Network Now

English

A1 Starter

Teaching Notes

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Network Now A1 Starter – Teaching Notes

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Introduction to *Network Now A1 Starter*

The course and the coursebook
Network Now A1 Starter is the first of two books at the A1 level in the series *Network Now*. Learners – even those who have no previous knowledge of English – are led through the basic structures of beginners' English at an easy pace and with plenty of consolidation. This prepares them for the follow-on book in the series, *Network Now A1*. These two books cover material from the A1 level of the Common European Framework.
Network Now A1 Starter consists of **six units, each divided into four 90-minute steps**. Steps 1–3 follow a storyline and consist of two dialogues and related activities per step. Step 4, **Now I can**, is a review lesson which reflects the teaching aims listed on the Photo page at the beginning of each unit.
On the classroom pages, you will find references to three **Extras**. These are optional consolidation activities found on the next page of the step. In Steps 1–3, you will also find a reference to a text on the **Language and culture** page at the end of each unit. These optional tasks can be done in the lesson, if you have time, or done at home as part of the students' Selfstudy.
The Selfstudy elements after Steps 1–3 consist of **Language study** – giving examples and translations of the phrases and structures focussed on in the lesson – and Selfstudy, a collection of exercises to consolidate the language of the step. The exercises can be done in the book or online and there's a **key** to all the exercises at the back of the coursebook. The Selfstudy element after **Now I can** is **Test yourself** in which students can assess their progress. An additional Selfstudy element at the end of each unit is the **Now me** page, which allows students to do some free writing on the topics covered in the unit.
After every two units there is a **Magazine** which provides reading texts and puzzles to be done in class or at home.

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 28 ff.

For more extensive teaching notes, tips, photocopiable activities, games and templates, please see the *Network Now A1 Starter Teacher's Resource Book* (ISBN 978-3-526-51912-6).

Recurring features in the Teaching Notes

🔑	Keys to the exercises on the classroom pages.
2/11	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.
↓	How to make the activity easier.
↑	How to make the activity more demanding.
Tip:	A practical tip on teaching methodology.
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 978-3-526-51912-6): 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).

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Storyline	Lara and Rob arrive at a guest house and get their room key.
Functions	Introducing yourself and others; Greetings; Asking for and giving personal information
Vocabulary	Countries; Numbers 1–12
Pronunciation	Intonation in greetings
Grammar	The verb *to be (I, I'm = I am; you, you're = you are)* – statements, questions, short answers; Possessives *(my, your)*

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Starter Teacher's Resource Book* (ISBN 978-3-526-51912-6).

Tip: Zero lesson
If you haven't done the *Zero lesson* (www.klett-sprachen.de/networknow; 'Lehren', 'Zero lesson'), copy the *Learner profile* for each student and ask them to fill it in at home. This will help you get to know your students early on in the course.

Starter: Name card 5 mins
- **NB:** Students make a name card by folding a piece of paper in half and writing their first name on the front and back of the paper (so that classmates in front of them and next to them can see it). Fold one of the top corners over to make the name card stand up better.
  Some students may be surprised at the use of first names and will need reassuring that it's common practice in English-speaking countries.

Photo page 5+ mins
- Give students time to read the synopsis of Unit 1 and answer the question.
  In Ambleside / England.
- Point out the learning aims of Unit 1 (listed in the notebook insert).

Dialogue 1 1/2 5+ mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/2.

Tip: Gestures. Keep all instructions short and simple and use gestures to demonstrate the meaning, rather than speak a lot of German in the lesson.

Language and culture
- In every step, after one of the dialogues, there's a reference to the Language and culture section at the end of the unit. The students can read the text *Names* (p. 25) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson.

1a 1/3 **/ 1b / 1c / 1d Introductions** 20 mins

Tip: Instructions. When you give instructions use the standard phrases that are in the book (e.g. *Listen and repeat*) so that students will learn them quickly. In the early units, instructions are given, in more detail, in German, too, so give students time to read them.

