

Lesson notes for the optional pages *English worldwide*, *English at work*, *Story / Playing with English* after each unit

One unit consists of three steps and the *Now I can* review lesson. The six units provide a total of 24 lessons. Each of the three optional pages after every unit is designed to provide teaching material for approximately 30 minutes, so you can use all of the pages to fill a 90-minute lesson. Or you can use individual pages as 'fillers' if your lesson is longer than 90 minutes.

1 English worldwide

- After every unit, there's a page which focusses on an aspect of an English-speaking country.
- The text has a glossary so that students can easily read the text at home if you decide not to use it in class.
- There's a key at the back of the coursebook so students can do the exercises at home.
- The *Listen and write* exercise gives the student the opportunity to hear unscripted, authentic speech, from which they must note down information.
- The exercise *They say / do it differently* points out a linguistic or cultural difference particular to that country.
- Finally, *Find out ...* is an Internet task to encourage students to do Internet research in English sites.

2 English at work

- The second optional page is one related to using English in the workplace.
- Each of the six pages deals with one typical work situation.
- There's a phrase box to provide students with the vocabulary to deal with the situation.
- There's a key at the back of the coursebook so students can do the exercises at home.
- The exercise *They say / do it differently* points out a linguistic or cultural difference in English-speaking workplaces.

3 Story

- After Units 1, 3 and 5, there's a story – reading for pleasure.
- It's a story related to the unit theme. It has a glossary so that students can easily read the text at home if you decide not to use it in class.

or

3 Playing with English

- After Units 2, 4 and 6, there's a game which practises structures and vocabulary from the previous unit.

As these pages can be used at home (apart from *Playing with English*), it's clear how to go about doing the exercises – but if they are used in class, here are some teaching notes for them.

Unit 1 English worldwide


(coursebook p. 28)

Pounds and pence – A text about British currency.

NB You can find the keys to the exercises on page 143 of the coursebook.

Intro 5 mins

- Ask the class: *When was the Euro introduced as a European currency?* (2002) *What is on a Euro banknote?* (Bridges on one side and gateways on the other.)

Text: Pounds and pence  1/12 10+ mins

- With books closed, ask students what they know about the British currency.
(100 pence in £1. Decimal currency was introduced in 1971. Before that, there were 12 pence in 1 shilling and 20 shillings in £1.)
- Tell students they're going to hear some information about the British currency and they should write down information so that they can answer the three questions on the board.

- Board:

What is the Royal Mint?	(It's where money is made in the UK.)
Why is the pound called that?	(Because it was originally worth one pound – in weight – of silver.)
When was the first pound note issued?	(1694)

- Play ► 1/12.
- Students then read the text to check their answers and volunteers give the answers in class.
- Pairwork: Discussion on the task in the box.

They say it differently 5 mins

- Read out the information. Ask what informal words there are in German for *money*. (Kohle, Mäuse)

Idiom bank 5 mins

- Students work in pairs, match the expressions and write down German idioms and phrases connected with money.
- If necessary, write down prompts on the board:

- I'm broke: Ich bin b _____. (blank /
/ Ich bin ab _____. abgebrannt)
– Die Kohle zum (Fenster rausschmeißen =
to waste money)
– Das kostet mich ein Vermögen = That cost
V _____. me a fortune. / That cost
me an arm and a leg.)

Listen and write  1/13 5 mins

NB The transcript for *Listen and write* can be found online:
www.klett-sprachen.de/networknow/audioscripts

- Before playing track 1/13, tell the students that this is an authentic, unscripted recording so they won't understand every word Jane says, but they'll be able to understand enough to do the task.

Finally ...

- Point out the Internet task *Find out ...* for the students to do at home.

Unit 1 English at work

(coursebook p. 29)

Getting there on time

NB You can find the keys to the exercises on page 143 of the coursebook. You can find the audio script on page 148.

Intro 5 mins

- Students read the Intro text and tick the appropriate box.
- Compare answers in class with a show of hands.


1a On time 5 mins

- Ask: *What are the benefits of working flexitime?* (You can choose when you start and finish work). *Who doesn't work flexitime? Are you always on time for work? Why? / Why not?*
- In small groups, students discuss the questions.

