

## TEACHING NOTES UNIT BY UNIT

### Unit 1

## YOU AND ME – PEOPLE FROM EUROPE

### Topics

International words, greetings and introductions, countries and nationalities, saying hello and goodbye

### Core Aspects

- A International words
- B Hello, I'm Susan
- C Where are you from?
- D Hello and goodbye

### Plus Aspects

- E Languages in Europe
- F Classroom English

### Functions

Greeting somebody formally and informally  
Introducing yourself and other people  
Asking and saying names  
Asking and saying where you're from  
Saying your nationality

### Structures

Present simple: *am, is, are*  
Personal and possessive pronouns: *I and my / you and your*  
Question words: *what? / where?*  
Short forms: *I'm, what's, my name's*  
Demonstrative: *this is*

### Vocabulary

Countries  
Nationalities  
International words

### Exploring learning – vocabulary

Word fields  
Word partners  
Word wheels  
Opposites

## Icebreaker

### Aims

- to introduce the notion that students already know some English words
- to foster a positive attitude in the class from the start by focusing on what students “can do”, rather than on what they can't

(Approximate timing: 10 min.)

The **Student's Book** includes a handy name card with helpful classroom language on the back which students should keep at hand and use during the course and will be best introduced in the first lesson.

Before students open their books, ask students to work in groups of three or four and tell them that they have three minutes to write down as many individual English words which they already know as they can.

After three minutes, stop the students and ask each group to call out what words they have come up with, and write these on the board/OHP. As far as possible, try to put students' suggestions into thematic groups (e.g. buildings, food and drink, adjectives etc.), at first without headings and without making this explicit. Afterwards, you could add headings to each word group.

At the end of the activity, point at the words on the board/OHP as an illustration that everyone already knows some English words.

## Aspect A International words

### Aims

- to introduce the notion of English as an international language
- to show students what they already know (what they “can do”)
- to introduce the concept of “word fields” and basic “word partners” as a means of learning vocabulary more effectively
- to introduce listening for gist

(Approximate timing: 45 min.)

### A1

Tell students that this activity looks at words which are “international” – that is, words which have the same or a similar form in many languages.

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

### Key

1 taxi 2 bus 3 car 4 sandwich 5 salad 6 pizza  
7 jeans 8 pullover 9 T-shirt 10 bar 11 club  
12 museum

### A2

Give students a couple of minutes to complete the table with the words from A1 and the four extra words underneath, then go through the answers together.

### Key

free time	transport	clothes	food
bar	taxi	jeans	sandwich
club	bus	pullover	salad
museum	car	T-shirt	pizza
theatre	helicopter	jacket	toast

As students are not yet familiar with the *Tipps zum Lernen* feature at the end of each unit, it is worth looking together at this point at this section on p. 14. Tell students that there are references throughout each unit to the *Exploring learning* section, which can be found at the end of the unit.

Briefly explain the general concept of the *Tipps* – they provide ideas for students to try out which can help them learn different aspects of English more effectively. As every learner has an individual way of learning, students should try out each tip and select the ones they find most effective for them.

Tell students that in this unit, the focus is on learning vocabulary. As an example, read through *TIPP 1* together. Point out that writing groups of thematically related words helps some learners to learn vocabulary items more effectively.

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

### A3

Allow students a couple of minutes to work in pairs to create the word partners using the words from A2. Then check the answers as a class.

### Key

(possible answers)

bus / car / taxi driver  
tomato salad / sandwich / pizza  
blue pullover / T-shirt / jeans  
sports club / car  
modern theatre / bar

Look together at *TIPP 2* on p. 14. Point out that learning words as “word partners” is an effective way for learners to increase their vocabulary.

### A4

Before playing the recording, explain to students that they needn't understand every word but should listen to each announcement and complete the table about what each one was *generally* about.

Play each announcement twice, then go through the answers together.

### Tapescript / Track 1-3

1. Good news for the airport! There's a new bus service from Victoria Central Station to the airport. The bus goes every thirty minutes and a one-way ticket costs £10.
2. The museum of Modern Art in New York opens in December with a special exhibit of Picasso's works.
3. Giovanni's Italian Restaurant on the High Street is 10 years old this month. To celebrate, you can have a special menu for £30, champagne and wine included. Try Giovanni's special Italian menu – £30 all in!

### Key

1. transport 2. free time 3. food

Tell students that listening for the *general* theme of a text is an important skill and the first step towards understanding more details.

### A5

Let students have a couple of minutes to think of three or four words in groups of three. Then ask for a few examples and write each word on the board/OHP. Explain any unknown words. You could also encourage students to think of any word partners they know.