- **1a** Say: *Listen and repeat.* Play ▶ 1/3.
- **1b** Introduce yourself and invite others to do the same.
- **1c** Students may feel a little reluctant to leave their seats but walk round, encouraging students to stand up and join you in the activity.
- **1d** Demonstrate the activity.

1e 1/4 **/ 1f Countries** 10 mins
- **1e** Play ▶ 1/4.
  ! Even though some words in English are similar in German, the stress can be different. Mark a stressed syllable by underlining.
  Board:
  Turkey – Türkei
  Check their pronunciation of Austria ['ɒstrɪə].
- **1f** Start the activity by saying where you're from.

Extras
- In each step, you'll find a reference to three Extras. You can do the exercise in class, either at the point where the reference is given, or as a 'five-minute filler' at the end of the lesson. There's a key to the Extras (p. 129 ff.) so the students could do them at home as part of their Selfstudy.

Dialogue 2 1/5 5+ mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/5.

2a / 2b About the text 10 mins
- **2a** **I'm tired. I'm hungry. I'm thirsty.**
- **2b** Demonstrate the activity with an able student.

2c 1/6 **/ 2d / 2e Numbers** 15 mins
- **2c** Students can use pencils to cover the words. Play ▶ 1/6.
- **2d / 2e** Follow coursebook instructions.

If short of time
The two *Round up* activities allow for time flexibility – you can do just one of the activities.

Round up 3a 1/7 **/ 3b** 1/9 10 mins
- **3a** Play ▶ 1/7.
- **3b** Play ▶ 1/9.
  Dialogue 1: K: Ah, Mr and Mrs Fox from ~~Germany~~ **Austria**.
  Dialogue 2: R: Oh, ~~dear~~ **Lara**!

And finally ... 5 mins
Point out the following:
- **Language study** (p. 12)
- **Selfstudy** (p. 13): Students can do this in the book or online (keys, p. 129).

Your notes:

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Storyline	Lara and Rob go to their room. They ask Ken about the local pub and breakfast times.
Functions	Asking the time and about mealtimes; Asking where places are in town
Vocabulary	Adjectives; Meals
Pronunciation	Intonation in questions and short answers
Grammar	The verb *to be (it, it's = it is, isn't = is not)* – statements, questions, short answers

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Starter Teacher's Resource Book* (ISBN 978-3-526-51912-6).

Starter: Are you Bettina? 5 mins
- **!** Encourage students not to just answer with *Yes* or *No* as this can seem rude in English. Write *Yes, I am* and *No, I'm not* on the board.

Dialogue 1 1/12 5+ mins

Tip: Reason for listening. Before students listen for the first time, always ask a minor general question to give them a reason for listening. Here you could ask: *What's correct?* And on the board, write:

☐ It's time for a cup of coffee.
☐ It's time for a cup of tea. (tea)

- Students listen to the dialogue with the dialogue covered and answer the question. They listen a second time, with the dialogue uncovered, and check their answer. Play ▶ 1/12.

Language and culture
- The students can read the text *Afternoon tea* (p. 25) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson.
- The Out and about is also linked to the tea time theme. The Out and about tasks present the students with realia and give them a simple task in order to make them realise that it isn't necessary to understand every word in order to get the information required.

1a About the text 5 mins
- **1a correct: 1, 2, 3 and 6; incorrect: 4 – isn't warm, 5 – five o'clock**

1b / 1c / 1d 1/13 **/ 1e Adjectives** 20 mins

Tip: Grammar terms. Many adult learners are not familiar with grammar terms, even in their own language. Find other examples of the grammar item (e.g. *nice, hungry, thirsty* to explain 'adjective') instead of offering a lengthy explanation which may confuse students.

