

## Unit 1

### MY ENGLISH CLASS

#### Core Aspects

- A I know words in English
- B The language school
- C I'm from Germany
- D See you next week

#### Plus Aspects

- E Names
- F Classroom language

#### Can do's:

- I can introduce myself and others.
- I can ask where someone is from.
- I can say where I'm from.
- I can ask what someone is called.
- I can say goodbye.
- I can describe my English course a little.

#### Communication

- Introducing yourself and other people
- Saying where you are from
- Saying where people are from
- Saying hello and goodbye

#### Grammar

- Present simple
- Pronouns (I/my, you/your, we/our)
- Short forms (I'm, we're)
- Question and short answers
- Singular and plural nouns

#### Vocabulary

- English (international) words, countries and nationalities,
- English language schools, classroom language

#### Exploring learning – learner types

- Pictures
- Move and learn
- Word wheels
- Listen and learn
- Draw and learn
- Word cards

#### Icebreaker

##### Aims

- to get to know the class yourself and to help students get to know each other
- to establish a sense of class harmony right from the start of the course
- to establish English as the main language of communication in the classroom between yourself and students and between students themselves

(Approximate timing: 5-10 min.)

As this is probably your first lesson with the class, it is important to set up a friendly and relaxed atmosphere.

While students are arriving, write your name on the board/OHP. As they arrive, greet each one individually with "Good morning/afternoon/evening". When everyone is there, introduce yourself to the class: "My name's \_\_\_\_\_. Welcome to the English course". Then walk around the class meeting and greeting each student individually with "Hello. My name's/I'm \_\_\_\_\_", and then asking "And you?" to elicit students' names.

Once you have met everyone, write on the board/OHP: "Hello. My name's \_\_\_\_\_. / I'm \_\_\_\_\_". Ask students to stand up and walk around the classroom, meeting and greeting each other as you have just done. Mingle with the students as they do this, introducing yourself to any of them that you haven't spoken to yet.

## Aspect A I know English words

### Aims

- to show students that they already know some English words (they “can do”)
- to introduce the concept of linking learning with movement (kinaesthesia)
- to introduce the concept of “word groups” and “word wheels” as a means of learning vocabulary more effectively

(Approximate timing: 45 min.)

### A1a

Lead in by asking students to work in small groups of 3 or 4 and to brainstorm as many individual English words as they already know in 2 minutes. After two minutes, stop them and ask each group to read aloud their lists. Explain any words which others in the class don't know, writing them on the board/OHP if necessary.

Explain, in German if necessary, that the first activities in this Aspect aim to show students that they all already know some English. This helps to establish a positive attitude to learning English right from the start.

Give students a couple of minutes to work together, pointing at each of the pictures of the things they know in English and saying the word to their partner. Walk around and monitor pronunciation, though don't correct every little mistake at this early stage as this will undermine confidence in speaking. Go through the answers together by holding your book up to the class and pointing at each object, asking “What is it?”. Elicit as many words as you can from students, but tell them not to worry at this stage if there are certain ones they don't know (these will be introduced in A2a), as it is most important to focus on what you do already know.



### Key

table, teacher, pencil, CD player, board marker, computer, student, paper, mouse, chair, CD, whiteboard

### → Teaching tip

At the beginning of a course, students will naturally want to work with someone they know or with one of the people sitting next to them. As the course progresses, try to encourage them to work with other people in the class rather than always with the same partner(s). Besides allowing students to

get to know each other better, thus fostering a sense of class harmony, it is also important when learning a language to interact with different people of different abilities. If you find that students are reluctant to find a different partner, you could write the same numbers on two sets of slips of paper (i.e. two sets with 1 on them, two sets with 2, etc. according to the number of students in your class) and ask each student to take one slip of paper alternately from the two piles. The students who draw the same number should then work together.

