

Network Now

English

A1

Teaching Notes

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Introduction to *Network Now A1*

The course

Network Now A1 is the follow-on coursebook from *Network Now A1 Starter* and it brings learners up to the level A2 of the Common European Framework.

The *Now A1* coursebook consists of **six units** and **each unit is divided into four 90-minute steps**.

Steps 1 and 2 follow a storyline; Step 3 is a realia-based step; **Now I can** (Step 4) is a review unit which reflects the teaching aims listed on the Photo page at the beginning of each unit.







Now A1 is also suitable for learners who have learnt English in other beginners' courses. In order to facilitate false beginners, there is a 'reminder' grammar section – **YAK** (You already know) on the classroom pages and on the Language study page. YAK features structures that learners have already come across in their previous course, and it serves as a stepping stone to the new grammar to be focussed on in the step: **AN** (And now) grammar.

The Teaching Notes

These *Teaching Notes* are a summarised guide through the units. There is one page of Lesson notes per step and you'll find a compilation of the Audio scripts for the Listening activities on the classroom pages on pages 27 ff.

For more extensive teaching notes, tips, photocopiable activities, games and templates, please see the *Network Now A1 Teacher's Resource Book* (ISBN 978-3-526-51922-5).

Recurring features in the Teaching Notes

-  Keys to the exercises on the classroom pages.
-  2/11 = CD number 2, track 11.
-  When the track is to be played.
-  Possible pitfalls and how to deal with them.
- NB:** Information for the teacher.
- FYI:** Topic-related background information.
-  How to make the activity easier.
-  How to make the activity more demanding.
- Tip:** A practical tip on teaching methodology.

The star system allows all students to do the same exercise but to choose the level of complexity they want to attempt:

- * simple
- ** standard
- *** challenging

Light font: These activities are optional.

For extra teaching materials, see:

Internet: There's a selection of additional materials, including a Zero lesson, on the *Network Now* website (www.klett-sprachen.de/networknow → 'Lehren').

Teacher's Resource Book (ISBN 978-3-526-51922-5): There are photocopiable activities / templates for every step.

Network Teachers' Club has lots of materials which you can download free of charge (www.klett-sprachen.de/network/club).

1 Hello and welcome! | Now I can

Storyline Review

Alun joins a German class in Canterbury. He and the other students write personal profiles.
Vocabulary, functions and structures in Unit 1

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Teacher's Resource Book* (ISBN 978-3-526-51922-5).

NB: The unit aims on the Photo page (p. 9) are reproduced at the head of the *Now I can* page. Next to each of the aims is a symbol. At the beginning of each part of *Now I can*, there are symbols corresponding to those symbols next to the aims. In this way, you can see which of the functions, vocabulary groups or structures the students are going to practise.

Starter: Introducing people 10 mins

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

Part 1: Filling in a form; Asking for and giving personal information

1a 1/25 / 1b 1/26 / 1c 30 mins

Tip: Mixed ability. Within your class, your students probably have a range of linguistic ability, linguistic backgrounds and personalities. Some students thrive on being challenged; some students welcome the security of tasks well within their ability range. In the *Teacher's Resource Book*, there are tips on how to deal with mixed ability groups. One of these is the star system. Some exercises are marked with star symbols.

- * = simple
- ** = standard
- *** = challenging

All students do the same exercise but they can decide for themselves which level of complexity they choose. For example, *Exercise 1a* can have three levels:

Board:

- * Listen for the items a)–e) on the list.
- ** As in the coursebook.
- *** Do the activity as in the coursebook and then make sentences with the remaining items on the list.

- 1a She wants to find out more about her family. Give the students time to read through the list. Then play 1/25.
 ✓ f), c), a), j), g), h), i), e)
- 1b Play 1/26.
! When saying numbers, most English people will say *oh* for 0. Most Americans will say *zero* for 0.
 Family name: **Burton**, First name(s): **Alun**, Nationality: **British**, Address: **3 London Road, Canterbury, CT3 6SG**, Contact tel.: **079 413 465 83**, Email: **alunburton@gmx.co.uk**, Course title: **German A2**, Course number: **215**, Day and time: **Tuesdays at 7 o'clock**
- 1c Students work in pairs.

