

Unit 1

MY ENGLISH CLASS

Core aspects

- A Nice to see you again
- B I like big cities
- C Sandwich
- D Is there a sandwich bar near here?

Plus aspects

- E It's a boring town
- F Homes in other countries

Can do's:

- I can meet and greet people.
- I can find out simple personal information about a person.
- I can describe the location of a town.
- I can say what I like / dislike about a town.
- I can understand essential information about a town in a text.
- I can describe places near my home.
- I can ask for information in a town.
- I can understand directions with the help of a map.
- I can ask for help if I don't understand.

Grammar

- Present simple (to be, other verbs)
- Question words (what, where)
- Prepositional phrases of place
- There is / there are
- A / an
- 's for shop names
- one

Vocabulary

- Languages
- Expressions for describing places
- Words for describing towns and other places to live
- Shops, etc.

- Exploring learning - asking for help
- Asking for an English word
- Asking for a German word
- Asking for help when you don't understand

Icebreaker

Aims

- **to get to know the class and to help students get to know each other**
- **to establish a sense of cooperation and a good atmosphere**
- **to get students to speak English without feeling self-conscious**

This is the first lesson of the course, but it is possible that some of the students (and you) may know each other from the previous course. If new students have joined the course, it is important to create a good learning atmosphere from the start.

While students are arriving, play music in the background. Don't write your name on the board or hand out name cards as the aim is for students to meet and introduce each other. Put cards and felt pens in the centre of the room and ask students to each take a card. They write their first name on the front and their favourite free-time activity on the back. Walk around and help them with vocabulary. They can also add a drawing of what they like to do in their free time.

Then tell them to walk around and hold their card in front of them so that others can see it. In 5

minutes they should meet and greet as many people as possible, and try to remember some names and what he or she likes to do in their free time. Give them an example using one of the students: "Hello, I'm Manuela and I like cooking. And you?" "Hello, I'm Susanne, and my favourite free-time activity is shopping." After 5 minutes, students stand in a circle or sit down again and introduce one of the others: "This is Manuela, and she likes cooking." Then Manuela introduces another student, and so on.

CORE ASPECTS

Aspect A Nice to see you again

Aims

- to introduce and practise names of languages and dialects
- to introduce and practise saying hello and exchanging personal information
- to familiarize students with compensation strategies
- to introduce and practise connecting phrases (but / and)

A1a

This introduces the names of different languages and dialects, and allows students to talk about the languages and dialects they speak. First ask students to have a look at the pictures. They speculate on which language or dialect these illustrate and match the languages to the pictures. Then they compare their answer with a partner.



Key

(1) Spanish, (2) Irish Gaelic, (3) Russian, (4) Low German, (5) French, (6) Korean

A1b

The question *What's the English for ...?* is one of the many compensation strategies that have been covered in NEXT A1. These enable students to get help when they need it. This activity also creates a positive atmosphere in class as it makes it clear to students that they need not be perfect.

As students might not yet be familiar with the **Exploring learning** section, plan time to explain the tips during the first few lessons. Tell students that there are references to the **Exploring learning**

section in each unit. As an example, read Tip 1 on page 16 with the students which has to do with asking for an English word.

A1c

With the English words for names of languages and dialects that they speak, students should now be able to use the language given in the example. They ask their partner, "What languages do you speak?" Walk around and help with pronunciation but don't correct too much as this can undermine students' self-confidence.

→ Extension activity

To provide further practice, have students do this activity as a chain activity (one student begins by asking the person on his or her right; then that person answers and then asks the person on his or her right, until all the students have asked and answered the question); and then in zigzag style (with the whole class, students point to and ask another student in random order).

A2a

In section A2 students learn about and practise different ways of introducing themselves and exchanging information depending on whether or not they have met the person before. The situation given in the book is like the situation in the class: some of the people already know each other and some do not. Ask students to listen to the two dialogues and tick the right box.



Tapescript (CD 1/Track 1)

Dialogue 1

Hannes: Hello. I'm Hannes.

Ji: Hello.

Hannes: What's your name?

Ji: My name's Ji, Ji Park.

Hannes: Nice to meet you, Ji.

Where are you from?

Ji: I'm from Korea, but I live in Hamburg.

Hannes: So, what languages do you speak?

Ji: Korean and German. I speak Korean at home, but I speak German with my friends and colleagues.

Hannes: And English?

Ji: Well, yes. I speak a little English, too.

Dialogue 2

Hannes: Hi, Ralf, nice to see you again. How are you?

Ralf: Hi, Hannes. Fine thanks. And you?

