


## Welcome to the *Teacher's Book for Network Now B1.1*

### Your course: *Network Now B1.1*

- *Network Now B1.1* provides 24 ninety-minute lessons, for a 2-semester course.
- Each of the 6 units has 3 steps (18 lessons), followed by a revision lesson, *Now I can* (6 lessons).
- If your course has more than 24 lessons and you need **extra lessons**, you can use the 3 optional pages at the end of each unit: *English worldwide* (page 28), *English at work* (page 29) and *Story* (page 30) or *Playing with English* (page 52). Each of the 18 pages provides approximately 30 minutes of classroom material, a total of 6 extra lessons.

### Your *Network Now B1.1* coursebook

- The **Photo page** (page 9) at the start of each unit has topic-related photos and a brief task. Allow students a few minutes to look at this and to read the listed aims of the unit.
- All lessons begin with a five-minute **Starter** activity to lead into the topic.
- If an activity involves a **listening** exercise, the track numbers are given with the relevant activities:  2/13 = CD number 2, track 13.
- In **Steps 1 and 2**, you'll often find elements of 'refresher' grammar (*You already know*) before the new grammar (*And now*) is introduced (pages 15 + 16).
- There are **Now you** exercises (page 12) in each step, allowing students to speak about their own experiences and opinions.
- The final activity in Steps 1, 2 and 3 is *What do you think?* (page 17). Photos and quotations prompt students to talk in groups or in class about topic-related themes.
- Remind the class that at the end of Steps 1 and 2, there's a **Language study** page which explains and practises the grammar, and a **Selfstudy** page with assorted exercises based on the unit content (pages 13/14). Refer them to the **online codes** next to the **Language study** and **Selfstudy** headings so that they have the option to do the exercises online.
- **Step 3** (pages 20 ff.) of each unit has a focus on realia, reading and vocabulary and has just a minor grammar element. The one-page Selfstudy (page 23) has a section on **Dictionary skills**.
- The fourth lesson in the unit, *Now I can*, is a review lesson which mirrors the learning aims on the Photo page. There's a **Now you choose** activity where students can choose whether they want to try an easy \*, standard \*\* or challenging \*\*\* task.
- The homework section after *Now I can* is a 2-page **Test yourself**, based on the exercise formats of the *telc* English B1 and *PET* exams.
- Students can find an **alphabetical dictionary** and a **unit-by-unit wordlist online** – see [www.klett-sprachen.de/networknow/vocabulary](http://www.klett-sprachen.de/networknow/vocabulary).

### Your *Network Now B1.1 Teacher's Book*

- This book provides **teaching notes, audio scripts, keys, tips and extra activities** for each step, plus ideas on using the optional pages at the end of each unit.
- If you see information in the teacher's notes in **grey**, it means this stage is **optional**.
- Suggestions are made on how to make some exercises **simpler** (↓) or more **complex** (↑) for the class. Some activities offer the students a **choice of complexity**. The one-star \* option is slightly easier than the standard, two-star \*\* option, and the three-star \*\*\* option is more challenging.
- If you want to use **extra materials**, you can download an extra activity for each step from the Internet – but you'll need to allow extra time for these – see [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities). You can also download other extra materials (e.g. Christmas activities) from here (see "Weitere Activities").

So all it remains for the *Network* team to say is: Enjoy your teaching with *Network Now B1.1*.

## Unit 1 Step 1 Good neighbours

### Contents

- Text topic** A magazine article about ex-partners living next door to each other  
**Functions** Talking about relationships; Describing someone's personality  
**Vocabulary** Personality  
**Grammar** **You already know:** Review of tenses (present simple, past simple, present perfect)

### Lesson notes

**www** Extra activity: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities) (Unit 1: Step 1)

**Starter** 5– mins • Ask individual students the *Starter* questions.

**Text** **I live next door to my ex!** 5 mins  
 • Board: **Where do they all live?** (in Sweden), **How many children do they have?** (three in total).  
 Students read the text. Check the answers in class.

**Tip: Reading skills (1)** The comprehension questions at this level are more complex and demanding, requiring students to pick out several aspects and bring them together in a mini-summary. Encourage students to underline the key points in the text before formulating an answer.

