Unit 1 Step 1 Come in

Contents

Storyline Functions Vocabulary Pronunciation Grammar Lara and Rob arrive at a guest house and get their room key.

Introducing yourself and others; Greetings; Asking for and giving personal information

Countries; Numbers 1–12 Intonation in greetings

The verb to be (I, I'm = I am; you, you're = you are): statements, questions, short answers;

Possessive pronouns my, your

Lesson notes

Additional material

For optional and additional material for Unit 1, Step 1, 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.

Tip: Zero lesson

If you haven't done the *Zero lesson*, copy the *Learner profile* (p. 7) for each student and ask them to fill it in at home. This will help you get to know your students early on in the course.

Starter: Name card 5 mins

Note: *Hello, my name's* ... was covered in *Exercise 1* of the *Zero lesson* (p. 5). If you're using Unit 1 Step 1 as the first lesson, do this exercise first:

- Fold a piece of paper or the name card (p. 107) in half, write your first name and hold it up for the class to see.
- Refer to the *Starter* exercise and say: *Make a name card*. Make sure each student has a pen and paper or a copy of the name card template to do this.

Tip: Fold one of the top corners over to make the name card stand up better.

• Ask the students to say Hello (name) to each other.

Photo page

5- mins



• Say: Look at page 9 and hold up your open book. Give the students a minute to look at all the pictures. Point to the bottom picture and ask: Where are Rob and Lara? In Frankfurt? In New York?

They're in Ambleside / in the Lake District / in England.

Dialogue 1



5 mins

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

- Say: Cover the dialogue demonstrate this.
- Say: Look at the photo and listen to the dialogue demonstrate this. Play ▶ 1/2.
- Point to the photo. Say: This is Rob. This is Lara. Write this on the board and repeat it.
- Say: Look at the dialogue demonstrate this. Say: Listen again demonstrate this. Play ▶ 1/2 again.

Tip: Language and culture

In every step, after one of the dialogues, there's a reference to the *Language and culture* section at the end of the unit. The students can read 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* focusses on names (coursebook p. 25). For more information on this, look at page 86 of this TRB.

1a Say it like this



5- mins

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

- Say: *Listen and repeat*. Play ▶ 1/3.
- 1b Now you: Hello
- 5- mins
- Say to the class: Hello, I'm (name).
- Ask each member of the class to say: Hello, I'm (name).



1c Nice to meet you

5 mins

- Say to the class: Nice to meet you.
- Give the class time to read the German instructions.
- Board: Nice to meet you, too. Read it aloud stressing the you and the too.
- Shake a student's hand and say: Hello, I'm (name). Nice to meet you. Refer to the board and have the student answer: Nice to meet you, too.
- Gesture for the students to stand up and repeat the exercise with different classmates.

1d Now you: This is ...

5- mins

- Introduce a member of the class: This is (Anna).
- Board: Hello, (Anna). Nice to meet you.
- Ask the class to introduce their neighbour to the class: This is (Thomas).
- Ask the class to greet their classmate with: Hello, (Thomas). Nice to meet you.

1e Vocabulary: Countries



5- mins

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

- ↓ Say: Listen to the names of the countries. Play ▶ 1/4.
- Say: Listen and repeat the names of the countries. Play ▶ 1/4.

Tip: Stress Show the class that even though some words in English are similar in German, the stress can be different. Mark a stressed syllable by underlining. Board: Turkey - Türkei

• Say each word exaggerating the stress each time. Ask the class to repeat.

1f Now you:

I'm from Germany

5- mins

- Tell the class where you are from: I'm from (England), from (London).
- Ask the class: And you? Give them time to think of their answer.
- If there are two students from the same place, write on the board: Board: I'm from (Hamburg), too.

Tip: Extras

In each step, you'll find a reference to three Extras. If you feel the class needs more practice, you can do the exercise in class, either at the point where the reference is given, or as a 'five-minute filler' at the end of the lesson. There's a key to the Extras so the students could do them at home as part of their selfstudy.

Extra 1: Countries (coursebook p. 12) 5+ mins

- Put the students into pairs, A and B.
- Partner A reads the name of the city, e.g. Bonn. Partner B guesses the name of the country e.g. Germany. Partner A then reads the whole sentence and they change roles.

Dialogue 2



5- mins

- Say: Cover the dialogue demonstrate this.
- Say: Look at the photo and listen to the dialogue demonstrate this. Play ▶ 1/5.
- Say: Look at the dialogue demonstrate this. Say: Listen again demonstrate this. Play ► 1/5 again.

2a I'm tired

5- mins

• Board: tired – hungry – thirsty

Say: Lara is tired / hungry / thirsty and use gestures.

- I Point to a word and ask individual students to make a sentence: Lara is ...
- Ask the students to write three sentences about Lara. tired, hungry, thirsty

2b Now you: Are vou tired?

5+ mins

- Board: Are you tired? Yes, I am. ... hungry? No, I'm not. I'm fine. ... thirsty?
- Ask: Are you tired?
- Nod your head and say: Yes, I am. The class repeats. Shake your head and say: No, I'm not. I'm *fine*. The class repeats.
- Ask individual students: Are you tired / hungry / thirsty? and elicit the short answers.
- Put the students into pairs, A and B. In turns, students ask their partner questions with tired / hungry / thirsty.
- † Ask two stronger students to act out the short dialogue for the class.



Arriving Step 1 | Come in

2c Vocabulary: Numbers

- ↓ Say: *Listen to the numbers*. Play ▶ 1/6.
- Say: Listen and repeat the numbers. Play ≥ 1/6.



5- mins

2d Numbers 5 mins

- Go round the class with each student saying a number: 1 2 3 ... up to twelve. Then start again at one. Do this a few times until all students have said several numbers.
- Put students into pairs, A and B.
- Ask the students to cover the number words in *Exercise 2c* perhaps with two pencils. Student A points to a number and Student B says the number. Then they change roles.

Extra 2: Numbers (coursebook p. 12) 5- mins

- Put the students into pairs, A and B.
- Student A dictates the first three numbers to B. Student B writes them in the squares. Then they change roles.

2e You're in room three 5+ mins

- Put the students into pairs, A and B.
- Ask them to choose a room number from 1–12.
- In turns, they act out the dialogues.

If short of time

It's getting close to the end of the lesson. If you're short of time, set Extra 3 on page 12 as selfstudy. The two *Round up* activities also allow for time flexibility – you can do just one of the activities.

Extra 3: What to say (coursebook p. 12) 5- mins

- Ask students to close their books.
- Write the sentences 1-4 from page 12 on the board leaving space for the responses with each.
- Read each sentence and ask the students to suggest a response. Write suggestions on the board.
- Ask the students to open their books to see if one of their answers is an option. (Note: Variations of the right answer are acceptable, e.g. *Thanks* instead of *Thank you*.)

Round up 3a Listen again



5- mins

- Say: Cover the dialogues and listen demonstrate this.
- Play ► 1/7.

3b What's different?



5+ mins



- | The students can uncover the dialogues.
- Say: Listen to this dialogue. Give them time to read the German instructions. Play $\triangleright 1/9$, the first dialogue, and allow time for the students to think and write their answer. Check the answers in class.
- Repeat this for Dialogue 2.

Dialogue 1: K: Ah, Mr and Mrs Fox from Germany Austria.

Dialogue 2: R: Oh, dear Lara!

And finally ... 5 mins

Your students need to know what the book offers them to help them to learn at home. Do this gradually at the end of the early lessons. After this first lesson, show students the following features of the coursebook and give a short explanation:

- Language study (p. 12): Overview of functions and grammar of the step.
- **Selfstudy** (p. 13): Students can do this in the book or online.
- Keys (p. 129) to the Selfstudy exercises.



Unit 1 Step 2 This is a nice room

Contents

Storyline **Functions** Vocabulary Rob and Lara go to their room. They ask Ken about the local pub and breakfast times.

Asking the time and about mealtimes; Asking where places are in town

Adjectives; Meals

Pronunciation Intonation in questions and short answers

Grammar The verb *to be (it, it's = it is, isn't = is not)*: statements, questions, short answers



Additional material

For optional and additional material for Unit 1, Step 2, see page 86/87. 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: Are you Bettina?

• Ask: Can you remember the names in your class?

5+ mins

- Demonstrate with one student: Are you (correct name of student)? Board: Yes, I am.
- Demonstrate with another student: *Are you (incorrect name of student)?* Board: No. I'm not. I'm ...
- Say: Stand up (gesture). Walk and talk. Are you (name of student)?
- Monitor the activity and correct only where necessary as the emphasis here is encouraging the students to talk to each other.

Dialogue 1



5- mins

• Say: *Cover the dialogue*. Play ▶ 1/12.

 Board:

It's time for a cup of coffee. It's time for a cup of tea.

- Say: *Listen again*. Indicate the sentences. *What's correct?* Play ▶ 1/12.
- Ask individuals for the correct answer and tick the box. (It's time for a cup of tea.)

Language and culture

If you have extra time at the end of the lesson, you could look at the L&C: Afternoon tea (coursebook p. 25) in class. For more information on this L&C section, look at page 87 in this TRB.

1a The room is nice 5 mins



• Say: Read the sentences. Look at Dialogue 1. Tick the correct sentences. Indicate the ticked box on the board.

Correct sentences: 1, 2, 3 and 6; Incorrect sentences: 4 - isn't warm, 5 - five o'clock

1b Vocabulary: Adjectives

5- mins

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



• When the students have matched the sentences, check in class. Ask one student to read out sentence 1. Ask a volunteer to read out the matching sentence. Do the same with 2 and 3. 1c, 2b, 3a

1c Now you:

This classroom

5 mins

- Say: Talk to a partner.
- Say: Describe the classroom (gesture to the room as you say the word classroom).
- ↓ Refer the students to the *Dictionary* section of the coursebook (page 162) if they need to check any words.
- † Ask the class to write down two sentences. Volunteers read out their sentences.

1d Sav it like this



5+ mins

- Give the class time to read the German instructions.
- ↓ Say: *Listen to the questions and answers*. Play ▶ 1/13.
- Play \triangleright 1/13, stopping after each phrase. Mark the sentences on the board with arrows.

Board: Is it nice? – Yes, it is. Is it dirty? - No, it isn't. ブ Is it big? – Yes, it is. Is is warm? – No, it isn't.

Say: Listen to the questions and answers again and repeat. Play ▶ 1/13.

1e It's a nice room

- 5- mins
- Say: Ask a partner about Rob and Lara's room. Point to the picture in Dialogue 1. Monitor the activity and correct when necessary.

Extra 1: Is the room big? (coursebook p. 16) 5- mins

• Say: Ask a partner about the room. Write down the answers.

1f What's the time?

5-mins

...

- Give the class time to read the German instructions.
- Sav: Ask a partner: What's the time?
- Monitor the activity and then check the answers in class. Ask individuals: Number 2. What's the time?

2 It's six o'clock. 3 It's eight o'clock. 4 It's nine o'clock. 5 It's eleven o'clock.

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

Dialogue 2



5- mins

- Say: Cover the dialogue. Play ▶ 1/14.
- Board: □ The Rose is a hotel. The Rose is a pub.
- Say: *Listen again*. Indicate the sentences. *What's correct?* Play ▶ 1/14.
- Ask individuals for the correct answer and tick the box. (The Rose is a pub.)

