

## Unit 1

### LANGUAGE AND LEARNING

#### Core aspects

- A What are you good at? Languages? Sports?
- B The languages of Europe
- C The rocky road to learning a language
- D Practising language outside the classroom

#### Plus aspect

- E How smart are you?

#### Can do's

- I can ask what other people enjoy doing and what they are good at.
- I can talk about what I enjoy doing and what I'm good at.
- I can give reasons for and against having a single language in Europe.
- I can say if I agree or disagree with a statement.
- I can say what I find difficult about learning English.
- I can write down a few simple statements saying what I ought to / need to practise and what I don't need to worry about.

#### Grammar

-ing form

Ought to / need to / don't need to

Reflexive pronouns

#### Vocabulary

Hobbies and favourite activities

Language learning

Languages of Europe

#### Exploring learning – learning strategies

Listen for international words

Don't be afraid of making mistakes when speaking

Learn words together with other words

Practise English by talking to yourself, anytime, anywhere

#### Icebreaker

##### Aims

- to enable students and teacher to get to know each other
- to establish a good atmosphere in class
- to revise vocabulary: free time, travelling, places, giving reasons
- to use visual aids to help remember names

As this is the first meeting of the new and "old" students in the group, the idea here is to establish a good atmosphere in class as well as a sense of cooperation among the students. Bring along some picture postcards or pictures cut out from magazines. Put the pictures on the floor in the middle of the classroom. The students and the teacher form a circle around the pictures. Welcome the students and tell them that this is going to be a warm-up activity so that they (and you) can get to know each other. Ask each student to step into the circle and pick a picture (or postcard) they like and think of their reason for choosing it. Do the same yourself. Everyone then forms a circle again. Give students a minute to think of their reason and try to formulate it in English. Provide them with vocabulary they may need. Each student shows the picture to the group, says his or her name and gives their reason for choosing that particular picture. Start by saying "My name is ..., and I chose this

picture postcard from Australia because I find Ayers Rock absolutely fascinating, and it is my dream to go there some time soon.” Then ask the person standing next to you to give their name and say why they chose their picture.

### → Extension activity

Ask students to do the activity a second time round *without* the pictures and with one student introducing another, e.g. “I remember Julie. She chose a picture of a swimming pool because she loves swimming.” Then Julie introduces someone else. This will help students remember each others’ names even better.

### → Teaching tip

Most students are visual learner types so this introductory icebreaker works particularly well with pictures. You can also do it using mime. Each student mimes his or her favourite free time activity, saying “My name is ..., and I enjoy ...” (miming e.g. swimming). All the students mime the activity together. Doing it this way means that it appeals to kinaesthetic learners (learning by doing). Auditory learner types are addressed in both varieties of the icebreaker, as everybody is listening for names and reasons for activities. Activities like this can be done several times at the beginning of each of the first lessons of a new course so that everyone learns the others’ names.

## CORE ASPECTS

### Aspect A What are you good at? Languages? Sports?

#### Aims

- to ask questions and talk about what people are good at and enjoy doing
- to produce a class survey on people’s free time activities
- to revise, practise, and expand vocabulary for names of languages
- to talk about languages
- to listen to foreign languages and identify international words to help understanding
- to get to know each other and talk about personal interests and abilities

### Page 9

Look at the headline and the questions together and invite students to talk about what they see in the pictures. This way you give them a first idea of what the unit is about.

### A1a

Ask students to look at the pictures of John and Vanessa and describe them and guess their ages and interests. Ask students to look at the text and to think about the following questions: What is a peace camp? Have you ever been to a peace camp? Where is Estonia? Ask one student to read out the examples and then ask students, working in pairs, to make their own questions to ask John and Vanessa. Then have students read out their questions to the whole group.

### → Culture

Peace camps were originally camps set up to protest against war, for instance outside army bases. However, the expression is now more often used for summer camps which bring young people from various countries together to do social work, with the aim of improving relationships between people of different countries or cultures. Peace camps are held in many countries all over the world, and although they are not intended as protest movements, one aim is to spread peaceful attitudes and encourage working together to do good.

### → Culture

Estonia is located in eastern Europe, bordering the Baltic Sea and the Gulf of Finland, between Latvia and Russia. The capital is Tallinn. It has a population of about 1,291,170 (2010 estimate). The languages spoken in Estonia are Estonian (official) and Russian and some others. There are more details in the *The World Factbook*, a useful source of information on countries: *The World Factbook* 2010, Washington DC, Central Intelligence Agency, 2010. [www.cia.gov/library/publications/the-world-factbook/index.html](http://www.cia.gov/library/publications/the-world-factbook/index.html)

### → Teaching tip

Forming correct questions is one of the more challenging aspects to English. Walk around and help where necessary. If students manage to do the exercise fairly easily, it may not be necessary to check all the questions in the whole group.

### → Extension activity

If you feel your class needs additional support for this activity, write one of the question words from A1a as a headline on each of six poster-sized pieces of paper. Put these up in six different places on the wall in the classroom. Students then walk around the room in pairs and write their complete questions on the posters. As a result everybody can see a variety of correct questions.

### A1b

Students listen to the recording and tick the questions John and Vanessa ask and identify those which are identical to their own questions. They can choose questions which are relevant to them or change questions to suit their circumstances.



### Tapescript (CD 1/Track 1)

John: Hi, I see that your name's Vanessa. I'm John.

Vanessa: Nice to meet you, John. Where are you from?

John: I'm actually English, but right now I live in Prague.

Vanessa: That's interesting. I live in Nuremberg. That's not far from Prague. How do you like Estonia?

