

Unit 2

FRIENDS AND COLLEAGUES

Core Aspects

- A Friends
- B Phone number and names
- C Colleagues
- D The whisky shop

Plus Aspects

- E Who wants to be a millionaire? – the quiz show
- F Numbers and Feng Shui

Can do's:

- I can say where someone lives.
- I can say where someone comes from.
- I can say what someone's job is.
- I can say what someone is called.
- I can ask for and say telephone numbers.
- I can understand and write down telephone numbers.
- I can spell words.
- I can ask how someone is.

Communication

- Saying where people live and what they do
- Asking for and giving telephone numbers
- Spelling names
- Asking how people are
- Asking for help
- Finding out what people can do

Grammar

- Present simple
- Pronouns (she/her, he/his, they/their)
- Verbs in the 3rd person singular
- Indefinite articles (a/an)
- Questions with "what ...?"
- Questions with "Can ...?" and short answers

Vocabulary

- Talking about people
- Numbers 1-20
- Letters of the alphabet

Exploring learning – asking for help (1)

- What's it in German?
- What's it in English?
- Asking for help

Icebreaker

Aims

- to revise countries and nationalities from the previous unit
- to revise and practise the pronunciation of countries and nationalities

(Approximate timing: 5-10 min)

Write these items in a vertical list on the left-hand side of the board/OHP in this order: *Big Ben, spaghetti, Mercedes, Milka, kilt, dirndl, origami, Guinness, flamenco.*

Then write these countries in a vertical list on the right-hand side of the board/OHP in this order: *Ireland, Japan, Germany, Spain, England, Italy, Scotland, Switzerland, Austria.* To make this more challenging, you could replace the words with pictures of the countries' flags.

Tell students that you are going to ask some of them to come to the board/OHP and draw a line from an item to the country it is from, then say the nationality and the country. Do an example first yourself with *Big Ben* and *England*. Draw the line from *Big Ben* to *England* and say to the class "It's from England. It's English."

Invite individual students to come to the board/OHP and draw a line connecting the items with the corresponding country. Students should then say "It's from (Germany). It's (German)". Pay particular attention to pronunciation and correct individually where necessary.

Aspect A Friends

Aims

- to practise reading for specific personal information
- to introduce and practise the subject pronouns *he/she/it* and the possessive pronouns *his/her*
- to introduce and practise the present simple in the 3rd person singular with the “-s” ending
- to introduce how to ask for words in English

(Approximate timing: 45 min.)

A1a

Play the recording once and let students decide in pairs where they think the music is from. If you have more able students, you could ask them to discuss their reasons briefly. Then ask a student for the answer.



Tapescript / CD 1 Track 15

“Mull o’ the Mountain” by Deirdre Campbell-Shaw



Key

from Scotland

A1b

Allow students a couple of minutes to complete the information, then check the answers together.



Key

Scotland; English

→ Culture

Scots has been officially recognised as a distinct language since 1998. It is the language perhaps best known through the work of the poet Robbie Burns. Gaelic (pronounced “gallic”) is a Celtic language still spoken by 58,650 people (2001 General Census of Scotland), though some estimates are as high as 86,000 (2% of the population), mainly in the Outer Hebrides, the Western Isles, the Central belt, the northern Hebridean islands and the northern Highlands regions. For more information on Scotland generally, see www.visitscotland.com.

A2a

(15 min.)

This activity practises reading texts for specific information. Advise students first to read each text all the way through quickly to get a general idea about what each one is about. Remind them that they needn’t understand every word. Then they should look back at each text and find the information which they need to complete the task.

You should avoid answering queries about unfamiliar words at this stage as it is important for students to tackle this kind of task themselves to foster an atmosphere of independent learning. Activity A2c provides students with an opportunity to ask each other or you what the meaning of any unknown words is.

Allow students about ten minutes to read the texts and complete the information. While students are working, walk around and help out where necessary. Then go through the answers together.



Key

name: Deirdre
comes from: Edinburgh
job: soprano singer
lives in: 20 km from Hamburg
married? no
children? no
favourite drink: Scotch

name: Andy
comes from: Shetland
job: manager
lives in: Hamburg
married? yes
children? yes, two
favourite drink: tea

Look together at the **Focus on spoken English** box which highlights the use of “great” in informal English. The word “great” is a “3-star” word according to the *Bloomsbury Corpus of World English*, which means that it appears in the 2,500 most frequently used words in the English language. For more information on the *Bloomsbury Corpus of World English* and the integration of 1-, 2-, and 3-star words into the **NEXT** series, see the **Introduction** (p. 6 and p. 9).