2a The nearest pub

5- mins



- Say: Read the sentences. Look at Dialogue 2 and tick the correct sentences.
- When all students have finished, ask the class: *Is number one correct?*
- Do this for all four sentences.

Correct sentences: 1, 2 and 4; Incorrect sentence: 3 - It's two minutes from the guest house.

2b Exchange information

10+ mins

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

- Put the students into pairs, A and B. Each student needs the book.
- Say: Partner A, look at page one two three. Partner B, look at page one two six.
- Make sure everyone has the correct page. Hold your book open at page 123 and then 126. Point to the exercises and give the class time to read the instructions in German.
- Say: Ask your partner: Where's the nearest ...?
- · Allow students time to complete the exercise while you monitor the activity. Go over errors in
- † Ask two confident students to perform one dialogue for the class.

2c Now you: Where's the nearest ...?

5+ mins



- \$\dagger\$ Board: Where's the nearest café? It's 10 minutes from here.
 - Say: This is (name of school). It's in (name of street). Where's the nearest café? Elicit nearby café names and the distance in minutes.
 - Rub out café. Ask: Other places in town? Make a list on the board.
 - hotel, bar, pub, guest house, sandwich shop, restaurant Rub out 10, the number of minutes.
- Point to the example on page 15 and say: Ask a partner some questions.
- Monitor the activity and afterwards correct errors in class.



2d What time's breakfast?

10-mins

- Put students into pairs, A and B and give the class time to read the German instructions.
- Say: Student A, you are the manager of the Sheraton Hotel. The information is on this card. Point to the card in the book.
- Say: Student B, ask for information about mealtimes breakfast, lunch and dinner.
- Monitor the activity and note any errors. When most students have finished, say: Now change roles (gesture change). Student B, you are the manager of the Sandown Hotel. Student A, ask for information about mealtimes.
- Monitor the activity and afterwards, correct the errors in class.
- ↑ Ask a confident pair to perform a dialogue for the class.

If short of time

It's getting close to the end of the lesson. If you're short of time, set *Extra 2* and *Extra 3* on page 16 as selfstudy. The two *Round up* activities also allow for time flexibility – you can do just one of the activities.

Extra 2: What to say (coursebook p. 16)
5+ mins

- After students have matched the questions and answers, ask them for other possible answers to the questions. Ask: What's the time? and record students' answers.
 Board: What's the time? It's twelve o'clock.
- Do the same with the other questions in the exercise.

Extra 3: Word groups (coursebook p. 16) 5+ mins

• Ask students to make two more word groups using vocabulary from Step 1, for example country names, written numbers.

Round up 3a What's it about?



• Say: Cover the exercise and listen. Play ▶ 1/15.

- Say: *Now read a), b), c), d).* (Write the letters on the board as you say them.)
- Say: Listen again and write the number of the dialogue next to the title. Play ▶ 1/15.
- Ask individual students for the answers.

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

1 (R = Rob, L = Lara) R: Here's your tea, Lara. L: Oh thanks, Rob. (trink 3 (T = tourist, L = local person)
T: Excuse me. Where's the nearest hotel?

L: Oh thanks, Rob. *(trinkt)* Ah! That's a nice cup of tea!

L: The nearest hotel? Err, the Layton in George Street.

2 (H = hotel employee, T = tourist)

T: Is it OK?

H: This is your room, number seven.

L: Oh yes. It's very nice.

T: Oh dear!

T: Thank you.

H: Is everything OK?

4 (W = waitress, C = customer) W: Here's your tea.

T: Err, the room isn't very big. And it isn't very warm.

C: Thank you. Oh, excuse me! W:Yes? Is everything OK?
C: No, it isn't. The cup's dirty.

W:Oh dear!

3b Dialogue 1 or 2?

5- mins

- Read a sentence from one of the dialogues.
- Ask: Is this sentence from Dialogue 1 or Dialogue 2?
- Then ask different students to do the same.
- 1 If you have a confident class, ask one student to read out a sentence and the rest of the class to answer with their books closed.

And finally ... 5+ mins

Remind your students to do the **Selfstudy** sections on pages 16 and 17 of the coursebook. If you have time, point out the **Lerntipp** at the end of the Selfstudy sections on page 17. Show them two more features of the coursebook and give a short explanation:



- **Dictionary** (p. 162): Students can use this list of alphabetical vocabulary to look up unknown words. They can practise pronunciation on www.klett-sprachen.de/networknow/dictionary.
- **Vocabulary** (p. 146): Students can study specific vocabulary from each step. They can practise pronunciation on www.klett-sprachen.de/networknow/selfstudy.



Unit 1 Step 3 Good morning!

Contents

Storyline

Rob and Lara have breakfast at the guest house.

Functions

Asking for personal information; Asking where someone is from

Vocabulary

Drinks; Nationalities (1)

Pronunciation

Syllable stress

Grammar

The verb to be (he, she, we, they; 's = is / isn't = is not, 're = are / aren't = are not): statements,

questions, short answers

Lesson notes

Additional material

For optional and additional material for Unit 1, Step 3, see page 87/88.

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.

Tip: Work with a partner Encourage students to work with different partners – or even sitting with a different partner for part of the lesson. At the beginning of the course, students may be reluctant to change seats – but, to start with, say: *Work with the partner on your left*. And, for the next pairwork activity: *Work with the partner on your right*.

Starter: What time's breakfast? 5- mins • Ask: What time's breakfast? Answer this first question yourself.

Board: from 6 to 10

- Say to a confident student: *And lunch?* After he / she replies, say: *Ask another student about breakfast*. The student chooses a classmate and then asks the question.
- Go round the class, giving prompts *breakfast*, *lunch* or *dinner* in random order.

Dialogue 1

1/19 5+ mins

- Say: Cover the dialogue. Look at the photo and listen to the dialogue. Play ▶ 1/19.
- Board: It's time for breakfast.
 It's time for lunch.
- Say: Look at the dialogue and listen again. Indicate the board and ask: What's correct? (It's time for breakfast.) Play ▶ 1/19.

Tip: Pronunciation (1) When you practise pronunciation with the class, put the word into a word group, e.g. *Numbers*, or into short context sentences. Students are more likely to remember the right pronunciation than with isolated words.

• The word *daughter* often causes problems. Have the class repeat these phrases after you. Then ask pairs of students to read out the phrases.

Board: A: This is my daughter.

B: Nice to meet you.

1a Say it like this



5+ mins

- Say: Listen to the CD and repeat. Play ▶ 1/20.
- Say: Listen again. Where's the <u>stress</u>? Emphasise the word stress. Play ▶ 1/20, stop the CD after each sentence and write it on the board. Underline the stressed syllable and read the sentence aloud. Do the first example as a class, then ask individual students to find the stressed syllables in the other ones.

Board: Good <u>mor</u>ning! How <u>are</u> you? I'm <u>fine</u>, thanks. And <u>you</u>? Not bad.

- Ask students to do the underlining in their books as well.
- Ask confident students to say the phrases from the board aloud.

1b Now you: How are you? 5 mins

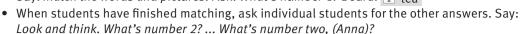
- Ask a confident student: *Hello. How are you?* Refer to the board with the stressed syllables (see *Exercise 1a*) as the student answers with *Fine*, *thanks*. / *Not bad*.
- Say: Now ask the other students.



1c Vocabulary: Drinks

5- mins

- Read out the names of the drinks in class.
- Say: Match the words and pictures. Ask: What's number 1? Board: 1 tea



Tip: Asking questions First ask the question, then say the name of a student – otherwise students might just 'turn off' and not prepare an answer.

Make sure that students get the pronunciation right. As they say the words, write each word
on the board, with the stressed part underlined (see key below).

1 tea, 2 coffee, 3 apple juice, 4 orange juice, 5 water, 6 milk, 7 wine, 8 beer



1d Now you: Tea or coffee?

5- mins

- Put the students into pairs, A and B.
- Let some pairs demonstrate the activity. Give two prompt words: tea / coffee, beer / wine, apple juice / orange juice. Refer students to the words on the board (see Exercise 1c) for the correct word stress.
- Students then do the activity in pairs.

Extra 1: Word groups (coursebook p. 20)

• Students work in pairs. Student A reads out the word group; student B says the word which doesn't belong to the group. Then they change roles.

Extra 2: What to say (coursebook p. 20) 5+ mins

• After putting the dialogue in order, students read it with a partner.

1e Father and daughter

5- mins

• Show the use of contractions in English.

Board: he is = he's; she is = she's

- Demonstrate the activity. Point to Ken Stock and say: *Ken? He's* ... Ask a student to complete the sentence. Then say: *Helen? She's* ... Ask a student to complete the sentence.
- Allow thinking time then ask individual students to continue.

Dialogue 2



10+ mins

Board: Lara / Rob is German.
 Lara / Rob is English.

- Say: Cover the dialogue. Look at the photo and listen to the dialogue. Indicate the board and ask: What's correct? (Lara is German. Rob is English.) Play ▶ 1/22.
- Say: Look at the dialogue and listen again. Play ▶ 1/22.

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

- Say: Together (gesture), repeat these sentences: Thanks. (pause) – You're welcome. (pause) – I'm German. (pause) – My husband's English. (pause) – Where are you from? (pause) – We're from Weilheim. (pause) – It's near Munich. (pause) – Are you here for the marathon? (pause) – Yes, we are. (pause)
- † Ask two confident students to take the role of Lara and Rob. You take the more demanding role of Helen. Read the dialogue aloud for the class.

Language and culture

If you have extra time at the end of the lesson, you could look at the *L&C*: *Great Britain* (coursebook p. 25) in class. For more information on this *L&C* section, look at page 88 in this TRB.

2a Now you: Where are you from?

5- mins

• Demonstrate the activity. Invite a student to ask you: Where are you from? And answer: I'm from ... It's near ...

2b Vocabulary: Nationalities

5+ mins

- Say the words slowly and, on the board underline the stress in each one. Say: Repeat please after each one.
- Board: Austrian Canadian English German Greek Swiss
- Board: Where ______ he from?Where _____ she from?Where _____ they from?
- Ask volunteers to write in the missing words.



- \downarrow Ask students to look at photos 1–6 and ask volunteers to make the questions. (If they need help, point to the appropriate question on the board.)
- Put the students into pairs, A and B.
- Say: Ask your partner: Where are they from? (Point to picture 1.)
- Go around the classroom and note any errors. After the activity, correct some of them in class. 1 Canadian, 2 Swiss, 3 German, 4 Greek, 5 English, 6 Austrian



If short of time

It's getting close to the end of the lesson. If you're short of time, set Extra 3 on page 20 as selfstudy. Exercise 2c can be done in class rather than as pairwork. In Exercise 2d, the groups can write three, not six, questions. In *Exercise 3b*, you take the role of the waiter / waitress. The two *Round up* activities also allow for time flexibility – you can do just one of the activities.