As students are not yet familiar with the *Tipps zum Lernen* feature at the end of each unit, look together at this section on p. 16 and in the first few lessons try to plan time to integrate the *TIPPS* into your lesson. Tell students that there are references throughout each unit to the *Exploring learning* section, which can be found at the end of the unit. Briefly explain the general concept of the *TIPPS* – they provide ideas for students to try out which can help them learn different aspects of English more effectively. As every learner has an individual way of learning, students should try out each tip and select the ones they find most effective for them.

As an example, read through *TIPP 1* on p. 16 together. Point out that many learners find it easier to learn vocabulary items when they have the word and a picture of the object together, as they have just experienced during the activity.

Remind students to look at the *TIPPS* during the course and at home and try them out as part of their individual learning strategy.

### A1b

The aim of this activity is to match the objects in the pictures to make pairs, as in the example 1B/4A (teacher/student). Students continue as in a domino game, looking next for a match to the 4B domino and so on. When the pictures have all been matched, check the order of the domino cards by writing them on the board/OHP.



### Key

1A/1B – 4A/4B – 2A/2B – 5A/5B – 3A/3B – 6A/6B

### A2a

Students are given further consolidation practice of the vocabulary with the focus here on writing. Give students a couple of minutes to form the word pairs from the words in the box, then check the answers together.



### Key (possible answers)

table – chair; teacher – student; paper – pencil; CD player – CD; whiteboard – board marker; computer – mouse

### A2b

Students should listen and point or move to the object which they hear on the CD. Play the recording with pauses after each item to give students time to point/move.



### Tapescript / CD 1 Track 1

the board, a book, a CD player, a chair, a table, a student, the teacher, the door, a pencil, a board marker, a bag

#### → Extension activity 1

After playing the recording, you could practise the pronunciation of the words with the class by reading aloud each of the words as a model and getting the class to repeat each one after you in unison.

#### → Extension activity 2

You could provide further practice by asking one student to call out one of the items from the box and getting the other students to move to it or point at it. The student who is fastest to point at the correct item or arrive at the item could then call out the next item, and so on.

Look together at **TIPP 2** on p. 16. Explain that some learners assimilate vocabulary items more effectively when they combine saying or hearing the word with a movement (and the actual thing itself).

### A3

Give students about 5 minutes to brainstorm other English words which they know in groups of 3 or 4. Advise them to think of English words which they might have seen in their town or in advertising on posters or on TV, and words which are now part of the German language (e.g. Manager, Teenager, etc.). Walk around and help out with a few words, if necessary. Before you ask students for feedback, get them to do A4a first.

#### → Language

*Handy* is an English word but means “convenient” or “useful”. The correct word is *mobile (phone)* (British English) or *cell phone* (American English). Watch out for other seemingly English words which

are “false friends” and correct and explain where necessary.

#### → Extension activity

You could take photos of shops and other places around town whose names are English or which use English in their signs (e.g. *Copyshop*, *Chicken Döner*, etc.), print them and bring them in to illustrate that English is in everyday use all around your students. Alternatively, you could bring in product packaging or advertisements from newspapers and magazines which include English. You could then discuss what the English means with students. This opens students’ eyes to just how much English is in everyday use in their own country and to how much they already know, perhaps without realising it. This helps students to reflect positively on what they “can do”, rather than on thinking that they don’t know anything. You could also encourage students to look around the place where they live and to report back on any words and phrases which they come across at the beginning of the following lessons. This could be an on-going, learner-autonomous resource which enriches students’ vocabulary while also increasing their awareness of how English is used in real, concrete situations in their own country.

### A4a

The aim of this and the next two activities is to show students that making random lists of unconnected words (e.g. in a vocabulary book) is often not very helpful. This activity encourages students to create word groups based around a connected theme or to put words in categories – here in the example, food. Naturally, some of the words students have come up with will not fit into a category – tell them that they needn’t worry about those words, but should rather be creative in finding possible categories for as many of their words as possible.