Read the **Focus on grammar** box together and make sure students understand that *he/she/it is/isn’t* is the verb *to be* in the 3rd person singular form. To aid comprehension, ask students what the *I* and *we*

forms of the verb *to be* are (which they encountered in Unit 1). This helps students to reflect on how the language works and discover and apply grammatical rules for themselves.

Similarly, look at the *his/her* examples in the box. Ask students which other related words they know from Unit 1 (*my/your/our*). Explain that we use *his* when referring to a man and *her* when referring to a woman.

A2b

This activity helps to consolidate the grammatical rules students have just seen in the **Focus on grammar** box.

Tell students that they should circle both the words *he/she/it/his/her* and the verb or noun which follows them. Allow them a couple of minutes to find and circle them, then ask individual students for examples and write them on the board/OHP beside *he/she/it* or *his/her*.

A2c

This vocabulary task introduces how to ask what words mean in English. This is a useful classroom phrase which should be encouraged from this point in the course whenever students have problems with vocabulary to increase the use of the target language during lessons. It is equally important to break down the inhibiting feeling which many students have, particularly at the beginning of a course, that they will sound “stupid” if they ask questions in front of the others, and to create a learning atmosphere in the classroom in which students feel that they can ask if they have problems.

→ Teaching tip

It is important from the start of the course to provide students with useful classroom phrases to help them during lesson time. In the longer term, this allows students to communicate mainly in English in lessons, thus maximising the use of the target language. Students can find useful classroom language on one side of the name cards provided with the coursebook, which you could point out to them at this point and encourage them to use. If you think students would benefit from further practice of similar phrases during lesson time, you can find a 45-minute lesson of useful activities in the Plus section, Unit 1, Aspect F in which

frequently occurring instructions from the coursebook are practised.

Give students a few minutes to find the words they don't understand and ask their partner or you. If you find that they ask you mostly, then you could do this activity as a class. You could then read **TIPP 1** on p. 24 to make it clear that students should always ask if they don't understand something.

A2d

Students should first try to complete the sentences from what they remember of the information in the texts in A2a. Then they should look back at the texts and check their answers. You could also go through the answers together.



Key

1. is; 2. is; 3. lives; 4. sings; 5. plays; 6. likes; 7. isn't; 8. is; 9. lives; 10. plays; 11. is; 12. teaches

→ Teaching tip

It is an important language-learning skill for learners to be able to discover grammatical rules for themselves, rather than simply being told “this is how it is”, so before looking together at the **Focus on grammar** box, ask students what each of the verbs in the task has in common (= they all end in *-s*). Then read the highlighted examples in the **Focus on grammar** box to reinforce this rule. Draw students' attention to the verb “teaches” and point out that some verbs need to add an *-es* ending to aid pronunciation. You needn't go into any further depth on this point as these verbs will appear as the course progresses and you can remind students of this rule at that point. However, with a more able class, you might briefly want to explain that verbs which end in *-ch*, *-o*, *-s*, *-sh*, and *-x* require an *-es* ending in the 3rd person (e.g. *teaches, goes, passes, washes, faxes*).

A3a

This activity personalises the use of the 3rd person singular by getting students to write about a friend. Allow them a few minutes to complete the diagram.

A3b

In pairs, students should show their partner their diagram and talk about their friend. If they have questions about any items of vocabulary, draw

students' attention to the classroom phrase "What's ... in English?" (*TIPP 2* on p. 24). Otherwise, as the main aim of this activity is to get students to speak freely, you should walk around the class, listen in but avoid interrupting to correct minor errors as this can undermine students' confidence.

→ **Teaching tip**

If you have more able students in your class who finish more quickly, you could ask them to give other information about their friend following the model provided in the information in the Deirdre and Andy texts in A2a.

After all pairs have finished, you could ask a couple of individual students to tell the rest of the class about their friend.

A3c

This consolidates what students have just done orally. However, particularly with a more able class, encourage them to write information other than simply what they have just talked about in A3a using the sentences in A2d as a model.

