

*new
edition*

English
network 1

Teacher's Book



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Stuttgart

English Network 1 New Edition – Teacher's Book

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Introduction to *English Network 1 new edition*

The *English Network* series of textbooks is a multi-level programme for adult learners in Germany, Austria and Switzerland, leading up to the "Certificate in English B1" (formerly "VHS Certificate") of the "European Language Certificates".

English Network 1 is a course for 'false beginners' (*Wiederanfänger*). As such, it is one of three coursebooks in the series that are intended specifically for beginners – different types of beginners who have different backgrounds and different needs. The three beginners' courses are:

<i>English Network Starter</i>	<i>English Network Starter Compact</i>	<i>English Network 1</i>
For absolute beginners in English who have little or no experience in learning other languages.	For absolute beginners in English who have learnt another language with some degree of success.	For those who have completed one of the absolute beginners' courses, or who have learned some English in the past but have forgotten so much that they very nearly have to start over again.
'Standard pace learners'	'Fast track learners'	'False beginners'
Material for 30 x 90 minutes, e.g. a one-year course meeting once a week	Material for 15 x 90 minutes, e.g. a one-semester course meeting once a week	Material for 30 x 90 minutes, e.g. a one-year course meeting once a week
Prepares for <i>English Network 1</i> .	Prepares for <i>English Network 1</i> .	Prepares for <i>English Network 2</i> .

All three of these courses are intended to impart practical language skills that the learners can put to immediate use in real-world communication. At the same time, they provide insight into the basic structures of the English language, so as to establish a firm basis for further learning at the higher levels of the *English Network* series.

The aims of the course

English Network 1 aims to give 'false beginners' the knowledge, skills, and confidence they need to communicate effectively in English at an elementary level.

To this end, they are offered ample opportunities for carefully-graded practice in the skills of listening comprehension, speaking, writing and silent reading.

In addition, they are systematically trained to carry out dozens of essential language functions such as introducing oneself and others, asking the way, booking a room, asking for a description, asking for a price or the time, expressing likes, dislikes and wishes, etc.

At the same time, they are (re-)introduced to a number of basic language structures that are essential not only for basic communication but also for future learning:

- the present simple, past simple and present perfect tenses, and the *will*-future;

- the formation of positive and negative sentences, questions and short answers in these tenses, using a selection of the most important regular and irregular verbs.

The course includes an active vocabulary of over 750 words, and encourages further vocabulary expansion by asking the students to decide which words they need and would like to include in their own personal dictionaries.

Through the reading and listening texts and the *Language and Culture* pages, the learners are given some information about the customs and life-styles of various countries where English is spoken throughout the world.

Finally, through practice in the classroom and by reading and discussing the *Lerntipps* in the coursebook, the students are encouraged to reflect on and develop effective learning techniques that they can go on using in subsequent English courses and in other learning situations in the future.

Course schedules

The material in *English Network 1* has been designed for flexible use in courses with a minimum of 48 and an average of 60 class-hours in length (a class-hour being 45 minutes).

In a 48-hour course, consisting of 24 ninety-minute lessons, four lessons would be available for each of the six units of the book: one lesson each for Steps 1, 2 and 3, half a lesson for the Review page and the other half for a brief selection of the optional material.

A 60-hour course, consisting of 30 ninety-minute lessons, would also have time for the three *English Network Magazines* and perhaps the three *English at work* pages or the suggested *first lesson*, *last lesson* and *Christmas lesson*, as described in this *Teacher's Book*.

Because of its clear structure and numerous optional extra activities, *English Network 1* can also be easily adapted for use in other course schedules, for instance a twice-a-week evening course lasting twelve to fifteen weeks, or a variety of intensive, weekend and *Bildungsurlaub* courses.

Components of the course

The course *English Network 1* consists of the following components:

The coursebook (student's book) Best.-Nr. 50427
As with all the books in the series, the *English Network 1* coursebook contains not only the complete classroom material, but also a built-in workbook in the form of *Homestudy* and *Test yourself* pages.

The Teacher's Book Best.-Nr. 50428
This book contains a comprehensive introduction (which you are reading right now), as well as answers to "Frequently Asked Questions" and a Unit-by-Unit and Step-by-Step commentary. The commentary gives ideas on how to use the material, along with some background information, keys and *Further practice* material. The *Teacher's Book* also includes the tape-scripts to all recorded material on the Text-CDs.

The Text-CDs Best.-Nr. 57730
The set of two audio cassettes or two audio compact disks contains all the recorded material that is intended for classroom use: dialogues, pronunciation and listening comprehension exercises. Each of these recordings is identified by the symbol  T... in the coursebook and the *Teacher's Book*.

Learner-CD 1 (included in the coursebook)

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

Learner-CD 2 (included in the coursebook)

These contain all the recorded material that is intended for the student's use outside the classroom during the second half of the course.

The CD-ROM

Best.-Nr. 57751

The *English Network 1 CD-ROM* gives extensive practice accompanying each Unit in the book. Learners can listen to, repeat and record their own voices in the dialogues – the advantage of the computer being that the learner can then hear his or her recording and compare it with the original. There are also ample practice opportunities in grammar, vocabulary, functional language and writing, using a varied range of exercises that are fun to do. In addition, the students can do the *Homestudy* listening tasks and also refer to a dictionary section in which each word is translated and can be heard, and a grammar reference section.

The menu for each Unit allows the learner to decide on the type of practice he or she would like to do, and the immediate feedback given by the computer means that learners can really practise and train the things that they need – as many times as they want to. And there are supplementary reading texts, with attractive illustrations, providing additional information and cultural background about topics from the various Units of the coursebook.

A pronunciation CD-ROM is included in the coursebook.

English Network 1 Break

Best.-Nr. 50438

This is a selfstudy practice book for those learners who have completed *English Network 1* and would like to make use of the time between courses, for instance in the summer holidays, to consolidate and extend what they have learnt before starting *English Network 2*. It contains a variety of exercises to practise grammatical structures, language functions and vocabulary items, and an exciting story presented in instalments.

Einstufungstest

The *English Network* placement test can be downloaded from the publishers website:

www.klett-sprachen.de/englishnetwork

Optional activities

Although the coursebook and the Text-CDs contain complete material for a course at this level, the *Teacher's Book* gives additional suggestions for activities you might like to do with your class for further practice or for a change of pace. These are listed in the section *Resource bank: extra activities if time permits* and in the Step-by-Step commentaries under the heading *Option*.

Also in the *Teacher's Book* there are occasional suggestions of things you could bring into the classroom to give your lessons even more variety. These suggestions are highlighted, like this, so you won't overlook them while preparing your lesson. They include things like: magazine pictures of people and places, unused picture postcards from out-of-the-way places, a bilingual dictionary, squared paper, a large map of Britain or of Europe or the world.

We have also occasionally suggested that you prepare cards or slips of paper with words (for example in Unit 1/Step 3, for the *Panorama*) or sentences (as in Unit 2/Step 1, exercise 2) to use in classroom activities. You can of course write these by hand on index cards, as language teachers have been doing for many decades (it's not that much trouble, really), or you can print them out with the help of a computer. If you do decide to print them out, it is best to use thicker-than-usual paper (120 g/m² or heavier; 185 g/m² is ideal) as that makes the slips easier to distribute and work with in the classroom.

At the end of the book, as an option for *English at work 3*, we have suggested that you cut telephone handsets out of heavy construction paper and lend one to each student for a telephoning role-play. If by any chance you have small children, they might well be willing to cut out dozens of these for you, and then you can use them in all your classes for years to come. In addition, you could collect some cardboard mobile phones, such as are often used for advertising purposes, or you could buy some inexpensive toy mobile phones at a toy shop.

Since you need a CD-player in any case, we have occasionally suggested using recorded music, for instance during walk-around activities.

Finally, the *English Network Activity Book* (Bestell-Nr. 50508) provides a mixture of communicative activities to practise language in the classroom. The activities complement The *Network* coursebooks and reference is made to the appropriate *Network* book and unit from which each activity can be used.

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

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

 L... Texts and exercises with this symbol can be found on the *Learner-CDs*. The numbers refer to the numbers of the tracks on the CDs. The text is printed in the Student's Book in the section "Höraufgabentexte Homestudy".

 Here you can find the solutions to the corresponding exercises.

TS: Tapescript. The tapescripts of the recorded material on the *Text-CDs* can be found in this *Teacher's Book* on pages 86–96.

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

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

Board: Words and sentences that can be written on the blackboard – or on a whiteboard, a flipchart or a transparency for an overhead projector (OHP).

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

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

Coursebook design

The *English Network 1* coursebook consists of six *Units*, each with a broad general theme:

Unit 1: Meeting people	Unit 4: Travel
Unit 2: Places	Unit 5: Far and near
Unit 3: Money	Unit 6: Food and drink

Each Unit begins with a page of pictures to introduce the topic, and then there are three double-page *Steps*, each of which is intended to be done in one ninety-minute lesson in the classroom.

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

- a *Starter* activity;
- a printed and recorded *dialogue* to introduce new language material;

- a variety of comprehension, vocabulary and/or pronunciation exercises;
- a *How to say it* exercise to practise new language functions;
- an *Exchange information* activity;
- a box called *Today's grammar*, with examples of the new structure being presented;
- two or three exercises using the new grammar;
- a listening comprehension activity;
- one or more *Over to you* activities, so the students can make use of what they have just been learning.

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

- *Language study*, which sets out the new grammar point in more detail, with explanations in German so they can be read without the help of the teacher, and blanks to be filled in so that the students can actively make 'discoveries' on their own.
- *Homestudy*, with exercises to revise the functions, structures and vocabulary that were introduced in that particular Step. This section also includes revision of the dialogue and a further listening comprehension exercise, both of which are on the Learner-CDs and on the CD-ROM.
- *Before you go on*, which includes vocabulary to be learned in preparation for the next lesson, and *Speaking practice* drills from the CD or CD-ROM. The tapescripts of the *Speaking practice* drills are in the *Teacher's Book*, for your reference, but they are not in the coursebook, to ensure that the students do them aurally.

Step 3 in each Unit does not introduce new structures, but provides opportunities for extensive practice in the skills of listening comprehension, silent reading and writing. This third Step always includes a suggestion for personal vocabulary expansion (*Personal dictionary*) and a *Panorama* section with texts related to the Unit topic.

Following Step 3 in each Unit there is a one-page *Homestudy* section and a page called *Language and culture*, with short texts in English providing further information on various points that were mentioned in the Unit.

At the end of each Unit there is a *Review* page which includes practice material for revision of functions, vocabulary and structures that have been introduced in the three Steps of the Unit, including a scenario-based guided "Role-play" activity. The *Review* page can be done in 45 minutes if time is short, or in 90 minutes using some of the *Options* and *Further practice* activities from the *Teacher's Book*.

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

- *English at work*, containing optional practice material for people who use English in their jobs. It has a low-key 'business' focus and presents language that is also useful outside a work situation.
- *The English Network Magazine*, with two pages of optional activities and reading material.
- A self-correctible *Test yourself* page for the students to do at home.

After the last *Test yourself* there are six pages of *Lerntipps*. These are in German and include brief tasks for the learners, indicated by the red arrows.

Pages 111–118 contain nine *Exchange information* activities, in which two students looking at different pages with complementary information ask each other questions and give answers. Learners are referred to these activities at the appropriate times in all six Units of the coursebook.

Also at the back of the coursebook there is a considerable amount of reference material, designed to encourage learner autonomy and enable the learner to work at home between lessons:

- Answer key to the *Language study*, *Homestudy*, *Magazine*, *Test yourself* and *Lerntipp* pages.
- Tapescripts for the recordings from the *Homestudy* and *Test yourself* sections.
- A reference table of basic grammatical terminology.
- A brief overview of the grammatical structures presented in the course.
- A guide to the International Phonetic Alphabet.
- A chronological *Vocabulary* section listing the active vocabulary with the pronunciation, a German translation and a gapped example sentence for systematic vocabulary revision.
- An alphabetical *Dictionary* section listing not only the active vocabulary, but also all other English words that appear in the book. Each word in the *Dictionary* is listed with its pronunciation and a German translation, and a listing of the Unit, Step and exercise where it first appeared. In the case of passive (receptive) vocabulary, these listings are in italics.
- A list of the *People and places* mentioned in the book, with a phonetic transcription of each.
- *How to say it*, a two-page listing of phrases and idioms used to perform the various functions introduced and practised in the course.
- A page of *Übungsanweisungen und Überschriften*, listing English phrases which occur in headings and instructions in the coursebook, with their German translations.

Teaching a Unit in *English Network 1 new edition*

Before going on to the Unit-by-Unit and Step-by-Step commentaries, which form the bulk of this *Teacher's Book* and provide specific suggestions for the exploitation of the course material in the classroom, we would like to make a few more general comments, which we hope will be helpful for your preparation of the entire course.

Pairwork

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

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

- Each student gets much more speaking practice than would be possible in a whole-class, teacher-centred situation.
- Shy students are more willing to try out new words and structures when not so many people are listening.
- Through these activities you can quickly establish a friendly, co-operative atmosphere in the classroom, since the students have ample opportunities to get to know each other and to help each other.
- You, the teacher, can get around and give individual help and attention to those students who most need it.
- You can make corrections discreetly, in a low voice, during exercises that are intended to promote accuracy as opposed to fluency.
- During fluency exercises you can note language mistakes and then deal with them afterwards in a 'de-personalised' way – instead of singling out individual students, you can say "that was very good, but some of you had this problem ..." and then write it on the board and discuss it.
- You can also use pairwork for reading activities, in which the partners help each other to understand a text, and talk about it together before they have to say anything about it to the whole class.
- Pairs and small groups can also do writing activities together, by helping each other to get ideas and to formulate them correctly.

Here are some things you can do to head off problems that might arise during pairwork and small-group activities:

- Give clear instructions beforehand, and then give a clear signal that it is time to start. (Giving clear instructions takes practice, by the way, so if you are a new teacher don't get discouraged if you don't always get it straight right away.)
- As soon as they have started, make a quick trip around the room and listen in briefly on each pair or group, just to make sure that have understood the instructions and are doing the right thing. If they aren't, explain it to them in a low voice, but don't interrupt all the groups just because one or two have misunderstood something.
- If students lapse into German or some other language, remind them in a friendly to speak English. Some teachers just smile and show a yellow card which reads:

PLEASE
SPEAK
ENGLISH

- If students feel that they aren't being corrected enough, point out that you can actually make more corrections during pairwork than in a whole-class situation, in which individual corrections are often embarrassing or too time-consuming. Of course you can't correct every mistake, but you can't do that in a plenary situation, either – if you did, it would be awful, because hardly anyone would ever finish a sentence.
- Change partners at least once or twice during every lesson, so that the students all get to know each other, and every student gets a chance to work with a variety of partners. If they always work with the same partner they are much more likely to get bored, and to learn each other's mistakes.
- After a phase of pair or group work it is often appropriate to have a feedback phase with the whole class, to praise the students, hear their results, make corrections or simply show that you have been listening to what they were saying, and taking it seriously.
- When discussing pairwork and other learner-centred activities with your students, you might want to refer them to *Lerntipp 1, Das Lernen in der Kursgruppe*, on page 105 of the coursebook.

Timing

Each of the Steps in *English Network 1* is intended to be done in one ninety-minute lesson in the classroom. We suggest that you keep to this rhythm if at all possible, so that students who have to miss a lesson for some reason will know exactly what you have done and which Step and Unit will await them when they return.

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

If you are short of time for a particular Step, one thing you can always do is to omit one or more of the activities designated as *Options* in the left-hand column of the *Teacher's Book* notes. In addition, the notes include a time-saving suggestion for each Step, under the heading *If short of time*.

If you find that you are chronically short of time, you might want to ask yourself these questions:

- **Do you start your lessons on time?** In general, it is advisable to begin promptly with the *Starter* activity even if not all the students are present, so as to avoid having an awkward period of waiting around for latecomers to arrive. A delayed start merely punishes those who have arrived on time, and encourages the others to go on being late in the future.
- **Do you give a time limit for your group and pairwork phases?** This is often helpful, so the students realise that they don't have to finish an activity completely, but just do as much as can be done in the allotted time. When the first two or three pairs are finished, it's often better to stop the others, give some brief feedback and get on with the next part of the lesson.
- **Do you check answers quickly and accurately?** After each exercise from the coursebook, you somehow have to make clear what the correct answers are, and one traditional way to do this is to call on individual students to give the answers. This can be useful as long as some sort of language practice is involved, but you may find that the checking procedure is taking up too much time, at the expense of more productive activities. If this is the case, you can speed things up by writing short answers on the board. With longer answers, it's often quicker and more effective if you read them out rather than making the students struggle with them.
- **Do you spend classroom time checking answers from the *Homestudy* and *Test yourself* sections?** This is unnecessary, because these answers are in the coursebook so the students can check their own work

at home. But of course you should be prepared to answer questions about the *Homestudy*, and praise those who have done it.

- **Do you give explanations when the students are ready for them?** An explanation can often be shorter and more effective after the students have done an exercise or two and have started to see what a particular structure or function is good for. If you give a long explanation too early, before anyone knows what you are talking about, you may well have to give it again later on.
- **Do most of your students have to sit and do nothing while one of them reads aloud?** The two golden rules for reading aloud are that the reader should have a good reason for wanting to get the message across, and the listeners should have a good reason for wanting to understand it, for instance if they have to guess what the reader is referring to. (See Unit 2/ Step 2, exercise 3c for an example of this.)
- **Do you teach right up to the end of the allotted time?** Since time is short, it is usually not a good idea to end a lesson early. Psychologically, it's better if your last activity is so interesting that nobody notices you've run five minutes past the end of the lesson – provided there isn't another class waiting outside the door to come in.

If, on the other hand, you have time left over at the end of a lesson, you can use some of the activities from the *Resource bank* at the end of the *Teacher's Book*, and from the *English Network Activity Pack 1*. References to both of these are given in the section called *If time permits* at the end of the *Teacher's Book* notes for each Step.

Using the *Starter* activities

These are brief activities designed to get each lesson off to a good start. They are not only warm-ups, though, as they often introduce some of the functions or lexical items that will be dealt with later in the lesson.

In Steps 2 and 3, the *Starter* activity practises material that the students have been encouraged to learn at home before coming to the lesson. For example, before Unit 3/ Step 2 the students are introduced to the ordinal numbers, in the *Before you go on ...* section on page 45. Then, in the *Starter* on page 46, they practise ordinal numbers by asking each other when their birthdays are.

Using the dialogues

Steps 1 and 2 of each Unit have dialogues as the central feature for introducing new vocabulary, functions and structures. The dialogues are printed in the coursebook and are recorded on the Text-CDs, on the Learner-CDs and on the CD-ROM.

Every teacher has his or her favourite ways of working with dialogues in the classroom, and we have described some of ours in the Step-by-Step commentaries in this *Teacher's Book*. Sometimes we have suggested that the students should close their books while you introduce the dialogue. In other cases, we suggest leaving the books open but asking the students to cover the printed text with a piece of paper and just look at a picture during the first listening.

In any case, the students are always provided with reasons to listen and read several times, so as to become familiar with the new structures, functions and vocabulary that are presented in the Step.

One thing we suggest not doing with the dialogues is having individual students read them aloud to the class, as this can be extremely time-consuming. You may sometimes want to let the students read the dialogues in roles, but they should do this in pairs or small groups, and not in front of the whole class.

Today's grammar

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

Above the grammar box there is an arrow and a reference to the *Language study* section on the following page. For example, in Unit 2/Step 1 the present simple with *I, you, we* and *they* is introduced on page 25, and the reference above *Today's grammar* reads: → LS, p. 26. There the grammar point is explained in more detail – in German, so the students can read it at home without your help – and there are blanks to be filled in, providing an element of 'discovery grammar' in which they can figure out some of the rules themselves. You might want to go through one or two of these in class, just so they see how it works, and perhaps point out the explanation (*das "Aha!"-Erlebnis*) in Lerntipp 6 on page 110.

At the top of the *Language study* there is a further reference to: → Grammar 6.4, p.132, where there is a complete listing of the paradigm. This, again, is basically intended to the students' reference at home, but you are welcome to use it in class if at any point you think it would be useful.

The Exchange information activities

English Network 1 includes nine *Exchange information* activities, in which students A and B look at different pages, ask each other questions and give answers, so as to complete a task through oral interaction. The information for partner A is on pages 111–114 of the coursebook, and the information for partner B is on pages 115–118. These pages are clearly arranged, with attractive colour photos and instructions in German, to make it as easy and pleasant as possible for the students to conduct these activities.

At the top of pages 111 and 115 there is a brief introduction for the students, in German, to this sort of exercise. It explains that each partner has different information, because if they had the same information they wouldn't have to converse and ask each other questions.

It is important, therefore, that they do not look at their partner's page, but only at their own. Please be prepared to enforce this rule, in a firm but friendly way. Don't worry, you are not being authoritarian when you do this, you are simply setting up the rules of the game, to ensure effective practice and communication. You can use the analogy of a card game, in which just about everyone accepts the rule that they aren't allowed to look at the cards in somebody else's hand.

For most of these activities, the key to success is having the A- and B-students work separately in the first phase, in which they help each other prepare for the role they are going to play, for instance by writing down the exact questions they will have to ask later when they pair off with somebody from the other group. This procedure is suggested in the *Teacher's Book* notes for seven of the nine *Exchange information* activities. (The two exceptions are the ones in Unit 2/Step 1 and Unit 5/Step 2, which are structured a bit differently.)

Allow enough time to introduce and monitor these activities carefully, and ensure that your students understand how they work. The next book, *English Network 2*, will also include numerous activities of this sort, as will the rest of the books in the *English Network* series. And if any of your students ever take the examination *Certificate in English B1* of the *European Language Certificates* (formerly *VHS Certificates*) they will find a section in the revised oral examination which works exactly this way.

Using the Options

In the lesson notes there are numerous suggestions labelled with the word *Option* in the left-hand column. As the name implies, these are extra activities which are not mentioned in the coursebook, and which can be left out if you are short of time.

Some of these *Options* take the form of *substitution drills*, in which you give a sentence and then ask the students to vary it, using *prompts* that you give them.

In Unit 2/Step 2, for example, in the Option to exercise 3, you say the sentence *Does he live near the museum?* and perhaps have the class repeat it in chorus, to help them remember. Then you give prompts and individual students vary the sentence, as follows:

Your prompt:	A student says:
work	Does he work near the museum?
at the hospital	Does he work at the hospital?
she	Does she work at the hospital?
doesn't	She doesn't work at the hospital.
on Thursdays	She doesn't work on Thursdays.
they	They don't work on Thursdays.
play tennis	They don't play tennis on Thursdays.
does he	Does he play tennis on Thursdays?
when	When does he play tennis?
have an English lesson	When does he have an English lesson?
we	When do we have an English lesson?

Backchaining

For sentences that your students have trouble saying properly, you might find it helpful to have them repeat after you in chorus or individually, using the technique of *backchaining*. Start with just a word or two from the end, and build up the sentence in several stages, having the students repeat after you each time. An example, taken from the dialogue of Unit 1/Step 2:

- *cousins.*
- *some cousins.*
- *I've got some cousins.*
- *but I've got some cousins.*
- *I'm an only child, but I've got some cousins.*

If your students are reluctant to repeat in chorus, don't give up, but explain the usefulness of it (they can practise saying something without exposing themselves) and insist in a humorous sort of way ("a bit louder please, so the caretaker knows we're still here"). You might also try giving a hand signal so they know exactly when to start.

Writing activities

In a ninety-minute lesson, you probably won't have time to do a lot of lengthy writing activities in the classroom. Still, writing is an important skill and should not be banned from the classroom entirely. In Step 3 of each Unit, for example, there is a writing activity which can usefully be done in class unless time is extremely limited.

Writing activities are particularly interesting if the students know that someone else will read what they have written, and perhaps respond to it. See *English at work 2* for an example of this.

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

Listening comprehension

In addition to the dialogues, which are both recorded and printed in the coursebook, *English Network 1* contains numerous listening comprehension activities in which students learn to answer questions or complete a task entirely by listening, without recourse to a printed text.

It is important for the students to realise that they do not necessarily have to understand every word of the recording to do these exercises successfully. On the contrary, an important aspect of the skill of listening comprehension is being able to concentrate on the information one needs, and ignore the rest. The transcripts for these recordings are printed at the back of this *Teacher's Book*, starting at page 86, but they are not printed in the coursebook, to ensure that the students do these exercises aurally and not by reading.

In most of these exercises, there are good reasons for playing the recording twice, perhaps with an additional task for the second listening. If this is the case, don't get involved in a discussion about whether you should play it a second time, just do it.

Reading comprehension

In this age of e-mails and the Internet, the skill of reading comprehension has taken on an urgency for many people that it did not have just a few years ago. Often the skill they need is rapid, silent reading, for instance scanning a long text to find some specific piece of information (selective reading) or to get the main point of a text (reading for gist). Then of course there is still the need to read certain parts of a text carefully to get the exact meaning (reading for detail).

Reading prose texts aloud is not a very useful exercise, in general, since it just slows people down and impedes comprehension, whereas the need is usually to read quickly and accurately. This is why the suggestions for reading activities in the *Teacher's Book* often involve reading quickly just to get the main point, or scanning to find the answer to some particular question.

If your students insist on reading aloud, try to limit them to one sentence each, and give the listeners something to listen for. For example, you could ask each student to look through a text they have been working on, and choose one sentence to read aloud. But before they read it they should change one word. The sentence should still be a correct English sentence, but it will of course mean something different. Then each student reads out his or her changed sentence. The others should find it in the text as quickly as possible and say what word has been changed, e.g.: *The Blue Train travels three times a week, not four times.* Or: *Kiwis don't live in Canada, they live in New Zealand.*

See the commentary on Unit 2/Review, exercise 2, *Option*, for an example of this sort of activity.

Language and culture

An additional source of easy extra reading material is the *Language and culture* page that comes after Step 3 *Homestudy* in each of the six Units. Unknown or unusual words are printed in blue and translated in a box in the lower right-hand corner, so the students should have little trouble reading these texts at home, but you are of course also welcome to use them in class whenever you wish. References to *Language and culture* are made at appropriate places throughout the coursebook, by means of an -symbol plus "L&C" and a page number.

Internet references

The Internet references in *English Network 1* provide easy optional reading tasks for those who have access to the Internet. These *www.* references are given both on one of the classroom pages and on the following *Homestudy* page. For instance, in Unit 1/Step 2 Bruce Carter mentions Los Angeles, New York and Chicago, and at that point, just below the dialogue, there is a reference "www. see Homestudy (p. 17)". There, at the bottom of page 17, is an arrow pointing to the instruction: "Now go to www.englishnetworklink.com and do the Internet task for this unit." The website englishnetworklink.com is one that has been set up specifically to help *English Network* learners find the place on the Internet where they can get the information they need to complete their task, without getting lost in masses of text that they wouldn't be able to deal with at this level.

The publisher, of course, employs a webmaster who is responsible for (among many other things) keeping an eye on this website and making sure the links are working and up to date. Internet links do tend to change unexpectedly, though, so if you or one of the students should notice that a particular link is no longer working, please click on the appropriate button and tell us about it.

If some of your students have completed the Internet task, you might ask them to report briefly to the class about it. See the lesson notes to Unit 4/Step 3, exercise 2 for an example of this.

CD-ROM references

In addition to all the dialogues, vocabulary practice, memory games, pronunciation drills, dictations, listening activities, function practice, etc. the *English Network 1* CD-ROM also includes extra reading texts and cultural information about topics mentioned in the Units. In Unit 1/Step 3, for instance, Bruce Carter says in his personal profile that he works for a company called ECI. At that point, just below the text, there is a CD-ROM symbol  and the words "see Homestudy (p. 20)". Then at the bottom of page 20 there is another CD-ROM symbol and the instruction: "Find out more about ECI on the *English Network 1* CD-ROM."

Those who do this are rewarded with several screens full of authentic-looking pictures and information, written in English at a level that they as beginners can understand.

The pronunciation exercises from the CD-ROM are included on the „Aussprache-CD-ROM“ included in the coursebook.

The new edition

Those teachers who have previously used the original edition of *English Network 1* will find that the new edition retains a number of basic features that have been very successful and appreciated over the years: the rhythm of one book per year and one double-page Step per 90-minute lesson; the integrated *Homestudy* section and reference appendix in the coursebook; the separate Text- and Learner-CDs; the systematic coverage of the *European Language Certificate* syllabus ...

Changes in the new edition include the restructuring of Steps 1 and 2 in each Unit; the placement of the *Language study* and *Homestudy* sections immediately following each Step; expansion and rearrangement of the *Language and culture* pages; improved layout and instructions for the *Exchange information* activities; more extensive dialogues and reading texts. The

Frequently Asked Questions

former *Gazette* pages have been replaced by three attractive and colourful sections entitled *English Network Magazine*.

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

This is a course for false beginners, but there's somebody in my class who already knows a lot more English than the others. What should I do?

If possible, have a course catalogue with you at your first lesson, so you can recommend possible alternative courses, or tell people who are at the wrong level where and when they can take a placement test to find a course that is more suited to their needs.

Point out that a false beginners' course is really not very useful for people who already know a lot of English, because only the very basic structures and functions will be introduced and practised. Somebody who is merely a bit confused about the present progressive, for instance, might be better off in a course using *English Network 2*, where this structure first appears, or perhaps even in a course with *English Network Refresher*, where all the basic tenses are systematically revised.

You might also point out that for those course participants who really are false beginners it can be discouraging if there is somebody in the group who already knows all the answers.

Why is there so much / so little German in the *English Network 1* coursebook?

The principle is: as much English as possible, but as much German as is necessary for clarity or to save time. The instructions in the *Language study* and *Homestudy* sections are in German, because in most cases the students will be expected to do these sections at home, without the help of the teacher. The *Lerntipps* (pages 105–110) are in German for the same reason.

For clarity, and because the teacher can't be everywhere at once, the instructions to the *Exchange information* activities are now also in German. (See that section of the introduction for further details.)

Otherwise, though, most of the material intended for use in the classroom is in English, because the teacher will be there to help. And in case of doubt there is a list called *Übungsanweisungen und Überschriften* at the back of the book, on page 175, so the students can check if they are uncertain about the meaning of headings and instructions that appear often in the book.

Yes, but why are the instructions to the *Starter* activities in German?

This was suggested by teachers who have the problem of students arriving a few minutes late, after the lesson has already begun. These teachers found that they had to stop and explain the *Starter* activity over and over again, as latecomers arrived, which wasted time and frustrated those students who had come on time. With German instructions, tardy students can read and understand the instructions themselves, and join right in without causing unnecessary interruptions.

How can I get my students to listen to each other, for instance when two or three are performing a dialogue or roleplay for the rest of the class?

Give the others a listening task. For examples, see the notes in this *Teacher's Book* on:

- Unit 1 / Step 3, Panorama
- Unit 2 / Step 2, exercise 3c
- English at work 1, exercise 2c
- Unit 3 / Step 2, exercise 3
- Unit 4 / Step 2, exercise 3c

Pounds and pence or euros and cents?

When this new edition of *English Network 1* was being written (and recorded), the British were still determined to retain their traditional currency, the pound sterling, and not switch over to the euro. This situation is reflected in the *Panorama* text in Unit 3 / Step 3, and in a number of dialogues and exercises in which prices are given in pounds and pence.

It could happen, however, that the British will some day give in and switch over to the euro. If and when this happens, we will of course switch over as well, as there is no point in having our students go on practising transactions in a currency that nobody uses any more. If this situation does arise, the publisher's website www.klett-sprachen.de/englishnetwork will keep you informed about any changes or updates to the various components of the course.

Getting started – your first lesson

In your first lesson, you may find that several students arrive without the coursebook. If at least half of them have the book, you could ask them to share with the students who haven't got it. You could then start immediately with Unit 1/ Step 1. This would be recommendable if your course is short (i.e. fewer than thirty 90-minute lessons over one year). However, if less than half your class has the book, or if you have a longer course, the following suggestions will help you through the first lesson and should also help your students feel relaxed in a classroom situation.

The activities suggested below have three main aims. **Activities 1–5** are designed to encourage students to get to know each other. They will introduce themselves to each other and talk about themselves and their interests. They will also report back to the class about some of the people they have talked to. **Activity 6** reactivates students' existing knowledge of English vocabulary and makes them aware of what they already know. **Activity 7** familiarises them with the coursebook and gives them an idea of what they are going to learn and how the book will help them.

Before you start with **Activities 1–5**, there are some points you may wish to consider. **The first three points are made on the assumption that you are starting off with a completely new group.**

- First, we suggest that you use only the present tense of "to be" and avoid other verbs as far as possible. This will help to keep mistakes to a minimum, and ensure that all students finish the lesson with a sense of achievement. Some students may ask you questions like: "Can I say *I come from Germany* instead of *I'm German?*", etc. In this situation, it may be best just to praise the person who asked the question and then explain that there will be plenty of time for practising the present simple form of other verbs in the coming weeks.
- Second, we have deliberately avoided getting students to ask open questions. All questions will require only a "Yes" or "No" answer. This is to ensure that students do not have to struggle to find the right vocabulary. To help them with asking questions, we suggest that you give them a list of key words, where appropriate (Activity 3).
- Third, we would not encourage students to ask each other about their jobs, as this topic can lead to complications. Once it is raised, students will probably wish to find out what their classmates do. With a closed question procedure ("Are you?"), you would have to supply an endless list of key words. And in any case, there is often no exact English equivalent for several very precise German job titles – *Diplomkauffrau*, for example. In such a case, you would have to explain that in English-speaking countries, people often speak about *where* they work (a bank, an office, etc.) rather than about *what* their job is. And this would lead away from the verb "to be".

If, however, you are continuing with a class that has progressed from *English Network Starter* or *English Network Starter Compact*, you may like to present the activities as revision and adapt them accordingly. Suggestions about how this could be done are made below.

Finally, we would like to point out that introductions are also a feature of Unit 1/Step 1 and that there is inevitably a certain overlap with the activities in this lesson. When you start with the coursebook, you may wish to cut short the corresponding activities and use the time saved in some other way.

Contents

Functions

- Introducing yourself: *I'm .../My name is ...*
- Introducing other people: *This is ...*
- Asking people their names and nationalities: *Are you ...?*
- Giving information about yourself: *I'm ...*
- Saying something about a third person: *He/She is ...*

Vocabulary

The coursebook

- Internationalism
- A tour of the coursebook

Tips and info

Timing

Activities 1–2: 20 min.	Activity 6: 20 min.	Activity 7 (Opt. 2): 15 min.
Activities 3–5: 30 min.	Activity 7 (Opt. 1): 20 min.	

Preparation

- Bring along sufficient DIN A5 and DIN A7 cards or slips of paper.

Before you start

- Arrange the desks in a horseshoe, or form a circle of chairs with the desks pushed back to the walls. These seating arrangements enable the students to converse with the other students more easily since everyone can see each other. They also create space in the centre of the room which is ideal for walk-around activities.

1 Hello

- Introduce yourself to the class and write your name on the board or an overhead transparency (OHP): *Hello, I'm ...*
- Inform them that people in English-speaking countries use first names very quickly. They like to be informal. Ask the students if they agree to be called by their first name and then continue with the task.
- Repeat your name again: *Hello, I'm ...* and address a student by asking: *What's your name?* The student should reply: *My name is ...*. Shake the student's hand and say: *Pleased to meet you.* The student could then say: *Pleased to meet you, too.*
- Write the dialogue on the board/OHP for the students to refer to. Point out that *Pleased to meet you* is only used when people meet for the first time.
- Ask the students to get up, walk around the room and introduce themselves to the other students in the class. When they have finished, they should sit down again.

2 Are you ...?

- Give each student a **DIN A5 card or stiff paper of similar size** and ask them to fold it in the middle to make name cards. Ask them to write their full name on the card and place it in front of them.
- Take half of the cards, mix them and redistribute them so that half of the class have got the wrong name card in front of them. Ask one of these students: *Are you ...?* The student should say: *No, I'm not. I'm ...*. Now ask a student who has got a correct name card: *Are you ...?* The reply should be: *Yes, I am.* Write this dialogue on the board/OHP, too.
- Then ask a student to ask a classmate the same question. When the classmate replies, he or she should then ask another student in the group and so on.

If your class has progressed from *Network Starter* or *Network Starter Compact*:

- If there are no new students in the group, you might like to adapt Activities 1 and 2. You could start off by writing *Welcome back. It's great to see you again* on the board/OHP. Then ask students to walk around and greet each other in this way. This need only take 5 minutes, which would leave you more time for Activities 3–5.
- However, if there are any new students in the group, we suggest that you do Activities 1 and 2 in full. This will help to integrate new members and make them feel more relaxed.

3 And now you

- Write *Are you ...?* on the board/OHP and a list of key words, such as: *American, British, German, Swiss, Austrian, married, musical, sporty, a pop music fan, a classical music fan, a good swimmer, a football fan.*
- Tell the students to ask you questions with the help of the key words. One example is: *Are you sporty?* Answer the questions by saying *Yes, I am./No, I'm not (sporty).*
- Inform the students that it is impolite in Britain to answer with just a straight *yes* or *no*.
- In this activity, you may find that some students use words which you have not included in your list. For example, they could ask: *Are you a teacher?* At this stage you will probably have a clearer impression of the level of your group. If you feel that **all** students are advanced enough to manage the present simple, you may like to follow the procedure suggested for groups continuing from *English Network Starter* or *English Network Starter Compact*. In this case, you could allow students to ask each other about their jobs in Activity 4. Otherwise, try to steer clear of this topic.

