

## Unit 1 Step 1 New

## Contents

|            |   |
|------------|---|
| Text topic | An email from Rachel to her friend Lorna, telling her about her recent wedding and her new family |
| Functions  | Talking about yourself and your family; Understanding a simple letter or email                    |
| Vocabulary | Family; Connecting ideas: <i>and</i> , <i>but</i> and <i>because</i>                              |
| Grammar    | Present simple<br><b>You already know:</b> <i>have</i><br><b>And now:</b> <i>have got</i>         |

## Lesson notes

|                                     |   |
|-------------------------------------|---|
| Additional material                 | For optional and additional material for Unit 1, Step 1, see pages 80/81.<br>Refer to this section before your lesson as some of the materials require preparation.   |
| Optional stages                     | Optional stages of the lesson are written in grey in these notes.<br><b>Tip: Learner profile</b> If you haven't done the <i>Zero lesson</i> , you can copy the <i>Learner profile</i> (p. 7) for each student and ask them to fill it in at home.   |
| Starter: A new class<br>5– mins     | <b>NB:</b> <i>Introductions and greetings</i> were covered in <i>Exercise 1</i> of the <i>Zero lesson</i> . If you're using Unit 1 Step 1 as the first lesson, do this <i>Starter</i> exercise first. <ul style="list-style-type: none"> <li>Say to the class: <i>Hello, I'm (name)</i> and ask each member of the class to say <i>Hello, I'm (name)</i>. Respond to new students by saying: <i>Nice to meet you</i>, and to known students by saying: <i>Hi (name)</i>. <i>Nice to see you again</i>. <i>How are you?</i></li> <li>Board: <i>Hello. I'm ... Nice to meet you. Hi ... Nice to see you again. How are you?</i></li> <li>Read the instructions to the <i>Starter</i> task with students.</li> <li>Gesture for students to stand up and say hello to the other students in the class.</li> </ul> |
| Photo page<br>5– mins               | <ul style="list-style-type: none"> <li>Hold up your open book at page 9 and introduce the topic of the unit by looking at the pictures with the class. Ask the questions to individual students.</li> <li>Refer students to <i>In this unit, you will learn to: ...</i> Give them a minute to read the learning aims.</li> </ul> <b>NB:</b> The learning aims of each unit appear again in the revision section, <i>Now I can</i> .   |
| 1a Comprehension<br>5+ mins         | <ul style="list-style-type: none"> <li>Look at the wedding photo with the students. Ask them what they can see. (Two people at their wedding.)</li> <li>Tell students that the text is an email from Rachel to her friend Lorna.</li> <li>Read out the comprehension questions.</li> <li>Students read the text silently and answer the questions and then check their answers in class.</li> </ul> <b>1 They / Rachel and David got married. 2 No, it isn't. 3 No, it isn't. 4 They can't leave their business (it's a busy time of year). 5 Yes, they are, because the boys have got two dads and the girls can do girly things with Rachel.</b>  |
| Language and culture                | In every step, there's a reference to the <i>Language and culture</i> section at the end of the unit. Students can read these texts and do the related tasks at home. There's a key to the tasks in the coursebook. However, if you have extra time at the end of the lesson, you could look at the relevant L&C in class. The first L&C focuses on how surnames can change after marriage, <i>Surnames</i> (coursebook p. 25). For more information on this, look at page 81 of this TRB.  |
| 1b Vocabulary:<br>Family<br>5+ mins | <ul style="list-style-type: none"> <li>Follow coursebook instructions.</li> </ul> <p><b>ex-husband, mother-in-law, dad, daughters, stepmother, mum, ex-wife, grandson</b><br/> <b>!</b> You might want to ask your students what the opposites of these words are:<br/> ex-husband – ex-wife, mother-in-law – father-in-law, dad – mum, daughter – son,<br/> stepmother (stepmum) – stepfather (stepdad), grandson – granddaughter</p>  |



**1c All about the family**

5– mins

! This exercise refreshes the students' memory of some of the structures they learnt at the A1 level. Try to pair new students with students who were in the A1 course.

- Demonstrate the activity by asking volunteers for information about Rachel and referring them to the list of verbs in the second column, e.g. Rachel doesn't have a new email address.
- Students work in small groups and write sentences without looking at the email.

**1d What does she write?**

5– mins



- Students read the sentences silently and find the corresponding sentences in the text.
- To check the answers, have volunteers read out the sentence from the exercise and the corresponding sentence from the text.

1 I haven't got time to change it. 2 ..., we haven't got time for a honeymoon.

3 ..., they've only got one dad and I've got two. 4 Have you got time this year?

**2 Grammar**

5 mins

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

**You already know:** *have*

**And now:** *have got*

- Board: I don't have time to change it. / I haven't got time to change it.

Ask: *Do these sentences mean the same?* (Yes.)

- Read out the sentences from the *And now* grammar box. Have students repeat them in chorus.

**NB:** In American English it's more common to use *have*. In British English people use *have* and *have got* interchangeably.

**2a Has she got ...?**

5+ mins



- Students work alone and, with reference to the text, tick the things that Rachel's got.

✓ 1, 2, 4, 6

- Students write sentences about what Rachel *has* / *hasn't got* and compare them with a partner.

**2b Now you:****Have you got ...?**

5+ mins

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

- Demonstrate the activity by asking the questions to different students in the class.

- Board: Have you got ...? – Yes, I have. / No, I haven't.

- Students work in pairs and ask each other the questions.

- When the activity is finished, ask the students to tell you one thing about their partner.

**2c Connecting ideas: and, but, because**

5+ mins

- Use an example from *Exercise 2b* to highlight the connecting ideas, e.g.:

Board: (Name) has got a busy life and a dog.

(Name) hasn't got a lot of free time because he / she works at the weekends.

(Name) hasn't got a dog, but he / she has got a cat.



- Students complete the sentences individually, then check their answers with a partner.

1, but; 2 and; 3 because

**2d Now you:****In your family**

5+ mins

- Read out the instructions for *Exercise 2d*.

Board: Have you got any brothers or sisters? – Yes, I have. I've got one brother and two sisters.

- Students work in pairs to complete the task.

- Ask volunteers to tell you about their partner.

! There is no equivalent word in English for 'Geschwister'. We say 'brothers and sisters'.

**3a How to say it: Talking about your family**

1/2

5+ mins

- Ask students to underline the words / sentences which are true for them.

- Play ► 1/2 and have the class repeat the phrases in chorus.

**Tip: Choral repetition** This gives every student a chance to practise the phrases. It also allows more hesitant students to practise speaking without doing it 'in front of the class'.

I'm divorced.  
I live with my new partner.  
We don't have any children.

I've got a daughter from my first marriage.  
She lives with her mother in London.

**If short of time**

If you notice you're getting short of time,

- do **Exercise 3b** as a class activity. Ask students to tell you three things about their families.
- do just one of the **Round up** activities.

**3b Now you:****You and your family**

5+ mins

- Demonstrate the activity by telling the class three or four things about your family. Try to use the *And now* grammar and *connecting ideas* language in your example.
- Ask students to tell you one interesting thing they heard from someone in their group.

**3c A close family**

- Read out the instructions to the class. Play ► 1/3.



1/3-4

10 mins

**A lot of the family / Most of the same family live in the same street (69 of them).**

- Read out the comprehension questions.
- Students listen again and tick the true sentences. Play ► 1/4.

✓ 1, 3



(H = husband, W = wife)

W: Can you believe this story, on this news website?

H: What's that?

W: It says here that 69 members of the same family all live in the same street.

H: How many? Did you say 69?

W: Yes, all in the same street.

H: Where?

W: In Gateshead. It says, "69 members of the Hall family all live in Cotswold Gardens, Gateshead. Mrs Catherine Hall moved into a house there with her husband in 1958 and they started a family. Mr Hall died twenty years ago, but Mrs Hall isn't alone. Six of her eight children stayed in the street and now they have their families, too. Their husbands, wives, partners, children ..."

H: But they're not all in one house?

W: No, no. They've got twelve houses.

H: And what do the neighbours think about that?

W: One neighbour says, "There's a great atmosphere in our street. I think it should have a new name: Hall Gardens."

H: Well, yes, why not?

W: Oh, and it says that they all drink in the same pub as well.

H: Oh dear. I mean, I love my family, but I don't want to see them all every day and I really don't want to see my mother-in-law when I'm in the pub!

W: Why? What's the matter with my mother?!

**Round up**

**NB:** The *Round up* activities consolidate the new structures. They also facilitate time flexibility. If you have enough time, you can do both. If time is short, you can do one or neither.

**4a Family near and far**

5- mins

- Demonstrate this activity by saying a few sentences about your family.

**4b Our new class**

5- mins

- Start the activity by saying what you remember about one of the students in your new class.
- Then ask individual students what they can remember about someone in their class.
- Students ask you some of the questions they have practised to find out more about you.

**And finally ...**

5+ mins



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

- **Language study** (p. 12): An overview of the grammar in the step with exercises – the *You already know* is revision grammar, the *And now* is the grammar that is introduced in the step. Students can do this in the book or online. Tell them to go to [www.klett-sprachen.de/networknow/selfstudy](http://www.klett-sprachen.de/networknow/selfstudy) and type in the Language study code which is given at the top of each Language study page. Online they can find – in addition to the exercises from their book – extra practice of the A1 level grammar.
- **Selfstudy** (p. 13): Students can do this in the book or online.
- **Keys** (p. 127) to the Language study and Selfstudy exercises.
- **Language and culture**, Step 1: *Surnames* and the corresponding task (p. 25).

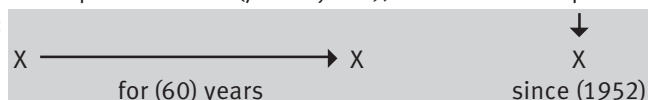
## Unit 1 Step 2 Old

### Contents

|            |   |
|------------|---|
| Text topic | A newspaper article about Doris Stogdale and her fridge, which is the oldest in Britain             |
| Functions  | Saying what you've got and how long you've had it; Writing simple notes                             |
| Vocabulary | Electrical items  |
| Grammar    | <b>You already know:</b> Past simple<br><b>And now:</b> Present perfect + <i>for</i> / <i>since</i> |

### Lesson notes

|   |  |
|---|--|
| <b>Additional material</b>                                  | For optional and additional material for Unit 1, Step 2, see page 81.<br>Refer to this section before your lesson as some of the materials require preparation.  |
| <b>Optional stages</b>                                      | Optional stages of the lesson are written in grey in these notes.  |
| <b>Starter: What have you got in your fridge?</b><br>5 mins | <ul style="list-style-type: none"> <li>Tell the class what you have got in your fridge. Limit this to known vocabulary.</li> <li>Ask individual students to do the same for their fridge.</li> </ul>   |
| <b>1a Comprehension</b><br>10 mins                          | <ul style="list-style-type: none"> <li>Say: <i>Look at the picture. This is Doris and her fridge and we are going to read a newspaper article about her.</i></li> <li>Read out the comprehension questions.</li> <li>Students read the text silently and answer the questions.</li> <li>Check the answers in class.</li> </ul> <p><b>1 She's 89. 2 It's more than 60 years old. 3 She bought it in 1952. 4 It cost £135. 5 No, it hasn't. 6 They break after a few years.</b></p>  |
| <b>Language and culture</b>                                 | Students can read the text <i>Don't throw it away!</i> (p. 25) and do the related tasks at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 81 of this TRB.  |
| <b>1b Time phrases</b><br>5 mins                            | <ul style="list-style-type: none"> <li>Students use the examples in the newspaper article to decide which time phrase goes into the gaps.</li> </ul> <p><b>1 in, 2 since, 3 for</b></p>  |
| <b>1c Vocabulary: Electrical items</b><br>5– mins           | <p><b>Tip: Task complexity (1)</b> When you see an arrow like this ↓, there's a suggestion how to make the activity a little easier. When you see this arrow ↑, there's a suggestion how to make the activity a bit more demanding. These suggestions are optional – it depends on the ability of your class whether you choose to use them or not.</p> <ul style="list-style-type: none"> <li>↓ Remind students about the <i>a</i> + consonant, <i>an</i> + vowel rule. Board: <b>a dishwasher, an oven</b></li> <li>Students tick the items they have at home and individuals read out their items.</li> </ul>   |
| <b>2 Grammar</b><br>5+ mins                                 | <p><b>You already know:</b> Past simple</p> <ul style="list-style-type: none"> <li>Read out the sentences from the <i>You already know</i> grammar box. Have students repeat them in chorus.</li> </ul> <p><b>And now:</b> Present perfect + <i>for</i> / <i>since</i></p> <ul style="list-style-type: none"> <li>Read out the sentences from the <i>And now</i> grammar box. Have students repeat them in chorus.</li> <li>Ask students: <i>How long <u>has</u> Doris <u>had</u> her fridge?</i> (She's <u>had</u> it for over 60 years / since 1952.)</li> <li>Point out to students the difference between <i>for</i> and <i>since</i>.</li> </ul> <p>! In German, 'seit' is used for <i>for</i> and <i>since</i>. Draw a diagram on the board to show the difference: <i>for</i> refers to a period of time (<i>for</i> 60 years); <i>since</i> refers to a point in time (<i>since</i> 1952).</p> <p>Board:</p> |



### 2a Now you: How long have you had it?

5+ mins

- Say: *I've had my fridge for (x) years. I've had my fridge since (x).*
- Ask individual students how long they have had their fridge.
- If time permits, do a chain drill. Start by asking one student: *How long have you had your fridge?* He / She replies: *I've had it for (x) years / I've had it since (x).* Then he / she asks the student sitting next to him / her: *How long have you had your fridge?* and so on, around the class.
- Students then work in pairs and ask each other about the items they ticked in *Exercise 1c*.