Extra 3: Tell me more (coursebook p. 20) 10-mins

 After students have finished the exercise with their partner ask them to go back through Unit 1/Steps 1–3 and point to pictures, saying anything they can beginning with He's / She's / It's / They're.

2c They're from Munich

5- mins

- Say: Look at the list.
- Read: Mr and Mrs Schubert ... They're from Munich, Germany.
- Put the students into pairs, A and B.
- Say: Talk to your partner.
- After the pairs have finished, read out a name on the list and ask a volunteer for the answer.

2d Exchange information 10+ mins

- Put all the A students on one side of the room and all the B students on the other. Write A: and B: on the board and note down the page number. Ask members of each group to read their task together before pairing up with a student from the other group.
- Say to group A: Work with a partner from your group. Look at page one two three and write six questions about Rob and Lara.
- Say to group B: Work with a partner from your group. Turn to page one two six and write six questions about Ken and Helen.
- When students have finished, ask them to find a pair from the other group.
- Say: *In turns, ask the other pair your questions and answer their questions.*
- Monitor the activity, giving help if necessary. Note any errors and correct them in class.

Round up 3a A drink for you. sir / madam? 5+ mins

• J Board: hot drinks cold drinks

Refer students back to Exercise 1c. Ask the class: Hot drinks? Record students' suggestions on the board. Examples: tea, coffee, peppermint tea, hot chocolate. Then do the same for cold drinks. Examples: orange juice, cola, lemonade, tomato juice, gin and tonic. (Note: Some of the examples are not in the coursebook, but are similar to the German word or are familiar to the students.)

- Say: This classroom is a British Airways plane. I am the steward / stewardess.
- Board: (Gin and tonic) for me, please.
- Ask a confident student: A drink for you, sir / madam?
- Go around the classroom until you have asked all the students.
- † See if the students can remember what everyone ordered. Say: (Tea) for (Peter). (Coffee) for (Bettina). Etc.

3b Role play 10- mins

- Put the students into groups of three, A, B and C. A and B are guests, C is the waiter / waitress.
- † Ask student C to read the sentences and then close his / her book.
- Ask the groups to do the role play.
- Monitor the activity, giving help only where communication has broken down.

And finally ... 5 mins

Remind your students to do the **Selfstudy** sections on pages 20 and 21 of the coursebook. Show them another feature of the coursebook and give a short explanation:

• Language and culture (p. 25): Students can read this cultural information and learn about customs and habits in English-speaking countries. It can be read at home or it may be used in class. At the beginning of the book, most of the information is in German, but the amount of English will increase as the course goes on. There are keys to the short activities – and there's a simple Internet task which can be done at home.



Unit 1 Now I can

Contents

Review of vocabulary, functions and structures in Unit 1

Storyline Starter Two new guests, Carlo and Della, arrive at the guest house and go for a drink at the pub.

Introducing yourself and others

Part 1 Introducing yourself and others; Greetings; Asking for the nearest pub, restaurant etc.;

Asking and saying where someone is from; Numbers 1–12

Part 2 Introducing yourself and others; Greetings; Asking and saying where someone is from

Part 3 Asking for personal information

Lesson notes

Additional material

For optional and additional material for Unit 1, *Now I can*, see page 88. 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 page 5 mins

Explain the *Now I can* page to the students (in German).

• Communicative activities which revise and consolidate what the students have learned in the previous three steps.

There's no new language to learn.

Jetzt kann ich u. a.: ... at the top of the page can be used as a checklist. Next to each newly learned skill there is a symbol. These symbols can be found next to each task and tell the students what skill or which vocabulary item is being practised.

(In German: Auf den *Now I can*-Seiten können die Kursteilnehmer anhand von kommunikativen Übungen überprüfen, ob sie das in Steps 1–3 Gelernte anwenden können. *Jetzt kann ich u. a.:* ... oben auf der Seite kann dabei als Checkliste dienen.)

Starter:

The people in Unit 1

5+ mins

• \$\dagger\$ To give weaker groups some ideas before doing the exercise, say:

Who is it? She's German. Elicit: It's Lara. Who is it? She's Ken's daughter. (Helen) Who is it? He's Lara's husband. (Rob) Who is it? He's Helen's father. (Ken)

Who is it? She's in Ambleside for the marathon. (Lara) Who are they? They're from Weilheim. (Lara and Rob) Who are they? They're from Ambleside. (Ken and Helen)

Students make sentences about the people in the book.

Part 1: 1a Two new guests



10-mins

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• ↓ Say: Cover the exercise and listen to the dialogue. Play ▶ 1/25.



- Ask students to read through the information in the table. Offer help where necessary: *Is it clear?* Say: *Listen and tick the correct information*.
- Play ▶ 1/25.
- Ask individual students:

The names are ... Della and Carlo. Della's ... Canadian. Carlo's ... Italian. They're from ... Milan, Italy. They're here for ... a cultural festival. They're in room ... 7.

Play ► 1/26 and check the answers.



(H = Helen, D = Della = C = Carlo)

H: Ah, hello - come in, come in.

D: Thank you. Erm ... are you Helen?

H: Yes, I'm Helen Stock and you're Della, I think. Nice to meet you.

D: Nice to meet you, too. And this is my husband, Carlo – we're Della and Carlo Polloni.

C: Hello, nice to meet you.

H: Hello Carlo. Welcome to Ambleside ... Della – your English is very good.

D: Well, I am Canadian, you know.

H: Oh ... not Italian?

C: No, I'm Italian. We're from Milan – Milan, you know, in Italy.

H: Ah, ves. I know Milan.

C: We're here for the (aside in Italian: Come si dice ..., Della?) ...

D: ... for a cultural festival.

C: Ah yes. A cultural festival.

H: Oh, good. But first here's your key. Your room is number 7. It's a very nice room.

D: Thank you, Helen.

H: You're welcome. And this is the breakfast room here. (fade) Two of our guests are ...

1b Welcome to Ambleside

10+ mins

- Give students time to read the German instructions.
- Put the students into groups of three say: You are Carlo, Della and Helen. You arrive at the quest house. Write a dialogue. Make a gesture as you say write.
- Monitor the activity and make sure that students know they can use the dialogues in Unit 1 if they need help.

1c Your dialogue

10- mins

- Students read their dialogues in their groups.
- Ask individual groups to read their dialogues for the class.
- † Ask more confident groups to act out their dialogue without looking at it.

Part 2.

2a Where are Carlo and Della?



10 mins



- Ask the students to read the sentences to find out what information is important.
- Play ▶ 1/27.
- I Tell students to work with a partner.
- Allow students time to fill in the missing words.
- Ask students to compare their answers with their neighbours.
- Play ► 1/27 and check the answers in class.

1 pub (The Rose); 2 Helen, Rob, Lara, pub (The Rose); 3 at the guest house, tired; 4 eleven



D: This is a very nice pub.

C: Yes - what's the name of it?

D: The Rose.

C: The Rose ... oh, very romantic.

D: Oh look ... there's Helen ... hello Helen.

H: Hello Della, Hello Carlo ... nice to see you. What's your drink Carlo – red wine? ... Is it Italian red wine?

C: No, it's a Spanish red wine ... but it's very good.

H: And you Della ... no wine?

D: No ... I'm a bit tired. It's just orange juice for me.

H: Oh, here are two more of our guests. Rob and Lara. Rob this is Carlo and this is Della. They're from Italy. And this is Lara ... Rob's wife.

R, L, C, D: Nice to meet you ... Pleased to meet you ... Hello ...

D: Where's Ken, is he here?

H: No, he's at the guest house. He's a bit tired, too.

D: Oh, well ... it *is* 11 o'clock.

C: What? 11? No. Della, that's Italian time. It's 10 o'clock here.

D: Oh ... right.

R: Lara, a drink?

L: Oh yes, please – a glass of wine, please – white ... thanks.



R: White wine for Lara ... and you, Helen?

- H: Erm ... a coffee, I think ... yes, a coffee.
- R: A white wine, a coffee and a beer for me. It's OK, I can get them.
- H: OK, thanks very much Rob.

2b A drink for you?



10-mins



- Say: Remember the names of the people in the pub? (Carlo, Della, Rob, Lara, Helen) Write the names of the people on the lines.
- Say: Listen to the dialogue again and write the number of the drink for Carlo, Della, Rob, Lara and Helen.

Play ▶ 1/28.

· Ask individual students for the answers.

Say: For Carlo? Red wine. For Della? Orange juice. For Lara? White wine. For Helen? Coffee. For Rob? Beer.

• ↑ To make this exercise more active, go around the classroom and say to confident students: Carlo, a drink for you? The student answers: Red wine, please. Etc.

Audioscript: See Exercise 2a.

2c In The Rose 10+ mins

- Monitor the activity, helping with ideas if necessary.
- Then ask students to stand up and move around the classroom as they talk to others about themselves. Note any major errors and correct them in class when the exercise is over.
- Praise students for trying out new words and phrases.

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

If short of time

It's getting close to the end of the lesson. The final activity in Now I can always allows for time flexibility. If you're short of time, write the questions in class and have each student just speaking to one partner (just the green column).

Part 3: A questionnaire 15+ mins

- Put the students into pairs, A and B.
- Ask the pairs to finish the questions using the information on page 125 as their guide.
- \$\frac{1}{2}\$ In class, think of a selection of questions (more than five) and write them on the board. Each pair can then select five.
- When pairs have written their five questions, put them into groups of four.
- One pair asks the other pair the questions and tick a yellow box for every yes answer and put a cross for every no answer.

Tip: Ticks and crosses Explain that in English, \checkmark = yes and X = no.

And finally ... 5 mins

Show the class the selfstudy for the *Now I can* pages:

- Test yourself (p. 24): They can answer the questions, add up their score and assess their progress.
- The **Now me** page (p. 26) gives students the opportunity to do some free writing, using the vocabulary and structures they've learned in the previous unit. Ask students to read the Portfolio section at the beginning. Finally, the Words and phrases section at the end encourages students to collect vocabulary which is relevant to them.

Your	notes
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Unit 2 Step 1 What is it?

Contents

Storvline

Lara and Rob look at postcards in Ambleside.

Functions Asking and saying what something is and what colour it is; Giving an opinion

Vocabulary Things in the street; Colours Pronunciation Regular plurals -s [z], -es [ız]

Grammar Indefinite article a / an; Regular plurals with -s / -es

Lesson notes

Additional material

For optional and additional material for Unit 2, Step 1, see page 89. 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

• Students look at page 27. Ask: What's on in Ambleside? Individual students answer.

a marathon, a cultural festival with opera, films, theatre, music

• Refer students to *In dieser unit lernen Sie u. a.* and give them a minute to read the learning aims.

Starter: Postcards 5 mins

- Point to the picture in Dialogue 1 and say: What's on a typical British postcard? (Possible answers: Big Ben, Buckingham Palace, a London bus, the Queen, Trafalgar Square, etc.)
- Ask: What's on a postcard from your country?

Dialogue 1



5+ mins

- Students cover the dialogue and look at the photo. Say: Listen to the dialogue. Play ≥ 1/30.
- Board: Yes, it is. No, it isn't.
- Indicate the board and ask: Is it a red post box? (Yes, it is.) Is it an American post box? (No, it isn't.) *Is it a British post box?* (Yes, it is.)
- Ask students to uncover the dialogue. Play ► 1/30 again.