If your class has progressed from *Network Starter* or *Network Starter Compact*:

- When you answer the students' questions, you could go into a little detail. For example, when they ask *Are you sporty?* you could answer: *Yes, I am. I play tennis every weekend* or: *No, I'm not. I don't like sports.*

4 Getting to know each other

- Distribute **DIN A7 cards** and ask the students to write down some facts that are relevant to them. Write an example on the board/OHP: *I'm ... (German, a football fan). I'm not ... (musical, a good swimmer).* Make sure that they do not write their names on the card. The aim of this activity is for students to process the information on someone else's card in order to identify the person who wrote it.
- Divide the class into two groups – group A and group B. Collect the cards from group A and ask the students from group B to take one at random. Then collect the cards from group B and ask the students from group A to take one at random, too. Make it clear to the students that they have to find the owner of the 'visiting cards'. The question they should ask is: *Are you ...?* Insist that the reply should be: *Yes, I am.* or *No, I'm not.*

- First ask group A to find their partners. The A-students walk around, interviewing as many B-students as necessary in order to find the person who wrote their card. As soon as they get an answer which does not match the information on the card, they should break off the interview and continue with another student. When they have found their partner, they should talk to each other about the key words on the card so that they can get to know each other a little bit better.
- When group A have finished, group B take their cards and find the owners in group A.

If your class has progressed from Network Starter or Network Starter Compact:

- In this case you may wish to expand this activity to include revision of the present simple. For example, you could write *I'm a football fan. I like (Hertha BSC).* or *I'm not musical. I don't play an instrument.* on the board/OHP.
- When the students interview each other, remind them about the difference between the questions *Are you sporty?* and *Do you like (Hertha BSC)?*
- You could also include a keyword relating to jobs in your list, if you think students would like to speak about their work.
- Remind them to answer *Do ...?* questions with *Yes, I do.* or *No, I don't.*

5 Reporting back

- Write on the board/OHP: *This is ... (Peter). He is / This is ... (Anna). She is*
- If it is a small group, ask the students to introduce their partner to the class. If it is a large group, tell the students to work in groups of four and report back to each other what they have got on the cards.

If your class has progressed from Network Starter or Network Starter Compact:

- If you have included *Do ...?* questions in Activity 4, you will probably need to remind students about the third person singular form of the verb. You could proceed as follows:
- Write on the board/OHP: *This is ... (Peter). He is a football fan. He (Hertha BSC) / This is (Anna). She isn't musical. She an instrument.* Then ask the class what verbs are missing and what form they should take (*likes, doesn't play*). Encourage them to use the correct forms when reporting back. If some students have difficulties, tell them not to worry. There will be plenty of practice in Unit 1.

6 English words

- Write headings on the board/OHP, such as *Musik, Kleider, Einkaufen, Essen, Geschäftswelt, Personen, Technik, Sport*, and two examples of English words that are used in the German language, e.g. *T-shirt, jogging*.
- Put the students in groups of three and ask them to find at least two English/German words that fit these headings. When they have finished, ask each group to read out the words and write them on the board/OHP, pronouncing them as you do so.
- The words in italics are examples you could use in class to help your students along.
Musik: *rock, jazz, disc jockey, disco, hit.* **Kleider:** *sweatshirt, jeans, pullover, blazer, hot pants.* **Einkaufen:** *city, shop, poster.* **Essen:** *steak, sandwich, cheeseburger.* **Geschäftswelt:** *manager, boss, job, meeting, team, publicity.* **Personen:** *punk, teenager, fan, gangster, playboy.* **Technik:** *computer, software, hardware.* **Sport:** *skateboard, bodybuilding, fitness centre, mountain bike, golf, pool, training, fit, top fit.*
- Point at the words in mixed order and ask students to read them aloud.

7 A tour of the book

- If some of your students have coursebooks and you can put the class into pairs or groups of three or four, you will find Option 1 useful. If you find that there are not enough coursebooks in the first lesson, choose Option 2, which the class should do as homework. In this case, you could spend a little more time on Activities 1–6.
- The aim of both options is to allow students to discover, and report back about, the different features of the book. As it would be unrealistic to expect students to do this in English, this activity will need to be conducted mainly in German. You may like to point out to your students that, normally, they will not be speaking German in class, but that this makes sense for a tour of the book.
- If there are any students who do not speak German, you may feel that it is better to leave out this activity. You might also wish to leave it out if you are a native speaker of English with no knowledge of German. In either case, you could spend a little more time on Activities 1-6. However, if everyone in your class understands German and you also have some knowledge of the language, there should be no problem. The different features of the book are explained in German with an English translation in the key at the end of the next page.

Option 1:

- Divide the class into three groups. Each group will have to find different features of the coursebook. Draw three columns on the board/OHP. Write these **headings** in each column.

Übungsanweisungen	Grammar	Lerntipp
Language & Culture	Language study and Homestudy section	Personal dictionary
Dictionary	How to say it	Vocabulary
Test yourself	Key	Tapescript

- Now ask each group to browse through the book and find the features listed in one of the three columns. When they have found them, they should write down the page numbers for each feature. They should also look briefly at each feature.
- When they have finished, ask the groups which page(s) each feature is on. (You will find a key at the end of this page). If there is enough time, and German is no problem for you, you could ask students what they think each feature is good for. Otherwise, explain this briefly in German.

Option 2:

- This option should be done as homework. Prepare a homestudy worksheet with two columns. In the left-hand column, write a list of all twelve features with page numbers, leaving as much space as possible between each feature.
- Ask your students to go through the book at home, using the right column to make brief notes about what they think each feature is good for. In the next lesson, you could spend about 10 minutes getting feedback from the class and clarifying the nature of the different features.

If time permits

- Refer to 'Resource Bank', Ex. 1 (p. 79) for additional material, if you have time to spare.

Enjoy your first lesson!**Activity 7** 

Dictionary (pp. 157–171) = der gesamte im Buch auftretende Wortschatz in alphabetischer Reihenfolge, also auch jene Wörter, die von den TN nicht unbedingt gelernt werden müssen, wie z.B. aus Panorama, Magazine etc. (the entire vocabulary used in the book, including words which students need not necessarily learn, e.g. from Panorama, Magazine, etc.).

Grammar (pp. 130–135) = kurze Zusammenstellung der vorkommenden Grammatik (short overview of grammar covered in the book).

How to say it (pp. 173–174) = Zusammenstellung von Redewendungen, geordnet nach Sprechabsichten (list of useful expressions classified by situation).

Key (pp. 119–125) = Lösungsschlüssel für *Language study* und *Homestudy*-Übungen (key for the *Language study* and *Homestudy* exercises).

Language & Culture (pp. 21, 35, 53, 67, 85, 99) = Zusatz-Info zu Sprachgebrauch und kulturellen Besonderheiten in englischsprachigen Ländern (additional information on language and culture in English-speaking countries).

Language study and Homestudy section (third page of each unit) = Grammatikerklärungen und Hausaufgaben nach jeder Unterrichtsstunde (grammar explanations and homework after every lesson).

Lerntipp (pp. 105–110) = Tipps, wie man besser und effektiver lernt (tips on effective learning strategies).

Personal dictionary (pp. 141, 145, 148, 151, 153, 156) zur Sammlung von Wortschatz, der für den einzelnen TN relevant ist (for collecting vocabulary which individual students find relevant for themselves).

Tapescript (pp. 126–129) = Texte der Hörübungen auf den *Homestudy*-Seiten (texts of the listening exercises on the *Homestudy* pages).

Test yourself (pp. 40, 72, 104) = Test nach jeweils zwei Units, für zu Hause (test to be done at home after every two Units).

Übungsanweisungen (p.175) = häufig im Buch auftretende Überschriften und Arbeitsanweisungen (headings and instructions used frequently in the book).

Vocabulary (pp. 136–156) = Wortschatz aus den Units, den TN lernen sollten, angeordnet gemäß dem Vorkommen im Buch, mit Beispielsätzen (vocabulary from the Units which students should learn, in the order in which it appeared in the book, with example sentences).

Unit 1

Meeting people

Step 1

Contents

Storyline

Anita Möllmann, a travel agent from Germany, meets David Marsh and Bruce Carter at an international travel fair in London.

Vocabulary

Countries, nationalities, languages.

Grammar

Can and *can't*. (It is assumed that the students will know *am*, *are*, and *is*, so these are not explicitly explained, but they do occur in the exercises, so you can clear up any difficulties they may have.)

Functions

Introductions. Getting acquainted. Talking about abilities.

Tips and info

Timing

Starter:	5 min.	Exercises 2–2c:	30 min.	Exercises 3–3b:	20 min.
Picture page:	10 min.	Exercises 2d–2e:	20 min.	Exercise 4:	5 min.

If short of time

- Leave out exercise 4 for now. Perhaps you can use it later, with the Review page.

1 Starter

- Before the lesson, write the greeting text on the board (or on an overhead transparency), so the students can do the *Starter* activity without their books.
- Ask the students to stand up, walk around the room and introduce themselves to each other as in the example. Be sure to point out that the expressions *Pleased to meet you* and *Nice to meet you* are only used when people meet for the first time.

Unit 1 picture page



- Working in pairs, the students should look at the pictures on page 9 and try to agree on the answers to the three questions, while you circulate and help with vocabulary. Then check the answers with the whole class: **The people are from: 1 New Zealand, 2+3 Europe or North America, 4 India, 5 Japan. "Hello" in German is Guten Tag (or Hallo, Grüß' Gott, Grüezi, etc.). In Italian it is Buon giorno / Ciao and in Spanish it is Buenos días / Hola.** The third question is a good opportunity for you to find out what other languages your students are familiar with.

2 Hello



T 1/2 1'09"



- Ask the students to close their books. Write the names *Anita*, *David* and *Bruce* on the board, along with the question *Where are these people from?* Explain that when they hear the dialogue the first time they should only try to understand where the people are from – everything else will come later.
- After listening, the students talk to a partner and try to agree on the answers, before you check them with the whole class. **Anita is from Germany. She's from Munich, but originally she's from Dresden. David is from Dunbar, which is in Scotland, and Bruce is from America.** You may well have to explain the word *originally* and drill the pronunciation, making sure they put the stress on the second syllable.
- Play the recording a second time to confirm the answers, then ask the students to open their books at page 10.
- In groups of three, the students read the dialogue in roles. You might want to point out that *a* is used before a consonant sound (*a great place*) and *an* before a vowel sound (*an Umlaut*). This distinction will be dealt with explicitly in Step 2.

2a Comprehension



T 1/3 1'33" / TS p. 86



- Play the recording of the ten sentences at least twice. The students should circle the numbers of the true sentences as they listen, and then compare their answers with a partner: **1, 2, 4, 8, 9 are true.**

2b Short answers



- To avoid confusion, ask the students to write the answers to questions 1-6 on a piece of paper, and then compare with a partner before you confirm the answers: **1 Yes, he is. 2 No, she isn't. 3 Yes, it is. 4 No, she isn't. 5 Yes, he is. 6 No, it isn't.**
- Then the same partners can ask each other the last three questions, while you circulate and make sure they answer *Yes, I am* or *No, I'm not*. (Not just *Yes* or *No*).

2c How to say it:
Introductions

- Explain that in this exercise there are: 1 two ways to introduce oneself; 2 two ways to respond to an introduction; 3 two ways to introduce someone to a third person. In each case, your students should be able to understand both versions, but since an

important part of the learning process is for the learner to decide what he or she wants to learn, they are asked here to choose one of the two versions to learn for active use. Later on in the book there will be four similar activities (in Units 2/1, 3/2, 4/2 and 6/2). In *Test yourself 1* and *2* (pages 40 and 72) the students will be asked to recall which version they have chosen.

- Ask the students to stand up and practise introducing each other in groups of four.

2d Vocabulary

 T 1/4 1'28"/ TS p. 86


- Working in pairs, the students match the flags, countries and nationalities by writing a number in each box. They have to use each number twice, once for the country and once for the nationality. When they have finished, play the recording so they can check their answers: **1 Italy / Italian, 2 Germany / German, 3 America / American, 4 Switzerland / Swiss, 5 Great Britain / British, 6 Spain / Spanish, 7 France / French, 8 Austria / Austrian, 9 Canada / Canadian.**
- Then play the recording a second time so they can underline the stressed part of each word.
- Each student should then fill in his or her own nationality and country of origin, and tell the class. If you have a multi-national class, be prepared to help with spelling and pronunciation.

Option

- To practise the difference between countries and nationalities, give prompts (see the Introduction, pp. 10–11) and have the students ask questions with or without *from*. For example: *Germany – Are you from Germany? Spanish – Are you Spanish?* Prompts: *Italian, Austria, Swiss, American, Germany, Austrian, German, Switzerland, British* (and perhaps other countries and nationalities that have been mentioned already).

2e Exchange information

- Divide the class into two halves, A and B. Ask the A-group to look at page 111, and the B-group to look at page 115. Make sure they understand that they are not allowed to look at the other group's page, as that would defeat the purpose of the activity. There are three boxes on each of these pages, so check to see that everyone is looking at the right one (Unit 1/Step 1: Exercise 2e, with a picture of lots of people at a trade fair) and that everyone knows what to do.
- Then the students should find a partner from the other group. Each A-student asks three questions and writes down the answers. Each B-student chooses one of the six people listed on page 115 (David, Margrit, Martin, Carmen, Pierre or Gaby), and answers accordingly. When they have finished, they switch roles and do the exercise again.

3 Today's grammar

- Point out that the example sentences are listed in three columns: questions, positives and negatives. Read out the sentences and ask the students to repeat them after you.

3a Listen and complete

 T 1/5 0'54"/ TS p. 86


- Play the recording twice. The first time, each student should fill in the blanks and then compare answers with a partner before you confirm them in class: **1 can / can't, 2 can't / can, 3 Can / can, 4 Can / can't.** Then point out the difference between the long and short pronunciations of *can*, and play the recording again so they can circle L for *long* or S for *short* each time. **1 S, 2 L, 3 S + L, 4 S.**

3b A questionnaire

- Ask the students to copy the grid onto a large piece of paper and complete the last question. Point out that in England a tick (✓) usually means *yes*, and an × means *no*. The students should ask you first, so you can check the questions and give short answers. Then ask them to stand up, walk around and talk to four different partners.

4 Over to you

- As the students do this activity in groups of four (or three), don't hesitate to intervene if they forget the word *speak* in a question like *Can you speak German?* Ask the students to look up *afraid* in the Dictionary section, page 157, so they will see *I'm afraid* means „leider“ or „ich bedaure“ in German.

Homestudy

- Point out the *Language study*, *Homestudy* and *Before you go on* sections on pages 12 and 13, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 2: giving short answers and speaking about nationalities (p. 79)

Unit 1

Meeting people

Step 2

Contents

Storyline
Vocabulary
Grammar
Functions

Anita and Bruce talk about their families.
Numbers 1–20. Words for people in a family.
Have got and *has got*. When to use *a*, *an* and *any*.
Saying and understanding telephone numbers. Talking about relatives.

Tips and info

Timing

Starter: 5 min. | Exercises 3–3b: 20 min. | Exercise 4c: 15 min.
Exercises 2–2b: 25 min. | Exercises 4–4b: 15 min. | Exercise 5: 10 min.

If short of time

- Shorten exercise 5 by omitting the pairwork phase at the beginning.

1 Starter

- Point out to the students that in the section *Before you go on ...* on page 13 they were asked to listen to and practise the numbers from one to twenty.
- The students stand in a circle and practise saying the numbers 1–20, each person saying one number: first all the numbers in order, then the odd numbers and finally the even ones. If necessary, point out the difference in pronunciation between *ten* /ten/ and *-teen* /ti:n/.
- Write the word *minus* on the board, with its phonetic transcription: /'maɪnəs/. Ask the students to repeat it after you, and then do the *Starter* activity on page 14.

2 Tell me about your family



- Ask the students to cover the dialogue with a piece of paper, and look at the two pictures at the top of the page. Explain that the two people are Anita and Bruce, from Step 1, and ask the class: *Where are Anita and Bruce?* Possible answers: **They're in a hotel. They're in a café. They're in London.** (The picture of Big Ben is meant to indicate that.)

T 1/6 1'35"

- Before you play the recording, tell the students that their task is to find out one thing about Bruce's family and one thing about Anita's family. After listening, they should talk to a partner about what they have found out, and then some of them can tell the whole class. For this, write on the board: *Bruce/Anita has got He's/She's They're* You might want to point out that *'s* can mean *is* or *has*.
- Then ask the students to uncover the printed text and listen to the recording again.
- Write the words *his* and *her* on the board and ask the students to find them in the dialogue (each occurs once). Write *Bruce's mother = his mother* on the board as an example, and then drill the use of *his* and *her* using the following prompts: *Anita's mother* (one of the students says *her mother*), *Bruce's sister*, *Anita's cousin*, *Bruce's meeting*, *Anita's card*, *Anita's phone number*, *Bruce's phone number*.

Option

2a Vocabulary



- The students should write their three lists individually and then compare with a partner, before you collect the words on the board: **Male: husband, father. Female: mother, sister. Male or female: parent(s), children, (only) child, cousin.**
- Ask the students to repeat these words after you in chorus, and then play the dialogue again so they can hear how these eight words sound on the recording.

2b Exchange information

- Again, as in Step 1, divide the class into two halves, A and B. Make sure they are all looking at the right box (Unit 1/Step 2: Exercise 2b, with a picture of a large family on a wagon) and explain to group A that they can ask either *Have you got a brother?* or *Have you got any brothers?* If B answers *No, I haven't*, then of course A does not have to ask *How many ...?* because the answer is already clear.
- Point out to group B that they again have six people to choose from – this time they are called Anna, Fred, Tom, Mary, Gaby and Kurt.
- When everyone knows what to do, ask them to do the exercise with a partner from the other group. When they have finished, they should switch roles and do it again.

3 How to say it: Telephone numbers

- Point out that in phone numbers the digits are said separately: *one two*, not *twelve*. In American English people often say *four four* instead of *double four*.

3a What's your number, please?
 T 1/7 0'40"

- Play the recording while the students follow along in their books. Then ask them to stand up, ask three different people for their telephone numbers, and write them down. You might want to write on the board: *My home telephone number is ... / My mobile phone number is ...*. Point out, if necessary, that they shouldn't say *Handy* for *mobile phone*, because that is German, not English.

3b More phone numbers
 T 1/8 1'52" / TS p. 86


- For both of these recordings, the students should note down their answers as they listen and then compare their results with a partner, before you confirm them in class: **Anna's home number: 604 802. Peter's home number: 395 877.** The other four numbers are correct.

 T 1/9 1'51" / TS p. 86


Susan: home 397 621 / work 740 586. Tom: home 227 106 / work 485 001. Paul: home 693 347 / work 381 952.

4 Today's grammar

- If any of your students have taken a real-beginners' course with *English Network Starter*, they will already have been exposed to the structure *have got / has got*. This structure was not introduced, however, in the shorter course *English Network Starter Compact*.
- It used to be that a question like *Have you got a brother?* was considered British English, and *Do you have a brother?* was American. Now one can hear both versions in both places, however, so you can assure the students that they will be understood either way. What they should not do is just leave out the *got* and say ~~*Have you a brother?*~~, as that sounds stiff and old-fashioned.
- Point out that the short answers always consist of three "words": To accomplish this, we use the long form in a positive answer (*Yes, I have*) and the short form in a negative answer (*No, I haven't*).

4a What do you know ...?

- Ask the students to find a new partner and work together on this. Point out, if necessary, that they can find the answers by re-reading the dialogue in exercise 2. First they should write six short answers: **1 Yes, he has. 2 No, she hasn't. 3 No, he hasn't. 4 Yes, she has. 5 Yes, he has. 6 No, she hasn't.**
- Then they should write six sentences saying what they know about Bruce and Anita: **1 He's got two sisters in America. 2 She hasn't got a brother. 3 He hasn't got a brother. 4 She's got some cousins in New Zealand. 5 He's got a married sister. 6 She hasn't got a sister.**

**4b A, an and any**

- The students should make their choices individually and then compare with a partner. The answers are: **2, 3, 1. We use *an* with a singular noun phrase that starts with a vowel sound, *a* with a singular noun phrase that starts with a consonant sound, and *any* with a plural noun phrase.** If by any chance somebody has heard of the word *sibling*, meaning *brother or sister*, you can explain that there is such a word but it is used mainly in academic writing, and not in everyday conversation.

Option

- Dictate the sentence: *Have you got a son?* Then explain that you are going to give them single words, and they should write the sentence again using the new word, making any necessary changes, for example: *Have you got a son? – sisters – Have you got any sisters? – she – Has she got any sisters?* etc. Use these prompts: *sisters, she, uncle, they, cousins, he*, so the students should write: **Have you got any sisters? Has she got any sisters? Has she got an uncle? Have they got an uncle? Have they got any cousins? Has he got any cousins?**

4c A questionnaire

- For this activity, the students should stand up, walk around the room and talk to as many people as possible, asking only one question each time. Then ask them to form groups, as they are standing, and tell each other what they have found out.

5 Over to you

- The purpose of having the pairs read the dialogue aloud is to prepare them for their own conversation, which follows the same pattern. They should not read it to the entire class, as that would be extremely time-consuming and would be of little use to the listeners.

Homestudy

- Point out the *Language study*, *Homestudy* and *Before you go on* sections on pages 16 and 17, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 3: *have/has got*, linking sentences with *but* and *and* (p. 79)

Unit 1

Meeting people

Step 3

Contents

Storyline
Vocabulary
Functions
Skills

Bruce Carter tells us about himself, his job and his family.
Numbers above 20. The letters of the alphabet.
Spelling one's name. Asking questions with *where* and *what*.
Writing a personal profile. Reading about countries where English is spoken. Listening to speakers with different accents.

Tips and info

Timing

Starter:	5 min.	Exercise 3:	10 min.	Exercises 4b–4c:	10 min.
Exercise 2:	15 min.	Exercises 4–4a:	25 min.	Panorama:	25 min.

If short of time

Preparation

1 Starter

2 How to say it:
The alphabet

 T 1/10 0'52"
 T 1/11 1'17"

 T 1/12 0'42"

3 Can you spell
that ...?

 T 1/13 0'28"

4 A personal profile



 T 1/14 1'20"



- Shorten 4c by having them hand in their profiles instead of reading them to a partner, or ask them to do the writing at home.
- 4c: Bring along a bilingual dictionary. Panorama: Prepare slips of paper with the verbs *speak, call, play, dance, drink, live, say, love*, one for each student in the class.
- Say all these numbers and ask the students to repeat after you. Point out the difference in pronunciation between *eighteen* (equal stress on both syllables) and *eighty* (stress on the first syllable).
- When the students have written their numbers, you should read out all sixteen numbers in random order, starting with 82, for example: 82, 62, 97, 58, 45, 13, 41, 18, 99, 70, 14, 26, 3, 80, 17, 54. When a student has completed a vertical or horizontal row and calls *Bingo*, ask him or her to read out the four numbers in the row, and check that they are correct, particularly that the student has not confused 45 and 54, for instance. Then go on reading the numbers until everybody has completed at least one row.
- Write the letters *E* and *I*, *G* and *J*, *V* and *W* on the board. Say them aloud and ask the students to repeat after you in chorus and individually. See if anyone can suggest ways to remember how these letters are pronounced in the English alphabet. For instance, the letter *I* sounds like the word *I* and the letter *E* is pronounced as in *e-mail*. Older students may remember a pop group called the *BeeGees*, and you can ask if anyone has heard English speakers talking about a German car called the *VW*, pronounced /vi: 'dʌbəlju:/.
• There are three recordings in this exercise. On the first one, the students hear the twenty-six letters in alphabetical order. In the second recording, the letters are grouped according to their vowel sounds. You may want to point out that the *Umlaut* does not exist in English. Typewriters and computers in Britain and America do not have keys for *ä*, *ö* and *ü*, so these are often written *ae*, *oe* and *ue*. The *double-t* on the recording is just one example of how doubled letters are usually said, particularly in British English. The word *butter*, for instance, would be spelled "B U double-T E R" in Britain, but could also be "B U T T E R" in American English.
- The third recording is a dictation exercise. The students should write the letters individually and then compare with a partner. Play the recording a second time, and then write the answers on the board: **g j u v w e r i a q h y**
- Point out that one of the most urgent reasons for learning the English alphabet is so you can spell your own name. Play the recording while the students follow along in their books.
- Then ask the students to stand up, with their books, and practise this dialogue with several different people, using their own family names in place of Müller.
- Ask the students what they already know about Bruce Carter, from Steps 1 and 2: **He's American. He likes Munich. His mother's Austrian. He's got two sisters ...** (etc.)
- Ask them to close the book and listen to the recording, just for the answers to these questions: *How many children has Bruce got? What's his job? What have they got at home?* After listening, pairs should try to agree on the answers before you check them with the whole class: **He's got two children. He works for a computer company. They've got newspapers / a TV / a computer ...**
- Then they can open their books and listen to the text again and read along silently.

- Option
- Write the words *often*, *sometimes* and *usually* on the board, and ask the students to find them in Bruce's profile and to try to explain where they occur in these sentences (between the subject and the verb).
- 4a Ask Bruce questions**

- The students work together in pairs to match the beginnings and endings of the questions. The endings to 1, 2 and 3 are: **come from? work? live?** The endings to 4 and 5 are both: **like?** The answers to 6 and 7 are: **on Saturdays? on Sundays?**
 - One person in each pair asks the seven questions, the other plays the role of Bruce and gives his answers. Encourage the students to go back and scan the text (an important reading skill) to find the information they need.
 - When the students ask you the same questions, be careful to answer in the simple present tense, and try to use the words *often* and *usually* a couple of times.
- 4b Personal dictionary**
- Working individually, the students should make a list of about ten words that they will need to write their own personal profile. Ask them to do this on a separate piece of paper first. If they already know the English word, fine. If not, they should write it in German and ask you when you come round to help. No matter how good you are in both languages, you should have a comprehensive bilingual dictionary with you in case some people have unusual jobs or hobbies. After you have checked their lists, they should write their words (with a German translation if necessary) in the box entitled *My personal dictionary* at the top of page 141. This is so they will be reminded of these words later, when they do vocabulary revision at home.
- 4c And now – your personal profile**
- Using the words they have listed, each student should write a brief personal profile. It should be like Bruce Carter's profile, but only about half as long – five or six sentences. As they are writing, you should circulate and help each individual, in a low voice, with spelling, vocabulary and word order. If there are problems that everyone is having, note these and deal with them afterwards, but don't interrupt the writing activity.
- Panorama**

 T 1/15 2'03"
- Write on the board: *Languages, Countries, Cities*. Ask the students to look through the text, list the words that fit these categories and compare their lists with a partner before you collect the words on the board: **Languages: Welsh, English, Hindi. Countries: Wales, England, India, the United States of America, New Zealand. Cities: Edinburgh, LA (Los Angeles), Bristol, London.**
 - Ask if anyone knows any of the places mentioned in the text. Then play the recording while the students follow along in their books. Point out afterwards that since English is a world language, it is very useful to be able to understand different accents, and that the English spoken by all six of these speakers is perfectly correct and acceptable.
 - Before the lesson, prepare slips of paper with these eight verbs on them: *speak, call, play, dance, drink, live, say, love*. If you have more than eight people in your class, use each verb more than once. Distribute the slips at random and ask each student to find his or her word in one of the texts (*speak* and *live* occur more than once) and read that text carefully, looking up any unknown words in the *Dictionary* section at the back of the book. Then each student pretends to be one of the people in the *Panorama* and gives a hint, using his or her verb, e.g.: *I can't play the bagpipes*. Or: *We call it the sunshine state*. The others have to guess where he or she is from.
 - Point out the eight large numbers in the *Panorama*, and drill the pronunciation briefly, using the word *and* whenever necessary: *seven thousand one hundred and ninety*, etc. Point out the use of commas (not full stops, as in German) to separate hundreds from thousands in these large numbers. If anyone asks about miles and kilometres, refer them to *Language and culture* on page 35, where it says that eight kilometres is the same as five miles. This is another way of saying that a mile is about 1.6 kilometres.
- Option
- Homestudy**
- As homework, encourage the students to do the *Homestudy* exercises on page 20. This would also be a good time for them to read the *Language and culture* texts on page 21 and *Lerntipp 1* on page 105, if they haven't done so already.

If time permits

Resource bank: Exercise 4: country nouns and adjectives (p. 80)

Unit 1**Meeting people****Review****Contents**

The Review page contains practice material for revision of functions, vocabulary and structures (*can* and *can't*, *have got* and *has got*) that have been introduced in the three Steps of this Unit, including a "Role-play" activity (exercise 5).

Tips and info**Timing**

Starter: 5 min. | Exercise 3: 10 min. | Exercises 5–6: 20 min.
 Exercise 2: 15 min. | Exercise 4: 15 min. | Further practice: 25 min.

**If short of time
 Preparation**

- Leave out some of the *Further practice* activities.
- If you have an overhead projector or a folding blackboard, write the key to exercise 2 on a transparency or a concealed part of the blackboard before the lesson begins. Further practice: Cut some big pictures of unusual people out of magazines, and bring along masking tape or BluTack.

1 Starter

- You may find that this goes faster if the students do it standing up in a circle. You might have to suggest words for Q (*question*), X (*X-ray*) or Z (*zero*), or let them choose a word from the *Dictionary* section at the back of the coursebook.

**2 Names and
 addresses**


T 1/16 2'37" / TS p. 87

- Explain surname and first name, using your own name: *My first name is ... and my surname is ...*
- Explain that you are going to play the recording twice, so the students shouldn't worry if they don't get all the information the first time. After the second listening, they should compare their answers with a partner: **Surname: Carter. First name(s): Bruce Zaccharius. Address: 78, Wheydon Road, Cambridge CB4 8PW. Tel: 01223 926 344.** If there are any difficulties, play the recording a third time for confirmation.
- After the recording, there are three more phases to this exercise. First, each student writes his or her own surname, first name(s), address and telephone number (legibly) in the spaces provided. Second, each student dictates this information to a partner, who writes it on a separate piece of paper. Ask the students not to look in their partner's book until they have written down all the information. Third, they find new partners and dictate their information again. Encourage the students to spell their names and addresses if necessary.

3 Can you spell it?

- After the students have written down the words, and talked about which languages they are from, they can check the spelling by looking at the list on page 125.

4 Can and have got

- As the students walk around and ask each other six questions they have written, encourage them to address each other by name (first names). It is important that they know each other's names so they can report to the class, as in the example.

5 Role-play

- This is the first of six "role-play" exercises. The instructions in the box provide a scenario for a structured conversation, using words and structures that have been introduced and practised in Unit 1.
- To introduce this sort of activity, draw two faces on the board (using the same colours as in the book, if possible) and label the face on the right "*The new student*".
- Then start going through the scenario with the entire class: you should read out the instruction (don't ask a student to do it, because the aim here is to provide maximum clarity about how the exercise works), point to the proper face and ask for suggestions as to what that person might say. For instance, you point to the face on the left and read out the instruction *greet the new student*. Hopefully someone will suggest that that person could say "*Hello*" in a friendly way – if not, you can tell them. (They can also be slightly more formal and say, *Good morning/Good afternoon/Good evening*, as they learned on the *Language and culture* page). Go through as many examples as necessary, until you are sure everyone has got the idea.
- Then the students should do the exercise orally, using their own names, first in pairs and then in groups of four.

- One possible dialogue would be as follows (*B* is the “new student”):

A: Hello.
 B: Hello.
 A: I’m Karin. What’s your name?
 B: My name’s Mira.
 A: Where are you from?
 B: I’m from Potsdam.
 A: Is that near Berlin?
 B: Yes, it is.
 A: Have you got a book, Mira?
 B: No, I haven’t.
 A: You can look at my book.
 B: Oh, thank you.
 A: Can you speak French?
 B: No, I can’t. Can you speak French, Karin?
 A: Oh, just a bit. Can I introduce you to our teacher. Mira, this is Lynda [*teacher’s name*].
 B: Hello, Lynda. Nice to meet you.

6 Vocabulary

- Three words (*find/the/words*) have been highlighted as examples. You may want to point out that *find* is a verb, but it is not one of the six verbs they are expected to find. The key to this exercise is in the students’ book, on page 119, so the students can do it at home if there is no time for it in the lesson.

Further practice

Miming

- Write on the board: *Can you ...?* and explain that you are going to mime something that you can do, and they should guess what it is. Demonstrate by making swimming motions with your arms. They should say *Can you swim?* and you answer *Yes, I can.*
- Then each student should think of a similar mime and perform it for the class. If necessary, you can give some of them suggestions in a low voice, such as *play tennis, whistle, play football, play golf, dance, sing or cook.*

Same or different?

- Write the words *same* and *different* on the board. Explain that you are going to say two words, and they should tell you if you have said the same word twice, or two different words. For instance, if you say *there/there*, they say *same*. If you say *there/where* or *where/there*, they say *different*. Try this with other pairs of words from Unit 1, such as *say/they, small/call, her/here, this/these, his/he’s, tell/spell* or *please/place*. Once your students know this exercise, you can use it whenever they seem to be having difficulty distinguishing between two sounds in English.

My family

- Cut some **big pictures of unusual people** out of magazines, for instance a muscular young man in a fitness studio (to be your brother), an absurdly beautiful underweight model (to be your sister), a wealthy man in a Rolls Royce (to be your father) etc. The less they resemble you, the better.
- Draw a simple family tree on the board, with a box for each of the “relatives” that you have pictures of, and a box with your name in the middle. Show one picture at a time, and ask the class to guess who the person is. When someone says *He’s your brother* or *Is he your brother?* hang up the picture in the appropriate position in the family tree, using **masking tape or BluTack**.
- When all the pictures are in their proper places, point to the pictures in random order and ask one of the students to identify the person (e.g. *He’s your brother*) each time. Try to do this quickly so that, if possible, every student gets to identify every picture in a short time. If time allows, the students should ask you questions about the different people: *Has he/she got a/any ...? Can he/she ...? Is he/she ...?*

Left-overs

- If there are any exercises in Steps 1, 2 or 3 that you had to omit because you were short of time, you might want to go back and do them now.

Activity pack 1

- Activities 2a (*Find a matching pair*) and 2b (*Phrase memory*) could be used at this point to provide further practice with introductions, thanking, and the use of *are, am* and *is*.

Unit 2

Places

Step 1

Contents

Storyline
Vocabulary
Grammar
Functions

Anita wants to find the tourist information centre in London.
 Days of the week. Buildings and city landmarks.
 The present simple with *I, you, we* and *they*. Imperatives.
 Asking for and giving directions. Thanking and reacting to thanks.

Tips and info

Timing

Picture page: 5 min. | Exercises 2–2c: 25 min. | Exercises 4–4c: 30 min.
 Starter: 5 min. | Exercises 3–3b: 20 min. | Exercise 5: 5 min.

If short of time
 Preparation

- Leave out exercise 5 for now. Perhaps you can use it later, with the Review page.
- 2: Prepare slips of paper with utterances from the dialogue, one for each student in the class.

Unit 2 picture page

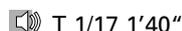
- Ask the students to open their books at page 23 and to answer the three questions with a partner or in groups of three. You might want to write on the board: *I like... because.../for a holiday/for a short visit.*

Starter



- When the students have finished writing the seven days of the week, ask them to repeat them after you in chorus.
- Point out, if necessary, that *Wednesday* has only two syllables, not three (/ˈwenzdi/), and see if anyone can tell you which two letters in this word are not pronounced (**the d and the second e**). You might also want to point out the difference in pronunciation between the word *day* /deɪ/ and the unstressed ending *-day* /di/ in the days of the week, e.g. /ˈmʌndi/.

2 Excuse me!



- Before the lesson, prepare slips of paper with utterances from the dialogue, one for each student in your class. Ask the students to close their books, and then distribute the slips at random.
- Each student should read his or her utterance silently, look up any unknown words in the *Dictionary* section at the back of the coursebook and ask you if anything is unclear.
- Then play the recording. Each student should listen for his or her utterance, and wave the paper in the air when that utterance occurs.
- Ask the students to stand up, with their slips of paper, and form a line in the order that they think their sentences occur in the dialogue. They may read their sentences to each other, but should not show each other their slips. Then play the recording again, and they can change places if necessary so they are in the proper order.
- Form groups of three based on the order they are standing in. They should sit down together and read the dialogue aloud, one person taking each role.
- Point out the expressions *Excuse me* and *Pardon?* at the beginning of the dialogue, and see if anyone can explain the difference. Then refer them to *Language and culture*, on page 35, so they can see if they were right.

2a Comprehension



- Ask the students to work in pairs and figure this out together, using the information in the dialogue. **Number 9 is the tourist information centre.**

2b How to say it:
 Asking for directions

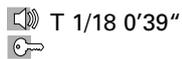


Option

- Here the students are presented with three equally acceptable ways of asking for directions, and are asked to choose one of the three versions to learn for active use. In *Test yourself 1* (page 40) they will be asked to recall which version they have chosen. If they can't help, they should say: ***I'm sorry, I can't* (if the question has the word *can* in it) or *I'm sorry, I don't* (if there is a *do* in the question).**
- Ask the students to form new sentences based on the prompts you give them, starting with: *Excuse me, can you tell me where the station is?* Use these prompts: *the Hilton Hotel, the Italian restaurant, do you know where, the hospital, the tourist information centre, can you tell me the way to, the shopping centre, the river.*

2c Vocabulary

- This is best done in pairs, though all the students should write the sentences on the

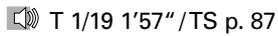


T 1/18 0'39"

proper lines in their books. When they have finished writing, play the recording so they can check their answers: **1 Go straight on. 2 Take the second road on the left. 3 Turn right at the crossroads. 4 It's on your right.**

- Point out the use of the prepositions: *on the left*, *at the crossroads*.

3 Giving directions



T 1/19 1'57" / TS p. 87



- Before they listen, ask the students to look at the map and make sure they know all the words.

• Then ask them to find the station and the post office. As they listen, they can follow along with their finger (or a pencil). After each conversation, stop the cassette or CD and let the students compare their answer with a partner, before anybody tells the whole class: **The man wants to go to Penn School. The woman wants to go to the University Bookshop.**

3a Exchange information



- In each pair, the students decide who is A and who is B. A reads out the directions from the bottom box on page 111, and B follows along on the map on page 25. **It's the post office.** Then B reads out the directions from the bottom of page 115, and it is A's turn to follow along on the map on page 25. **It's the Hotel Plaza.**

3b And now you

- In pairs the students should write a set of directions similar to the ones they have just read out, and then read each other their directions in groups of four. You should circulate as they are writing and reading, so you can help quietly if necessary.