1b Phrases to apologise for being late +

1c Arriving late  1/14 5+ mins

- Follow coursebook instructions.

2a Responding to an apology  1/15 +

2b Phrases to respond to apologies 5 mins

! All right – alternative spelling: *Alright*.

- Students work in pairs. In turn, one apologises with a phrase from **Exercise 1b** and the other responds with a phrase from **Exercise 2b**.

They say it differently 5– mins

- Read out the text.
- Have different pairs use the pattern given to apologise for different things and to respond.
- Board:

A: I'm so sorry but ... B: No worries ...

2c Role play 5+ mins

- Follow coursebook instructions.

Unit 1 Story

(coursebook p. 30)

The girl in the mirror

- Photocopy the *Story* page – one for each student – and cut it into these 8 sections: the paragraphs beginning with the words in bold and the *Glossary*.
- Tell the class the title of the story, hand out the *glossaries* and have students read through the phrases.
- Hand out the first paragraph. Students read it and speculate what the story could be about.
- Then hand out the second paragraph. Ask what they learn about the girl and the home. (The girl feels uneasy in such a rich home.)
- Give out the third paragraph. Ask for speculation about who the hairbrush used to belong to.
- Hand out the fourth paragraph and ask what we learn about the man. (He's conservatively dressed; he isn't young.)
- Hand out the fifth paragraph. Ask what the present is. (A necklace.)
- Hand out the sixth paragraph. Ask: *Who do you think the necklace had belonged to?*
- Hand out the last paragraph and ask what they think the relationship is between the man and the girl. (She's his lover.)
- Students open their books at page 30 and read the complete story.
- Ask: *Why is this story in the Unit called 'Investment'?* (Because the old man is investing his money and 'buying' the girl.)
- Point out that students can listen to the story online: www.klett-sprachen.de/networknow/story

Unit 2 English worldwide

(coursebook p. 50)

Soap operas – A text about how soap operas got their name.

NB You can find the keys to the exercises on page 144 of the coursebook.

Intro 5 mins

- Ask the class what TV programmes they try not to miss.

Text: Soap operas  1/25 10+ mins

- Before students look at the text, tell them they're going to listen to a text about soap operas and they should try to decide which country is being focussed on. (US)
- Play ► 1/25.
- Students then read the text and answer, in their own words, *How did soap operas get their name?* (They were dramatic serials shown in the daytime when most of the audience consisted of housewives – and the adverts during the programme were usually for cleaning products, like soap powder.)
- Groupwork: Discussion on the task in the box.

They say it differently + What does it mean? 10+ mins

- Explain that some words and some spellings are different in American English and British English. Board:

AE: color	BE: _____	(colour)
AE: theater	BE: _____	(theatre)
AE: program	BE: _____	(programme)

- Brainstorm words that are different in AE + BE. If the class needs prompting, give them these American words and elicit the British English equivalent: elevator (lift), apartment (flat), cab (taxi), candy (sweets), bathroom (toilet), cookie (biscuit), pants (trousers), etc.
- Students do the *What does it mean?* exercise. And then, in threes, read out the answers.

Listen and write  1/26 5 mins

NB The transcript for *Listen and write* can be found online: www.klett-sprachen.de/networknow/audioscripts

- Before playing track 1/26, tell the students that this is an authentic, unscripted recording so they won't understand every word Jane says, but they'll be able to understand enough to do the task.

Finally ...

- Point out the Internet task *Find out ...* for the students to do at home.

Unit 2 English at work

(coursebook p. 51)

Getting through


NB You can find the keys to the exercises on page 144 of the coursebook. You can find the audio script on page 149.

Intro 5 mins

Read out the Intro text. Explain that Americans usually say that the line is *busy*; British usually say that the line is *engaged*.

1a Phrases for making a call 5 mins

- After students have completed the exercise, one volunteer reads out the caller's phrases; a second volunteer reads out the receptionist's phrases.

1b Getting the message across  1/27 5 mins

- Follow coursebook instructions.

1c Could I speak to ...? 5 mins

- Follow coursebook instructions.