- **1b 1c), 2b), 3a)**

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

- **1c** ⇓ Refer the students to the Dictionary section of the coursebook (p. 162) if they need to check any words.
  ⇑ Ask the class to write down two sentences. Volunteers read out their sentences.
- **1d** Play ▶ 1/13.
- **1e** Here is the first of three Extras. You can do the exercise in class, either at the point where the reference is given, or as a 'five-minute filler' at the end of the lesson.

1f Time 5 mins
- **NB:** At this stage, students are only presented with hours. Other times are dealt with in *Network Now A1*.
  2 It's six o'clock. 3 It's eight o'clock. 4 It's nine o'clock. 5 It's eleven o'clock.

Dialogue 2 1/14 5+ mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/14.

2a About the text 5 mins
- **2a correct: 1, 2 and 4; incorrect: 3 – It's two minutes from the guest house.**

2b / 2c Asking where things are 15 mins
- **2b** Here is the first Exchange information exercise.

Tip: Exchange information. 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 pairing up with a student from the other group.

- **2c** Demonstrate the activity with an able student.

2d Roleplay 10 mins
- Follow coursebook instructions.

If short of time
Just do one of the *Round up* activities.

Round up 3a 1/15 **/ 3b** 10 mins
- **3a** Play ▶ 1/15. **a) 3; b) 2; c) 1; d) 4**
- **3b** Follow coursebook instructions.

And finally ... 5 mins
- Remind your students to do the **Language study** and **Selfstudy** (p. 16 f.; keys, p. 129). Students can do the selfstudy in the book or online.
- Point out the **Tip** at the end of the Selfstudy page (p. 17).
- Show them two more features of the coursebook:
  Dictionary (p. 162 ff.): Students can use this list of alphabetical vocabulary to look up unknown words. They can practise pronunciation on www.klett-sprachen.de/networknow/dictionary.
  Vocabulary (p. 146 ff.): Students can study specific vocabulary from each step. They can practise pronunciation on www.klett-sprachen.de/networknow/selfstudy.

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Storyline	Lara and Rob have breakfast at the guest house.
Functions	Asking for personal information; Asking where someone is from
Vocabulary	Drinks; Nationalities (1)
Pronunciation	Syllable stress
Grammar	The verb *to be (he, she, we, they; 's = is / isn't = is not, 're = are / aren't = are not)* – statements, questions, short answers

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Starter Teacher's Resource Book* (ISBN 978-3-526-51912-6).

Starter: What time's breakfast? 5 mins
- Go round the class, giving prompts *breakfast, lunch* or *dinner* in random order.

Dialogue 1 1/19 5+ mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/19.
  ! The word *daughter* often causes problems. Have the class repeat the word after you. Then ask pairs of students to read this mini dialogue.
  Board:
  A: This is my daughter.
  B: Nice to meet you.

1a 1/20 / **1b How are you?** 10 mins

Tip: Say it together. Don't hesitate to have the class repeat phrases in chorus. It gives everyone the chance to say the phrase and shy students don't feel as inhibited when they're speaking in a group.

1a Play ▶ 1/20 and have the class repeat the phrases.
! Point out that in English, the response is: *Fine, thanks* – not *Thanks, fine*.
- **1b** Demonstrate the activity with an able student.

1c / 1d / Drinks 10 mins
- **1c** **1 tea, 2 coffee, 3 apple juice, 4 orange juice, 5 water, 6 milk, 7 wine, 8 beer**
- **1d** Here are the first two of three Extras. You can do the exercise in class, either at the point where the reference is given, or as a 'five-minute filler' at the end of the lesson.

1e Helen and Ken 5 mins
She's Helen Stock / the boss / the daughter.
He's Ken Stock / a good worker / the father.

Dialogue 2 1/22 10 mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/22.

Language and culture
- The students can read the text *Great Britain* (p. 25) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson.

If short of time
Exercise 2c can be done in class rather than as pairwork.
In *Exercise 2d*, the groups can write three, not six, questions.
In *Exercise 3b*, you take the role of the waiter / waitress.
You can do just one of the *Round up* activities.