4 Today's grammar

- As usual, the example sentences are listed in three columns: questions, positives and negatives.
- Point out that in these examples the verbs *like*, *work*, *go* and *live* cannot be used to begin a question structure, though the corresponding verbs could certainly do so in German. Instead, the helping verb *do* comes first, then the subject of the sentence and then the verb. This is an important difference between English and German, and some of the students may need considerable practice before they feel comfortable with this structure.

Option

- Ask the students to form new sentences orally, using the prompts that you give them.
 - 1 *When do you go shopping?* Prompts: *go jogging, they, cook dinner, drink wine, you.*
 - 2 *What do you do on Saturdays?* Prompts: *they, on Friday, like for dinner, you.*
 - 3 *Where do they live?* Prompts: *come from, you work, when, they.*

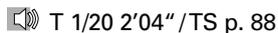
4a Do you ... questions

- Point out that for the first two questions a short answer (*Yes, I do* or *No, I don't*) would be appropriate.

4b What's true for you?

- Here each student should make truthful sentences about him- or herself, then work with a new partner and ask each other six questions starting with *Do ...*

4c A German class



T 1/20 2'04" / TS p. 88



- Before playing the recording, you should read the seven questions aloud and encourage the students to guess what the answers might be.

• Then play the recording. The students should mark their answers individually as they listen, and then compare with a partner. Play the recording a second time to confirm the answers, and then write them on the board: **Yes: 3, 4, 7; No: 1, 2, 5, 6.**

5 Over to you

- Ask the students to form groups of three or four, preferably with people they don't know very well. As you monitor this, pay particular attention to the word order in the questions. The students in each group should ask and answer the questions orally, but one person in each group should write the five sentences beginning with *We all ...*

Homestudy

- Point out the *Language study*, *Homestudy* and *Before you go on* sections on pages 26 and 27, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 5: questions and answers with the present simple, first and second person singular (p. 80)

Activity pack 1: Activity 25a (*A week in the life of Robert and Judy*) provides further practice with the days of the week, and questions and answers with *do*.

Unit 2

Places

Step 2

Contents

Storyline

At the tourist information centre, Anita happens to meet David Marsh, whom she knows from the travel fair in Unit 1/Step 1. David introduces Anita to his ex-boss, Ms Flemming.

Vocabulary

North, south, east and west. Words for landscape features and the size of places.

Grammar

The present simple with *he* and *she*.

Functions

Talking about places. Formal introductions.

Tips and info

Timing

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

If short of time
Preparation

- Leave out the written part of exercise 3a.
- Starter: Bring along a map of the country where you are teaching.

Starter

- For this exercise, you might find it helpful to bring along a map of the country where you are teaching (probably Germany, Austria or Switzerland) and hang it up on the wall, so you and the students can refer to it if necessary.

2 How do you do?



- Ask the students to close their books and tell you what they already know (from Unit 1) about David Marsh and Anita Möllmann: **David comes from Dunbar, Scotland, but he's actually English. Anita is German, lives in Munich ...** (etc.)

T 1/21 1'16"

- Say that in this dialogue they will hear David and Anita and one new person. After the first listening, pairs should talk about who the new person is (**Ms Flemming**) and what we learn about her (**she is David's ex-boss, she lives in Bristol, her husband comes from London originally ...**). Confirm these findings with the whole class.



Option

- Read out the beginnings of these sentences from the dialogue and ask the students to complete them orally, with their books still shut: *Hello, David, nice .../Hi, Anita. How ...?/Fine thanks, ...?/Ms Flemming, this .../How do ...?*



- The question for the second listening is: *What's Bristol like? or What do we learn about Bristol?* Encourage the students to take notes while they listen. **Bristol is lovely / near the sea / near the Welsh border / a medium-sized city.**

- Write the word *too* on the board and ask the students to open their books and find this word in the dialogue (it occurs twice). Ask what it means (German *auch*), and point out that in this meaning it comes at the end and is separated from the sentence by a comma.

2a Vocabulary

- Each student should fill in his or her answers individually, then compare with a partner and finally with the class.

2b Comprehension



T 1/22 1'03" / TS p. 88

- Ask the students to read through the dialogue silently, to remind them of what it says about Bristol.

- Play the recording of the six statements once without pauses, while the students fill in their answers.



- During the second listening, stop the tape or CD after each statement and compare the answers in class: **True: 1, 3, 4; False: 2, 5, 6**

2c And now you

- Have the students ask you these questions first.
- Then ask them to practise the questions and answers with two different partners, preferably people they don't know very well yet.

Option

- If the students all live in the same place, you could vary the exercise by asking them to talk about a place where their parents live or come from.

3 Today's grammar

- Read out the example sentences and point out the *-s* endings. In positive sentences, the *-s* is hung onto the verb (*comes, likes*), in questions it's part of the word *does* and in negatives it's part of the word *doesn't*.

Option

- Ask the students to form new sentences using the prompts you give them, starting

with: *Does he live near the museum?* Use these prompts: *work, at the hospital, she, doesn't, on Thursdays, they, play tennis, does he, when, have an English lesson, we.* (Note that they switch from questions to negative statements, starting with the prompt *doesn't*, and back to questions, starting with *does he*. They are of course not expected to form negative questions at this early stage.)

3a Ask a partner ...

- Choose a person in your own family (e.g. *My person is my uncle*) and have the students ask you the questions before they do it with a partner.
- Likely questions, using the given verbs and pictures, are: *Does he/she 1 like spaghetti/ 2 go jogging/ 3 play tennis/ 4 live in the mountains/ 5 speak French/ 6 work for a German company?* But of course other combinations are also possible: *Does he/she go to the mountains/speak German/like tennis?* etc.

3b Listen

 T 1/23 1'31" / TS p. 88



- In this recording we hear a man asking the same questions that the students probably asked in exercise 3a. When they listen the first time, the students should just mark the woman's answers, using a ✓ for *yes* and an × for *no*. **Yes: 1, 3, 5; No: 2, 4, 6.**
- After the second listening, the students should agree with a partner on what they know about the woman's sister, using the drawings in exercise 3a to help them: **2 She doesn't go jogging, jogging isn't so good where she lives. 3 She plays tennis about once a week. 4 She doesn't live in the mountains, she lives in a big city. 5 She speaks French. She often goes to France. She's got some friends in Paris. 6 She doesn't work for a German company, she works for an American company.**
- If this is too much to remember all at once, feel free to play the recording a third time.

3c Famous people

- Collect and write down the names of five (currently) famous people who meet these descriptions. Try to agree on people everyone has heard of.
- Write the word *probably* on the board. Explain what it means and practise pronouncing it. Then talk about the famous people with the whole class, encouraging everyone to volunteer sentences as quickly as possible.

Option

- Each pair of students chooses one of the famous people, writes a short text about him or her and then reads it to the class. The listeners try to guess which famous person they are describing.

Option

- Form groups of three. In each group, two of the students play themselves and one pretends to be one of the famous people from exercise 3c. They stand up as though they were at a party, and take turns introducing each other (formally) to this famous person, taking care to respond with *How do you do?*

Option

- Write the words *often*, *sometimes* and *usually* on the board, and ask the students what they mean. (They were introduced in Unit 1 / Step 3.) Then choose one of the famous people from exercise 3c and say you are going to mime something that this person (probably) does, and they should guess what it is. Your mime can be a person eating spaghetti (twist it around on an imaginary spoon and then put it in your mouth and chew) and they should ask *Does he often/sometimes/usually eat spaghetti?* Ask the students to think of other things this person (probably) does and mime them so the others can guess. If necessary, you can whisper suggestions: *smoke, go jogging, play tennis, whistle, drink coffee, read a newspaper, play football, play golf, dance, sing, cook ...*

4 Over to you

- This should be done rather quickly with the whole class, preferably with their books closed. If they have trouble thinking of questions, write some of these verbs on the board: *go, speak, live, play, work, like, come from, read, listen to, drink, sell, know, watch.*

Homestudy

- Point out the *Language study*, *Homestudy* and *Before you go on* sections on pages 30 and 31, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 6: asking questions in the third person singular (p. 81)
Activity pack 1: For further practice with the present simple, you could do Activity 10a (*Finding new partners*) and Activity 10b (*What's the matching answer?*). You will probably have to explain the meaning of *a.m.* and *p.m.* in times of day.

Unit 2	Places	Step 3
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Contents

Storyline Anita gets an e-mail from her cousin Claudia in New Zealand, and Claudia’s mother talks with a friend in England on the telephone.

Vocabulary Months, seasons. Words to describe places and people.

Skills Reading about famous places. Writing about a person you know. Listening to someone from New Zealand talking on the telephone.

Tips and info

Timing Starter: 5 min. | Exercise 2b: 15 min. | Exercises 2d–2e: 15 min.
 Exercises 2–2a: 20 min. | Exercise 2c: 10 min. | Panorama: 25 min.

If short of time Preparation

- Assign 2e as homework, or omit the first question in the *Panorama* section.
- 2d: Bring along a bilingual dictionary.

1 Starter

Option

- In this exercise the students can practise the months, seasons, numbers and letters of the alphabet, and of course they also have to know each other’s first names.
- Write on the board: *When’s your birthday?/My birthday’s in ...* Ask the students to stand up and walk around, asking and answering this question until they have found someone whose birthday is in the same month as theirs. That person will be their new partner for the next couple of exercises, so they should get their books and sit down together.

2 An e-mail ...

- Ask the students to look at the map of New Zealand on page 83 of the coursebook, and find the location of Auckland. And ask if anybody in the class knows New Zealand or has relatives there. (Whatever your classroom topic might be, it’s always good to know if there is an expert in the group.)



- Back on page 32, the students read Claudia’s e-mail silently, find the other words for *mother* and *father* (**Mum** and **Dad**), and then in pairs write down some questions that they would like to ask Claudia’s parents, based on the information in the e-mail.
- Each pair reads out one of their questions, and the listeners speculate about what the answers might be. (There will be no right or wrong answers, in most cases, because the questions will go beyond the information given in the e-mail.)
- Ask the class two additional questions: *Who is Aunt Helga?* (**Probably Anita’s mother.**) *Why doesn’t Claudia know where Anita is now?* (**Because this is an e-mail, and Anita can read it anywhere in the world.**)



Option

- Ask the students which of them regularly send and receive e-mails, and find out if anyone gets e-mails from people in far-away countries. Point out the “i” symbol and the reference to “L&C p. 35” symbol at the bottom right-hand corner of Claudia’s e-mail, and see who can explain what it means. Then ask the class to look at the paragraph “Letters and e-mails” in *Language and culture* on page 35, and perhaps discuss briefly.

Option

- You might also want to point out the CD-ROM symbol at the bottom left-hand corner of Claudia’s e-mail. It refers, of course, to the suggestion at the bottom of the Homestudy page: “Find out more about Auckland on the *English Network 1* CD-ROM.” Ask if anyone has already done this, and if so, what they found out about Auckland.

2a The seasons ...

- Discuss this question with the whole class.

2b Listen

T 1/24 3’07” /TS p. 89

- Play the recording twice while the students take notes on the two questions. Let them compare with a partner after each listening, and then confirm the answers with the class: **It’s July now. We learn that Claudia’s father is called Karl. He travels to other cities in New Zealand for his job, and he goes to Australia two or three times a year. Claudia’s mother works with children who are in hospital for a long time. She goes swimming every week with her neighbour, a woman from Japan. She works in the garden a lot when the weather is good. Claudia has got two brothers who love sports. She’s got a new job in a computer company, and she doesn’t phone people or write letters anymore – she only writes e-mails. They all walk and swim a lot, and they often go away for the weekend.**

- 2c Questions ...**
- This time the students are expected to write *comprehension questions*. In other words, the person asking the question already knows the answer, and is just trying to find out if the other person has understood the reading and listening texts. Check to make sure everyone understands this, and perhaps give an example or two, e.g. *Does Claudia's mother go swimming every week? Has Claudia got any brothers?* Encourage them to write some of their questions about things they have heard from the recording in 2b, not only from the e-mail.
 - Students write the questions with a (new) partner, then ask and answer the questions in groups of four.
- 2d Personal dictionary**
- Working individually with their books closed, the students should first decide which person they want to write about. Then they should make a list of about ten words that they will need. Ask them to do this on a separate piece of paper first. If they already know the English word, fine. If not, they should write it in German and ask you when you come round to help.
- 2e And now – a person you know**
- Using the words they have listed, each student writes a brief text about the person he or she has chosen. As they are writing, you should circulate and help each individual, in a low voice, with spelling, vocabulary and word order.
 - When they are finished they can read their text to a partner, or, if you have a pinboard in the classroom, they can pin it up so anyone who wants to can look at it.
- Panorama**
- With the books still closed, discuss the first question with the whole class, and encourage everyone to formulate questions that they might want to ask in a tourist information centre in a big city.
 - Now they can open their books again at page 33. Before the students start reading the four texts, assure them that they do not have to understand every word, just enough to match the cities and the photos with the texts, i.e. they have to write the number of the city in the first box by each text, and the letter for the photo in the second box. They should do this individually (reading silently) and then check with a partner.
-  **Text top left: 3 c; Text bottom left: 2 d; Text top right: 1 b; Text bottom right: 4 a.**
- Write on the board: *Where is/are ...? Where do/does ...? Where can you ...?* Working in groups of three, the students write questions about the four "Tourist hotspots" described in the texts. Then they can ask the class their questions, and see who can find the answers.
 - If anyone in the class has been to London, Los Angeles, Sydney or New York, ask them to tell the class something about it in English, and encourage the others to ask questions.
- Option**
- Each student should choose four words, one from each of the four *Panorama* texts, and write them down. Divide the class into two teams. Someone from the first team reads a word (for instance *footprint*) and names someone from the other team, who has to spell it. Award three points if they get it right on the first try, two points if it takes two tries and one point if it takes three tries. You or one of the students should also keep track of which words have been used, so they aren't repeated.
 - Don't forget to do the writing and guessing activity, following the instructions in the lower right-hand corner of page 33.
- Homestudy**
- As homework, encourage the students to do the *Homestudy* exercises on page 34. In addition, they could read the *Language and culture* texts on page 35 and *Lerntipp 2* on page 106.

If time permits

Resource bank: Exercise 7: contradicting false statements and giving correct information, present simple (p. 81)

Activity pack 1: For further practice in asking for and giving directions in a city, you might like to try Activity 28 (*A visit to Oxford*).

Unit 2**Places****Review****Contents**

The Review page contains practice material for revision of functions, vocabulary and structures (positive and negative sentences and questions in the present simple) that have been introduced in the three Steps of this Unit, including a "Role-play" activity (exercise 4).

Tips and info**Timing**

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

If short of time

- Leave out some of the *Further practice* activities.

1 Starter

- When the students have finished writing, keep track of how many positive answers and how many negative answers you give to each group. Try to give short answers whenever appropriate, in the form *Yes, I am./No, I haven't./etc.*

2 Read and adapt

- Each student should read Anna's e-mail silently and underline the parts that are not true for them personally.
- Working in pairs, the students compare themselves with Anna, as in the examples in the coursebook. Then some of the students can tell the class one thing they found out about their partner.

Option

- Ask the students to re-read Anna's description of herself and choose one sentence they would like to read aloud. But before they read it they should change one word. The sentence should still be a correct English sentence, but it will of course mean something different. Then each student reads out his or her changed sentence. The others should find it in the text as quickly as possible and say what word has been changed, e.g.: *She doesn't work in a bank, she works in a bookshop.*

3 Exchange information

- Divide the class into two groups, A and B, on two sides of the room.
- The people in the A-group look at page 112 and help each other, in pairs, to fill in the three items (*English course, theatre group* and *work*) in the column headed **you**. Since they are all in the same English course they should all enter that item on the same evening (assuming it is an evening course). It doesn't matter which evening each person chooses for the other two items, as long as both are listed somewhere in that column.
- Meanwhile the people in the B-group look at page 116 and help each other, also in pairs, to fill in their three items (*English course, tennis* and *music club with Tony*) also in the column headed **you**.
- Then the students stand up with their books and a pencil and find a partner from the other group. Each person has four questions to ask, as described in the instructions in German on their respective pages. A's questions are: *When do you play tennis? When do you go to the music club with Tony? When does Margaret work? When does Margaret go to the fitness club?* B's questions are: *When do you go to your theatre group? When do you work? When does Tony go to his French course? When does Tony visit his mother?*
- When they have asked all the questions and entered the answers in the diary, they should see if there is an evening when all four of them (A, B, Tony and Margaret) are all free, so they can go out to a restaurant together one evening next week.
- Each pair should report on this to the class, and you can also ask them: *Is there an evening when Tony has two things to do?* This will be the case if B happens to have decided that he or she goes to a music club with Tony on Monday or Saturday evening. If this is the case, we can assume that Tony will go to his French course or visit his mother in the early evening, and go to the music club with B afterwards.

4 Role-play

- Ask the students to find a new partner (someone they haven't worked with yet in this lesson) and work together to prepare the dialogue, following the instructions in the box.

- As you monitor this, be sure A begins with *Excuse me*, and pay particular attention to the wording of the questions.
- One possible dialogue would be as follows:

A: Excuse me, can I ask you a question?
 B: Yes, of course.
 A: Do you live near here?
 B: Well, yes, I live about a kilometre from here.
 A: Can you tell me where the tourist information centre is?
 B: Yes. Turn left at the traffic lights. Then go straight on and turn left at the second road.
 A: Thank you. And do you know where Wembley Stadium is?
 B: No, I'm sorry. I don't know because I never go there.
 A: Do they sell concert tickets at the tourist information centre?
 B: Yes, they do.
 A: Thanks very much for your help.
 B: You're welcome. Bye.
 A: Goodbye.

5 Vocabulary

- The key to this exercise is in the students' book, on page 120, so the students can do it at home if there is no time for it in the lesson.

Further practice

When do you ...?

- Write on the board: *never/sometimes/often/usually/always; on Mondays/on Tuesdays etc.; in the morning/afternoon/evening.*
- Call on students quickly in random order around the room, and ask questions starting with *When do you ...?* Each student should give a quick answer using the words and expressions on the board (both a frequency adverb and a time expression). You can ask several students the same question, one after another, with varying intonation (stress the word *you* when you are asking another person the same question).
- Use these questions: *When do you watch television/go shopping/work/read the newspaper/go jogging/do your English homework/use the CD-ROM/drink coffee/go to a restaurant/see your friends?*

Spelling



- Ask the students to look through Unit 2 again and find five words that are written with the letters *gh*. Collect these on the board (**right**, **lights** and **straight** from Step 1; **Brighton** and **spaghetti** from Step 2), and call on individual students to spell them, pronounce them and say what they mean. Then ask them for two more words with *gh*, a number (**eight**) and a person in a family (**daughter**).



Pronunciation

- Write the phonetic symbols /z/ and /s/ on the board. Ask the students to put their hands on their heads and say these sounds after you. They should feel vibrations when they say /z/ but not when they say /s/. (In English these are called *voiced* and *voiceless* sounds, in German *stimmhaft* and *stimmlos*.)
- Write the word *business* on the board, practise pronouncing it and point out that it includes both of these sounds: /'bɪznəs/. Then say the following words from Unit 2 and ask the students which column they should go in, /z/ or /s/: *president* (/z/), *famous* (/s/), *listen* (/s/), *person* (/s/), *does* (/z/), *doesn't* (/z/), *comes* (/z/), *likes* (/s/), *eats* (/s/). When you have written these words in the proper columns, have the students practise saying them after you, both in chorus and individually.
- Then refer them to *Lerntipp 5* on page 109 and point out the second tip in the right-hand column, about voiced and voiceless sounds.



Left-overs

If there are any exercises in Steps 1, 2 or 3 that you had to omit because you were short of time, you might want to go back and do them now.

Activity pack 1

- Activity 7 (*Do you ski*) is a walk-around activity to practise questions and short answers with *do* in the present simple.

English at work 1

Communicating face to face

Contents

This page contains optional practice material for people who use English in their jobs, making use of structures, vocabulary and functions that have been introduced in Units 1 and 2. It includes a few additional words (*appointment, colleague, sales ...*) that are useful in a work situation.

Tips and info

Timing

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

If short of time

- Since all the material on this page is optional, you can use as much or little as fits your schedule.

Preparation

- 1: Bring along a bilingual dictionary. 2a: Prepare one or more sets of 27 cards or slips of paper, each containing one of the 27 utterances in the four dialogues of exercise 2a.

1 Speaking English at work

- Discuss the first three questions with the whole class. Then ask each student to write four questions that they think one of these four people might often hear, e.g. *Has this hotel got a restaurant? What does this word mean? What sort of software has it got? Does this train go to Bristol?* Circulate as they are writing and try to make as many corrections as possible, so that not too many incorrect questions are read out.
- Then ask each student to read out one question at a time, and the rest try to guess which of the four people might hear such a question.

Option

- Obviously, none of your students in a false beginners' course has ever been an English teacher. But perhaps someone in the class is a hotel receptionist, a computer salesman or a ticket inspector. If so, they should give some examples of questions they hear at work. If not, ask each of the students (those who are employed) to give an example of a question that he or she often hears at work, and the others try to guess what his or her job is. (Of course some of them may have mentioned their jobs before, for instance when they wrote their personal profiles in Unit 1/Step 3.) You will probably have to help with vocabulary, and you might want to have a good bilingual dictionary with you in case some people have unusual occupations.

2a Anita goes to Bristol

 T 1/25 2'13"/TS p. 89

- Point out that there are four short dialogues here, with a total of eighteen gaps. After the pairs have filled in all the gaps, play the recording of all four dialogues so they can check their answers.

Option

- Before the lesson, prepare one or more sets of 27 cards or slips of paper, each containing one of the 27 utterances in the four dialogues of exercise 2a. You should have one set for every five or six students in your class. If you wish, you can simply make a photocopy (enlarged if possible) of the tapescript on pages 89–90, and cut it up, or you could make more elegant slips on a computer.
- Each group of five or six students should gather round a table, spread out a shuffled set of 27 slips or cards, and rearrange them into the four dialogues, each in the correct order, without referring to their books. Then if you wish you can play the recording again so they can check that everything is in the correct order.

2b Formal and informal



- Ask the students to make their choices individually and then compare with a partner, before you confirm the answers in class. The following expressions are more formal: **1a, 2b, 3b, 4a, 5b, 6b.**

2c Situations

- Encourage the students to use their own names, and to adapt the four dialogues to their own work situations if possible. If you like, you can ask each group to perform one of their dialogues for the class. The others listen and then say which of the four dialogues (*Arriving for an appointment/Meeting a person again/Introducing a visitor to a work colleague/Saying goodbye*) they have just heard.

English Network Magazine 1

Contents

These two pages contain optional activities and reading material on the topic *Learning English – why and how?*

Tips and info

Timing

Introduction: 10 min.	How? 20 min.	Learners' Letters: 10 min.
Why? 20 min.	Quiz: 15 min.	Special report: 15 min.

If short of time
Preparation

- Suggest that students read the *Special report* at home.
- Language quiz: Bring along a world map.

Introduction



- The students should close their books. Write these three numbers on the board, and ask the students how to say them: 5,000 (**five thousand**), 700,000,000 (**seven hundred million**), 375,000,000 (**three hundred and seventy-five million**).
- Then ask them to open their books at page 38, read the introduction silently and then tell you what these three numbers refer to in the text: **5,000 languages; 700 million people speak Chinese; 375 million people speak English as their first language.**



Why?

- Draw a ✓ mark on the board and ask the students to use it when they choose one or more of the reasons for learning English, as listed under the heading *Why?*
- When they have made their choices, ask them to stand up, with their books, and ask questions to find somebody who has ticked two or more of the same choices: *Is someone in your family an English-speaker? Do you need English for your job? etc.*
- The new partners then sit together and ask each other for more details, for instance: *Who in your family is an English-speaker? Where do you want to speak English on your holiday? What's your job, and what do you do in English? etc.* Then talk about some of these questions with the whole class.

How?

- There are of course no right or wrong answers to this. All ten of these are useful for language learning, but the ranking is up to each individual.

The 'official language' quiz



- Find out first if any of your students know any of the ten countries listed here. (You might have asked about some of them before, for instance when you were working on the *Panorama* in Unit 1/Step 3.) Find the countries on a world map if you have one.
- Working in pairs, the students should make their choices and complete the two columns.
- Ask the 'experts' (those who have been to one or more of these countries) before you collect the answers in two columns on the board: Countries where English is the only official language: **Australia, Jamaica, England, New Zealand, USA**. Countries where English is one of two official languages: **Canada (the other is French), Malta (the other is Maltese), India (the other is Hindi), South Africa (the other is Afrikaans) and Ireland (the other is Gaelic.)** Forms of Gaelic, by the way, are also spoken by some people in Scotland and Wales (as was mentioned in *Language and culture* on page 21) but Gaelic is not an official language in these countries, as it is in Ireland.

Learners' Letters

- Ask the students to read this silently and then practise saying the six 'useful sentences and questions', perhaps using the 'backchaining' technique as described on page 11 of the Teacher's Book introduction. In the fourth sentence, use the word *opportunity*, from the *Special report*, in place of 'xxx'.

Special report

- The students should read these texts silently and then talk about whether or not they would like to attend a school like this – perhaps some of them already have.

Test yourself 1

- Point out *Test yourself 1* on page 40, and suggest that the students do it at home. Encourage them to ask you in the next lesson if anything in the test turns out to be difficult or unclear.

Unit 3

Money

Step 1

Contents

Storyline
Vocabulary
Grammar
Functions

Anita wants to buy some postcards and a film in a small shop near her hotel in London.
English money. Prepositions of place.
The past simple: statements, questions and short answers using *was* and *were*.
Expressing wishes. Asking how much something costs.

Tips and info

Timing

Picture page: 5 min.	Exercises 2–2c: 30 min.	Exercises 3–3c: 30 min.
Starter: 5 min.	Exercise 2d: 10 min.	Exercise 4: 10 min.

If short of time
Preparation

- Leave out exercise 4 for now. Perhaps you can use it later, with the Review page.
- Bring in some English money, if you have some, to show when you deal with the picture page. Also, look up the current exchange rate from the British pound to your currency.

Unit 3 picture page

- Write on the board: *This note is worth ten pounds. It's a ten-pound note. Practise the pronunciation of worth and point out that the plural of pound is pounds, but the adjective ten-pound does not have an -s. Individual students make sentences, as on the board, about the various notes and coins in the book (or real ones that you show them).*
- Then the students do the task on page 41 of the coursebook.

Option

- Write the current exchange rate on the board ($£1 = x \text{ euros/francs}$) and ask individual students to tell you the approximate value of the notes and coins in the book: *A two-pound coin is worth about ... euros/francs.*

1 Starter

- In groups of three, the students list things like: *visit the Queen, drink beer at a pub, go to a bookshop.* Don't insist on full sentences.
- After they have compared lists with another group, ask them to read out some of the more interesting ideas.

2 How much are they?

- Ask the students to cover the dialogue with a piece of paper and look at the photo. Ask them: *What sort of shop is Anita in? What can you buy in this shop? What do you think Anita wants to buy?*

 T 1/26 1'47"

- Write on the board: *How much are the postcards? How much is the film? How much money does Anita give to the shop assistant?* With the text still covered, the students listen and note down the prices, then compare with a partner.
- The expressions *What was it like?* and *was born* should just be learned as vocabulary items for the time being, and not as structures to be understood and actively produced. Questions with *What ... like?* (to ask for a description) will be practised later in this course, in Unit 5. Passive constructions (aside from *was born*) will not be introduced until much later in the *English Network* series. For the time being, it is sufficient to point out that *I was born ...* is translated *Ich bin geboren ...*. If there are problems with *these* and *those*, refer to Grammar, page 131, box 5.2.

2a Comprehension



- In pairs, the students look back through the dialogue to decide what Anita knows before she goes into the shop: **she knows 1 and 5**. Ask the class how we know that she does not know the other things: **because she asks about them, or the woman tells her.**

2b Incomplete sentences



- Individuals write in the missing words and compare their sentences with a partner: **1 Good morning. 2 Do you want / Would you like anything else? 3 I'm sorry. 4 It's over there. 5 Can you see it?**

2c Vocabulary



- Working in pairs, the students make sentences orally (*The man is on the house.* etc.), as they match the prepositions with the numbers: **4, 1, 3, 2, 7, 5, 6.**
- Then ask the class for sentences using these prepositions about things they can see in the classroom. (You may have to help with vocabulary: *desk, chair, window*, etc.)
- You can also move around so they can make sentences about you: *You're in front of the blackboard. Now you're next to the window.* etc.

Option

2d Exchange information

- Divide the class into two groups, A and B. Remind them that they are not allowed to look at the other group's page, only at their own.
- The people in the A-group look at the bottom of page 112 and help each other, in pairs, to formulate sentences that they will need when they play the role of the shop assistant: *Would you like The Daily Mail or The Telegraph? Do you want big or small postcards? It's one pound eighty. They're 35p each.* etc.
- Meanwhile the people in the B-group look at the bottom of page 116 and help each other, also in pairs, to formulate sentences they will need when they go to the shop to buy the things listed on their palmtop.
- Then the students take their books and a pencil with them, find a partner from the other group, and play the scene in the shop. A and B should both note down the prices.
- After they have finished playing the scene in the shop, let all of them look at the picture on page 116. Ask if anybody has got a palmtop like the one shown in the photo, and if so, what they use it for. (Point to the palm of your hand to show what *palm* means.)

3 Today's grammar

- Read out the example sentences, and point out that short answers (in the middle column) are used in the past just as they are in the present. Be careful to use the 'weak' pronunciation of *was* and *were* (/wəz/ and /wə/) when you read out the positive sentences in the third column.
- Ask the students to find and mark the words *was* and *were* in the dialogue on page 42. Then individuals can tell you who uses these words and what they say.
Anita: **I was at the trade fair. Yesterday was the last day. We were very busy.**
The woman: **What was it like? My grandmother was born there.**
- Write these sentences on the board and ask the class to supply the missing words:
Were is the past of _____. (**are**)
Was is the past of _____ and _____. (**is, am**)
- Write on the board: *Were you ... yesterday?* and a list of prompts: *busy, tired, at home, at work, at the cinema, at a restaurant.* Working in pairs, the students ask and answer questions: *Were you busy yesterday? Yes, I was./No, I wasn't.* etc.

**Option****3a Listen**

T 1/27 1'37" / TS p. 90

- Here the goal is simply to recognise these four words when they are spoken in context.
- Play the recording and let the students compare their answers with a partner:
1 were, 2 was, 3 were, 4 wasn't, 5 weren't, 6 was, 7 wasn't, 8 was, 9 were, 10 weren't.

3b Ask these questions

- Read out the two questions and four answers from the speech balloons, and ask the students to repeat the answers after you, using the 'weak' pronunciation of *was*: /wəz/.
- Write on the board: *on a day – on Monday/at a time – at two o'clock/at a place – at school/in a place – in a pub.* Ask the students to find examples of these in 3b.
- Point out that when they say dates they add the words *the* and *of*, even though these are not usually written. For example: *on the thirty-first of December nineteen ninety-nine.* The word *hundred* should not be used in years, because it sounds pompous. When both a place and a time are mentioned, the place usually comes before the time, at the end of the sentence: *I was in Paris last year.*
- You should ask a few of the students questions as in the examples. Then they can ask each other back and forth across the classroom, and also ask you. Make sure that students first ask the question and then say the name of the student they would like to answer the question.

3c Questions about a weekend away

- One person in each group should choose a city to answer questions about, preferably a city that he or she has actually visited at some time, though not necessarily last month.

4 Over to you

- Mix the groups so that the students are not speaking to the same people as in 3c.

Homestudy

- Point out the *Language study, Homestudy* and *Before you go on* sections on pages 44 and 45, and encourage the students to do all of these at home before the next lesson.

If time permits**Resource bank:** Exercise 8: asking questions about the past (p. 81)**Activity pack 1:** If you have an overhead projector in your classroom, you could use Activities 53b and 53c for further practice with *was* and *were*.

Unit 3

Money

Step 2

Contents

Storyline
Vocabulary
Grammar
Functions

At the post office, Anita wants to buy some stamps and get some coins for the phone. Ordinal numbers. Dates and birthdays.

The past simple: questions and short answers using *did*.

Making and reacting to requests. Making suggestions and giving advice.

Tips and info

Timing

Starter:	10 min.	Exercise 3:	15 min.	Exercise 4b:	10 min.
Exercises 2–2c:	35 min.	Exercises 4–4a:	15 min.	Exercise 5:	5 min.

If short of time

- Save exercise 5 for later use, with the Review page.

1 Starter

- Ask the students to do this activity without their books. Note that they are not asked to reveal the year when they were born, just the month and the day.

Option

- At the end of this activity, they will be standing in a circle in the order of their birthdays. Ask them to pair off with one of the people they are standing next to, get their books and sit down somewhere together so they can be partners for the next several exercises.

2 I want to buy some stamps, please.

- With their books still closed, ask the students what you can do in a post office nowadays, e.g. buy stamps, pay bills, get money, send a letter/postcard/parcel, buy little gifts and wrapping paper, etc.
- Write the following key words on the board: *stamps, America, Europe, £10 note, £1 coin, phone card, best friend, birthday, mobile phone, £10 card*.
- Play the dialogue once. With their books still closed, the students listen, following along the list of key words.
- Play it a second time. This time the students, working individually, add one to four words from the dialogue to each key word from the list, e.g. *buy some stamps, this one's for America, these three are for Europe*, etc. Then they compare their results with a partner and report their findings to the class.
- Finally, the students open their books and read the dialogue in roles with a partner.

 T 1/28 1'40"

2a Comprehension

 T 1/29 1'09" / TS p. 90



- Play the recording of the six sentences all the way through, without pushing the pause button. The students mark their answers and then compare with a partner: **3 and 5 are true, the rest are false.**
- Now play the recording again, and pause after each of the false sentences so the students can correct it: **1 She's got some postcards to post, not letters. 2 One pound is a coin, not a note. 4 You can buy phone cards for £4 or £20, too, not only for £10. 6 It wasn't Anita's birthday yesterday, it was her best friend's birthday.**

2b How to say it:
Making a request



- Ask the students to look quickly through the dialogue and tell you how Anita asks the man for change (**Would you mind changing this £10 note for me, please?**) and how the man answers (**No, not at all.**) Then ask if they can think of another way to express the same request.
- Point out that the two ways of making a request (as listed in 2b) have the same meaning and are equally acceptable. Each student chooses one to learn and ticks (✓) the appropriate box. (Later, in *Test yourself 2*, they will be asked to recall which one they have chosen.)
- Ask the students to match the answers to the two ways of making a request: The answer to 1 is: **Yes, of course. Here you are.** The answer to 2 is: **No, not at all. Here you are.** Then point out that these two answers both mean the same thing, even though one is positive in form and one is negative, and refer to the explanation in German in the green box.
- Ask the students to stand up, walk around the classroom and pick up some object that belongs to another student. Then they stand in a circle and show the objects. The owner of each object asks to have it back, e.g. (*Steffi*), *would you mind giving me my pen, please?* / *No, not at all. Here you are.*

Option

2c Questions about the past

- Point out that most of the questions in the dialogue are not about the past. They are either requests or suggestions, or questions about the present. The two questions about the past, which the students should write down, are: **Did you say £10, too? Did you forget your friend's birthday?**

3 How to say it: Making suggestions

Option

- Do one example with the class. You say *I'd like to sell my car* and the students make suggestions, e.g. *Why don't you put an ad in the newspaper?*
- In groups, the students use the same structure to make suggestions about the situations listed in exercise 3.
- Dictate these additional situations for the students to write down: *1 I don't know where to go on holiday. 2 I'm very tired. 3 I don't know the way to the city centre. 4 I want to see a film on TV but I haven't got a television. 5 I want to go on holiday but I haven't got any money. 6 I'm not very fit. 7 I want to buy some food but the shops are closed. 8 I want to visit a friend but he isn't at home.*
- Then each pair of students chooses two of these situations and writes two suggestions about each of them, in the form *Why don't you ...?* They take turns reading out their suggestions, and the others have to guess which of the eight problems they are talking about.

4 Today's grammar

Option

- Write this sentence on the board and ask the class to supply the missing words: *Did is the past of ____ and ____.* (**do, does**)
- Read out the example sentences and ask the class to repeat them in chorus.
- Write on the board: *book* – *Did you read a book last week?* Tell the students that they should ask similar questions using the prompts you give them. The prompts are: *on holiday, music, friends, homework, hotel, your brother, party, at home.* For each prompt, one student asks the question (*Did you go on holiday last week? Did you listen to music last week?* etc.) and another answers (*Yes, I did or No, I didn't*).

4a Ask your partner questions with Did ...?

- Ask the students to tell you words or expressions for times in the past, so you can write them on the board, e.g. *yesterday morning/afternoon/evening, last week/month/year, last Sunday, in your last holiday, last spring/summer, in 1998 ...*
- Working in pairs, the students ask each other questions about the ten pictures, using an appropriate verb (*eat, cook, read, watch, drink, use, go jogging, drive, see, play*) and a time in the past.

4b A questionnaire

Option

- The students write three more questions starting with *Did you ...?* In groups of four, they ask each other their questions and note down the answers in their books.
- Then they choose the six most interesting questions in their groups and ask people from other groups.
- Tell the class that you are going to mime one of the questions from 4a or 4b, and they should guess which question you have in mind. If you mime cooking, for instance (make stirring motions and pretend you are adding salt), someone should say *Did you cook (yesterday/last week)?*
- Then each of the students should mime a question, so the others can guess which one it is. When they guess, they should say the question, starting with *Did ...?*, and not the answer.

5 Over to you

Option

- Now they can ask you some of their questions with *Did you ...?*
- After a few minutes you can vary the exercise by telling them to ask you some questions that they think will get a *no* answer. Then when you give your answers they can see if they were right.

Homestudy

- Point out the *Language study, Homestudy* and *Before you go on* sections on pages 48 and 49, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 9: questions and short answers in the simple past (p. 82)
Activity pack 1: For further practice with questions and short answers in the simple past you might want to try Activity 33, *The past*.

Unit 3	Money	Step 3
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Contents

Vocabulary Skills

Words about money. The names of countries and their currencies.
Reading about the euro. Writing a letter answering someone's questions. Listening to people from Ireland and Britain talking about the euro.