### A4b

This introduces “word wheels”, a simplified version of the mindmap, which can also be used to learn vocabulary more effectively. Word wheels combine words with a pictorial/visual element (the central circle containing the theme and lines connecting the thematically-related words) which activates and connects the visually-oriented and lexically-oriented parts of the brain. Students should be encouraged to design their own individual style of word wheel

which best suits them personally. However, emphasise that word wheels must be clear and uncomplicated. Equally, drawing and completing word wheels alone is only the first step to learning the words. Students should look at their word wheels regularly (e.g. every day on the train to work) until they have learnt the words.

#### A4c

Here students are asked to be creative and make their own word wheels using the words which they brainstormed as a group in A3, as in the examples given. To begin, ask students to complete the example word wheels, then give them about 5 minutes to design their own and show it to another group for them to fill in the missing words. The aim of this activity is not necessarily only to guess the unifying theme (i.e. the central category word in the word wheel), but to guess or add words which fall into the same category as the ones already provided by the group. To help students with the central category words, you should ask students to tell you in German any word they don't know and provide them with the correct English word(s).

Look together at **TIPP 3** on p. 16 to summarise what students have just done in practice. Encourage students to create word wheels rather than lists for each of the topics which they encounter in the book and in class as the course progresses. Emphasise that they should do this themselves at home as part of their own individual learning as this fosters the notion of learner autonomy right from the start.

#### → Portfolio

Students' word wheels can also form part of their personal **Language Portfolio**. For more information on the *European Language Portfolio*, see the **Introduction** to this *Teacher's Guide*, pp. 11-12, or the **Companion** booklet, pp. 144-145.

## Aspect B The language school

### Aims

- to introduce and practise saying hello and meeting people
- to introduce and practise introducing yourself and others

- to introduce the difference between *I* and *my*
- to meet other members of the class

(Approximate timing: 45 min.)

### B1

Before playing the recording, ask students to look at the ads so that they know something about each language school.

Advise students that they needn't understand every word on the recording, but should focus only on finding out the information which they need to answer the question (i.e. the name of Patrick's language school).

Play the recording, twice if necessary, then ask an individual student to complete the sentence under the ads orally.



### Tapescript / CD 1 Track 2

Hi, good evening, everybody! Welcome to The Atlantic School of English! My name's Patrick Kelly and this is my colleague Amy Green. We're your English teachers this week. First of all, we would like to wish you a nice stay in Dublin and...



### Key

The Atlantic School of English

### B2

Basic introductions and giving simple personal information are introduced here.

Give students a couple of minutes to tick the boxes which they think are correct, then play the recording once for them to check their answers.



### Tapescript / CD 1 Track 3

*Patrick:* Hello, my name's Patrick. What's your name?

*Laura:* Hi, I'm Laura.

*Patrick:* Where are you from, Laura?

*Laura:* I'm from Italy.

*Patrick:* Oh, that's nice. – Laura, this is my colleague, Amy.

*Laura:* Sorry, what's your name?

*Amy:* It's Amy.

*Laura:* Ah, OK. Hello Amy, nice to meet you.



### Key

- a) Hi, I'm Laura.
- b) I'm from Italy.
- c) Nice to meet you.

Look at **TIPP 4** together. Explain that some people learn best when they listen to something repeatedly. Remind students that they have all of the recordings from the book on the CDs, and encourage them to practise at home by listening again to the texts which they listened to in class. Point out the CD symbol in the margin of the page and the numbering system for the CDs and their tracks. They should also listen to each track and as far as possible repeat what they have just heard aloud to themselves or to another learner from the course. This practises both listening and speaking and reinforces the pronunciation and intonation of oral English.

Look together at the **Focus on grammar** box and elicit what the difference is between *I/you* and *my/your* (*I/you* = is followed by a verb and *my/your* = is followed by a noun).

→ **Teaching tip**

Try to explain grammatical items in English by using examples. You can use the examples given in the **Focus on grammar** boxes in the coursebook and further examples of your own which you write on the board/OHP. However, at this stage of the course it is important to be realistic and if it becomes apparent that students do not understand, it is perfectly acceptable to summarise the grammar in German by pointing out equivalents (e.g. here *I* corresponds to *ich* and *my* to *mein(e)*, etc.) and to use the **Companion** booklet for further clarification. However, as the course progresses, try to minimise the use of German when explaining grammatical items as far as is realistic.