## Aspect B Hello, I'm Susan

### Aims

- to introduce and practise introducing yourself and others
- to introduce the difference between *I* and *my*
- to meet other members of the class
- to introduce informal and formal greetings and replies
- to introduce formal titles (*Mr, Ms*)
- to introduce “word wheels” as a means of learning vocabulary more effectively

(Approximate timing: 45 min.)

### B1

Before students start the activity, walk around the class and introduce yourself to individual students using “*Hello, I'm ...*” and “*Good evening. My name's ...*”. Then repeat the same procedure, but add “*And you?*” or “*What's your name?*”, encouraging the students to answer using “*I'm ...*” or “*My name's ...*”. Ask students to read the dialogues and match them with the pictures, then go through the answers together.

### Key

dialogue 1 / picture 1  
dialogue 2 / picture 2

Play the two dialogues without pauses and students read along. Then play the dialogues again, pausing after each line or short sentence and get students to repeat orally. Then ask students to practise the dialogues orally in pairs.

### Tapescript / Track 4-5

1. **Susan:** Hello, I'm Susan.  
**Tony:** Hi, Susan. I'm Tony.
2. **Anna:** Good evening. My name's Anna Bart. I'm your English teacher. What's your name, please?  
**Rudi:** Good evening. I'm Rudi Kobler and this is Gabi.

Draw students' attention to the **Focus on spoken English** box and explain that this feature of the book gives information on some of the more common aspects of natural spoken English. Here, the use of short forms with the verb *to be* is highlighted using examples from the activity students have just completed.

### B2

Give students a couple of minutes to complete the dialogues. Refer them to the **Focus on grammar** box if they need help. To check the answers, play the two dialogues from the CD once.

### Tapescript / Track 6-7

1. **John:** Hello, I'm John.  
**Maria:** Hello, John. My name's Maria.
2. **Amy:** Hello, my name's Amy. What's your name?  
**Jane:** Hi, Amy. I'm Jane.

### Key

1. I, My
2. my, I

Use the **Focus on grammar** box to make sure that students understand the different use of *I* (= is followed by a verb) and *my* (= is followed by a noun).

At this point, it is also worth pointing out that there is a cross-reference in the left-hand margin which tells students where they can find further clarification and examples of the grammar in each unit in the **Companion** booklet. To illustrate this, you could ask them to turn to p. 54 in the **Companion** booklet and read through the relevant part together. Encourage students to use the **Companion** booklet in class if they feel they need further explanation of specific grammar points, and when learning at home.

### B3

Students follow the example in pairs. Draw students' attention to the **Focus on vocabulary** box and explain that English speakers use “*This is ...*” to introduce other people.

### B4

Students first work in groups of three and introduce their partners to each other following the example. To get the class more active, you could ask students to walk around the classroom introducing themselves and others they have already met, combining what they have just practised in B3 and B4.

### B5

This activity broadens the theme of introducing oneself and others within a formal work situation. Play the recording once and ask students what the situation is (= a formal work situation). Using the dialogue and the **Focus on vocabulary** box for illus-

tration, explain that in formal situations, it is usual for people to use titles (*Mr, Ms*) and “*Nice to meet you*” when meeting people.

➔ *Ms* is the usual female form of address in formal and business situations nowadays. It is the equivalent of the male *Mr* as it does not reveal if the person is single/married/divorced etc. *Mrs* should only be used if it is known that the woman uses this form herself. *Miss* is more or less outdated nowadays.

### Tapescript / Track 8

- Good morning, Ms Anderson. This is Joe Cappello from Eurotec.
- Nice to meet you, Mr Cappello.
- Nice to meet you, too.

### B6

The aim of this activity is to increase awareness of different registers of language, formal and informal. Let students have a couple of minutes to match the greetings and replies, then check the answers together.

### Key

- 1 Good evening, I'm Mary Scott.
  - b Good evening, Ms Scott.
- 2 Hello, Susan.
  - c Hello, Tony.
- 3 Nice to meet you, Mr Kobler.
  - a Nice to meet you, too, Ms Bart.

The second part of the activity is a class milling activity. Ask students to walk around the classroom without their books, introducing themselves to other students and asking for other students' names using what they have practised. They can decide whether they use the formal or informal way of introduction. Also encourage them to introduce at least one other student they have already met using “*This is ...*”.

### B7

This activity introduces the use of “word wheels” to aid vocabulary learning. The word wheel is a variation of a simple mind-map. It allows students to collect together topic-related words and phrases in order to learn them more effectively. This is achieved by linking word and picture in the learner's mind. Explain this to students and encourage them to create their own word wheels for other topics as they appear in the book, and when they are learning at home.