Language and culture

If you have extra time at the end of the lesson, you could look at the L&C: Post boxes (coursebook p. 43) in class. For more information on this L&C section, look at page 89 in this TRB.

1a New or old?

5 mins

- Read the phrases and have students repeat them together.
- Say: Cover the dialogue and underline the phrases from the dialogue. Students read the German instructions.
- 1 Students don't cover the dialogue.
- Indicate the board and check their answers by asking: Is it a new phone box? (No, it isn't.) Is it an old phone box? (Yes, it is.) Go through all the phrases.

1 an old phone box, 2 a red phone box, 3 an English post box, 4 a nice postcard

(J. 1b a / an

10-mins

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

• Tell the class: Look, (write the vowels on the board) a, e, i, o, u are special. a, e, i, o, u are vowels. If students question the pronunciation of the letters, explain: We learn the English alphabet later - in Step 2.

Board:

 \underline{a} , \underline{e} , \underline{i} , \underline{o} , \underline{u} = vowels a post box an old post box American post box German post box post box



- Smile and say: A post box. Frown and say: A old post box? No, that isn't nice. Smile and say (running the words together): An old post box. Yes – that's nice – an old post box.
- Ask individuals to complete and say the next two examples on the board (an, a).
- Indicate the last sentence. Give prompts to individuals and they say the complete phrase: Swiss, Austrian, Greek, Canadian, Turkish, nice, new, old, red.
- Add the word an before a, e, i, o, u on the board.
- Ask students look at their books and complete numbers 1–6 with a or an. Answers are then read out in class.

1 a, 2 an, 3 a, 4 a, 5 an, 6 a

Extra 1: a / an (coursebook p. 30) 5 – mins

- Students write the answers.
- In class, students ask individuals. Board: What's number 1, please, (Klaus)?

1c Vocabulary: In the street

5+ mins

...

- Read out the words in the box and have the class repeat them after you.
- The students match the words to the pictures and then add *a* or *an*.
- \$\displaystyle \text{Students can work in pairs.}
- Say: *Listen and repeat*. Play ▶ 1/31.

1 a bus, 2 an ambulance, 3 a taxi, 4 a bus stop, 5 an underground station, 6 a police car

Tip: Pairwork If students seem a little unsure when they're doing an exercise, get them to work with a partner so that they can discuss their answers.

It's a bus. – It's an ambulance. – It's a taxi. – It's a bus stop. – It's an underground station. – It's a police car.

1d What is it? 5 – mins

• Students work in pairs and take turns to ask and answer the questions.

It's a key. It's a phone. It's a cup. It's a sandwich.

Dialogue 2



5+ mins

- Board: Lara and Rob aren't in N Lara and Rob are in the L D
- Students cover the dialogue. Say: *Listen and complete the sentences* (indicate the board). Play ▶ 1/32.
- Students listen again, looking at the dialogue, and check their answers (New York, Lake District). Play ▶ 1/32.

2a Now you: I think it's beautiful

5+ mins

- Have the class repeat the words in the boxes. Pay attention to interesting (three, not four, syllables).
- Put students into groups of three or four.
- Point to the two postcards (pages 28/29 of the coursebook). Say: What do you think about the postcards? Tell your group.
- Then ask a few individuals for their opinions.

If short of time

If you think you may be short of time, set Extra 2 and Extra 3 on page 30 as selfstudy. And you can do just one of the Round up activities.

Extra 2: I think it's good (coursebook p. 30) 5- mins

• Students complete the words and then individuals read the sentences to the class.

Tip: Individual attention While the class is doing a short writing exercise, you have the opportunity to approach students individually and deal with problems which you might have noticed, e.g. a problem with pronunciation.

Extra 3: A nice picture (coursebook p. 30)

10 - mins

- Students work in pairs and complete the dialogue.
- Answers are checked in class.
- In pairs, students read the dialogue, taking the roles of Ken and Helen.



2b Vocabulary: Colours • Say: *Listen and repeat.* Play ▶ 1/33.



5+ mins

2c What colour is it?

5+ mins

- Go to an object in the classroom and ask a student: What colour is this?
- The student answers and then stands up, goes to an object and asks someone in the class: What colour is this?
- Go around the classroom until all students have had a chance to ask and answer.

2d Now you: What colour are

5+ mins

- Students fill in the table.
- 1 Tell students to look back at Exercise 1c for ideas.
- Demonstrate the activity. Ask a confident student: What colour are the taxis in your home town?
- Say: (Bettina), ask (Peter). When (Peter) has answered, nominate two more students until everyone has had a chance to speak.

Tip: Nominating Choosing students to answer ensures that all students get a chance to speak. Select easier questions for weaker students and harder ones for students who need a challenge.

2e Say it like this



5+ mins

• Board: Plural +es:

lunch box boss

Ask individuals to say the plural of the words on the board.

- Say: Listen and repeat. Play ▶ 1/35.
- Go around the classroom and ask each student to practise the words individually.

Round up 3a Where are they?



• Say: Where are Rob and Lara? Listen and tick the box. Play ▶ 1/36.

Check the answers in class.

1 in the street, 2 in a taxi

1 (R = Rob, P = passer bv)

R: Excuse me? P: Yes?

R: Where's the nearest post box, please?

P: It's in Church Street, near the church.

R: Thank vou!

P: It's about one minute from here.

R: Thank you very much.

2 (T = taxi driver, L = Lara)

T: Good evening!

L: Hello. To the Lakeland Guest House, please.

T: The Lakeland Guest House? Is that in Ambleside?

L: Yes, in Old Lake Road.

T: Oh yes, I know it. No problem!

3b What's the best postcard?

10+ mins

- Put students into groups of three or four.
- Say: Look at page one two eight. Check that everyone has found the page.
- Ask the students to choose the best postcard from a car museum and tell their group, using the phrases on page 128.
- Finally, ask a member of each group to say which postcard they chose and why.

And finally ...

5 mins

- Remind your students to do the Selfstudy sections (pages 30 and 31) in their coursebook or online (page 31). If you have time, point out the Lerntipp at the end of the Selfstudy sections on page 31.
- Refer your students to Language and culture, Step 1 (page 43) if you haven't done it in class.



Unit 2 Step 2 What's your name?

Contents

Storyline Lara signs up for the Windermere marathon and Rob gets information about the Ambleside

Cultural Festival at the town hall.

Functions Giving personal information; Filling in a form

Vocabulary The alphabet Pronunciation the [ðə] [ðɪ]

Grammar Possessive pronouns *his*, *her*; Definite article *the*

Lesson notes

Additional material

For optional and additional material for Unit 2, Step 2, see page 89/90. 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 is it? 5- mins

- Board: Singular (1): What _____ it? Plural (2, 3, 4): What they?
- Ask individuals to complete the questions (is, are) on the board.
- Look at the *Starter* and invite individuals to ask the questions to a student of their choice.

Dialogue 1

1/40 5+ mins Students cover the dialogue and listen. Play ▶ 1/40.

- Say: Listen and repeat together: What's your name? (pause) What's your address? (pause) What's your phone number? (pause)
- Say: Now look at the dialogue and listen again. Play ▶ 1/40.

Language and culture

If you have extra time at the end of the lesson, you could look at the *L&C*: *The alphabet* (coursebook p. 43) in class. For more information on this *L&C* section, look at page 90 in this TRB.

1a Questions

5- mins



- Say: Look at Dialogue 1 again. Underline (demonstrate on the board) three questions beginning with: What's ...
- Ask individual students to read the questions aloud.
 What's your name? What's your address? (And) what's your phone number?
- † Less confident students ask the questions to more confident students. (Peter), ask (Anne).

Extra 1: What's your phone number?

(coursebook p. 34) 10+ mins

- The students complete the exercise alone.
- They check with the key on page 130, then read the dialogue in pairs, each taking a role.

1b Say it like this



10+ mins

- Board: A E I O U
- Say: Remember the vowels? A, E, I, O, U. Write on the board and say the words.

Board: A-team - Email - I-Phone - O2 - YouTube

- Have students repeat the words in chorus. Then rub out the words, leaving just the underlined letters and ask individual students to say the letters you point to.
- Say: *Listen to the alphabet*. Play ▶ 1/41.
- As the alphabet is being read, write the letters on the board in sound groups.





- Have the class repeat the sound groups in chorus.
- Say: Listen to the alphabet again. Underline 'problem' letters in Exercise 1b. Play ▶ 1/41.
- Say: Now listen and repeat. Play ▶ 1/42.

Tip: The alphabet This often causes problems for quite some time! It's a good idea to add some alphabet practice as a 'five-minute filler' in future lessons – or occasionally ask: Can you spell that word for me, please?

1c Write the letters 10+ mins

- Say: Write these easy letters. Dictate the letters slowly, saying each one twice: B-C-D-EF - L - M - XG - P - T - V
- Ask individual students to read out the letters to you and you write them on the board so students can check their lists.
- Say: Now write these letters. Dictate the letter pairs slowly, saying each one twice and then writing the letters on the board so students can check immediately:

$$E-A$$
 $J-K$ $G-J$ $U-W$ $A-R$ $G-H$ $I-Y$ $V-W$ $I-E$ $W-Y$

Point to one of the letters and ask a student to say it.

1d Countries

5 mins

- Board: D What country is it?
- Students work in pairs and ask and answer in turns.
- When pairs have finished, say a country code and ask individual students: D What country is this? Germany, Ireland, Greece, Switzerland, Great Britain, Austria, Poland

(,**0**

1e Now you: What's your surname?

5+ mins

- Say: My surname is (Smith). S-M-I-T-H.
- Students can work in small groups or it can be a Walk and talk activity.
- Demonstrate the activity. Ask a stronger student: (Karl), what's your surname? And write it on the board. Ask: Is it correct, (Karl)?
- Students ask for, and write down surnames of other students and then ask: Is it correct?

1f Now you: What's your phone number?

5+ mins

- Board: The number for England is: 0044 0 = oh / zero
- Read out what is on the board, once using *oh* and once using *zero*.
- Ask: What's the number for Germany? (0049)
- Say: My phone number is 0172 638 941. Smile and say: No, that's not correct! You can give *vour correct phone number – or not!*
- Ask: (Karl), what's your phone number, please? Pretend not to hear his response and say: I'm sorry, can you repeat that, please?
- In groups, students exchange, and write down, phone numbers.

Dialogue 2



5+ mins

- Board: Rob is a teacher.
- Students cover the dialogue. Say: Listen is that sentence correct or not? Indicate the board. Play ▶ 1/43.
- Say: *Uncover the dialogue and listen again*. Play ▶ 1/43.
- Ask: *Is Rob a teacher?* (No Rob is a journalist.)

2a Her first name's Lara, not Clara

5- mins

- Say: In sentences 1 to 5, some information is not correct. Underline the false information.
- | Students can do this in pairs.
- Say: Now correct the sentences. Read out the example. Ask volunteers to read out the corrected sentences.

