identity.* / *I needed proof of identity.*

3b A gift

10 mins

- Ask students to close their books (or cover the page).
- Recap the types of books covered in Step 3 by asking the students to work in groups of three or four and write down as many book types as they can think of.
- Make a list on the board.
- Read out the instructions and ask students to check that all the types of books listed in *Exercise 3b* are on the list on the board.
- In their groups, students discuss their book choice.
- Encourage students to provide a reason for their choice.

↓ Board: I'd choose a _____ because ...

I think the best book to take is a _____ because ...

You could also elicit some key adjectives to describe the books and make a list on the board, e.g. *useful, informative, long, factual*.

3b Now you choose

15+ mins

- Board: * easy, ** standard, *** challenging
- Remind students about the star system and tell them they need to choose one of these tasks.
- Allow time for students to read the tasks and choose one.
 - Tell students they have ten minutes to complete the task.
 - Monitor and help with any vocabulary / phrases they may need.
 - When students are finished, ask them to form a group with other students who completed the same task.
 - They read each other's work and decide on one to read out to the whole class.
 - One student then reads out the chosen text to the class.

Tip: Correcting students' work It's important to give students feedback and correction on their written work. You can collect their work at the end of the lesson and 'mark' it at home. Remember to not only correct errors, but also to comment on the content of their writing. Also, it's a good idea not to mark every error, but focus on those related to the grammar, vocabulary etc. which were covered in the units and steps you have taught so far.

And finally ...

5 mins

Look back at *In this unit, you will learn to: ...* (p. 27) to show your students how much they have learnt in this unit, to say how well they've done and to let them reflect on where they need more practice.

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

- **Test yourself** (p. 42): Students can do this progress test and check their answers (p. 130).
- **Language and culture** (p. 43): Refer your students to any L&C texts and tasks that weren't done in class.
- **Now me** (p. 44): Students can do some free writing, using the vocabulary and structures they've learned in Unit 2. Ask students to read the *Now blog* section. They can use this as a model for writing their own blog. Finally, refer students to the *Now explore the Internet* section to consider which clothes would be suitable for a job interview. Remind students that they can copy the *Now me* page for their portfolio.

If your course has more than 24 lessons, you'll find extra lessons after Units 2, 4 and 6:

Globetrotter.

Globetrotter Work – one page (45 minutes) of material with the focus on English for work.

Globetrotter Travel – one page (45 minutes) of material with the focus on English for travel.

A further 45 minutes of material is provided on the Internet for each of these lessons.

Teaching notes on **Globetrotter A** can be found on pages 124/125.

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. **NB:** Some of the activities and materials require preparation before the lesson.

Getting ready for Unit 1

FYI Unit 1 Step 1

Find out more about **Swindon** by going to www.klett-sprachen.de/networkknow/fyi.

Preparing Unit 1 Step 1

Starter:

Where are you from?

- Bring pictures or postcards from your hometown to class.

Getting to know your class

10 mins

- To be used after the *Starter*, coursebook p. 10.
- Write five names / places on the board, e.g. the name of the place you were born, the name of your child / partner / pet, your favourite holiday destination, etc. Students guess what these represent. Then on a piece of paper students write down five words (names / places) for themselves. They mingle and try to guess what the words which other students have written represent.

In and around town

10 mins

- To be used any time after *Exercise 1a*, coursebook p. 10.
- ! When you see the phrase *To be used any time after ...* this simply tells you the earliest possible time in the lesson to do this activity. You may choose to do the activity at this point, or later in the lesson.
- **Photocopy 1 In and around town** (p. 101) – one copy for each pair of students.
- Cut along the dotted line so that you have a sheet of paper for Partner A and a sheet of paper for Partner B.
- Students work in pairs to complete the puzzle. Partner A asks Partner B: *What's number ...?* Partner B responds by giving him / her a definition of the word: *It's (a place with lots of trees).* (FOREST) Partner A then writes this word in his / her puzzle. Then Partner B asks Partner A for the next word and so on until they have all of the words.
- Once they have all of the words they can read the mystery word (SWINDON) and write this on their sheets.