Tips and info

Timing

Starter: 10 min.	Exercise 3: 15 min.	Exercise 3b: 15 min.
Exercise 2: 15 min.	Exercise 3a: 5 min.	Panorama: 30 min.

If short of time
Preparation

- Assign 3b as homework, or omit the first question in the *Panorama* section.
- Bring along squared paper (with big squares) for the Starter exercise, a world map for exercise 2 and an up-to-date map of Europe for Panorama.

1 Starter

- Pairs should first list the words they want to use, and then make their puzzle for another pair to solve.

2 What's the exchange rate?

- Ask if any of the students have ever been to any of these countries. If so, let them say what the currency is called. If you have a world map, let them point out where these countries are.
- On a separate piece of paper, each student should copy out the two lists of countries, leaving space to write in the name of the currency (which they can find out from other students if they don't know themselves) and the exchange rate (which they will hear in just a few moments from the recording).
- Check to see that everyone has got the countries matched with the right currencies: **A1 peso, A2 dollar, A3 rupee, A4 lira, A5 rand, B1 dollar, B2 pound, B3 yen, B4 dollar, B5 baht.**



T 1/30 2'07" /TS p. 91

- On the recording, the exchange rates for the countries on lists A and B are announced alternately, that is, Argentina from list A is mentioned first, then Australia from list B, then Canada from list A, etc. On the first listening, the students work in pairs and share the work: one listens for list A and one for list B. This should make it possible for you to play the recording all the way through without pauses. Since this is supposed to be an American radio broadcast, the exchange rates all refer to the US dollar.
- Let the students compare their lists, and play the recording again if necessary. The exchange rates (at the time of recording!) were:



List A: One American dollar = **0.9998 Argentinean pesos, 1.536 Canadian dollars, 46.95 Indian rupees, 0.4634 Maltese lira, 7.795 South African rands.**
 List B: One American dollar = **1.8986 Australian dollars, 3.795 Egyptian pounds, 110.19 Japanese yen, 3.4722 New Zealand dollars, 43.73 Thai baht.**

Option

- Of course exchange rates can change constantly. That's why those students who have access to the internet are asked to find out the current exchange rates by going to the link given at www.englishnetworklink.com. If you wish, you can ask them to report on their findings in the next lesson.

3 A letter from a friend



- Read out the first paragraph of the instructions, and ask the students to read the letter silently and point to the answer to the question *Why does she ask so many questions about money?* When everyone has found it, let someone read it out: **I don't want to be shocked by the prices when I arrive. I didn't earn much last year!**



- Read out the second paragraph of the instructions and ask the students to find five things that the person in New Zealand wants to know the prices of: **a stamp for a postcard to New Zealand; a cinema ticket; a beer in a pub; a dinner in a nice restaurant; a hotel room.**
- Write *How much is/are ...?* at the top of the blackboard. In pairs or small groups, the students should write down several other things that they would like to ask the prices of, before a trip to a country a long way away. Then ask one person from each pair or group to come up (all at the same time) and write their lists on the board. Point to some of the words and have the students ask each other: *How much is/are ... here/in this country?*
- Read out the third paragraph of the instructions. Ask the students to find the place in

the letter where kiwi wine is mentioned, and then refer them to the section on *Kiwis in Language and culture* on page 53.

- Back on page 50, discuss the last question with the class (*What specialities from your country could you take to another country as a present?*) Finally, ask if anyone can answer the question about e-mails in the last paragraph of the letter – are there any Internet cafés in your area, for example?

3a Personal dictionary

- If necessary, you could write some useful phrases for their letters on the board: *I think ...; From what I know ...; The price of a ... is about ...*

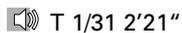
3b And now – your answer

- Encourage the students to write their letters in pairs if they find it easier that way. Each person should write, but they can decide on the wording together.
- If possible, hang their finished letters up on a pinboard where everyone can read them.

Panorama



- Read out the first two lines of the *Panorama*, and point out that they want to drive through all their neighbouring countries. Ask the students to tell you the English names of these countries, and collect them on the board (along with their currencies). If you are teaching in Switzerland, the countries will be **France, Germany, Austria and Italy (all euro)**. If you are in Germany, the trip will go through **France, Luxembourg, Belgium, the Netherlands (all euro), Denmark (Danish krone) Poland (zloty), the Czech Republic (Czech koruna), Austria (euro) and Switzerland (Swiss franc)**. If you are in Austria, the countries will be **Italy (euro), Switzerland and Liechtenstein (Swiss franc), Germany (euro), the Czech Republic (Czech koruna), Slovakia (Slovak koruna), Hungary (forint), Slovenia (tolar)**. If you have an up-to-date **map of Europe**, let some of the students point out where these countries are.



- Read out the text about the Republic of Ireland, and play the first half of the recording (the Irish woman's opinion), while the students keep their books closed. Ask the students to tell you what she **likes** about the euro.

Option

- If you or the students have some euro coins (which in Germany or Austria would not be surprising, after January 1, 2002), compare them with the Irish euro coin in the picture. Ask if anyone has euro coins from more than one country, and if so, compare them.
- Read the text about Great Britain. Play the second half of the recording (the British man's opinion) while the students keep their books closed. Ask the students to tell you what he **likes** about the British pound and **dislikes** about the euro. Then they can open their books and read the man's opinion silently, to check what they have understood.

Option

- Tell the students you are going to ask them some questions. After each question, they should **not** say the answer, but should quickly scan the text, find the answer and point to it. (This is to practise scanning, an important skill; and to give everybody a chance to find the answer – don't let the fastest student blurt it out!) After everyone has found the answer (help the slower ones discreetly if necessary), then someone can say it. The questions (and answers) are: *What have the banks in Ireland got? (They've got clear and detailed information for their customers.) What can the Irish do until midnight on the ninth of February two thousand and two? (They can use the euro and the Irish pound side by side.) What has the Irish coin got on it? (It's got a harp, etc.) When was the telephone survey in Britain? (It was in June 2000.) How many people were for the euro in that survey? (24%.) What is the British pound part of? (It's part of Britain's national identity.) What was difficult for old people? (The change to the metric system in 1971.)*
- First in pairs, and then with the class, discuss the two questions in the lower right-hand corner of the page. And ask the students what they like or dislike about the euro.

Homestudy

- As homework, ask the students to do the *Homestudy* exercises on page 52. In addition, suggest that they read the *Language and culture* texts on page 53 and *Lerntipp 3* on page 107, if they have not done so already.

If time permits

Resource bank: Exercise 10: speaking about the euro, making sentences with the verb *need* (p. 82)

Activity pack 1: Activity 35, *Money makes the world go around*, is a walk-around activity to practise asking for and giving prices of things.

Unit 3

Money

Review

Contents

The Review page contains practice material for revision of functions, vocabulary and structures (the simple past using *was/were* and *did*) that have been introduced in the three Steps of this Unit, including a "Role-play" activity (exercise 4).

Tips and info

Timing

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

If short of time
Preparation

- Leave out some of the *Further practice* activities.
- For exercise 3, write sentences 1–8 on slips of paper, one for each student.

1 Starter

- To make clear how this activity works, you might want to demonstrate it first. Write down one of the short answers and then ask questions until one of the students gives the desired answer.
- The main purpose of this exercise is to practise questions and short answers in the simple past, but if you wish you can expand it to include the present tense forms that were introduced in Units 1 and 2. (*Yes, I do. No, I can't.* etc.)

Option

- This could also be done as a walk-around activity. Each student writes a short answer (like *No, I didn't*) on a slip of paper, then walks around and talks to several other students, asking each of them questions to elicit the desired answer.

2 Exchange information

- Write on the board: *Did ..., too?* and ask what *too* means. (If someone just says the German word *auch*, that's all right.) Point out that in this meaning the word *too* (which was used in the dialogues in Unit 1/Step 2 and in Unit 2/Step 2) comes at the end of the sentence, and is separated from the rest of the sentence by a comma.
- Write *Was he in Paris last year?* and remind the students that when both a place and a time are mentioned, the place usually comes before the time, at the end of the sentence.
- Divide the class into two groups, A and B. First they work briefly with someone from their own group and help each other formulate some of the questions they will need. Since the A-students know what Mark did last week, but not what Karin did, they will have to ask *Did Karin ..., too?* and the B-students will have to ask *Did Mark ..., too?*
- Then the students take their books and a pencil with them, find a partner from the other group, and ask each other lots of questions – without looking at each other's pages, of course!



Option



- When they are finished, confirm the results with the whole class: **Mark and Karin were together on five mornings, two afternoons and five evenings last week.**
- Ask the class: *Where do Mark and Karin live? (Near Berlin, probably). Are they in the same English course? (No, they aren't. It says her English course and his English course, not their.* Her course is on Wednesday and Friday evenings, his is only on Fridays.)

3 What can you say?



- Working in pairs, the students write appropriate reactions to each of the eight sentences: **1 Nice / Pleased to meet you. 2 You're welcome. 3 Fine thanks, and you? 4 How do you do? 5 Thanks (very much). / Thank you (very much). 6 Thank you. / Thanks. 7 Goodbye. / Bye. 8 No, not at all.**

Alternative

- Ask the students to close their books. Dictate the eight sentences. The students should write the sentences and an appropriate response to each. This alternative procedure is particularly recommended if you discover that some of the students have already filled in exercise 3 at home.

Option

- Hand out slips of paper with the sentences 1–8, using some of them more than once if necessary. Ask the students to stand up, walk around and say their sentence to several people in turn, and respond appropriately to what the others say.

4 Role-play

- Ask the students to find a new partner (someone they haven't worked with yet in this lesson) and work together to prepare the dialogue, following the instructions in the box.
- One possible dialogue would be as follows:

- A: Morning. Can I help you?
 B: Hello. I'd like a newspaper, please.
 A: Here you are. Anything else?
 B: Yes, how much are the postcards?
 A: They're 35 pence each.
 B: Okay, I'd like these two cards, please.
 A: Here you are. That's 70 p, please.
 B: Here you are. Oh, would you mind changing this £50 note, please?
 I need change for a bus ticket.
- A: Sorry, I haven't got any change.
 B: Well, can you tell me where the nearest bank is?
 A: Yes, it's over there, next to the hotel.
 B: What time does the bank open?
 A: At nine o'clock, I think.
 B: Thank you. Goodbye.

5 Vocabulary

- The key to this exercise is in the coursebook, so the students can do it at home if there is no time for it in the lesson. The students will be familiar with this kind of puzzle because they have just made one themselves, in the Starter activity of Unit 3/Step 3.

Further practice

Did you? Were you?

- Bring in a hand puppet or a big picture from a magazine of some interesting person.
- Write on the board: *Did you ...? Were you ...?* Each student writes down three questions to ask the puppet or the person in the picture, using three different times in the past (*yesterday, in 1981, when you were a child*, etc.) They take turns asking their questions, and you (or one of the students who has a good imagination) answers on behalf of the puppet or picture.

Requests/suggestions

- Write on the board: *Would you mind ...ing?/Why don't you ...?*
- Explain that you are going to describe six situations, and for each one they should write an appropriate response, using one of the two structures on the board.
- The situations (and possible responses) are:
 - You don't know the way to the station and you ask a man on the street. What do you say? (Would you mind telling me the way to the station, please?)*
 - Your friend wants to go on holiday but he hasn't got enough money. (Why don't you ask your bank / your parents? etc.)*
 - You want to make a phone call but you only have a five-pound note. What do you say to the receptionist at the hotel? (Would you mind changing a £5-pound note, please?)*
 - Someone asks you the way but you are a stranger, too. What do you say? (I'm sorry, I'm a stranger here. Why don't you ask that person over there? etc.)*
 - You are at a tourist information centre and you want to book a hotel room for the night. What do you say? (Would you mind booking a hotel room for me, please?)*
 - Your friend wants to travel to France on her holiday but she doesn't know any French. What do you say to her? (Why don't you learn French/go to evening classes? etc.)*
- The students compare their responses with a partner. Then individual students read out their responses in random order. The others listen and say which number it was and what the situation was.



Saying dates



- Write these dates on the board, and ask the students how to say them:
31/1/87 (the thirty-first of January nineteen eighty-seven – without the word hundred)
22/3/03 (the twenty-second of March two thousand and three – with the word and)
- Divide the class into two teams. One person from each team comes to the front of the classroom, and the two of them take turns writing dates on the board for the other team to say.
- Award three points if the way they say the date is completely correct on the first try, two points if it takes two tries and one point if it takes three tries. Insist that they use the words *the* and *of* correctly in each date.

Left-overs

- If there are any exercises in Steps 1, 2 or 3 that you had to omit because you were short of time, you might want to go back and do them now.

Activity pack 1

- Activity 15, *Where were they?* involves describing a scene from memory, using *was* and *were*.

Unit 4

Travel

Step 1

Contents

Storyline
Vocabulary
Grammar
Functions

Anita phones a hotel in Edinburgh to book a room.
Words about hotels and other buildings.
The past simple with regular verbs, including *used to*.
Booking a hotel room. Expressing wishes. Habits and routines in the past, with *used to*.

Tips and info

Timing

Picture page: 5 min. | Exercises 2–2b: 25 min. | Exercises 3–3c: 30 min.
Starter: 10 min. | Exercise 2c: 10 min. | Exercise 4: 10 min.

If short of time

- Leave out exercise 4 for now. Perhaps you can use it later, with the Review page.

Unit 4 picture page

- In groups of three, the students look at page 55 and answer the questions.

1 Starter

- Ask the students to close their books and have a pen and paper ready. Then give them this instruction: *Quickly write down the first five English words that come to mind when you see and hear the word travel*. Give them a minute or so to write their words. Then ask them to compare their lists with a partner, and read out some examples to the class.

Option

- Then give them a second key word. *The second word is hotel*. Again they write their words and compare with a partner.

2 I'd like to book a room, please.

 T 2/2 2'04"



- With their books still closed and their word lists from the *Starter* exercise in front of them, the students listen to the dialogue and mark any words from their lists that they hear in the dialogue. Anyone who has such a word should tell the class afterwards.
- Write on the board: *1 I phoned the ... 2 I stayed in ... 3 How much is ... 4 I'd like to ... 5 I'd like to ...* These are the beginnings of sentences that Anita says in the dialogue. Ask the students to listen again, with their books still closed, and note down how the sentences continue. (They don't have to write the entire sentence, just the next few words.) Then they can compare with a partner: **1 I phoned the tourist office yesterday. 2 I stayed in Edinburgh last year with my mother. 3 How much is a single for a weekend? 4 I'd like to book a single room with a bath ... 5 I'd like to arrive in the afternoon ...**
- Then they open their books, read the dialogue and check what they have written.
- Point out the photo of Edinburgh castle. Ask if any of the students have been to Edinburgh. If so, did they stay in a hotel there, and did they see the castle? Those who have the *English Network 1* CD-ROM can use it at home to find out more about Edinburgh Castle, and report on it briefly in the next lesson if they would like to.

2a Vocabulary

- Point out the drawing of the Castle Hotel, with three of the floors labelled. The students write the answers to the three questions.
- Ask the class: *Which floor is the top floor in the Castle hotel?* (It's the **fourth floor**, as we can see from the drawing in 2a.) Ask the students to label the second and third floors on the drawing in their books. Point out: *on the top floor = im obersten Stockwerk*.

2b How to say it:
Booking a hotel room

- Write on the board: *I would like ... = I'd like ...*. Explain that this can be followed by a noun phrase, as in Unit 3/Step 1: *I'd like these four cards ...*, or by *to* and a verb, as in Unit 3/Step 2: *I'd like to learn French*.
- Working individually, the students write the two sentences, for instance: *I'd like a double room with a view of the river. For Wednesday, the sixteenth of June*. Then they can practise saying the questions and answers with a partner.

Option

- Ask individual students to vary the first two sentences, using prompts that you give them. First sentence: *What sort of room would you like?* Prompts: *breakfast, dinner, hotel, view*. Second sentence: *I'd like a room with a view of the castle*. Prompts: *double room, view of the town, view of the park, single room, balcony*.

2c Exchange information

- Write "TOURIST INFORMATION" in big letters on the board, and divide the class into two groups, A and B.

- The B-students, who are going to pretend that they work in a tourist information office, come and sit near the front of the room, preferably at separate tables, open their books at page 117 and familiarise themselves with the information on the three hotels.
- The A-students, who will be playing the tourists, look at page 113 and decide individually which hotel they would prefer and what sort of room they would like. With a partner they work out the questions.
- Then each A-student goes to one of the B-students and they play the scene in the tourist information office – without looking at each other's pages!
- When they have finished, they change roles and do it again, talking about a different hotel.

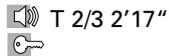
3 Today's grammar

- Have the class repeat the example sentences after you. Then ask for volunteers to explain how the questions (first column), positive sentences (second column) and negative sentences (third column) are formed with regular verbs. Point out that the past tense form, with the *-ed* ending, is used only for positive sentences.
- Write the first three questions on the board: *When did you phone? What did she book? Where did they stay?* The students ask each other these questions back and forth across the classroom and make up their own answers, giving a positive and a negative answer each time, e.g. *I phoned last night. I didn't phone on Tuesday.* They should think of several different answers to each question.
- Point out the examples with *used to* in the fourth line of the grammar box, and see if anyone can explain what they mean. Write *usually, regularly, for a (long) time in the past* on the board as you explain (or confirm their explanation). Refer the students to Grammar 9.3, on page 133, for further examples and a brief explanation in German.

3a When you were a child

- The students should ask you some of these questions first, and then work with a partner. Encourage them to ask you for vocabulary if they want to ask about other things that are not in the picture; for instance someone might want to ask: *Did you use to play a musical instrument when you were a child?*

3b Pronunciation



- Explain that there are three ways to pronounce the *-ed* ending, and read out the three examples clearly. Play the recording twice and let the students compare their answers with a partner in between, before you confirm them in class. Type 1: **stayed, phoned, played, turned, lived, complained.** Type 2: **walked, worked, finished, watched, booked, asked.** Type 3: **visited, started, landed.**
- If they ask for a rule, see if they can infer it from the examples before you tell them: After a voiced sound (*stimmhaft* in German) it's /d/, after a voiceless sound (*stimmlos*) it's /t/, and after the sounds /t/ and /d/ the ending is pronounced /ɪd/.

Option



- Write the headings Type 1, Type 2 and Type 3 at the top of the blackboard. Read the following regular verbs (which have already been used in the course) in random order, and have the class tell you which type they are, so you can write them on the appropriate list. At the end, you should have the following lists on the board: Type 1: **called, travelled, changed, introduced, listened, welcomed, showed, used, whistled, offered.** Type 2: **stopped, asked, cooked, parked, smoked, helped.** Type 3: **included, needed, wanted.**

3c Answer these questions

- The students tick their answers in 3c, and then ask a partner. They should say their answers in full sentences, so as to practise the past tense forms ending in *-ed*.

4 Over to you

- With a large class, you could do this in groups of four or five, otherwise all together.

Homestudy

- Point out the *Language study*, *Homestudy* and *Before you go on* sections on pages 58 and 59, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 11: *used to/didn't use to* (p. 82)

Activity pack 1: Activity 17, *What did Ben do on Sunday?*, is a walk-around activity in which students ask and answer questions in the simple past (with regular verbs) to complete a chart with missing information. Activities 6a, *What time is it?*, and 6b, *I often get up at seven o'clock*, provide further practice in telling the time.

Unit 4

Travel

Step 2

Contents

Storyline
Vocabulary
Grammar
Functions

Anita has arrived in Edinburgh and is checking in at the Castle Hotel.
Times. Irregular past tense forms. Travel vocabulary.
The past simple with irregular verbs.
Asking and telling the time. Offering help and reacting to offers of help.

Tips and info

Timing

Starter:	5 min.	Exercise 2d:	5 min.	Exercises 3b–3c:	25 min.
Exercises 2–2c:	35 min.	Exercises 3–3a:	10 min.	Exercise 4:	10 min.

If short of time

- Leave out exercise 4 for now. Perhaps you can use it later, with the Review page.

1 Starter

- When the students say the times in this competition, they should use the expressions given on page 59: *It's two minutes past ...*, *It's twenty-five to ...* etc. Alternatively, you could award two points for one of these expressions (like *It's two minutes to ten*) but only one point for the corresponding digital form (*It's nine fifty-eight*).

Option

- In Unit 4/Step 1 it was suggested that those students who have the *English Network 1* CD-ROM could use it to find out more about Edinburgh Castle. This might be a good time to ask if they have actually done so, and what they found out.

2 Here's your key.



- Ask the students to close their books and tell you what they can remember about the dialogue in Step 1: **It was a phone call. Anita booked a hotel room. She wanted to go to Edinburgh.** (etc.)
- Explain that in today's dialogue she is in Edinburgh, at the reception desk at the Castle Hotel. Give the students these two questions, or write them on the board: *1 What does Anita say about her journey? 2 What would she like in the morning?*
- Ask them to listen to the dialogue with their books closed, and then confer with a partner about the answers to the two questions.
- Then ask them to open their books and look through the printed dialogue to confirm their answers. Play the recording again while the students follow along in their books. If you want them to read the dialogue aloud in roles, have all the pairs do so at the same time, and not in front of the class, as that would be extremely time-consuming.

T 2/4 1'38"

2a Comprehension



- In pairs, the students find and mark the numbers in the dialogue, and agree on what they refer to: **4th: the floor number. 410: the room number. 10: dinner is until ten o'clock. 6.30: dinner is served from half past six. 7.30: Anita would like a morning call at half past seven. 1/2: Anita's train left London half an hour late.**

2b Listen

T 2/5 1'18"/TS p. 91



Option



- Play the recording of the eight sentences all the way through, without pushing the pause button. The students mark their answers and then compare with a partner: **2, 6 and 7 are true. The rest are false.**
- Now play the recording again, and pause after each of the false sentences so the students can correct it: **1 Her train only left half an hour late. 3 Her room is number 410, not 401. 4 Her room's on the fourth floor, not the third. 5 Dinner begins at half past six, not at six o'clock. 8 She'd like to have a Scottish newspaper, not a German one.**

2c Write the questions



- Ask the students to write these questions individually. The information is from the dialogue, but the questions are not.
- When they are finished, they should compare their questions with a partner and then check them with the class. Possible questions: **1 When did Anita's train leave London? 2 What did she see on the way? 3 What time is dinner? 4 Can she manage with her bag? 5 What time would she like her morning call? 6 Would she like to have a newspaper?** (You can of course accept other questions that are correctly formulated and would produce the same answer.)

2d How to say it: Offering help

- These three ways of offering help have the same meaning and are equally acceptable.
- Taking their books with them, the students should stand up, walk around and talk to several different people, offering help and responding politely to their offers.
- If you wish, you can write some additional prompts on the board: *computer, English letter, car, holiday plans, birthday party, bicycle.*

3 Today's grammar



Option

- Read out the nine sentences and ask the students to repeat after you.
- Ask the class which three irregular past tense forms are used in the example sentences: **went, left** and **ate**. Ask which column they are in (**the second**) and see if anyone can explain why they are only in that column and not in the other two. (**Because, as with the regular verbs in Step 1, the past tense form is used only for positive sentences. Questions and negatives are formed with did/didn't and the infinitive.**)
- Ask the students to form as many questions as they can from the three example questions, by changing the question word, e.g. *When/Why/How did you go?* etc. They should ask you all these questions and you can answer them freely, using both positive and negative sentences.

3a Match the verbs with their past tense forms



- The students make their choices individually, then compare with a partner and confirm with the whole class. The answers (in the order they are listed, going down the columns) are as follows: **10 saw, 11 spoke, 4 ate; 2 did, 6 went, 3 drank; 8 left, 12 took, 1 bought; 9 met, 7 had, 5 got.**

3b The receptionist's trip to London



T 2/6 2'56" / TS p. 91

- Point out the four photos on pages 60–61, and talk about them briefly with the class: *What time of day is it? Who is the man in the pictures? What can you say about him, from the photos? What did he do last week?*
- Individual students read out the questions in 3b and try to guess what the answer might be, using a full sentence. For example: *What time did he get up? He got up at quarter to seven, I think.* Of course they don't know the story yet, but they do know what the young man looks like and what his job is, so they can speculate on what the answers might be (which helps prepare them for the listening task to follow).
- While listening to the recording, the students tick (✓) the answers to the fourteen questions. Afterwards they compare with a partner.
- Check the answers in class by having students read them out in full sentences: **1 He got up at quarter past seven. 2 He went to the bus stop, 3 He took the eight forty-five.** (Say train times in digital form: not "quarter to nine.") **4 He met some friends. 5 They spoke about their work. 6 He bought two sandwiches. 7 They did a sightseeing bus tour. 8 They ate Spanish food. 9 They had dinner in Covent Garden. 10 They drank red wine. 11 They went to the theatre by taxi. 12 They saw a musical. 13 They left the theatre at ten forty-five. 14 They went to their hotel.**
- Ask the students which answers they were surprised about (which ones they guessed wrong).

3c Retell the receptionist's story

- The reason for the four "new facts" is to give the others a listening task, while the groups are telling their stories. These "new facts" should of course not contradict the facts we already know, just add to them.

4 Over to you

- Since the main point of this is to practise question structures in the past (the goal is accuracy, not fluency), you should make corrections on the spot and insist on each question being correctly formulated before you answer.

Homestudy

- Point out the *Language study, Homestudy* and *Before you go on* sections on pages 62 and 63, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 12: past simple (p. 83)

Activity pack 1: Activity 16, *Holiday souvenirs*, provides practice with statements in the past simple, using regular and irregular verb forms. Activity 37, *Find someone who ... (1)*, is a walk-around activity involving questions and short answers in the past simple.

Unit 4

Travel

Step 3

Contents

Vocabulary
Skills

Means of transport. Words about travel and accommodation.
Reading about three different kinds of overnight accommodation in Britain and the USA. Writing a postcard about a hotel or holiday flat. Listening to people talking about travelling by car, by plane and by train, and about staying in very large hotels.

Tips and info

Timing

Starter: 5 min.	Exercise 3: 5 min.	Exercises 4b–4c: 20 min.
Exercise 2: 5 min.	Exercises 4–4a: 30 min.	Panorama: 25 min.

If short of time

- Omit exercise 3 for now. Perhaps you can use it next time, when you do Unit 4/ Review.

Preparation

- If you like to collect unused picture postcards from out-of-the-way places, you might want to bring some along for exercise 4c.

1 Starter

- Write on the board: *When did you last travel by ...?* and then ask the students to name as many possible means of transportation as they can think of. Then they can ask each other these questions back and forth across the classroom, as well as the questions from the coursebook.

2 How did the three people travel?

 T 2/7 1'40" / TS p. 92

- Play the recording with no pauses. The students number the pictures: **1 by plane, 2 by car, 3 by train.**
- Write these words and phrases on the board: *walk up and down, fastest, view, one hour before, restaurant car, stop, read, a long way from the city centre, talk, park, can't see anything, every half hour.* In pairs, the students list these on a piece of paper in three categories: *car, plane* and *train*. Then play the recording again, and ask them to tick each word or phrase as they hear it.

Option

- Those students who have access to the Internet were asked, in Unit 4/Step 2, to go the link given in www.englishnetworklink.com and find out how long the train journey from London to Edinburgh is. If any of your students have actually done this, you might ask them to report to the class, and have them explain how they got this information.

3 What is the best way to travel ...?

- Ask the students to suggest some adjectives connected with travel, so you can write them on the board: *comfortable, uncomfortable, interesting, nice, long, short, fast, etc.*
- Have the students pair up with someone who lives in the same district or neighbourhood, if possible, and discuss the best way to travel from there to the places listed. Then they can discuss their opinions with others in the class.

4 A very big hotel



- The students read the text individually, note the six differences between the Castle Hotel and the MGM Grand Hotel, and then compare with a partner. **The MGM Grand is in Las Vegas, not Edinburgh. It has got 25 more floors, seven more restaurants, 4,963 more rooms and two more stars than the Castle Hotel. And the view is of the bright lights of Las Vegas, not of Edinburgh Castle.**

Option



- Ask the students which of the two hotels they would prefer to stay at, and why.
- Find out if anyone knows what MGM stands for (**Metro-Goldwyn-Mayer**), what it is mainly (**a film company**), when and where it started (**1924 in Hollywood**) and what you see at the beginning of their films (**a roaring lion**). And don't forget to ask if anyone in the class has been to Las Vegas (Nevada, USA) and perhaps even stayed at the MGM Grand. (More information at www.mgm.com and www.mgmgrand.com).

4a Listen

 T 2/8 2'25" / TS p. 92


- Before listening, ask the students to divide a clean sheet of paper into two columns, *positive* and *negative*. Then they should listen, take notes and compare their results with a partner:
 Positive comments: **seven restaurants, good sports centre, 25 floors with a wonderful view, great music in the night club, organised a lot for children.**
 Negative comments: **too big (child got lost), never saw the same staff again, 15-minute walk to the breakfast room.**

4b Personal dictionary

- The students can help each other think of words, if they wish, but each person should write down his or her personal selection – and try to use these words in the postcard.

4c And now – your postcard

Option

- If you like, ask the students to write the postcard with a partner and exchange the texts with another pair.
- Some teachers like to collect **unused picture postcards** from out-of-the-way places for use in classroom exercises like this. Display them and ask each student to choose one. He or she should pretend to be in the place shown on the postcard, and write as if from there.

Option

- After writing their postcards, the students stand up, walk around and find new partners by asking each other: *Which month do you like best for your holiday?* Two students who like the same month sit down together and read each other's postcards. Each partner writes two questions about what the other has written. Then they re-write their own postcards so as to include the answers to their partner's two questions, and let their partner read it again.

Panorama

- Ask who has been to Britain or the USA (if you don't know this already). Ask when and where they went, and where they stayed overnight when they were there. Point out the two photos on page 65 and ask if anyone has stayed in places like these. Encourage them to say as much as they can about their experiences in B&Bs or motels before reading the texts.
- The students read the left-hand column silently and discuss with a partner: *What did 'KW from Amsterdam' like about the B&B in Britain?* Collect the answers in class, and give those students who have stayed at a B&B a chance to agree or disagree with what they have read.
- Write these five words on the board: *breakfast, parking, people, television, town*. Ask the students to read the right-hand column silently and then use these key words to talk with a partner about how British B&Bs are different from American motels, referring to the texts, the letters and the photos for evidence.
- Then discuss these five aspects with the whole class: **Breakfast: You get breakfast at a B&B, but usually not at a motel. Parking: The sign in the photo says that parking is at the rear (back) of the B&B, but at a motel you can park your car directly in front of your room. People: B&Bs are a very good way to meet people, but at motels you don't see the other people, only their cars. Television: The sign in the photo says that this B&B has a TV lounge, which means just one television for everybody** (you will probably have to explain this), **but in motels you usually get a television in your room. Town: The B&B in the photo is in a town, but motels are usually on the roads just outside towns.**

Option

- Ask the students to close their books. Write these words on the board, or dictate them to the class: *basic, cars, children, continued, directly, dinners, distances, friendly, garden, impersonal, private, tradition*. In groups of three, the students try to remember where the words appeared, and write them down in two lists: *B&B* and *Motels*. Then compare results in the class: **B&Bs: children, dinners, friendly, garden, private, tradition. Motels: basic, cars, continued, directly, distances, impersonal.**
- Discuss the final question, at the bottom of the page, with the whole class. The students should give reasons for their choices.

**Homestudy**

- As homework, ask the students to do the *Homestudy* exercises on page 66. In addition, encourage them to read the *Language and culture* texts on page 67 and *Lerntipp 4* on page 108, if they have not done so already.

If time permits

Resource bank: Exercise 13: practice of *an alternative to doing something* and *a good way to do something* (p. 83)

Activity pack 1: Activity 34, *Travelling*, is a word puzzle to revise travel vocabulary. For practice in the skills of reading for detail and correcting mistakes in a text, you could try Activity 30, *The Cowloon Hotel*.

Unit 4

Travel

Review

Contents

The Review page contains practice material for revision of functions, vocabulary and structures (the past simple with regular and irregular verbs) that have been introduced in the three Steps of this Unit, including a "Role-play" activity (exercise 2).

Tips and info

Timing

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

If short of time
 Preparation

- Leave out some of the *Further practice* activities.
- Bring a selection of pictures of interesting people, from magazines, for the activity *A new story*, under *Further practice*.

1 Starter

- Write on the board: *what, where, when, who, why, which, how many, what time.* (And leave them there as they might also be useful for exercise 3.)
- Point out the photo and ask the students to speculate about what sort of hotel this might be: *Where is it? How many rooms has it got? What can people do/not do at this hotel? What has/hasn't this hotel got? What can people buy at this hotel?* etc.
- In groups of four, the students write questions that they might ask at reception.
- Choose one or two students to pretend they are working at reception and answer the questions.

Option

- Through gestures, show the students that you have lost your voice and cannot talk. Mime a question or problem that you have for the receptionist(s), and see if the class can figure out what it is. They make guesses about what you might mean; you show through gestures if they are right or wrong, and go on miming until they have worked out the question. You could mime, for example: *I can't find my key.* Or: *I'd like a morning call at seven o'clock.* Or: *It's too cold in my room.* Or: *Where's the restaurant?* Let some of the students mime, too, if any of them feel up to it.

2 Role-play

- If there is an odd number, form one group of three, with one receptionist and two tourists.
- One possible dialogue would be as follows, though if they wish they can add some of their ideas from the *Starter* activity:
A: Good evening. Can I help you?
B: Hello. How much is a double room, please?
A: It's £75 or £95. Would you like a room with or without a bathroom? How many nights would you like to stay?
B: We would like to stay for three nights, and we'd like a room with a bathroom, please.
A: Yes, that's possible. You can have room 307, on the third floor.
B: Has the hotel got a sauna?
A: Yes, the sauna is on the top floor.
B: And what time is breakfast?
A: From seven to ten. Now, could I have your credit card, please?
B: Yes, of course. Here you are.
A: Thank you. Oh, would you like a morning call and a newspaper?
B: Yes, at half past eight, please. And I'd like to have an American newspaper, if that's possible.
A: Yes, that's no problem. And shall I reserve a table for you in our restaurant for this evening?
B: No, thank you. We had dinner in the restaurant car on the train.
A: Oh, that's nice. Now the lift is over there, on the right.
B: Yes, I see it. Thank you.

3 Irregular pasts



Option

- Ask the students to look at the list on page 61 for one minute, without writing anything. Then they should close their books and write down the twelve irregular past tense forms from memory: **bought, did, drank, ate, got, went, had, left, met, saw, spoke, took.**
- Then they should ask and answer their questions back and forth across the classroom.
- Say some short sentences using the irregular verbs they have learned: *I bought*

something. She did it. I drank something. They ate something. He got up. I went on holiday. She had breakfast. He left home. I met them. They saw him. I spoke to her. She took it. After each sentence, the students ask you several questions about it, using the *Wh*-words that are still on the board from the *Starter* exercise: *Where did you go on holiday? When did you go on holiday? Why did you ...?* etc. If you answer their questions, do so in full sentences so they can hear you say the irregular verb forms: *I went to Wales. I went last month. I went because I needed a rest.* etc.

4 Ask a partner

Option

- Ask if anyone can explain the difference between *housework* and *homework*.
- In pairs, the students ask each other questions to find out if they did any of these things at the same time yesterday, and then report to the class as in the examples.
- Write on the board: *What time do you usually...? What time did you ... yesterday?* Ask the students to find a new partner and ask each other these questions, using the items of daily routine from the list in exercise 4. If they need help to formulate their answers, you could write two skeleton sentences on the board: *I usually ... at ..., and yesterday I ... at ..., as usual./I usually ... at ..., but yesterday I ... at ..., for a change.*

5 Vocabulary

Further practice

On the map

- The key to this exercise is in the students book, on page 122, so the students can do it at home if there is no time for it in the lesson.

- Prepare signs reading *North, South, East* and *West*. Ask the students what the directions are in the classroom, and hang up the signs on the four walls accordingly. (Use the real directions.)
- Place a chair in the middle of the room, and say that it represents the place where you all are right now, your town or city, and that these are the directions from here – North, South, East and West. So the room is now a big map. Without speaking to anybody (put your finger on your lips to stress this), the students should stand up and go to the place on the map where they spent their last holiday.
- Then, when everybody is in place, those who are standing closest to each other should speak to each other and find out if they really spent their holidays in the same part of the country or the world. Then they can discuss their holidays. If necessary, you can write some prompts on the board: *where ... go, what ... do, food? drink?*
- Still standing at their places, they should tell the class where they went on their holidays and what they did there, e.g. *We both went to Canada.* Or: *She went to Canada and I went to Ireland.*

A new story

- The students form groups of three. If you have brought some **pictures of interesting people** with you, let each group choose one of the pictures. In their groups, they write a story about the person in the picture, by thinking up entirely different answers to the fourteen questions in exercise 3b, *The receptionist's trip to London*, in Unit 4/Step 2, page 61. This new person will also take the train to London, have dinner and go the theatre, because these are implied by the questions, but what happens along the way can and should be entirely different.
- Post the pictures and stories on the wall so that everyone can see and read them.

Tell me more ...

- Each student writes his or her name on a piece of paper, along with a very short sentence about something he or she (really) did last week, like: *I went shopping.*
- Collect the papers, mix them up and distribute them at random, making sure that nobody gets their own sentence. Each student reads the sentence and writes two questions about it, e.g. *When did you go shopping? What did you buy?*
- Give the papers back to the people who originally wrote them. Each student reads out his or her own sentence and the two questions, and answers them in class.

Left-overs

- If there are any exercises in Steps 1, 2 or 3 that you had to omit because you were short of time, you might want to go back and do them now.

Activity pack 1

- Activity 18, *Astrid's life*, is a paired dictation involving statements in the past simple. Activity 31, *Scenario: Exchanging information*, is a dialogue about booking a room at a hotel, in which students have to put various parts in the correct order.

English at work 2 Communicating by e-mail

Contents

This page contains optional practice material for people who use English in their jobs. It includes some additional words and phrases that are useful in a work situation.

Tips and info

Timing

Ex. 1: 5 min. | Ex. 2a: 10 min. | Ex. 2b and *About e-mails*: 30 min.

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

If short of time

- Omit the discussion of the list *About e-mails* at the bottom of the page.