Give students a couple of minutes to complete the word wheel and go through the answers as a class.

### Key

hello, hi, good morning, good evening, nice to meet you

## Aspect C Where are you from?

### Aims

- to introduce and practise countries and nationalities vocabulary
- to practise how to ask and say which country you and other people are from and nationalities
- to introduce the difference between *you* and *your*
- to increase awareness of syllable count and its use in forming vocabulary groups with countries

(Approximate timing: 60 min.)

### C1

Allow students a couple of minutes to match the famous people with the country they come from by completing the sentence “*I'm from \_\_\_\_\_*”. When you go through the answers together, read out the full sentence “*I'm from \_\_\_\_\_*” so that students hear the correct pronunciation of each country.

### Key

- Audrey Tautou from France.
- Penélope Cruz from Spain.
- Sebastian Vettel from Germany.
- Bruno Ganz from Switzerland.
- Joanne K. Rowling from Scotland.

### C2

(10-15 min.)

Give students a couple of minutes to read and order the sentences, then play the recording to check the answers.

### Tapescript / Track 9

**Vikki:** Hello, Sandra.

**Sandra:** Hi, Vikki.

**Vikki:** Sandra, this is Roberto.

**Sandra:** Hi, Roberto. Where are you from?

**Roberto:** I'm from Italy, but I live in Luxembourg. Where are you from?

**Sandra:** I'm from Austria, from Graz.

**Roberto:** And what's your name again?

**Sandra:** I'm Sandra.

### Key

Vikki: Hello, Sandra.  
Sandra: Hi, Vikki.  
Vikki: Sandra, this is Roberto.  
Sandra: Hi, Roberto. Where are you from?  
Roberto: I'm from Italy, but I live in Luxembourg.  
Where are you from?  
Sandra: I'm from Austria, from Graz.  
Roberto: And what's your name again?  
Sandra: I'm Sandra.

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

Draw students' attention to the **Focus on grammar** box and explain the difference between *you* and *your*. To illustrate this, tell students that the difference is the same as between *I* and *my*, which they saw in B2.

### C3

Ask students to complete the table on the right using the country and nationality words in the list. Check the answers together.

### Key

France, German, Spain, American, Belgium, Switzerland, Austrian, Italy, Greek, Scotland

➡ Nationalities and languages are *always* capitalised in English (e.g. French, German, etc.).

In preparation for C4, it is important at this point to practise the pronunciation of the countries and nationalities. To do this, say each country and corresponding nationality aloud and get students to repeat after you in unison.

### C4

(10-15 min.)  
Before students begin the activity, ask them to call out in German any countries or nationalities they will need to write where they come from, write the English on the board/OHP in two columns (country/nationality) and give the pronunciation. Students should first write answers for themselves.

The second part of this activity is a class milling activity in which students should walk around the classroom with their books and ask three other students the questions and record the information

they find out in the table. While students are walking around the classroom, circulate with them and listen out in particular for pronunciation problems and errors such as *I'm Germany* / *I'm from German*, and correct individually where necessary.

Stop the activity after about 5 minutes and ask a couple of students to report back about the people they spoke to using the information they wrote down in their table. To help them do this, write on the board/OHP: *This is (Marco). He's from (Germany). He's (German).*

### C5

(10-15 min.)

The aim of this activity is to create three groups of country names based on the number of syllables to help students learn the vocabulary in groups rather than as individual words.

Write the three group columns from the activity on the board/OHP with *Italy*, *Poland* and *France*. Use these examples to illustrate what students have to do by saying each one aloud and counting each syllable on your fingers.

Advise students to say each country aloud to help them decide which group it belongs in. Students could also work in pairs. One student says a country word aloud and together they decide which group it belongs in.

Give students about 5 minutes to complete the table, then play the recording to check the answers.

### Tapescript / Track 10

Austria (3), Scotland (2), Switzerland (3), Ireland (2), Greece (1), Turkey (2), Spain (1), Belgium (2), Russia (2), Germany (3)

### Key

•••	••	•
Italy	Poland	France
Austria	Scotland	Greece
Switzerland	Ireland	Spain
Germany	Turkey	
	Belgium	
	Russia	

Give students the corresponding nationality for each of the new countries from the list so that they can add them to the table in C3: *Ireland/Irish*, *Turkey/Turkish*, *Russia/Russian*.

Explain that placing the country words in pronunciation groups is an effective way to learn the pronunciation.

### C6

Play the recording once with pauses between each excerpt of music to give students time to write down the country they think the music comes from. Go through the answers together.

