

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*

**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**.