1 How much do you know?



- Pairs read the statements and decide together if they are true or false. Statements **2 and 3 are true** (though for 3 it would be possible to use a mobile phone, or a keyboard attached to a cable or satellite TV, instead of a computer). **1, 4 and 5 are false.**
- Ask the students to note down the answers to these questions, and then compare with a partner: *Do you ever send/receive e-mails? How often? When did you last send/receive an e-mail? Who was it to/from? What was it about?* (Questions in the form *When did you last ...?* were introduced in Unit 4/Step 1, exercise 3c.)
- Compare the answers with the whole class.

2a A booking by e-mail

- Read the instructions to the class and see if anyone can explain what a personal assistant is. (In British English, according to the *Longman Dictionary of English Language and Culture*, a personal assistant, or PA, is a *senior secretary employed to look after and take responsibility for the affairs of just one person.*)
- Ask the students what sort of things they think a PA might have to do, and list them on the board. The list might well include booking rooms for a business meeting.
- Working in pairs, the students read the four e-mails and decide on the order of the three in the right-hand column. The order is: **2, 4, 3.**

2b Three questions



- After you have confirmed the order, the same partners write down the questions that Mr Donovan, the hotel manager, probably asked, for example: **Would you like all rooms with bath or with shower? Would you like smoking or non-smoking rooms? You've booked rooms for eight people but a conference room for only six people – are your numbers correct?**

Option

- Divide the class into two, four or six groups, depending on the size of the class. In each group, the students pretend they are PAs. They decide on details of a business meeting (not the same as Bruce Carter's meeting) and write 'e-mails' to a hotel manager to arrange it.
- When they are finished, collect the e-mails and re-distribute them to other groups. Now the students in each group pretend they are hotel managers; they read the e-mails they have received, and reply by writing e-mails back to ask questions and complete the arrangements.
- As they write these, encourage the students to use the words and phrases printed in red in Sarah Parker's e-mails on page 69. (If by any chance you have access to a computer lab the students could write real e-mails to each other, otherwise they write them on pieces of paper and you or one of the students 'transmit' them by carrying them back and forth across the room.)

About e-mails

- Go through this list with the class. If some of your students work in offices, ask if there are any special rules about writing e-mails in the companies where they work.
- Ask the students: *Have you got/Did you use to have a pen-friend?* Now they are typically e-mail friends (Anna wanted to find one in Unit 2/Review, on page 36) and it all goes much faster. They can exchange dozens of e-mails every day if they want to.

English Network Magazine 2

Contents

These two pages contain optional activities and reading material on the topic *Getting around the USA*, and on travel by train in other parts of the world.

Tips and info

Timing

Introduction: 10 min.	Puzzle 20 min.	Learners' Letters: 20 min.
Texts 20 min.	Special report: 20 min.	

If short of time
Preparation

- Suggest that students read the *Learners' Letters* at home.
- If possible, bring along a large **map of the USA** and hang it up on the wall.

Introduction

- If any of the students have been to the United States, get the other students to ask them when they were there, where they went and how they travelled. If not, ask the students where they would like to go and what they would like to see in the USA.

Texts

- Hang up four **signs** in the four corners of the room: *By bus*, *By motorhome*, *By motorbike* and *By car*. Ask the students to think about how they would like to travel in America, and then to stand up and form groups by going to one of the four signs. (It doesn't matter, this time, if the groups are of unequal size.) They should take their books along, but keep them closed for the time being. In their groups, they talk about why they chose this kind of travel, and what they like about it. If necessary, you can write on the board: *I want/would like to travel by ____ because ...*
- After a few minutes, ask them to open their books and read the text about their kind of travel. Is there anything in the text that they had already mentioned in their discussion?
- Ask each group to report to the class about why they chose their particular kind of travel, and what the text said about it.

A competition puzzle

- Let the students do the puzzle individually and check their answers on page 122.
- After each student has completed the sentence (*I like travelling by train because ...*), ask some of them to read out their sentences. The others should listen and raise their hands if they have written the same (or a similar) reason.
- To answer the question at the bottom of the box they will of course have to read the three descriptions in the *Special report*.

Special report

- After the students have written their choices about which train trip they would like to win, ask them to tell the class which one they would like, and why.
- Ask them to read the texts again and discuss with a partner: *Which of these trains is the fastest? (The Bullet) Which is the oldest? (Probably the Orient Express) Which one carries the most passengers? (The Bullet) Which one is in Africa? (The Blue Train)*



Learners' Letters

- Ask the students to read this silently, and then talk about when and where they have seen this sort of instructions.
- Refer to the *P.S.* at the end of the letter, and ask if the students have got language problems that they would like to ask about.

Test yourself 2

- Point out *Test yourself 2* on page 72, and suggest that the students do it at home. Encourage them to ask you in the next lesson if anything in the test turns out to be difficult or unclear.

Unit 5

Far and near

Step 1

Contents

Storyline

Anita goes to a Scottish evening for tourists in Edinburgh, where she meets Carol and Don, from New Zealand, and Ben, from Chicago.

Vocabulary

How often: *once, twice, three times* ... Irregular participle forms: *bought, driven, drunk* ...

Grammar

The present perfect with *ever* and *never*.

Functions

Talking about places people have been and experiences they have had in their lives, up to now.

Tips and info

Timing

Picture page: 10 min.	Exercises 2–2c: 30 min.	Exercises 3–3b: 25 min.
Starter: 5 min.	Exercise 2d: 10 min.	Exercise 4: 10 min.

If short of time

- Omit exercise 4. Perhaps you can use it later, when you do the Review page.

Unit 5 picture page



- Ask the students to look at page 73 and see if they know anything about the countries or regions where these people live.
- In case the students have questions or are particularly interested in certain pictures, you can give them some of this information about the origin of the photos:
 - 1 top left: **Fulani women in western Africa**
 - 2 top, second from left: **Tibetan woman at an old shrine in Darjeeling, India**
 - 3 top, second from right: **apprentice geisha in Kyoto, Japan**
 - 4 top right: **fruit vendor in Fort-de-France, Martinique**
 - 5 left-hand side, second from top: **woman in Bangkok, Thailand, with hats to sell**
 - 6 left-hand side, third from top: **Peruvian mother and son**
 - 7 middle of the page: **woman in Inuit furs**
 - 8 right-hand side, lower picture: **net-fishing couple in French Polynesia**
 - 9 bottom left: **woman in India**
 - 10 bottom, second from left: **drummer on Tongatapu Island, the main island of the Kingdom of Tonga, in the South Pacific**

1 Starter

- Ask the students: *What do you think a tourist wants to see in our town/area? What does he/she want to eat or drink? What would you like to hear, see eat or drink in England or the USA?*

2 An evening for the tourists



T 2/9 2'03"

- Refer the students to the map of Britain on the inside front cover. Point out where Scotland is, and ask if anyone has been there. Then ask them to shut their books, and explain that in the dialogue Anita is at a Scottish evening in Edinburgh with three other people.
- Play the dialogue once and ask the students: *Do you think it's a big Scottish party? Are the people in a good mood (Laune)? Is the discussion at Anita's table interesting? Would you like to be there, too?*
- Write the places on the board: *Chicago, Dresden, Berlin, New Zealand, Auckland, Dunedin*. Play the dialogue again while students make notes on anything they hear about these places.
- Then the students compare their results in class, recalling what they heard.
- In groups of four, the students now read the dialogue in roles. (All the groups read at the same time, not in front of the class.)
- Ask if anyone in the class has eaten haggis or knows what it is, then refer them to *Language and culture*, page 85, for an explanation and a picture.

2a Have you ever been to Chicago? 

- Ask if any of the students have ever been to Chicago, then check to see if they have ticked the right box: **all your life, up to now**. You might have to explain that the word *ever* can be translated as *jemals, schon mal*.

2b Comprehension



- In pairs, the students should look through the dialogue and agree on the answers, before you write them on the board: **True: 2, 4, 6. False: 1, 3, 5, 7, 8.**

2c One more word

- Again, let the pairs try this first, before anyone tells the class: **Add the word *never* between *has/have* and *been*.** (If anyone asks, you can confirm that it would also be possible to add *-n't* to the word *has* or *have*.)

2d Vocabulary

T 2/10 1'59" / TS p. 92



Option

- Read out the sentences and explain that *once* and *twice* are irregular forms, then play the recording twice. The students should note down their answers individually first, then compare with a partner and then check with the whole class:
1 Carol and Don have been to Sydney six times and to Brisbane once. 2 Ben has been to Los Angeles twice. 3 Anita has been to Paris once. 4 Anita's mother has been to Munich seven times (not only three times, as it said in the example sentence).
- Ask the students at random: *How often have you been to Paris? the seaside? France? Italy? on holiday this year?* etc.

3 Today's grammar

Option

- Read out the example sentences and ask someone to tell you what the 's means in *She's eaten haggis*. (**It means *has*, not *is*.**) Point out that these sentences all refer to experiences people have had in their entire lives, up to now, as established in exercise 2a. When you say *She's eaten haggis*, the main point is that she knows (now) what it looks and tastes like, not exactly when she had this experience.
- Ask the class to explain why you can't say this sort of sentence about a person who is dead: **because there is no connection to the present; because the person doesn't know about it any more.** This point is also dealt with at the end of the *Language study* section on page 76.
- Give the students some regular verbs as prompts, and have them ask you questions beginning with *Have you ever ...?* For example, you say *play*, and one of the students asks: *Have you ever played tennis?* (or *football* or whatever; the student decides how to complete the sentence). You answer: *Yes, I have.* or *No, I haven't.* After a while the students can ask each other instead of asking you. Prompts: *book, change, complain, cook, help, invite, phone, play, smoke, stay, travel, use, visit, walk, watch, work.*

3a Have you ever been to ...?

- Read the dialogue and the grammar explanation to the class and make sure they understand when they have to switch to the simple past, and why.
- Monitor this exercise carefully, as the students do it in pairs, paying particular attention to the use of the simple past tense as soon as they start talking about a specific time in the past.

3b Have you ever ...?

Option

- This exercise has three parts. In the first part, the students complete the sentences individually and then compare with a partner: **1 Have you ever been to Chicago? 2 Anita has never visited her relatives in New Zealand. 3 Ben has never eaten haggis. 4 Carol and her husband have never been to Dresden.**
- In the second part, they fill in the verbs: **1 buy, 2 drive, 3 drink, 4 eat, 5 meet, 6 see.**
- In the third part, ask the students in pairs to write down four to six questions with the verbs listed. Then they work with another pair, and ask and answer the questions.
- Refer the students to the list of irregular verbs on page 135 and have them ask and answer questions as in 3a and 3b, using the verbs *swim, win* and *write*, e.g. *Have you ever swum in the sea? When/Where did you swim?* etc. It is best to do this with the entire class, so you can hear every sentence and stop the students from using unidiomatic combinations.

4 Over to you

- Make sure that the students use the present perfect and simple past correctly in their questions.

Homestudy

- Point out the *Language study*, *Homestudy* and *Before you go on* sections on pages 76 and 77, and encourage the students to do all of these at home before the next lesson.

If time permits**Resource bank:** Exercise 14: present perfect (p. 83)**Activity pack 1:** Activity 36, *Sightseeing and shopping in London*, involves the skill of reading for gist: students have to decide on a suitable heading for each paragraph.

Unit 5

Far and near

Step 2

Contents

Storyline

Anita, Ben, Carol and Don are still at the Scottish evening in Edinburgh. They talk about Dunedin (New Zealand) and Chicago (USA).

Vocabulary

Adjectives. Public buildings and shops.

Grammar

There is/there are and *there was/there were*. *Some* and *any*.

Functions

Asking for a description. Describing things and places.

Tips and info

Timing

Starter:	5 min.	Exercises 3–3a:	10 min.	Exercise 4:	10 min.
Exercises 2–2c:	35 min.	Exercises 3b–3c:	20 min.	Exercise 5:	10 min.

If short of time

- Omit exercise 4. Perhaps you can use it later, when you do the Review page.

1 Starter

- If no one says the word *museum* in this exercise, then you should do so, because it will come up shortly, at the end of the dialogue.

2 Interesting places

- Ask the students to sit in pairs. One partner opens at page 74 and the other at page 78, and they hold their books so they can both see both pages at the same time. Point out the two photos of Anita, Ben, Carol and Don at the 'Scottish evening' in Edinburgh, and ask the class what is the same in the two photos (**the same four people, the same table, the same posters of Scotland on the wall**, etc.) Do not insist on full sentences for these answers. The second photo is later, after the meal and the show.
- Point out the title, *Interesting places*. Then ask the students to shut their books. As they listen, they should note down the cities that are mentioned, and what the four people say about them.
- The students compare their notes with a partner, and then open their books and check their notes against the printed text of the dialogue.

 T 2/11 2'23"

2a Comprehension

- Write the ordinal numbers *1st, 2nd, 3rd ... 12th* on the board, and ask individual students to pronounce them. If necessary, refer the students to page 45, where the ordinal numbers were introduced, or to page 134, where they are listed at the end of the *Grammar* section.
- With a partner, the students should look through the twelve statements in 2a and agree on the order, using the ordinal numbers and looking back at the dialogue as often as necessary. When they have made their choices, write the answers on the board so they can check: **3, 7, 1, 11, 9, 5, 2, 6, 8, 12, 4, 10**.
- Ask individual students to read out the statements in order, with the appropriate ordinal number at the beginning: *First, they packed their bags. Second, they left home.* etc.



2b Vocabulary

- Working individually, the students should look through the dialogue, find the nine adjectives (they come in the same order as on the list) and underline them in pencil.
- Then call on individual students to read out one of the words and say what it describes: **1 interesting – The show was interesting. 2 small – Dunedin is a small city. 3 nice – The restaurant car was nice. 4 excellent – The lunch was excellent. 5 modern – Chicago is a modern city. 6 terrible – The fire in 1871 was terrible. 7 old – The old city was Chicago before the fire. 8 big – Chicago is a big city. 9 fantastic – The Art Institute in Chicago is a fantastic museum.**



2c True or false?

 T 2/12 1'52" / TS p. 93



- The students listen to the ten sentences and circle the numbers of those that contradict the information given in the dialogue. The quickest way to check the answers is for you to write them on the board: **False: 1, 2, 4, 7, 9**.
- Play the recording again, this time pausing after each false sentence so the students can note down their corrections: **1 Dunedin is a small city, it's not big.** (But it is on the South Island of New Zealand, as was mentioned in Step 1.) **2 There are only about 115,000 inhabitants in Dunedin, not half a million.** **4 The airport in Dunedin isn't very big.** **7 The terrible fire in Chicago was in 1871, not ten years ago.** **9 Chicago's fantastic**



art gallery is called The Art Institute (not The Metropolitan Museum of Art, which is on Fifth Avenue in New York).

3 Today's grammar



- Read out the examples, and ask the students for the German equivalent of *There is* and *There are* (**es gibt** for both) and for *There was/there were* (**es gab** for both).
- Read the third and fourth lines again and see if they can explain the difference in the use of *some* and *any* (*some* is generally used in positive sentences, *any* in negative sentences and questions.). If there is any uncertainty about this point, refer them to item 3 in the grammar summary on page 131.

Option

- Ask the students to form new sentences with *there is/there are* and *some/any*, based on the prompts you give them, starting with: *There are some nice parks in Dunedin.* Use these prompts: *are there?, theatres?, shopping centre? there is, information centre, old houses, university, is there?, video shop?*

3a Ask a partner

- Students should tick (✓) the proper box each time their partner answers *Yes, there is* or *Yes, there are*, and then report to a new partner.

3b Exchange information



- As in all the *Exchange information* activities, A and B should communicate orally, and not look at each other's pages until they have completed all ten sentences.
- A's five sentences on page 114 are: 1 There's **an art gallery**. 2 There are **eight cinemas**. 3 There's **a university**. 4 There aren't **any trams**. 5 There's **a museum**.
- B's sentences on page 118 are: 6 There are **four swimming pools**. 7 There **isn't an opera house**. 8 There's **a train station**. 9 There's **a conference centre**. 10 There's **an airport**.
- Accordingly, the students' finished factfile on page 79 should contain the following answers: Airport: **yes**. Art gallery: **yes**. Cinema: **8**. Conference centre: **yes**. Museum: **yes**. Opera house: **no**. Swimming pool: **4**. Train station: **yes**. Tram: **no**. University: **yes**.

3c The Scottish evening

- Do this with the entire class, paying attention to the use of *some* or *a lot of* in positive sentences (*There were some Scottish flags*) and *any* in negative sentences.
- If there is any confusion about the words *Scottish* and *Scotch*, see if anyone can explain the difference: *Scottish* is the adjective for people and things from Scotland, *Scotch* is a noun meaning whisky made in Scotland (and also the name of an American company that makes sellotape). The difference between these two words has already been mentioned, in the *Panorama* on page 19.

4 How to say it: Asking for a description

Option



- Except for *attractive*, *unattractive* and *cheap*, the adjectives on the list have all appeared previously in the coursebook.
- Point out that the questions all begin with *What* and end with *like* (a construction that does not exist in German), and that they vary according to the tense (present or past), number (singular or plural) and gender (*he*, *she* or *it*) of the preceding sentence.
- Say the following sentences, and have students ask you for a description using the proper question: *There's a big university in Edinburgh. (What's it like?) I saw Edinburgh castle last summer. (What was it like?) I saw some Scottish dancers. (What were they like?) I know some famous opera singers. (What are they like?) I met Bruce's grandmother once. (What was she like?)* etc. This will also be practised in *Homestudy*, ex. 4.

5 Over to you

- As you monitor the various groups, listen not only for the correct use of the present perfect and simple past, but also for the ways of asking for a description, as just practised in exercise 4.

Homestudy

- Point out the *Language study*, *Homestudy* and *Before you go on* sections on pages 80 and 81, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 15: questions with *is/are/was/were there?* and short answers (p. 84)

Activity pack 1: Activity 39, *In the living room*, provides further practice with *there is/there are* and with prepositions of place.

Unit 5

Far and near

Step 3

Contents

Vocabulary Skills

Colours. Adjectives to describe a town or a country. Reading an informal postcard and a more formal text which includes general statements and statistics. Writing an e-mail about a town, to someone who has never been there. Listening to someone from New Zealand talking about tourist attractions and Christmas.

Tips and info

Timing

Starter: 10 min.	Exercise 2a: 10 min.	Exercise 2c: 10 min.
Exercise 2: 15 min.	Exercise 2b: 10 min.	Panorama: 35 min.

If short of time

- Assign exercise 2c as homework.

1 Starter

- Ask the students to form five groups, one for each of the colours in the exercise: *red, yellow, blue, black, green*.
- Someone in each group writes the name of their colour at the top of a sheet of paper, and then they list things they can see that are that colour. In the meantime, you should circulate to help with vocabulary and spelling. If they run out of ideas, you can make some suggestions in a low voice: *Look around the room. Look out the window. Look through your book. Look at people's clothes.*
- After a few minutes, ask them to pass their papers on to another group. The people in each group should read through their new list, choose three words that they like or find interesting, and then report these to the class.

Option

- Ask the students to look back at page 11 and tell you which colours the flags are: *The Italian flag is green, white and red.* (etc.)

2 A postcard from Brighton

- Ask if any of the students have ever been to Brighton or know anything about it. (Those who have done a real beginners' course with *English Network Starter Compact* may remember that Unit 11 of that book took place there.)
- Read out the instructions, point out the photos of Brighton and explain what a *pier* is.
- Ask the students to read the postcard silently and underline anything they find in the text that they have seen in one of the photos. The **sea** and the **Pavilion** (but not the Pier) are mentioned in the postcard text – and some or most of the people on the beach in the first photo may well be **foreign students**.



Option

- In pairs, the students decide which picture postcard they would choose to match the text, and why.
- Point out the five adjectives below the photos: *beautiful, interesting, old, nice, good*. Ask the students to look through the postcard text again and mark these words, some of which appear more than once.
- Call on individual students to tell you how often each adjective comes in the text, and what it describes: **Beautiful comes once: Brighton is a beautiful town. Interesting comes three times; there are a lot of interesting things to see, the Pavilion is a very interesting building and there are lots of interesting shops. Old comes twice: the Pavilion is over 200 years old and there is an old part of Brighton called 'The Lanes'. Nice comes once: it's very nice here. Good comes once: there are lots of good restaurants.** (If anyone has forgotten the expressions *once, twice* and *three times*, refer them back to page 74, exercise 2d.)



Option

- Ask the students to think of questions they would want to ask Sabine and Thomas after their return from Brighton. The students work in groups of three and write down their questions to be compared in class later, e.g. *Did you swim in the sea?*
- Working in pairs, the students write down one positive or negative sentence with each of these five adjectives about something in their own town or city, and then read them out to the class, to see if the others agree.

2a Personal dictionary

- Each student decides individually on a place that he or she has been to and wants to describe. You can help them with vocabulary, and encourage them to write at least ten words clearly in the *Personal dictionary* on page 153, so someone else can read them.

2b Tell your partner

- Working in pairs, the students trade books, and each looks at the other's *Personal dictionary*. Partner A tells about a place, trying to use the words that he or she has just written down. While listening, partner B looks at A's *Personal dictionary* and ticks (✓) each word that A actually uses. Then they change roles: B talks about a place, and A ticks off words in B's *Personal dictionary*.

Option

- As you monitor this, note down all the places the students are talking about, and write them on the board afterwards. Then some of them can ask each other: *Who talked about (Buenos Aires)? What did you like about it?* etc.

2c And now – your town

- Form new pairs. The e-mail they write about their town can be similar to the postcard about Brighton that they have just read, though of course they should also mention things that are *not so beautiful, not very interesting*, etc.
- Hang their texts up on the wall or on a pinboard, if possible, so everybody can go round and read them.

Panorama

- Ask the students to tell you what they have heard about New Zealand thus far in the course. They may recall that Anita has got some cousins there, one of whom wrote her an e-mail in Unit 2/Step 3. There was also a man from New Zealand in the Panorama of Unit 1, and it was mentioned in the 'official language' quiz in the English Network Magazine 1. In Unit 3/Step 3 we learned that one American dollar was worth 3.4722 New Zealand dollars (on the day they made the recording; it may be different now.). And of course Carol and Don, from Unit 5/Steps 1 and 2, come from Dunedin, which is on the South Island of New Zealand.
- Ask if any of the students know anything about the Maoris in New Zealand. Then write on the board: *Who are the Maoris? What did the Europeans use to think of them?* (If necessary, remind the students of the expression *used to*, which was introduced and practised in Unit 4/Step 1.) Ask the students to read the first paragraph of the *Panorama* text silently and then talk about these questions, first with a partner and then with the whole class.

Ex. 1

- Establish what the words *population* (*Bevölkerung*), *area* (*Fläche*) and *density* (*Bevölkerungsdichte*) mean. Perhaps some of the students can explain these, otherwise you can tell them. Then they should read the second paragraph silently and write the appropriate figures in the grid: **Germany: population 81,000,000, area 357,000 square kilometres, density 226 people per square kilometre. New Zealand: population 3,500,000, area 269,000 square kilometres, density 13 people per square kilometre.**

Ex. 2

T 2/13 2'36" / TS p. 94



- Point out the four photos and the seven numbers on the map. As they listen to the recording, the students should match one of the numbered places with each photo. Point out, if necessary, that this is global listening; which means that they don't have to understand every word, just enough to complete the task. Pictures *a* and *b* will probably not be difficult, but if the students do not agree on *c* and *d* (which, after all, are quite similar photos), play the recording a second time interrupting after each picture to give them a chance to decide, before revealing the answers: **1a, 2b, 5d, 6c.** (The mountain in *d* is definitely higher than the ones in *c*, and we learn from the recording that Mount Cook is the highest mountain in New Zealand.)

Option

- The students close their books. Read the text from the beginning and stop at any point where you want them to remember and complete a word or phrase. Invite each individual student to contribute by gesturing. For instance: *Aotearoa is the Maori name for ... (New Zealand). The Maori people were there a long time before the Europeans ... (began to settle/settled) there in the middle of the 19th ... (century).* Etc.

Homestudy

- As homework, encourage the students to do the *Homestudy* exercises on page 84. In addition, they could read the *Language and culture* texts on page 85 and *Lerntipp 5* on page 109, if they have not done so already.

If time permits

Resource bank: Exercise 16: formulating comprehension questions (p. 84)

Activity pack 1: Activity 13, *Scenario: Explaining/giving information*, is a walk-around activity in which students ask for and give tourist information.

Unit 5

Far and near

Review

Contents

The Review page contains practice material for revision of functions, vocabulary and structures (the present perfect and *there is / there are / there was / there were*) that have been introduced in the three Steps of this Unit, including a "Role-play" activity.

Tips and info

Timing

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

If short of time

- Leave out one or more of the *Further practice* activities.

1 Starter

- For this exercise the students can also choose words from page 152 or the top of 153. Listen especially for the use of *there is* and *there are* in some of the questions, and make corrections in a quiet voice if necessary. The students can change roles after each word.

2 Make a questionnaire with a partner

- The students can work with a partner first, each filling in their grid with the same verbs. Stress that they should use five different verbs for these questions. If anyone has trouble thinking of verbs to use, suggest that they look back at Unit 5/Step 1, or look at the list of irregular verbs on page 135.

3 Have you ever ...?
Oh, when ...?

- Working individually, the students should choose three of the six topics and write questions about them, starting with *Have you ever ...?* Remind them to use the correct preposition in their questions about travelling: *by car, by bus, by train, by plane, by bicycle* but *on foot*. If necessary, refer them back to page 63, *Before you go on ...*
- To make sure that the students switch from the present perfect to the simple past as soon as they start asking for details, invite them to address the same questions to you first. Correct them if necessary – for instance, make a gesture with your thumb back over your right shoulder (as in the first photo in *Lerntipp 2* on page 106) to remind them that they are supposed to be using the past tense.
- You might want to do the second half as a walk-around activity, so each student can talk to several different people and ask each question several times.
- Encourage the students to report to the class about things that others have done, e.g.: *Heike has travelled in South Africa by bicycle. She was there for six weeks in 1999.*
- In the class, students ask each other questions beginning: *How often have you ...?* For example: *How often have you driven to Paris?* The answer could then be: *I've never driven to Paris.* or *I've driven to Paris once/twice/three times/several times/many times.*

Option

4 Role-play

- One possible dialogue would be as follows:
A: Where are you from?
B: I'm from (*Berlin*). And you? Where are you from?
A: I'm from Scotland.
B: Scotland? Have you ever eaten haggis?
A: Yes, I have.
B: What's it like?
A: Well, it's interesting. It's a sausage, a large round sausage. Have you ever been to a tourist evening before?
B: Yes, I have.
A: Where was it?
B: It was a Maori evening, in New Zealand.
A: Oh, really? What was the evening like?
B: Oh, it was very nice.
A: What did you see there? And what did you drink and eat?
B: We saw lots of dances, and we drank beer. And the food was a special Maori tradition called a Hangi.
A: What's a Hangi??
B: It's a special dinner. They cook the food in the ground for hours.
A: What was the food like?
B: Oh, it was delicious.

5 Vocabulary

- On a separate piece of paper, the students should write down the places where these items might be found, not the names of the items themselves. The key to this exercise is in the students book, on page 123, so they can do it at home if there is no time for it in the lesson.

Further practice**Grandpa's & Grandma's**

- Tell the students a few things about your grandparents: when they were born, where they lived, etc. Tell them a bit about the house or flat where your grandparents lived when you were a child, and get the students to ask you questions about it, starting with *Was there ...?* and *Were there ...?*, for example: *Was there a colour television in their house? Were there any cats or dogs? Were there any computers? Was there a swimming pool?* If the questions start getting too obvious, tell the students they should try to get as many *No*-answers as possible.
- Then have the students ask each other similar questions in small groups about their grandparents' houses. Make sure they ask with *Was there ...?* and *Were there ...?*, and answer in the form *Yes, there was/were.* or *No, there wasn't/weren't.*

Tell us about it

- Write on the board: *What is/are/was/were ... like?* Say that you are going to start telling a little story, but every time you pause they should ask you for a description of the last thing you mentioned. For instance, if you start by saying *Once upon a time there was a little girl*, and then pause, someone should ask: *What was she like?*
- The story is as follows (with their questions in brackets): *Once upon a time there was a little girl. (What was she like?) She was very beautiful, and she lived in a house. (What was it like?) It was a small house in the country, and she lived there with her grandfather. (What was he like?) He was a nice old man, but he had two dogs. (What were they like?) They were terrible, and the little girl was afraid of them, so she ran away to a city. (What was it like?) It was a big, interesting city, and when she grew up she met a man there. (What was he like?) He was fantastic, so they got married, and now they live in a flat. (What's it like?) It's a very modern flat on the top floor, and they've got two cats. (What are they like?) Oh, the cats are lovely, but they don't have much time to play with the cats any more, because they've got a baby daughter now. (What's she like?) She's beautiful, just like her mother.*

Pronunciation

- Write the phonetic symbol /ə/ on the board and have the students practise saying it. Then dictate the following words from Unit 5 in this order, being careful to pronounce the /ə/ sound correctly: *relative, tonight, driven, inhabitant, terrible, attractive, century.* The students should write these words down and underline the part of the word that is pronounced /ə/: **relative, tonight, driven, inhabitant, terrible, attractive, century.**
- To confirm these choices, ask them to find these words in the vocabulary list for Unit 5 on pages 151–153 (the words come in the same order as you dictated them) and find the /ə/ symbol in the phonetic transcription. Then ask the students to look at the words they have written and tell you which letters can be pronounced /ə/: **the vowels a, e, i, o, u.**
- Finally, refer them to *Lerntipp 5* on page 109 and point out the reference to /ə/ at the top of the second column. (If anybody notices that the letter *i* is not listed in the *Lerntipp*, praise them and explain that this pronunciation of *i* is relatively rare, and not all English speakers pronounce the letter *i* this way.)

**Left-overs**

If there are any exercises in Steps 1, 2 or 3 that you had to omit because you were short of time, you might want to go back and do them now.

Activity pack 1

If you have an overhead projector in your classroom, you could use transparency 49 to practise the use of the present perfect and the simple past. Uncover one picture at a time and have the students ask each other if they *have ever been* to the various countries. Then conduct Activity 49e (*I went there*), being careful to have everyone use the simple past, not the present perfect, as soon as they begin talking about a specific time in the past.

Unit 6

Food and drink

Step 1

Contents

Storyline

After returning from Edinburgh, Anita has lunch with Bruce Carter at a restaurant in London.

Vocabulary

Things to eat and drink. Regional and national dishes. Restaurant vocabulary.

Grammar

Like and would like.

Functions

Ordering food and drinks. Expressing likes, dislikes, wishes and preferences.

Tips and info

Timing

Picture page: 5 min.	Exercises 2–2a: 20 min.	Exercises 3–3b: 25 min.
Starter: 10 min.	Exercises 2b–2c: 15 min.	Exercise 4: 15 min.

If short of time

- Leave out exercise 4 for now. Perhaps you can use it later, with the Review page.

Unit 6 picture page



- Ask the students to open their books at page 87, see how many of the things they can name in English (be prepared to help!), decide with a partner which drink usually goes with which kind of food, and write the number of the drink in the little box: **1 cola with chips, 2 beer with sausages, 3 orange juice with muesli, 4 red wine with roast beef, 5 champagne with canapés.** Then discuss the second question in class.

Option

- Ask the students: *When would you eat and drink the kind of food and drinks shown? (E.g. when I'm alone/at a party/for breakfast/on a Sunday/at Christmas etc.)*

1 Starter

- If the students really can't think of any typical food or drink for one or another of the countries, you could offer some of these suggestions. Read the food and drinks out to the class in random order and ask the students to name the country: *Austria: breaded veal cutlet (Wiener Schnitzel), Viennese coffee. China: Peking Duck, green tea. France: cheese, champagne. Germany: sauerkraut, beer. Greece: gyros, ouzo. India: curries, tea. Italy: spaghetti, cappuccino. Japan: sushi, rice wine. Mexico: tortillas, tequila. Scotland: haggis, whisky. Spain: paella, sherry. Switzerland: cheese fondue, milk. Turkey: döner kebab, raki. USA: steak, cola.*

Option

- Students from the various groups read out some of the less obvious items of food and drink from their lists, and others in the class try to guess which countries they are from.

2 Here's the menu.



- Ask the students to close their books and tell you what they can remember about what Anita did in Unit 5: **She went to a Scottish evening in Edinburgh, ate haggis.** etc.
- Explain that Anita is back in London now, after her trip to Edinburgh. She is in a restaurant and wants to order lunch.
- Write on the board: *drink, starter, main course, vegetables, and ...*
- The students listen to the dialogue with their books closed, note down what Anita orders and then compare with a partner before you collect the answers on the board: Drink: **a glass of Chardonnay (white wine).** Starter: **a salad.** Main course: **salmon with new potatoes.** Vegetables: **peas.** And ... **some brown bread.** As you write these words on the board, the students confirm the answers in full sentences: *She'd like a glass of Chardonnay. As a starter, she would like a salad.* etc.
- Ask the students to open their books and read along as they listen to the recording again.

2a Pronunciation



T 2/15 0'35" /TS p. 94



- Ask the students to read through the dialogue silently and underline or highlight the eight words that are listed in 2a.
- Play the recording of the dialogue again. The students mark their answers in 2a as they listen. Then they compare with a partner and complete the three groups of words.
- Play the recording of Exercise 2a, so the students can check their answers: Same as *please*: **meat, peas, eat.** Different from *please*: **ready, steak, bread, breakfast, great.** Group 1: **please, meat, peas, eat.** Group 2: **ready, bread, breakfast.** Group 3: **great, steak.**
- Assign each of the nine words to a student or pair of students. They should look up their word in the *Dictionary* section at the back of the book and decide which phonetic symbol represents the *ea*-sound in their word. Then you should write the three symbols: /i:/,

Option

/e/ and /ɛɪ/ on the board and ask the students which words to write under each symbol. At the end, you should have the three groups of words from 2a listed on the board:
Group 1 (please) under /i:/. Group 2 (ready) under /e/. Group 3 (great) under /ɛɪ/.



2b Vocabulary



- Read out the nine items (*steak, rice, etc.*) and ask the students to repeat after you in chorus. Then, in pairs, they decide where each item goes and write it in the menu in pencil. Starters: **soup of the day, melon, tomato juice, butter.** Main courses: **steak, rice, carrots.** Today's special: **vegetarian lasagne.** Dessert: **fruit salad.**

- If there is any confusion about the word *chips* on the menu, it might be helpful to write this grid on the board.

British	American	German
<i>chips</i>	<i>French fries</i>	<i>Pommes</i>
<i>crisps</i>	<i>chips</i>	<i>chips</i>

- Point out if necessary that in the word *salmon* /'sæmən/ the letter *l* is silent.

2c How to say it: Likes, dislikes and wishes

- In their groups, the students should take turns playing the waiter/waitress and the customers, so they can practise all the expressions on the list. As you go around and listen in, be sure they don't leave off the 'd in *I'd like ...* .

3 Today's grammar

- Read out the examples in the two columns, and help the students by giving the translations: *ich mag ... / ich möchte gerne ...*
- Write on the board: *I like _____, but today I'd like _____ for a change.* Ask individual students to complete the sentence in various ways, e.g. *I like fish, but today I'd like a steak for a change.* After the first few examples have been given, rub out the words *like* and *I'd like* so the students have to supply them when they say their sentences.
- Write on the board: *Would you like ...? Do you like ...?* Read out the following situations, and ask the class to suggest what the people might say in each (some examples are given in brackets, but you can of course accept any appropriate sentence):
 - 1 *Mary has a party today. She offers cheese and ham sandwiches. What does she say to her guests?* (e.g.: **Would you like a cheese or a ham sandwich?**)
 - 2 *John is at a travel agency. He wants to book his next summer holidays, but he doesn't know where to go. What does the person at the travel agency ask him, do you think?* (**Would you like to stay at a hotel? / travel by plane? etc. Do you like France? / the South? / the mountains?** etc.)
 - 3 *John arrives at the hotel. What does the man at reception ask him?* (**When would you like breakfast? Would you like a morning call?** etc.)

Option

3a In a restaurant

- Pairs read and vary this dialogue. They can also talk about meat (steak or chicken), dessert (ice cream or fruit salad) and wine (red, white or rosé).

3b An offer or a general question?



Option



- Read out the example sentences and ask the class to give you some more examples of offers (like *Would you like a glass of wine?*) and general questions (like *Would you like to be a dancer?*)
- As they listen to the recording of the ten sentences, the students note down the numbers and then compare with a partner: Offers: **1, 4, 5, 8, 9.** General questions: **2, 3, 6, 7, 10.**
- Play the recording again and pause after each sentence so that individual students can give an appropriate answer: **Yes, please** or **No, thank you** to the offers. **Yes, I would** or **No, I wouldn't** to the general questions.

4 Over to you

- Demonstrate the use of the five expressions listed here by talking briefly about your own likes and dislikes: *I love salmon. I'm not too keen on chips.* etc.
- Form new groups by giving each student a number from 1 to 4 and then asking them to take their books and assemble in the four corners of the room to do the exercise.

Homestudy

- Point out the *Language study, Homestudy* and *Before you go on* sections on pages 90 and 91, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 17: revision of *What was it like? What were they like?*; talking about food (p. 84)

Activity pack 1: If you have an overhead projector in your classroom, try Activity 54e, *What would you like?*, to practise offering, accepting and refusing food and drink.

Unit 6 Food and drink Step 2

Contents

Storyline Anita has finished her lunch at the restaurant, and wants to pay.
Vocabulary Food and drink.
Grammar The future with *will*: statements, questions and short answers.
Functions Asking for something. Talking about plans for the future.

Tips and info

Timing Starter: 10 min. | Exercise 2b: 5 min. | Exercise 3b: 15 min.
 Exercises 2–2a: 35 min. | Exercises 3–3a: 15 min. | Exercise 4: 10 min.

If short of time • Leave out exercise 4 for now. Perhaps you can use it later, with the Review page.

1 Starter • In these dialogues, partner B should always offer a choice: *Would you like the ice cream or a fruit salad? Would you like it with milk or with lemon?* etc. Encourage the students to use words from Step 1 and from the *Before you go on* section on page 91.