Allow a few minutes for students to write their sentences, then ask them to read them aloud to the rest of the class. If your class is too big to manage this, students could read aloud their sentences in groups of 4-6, then you could ask each group to report back on where students' friends are from.

Look together at the **Focus on grammar** box and elicit from students what the difference is between English and German when talking about people's jobs (= in English, we must use the indefinite article *a/an* before the job title: *She's a singer / Sie ist Sangerin*).

Ask students to work out why there are two possibilities *a* and *an* (= *a* is used when there is a consonant at the beginning of the word which follows, e.g. a singer; *an* is used if there is a vowel, e.g. an electrician). Tell them to be careful to use the correct possibility.

→ **Portfolio**

Students could include their descriptions of their friends in their personal **Language Portfolio**. For more information on the *European Language Portfolio*, see the **Introduction**, pp. 11-12, or the **Companion** booklet, pp. 144-152.

Aspect B Phone numbers and names

Aims

- to introduce and practise the numbers 1-20
- to introduce and practise the letters of the alphabet
- to practise asking for and giving personal information
- to introduce and practise asking for help

(Approximate timing: 45 min.)

B1

Tell students that they should fill in as many of the numbers/words as they can, but shouldn't worry if there are some they don't know. Allow them a few minutes to complete the table and check with a partner, then go through the answers together orally, writing each missing number word on the board/OHP to give students the chance to write them down correctly.

 **Key**

2; three; 4; five; six; 7; 8; nine

You could then practise the pronunciation of the numbers together by reading aloud each one in sequence and getting students to repeat after you in unison.

B2a

Play the recording twice, if necessary. Students may initially have difficulty listening and writing, but this is an authentic task which many of them may encounter at work or when in English-speaking countries.



Tapescript / CD 1 Track 16

Deirdre: Hi, Valérie! How are you?

Valérie: Hi, Deirdre. I'm fine, thanks. And you?

Deirdre: Very well, thanks. We're going to the cinema tomorrow. Would you and Paul like to come?

Valérie: Great! I'd love to come. I'll ask Paul, too. What time?

Deirdre: Em – can I phone you this evening?

Valérie: Yeah, sure!

Deirdre: What's your new phone number again, please?

Valérie: It's 040 – 558 74 61.

Deirdre: Sorry, can you repeat that, please? 040 ...?

Valérie: Sure – 040 – 558 74 61. But you can get me on my mobile.
 Deirdre: OK. What's the number?
 Valérie: 0170 – 306 69 75.
 Deirdre: Can you say that again? 0179 ...
 Valérie: No, it's 0170 – 306 69 75.
 Deirdre: Got it. Thanks. I'll phone you this evening. Bye.
 Valérie: Goodbye. See you tomorrow.

**Key**

040 - 55 87 461; 0170- 30 66 975

Look together at the *Focus on vocabulary* box. When counting, your students should use the word "zero" for 0, whereas if they are giving a phone number or the number on their credit card, they can say either "zero" or "oh". In Britain you will hear a lot of people who say "oh". In America, the tendency is more towards "zero".

→ **Culture**

English speakers say telephone numbers by giving each individual digit separately (i.e. 0-4-0-7-5-6-5-7-6-4), whereas it is common in German to group certain numbers (i.e. 0-4-0-75-65-7-6-4).

B2b

(Option 2:15 min.)

Depending on time and the size of your class, either (1) get students to work in groups of 5 and complete the table with names and numbers from the other four students in their group, or (2) ask students to copy a similar table onto a piece of paper with the corresponding number of columns for the number of students in the class, and get them to walk around the classroom asking and answering.

Some students may be reluctant to give their real telephone numbers, in which case tell them to think of an imaginary one and tell that to the students who ask them.

When students have completed the task, look together at the *Focus on grammar* box, which introduces the question word *what* with the verb *to be*. Ask them what *What's* is short for (= *What is*).

B3a

Give students a couple of minutes to match the numbers and words, then go through the answers together.

**Key**

11 – eleven; 12 – twelve; 13 – thirteen; 14 – fourteen; 15 – fifteen; 16 – sixteen; 17 – seventeen; 18 – eighteen; 19 – nineteen; 20 – twenty

B3b

Play the recording, twice if necessary, then go through the answers together.