Language and culture Step 1:

City, town or village? (coursebook p. 25)

10– mins

- To be used after the *Round up*, coursebook p. 11.
- Board: c _____, t _____, v _____
Say: *Berlin is a big ... (Name of a town) is a ... (Name of a village) is a ...* and elicit city, town, village.
- Board: True or false?
1 A hamlet is bigger than a town. (True.)
2 All British cities must have a cathedral. (False.)
3 In some states in the USA 'town' and 'city' mean the same. (True.)

- Students read the text to find out if the sentences are true or false.
- Students work in small groups to discuss the questions on page 25 and report back to the class.
! If you have students who all live in the same city / town / village, you can ask them to think of another place they have lived in.

Downloads



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

FYI Unit 1 Step 2

If you would like to know more about the **Chicken Hotel**, go to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 1 Step 2

Test each other

5+ mins

- To be used any time after *Exercise 3a*, coursebook p. 15.
- Students work in pairs. One student closes his / her book and the other says one word / phrase from the left-hand column of *Exercise 3a*, e.g. *airport* and his / her partner has to remember the matching word: *shuttle*.

Top Five facilities

10 mins

- To be used any time after *Exercise 3a*, coursebook p. 15.
- Students work in groups of five.
- Tell students to make a list of facilities which are important to them in a good hotel and then rank these facilities to give them a Top Five hotel facilities.

Tip: Ranking tasks Asking students to rank words in order can help them to personalise the words and internalise them. This personalisation means that they are actively using the vocabulary which helps them to remember it.

- One volunteer from each group then tells the class about their Top Five.

Booking a hotel room

15 mins

- To be used any time after *Exercise 4a*, coursebook p. 15.
- **Photocopy 2 Role play: Booking a hotel room** (p. 102) – one copy for each pair of students.
- Cut along the dotted line so that you have a Partner A role for each A Student and a Partner B role for each B Student.
- Divide the class into two groups, A and B. Give Group A the Partner A role and Group B the Partner B role.
- Allow students a few minutes to read their roles and, if necessary, help each other with vocabulary / questions.
- Put students into A / B pairs. Say: *B Students, phone your partner and ask him / her questions about Regents Hotel and book a room. A Students, answer your partner's questions using the information you have.*
- If time permits, students swap roles.

Partner B:

Possible questions:

– How much is a single / double room? – Is breakfast included in the price? – Is an evening meal included in the price? – Is Internet access available? – Is there a children's play area? – Is an airport shuttle available? Does it cost extra? – Is the hotel close to the centre of London? – Are there things to do nearby?

Partner A:

Possible answers:

– A single room costs £150.00 per night. / A double room costs £200.00 per night. – Yes, it is. – No, it isn't but an evening meal can be ordered separately. – Yes, there is. – No, there isn't, but there is a park with a children's play area near the hotel. – Yes, there is and it's free for hotel guests. – The hotel is a 10 minute walk from the centre of London or two stops on the tube. – Yes, there are lots of things to do nearby. There's a park, an art gallery, a cinema and two museums.



Language and culture

Step 2: Pets

(coursebook p. 25)

10 mins

- To be used after the *Round up*, coursebook p. 15.
- Ask: *What do you think are the top five pets in British households?* Ask students to guess and write their ideas on the board. If necessary, help with vocabulary.
- Ask students to read the text silently and see if they were right. (dogs, cats, rabbits, birds, hamsters)
- Put students into groups to discuss the questions on page 25.
- If a lot of students in your class have a pet, then you can do a pets list for your class. Ask students which pets they have and then count how many people have the same pets. Write this on the board, e.g. dogs 2, cats 3, birds 2.
- Encourage students to do the Internet task 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

If you would like to know more about **couch surfing**, check out the Couch surfing website by going to

www.klett-sprachen.de/networknow/fyj.

Preparing Unit 1 Step 3

What do you think?

10+ mins

- To be used any time after *Exercise 2a*, coursebook p. 18.
- In small groups, students use the types of accommodation in *Exercise 1b* to make their own comparative sentences and give a reason for their choice, e.g. *I think camping is nicer than staying in a motel because you get lots of fresh air and you're outdoors.*
- Monitor and check that their sentences are correct.
- Ask individual students to read two of their sentences out to the class.

Compare it

10+ mins

Tip: Materials Some photocopiable tasks require a lot of cutting up. For these tasks it's a good idea to either copy them onto thin card before cutting, as they last longer or, if possible, to laminate the paper before you cut. This means you can use the cards again and again.