**1a** **A good divorce** 10 mins



- Give students time to read the comprehension questions and underline key information in the text.  
**1 They were married but now they're divorced. 2 She likes: he's a good father, he's very reliable, he's generous. She dislikes: he's a total control freak, he's so tidy. 3 He likes: she's a great mum, she's very patient, she's always cheerful, she's very creative and spontaneous. He dislikes: her house is always total chaos, her half-finished projects are everywhere. 4 They have a lot of contact. 5 Possible answer: It works well because they have a good relationship, they're both happy in their new relationships and it means their children can see both of them regularly.**

**1b** **Talk about it** 5 mins

- Students talk together in class or in groups.

**2a** **Vocabulary: Personality** 10 mins



1/2–3

- Read out the first instruction and the words to the class. Students match a word to a statement.

**1 generous, 2 honest, 3 reliable, 4 confident, 5 cheerful, 6 independent, 7 tidy, 8 spontaneous, 9 patient, 10 shy**

- Students listen and check their answers. Play ► 1/2.
- Students listen and repeat the words in chorus. Play ► 1/3.

(S1 = speaker 1, S2 = speaker 2)

S1: I like giving.  
 S2: She's generous.  
 S1: I always tell the truth.  
 S2: She's honest.  
 S1: You can count on me!  
 S2: She's reliable.  
 S1: I feel sure of my own abilities.  
 S2: She's confident.  
 S1: I always smile and look happy.  
 S2: She's cheerful.

S1: I can manage everything by myself.

S2: She's independent.

S1: I like to keep everything in its place.

S2: She's tidy.

S1: I don't plan, but I make quick decisions.

S2: She's spontaneous.

S1: I don't get angry if things take a long time.

S2: She's patient.

S1: I don't feel comfortable in big groups or with new people.

S2: She's shy.

I'm generous. I'm honest. I'm reliable. I'm confident. I'm cheerful. I'm independent. I'm tidy.  
 I'm spontaneous. I'm patient. I'm shy.

## 2b Now you: Your personality 10 mins

NB The *Now you* exercises allow students to personalise the language items they have just learnt.

## 3a Look again 5 mins

**Tip: Task complexity (1)** When you see an arrow like this ↓, there's a suggestion how to make the activity a little easier. When you see this arrow ↑, there's a suggestion how to make the activity a bit more demanding.

- ↓ Board: a) I went to Berlin yesterday. b) I've been a teacher for five years. c) I live in London.

Read out the three facts about the tenses (1, 2, 3). Ask students to match them to the sentences (a), (b), (c) on the board. (a) 2, b) 3, c) 1)

- Follow coursebook instructions.

**1** I live in the suburbs. My husband lives next door. Karl's a good father. We have a good relationship. This arrangement works well. We're both happy. Etc. **2** Karl and I got divorced. They stayed with me. I met and married my second husband and moved into his house. I heard that the house next door was for sale. They moved in. Etc. **3** One couple have taken this to the extreme. We've both tried to put the children's needs first. We've been divorced for a long time. Lena's always been a great mum. Etc.

## 3b Grammar: You already know – Review of tenses 5 mins

! If you want to spend longer on the grammar, look at the Language study on page 13.

If short  
of time

- Do *Exercise 3c* as a class activity.
- In *Exercise 6*, get students to talk about just one of the topics in class.

## 3c Now you: Your living arrangements 5 mins

Extra

## Review of tenses 10 mins

- On a piece of paper with their name on, students complete the sentences from *Exercise 3c*.
- The papers are collected and then randomly given out again.
- Individuals read out the information: *He / She lives ...* and the class guesses who the student is.

## 4 Life Swap 10 mins

- Read out the first instruction and play ► 1/4.

**Woman 1: We live together and work together. Woman 2: We're married but we don't live together.**

- Read out the second instruction. Allow time for the students to read the questions, then play ► 1/5.

**1** a) They design and sell baby clothes. b) They've had their business for four years. c) They have similar personalities. **2** a) They've been married about five years. b) Other people think it's unnatural or think that they don't get on well. c) No, they didn't.

(P = presenter, W1 = wife 1, W2 = wife 2)

P: In this week's *Life Swap*, two people with very different lifestyles change places for a week. This week, it's two women who are going to swap places – and swap husbands. First, let's meet them. Here's tonight's first life swapper:

W1: My husband and I have a business together. We design and sell baby clothes and accessories. We started the company when our daughter was about six months old and I couldn't find any nice clothes for her – well, nothing I liked anyway. In one way it's good because we can work from home a lot of the time and we can both look after our daughter. She's four and a half now, so she'll be at school full-time next year and then we'll have more time for the business. My husband and I get on very well together and we have quite similar personalities, but, yes, of course, sometimes we have arguments about the business, but, no, usually it's OK.