2a / 2b / 2c / 2d Countries and nationalities 25 mins
- **2a** Follow coursebook instructions.
- **2b** ⬇ Ask volunteers to write in the missing words before they do the exercise.
  Board:
  Where _____ he from?
  Where _____ she from?
  Where _____ they from?

  1 Canadian, 2 Swiss, 3 German, 4 Greek, 5 English, 6 Austrian
- **2c** Demonstrate the activity with a more able student before they do the activity in pairs.
- **2d** 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 pairing up with a student from the other group.

Round up 3a / 3b 15 mins
- **3a** Repeat the drink orders and have two able students write them on the board.
- **3b** Monitor the activity, giving help only where communication has broken down.

And finally ... 5 mins
- Remind your students to do the **Language study** and **Selfstudy** (p. 20 f.; keys, p. 129). Students can do the selfstudy in the book or online.
- Show them another feature of the coursebook and give a short explanation:
  Language and culture (p. 25): Students can read this cultural information and learn about customs and habits in English-speaking countries. It can be read at home or it may be used in class. At the beginning of the book, most of the information is in German, but the amount of English will increase as the course goes on. There are keys to the short activities – and there's a simple Internet task which can be done at home.

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Storyline Two new guests, Carlo and Della, arrive at the guest house and go for a drink at the pub.
Review Vocabulary, functions and structures in Unit 1

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Starter Teacher's Resource Book* (ISBN 978-3-526-51912-6).

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 yourself and others 5 mins
Example sentences: **This is Lara Fox. This is Rob. Rob is Lara's husband. They're from Weilheim. Lara's German and Rob's English.**
He's Ken Stock. She's Helen Stock. Helen is the boss. She's the boss in the guest house.

Part 1: Introducing yourself and others; Greeting people; Asking where the nearest (pub / restaurant) is; Asking and saying where someone is from; Numbers 1–12

1a 1/25–26 / **1b** / **1c** 30 mins
- **1a** Play ▶ 1/25. When students have completed the exercise, play ▶ 1/26 and check the answers.
  The names are … **Della and Carlo**; *Della's* … **Canadian**; *Carlo's* … **Italian**; *They're from* … **Milan, Italy**; *They're here for* … a **cultural festival**; *They're in room* … **7**
- **1b** Make sure that students know they can refer to the dialogues in Unit 1 if they need help.

Tip: Intervention. The focus of the *Now I can* page is on communication. Monitor the activities and only intervene if there's a breakdown in communication.

- **1c** ⬆ Ask more confident groups to act out their dialogue without looking at it.

Part 2: Introducing yourself and others; Greeting people; Asking and saying where someone is from

2a 1/27 / **2b** 1/28 / **2c** 30 mins
- **2a** Play ▶ 1/27.
  1 pub (The Rose); 2 Helen, Rob, Lara, pub (The Rose); 3 at the guest house, tired; 4 eleven
- **2b** Play ▶ 1/28.
  Say: *For Carlo?* **Red wine.** *For Della?* **Orange juice.** *For Lara?* **White wine.** *For Helen?* **Coffee.** *For Rob?* **Beer.**
- **2c** Join in the Walk and talk activity.

Tip: Praise. Some students will not be used to this kind of free activity and will need reassurance. While you're monitoring the activity, join in with the task and be sure to praise students *(Good – Very nice – Excellent – Good idea – That's right)* while you're monitoring.

If short of time
Write the questions for *Exercise 3* in class and have each student just speak to one partner (use the green column only).

Part 3: Asking for personal information 20 mins
- Ask the pairs to finish the sentences using the information on page 125 as their guide.
  ⬇ In class, think of a selection of questions (more than five) and write them on the board. Each pair can then select five.
  ! Explain that in English, ✓ = yes and x = no.