John: Very much. What do you do?

Vanessa: I'm still a student. I do European Studies. Do you have a job?

John: Yes, I work for a large European company. When do you finish university?

Vanessa: Next summer. Are you staying the full two weeks?

John: No, only till Monday. Do you speak a lot of languages?

Vanessa: Well, I guess my English is pretty good. German is my first language and I speak a bit of French. Last year I started to learn Russian.

John: Wow! You must be good at languages. Do you want to use languages in your future job?

Vanessa: Oh, absolutely! That's so important these days. But tell me, do you have any hobbies, things that you're interested in? And, do you speak Czech, since you're living in Prague?

John: Well, I enjoy playing football and tennis. I also like playing the clarinet. As for my Czech ...



### Key

Where are you from? / How do you like Estonia? / What do you do? / Do you have a job? / When do you finish university? / Are you staying the full two

weeks? / Do you speak a lot of languages? / Do you want to use languages in your future job? / But tell me, do you have any hobbies, things that you're interested in? And, do you speak Czech, since you're living in Prague?

### → Extension activity

Ask students to remember as many questions as possible and walk around the room asking each other these questions.

### → Teaching tip

Playing recordings twice or even several times may help students to remember certain expressions and structures better. A more authentic equivalent to this would be to return the question or to ask the questioner to repeat the question, but this is of course not possible with CDs in a classroom.

### A1c

Ask students to look at the pictures and read about the people and their hobbies. Ask them what they enjoy doing and talk about this in the whole group. Encourage students to speak even if they cannot use all the phrases (to be good at, to be interested in ...) correctly at this stage. Write all the phrases on the board and explain that they come in particular combinations, eliciting and adding the ones used at the top of page 11. Refer students to the *Focus on grammar* box and point out that they should learn these combinations of words. Ask students to fill in the questionnaire individually. Walk around and help them with vocabulary and/or encourage them to use a dictionary.

### → Teaching tip

Correcting mistakes during fluency activities, where the main aim is to communicate without too much hesitation, should be handled diplomatically. Two useful methods which do not draw too much attention to individual students' mistakes are repeating sentences yourself but using the correct language and/or collecting difficult phrases/sentences and writing these on the board with gaps which all the students try to fill in.

### A1d

Bring along some Post-its or small cards. Ask students to draw a picture on the Post-it of something they like doing or write a few words about it. Do this yourself as well. Ask students

to mingle and talk to each other and join in the activity yourself.

### → Teaching tip

If you feel this is helpful for your students, write some examples of sentences a-f in A1c on the board and refer students to the phrases to use while they are doing the activity in A1d.

### → Extension activity

Ask students to bring along similar pictures to the next lesson to show what they enjoy doing. Or bring along pictures yourself from magazines and ask students to talk about these activities.

#### A1e

Ask students to introduce someone else in the class (see example) and make a chart on the board similar to the one in the picture. Ask students to fix their Post-its next to their names on the board.

#### A2a

This activity shifts the focus from students' free time activities to what they are doing right now, i.e. learning a foreign language. Ask students to fill in the table and then compare what they have written with a partner. Make sure they have enough time for this activity. If you want and think it would be useful, ask students to report back on something interesting they have found out.

#### A2b

The aim of this activity is to sensitize students to international words which make understanding easier. Before playing the recording tell students they are going to listen to the same thing in three different languages. The aim is to work out what the people are saying. Refer students to *Tip 1* on page 16.



### Tapescript (CD 1/Track 2)

Speaker 1

J'aime jouer du piano et de la clarinette. Ma soeur aime beaucoup danser. Elle joue aussi au football.

Speaker 2

Я люблю играть на пианино и на кларнете. Моя сестра очень любит танцевать. Она также играет в футбол.

Speaker 3

Ben piyano ve klarnet çalmasını seviyorum. Kızkardeşim dans etmeyi çok seviyor. Futbol da oynuyor.

English translation:

I like playing the piano and the clarinet. My sister enjoys dancing. She also plays football.

#### A2c

Play the recording again and ask students to say what they think the languages are.



#### Key

1. French, 2. Russian, 3. Turkish

#### A2d

Ask students to stand up and say "hello" or "goodbye" to each other in different languages. How many other words in this language do they know? Join in the activity and allow some time for a bit of conversation (about where they have heard these greetings, what the holiday was like, if they know any more words, etc.).

### → Teaching tip

If your classroom does not have enough space to move around, take your students out of the room, into the hall, to the lobby, even outdoors, if the weather is fine enough. Moving about while learning a language makes learning more effective for all learners, not only for kinaesthetic learners.

## Aspect B The languages of Europe

### Aims

- to acquire some knowledge of Europe and the languages spoken in Europe
- to place learning English in a wider framework
- to revise, practise, and expand vocabulary for names of countries
- to prepare arguments and conduct a discussion
- to practise phrases for agreeing and disagreeing
- to give reasons for and against a statement
- to talk about the usefulness of other languages
- to understand the use of the *Europäisches Sprachenportfolio für Erwachsene*

#### B1a

Tell students that the following activity is a quiz to see how much they know about languages in Europe. Ask students to form groups of three to four and discuss the questions. Bring along a small prize for the winning team.



## Key

a. 47, b. 250, c. 51 %, d. 28 %

### → Culture

The Council of Europe is an international organization in Strasbourg in France which is made up of 47 European countries. It was set up to promote democracy and protect human rights and the rule of law in Europe. It should not be confused with the European Council or the European Community. Although the *Common European Framework of Reference for Languages* was developed by the Council of Europe, this was highly unusual and is connected to the fact that the Council of Europe wishes to promote communication and mobility among the people of its member states and language is a necessary requirement for this. There is a great deal of interesting and well-presented information on the Council of Europe website [www.coe.int](http://www.coe.int).