P: And here's the person who she's going to swap places with:

W2: My husband and I have been together for about ten years and we've been married for about half of that time. But we don't share a house. I know people think that it's unnatural, or that we don't get on well, but it works for us. He has a really nice house, which is also his clinic – he's a therapist. And I like my flat. It's near my work and, I don't know, I just like it. We're both quite independent people, and we each have our own interests and our own friends, so it works well for us. We spend two or three nights together a week, and when we do, it's special. It's a bit like a date. I have clothes and a toothbrush at his house, and he has a few things at mine, but basically we live separately. We didn't really plan it like that, it just sort of happened.

P: Now let's meet their husbands and find out what life is like at home at the moment.

- 5a **How to talk about relationships** 5 mins
- Read out the phrases and have the class repeat them in chorus.
- 5b **Now you choose: Relationships** 5+ mins
- Students choose which task they'd like to do. Everyone who choose *Free time* stands up and finds a partner. Then the *Work* group get into pairs.
  - Students talk to their partners. Monitor and help where needed.
- 6 **What do you think?** 5+ mins 5+ mins
- Students work in groups of 3 or 4 and give their opinions on the topics.

## Unit 1 Step 2 At home with animals

### Contents

- Text topic** An email extract about a crocodile zoo
- Functions** Describing a visit
- Vocabulary** Pets and wild animals
- Grammar** **You already know:** Present simple and present progressive  
**And now:** Present simple to express states

### Lesson notes

**www** Extra activity: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities) (Unit 1: Step 2)

**Info** Your students can 'visit' Shaun Foggett's zoo online by typing his name into their search engine.

**Starter** 5 mins • Ask individual students the *Starter* question and get them to give their reasons.  
**Tip: Setting up listening activities (1)** It's important to set up listening activities by clearly reading out the instructions and then giving students time to read the statements or questions.

1a **A man and his pets** 10 mins



1/9–10



- Students read the statements, listen, and note down one fact in each category. Play ► 1/10.
  - ↓ Students note down facts for 1 and 3. Play ► 1/10.
  - Check answers in class and repeat for the second part. Play ► 1/11.
- Possible answers: 1 *It's in Oxfordshire / Witney.* / *It's a normal family house.* / *It has a garden.* 2 *He has a fiancée.* / *He has two children.* 3 *He has 24 crocodiles.* / *They live in their own building in the garden.* / *He checks on them twice a day.* 4 *He hopes to open a crocodile zoo.* / *He hopes to get a bank loan for it.*

(P = radio presenter, R = reporter)

P: Next on 'Out and About in Oxfordshire', we're going over to Dave, our reporter, who's out and about somewhere in the local area. Where are you this afternoon, Dave?

R: Hi there! Yes, I'm out and about. I'm in Witney and I'm in a garden. It's the back garden of a very nice, very normal, family house.

P: Whose house is it?

R: The house belongs to a man called Shaun Foggett and Shaun lives here with his fiancée Lisa, their two children ... and Shaun's pets.

P: OK, and why are you in the back garden, not at the front door?

R: Good question. I'm standing outside the door of a small building here at the end of the garden. It's a sort of garage and it's here that Shaun's pets live.

P: Right, now, if they have to live in their own building at the end of the garden, then I guess we aren't talking here about a couple of hamsters or a rabbit.

R: No, you're right. Shaun has 24 crocodiles. His collection includes three of the most endangered reptiles in the world – Chinese alligators, Siamese Crocodiles and Cuban crocodiles. He also has two black

caiman crocodiles. Shaun is passionate about these animals and about their conservation. In fact, he wants to open the first crocodile zoo in the UK and he's doing his best to make it happen. He's looking for a suitable place in the local area and he's waiting to hear from the bank about a loan.

P: I should think the bank might be a bit nervous about that idea.

R: That's the problem. He and his fiancée may have to sell their family home to make his dream come true.

P: But 24 crocodiles? In his garden? Isn't that a bit dangerous? What do the neighbours think?

R: Shaun takes safety very seriously. All of his reptiles are kept safely in this building. He checks them twice a day. There's a big lock on the door and his children aren't allowed in. Only Shaun and Lisa are allowed in. They're both in there now, in fact. I can tell you what's happening because I can see through the window. Shaun is cleaning out one of the tanks and Lisa is helping. Shaun is taking a crocodile out of its tank and ... oh, I see, Lisa is putting sticky tape around the animal's mouth – or is it its nose? – well, around its jaws – to keep those jaws closed and to keep those teeth out of the way. I must say – I'm very impressed with their professional handling of these dangerous animals.