Tip: Pairwork. Students are often required to work with a partner. It's beneficial for students to work with a variety of partners but they are sometimes reluctant to change partners. Take in some pictures from magazines – or postcards – you need one for each pair of students. Cut the pictures in half, shuffle them and hand one piece to each student. The person who has the other half of the picture is their partner for this activity / lesson.

Part 2: Talking and writing about jobs and hobbies; Expressing likes and dislikes

2a / 2b / 2c 20 mins

- 2a Have individual students read out the information on the form.
- 2b Follow coursebook instructions.
- 2c Encourage students to work with a different partner from the one in *Exercise 1c*.

If short of time

The final activity of the *Now I can* pages provides time flexibility. Students can interview their teacher, rather than writing a text.

Part 3: Writing about jobs 20 mins

- Follow coursebook instructions.

And finally ... 10 mins

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

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

Your notes:

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

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Teacher's Resource Book* (ISBN 978-3-526-51922-5).

Photo page 5+ mins

- Give students time to read the synopsis of Unit 2 and answer the questions.
- **a) Anna works in an office; b) Susan goes swimming.**
- Direct them to what they're going to learn in the second unit.

Starter: Routines 5 mins

- Follow coursebook instructions.

Dialogue 1/29 5+ mins

- Students listen to the dialogue, first with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/29.
- ! The verb *organise* has the alternative spelling: *organize*.

Language and culture

- The students can read the text *Time* (p. 43) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson.

1a Comprehension 5+ mins

- **left column:** 2, 5, 3; **right column:** 1, 4

1b / 2 / 2a / 2b Time 25 mins

- **1b ! 8.30 = half past eight**
! Remind your students that the 24-hour clock (e.g. 14.30) is seldom used in conversational English. *am* (ante meridiem) is used from midnight to midday; *pm* (post meridiem) is used for times between 12.00 and 24.00.
! Use numbers for times with *am* and *pm*, e.g. *The train leaves at twelve forty pm.*
• **eight o'clock, quarter past six, twenty past seven, quarter to ten, half past eight**
- **2** Point out the *Info box* and practise the half hour by writing a few times on the board (7.30 – 4.30 – 1.30, etc.) and asking individuals to say them.
- **2a** • **1 It's eleven o'clock. 2 It's quarter past three. 3 It's twenty-five past four. 4 It's twenty to nine. 5 It's half past one. 6 It's twenty-five to one.**
- **2b** Demonstrate the activity by writing a time on the board and asking the class to guess what you do at that time every day.

3 / 3a / 3b Grammar 15 mins

- **3 YAK:** Present simple
AN: Adverbs of frequency
! Students will need practice in pronouncing the word *usually*.
! Students often forget the -s on the third person: *he / she / it works*.
- **3a** Demonstrate the activity saying two things about yourself.
- **3b** Demonstrate the activity with an able student.

Tip: Third person -s. Write the letter **S** on a card and, when students forget to add an -s on the verb when talking about the third person, simply hold up the card – this avoids having to interrupt them to get them to correct the mistake.

If some of your students are not very confident and want more revision practice, refer them to the YAK section of the Language study (p. 30). There are also YAK exercises online. Students just need to type in the Language study code under www.langenscheidt.de/networknow/selfstudy.

If short of time

Students give only one place of work for each of the jobs listed in *Exercise 4a*. Just do one of the *Round up* activities.

4a / 4b 1/30–31 **Jobs and workplaces** 15 mins

- **4a** • Possible answers: **hotel – cleaner, cook, manager, receptionist, waiter; shop – manager, shop assistant; school – cleaner, teacher; house – babysitter, cleaner, electrician, housewife, cook; restaurant – cleaner, cook, manager, waiter; hospital – cleaner, cook, doctor, nurse, receptionist; factory – electrician, engineer, factory worker, manager; office – cleaner, engineer, manager, PA, receptionist**
- **4b** Play ▶ 1/30.
• **1 waiter, 2 shop assistant, 3 nurse**
Play ▶ 1/31.
• **Speaker 1: sometimes / often / never, always / never / usually; Speaker 2: sometimes, always; Speaker 3: e.g. He ... often works at night / always has a meeting with the doctors when he starts work / usually walks round and talks to the patients / is sometimes really tired when he finishes work / never sleeps well in the day / is never bored.**

Round up 5a / 5b 10 mins

- **5a / 5b** Follow coursebook instructions.