Tapescript / CD 1 Track 17

eleven – nineteen – four – six – thirteen – eight – twenty – fifteen – twelve – seventeen

**Key**

11; 19; 4; 6; 13; 8; 20; 15; 12; 17

B3c

While students are working in pairs, walk around and monitor pronunciation in particular. Listen out especially for the intonation of the *-teen* numbers (13, 14, etc.), where the stress usually lies on the final syllable (*thirteen*, *fourteen*, etc.), and correct individually. If there seems to be a general problem with pronunciation and intonation, you could say each number as a model and get the class to repeat after you in unison.

→ **Extension activity**

If you feel that students still require more practice of numbers, you could play a simple game of Bingo. Write down the numbers 1-20 on a piece of paper so that you can cross out each one when you have said it and don't repeat yourself. Ask students to write down any 5 numbers between 1 and 20. Tell them that you will read out numbers between 1 and 20 at random and if they have written down that number they should cross it off. When they have crossed off all 5 of their numbers, they should shout out *Bingo!* and they have won the game. To check that they have heard correctly, ask the winning student to read his/her numbers back to you.

B4a

This activity introduces the letters of the alphabet and sound groups. Students should simply listen and shouldn't try to fill in the missing letters at this stage.

Ask students to listen and look at each sound group. Play the recording once.

Tapescript / CD 1 Track 18

1. a h j k
2. b c d e g p t v
3. f l m n s x z
4. i y
5. o
6. q u w
7. r

Key

1. a; 2. e; 4. i; 5. o; 6. u

B4b

The letters of the alphabet are arranged into sound groups to help students learn them more easily. Draw students' attention to this by reading aloud the letters in number 3 in B4a and asking "What's the same in the way we say these letters?" (= the /e/ sound). Tell students to fill in the vowels *a, e, i, o, u* by reading them aloud to themselves and deciding which sound group they belong to. To check the answers, play the recording with pauses after each sound group so that students can repeat each sound group aloud in unison. After playing the recording, practise the alphabet orally with the whole class by saying each letter aloud and getting students to repeat after you in unison.

B4c

The vowel letters in English (*a, e, i, o, u*) are the most difficult to learn and the ones that cause the most confusion when spelling in English. This activity provides some simple key words to help students remember which letter has which sound.

You may also choose to work with the phonetic alphabet. In the long run, the phonetic alphabet is useful for students who want to go to use dictionaries as a learning tool. The alphabetical vocabulary at the back of the Student's Book has a phonetic transcription of all the vocabulary in the book.

Key

me – e; say – a; you – u; hi – i; oh – o

B5a

Students are provided with further listening practice of the alphabet in this activity. Play the recording twice if necessary. When you check the answers, get students to spell the name back to you and write it on the board/OHP.

Tapescript / CD 1 Track 19

- Hi, what's your first name again?
- It's Myriam. That's M – y – r – i – a – m.
- Thanks.

- Good morning! I'm Sarah Taylor – Sarah with an 'h' - S – a – r – a – h.

- You're Bridget, aren't you?
- Yes, that's right!
- Bridget, is that with one t or two?
- It's with one t.
- OK ...
- Let me spell it for you. It's B – r – i – d – g – e – t.
- Got it. Thanks.

- My name's Chris.
- K – r – i – s?
- No, c – h please!

- My name's Mateo.
- Is that M – a – double t – h – e – o?
- No, it's M – a – one t – e – o.
- Okay, thanks.

Key

Myriam, Sarah, Bridget, Chris, Mateo

B5b

This activity gives students more practice in pronouncing the letters of the alphabet. While they are working, walk around and listen in. Monitor in particular the correct pronunciation of letters which German speakers often get confused: *a* for *e*, *e* for *i*, *g* for *j*, *r* for *a* and vice versa, and the less frequent letters: *k, q, v, w, x* (as "icks"), *y* and *z* (as "tsett") and correct individually where necessary. The alphabet is pronounced the same in British and American English with one exception: the letter *z* is pronounced "zee" in American English.

B5c

Students should write down their word first so that they can check that their partner spells it correctly by comparing after they have spelt it to them.

Again circulate and listen out for the aforementioned typical mistakes.

You could then think of a couple of familiar words of your own and ask a couple of individual students to spell them, writing on the board/OHP exactly what they say so that, if necessary, they see where they make mistakes.