And finally … 5 mins
Point out the following features of the coursebook and give a short explanation:
- **Test yourself** (p. 24): Students can assess their progress by doing this test and checking their answers (p. 129).
- **Language and culture** (p. 25): Refer your students to any Language and culture texts that weren't read in class.
- **Keys** (p. 129 ff.): to the Test yourself page and Language and culture tasks.
- **Now me** (p. 26): Students have the opportunity to personalise the structures they learnt in the previous unit and practise writing English. Advise them to keep a record of their progress by assembling a dossier (www.klett-sprachen.de/networknow/portfolio).

Your notes:

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Storyline	Lara and Rob look at postcards in Ambleside.
Functions	Asking and saying what something is and what colour it is; Giving an opinion
Vocabulary	Things in the street; Colours
Pronunciation	Regular plurals *-s* [z], *-es* [ɪz]
Grammar	Indefinite article *a / an*; Regular plurals with *-s / -es*

Lesson notes

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Photo page 5+ mins
- Give students time to read the synopsis of Unit 2 and answer the question.
  a marathon, a cultural festival with opera, films theatre, music
- Point out the learning aims of Unit 2 (listed in the notebook insert).

Starter: Postcards 5 mins
Possible answers: **Big Ben, Buckingham Palace, a London bus, the Queen, Trafalgar Square, etc.**

Dialogue 1 1/30 5+ mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/30.

Language and culture
- The students can read the text *Post boxes* (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 / 1b *a / an* 10 mins
- **1a** **an old phone box, a red phone box, an English post box, a nice post card**
- **1b NB:** The full alphabet is taught in Step 2.
  Board:
  a, e, i, o, u = vowels
  a post box
  an old post box
  ____American post box
  ____German post box
  _____ _____ post box
  1 a, 2 an, 3 a, 4 a, 5 an, 6 a
  Here is the first of three Extras. You can do the exercise in class, either at the point where the reference is given, or as a 'five-minute filler' at the end of the lesson.

Tip: Later ... . In a beginners' class, we give information to the learners gradually so that we don't overwhelm them. So don't be afraid to say: *We learn that later.* Otherwise, the lesson could go off at a tangent!

1c 1/31 **/ 1d Asking and saying what things are** 15 mins
- **1c** ↓ Students work in pairs.
  First read out the list of words. Have students write the words under the picture. Volunteers give the answers and then make a sentence: *It's a ... / an ... .*
  1 It's a bus. 2 It's an ambulance. 3 It's a taxi. 4 It's a bus stop. 5 It's an underground station. 6 It's a police car.
  Play ▶ 1/31 and, in chorus, students repeat the sentences.
- **1d** **What is it? It's a key, ... phone, ... cup, ... sandwich.**

Dialogue 2 1/32 5+ mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/32.

2a Opinions 10 mins
- Have the class repeat the words in the boxes.
  ! Pay attention to the pronunciation of *interesting* (three, not four, syllables).

If short of time
Limit the number of questions in *Exercise 2c*. Do just one of the *Round up* activities.

2b 1/33 **/ 2c / 2d Colours** 10 mins
- **2b** Say: *Listen and repeat.* Play ▶ 1/33.
  ! Pay attention to the pronunciation of *orange* ['ɒrɪndʒ].
  ! In English, the colour pink is used for both the German words *rosa* and *pink*.
- **2c** After asking the question about several objects, let a student take over the questioning.
- **2d** **In London: taxis – black, buses – red, police cars – white, yellow and blue, post boxes – red**

2e Pronunciation 1/35 5 mins
- **Board:**
  Plural +*es*
  lun<u>ch</u>
  bo<u>x</u>
  bo<u>ss</u>
  Play ▶ 1/35.

Round up 3a 1/36 **/ 3b** 15 mins
- **3a** Play ▶ 1/36.
  1 in the street, 2 in a taxi
- **3b** Put students into groups of three or four. Say: *Look at page one two eight.* Check that everyone has found the page.