1 Lara, not Clara; 2 Fox, not Box; 3 marathon, not triathlon; marathon number, not mobile number; 5 husband, not boyfriend

2b His first name's Rob, not Bob

Ask the students to do the same for Rob.



1 Rob, not Bob; 2 Fox, not Cox; 3 an English magazine, not a French magazine; 5 English Now, not England Now; 6 German, not American

If short of time

If you think you may be short of time, set *Extra 2* and *Extra 3* on page 34 as selfstudy. Do *Exercise 2d* as a class activity. And you can do just one of the *Round up* activities.



Extra 2: his / her (coursebook p. 34) 5 mins

- Ask the students to complete the exercise and check the answers with their neighbour.
- Ask students to think of a famous person and ask their neighbour: What's (A. Merkel's) first name? ((Her) first name's (Angela).)

2c Say it like this



5- mins

- Look at Exercise 2c and demonstrate the two the sounds: the [ðə] marathon the [ðɪ] address.
- Play ▶ 1/44.
- Ask the students to tick the box with the sound they hear.
- Nominate students to read out the answers.

1, 3, 5: [ðə]; 2, 4, 6: [ðɪ]

- † Ask students if they can see a pattern.
- \downarrow Ask students to underline the words after the that begin with a vowel (a, e, i, o, u). Give an example.
- Explain that the before a vowel sound is pronounced the [ði].

Extra 3: Pub names (coursebook p. 34) 5- mins

- Read the pub names out yourself and ask students to tick the correct boxes and then check with their neighbour.
- Nominate students to say the pub names.

2d Thank you for the information

5 mins ,0

• In pairs, students take turns to say thank you for each item.

Correct the exercise by nominating individual students to say: Thank you for the (word).

1, 4, 6, 8: [ði]; 2, 3, 5, 7: [ðə]

Round up 3a What's his name?



5- mins .

- Say: *Listen and write*. Play ▶ 1/45.
- Ask students to compare what they've written with their neighbour.

Stephen Furmin; 10 Gale Park, Ambleside; LA2OBN; 0539763817

(M = marathon man, T = town hall official)

M: Hello. I'm here for the marathon.

T: OK. What's your name, please?

M: It's Stephen Furmin. Stephen is S-T-E-P-H-E-N and Furmin is F-U-R-M-I-N.

T: And what's your address, Mr Furmin?

M: It's 10. Gale Park.

T: Gale Park?

M: Yes, that's G-A-L-E ... Park.

T: Is that in Ambleside?

M: Yes, Ambleside. And the postcode is LA2 OBN.

T: LA2 OBN. And what's your phone number?

M: It's 0539 763 817.

T: Sorry, can you repeat that, please?

M: Yes, sorry. It's 0539 763 817.

T: Thank you. Here's a copy for you. And here's your marathon information pack.

M: Thank you.

Board:

T: You're welcome.

5 mins

3b What's the country? • Demonstrate the activity. Say: What's this country?

 Invite individual students to call out letters. If a letter is in the word (FRANCE), write it in the appropriate blank. If it isn't in the word, write it on the edge of the board.

The student who guesses the country can come to the board, think of a country (give help if necessary) and write the appropriate number of blanks on the board.

And finally ... 5 mins

- · Remind your students to do the Selfstudy sections (pages 34 and 35) in their coursebook or online (page 35).
- Refer your students to Language and culture, Step 2 (page 43) if you haven't done it in class.



Unit 2 Step 3 What's on?

Contents

Storvline

Rob and Lara find out what's on at the cultural festival.

Functions Saying when and where an event takes place; Making and reacting to suggestions

Vocabulary Cultural events; Places in town (1); Days of the week

Voiced and unvoiced th Pronunciation

Grammar There's a / an ...; Prepositions at, on

Lesson notes

Additional material

For optional and additional material for Unit 2, Step 3, see page 90/91. 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's the word?

5+ mins

- Ask the class: What's the word? Spell it again if necessary.
- Say: Think of a word and write it.
- Nominate a confident student to spell his / her word, ask volunteers what the word is. Repeat with several students.

Demonstrate the activity. Say: Listen and write. Slowly spell the word m-a-r-a-t-h-o-n.

Dialogue 1



- Students cover the dialogue and listen. Play ▶ 1/50.
- Indicate sentence on the board and ask: Listen and write the missing word. (German) Board: There's a evening at the town hall.
- Students uncover the dialogue listen again. Play ▶ 1/50.

Language and culture

If you have extra time at the end of the lesson, you could look at the L&C: The days of the week (coursebook p. 43) in class. For more information on this L&C section, look at page 91 in this TRB.

1a Vocabulary: **Events and places**

5+ mins



• Say: Where are these events? Write 1–5 in the boxes.

1b Memory check

5+ mins



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

- Say: Cover the dialogue and Exercise 1a. Remember the events.
- Remind students to say an opera / an open day.

There's a concert at the school / an opera at the theatre / an open day at the museum / a film festival at the cinema / a German evening at the town hall.

Extra 1: What's on? (coursebook p. 38) 10-mins

- Ask students to complete the exercise.
- Ask a confident student to come to the board and write down the word as another student spells it out. Repeat, with different students, for each word.

1c Vocabulary: Days of the week

- Say: Listen and repeat. Play ▶ 1/51.
- Repeat Wednesday several times. Point out that the d is silent.



5+ mins

1d Now you: Say the days

5+ mins

- Ask the students to say the names of the week in order and then backwards.
- Ask individuals: What's the best day of the week for you?
- Ask a student to spell *Tuesday* and then *Thursday* these are words which are often confused.

1e Sav it like this



Dialogue 2

5+ mins

5+ mins

5+ mins

2a Questions

2b It's at 8pm

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

• Now practise the two th-sounds. Ask the students to practise the $[\theta]$ in Thursday by putting the tongue between the top and bottom teeth and blowing air. Demonstrate this yourself and then listen to each student individually.

• Board: [θ]

Thursday - three - thanks - thirsty

Point to a word on the board and ask individuals to say it.

- Now demonstrate the [ð]-sound by adding voice to th, as in this.
- Repeat the above activity with these words.

Board: [ð] this - they - then - there

- Say: Listen and tick th (make [ð]-sound) or th (make [θ]-sound) in Exercise 1e. Play ≥ 1/53. 1. 3. 5: [δ]; 2, 4, 6: [θ]
- Finally, in pairs, students take turns to read the sentences.
- Students cover the dialogue. They look at the photo and listen. Play ▶ 1/54.
- Say: Listen and repeat. Together: This is my marathon programme. (pause) There's a pasta party. (pause) – That's interesting. (pause)
- Students uncover the dialogue and listen again. Play ▶ 1/54.
- † Students cover a)—d) and see if they can remember the answers.
- Students complete the matching exercise.
- Check answers by asking volunteers to ask and answer the guestions. 1a), 2d), 3b), 4c)
- Students underline the times.
- Check answers by asking individuals: *Number 1. What's the time?*

1 8 pm, 2 8 am, 3 4 pm, 4 6 am, 5 1 pm, 6 11 pm

If short of time If you think you may be short of time, set Extra 2 and Extra 3 on page 38 as selfstudy. Do Exercise 2c as a class activity. And you can do just one of the Round up activities.

• Students write the times and check their answers with a partner by reading out the times.

Extra 2: What's the time? (coursebook p. 38) 5+ mins

2c Good idea?

5- mins



Extra 3: What to say (coursebook p. 38) 10-mins

- 2d Now you: Shall we go out? 5+ mins

- Say: Listen and repeat. Read out the phrases in a voice that suits the emoticon.
- Students complete the exercise and check the answers with their neighbours. 1 0, 2 0 / 8, 3 0, 4 8
- Point out that there are two correct answers to each question.
- Students complete the exercise alone.
- Students then close their books and volunteers give the two answers when you ask the questions.
- Students work in groups and make and react to suggestions.

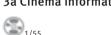
Tip: Correcting (1) Monitor group activities and pairwork and make a note of any frequent mistakes which are made. Rather than interrupt the group interaction, deal with the correction of these mistakes in class at the end of the activity.

2e Exchange information 10+ mins

Put all the A students on one side of the room and all the B students on the other. Each student needs the book. Write A: and B: on the board and note down the page number. Ask members of each group to read their task together before pairing up with a student from the other group.

- Say: A students, look at page one two three, one hundred and twenty-three. Board: Page 123 B students, look at page one two six, one hundred and twenty-six. Board: Page 126
- Give the class time to read the instructions in German.
- Put the students into pairs, A and B.
- Say: Ask your partner the questions.
- J Demonstrate the exercise by asking group B: What's on at the theatre?
- Students complete the programmes while you monitor the activity. (Go over errors later in class.)
- Finally, they decide on an activity. Ask pairs what they chose. Board: (The film) at (8pm) on (Sunday) is a good idea.

Round up





- **3a Cinema information** Say: Listen to the cinema information. Circle (gesture circle) the number you must press (point to phone). Write the time of Kung Fu Baby. Play ▶ 1/55.
 - ↓ Play ▶ 1/55 again.
 - Students check their answers with their neighbour. Then volunteers give the answers in class. 2, 1 and 3; 3 pm

Welcome to Showtime Cinema.

To book tickets, press 1. For film information and film times, press 2. For Saturday afternoon kids' film club, press 3.

Film information and film times: For Kung Fu Baby press 1. For The Red House, press 2. For *Happy Girls* press 3.

Kung Fu Baby: For Monday to Thursday press 1. For Friday and Saturday press 2. For Sunday press 3.

Sunday: This film is on at 10 am and 3 pm.

Thank you for your call.

3b Multicultural festival

5 mins

- If you have a multi-cultural class, write the names of the students' countries on the board and put suggestions under each heading.
- If all students come from the same country, ask students about other countries, Poland, France, Austria etc.

And finally ... 5- mins

- Remind your students to do the Selfstudy sections (pages 38 and 39) in their coursebook or online (page 39).
- Refer your students to Language and culture, Step 3 and to the the Out and about activity (page 43) if you haven't done them in class.



Unit 2 Now I can

Contents

Review of vocabulary, functions and structures in Unit 2

Carlo and Della decide what to do at the cultural festival. Storyline

Starter

Part 1 Giving an opinion; Giving personal information; The alphabet; Days of the week Saying when and where an event takes place; Making and reacting to suggestions; Part 2

Days of the week

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

Lesson notes

Additional material

For optional and additional material for Unit 2, Now I can, see page 91/92. 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.

letzt kann ich u.a.: ... 5- mins

- Ask students to look at *letzt kann ich u. a.:* ... Remind them that the symbols refer to different skills or vocabulary items which they learnt in Unit 2 and were listed in the aims on the photo page (coursebook p. 27). Most of the tasks in Now I can focus on more than one skill or vocabulary item.
- · Read through the checklist.

Starter:

The colours in Unit 2

5 mins

- \$\dagger\$ Ask the students to read through the colours again on page 29, Exercise 2b.
- Say: Find the colours in our classroom. Look around (gesture around the classroom).
- Invite individuals to go to an object and say: This is (white). / This (baq) is (brown).

Part 1: 1a The best postcard



10-mins

- Point to the three postcards and ask the class: Which is the best postcard?
- Give the students a minute to think. Then nominate a few students to give their answers.
- Say: Which postcard does Della like? Why? (gesture with a shrug) Listen. Play ▶ 1/59.
- Ask the class and then nominate an individual student to give the answer. Covent Garden - she's / they're there now.

(D = Della, C = Carlo)

- D: Oh Carlo, just a minute ... I want a postcard.
- C: But I'm here.
- D: Not for you ... it's for an old school friend.
- C: A he or a she?
- D: A she ... she's from Canada, too, but her husband is English ... and she's here in England now.
- C: Oh, I see ... look this one is very nice. Tower Bridge.
- D: Erm ... no, too touristy. And the black and white one ... hmm ... not very interesting. Oh look – here's a card of Covent Garden – and that's where we are now. Yes, this is the best one for her. Excuse me, excuse me ... how much is this ...?

1b A postcard to a friend



15- mins

- Say: Look at page one two five, one hundred and twenty-five. Board: Page 125 Check that students have the right page.
- Explain to the students that Best wishes means Alles Gute.
- Say: Listen and write. Play ▶ 1/60.
- · Give students a minute to complete their postcards. Monitor the activity. If several students aren't able to complete their postcard on the first hearing, play ▶ 1/60 again.
- Put the students into pairs, A and B. Ask them to compare and complete their postcards together.
- Ask confident students to read out a sentence and go through the postcard so the class can check.





• \$\frac{1}{2}\$ You read the postcard aloud slowly, sentence by sentence.

(Dear) Shirley, It's Thursday and we're in Covent Garden. It's very nice here. The restaurants are very good. Phone on Saturday. 0039 347 826519. (Best wishes,) Della

- D: OK Carlo, you can write the postcard. It's good for your English. Ready? Dear Shirley ...
- C: Shirrrr
- D: That's Shirley -S H I R L E Y.
- C: S H I R ...
- D: I F Y.
- C: So ... S H I R L E Y. Good ... and then?
- D: It's Thursday
- C: It's Thursday
- D: and we're in Covent Garden.
- C: and we're in Covent Garden.
- D: It's very nice here.
- C: It's very nice here.
- D: The restaurants are very good.
- C: The restaurants are very good.
- D: Phone on Saturday.
- C: Phone on Saturday.
- D: 0039
- C: 0039
- D: 347
- C: 347
- D: 826519.
- C: 826519.
- D: That's all.
- C: That's ...
- D: No ... no that's all ... that's the end ... finito.
- C: Oh ... I see.
- D: Come on ... give it to me. I can write my name.

1c Memory check

5- mins



- Ask the students to complete the exercise.
- Nominate individual students to give the answers. 1 Shirley, 2 Thursday, 3 Covent Garden, 4 very good

10-mins

- 1d What's the address? Divide the class into two groups. A and B and ask them to stand on opposite sides of the room.
 - Say: Group A, look at Shirley's address on page forty-two (Board: Page 42), Exercise 3.
 - Say: Group B, look at Della's postcard on page one hundred and twenty-five (Board: Page 125).
 - Ask students to find a partner from the other group.
 - Say: Group A, give Shirley's address to your partner. Group B, write it down. Group B, check the adress. Give it to your partner.
 - Monitor the activity, making sure students pronounce i, e and a correctly.

Part 2:

10+ mins

cultural festival

- **2a The Covent Garden** Ask students to read the poster.
 - Give students time to read the German instructions for Exercise 2a.
 - Get two confident students to read out the model dialogue.
 - ↓ Repeat and complete see *Tip* below.
 - Go around the classroom and ask: Is the (African Music Concert) in the morning, afternoon or evening? Ask a different student: When is it? etc.

Tip: Repeat and complete (1) Many dialogues and functional phrases lend themselves to this kind of repetition exercise. When the students have read the model dialogue, ask them to close their books. Read out each phrase but omit the last word: What's ? Ask individual students, or, in a less confident group, the whole class, to repeat and complete the phrase: What's on?





2b Where shall we go? • Say: What do Carlo and Della want to see? Listen and underline the information. Plav ▶ 1/61.

- 1 Tell the students there are two answers.
- Ask the class to give the answers.
- 1 Ask students to give more details about the events.

A jazz concert and an exotic food market.

(D = Della, C = Carlo)

D: There's a jazz concert at the Covent Garden Cultural Festival.

C: Oh, that's interesting.

D: Shall we go there?

C: Good idea. When is it?

D: It's on Friday evening.

C: What time is it?

D: From 8 to 10 o'clock.

C: And where is it?

D: It's at St. Paul's Church.

C: OK. And shall we go to the exotic food market on Saturday ... in the afternoon?

D: Yes, good idea.

2c Your dialogue

10+ mins

• Put the students into pairs, A and B.

• Say: Look at page one hundred and forty, Exercise 2b. Check that they have found the page and the dialogue.

Board: Page 140, Exercise 2b

- Say: Read out the dialogue with your partner.
- Give them time to familiarise themselves with the dialogue. Then say: Look at the poster on page forty-one (Board: Page 41) and make a new dialogue with your partner.
- When students have finished, put students with another pair and ask them to act out their dialogues.
- ↑ Ask a pair of confident students to do their dialogue from memory for the class.

If short of time

The final activity in Now I can always allows for time flexibility – this one can be done as a class activity.

Part 3: A cultural festival in your town 10+ mins

- Put the students into groups of three or four.
- Say: In your groups, plan a cultural festival for (students' town / city) and give them time to read the German instructions.
- Monitor the activity, giving ideas where necessary and encouraging less confident students.
- When the activity is coming to a close, ask for a volunteer spokesperson form each group to tell the class about their plans.

A	nd	fina	lly	•••
5	mi	ns		

- Remind students that Test yourself on page 42 is a good way to assess their progress and they should find the time to do this page and the **Now me** writing practice on page 46.
- Be sure to introduce them to the first Magazine on pages 44 / 45, which provides simple, topic-related reading texts and tasks. This can easily be done at home as there's a glossary for each text and a key to the activities.

Your notes		

English Now Malagalzine 1

Magazine 1

Contents

Section 1 Reading text – The Lake District Section 2 Reading text and task - Lakes

Section 3 Puzzle – Spot the difference: The Lakeside Marathon



Note: After every two units, there's a magazine with reading texts and puzzles. The texts have glossaries and the activities and puzzles have a key where appropriate, this means that students can read the magazine at home. But these magazines can also be a source of extra classroom material which, together with some, or all, of the following activities, provide ample material for a 90-minute lesson.

Each magazine is divided into three sections, which are topic-related but not interdependent, so any section could also be used as a 'filler' if you have lessons which are longer than 90 minutes or if you have some time left over.

Additional material

For extra activities for Magazine 1, see page 92. Refer to this section before your lesson as the activities require preparation.

Options

The grey print indicates extensions or alternatives which you may choose to include in your lesson. • Hold up the cover of the coursebook and ask: Where is it? (It's in England. / It's in the Lake

District.) FYI: It's Derwent Water, England's fourth biggest lake, in the Lake District.

Section 1: The Lake District

Say: Open your books. Look at page 44.

Board: Page 44. Look at the map. The Lake District is in England (point to England on the map) and it's near Scotland (point to Scotland on the map).

• Indicate the first part of the text and say: Read this text about the Lake District. Look, there's a glossary with the new words. Students read the first part of the text.

Tip: Reading aloud In the units, there are plenty of opportunities for students to read dialogues aloud but the Magazine texts are designed for students to read to themselves. Because the students don't read aloud, they are able to cope with cognates, like national, region, etc. without worrying about the pronunciation. They can also understand numbers, though they have not yet been taught how to say high numbers (this comes in Unit 4). Being confronted with slightly more complex language shows them that they can understand a lot more written information than they think! If you want your students to hear the texts, play the CD to them, rather than have students read them aloud.

• Play ► 1/63, first part of the text.

Tip: Reading texts (1) When a text is read in class, vary the ways of exploiting the text, otherwise it becomes repetitive.

Here are a few ideas for the first part of the text on the Lake District, bearing in mind that we don't require students to 'produce' the more complex vocabulary, just to understand it passively:

- Ask simple comprehension questions to individuals: Is the Lake District a National Park? (Yes, it is.); Is it in Ireland? (No, it isn't.); Is the Lake District small? (No, it isn't.); Is it beautiful? (Yes, it is.); *Is Lake Windermere very big?* (Yes, it is.)
- Ask: What's Germany's / Austria's / Switzerland's highest mountain? (Zugspitze 2962m; Dufourspitze – 4634m; Großglockner – 3798m)
- Students read the second part of the text to themselves, again with the help of the glossary.
- Ask students to listen to the second part of the text. Play \triangleright 1/63, second part of the text.





- Ask the class to close their books and complete your sentences. Read out: *The Lake District is* (fantastic) *but the weather isn't very* (good). *It's cold in* (winter), *about 3°* (three degrees) *in January and it isn't very warm in* (summer), *about 15°* (fifteen degrees) *in July! Seathwaite is the wettest place in* (England), *with 3,552 mm of rain a year*.
- Give the class time to read the third part of the text to themselves.
- Students could also listen to the third part of the text. Play ▶ 1/63, third part of the text.
- Read out statements and ask the class to call out *True* or *False*.

1 Read out the sentences in random order / with their books closed.

There are a lot of beautiful towns in the Lake District. (true); Ambleside is in the Lake District. (true); There are a lot of souvenir shops in the Lake District. (true); The Lake District isn't popular with tourists. (false); There are twenty million tourists a year. (false); You can't go horse-riding. (false); You can go fishing in the lakes. (true); You can go in a hot-air balloon. (true)

 Students work in pairs. Each pair thinks of a tourist area in their country or abroad and prepares a presentation about it, using the model sentences on the board.
 Board:

(Town) is in (country).
The weather is ...
There are / aren't a lot of ...
There's ...
You can ...
One fantastic thing is: ...

One student from each pair reads out their mini-presentation.

Section 2: Lakes

- Read out the introductory text and ask the question.
- Students discuss in class and give the answers. Write the correct answers on the board.
 Board:

Hungary Germany Croatia Greece Italy Russia

- Ask: What colour's Hungary's flag? (red, white, green); What colour's Germany's flag? (black, red, yellow); What colour's Croatia's flag? (red, white, blue); What colour's Greece's flag? (blue, white); What colour's Italy's flag? (green, white, red); What colour's Russia's flag? (white, blue, red)
- Ask: What is the lake in Germany, Italy and Austria? (Bodensee). Give students the English name for this. Board: Lake Constance
- Now students add three more lakes to the list in the coursebook.

↓ Board:

Canada / America: Lake O
France / Switzerland: Lake G
Kenya, Uganda, Tanzania: Lake V
Italy / Switzerland: Lake M
Italy: Lake C
(Ontario, Geneva, Victoria, Maggiore, Como)

Section 3: Spot the difference: The Lakeside Marathon

- First ask the class: What can you see in these pictures? (a hotel, a pub, a post box, a phone box, a marathon, a church, a taxi, an ambulance, a flag, etc.)
- Students do this activity in pairs.
- When they have finished, ask two confident students to read out the answers (see coursebook p. 130) in turn so that the class can check the differences.



Optional & additional materials | Getting ready for Unit 1

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. Where it seems useful, 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. Some of the activities and materials require some preparation before the lesson.

For each of the three *Magazines*, **Getting ready for ...** offers **two extra activities**.

Getting ready for Unit 1



You can find out more about the Lake District by going to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 1 Step 1

Starter: Name card (coursebook p. 10)

• Photocopy 1 Name card (p. 107) – cut out one name card for each student and one for

10-mins

- **Numbers and countries** To be used after *Exercise 2e*, coursebook p. 11.
 - Photocopy 2 Car country codes (p. 107) one for each student.
 - Students work in pairs and, in turn say to their partner: Number (1) is from (Germany). They write down the countries.



1 Germany, 2 England, 3 Switzerland, 4 Poland, 5 Austria, 6 Turkey, 7 Greece, 8 Canada

Language and culture Step 1: Names (coursebook p. 25) 10 - mins

- To be used after the *Round up*, coursebook p. 11.
- Allow time for students to read the text to themselves.
- Discuss in German the use of first names in the students' own countries. Ask students in German if they know the words for Mr and Mrs in other languages. (E.g. Italian: Signora (Sig.ra), Signor (Sig.); French: Monsieur (M.), Madame (Mme.).)

Downloads

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

And finally ...

• If you haven't used the Zero lesson (p. 5-7), photocopy the Learner profile - one for each student and ask them to fill it in as part of their homework.



You can find out more about mealtimes in GB and, as tea is the focus of the Language and culture section for Step 2, read what George Mikes has to say about tea by going to www.klett-sprachen.de/networknow/fyi.



Preparing Unit 1 Step 2

Wordsearch -Find the adjectives 10+ mins



- To be used after Exercise 1e, coursebook p. 14.
- Photocopy 3 Wordsearch Find the adjectives (p. 108) one for each student.
- Students work in pairs, find the adjectives and complete the sentences.
- Answers are read out in class.

Wordsearch:

N	В	L	Р	T	Ι	R	Ε	D
1	Ε	(C)	L	Ε	Α	N	R	ı
С	W	0	Υ	D	С	B	W	R
E		L	M	Χ	S	I	Α	Т
S	Н	D	H	U	N	G		Y
T	Н	Ι	R	S	Т	Y	M	Н
Α	S	M	Α	L	L	Ε	G	U

Sentences: 1 dirty, 2 big, 3 thirsty, 4 hungry, 5 clean, 6 small, 7 cold, 8 tired, 9 Nice

Chain game - Time 5+ mins

- To be used after Exercise 1f, coursebook p. 14.
- \$\p\$ Play the chain game to offer more practice by frequent repetition.

Board: Time +3 What's the time? - It's one o'clock. What's the time? - It's four o'clock. What's the time? - It's seven o'clock.

Ask the student nearest to you: What's the time? and hold up one finger to indicate one o'clock. Indicate he / she should ask his / her partner by pointing to the question on the board. (Each student must add 3 hours to the time they have heard.)

Go around the classroom until all students have had a chance to practice.

Language and culture Step 2: Afternoon tea

(coursebook p. 25) 10+ mins

- To be used after the *Round up*, coursebook p. 15.
- Allow time for students to read the text to themselves.
- In pairs, students do the matching exercise.
- Discuss in class what students drink in their country and ask: And a nice drink (gesture with thumb up) for you?
- Ask students to do the *Out and about* task in pairs.

Downloads



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



You can find out more about typical English food and about the subject of the Language and culture section for Step 3:

British flags by going to www.klett-sprachen.de/networknow/fyi.

Preparing Unit 1 Step 3

Mixed up dialogue -Excuse me. Where's the nearest pub? 10+ mins

- To be used after Exercise 2c, coursebook p. 19.
- Photocopy 4 Mixed up dialogue Excuse me. Where's the nearest pub? (p. 108) one for each pair of students and one for yourself (as the key).
- Cut out the dialogue exchanges and prepare one set of shuffled strips for each pair of students.
- Give out the sets of strips and ask them to put the dialogue in order.
- Point out that we say *Excuse me* before we speak to people we don't know.
- When they've finished, ask the students to act out the dialogue with their partners.



Optional & additional materials | Getting ready for Unit 1

Language and culture Step 3: Great Britain

(coursebook p. 25) 10+ mins

- To be used after the *Round up*, coursebook p. 19.
- Students read the text.
- Students work in pairs. In turns, they point to a flag and the partner says which flag it is.
- Encourage students to do the Internet tasks at home.

Downloads



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



Have a look at a genuine guest house in Ambleside by going to www.klett-sprachen.de/networknow/fvi.



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.

Pronunciation: [z] and [s] 5+ mins

- To be used with Starter, coursebook p. 22.
- To make sure students are pronouncing the s-sound in he's and she's correctly, demonstrate that there are two ways to pronounce -s.



Say: ves (stressing the s) and write it near the snake. Say: he's (stressing the s) and write it near the bee. Do the same with this (snake), nice (snake), she's (bee).

· Board: He's nice.

She's Swiss.

She's the boss.

Ask individual students to listen and repeat the sentence you point to.

Template 1: Bingo (Numbers 1-12)

10-mins

Note: The template section provides empty templates for you or your students to fill in. They can be used in a variety of ways.

Template 1 (p. 121) has two bingo cards. In Unit 1, students learned the numbers from 1-12 so they can play Number Bingo.

- Photocopy Template 1: Bingo (p. 121) so that each student can have one card when they've been cut out.
- Give one card to each student and ask them to write a different number (in words), between one and twelve, in each of the twelve empty squares. Demonstrate this on the board.
- Explain the rules: When you say a number, they cross it off their card. The first person with a row of crosses (horizontal or vertical) is the winner – and calls out: Bingo!
- As you call out the numbers between 1 and 12 slowly and in random order write them down so that the winner can call out the numbers on his / her card and you can check them.
- The game can be played again with students using a different colour to cross out their numbers and you reading the numbers in a different order.
- Board: + plus - minus Don't just call out the numbers, but make little sums, using – and producing – numbers for 1–12, e.g. twelve minus two, six plus four, etc.

Tip: Rewards It's fun - and motivating - to have a little prize for games - a wrapped sweet or a smiley sticker, etc.

Downloads



- There's an activity for Unit 1 *Now I can* which you can download from the Internet: www.klett-sprachen.de/networknow/activities
- And finally ...
- Print out the Portfolio from the Network Now site and show and explain it to your learners.



Getting ready for Unit 2 Optional & additional materials

Getting ready for Unit 2



Read about an unusual phone box: www.klett-sprachen.de/networknow/fyi.

Preparing Unit 2 Step 1

Tip: Realia It's always interesting for your class if you can bring some authentic articles into the lesson. It's worth collecting a few postcards, magazines, menus, etc. from English-speaking countries. Here are some ideas for realia in this lesson:

1d What is it? (coursebook p. 28)

- Bring in a box, something to cover the box with, and some known objects, such as an apple, an orange, a cup, a key, a postcard, a glass, a phone. Put them into the box, cover them up and let individual students feel an item and guess what it is.
- beautiful (coursebook p. 29)
- 2a Now you: I think it's Bring in any postcards you may have and give two or three to each group to give their opinions on them (in addition to the two postcards in the coursebook).

(coursebook p. 29)

2b Vocabulary: Colours • Bring in bits of fabric, wool, colour wheels from a paint store, or crayons and coloured pens to demonstrate the colours.

2c What colour is it? (coursebook p. 29)

 Bring in colourful pictures cut from magazines and get students to ask and answer questions about them.

Memo game 10+ mins

- To be used after Exercise 2e, coursebook p. 29.
- Photocopy 5 Memo game (p. 109) one for each pair of students.
- Cut up the cards and prepare one set of shuffled cards for each pair of students.
- Give out the sets of cards and ask students to spread them face down on the table.
- In turns, students turn over two cards and say what is on the card (it may be a word or a picture). Demonstrate this.
- The aim is to find matching pairs the picture and the word. If they match, the student can keep the pair and have another turn. If they don't match, the cards are put face down on the table again.
- The winner is the student with the most pairs of cards.

Step 1: Post boxes (coursebook p. 43)

- **Language and culture** To be used after the *Round up*, coursebook p. 29.
 - Students read the text.
 - Encourage students to do the Internet tasks at home.

Downloads

10-mins

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



If you want to get some background on British pub signs or want to know more about the Windermere (Brathay) marathon, go to www.klett-sprachen.de/networknow/fyi.



Preparing Unit 2 Step 2

Alphabet dictation 10 mins

- To be used after Exercise 1e, coursebook p. 32.
- Dictate a letter group slowly, saying it twice.

- Then write the letter group on the board, so that students can check, and have the class repeat it.
- ↑ Before you write the letter group on the board, ask a confident student to dictate it to you.

Template 1: Bingo (Alphabet)

- To be used after Exercise 1e, coursebook p. 32.
- Use Template 1: Bingo (p. 121) (see instructions on page 88).
- Ask students to write a colour in each of the twelve empty squares.
- 1 Tell students to look at Exercise 2b, coursebook p. 29 for help.
- When you read out your list of words, instead of saying the colour, spell it.

Fill in the form 10+ mins

10 mins

- To be used after Exercise 1f, coursebook p. 32.
- **Photocopy** 6 English class (p. 110) one form for each student.
- Cut up the forms and hand them out.
- Students interview a partner and write down the information.
- Individual students read out three pieces of information to the class: His / Her first name is ...

Tip: Change partners It's important for students to work with a variety of partners. Take in some pictures from magazines - or postcards - you need one for each pair of students. Cut the pictures in half, shuffle them and hand one piece to each student. The person who has the other half of the picture is their partner for this activity / lesson.

Language and culture Step 2: The alphabet (coursebook p. 43)

• To be used after the *Round up*, coursebook p. 33.

- Students read the text.
- Students write down their 'problem' letters and practise saying them to a partner.
- Encourage students to repeat the tasks at home.
- Also suggest they look for Sesame Street alphabet on the Internet to practise the alphabet in a variety of fun ways. (NB: In American English, Z = zee.)

Downloads

5 mins



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

Tip: Network Teachers' Club For a variety of (free!) downloadable classroom activities for all levels, join the Network Teachers' Club: www.klett-sprachen.de/network/club

The alphabet is something which needs frequent practice and you can find a variety of activities here: Network Teachers' Club, January 2010, Network lesson: The alphabet (A1.1).

Preparing Unit 2 Step 3

10-mins

- **Days of the week song** To be used after *Exercise 1d*, coursebook p. 36.
 - **Photocopy** 7 Days of the week song (p. 110) one for each student.
 - Go through the words first, having the class repeat them in chorus.
 - The tune will probably be familiar to most students, so get them to join in immediately (then you don't have to perform a solo!).

Tip: Teacher's talents Some of us like drawing; others enjoy singing; several of us are good at acting. Whatever your talents are, make use of them in the classroom. The activity above requires the teacher to sing - and students will only join in enthusiastically if it's clear to them that the teacher is enjoying this. If singing isn't 'your thing' and you feel shy or embarrassed singing in front of your class, it's best to leave out this activity.