### 2b Now you: How long have you lived here?

10+ mins

- Read out the sentences and, after each sentence, focus on the verb.  
Ask: *I've lived is from the verb ...? (live) I've worked is from the verb ...? (work) I've been is from the verb ...? (be) I've had is from the verb ...? (have) I've known is from the verb ...? (know)*  
Then write the two new forms on the board: **have been – be**      **have known – know**  
! Students may have trouble remembering the irregular past participles, so refer them to the list of irregular verbs at the back of their coursebook (p. 151).
- Demonstrate the activity: *I've lived in my (house) for (x) years. I've worked here since (x).*
- Ask students to work in small groups and do the activity.
- Listen out for typical mistakes to correct (I lived ... for five years; I been ...; ... since five years).
- One member of each group reports two pieces of information back to the class. Remind them to use *has* or *'s* in their answers. Write an example answer on the board: **(Peter) has ... / (Peter)'s ...**

### 3a How to say it: Writing notes



5 mins

- Ask volunteers to make a sentence using a phrase / word from each column and to provide a suitable ending, e.g. Please clean the fridge. Please can you wash the dishes.
- Play ► 1/9. Students listen and repeat.

Please can you clean the bath?  
Please could you tidy your room?  
Don't forget to call the doctor!

Remember to buy some milk!  
It's your turn to clean the kitchen.  
Please don't use the oven.

### 3b Please can you ...?



10 mins



- Read out the instructions to the class.
- Play ► 1/10.

**The man / He must write three notes – one for his wife, one for the children, one for the cleaner (Maureen).**

- Say: *Listen again and write the notes.* Play ► 1/11.  
Possible answers: **Don't forget / Remember to get dishwasher tablets. Please tidy your rooms. Please don't go into the children's rooms.**

(W = wife, H = husband)

W: Hello?

H: Hi, it's me. I'm at home, but I'm off to the airport now.

W: OK. Have a good flight.

H: Just one thing ...

W: What's that?

H: I put all the dishes in the dishwasher, but I can't start the machine.

W: Why not?

H: Because we haven't got any dishwasher tablets.

W: OK, I can get some at the supermarket tonight. Can you write me a note, so I don't forget?  
Just put it on the fridge.

H: OK.

W: Is everything else OK? Is everything ready for Maureen?

H: Maureen?

W: Our cleaner. It's Thursday today, isn't it? And she comes on Thursdays.

H: Oh yes, of course.

W: Are the kids' rooms tidy? Can she get in there to clean?

H: No, they're not.

W: Didn't you ask them before school?

H: No, I didn't think.

W: OK, could you write a note for the children to tidy their rooms after school.

H: No problem. But isn't that a bit late? Maureen comes in the middle of the day, doesn't she?

W: Yes, she does. So, can you write a note for her, too, please? Ask her not to go into the children's rooms.  
 H: OK. No problem. I have to go now.  
 W: OK. Have a good flight and see you tomorrow.

**If short of time**

If you notice you're getting short of time,

- do **Exercise 3c** in small groups. Allocate each group one person from the list to write a note for.
- do just one of the **Round up** activities.

**3c Who's it for?**

10– mins

**Tip: Task complexity (2)** When an exercise can be made easier for the whole class, you see ↓, and ↑ means it can be made more complex. This is a decision the teacher makes for the whole class. Now, for some exercises, we're introducing a system whereby the student can decide for himself / herself how adventurous he / she wants to be! All the class does the same basic exercise, but to varying degrees of complexity, signalled by a star system. It involves your writing 3 short tasks on the board. The first task (\*) is easier than in the coursebook; the second task (\*\*) is the standard task as in the coursebook; the third task (\*\*\*) is more complex than in the coursebook.

- Students read the list of people.
- Board: **Please put your dirty cups in the dishwasher.**  
The class guesses who the note is for.
- Explain the 'star system' to the class: *Maybe you had a hard day at work today and you're tired? You can do an easier task – a one-star task. Most of you can do the task that you read in the coursebook – the two-star task. Do you want to work a bit harder? – Then do the three-star task.*

Board: \* Work with a partner. Decide on a person from the list and write a note.  
 \*\* Work alone. Choose a person from the list and write a note.  
 \*\*\* Choose two people from the list and write two notes.

- ! To make this task more realistic, give students a post-it note to write 'real notes'.
- Students read their notes and the class guesses who they are for.

**Round up****4a The oldest and the newest**

5– mins

- Ask three students: *How long have you had your mobile (phone)?* Encourage them to answer in full sentences (I've had it for / since ...).
- Write the answers on the board: (Name) (3) years  
(Name) (3) months  
(Name) (1) year  
(Name) (2005)
- Ask the class: *Who has / has got the oldest mobile (phone)?*
- Read out the instructions.
- Students work in small groups to complete the task.

**4b Don't forget to ...**

10 mins

- ↓ Elicit a list of household jobs and write it on the board before this activity.
- Demonstrate this task using the example in the coursebook. Read out the example and then add one more job yourself, e.g. ... *wash the windows and make the beds.*
- Ask a more able student to continue the chain. They need to repeat what you have said and add one more job.
- The activity continues till each student has added a job to the list.

**And finally ...**

5+ mins

Remind students of the following:

- **Language study** (p. 16): An overview of the grammar of the step (both *You already know* and *And now*) with exercises. Students can do this in the book or online.
- **Selfstudy** (p. 17): Students can do this in the book or online.
- **Keys** (p. 127) to the Language study and Selfstudy exercises.
- **Language and culture**, Step 2: *Don't throw it away!* and the corresponding tasks (p. 25). Encourage students to do the Internet task at home.

And point out ...

- the **Out and about** *Family relationships* at the end of the Selfstudy page (p. 17). Students don't always need a coursebook or a computer to practise their English. **Out and about** suggests ways to practise English outside the classroom. Students can get more tips for learning outside the classroom on pages 190/191.







## Unit 1 Step 3 Lost

## Contents

|            |   |
|------------|---|
| Realia     | Instructions for filling in a form  |
| Functions  | Filling in a 'lost item' report form; Talking about your things; Coping with complex language |
| Vocabulary | Special objects; Instructions on a form   |
| Reading    | Man leaves £180,000 violin on train   |
| Grammar    | Imperative conditionals   |

## Lesson notes

- Additional material** For optional and additional material for Unit 1, Step 3, see pages 82/83. Refer to this section before your lesson as some of the materials require preparation.
- Optional stages** Optional stages of the lesson are written in grey in these notes.
- Starter:**  
**What do people lose?**  
 5 mins
-  Possible answers: **keys, passport, sunglasses, suitcase, tickets, handbag, camera, mobile**
- Report forms**  
**1a Understanding the instructions**  
 5+ mins
- NB:** In Step 3 of each unit, there's always a piece of realia as a main focus. It's important that students realise that, although there may be unknown words in a text, they shouldn't panic! They will still probably be able to understand enough to cope with the task and this is good practice for coping with real-life situations.
- Show the students the *Important notes* ... (top right hand corner of page 18). Say: *If you lose something on holiday (or if it's stolen), you sometimes have to fill in a form. These are notes to be read before completing a form.*
  - Before students look at the *Important notes* ..., assure them that it isn't always necessary to understand every word of a text – they can still cope in everyday situations.
  - Point to the instructions a) – d) and ask students to read them and ask: *Which instructions are correct?*
  - ↓ Students work in pairs to tick the correct instructions.
  - Check the answers in class.  
 ✓ a), b)
- 
- Language and culture** Students can read the text *Complex language* (p. 25) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 82 of this TRB.
- Strategies:**  
**What to say if the English is too complex**
-  1/16  
 5+ mins
- I'm sorry, I don't understand this word.  
 What does this mean?  
 Can you say it in simple English for me, please?
- 1b Ask for help**  
 5 mins
- 
- Ask the class to read the form and to underline any words they don't know.
  - Encourage students to ask each other or you about the unknown words, using the phrases from the *Strategies* box.
- Possible answers:  
**Item** – the thing which is lost (e.g. rucksack, purse); **Description** – what something looks like (e.g. big, brown, leather); **Contents** – what's in it (e.g. in a bag or purse); **Value** – how much something is worth; **Date & time of loss** – where and when you lost something;  
**Location** – a place

**1c I left it on the bus**  
15+ mins

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

**NB:** In this task avoid using the present perfect (*i.e. Tell the class that everyone has lost something ...*) as students don't know this usage of the present perfect yet.

- Tell students that they are going to report a lost item.
- Follow the instructions on how to deal with A / B activities in the tip above.
- Student A starts by telling his / her partner what he / she lost and where he / she lost it.
- Student B then asks relevant questions to fill in his / her form. Then tell them to change roles.

Possible questions: **See below** ↓.

Possible answers:

**Form on page 123: WALLET; BLACK, LEATHER / MONEY, CREDIT CARDS, TICKET; £(100); SAT 12 FEB, 7.45PM; THEATRE / B8**

**Form on page 125: RUCKSACK; RED / BOOKS, MOBILE (PHONE), T-SHIRT; £(50); 21/02/11, 8.19; BUS 860 / ROUTE X23 (FROM ABINGDON TOWN TO JR HOSPITAL)**

- ↓ Less confident students can get the information by repeating the phrases from the form: Location?; Date?; ... or you can elicit the questions they need to ask first, e.g.:  
Item – What is the lost item?  
Description / Contents – What was in it?  
Value – How much is / was it worth?  
Date and time of loss – When did you lose it?  
Location / Seat number – What was your seat number?  
Bus / Route number – Which bus were you on?
- ↑ More confident students can try to paraphrase in their own words as you would in real life: Where did you lose it? etc. If they don't know any of the words (Contents, Value, Location, ...), they can ask the teacher or each other by using the coping strategy from earlier in the lesson.

**2 Grammar**  
10– mins

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

- Read out the sentences from the grammar box. Have students repeat them in chorus.

- Board: a) If you don't understand a word, please ask your teacher.  
b) Please ask your teacher if you don't understand a word.  
Sentences a) and b) mean the same. T / F (True)

! Refer students to the comma rule on the Language study page (p. 20).

**2a If you find my wallet, please ...**  
5– mins

- Tell students to write the sentences putting the words in the right order.

- Board: \* Work with a partner.  
\*\* As in the coursebook.  
\*\*\* Do \*\*. Then write three more 'If'- sentences of your own.

- Ask students to read their sentences out to the class to check.

1 If you find my wallet, please call me. 2 Please phone me if you find my suitcase.

3 Please email me if someone finds my bag. 4 If you find my camera, please don't post it.

**2b Please press 1**

1/17–18

5– mins



- Read out the instructions to the class. Then play ► 1/17.

4

- Say: Listen again and write in the information. Play ► 1/18.

**Tip: Feedback** Encourage students to check with a partner before reporting back to the class. This can make students feel more confident and more likely to volunteer information.

- Students check their answers in pairs, then check with the whole class.

1 tonight, 2 future, 3 book tickets

Recorded voice: Welcome to the Playhouse Theatre. For information about tonight's show, *After Troy*, please press 1. For information about future events, including our Christmas show, please press 2. To book tickets for any show in this season's programme, press 3. For all other enquiries, please press 4 to speak to a customer service advisor.



## Special things

## 3a Reading:

Man leaves £180,000  
violin on train

5– mins

- Allow students time to read the text silently.
- NB:** Students shouldn't be asked to read this text aloud. Then they don't have to worry about pronunciation of new words.

## 3b Talk about it

5 mins



- Tell students to work in pairs and complete the sentences 1–6. It's important to stress that different answers are possible.
- Check the answers in class and compare any different answers.  
1 valuable / old; 2 £180,000; 3 1930; 4 (an appointment with) an antiques dealer (to value the instrument); 5 on the train / on the luggage rack in the train; 6 offered a £10,000 reward

## 3c A special object



1/19–20

10– mins



## (fountain) pen

! If your students ask for the full name, it's 'fountain pen'.