They say it differently 5 mins

- Ask the class: *If you look up a word in a dictionary, how do you know if it's a British or an American word?* (BE / AE)
- Read out the instructions and students do the exercise.

2 Role play 5 mins

- Encourage students to add their own phrases to their message.
- Listen to a few of their messages and then read out some amusing messages people have left on their phones:
 - Hi. Now *you* say something.
 - Hello. I am David's answering machine. What are you?
 - Hi! John's answering machine is broken. This is his refrigerator. Please speak very slowly, and I'll stick your message to myself with one of these magnets.

Unit 2 Playing with English

(coursebook p. 52)

Getting the job done

- A lighthearted way to practise vocabulary and structures from the previous unit.

Unit 3 English worldwide

(coursebook p. 72)

Maple syrup – A text about maple syrup and the maple leaf, Canada's national symbol.

NB You can find the keys to the exercises on page 145 of the coursebook.

Intro 5 mins

- Brainstorm *Canada* by asking: *What do you think of when you hear the word Canada?*

Text: Maple syrup  1/38 15– mins

- Tell students they're going to listen to a text about something people associate with Canada. Students listen with their books closed.
- Play ▶ 1/38.
- Ask what the text was about. (Maple syrup. / The maple leaf.)
- Students then read the text on page 72.
- Ask each student to give one fact from the text (in their own words).
- In class: Discussion on the task in the box.

Listen and write  1/39 5 mins

NB The transcript for Listen and write can be found online:

www.klett-sprachen.de/networknow/audioscripts

- Before playing track 1/39, tell students that this is an authentic, unscripted recording so they won't understand every word Jane says, but they'll be able to understand enough to do the task.

They say it differently + What does it mean? 5+ mins

- Ask: *Which are the two official languages in Canada?* (English + French)
- Read out the paragraph and then ask students to work in pairs and do the *What does it mean?* task.

Finally ...

- Point out the Internet task *Find out ...* for the students to do at home.

Unit 3 English at work

(coursebook p. 73)

Making decisions

NB You can find the keys to the exercises on page 145 of the coursebook. You can find the audio script on page 150.

Decisions, decisions ... 5 mins

- Read out the instruction and ask volunteers to answer.

1 Phrases for making decisions 5 mins

- Have students read out the phrases they thought of and make a note of them on the board.

They do it differently 5 mins

- Point out the 'false friend' in the box.
- Read out the paragraph and ask students to choose the best title for the text. (Be diplomatic)

Board:

Be disagreeable – Be diplomatic – Be direct – Be decisive

2a Making a decision  1/40 5 mins

- Follow coursebook instructions.

2b Role play 5 mins

- In pairs, students decide on the better candidate.

! If one pair finishes quickly, interact with them, pointing out the plus points of the person they haven't chosen.

3 Phrases for changing decisions 5 mins

- When students have completed the sentences, ask how they would say it in German.
(1 Ich überlege es mir anders. 2 Jetzt bin ich mir nicht so sicher. 3 Ich habe meine Meinung geändert. 4 Lass / Lasst uns nochmal überlegen.)
- Finally, they reconsider the decision they made in *Exercise 2b*.

Unit 3 Story

(coursebook p. 74)

The man who loved doing experiments

- Read out the introduction and then give students time to read the story to themselves – remind them that the Glossary is there to help them with vocabulary.
- Then ask some comprehension questions:
Read paragraph one again. Then, without looking at the text, name 2 of his inventions.
Read paragraph two again. Then, without looking at the text, name 2 gifts he made for his family.
Read paragraph three again. Then, without looking at the text, name 2 of his 'scientific' inventions.
Read paragraph four again. Then, without looking at the text, name 2 kinds of companies he applied to.
Read paragraph five again. Then, without looking at the text, name 2 kinds of products he bought for his museum.
Read paragraph six again. Then, without looking at the text, name 2 positive things that have happened career-wise.
- Read out the final paragraph.
- As an additional activity, students can write a summary of the story.
- Point out that students can listen to the story online:
www.klett-sprachen.de/networknow/story

Unit 4 English worldwide


(coursebook p. 94)

Jamaica: Did you know? – A text giving interesting information about Jamaica.