Hannes: Fine, too.

→ **Teaching tip**

Some students expect to understand every single word of a listening text the first time they hear it. Point out to students that you will play the recording more than once and that it is not necessary to understand every word to complete the task.

 **Key**

Dialogue 1: meet for the first time; Dialogue 2: know each other

A2b

This activity concentrates on the dialogues your students have just listened to, but this time using the skills of reading and writing. Students read the two dialogues and insert the questions from the box into the correct places in the text. Tell them that they will listen again to check their answers in the next exercise.

A2c

Play the recording again (CD 1/Track 1) and have students check their answers.

 **Key**

(1) What's your name? (2) Where are you from? (3) So, what languages do you speak? (4) How are you?

For additional practice play the recording a third time. Stop the recording after each sentence and ask students to repeat in chorus. This allows them to practise pronunciation in the group which some will find easier than having to speak alone in front of the class.

Draw students' attention to the **Focus on grammar** box and tell them that they can find the grammar information they need to do the task here, with a more complete explanation on page 97 of the Companion.

The **Focus on spoken English** box familiarizes students with authentic and natural spoken English which may sometimes be different from written English. Emphasize that contracted forms are common in spoken English.

A2d

This is a speaking activity to practise what the students have listened to, read and written in the preceding activities. It may help to write the four questions on the board so that students have something to look at while they are mingling with other students. Draw their attention to the **Focus on vocabulary** box to clarify the use of *but* and *and* in the dialogues. Ask them to get up and walk around, say hello and find out some information about their classmates.

→ **Teaching tip**

Explain to the students that different learners have different learning styles. As well as visual and aural learning, one can learn with movement. It is important to include a wide variety of activities in order to address various learning styles.

A3a

With the whole class seated again, ask students to copy the form in the book onto a piece of paper and complete the phrases with information about themselves. Walk around and help if necessary. Collect the papers when students have finished.

A3b

Mix up the papers, redistributing one paper to each student and making sure no one gets his or her own paper. Have the students read out the new information, omitting the name so that the others can guess who wrote it.

A3c

Collect the names of languages and dialects on the board and ask students to come to the board and tick the languages and dialects they speak.

A3d

While at the board students write *Hello, I'm ...* in their own languages or dialects, either on the board or on a poster.

Aspect B I like big cities

Aims

- to introduce language necessary to talk about places
- to practise talking about places to live

– to practise saying why students like or don't like these places

B1a

As a lead-in get students to guess where you come from and where you live. Give some reasons why you like or dislike these places. Use the expressions from Aspect B when talking about your place so that students hear the new language. Tell them that the aim of this aspect is to practise talking about their home town or places in general.

B1 is a listening activity. Students hear three people talking about the places they live or where they were born. The dialogues are a model for the speaking activity in B2b. Tell students that they are going to listen to four different recordings and that their task is to find out whether the people like or dislike the places they talk about. Number 3 and number 4 are the same person (Dorota), who first talks about the place where she lives (Munich) and then about the place where she was born (Łeba, Poland). Students will hear the dialogues again later. Here their task is simply to tick the correct boxes.

 **Tapescript (CD 1/Track 2)**

1.
Interviewer: Where do you live, Anton?
Anton: In Güstrow.
Interviewer: Where's that?
Anton: In the east not far from the sea.
Interviewer: Do you like it?
Anton: Yes, I do. It's a small town, but I like it because all my friends and my family live there.
2.
Interviewer: Where do you live, Manuela?
Manuela: I live in Erlabrunn.
Interviewer: Where's that?
Manuela: On the river Main in central Germany between Würzburg and Karlstadt.
Interviewer: Do you like it?
Manuela: No, I don't. It's a small, quiet village. The countryside is beautiful, but it's too quiet and boring for me. All my friends live in bigger towns.
3.
Interviewer: Where do you live, Dorota?
Dorota: In Munich.
Interviewer: Where's that?
Dorota: It's in the south, not far from the mountains.

- Interviewer: Do you like it?
Dorota: Yes, I do. I like big cities, and Munich is a very busy place.
4.
Interviewer: You live in Munich, Dorota, but where are you from?
Dorota: From Łeba.
Interviewer: Where's that?
Dorota: In Poland on the coast.
Interviewer: Do you like it?
Dorota: Yes, I do. Everything is very clean there, and I love the sea.