- Say: *Listen again. Choose the right information.* Play ► 1/20.  
1 father, 2 mother, 3 isn't, 4 has, 5 ten



(M = man, W = woman – friend or visitor, not his wife)  
W: Oh, that's beautiful.  
M: What is?  
W: This. Is it very old?  
M: Oh, that, yes. It was my father's.  
W: It's very nice. Really old-fashioned and beautiful quality.  
M: Yes, he always used an old-fashioned one like that. He didn't like the modern sort. He wrote a lot of letters in his life and he always wrote everything by hand. He hated computers and email.  
W: Did he give it to you?

M: Well, my mother gave it to me. After Dad died, she asked us all what we wanted to have from his things. My sister took his watch and I took that. It isn't very valuable.  
W: No, but I'm sure it's worth a lot to you. It has sentimental value.  
M: Oh yes, of course.  
W: When did he die?  
M: About ten years ago.  
W: Well, it's nice that you have something special like this, so you can remember your father when you see it.

## If short of time

If you notice you're getting short of time,

- do **Exercise 3d** in pairs.
- limit the number of sentences that students should use in **Exercise 3d**.

## 3d Now you:

Your special object

10+ mins

- Tell the students about a special object which you own. You could also bring it / a photo of it into class to show them. Use the sentences from **Exercise 3d**.
- Allow students time to think about their special objects and what they want to say.

**Tip: Thinking time** It's important to give students thinking time before extended speaking tasks as it allows them to formulate their ideas.

- Ask students to get into groups and ask them to tell each other about their special things.

## And finally ...

5+ mins

Remind students of the following:

- **Language study** (p. 20): An overview of the grammar of the step with exercises. Students can do this in the book or online.
- **Selfstudy** (p. 20): Students can do this in the book or online.
- **Keys** (p. 127) to the Language study and Selfstudy exercises.
- **Language and culture**, Step 3: *Complex language* and the corresponding task (p. 25). Refer students to the *Listen in* task. (For more information on this, look at page 82 of this TRB.)

And point out ...

- **Reading: My special objects** (p. 21): A text just for interest with a glossary of unknown words. If you want to use this text in class, there are some ideas on how to exploit it on page 119 of this TRB.

**Unit 1 Now I can****Contents****Review of vocabulary, functions and structures in Unit 1****Starter**

Talking about yourself and your family; Saying what you've got and how long you've had it

**Part 1**

Talking about yourself and your family; Saying what you've got and how long you've had it; Writing simple notes; Coping with complex language; Talking about your things

**Part 2**

Talking about yourself and your family; Understanding a simple letter or email

**Part 3**

Reporting a lost item

**Lesson notes****Additional material**

For optional and additional material for Unit 1, *Now I can*, see pages 83/84.  
Refer to this section before your lesson as some of the materials require preparation.

**Optional stages**

Optional stages of the lesson are written in grey in these notes.

**Now I can pages**

5 mins

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

**Starter:****Look back**

10 mins

- Ask the class what they remember about the three people in the pictures.
- ↓ Use questions as prompts:  
*Who is it?* Elicit: It's Rachel.  
*Who's this?* (David)  
*What's their surname?* (Baxter)  
*Who's this?* (Doris)  
*How old is her fridge?* (over 60 years old)

**Part 1:****1a What's on?**

10 mins



- Read out the instructions to the class. Give students time to find the answers.
- Check the answers in class by asking volunteers to answer the questions.  
**Family antiques, the popular TV antiques show is on. You can find out how much your antiques are worth.**

**1b A note**

10 mins

- Read out the instructions to the class.  
**! Tell students that this is a fictional situation and if they live alone, they can invent someone they live with.**
- ↓ Remind students about the key phrases for writing notes (page 15, *Exercise 3a*).  
Board:

|                          |               |
|--------------------------|---------------|
| Please c _____ you ...   | (can / could) |
| Don't f _____ to ...     | (forget)      |
| R _____ to ...           | (Remember)    |
| It's your t _____ to ... | (turn)        |

**1c Your family antique**

10+ mins

- Read out the instructions to the class.
- Look at the pictures with students and elicit the name of each item. (cuckoo clock, teapot, violin, diary / book, ring)
- Allow time for students to choose an object and make notes about what they want to say.
- Students then work in groups to present their antique and then the 'experts' value it.
- Monitor the activity and help if necessary.
- Students report back to the class and say which object they showed to the experts and how much it was valued at.

## 1d What does it mean?



1/23

10 mins



- Point to the information about the Japanese vase on page 23.
- Ask students which words they don't understand and tell them to underline them.

Possible answer: **C, Satsuma, minor loss, gilt**

! Reassure students that they will hear the meaning of the words when they listen to the CD.

- Say: *How could you ask someone what these words mean?* Elicit some example sentences and write them on the board, e.g.:

What does this mean?

I'm sorry, I don't understand.

Can you say it in simple English for me, please?

- Play ► 1/23. Students listen and check to see if their phrases are mentioned.
  - Tick the phrases on the board which are mentioned on the CD and write any extra phrases from the CD on the board.
- I'm sorry, I don't understand. Can you say it in simple English for me, please? What does that mean?**
- Check students heard and understood the meaning of the words. (C – century, Satsuma – style of porcelain from Japan, minor loss of – coming off a little (bit), gilt – gold decoration)

(E = antiques expert, O = owner of vase)

E: Oh, this is a nice vase, very nice. Do you know where it's from?

O: My grandfather gave it to me. He brought it back from Japan.

E: Yes, it's Japanese. It's a Satsuma vase.

O: Satsuma? I'm sorry, I don't understand. I know the fruit called satsuma. Is it anything to do with that?

E: No, it's a style of porcelain from Japan. It's usually decorated with fine pictures in beautiful colours.

O: Is it old?

E: This one is from the late nineteenth century. About 1890, I think.

O: And is it valuable?

E: Well, it's in good condition. There is some loss of gilt ...

O: I'm sorry, I don't understand. Can you say it in simple English for me, please?

E: Yes, of course. The gilt is the gold decoration. You see this gold here?

O: Yes.

E: Well, it's coming off a little bit. The vase is losing its gilt, so we say it has some loss of gilt.

O: Oh, I see.

E: But the loss is only minor.

O: Minor? What does that mean?

E: Only small, not very bad.

O: Oh good.

E: Yes, it's a nice vase and it's in good condition. I think it's worth about £400.

O: Oh!

## Part 2:

## 2a A letter

10 mins



- Students read the letter and answer the gist question.

**Because she wanted to introduce herself to her new husband's aunt.**

- ↑ Ask students to write one question each about the letter, e.g. Where does Edward work? Students then ask their question to the class to answer it.

## 2b Let me introduce myself

10+ mins

- Ask the students to write an email introducing themselves.
- Monitor the activity and help with ideas where necessary.
- When the students have finished, they work in pairs and read their emails to a partner.
- Volunteers tell the class one or two things they have learnt about their partner from the emails.
- If you have time, collect the emails and read out part of each one to the class. The class guesses who has written the email. If you don't have time, ask students to display their emails on their desks and walk around and read some of the other people's mails.

If short of time

If you notice you're getting short of time,

- just have pairs of students role play the situation in **Part 3** once. Or you can be the person who has lost something and individual students can ask you questions and the class fills in the form.

### Part 3:

I left it at the town hall

10 mins

**Tip: Pair / Group work (1)** Changing pairs / groups in class is important as it not only allows the students to get to know each other better, but also gets students used to a range of different voices / pronunciation / speed of speech / accent etc. Try to ensure that students work with different people each week. It's a good idea to use activities and games to allocate pairs / change groups. For some ideas on this, see pages 83/84 of this TRB.

- Ask students to work in pairs.
- Read out the instructions to the class.
- **Monitor the activity and help where necessary.**
- ↓ You can elicit the questions before students start to work:  
What's your name?  
Can I have your address and telephone number, please?  
What did you lose?  
When did you lose it?  
Where did you lose it?  
Can you describe it for me, please?
- If you have time, ask one or two pairs to act out their dialogue. If you don't have time, ask one or two students to report back on the information they have in their completed forms.

And finally ...

5 mins

Look back at *In this unit, you will learn to:* ... (p. 9) to show your students how much they have learnt in this unit and say how well they've done.

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

- **Test yourself** (p. 24): Students can do this progress test and check their answers (p. 127).
- **Language and culture** (p. 25): Refer your students to any L&C texts and tasks that weren't done in class.
- **Now me** (p. 26): Students can do some free writing, using the vocabulary and structures they've learned in Unit 1. Ask students to read the *Portfolio* section at the beginning. Explain that the *Words I need for my ...* sections are there to help them prepare for the writing tasks by using a dictionary to find key vocabulary.

## Your notes

[illegible]

## Unit 2 Step 1 Cars

## Contents

|            |  |
|------------|--|
| Text topic | A magazine article about Max Girardo, a car auctioneer         |
| Functions  | Talking about hobbies and interests; Talking about experiences |
| Vocabulary | Hobbies and interests; Numbers (millions)                      |
| Grammar    | Present perfect + <i>ever</i> / <i>never</i>                   |

## Lesson notes

- Additional material** For optional and additional material for Unit 2, Step 1, see pages 84/85. Refer to this section before your lesson as some of the materials require preparation.
- Optional stages** Optional stages of the lesson are written in grey in these notes.
- Photo page** 5– mins
- Hold up your open book at page 27 and introduce the topic of the unit by looking at the pictures with the class. Ask the questions to individual students.
  - Refer students to *In this unit, you will learn to: ...* Give them a minute to read the learning aims.
- Starter:**  
**Do you have a car?**  
5– mins
- It's also possible to say *Have you got a car?* which was introduced in Unit 1, Step 1.
  - Students work in small groups and answer the *Starter* questions.
  - Ask volunteers to tell you some of their answers.
- 1a Comprehension**  
5 mins
- Look at the photo with the students. Ask them what they can see. (A man and a car. High prices.)
  - Tell students that the text is a newspaper article about Max Girardo.
  - Read out the comprehension questions.
  - Students read the text silently and answer the questions.
  - Ask students to check their answers in pairs before they're checked in class.
- 1 An auction. / The auction of James Bond's 1964 Aston Martin. / There was a car auction. 2 He's an auctioneer. 3 He's been an auctioneer for 13 years. 4 He drives his Porsche and goes to car rallies. 5 He goes by bike.**
- Language and culture** Students can read the text *Congestion charge* (p. 43) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 85 of this TRB.
- 1b The journalist's questions**  
5+ mins
- Read out the instructions to the class.
  - Ask students to re-read the text and tick their answers.
- ✓ 1, 2, 3, 5, 6, 7
- 1c Max Girardo's answers**  
5+ mins
- Board: \* Work with a partner.  
\*\* As in the coursebook.  
\*\*\* Do \*\*. Then answer these questions: Where is Max Girardo's second home? What is the most expensive car Max sold? (In Geneva. A Ferrari.)
- 1b), 2f), 3g), 4e), 5d), 6c), 7a)**
- 1d Now you: Interview your partner**  
5+ mins
- Read out the instructions to the class and check students know the meaning of *housewife* (woman who doesn't go to work but stays at home and looks after the children / house), *retired* (someone who stopped working at 60 / 65) and *unemployed* (doesn't have a job).
  - ↑ Students tell the class what they've found out about their partner.
- 2 Grammar**  
5 mins
- Read out the sentences from the grammar box. Have students repeat them in chorus.
  - Get students to ask each other in class *Have you ever lived abroad?* Encourage them to use the short form to answer.
- Board: Yes, I have **lived**. / No, I haven't **lived**.

- Then ask: *Has (Klaus) lived abroad?* Students give a short answer *Yes, he has.* or *No, he hasn't.*  
Board: **He's never seen a Bond film. He's = He is / He has**

Ask students which is correct. (He has) When they have given the answer, cross out *He is*.

**NB:** If you have time, and if you feel your students need more consolidation of this grammar point, there's an explanation in German and some example sentences in the *Language study* (p. 30).

## 2a Are you like James Bond?

10– mins

! Although *go* can have two past participles, *been (to)* and *gone*, only *been (to)* is required here with the phrase: *Have you ever been to ...?* It isn't necessary to introduce *gone* at this stage.

- Ask volunteers to write in the infinitive form of the verbs.

Board:

|  |        |  |       |
|--|--------|--|-------|
|  | drunk  |  | flown |
|  | met    |  | seen  |
|  | driven |  | sold  |

- Read out all the verb forms and have students repeat them in chorus.
- Students work in pairs and ask each other questions 1–5.
- Students report back two facts (one positive, one negative) about their partner to the class.

## 2b Now you: Have you ever ...?

5 mins

- Students choose one of the seven verbs and write a question.
- ↑ Students write two or three questions using the given verbs.
- Read the *Now walk and talk* instructions to the class and start the activity.
- When students are finished, ask them to tell the class their results.

## 3a Vocabulary: Hobbies and interests

5 mins

- Do this as a class activity.

**Tip: Word stress** Long words are often difficult for students to pronounce. It's useful for students to know how many syllables a word has and which syllable has the main stress. Use 'bubbles' to show this, e.g. *dōcūmēntāry*.