And finally ... 5– mins

Remind students of the following:

- **Language study** (p. 30): There are also exercises online for the YAK grammar. Students just need to type in the Language study code under www.langenscheidt.de/networknow/selfstudy.
- **Selfstudy** (p. 31): Students can do this in the book or online.
- **Keys** (p. 127/128) to the Language study and Selfstudy exercises.

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

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Teacher's Resource Book* (ISBN 978-3-526-51922-5).

Starter: How often? 5 mins

! Students are likely to forget to add the -s on the verb when talking about *he / she*. Remember the Tip from Unit 2, Step 1: Write the letter **S** on a card and hold it up if a student forgets – then he / she can correct the mistake without your having to interrupt.

Dialogue 1/35 5 mins

! BE: at the weekend; AE: on the weekend

- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/35.

Language and culture


- The students can read the text *Free time* (p. 43) and do the related tasks at home – or you can use this as a 'filler' if you have time at the end of the lesson.

1a Comprehension 10– mins



! Pay attention to the students' pronunciation of *London* and *Mrs Benton* – they're likely to 'swallow' the *d* or *t* in words ending with *-don / -ton*.

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


1b Vocabulary: Adjectives 10 mins

 **Positive:** fantastic, good, great, interesting;
Negative: awful, boring, difficult, terrible



2 / 2a 1/36–37 / 2b Making and reacting to suggestions 20 mins

- 2 Divide the class into A and B. A-students repeat the suggestions and B-students repeat the responses. Then change roles and repeat. (Choose any of the responses for e.)
- 2a Play ▶ 1/36.
 They decide to go for an Indian meal.
Play ▶ 1/37.
 A: ✓ e), b), a), d); B: ✓ a), b) d)
- 2b Follow coursebook instructions.

3 / 3a / 3b / 3c Grammar 15 mins

- 3 YAK: Questions
AN: *Why ...? – Because...*; Questions with prepositions on the end, e.g. *Which house does she live in?*
- 3a ! At this level, students shouldn't be confusing *who* and *where*. If you have a weak group, write a reminder on the board that *who* is used to ask about a person. **Board:** **WH** ☺
Students choose the right question word.
 1 Why, 2 Who, 3 What, 4 Where, 5 When, 6 What time, 7 Why

They then match the answers to the questions.

-  3a), 1b), 4c), 6d), 5e), 7f), 2g)
- 3b Invite a student to ask you a question from *Exercise 3a*.
- 3c  1 from, 2 to, 3 in, 4 for, 5 to

If short of time

You can do *Exercise 4b* as a class activity. Just do one of the *Round up* activities.

Tip: Monitoring. When students are working in groups or doing a walk and talk activity (*Exercises 4b* and *5a*), monitor the activity, giving help where necessary. Don't interrupt the activity to correct students – only intervene if communication comes to a standstill. Make notes of any frequent errors and deal with those in class after the activity is finished.

4a 1/38–39 / 4b Returning questions 10+ mins

- 4a **Pronunciation.** Students listen to a short dialogue. Play ▶ 1/38. Then they listen and repeat the questions. Play ▶ 1/39.
- 4b Demonstrate the activity with an able student.

Round up 5a / 5b 10+ mins

- 5a / 5b Follow coursebook instructions.

And finally ... 5 mins

Remind students of the following:

- **Language study** (p. 34): There are also exercises online for the YAK grammar. Students just need to type in the Language study code under www.langenscheidt.de/networknow/selfstudy.
- **Selfstudy** (p. 35): Students can do this in the book or online.
- **Lerntipp:** Point out the *Lerntipp* on vocabulary at the end of the *Selfstudy* page (p. 35). Also mention that there is a section of *Lerntipps* on pages 190–191.
- **Keys** (p. 128) to the Language study and *Selfstudy* exercises.