P: So, are you going in then, Dave?

R: Right, here I go. Wish me luck ...

## 2a Look again 5 mins



2 (general fact), 1 (happening now), 3 (Shaun is in the middle of doing)

## 2b Grammar: You already know – Present simple and present progressive 5– mins

- Focus attention on the Grammar box and ask: *Which sentence is happening now?* (... is cleaning out one of the tanks.), *Which two sentences are general facts?* (... takes ... / ... checks ...), *Which one shows Shaun is in the middle of doing something?* (He's looking ...).

! For more explanations and practice, you can look at the Language study on page 18.

## 2c Shaun's family 5 mins



1 works, 2 is cutting, 3 have, 4 go, 5 are preparing, 6 is expecting

## 2d Now you: Your life 5+ mins

- ↓ Write three sentences about yourself as a pattern on the board.

## 3 Text A day out 10– mins

**Tip: Reading skills (2)** It helps to set a context for a text before students read it. You can do this by asking students to speculate about the pictures, or read the text title and say what they think the text is about, or give them key words and ask what the text might be about.

- ↓ Tell students life has moved on for Shaun. Write the key words on the board and ask the class what they think has happened to Shaun. Board: **zoo – crocodiles and snakes – TV series** (He has his own zoo which has crocodiles and snakes in it and he has his own TV series.)
- Give students time to read the text and then ask and answer the questions in class.

**Tip: Task complexity (2)** Some exercises have a star system which allows all the class to do the same basic exercise, but to varying degrees of complexity – they can choose if they want to try a simple task \*, a standard task \*\* or a more complex task \*\*\*.

- Board: \* Answer number 1 only.  
\*\* As in the coursebook.  
\*\*\* As in coursebook and then write one follow-up question to ask the class.



1 He has made his dream come true. He now owns his own zoo.

2 The chance to feed and handle some of the reptiles.

## 4a Grammar: And now – Present simple to express states 5 mins

- Look at the Grammar box. Tell the class that these verbs aren't usually used in the progressive form.

! For more explanations and practice, you can look at the Language study on page 18.

**NB** Some verbs can take both forms: *He's looking out of the window* (an activity that you can start and stop at will). *He looks cold* (a state). *He's having breakfast*. *He has grey hair*. This needn't be brought into the lesson unless a student asks a specific question about it.

## 4b Find them 5 mins



belongs, owns, wants, understands, knows, has, have, is, seem, don't smell

## Extra

Present simple to express states 10 mins

- Give positive and negative prompts and let a volunteer make a sentence about him- / herself.

Board: I (don't) understand ..., I know ..., I feel ..., I think that ..., I want ..., I need ..., I have ..., I like ...

## 4c

Live from the zoo 5 mins

- Students do the exercise, then compare answers with a partner before checking in class.

1 am ('m) talking, 2 are sitting, 3 look, 4 are ('re) holding, 5 belongs, 6 is ('s) eating, 7 don't understand, 8 doesn't seem

## 5

Vocabulary: Wild animals 5 mins

- Play ► 1/12. Students listen and repeat in chorus before doing the task.

## 6a

How to describe a visit 10 mins

- Read out the phrases and ask individuals to use at least two of the phrases to describe a visit they went on.

## If short of time

- Do **Exercise 6b** for homework (and then display the tasks in class in the next lesson).

## 6b

Now you choose: A visit 5+ mins

- Ask students to choose a task to do. When they've finished, they read it to someone who chose the same one.

## 7

What do you think? 5+ mins

- Class or group discussion prompted by photos. If necessary, give prompt words: *zoo, safari, circus*.

## Unit 1 Step 3 House swapping

## Contents

Text topic An advertisement for a flat to rent

Functions Talking about accommodation

Vocabulary Abbreviations in property ads; Accommodation; Compound adjectives (a two-room flat)

Grammar Focus on: *for / ago*

Reading Free holiday?

## Lesson notes

NB The main focus of Step 3 is vocabulary extension and reading skills.

## www

Extra activity: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities) (Unit 1: Step 3)

## Starter

5 mins • Ask individual students the *Starter* questions and encourage questions from the class.

## 1a

Close-up: Rental ads 5+ mins

**Tip: Realia (1)** In each Step 3, there's a magnified element of realia and you can add to this by bringing your own collection of authentic materials to the lesson. You can also use German materials if you can't find what you want in English. For example, you can bring in accommodation ads from a local paper and get students to give the gist of the content in English, reminding them *not* to translate every word, but to get the general idea across to someone. Good practice in mediation!