- To be used any time after *Exercise 2a*, coursebook p. 18.
- **Photocopy 3 Compare it** (p. 103) – one pack of cards for each pair. Cut up the cards to make a set of 6 cards.
- Students play in pairs. Give each pair a set of cards, placed face down on the desk, and tell them they need a piece of paper to write on.
- Tell the class that they have ten minutes to write as many comparative sentences as possible about the information on the cards.
- Students turn over the first card and write sentences (e.g. *Couch surfing is cheaper than / not as comfortable as staying in a hotel. / ... more dangerous than staying with friends.*). When they run out of ideas for that card, they move on to the next, and so on.
- Stop the activity after ten minutes and ask students to read out their sentences. For every correct sentence they get a point. The team with the most points wins.
- It doesn't matter how many of the cards students write about, most important is the number of correct comparative sentences.

Possible answers:

- 1 Couch surfing is cheaper than / not as comfortable as staying in a hotel. / ... more dangerous than staying with friends.
- 2 Museums are not as interesting as / more interesting than art galleries. / ... not as exciting as theme parks. / ... cheaper than going to the cinema.
- 3 A beach holiday is not as interesting as / not as exciting as / more relaxing than / nicer than a city break.
- 4 Cities are bigger than / more interesting than towns / villages.
- 5 Hiking is not as dangerous as / more tiring than swimming. / ... better than skiing.
- 6 A four-star hotel is more expensive than / more comfortable than / not as nice as camping. / ... safer than couch surfing.



3c Now you: Your guests Tip: Pair / Group work (2) (coursebook p. 19)

Pair work:

- Half of the class are As, the other half Bs – tell the As to find a B to work with.
- If you have a class of, for example, 16 students, count round one half of the class from 1 to 8, then count again from 1 to 8 for the other half. Say: *The same numbers work together.*
- Choose a vocabulary set (e.g. jobs) and make pairs of cards (2x 'policeman', 2x 'nurse' etc.). Give each student a job card. Tell them they mustn't show their cards to the other students. Students stand up and find their partner by asking questions (e.g. Where do you work?). Tell students they can't ask: What do you do? / What's your job?
- Take lengths of wool or ribbon into the class (about 90 cm long and all the same colour) – you need one piece for each pair of students. Hold the bunch of ribbons in the middle. Ask each student to take hold of the end of one ribbon. When everyone is holding an end of a ribbon, let go of the bunch. The students who are holding the ends of the same ribbon work together.
- Say: *Work with a student who has something in common with you. 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 / dog? Who has ...?*

Group work:

- Ask your students to put themselves into a line based on the first letter of their names (A is the beginning, Z is the end), or on their birthday months (January at one end, December at the other). Count down the line (1, 2, 3, ...) to make group sizes of your choice.
- Cut up a selection of postcards (e.g. for groups of 6 cut the postcards into 6 pieces). Mix the pieces and hand them out to the class. Tell students to stand up and find the other students with pieces from the same postcard. Students then sit down together and put the postcard together (like a jigsaw puzzle).

Texting abbreviations 5+ mins

- To be used any time after *Exercise 4b*, coursebook p. 19.
- Ask students how often they send text messages and if they ever use abbreviations. If yes, ask for some examples. (e.g.: 8ung – Achtung, Gute N8 – Gute Nacht, AKLA – Alles klar, BB – Bis bald, DD – Drück Dich, WTEL – Wir telefonieren, GNGN – Geht nicht gibt's nicht, ...)
- Board: gr8, 2moro, 2nite, B4, hand, cu, atm, lol Say: *Guess what these abbreviations mean.*
- Students work in pairs to see if they can guess what they mean. (gr8 – great, 2moro – tomorrow, 2nite – tonight, B4 – before, hand – have a nice day, cu – see you, atm – at the moment, lol – laugh out loud).
- Ask students if they know any other text abbreviations.

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

- To be used at the end of the lesson.
- Board: **www** Ask students what this means. (world wide web)
- Board: **1 .com, 2 .ed, 3 .gov**
Say: *These are all part of web addresses. Read the text and find out what they mean.*
- Then read out the instructions for the web country code task.
- Students work in pairs to match the country codes to the countries.
- If there are students in class whose country code is not included, ask them to say what it is.