### → Teaching tip

Bring small prizes for competitive activities to class. This usually motivates students to work harder – even adults! Sweets are always a good idea. Consolation prizes for those who don't win are a good idea too!

### B1b

Ask students to look at the examples, then ask them for the names of more European countries and the names of the languages spoken in these countries. The aim here is to revise, practise and extend their vocabulary on countries and nationalities.

### Key (possible answers)

Bulgarian: Bulgaria; Czech: the Czech Republic; Danish: Denmark; Dutch: the Netherlands (Holland); English: The United Kingdom (England, Scotland, Wales, Northern Ireland), Malta, the Republic of Ireland; Estonian: Estonia; Finnish: Finland; French: Belgium, France, Luxemburg, Switzerland; German: Austria, Germany, Switzerland; Greek: Greece; Hungarian: Hungary; Icelandic: Iceland; Italian: Italy, Switzerland; Irish: Ireland; Latvian: Latvia; Lithuanian: Lithuania; Maltese: Malta; Norwegian: Norway; Polish: Poland; Portuguese: Portugal; Romanian: Romania; Russian: Russia; Slovak: the Republic of Slovakia; Slovene: Slovenia; Spanish: Spain; Swedish: Sweden (see the Internet for other languages spoken in Europe)

### → Teaching tip

Many students in adult education come to classes in the evening after a long day of work. If you feel they are getting tired, take the activities “out of the book” and into the room, e.g. for B1b: hang flip chart paper in different corners of the room, and have groups go to the papers and make their own lists. Then ask groups to move clockwise to the next flip chart and to add their ideas to the previous group's flip chart. The book will serve to remind them of what they did when they are revising at home between lessons.

### B2a

The aim of this activity is to encourage students to argue about a controversial topic. Read the instructions with the students and answer all their questions before the actual activity. They might want to know, what an “official language” is, and if this is then the only language allowed, or if individual languages are allowed and can still be spoken. Ask students to form two groups. They should try and think of arguments for their “side” even if this means playing devil's advocate. Students think of as many arguments to support their point of view as there are students in the group. Make this clear by giving each student a blank card and telling them they need to find an argument for each card. Tell them the time limit is fifteen minutes and walk around and monitor and help.

### → Teaching tip

There are several ways to form groups in this sort of activity:

- Ask students to join the group supporting the argument they like best and then ask them to go to two tables which you have labelled for each group. This, however, might leave you with one group of fifteen students and another group with just one student.
- Put students into groups by numbering them around the class 1-2-1-2-1-2 ...
- Another option is to bring along red and blue counters/cards/goodies etc. and ask each student to take one.

### B2b

Draw students' attention to the *Focus on spoken English* box which provides them with a set of useful sentence beginnings to use in arguments. Go through the examples with them and refer them to *Tip 2* on page 16, which should encourage



them to talk and not worry about mistakes. Make it clear to students that each student will present one argument. Students of the other group agree or disagree with the arguments using the phrases in the box.

### → Teaching tip

It is important that every student presents one argument. The idea here is to give every student a chance to speak and not to have a few students monopolizing the activity, as can sometimes happen with fluency activities.

### → Language

In the heat of the moment students might come up with phrases like “No!” or “That’s not right!” or similar. Point out that this can be OK if you are arguing with close friends but in less informal situations in English, the language used is generally less direct, e.g. “I’m sorry ...” or “I don’t think ...”

### B2c

Go through the examples with the students and allow them some time to fill in the table individually first and then exchange ideas with a partner.

### B2d

Collect the results of the survey on the board, providing a visualization of how useful foreign languages are for the members of the class. Go to page 148 in the Companion and have students read the sections which explain the aims and use of the *Europäisches Sprachenportfolio für Erwachsene*. Encourage them to make a list of their own needs when it comes to foreign languages and tell them that this is a document which can go into the *Dossier* section of their portfolio.

## Aspect C The rocky road to learning a language

### Aims

- to listen to problems people have with language learning
- to talk about students’ own problems with language learning
- to learn about and to practise the correct use of *ought to/need to* in positive and negative statements
- to write a few sentences about what students need to do to practise their English

### C1a

Introduce the topic by talking about the problem(s) you had when you learned a foreign language. Use the opportunity to tell a funny or amusing story to give students the feeling that even the teacher sometimes has problems with language learning. If this starts a discussion, encourage students to talk about their problems with language learning. Go through the instructions with students and read statements a-h together. Tell them that they are going to listen to some people talking about the problems they have with language learning. Ask them to write down the name of the person who mentions the problem. Point out that there is one problem which is not mentioned in the conversation.



### Tapescript (CD 1/Track 3)

John: Asko, you’ve been learning English for some time now. What do you still find difficult?

Asko: I don’t have enough time to practise.

John: What about you, Maria?

Maria: I think many English words are hard to pronounce.

Asko: Yes, because the spelling’s difficult. So if you see a word you don’t know how to pronounce it, and if you hear a word you don’t know how to write it.

Maria: And another thing, people talk too fast, so it’s hard to understand.

Asko: Yeah, that’s right. Another problem that I have is that I’d really like to talk more but I’m afraid of speaking and making mistakes.

Maria: What about grammar? I think the grammar is hard to learn. The different verb forms and things like that. I never liked grammar at school. It’s so theoretical.



### Key

b. Asko, c. Maria, d. not mentioned, e. Asko, f. Maria, g. Asko, h. Asko

### C1b

The following activities personalize the topic. Ask students to tick the boxes for what they find difficult about learning English.