 **Key**

1. Anton: Yes, I like it.
2. Manuela: No, I don't like it.
3. Dorota: Yes, I like it.
4. Dorota: Yes, I like it.

B1b

The aim is to introduce the language they have just heard, in written form, and to get students to ask you the German for words they don't understand. This exercise deliberately includes new vocabulary in order to get students to practise the phrase *What's the German for...?* Refer to the **Exploring learning** section and read Tip 2. Providing students with the language to ask for the translation of a word will help to create a positive atmosphere in class.

B1c

Students listen to the dialogue again, this time concentrating on the new vocabulary from B1b. Ask them to listen and underline, in B1b, the words they hear. Students then call out what they have underlined, practising the pronunciation of the new vocabulary.

 **Key**

1. in the east, not far from the sea, small town
2. on the river, between ... and ..., quiet village, boring
3. in the south, not far from the mountains, big cities, busy
4. on the coast, clean, sea

In the **Focus on vocabulary** box students will find phrases useful for describing places. NEXT provides students with high frequency lexical chunks to make sure that they will learn widely used expressions and not only words.

B1d

This introduces matching opposites as another way of remembering new vocabulary. Here the new vocabulary is practised again. Ask students to call out the opposites and help them with their pronunciation.

 **Key**

in the east – in the west; small village – big city; on the coast – in the mountains; exciting place – boring place

→ **Extension activity**

Students practise these expressions in pairs: one student gives an expression, the partner gives the opposite. You can walk round and check students' pronunciation.

B2a

The following two activities give students the chance to move about and practise the language they have just acquired.

Ask students to think of a town. Name some examples like your home town, your favourite town, the town where you were born. Each student should choose one town, then stand up and form a line with all the other students in alphabetical order of the names of the towns.

B2b

After students have formed a line, count off groups of 3 or 4. Have the newly formed groups sit together and exchange information about their chosen towns. Encourage them to find out as much information as possible, using the questions *Where's the town? Do you like it? Why? Why not?*

→ **Portfolio**

Students' opinions on their home towns or other towns can be included in their personal language portfolio. Encourage them to write down a few sentences and put them in their portfolios. For further information on the *European Language Portfolio*, see page 121 of the Companion.

Aspect C Sandwich

Aims

- to practise reading for specific information
- to introduce *there is / there are*
- to write a short text about a town

C1

Begin by revising words for snacks and food items. With books closed, ask students what they eat as a snack or a quick meal, and elicit the word *sandwich*. Ask them where they think the word *sandwich* comes from. Have students open their course books and read the answer at the bottom of task C1.

C2a

In this aspect students will write a short text about a town of their choice. The first step here is to read a website for tourists about Sandwich as an example. Have students read the website and use the phrase *What's the German for...?* to ask about unknown vocabulary.

Ask students if they would like to visit Sandwich, and why or why not, revising structures from B2b for giving reasons for their opinions.

C2b

Point out that different features of a town appeal to different sorts of people with different lifestyles, ages and so on. Ask students to read the introduction to the task and then fill in their lists individually. They will probably need to read the text again, so allow enough time. Then students compare their lists with their partner. Give them some time to discuss the topic; first with their partner, then with the whole class.

→ **Teaching tip**

Comparing results of a task with a partner first and then discussing the results with the whole class has several advantages. Firstly, students will feel less self-conscious if they can talk to another student before speaking in front of the whole class; secondly, they recycle the language twice; and thirdly, at the end of the activity you have a satisfying finish in which everybody takes part and in which you can check the language they use.

 **Key** (possible answers)

1. good: schools, library, swimming pool;
not so good: no hospital
2. good: swimming pool, cinema, pubs;
not so good: no nightclubs
3. good: regular train service
4. good: hotels, bed and breakfast, self-catering cottages, near Canterbury, Channel Tunnel and London
5. good: library, swimming pool, medical centre, pubs; not so good: no hospital

C3a

Students form groups of three or four and brainstorm ideas about their ideal town. They can model it on an existing town or create their own town. The aim of this activity is to collect a list of the qualities of an ideal town and make notes on them. For ideas refer back to the Sandwich text. Give them some examples of your own ideas and invite them to use their imagination to describe their ideal town.

C3b

Students now create their own website for their ideal town. They can use the Sandwich website as an example. Refer to the **Focus on grammar** box where the useful expressions *there is/there are* are presented. Ask students to think of pictures they would like to have on their website.

→ **Extension activity**

Pictures from magazines, newspapers or postcards can be used to illustrate the websites in this activity. Visual aids help students to remember language and make the activity more fun. As well as the pictures, bring scissors, glue and some poster paper.