B6a

This may be an authentic task, in this and other situations, for many of your students who are learning English primarily for work. It introduces how to ask for clarification if you don't understand something which someone asks or says.

Play the recording twice, then check the answers by asking students to spell each word and to say the telephone numbers so that you can write them on the board/OHP.

 **Tapescript / CD 1 Track 20**

Flynn: Good morning. Do you speak English?

Andy: Yes, of course. How can I help you?

Flynn: I'd like a bottle of Glenmorangie, please.

Andy: Certainly. Mm. That's a nice bottle. There you go. Eh – do you have a customer card? We can send you information about our whisky-tasting evenings.

Flynn: OK. That's a good idea! But I'm new in Hamburg. And my German isn't very good yet.

Andy: That's no problem. The courses are in English. What's your name, please?

Flynn: Flynn McGeough.

Andy: Can you spell that for me, please?

Flynn: Yes sure. Flynn is with a y and double n.

Andy: Thanks. I didn't quite get your surname.

Flynn: McGeough.

Andy: Can you write it for me, please?

Flynn: Yes, sure. M – c – g – e – o – u – g – h.

Andy: Irish?

Flynn: Yes, I am. I'm from Dublin.

Andy: What's your address, please?

Flynn: Steindamm 18.

Andy: And the postcode?

Flynn: That's 20099.

Andy: Sorry, can you repeat that, please?

Flynn: Certainly, 2 double oh double nine.

Andy: What's your email address?

Flynn: It's flynn@hotmail.com.

Andy: flynn@hotmail. Is that right?

Flynn: Yes, that's right.

Andy: What's your phone number, please?

Flynn: I'll give you my mobile number. It's 0170 – 47 82 190.

Andy: Thanks. Here's your customer card.

Flynn: Thank you.

 **Key**

Surname: McGeough

Address: Steindamm 18, 20099 Hamburg

Telephone: -

Mobile: 0170 – 47 82 190

Ask students if they can remember how the shop assistant asked for help and write the phrases on the board/OHP. If they can't, then move straight on to B6b.

B6b

Play the recording again so that students can number the phrases in the order they hear them. Check the answers together by getting students to read out the whole phrase to practise pronunciation.

 **Key**

2; 3; 1; 4

Look together at **TIPP 3** on p. 24 and explain that these phrases are useful in many situations to help students to understand and to maintain communication. Also emphasise that it is perfectly acceptable to ask for repetition or clarification and that no-one will feel offended or annoyed when a foreign-language speaker asks for help.

→ Teaching tip

Encourage students to use these phrases during lesson time if they need help. From this point, you could "refuse" to answer any such request for clarification if they ask in German. Again, this will maximise the use of the target language in the classroom.

B7

This is an information exchange task. Students should ask the correct question to get the missing information which they need. Encourage students to ask for repetition and clarification if they don't understand something using the phrases from B6b.

Key

First name: Ina
Surname: Paulus
Address: Elbuferweg 47, 22609 Hamburg
Email address: Paulin@hotmail.com
Telephone: 040 – 300 51 92
Mobile: 0180 – 53 03 051

B8

While students work in pairs, walk around and listen in. You could also ask them to spell the names which they remember and their partner writes them down.

→ Extension activity

Depending on time, students could design their own information card based on the model in B7 and ask a partner for their information.

Aspect C Colleagues

Aims

- to introduce and practise asking how people are and possible responses, including different responses in other cultures
- to introduce languages/nationalities words
- to introduce and practise *can/can't* and the question forms *can she.../can you...?*

(Approximate timing: 45 min.)

C1a

This activity introduces phrases to ask how someone is and possible answers. Allow students a couple of minutes to read and complete the dialogue. Then play the recording once for them to check the answers.

Tapescript / CD 1 Track 21

Valérie: Hello, Deirdre.
Deirdre: Hi, Valérie. Welcome to "The Whisky Shop"! How are you?
Valérie: Not bad, thanks. And you?
Deirdre: Fine thanks. How's Paul?
Valérie: He's OK. He's very busy.

Key

How are you?; Fine thanks.; He's OK.

→ Language

English speakers don't begin an answer to "How are you?" with "thanks/thank you", as can be the case in German, e.g. "Danke, gut".

C1b

Students now practise the phrases in pairs. For more practice, you could also get them to walk around the classroom talking to several members of the class.