Listen in



1/23

- Encourage students to do the *Listen in* task at home. The audio script can be found online.

Reading: First night in London (coursebook p. 21)

- The Reading page can be done as selfstudy or read in class. You'll find ideas on how to exploit the text in class on page 121.

Downloads



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

FYI Unit 1 Now I can

To find out about some of the world's top hotels go to www.klett-sprachen.de/networkknow/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.

Choose your hotel
5 mins

- To be used with *Exercises 1a–2b*, coursebook p. 22/23.
- Take a selection of pictures of hotels into class (you could use travel brochures or print some pictures off the Internet).
- Students choose a hotel picture to represent their hotel and use this in the planning and presentation phases of the *Now I can* section.

Template 1:
Word diagrams
15 mins

- To be used any time after *Part 3*, coursebook p. 23.
- **Photocopy Template 1: Word diagrams** (p. 116). Write a vocabulary topic from Unit 1 (e.g. In and around town, Hotel facilities, Places to stay) in the box in each word diagram. Photocopy the page so that you can cut out one diagram for each group of three or four students.
- Students work in their groups to think of as many words as possible linked to the topic and write them in their word diagram.
- Students put the word diagrams on their desks, stand up, walk around and look at the word diagrams made by the other groups.
- If there are any words students don't understand, ask them to write these on the board.
- When students have finished, ask them to sit back down. Look at the words on the board and ask the students to explain what they mean in English.
- This template can be used to recycle unit vocabulary from any unit at all levels.

Downloads



- There's an activity for Unit 6 *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

Word stress
5 mins

- To be used with *Exercise 1b*, coursebook p. 28.
- Draw a table on the board with these headings: **O | Oo | Ooo | oOo | oOoo | ooOoo**
- Ask students to copy the table onto a piece of paper.
- Remind students that each bubble represents a syllable and that the larger one is the stressed syllable in the word.
- Demonstrate the task by saying one word, e.g. *college*. Say: *How many syllables? (Two.) Where's the main stress? (On the first syllable.)* Write *college* under the *Oo* stress pattern.
- Ask students to work in pairs. Tell them to say the words from *Exercise 1b*, work out how many syllables they have and write them on their piece of paper in the correct columns.



O	Oo	Ooo	oOo	oOoo	ooOoo
learn work course	college study homework lesson student subject	doctorate	apprentice diploma	apprenticeship certificate	university

Person, thing, place
15+ mins

- To be used any time after *Exercise 2a*, coursebook p. 29.
- **Photocopy 4 Person, thing, place** (p. 103) – one copy for each group of four students. Cut out the word cards, one set of cards for each group.
- Students work in groups of four.
- Place the set of cards face down in the middle of their table.
- Player 1 takes a card and defines the word on it, using *who*, *that / which* or *where*. If he / she doesn't know the word, and therefore can't define it, it is returned to the bottom of the pile and the same player takes another card.
- The student who guesses the word correctly keeps the card and takes the next card from the pile.
- The winner is the player with the most cards.



Language and culture
Step 1: Schooldays
 (coursebook p. 43)
 10– mins

- To be used after the *Round up*, coursebook p. 29.
- Ask students to read the text.
- Say: *I went to a primary school. Am I American or British?* (British)
- Repeat for the following sentences: *I took A-level exams.* (British) / *I've got a high school diploma.* (American) / *I went to secondary school.* (British) / *I went to elementary school.* (American)
- Students then work in small groups to discuss the two questions and report back to the class.

Downloads



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

FYI Unit 2 Step 2

To see some oshiyas in action, have a look at www.klett-sprachen.de/networknow/fyi.

Preparing Unit 2 Step 2

Use the words
 5+ mins

- To be used any time after *Exercise 1b*, coursebook p. 32.
- Tip: Personalising vocabulary** Asking students to use words in their own sentences can help them to personalise the words and also check that they can actually use them effectively. This increases the chance that this vocabulary will become active, rather than passive, knowledge.
- Students work in pairs. One student chooses a word / phrase from *Exercise 1b*, e.g. *employee* and his / her partner has to make a sentence using this word, e.g. *My company has about 200 employees.*
 - They do this until they've made sentences using each word / phrase.