Option • If any of the students have used the *English Network 1* CD-ROM to find out more about traditional British food, as was suggested in Step 1, ask them to report briefly to the class. You might also ask them to look at *Language and culture* on page 99 and tell you if any of the typical British dishes mentioned there (*roasts, steak and kidney pie, British puddings*) are also described or shown on the CD-ROM. **(Roasts and British puddings are on the CD-ROM. Steak and kidney pie is not.)**

2 Where will you be? • Ask the students to close their books and tell you what they can remember about what happened in the dialogue in Step 1: **Anita was in a restaurant in London. She ordered wine and a meal. Later Bruce Carter came in.** etc.

• Explain that in today's dialogue she has finished her lunch and wants to pay. Bruce is still with her. Give the students these two questions, or write them on the board:
 1 *Where will Anita be next weekend, and why?*
 2 *Where will Bruce be next month, and why?*

 T 2/17 2'02" • The students listen to the dialogue with their books closed, and then confer with a partner about the answers to the two questions.
 • Then they can open their books and look through the printed dialogue to confirm their answers: **1 Anita will be in Dresden next weekend because it's her mother's 60th birthday on Saturday. 2 Bruce will be in Germany next month (in Munich, apparently) because of some meetings.**

• Play the recording again while the students follow along in their books. Then they can read the dialogue in groups of three.

Option • Ask the students to shut their books. Then give them some words or phrases from the dialogue as prompts, and ask them to say anything they remember from the dialogue in relation to the prompt. For instance, if you say *delicious*, one of the students could say *Anita's salmon was delicious*. Use these prompts: *this time tomorrow, next weekend, the bill, American Express, enjoyed, Germany, next month, call me, tour, drink*.

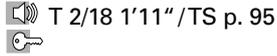
2a What did Anita and the waiter do? • Working individually, the students number the eight words, looking back at the printed dialogue as often as they wish, and write down the complete sentences.

• In pairs, they take turns saying the eight sentences, both to confirm the order and to practise forming positive sentences in the past tense with the verbs on the list: *A: First she asked for the menu. B: Then she ordered a drink. A: And after that she ordered a starter.* etc. The order is: **1 menu, 2 drink, 3 starter, 4 main course, 5 dessert, 6 bill, 7 credit card, 8 receipt.**

Option • Write on the board: *A receipt is A recipe tells you A prescription is*
 • Ask the class to repeat the underlined words after you, and then explain their meanings. For example: *A receipt is a piece of paper that shows someone has paid a certain amount of money. A recipe tells you how to cook something. A prescription is a piece of paper from the doctor, so you can buy a certain kind of medicine.*
 • Then say these sentences and ask the class to complete them using the appropriate word: *I was ill, so the doctor gave me a ... (prescription). I bought a television, and*

they gave me a ... (**receipt**). I wanted to cook Peking Duck, so my mother gave me the ... (**recipe**). I couldn't buy the medicine I wanted, because I didn't have a ... (**prescription**). John gave a dinner party and needed a special... (**recipe**). Susan couldn't get the money back for her new camera because she lost the... (**receipt**). etc.

2b How to say it: Asking for something



- These four ways of asking for something have the same meaning and are equally acceptable. Each student should choose one of them to learn and tick the box.
- Ask the students to look through the dialogue and tell you which one of these sentences was used, and who said it (**Anita used number 2: Could I have the bill, please?**). Ask how she attracted the waiter's attention so she could say this (**Oh, excuse me.**).
- Read out the four answers *a–d* and explain that they are interchangeable: any of the answers would be possible for any of the questions. So the task is to listen and decide which answer the waiter actually gives to each question: **1c, 2d, 3b, 4a.**

3 Today's grammar

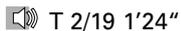
- Ask the class what time these sentences are about (**the future**). You might want to mention that this is not the only way to talk about the future in English, and that more ways will be introduced in *English Network 2*.
- Ask the class to repeat the example sentences after you. Insist that they really say the 'll in *I'll, he'll, she'll, they'll*.
- Point out that the short answers all consist of three "words": *Yes, I will. No, she won't.* etc. (To preserve this rhythm, the word *will* cannot be shortened to 'll in a positive short answer.). Practise these by asking simple questions with *will*, such as: *Will you go shopping tomorrow? Will you ride a bicycle a the weekend? Will you go to a party on Saturday? Will you have guests next week? Will you buy a new car next year? Will you learn another language in the future? Will you visit England/America on your next holiday?* etc. Address each question to several students in turn, and let them answer (truthfully) with *Yes, I will.* or *No, I won't.*

3a Will or won't?



- Write the words *probably* and *definitely* on the board and have the students repeat them after you. Ask them to find these words in the dialogue and tell you what they mean and who says them (**Anita says "I'll probably be there for a few days ..." Bruce says "I'll definitely call you."**).
- Individual students complete the eight sentences truthfully, in writing, and then ask a partner, writing his or her answers on a separate piece of paper.
- When the students report to the class at the end, insist that they use the words *probably* or *definitely* in their sentences. (Otherwise they might produce sentences with the *will*-future that would sound a bit strange to English speakers.)
- They can also ask you the eight questions.

3b A poem: When ...



- Ask the students to shut their books. If your students have not yet reached retirement age, ask them: *What will you do when you are old and free?*
- Before playing the recording, give the question: *What will this man do when he is old and free?* After listening, partners can confer on the answers, and then you can collect them in the class: **He'll be home every day. He'll have more time for his family.** etc.
- Now the students can open their books. In pairs, they complete the poem using the words given. Note that there are four word lists, one for each verse of the poem.
- Listen again to check answers: **1 give up, will, be, will, do, will, see, Will, be. 2 Will, love, Will, bring, Will, be. 3 'll get up, 'll have, 'll, be, 'll say. 4 'll have, 'll be, will be.**
- Then agree in the class about who *I, you* and *they* are: *I = the husband, you = the wife, they = their children.*

4 Over to you

- The person giving the answers should say only *Yes, I will* or *No, I won't*, so the others have to ask further questions until they have found out exactly where the holiday will be.

Homestudy

- Point out the *Language study, Homestudy* and *Before you go on* sections on pages 94 and 95, and encourage the students to do all of these at home before the next lesson.

If time permits

Resource bank: Exercise 18: future with *will* (p. 84)

Activity pack 1: Activity 41, *Find someone who ... (2)*, is a walk-around activity in which students ask and answer questions using the *will*-future. If you have an overhead projector, you could also do Activity 53d, *Where do you think you'll be?*

Unit 6	Food and drink	Step 3
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Contents

Vocabulary Skills

Units of measure for shopping. Words for food and types of restaurants. Reading about shopping and good eating habits. Writing a shopping list. Listening to people talking about the dinner they had last night.

Tips and info

Timing

Starter: 10 min.	Exercise 3: 5 min.	Exercises 4a–4b: 15 min.
Exercise 2: 15 min.	Exercise 4: 10 min.	Panorama: 35 min.

If short of time
Preparation

- Omit 4b and have the students talk about their shopping list in 4a.
- If you want to do the role-playing *Option* after exercise 4b, bring along lots of magazine pictures of fruit, vegetables, cheese, wine, etc.

1 Starter

- If your class is not large enough for groups of four, you could carry out the exercise as follows: Assign one of the seven places to each individual or pair, for instance by preparing slips of paper with the numbers 1–7 and distributing them at random. Then each person or pair writes a description of the place and reads it to the class, so the others can guess which place it is.

2 Yesterday’s dinner

T 2/20 2’51” / TS p. 95



Option



- As the students listen to the four descriptions, they should fill in their answers and then compare with a partner before confirming with the whole class: **1 a takeaway restaurant, 2 a self-service restaurant, 3 a coffee bar, 4 a five-star hotel restaurant.**
- Write the following headings on the board, and ask the students to write them on a piece of paper: *Reason for eating. Kind and quality of food.* Then play the recording again and pause after each description, so the students can take notes under the two headings. Afterwards they compare with a partner and then with the whole class. Possible notes: **1 a good film on TV / delicious Chinese takeaway food. 2 worked late, until about 8 o’clock, was hungry / great vegetarian food, no service. 3 housework and shopping all day, waited at the doctor’s, cinema at seven / coffee and a big piece of chocolate cake. 4 her 30th birthday, surprise dinner / excellent food, a lot of money.**
- Talk about the final question with the whole class. If there is too much agreement (and hence too little to say), you could ask: *Would any of you like to go to a (coffee bar)? Why?/Why not?* etc.

3 Where did this man eat?

Option

- Discuss these questions with the whole class. Talk about what fast-food restaurants there are in your area (not only hamburger restaurants, but also döner, fried chicken, etc.) and ask if some are better than others.
- Write on the board: *Have you ever ...? How often do you ...? When did you last ...?* so the students can ask each other questions back and forth across the classroom using various tenses that have been introduced thus far in the course.

4 Today’s shopping list



- Point out that the shopping list is divided into three parts, one for the starter, and for the main course and one for dessert.
- Ask the class to name the items around the shopping list, from the top, going clockwise: **cucumber, iceberg lettuce, spring onions, grapes, melon, kiwi, lemon** (not on the shopping list, by the way), **pear, banana, tomatoes.** (If you have a large class, the students can do this in groups of four or five.)
- Working in pairs, the students look through the shopping list and find the short ways of writing these words: **kg = kilo; g = grams; pks = packets.**
- The same partners read through the shopping list more carefully and try to agree about what is on the menu for tonight: **Starter: a Greek salad. Main course: mushroom risotto. Dessert: fruit salad with vanilla ice cream.**

4a Personal dictionary

- If you have a multi-national class, “in your country” could of course mean the student’s country of origin, not the country where the class is being held. Clear this up

first, and let students who come from the same country or region work together, so they can think of a dinner that is typical in their place of origin.

4b And now – the shopping list

Option

- When the students write their shopping lists, encourage them to use the abbreviations *kg*, *g* and *pks* as in exercise 4.
- If you have time for a role-playing activity, divide the class into two groups, the shoppers and the shopkeepers. Give the shopkeepers some magazine pictures of fruit, vegetables, cheese, wine, etc. They can sort these onto some tables at the front of the classroom, and help each other with the English words for the various things that they have to sell in their shop. Meanwhile you may want to write on the board: *Excuse me, have you got any ...? / Yes, we've got some lovely ... / We haven't got any ... today, I'm afraid. / I'd like ... / How much is it? / I'll take ... / That'll be ... pounds ... please. / Here's your change.*
- Each person from the shoppers' group takes the shopping list that he or she has just written, goes to one of the shopkeepers, asks for various items and pretends to buy some of the things that are on display. (After this activity, you might want to point out that there is a similar situation in the *Homestudy* listening activity on page 98. In exercise 3, *A street market*, Anita goes shopping for fruit and vegetables.)

Panorama

- Ask the students to shut their books. Discuss the first two questions (under *The food we eat*) with them in class.
- Then ask them these questions: *What picture do you have in mind when you think of the South of France, Italy or Greece? Would you like to live there? Why? / Why not?*
- Then the students open their books and look at the three photos. In pairs they speculate particularly about the bottom one: *Who do you think these people are? Where do you think they live? Why are they together? Would you like to be there, too?*

The rules

- Point out the list of 10 Mediterranean rules for good eating, and assign one or two of the rules to each pair, depending on the size of your class. They first make sure they understand the rule, looking up words in the *Dictionary* section if necessary, and then talk about the rule: *Is it a good rule? Is it practical for people who don't live in Mediterranean countries? Do you follow this rule yourselves?*

Option

- Each pair explains their rule to the class and reports on how they answered the questions about it.
- Working individually, each student notes down a number to answer each of these questions, as you read them out: *Which rule do you always follow? Which rule do you never follow? Which rule do you think is most important? Which rule do you think is not very important? Which rule do you think is not very practical for people living in northern Europe?* Then go through the questions again with the class, and discuss the results.

The food pyramid

- Write the words *Monthly*, *Weekly*, *Daily* on the board and ask the students to explain what they mean. Then point out these words to the right of the food pyramid. In groups of three, and then with the whole class, the students discuss the recommendations and talk about whether they actually follow them. Do they really only eat meat once a month, for example, or more often, or perhaps not at all?
- With the class, discuss the remaining questions at the bottom right-hand corner of the page.

Option

- Write *How often do you ...?* on the board, and invite the students to ask you as many questions as they wish related to the pyramid, including the daily physical activity.

Option

- Tell the students they are working for a market research company, and they want to find out about what people think about eating and health. In pairs they should write a questionnaire to ask people on the street. They can use any information from the page that they like. Finally, the students stand up and form groups of four, interviewing each other and comparing their questions.

Homestudy

- As homework, ask the students to do the *Homestudy* exercises on page 98. In addition, encourage them to read the *Language and culture* texts on page 99 and *Lerntipp 6* on page 110, if they have not done so already.

If time permits

Resource bank: Exercise 19: class discussion on the practice of tipping in restaurants (p. 85)

Activity pack 1: Activity 32, *Afternoon tea in London*, is a challenging activity involving the skill of selective reading on the part of one of the students in each pair.

Unit 6**Food and drink****Review****Contents**

The Review page contains practice material for revision of functions, vocabulary and structures (*like/would like* and the *will*-future) that have been introduced in the three Steps of this Unit, including a “Role-play” activity (exercise 4).

Tips and info**Timing**

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

If short of time

- Omit the *Further practice* exercises.

1 Starter

- This activity is an example of how to make a dictation exercise more interesting by having the students think and decide about each sentence before they write it.
- Each student divides a sheet of paper into two columns, *True* and *False*. You dictate the ten sentences from page 125. Each student decides whether the sentence is true or false for him or her personally, and writes it in the appropriate column.
- Then they work in pairs and compare their choices, and then discuss some of them, as in the example.
- Let the students check their spelling on page 125 in the coursebook.

2 Exchange information

- Divide the class into two groups, A and B. Working individually, the A-students decide on their personal holiday preferences and mark their choices on page 114. The B-students do the same on page 118.
- Taking their books and a pencil with them, they find a partner from the other group and ask each other questions (without looking at each other’s pages) to find out if it would be a good idea for them to go on holiday together.
- Individual students report to the class. Let them formulate their sentences freely at first, but if they have difficulties you could help by writing a skeleton sentence on the board: *I think/don’t think that ____ and I can have a (good) holiday together, because he/she would/wouldn’t like to ...*

Option

- Now the A-students look at page 118 (where they haven’t written anything yet) and the B-students look at page 114. Assign each individual student one of the six questions. Explain that they should stand up, walk around, ask other people their question again and again, and note down each *yes* answer with a tick. For instance, the person who has question 4 should ask: *Would you like to stay on your holiday for a week or for two weeks or for a month?* When they have asked everyone, ask them to sit down, and each person reports, e.g. *One person would like to stay on holiday for a week. One would like to stay for two weeks, and nine people would like to stay for a month.*

3 Here are the answers

- Do some examples with the class first: the students should ask you questions that might get one of the listed answers. For instance, they might ask something like *Did you go to Hong Kong last week?* or *Did you eat a steak for breakfast this morning?* to get answer number 8, *No, I didn’t*.
- The students write their ten sentences individually or in pairs, while you circulate to help with vocabulary and word order if necessary. Check to see that they write general questions for 3 and 4, and offers for 5 and 6. If some of them are uncertain about this, refer them (individually, in a low voice) back to page 89, and point out the examples in 3b.
- Then they find new partners, ask and answer each other’s questions and keep track of how often they got the answers they were hoping for.

4 Role-play

- Ask the students to find a new partner (someone they haven’t worked with yet in this lesson) and work together to prepare the dialogue, following the instructions in the box. If there is an odd number, form one group of three, with one waiter and two customers.
- One possible dialogue would be as follows:

A: Good afternoon, sir/madam. Would you like to sit near the window?
 B: No, thank you. I'd prefer to sit here.
 A: Here's the menu. Would you like to order something to drink now?
 B: Yes, I'd like a glass of dry sherry as an aperitif, please. ...
 A: Here's your beer, sir/madam.
 B: Excuse me, I didn't order a beer. I asked for a glass of dry sherry.
 A: Oh, I'm very sorry. ... Now here's your sherry. Are you ready to order your meal now?
 B: Yes, I am. What's the soup today, please?
 A: We've got a very nice tomato soup today.
 B: Well, no, I'd like a salad as a starter, please.
 A: Yes, and which main course would you like? We have some excellent fresh fish today.
 B: No, I'm not too keen on fish. I'd prefer meat, please.
 A: Fine. The chicken is very good today, and the steak is, too.
 B: I'd like the chicken, please.
 A: Yes, and what would you like with the main course? Today's vegetables are peas, carrots or mushrooms.
 B: I'll have the carrots, please, and I'd like a glass of white wine and some mineral water.
 A: Would you like to order your dessert now or later?
 B: I'll order it later, thank you.
After the meal:
 A: Was everything okay, sir/madam?
 B: Yes, fine thanks. Could you bring me the bill, please?
 A: Yes, certainly. ... Here you are.
 B: Do you take American Express?
 A: Yes, we do. We take all major credit cards.
 B: Oh, good. Here you are.
 A: Thank you. Here's your receipt. Have a nice afternoon.
 B: Thank you very much. Goodbye.

5 Questions

- This is not a vocabulary exercise, but is intended to revise the distinction between offers (questions with *would like*) and general questions (questions with *like*), as introduced and practised in Unit 6/Step 1. Since both of these can start with *Would you like ...?*, they are often confused.

Option

- The key to this exercise is in the coursebook, on page 124, so the students could do it at home if necessary. It would be better, however, to do it in class so you can help if there are any difficulties.
- When the exercise is finished, read out the six questions (from the key on page 124) in random order and elicit appropriate responses from the students. They should respond to the offers by saying *Yes, please.* or *No, thank you.* and to the general questions by saying *Yes, I would.* or *No, I wouldn't.*

Further practice

Mime and guess

- Write on the board: *On my next holiday I'll probably ...*. Explain that you are going to mime something to complete that sentence, and they should guess what it is. Show through mime that you are riding a motorbike, for example, and one of the students should say *You'll probably travel by motorbike.*
- Then each student should think of a similar mime and perform it for the class. If necessary, you can give some of them suggestions in a low voice, such as *sleep, read a book, swim, play tennis, eat spaghetti, drink wine, drive a car, spend money, write postcards, go jogging, etc.*

Personal dictionary

- Ask the students to sit in groups of three and compare what they have written in the *Personal dictionary* boxes on pages 141, 145, 148, 151, 153 and 156. They can ask each other what the words mean and how they are used, and see if they have any of the same words in their lists.

Left-overs

- If there are any exercises in Steps 1, 2 or 3 that you had to omit because you were short of time, you might want to go back and do them now.

Activity pack 1

- Activity 40, *Scenario: Service encounters*, provides another opportunity to order a meal and act out a dialogue in a restaurant, with a relatively elaborate menu.

English at work 3 Communicating by phone

Contents

This page contains optional practice material for people who use English in their jobs. It includes some additional words and phrases that are useful in a work situation.

Tips and info

Timing

Ex. 1: 10 min. | Ex. 2b: 5 min. | Ex. 2d: 10 min.
Ex. 2a: 5 min. | Ex. 2c: 5 min. | Ex. 2e: 10 min.

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

If short of time

- Omit exercise 2e.

1 Telecommunications and you

- Each student should tick the boxes individually, and then compare with a partner.
- Discuss the answers with the class, and tabulate results. Is there anything on the list that all the students use? Is there anything that none of them use? If anyone is in doubt about what some of the things are, encourage other students to explain.
- In the class, discuss the question: *Do you like contacting people with the above things?*
- Ask the students to sit in small groups and speculate: *Which of these things on the list do you think we will not use twenty years from now, and why?* Possible answers: **A phone card, because everybody will have mobiles. A modem, because everybody will have digital telephone lines. A fax machine, because all the faxes will go directly to computers. Is there anything on the list that is already obsolete?**

Option



2a A phone call



- Have the students write the eight sentences individually, then compare with a partner and then with the whole class: **1 Can I help you? 2 I'd like to speak to Anita Möllmann, please. 3 Hold the line, please. (also: Please hold the line.) 4 I'll put you through. 5 Hello, this is Bruce Carter. 6 I'm sorry, she's in a meeting. 7 Can I take a message? 8 Could you ask her to call me back?**

Option

- Ask the students to repeat these sentences after you, using back-chaining (see introduction, page 11) if necessary to achieve a correct and friendly intonation.

2b Listen

T 2/21 2'24" / TS p. 96



- Explain that the eight expressions in 2a are used in the same order in the recording of Bruce's telephone conversation, so the students can listen and check them. Then, without a pause, they can note down the information about how Anita can contact Bruce in England: international code for England **0044**, code for Cambridge **1223** (calling in England it would be 01223), Bruce's department **893477**, Bruce's extension **602**, Bruce's e-mail address **bcarter@eci.com**.

2c More expressions



- Ask the students to match the expressions individually, then check with a partner and practise saying them: **1c, 2e, 3h, 4g, 5d, 6f, 7a, 8b.**

2d Bruce and Anita

T 2/22 1'39" / TS p. 96

Option

- First ask the students whether they think Bruce will see Anita when he is in Munich, and why they think so. Then play the recording to see if they were right.
- Give some comprehension questions, and play the recording again: *When will Bruce be in Munich? (Next week.) How long will he be in Munich? (The whole week, and the weekend.) Where will he stay? (At the Astoria Hotel in Schwabing.) How often has he been to Munich before? (Once.) How will Anita contact him? (She'll leave a message at his hotel.)*

2e Role-play

Option

- Let the students do this with their books open, so they can refer to 2a and 2c.
- To make this role-play a bit more realistic, cut telephone handsets out of heavy construction paper and lend one to each student. (See Introduction, page 6.)

English Network Magazine 3

Contents

These two pages contain optional activities and reading material on the topic *British and American food*.

Tips and info

Timing

Introduction: 10 min.	Quiz: 15 min.	Special report: 15 min.
Text 25 min.	Learners' Letters: 25 min.	

If short of time

- Suggest that students read the *Special report* at home.

Introduction

- Ask the students to shut their books and tell you what they think is typical for Britain and America, and what differences they know of between the British and the Americans. (For instance: the British drive on the left, the Americans on the right; the British have a queen or king, the Americans have a president; the British say *lift* and the Americans say *elevator*, etc.). Ask about food if the students haven't mentioned it already.
- Write *increase* and *decrease* on the board, and ask what they mean (*get bigger* and *get smaller*). Then ask the students to open their books at page 102, read the introduction silently and agree with a partner about what has increased (**the number of fast-food restaurants in Britain**) and what has decreased (**the differences in food between Britain and America**).



Text

- Divide the class into two groups, for Britain and America (based, if possible, on who has been to or is especially interested in one of these countries, as in Unit 4/Step 3 *Panorama*). In each group, the students read the eight statements silently and agree on which ones were probably said by someone from the country they are responsible for. (There are five from one country and three from the other.)
- Each group reports to the class on their statements: **Three are British: fish and chips, tomatoes and mushrooms for breakfast, beer or wine with meals. Five are American: hamburgers, Mexican food, pancakes with maple syrup, steaks, ice water.**
- Ask the students to talk about which of these things they have actually eaten. Has anyone had a home-made hamburger in America, for instance, or fish and chips in a newspaper in Britain? (One of the aims of this is to revise the present perfect.)

The food pairs quiz



- The answers to the food pairs quiz are in the coursebook on page 125. The answers to the first two questions could be something like this: **A dragon is an imaginary animal that has wings and has fire in its mouth. The Punjab is an area in Pakistan and in the Northwest part of India.**
- For the third question, encourage the students to give a reason, e.g. *I'd like to go to the Dragon Inn because I like Chinese food.*

Learners' Letters

- Ask the students to read the text silently to find out: *What do the British/Americans say before a meal/drink?* If some of the students have been to Britain or America, ask if they have heard other variants. (They might have heard *Here's to you!* or *Down the hatch!* before a drink, for example.)

Option

- Individually or in pairs, the students write a sentence or two of their own about some language problem that they have. Collect and re-distribute the papers, and ask the students to give each other some advice about the problems they have mentioned.

Special report

- Sometimes people do strange things for no other reason than to get into the *Guinness Book of Records*. Ask the students to read these six items and speculate about which ones were done specially for this purpose.

Test yourself 3

- Point out *Test yourself 3* on page 104, and suggest that the students do it at home.

Goodbye – your last lesson

The last lesson is an opportunity for students to review what they have learned in the course. This will give them a sense of achievement and encourage them to continue in the next course. So if you have completed the coursebook, you may like to follow the suggestions below. If you haven't quite finished Unit 6, you can decide whether it is more important for your class to finish the last Unit or to review what they have achieved. In this lesson, students will revise the grammar features covered in the coursebook and practise both speaking and writing skills. Towards the end of the lesson you could ask your students to give you their general impression of the book and the course.

Contents

- Forming and asking questions with the help of question key words
- Asking people about their routines, wishes and past
- Giving information about yourself
- A quiz
- A murder story
- Comments on the book and the course

Tips and info

Timing

Activity 1: 15 min. | Activity 3: 15 min. | Activity 5: 20–25 min.
Activity 2: 15 min. | Activity 4: 15 min.

Preparation

- Make photocopies for activities 2, 4 and 6.

1 Question words

- Write question words and tenses in two columns on the board/OHP.
Column 1: *Where, What, How many, What sort of, Which part of, When, What time.*
Column 2: *Are you ...? Can you ...? Have you got ...? Do you ...? Were you ...? Did you ...? Have you ever ...? Will you ...?*
- Put your students into pairs and ask them to think of about five interesting questions they can ask you, at least two from each column. Tell them to write the questions down. The notes on the board/OHP can help them.
- The students then form groups of four and choose the two most interesting questions which they then ask you.
- When the activity is finished, compliment them by telling them how well they have done.

2 Questions

- Put your students in pairs and give one student a copy of questions A and the other student a copy of questions B. (You may like to use different coloured paper for the two lists as this will be helpful in Activity 3.) Ask them to ask each other these questions. Point out that the questions contain all of the tenses that they have covered in the book.
- A**
- 1 Where would you like to be now? Why?
 - 2 What do you usually do in your free time?
 - 3 Which country would you like to visit? Why?
 - 4 When did you first earn some money? How?
 - 5 How often did you go to the cinema when you were 16?
 - 6 What TV programmes did you use to like when you were a child?
 - 7 What do you usually do at the weekend?
 - 8 Have you ever been to Britain or Ireland?
 - 9 Will you be here for the next course?
- B**
- 1 What subjects did you like at school?
 - 2 Did you use to walk to school when you were a child?
 - 3 Do you usually go on holiday in winter or in summer? Why?
 - 4 When did you first travel to another country? Where did you go to?
 - 5 Have you ever eaten Japanese food?
 - 6 Which famous person would you like to meet? Why?
 - 7 Which was your best holiday? Why? When was it?
 - 8 What do you usually do on your birthday?
 - 9 Will you speak English during the holidays?

3 What about you

- In this activity, students circulate and give information about themselves. They then prompt their partners to respond by asking *What about you?* Students with the A-list of questions (see ex. 2) interview students with the B-list and vice versa. For example, an A-student would say: *Hello ... (Peter). I'd like to be in the pub now because I'm very thirsty. What about you?* The B-student would answer and then say: *Hello ... (Birgit). When I was sixteen I went to the cinema once every week. What about you? etc.* The students should ask each question to a different partner. To explain the procedure, you could play out these two examples with a B and an A-student respectively.

4 A quiz

- Give your students a copy of the following questions and ask each student to read one of the questions out loud. The others should try to answer it. When all the questions have been answered, put your students into pairs. If there is enough time, tell them to test each other alternately by asking the questions again, but this time not in numerical order.

- 1 What do you say when you first meet somebody?
- 2 What is the English word for 'Handy'?
- 3 What languages do people in Wales speak?
- 4 What do people from the state of California call California?
- 5 When do people normally shake hands in Britain and the USA?
- 6 If you phone someone in an English speaking country, what do you say?
- 7 What can you say if somebody asks you for directions in a city you don't know?
- 8 What do you say if you are pleased to see somebody again?
- 9 How do you answer to 'How do you do'?
- 10 What are the names of the seasons?
- 11 What do you say to show someone that you want to speak to them?
- 12 How do you make a suggestion in English?
- 13 What do you normally do in Britain to show the driver you want to get on the bus?
- 14 What can you say to the waiter if you want to pay?
- 15 What is a typical English breakfast?



1 Pleased to meet you (p. 10). 2 mobile (phone) (p. 14). 3 Welsh and English (pp. 19, 21). 4 The sunshine state (p.19). 5 When they meet for the first time (p. 21). 6 This is ... (Peter Smith) (p. 21). 7 I'm a stranger here./I'm not from here. (p. 24). 8 Nice to see you again. (p. 28). 9 How do you do? (pp. 28, 35). 10 spring, summer, autumn, winter (p. 31). 11 Excuse me, ... (p. 35). 12 Why don't you ...? (p. 47). 13 You stretch out your arm. (p. 85). 14 Can/Could I have the bill, please? Or: Would/Could you bring me the bill, please? (p. 99). 15 eggs, bacon, tomatoes, mushrooms, baked beans (p. 102).

5 A murder story

- In this activity, your students are going to write the rest of a murder story, the beginning of which you will read out to them. The aim of the activity is to challenge the creativity of your students, to give them practice at writing, and to make them aware that, at the end of the course, they now have the skills to write simple texts.
- Before students actually start writing, you will need to do some preparation work. First, write the following characters on the board: *Sir Michael, his secretary, his friend, Lady Elizabeth, her brother, the housekeeper*. Inform the students that these are the people in the short murder story you are going to read.
- Now read the following story out loud: *This is a murder story. Sir Michael Gray was killed in his house. He was 55 years old. He was very rich. He was a director of a big company. There were six people in the house at the time of the murder: his wife Lady Elizabeth Gray, the housekeeper, Sir Michael's secretary, Sir Michael's friend and Lady Elizabeth's brother*. Check that everyone in the class has understood the text.
- Write the following English vocabulary (not the German translation) on the board: **study** – *Arbeitszimmer*, **to lock** – *verschließen (mit Schlüssel)*, **to shut** – *schließen*, **to knock** – *anklopfen*, **to shout** – *schreien, rufen*, **to break / broke** – *aufbrechen/aufgebrochen*, **body** – *Leiche*, **dead** – *tot*, **fridge** – *Kühlschrank*, **carpet** – *Teppich*, **face down** – *mit dem Gesicht nach unten*, **shirt** – *Hemd*, **heart** – *Herz*, **fingerprints** – *Fingerabdrücke*, **knife** – *Messer*, **gun** – *Pistole*, **killed** – *ermordet*, **dinner** – *Abendessen*.
- Then ask your students if they know, or can guess, the meaning of these words. Explain any of the words which they do not understand. Then tell them that they will be using these words to write the rest of the murder story.
- Now write the following questions on the board:
- *Who was the last person/were the last people who saw Sir Michael alive? Where?*

- Where did Sir Michael go then?
 - Who found the body? When? Where?
 - What did that person/those people do then?
 - Who killed Sir Michael? Why?
- Now get your students to work in groups of four and try and ensure that in each group there is at least one "stronger" student who will be able to write relatively easily. Then ask them to write a story which answers the above questions. Remind them to use the vocabulary in the above list. They can of course use other words as well. The groups first have a short brainstorming session to work out their plot. They will probably want to do this in German, and this makes sense as it will save a lot of time. Circulate among the groups while they are preparing their story and give them any help that they may need.
 - When they have finished, ask each group to read their story to the class. If you like, you could get the class to have a vote on which story they thought was best.
 - Your students may want to know the "correct" version of the story. If so, you can read the following text to them.

Sir Michael had dinner with four people at eight o'clock this evening. Then he went to his study. The time was nine o'clock. He locked the door from the inside. He shut the window, too, and locked it from the inside.

At nine-thirty, the housekeeper took some coffee to his room. She knocked at the door. Sir Michael didn't answer, so she knocked again and shouted. He didn't answer, so she called three of the other people.

They knocked at the door, too, and shouted, but Sir Michael didn't open it. They broke down the study door and went in. They saw Sir Michael's body on the floor. Sir Michael was dead.

Lady Elizabeth, Sir Michael's wife, called the police. The time was nine-forty. The police arrived at nine-fifty. They took photographs of the study and photographs of the body. Sir Michael's body was in front of the refrigerator. His feet were near the refrigerator. He was on the carpet face down.

There was a whisky glass. It was empty. It was in Sir Michael's right hand at the time of the murder. There was blood and water on Sir Michael's shirt – over his heart, and on the carpet.

There were fingerprints on the desk, on the refrigerator and on the whisky glass, but they were only Sir Michael's fingerprints. There wasn't a knife or a gun in the room. Sir Michael's dictaphone was on.

The housekeeper who served the family for 40 years knew that Sir Michael loved his secretary. She wanted to kill her, because she liked the family and Sir Michael. The secretary usually came to Sir Michael's study every evening and prepared a whisky with ice for him. The housekeeper wanted to kill the secretary with a mechanism she carefully placed in the refrigerator. But the secretary didn't come that night, so Sir Michael was killed by the mechanism when he was alone in his study.

(Source: Fiction Longman Structural Readers, Stage 2, ISBN O 582 53730 4: K's First Case, by L.G. Alexander)

6 Comments on the book

- Ask the students to give you their general impression of the book. To prompt them, you could give them a list of the different features of the book listed in *Getting started – your first lesson*, Activity 7. Try to get them to speak in English, but if they find it difficult to make a point, you could allow them to use German. Then ask them if they feel that they have learned a lot in the course. Praise their achievement and encourage them to continue with *English Network 2*.

If time permits

Resource bank: Exercise 20: revision of different tenses (p. 85)

Enjoy your last lesson!

Christmas lesson

This special Christmas Unit can be done in the lesson just before the Christmas break. To get your students into the Christmas spirit and set the tone for the lesson, you could play Christmas carols as they arrive. Encourage your students to talk about their Christmas and motivate them to learn lots of Christmas vocabulary. Students often bring refreshments to the lesson for a Christmas party. In this situation, the timing of activities may be difficult. React flexibly and feel free to leave out or adapt some of the activities. If you intend to do Activities 3 and 4, however, it would be advisable to do Activity 2, as this supplies important cultural information and vocabulary for the two following activities. Suggestions for adapting some of the activities are made below. If you know that a party is being planned and you wish to contribute something, you could bake a typical British Christmas cake. There is a recipe below. Alternatively, a student may like to try the recipe and bring the cake to class. If so, make sure that you give the recipe to that student in good time.

Contents

- Speaking about when and how people celebrate Christmas in Germany
- Learning about Christmas in Britain
- Reading a Christmas story
- Doing a quiz relating to the story
- A recipe
- A Christmas song

Tips and info

Timing

Activities 1 & 2: 30 min.	Activity 5: 25 min.
Activities 3 & 4: 20 min.	Activity 6: 15 min.

Preparation

- Make photocopies for activities 2, 3, 5 and 6.
If your class is having a Christmas party: Make photocopies for activity 1 as well.

1 Christmas in Germany

- To start the lesson ask your students the following questions and write the answers on the board so the students can use them in their conversations later:
 - When do people in Germany celebrate Christmas? (**24th December**)
 - Who do they usually celebrate with? (**the family**)
 - What do German people usually do on Christmas Eve before they open their presents? (**They decorate the Christmas tree.**)
 - What do they hang on the Christmas tree? (**ornaments**)
 - What sort of ornaments can you hang on the Christmas tree? (**coloured balls, silver bells, chocolate figures etc.**)
 - What part of the tree do you hang the ornaments on? (**the branch / branches**)
 - What else do you put on the Christmas tree? (**[electric] candles**)
 - What do people usually put under the Christmas tree? (**Christmas presents**)
 - What do people usually eat at Christmas? (*accept various answers as there are several different traditions in Germany* – **goose, turkey, carp, special sausages etc.**)
- Ask the class if there is anything important missing from this list (e.g. some students may go to church) and add any answers to the list on the board.
- Then ask students which of these things they do personally and which they do not (e.g. *I celebrate Christmas with friends, not with the family. We don't usually have a Christmas tree.* Etc.) If there are members of any non-Christian religions in your group, you could ask if they have an important festival at this time of year, and let them give some details, if they like. If there are any non-German Christians, you could ask them how they celebrate Christmas in their country.
If your class is having a Christmas party: Make photocopies of the key words in the answers to the above questions. Ask the students to tell you about Christmas in Germany, using these key words. Encourage them to give additional information.

2 Christmas in Britain

- Tell your class that they are going to learn about some aspects of Christmas in Britain. Before starting, ask if anyone knows the difference between Christmas Eve (*Dec. 24th, mainly preparation*) and Christmas Day (*Dec. 25th, celebration*). If not, explain it yourself.

- Divide the class into four groups. Ask each group to discuss what they know about a specific aspect of Christmas in Britain. Group 1: the Father Christmas story; Group 2: Christmas food; Group 3: Christmas decorations; Group 4: Christmas activities and rituals. Each group should make notes about their topic.
- Give each group copies of the text about their topic (see below). Students should compare the information in their text with their notes and add any facts they did not have. Then the groups report back to the class about their topic.
- When they have finished, you could give them a copy with all four topics, so that they can read it at home if they wish to.

Topic 1 (*The Father Christmas story*): Father Christmas (or Santa Claus in Ireland and in some parts of Britain) sets off from the North Pole on Christmas Eve and travels by sleigh and reindeer to bring presents to children all over in world. In Britain and Ireland, he lands on the roof of the house, climbs down the chimney, and fills the stockings which the children have hung up, either on the mantelpiece or at the end of their beds. Before Christmas, children often write to Father Christmas, explaining that they have behaved well all year and telling him what presents they would like.

Topic 2 (*Christmas food*): Turkey is now the traditional Christmas meal in Britain and Ireland. Until about the middle of the 20th century, it used to be goose. The turkey is stuffed with a mixture of sausage meat, breadcrumbs, onions and herbs. Roast potatoes are peeled and roasted in the roasting pan together with the turkey. Brussels sprouts are a traditional (but not the only) vegetable. This main course is usually followed by Christmas pudding, a steamed pudding made with dried fruit, candied fruit, breadcrumbs, spices, treacle, butter or suet, lemon juice, Guinness stout and cognac. Traditionally, families made their puddings several months in advance. Today, many people buy them in shops. The ingredients for Christmas cake are broadly similar.