### C1c

Students exchange ideas with a partner and have a conversation about their difficulties.

### → Teaching tip

This is a good chance for feedback for you as a teacher to find out where your students' problems are. You could collect the problems on the left-hand side of the board and then ask students for tips and solutions to the problems and write these on the right-hand side. In this way students can not only feel relieved that everybody has problems when they learn a language, but they also have a list of tips on the board which can help them.

### → Extension activity

Give each student a blank card and ask them to write down only the biggest problem they have with learning English. Then ask them to walk around and find "soulmates" and form "self-help groups" to discuss their specific problem. Encourage them to talk about possible solutions. After the group discussions, all the different "self-help groups" give their advice to the whole group. Collect the ideas on the board and add your own tips.

### C2a

The new grammar topic here is presented in an authentic context, so students should be able to work out the meaning of "ought to". Ask students to work in groups and discuss statements a-d, and then tick the boxes.

### → Language

Learners of a foreign language go through a stage in their learning, where they produce what is called "interlanguage". This represents a stage in language learning where mistakes are made but have not become what is commonly known as "fossilized". Students (and teachers) should be aware that it is impossible to learn a language without making mistakes, in the same way that it is impossible to learn to play a musical instrument or

a sport without making mistakes. Keep reminding students that communication is the most important thing and that as long as mistakes do not lead to confusion, they are not important.

### → Culture

It is important to be aware of the fact that different cultures have different priorities in language teaching and learning. The prioritizing of learning grammar rules, reading and answering questions on the text, fluency practice and tolerance of making mistakes differs immensely. Ask students what is considered most important in language learning in their culture / personal experience and encourage a discussion.

### C2b

This activity introduces some tips for language learning. Groups now compare the four ideas with the statements in C2a.

### C2c

Refer to the *Focus on grammar* box and to the Companion if students want further examples for the use of "ought to" and "need to". In pairs, students sort the ideas into two groups. Copy the two lists onto the board and mark one column with a "plus" and the other one with a "minus" to visualize the use of "need to" and "ought to" in positive and negative sentences.



### Key

You *ought to/need to*: learn everyday expressions and phrases and use them, practise speaking, learn some basic grammar and the irregular verbs  
You *don't need to*: worry about making mistakes, learn everything at once, worry if you forget something

### C2d

In groups, students now make up their own tips for practising their English, using "ought to" and "need to". They should have five tips per group. Walk around and help. Then students compare their tips for practising their English. Encourage students to copy down all the tips they think are relevant for their own individual practice.

### → Portfolio

This is a highly suitable document for the student's portfolio: a collection of individual tips for learning and practising English. The part of the portfolio for

keeping documents and samples of performance at a particular point in time is the *Dossier*. Entries to the *Dossier* should be dated so that students can track their progress over time.

## Aspect D Practising language outside the classroom

### Aims

- to talk about strategies to practise a language outside the classroom
- to reflect on one's own language learning strategies
- to be aware of strategies for practising language outside the classroom
- to learn about reflexive verbs and to use them correctly in context

### D1a

The focus has shifted from general problems in learning languages to tips on how to learn better and to practise the language in class, and now finally to fostering learner independence by getting tips on how to practise language outside the classroom.

Read the instructions with the students and tell them to match the names with the pictures while they are listening.



### Tapescript (CD 1/Track 4)

John: OK, Vanessa, so what do you do?

Vanessa: Well, I have a special thing to help me with my Russian. I talk to myself - in Russian - when I'm working out at the gym. What about you? Asko?

Asko: I read simple texts, things that I understand or know something about. I also look up information on the Internet. It's your turn, Maria. What do you do?

Maria: I enjoy watching DVDs of English films and reading the English subtitles. How about you, John?

John: Sometimes I write my shopping list in Czech – if it's not too long!



### Key

a. 4, b. 3, c. 2, d. 1

### D1b

Students now discuss the suggested strategies and whether they are relevant to their own learning. They also add their own ideas and make a list.

### D1c

This activity refers back to the recording and to Vanessa who practises Russian at the gym. Students read the blog and find out how she does it. Ask students to answer the question and then ask them if they could imagine using this strategy themselves.

### → Teaching tip

Talking to yourself can make monotonous activity (like working out) less boring. Inner monologue also reinforces what has been learnt and for some people physical activity aids this reinforcement.

### → Culture

A blog is basically a diary which is made available to the public on the Internet. Bloggers (people who write blogs) make their thoughts, ideas, opinions as well as information available to the public (or those who know about their blog and read it). The word blog comes from combining the two words *web* and *log*.

### D1d

The focus in this activity is to acquire new language in context, i.e. reflexive pronouns. Ask students to underline all the phrases that contain the words "myself" and "yourself". Refer students to the example and go through the answers together. Refer to *Tip 3* and recommend students to learn words in phrases or "chunks".



### Key

I say things about myself and ... / In fact I almost enjoy myself. / I can really recommend talking to yourself.

### → Language

Learning a new language in phrases or lexical chunks is one of the main principles of NEXT. For further information see the *Introduction*.



### D1e

Refer students to the *Focus on grammar* box. Students will now be able to use the full range of pronouns. Ask them to fill in the blanks in pairs and walk around and monitor them.