- ! Check the stress in the words *homemaking*, *intellectual*, *documentaries*, *music*, *guitar*, *collecting*. You can do this by saying the words and asking the students how many syllables there are in each word. Then ask where the main stress is and use the 'bubbles' to show the number of syllables and the main stress on the board.

Board:

|            |              |               |       |        |            |
|------------|--------------|---------------|-------|--------|------------|
| homemaking | intellectual | documentaries | music | guitar | collecting |
|------------|--------------|---------------|-------|--------|------------|

Say the words again and ask students to listen and repeat.

- ! Check the pronunciation of *choir* ['kwaɪə] (rhymes with fire) and *DIY* [di: aɪ 'waɪ].

Board: **choir, DIY**

Choral drill the words first, then ask individual students to repeat them.

**1 Homemaking** – cooking / gardening / doing DIY, **2 Intellectual** – learning a language / watching documentaries / collecting old books, **3 Music** – playing the guitar / listening to jazz / singing in a choir, **4 Sports** – playing tennis / going to the gym / doing Pilates

**NB:** Refer students to the Unit vocabulary (pages 152–173) and to the Dictionary (pages 174–188).

Tell them that they can also listen to the word groups and phrases from the Unit vocabulary and to all the words from the Dictionary by going to [www.klett-sprachen.de/networknow/selfstudy](http://www.klett-sprachen.de/networknow/selfstudy) and typing in the code which is given in the Unit vocabulary (see example on page 152) or by going to [www.klett-sprachen.de/networknow/dictionary](http://www.klett-sprachen.de/networknow/dictionary) and clicking on single words they'd like to listen to.

## 3b How to say it: Talking about hobbies and interests

1/26  
5+ mins

- Play ► 1/26.
- Students listen and repeat the sentences.

I like playing tennis.  
I enjoy going to auctions.  
At the weekend, I do DIY.

When I have time, I go to the gym.  
I'm interested in old cars.  
I spend a lot of money on books.

## If short of time

- If you notice you're getting short of time,
- tell students to write just two sentences in **Exercise 3c**.
- do just one of the **Round up** activities.

## 3c Now you: My hobbies and interests

5+ mins

- Using the sentences in **Exercise 3b** tell students about a hobby or interest you have.  
! Remind students that *I like* and *I enjoy* can be followed by a noun (*I like tennis.*) or by the *-ing* form of a verb (*I like playing tennis.*).



- Students work in groups. If there hasn't been a group change in this lesson, do one now (see **Tip: Pair / Group work (2)** in *Getting ready for Unit 1* (p. 84)).
- Read out the instructions to the class and remind students they can use the vocabulary from *Exercise 3a* and the phrases from *Exercise 3b* to write their sentences.
- Monitor the activity. Towards the end of the activity write a few interesting sentences you heard, e.g. Brigitte collects old beer glasses.

## 4a Numbers (millions)



1/27

5+ mins

- Say: *Listen and repeat.*
- Play ► 1/27.

! In written English we use a full stop to show the decimal point, not a comma as in German. When we speak, we say *point* e.g. *two point six million*.

Two point six million pounds  
Twelve point four million dollars  
Eight point eight million euros

Ten point nine million dollars  
Seven point eight million euros

## 4b A radio report



1/28

5+ mins

- Read out the instructions to the class.
- Give students time to read the questions.
- Play ► 1/28 so students can note down the answers.
- ↓ Play ► 1/28 again and stop the CD after the key information (see below) to allow students time to write down the answers.

**1 The price was lower. 2 The buyer was an American businessman. 3 He is going to put it in his private car museum.**

Newsreader: The most famous car in the world, James Bond's 1964 Aston Martin DB5, the star of *Goldfinger* and *Thunderball*, was sold at auction in London this afternoon. Before the auction, experts spoke of very high prices, over £4m, for this very special car, but on the day, it was relatively cheap at 'only' £2.6m. It was a quick sale. The auction only took four minutes. The buyer was an American businessman who collects cars, so the Aston Martin is on its way to Ohio. The new owner says he's very happy with his new car, but he isn't going to drive it. He's going to put it in his private car museum.

## Round up

## 5a Have you ever seen it?

5– mins

- Write the title of your favourite film (in English) on the board. Ask students if they have seen it.
- Ask volunteers to call out any English film titles they know.
- Do a class survey to find out which film most people have seen.

## 5b An interesting hobby

5+ mins

- Ask volunteers to tell the class about someone they know who has an interesting hobby. Encourage the other students to ask questions.
- ↓ Tell students they have three minutes to think about and prepare what they want to say.

## And finally ...

5+ mins

Remind students of the following:

- **Language study** (p. 30): An overview of the grammar of the step with exercises. Students can do this in the book or online.
- **Selfstudy** (p. 31): Students can do this in the book or online.
- **Keys** (p. 127f.) to the Language study and Selfstudy exercises.
- **Language and culture**, Step 1: *Congestion charge* and the corresponding task (p. 43).

And point out ...

- the **Unit vocabulary** (pp. 152–173), a chronological list of words in the coursebook. Students can use it to study specific vocabulary from each step – it's also useful if a student has missed a lesson and wants to catch up on the missed vocabulary. There are also lists of word groups and phrases from each step. They can be listened to on the Internet to help students with pronunciation and word stress – a code is provided (see 'Tipp' on page 152).
- the **Dictionary** (pp. 174–187), an alphabetical list of all the words in the coursebook so students can easily look up unknown vocabulary from texts and exercises. These words can also be listened to on the Internet – a code is provided on page 174.

## Unit 2 Step 2 Planes

### Contents

|            |  |
|------------|--|
| Text topic | An interview with Christian Wartke, an air steward   |
| Functions  | Understanding travel / airport announcements; Asking for things on a plane                               |
| Vocabulary | Items on board   |
| Grammar    | <b>You already know:</b> Present perfect; Past simple<br><b>And now:</b> Present perfect and past simple |

### Lesson notes

**Additional material** For optional and additional material for Unit 2, Step 2, see page 85.  
Refer to this section before your lesson as some of the materials require preparation.

**Optional stages** Optional stages of the lesson are written in grey in these notes.

**Starter: Have you ever flown with ...?**  
5 mins

- Ask students to name some airlines and write them on the board.
- Get volunteers to ask and answer the *Have you ever flown with (airline)?* question.

**1a Comprehension**  
10 mins

- Point to the picture of Christian and ask the class: *Do you think he likes his job? Why?*
- Ask students to read the sentences in *Exercise 1a* before they read the text and to guess which sentences they think are correct.
- Students silently read the interview with Christian and check if they were right.
- Check answers in class by having volunteers read out the sentences.  
**1 enjoys, 2 hasn't, 3 liked 4 hasn't**
- ↑ Say: *Close your books. Tell a partner what else you can remember about Christian* (e.g. He likes his colleagues and the contact with the passengers. He dropped a handbag on a passenger's head. He 'flew' in a simulator last month.)

**Language and culture** Students can read the text *English at airports* (p. 43) and do the related tasks at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 85 of this TRB.

**1b The full interview**  
10 mins

- Read out the instructions to the class.
- Tell students to read the cut sentences first, then re-read the text and decide where they go.
- Ask students to check their answers with a partner.
- Play ▶ 1/34 to check the answers with the whole class.  
**2a), 3b), 4c), 1d)**

**1c When was it?**  
5 mins

- Say: *These are past time phrases: last week, two days ago.*
- Ask students to read through the text again and find more past time phrases.  
**last year** (given in example), **two or three years ago, when I was younger, yesterday, last month**

**2 Grammar**  
10+ mins

**You already know:** Present perfect / Past simple

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

**And now:** Present perfect and past simple

- Say: *Write 'last year' on the end of one of these sentences.*

Board: I've seen that film ...

I saw that film ... (last year)

- After a volunteer has completed the second sentence, say: *With past time, use past simple.*

**2a Giving more information**

- Read out the instructions to the class and do the first sentence as an example.

5+ mins

1b), 2d), 3a), 4e), 5c)

**2b Now you:**  
Your experiences  
on flights  
5+ mins

**Tip: Demonstrations** It's advisable to demonstrate activities so that students have a pattern to base their answers / conversations on. If necessary, write a few key words on the board.

- Demonstrate the task with one of the more confident students.
- Board: A: Have you ever flown business class?  
B: No, I haven't (, but I'd like to). / Yes, I have. I \_\_\_\_\_ business class in \_\_\_\_\_.  
Have you?  
A: No, I haven't (, but I'd like to). / Yes, I have. I \_\_\_\_\_ business class in \_\_\_\_\_.  
Encourage students to follow this pattern.

- Board: \* Ask and answer questions 1–3.  
\*\* As in the coursebook.  
\*\*\* Do \*\*. Then ask your partner three other questions using 'Have you ever ...?'
- While students are talking, walk around and note down any common mistakes.

**Tip: Delayed correction** Students like to have their errors corrected, but when the aim of an activity is fluency rather than accuracy, it's better to correct mistakes after the activity has finished so that you don't interrupt students or make them inhibited. To do this write the mistakes you hear on a piece of paper. When the students have finished the task, write just one or two of the most common mistakes on the board and ask the students to help you correct them.

**3 This is an  
announcement for ...**



1/35

5+ mins



- Ask students to read the four questions.
- Play the first announcement. Play ► 1/35. Stop the CD and ask question 1 to a volunteer. Repeat for the other three announcements.

**1 He has to go to security. 2 Yes, you can. 3 No, they can't. 4 No, it isn't.**

- 1**  
Security staff: Would passenger Ashif Khan booked on British Airways flight BA698 to Islamabad please return to security. That's passenger Mr Ashif Khan flying to Islamabad, please come to security.
- 2**  
Ground crew: Ladies and gentlemen, the plane is now ready for boarding. We'll start today with rows 20 to 25. So, if you're seated in rows 20 to 25, please come forward and have your passport and boarding card ready.
- 3**  
Cabin crew 1: Welcome to Oslo airport, where the local time is 11.45 am. Please remain in your seats until we've reached our final parking position and the captain has turned off the 'fasten seat belt' signs. Thank you.
- 4**  
Cabin crew 2: The captain has informed me that we are expecting a little turbulence in a moment, so please can I ask you to return to your seats and fasten your seat belts. The 'fasten seat belt' signs are now on, so please return to your seats and fasten your seat belts. This is for your own safety as the flight may be a little bit bumpy for a few minutes while we fly through this turbulence.

**4a Vocabulary:**  
Items on board  
10 mins

- Read out the words and ask students if they have ever asked for these objects on a plane.
- Board: Passengers ask for \_\_\_\_\_ when they \_\_\_\_\_. (e.g. a blanket, want to sleep)
- Elicit one more example from students, then ask individual students to make sentences for the remaining words.

! Check the word stress on *vegetarian*, *earphones* and the pronunciation of *pillow* ['pɪləʊ] by saying the words while writing them on the board and asking students to listen and repeat.

Board: vegetarian, earphones, pillow

**Tip: Boardwork (1)** It's useful to have a section of your board dedicated to storing the vocabulary / new words from the lesson. This can be a column on the left or right-hand side of the board. When you write a word in this section, remember to show the word stress. At the end of the lesson, you can look at the new words and ask volunteers to make a sentence with a given word.

- ↑ What else could passengers ask for? Make a list (e.g. a glass of water, a newspaper / magazine, information about the flight, an aspirin).

#### 4b How to say it: Asking for things



1/36–37

5+ mins



- Students listen to the dialogue and tick the phrases they hear.
- Play ► 1/36.
- Check the answers with the whole class.

✓ 1, 2, 6

- Students listen to the phrases and repeat them.
- Play ► 1/37.

(P = passenger, CW = Christian Wartke)  
 P: Excuse me, ...  
 CW: Yes, sir, what can I do for you?  
 P: Could I have a blanket, please?  
 CW: Yes, certainly.  
 P: It's for my daughter. I think she needs a sleep.  
 CW: One moment. Here you are.  
 P: Thank you.

CW: Would she like a pillow as well?  
 P: Oh, yes, please. That would be great.  
 CW: Here you are.  
 P: Thank you very much.  
 CW: You're welcome.  
 Excuse me, ...  
 Could I have a blanket, please?  
 It's for my daughter.  
 And I'd like a pillow, please.

#### If short of time

If you notice you're getting short of time,

- do **Exercise 4c** as a class activity. You are the cabin crew and the students are the passengers.
- suggest five airports for **Exercise 5a** (Heathrow, JFK, Gatwick, Berlin, Charles de Gaulle) and do this as a class activity.
- do just one of the **Round up** activities.

#### 4c Good service?

5+ mins

- Board: **Excuse me, could I have a blanket please?**

Ask this question to several students and elicit one of the responses in **Exercise 4c**.

Board: **Of course. / No problem. / Yes, certainly. / Here you are.**

- Put the class into three groups: A, B and C.
- Say: *Students A and B, you are passengers. Students C, you are cabin crew. Students A and B, you need to call the cabin crew and ask for different things. Use the phrases from Exercise 4b. Students C, you need to be polite and helpful to your passengers.*
- If time permits, students can swap roles.