Listen out in particular for the pronunciation of *very well* and *thanks*, as the /v/, /w/ and /th/ sounds are often problematic for German speakers. Correct individually, or if you see that it is general problem, you could get the class to repeat the words after you in unison. This also draws students' attention to these letter combinations and their pronunciation in the future. Emphasise that it is important to get into the good habit of making an extra effort to pronounce these sounds each time they occur right from the start of their learning career as the correct pronunciation of these sounds often avoids confusion.

C1c

This activity gets students to reflect on similarities and differences between their own language and country and English. Do the activity as a class. Ask students from different countries to explain, as far as they can in English, what people say in their country.

→ Culture

It is not usual in English-speaking countries to answer the question "How are you?" negatively, e.g. "Oh, terrible", or in detail, except perhaps with friends. For this reason, "I'm OK" and "Not too bad" are sometimes used to intimate a slightly more negative feeling.

C2a

Before students begin the activity, you could practise the pronunciation of each language word as a class by saying each word aloud and getting the class to repeat after you in unison. Then students tell their partner which languages they can speak. After they have finished, you could ask a couple of individual students to tell the class which languages they can speak, or alternatively ask students' partners to tell the class which languages their partner can speak using *he/she can speak...*

C2b

Play the recording twice, if necessary, and students tick the relevant boxes. To check the answers, ask the question *Can she speak...?* to elicit one of the three answers from the table.

 **Tapescript / CD 1 Track 22**

Valérie: Hello, Deirdre.

Deirdre: Hi, Valérie. Welcome to "The Whisky Shop"! How are you?

Valérie: Not bad, thanks. And you?

Deirdre: Fine, thanks. How's Paul?

Valérie: He's OK. He's very busy.

Deirdre: Valérie, let me introduce you to my colleague, Andy. – Andy, this is Valérie. Valérie is our new colleague.

Andy: Nice to meet you, Valérie.

Valérie: Nice to meet you, Andy.

Andy: Valérie, Deirdre tells me that you speak a lot of languages.

Valérie: Well, you see, I'm Swiss, from Lausanne. I can speak French and English, of course.

Andy: How about German?

Valérie: Yes, very well.

Andy: What about Spanish? We have a lot of Spanish customers these days.

Valérie: I can speak a little Italian, but not Spanish.

Andy: Well, that's excellent! You can speak four languages. That's great! Welcome to "The Whisky Shop". It's good to have you on the team!

**Key**

German: yes; French: yes; English: yes

Italian: a little; Spanish: no

Look together at the **Focus on grammar** box, which highlights what students have just practised in C2a

and C2b. *Can* is a cognate, so should require no explanation. However, point out that English speakers say *I can speak German* (etc.), not only *I can German*, as is the case in German (*ich kann Deutsch*). Also point out the pronunciation of *can't* and monitor this during the next activity.

C3a

In this task, students are asked to complete a questionnaire about themselves and a partner by practising *can*. Allow students a couple of minutes to tick the boxes for themselves, then they should ask their partner following the example question and answers and complete the boxes with the information they find out.

While they are working in pairs, walk around and listen in, correcting individually where necessary. If you have a more able class, you could encourage students to start with the information in the table and then to ask four or five other questions of their own using *Can you...?* and write down the information.

C3b

Depending on time, ask a few individual students to report back to the class about what they have in common using *we can/we can't...*, as in the example. You could also ask for any differences they found out, e.g. *Petra can ski, but I can't/I can speak a little French, but Paul can't*, etc.

Aspect D The whisky shop**Aims**

- to practise reading for specific information
- to introduce and practise *they* and *their*

(Approximate timing: 45 min.)

D1a

Give students a minute or so to tick which items they think can be bought in The Whisky Shop.

→ Culture

Whisky is from Scotland and *whiskey* is from Ireland, the USA and Canada.

D1b

Students check their answers to D1a by reading the text. Again, remind students that they needn't understand every word of the text, but should only look for the specific products mentioned which The Whisky Shop sells.

Key

You can buy whisky, Scottish music and books.
You can buy all kinds of Scottish products.

After going through the answers together, you could then ask a couple of individual students to read parts of the text aloud to practise and monitor pronunciation.

Before looking at the **Focus on grammar** box together, ask students to find the word in the text which English speakers use to talk about two or more other people (= *they*). Then look at the **Focus on grammar** box. Ask students what the difference is between *they* (= followed by a verb) and *their* (= followed by a noun/thing).