At this point, it is also worth pointing out to students that there is a cross-reference in the left-hand margin which tells them where they can find further clarification and examples of the grammar in each unit in the **Companion** booklet. Encourage students to use the **Companion** booklet in class if they feel they need further explanation of specific grammar points, and when learning at home as this further fosters learner autonomy.

**B3**

Give students a minute or so to put the dialogue in the correct order, then play the recording once to check the answers.



**Tapescript and Key / CD 1 Track 4**

*Amy:* Hello, my name's Amy. What's your name?  
*Tina:* Hi Amy, my name's Tina and this is Gabi.  
*Amy:* Nice to meet you.

Draw students' attention to the **Focus on spoken English** box to clarify the meaning of *Nice to meet you*. Then explain that, after having met someone for the first time, it is then usual to ask *How are you?*

You could then get students to practise the dialogue orally in pairs.

**B4a**

Students personalise what they have just done in B3. After they have worked in pairs, look together at the **Focus on vocabulary** box in preparation for B4b.

**B4b**

Ask a few students to introduce themselves and their partner to you and the rest of the class. You could then repeat B4a and this activity by getting students to stand up and move around the classroom introducing themselves to the other students. They should do this without books. At the end of the activity, tell them to remain standing with a different person they have just met. Ask a few different students to introduce that person to the rest of the class.

→ **Teaching tip**

In this kind of milling activity, you should mingle with the students yourself. This creates a relaxed learning atmosphere where you do not place yourself outside, or even "above", the group, but become part of the group by getting involved. Students also see that what they are doing is authentic.

**B4c**

Students should return to their seats and write down as many names of the students in the class as they can remember. Alternatively, you could give students pieces of A4-sized card and ask them to write down the name of one person they remember as fast as they can, fold it in two and place it in front of the relevant person. This should be repeated until everyone receives a card from another student.

## Aspect C I'm from Germany

### Aims

- to introduce and practise countries and nationalities vocabulary
- to practise how to ask and say which country you and other people are from and what nationality you/they are
- to increase awareness of word stress to aid pronunciation
- to introduce basic questions with *to be*: *Are you English? / Where are you from?* and basic yes/no answers

(Approximate timing: 45 min.)

### C1a

As a lead-in, ask students to keep their books closed and to call out as many countries they know in English. Write the correct ones on the board/OHP. You could then ask students to tell you what the corresponding nationalities are if they can, and write these beside the country words on the board/OHP.

Ask students to open their books at p. 12 and to look at the activity. Give students a few minutes to match as many of the flags and countries as they can, then go through the answers together orally so that students hear the correct pronunciation of each country.



### Key

Japan, Spain, Austria, Switzerland, Italy, Poland, Germany, Scotland, Ireland.

### → Extension activity

To practise the pronunciation of each country, you could read each one aloud and get students to repeat in unison. Then you could move around the room holding the coursebook in front of you, point at a flag on the page, ask "What country is it?" and elicit the answers from individual students.

### C1b

You could bring in coloured pens for this activity for students to sketch their flag. If they aren't available, students should simply draw the design of a flag they know, show it to their partner and see if he/she can name the country. You should write the countries which the students come up with on the board/OHP, saying each one aloud for the pronunciation.

Look together at **TIPP 5** on p.16 and encourage students to try out the tip to see if they are more visual learners and can learn more effectively if they draw pictures of the words they want to learn.

### C2

Allow students a couple of minutes to match the cities and countries in pairs. Then go through the answers together orally, again to present the correct pronunciation.



### Key

Milan – Italy; Dublin – Ireland;  
Cologne – Germany; Barcelona – Spain; Warsaw – Poland; Glasgow – Scotland; Salzburg – Austria; Zurich – Switzerland; Tokyo – Japan

### C3a

This activity introduces nationalities. Give students a few minutes to complete the table, then go through the answers together.