And finally ... 5 mins
- Remind your students to do the **Language study** and **Selfstudy** (p. 30 f.; keys, p. 130). Students can do the selfstudy in the book or online.
- Refer your students to the **Tip** at the end of the Selfstudy page (p. 31).
- Refer your students to **Language and culture**, Step 1 (p. 43) if you haven't done this in class.

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Storyline	Lara signs up for the Windermere marathon and Rob gets information about the Ambleside Cultural Festival at the town hall.
Functions	Giving personal information; Filling in a form
Vocabulary	The alphabet
Pronunciation	*the* [ðə] / [ðɪ]
Grammar	Possessive pronouns *his / her*; Definite article *the*

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Starter: What is it? 5 mins
1 What is it? It's a taxi. What colour is it? It's black. 2 What are they? They're post boxes. What colour are they? They're red. 3 What are they? They're roses. What colour are they? They're pink. 4 What is it? It's a form. What colour is it? It's white and blue.

Dialogue 1 1/40 5+ mins
- Students listen to the dialogue with the dialogue covered. They listen a second time, with the dialogue uncovered. Play ▶ 1/40.

Language and culture
- The students can read the text *The alphabet* (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 About the text 5 mins
- **1a What's your name? What's your address? And what's your phone number?**
  ⬆ Invite less confident students to ask the questions to more confident students. *(Peter), ask (Sara).*
  Here is the first of three Extras. You can do the exercise in class, either at the point where the reference is given, or as a 'five-minute filler' at the end of the lesson.

1b 1/41–42 **/ 1c / 1d The alphabet** 25 mins

Tip: Network Teachers' Club. You can find free downloadable materials for your classes in the Network Teachers' Club (www.klett-sprachen.de/network/club) – there are lots of ideas for practising the alphabet with your students.

- **1b** ⬇ Remind students of the vowels. Write on the board and say the words for students to repeat:
  A-team – Email – I-Phone – O2 – YoUtube
  Play ▶ 1/41.
- **1c** Make a list of the letters that you read out so that you can write them on the board at the end of the activity, e.g. BBC – ARD – ZDF – CNN – NDR – RTL – ORF – NTV – …
- **1d Germany, Ireland, Greece, Switzerland, Great Britain, Austria, Poland**

1e / 1f Name and phone number 10 mins
- **1e** This can be done as a *Walk and talk* activity.

Tip: Walk and talk. *Walk and talk* activities give students the opportunity to talk to more people – and also allow a bit of movement in the lesson.

- **1f NB:** In phone numbers, the digit 0 is *zero* or *oh*. Zero used to be thought of as American English, but it is heard more and more in British English.

Dialogue 2 1/43 5+ mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/43.

2a / 2b About the text 10 mins
- **2a 2 Fox, not Box; 3 marathon, not triathlon; 4 203, not 209; 5 husband, not boyfriend**
- **2b 1 Rob, not Bob; 2 Fox, not Cox; 3 an English magazine, not a French magazine; 5 *English Now*, not *England Now*; 6 German, not American**

If short of time
Do *Exercise 2d* as a class activity. Just do one of the *Round up* activities.

2c 1/44 **/ 2d *the*** 10 mins
- **2c** Demonstrate the two *the*-sounds; *the* [ðə] *marathon – the* [ðɪ] *address*. Play ▶ 1/44.
  first *the* [ðə]: 1, 3, 5; second *the* [ðɪ]: 2, 4, 6
- **2d first *the* [ðə]: 2, 3, 5, 7; second *the* [ðɪ]: 1, 4, 6, 8**

Round up 3a 1/45 **/ 3b** 10 mins
- **3a** Play ▶ 1/45. **Stephen Furmin, 10 Gale Park, Ambleside LA2OBN, 0539763817**
- **3b** Demonstrate the activity. Say: *What's this country?*
  Board:
  _ _ _ _ _ _
  Invite individual students to call out letters. If a letter is in the word (FRANCE), write it in the appropriate blank. If it isn't in the word, write it on the edge of the board. The student who guesses the country can come to the board, think of a country (give help if necessary) and write the number of blanks on the board.