Topic 3 (*Christmas decorations*): Many people decorate their Christmas tree several days before Christmas, others on Christmas Eve. Real candles are practically never used, and electric lights are not normally candle-shaped. People hang up mistletoe and holly as decorations. It is customary to exchange kisses under the mistletoe. Many people also hang colourful paper or foil chains on the wall and ceiling. People also display their Christmas cards on the mantelpiece or hang them up in chains on the walls. In Britain and Ireland, people usually send far more Christmas cards than in Germany. Many send “charity cards”, the proceeds from which go to charities like Oxfam, amnesty international, the Royal National Lifeboat Institute, etc.

Topic 4 (*Christmas rituals and activities*): Children open their presents from Father Christmas as soon as they wake up. Other presents are usually wrapped on Christmas Eve and placed under the tree. They are opened at some point on Christmas Day. When this happens may depend on family tradition. The churches are much fuller on Christmas Day than on Sundays, but by no means everyone goes to church. The Queen’s Christmas message is now broadcast several times a day on TV and radio. The traditional 3 p.m. TV broadcast probably attracts the largest audience. Families or groups of friends usually eat their Christmas meal together, either as lunch or as dinner. It is increasingly common for people to visit friends and relatives. When they do so would usually depend on whether they have their main meal in the early afternoon (visiting afterwards) or in the evening (visiting before).

If your class is having a Christmas party: It will probably be more practical not to do group work. Instead, read out some key words from the above texts (e.g. for Topic 1, *Father Christmas, North Pole, sleigh, chimney, etc.*). Then ask students to tell you what they know about each topic and give them any information they do not have.

3 A Christmas story

- Now put your students in groups of three and give each student a copy of the following story. Explain any words in the text which you think they may not understand. Ask them to read the story out loud together in their groups.

Christmas at the Mervins

The Mervins are a typical English family. They celebrate Christmas like many other British families. On Christmas Eve, 24th December, Mrs Mervin puts up the Christmas tree. The children usually help to decorate it. They hang all sorts of ornaments – coloured balls, chocolate figures and silver bells from every branch of the tree. Then

Mr Mervin puts on the electric candles. Finally, he puts mistletoe over the living-room door.

The Mervins only have a small meal on Christmas Eve; the children hang up their stockings before they go to bed. Christmas night is special, because Father Christmas comes flying through the air, all the way from the North Pole, where he lives. He stops his sleigh on the roof and climbs down the chimney with presents for the boys and girls who are sleeping. He goes quietly to their stockings with apples, sweets and toys.

At last the great day arrives: Christmas Day. The children wake up very early and they first look at their stockings. Then they rush downstairs to look under the Christmas tree, where they find more presents. They quickly open their presents and run to their parents' bedroom. They wake them up and sing 'We wish you a Merry Christmas'.

At the family breakfast, Mr and Mrs Mervin open their presents, too. After breakfast, they work in the kitchen preparing the large Christmas dinner. It's nearly the same in all British homes; a wonderful roast turkey, roast potatoes and Brussels sprouts, and, of course, Christmas pudding. But before they eat, the family goes to church for the Christmas service. Later, good friends visit the Mervins to celebrate with them. They play cards, drink wine and dance, because Christmas Day is a very happy day in Britain.

4 A quiz

- Divide the class into two groups – A and B. Write A and B on the board. Tell the students that you are going to ask them questions about the text. Ask the following questions to each team alternately. Give 5 points for a correct answer. If one team gives a wrong answer, refer the question to the other team and award 2 points for a correct answer. Explain these rules before you start and make sure that students put their copies of the story away. Allow the teams to confer before answering, but students should take turns at giving their team's answer. At the end of the quiz, add up the points on the board and congratulate both the winning and the losing teams.

Questions

- 1 What does Mrs Mervin do on Christmas Eve? (**She puts up the Christmas tree.**)
- 2 What does she do to the Christmas tree? (**She decorates it.**)
- 3 Do the children help her to decorate the tree? (**Yes, they do.**)
- 4 Name two things you can hang on a Christmas tree. (**coloured balls, silver bells etc.**)
- 5 What does Mr Mervin put on the Christmas tree? (**electric candles**)
- 6 What does he put over the door? (**mistletoe**)
- 7 Do the Mervins have a small meal or a large meal on Christmas Eve? (**a small meal**)
- 8 What do the children do before they go to bed? (**They hang up their stockings.**)
- 9 How does father Christmas come? (**through the air, by sleigh.**)
- 10 What part of the world does Father Christmas live? (**North Pole**)
- 11 Where does he stop his sleigh? (**on the roof**)
- 12 What does he climb down? (**the chimney**)
- 13 What does he have with him for the boys and girls who are sleeping? (**presents**)
- 14 What does he fill their stockings with? (**with apples, sweets and presents**)
- 15 What is the first thing the children do when they wake up on Christmas Day? (**They first look at their stockings.**)
- 16 Where do they look to find their presents? (**under the Christmas tree**)
- 17 When they wake their parents up what do they sing? (**We wish you a Merry Christmas.**)
- 18 Where do the parents unpack their presents? (**at the breakfast table**)
- 19 What do Mr and Mrs Mervin prepare after breakfast? (**the Christmas dinner**)
- 20 What is a typical Christmas dinner in Britain? (**roast turkey, roast potatoes, Brussels sprouts and Christmas pudding**)
- 21 Where do the Mervins go before dinner? (**to church**)
- 22 Who comes to visit the Mervin family? (**good friends**)
- 23 What do they play? (**cards**)
- 24 What do they drink? (**wine**)
- 25 Do they listen to music or do they dance? (**they dance**)
- 26 When is Christmas Day in Britain? (**25th December**)

5 Christmas cake recipe

- If you have brought a Christmas cake to the lesson, you can be certain that your students will want to know how it is made. But they are likely to be interested anyway. Make photocopies of this recipe and vocabulary list and hand them out to the class:

Christmas cake

350 g butter	350 g sugar	6 eggs	200 g currants
350 g sultanas	550 g raisins	350 g mixed peel	1 lemon
350 g flour	1/2 teaspoon salt	1/2 teaspoon mixed spice	1/2 teaspoon cinnamon
1/2 teaspoon nutmeg	1/2 teaspoon ginger	70 ml brandy	

Beat butter and sugar. Add eggs and continue beating. Then stir in all dried fruit. Grate and squeeze lemon, add lemon rind and juice. Using a sieve, add flour, salt and spices and stir in. Leave mixture overnight. Line baking tin with two layers of grease-proof paper. Grease well. Tie layer of brown paper round outside of tin. Both grease-proof and brown paper must stand 5 cm higher than top of baking tin. Put mixture in tin. Cover with a layer of brown paper, with a small hole in the centre, about the size of a large coin. Bake for 4 1/2 hours at 150° C (Gas mark 2), on shelf below middle. When finished leave to cool a little. Remove from tin and pour brandy over cake while still warm. Wait at least one day before eating.

Vocabulary: beat = *schlagen*, add = *hinzugeben*, stir in = *darunterrühren*, grate = *reiben*, squeeze = *(aus)pressen*, rind = *Schale*, sieve = *Sieb*, line = *auslegen*, baking tin = *Kuchenform*, layer = *Schicht*, grease-proof paper = *Pergamentpapier*, grease = *mit Fett einschmieren*, brown paper = *Packpapier*, hole = *Loch*, remove = *herausnehmen*, pour = *gießen*

- Ask your class to fold the copy so that they can only see the list of ingredients. Then ask them which items are *dried fruit* (currants, raisins, sultanas, mixed peel – mixed peel is not available in Germany, a combination of *Orangeat* and *Zitronat* can be used instead). Then check that they understand the word *spice* and ask them to identify the spices (cinnamon, nutmeg, ginger, mixed spice – mixed spice is something like the German *Lebkuchengewürz*). Finally check that they understand the remaining ingredients.
 - Ask students to fold their copy again, so that they can see the recipe instructions, but not the translated vocabulary. Write the German translation of the underlined words on the board/OHP **in random order**. Now ask your students to look at the underlined words. They should try and match them with the German words on the board. Help them, if necessary. Then read the instructions slowly, and check comprehension by asking questions (e.g. *What must you do with the lemon? How many layers of grease-proof paper do you need?* etc).
- If your class is having a Christmas party:** Follow the same procedure, but prepare worksheet copies for the vocabulary matching activity.

6 A Christmas song

- Finally, give your students a copy of the song 'Jingle Bells'. If possible, play a recording of the song or, if you enjoy singing, sing it yourself. Let them follow the words in the text. Now they might like to sing it themselves, but don't force them. If they are reluctant to sing, play the recording, or sing the song yourself, again. The vocabulary below will help your students to understand the song better.

Jingle Bells

Dashing through the snow	Jingle bells, jingle bells,
in a one-horse open sleigh,	Jingle all the way.
Over the fields we go,	Oh, what fun it is to ride
laughing all the way.	in a one-horse open sleigh.
Bells on bobtail ring,	Jingle bells, jingle bells,
making spirits bright;	jingle all the way.
Oh, what fun it is to ride and sing	Oh, what fun it is to ride
a sleighing song tonight!	in a one-horse open sleigh.

Vocabulary

to dash (<i>hier</i>) <i>dahinjagen</i>	spirit <i>Geist, Stimmung</i>
sleigh <i>Schlitten</i>	bright (<i>hier</i>) <i>glücklich, freudig</i>
bobtail <i>gestutzter Schwanz des Pferdes</i>	to jingle <i>klingeln</i>

If time permits

Resource bank: Exercise 21: Christmas vocabulary (p. 85)

Resource bank

On the following pages, you will find a range of activities all of which are designed to help students consolidate and develop one or more of the main points covered in each lesson. You can decide to use them spontaneously, if you find that you have made good time in your lesson and need some extra material. You could also plan to use them in a lesson if you feel that extra practice is needed in a specific area.

Ex. 1 (First lesson)

The aim of this activity is to make students aware that they already have a basic English vocabulary.

Time: approx. 10 min.

- Read the following story out loud and ask your students to make a tick for every word they hear that has been taken from the English language. Emphasise that they should not write the words down. They won't have enough time and will only get frustrated.
- After you have read the story ask them to count how many ticks they have got.

Ein Tag im Leben des Mr X.

Der Tag beginnt wie immer. Mit einem Knopfdruck auf den Tuner und den CD-Player. Der rhythmische Sound stimmt ihn high. Er ist happy und schwingt sich in seinen Jogging-Anzug. Ein kurzer Run durch den Park verdrängt noch die letzte Müdigkeit, ein Sandwich vom Shop nebenan stillt den Hunger. Kauend besteigt er sein Mountainbike, setzt sich seinen Walkman auf und fährt unter den Schlägen des Hardrocks zum Fitness-Center, wo er sich durch sein tägliches Bodybuilding-Trainings-Programm durcharbeitet. Nun fühlt er sich topfit. Doch fast hätte er sein Meeting um elf Uhr vergessen; er muss ja was für sein Image und seine Publicity tun. Als Star und eigener Boss hat man so seine Verpflichtungen. Nach der Dusche zieht er sich in Eile die Jeans und das T-Shirt an, wirft den Trenchcoat lässig über die Schultern und setzt sich in seinen Jeep. Im Filmstudio angekommen, stylt man ihm das Haar und trägt ein mattes Make-up auf, das die bereits gelifteten Falten ganz verdeckt. Sein Timing war perfekt. Das Film-Team stand bereit, das Interview und ein paar Shots sind nach knapp einer Stunde erledigt, sein Job für heute vollendet. Zurück in seiner Super-Villa mixt er sich einen Drink, holt den Cheeseburger aus der Mikrowelle, greift nach einer Packung Chips und legt sich in die Liege am Pool. Das einzige, was jetzt noch fehlt, ist ein kleiner Joint. Doch es ist erst ein Uhr. Ein Turn auf dem Surfbrett würde eine Erfrischung sein an diesem sonnigen Tag. Wie clever!

- Read the story again, placing special emphasis on the English words. Then ask your students to tell you which words they can remember from the text and write them on the board.

Ex. 2 (Unit 1 / Step 1)

The aim of this activity is to practise both giving short answers (*Yes, I am./No, I'm not.*) and speaking about nationalities.

Time: approx. 10 min.

- Give each student a DIN A5 card with one of the following countries on it: *America, Austria, Canada, France, Germany, Great Britain, Italy, Spain, Switzerland.*
- Write these countries on the board. Point at one country, e.g. *America*, and address one student by asking: *(Peter,) are you American?* He looks at his card and if he has *America* written on it, he says: *Yes, I am.* If he has *Germany* written on his card, he should say: *No, I'm not. I'm German.* Address other students and give other examples.
- When they have understood the task, ask them to stand up, walk around and do the activity like you have just done.

Ex. 3 (Unit 1 / Step 2)

The aim of this activity is to practise *have got/has got* and to get students to link simple sentences using *but* and *and*.

Time: approx. 10 min.

- Draw three columns on the board/OHP and write these words in the left column: *car, house, balcony, video recorder, stereo system, microwave, washing machine.* Then write these headings at the top of the second and third columns: *Anita; Mr and Mrs Carter.* Get your students to copy all of this onto a sheet of paper while you are writing it. Then check that they understand the vocabulary.
- Read out this pair of sentences. *Anita hasn't got a car. Mr and Mrs Carter have got a car.* Put an x beside *car* in Anita's column and a tick (✓) in the Carters'. Students should do the same, and follow this procedure as you give them more information.
- Now read out these pairs of sentences: 1 *Anita hasn't got a house. The Carters have*

- got a house. 2 Anita’s got a balcony. The Carters haven’t got a balcony. 3 Anita’s got a video recorder. The Carters have got a video recorder. 4 Anita’s got a stereo system. The Carters have got a stereo system. 5 Anita’s got a microwave. The Carters haven’t got a microwave. 6 Anita hasn’t got a dishwasher. The Carters have got a dishwasher.
- As a follow-up, give two examples of linked sentences (e.g. *Anita hasn’t got a car, but the Carters have got a car. Anita has got a video recorder and the Carters have got a video recorder, too.*) Now read out the vocabulary items in random order, each time asking students to make one linked sentence.
 - **Option:** If you think your students can cope, you could get them to make sentences like these: e.g. *Anita hasn’t got a car, but the Carters have. Anita has got a dishwasher and the Carters have got one, too.* But be careful. There are several possible variations and this could be confusing for some students.

Ex. 4 (Unit 1 / Step 3)

- This activity practises country nouns and adjectives (e.g. *France, French, etc.*) and gives students a chance to show off their knowledge of various cities. **Time: approx. 10 min.**
- Write the following cities on the board/OHP, but not the countries in brackets, which serve as a key for you. The underlined cities are all national capitals. Do not underline them when you write them down for the class. Washington, New York (United States), Toronto, Ottawa (Canada), Vienna (Austria), Paris (France), Bern, Zurich (Switzerland), Berlin, Dresden (Germany), Rome (Italy), Madrid (Spain), Sydney, Canberra (Australia), London, Cardiff (Great Britain) Bombay, New Delhi (India).
 - Write this gapped sentence on the board/OHP: *Berlin is the _____ of Germany.* Check if any students know the word *capital*. If not, write in the first three letters and see if they can guess. Otherwise tell them. Then write this sentence on the board/OHP: *Berlin is the German capital.* Explain that this information can be given in both ways.
 - Point out that many, but not all, of the cities in the list are capitals. Read out the countries in random order and get students to identify the capitals, using both of the above sentence patterns. Should anyone make a mistake (e.g. *Sydney is the capital of Australia*), give other students a chance to correct that person before doing so yourself.
 - Once the capitals have been identified, ask students to say something about the other cities (e.g. *Cardiff isn’t the capital of Great Britain. But it’s the capital of Wales. Dresden is the Saxon capital. New York, Bombay and Zurich are financial centres. Sydney has got a famous modern opera house. etc.*)
 - If you have time, get students to say what they can about any of the cities. Help them with vocabulary but make sure they use simple structures (e.g. *You can see the Empire State Building in New York. Notre Dame is a famous church in Paris.*)

Ex. 5 (Unit 2 / Step 1)

- This activity practises present simple questions and answers (first and second person singular) and focuses on intonation. **Time: approx. 10 min.**
- Draw four columns on the board/OHP with the following headings and information:

Activities	How?	Where?	When?
go shopping go on holiday	by car by bike by plane by train on foot	[names of different local shops] France, Italy, etc. the sea the mountains, etc.	on Thursdays after work at weekends in January in the summer, etc.

- Address one of your students: *I usually go shopping (by car). And how do you usually go shopping?* Here, the correct intonation of *do you* (d’ you) is important. When the student answers (*I usually go shopping by bike*), make sure that he/she puts the appropriate stress on the *I*. Practise this with a few other students, to make sure that everyone understands.
- Explain to your students that the words in columns 2–4 are there to help them, but they can use their own ideas if they wish. Working in pairs students interview each other.
- While students are doing the activity, circulate and help them with the correct intonation where necessary.

Ex. 6 (Unit 2 / Step 2)

In this activity, students get written and oral practice at asking questions in the third person singular.

Time: approx. 10 min.

- Write the following question words on the board/OHP, with only one pronoun, whichever corresponds to your own sex: *Does he/she ...? Is he/she ...? Can he/she ...? Has he/she got ...?* Working in pairs, students now write down four questions they would like to ask about you.
- Ask two students to sit in the centre of the room. Explain that the other students are going to ask them about you. They should give short answers (*Yes, he/she does. No, he/she can't. etc.*) to all questions. If they don't have any information, they should say what they think is true.
- During the question and answer session, note down any wrong answers and give the correct information when everyone has finished asking.
- You might also like to note any grammatical errors, and go through them at the end of the activity.

Ex. 7 (Unit 2 / Step 3)

In this activity, students practise contradicting false statements and giving correct information. The grammar focus is on the short form of verbs.

Time: approx. 10 min.

- Read out the following sentence: *Anita's cousins live in the United States.* Then, in a tone of surprise/indignation, say: *No, they don't! They live in New Zealand.* Follow the same procedure with this statement: *London is a big city in the north of England.* – *No, it isn't! It's a big city in the south of England.* Now read out the two false statements again and this time get your students to correct you in the same way. Encourage them to contradict you in a tone of surprise or indignation.
- Next read out the following sentences. After each sentence, your students contradict you and supply the right information.
1 *It often snows in summer.* 2 *June and July are summer months in New Zealand.*
3 *Berlin is a big city in the south of Germany.* 4 *Tourists in London often visit the Eiffel Tower.* 5 *Most people in Paris speak English every day.* 6 *Fifth Avenue is a famous shopping street in Leipzig.* 7 *The President of the United States lives in Buckingham Palace.*
- If your students work well in chorus, the whole class could answer together. Otherwise, give several students a chance to respond to each false piece of information. Where more than one response is possible (e.g. sentence 3: *Tourists in London visit the Tower of London/ Tourists in Paris visit the Eiffel Tower*), encourage students to give each possible response.
- If you see that your students can manage this activity well, you could get them to work in pairs, with partners taking turns at supplying and correcting false information.

Ex. 8 (Unit 3 / Step 1)

This activity combines practice at writing and at asking questions about the past. Students should use *was* or *were* and choose the right question word.

Time: approx. 10 min.

- Read out the following sentence to the class: *Peter and Jane were in Scotland.* Now ask the class to make the question which asks for this information (*Where were Peter and Jane?* or *Who was in Scotland?*).
- Write the question(s) on the board and explain to the students that they should write one similar question for each of the sentences you read out. Then continue: *Here is some more information about Peter and Jane ...* Read out the sentences, pausing between each one to allow students time to write the questions.

- 1 They were in Scotland for a trade fair.
- 2 They were there last week.
- 3 They were there for four days.
- 4 Their hotel was in the city centre.
- 5 Their room was £72 a night.
- 6 The trade fair was from 9 in the morning till 6 in the evening.
- 7 Peter and Jane were at a nice pub after the trade fair.

Key:

- Why were they in Scotland?
When were they there?
How long/How many days were they there?
Where was their hotel?
How much was their room?
When was the trade fair?
- Where were Peter and Jane after the trade fair?

Ex. 9 (Unit 3 / Step 2)

In this activity, students practise asking questions in the past simple and giving short answers. **Time: approx. 10 min.**

- Write the following table on the board/OHP:

I was ...	Did you ...?
in London last year.	Buckingham Palace, the Tower of London, a British pub ...
at the supermarket yesterday.	bread, butter, meat, apples ...
at a party last weekend.	good time, wine, friends ...

- Now address your class like this: *I was in London last year.* Point to the **Did you?** column in the table and encourage students to make questions. At first, they should use the prompts: *Did you (see) Buckingham Palace? Did you (visit) the Tower of London? Did you (go to) a British pub?* After that they can make questions using their own ideas. After each question, give a short answer (*Yes, I did. / No, I didn't.*).
- Follow the same procedure with the next two items in the table, making sure that all students have a chance to ask you questions, e.g.: *Did you buy bread? Did you get apples? Did you have a good time? Did you drink wine?* etc.
- Working in pairs, students now do the same. They can use the information in the table or, if they are strong enough, work with their own ideas.

Ex. 10 (Unit 3 / Step 3)

The aim of this oral activity is to speak about the euro and to practise making sentences with the verb *need*. **Time: approx. 10 min.**

- Ask your students if they can name the EU countries in the euro zone (on Jan 1st, 2002: Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxemburg, The Netherlands, Spain, Portugal). EU countries outside the euro zone are Denmark (crown), Sweden (crown), and the United Kingdom (pound)). Write the euro countries on the board/OHP.
- Address your students like this: *I want to go to Spain next year. Do I need to change money?* Then ask *Why not?* to elicit an answer like *Spain is in/ part of the euro zone.* Now tell your students that you want to go to (Denmark) next year, and ask the same question. Then ask: *What currency do I need?* to elicit *You need Danish crowns.* With a weaker class, you could write these model dialogues on the board/OHP.
- Get the students to form groups of four and ask them to hold similar dialogues. Suggest that, for non-euro destinations, they speak about the countries and currencies in Exercise 2 on page 50 of the coursebook. But, if they know the currencies of other countries, allow them to speak about them, too.

Ex. 11 (Unit 4 / Step 1)

The aim of this activity is to get students to use *used to / didn't use to* to compare their childhood tastes with their tastes today. **Time: approx. 10 min.**

- Write two words on the board/OHP, e.g. *comics, beer*. Then address the class like this: *When I was a child I used to like (comics), but I don't like them today. When I was a child I didn't use to like (beer), but I like it today.* Check that students can form the corresponding questions (*Did you use to like [comics] when you were a child? Do you like them today?* etc.) If any students have problems, write the two questions on the board/OHP.
- Now ask them to write four words in random order on a piece of paper: two things they liked as children, but don't like today; and two things which they like today, but didn't like in their childhood.
- Get the students to form pairs and exchange their lists. Student A uses student B's list to ask him/her questions following the above pattern, and vice versa. Each partner notes the other's answers. Tell your students not to write complete sentences. Instead they should use + for positive, and – for negative, statements, e.g. *chewing gum + – = I used to like chewing gum when I was a child, but I don't like it today.*
- When everyone has finished, each student reports one piece of information about his/her partner to the class, e.g. *(Sabina) didn't use to like (fish) when she was a child, but she likes it today. / (Peter) used to like (sport) when he was a child, but he doesn't like it today.*

Ex. 12 (Unit 4 / Step 2)

The activity combines writing practice with practice of the simple past verbs (mainly irregular). **Time: approx. 10 min.**

- Dictate the following sentences to the class. 1 Anita went to Edinburgh. 2 She left London at 11 o'clock. 3 She stayed at the Castle Hotel. 4 She bought some postcards. 5 She met some Scottish friends. 6 They took her to an old pub. 7 She drank some beer. 8 She ate a sandwich.
- Now tell the class that you are going to read out the sentences again, but that this time the facts may be wrong. As an example, read this sentence (1): Anita went to Liverpool. Ask your students to correct you. They should make two sentences: Anita didn't go to Liverpool and She went to Edinburgh.
- Now read out these sentences, getting your students to correct you in the same way: 2 Anita left London at 11.15. 3 She stayed at the Metropole Hotel. 4 She bought a map of Edinburgh. 5 She met her Scottish cousins. 6 They took her to a restaurant. 7 She drank wine. 8 She ate some Scottish beef.

Ex. 13 (Unit 4 / Step 3)

This activity practises two useful expressions from the Panorama texts: *an alternative to doing something* and *a good way to do something* **Time: approx. 10 min.**

- Draw two columns on the board/OHP with these heading and information:

Alternatives	a good way
1 stay in a B&B/stay in a hotel	see Britain
2 make clothes/buy clothes	save money
3 read newspapers/watch the news on TV	get more information
4 go to work by car/go to work by bike	keep fit
5 shop online/shop at the supermarket	save time
6 use recycled paper/use normal paper	help the environment

- Now ask students to look at Panorama on page 65 of the coursebook. Draw their attention to these two sentences: *It's the great British alternative to staying in a hotel* and *It's a good way to see Britain*. Present *an alternative to doing something* and *a good way to do something* as fixed expressions.
- Working in pairs, students take turns at making their own sentences – orally – using the prompts on the board/OHP, e.g. *Making clothes is an alternative to buying clothes. It's a good way to save money*. Each pair should also write one sentence based on their own ideas and read it to the class.
- If there is time, the class could discuss the alternatives, e.g. *Making clothes is a good way to save money. But it takes a lot of time*.

Ex. 14 (Unit 5 / Step 1)

The aim of this activity is to practise the present perfect. **Time: approx. 10 min.**

- Write the word *visit* on the board/OHP and then ask a student this question: *(Sabina), have you ever visited (Berlin)?* If you don't get a negative answer (*No, I haven't*), ask other students until you do. Then ask: *Would you like visit (Berlin)?* Depending on whether you get a positive or negative answer (*Yes I would./ No, I wouldn't.*), ask *Why?* or *Why not?* When you get the answer, recapitulate, e.g. *(Sabina) has never visited Berlin. But she'd like to. She thinks it's a wonderful city.* With a weaker class, write this on the board/OHP.
- Now ask students to take a sheet of paper and write a list of four things they have never done, two of which they would like to do, and two of which they wouldn't like to do – in random order. They should write key words (e.g. *play tennis, eat haggis, visit Berlin*, etc.), not complete sentences.
- Students form pairs and exchange their lists. Student A uses student B's list to ask him/her questions following the above pattern, and vice versa. Each partner notes the other's answers.
- When everyone has finished, each student reports one piece of information about his/her partner to the class, e.g. *(Sabina) has never played tennis. And she wouldn't like to. She thinks it's a boring game.* When students report about things that their partners would like to do, make sure that they link the first two sentences with *but*, not *and*.

Ex. 15 (Unit 5 / Step 2)

This activity practises asking questions with *Is there?/ Are there? Was there?/ Were there?* and giving short answers to these questions. **Time: approx. 10 min.**

- Collect several items (e.g. dictionary, pencil, purse) and several of the same item (e.g. coins, keys, etc.) – about 20 altogether. Place them on a desk or table where everyone can see them. Check vocabulary. Now ask students questions like: *Is there a dictionary/ Are there any coins on the table?* Students give short answers (*Yes, there is/are.*). Then remove some of the items and repeat the questions to elicit the answers *No, there isn't./ No, there aren't.* Now ask: *Was there a dictionary/ Were there any coins on the table?* Students give short answers (*Yes, there was/ were.*).
- Now ask one of your students to leave the room. Remove some of the items and add a few new items. Get the student to come back in and ask the same questions as in the practice round. Then ask about one of the new items, e.g. *Is there a (handbag) on the table? Was there a (handbag) on the table when you left the room?* The latter question should elicit a negative answer (*No, there wasn't.*). To elicit negative answers in the past, you could also ask about new items without actually placing them on the table.
- Repeat this procedure with one other student. Then allow students to take turns at asking the questions. If the student answering the questions makes a (factual) mistake, help him/her by whispering the correct answer. Encourage the rest of the class to help in the same way.

Ex. 16 (Unit 5 / Step 3)

This activity practises reading comprehension and formulating questions. **Time: approx. 10 min.**

- Ask students to open the *Language and culture* page (p. 85). Read the first sentence of the text on *European emigration to New Zealand*. Then write the following questions on the board/OHP: *When did New Zealand become a British colony? Did New Zealand become a British colony in 1814? Did New Zealand become a French colony?* Stress that it is possible to form several different questions based on this one sentence.
- Ask students to form pairs and to read the text together. Still working together, they should formulate five questions, but no more than one question based on any one sentence. Each student should write the questions down.
- Once students have finished writing their questions, they change partners and put their questions to their new partner.
- During this activity, circulate and give help where needed.

Ex. 17 (Unit 6 / Step 1)

The aim of this activity is to revise the questions *What was it like?/ What were they like?* and to practise talking about food. **Time: approx. 10 min.**

- Write these words in three columns on the board/OHP. Column 1: *café, snack bar, restaurant, fast food restaurant, (Indian) restaurant*. Column 2: *hamburger, steak, chips, curry, haggis, tomato soup, roast pork, sandwiches, quiche, spare ribs*. Column 3: *tasty, delicious, hot, cold, undercooked, overcooked, awful*. Explain that the word *hot* can mean *heiß* or *scharf* and make sure that there are no problems with the rest of the vocabulary.
- Address the class like this: *I had a meal at an (Indian restaurant) yesterday*. With a gesture of the hand, try to elicit the question *What did you have?* Tell students that you had (curry) and get them to ask questions – to elicit *What was it like?* When answering, make two comments, e.g. *Well, it was very tasty, but it was a bit hot for me.*
- Get your students to form pairs and take turns at having similar dialogues. Remind them that if the food word is a plural (*chips, sandwiches, etc.*) they must ask *What were they like?* Suggest that they start off using the words on the board/OHP, but allow them to use their own ideas if they wish.

Ex. 18 (Unit 6 / Step 2)

The aim of this activity is to practise the future with *will*. **Time: approx. 10 min.**

- Read out this sentence to the class: *Anita is back in Munich. She is in a restaurant with a friend*. Then ask: *Do you think she will order a) a steak? b) chicken? c) a vegetarian dish?* When students answer (e.g. *I think she'll order a vegetarian dish*), ask them to give a reason (e.g. ... *because she isn't too keen on meat*).
- Divide the class into groups of three or four. Explain that you are going to ask them to say what they think Anita will do in different situations. After reading out each of the following situations, allow the group a short time to decide what they think Anita will do, and why:
 - 1 *Anita wants to buy a birthday present for her mother? Do you think she will buy a) a diamond ring, b) a book about Scotland, or c) flowers?*

- 2 Anita meets Bruce when he comes to Munich. Do you think she will a) take him to a beer garden, b) take him to an expensive restaurant, or c) invite him to her flat for dinner?
 - 3 Anita wants to go on holiday. Do you think she will go to a) Ireland, b) New Zealand, or c) Italy?
 - 4 Anita wants to learn another foreign language. Do you think she will learn a) French b) Spanish, or c) Chinese?
 - 5 Anita wants to buy a car. Do you think she will buy a) a large German car, b) a medium-sized French car, or c) an Italian sports car.
- Now ask each group to make their predictions and give a reason. Students take turns at acting as spokesperson for their group.

Ex. 19 (Unit 6 / Step 3)

The aim of this activity is to have a class discussion on the practice of tipping in restaurants. **Time: approx. 10 min.**

- Ask your class to look at page 99 of the coursebook. Working in pairs, they should read the second half of the text on *Eating in restaurants* (from: *In Germany, when you give a tip ...*). Check comprehension by asking about the difference between tipping practice in Germany and the UK/US.
- Now ask students whether they usually give tips; if so, why and how much; if not, why not. Ask if there are any situations in which they would not give a tip.
- Now ask the class whether they think tipping is a good practice, and to give reasons. (e.g. for: Waiters/waitresses don't earn very much. It's a way of saying thank you for good service, etc. against: Service is included in the price. People don't get tips in lots of other jobs, etc.). If everyone in the class is either for or against tipping, you should argue the other standpoint.

Ex. 20 (Last lesson)

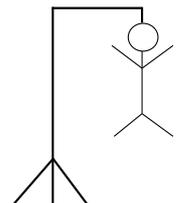
The aim of this activity is to revise the different tenses covered in *English Network 1 new edition*. **Time: approx. 10 min.**

- Write the following on the board/OHP: *I usually ..., I never ..., I always ..., I would like ..., I don't like ..., When I was 16 I ..., Last year I ..., Some years ago ..., I have never ..., Perhaps I'll ..., I don't think I'll ...*
- Tell your class something about yourself by completing the sentences above. Then, give each student a DIN A6 card and ask them to write a short report about themselves by completing the sentences. Tell them not to write their name on the card.
- Collect all the reports and then put the students in groups of two or three. Give each student a different report. Ask them to read out the report to each other and guess who the report belongs to.
- Then ask a few of your students to read out a report to the class and ask the other students to guess whose it is.

Ex. 21 (Christmas lesson)

The aim of this activity is to consolidate Christmas vocabulary. **Time: approx. 10 min.**

- Tell the students that you are going to play a game. Write on the board/OHP nine lines with a space between each one. For example: . Tell the class that they have to guess the Christmas word by calling out one letter of the alphabet at a time. The Christmas word here is *ornaments*. If they call out the right letter, for example, *m*, write *m* on the appropriate line, like this: m . If they call out *o*, write *o* on the appropriate line, like this o m , and so on.
- If anyone recognises the word before all the letters are filled in, they should raise their hand and say what they think the word is. If the class says eleven wrong letters before guessing the word, they lose this round of the game.
- Then ask a student to think of a different Christmas word and come to the front of the class, and do the game like you have just done.
- If you like, you could introduce a little excitement into this activity by following the rules of the popular British classroom game, hangman. Each time students guess a letter which isn't contained in the word, you should draw part of a gallows with a man hanging from it and write down the letter which was guessed wrongly. This limits the number of guesses the class can make to about 10 or 11. If they haven't guessed before the picture is completed, they lose this round of the game.



Tapescripts

Unit 1 / Step 1

T 1/3 Exercise 2a (p. 10)

- 1 Anita's German.
- 2 Anita's from Munich.
- 3 David's German, too.
- 4 David's from a place near Edinburgh.
- 5 David's American.
- 6 Anita's from Switzerland.
- 7 David's Scottish.
- 8 Bruce is American.
- 9 Bruce can speak a bit of German.
- 10 Anita's French.

T 1/4 Exercise 2d (p. 11)

- | | | | |
|-----------------|----------|-----------|----------|
| 1 Italy | Italian | 6 Spain | Spanish |
| 2 Germany | German | 7 France | French |
| 3 America | American | 8 Austria | Austrian |
| 4 Switzerland | Swiss | 9 Canada | Canadian |
| 5 Great Britain | British | | |

T 1/5 Exercise 3a (p. 11)

- 1 David can play tennis, but he can't swim.
- 2 Anita can't play tennis, but she can swim.
- 3 Can Bruce swim? Yes, he can.
- 4 Can David cook? No, he can't.

Homestudy (p. 13)

Before you go on/Speaking practice

L 1/5 Exercise 1: Listen and repeat.

- Is Bruce from America?
 Is Anita from Scotland?
 Is David from London?
 Are you from Germany?
 Can I introduce you to Anita Möllmann?
 Can I introduce you to Bruce Carter?
 Can I introduce you to David Marsh?

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

Example 1:

- A: Anita's from Germany.
 C: But David isn't from Germany.
 B: But David isn't from Germany.

Example 2:

- A: Anita can speak German.
 C: But David can't speak German.
 B: But David can't speak German.

And now you!

- A: Anita's from Germany.
 B: But David isn't from Germany.
 A: Anita can speak German.
 B: But David can't speak German.
 A: Anita's a travel agent.
 B: But David isn't a travel agent.
 A: Anita can cook.
 B: But David can't cook.

Unit 1 / Step 2

Exercise 3b (p. 14)

T 1/8 Listen and correct the numbers.

(M = man, W = woman)

- M: Can you tell me John's number, and Anna's ... oh, and Peter's, too please.
 W: Yes, I've got them here. Do you want their home numbers or their work numbers?
 M: Home and work, I think.
 W: Okay. John's home number is 921 769 ...
 M: 921 769 ...
 W: ... and his work number is 433 201.
 M: 433 201. Good, and Anna?
 W: Her home number is 604 802 ...
 M: 604 802 ...
 W: ... and her number at work is 604 711.
 M: 604 711. And the last one now, that's Peter.
 W: Peter's home number is 395 877 ...
 M: 395 877, and at work?
 W: It's 355 796.
 M: 355 796. Right, that's fine. Thanks very much.
 W: Not at all.

T 1/9 Now listen and write the numbers.

(W = woman, M = man)

- W: You've got some numbers that I want, I think. Have you got Susan's numbers?
 M: Yes.
 W: And Tom's and Paul's?
 M: Yes, I've got those numbers, too.
 W: Oh good. What are Susan's numbers?
 M: At home it's 397 621.
 W: 397 621.
 M: And Susan's work number is 740 586.
 W: 740 ... and then?
 M: 740 586.
 W: 586. And now Tom's numbers.
 M: At home it's 227 106.
 W: 227 106.
 M: And at work it's 485 001.
 W: Aagh ... not so fast.
 M: Sorry, 485 001.
 W: 485 001. Okay, I've got that now.
 M: And now Paul's numbers. His number at home is 693 347.
 W: 693 347. And at work?
 M: At work ... 381 952.
 W: 381 952. Okay, that's all. Thanks a lot.
 M: You're welcome. See you tomorrow. Bye.
 W: Bye.

Homestudy (p. 17)**Before you go on / Speaking practice****L 1/10 Exercise 1: Listen and repeat.**

Are they in Munich, too?

Have they got a daughter, too?

Has she got a house, too?

Are you German, too?

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

A: brothers

C: Have you got any brothers?

B: Have you got any brothers?

Example 2:

A: sisters

C: Have you got any sisters?

B: Have you got any sisters?

And now you.

A: brothers

B: Have you got any brothers?

A: sisters

B: Have you got any sisters?