Your notes:

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

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Teacher’s Resource Book* (ISBN 978-3-526-51922-5).

Starter: Where do you go? 5 mins

- Follow coursebook instructions.

Pub notices 5+ mins

- 1 FYI:** Irish pubs have been opened throughout the world, particularly in the 1980s and 1990s, from Boston to Frankfurt, Johannesburg to Beijing. They sell typical types of Irish beer, stout (e.g. Guinness), ale (e.g. Kilkenny), and also cider (e.g. Strongbow). Typical things on the menu include: a full Irish breakfast, Irish stew, fish and chips, Sunday roast, as well as more international dishes. You will often hear live music played in Irish pubs – maybe an Irish group will sing, some evenings they have karaoke and sometimes there’s an ‘Open stage’ when the guests bring their own instruments and perform. An one popular event in many pubs is the weekly pub quiz.

Tip: Volunteers. Don’t let the overly keen student answer all the questions! First, ask the question to the class so that everyone has a chance to think. Then, call on a weaker student to answer a simple question and ask more confident students to give answers to the more difficult questions.

- Students look at authentic pub notices and volunteers say what they mean.
🔗 **1a), 2b), 3a), 4b)**

Language and culture

- The students can read the text *Pubs* (p. 43) and do the related tasks at home – or you can use this as a ‘filler’ if you have time at the end of the lesson.

Reading: Molly Malone 2a / 2b 🎧^{1/44} / 2c 20+ mins

- Reading text:** Molly Malone
- 2a** 🔗 **Dublin, pretty, wheelbarrow, fever, ghost**
- 2b** First students insert the missing words into the song text.
🔗 **See key for 2a.**
Then play ▶ 1/44 for students to check their answers. Play it a second time and encourage (but don’t force!) students to join in. Students don’t need to understand every word of the song – you can refer them to a translation on p. 125.
- 2c Tip: Variety.** If you have students in your class from other countries or other regions, ask them about their home towns. This not only helps them to feel integrated into the class but also adds variety to the answers and information the class hears.

The pub quiz 3a / 3b 🎧^{1/45} 15– mins

- 3a** 🔗 ✓ 1, 6, 7, 8
2 ... at 8.30, 3 There are two prizes / a first and second prize, 4 ... a maximum of eight people, 5 ... per player

- 3b** Play ▶ 1/45.

🔗 **First round**

4 / 4a / 4b 🎧^{1/46} **Grammar** 15 mins

- 4 YAK:** *How many ...? – There is ... / There are ...*
AN: *How many ...? – There was ... / There were ...*
- 4a** 🔗 **1 There’s, 2 There are, 3 There are, 4 There weren’t, There was**
- 4b Pronunciation:** *was / were.* Play ▶ 1/46.

If short of time

Exercise 4c can be done as a class activity. *Exercise 4d* can be done as a class activity by writing just one set of questions (p. 123) on the board and asking individuals to complete the question and ask it to the class.

4c 🎧^{1/47} / **4d The quiz** 25 mins

- 4c** Play ▶ 1/47. **NB:** Answers are on p. 125.
🔗 **1 How many, 2 What, 3 many, were there, 4 Who was, 5 Whose**

Tip: Exchange information. When doing a task where students do an A / B activity at the back of the book, clarity is the keyword. Put all the A students on one side of the room and all the B students on the other. Write *A:* and *B:* on the board and note down the page number. Ask members of each group to read their task together before attempting the task.

- 4d** 🔗 The answers are the same for both teams:
1 Who, 2 How, 3 When, 4 Whose, 5 Which

And finally ... 5 mins

Remind students of the following:

- Language study and Selfstudy** (p. 38).
- Keys** (p. 128) to the Language study and Selfstudy exercises.
- Reading: Quiz time – riddles** 🎧^{1/51} (p. 39): A text ‘just for fun’ with a glossary of unknown words.

Your notes:

**Storyline
Review**

Some people in Alun's class try to find a time when they can meet up.
Vocabulary, functions and structures in Unit 2

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Teacher's Resource Book* (ISBN 978-3-526-51922-5).