#### Round up

##### 5a Have you ever been to Heathrow?

5– mins

- Ask students to work in small groups and make a list of airports around the world.
- Read the example dialogue out to the class with one student.  
! Remind students that the 'extra information' is in the past tense.
- In small groups, students make similar dialogues.

##### 5b Best or worst

5– mins

- First demonstrate the activity by briefly telling the class about one of your experiences.
- Then follow coursebook instructions.

#### And finally ...

5+ mins

Remind students of the following:

- **Language study** (p. 34): An overview of the grammar of the step (both *You already know* and *And now*) with exercises. Students can do this in the book or online.
- **Selfstudy** (p. 35): Students can do this in the book or online.
- **Keys** (p. 128) to the Language study and Selfstudy exercises.
- **Language and culture**, Step 2: *English at airports* and the corresponding tasks (p. 43). Encourage students to do the Internet task at home.

And point out ...

- The **Out and about** *Excuse me, do you speak English?* at the end of the Selfstudy page (p. 35). Students don't always need a coursebook or a computer to practise their English. **Out and about** suggests ways to practise English outside the classroom. Students can get more tips for learning outside the classroom on pages 190/191.

## Unit 2 Step 3 Before you travel

## Contents

|            |   |
|------------|---|
| Realia     | Airline website   |
| Functions  | Following instructions e.g. online; Checking in for a flight; Coping when you need a word |
| Vocabulary | Air travel; Items in an airport shop  |
| Reading    | Bored on board?   |
| Grammar    | <i>should / shouldn't</i>   |

## Lesson notes

**Additional material** For optional and additional material for Unit 2, Step 3, see page 86. Refer to this section before your lesson as some of the materials require preparation.

**Optional stages** Optional stages of the lesson are written in grey in these notes.

**Starter: Checking in** 5 mins

- Start by telling the class about the last time you flew and how you checked in.
- Then ask individual students the questions in the *Starter* task.

**Checking in**

**1a Manage my booking** 5+ mins

- Tell students that they are going to read some information from an airline website. **!** Assure them that, although there may be unknown words in the text, they shouldn't panic. They will be able to understand and cope with the task. Remind them that it's good practice for coping with real-life situations.
- Show students the website. Say: *This is the airline website. You have booked to fly with this airline. Before the flight, you have some questions and problems.*
- Point to the list of different situations and ask students to read them.
- Ask: *Which service option on the website should you choose for each situation?*
- Students match the situations to the service options on the website.
- Then, in pairs, students take turns to read out their answers, completing the example sentence in the speech bubble. Do the first one in class, as an example: *If you have a food allergy, click on 'Request special meals'.*

**1 Request special meals, 2 Baggage information, 3 Check in online, 4 Print your itinerary, 5 Upgrade your flight**

**Language and culture** Students can read the text *The Airbus A380* (p. 43) and do the related tasks at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 86 of this TRB.

**1b You're ready to check in** 5+ mins

- Tell students that often the English used online is different from spoken English.
- Students match the online sentences to the spoken phrases.

**1e), 2b), 3a), 4c), 5f), 6d)**

**!** Check the pronunciation of *aisle* [aɪl] (silent s and it sounds like /'l/), by writing the word on the board and saying it for the students.

Board: aisle

Have the class repeat in chorus.

**Shopping****2a Shopping at the airport**

1/42–43

5+ mins

**Tip: Reason for listening** You will notice that the listening activities in the coursebook usually have two parts. First there could be a simple task for the students to help them understand the overall meaning of the text (gist listening) or they are asked to listen for just one single fact. Then, when they listen again, they do a more complex comprehension task, such as saying whether sentences are true or false (detailed listening). This gives them a reason for listening again without asking too much of them. If, after the second time they listen, most students haven't managed to answer all the comprehension questions, you can play the CD again and pause it after the key information.

- Look at the pictures with the students and check that they know what each item is.  
! Check the pronunciation of *iron* ['aɪən] (point out the silent *r*).
- Ask students to listen and find out what customers 1–3 want to buy.
- Play ► 1/42.
- Check answers in class.  
**1 travel iron, 2 tissues, 3 travel sickness tablets**
- Ask students to read the three sentences.
- Play ► 1/43. Students listen again and fill in the gaps.
- Check answers in class.  
**1 sort, 2 like, 3 need**

(SA = shop assistant, C1 = customer 1, C2 = customer 2, C3 = customer 3)

1

C1: Excuse me.

SA: Yes? Can I help you?

C1: I need a ... er, ... I'm sorry, I don't know the English word.

SA: OK. Can you describe it?

C1: It's a sort of electrical thing.

SA: Electrical, right.

C1: You need it when your clothes ... how can I say it? ... your clothes don't look very good ... from your suitcase. You do this (*miming*) and then the clothes look nice again.

SA: Oh, I know what you mean! Come with me.

2

C2: Hello.

SA: Hello. Can I help you?

C2: Yes, please. I'd like ... oh, I don't know what it's called in English.

SA: OK. Can you describe it for me?

C2: They're small, like this, and they're paper.

SA: Do you mean a small book? Or a magazine?

C2: No, not that. They're small and white. They're like toilet paper, but not for the toilet. You use them when you go (*pretends to sneeze*).

SA: Oh, yes, of course. I know what you want.

3

SA: Hello. Can I help you?

C3: Yes, please. I have a problem – I need something, but I don't know the English word.

SA: OK. Can you describe it for me?

C3: You need them when you travel, if you feel sick.

SA: Do you mean a sick bag? They have those on the plane.

C3: No, no, you take them *before* you travel, then you don't feel sick.

SA: Oh, I know what you mean! But we don't have them here. You have to go to the pharmacy.

**Strategies: What to say if you need a word**

- Read out the *Strategies* information to the class.
- Play ► 1/44. Students listen and repeat.



1/44

5+ mins

I don't know the English word.  
I don't know what it's called in English.  
It's a sort of book.

It's like a tour guide.  
You need it when you go to a new country.

**2b I need it for my holiday**  
10+ mins

- Ask students to work in pairs, A and B.
- Ask the A students to read the instructions on page 123 and the B students to read the instructions on page 125.
- Monitor the activity, checking that the students are managing the task.

**Travel tips**  
**3 Grammar**  
10– mins

- NB:** There's only a minor grammar element in Step 3 – the main focus is on realia and reading.
- Say: *I sometimes feel travel sick in the car and I ...* – elicit (by mime) take a tablet / go to sleep / open the window.



- Board: **If you feel travel sick, what should you do?**  
Read out the question. Ask individuals to repeat the question *What should you do?* so they realise the *l* is silent.
- Refer students to the grammar box. Read out the sentences. Have the class repeat them in chorus.

### 3a Travel sickness tips 5+ mins

- Read out the instructions and point out that students can have a different opinion from their partner.
- Students work in pairs and choose what they think is the better option: *should* or *shouldn't*.

### If short of time

- If you notice you're getting short of time,
- do **Exercise 3b** in groups. Put the class into five groups (or with fewer students in class into five pairs) and ask each group (pair) to write four tips for one set of travellers.
  - tell students to talk about the first and third questions only in **Exercise 4**.
  - do **Exercise 4** as a class activity and just discuss question 3.
  - do **Exercise 5b** as a class activity.

### 3b Can you help them? 10 mins

- Explain the words *nervous* (someone who feels afraid) and *disabled* (for example, someone who uses a wheelchair).
- Read out the instructions to the class.
- Tell student that they only need to write tips for one type of travellers, not for all of them.
- Board: \* Work with a partner.  
\*\* As in the coursebook.  
\*\*\* Do \*\*. Then choose another group of travellers and write tips for them.
- Students read their tips to the class.

### 4 Now you: What kind of passenger are you? 5+ mins

- Demonstrate the activity by inviting a student to ask you a question. Give details in your answer to encourage students not to give simple one-word-answers.
  - Ask students to work in small groups.
- ! Remind students about the pronunciation of *usually* ['ju:ʒuəli] in the third question.

### 5a Reading: Bored on board? 5– mins

- Ask students to close their books.
- Board: **Bored on board?**  
Ask students what they think the text is about.
- Students open their books. Allow them time to read the text silently.
- Check in class to see if students had guessed correctly what the text is about.

### 5b Talk about it 5 mins



- Students work in pairs and discuss the questions.
- Possible answers: 1 No, you don't. 2 The *Don't stop!* game needs a clock or a watch. 3 You can play all of the games with (older) children. 4 Yes, I have. / No, I haven't.

### 5c Choose a game 10 mins

- Students work in small groups and choose one game from the text and play it.

### And finally ... 5+ mins

- Remind students of the following:
- **Language study** (p. 38): An overview of the grammar of the step with exercises. Students can do this in the book or online.
  - **Selfstudy** (p. 38): Students can do this in the book or online.
  - **Keys** (p. 128) to the Language study and Selfstudy exercises.
  - **Language and culture**, Step 3: *The Airbus A380* and the corresponding tasks (p. 43). Encourage students to do the Internet task at home. Refer them to the *Listen in* task. (For more information on this, look at page 86 of this TRB.)
- And point out ...
- **Reading: Excuse me, I have a question ...** (p. 39): A text just for fun with a glossary of unknown words. If you want to use this text in class, there are some ideas on how to exploit it on pages 119/120 of this TRB.

## Unit 2 Now I can

## Contents

## Review of vocabulary, functions and structures in Unit 2

|                |   |
|----------------|---|
| <b>Starter</b> | Talking about travelling; Talking about hobbies and interests   |
| <b>Part 1</b>  | Talking about hobbies and interests   |
| <b>Part 2</b>  | Talking about travelling; Asking for things; Following instructions e.g. online; Coping when I need a word; Saying what you should / shouldn't do |
| <b>Part 3</b>  | Understanding travel announcements; Checking in for a flight; Saying what you should / shouldn't do   |
| <b>Part 4</b>  | Talking about travelling  |

## Lesson notes

## Additional material

For optional and additional material for Unit 2, *Now I can*, see page 86.  
Refer to this section before your lesson as some of the materials require preparation.

## Optional stages

Optional stages of the lesson are written in grey in these notes.

**Now I can: ...**  
5 mins

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

**Starter: Look back**  
5 mins



- Ask the class to tell you what they remember about the two people in the pictures.

Possible answers: **They / Their name's are Max (Girardo) and Christian (Wartke). Max is an auctioneer, Christian is an air steward. They both enjoy their jobs.**

**Part 1:**  
**1a Three hobbies**  
**with A**



1/48–49

10 mins



- Tell students they are going to listen to people talking about their hobbies.
- Read out the information in the left-hand column and say: *Listen to the CD and tick the box if the person gives the information.*
- Play ► 1/48.
- Check the answers in class.

|                                       | Duncan | Roger | Barbara |
|---------------------------------------|--------|-------|---------|
| <b>How he / she started</b>           | ✓      | ✓     |         |
| <b>Why he / she enjoys it</b>         | ✓      | ✓     | ✓       |
| <b>His / Her plans for the future</b> | ✓      | ✓     | ✓       |

- Say: *Listen again. Make notes about each person on a piece of paper.*
- Play ► 1/49.
- Students work in groups of three and tell each other what they can remember about the people.

Possible answers:

**Duncan:** He loves Aboriginal music. He plays the didgeridoo. He's from Bristol. He plays with a group of people. He plans to go to Perth in Australia for a music festival.

**Roger:** He collects antique pistols. He usually buys them at auctions. He's interested in their history. His favourite pistols are American. He plans to go to an event in California.

**Barbara:** She loves looking at the stars. She has a stressful job. Her hobby is astronomy. Next month she plans to go to Norway to see the Northern Lights.

(D = Duncan, R = Roger, B = Barbara)

D: My name is Duncan and I love Aboriginal music. I play the didgeridoo. It's an unusual interest for a guy from Bristol who's never been to Australia. It all started when I saw a group of guys playing the didgeridoo in the street in Bristol. I stopped to listen and that was it, I loved it. I loved the sound, the rhythms. When they finished, I spoke to them and, well, now I'm one of the group. We enjoy playing together and in the summer we play at a couple of local festivals. Oh, speaking of festivals, there's a festival of Aboriginal music in Perth soon and I've got my ticket, so I'm ready to fly to Australia with my didgeridoo.

- R: My name's Roger Burton and I collect antique pistols. I usually buy them at auctions. They can be very expensive, so I spend a lot of money on them, but I think they're worth it. I found my first pistol in a second hand shop and that's how my interest started. They're beautiful objects and I enjoy looking at them and holding them in my hands, but most of all I'm interested in their history. My favourite pistols are my American ones and I love reading about the history of North America. There's an event in California next month and I'm going to take some of my best pistols to it.
- B: My name's Barbara and do you know what I like? Looking at the stars. I mean the stars in the sky, of course, not film stars. Astronomy, that's my hobby. I love sitting alone at night looking at the stars. I have a very stressful job, and astronomy is the opposite – it's quiet and slow and I have time to think. Next month I'm going to Norway with our local astronomy group. We're going to see the Aurora Borealis – you know, the Northern Lights. It's going to be a fantastic experience.