NB You can find the keys to the exercises on page 146 of the coursebook.

Intro 5 mins

- Ask students what they know about Jamaica.

Text: Jamaica: Did you know?  2/10 15– mins

- Before students listen to the text, tell them they're going to listen to some unusual facts about Jamaica. They should listen and complete the sentences on the board. Board:

The capital of Jamaica is _____.	(Kingston)
The West Indies was discovered by _____.	(Columbus)
There are some Jamaicans with blond hair and blue eyes – they are descendants of _____.	(German farmers)
Ian Fleming wrote his _____ books on Jamaica.	(James Bond)
Jamaica is known for its _____ music.	(reggae)

- Play ► 2/10. Students then read the text on page 94 and check their answers.
- Pairwork: Discussion on the task in the box.

They say it differently + What does it mean? 5+ mins

- Read out the introductory paragraph and students match the *What does it mean?* expressions.

Listen and write  2/11 5 mins

NB The transcript for *Listen and write* can be found online: www.klett-sprachen.de/networknow/audioscripts

- Before playing track 2/11, tell the students that this is an authentic, unscripted recording so they won't understand every word Jane says, but they'll be able to understand enough to do the task.

Finally ...

- Point out the Internet task *Find out ...* for the students to do at home.

Unit 4 English at work

(coursebook p. 95)

Agreeing and disagreeing

NB You can find the keys to the exercises on page 146 of the coursebook. You can find the audio script on page 151.

Disagreement 5 mins

- Invite volunteers to talk about disagreements they've had at work.

1a Phrases for agreeing and disagreeing 5 mins

- After students have compared their phrases in class, have students repeat the printed phrases.

1b For and against  2/12 +

1c Disagreeing politely  2/13 5+ mins

- Follow coursebook instructions.

They say it differently + 2a Be diplomatic 10– mins

- Students are encouraged to soften criticism and disagreement.
- Students match the direct to the more diplomatic expressions.
- Read out these prompts and have students 'soften' them by using the given phrases.
I don't agree with you.
He's not the best one for the job.
I like the other candidate better.
He has no IT skills.
I want the other guy.
Let's send the girl home.

2b Role play 5+ mins

- Follow coursebook instructions.

Unit 4 Playing with English

(coursebook p. 96)

Politics

- A lighthearted way to practise vocabulary from the previous unit.

Unit 5 English worldwide


(coursebook p. 116)

The land of the long white cloud – A text about the history of New Zealand.

NB You can find the keys to the exercises on page 146 of the coursebook.

Intro 5 mins

- Ask: *What do you know about New Zealand?*

Text: The land of the long white cloud  2/26 10 mins

- Before playing the CD, tell students they're going to listen to a text about the history of New Zealand. They should listen and decide if these statements are true or false.

Board:

- | | |
|---|-----------------------|
| – The Aborigines were the first inhabitants of New Zealand. | (F – the Maoris) |
| – New Zealand consists of 2 big islands. | (T) |
| – The English were the first Europeans to discover New Zealand. | (F – the Dutch) |
| – Nowadays, New Zealand has 2 official languages. | (T – English + Maori) |
| – The haka was originally a war dance. | (T) |

- Play ► 2/26.
- Students then read the text to check their answers.
- Pairwork: Discussion on the task in the box.

Listen and write  2/27 5 mins

NB The transcript for *Listen and write* can be found online: www.klett-sprachen.de/networknow/audioscripts

- Before playing track 2/27, tell the students that this is an authentic, unscripted recording so they won't understand every word Jane says, but they'll be able to understand enough to do the task.

New Zealand quiz 5 mins

- A multiple-choice quiz testing students' knowledge of New Zealand.

They do it differently 5 mins

- Before reading out the paragraph, ask: *How many ways of greeting people do you know?* (handshake, kiss, bowing, shaking hands, rubbing noses, hug, etc.)

Finally ...

- Point out the Internet task *Find out ...* for the students to do at home.

Unit 5 English at work

(coursebook p. 117)

Giving feedback

NB You can find the keys to the exercises on page 146 of the coursebook. You can find the audio script on page 152.