### Key

a. herself, b. herself, c. myself, d. yourself, e. himself/herself

### → Teaching tip

If students want further practice of reflexive pronouns, ask them to stand in two lines, facing each other. Use gestures to stress the pronouns, i.e. say “I talk to myself”, pointing to yourself and ask all the students to imitate you, then say “you talk to yourself”, pointing at your opposite, and so on. If you like, bring along pictures for “he” and “she” and “it” to avoid confusion. “We talk to ourselves”, “you” and “they” can be easily mimed again with the class. This active drill method is very useful for practising all sorts of pronouns, e.g. personal pronouns (I like pizza, you like pizza ...), possessive pronouns (This is my book, this is your book ...) and object pronouns (I can see you, I can see him ...). Some languages do not have pronouns so it is very helpful for students to be able to visualize these and use the pronouns actively. This activity also appeals to kinaesthetic learners.

### D2a

Students now work in groups of four and brainstorm situations in which they could talk to themselves. Ask them to discuss the situations and make a list.

### → Extension activity

To make all the tips available to the whole class, the group could simply talk about them, or ask students to hang their lists on the wall and walk around and discuss ideas.

### → Teaching tip

Some students may find the idea of talking to themselves embarrassing. Point out that many, if not most, people talk to themselves in their mother tongue (don't you, too?) so why not do it in the language they want to practise? Encourage them to try it out and talk about their experience next time in class. Those who have pets could also talk to them in English.

Here are some more tips for moments when you can talk to yourself in a foreign language:

- Before getting up take five minutes to think about your plans for the day by saying, e.g. “Today I'm going to tidy up the flat.” (this way students practise “going to” for talking about plans).
- Before falling asleep reflect on your day and tell yourself what you actually accomplished, e.g. “I didn't tidy up the flat, but I went to see my aunt.” (students practise past simple).
- Fix Post-its with verbs in the infinitive to different places in your home, and whenever you come across one of these Post-its, talk to yourself and use this verb in whatever tense is appropriate.
- Read a newspaper article in German and then imagine you have an English speaking guest. Talk to him or her and tell him/her about the article.

### D2b

Ask students to collect their own ideas and strategies for practising a language outside the classroom. Tell them to exchange ideas and decide which is the most creative. Encourage them to try out the ideas. Refer students to *Tip 4* on page 16.

### → Teaching tip

Practising English outside the classroom is a very effective and important strategy, so ask your students now and again what they do and what their experience is. This will inspire others to try it out. In adult education there are often long intervals (e.g. holidays) in learning so practising outside the classroom will motivate students to keep their level and go on to do the next course.

## PLUS ASPECT

### Aspect E      How smart are you?

#### Aims

- to revise talking about what you are good at and what you like doing
- to learn about the seven different ways of being smart
- to read, understand and fill in a self-assessment test on being smart
- to learn about other students' ways of being smart

**E1**

Students work in pairs and match the words to the photos. Start a discussion on who students think is or was the most intelligent person of the ones pictured.



**Key** (*possible answers*)

a. 4, b. 2, c. 7, d. 1, e. 6, f. 5, g. 3

**→ Teaching tip**

For more information on multiple intelligences see the *Introduction* and the references given there.

**E2a**

The topic is now approached at a personal level and students think about their own kinds of intelligences. Ask students to rank the intelligences.

**E2b**

Check whether the students' guesses were right. Ask them to read the profile individually and tick what is true for them. Refer to the key at the bottom of the page. Ask students to evaluate their profile.

**E2c**

Go through the instructions with the students and encourage a discussion on the different intelligences. Get students to go through Unit 1 again and check the intelligences they used to do the activities.

## Unit 2

### RIGHT, LET'S WRITE

#### Core aspects

- A What's new?
- B Surfing for a partner
- C What's your favourite soap?
- D Write your own soap opera

#### Plus aspect

- E To surf or not to surf?

#### Can do's:

- I can describe simple trends.
- I can write a personal profile.
- I can read a short text about soap operas to get the general meaning.
- I can give an opinion in a discussion about soap operas.
- I can write a story with the help of guiding questions.

#### Grammar

Present continuous for talking about trends  
Present simple and present continuous for telling a story

#### Vocabulary

Internet trends  
Social networking sites  
Internet dating sites, personal profiles  
Soap operas

#### Exploring learning – reading and writing

Look at words in their context  
Make a plan before you write  
Check your writing  
Writing can help you learn

#### Icebreaker

##### Aims

- to start working on the topics of writing and online trends
- to revise vocabulary
- to practise spelling

Cut up the two words "online trends" into the individual letters. Make as many sets as there will be groups of students in the class. Write the words "online trends" on the board and tell students that this is one of the focuses of the new unit. Students form groups of 3-4. Give each group a set of letters. Tell students they have a time limit of three minutes. The students have to rearrange the letters as many times as they can to make as many English words as possible. Ask them to write down the words so that they don't forget them. The winning team is the one with the most words on their list after three minutes. Ask the winning team to read out all their words and give them a prize.

##### → Teaching tip

Make a set of letters on cards and laminate them. Make several cards with commonly-used letters like vowels. These can be used again and again for different activities. An alternative is to use an English Scrabble® game.

## CORE ASPECTS

### Aspect A What's new?

#### Aims

- to read, talk about and describe current trends
- to use the present continuous for describing trends
- to use the present simple and present continuous correctly in this context

#### Page 17

Ask students to look at the title and read it out. Point out that "right" and "write" sound the same but are spelt differently (i.e. they are homophones). Look at the pictures and the questions together and ask students to describe the pictures and say what they think about the situations. Refer to the questions and explain that these are the main topics of the new unit.

#### → Extension activity

Ask your students if they can think of more words that sound the same (homophones) and write them on the board. Some examples that students may know are: there/their, ad/add, allowed/aloud, ate/eight, bee/be, for/four, meet/meat, seas/sees.