**1b My hobby or interest**

10 mins

- Tell students to work in the same groups.
- Read out the instructions to the class and tell students they've got five minutes to talk.
- After five minutes, volunteers from each group say what they talked about.

**Part 2:****2a Special baggage**

10 mins

- Say: *Have you ever taken special baggage on a flight?*
- If someone answers *Yes*, ask: *What was it? Where was the flight to?*  
! Avoid asking *Where were you going?*
- Read out the instructions for 2a and the three sections (1, 2 and 3).
- Ask students to read the *Special baggage* instructions (a) – g)) silently and then do the task.
- Check the answers in class.  
1 a), c), e); 2 b), g); 3 d), f)
- ↑ Students write a question about the *Special baggage* instructions and ask the class.

**2b Advice for Duncan**

10 mins

- Students work in small groups. If you haven't had a group change in this lesson, do one now.
- ↓ Remind students about the structures for giving advice.

Board: You s \_\_\_\_\_ drink plenty of water. (should)  
 You shouldn't \_\_\_\_\_ too much alcohol on the flight. (drink)  
 If you go to Cairns, you should \_\_\_\_\_ the Great Barrier Reef. (see)

- Students work in groups to decide what advice to give Duncan.
- ↓ Students write advice for only one of the topics.
- One student in each group takes notes about their ideas.
- The groups report back the advice they would give to Duncan, one group per topic.
- Ask the other groups to add any different ideas they had.

**2c I don't know what it's called, but ...**

10 mins

- Read out the instructions on page 41.
- Ask the A students to read the instructions on page 124; the B students read page 126.
- Demonstrate the task by describing one of the items and getting the class to tell you what it is.
- Students complete the task with their partner.

**Part 3:****3a Checking in**

10 mins

- Do this as a class activity.
- ↓ Provide gapped sentences on the board, e.g.:  
 Board: How m \_\_\_\_\_ bags d \_\_\_\_\_ y \_\_\_\_\_ h \_\_\_\_\_? (How many bags do you have?)  
 Window or a \_\_\_\_\_? (Window or aisle?)  
 Here's your b \_\_\_\_\_ c \_\_\_\_\_. (Here's your boarding card.)  
 Which f \_\_\_\_\_ are you on? (Which flight are you on?)  
 Is all the i \_\_\_\_\_ correct? (Is all the information correct?)

Possible answers:

How many bags do you have?

What's your name?

Window or aisle?

Here's your boarding card.

Which flight are you on?

Is all the information correct?

- Ask students to work in pairs for the role play.
- Read out the instructions to the class.
- If time permits, students swap roles.

**3b Announcements**

1/50

5 mins

- Read out the instructions to the class.

**Tip: Checking instructions** With complex instructions it's a good idea to read out the instructions and then ask questions about them to ensure that the students have understood the task.

- Check students have understood the key information in the instructions by saying: *Where's Duncan going?* (Perth); *Where's Roger going?* (Los Angeles); *And who's going to Oslo?* (Barbara); *What do we need to listen for?* (What each person should do.)
- Play ► 1/50.
- Board:

\* Just listen for Duncan and Barbara and write down what they should do.  
 \*\* As in the coursebook.  
 \*\*\* Do \*\* and answer the following questions:  
 Duncan – What's his flight number? How long is the delay? (349, 60 minutes)  
 Roger – Where's the special baggage desk? (in the check-in area)  
 Barbara – What's her flight number? Which airline is it? (802, Scandinavian Airline)

**1 ... stay in the departure lounge and wait for further announcements. 2 ... return to the special baggage desk in the check-in area. 3 ... proceed to gate 19.**

- 1 Attention please all passengers booked on British Airways flight BA 349 to Perth. This flight is expected to have a delay of approximately 60 minutes. This is due to the late arrival of the in-coming flight. We advise passengers booked on this flight to stay in the departures lounge and wait for further announcements.
- 2 Would Passenger Roger Burton, flying to Los Angeles, please return to the special baggage desk. That's Passenger Roger Burton to return to the special baggage desk in the check-in area, please. Thank you.
- 3 Scandinavian Airline Flight SK 802 to Oslo is now ready to board at gate 19. All passengers for flight SK 802 to Oslo please proceed to gate 19.

**If short of time**

If you notice you're getting short of time,

- tell students to choose one form to fill in from **Exercise 4**.

**Part 4:****Have you ever ...?**

10 mins

- Hold up your open book and point to the *Have you ever ...?* forms at the bottom of the page. Point out that each one is different – *flown, walked, driven, cycled*.
- Read out the instructions to the class.
- Ask volunteers to tell the class what they found out.

**And finally ...**

5 mins

Look back at the *In this unit, you will learn to: ...* (p. 27) to show your students how much they have learnt in this unit and say how well they've done.

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

- **Test yourself** (p. 42): Students can do this progress test and check their answers (p. 128).
- **Language and culture** (p. 43): Refer your students to any L&C texts and tasks that weren't done in class.
- **Now me** (p. 44): Students can do some free writing, using the vocabulary and structures they've learned in Unit 2. Explain that the *Words I need for my ...* sections are there to help them prepare for the writing tasks by using a dictionary to find key vocabulary. The *Now me* page can be copied for their portfolio.

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

**Globetrotter.**

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

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

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

Teaching notes on **Globetrotter A** can also be found on pages 122/123.

**Note:** Getting ready for ... is divided into two sections, **FYI** and **Preparing ...**, for most of the steps in Units 1–6.

**FYI:** When you prepare your lessons, you might want to have some background knowledge of an aspect of the lesson – just for your own personal interest. The FYI provides links to relevant sites via the *Network Now* homepage.

**Preparing ...:** If your lesson is longer than 90 minutes, or if you have a particularly quick class, this section offers some additional activities which you can use. **NB:** Some of the activities and materials require preparation before the lesson.

## Getting ready for Unit 1

### FYI Unit 1 Step 1

Looking up your family history is becoming more and more popular. Find out more by going to

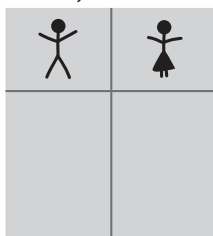
[www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi).

### Preparing Unit 1 Step 1

**Recycling family vocabulary**  
5+ mins

- To be used any time after *Exercise 1b*, coursebook p. 10.

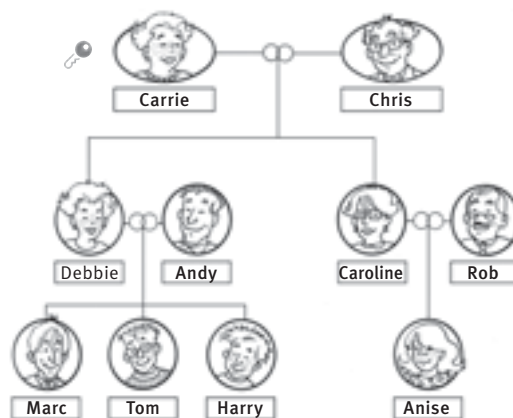
Board:



Ask students to complete the table with as many 'family member' words as they can.

**Family tree**  
10+ mins

- To be used any time after *Exercise 2d*, coursebook p. 11.
- Photocopy 1 Family tree** (p. 98) – one for each pair of students.
- Cut out the sentences so that you have one set of sentences for each pair of students.
- Give each pair of students a copy of the family tree and put one set of sentences face down on their desk.
- They need to work out who each member of the family is and where he / she is on the family tree and write his / her name in the relevant box.
- Students take turns to turn over one sentence and read it out to their partner. If the information tells them where a person should go in the family tree, they write his / her name in the family tree. If they can't use the information yet, they should put it face up on the table and take the next sentence.
- ! Remind students about 'in-law' (e.g. mother-in-law, father-in-law) and say this is the same for *sister* (sister-in-law) and *son* (son-in-law) which appear in their set of sentences.



**True or false?**  
10 mins

- To be used any time after *Exercise 3c*, coursebook p. 11.
- Start this activity by writing two sentences about your family on the board. Ask students to guess which sentence is true, which is false.
- Then ask students to write six sentences about their families – three are true, three are false.
- Students read out their sentences and the class guesses which are true / false.

## Language and culture

## Step 1: Surnames

(coursebook p. 25)

10– mins

- To be used after the *Round up*, coursebook p. 11.
- Allow time for students to read the text silently.
- Ask if anyone has changed his / her name – if so, from what?
- ! If you have students who are from different countries, ask if the system / traditions for surnames is / are the same.
- In pairs, students write down possible surnames if John Brown marries Susan White.

## And finally ...

- If you haven't used the *Zero lesson*, photocopy the *Learner profile* (p. 7) – one for each student and ask them to fill it in as part of their homework.

## Downloads



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

## FYI Unit 1 Step 2

Doris Stogdale's fridge was produced by General Electric. The company still exists and still produces fridges. Have a look at [www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi) to see how things have changed since 1952.

## Preparing Unit 1 Step 2

## I've ... for (xx) years /

## I've ... since (xx)

10+ mins

- To be used any time after *2 Grammar*, coursebook p. 15.
- Say: *I've lived in (country / city / street) since xx. I've been a teacher / married / divorced / ... for xx years. I've worked for the Volkshochschule / ... since xx. I've known my best friend / partner / neighbour / ... since xx. I've had my car / mobile (phone) / dog / cat ... for xx years.*

Board:

|      |            |             |
|------|------------|-------------|
|      | lived ...  |             |
|      | been ...   |             |
| I've | worked ... | for / since |
|      | known ...  |             |
|      | had ...    |             |

Ask the students to write / say sentences about themselves using these verbs and *for* / *since*.

## How long have you ...?

15 mins

- To be used any time after *Exercise 2b*, coursebook p. 15.
- **Photocopy 2 How long have you ...?** (p. 99) – you need one cut out card per student. If you have more than 16 students, copy the page twice.

- Demonstrate the activity before handing out the cards.

Board:

Find out ... who's had his / her cat the longest.

Question: How long \_\_\_\_\_ ?

- Elicit the question from the students. (How long have you had your cat?) And write this on the board.
- Allow time for the students to write the correct question on their card.
- Monitor and check that the questions are correct.
- Tell the students to stand up, walk around and ask everyone in the class their question. They need to find out which person has (...) the longest.
- Give a time limit (10 mins). Say: *You have ten minutes to complete this activity.*
- Once the activity has finished, get the results from the students.

## 3c Who's it for?

(coursebook p. 15)

- To make this task more realistic, bring some post-it notes to class for the students to write their notes on.

## Language and culture

## Step 2:

## Don't throw it away!

(coursebook p. 25)

10– mins

- To be used after the *Round up*, coursebook p. 15.
- Allow time for students to read the text silently.
- Ask students what they would / wouldn't buy at a charity shop and why.
- Encourage students to do the Internet task at home.

## Downloads



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



## FYI Unit 1 Step 3

In the UK a lot of lost property is handed in at police stations and is never claimed. There are now police run 'lost property auctions'. To find out more, visit [www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi).

## Preparing Unit 1 Step 3

### Sentence extensions

10+ mins

- To be used any time after *Exercise 2a*, coursebook p. 18.
- Write some sentence beginnings on the board, e.g.:

If you find someone's passport, please ...

If you lose a bag, please ...

If you find some money, please ...

If you find an ID card, please ...

- Students work in pairs to finish the sentences.
- Monitor the activity and help where necessary.
- Each group reads out their endings to the class.

### Special objects

15+ mins

- To be used any time after *Exercise 3c*, coursebook p. 19.
- **Photocopy 3 Special objects** (p. 100) and cut the page in half so that you have one text with two charts for each student (Partner A / B).
- Divide the class into two groups, A and B.
- Give Group A the texts for Partner A and give Group B the texts for Partner B. Allow students a few minutes to read their texts and, if necessary, help each other with vocabulary.
- Students then write the answers to the questions in the first chart on their paper.
- Students find a partner from the other group and ask and answer the questions from their chart to find out about Helen's / Anna's special objects (Partner A asks about Helen, Partner B asks about Anna).
- They use their partner's answers to fill in the second chart.
- Ask students to check their answers with their partners.

#### Partner A – Anna's special object:

|                             |  |
|-----------------------------|--|
| What is the special object? | It's a (beautiful, old) rocking horse.             |
| Who did it belong to?       | It belonged to her grandmother.                    |
| How long has she had it?    | She's had it for 30 years / since she was sixteen. |
| How much is it worth?       | It's worth £5,000.                                 |

#### Partner B – Helen's special object:

|                             |   |
|-----------------------------|---|
| What is the special object? | It's a (beautiful, old) painting.         |
| Who did it belong to?       | It belonged to her grandfather.           |
| How long has she had it?    | She's had it for (xx) years / since 2001. |
| How much is it worth?       | It's worth about £3,000.                  |

### 3d Now you:

Your special object  
(coursebook p. 19)

- To introduce this topic to the students you can bring an object which is special to you (or a photo of it) into class.