And finally … 5 mins
- Remind your students to do the **Language study** and **Selfstudy** (p. 34 f.; keys, p. 130). Students can do the selfstudy in the book or online.
- Refer your students to **Language and culture**, Step 2 (p. 43) if you haven't done this in class.

Your notes:

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Storyline	Rob and Lara find out what's on at the cultural festival.
Functions	Saying when and where an event takes place; Making and reacting to suggestions
Vocabulary	Cultural events; Places in town (1); Days of the week
Pronunciation	Voiced and unvoiced *th*
Grammar	*There's a / an …*; Prepositions *at, on*

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Starter Teacher's Resource Book* (ISBN 978-3-526-51912-6).

Starter: What's the word? 5 mins
- After you've demonstrated the activity, nominate a confident student to spell a word.

Dialogue 1 1/50 5+ mins
- Students listen to the dialogue with the dialogue covered. They listen a second time, with the dialogue uncovered. Play ▶ 1/50.

Language and culture
- The students can read the text *Days of the week* (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.
- Students now have the language to do the Out and about task. The Out and about tasks present the students with realia and give them a simple task in order to make them realise that it isn't necessary to understand every word in order to get the information required.

1a / 1b About the text 10 mins
- **1a** **1c), 2a), 3e), 4b), 5d)**
- **1b !** Remind students to say *an opera / an open day.*
  There's a concert at the school / a film festival at the cinema / a German evening at the town hall / an open day at the museum / an opera at the theatre.
  Here is the first of three Extras. You can do the exercise in class, either at the point where the reference is given, or as a 'five-minute filler' at the end of the lesson.

1c 1/51 **/ 1d Days of the week** 15 mins
- **1c** Play ▶ 1/51.
  ! Repeat *Wednesday* several times. Point out that the *d* is silent.
- **1d !** At regular intervals, ask students to spell *Tuesday* and then *Thursday* – these are words which are often confused.

1e 1/53 **Pronunciation: *th*** 10 mins

Tip: *th*. Many students have problems producing the *th*-sound – it often sounds like a *z*-sound. To help students produce a *th*-sound, take some chewing gum into the class. Ask students to chew the gum and then put the gum behind their top front teeth. Then ask them to say: *Thursday* – in this way, they will see how a *th*-sound is produced.

- Practise the two *th*-sounds. Ask the students to practise the *th* [θ] in *Thursday* by putting the tongue between the top and bottom teeth and blowing air. Demonstrate this yourself and then listen to each student individually. Ask students to say: *three, thanks, thirsty.*
- Then demonstrate the *th* [ð]-sound by adding voice to *th*, as in *this*. Ask students to say *they, then, there*.
- Play ▶ 1/53.
  [ð] **the, that, there;** [θ] **Thursday, theatre, thanks**

Dialogue 2 1/54 5+ mins
- Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered. Play ▶ 1/54.

2a About the text 5 mins
1a, 2d, 3b, 4c

2b am / pm 5 mins
1: 8 pm, 2: 8 am, 3: 4 pm, 4: 6 am, 5: 1 pm, 6: 11 pm

If short of time
Do *Exercise 2c* as a class activity. Just do one of the *Round up* activities.

2c / 2d / 2e Suggestions and responses 20 mins
- **2c** First have students repeat the phrases in chorus.
- **2d** ↓ Ask what the icons represent (bar, restaurant, cinema, theatre, concert).
- **2e** Put all the A students on one side of the room and all the B students on the other. Each student needs the book.
  Board:
  A students: B students: page 126.
  Ask members of each group to read their task together before pairing up with a student from the other group.