When and why 5 mins

1a Phrases for giving feedback + 1b Feedback 5 mins

! When students write down phrases they've thought of themselves, make sure they share them with the class so that everyone can benefit.

1c Was it OK?  2/28 5 mins

- Follow coursebook instructions.

They do it differently + Info 5 mins

2a Phrases for responding to feedback 5 mins

- Follow coursebook instructions.

Role play 5+ mins

- Give students time enough to decide on / mark the phrases they will need before beginning the role play.

Unit 5 Story

(coursebook p. 118)

Self-improvement

- Give students time to read the story and ask *Whose lifestyle did Jenny want to improve?* (Robert's)
- Tell the class you're going to summarise the story but you need their help to complete the details. They should repeat your sentence and complete it.
At breakfast, Robert was disappointed because ... (he wanted some bacon and eggs). *Jenny said her new dress was too tight so she had to ...* (lose weight / go on a diet). *So, for breakfast, they both ...* (had muesli). *In the afternoon, Jenny suggested going ...* (for a walk in the woods). *But Robert wanted to stay at home and ...* (watch football). *Jenny persuaded him to go with her by promising they ...* (could go to a café on the way home). *They 'got lost' in the woods so when they reached the café, ...* (it was closed). *For dinner, they had ratatouille, made of ...* (red and green peppers, aubergines, courgettes and tomatoes). *Later, Robert watched TV and Jenny went into the kitchen and ...* (ate some chocolate biscuits). *She needed the calories because her dress ...* (fitted her perfectly already). *The healthy eating and exercise was so that ...* (Robert would improve his lifestyle).
- Point out that they can listen to the story online: www.klett-sprachen.de/networknow/story

Unit 6 English worldwide

(coursebook p. 138)

Multi-cultural Hawaii – A text about special days in Hawaii.

NB You can find the keys to the exercises on page 147 of the coursebook.

Intro 5 mins

- Ask what special days are celebrated in Germany. (e.g. Reunification Day, Christmas, Mother's Day, Valentine's Day, ...)

Text: Multi-cultural Hawaii  2/38 10 mins

- Before playing track 2/38, tell students they're going to listen to a text about special days in Hawaii and they should write down the four dates they hear. (March 3rd, May 1st, July 4th, December 25th)
! Christmas Day is December 25th in most English-speaking countries. The 24th is Christmas Eve and the 26th is Boxing Day.
- Play ► 2/38. Students should say what they can remember about these days – if they need help, write the names of the days on the board.
- Then they read the text and add information, in their own words.
- Pairwork: Discussion on the task in the box.

Loanwords quiz 5 mins

- Before students do the quiz, explain that a 'loanword' is a word borrowed from another language. Ask which loanwords are used in German (e.g. bikini, roast beef, manager, hockey, laptop, ...).

They say it differently 5 mins

- Give students time to read the paragraph to themselves before, as a joke, having volunteers try to pronounce the name of the local fish.

Listen and write  2/39 5 mins

NB The transcript for *Listen and write* can be found online: www.klett-sprachen.de/networknow/audioscripts

- Before playing track 2/39, tell the students that this is an authentic, unscripted recording so they won't understand every word Jane says, but they'll be able to understand enough to do the task.

Finally ...

- Point out the Internet task *Find out ...* for the students to do at home.

Unit 6 English at work

(coursebook p. 139)


Arranging to meet again

NB You can find the keys to the exercises on page 147 of the coursebook. You can find the audio script on page 153.

When will I see you again? 5– mins

- Follow coursebook instructions.

1a Phrases for arranging the next meeting +

1b See you soon  2/40 5+ mins

- Follow coursebook instructions.

They do it differently 5– mins

- Read out the text and ask: *What question could you ask when you receive someone's card?* (e.g. How long have you worked for this company? Do you need to travel a lot in this position? Is your office near your home?)

2a Phrases to end a conversation 5– mins

2b Role play 10 mins

- Follow coursebook instructions.

Unit 6 Playing with English

(coursebook p. 140)

Milestones

- A lighthearted way to practise vocabulary and structures from the previous unit.