Possible answers: It's in Salford, in Manchester. It's on the third floor. It's got two bedrooms, a living room, kitchen, bathroom and a balcony. There's access to the garden and parking. It's near the city centre. It costs £850 per month + bills. You can move in on the 1<sup>st</sup> of February.

## 1b

Abbreviations 5 mins

per calendar month, week, renovated building, ground floor, inclusive, street, road



- 2a **Places to live** 5 mins
- Follow coursebook instructions.

- 2b **Types of accommodation** 5 mins
- Read out the list of accommodation and have students repeat the words in chorus.
  - In class, students match the words to the pictures.
  - Ask individuals which home they would like to live in.

1 detached house, 2 bungalow, 3 cottage, 4 caravan, 5 apartment block / block of flats, 6 motor home, 7 semi-detached house, 8 terraced house

- 3a **House swapping** 5 mins

**Tip: Reading skills (3)** We can help students to learn to read for gist (overall meaning) by setting a very general question for them to answer after their first reading of a text.

- ↓ Say: *Read the ad on page 21 and decide which information is correct.*  
Board: *It's an advert for cheap / free holiday accommodation.* (free)
- Follow coursebook instructions.

**You stay in someone else's private house and they stay in yours.**

- 3b Text **Reading** 5 mins

- Before students read the main part of the text, remind them that it isn't necessary to understand every single word. Allow time for them to read the text to themselves.
- Ask the gist question.

**They thought the two brothers were stealing from their neighbour's house.**

- 4a **What can you remember?** 5 mins
- Follow coursebook instructions.

- 4b **Talk about it** 5 mins
- Follow coursebook instructions.

- 5a **Focus on ... for / ago** 5 mins
- Read out the three sentences in the *Focus on* box and the explanation underneath.
  - Ask which sentences are about the past. (sentences 1 + 3)

#### Extra

**for / ago** 10 mins

- Board:
 

I had my very first English lesson ...	I learnt English at school ...
I came to this school ...	I've been in this school ...
I moved to this town ...	I've lived in this town ...
I started my present job ...	I've worked for my present company ...
- Students complete four sentences which are relevant to them using *for* or *ago* and read them to the class.

- 5b **Now you: Your home** 5+ mins

- ↓ Go through the questions and decide which answers need *for* and which need *ago*.
- Board:
 

*	Choose three questions to ask.
**	As in the coursebook.
***	Add one more question of your own.

**1 for, 2 for, 3 ago, 4 ago, 5 ago, 6 for**


- If short of time**
- Do *Exercise 6a* as a class activity.
  - In *Exercise 6b*, ask a few individuals to describe their home to the class.
  - Do *Exercise 7* for homework (and then display their work in the next lesson).

- 6a **Vocabulary building: Compound adjectives** 5 mins

! Tell the class that these words usually have hyphens in them but, slowly, hyphens are becoming old-fashioned so they may see these words without hyphens.

! English speakers usually say how many bedrooms their home has, not how many square metres.

**1 the forty-pound registration fee, 2 a 300-year-old cottage, 3 their two-bedroom flat, 4 their two-week stay, 5 a two-day city break, 6 a four-star hotel, 7 a ten-hour flight, 8 a three-month holiday, 9 a fifty-mile journey, 10 a fifteen-storey building**


- 6b**  **Describing your home** 10 mins  
1e), 2f), 3h), 4g), 5b), 6d), 7a), 8c)
- 7** **Writing** 10 mins  
• Suggest that students write in pencil so that they can correct mistakes before their work is displayed.
- 8** **What do you think?** 5 mins  
• Class or group discussion prompted by the saying.  
• ↓ If necessary, prompt: *Where do you think of as home? Why?*