Question tags
 15 mins

- To be used any time after *Exercise 3a*, coursebook p. 33.
- **Photocopy 5 Question tags** (p. 104) – one copy for each group of three students.
- Cut out the cards and make two sets – the statements (e.g. *His brother works in Berlin*), and the question tags (e.g. *doesn't he?*).
- Students work in groups of three.
- Give out a set of statements to each group. Ask them to spread them out, face down, on the table.
- Give out a set of question tags to each group and ask them to deal them out among themselves so that each student has the same number of tags.
- One student turns over a statement card and reads it out. Each member of the group looks to see if he / she has the question tag for that statement.
- The person who has the correct tag puts it next to the statement, reads out the full sentence and then turns over the next statement card.
- At the end of the game, there will be 15 correctly tagged statements on the table. These can be read out and checked in class.

What's my job?
 10 mins

- To be used any time after *Exercise 3a*, coursebook p. 33.
- Students work in pairs. They think of a job, but don't tell anyone what it is.
- Using the phrases in *Exercise 3a* they write sentences which describe their job, e.g. *I work full-time. I work in a hospital. I work with people. It's my job to help people who are ill.* (a doctor)
- When students have finished writing, they read their sentences out to the class.
- The class guess what the job is.

Language and culture
Step 2:
Problematic words
 (coursebook p. 43)
 10+ mins

- To be used after the *Round up*, coursebook p. 33.
- Board: 1 You mustn't / don't have to speak German in class.
 2 You mustn't / don't have to speak English in the break.
- Ask students to cross out the wrong words. (1 ~~don't have to~~, 2 mustn't)
- Ask: *Why do students sometimes confuse 'mustn't' and 'don't have to'?*
- Students read the text to find out. (The English word *mustn't* (*nicht dürfen*) looks like the German word *nicht müssen* (*don't have to*)).
- Ask the class the two questions at the end of the text. (I got a cake ... / get and become)
- In pairs, students translate the words in the table in the right column 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

The smallest library in Britain is a converted telephone box. Other telephone boxes have been turned into an aquarium, a shower and the home of a cardiac defibrillator! To look at some other **phone box conversions** go to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 2 Step 3

Reading – the same or different?
10 mins

- To be used any time after *Exercise 3d*, coursebook p. 37.
- **Photocopy 6 Reading – the same or different?** (p. 105) – one copy for each pair of students. Cut along the dotted line so that you have a sheet of paper for Partner A / Partner B.
- Students work in pairs. They read the questions and answer them for themselves, writing their answer in the 'You' column.
- Then they interview their partner and write his / her answers in the second column.
- Together they compare their answers and, in the last column, put a tick (✓) if their answers are the same or a cross (✗) if their answers are different.
- Ask individual students to tell the class what they had in common with their partner: *We both ...*

Language and culture
Step 3: ISBNs
(coursebook p. 43)
10– mins

- To be used at the end of the lesson.
- Board: **ISBN** Say: *Look at the bottom of page 2 of your coursebook. What can you read there? (ISBN + number) What is this? Read the text and find out.*
- Students read the text to find out what *ISBN* stands for. Then repeat your question.
- Ask students to write down one question about the information in the text. Then get them to ask their questions to the class.
- Students work in small groups and tell each other about the last book they bought using the questions as prompts.
- Encourage students to do the Internet task at home.

Listen in



1/46

- Encourage students to do the *Listen in* task at home. The audio script can be found online.

Reading:
Languages of the world
(coursebook p. 39)

- The Reading page can be done as selfstudy or read in class. You'll find ideas on how to exploit the text in class on page 121.

Downloads

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

FYI Unit 2 Now I can

These days gap years are not just for youngsters. To look at some **gap years for 'grown ups'** go to www.klett-sprachen.de/networknow/fyi.

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.

My ideal gap year
10 mins

- To be used after *Exercise 1b*, coursebook p. 40.
- Ask students to make some notes about what their ideal gap year would be.
- Students then work in small groups and present their ideal gap year to the group saying why they have chosen it.

Template 2:

What's your opinion?