A: cousins

B: Have you got any cousins?

A: children

B: Have you got any children?

A: questions

B: Have you got any questions?

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

A: Where are your children today?

C: My children? I haven't got any children.

B: My children? I haven't got any children.

Example 2:

A: Where's your English book today?

C: My English book? I haven't got an English book.

B: My English book? I haven't got an English book.

And now you!

A: Where are your children today?

B: My children? I haven't got any children.

A: Where's your English book today?

B: My English book? I haven't got an English book.

A: Where's your Uncle Peter today?

B: My Uncle Peter? I haven't got an Uncle Peter.

A: Where are your American friends today?

B: My American friends? I haven't got any American friends.

A: Where's your car today?

B: My car? I haven't got a car.

Unit 1 / Step 3**Exercise 2 (p. 18)**

T 1/12 Now listen and write the letters that you hear.

g j u v w e r i a q h y

Unit 1 / Review**T 1/16 Exercise 2 (p. 22)**

(B = Bruce, W = woman)

W: Could you tell me your name, please?

B: Do you want my first name or my family name?

W: Your surname, please.

B: Carter.

W: C A R T E R – is that right?

B: Yes, that's right.

W: And your first name?

B: Bruce.

W: Oh, I can spell that. Have you only got one first name?

B: No, my name's Bruce Zaccharius. That's Z (pronounced the American way: zi) A double C ...

W: Z (=zi)? That's Z (=zed), isn't it?

B: Oh yes, that's what you British say. Z (=zed) A double C ...

W: Z A double C ...

B: H A R ...

W: H A R ...

B: I U S ...

W: I U S. Zaccharius. Good, and your address, please?

B: 78, Wheydon Road.

W: How do you spell that?

B: W H ...

W: W H ...

B: E Y ...

W: E Y ...

B: D O N.

W: D O N.

B: And road – that's R O A D.

W: Thank you very much but I can spell the word 'road', you know. And that's in ...?

B: In Cambridge.

W: And the postcode is ...?

B: CB4 8PW.

W: CB4 8PW.

B: Yes, and do you need my phone number?

W: Yes, please.

B: It's 01223 ... 926 344.

W: 01223 ... 926 344. Thanks, that's all I need to know!

Unit 2 / Step 1**T 1/19 Exercise 3 (p. 25)**

1 (A = woman, B = man)

A: Oh yes, I know where that is. Go out of the station and then turn left.

B: Turn left after I go out of the station. Yes.

A: Then take the first road on your right.

B: First on my right.

A: And go straight on. Go past Central Park.

B: Past the park.

A: And past the supermarket.

B: And the supermarket.

A: Go straight on until you come to the crossroads.

B: Crossroads.

A: Then turn left, and it's the first building on your right.

B: Left, and it's the first building on my right. Okay, that's fine. Thanks very much for your help.

A: You're welcome.

2 (C = man, D = woman)

C: Yes, now go out of the post office and turn right.

D: Yes, turn right, yes.

- C: Walk past the cinema to the supermarket on the corner.
 D: Oh, you mean Dale's Supermarket. Yes, I've seen that.
 C: Yes, to Dale's. Turn right at this corner.
 D: Right at Dale's.
 C: And then walk straight on until you come to the first crossroads. Turn left at the first crossroads.
 D: Left at the crossroads – yes. And then?
 C: Then it's the second shop on your right. Okay?
 D: Yes, I hope so. Thanks a lot.
 C: That's okay.

T 1/20 Exercise 4c (p. 25)

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

- A: Excuse me, I'm from *English Network Magazine*.
 B: Yes?
 A: Can I ask you ...? You all go to a German class on Monday evenings, don't you?
 B,C,D: Yes. That's right. Jawohl.
 A: Well, tell me about it.
 B: What do you want to know?
 A: Well, what time do you start?
 C: Wir beginnen – oh sorry – we begin at 6 o'clock. That's a good time to begin.
 D: Yeah. Not too late.
 A: And how long is your lesson?
 C: It's one and a half hours.
 A: Do you have a break, you know, a coffee break?
 D: No, we don't. No break for us.
 A: And do you do homework, too?
 B: Yes, we do homework every week!
 C: Yes, we do about six hours homework every week.
 B: No, that's not true. We do homework every week, but only an hour.
 D: You know the good thing about our lessons is that we listen to German, you know, on a cassette, every week. That's a big help.
 A: And do you read German newspapers?
 C: Oh no. We're beginners – the newspapers are a bit difficult for us.
 A: And do you ever speak English in your lesson?
 B: No, we don't.
 C: We only speak German in the classroom.
 D: It's German all the time.
 A: That's very good.
 D: Yeah, but after the lesson we go to a restaurant and the teacher sometimes comes, too. Then we often speak English. We can't say very much in German yet, but just wait till next year.
 C: Jawohl. Next year *besser*. (laugh)

Homestudy (p. 27)

Before you go on / Speaking practice

L 1/17 Exercise 1: Listen and repeat.

- Do you like Italian food?
 Do you live near a station?
 Where do you come from?
 When do you go shopping?

L 1/18 Exercise 2: Listen to these examples.

- Example 1:**
 A: My friends live in London.
 C: Do you live in London, too?
 B: Do you live in London, too?
Example 2:
 A: My friends work in a hospital.
 C: Do you work in a hospital, too?
 B: Do you work in a hospital, too?
And now you!
 A: My friends live in London.
 B: Do you live in London, too?
 A: My friends work in a hospital.
 B: Do you work in a hospital, too?
 A: My friends like Italian food.
 B: Do you like Italian food, too?
 A: My friends play tennis.
 B: Do you play tennis, too?
 A: My friends come from Germany.
 B: Do you come from Germany, too?

L 1/19 Exercise 3: Listen and repeat.

- Excuse me, can you tell me where the hospital is, please?
 Excuse me, do you know where the hospital is, please?
 Excuse me, can you tell me the way to the hospital, please?
 Turn left at the crossroads.
 Go straight on.
 Take the second road on the left.
 It's on your right.

Unit 2 / Step 2

T 1/22 Exercise 2b (p. 28)

- Bristol is in the west of England.
- Bristol is about a hundred and fifty kilometres from London.
- Bristol is west of London.
- Bristol is near the sea.
- Bristol is near the Scottish border.
- Bristol is a small town.

T 1/23 Exercise 3b (p. 29)

(M = man, W = woman)

- M: I've got some questions to ask you. I want to ask you about another person. Who can I ask you about?
 W: Why don't you ask me about my sister?
 M: Okay, your sister. So, does she like spaghetti?
 W: Yes, she does. She likes spaghetti very much. She often eats in Italian restaurants.
 M: I see. And is she very sporty? I mean, does she go jogging for example, or does she play tennis?
 W: She doesn't go jogging – jogging isn't so good where she lives. But she plays tennis – I think she plays tennis about once a week.
 M: Next question. Does she live in the mountains?
 W: No, she doesn't. She lives in a big city.
 M: And does she speak French?
 W: Yes, she does. She often goes to France, she's got some friends in Paris.

- M: And the last question. Does she work for a German company?
 W: No, she doesn't. She works for an American company.
 M: Oh, so she speaks English, too. Which does she like more, English or French?

Homestudy (p. 31)**Before you go on / Speaking practice****L 1/23 Exercise 1: Listen and repeat.**

Hello, nice to see you again.
 Hello, how are you?
 I'm fine thanks, and you?
 How do you do?
 Where do you live?
 Where do you come from?
 What's Bristol like?

L 1/24 Exercise 2: Listen to these examples.*Example 1:*

A: I live in London.
 C: Does your sister live in London, too?
 B: Does your sister live in London, too?

Example 2:

A: I work in a bank.
 C: Does your sister work in a bank, too?
 B: Does your sister work in a bank, too?

And now you!

A: I live in London.
 B: Does your sister live in London, too?
 A: I work in a bank.
 B: Does your sister work in a bank, too?
 A: I like Italian food.
 B: Does your sister like Italian food, too?
 A: I play tennis.
 B: Does your sister play tennis, too?
 A: I speak French.
 B: Does your sister speak French, too?

L 1/25 Exercise 3: Listen to these examples.*Example 1:*

A: Does your sister live in London?
 C: Yes, but my brother doesn't live in London.
 B: Yes, but my brother doesn't live in London.

Example 2:

A: Does your sister work in a bank?
 C: Yes, but my brother doesn't work in a bank.
 B: Yes, but my brother doesn't work in a bank.

And now you!

A: Does your sister live in London?
 B: Yes, but my brother doesn't live in London.
 A: Does your sister work in a bank?
 B: Yes, but my brother doesn't work in a bank.
 A: Does your sister like Italian food?
 B: Yes, but my brother doesn't like Italian food.
 A: Does your sister play tennis?
 B: Yes, but my brother doesn't play tennis.
 A: Does your sister speak French?
 B: Yes, but my brother doesn't speak French.

Unit 2 / Step 3**T 1/24 Exercise 2b (p. 32)***(G = Gaby, M = Margaret)*

- G: ... oh, yes it's really lovely here in Auckland, Margaret. You must come and visit.
 M: I'd love to. Next year, perhaps. When's the best time to come?
 G: Well, definitely not this month. Oh, no – July is always so nice in Europe and it's so grey and awful here.
 M: Well, we often have some rain here in July, too – you know. Do you remember when you came for the tennis – for Wimbledon? That was a horrible July.
 G: Oh, yes – you're right – I remember.
 M: Well, you'll have a summer later on when it's cold and wintery here.
 G: Yes, at Christmas. That's something really different. Karl likes Christmas in New Zealand – in the hot weather.
 M: Oh, by the way, does Karl like his job at the bank?
 G: Yes, he does. He can sometimes travel a bit. That's good for him. He goes to other cities in New Zealand and he goes to Australia two or three times a year – he likes that.
 M: And what about you?
 G: Oh, I love my work at the hospital, that's three days a week. I work with children who are in hospital for a long time. That's hard on families.
 M: Yes, it must be hard. And what do you do on your free days?
 G: Well, I go swimming every week with my neighbour. She's very nice, she's from Japan. And I also love the garden. I work in the garden a lot when the weather is good.
 M: Oh, that's nice. And what about Claudia? And the boys?
 G: The boys are fine, they love it here. They love the sports – everybody loves sports here, it seems. And Claudia? She's fine. She's got a new job in a computer company. She doesn't phone people or write letters anymore – she only writes e-mails now! But you know, life is good here. We all walk and swim a lot more now than before and we very often go away for the weekend.
 M: That's good. Oh sorry, Gaby, that's my doorbell. I must go. Talk to you again soon. And don't forget – summer is coming.
 G: Okay, Margaret. Bye.
 M: Bye.

English at work 1**T 1/25 Exercise 2a (p. 37)***(R = receptionist, A = Anita, F = Ms Flemming, C = Charles Ford)*

- R: Good morning, can I help you?
 A: Yes, I've got an appointment with Ms Flemming.
 R: And your name, please?
 A: Möllmann, Anita Möllmann.
 R: Please take a seat for a moment.

A: Thank you.
 R: Ms Möllmann – Ms Flemming can see you now.
 Please come with me.

R: Ms Flemming, Ms Möllmann is here.
 F: Ah – hello Anita, how are you ?
 A: I'm fine Ms Flemming, and you ?
 F: I'm fine, too. But please call me Sonia.
 A: Oh – yes. I'm fine, Sonia.
 F: Good. It's nice to see you again, Anita.
 A: It's very kind of you to find the time for me.
 F: Oh, no problem. Let's go and talk to the sales manager first.

F: Charles, have you got a moment? Can I introduce you to Anita Möllmann. Anita, this is Charles Ford, our sales manager.

A: How do you do?
 C: How do you do?
 F: Anita's from Munich.
 C: Do you work in the travel business, too?
 A: Yes, I do.

F: Well, goodbye Anita.
 A: Thanks a lot for everything, Sonia.
 F: Oh, you're welcome.
 A: Please say goodbye to Mr Ford for me.
 F: Yes, of course. Let me show you the way out.
 Bye – and have a good trip back to London.
 A: Thank you. Goodbye.

Unit 3 / Step 1

T 1/27 Exercise 3a (p. 43)

- 1 Were you at the trade fair yesterday?
- 2 Yes, I was there all day.
- 3 We were all very busy.
- 4 But it wasn't too bad.
- 5 Why weren't the television people there yesterday?
- 6 Because it was the last day.
- 7 It wasn't on television at all.
- 8 Yes. It was on television on Monday.
- 9 And the newspaper reports were good.
- 10 But you and your colleagues weren't in the photo!

Homestudy (p. 45)

Before you go on / Speaking practice

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

Example 1:

A: Anita isn't at work today.
 C: Was she at work yesterday?
 B: Was she at work yesterday?

Example 2:

A: My friends aren't at work today.
 C: Were they at work yesterday?
 B: Were they at work yesterday?

And now you!

A: Anita isn't at work today.
 B: Was she at work yesterday?
 A: My friends aren't at work today.
 B: Were they at work yesterday?
 A: Bruce isn't at work today.

B: Was he at work yesterday?
 A: David and his boss aren't at work today.
 B: Were they at work yesterday?
 A: I'm not at work today.
 B: Were you at work yesterday?

L 1/34 Exercise 3: Listen and repeat.

What was the weather like?
 What was your room like?
 What was your hotel like?
 What was your flight like?

Unit 3 / Step 2

T 1/29 Exercise 2a (p. 46)

- 1 Anita's got some letters to post.
- 2 One pound is a note and not a coin.
- 3 You can make phone calls with £1 coins in Britain.
- 4 Phone cards all cost £10.
- 5 You can buy phone cards at the post office.
- 6 It was Anita's birthday yesterday.

Homestudy (p. 49)

Before you go on / Speaking practice

L 1/38 Exercise 1: Listen and repeat.

Where did you go?	Did you go there?
What did you do?	Did you see him?
What did you see?	Did you eat there?
Where did you eat?	Did you like it?

L 1/39 Exercise 2: Listen to these examples.

Example 1:

A: television
 C: Did you watch television yesterday?
 B: Did you watch television yesterday?

Example 2:

A: tennis
 C: Did you play tennis yesterday?
 B: Did you play tennis yesterday?

And now you!

A: television
 B: Did you watch television yesterday?
 A: tennis
 B: Did you play tennis yesterday?
 A: any wine
 B: Did you drink any wine yesterday?
 A: jogging
 B: Did you go jogging yesterday?
 A: newspaper
 B: Did you read the newspaper yesterday?
 A: dinner for your friends
 B: Did you cook dinner for your friends yesterday?
 A: in a restaurant
 B: Did you eat in a restaurant yesterday?

L 1/40 Exercise 3: Listen and repeat.

Why don't you buy a phone card?
 Why don't you ask your boss?
 Why don't you go to an evening course?
 Why don't you send him a postcard?

Unit 3 / Step 3

T 1/30 Exercise 2 (p. 50)

And here on East Coast Radio are the latest tourist rates for today. Visitors to the States, this is what you'll have to pay for one American dollar:
 Our Argentinian visitors must pay 0.9998 pesos.
 The Australians have to pay: 1.8986 Australian dollars.
 The Canadians: 1.536 Canadian dollars.
 Our tourists from Egypt must pay 3.795 Egyptian pounds.
 And our visitors from India must pay 46.95 rupees for one American dollar.
 Japanese visitors pay: 110.19 yen for one dollar.
 And our visitors from Malta: 0.4634 lira.
 Travellers from New Zealand must pay: 2.4722 New Zealand dollars.
 And today the dollar costs the South Africans: 7.795 rands.
 And last of all, visitors from Thailand must pay 43.73 baht.
 This information comes to you every morning from the Wall Street Journal exchange rate information service. Have a nice day.

Unit 4 / Step 1

Homestudy (p. 59)

Before you go on / Speaking practice

L 2/5 Exercise 1: Listen and repeat.

Anita phoned the tourist office yesterday.
 She didn't phone the bank.
 She stayed at the Metropole last year.
 She didn't stay at the Castle Hotel.
 The receptionist used to work at the Metropole.
 He didn't use to work at the Ritz.
 Anita booked a single room.
 She didn't book a double room.

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

Example 1:

A: When did Anita phone?
 C: She phoned yesterday.
 B: She phoned yesterday.

Example 2:

A: When did you visit her?
 C: I visited her yesterday.
 B: I visited her yesterday.
Yes, all these things happened yesterday. And now you!
 A: When did Anita phone?
 B: She phoned yesterday.
 A: When did you visit her?
 B: I visited her yesterday.
 A: When did they start their course?
 B: They started it yesterday.
 A: When did you finish that book?
 B: I finished it yesterday.
 A: When did they book their holiday?
 B: They booked it yesterday.

L 2/7 Exercise 3: Listen to these examples.

Example 1:

A: Do you play tennis?
 C: No, but I used to play tennis.
 B: No, but I used to play tennis.

Example 2:

A: Does he ride a bicycle?
 C: No, but he used to ride a bicycle.
 B: No, but he used to ride a bicycle.

And now you!

A: Do you play tennis?
 B: No, but I used to play tennis.
 A: Does he ride a bicycle?
 B: No, but he used to ride a bicycle.
 A: Do they live near the hotel?
 B: No, but they used to live near the hotel.
 A: Does he work at the Metropole?
 B: No, but he used to work at the Metropole.
 A: Do you walk to work?
 B: No, but I used to walk to work.

Unit 4 / Step 2

T 2/5 Exercise 2b (p. 60)

- Anita's train left London an hour late.
- The receptionist went to London last week.
- Anita's room is number 4-0-1.
- Her room's on the third floor.
- Dinner begins at 6 o'clock.
- Anita can manage her bag.
- She'd like a morning call.
- She'd like to have a German newspaper in the morning.

T 2/6 Exercise 3b (p. 61)

Last Wednesday I went to London. I got up at quarter past seven, as always. And then an hour later I walked to the bus stop to get the bus to the station. That's only about ten minutes. I had plenty of time to buy a newspaper and then I got on the 8.45 to London. I met my three friends on the train and we had a coffee, read the newspapers and talked a lot about our jobs and what we do at work and so on. I really enjoyed the journey. We went past some beautiful countryside on the way. When we were quite near London I bought two sandwiches and a drink for lunch – and so did my friends. We were hungry by then.
 We had a good afternoon in London. We walked around a lot and we did one of those bus tours – you know a sightseeing tour. That was great – you can see a lot of the important buildings and streets that way. In the early evening we went to a Spanish restaurant for a quick meal. The restaurant was in Covent Garden – that's a great area, just full of interesting things and people. The food was excellent, and we drank some very good Spanish red wine – Rioja, I think it was. We didn't have a lot of time, because we had theatre tickets – so we took a taxi to the theatre – now what was the name of the theatre? Oh, I can't remember but we saw a very good musical there. It's new, it's called *Out in the West*. It was excellent. The musical finished just after half past ten, but it was about a quarter to

eleven when we left the theatre – there were so many people, and I wanted to buy one of those souvenir programmes. Then we went to our hotel. It was a lovely evening. In fact, it was a perfect day. It was very nice of my friends to invite me to London. It was my birthday, you see.

Homestudy (p. 63)

Before you go on / Speaking practice

L 2/11 Exercise 1: Listen and repeat.

Shall I help you with your bag?
 Can I help you with your homework?
 Would you like any help with the dinner?
 Shall I help you with your work?
 Can I help you with the children?
 Would you like any help with the shopping?

L 2/12 Exercise 2: Listen to these examples.

Example 1:

A: Did you go there yesterday?
 C: No, but Anita went there.
 B: No, but Anita went there.

Example 2:

A: Did you speak to Bruce yesterday?
 C: No, but Anita spoke to him.
 B: No, but Anita spoke to him.

And now you!

A: Did you go there yesterday?
 B: No, but Anita went there.
 A: Did you speak to Bruce yesterday?
 B: No, but Anita spoke to him.
 A: Did you meet Bruce yesterday?
 B: No, but Anita met him.
 A: Did you drink a beer yesterday?
 B: No, but Anita drank a beer.
 A: Did you see Bruce yesterday?
 B: No, but Anita saw him.
 A: Did you eat with Bruce yesterday?
 B: No, but Anita ate with him.

L 2/13 Exercise 3: Listen to these examples.

Example 1:

A: Anita ate in a hotel yesterday.
 C: I didn't eat in a hotel.
 B: I didn't eat in a hotel.

Example 2:

A: Anita went to Edinburgh yesterday.
 C: I didn't go to Edinburgh.
 B: I didn't go to Edinburgh.

And now you!

A: Anita ate in a hotel yesterday.
 B: I didn't eat in a hotel.
 A: Anita went to Edinburgh yesterday.
 B: I didn't go to Edinburgh.
 A: Anita travelled by train yesterday.
 B: I didn't travel by train.
 A: Anita left at eleven yesterday.
 B: I didn't leave at eleven.
 A: Anita spoke to the receptionist yesterday.
 B: I didn't speak to the receptionist.

Unit 4 / Step 3

T 2/7 Exercise 2 (p. 64)

- 1: Yes, I think I'd like to go by (plane; **!?!?!**) because it's the fastest way – and they give you breakfast or lunch. The only problem is that you have to be there one hour before it's time to leave. Oh, and you can't see anything on the way – only white clouds and blue sky. Another problem is that you often arrive a long way from the city centre.
- 2: I'd prefer to go by (car; **!?!?!**) because then I can stop when I want and for as long as I want. I can stop every half hour if I want to eat or drink something or look at the view. Of course, if I stop every half hour, I'll never get there! The problem is finding somewhere to park when I get there.
- 3: I'd like to go by (train; **!?!?!**). It's the perfect answer. You can walk up and down, you can read, you can talk to people, and you can go to the restaurant car for lunch. Yes, this is definitely the best way for me.

T 2/8 Exercise 4a (p. 64)

- Well, I liked it very much. The hotel had seven different restaurants, one for every day of the week! That was great.
- Yes, it was a very big hotel. I liked the sports centre there very much. They had everything there, absolutely everything.
- It wasn't really very good for a family holiday – not for a family with very young children, like us. Too big. One day our young daughter walked away from us and we didn't find her for two hours! I didn't like that very much.
- Our room was on the twenty-fifth floor – wonderful view. You don't get that in a small place.
- It was great in the evenings. The night club was fantastic – great music every night. I want to go back there again next year.
- I didn't really like it very much – you never saw the same people, I mean who worked there. Always somebody different. All the time.
- It was great for the children. The hotel had a lot of people who organised things for children every day. A lot of different things. It was always interesting for them. That was great for us mums and dads!
- You know what I didn't like? I didn't like the long way to the breakfast room! I can tell you – it was a fifteen-minute walk! So, after the first three days I ordered my breakfast in my room.

Unit 5 / Step 1

T 2/10 Exercise 2d (p. 74)

(A = Anita, B = Ben, D = Don)

- 1 D: We've been to a lot of different places in Australia – but Sydney's my favourite city there. We first went there ten years ago. And we went there every winter for six years. Their winter is better than our winter. This time on the way to London we just changed planes there – so that isn't really a visit. I'd like to go

- back there again next winter. Last year we went to Brisbane for the first time. It was really beautiful. We'd like to go back there again, too!
- 2 B: I live in Chicago and I love it, but I also like Los Angeles. I first went there three years ago, and then I went there again last year – great place.
- 3 A: I haven't really travelled very much. I've never been to America, for example, and I'd really like to go there. I went to Paris for the first time about six weeks ago, and I really liked it. It was great to speak a bit of French.
- 4 A: My mother wasn't very happy when I moved from Dresden to Munich. She didn't come and visit me for about a year. Then she came and loved it. She came again and again – her last visit was her seventh, I think.

Homestudy (p. 77)**Before you go on / Speaking practice****L 2/19 Exercise 1: Listen and repeat.**

He's been to Germany once.

She's been to Chicago twice.

They've met her mother three times.

She's eaten in that restaurant twice.

I've seen her boss once.

L 2/20 Exercise 2: Give positive short answers. Listen to these examples.**Example 1:**

A: Has Anita ever driven a car?

C: Yes, she has.

B: Yes, she has.

Example 2:

A: Have her friends ever been to England?

C: Yes, they have.

B: Yes, they have.

And now you!

A: Has Anita ever driven a car?

B: Yes, she has.

A: Have her friends ever been to England?

B: Yes, they have.

A: Has Ben ever been to Germany?

B: Yes, he has.

A: Have you ever seen an English film?

B: Yes, I have.

Now give negative short answers. Listen to this example.

A: Has Bruce ever eaten haggis?

C: No, he hasn't.

B: No, he hasn't.

And now you!

A: Has Bruce ever eaten haggis?

B: No, he hasn't.

A: Have Carol and Don ever been to Dresden?

B: No, they haven't.

A: Have you ever met the American President?

B: No, I haven't.

A: Has Anita ever been to America?

B: No, she hasn't.

L 2/21 Exercise 3: Listen to these examples.**Example 1:**

A: I went to Chicago last year.

C: I've never been to Chicago.

B: I've never been to Chicago.

Example 2:

A: I ate haggis yesterday.

C: I've never eaten haggis.

B: I've never eaten haggis.

And now you!

A: I went to Chicago last year.

B: I've never been to Chicago.

A: I ate haggis yesterday.

B: I've never eaten haggis.

A: I saw a Scottish show yesterday.

B: I've never seen a Scottish show.

A: I drove a bus yesterday.

B: I've never driven a bus.

A: I bought a Japanese newspaper yesterday.

B: I've never bought a Japanese newspaper.

A: I drank wine from New Zealand yesterday.

B: I've never drunk wine from New Zealand.

A: I met the American President yesterday.

B: I've never met the American President.

Unit 5 / Step 2**T 2/12 Exercise 2c (p. 78)**

- 1 Dunedin's a big city on the South Island of New Zealand.
- 2 There are nearly half a million inhabitants in Dunedin.
- 3 There's a university in Dunedin.
- 4 There's a big international airport in Dunedin.
- 5 You can fly to Australia from Dunedin.
- 6 Chicago is a very modern city.
- 7 There was a terrible fire in Chicago ten years ago.
- 8 There are over two million inhabitants in Chicago.
- 9 Chicago's fantastic art gallery is called The Metropolitan Museum of Art.
- 10 Chicago is known as 'the windy city'.

Homestudy (p. 81)**Before you go on / Speaking practice****L 2/25 Exercise 1: Listen and repeat.**

There's a small airport in Dunedin.

There isn't an international airport.

There are some flights to Sydney from Dunedin.

There aren't any flights to Europe.

There was a bagpiper at the Scottish evening.

There wasn't a singer.

There were some people from New Zealand.

There weren't any people from Australia.

L 2/26 Exercise 2: What do you know about Dunedin? Answer these questions with short answers. Listen to these examples.**Example 1:**

A: Is there an airport in Dunedin?

C: Yes, there is.

B: Yes, there is.

Example 2:

A: Is there an international airport in Dunedin?

C: No, there isn't.

B: No, there isn't.

And now you!

- A: Is there an airport in Dunedin?
 B: Yes, there is.
 A: Is there an international airport in Dunedin?
 B: No, there isn't.
 A: Are there any flights to Sydney from Dunedin?
 B: Yes, there are.
 A: Are there any flights to London from Dunedin?
 B: No, there aren't.
 A: Is there a university in Dunedin?
 B: Yes, there is.

L 2/27 Exercise 3: Ask me about the road where I live. Listen to these examples.

Example 1:

- A: hospital
 C: Is there a hospital in your road?
 B: Is there a hospital in your road?

Example 2:

- A: restaurants
 C: Are there any restaurants in your road?
 B: Are there any restaurants in your road?

And now you! Ask me about my road.

- A: hospital
 B: Is there a hospital in your road?
 A: restaurants
 B: Are there any restaurants in your road?
 A: computer shop
 B: Is there a computer shop in your road?
 A: bus stops
 B: Are there any bus stops in your road?
 A: shops
 B: Are there any shops in your road?
 A: school
 B: Is there a school in your road?

Unit 5 / Step 3

T 2/13 Panorama: Exercise 2 (p. 83)

(A = woman, B = woman, M = man from New Zealand)

- A: Can you tell us a bit about New Zealand?
 B: You know, the places we can visit, things we can see.
 M: Yeah, sure. You're starting in Auckland, aren't you?
 B: Yes, we arrive there on 23rd December.
 A: We'll be there for Christmas.
 M: Christmas is different in New Zealand. It's summer. But in Auckland, in the shops, in the streets, you'll see Santa Claus or Father Christmas like in Switzerland or in England. Yes, Santa in a big, red costume – in the hot sunshine! It's strange.
 A: Then we want to go to Rotorua. Do you know that place?
 M: Oh yes. There's a lot to see there. And one thing you must do is go to a Maori concert. Their singing and dancing is lovely. The music is very light and happy. Would you like to hear some?
 A/B: Yes please. Oh yes, it would be great.
 M: Okay, just a minute.
 A: Yes, it is happy music, isn't it? Can you say anything in Maori?
 M: Yes, I can say 'Kia ora'.

- A: Kora.
 M: No, no, no. Kia ora.
 A: Kia ora. What does it mean?
 M: It means 'Hello'. Kia ora.
 A: And where can we go in the South Island?
 M: You can go to Mount Cook.
 B: Mount Cook.
 M: It's the highest mountain in New Zealand, it's over 3,700 metres high.
 B: Oh yes?
 M: And then, I like Milford Sound very much.
 A: What's that?
 M: It's a fiord, you know like the fiords in Scandinavia, in Norway. It's a beautiful river, with high mountains, and you can walk up there or even better, go in a small boat. The trees and plants are beautiful, and the mountains are wonderful, too. It's a very beautiful place.
 A: Mm. I think I'll like that.
 B: Yes, me too. You know, I think we'll like New Zealand.

Unit 6 / Step 1

T 2/15 Exercise 2a (p. 88)

- please – meat – peas – eat
 ready – bread – breakfast
 great – steak

T 2/16 Exercise 3b (p. 89)

- 1 Would you like a coffee?
- 2 Would you like to live in New Zealand?
- 3 Would you like to be a film star?
- 4 Would you like a cigarette?
- 5 Would you like the chicken, madam?
- 6 Would you like to learn Spanish?
- 7 Would you like to work in a fish shop?
- 8 Would you like an ice cream?
- 9 Would you like to have my ticket for the film tomorrow? I can't go.
- 10 Would you like to live in a castle?

Homestudy (p. 91)

Before you go on / Speaking practice

L 2/32 Exercise 1: Listen and repeat.

- Would you like to order a drink?
 Would you like a glass of red wine?
 Would you like a tea?
 I'd like to order a drink, please.
 I'd like a glass of white wine, please.
 I'd prefer a coffee, please.

L 2/33 Exercise 2: Give short answers. Listen to these examples.

Example 1:

- A: Would you like a coffee?
 C: Yes, please.
 B: Yes, please.

Example 2:

- A: Would you like to live in New Zealand?
 C: Yes, I would.
 B: Yes, I would.

And now you!

- A: Would you like a coffee?
 B: Yes, please.
 A: Would you like to live in New Zealand?
 B: Yes, I would.
 A: Would you like to buy a new car?
 B: Yes, I would.
 A: Would you like to live in a castle?
 B: Yes, I would.
 A: Would you like milk in your coffee?
 B: Yes, please.
 A: Would you like a dessert?
 B: Yes, please.
 A: Would you like to learn Spanish?
 B: Yes, I would.

L 2/34 Exercise 3: Give negative answers. Listen to these examples.

Example 1:

- A: Would you like a coffee?
 C: No, thanks very much.
 B: No, thanks very much.

Example 2:

- A: Would you like to live in New Zealand?
 C: No, I wouldn't.
 B: No, I wouldn't.

And now you!

- A: Would you like a coffee?
 B: No, thanks very much.
 A: Would you like to live in New Zealand?
 B: No, I wouldn't.
 A: Would you like to live in the mountains?
 B: No, I wouldn't.
 A: Would you like wine with your dinner?
 B: No, thanks very much.
 A: Would you like to be a film star?
 B: No, I wouldn't.
 A: Would you like to buy a big American car?
 B: No, I wouldn't.
 A: Would you like a starter?
 B: No, thanks very much.

Unit 6 / Step 2

T 2/18 Exercise 2b (p. 92)

- 1 A: Oh, it's time to go. Excuse me, can I have the bill, please?
 W: Certainly.
 2 W: Would you like to order anything else?
 B: Yes, I'd like a coffee, please. Oh, and could I have the bill, please?
 W: Yes, of course.
 3 C: Yes, that was very good, thank you.
 W: Can I bring you any more coffee?
 C: No, thank you. Would you bring me the bill please?
 W: Yes, sure. Just a moment, please.
 4 W: Yes? You called me?
 D: Yes. Could you bring me the bill, please?
 W: Yes, certainly.
 D: Thank you.

Homestudy (p. 95)

Before you go on / Speaking practice

L 2/38 Exercise 1: Listen and repeat.

- Excuse me, can I have the menu, please?
 Excuse me, could I have the menu, please?
 Excuse me, would you bring me the bill, please?
 Excuse me, could you give me a receipt, please?

L 2/39 Exercise 2: Listen to these examples.

Example 1:

- A: She's at home today.
 C: And she'll be at home tomorrow.
 B: And she'll be at home tomorrow.

Example 2:

- A: She isn't here today.
 C: And she won't be here tomorrow.
 B: And she won't be here tomorrow.

And now you!

- A: She's at home today.
 B: And she'll be at home tomorrow.
 A: She isn't here today.
 B: And she won't be here tomorrow.
 A: They are at work today.
 B: And they'll be at work tomorrow.
 A: They aren't at school today.
 B: And they won't be at school tomorrow.
 A: He isn't in the office today.
 B: And he won't be in the office tomorrow.
 A: He's in London today.
 B: And he'll be in London tomorrow.

L 2/40 Exercise 3: Listen to these examples.

Example 1:

- A: He arrived at 6 yesterday.
 C: Will he arrive at 6 tomorrow, too?
 B: Will he arrive at 6 tomorrow, too?

Example 2:

- A: They saw her yesterday.
 C: Will they see her tomorrow, too?
 B: Will they see her tomorrow, too?

And now you!

- A: He arrived at 6 yesterday.
 B: Will he arrive at 6 tomorrow, too?
 A: They saw her yesterday.
 B: Will they see her tomorrow, too?
 A: She met Bruce yesterday.
 B: Will she meet him tomorrow, too?
 A: He was in London yesterday.
 B: Will he be in London tomorrow, too?
 A: I was at home yesterday.
 B: Will you be at home tomorrow, too?

Unit 6 / Step 3

T 2/20 Exercise 2 (p. 96)

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

- A: When I got home last night, I didn't feel like cooking and neither did my husband. And there was a good film on television, too, that we both wanted to see. So we phoned the Chinese Lantern – we had their menu at home from the last time – and ordered some food. About fifteen minutes later

Paul went there to get it and arrived back home just in time for us to sit down with our delicious Chinese meal to watch the film. Great!

- B: I worked a bit late yesterday, and when I left the office at about eight o'clock, I was really hungry. So I decided to have something to eat on the way home. I went to a restaurant near the station and had some really good vegetarian food. As I said, the food was great, but there was no service at all. No waiters or waitresses. You got your food yourself and took it to your table. Well, that's okay if it isn't a special meal on a special day. I mean, I wouldn't like to go there on my birthday, for example.
- C: I spent all day yesterday doing the housework and the shopping and so on. And then at five o'clock I went to the doctor's and waited for ages. I didn't see him until after six. Well, I had plans to go to the cinema with a friend at seven so I ran out of the doctor's and into this small place near the cinema and ordered coffee and an enormous piece of chocolate cake. I ate and drank that in about three minutes flat and then met my friend just in time to go into the cinema.
- D: It was my 30th birthday yesterday, and my husband arranged a surprise dinner for me. I didn't know anything about it until we arrived at The Grand. Of course, I'd never been to The Grand before, I don't often go to hotels anyway. It was wonderful. Excellent service, excellent food – and it probably cost an awful lot of money but I didn't ask!

English at work 3

T 2/21 Exercise 2b (p. 101)

(R = receptionist, B = Bruce, P = personal assistant)

- R: Abenteuer Reisen in München. Guten Morgen. Was kann ich für Sie tun?
- B: Guten Morgen. Sprechen Sie Englisch?
- R: Yes, I can speak English. Can I help you?
- B: Oh, thank you. Yes, I'd like to speak to Anita Möllmann, please.
- R: Anita Möllmann – in Marketing ...
- B: Yes, that's right.
- R: Hold the line, please – I'll put you through.
- ...

- P: Hello, Marketing.
- B: Hello, this is Bruce Carter. I'd like to speak to Anita Möllmann, please.
- P: I'm sorry, she's in a meeting. I'm her personal assistant. Can I take a message?
- B: Yes – could you ask her to call me back – as soon as possible, please?
- P: Yes, of course. Has she got your number?
- B: I can give it to you now – just to be certain. It's in England – so that's 0044 – then the code for Cambridge is 1223.
- P: 0044 – 1223.
- B: And then the direct number for my department is 8934 double 7
- P: 8 9 3 4 double 7.
- B: Then she must ask for my extension – that's 602.
- P: Extension 602.
- B: Oh, she could also send me an e-mail, of course. My address is bcarter – that's all one word – at eci dot com.
- P: bcarter at eci.com. Okay, that's fine – I'll give her the message as soon as I see her.
- B: Thank you very much. Goodbye.
- P: Goodbye.

T 2/22 Exercise 2d (p. 101)

(A = Anita, B = Bruce)

- B: Hello, Bruce Carter speaking.
- A: Hello, Bruce.
- B: Hello Anita – thanks for calling back.
- A: No problem.
- B: My meeting in Munich is fixed now.
- A: And when will you be here?
- B: The meeting is all next week, but I'd like to stay in Munich for the weekend after that.
- A: That's fine – I'll be here. And would you like to have a tour around Munich with me?
- B: Oh yes, please. As I told you, I've only been to Munich once, so I haven't seen very much at all.
- A: Okay – I'll start planning. Where will you be in Munich?
- B: I'll be at the Astoria Hotel, in Schwabing.
- A: Oh yes, I know where that is. I'll leave a message for you there. Is that okay?
- B: That's fine. See you soon then.
- A: Yes, bye Bruce.
- B: Bye Anita.

Acknowledgements

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