Draw students' attention to the fact that the pronunciation of *they're* and *their* is the same.

D1c

This activity introduces another useful classroom phrase which students should be encouraged to use to maximise the use of the target language in the classroom. It also encourages cooperation within the class and learner independence, as students are asked to interact with one another, rather than immediately turning to the teacher for help. This helps to foster a healthy and active learning environment amongst the students themselves. First, ask students to find one or two words or phrases which they don't know and jot them down on a piece of paper. Alternatively they could underline them in the books and carry their books with them. While they are walking around, you should also mingle, but students should only ask you if they can't find out the answer to their question from another student.

D2

Students should tell their partner the information from memory, without looking back at the text. While they are working in pairs, walk around and listen in. However, the emphasis here is on free speaking, so avoid correcting every minor error as this will undermine students' confidence when speaking freely. After a couple of minutes, ask for some information and write it on the board/OHP.

Key (possible answers)

They work in The Whisky Shop.
They love Scottish food.
They're from Scotland.
They're partners.
Their shop is in Hamburg.
They love Scotland.
They can meet many people.

→ Teaching tip

If students make minor errors, you can effectively correct them by rephrasing the information students give on the board/OHP in correct sentences.

D3a

Allow students a couple of minutes to name the people and say where they are from in their pairs. Then go through the answers together.

Key

Their names are Hillary and Bill Clinton.
They come from the USA.
Their names are Deirdre and Andy.
They come from Scotland.
Their names are Vitali and Wladimir Klitschko.
They come from the Ukraine.

D3b

Depending on time, encourage students to repeat the activity by thinking of two or three famous pairs, e.g. David and Victoria Beckham – they are from England.

As an alternative, students could also work in groups of 4. One student thinks of a famous pair, says one name and anyone in the group can call out the other person and say where they are from. You could add an element of competition here by telling students that the person to say the name fastest gets a point, and the student with the most points at the end wins.

Look briefly together at the *Focus on grammar* box and explain that *the USA* includes *the* in its name. As an alternative, students can, of course, say *America*. There are a small number of other countries which follow the same pattern, e.g. the Ukraine. See the *Companion* pp. 142-143 for more examples.

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.

The *Lernen ausserhalb des Englischkurses* tip suggests that your students might bring in some photos to the next class. You might like to encourage that and start your next lesson with that.

PLUS SECTION

(Approximate timing: 45 min.)

Aspect E Who wants to be a millionaire? – the quiz show

Aims

- provide further practice of writing questions
- to practise correcting false information
- to increase students' general knowledge

Background

Who wants to be a millionaire? is a popular TV quiz show which originated in the UK but which is now shown in many countries. In Germany it is known as *Wer wird Millionär?* In the show, a contestant tries to answer 15 questions to reach one million of the local currency. Each of the 15 questions is worth a certain amount of money which increases the further the contestant gets. For each question, there are four possible answers and the contestant must choose the correct one. The contestant also has three jokers which they can use to help them: *50/50* (where two wrong answers out of the four are removed), *Ask The Audience* (where the studio audience votes for the answer which they think is correct and the contestant can accept the view of the majority or reject it) and *Phone A Friend* (where the contestant can phone someone they know who they think might know the answer). The contestant can see the next question and decide either to answer it or to stop playing at any point in the show (if he/she cannot answer the next question.) In this case, the contestant "takes the money" they have won up to that point. If they get an answer wrong, they can either lose all the money they have won up to that point or, if they have reached the guaranteed 1,000 or 32,000 level, they drop to this guaranteed level, i.e. 1,000 or 32,000 respectively. For more information, see <http://millionaire.itv.com/millionaire/home.php> for the British version and http://www.rtl.de/quiz/werwirdmillionaer_503766.php for the German version.

E1

This activity provides students with further practice of writing questions. With a less able class, look together at number 1 and elicit the correct questions for b) and c) from students and write

them on the board/OHP. Then tell students to follow the same pattern for the other questions.

Ask students to look at number 3 about U2. Explain that a (music) group in English is regarded as plural, so they should use *they/their* in the questions.

Allow students about 5 minutes to write the questions, then go through them together.