15+ mins

- To be used any time after *Part 1*, coursebook p. 40.
- **Photocopy Template 2: *What's your opinion?*** (p. 117). Fill in the topic *gap years* and copy the sheet – one for each student.
- Hand out the sheets and tell students they have five minutes to complete as many of the sentences as they can on the topic of *gap years*.
- When students have finished, ask them to work in groups or with a partner. They should tell their group / partner about their opinions using their sentences to help them.
- Other students should agree, or disagree politely! Remind students of some polite phrases to disagree, e.g. *I see what you mean, but ...* or *That's a good point, but ...*
- This template can be used to recycle topics from any unit at all levels.

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 and around town (Unit 1 Step 1)

Partner A

- Work with Partner B. Ask him / her about your missing words. Ask: *What's number ...?* Your partner will give you a *definition* of the word. Guess what the word is and write it in your puzzle.

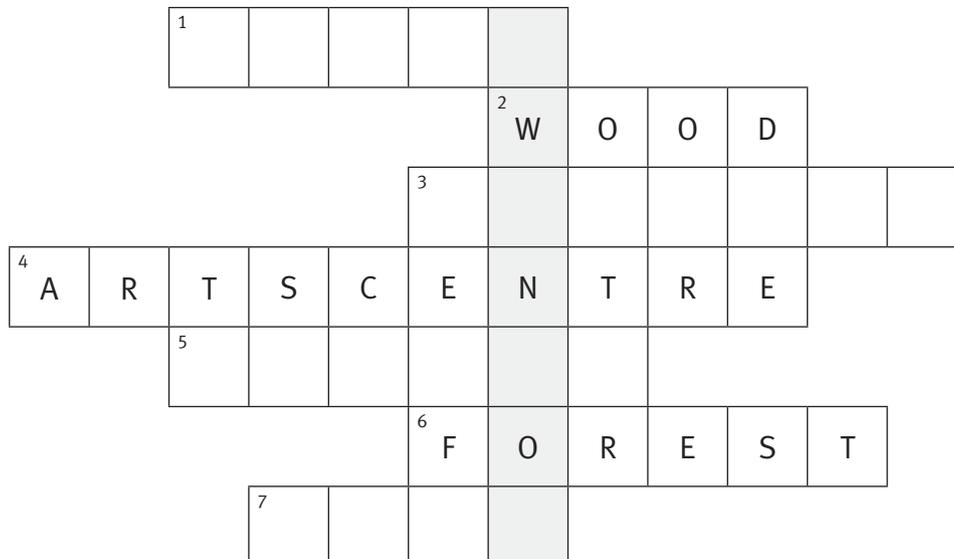


What's the mystery word? _____



Partner B

- Work with Partner A. Ask him / her about your missing words. Ask: *What's number ...?* Your partner will give you a *definition* of the word. Guess what the word is and write it in your puzzle.



What's the mystery word? _____

2 Booking a hotel room (Unit 1 Step 2)

Partner A

- You work at Regents Hotel in London. Read the information below about the hotel's prices and facilities.



REGENTS HOTEL

- Price list:
 - Double: £200.00 per night
 - Single: £150.00 per night
- Facilities: Internet, cable TV, car parking, 24-hour reception, free airport shuttle, restaurant (breakfast is included in the price, evening meal can be ordered separately)
- Nearby: a park, an art gallery, a cinema and two museums
- Getting to the city centre: 10 minute walk / take the tube (two stops)

- Partner B is going to phone you and ask about booking a room at your hotel. Answer the phone by saying: *Good morning, Regents Hotel. How can I help?*



Partner B

- You are going to London for a weekend (Friday – Sunday). You want to book a hotel. Using the notes below, write down some questions to ask.

<i>price - how much (single / double)?</i>		?
<i>breakfast included?</i>		?
<i>evening meal included?</i>		?
<i>Internet?</i>		?
<i>children's play area?</i>		?
<i>airport shuttle? cost extra?</i>		?
<i>how close to centre of London?</i>		?
<i>things to do nearby?</i>		?

- Then call Partner A, who is the receptionist at the Regents Hotel in London, to book a room. Start by saying: *Hello. I'm calling to book a room for ...*

3 Compare it (Unit 1 Step 3)



Couch surfing is ...



Cities are ...



Museums are ...



Hiking is ...



A beach holiday is ...



A four star hotel is ...