## Unit 1 Now I can

### Contents

Review of vocabulary, functions and structures in Unit 1

### Lesson notes

- www** You can download and copy a **Project sheet** to be used for the writing activities in *Now I can*:  
[www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities) (Unit 1: Now I can)
- Now I can:** 5 mins • Ask students to look at *Now I can*: ... at the top of p. 24. Remind them that the symbols refer to different skills or vocabulary items they learnt in Unit 1 and were listed in the unit aims on p. 9.
- Starter** **Talking about people's living arrangements/relationships; Describing someone's personality** 5+ mins
- Look back**  Possible answers: **Lena: divorced, Swedish, 3 children, re-married, is patient, cheerful, creative and untidy. Karl: divorced, re-married, new baby, good father, reliable, generous, patient, but very tidy and a control freak. Shaun: lives with his partner and 3 children, has a crocodile zoo, kept crocodiles in his garden.**
- Now look forward** • Ask if anyone has been to an English-speaking country and ask for a few details.
- Part 1** **Talking about people's living arrangements; Describing someone's personality**
- 1a** **Language exchange** 5+ mins  
• Get one student to note down the advantages on the board and one to note down the disadvantages.  
• Ask for ideas how to get over the disadvantages.
- 1b** **Come and stay with me!** 10 mins  
! If you have downloaded and copied the Project sheet, you can use it for this exercise, *Exercise 3b* and 4.
- Part 2** **Describing someone's personality; Talking about relationships**
- 2a** **A good relationship?** 5 mins  
• Read out the instructions and play ► 1/17.



**They got on really well. No, but Ruth emails her sometimes.**

(F = friend, R = Ruth)

F: Ruth, you've done a language exchange, haven't you? How did you get on with your French exchange partner?

R: Oh, great. Really well. Sylvie, she was called. Actually, we're still friends now, six months later.

F: Oh, that's nice.

R: Yes, it is. I wouldn't say we're best friends, or really close, but I email her sometimes and tell

her what I'm doing and it's always nice to hear from her. I'm quite fond of her and I'd be happy to see her again.

F: You were lucky to find someone you got on with.

R: Well, we don't have the same sort of personality, but that didn't matter. It was good for me to be with someone who showed me a different lifestyle.



2b



1/18

**What were they like?** 10 mins

- ↓ Make A and B groups. A students underline the words for Sylvie; B students circle the words for Pascal.

Sylvie: confident, generous, spontaneous; Pascal: patient, shy

(F = friend, R = Ruth)

F: So, you say that this Sylvie is quite different from you. What's she like? What do you like about her?

R: The main thing I like about Sylvie is that she's full of energy and ideas. One morning we were having breakfast and she suddenly said, "Let's go to the mountains for the day," so we did. Just like that.

F: Yes, that's quite different from you!

R: You're right. I'm the sort of person who likes to organise things weeks in advance, so it was good for me to be a bit freer. Last month she decided to look for a new job and she gave up her old job before she found a new one. She said, "I know I can get a better job. I'm good at what I do and someone will want me." She never thinks, "Oh, I might not be able to do this." She just does things and of course everything works out fine. I'd like to be more like her.

F: Me, too!

R: And another thing about Sylvie. When she found that I was between jobs during the exchange, and didn't have so much money, she paid for a lot of things for me – meals, train tickets, all sorts of things. I said, "No, you can't do this, I can't pay you back," but she always said, "Oh, don't worry, you're my guest."

F: Oh, that was nice of her.

R: Yes, it was. And she has a lovely boyfriend. He's quite different from Sylvie. Pascal, he's called. He doesn't like meeting new people so much. I didn't meet him for the first three or four days of my stay. When you get to know him, just you and him together, he's very clever and funny, but in a big group of people, he's quite quiet. Yes, more like me than like Sylvie, really.

F: And did you speak a lot of French?

R: Yes, I did. Before I went to France, I was a bit worried because my French wasn't very good. Sylvie and Pascal's English was much better than my French – much, much better! I spoke so slowly at first and really had to search for the right word all the time, but they were really good with me. Sylvie always tried to guess what I wanted to say – "Do you mean this, or do you mean that?" – which was helpful. But Pascal had a different tactic. He listened really carefully and tried really hard to understand and he never looked bored or annoyed. He and I got on very well. Really, very well.

F: Oh?!

### Part 3 Describing someone's personality; Talking about relationships; Describing a visit

3a **This is my best friend** 10 mins

- Demonstrate the activity with a photo of yours – this will act as a pattern for students to follow.
- Students work with a partner and then report their ideas back to the class.

If short of time

- Do **Exercise 3b** as a class activity.

3b **We had a guided tour** 10 mins

- You can use the Project sheet for this exercise.

### Part 4 Talking about accommodation

**I'd like to stay longer** 10 mins

- You can use the Project sheet for this exercise.

! pcm = per calendar month

5 **Now you choose** 10 mins

- Remind students about the star system and tell them they can choose one of the tasks.
- Students work with a partner. (It doesn't matter if they've chosen the same or different tasks.)

**And finally** 5 mins • Look back at the *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.

- Show them the homework pages for this lesson – the *Test yourself* pages (pp. 26/27).
- If you don't plan to use the extra pages (*English worldwide*, *English at work* and *Story*) in the lesson, students can enjoy these pages at home.