C3c

At the end of this aspect students present their websites to another group. Alternatively, hang the posters on the wall and walk around with your students; or put the different websites on different tables, so they can move about and discuss the websites with different people. Write on the board *Which is the best place for (a) children, (b) young people, (c) adults, (d) people 60+, (e) tourists?* and discuss these questions with your students while walking around.

Aspect D Is there a sandwich bar near here?

Aims

- to introduce names of places in a town
- to introduce the 's for shop names
- to introduce the indefinite article *a/an*
- to introduce and practise *Is there...?*
- to introduce and practise compensation strategies (asking people to speak more slowly)
- to introduce and practise describing locations

D1a

The aim of the first part of this aspect is to introduce names of shops and places. Ask students to match the eight numbered pictures with the names of the places. They write the number of the shop or place in the box by the name.

Point out that the 's is common for names of shops, as it is left over from the original longer term; that is, *baker's* used to be the *baker's shop*. Refer to the first **Focus on grammar** box. You might want to elicit further shop names with 's such as the *butcher's*, the *greengrocer's*, the *florist's*, etc.

Then students listen to the tapescript to check their results. The speaker simply reads out the names of the shops in the correct order, as given in the key below. Refer to the second **Focus on grammar** box and elicit the rule for the use of the indefinite article (*a* before consonants, *an* before vowels).



Tapescript (CD 1/Track 3) and key

- (1) a baker's, (2) a restaurant, (3) a cash machine, (4) an ice cream shop, (5) a bookshop, (6) a pub, (7) an Internet café (8) a bus stop

→ **Language**

The word *Internet* is always written with a capital letter.

→ **Extension activity**

For more pronunciation practice call out a number from exercise D1a and students give you the name of the shop, first as a teacher - student activity, then the students can do it on their own in groups.

D1b

This introduces the use of *Is there...?* and individualizes the new vocabulary. One student reads out

the example with the given answer, and then repeats the example and gives a positive answer. Refer to the **Focus on grammar** box which shows students the question together with the positive and negative short answer. Then ask another student and elicit a personal answer. Students then practice in pairs.

D2a

This introduces expressions for describing locations. Ask students to match the expression with the picture and write the number of the picture in the box.

Key

1. next door / next to
2. opposite my house
3. in my street
4. round the corner

D2b

Ask students to draw a simple map of the place where they live and include three things that are nearby. As an example, draw a map of your own street on the board and add three places, such as a bus stop, a baker's, etc. While students are drawing their maps, walk around and help them with words they need. Collect these words on the board so that all the students can see them and can understand each other in the next activity.

D2c

After completing the drawing, students explain their map to their partner using the expressions *there is* and *there are*. As an example, point to your own map on the board and explain it by saying *There's a just round the corner. There's a just opposite my house.*

D3a

This activity familiarizes students with strategies they can use when they don't understand something. The recording is of a realistic situation: a non-native speaker asks if there's a restaurant nearby and cannot understand the answer. Students can easily identify with this and will be less self-conscious in this situation.

First have one student read the list of sentences out loud. Then students listen to the recording and tick the questions they hear. It may be necessary to play the recording twice.

Tapescript (CD 1/Track 4)

Elisa: Excuse me, is there a restaurant near here?
Local person (1): Sorry. I don't know.
Elisa: Excuse me, is there a restaurant near here?
Local person (2): Hmm, a restaurant, I'm not sure, let me think... Oh yes, I know, there is a very nice little restaurant near the river, but it's a long way from here and it's not ...
Elisa: Sorry, can you speak a bit more slowly, please?
Local person (2): Oh sorry. There's a very nice restaurant near the river, but it's not cheap.
Elisa: Sorry. What's *not cheap*?
Local person (2): *Not cheap* is expensive. £100 is expensive. Not cheap.
Elisa: Ah, yes. Expensive. No, that's not good.
Local person (2): Well, there's a sandwich bar in the High Street, if that's OK for you. It's not far from here, just round the corner, on the left.
Elisa: Sorry, can you repeat that, please?
Local person (2): Sure. There's a sandwich bar in the High Street. It's just round the corner, on the left.
Elisa: Thank you very much.
Local person (2): You're welcome.