4 Person, thing, place (Unit 2 Step 1)

church	canteen	receptionist	cook	plane	coursebook
school	car park	air steward	employee	baggage	handbag
college	cinema	bus driver	mechanic	beer	jacket
university	hospital	car dealer	firefighter	breakfast	fridge
village	library	cleaner	journalist	guide book	magazine
airport	petrol station	electrician	dentist	dictionary	money
town	theatre	hairstylist	optician	passport	photocopier
art gallery	museum	doctor	teacher	newspaper	pillow

5 Question tags (Unit 2 Step 2)

His brother works in Berlin,	doesn't he?
He doesn't work full-time,	does he?
You aren't retired,	are you?
You're a teacher,	aren't you?
They don't work in the evening,	do they?
She deals with customers,	doesn't she?
It's her job to deal with customers,	isn't it?
Your brother is unemployed,	isn't he?
Her sister works part-time,	doesn't she?
She's a sales assistant,	isn't she?
His office is on the second floor,	isn't it?
They aren't responsible for sales,	are they?
You work full-time,	don't you?
They don't share an office,	do they?
You don't work in an office,	do you?

6 Reading - the same or different? (Unit 2 Step 3)

- **Partner A**, answer the questions for yourself in the 'You' column. Then ask your questions to Partner B. Write his / her answers in the 'Partner B' column. If you have the same answers, put a ✓ in the final column, if not, put a ✗.

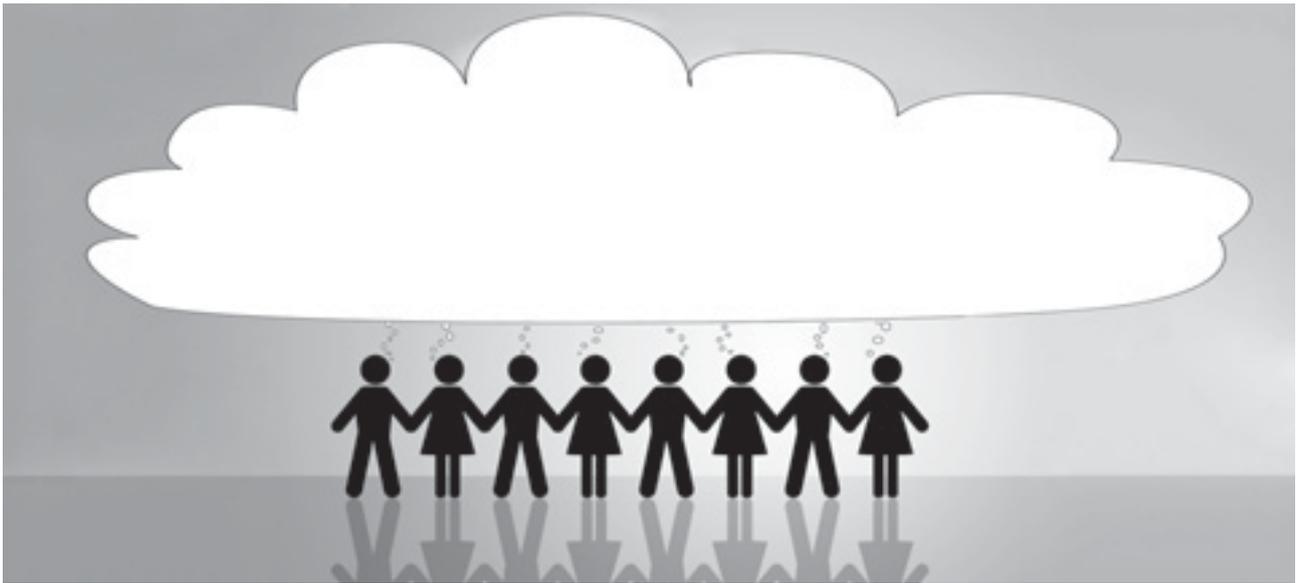
	You	Partner B	✗ / ✓
How often do you read books?	_____	_____	_____
When do you usually read books?	_____	_____	_____
What's your favourite kind of book?	_____	_____	_____
What was the last book you read?	_____	_____	_____
Do you ever go to the library?	_____	_____	_____