NB: The unit aims on the Photo page (p. 27) are reproduced at the head of the *Now I can* page. Next to each of the aims is a symbol. At the beginning of each part of *Now I can*, there are symbols corresponding to those symbols next to the aims. In this way, you can see which of the functions, vocabulary groups or structures the students are going to practise.

Starter: Telling the time 5 mins

! Students may need reminding that 7.30 = *half past seven*.

- Five past one, ten past one, quarter past one, twenty past one, twenty-five past one, half past one, etc.;
- Quarter past seven, half past seven, quarter to eight, eight o'clock, etc.

Part 1: Understanding rules and instructions; Talking about daily routines; Asking and answering questions; Talking about jobs

1a 1/52 / 1b / 1c / 1d 30 mins

- 1a Play ▶ 1/52.
- 1 seven; 2 three; 3 No, it isn't; 4 She works in a travel office. / She's a travel agent.
- 1b Follow coursebook instructions.

Tip: Task complexity. In the *Teacher's Resource Book* (ISBN 978-3-526-51922-5), you will see how to adapt some exercises to the ability level of your class. When you see an arrow like this ↓, there's a suggestion how to make the activity a little easier for the whole class. When you see this arrow ↑, there's a suggestion how to make the activity a bit more demanding. These suggestions are optional – it depends on the ability of your group whether you choose to use them or not.

- 1c left column: 1, 5, 2, 4; right column: 6, 3, 7
↓ Do this exercise as a class activity.
- 1d **NB:** There are ideas for possible questions on page 125.

Part 2: Making and reacting to suggestions; Talking about daily routines

2a 1/53 / 2b 1/54 / 2c / 2d 30 mins

- 2a Play ▶ 1/53.
Let your students decide for themselves how challenging they want this activity to be:
 - * (simple) Listen for three days: Tuesday, Wednesday, Thursday.
 - ** (standard) Listen for the dinner suggestions.
 - *** (challenging) As in the coursebook.
- The one free time is Thursday, for dinner.
- 2b Play ▶ 1/54.
- Let's – 2, Why don't we – 1, We could – 2, How about – 2, Shall we – 3
- 2c ↓ Let students listen to the dialogue in *Exercise 2a* again if they need more help.
- 2d Nominate a speaker for each group.

If short of time

The final activity of the *Now I can* pages provides time flexibility. In *Exercise 3b*, students ask and answer questions in groups without having written the answers to the questions.

Part 3: Asking and answering questions; Talking and writing about your daily routine.

3a / 3b 15 mins

- 3a / 3b Follow coursebook instructions.

And finally ... 10 mins

Remind students of the following:

- **Test yourself** (p. 42) and the key (p. 128).
- **Language and culture** (p. 43): Refer your students to any L&C texts that weren't read in class.
- **Now me** (p. 44): Students can personalise their learning by writing short entries on the *Now me* page, and noting down vocabulary which is particularly useful to them.
- **Vocabulary section** at the back of the coursebook (p. 150 – 188): Consists of the **Unit vocabulary** and the **Dictionary**.
The Unit vocabulary (p. 150 – 175) is a chronological list of the words in the coursebook. Students can use it to practise the words they had in the unit – it's also useful if a student has missed a lesson and wants to catch up on the missed vocabulary. There are also lists of word groups and phrases from each step. The words can be listened to on the Internet – a code is provided on page 150.
The Dictionary (p. 176 – 188) is an alphabetical list of the words in the coursebook so students can easily look up unknown vocabulary from dialogues and exercises. These words can also be listened to on the Internet – a code is provided on page 176.

Does your course have more than the standard 24 lessons?

- After Units 2, 4 and 6, there is the optional section **Globetrotter**.
Globetrotter Work: One page (45 minutes) of classroom material with the focus on English for work.
Globetrotter Travel: One page (45 minutes) of classroom material with the focus on English for travel.
A further 45 minutes of classroom material is provided on the Internet for each of these lessons.
Teaching notes on these optional lessons can also be found in the *Teacher's Resource Book* (ISBN 978-3-526-51922-5).

Your notes:
