

Jigsaw present

What's the most	difficult thing about	learning English?
Have you ever	done an	English course abroad?
Why do you	want to	speak better English?
What do	you enjoy most	about learning English?
How often	do you speak English	outside the classroom?
Have	you ever used	English for your job?
Are you	learning English	just for fun?
Have	you ever spoken	to an English native speaker?
Have you ever needed	to speak English on	holiday?
What other	languages have you	tried to learn?

Jigsaw present

Unit:	Unit 1 Step 1
Focus:	Grammar: Review of the present tenses Communication: Asking about, and giving details of, language-learning experiences
To be used:	after <i>Exercise 3d</i>
Time:	20 minutes
Before the lesson:	Print out Jigsaw present . Copy page 1 – one for each pair of students. Cut out the cards so that there is a set for each pair of students. Shuffle each set.
In class:	<ul style="list-style-type: none">• Students work in A / B pairs.• Give out a set of cards to each pair and ask them to assemble the cards in groups of three so that they make questions.• Board: Can you do this task?• Once they have completed the puzzle, they can ask each other the questions and give detailed answers.

Class survey

Walk around and ask questions with *How long have you ...?* to different students. When you get a fitting answer, write that person's name on the line. You can only use a name once.

When you are asked a question, answer with: *I've ... for ...*

_____	_____	_____	_____
has been married for over ten years.	has had an earring for more than a year.	has been learning English at this school for more than a year.	has been living in their home for under a year.
_____	_____	_____	_____
has been working in the same job for over five years.	has had a tattoo for more than two years.	has had a laptop for less than a year.	has known the teacher for more than six months.
_____	_____	_____	_____
has had a driving licence for more than ten years.	has known his / her best friend for more than fifteen years.	has been wearing glasses for less than a year.	has been going to a gym for about a year.
_____	_____	_____	_____
has been living in this town for more than two years.	has been wearing his / her ring for over five years.	has had pierced ears for more than a year.	has been coming to this course for under six weeks.
_____	_____	_____	_____
has had a Smart phone for over a year.	has known his / her neighbours for more than five years.	has had his / her car for over two years.	has been using <i>Network</i> coursebooks for over a year.

Class survey

Unit:	Unit 1 Step 2
Focus:	Grammar: Present perfect simple and progressive
To be used:	after <i>Exercise 3c</i>
Time:	20 minutes
Before the lesson:	Print out <i>Class survey</i> . Copy page 1 – one for each student.
In class:	<ul style="list-style-type: none">• Remind students that some verbs have no progressive form (<i>know – I know, not I'm knowing</i>). And these verbs are used in the present perfect simple tense: <i>I've known him for six months</i>. These verbs include <i>have, know, be</i>. With most other verbs, the present perfect progressive is used: <i>I've been learning English for over a year</i>.• Give each student a <i>Class survey</i> paper and explain they will have 10 minutes to fill in as many squares as possible by writing one name on each line. They can only write a person's name on the paper once. They should walk around and ask questions with <i>How long have you ...?</i> to as many different students as possible within a ten-minute time limit.• After ten minutes, they return to their seats and report one piece of information to the class.• Alternatively, you can make the game competitive by saying that the winner is the first person to get a row of four names – horizontally, vertically or diagonally.

Focus on GET

Info: British English – *get, got, got*; American English – *get, got, gotten*

A Get into / out of; Get on / off

Remember: You *get on* and *get off* a bus – but you *get into* and *get out of* a car. Why?



Get on and get off:

When you get onto a plane, you walk straight on in an upright position. (*Wenn man in ein Flugzeug einsteigt, geht man in einer aufrechten Position weiter.*)



Get into and get out of:

When you get into a car, you must bend your body to fit into the vehicle. (*Wenn man in ein Auto einsteigt, muss man den Körper krümmen, um in das Fahrzeug hineinzupassen.*)

Write the correct phrase with *get* into these sentences.

- 1 She paid the driver and _____ the taxi.
- 2 We arrived at the airport late, so we were the last passengers to _____ the plane.
- 3 The cowboy _____ his horse and went into the bar.
- 4 She _____ the bus and waved goodbye to her father.
- 5 I asked the bus driver to tell me when to _____.
- 6 It can be difficult to _____ and _____ a small sports car.

B Get + comparatives

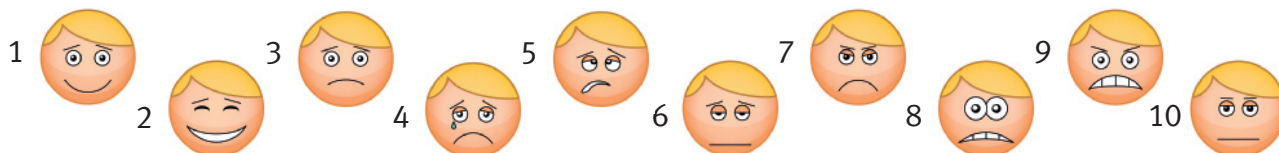
He's getting better and better. / He's getting more and more confident.

Choose from these adjectives to write similar sentences about 5 of the faces below:

angry | bored | cheerful | frightened | frustrated | funny | lonely | optimistic | nervous | pessimistic | tired | upset | worried

- Number ☐ He's getting _____.
- Number ☐ He's _____.
- Number ☐ _____.
- Number ☐ _____.
- Number ☐ _____.

Now compare your answers in class.



C Get + preposition

Put these prepositions into the sentences:

from | into | on | through | up

- 1 What time do you get _____ on Sundays?
- 2 What time do you get home _____ work during the week?
- 3 Do you get _____ well with your neighbours?
- 4 What was the last time you got _____ trouble?
- 5 How long does it take you to get _____ the English homework?

Check your answers in class and then ask a partner the questions.

D Idiom bank: Get

Match the phrases with a similar meaning.

- | | |
|-----------------------------------|---|
| 1 Let's get together soon. | <input type="checkbox"/> a) I really have to go. |
| 2 It gets me down. | <input type="checkbox"/> b) It's nearly midnight. |
| 3 Shall we get down to business? | <input type="checkbox"/> c) What exactly do you mean? |
| 4 Don't get me wrong. | <input type="checkbox"/> d) I hope you feel better before long. |
| 5 It's getting on for 12 o'clock. | <input type="checkbox"/> e) Let's meet soon. |
| 6 I must be getting along. | <input type="checkbox"/> f) I don't want you to misunderstand me. |
| 7 What are you getting at? | <input type="checkbox"/> g) It makes me feel bad. |
| 8 Get well soon. | <input type="checkbox"/> h) Should we start work? |



It really gets my back up!
(It really makes me angry!)

E Translation

The word *get* has many meanings. Match the translations to the sentences.

ankommen | bekommen | besorgen | erreichen | werden

- 1 I always **get** lots of birthday cards. _____
- 2 I must **get** some bread from the baker's. _____
- 3 She **gets** very tired in the evenings. _____
- 4 I must **get** that bus or I'll be late. _____
- 5 What time do you **get** to work? _____

**Phrases for work**

- I'll get back to you as soon as possible. (I'll phone / mail you as soon as I can.)
- I've got a bit behind with my work. (I haven't done as much work as I'd planned.)
- Get on with your work. (Continue the work you are doing.)

Focus on *GET*

Unit:	Unit 1 Step 3
Focus:	Vocabulary: More phrases with <i>get</i>
To be used:	after <i>Exercise 3b</i>
Time:	40 minutes (There are 5 activities so you can choose how long you want to spend on the <i>Focus on GET</i> .)
Before the lesson:	Print out <i>Focus on GET</i> . Copy pages 1 and 2 – one set for each student.
In class:	<ul style="list-style-type: none"> • Hand out the 2 photocopies to each student. • Decide which tasks you want them to do and tell them the others can be done at home. (You can give them the key / check their answers the following lesson.) • ↓ Weaker classes can work in pairs.
Key:	<p>A: 1 got out of; 2 get on; 3 got off; 4 got on; 5 get off; 6 get into, get out of</p> <p>C: 1 up, 2 from, 3 on, 4 into, 5 through</p> <p>D: 1e), 2g), 3h), 4f), 5b), 6a), 7c), 8d)</p> <p>E: 1 bekommen, 2 besorgen, 3 werden, 4 erreichen, 5 ankommen</p>

Unit 1 Now I can: Project sheet

In Unit 1 you learned to ...

- talk about present and recent activities
- say what you have in common with someone else
- talk about money and finance
- ask for clarification
- send a document for comment

Copy this page and add it to your portfolio to show your progress.

1 What's an investment club?

Write down three words that you found difficult to understand.
After you've found out the meaning, write it down.



Money doesn't grow on trees!

2 In and out

Make notes about these people's finances.

	income	costs
18-year-old	<hr/> <hr/>	<hr/> <hr/>
40-year-old manager	<hr/> <hr/>	<hr/> <hr/>
65-year-old retired teacher	<hr/> <hr/>	<hr/> <hr/>

3 How do you feel about it?

After you've filled in the questionnaire in your coursebook (p. 25), write down two things that you and your partner have in common.

5 Can you check this for me?

Write an email asking your friend to check the minutes of the meeting.