### Language and culture Step 3: Complex language

(coursebook p. 25)

10– mins

- To be used at the end of the lesson.
- Allow time for students to read the text silently.
- Students work in pairs to simplify the sentences.
- Check as a class.



1/25

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

### Reading:

My special objects  
(coursebook p. 21)

- The Reading page can be done as selfstudy or read in class. You'll find ideas on how to exploit the text in class on page 119.

## Downloads



- There's an activity for Unit 1 Step 3 which you can download from the Internet: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities)

## FYI Unit 1 Now I can

In Britain there actually is a TV programme where people can have their antiques valued. To watch a clip from the show, go to [www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi).

## Preparing Unit 1 Now I can

**Note:** As the *Now I can* pages are revision and consolidation, you can use any of the optional and additional materials suggested for Steps 1–3.

**1c Your family antique**  
(coursebook p. 22)

- Ask students to bring in photos of their own genuine family antiques.

**Template 1:**  
**Keep talking!**  
10+ mins

- To be used any time after *Exercise 1c*, coursebook p. 22.
- This template can be used in a variety of ways to practise different topics, simply by changing the prompts on the rocks on the game sheet.
- For this particular activity, photocopy **Template 1: Keep talking!** (p. 113) and write one of the following on each rock:  
your family, this English class, a wedding, your favourite electrical item, the youngest person in your family, a special object, something you lost, the oldest person in your family, where you're from, your oldest electrical item, a beautiful object you own, something you found, your newest electrical item, your best friend.
- Copy the sheet so that you have one for each pair of students.
- Ask students to work with a partner.
- Each pair needs a coin. Students flip the coin – heads move forward one space, tails three spaces.
- When they land on a rock, they must talk for about 30 seconds on that topic.
- The game is over when the first person reaches *Finish*.

**2a A letter**  
(coursebook p. 23)  
5 mins



- When the students have read the letter and answered the question ask them to look at each paragraph and tell you what sort of information is included in each one. This will help them to structure their own emails in *Exercise 2b*.
- Possible answers: **Paragraph 1: Amelia introduces herself. Paragraph 2: She gives information about her home and family. Paragraph 3: She talks about Edward's work. Paragraph 4: She talks about her life in New York. Paragraph 5: She ends the letter by sending her and Edward's love.**

## Part 3:

**I left it at the town hall**  
(coursebook p. 23)

**Tip: Pair / Group work (2)** Here are some ways of getting students to work in different pairs / groups.

Pair work:

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

## Group work:

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

## Downloads



- There's an activity for Unit 1 *Now I can* which you can download from the Internet: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities)

## Getting ready for Unit 2

### Preparing Unit 2 Step 1

#### Three questions

10+ mins

- To be used any time after *Exercise 2b*, coursebook p. 29.
- Put students into two teams.
- Demonstrate the activity by writing one past participle on the board, e.g. **flown** and asking the class to think of three questions. (Have you ever flown a plane? Have you ever flown on a jumbo jet? Have you ever flown over the sea? Have you ever flown to England / America / ...?)
- Tell students you will write another verb on the board and they have 5 minutes to think of three questions in their teams (use the participles from the book – *drunk, driven, met, been to*).
- The teams get one point for each correct question.
- Extension (10 mins): Students ask their questions to the opposing teams.

#### What I like doing?

10 mins

- To be used any time after *Exercise 3c*, coursebook p. 29.
- Take a pack of post-it notes into class and write one hobby / interest per note.
- Stick one hobby / interest post-it note on each student's back.
- Tell students to mingle and ask *yes / no* questions to find out which hobby they have on their post-it note. Give them sample questions: *Do I do this inside?, Is it expensive?, Is it a sport?*

**Tip: Mingling activities** With mingling activities – once you have given the instructions – ensure all students stand up and come into the middle of the room before they start the task.

#### Millionaire's homes

10 mins

- To be used any time after *Exercise 4a*, coursebook p. 29.
- **Photocopy 4 Millionaire's homes** (p. 101) – one copy for each pair of students.
- Cut along the dotted line so that you have a sheet of paper for Partner A and a sheet of paper for Partner B.
- Show the class one table.
- Tell students they need to work in pairs and each partner has different information. They need to ask each other questions to find the missing information.
- Demonstrate the task by drawing part of one table on the board and ask and answer a sample question. Board:

|   | A               | B |
|---|-----------------|---|
| 1 | Madrid<br>€1.4m |   |

Say: *Where's the house in A1?* (It's in Madrid.) *How much is it?* (One point four million Euros.)

- Hand out the A / B sheets of paper and ask students to work in pairs and complete their table by asking and answering questions.

|   | A                | B                    | C                 | D                   |
|---|------------------|----------------------|-------------------|---------------------|
| 1 | Madrid<br>€1.4m  | Washington<br>\$3.2m | Paris<br>€3.5m    | Birmingham<br>£1.8m |
| 2 | Munich<br>€ 6.5m | New York<br>\$2.4m   | Rome<br>€2.6m     | Athens<br>€1.45m    |
| 3 | London<br>£3.4m  | Zurich<br>€2.4m      | Amsterdam<br>€ 1m | Berlin<br>€ 2.5m    |



### Language and culture

#### Step 1:

#### Congestion charge (coursebook p. 43)

10– mins

- To be used after the *Round up*, coursebook p. 29.
- Allow time for the students to read the text silently.
- ↑ In groups, students write comprehension questions about the text. They swap them with another group who answer them.
- In class, students talk about what their town / city does or could do to reduce the number of cars in the town / city centre.

#### Downloads



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

### FYI Unit 2 Step 2

Did you know that Heathrow is the busiest airport in the world? Well, in 1930 it was just a plot of land sold for £15,000.

Read more about its history by going to [www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi).

### Preparing Unit 2 Step 2

#### Did I do it?

5+ mins

- To be used any time after *Exercise 1c*, coursebook p. 32.
- Write a selection of past time phrases on the board, e.g. last month, last week, last year, two years ago, two days ago, last weekend, five months ago, when I was twenty.
- Ask the students to work in pairs. Partner A says a true or false past simple sentence about himself / herself, e.g. I went swimming last week. Partner B has to say if he / she thinks it's true or false. Partner A says if Partner B is right.

#### Find someone who ...

10 mins

- To be used any time after *Exercise 2a*, coursebook p. 33.
- **Photocopy 5 Find someone who ...** (p. 102) – one for each student.

**Tip: Full answers** Always encourage students to answer using the auxiliary, e.g. *Yes, I have.* / *No I haven't.*, i.e. not to give just a one-word answer.

- Demonstrate this activity with a more able student. Ask him / her the first question on the sheet using the structure *Have you ever ....?* If the student answers *No, I haven't*, ask the next question until he / she answers *Yes, I have*. Then mime writing his / her name onto your paper. Ask the second, past simple question, to the same student and write his / her answer on the sheet.  
! Remind students that to answer the second (past simple) question, they need to use the past simple.
- ↓ Elicit the questions from the students before they start the task.

Board: Where did you go?  
Where did you lose it?  
Which monument did you see?  
Why did you miss your / the flight?  
Where did you live?  
Which city / state did you go to?  
Which Harry Potter film did you see?  
When did you go to London / there?

- Students then mingle and complete the task.
- When they have finished, ask volunteers to tell the class what they've found out about two people they spoke to.

### Language and culture

#### Step 2:

#### English at airports (coursebook p. 43)

10– mins

- To be used after the *Round up*, coursebook p. 33.
- Before students read the text, ask them if they know how many people speak English worldwide.
- Allow time for students to read the text silently.
- Ask them to answer your pre-reading question. (1.5 billion)
- Do the task in class.
- Encourage students to do the Internet task at home.

#### Downloads



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

## Preparing Unit 2 Step 3

### What have I got here?

5 mins

- To be used any time after *Exercise 2b*, coursebook p. 36.
- Put a selection of objects into a bag (e.g. tissues, keys, passport / ID card, luggage lock, power adapter) – enough for one per student.
- Students take one object out of the bag without showing it to the class and describe it, using the phrases in the *Strategies* box on page 36. The class guesses what the object is.
- Alternatively, students can choose objects in the classroom and describe them.

### What advice can you give?

5+ mins

- To be used any time after *Exercise 3b*, coursebook p. 37.
- Students work in groups.
- **Photocopy 6** *What advice can you give?* (p. 102) – one copy per group of students and cut out the cards.
- Give each group one set of cut out cards, placed face down on the table.
- One student takes a card and reads out the problem. The other students offer advice.

### Language and culture Step 3: The Airbus A380 (coursebook p. 43)

10– mins



1/51

- To be used at the end of the lesson.
- Allow time for students to read the text silently.
- Do the tasks as a class activity.
- Ask students: *Would you like to fly on the airbus A380? Why? / Why not?*
- Encourage students to do the Internet task at home.
- Encourage students to do the *Listen in* task at home. The audio script can be found online.

### Reading: Excuse me, I have a question ... (coursebook p. 39)

- The Reading page can be done as selfstudy or read in class. You'll find ideas on how to exploit the text in class on pages 119/120.

### Downloads



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

## FYI Unit 2 Now I can

Duncan is flying to Australia, for an Aboriginal music festival. Read more about aboriginal culture by going to

[www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi).

## Preparing Unit 2 Now I can

**Note:** As the *Now I can* pages are revision and consolidation, you can use any of the optional and additional materials suggested for Steps 1–3.

### Template 2: Who am I? (10 mins)

- To be used any time after *Part 4*, coursebook p. 41.
- **Photocopy Template 2: Who am I?** (p. 114)
- In each 'sentence square' write one of the following sentence beginnings:  
1 My favourite hobby is ...; 2 I like ...; 3 I enjoy ...; 4 When I have time, I ...; 5 At the weekend, I ...; 6 I've never flown ...; 7 I've seen ...; 8 I've never been to ...; 9 I've lived ...; 10 I've never lived ...
- Copy the sheet so that you have one per student.
- Ask students to fill in the information. Tell them not to put their name on the paper.
- Collect all of the papers.
- Give one of the papers to a student and ask him / her to read out the information on the paper.
- The class has to guess who wrote it. The person who guesses correctly 'wins' the piece of paper and writes the correct name after 'Who am I?'.
- This template can be used in a variety of ways at all levels, e.g.:  
– for present simple / progressive: I usually wear ..., Today I'm wearing ..., ...  
– for 'going to': After the lesson I'm going to ..., Tonight I'm going to ..., ...  
– for irregular past tenses: I went ..., I saw ..., I read ..., ...

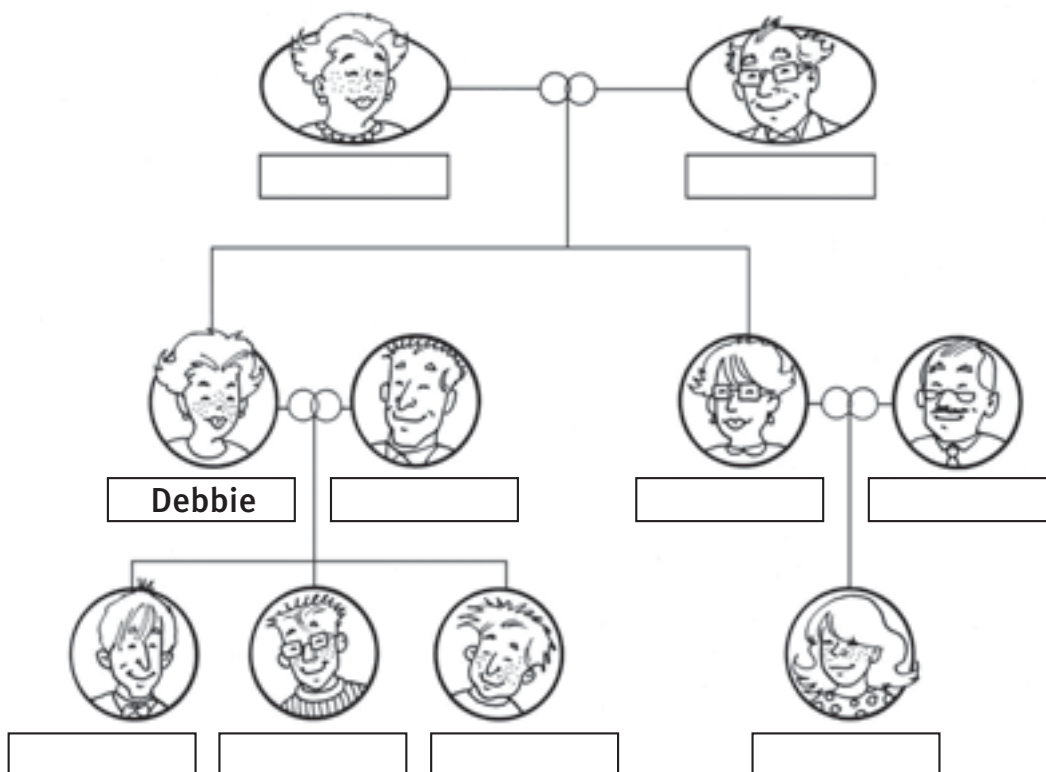
### Downloads



- There's an activity for Unit 2 *Now I can* which you can download from the Internet: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities)

## 1 Family tree (Unit 1 Step 1)

- Work with a partner. Turn over the sentences and read the information. Write the correct names into the boxes in the family tree.