Round up 3a 1/55 **/ 3b** 10 mins
- **3a** Play ▶ 1/55.
  2, 1 and 3; 3 pm
- **3b** If all your students are from the same country, write some other countries on the board so students can make suggestions about those.

And finally … 5 mins
- Remind your students to do the **Language study** and **Selfstudy** (p. 38 f.; keys, p. 130). Students can do the selfstudy in the book or online.
- Refer your students to **Language and culture**, Step 3 and the **Out and about** task (p. 43) if you haven't done these in class.

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Storyline Carlo and Della decide what to do at the cultural festival.
Review Vocabulary, functions and structures in Unit 2

Lesson notes

For optional and additional material, extended teaching notes and tips, see *Network Now A1 Starter Teacher's Resource Book* (ISBN 978-3-526-51912-6).

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: Colours 5 mins
- ⬇ Students read through the colours again on page 29, Exercise 2b.

Part 1: Giving an opinion; Giving personal information; The alphabet; Days of the week

1a 1/59 / **1b** 1/60 / **1c** / **1d** 40 mins
- **1a** Play ▶ 1/59.
  Covent Garden – they're in Covent Garden now.
- **1b** Students turn to the exercise on page 125. Play ▶ 1/60. Explain to the students that *Best wishes* means *Alles Gute*. When the students have tried to complete the postcard, let them compare information with a partner. Then play the track again so they can check / complete what they have written.
  ⬇ As an alternative to listening to the CD again, you can read the completed postcard aloud slowly, sentence by sentence.
  (Dear) Shirley, It's Thursday and we're in Covent Garden. It's very nice here. The restaurants are very good. Phone on Saturday. 0039 347 826519. (Best wishes,) Della
- **1c** **1 Shirley, 2 Thursday, 3, Covent Garden, 4 very good**
- **1d** Divide the class into two groups, A and B, and ask them to stand on opposite sides of the room. Each group reads their information. Then they find a partner from the other group and do the activity.
  ! Monitor the activity, making sure students pronounce *i, e* and *a* correctly.

Part 2: Saying when and where an event is taking place; Making and reacting to suggestions; Days of the week

2a / **2b** 1/61 / **2c** 25 mins
- **2a** Go around the classroom and ask: *Is the (African Music Concert) in the morning, afternoon or evening?* Ask a different student: *When is it?* etc.
  ⬇ Repeat and complete – see *Tip* below.

Tip: Repeat and complete. Many dialogues and functional phrases lend themselves to this kind of repetition exercise. When the students have read the model dialogue, ask them to close their books. Read out each phrase but omit the last word: *What's* _____*?* Ask individual students, or, in a less confident group, the whole class, to repeat and complete the phrase: *What's on?*

- **2b** Tell the students there are two answers and play ▶ 1/61.
- ⬆ Ask students to give more details about the events.
  A jazz concert and an exotic food market.
- **2c** Make sure all students have found the right page and the right exercise.
  Board:
  Page 140, Exercise 2b

If short of time
The final activity in *Now I can* always allows for time flexibility – *Exercise 3* can be done as a class activity.

Part 3: Making and reacting to suggestions; Days of the week
15 mins

Tip: Groupwork. Encourage students to work with different partners and form groups with people they don't know so well. Group them by saying: *Students with a black car?* And indicate they should go to one corner of the room. *Students with two daughters?* Indicate the same corner until you have four people in the group – then start another group. Continue until you have formed all the groups. *Students with an iPhone / a blue pullover / a nice boss / a car key?* etc.

And finally ... 5 mins
- Remind students that **Test yourself** (p. 42; keys, p. 130) is a good way to assess their progress and they should find the time to do this page and the **Now me** writing practice (p. 46).
- Refer your students to any **Language and culture** texts (p. 43) that weren't read in class.
- Be sure to introduce them to the first **Magazine** (p. 44 f.), which provides simple, topic-related reading texts and tasks. This can easily be done at home as there's a glossary for each text and a key to the activities.

Your notes:

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