### Key

Italy – Italian; Germany – German; Spain – Spanish; Poland – Polish; England – English; Japan – Japanese

### → Language

Emphasise to students that nationalities and languages are *always* capitalised in English (e.g. Italian, German, etc.).

### C3b

Here, students are asked to apply what they have just learnt about stressed syllables. They should listen to the recording and underline the syllable in the nationality words where the stress lies, as in the example.

Play the recording once with pauses between each nationality word so that they have time to underline.

To check the answers, write the nationality words on the board/OHP and ask individual students to pronounce each word, stressing the relevant syllable, and you underline it. Alternatively, you could ask individual students to come to the board/OHP, say the nationality word and underline the stressed syllable themselves.



## Tapescript / CD 1 Track 5

Italian; German; Spanish; Polish; English; Japanese

### Key

Italian; German; Spanish; Polish; English; Japanese

For further consolidation of the pronunciation, you could say each country and nationality in C3a aloud and get students to repeat after you in unison.

### C3c

Encourage them to swap roles during the activity. While students are working in groups, walk around and monitor their pronunciation and correct individually where necessary.

### C4

Play the recording, twice if necessary. Then check the answers together by asking individual students to call out the country or nationality. Again, monitor students' pronunciation, and correct where necessary.

## Tapescript / CD 1 Track 6

*Tina:* Amy, you're our English teacher, too, right?

*Amy:* Yes. That's right.

*Tina:* Are you Irish?

*Amy:* Well, actually I'm not, I'm English. I come from Manchester. Where are you from Tina?

*Tina:* From Switzerland, from Zurich.

*Amy:* Oh, that's nice! I love Switzerland! And what about you, Gabi? Where are you from?

*Gabi:* I'm German, from Cologne.

### Key

Amy – English – England; Tina – Swiss – Switzerland; Gabi – German – Germany

Look together at the **Focus on grammar** box, which introduces the question form with the verb *to be* and the short *yes/no* answers, which students have just heard on the recording.

Emphasise that *Yes, I am* is always spoken as three separate words and cannot be used in the short form *Yes, I'm*.

You could then practise this with the class by asking individual students the question "Are you (Polish, etc.)?" and eliciting the *yes/no* answer.

### C5

After asking students "Are you (Polish, etc.)?" from C4, lead in to this activity by asking them "Where are you from?". Listen out for the typical mistake "Polish", and if this seems to be a general problem, explain that we answer the question "Where are you from?" with the country, not the nationality (i.e. Poland).

It is often more natural for native speakers to answer the question *Where are you from?* with the town or country only.

Students should first work in pairs, then you could ask them to walk around the classroom asking and answering. Encourage them to use the two questions while they are circulating.

### C6

Students should draw their plans and fill in as many names and nationalities as they can remember. If they can't remember someone's name or nationality, they should walk over to the person and ask them in English.

### → Portfolio

Students' plans could be included in their personal **Language Portfolio**. For more information on the *European Language Portfolio*, see the **Introduction**, pp. 11-12, or the **Companion** booklet, pp. 144-145.

## Aspect D See you next week!

### Aims

- to practise reading for specific information
- to introduce *we / our*
- to introduce plural formation (*-s / -ies*)
- to write a short description of the English class
- to learn how to say goodbye at the end of the lesson

(Approximate timing: 45 min.)

### D1

This activity introduces students to reading a text for specific information in a realistic context. Students should first guess what the information might be. Then give them a few minutes to read the text and check if they were right. Explain to students that they needn't understand every word of the text, but should just try to find out the information to complete the task. If they need help

while reading, advise them to use the vocabulary section at the back of the Student's Book (pp. 179-185).



### Key

Country: Ireland; City: Dublin

Look together at the **Focus on grammar** box and elicit the meaning of *we/our* from students. To explain this, mime *I* (point to yourself), *you* (point to a student) and then *we* (open your arms to include yourself and all the students). You could also remind them of *I/my* and *you/your* from B4a.

### D2

Here, reading skills are practised further. Students are asked to read for specific information. Again, they shouldn't worry if they don't understand every word – they only need to focus on finding the information about where the students in Laura's class come from.