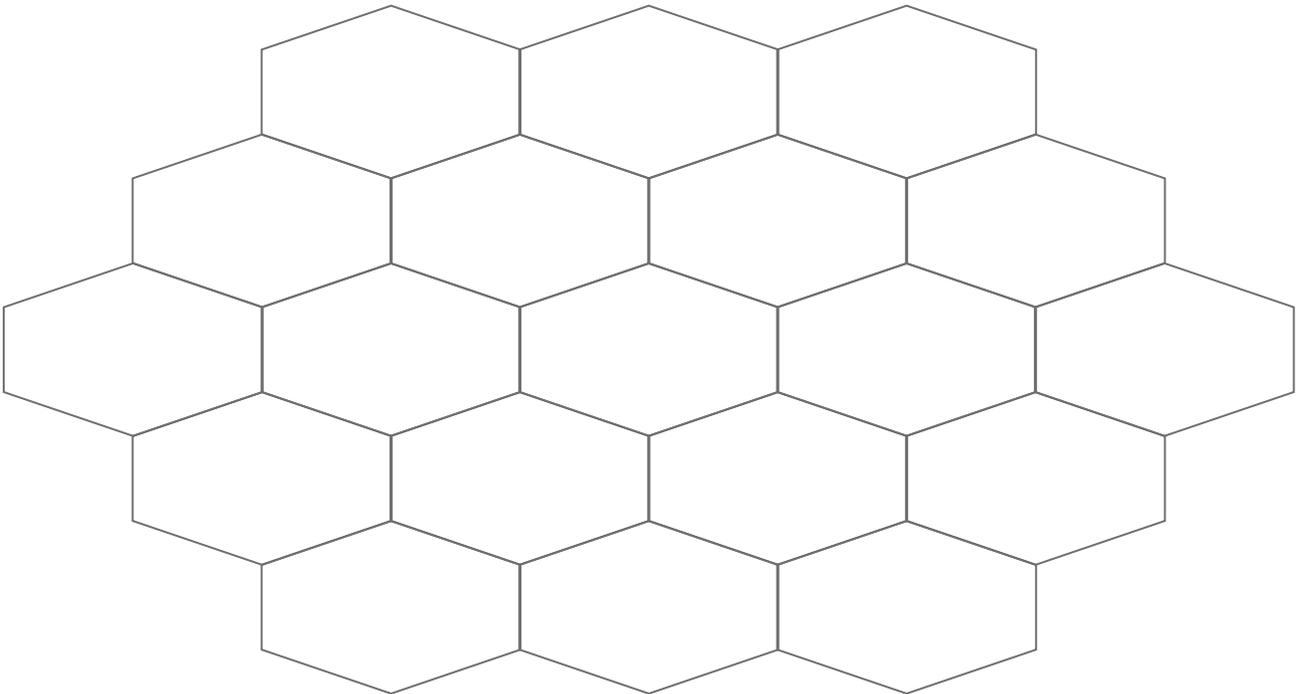


- **Partner B**, answer the questions for yourself in the 'You' column. Then ask your questions to Partner A. Write his / her answers in the 'Partner A' column. If you have the same answers, put a ✓ in the final column, if not, put a ✗.

	You	Partner A	✗ / ✓
Do you enjoy reading?	_____	_____	_____
What's your favourite book?	_____	_____	_____
Do you have an e-book reader?	_____	_____	_____
What do you read most: newspapers / magazines / books / other (what)?	_____	_____	_____
What did you read yesterday?	_____	_____	_____

Template 1: Word diagrams





Template 2: What's your opinion?

What's your opinion on _____ ?

- Complete as many of the sentences as you can.

<p>In my opinion ...</p> <p>_____</p> <p>_____.</p>	<p>I think that ...</p> <p>_____</p> <p>_____.</p>
<p>One positive thing about ... is ...</p> <p>_____</p> <p>_____.</p>	<p>One negative thing about ... is ...</p> <p>_____</p> <p>_____.</p>
<p>I think everyone should ...</p> <p>_____</p> <p>_____.</p>	<p>If more people ...</p> <p>_____</p> <p>_____.</p>
<p>I think more people in my country should ...</p> <p>_____</p> <p>_____.</p>	<p>I would / wouldn't be interested in ...</p> <p>_____</p> <p>_____.</p>
<p>All you need ...</p> <p>_____</p> <p>_____.</p>	<p>You can ...</p> <p>_____</p> <p>_____.</p>
<p>You don't have to ...</p> <p>_____</p> <p>_____.</p>	<p>Everyone can ...</p> <p>_____</p> <p>_____.</p>