#### → Teaching tip

Homophones are a good chance to make phonetic transcription attractive for students as this visualizes the fact that the words in English can sound the same even if they are written differently. However, this is only useful if students are familiar with the phonetic alphabet and teachers should decide themselves whether and how much this suits the needs of their students.

#### A1a

Introduce the topic by asking students if they use the Internet, what sites they visit, and what they use it for. Give them some information on your own Internet habits. In pairs, students go through the statements and decide if they are true or false.

#### → Language

In NEXT we spell Internet with a capital "I". This is currently the standard spelling, but you will also come across it written with a small „i“.

#### A1b

Students now read the article and check with their partner if what they have guessed is right.



#### Key

a. true, b. not true (Young people are still using social networking sites but the rate of increase is lower.), c. true, d. not true. e. true

#### → Culture

Statistics show that use of the Internet in Europe differs widely from country to country. In 2008, only 22% of the population of Romania used the Internet and only 34% in Italy, in contrast to 86% of the population of Iceland.

If you have a multinational class, encourage students to talk about and compare how much people use the Internet in their countries. There are frequent studies published about who uses the Internet (men/women, by country, by age group), for how many hours a day or week, and for what purposes. There is some data on UK use in the Plus aspect.

#### → Teaching tip

When reading new texts students often need to have explanations of new vocabulary or phrases. Ask students to call out what they need to know and collect the words and phrases on the board, and then ask them to try and guess the meaning, if possible, by asking the whole class for a paraphrase or definition. Write this next to the words and phrases in question. In this way students not only learn new words and definitions in English, but they also realize that everybody may have difficulties understanding new texts with unfamiliar words.

#### A2a

Students look at the sentences and their meanings and work out which match.



#### Key

1. b, 2. a

#### A2b

This exercise focuses on the use of the present continuous to describe current trends. Refer students to the *Focus on grammar* box. Individually, or in pairs, students choose the best form of the

verb. Go through the exercise together and ask students to read out the correct sentences.



### Key

b. are spending; c. are joining, are using; d. is increasing; e. isn't falling

### → Teaching tip

Activity A2b shows learners that it's often not a case of something being right or wrong in a sentence, but that different forms can give the sentence different meanings. This can help to explain why the choice of form is sometimes very important.

### A3a

Ask students to look at the suggested keywords and the examples. In pairs, they write down two trends which they see where they live.

### A3b

Each pair then compares their trends with the rest of the class. Encourage a discussion on the trends.

### → Teaching tip

Ask students to write the sentences describing the trends on cards, one on each card. Write "trends today" in the centre of a large poster and ask students to come to the pin board and pin their cards around the words in the middle. Then students read out their cards and the others say if they agree or disagree.

### Portfolio

If you decide to go a bit further with this and students produce a text together, for example, on local trends, this text could be added the *Dossier* section of the students' portfolios.

## Aspect B Surfing for a partner

### Aims

- to talk, listen and read about how people find their partners, and where
- to find out about the options Internet platforms offer to language learners
- to learn how to work out meanings of words from their context
- to read and understand personal profiles
- to practise writing by writing a personal profile (for an Internet dating site) with the help of a plan
- to give and receive feedback on written texts

### B1a

Ask students the question "How would you like to meet a new partner?" as an introduction to the topic. Students then read the paragraph. Ask them if they use platforms like *Facebook*, and tell them if you use *Facebook* or a similar platform.

### → Culture

This is a good chance to encourage a discussion on how people meet their (potential) partners in different countries. Ask students from different countries, or ask them to talk about holiday and travelling experiences or what they've read or seen on television or in films.

### → Culture

*Facebook* is the biggest social networking website in the world. It was launched in February 2004 and is run and privately owned by *Facebook, Inc.* *Facebook* members can add people as friends, send them messages, as well as include and update their personal profiles to tell their friends about themselves. Users can also form networks based on their school, workplace, college or any other group. The name *Facebook* comes from the name of books given to students at the start of the academic year by university administrations in the US so that students can get to know each other better. Anyone aged thirteen or more can become a *Facebook* user. There are also other social networking sites that teachers and students may be familiar with.



→ **Teaching tip**

Bring along a print out of some *Facebook* pages to illustrate the issue. If you have access to the Internet in your classroom, ask students who use *Facebook* to show the others some basic ideas.

→ **Teaching tip**

Referring students to the Internet in class is a good way of showing them how fascinating learning English outside the classroom can be. Recommend that they write to online friends in English.

**B1b**

Students listen to Judy and Matt and answer the questions. They then compare their ideas with the rest of the class.



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

Judy: How did I meet my husband? I've never forgotten. It was nearly forty years ago and it was in a pub. I saw this very sexy bloke and I asked my friend, Pam, to introduce us cos she said she knew him. On our first date we went to the cinema and then we talked all evening nonstop, and it felt really good. I think physical attraction and personal chemistry is very important. We didn't need a computer to match us! After forty years we're still happy together. I think our secret was big sexual attraction, similar backgrounds and the same sense of humour.

Matt: I met my partner, Ali, through an Internet dating company three years ago. We used a company that says it's found ninety-nine factors that are important for successful relationships. It's a mathematical system and it's based on research with 10,000 married couples. We had to fill in a very complicated questionnaire, but it certainly worked for us. It was much better than meeting someone for an hour in a bar or club and then arranging to meet. The company says they're very successful at bringing the right people together. As I said, it worked for us. Ali and I like all the same things and I hope that we'll be together for a very long time.

→ **Teaching tip**

Allow some time for students to take some notes on the answers while listening. This makes the following discussion easier for them.