### Key

Japan, Germany, Spain, Poland

Look together at the **Focus on grammar** box. Explain that most English words form their plurals by simply adding *-s*. However, there are some words where the ending changes, as here with *country* → *countries*, which they should try to remember. Explain the rule that, if a word ends in a consonant + *y*, then the *y* is removed and the plural is *-ies*.

Refer students to **TIPP 6** and encourage them to visit the NEXT website regularly as part of their own autonomous learning process for extra practice activities and learning tips. Word cards are a useful aid to learning vocabulary and come in a variety of different forms. The basic concept is for students to write words which they want to learn on cards. On one side they write the English word and on the other the German translation. They can then take these cards with them, for example on the way to work, and learn the words by reading each card. Alternatively, and this should be encouraged as students progress through the course, they should write an exemplary sentence in which the meaning of the English word is clear instead of the German translation. These cards can then be kept in a box which is divided into three sections: (1) new words which students should look at every day; (2) words

which students feel they have learnt and which they should revise once a week; (3) words which students feel confident they have learnt and which should be revised once a month.

### D3a

Students should use the sentences given as a model for their own sentences. Allow them about 5 minutes to write their sentences, then ask individual students to read aloud what they wrote.

### D3b

Students should complete the email following the model in D2.

Encourage students to correspond via email with someone else from the course. This is an authentic and effective way of applying what they have learnt in the classroom, and further fosters learner autonomy.

Look together at the **Focus on grammar** box and explain that in informal and spoken English it is natural to use the short forms *I'm* and *we're*.

### D4a

Allow students a few minutes to rearrange the words. They can also do this with a partner if necessary.

### D4b

Play the recording once to check the correct order of the words. Then play the recording a second time so that students can number the phrases in the order they hear them.



### Tapescript / CD 1 Track 7

Have a nice evening!

Thanks. Bye-bye.

Bye for now. See you later.

Bye-bye, Patrick.

See you next week! Good night, Tina.

Good night, Gabi.



### Key

(3) See you next week!

(1) Have a nice evening!

(2) See you later.

### D5

Allow students about a minute to complete the word wheel with the phrases from D4a.



Look at the **Focus on spoken English** box and explain that *bye-bye* or *bye* is often heard in informal situations.

### D6

To end the lesson, students should use one of the phrases they have just encountered as they leave.

Encourage students to reply and say goodbye to the other students.

From the next lesson, encourage students at the start and end to say *hello/good morning/good evening* and *goodbye/bye-bye/see you (next week)* to establish this as the way each lesson of the rest of course will always begin and end.

### Homestudy

In the **Student's Book** there are cross-reference links in the left-hand margin to **Homestudy** activities for further practice of specific points.

### Exploring page

The **Exploring** page assesses what students have learnt. For information about how to integrate the **Exploring** page, with its links to **Homestudy** and other materials, into your lessons, see the **Introduction**, pp. 9-10.

In this Unit the first of the blue boxes at the bottom of the page contains a cross-reference to the **Companion** where you will find some ideas of how students can assess their own progress. These will help them understand how the NEXT course is designed to work.

The second blue box contains ideas for the students to try out outside the classroom. We all know how important for students to do something between the lessons – homework, learning vocabulary, practising their English, etc. We also know, however, how difficult it is for most of us when we're students to get down to doing these things. You can encourage your class by talking about these ideas and then following up the next time to see if anybody tried any of them.

## PLUS SECTION

(Approximate timing: 45 min.)

### Aspect E Names

#### Aims

- to provide further practice of countries and nationalities vocabulary
- to get students to talk about typical and unusual names

#### E1a

Students match each name to the country in which they are typical.

#### Key

Pablo – Spain; Jurek – Poland; Giovanna – Italy; Fabienne – France; Natasha – Russia; Yuki – Japan; Sabine – Germany; Patrick – Ireland; Nancy – England; Yüksel – Turkey

#### E2a

Allow students a few minutes to write down the names, then ask students to read their lists aloud to the rest of the class.