Debbie's married to Andy.

Carrie's got four grandchildren.

Andy's got one sister-in-law. She's called Caroline.

Caroline's got three nephews: Marc, Tom and Harry.

Chris has got two sons-in-law.

Caroline is married to Rob.

Marc's got a cousin called Anise.

Chris has got two daughters.



## 2 How long have you ...? (Unit 1 Step 2)

|  |  |
|--|--|
| <p>Find out who's had his / her fridge the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>           | <p>Find out who's had his / her television the longest.</p> <p>Question: _____?</p> <p>Name: _____</p> |
| <p>Find out who's lived in this town the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>             | <p>Find out who's had his / her pen the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>        |
| <p>Find out who's been married the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>                   | <p>Find out who's been in this class the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>       |
| <p>Find out who's known his / her best friend the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>    | <p>Find out who's had his / her watch the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>      |
| <p>Find out who's had his / her car / bike the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>       | <p>Find out who's had his / her coursebook the longest.</p> <p>Question: _____?</p> <p>Name: _____</p> |
| <p>Find out who's known the teacher the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>              | <p>Find out who's lived in this country the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>    |
| <p>Find out who's lived in the same house / flat the longest.</p> <p>Question: _____?</p> <p>Name: _____</p> | <p>Find out who's worked the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>                   |
| <p>Find out who's had his / her mobile phone the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>     | <p>Find out who's had his / her bag the longest.</p> <p>Question: _____?</p> <p>Name: _____</p>        |

## 3 Special objects (Unit 1 Step 3)

- **Partner A**, read about Anna's special object and fill in the chart below.

### Anna's rocking horse

One of my most special objects is a beautiful old rocking horse. It was my grandmother's. She kept it in the front room of her house and when I was a small child, I played on it. She got it from her grandmother, so it's very old. She gave it to me when I was a sixteen and I've had it for 30 years now. It has great sentimental value because it reminds me of her and the hours I spent 'riding across the fields' in her living room. An antique dealer valued it four years ago. It's worth £5,000. Amazing – I didn't think it was so valuable.



|                                       |                                       |
|---------------------------------------|---------------------------------------|
| What is <b>Anna's</b> special object? | It's a _____.                         |
| Who did it belong to?                 | It belonged to her _____.             |
| How long has she had it?              | She's had it (for / since ...) _____. |
| How much is it worth?                 | It's worth _____.                     |

- Now work with a B student. Answer his / her questions about Anna's rocking horse using the answers in your chart. Then ask him / her the questions in your chart to find out about Helen's special object and fill in the chart below.

|  |                                       |
|--|---------------------------------------|
| What is <b>Helen's</b> special object? | It's a _____.                         |
| Who did it belong to?                  | It belonged to her _____.             |
| How long has she had it?               | She's had it (for / since ...) _____. |
| How much is it worth?                  | It's worth _____.                     |



- **Partner B**, read about Helen's special object and fill in the chart below.

### Helen's painting

One of my most special objects is a beautiful old painting. It's a picture of two women walking across a field. It belonged to my grandfather. He found it in an antique shop in London about 60 years ago. He gave it to me when he moved house in 2001 because it's a large picture and his new house is very small. It has great sentimental value because when I see it, I think of my grandfather. I took it to an antique dealer last year. It's worth about £3,000. I was really pleased, but I don't want to sell it, I want it to stay in the family for another 40 years or longer.



|  |                                       |
|--|---------------------------------------|
| What is <b>Helen's</b> special object? | It's a _____.                         |
| Who did it belong to?                  | It belonged to her _____.             |
| How long has she had it?               | She's had it (for / since ...) _____. |
| How much is it worth?                  | It's worth _____.                     |


- Now work with an A student. Answer his / her questions about Helen's painting using the answers in your chart. Then ask him / her the questions in your chart to find out about Anna's special object and fill in the chart below.

|                                       |                                       |
|---------------------------------------|---------------------------------------|
| What is <b>Anna's</b> special object? | It's a _____.                         |
| Who did it belong to?                 | It belonged to her _____.             |
| How long has she had it?              | She's had it (for / since ...) _____. |
| How much is it worth?                 | It's worth _____.                     |

## 4 Millionaire's homes (Unit 2 Step 1)

### Partner A


- Work with a partner. Ask your partner the questions *Where is the house in (A2)? How much is it?* to find and fill in the missing information. Then answer your partner's questions.

|   |                 |                      |               |                  |
|---|-----------------|----------------------|---------------|------------------|
|  | A               | B                    | C             | D                |
| 1   | Madrid<br>€1.4m | Washington<br>\$3.2m | _____         | _____            |
| 2   | _____           | _____                | Rome<br>€2.6m | _____            |
| 3   | London<br>£3.4m | Zurich<br>€2.4m      | _____         | Berlin<br>€ 2.5m |



### Partner B

- Work with a partner. First answer your partner's questions. Then ask your partner the questions *Where is the house in (A1)? How much is it?* to find and fill in the missing information.

|   |                  |                    |                   |                     |
|---|------------------|--------------------|-------------------|---------------------|
|  | A                | B                  | C                 | D                   |
| 1   | _____            | _____              | Paris<br>€3.5m    | Birmingham<br>£1.8m |
| 2   | Munich<br>€ 6.5m | New York<br>\$2.4m | _____             | Athens<br>€1.45m    |
| 3   | _____            | _____              | Amsterdam<br>€ 1m | _____               |

## 5 Find someone who ... (Unit 2 Step 2)

- Walk around the class, ask and answer questions with different students. Start the first question with *Have you ever ...?* and answer the questions with *Yes, I have* or *No, I haven't*.
- When you find someone who says *Yes, I have*, write his / her name in the box and ask for more information.

|  |  |
|--|--|
| <p>... has flown on a long-haul flight.</p> <p>Name: _____</p> <p>Where? _____</p> <p>He / She went to _____.</p>                | <p>... has lived in a foreign country.</p> <p>Name: _____</p> <p>Where? _____</p> <p>He / She lived in _____.</p>  |
| <p>... has lost his / her passport.</p> <p>Name: _____</p> <p>Where? _____</p> <p>He / She lost it in _____.</p>                 | <p>... has been to the USA.</p> <p>Name: _____</p> <p>Which city / state? _____</p> <p>He / She went to _____.</p> |
| <p>... has seen a famous monument.</p> <p>Name: _____</p> <p>Which monument? _____</p> <p>He / She saw _____.</p>                | <p>... has seen a Harry Potter film.</p> <p>Name: _____</p> <p>Which? _____</p> <p>He / She saw _____.</p>         |
| <p>... has missed a connecting flight.</p> <p>Name: _____</p> <p>Why? _____</p> <p>He / She missed the flight because _____.</p> | <p>... has been to London.</p> <p>Name: _____</p> <p>When? _____</p> <p>He / She went to London _____.</p>         |



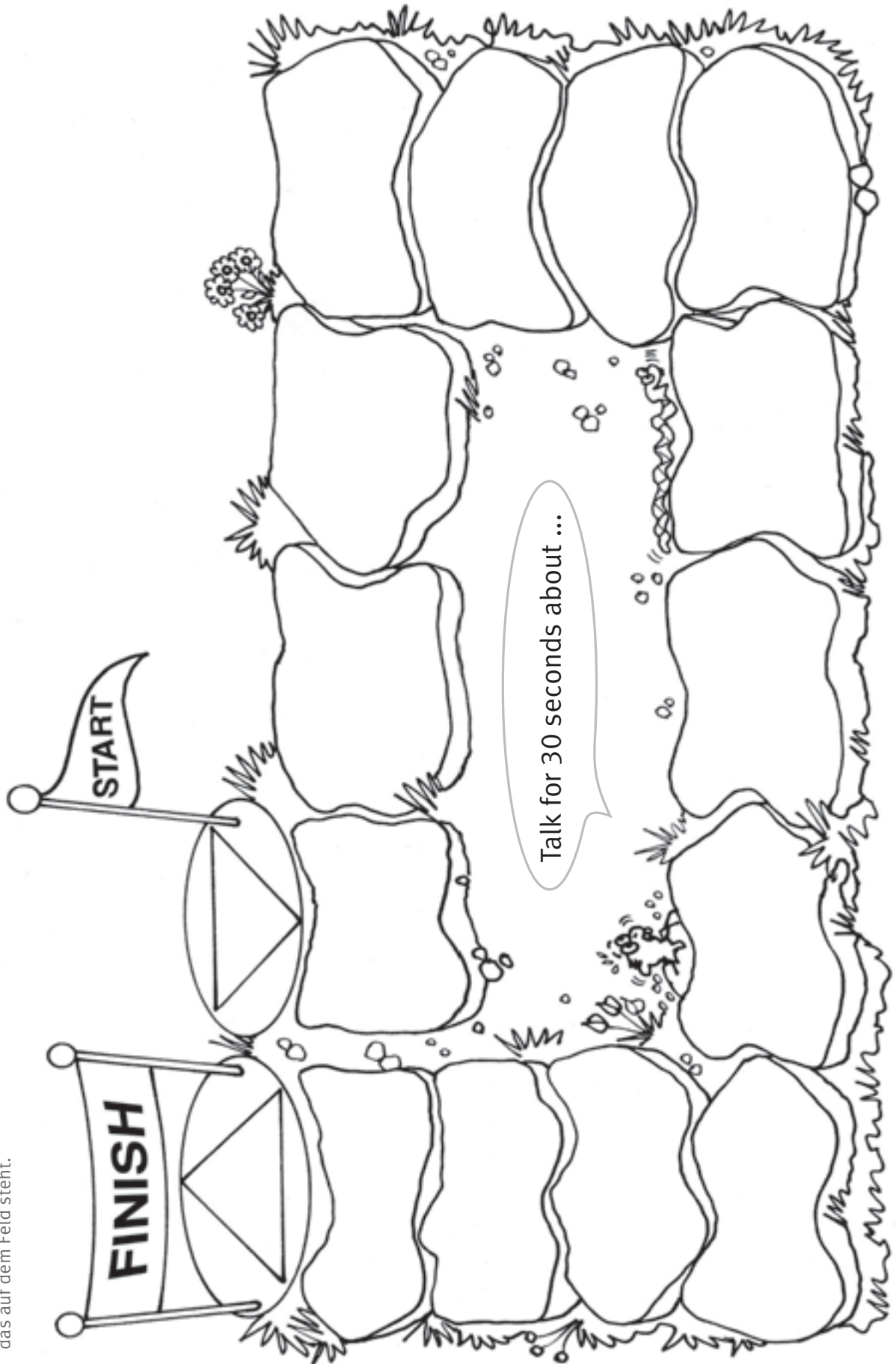
## 6 What advice can you give? (Unit 2 Step 3)

|   |  |
|---|--|
| <p><i>It's difficult for me to remember English vocabulary.</i></p> | <p><i>I want to go to London, but I hate flying.</i></p> |
| <p><i>I can't come to the lesson next week.</i></p>                 | <p><i>I need a new car.</i></p>                          |
| <p><i>I didn't understand the grammar in the lesson today.</i></p>  | <p><i>I found a bag on the bus.</i></p>                  |
| <p><i>I left my bag in the classroom last week.</i></p>             | <p><i>I lost my watch at the swimming pool.</i></p>      |
| <p><i>I need a new fridge.</i></p>                                  | <p><i>I want to learn to cook.</i></p>                   |

## Template 1: Keep talking!

- Work with a partner. Flip a coin – heads move forward three spaces. Talk for 30 seconds about the topic you land on.

Partnerarbeit: Sie brauchen eine Münze und einen kleinen Gegenstand (z. B. einen Anspitzer oder eine Büroklammer) als Spielfigur. Werfen Sie die Münze – Wappen bedeutet, dass Sie ein Feld nach vorne gehen dürfen; Zahl bedeutet, dass Sie drei Felder nach vorne gehen dürfen. Sprechen Sie 30 Sekunden über das Thema, das auf dem Feld steht.



## Template 2: Who am I?

- Finish the sentences so that they are true for you.  
Don't show anyone your piece of paper. And don't write your name on the paper.

Who am I? \_\_\_\_\_

|                      |                       |
|----------------------|-----------------------|
| 1<br>_____<br>_____. | 6<br>_____<br>_____.  |
| 2<br>_____<br>_____. | 7<br>_____<br>_____.  |
| 3<br>_____<br>_____. | 8<br>_____<br>_____.  |
| 4<br>_____<br>_____. | 9<br>_____<br>_____.  |
| 5<br>_____<br>_____. | 10<br>_____<br>_____. |