→ **Extension activity**

If your class feels comfortable with the topic, get students to talk about meeting new partners (on the Internet or elsewhere). You could start the discussion by telling a story you heard about somebody else, or even about yourself, and then get students to have a conversation.

**B2a**

Give students some time to read and come to a decision. They can then compare their results with other students. Refer students to *Tip 1* on page 24.



**Key**

1.b, 2.b, 3.b

→ **Teaching tip**

Giving examples from the students' mother tongue (if this is possible) will help them accept that words in English can mean different things. E.g. "das Gleichgewicht" can be "er kann gut das Gleichgewicht halten" in a physical sense, or "das innere Gleichgewicht", which means emotional balance.

→ **Extension activity**

Get students to check their dictionaries and electronic dictionaries and practise finding the correct term with them.

**B2b**

Students read three personal profiles from an American Internet dating site. The words from B2a have been taken from these profiles, so ask students to check the words in the profiles.

Ask students to read the profiles and then, in pairs, to discuss which profile is the best one. The activity here focuses on the quality of the self-description: Which text is so good that they would want to meet the person? Ask the class to vote on which is the best description.

**B2c**

Tell students they are now going to check their own decision against an expert's opinion. Students listen to Randy Goldbloom and take notes. Ask students what they remember and play the recording again so they can complete their notes.



### Tapescript (CD 1/Track 6)

NEXT: Well, thanks for talking to us about our three profiles today. What do you make of the first one?

Randy: Well, I thought I'd grade them for you out of ten and I'd give the first one five out of ten. There's nothing really wrong with it but it's not much fun to read. The first sentence is pretty boring and when he talks about his hobbies and interests, it's not very interesting.

NEXT: But he says he'd like to travel to Asia – that's quite exciting.

Randy: You're right – that's the best bit. That's something they could talk about on a first date.

NEXT: And what about profile number two?

Randy: Well, this is a lot better. We learn more about the person – who she is, what she's like. And she probably writes the way she is – she's lively and interesting.

NEXT: So what grade would you give her?

Randy: Seven out of ten maybe.

NEXT: Not more?

Randy: Well, she makes a mistake. She writes that she's looking for someone who's "financially secure". A guy reads that and he's like: "Uh-uh, she's after my money." But I really like it when she writes "mean what you say, and say what you mean". That's cute!

NEXT: OK, let's move on to profile number three.

Randy: Well, this is the winner for me. It's not perfect. It's maybe an eight out of ten, possibly a nine. It has a great start, a great opening sentence. It really makes you read more. She shows that she has a good personality. And the ending's good, also.

NEXT: Yes, it's good, but she sounds a bit serious to me, though. When she says that she doesn't like most guys, and that she thinks for days about a movie, that's a bit – I don't know – heavy, isn't it? A bit frightening perhaps?

Randy: Perhaps. But she could be good to talk with. She's just trying to get a date at the moment.

#### B3a

Before students start this exercise, go through the instructions and the guidelines with them. Remind them that this unit is about writing, so this is a good opportunity for them to pool their knowledge with a partner and write a profile together. Refer students to *Tip 2* on page 24 and emphasize the fact that B3a is their plan for writing. Allow students some time. Walk around and help, if necessary.

#### → Teaching tip

Some students might not really want to write a profile about themselves. Tell them they do not need to tell the truth and they can write about an imaginary person. To make this easier, bring along a few pictures of people and invite students to write a profile for one of these people.

#### → Extension activity

Bring along several pictures from magazines and ask students to write profiles for them. Then hang the pictures and the profiles on the wall. Students then read the profiles and try and find the matching pictures.

#### → Teaching tip

Writing is a skill which we often ask our students to practise at home, and not in class. The idea here, however, is to do this activity in pairs to allow students to pool their knowledge and feel less inhibited when it comes to writing, as well as being able to make use of the help you can give them in the classroom. When students do writing exercises at home they have no immediate support or feedback. Writing collaboratively also involves speaking, and if students are writing an English text, then at least some of what they say when doing this will be in English.

#### B3b

This activity is an exchange of experience. What have the others written, and what is their feedback on your profile? Go through the instructions and the checklist together. The pairs then exchange their profiles and note down their feedback. Refer students to *Tip 3* on page 24 and emphasize the importance of constructive feedback.

#### B3c

Students get their own profile back and can change it if they want.

#### → Portfolio

Students can keep their profiles in the *Dossier* section of their portfolios.

## Aspect C What's your favourite soap?

### Aims

- to talk about soap operas
- to get more practice in discussing and using phrases for discussion correctly
- to get more practice working out the right meaning of a word from the context

### C1a

Write the word "soap" on the board and ask students for a definition of it. Then look at the two options given in C1a. Students read the text on the right and tick one of the definitions.



### Key b

### → Culture

The name "soap opera" comes from the fact that the original shows were sponsored by producers of soap products. The people who watched the programmes were usually housewives and the shows were mainly shown in the daytime. As the main aim was to use the commercial breaks for advertising and to get housewives to buy the products, the shows were designed to appeal to what the producers thought women would want to watch. The programmes were shown every day as opposed to series which were usually only shown once a week. The low costs meant that most of the filming was done inside and the quality of the soaps was not particularly high.

### C1b

Students discuss the soap operas they watch or can watch.

### → Culture

The most popular soap opera in Germany (broadcast daily) is "Gute Zeiten, schlechte Zeiten" and has been running since 11 May 1992. There have been more than 4,500 episodes so far. Another long-running soap in Germany is "Lindenstraße", based on the English series "Coronation Street", but this is shown weekly and has been running ever since 8 December 1985.