#### E2b

Ask students to work in pairs and speculate about which names they think are popular in the UK.

#### E2c

Play the recording, twice if necessary. Then check the answers together.



#### Tapescript / CD 1 Track 8

C. *Ashton*: Excuse me, madam, I'm Clarissa Ashton from City Market Research. Do you have a minute?

*Woman*: Yeah, sure.

C. *Ashton*: What girl's name do you like best?

*Woman*: I like short names, like Grace or Kate.

C. *Ashton*: Do you know which girl's name is the most popular in the UK at the moment?

*Woman*: Well, I guess it could be Madonna!

C. *Ashton*: No, it's Jessica, Jessica is number one on the Top Ten List, followed by Emily and Sophie.

*Woman*: Jessica? That's nice! What about names for boys? I suppose that Jack is still very popular.

- C. *Ashton*: Yeah, that's right – the top three names for boys in the UK are Jack, Joshua and Thomas.  
*Woman*: That's interesting! My son's name is Joshua.  
 C. *Ashton*: Thank you, madam and have a nice day. Bye, bye.  
*Woman*: Bye.

 **Key**

1. Jessica; 2. Emily; 3. Sophie  
 1. Jack; 2. Joshua; 3. Thomas

**E2d**

Students should work with their partner and talk about which names are the same in their country.

**E2e**

Ask individual students to say which names they think are popular in their country/area. This could lead to some interesting cross-regional and cross-cultural discussion.

**E3a**

This activity provides further practice of reading for specific information. Tell students that they needn't understand every word of the text, but should focus on finding the first name of the person on the business card.

 **Key**

Peanuts

**E3b**

Let students tell their partner about an unusual name for a couple of minutes, then ask individual students to tell the class.

**Aspect F Classroom language****Aims**

- to introduce spoken and written instructions in the classroom
- to familiarise students with written instructions in the coursebook and spoken instructions from the teacher
- to create a classroom environment in which English is the sole language of communication

**F1**

The aim of this Aspect is to familiarise students with the written and spoken instructions they will come across during the course so that the teacher will eventually be able to give all instructions to the class only in English.

Allow students a couple of minutes to match the instruction verbs with the pictures, then check the answers together, making sure that students understand what each verb means.

 **Key**

- a. write; b. tick; c. number; d. read; e. look at; f. listen to; g. say

**F2**

This activity draws students' attention to the instructions which frequently appear throughout the coursebook.

Allow students about 5 minutes to find the instructions and complete the sentences. Then check the answers together orally, again making sure that all students understand what each expression means.

 **Key (possible answers)**

- Read the text.  
 Write an email.  
 Listen to the dialogue.  
 Look at the pictures.  
 Tick the right answer.  
 Say the words.  
 Number the expressions.

**F3**

Ask students first to listen and complete the instructions. Play the recording, twice if necessary, with pauses after each instruction to give students time to write down the missing words.

Then get students into pairs and they should take it in turns to read out one of the instructions to their partner and he/she must act it out.

---

 **Tapescript / CD 1 Track 9**

1. Write your name.
2. Say "Hi" to your partner.
3. Read the name of this lesson.
4. Look at the board.
5. Number the instructions in F2.

 **Key**

1. Write; 2. Say; 3. Read; 4. Look; 5. Number

**F4**

Allow students about 5 minutes to write their instructions and 5 minutes to read them out to their partner and for their partner to follow them. If they need help writing their instructions, advise them to look back at Unit 1 and find further instructions used in the unit.

You could then ask a couple of individual students to read out one of their instructions which the class then acts out.

The Companion booklet has a second vocabulary section called the *Phrasebank*. This contains vocabulary and phrases from the Student's Book grouped thematically. On p. 130 you will find a page of classroom language, as practised in Aspect F and as featured on the NEXT name cards. Make sure that your students are familiar with this section of the Companion and draw attention to the following sections as they become relevant during the course.

**Extra materials**

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The *web code* for this unit which will take you directly to the relevant web pages is **XA1T01**.