Getting ready for Unit 2 Optional & additional materials

Language and culture Step 3:

The days of the week (coursebook p. 43) 10- mins

- To be used after the *Round up*, coursebook p. 37.
- Students work in pairs and complete the task.
- Elicit the answers by asking students: *The sun?* Student: *Sunday*, etc.
- Do the *Out and about task* in class, emphasising that it isn't necessary to understand every word in order to get the information you need.

Downloads



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



If you want to get an overview of all kinds of **events in Britain** (useful if you're planning a trip there soon!), go to 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.

1a The best postcard (coursebook p. 40)
10 mins

- Take in a few postcards of your own and let students talk about them, as well as the ones in the coursebook. You can often find free cards in restaurants, cafés and pubs they're used for advertising, but can be used in lots of ways in the classroom.
- If time permits, you can get the students to write a postcard to another student in the lesson.

Tip: Make use of the Internet When you've done *Exercise 1a*, suggest to your class that they swap email addresses and they can send a postcard (in English!) to someone in the class. (Do this discreetly as some people may not want to give their contact details). Give them a website for free postcards – you can check the Internet for free e-postcards (e.g. http://www.postcards.org/go/postcards/qcard).

Tip: Five-minute fillers We can never know right to the last minute how long an activity or a lesson is going to take; it depends on the number of students in the class, the abilities of those students and how much students contribute. It's a good idea to have a few five-minute activities 'up your sleeve'. Here's one for Unit 2 ...

What is it? 5 mins

Ó

- To be used after Now I can, Part 3, coursebook p. 41.
- Ask the class to listen and write down the item.
- Read out the descriptions slowly and clearly there are one or two unknown words but they shouldn't cause problems as they're similar to German words. Then check the answers in
 - 1. Number 1. In the United States, they're blue. In Germany, they're yellow. In Britain, they're red. You can see them on page 43. What are they? (They're post boxes.)
 - 2. Number 2. This is a hot drink. It's a good drink when you're cold and tired. It's a typical drink in England. What is it? (It's a cup of tea.)
 - 3. Number 3. In London, they're big and black. In New York, they're yellow. In Munich, they're often beige Mercedes. What are they? (They're taxis.)
 - 4. Number 4. This is an event. It's classical music, for example, 'Carmen' or 'La Traviata'. What is it? (It's an opera.)
 - 5. Number 5. This is an event, too. You can see it at the cinema. What is it? (It's a film.)



Template 2: Wordsearch (Numbers 1-12. Colours, Events, ...) 15- mins

- Your students probably know what a wordsearch is because there was one in the Selfstudy, coursebook p. 39. But it's doubly challenging when students make their own.
- Photocopy Template 2: Wordsearch (p. 122) one for each pair of students.
- Choose some word groups, e.g. numbers, colours, events, and write one of the topics on each sheet and the number of words they should write.
- Remind students what a wordsearch is (refer them to Exercise 4b on page 39 in their coursebook, if necessary).
- Hand out the sheets and ask them to write (eight) words from the coursebook, which are connected to their topic into the wordsearch. The words can be horizontal or vertical. The remaining squares should be filled with random letters.
- They should write down the words in the key as well and cut it off.
- Pairs of students swap their wordsearch sheets so that they get a different topic.
- They circle or highlight the words, then check with the key.
- † Students who finish quickly can make sentences with the words.

Tip: Wordsearch If you want to make a wordsearch for your class, there are lots of sites on the Internet which make this easy. Simply look for: Make your own wordsearch, type in the words and print out the puzzle.

Downloads 0

• There's an activity for Unit 2 Now I can which you can download from the Internet: www.klett-sprachen.de/networknow/activities

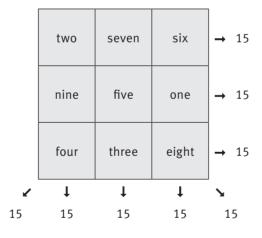
Getting ready for Magazine 1



Magic square

• If your class enjoys puzzles, photocopy 8 Magic square (p. 111) – one for each student. They work alone and ask a partner if they have problems.





The Laurel and Hardy Museum

• This is an additional activity which could be done in class, or set as selfstudy. **Photocopy 9** The Laurel and Hardy Museum (p. 111) – one for each student.



1 town, 2 museum, 3 in, 4 big, 5 to, 6 photos, 7 cinema, 8 films



Photocopiable activities | Unit 1 Steps | Optional & additional materials

1 Name card (Unit 1 Step 1)



MI Starter นรทูฐนา NGIMOLK NOM

Classroom phrases Englisch für den Unterricht

Was Ihr/e Lehrer/in sagt

Look at page (12). Schauen Sie auf Seite (12).

Listen to the dialogue. Hören Sie den Dialog.

Work with a partner. Arbeiten Sie mit einer Partnerin / einem Partner.

Tell the class. Sagen Sie es der Klasse / dem Kurs.

Write the sentence. Schreiben Sie die Sätze.

Was Sie sagen können

Is this OK? Ist das OK / in Ordnung / richtig?

Can you repeat it, please? Können Sie das bitte wiederholen?

Sorry, I don't understand. Es tut mir leid / Entschuldigung, das verstehe ich nicht.

2 Car country codes (Unit 1 Step 1)

• Work with a partner: Number ... is from ... Partnerarbeit: Für welche Länder stehen diese Autokennzeichen? Schreiben Sie die Ländernamen unter die Autokennzeichen.



1 D	2 GB
3 CH	4 PL
5 A	6 TR
7 GR	8 CDN



3 Wordsearch - Find the adjectives (Unit 1 Step 2)

• Partnerarbeit: Finden Sie zehn Adjektive, z. B. thirsty, nice, etc. Das erste ist schon vorgegeben.

N	В	L	Р	Т	I	R	E	D
ı	E	С	L	E	Α	N	R	_
С	w	0	Υ	D	С	В	W	R
Е	Р	L	М	Х	S	ı	А	Т
S	Н	D	Н	U	N	G	R	Υ
Т	Н	ı	R	S	Т	Υ	M	Н
А	S	М	Α	L	L	E	G	U

• Now write the adjectives in these sentences. Ergänzen Sie die Sätze mit den gefundenen Adjektiven.

Tł	ne room isn't cold. It's <u>warm</u> .
1	The room isn't clean. It's
2	The room isn't small. It's
3	A cup of tea, please. I'm
4	Where's the nearest restaurant? I'm
5	The guest house isn't dirty. It's very
6	The room isn't big. It's very
7	The room isn't warm. It's
8	I'm not I'm fine.
9	Helloto meet you.
•	Read out the sentences in class.

Lesen Sie die Sätze im Kurs vor.

4 Mixed up dialogue - Excuse me. Where's the nearest pub? (Unit 1 Step 3)

Excuse me. Where's the nearest pub?
It's in Oxford Street. It's five minutes from here.
Is it a good pub? I'm thirsty and my wife's hungry.
Yes, it's a very good pub. And it's near a nice German restaurant. Are you German?
Yes, I'm from Berlin. My wife isn't German, she's Swiss. Where are you from?
I'm from Canada. My name's Tina and this is my husband John. He's American.
Nice to meet you. I'm Karl and this is Ute.
Nice to meet you, too.

Photocopiable activities | Unit 2 Steps | Optional & additional materials

5 Memo game (Unit 2 Step 1)

11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
			Bus Stop Bus Stop	
ambulances	cups	buses	keys	sandwiches
phone boxes	taxis	postcards	glasses	books
churches	cars	oranges	bus stops	apples

6 English class (Unit 2 Step 2)

ENGLISH CLASS	ENGLISH CLASS
First name:	First name:
Surname:	Surname:
Nationality:	Nationality:
Address:	Address:
Postcode:	Postcode:
Phone number:	Phone number:
Mobile:	Mobile:
!	!

7 Days of the week song (Unit 2 Step 3)

Every Week

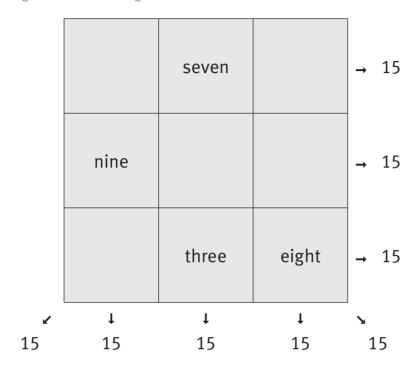
(Tune: Bruder Jakob / Frère Jacques / Brother James)



Photocopiable activities | Magazine 1 | Optional & additional materials

8 Magic square (Magazine 1)

• Complete the *Magic square* with the correct numbers. Ergänzen Sie die richtigen Zahlen.



9 The Laurel and Hardy Museum (Magazine 1)

• Complete the text.

Ergänzen Sie die Wörter an den passenden Stellen im Text.

big | cinema | films | in | museum | photos | to | town

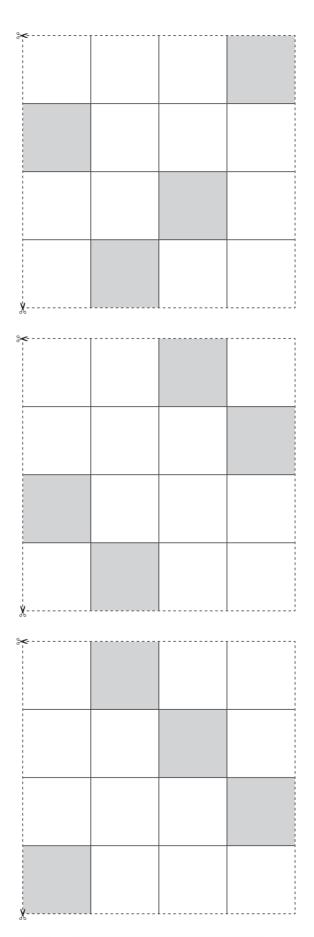
The Laurel & Hardy Mus	seum
------------------------	------

In Ulverston, a (1)	in the Lake District, there's a Laurel and
Hardy (2)	Arthur Stanley Jefferson (Stan Laurel) was born
in Ulverston (3)	1890. He and his partner, Oliver Hardy,
were (4)	Hollywood film stars in the 1930s. From 1926
(5)	_1951, they made about a hundred comedy films. You
can see Laurel and Hardy men	norabilia – letters and (6),
and there's a small (7)	so you can see his films and
documentaries about Laurel a	nd Hardy. In 1960, Stan Laurel won an Oscar for his
work in (8)	He died in 1965.

Glossary: was born – wurde geboren | made – machten / produzierten | letters – Briefe | won – gewann | work - Arbeit | died - starb

Photocopiable activities | Unit 1 Now I can | Optional & additional materials

Template 1: Bingo



Optional & additional materials | Photocopiable activities | Unit 2 Now I can

Template 2: Wordsearch

Partnerarbeit:		
Wörterrätsel unten auf di Sie können die Wörter ho Füllen Sie die restlichen k	Wörter, die mit dem Thema eser Seite. rizontal oder vertikal eintragen. Kästchen mit anderen Buchstaben. ter, die sie in das Wörterrätsel eingetragen hab	
HORIZONTAL WORDS	VERTICAL W	ORDS