Key

- 1a) What's his name?
- 1b) Where's he from?
- 1c) What's his nationality?
- 2a) What's her name?
- 2b) Where's she from?
- 2c) What's her nationality?
- 3a) What are their names?
- 3b) Where are they from?
- 3c) What are their nationalities?

E2

Give students about 5 minutes to correct the quiz answers in pairs following the example, then go through the answers together orally.

Key

1. No, he isn't. He's a footballer.
2. No, it isn't. It's a French car.
3. No, he isn't. He's a TV star.
4. No, she isn't. She's English.
5. No, he isn't. He's Australian.
6. No, it isn't. It's Italian.

E3

(15 min.)

Students should work in groups of 3 or 4. For each question, one student should read aloud the question and possible answers to the group, then they should talk about which answer they think is correct and decide on *one* answer as a group. Emphasise that they should decide on only one answer for the whole group, rather than each individual marking what he/she thinks is right.

After about 10 minutes, go through the answers together by asking students to read aloud the correct answer, e.g. *Honda is a Japanese car.*

Key

1. b); 2. c); 3. a); 4. d); 5. b); 6. c); 7. b); 8. b)
Ask each group to count the number of correct answers they had and to tell the class to find out which group is the winner.

→ **Extension activity**

(15-20 min.)

If you have time, ask students to work in pairs and design their own short quiz of 5 general knowledge questions. They could either base their quiz on the straight question version in E1 or the multiple choice version in E3. When they have finished, they should swap quizzes with another pair and complete it.

→ **Portfolio**

Students' quizzes could form part of their personal **Language Portfolio**. For more information on the *European Language Portfolio*, see the **Introduction**, or the **Companion** booklet.

Aspect F Numbers and Feng Shui

Aims

- to provide further practice of saying and understanding numbers 1-20
- to provide further practice of the spelling of numbers
- to practise reading for specific information
- to broaden students' awareness of different cultures

Info: Feng Shui is the ancient Chinese practice of arranging space to achieve harmony with nature and the environment. For more information in English see http://en.wikipedia.org/wiki/Feng_shui or in German www.feng-shui.de.

F1

This activity consolidates numbers and their spelling. Give students a few minutes to write each number in words, then check the answers together by writing each number on the board/OHP. You could also ask students to spell each number to practise the letters of the alphabet.

**Key**

fourteen
oh/zero one seven two double six three nine
five four one
eighteen
thirteen

F2

Students are provided with further practice of saying and understanding numbers. The activity is made more meaningful and authentic by including numbers with personal significance for the learners. They should first complete their own "number biography", then find out their partner's by asking "What's your ...?" and writing down the numbers as digits. Walk around and in particular make sure that students are saying the telephone numbers correctly (i.e. as individual digits).

F3

Students read the text to find out about lucky and unlucky numbers in different countries and answer the question. Again, remind students that they needn't understand every word in the text, but should only look for the information to answer the question.

F4a

Tell students to scan through the text and first write down the digits. Then they should write the words beside each digit. Check the answers together by writing each number in words on the board/OHP.

**Key**

7 seven; 8 eight; 13 thirteen; 12 twelve;
14 fourteen; 11 eleven; 15 fifteen; 4 four; 9 nine

F4b

This time, students need to read the text for more detail to complete the table. Allow them about 5 minutes to find the numbers and countries and write them down in the table, then check the answers together.

**Key**

lucky numbers: 7 (Europe); 8 (China)
unlucky numbers: 13 (many countries); 4, 7, 9 (China)

F5a

Students should briefly discuss in pairs what they think are lucky and unlucky numbers in their respective countries. If possible, try to make sure that students from different countries work together.

The emphasis here is on free speaking, so as you walk around, avoid correcting every minor error. After students have discussed together, ask a few individual students from different countries to say which numbers are lucky or unlucky in their countries. This helps broaden students' cultural awareness and personalises the activity. It may even lead to some fruitful discussion as a class.

F5b

To find out the most popular number in the class, students could walk around and ask each other what their favourite number is, which they can jot down and report back on. Alternatively, you could do this as a class survey. Hand out small slips of paper to each student and ask them to write their favourite number on it. They should then give this to a "secretary", a student volunteer or appointed by you. He/she should then read aloud each number on each slip of paper and you write them on the board/OHP.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The **web code** for this unit which will take you directly to the relevant web pages is **XA1T02**.