### → Culture

Encourage students to talk about soap operas from different cultures: maybe they watch Spanish/Turkish/Greek/Thai soaps here in Germany, or ask them about their holiday experiences.

### C2a

Ask students to form two groups, one for and one against soap operas. Ask the "pro group" to look at page 97, the "con group" looks at page 98. The groups read their arguments and add their own ideas. Each student should have one argument. Help if necessary. This activity follows the same format as activity B2b in Unit 1.

### C2b

Refer students to the *Remember* box and elicit some more phrases which can be used in discussions and arguments. Students prepare their arguments and then each student presents one argument.

## Aspect D Write your own soap opera

### Aims

- to read and talk about soap operas
- to develop and to write a soap opera episode with the help of guiding questions
- to introduce and to practise the use of the present simple and present continuous in storytelling

### D1a

The aim of this aspect is to help students write their own episode of a soap opera. Students read the instructions and the website. They discuss the characters and then write their names under their photos.

### → Culture

Many early US soap operas had action which happened in a particular environment. Two examples are *The Doctors* and *General Hospital*, which initially were set exclusively in a hospital. Some hospital soaps have made their main actors world famous. One example is George Clooney, whose career started in the series *ER* (*Emergency Room*).

### D1b

Students read the email and then discuss it with the group. They fill in the names of the characters. The idea here is to agree together on a basic story and then continue the story in pairs. The class should agree as a group on the characters so that the stories which they decide on later can be compared.

### D1c

Students now read the update, discuss it and fill in the gaps. Refer students to the *Focus on grammar* box which introduces the present simple and present continuous in storytelling for dramatic effect. Refer to the Companion for further examples.

### D2

With the whole group, go through the email from *Hope Hospital*. Students then work in pairs and, following the questions as a guideline, write the rest of the story. Refer students to *Tip 4* on page 24.

#### → Teaching tip

There is also a supplementary section on writing in the “Your link to the Portfolio” part of the Companion.

#### → Teaching tip

Ideas can first be collected from the whole group before getting students into pairs to write the story.

#### → Teaching tip

Point out to students that English writing style often follows the KISS principle. It can be a relief to students to realize that making short and simple sentences is not a sign of a low level of English but actually acceptable style.

Tell them about KISS, an acronym for “Keep it simple, Stupid!” meaning “Don’t be stupid, keep it simple!” or possibly “Keep it short and simple” or “Keep it simple and straightforward”. The principle when applied to English writing is that good style is as simple as possible and as complicated as necessary. In other words, you should never write in an unnecessarily complicated way. The Plain English Campaign ([www.plainenglish.co.uk](http://www.plainenglish.co.uk)) in the United Kingdom is the best advocate for the promotion of simple English in official documents. Started in 1979, it provides style guidelines and has special awards for both good and worst style.

### D3a

As in activities B3b and B3c students now exchange their stories with another pair who read the story and give feedback. Refer students to the *Focus on grammar* box to make sure they are aware of and try to use the correct tense. Walk around and help if necessary.

### D3b

Ask students to make the final changes and corrections to their stories.

### D3c

Finally, students can read out their stories or these can be hung on the wall for everyone to read. The whole group can vote for the best story.

#### → Teaching tip

To find out which story the students think is best, hang the stories on the wall and give each student one or two Post-its or stickers. Ask students to fix their Post-it(s) to the story they like best. The winner is the storywriter with the most Post-its. This way of voting is less personal than simply asking students’ opinions (and less embarrassing for the ones who come second), and the result is immediately and clearly visible for everybody in the class.

#### → Portfolio

Students’ soap opera stories are an ideal addition to the *Dossier* section of their language portfolios.

## PLUS ASPECT

### Aspect E To surf or not to surf?

#### Aims

- to consolidate and practise language about using the Internet
- to consolidate and practise giving opinions in a discussion
- to read and understand official UK figures for Internet usage
- to report on an article
- to conduct a discussion with other students

### Introduction

Look at the pictures with the students and ask them what the people are doing, and how often they do these activities themselves. Do they send a lot of text messages, and why? Do they prefer writing letters? Do they prefer to meet people for a chat, or chat online? When did they last play cards with friends? Do they play online computer games?

#### E1a

Individually, students read the questions and think of possible answers.

#### E1b

Draw students' attention to the *Focus on spoken English* box which provides students with helpful phrases for the following discussion. Students now exchange their ideas and assumptions with two other students in the class.

#### E1c

Ask students to look at the figures in the Key section (page 146) and compare their answers on the use of Internet and phones in their own area with the official information on Internet and phone habits in the UK.



#### Key

a. Nearly two-thirds (65 %) of UK households had a fixed-line broadband connection in 2009 and a small number of people just had a mobile connection with no fixed line.

- b. On average, people in the UK spend about 25 minutes everyday online at home.
- c. Forty-four percent of adults use text messaging every day.
- d. In 2009 for the first time, the personal use of mobile phones in the UK was higher than fixed-line phones.  
(Ofcom Report, 2009)

#### E2a

Go through the instructions with the students. Students form two groups and discuss their own ideas (for and against the Internet) firstly in the groups. Then, Group 1 looks at page 98, and Group 2 looks at page 97 for further information and arguments for their respective point of view. Ask students to read about and prepare a discussion on their respective point of view. Walk around and help, if necessary.

#### E2b

Students form new, small groups containing members of Group 1 and Group 2. These new groups now exchange their ideas. Encourage discussion and walk around and help. Finally, vote on how many students want to be in the new digital world, and how many want to be outside it.

#### → Portfolio

Students can add a short summary of their findings on E1a on Internet and phone use in their area to the *Dossier* section of their language portfolios.