Key

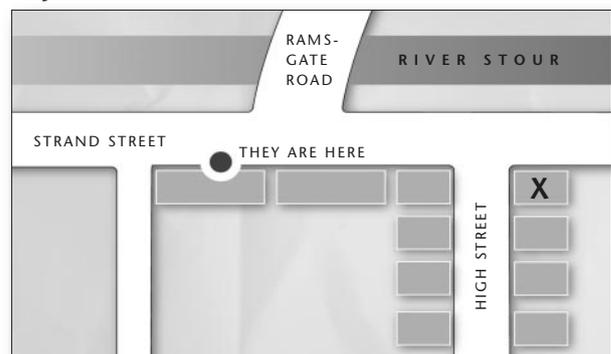
1 – 2 – 3 – 6

Point out the use of the phrase *Just round the corner* in the **Focus on spoken English** box. Refer to Tip 3 on page 16 and ask a student to read it out loud.

D3b

Students listen to the recording again but with a different task. They mark the location of the sandwich bar in High Street. The new phrase *on the left* is introduced. Make sure that they have marked the correct area on the map and then have students look at the **Focus on vocabulary** box and practise the phrases.

Key



→ **Language**

German students will probably say *on the right side, on the left side**. Point out that in English you say *on the right-hand side* and *on the right*, but not *on the right side**.

(* indicates incorrect usage)

D4

This is a consolidation of what has been done so far in Aspect D. Refer to the **Focus on grammar** box which explains the use of *one* as a pronoun for something already mentioned. Then do the role-play.

Find some examples of well-known streets in your town, such as the area around your school, or a well-known shopping street. Choose one of the streets and say exactly where you are in this street. Then act out the dialogue with a good student who knows the street by asking him or her, "Excuse me, is there a bookshop near here?" When everybody has understood the procedure, students do this activity in pairs. Encourage students to act, one person perhaps pretending to be a native speaker and speaking very fast or mumbling, requiring the other to ask questions like those in D3a.

PLUS ASPECTS

Aspect E It's a boring town

Aims

- to practise giving reasons for liking or disliking a place
- to use the target language to read and write a short poem

E1

In pairs students discuss and decide which name is not a name of a town.

 **Key**

Boring is not the name of a place.
 Lost is a village in Scotland.
 Nokia is a town in Finland.
 Batman is a town in Turkey.
 Mousehole (pronounced Mowzel) is a village in the south-west of England.
 Eighty Four is a town in Pennsylvania, USA.
 Cucumber is a town in West Virginia, USA.
 Why is a small town in Arizona, USA.

E2a

One student reads out the note about Why, Arizona on the right-hand side of the page and all the students talk about the origin and/or the meaning of the name of their home town.

E2b

Have three different students each read one of the poems out loud. Then ask the class to complete the sentences below each photograph.

 **Key**

1. cinema
2. golf course
3. lots of Internet cafés

→ **Teaching tip**

Point out that using poetry in the course is an invitation to have a look at a (foreign) language in a relaxed and creative way. Rhymes are not necessary.

E3a

In groups, students choose a town and say why they think the town is boring or exciting.

E3b

Using the poem in E2b as an example, together with the ideas generated in E3a, each group writes a poem about their boring or exciting town.

E3c

Have students read out their poems and choose the one they like best; applause or small prizes for the winners.

Aspect F Homes in other countries

Aims

- to provide further practice in giving reasons
- to personalize the new language

F1a

In pairs, students look at the photos and guess which picture is which place. Encourage students to give reasons for their decision as in the example.

 **Key**

- (1) Ecuador, (2) Mykonos, (3) Malaysia

F1b

Students read the three texts and fill in the missing words. They compare their answers with their partner.

F1c

Students listen to the recording and check their answers.

 **Tapescript (CD 1/Track 5) and key**

1.

My name is Miguel and I'm from Ecuador, so I speak Spanish. I live in a small village not far from the Andes. I love the village because the countryside is beautiful, but my children don't like it because there's no Internet café there.

2.

My name's Siti Salmah. I'm from Kuala Lumpur, but I live with my family in a small, quiet village in the north of Malaysia on the river Perak. I speak Malay and a little English. There's a coffee shop opposite my house. Actually, there are two coffee shops in my village and there's a medical centre and a primary school, too. I like it, but my children don't like it because they like films and there's no cinema in the village.

3.

Hello. My first name is Stavros and my family name is Gabrielitos. I live on the island of Mykonos. I like the island in the winter, but I don't like it in the summer because it's very busy and there are a lot of tourists. My children love it then because there are parties on the beach every night.

F2a

Students recycle what they have just heard, personalize it and use the vocabulary from the unit in written form. In pairs, have students choose a city in another country, imagine living there and create a short text about this place omitting the name of the city. Tell them that the aim of this activity is to make a quiz for another pair who should guess which city they are describing.

F2b

Students read their texts to another pair who guess which city it is.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The webcode for this unit which will take you directly to the relevant web pages is XA21T01.