### Tapescript / Track 11-13

1. Costas Papadopoulos: Zorba the Greek
2. Macleay Duff Distillery Pipe Band: 74th Farewell to Gibraltar
3. Pepe Romero, Flamenco: Tanguillos

### Key

- 1 Greece
- 2 Scotland
- 3 Spain

## Aspect D Hello and goodbye

### Aims

- to introduce learning opposites as a means of learning more vocabulary more effectively
- to introduce and practise saying *hello* and *goodbye* in informal and formal situations

Approximate timing: 30 min.

### D1

Let students have about a minute to match the opposites, then go through the answers together.

### Key

yes	no
hi	bye
goodbye	hello

Look together at **TIPP 4** on p. 14. Explain that learning a word and its opposite together can be an effective way to learn more vocabulary more effectively.

### D2

Give students a couple of minutes to complete the chant, then play the recording once to check the answers.

### Tapescript / Track 14

I say “hi”, you say “bye”.  
I say “yes” and you say “no”.  
I say “hello” and you say “goodbye”.

### Key

bye, yes, goodbye

To practise pronunciation and intonation, you could get the class to read the chant aloud in unison.

### D3a

Play the recording once with pauses after each dialogue so that students can match the names. Then go through the answers together.

### Tapescript / Track 15

Goodbye, Mr Smith.  
Goodbye, Diana. Have a nice day!

Bye, Anna.  
Bye-bye Rudi. See you next week!  
Yes, see you!

Good night, Gabi.  
Good night, Tony. Sleep well!

### Key

Mr Smith	Diana
Anna	Rudi
Gabi	Tony

### D3b

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

### Key

Bye-bye, you

### D4

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



### Homestudy

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

### Exploring page

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

## PLUS SECTION

(Approximate timing: 45 min.)

### Aspect E Languages in Europe

#### Aims

- to provide further practice of countries and nationalities vocabulary
- to get students to talk about where they are from, what their nationality is, where they live and which languages they speak

#### E1a

Get students to speculate about where the four people in the photos might be from. You could write on the board/OHP: *I think he/she's from ...*  
Play the recording once, pausing after each speaker so that students can write down the answers. When checking the answers, encourage students to say a full sentence, e.g. *Habib's from Turkey.*

#### Tapescript / Track 16

Hello, my name's Habib. I'm from Turkey, but I live in Berlin. I speak Turkish and German and a little English.

My name's Regina Klaus. I'm from Saarbrücken in Germany. I speak German and French.

I'm Urs. I'm Swiss. I speak three languages – French, German and Swiss German.

Hi, I'm Majda. I'm from Slovenia, but I live in Klagenfurt. I speak Slovenian, German and a little Italian.

#### Key

Habib Turkey  
Regina Germany  
Urs Switzerland  
Majda Slovenia

You could then also ask students what nationality each person is, e.g. *He's Turkish.*

Allow students a couple of minutes to read the short text about Habib and tell you how many languages he speaks (= three).

#### E1b

Students listen to the recording again and note down which languages each person speaks. Play the recording, twice if necessary, with pauses after each speaker so that students can write down the languages. Again, when checking the answers, encourage students to say a full sentence about each person. To help students, write on the board/OHP: *He / She speaks ...*

#### Key

Habib: Turkish, German, English  
Regina: German, French  
Urs: French, German, Swiss German  
Majda: Slovenian, German, Italian

#### E2

This activity personalises what students have just done in E1a and E1b. Students will need about 5 minutes to complete the sentences with information about themselves. While students are writing their sentences, walk around and help where necessary.

#### E3

(10-15 min.)  
This activity helps to increase students' confidence when speaking English in front of others. Ask each student to read out their sentences slowly and clearly, and the others should listen and note down how many students speak two, three or four languages so that they can report back at the end of the activity. Focus in particular on pronunciation and repeat any unclear sentences for the rest of the class. When each student has read out his/her sentences, ask the class to report back on how many people speak two, three or four languages.

## Aspect F Classroom English

### Aims

- to introduce spoken and written instructions in the classroom
- to familiarise students with written instructions in the coursebook

### F1

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

Give students a couple of minutes to match the words and expressions with the pictures, then check the answers together, making sure that students understand what each word or expression means.

### Key

(from left to right) listen to, count, read, work in pairs, look at, tick, ask, write, say, work in groups of three, number

### F2

This activity draws students' attention to the words and expressions which frequently appear in the coursebook instructions.

Allow students about 5 minutes to match the words and expressions, then check the answers together, again making sure that all students understand what each expression means.

### Key

Write the words.

Say "hello".

Number the sentences.

Ask your teacher.

Read your English book.

Look at page six.

Listen to the CD.

Match the words with the pictures.

Work in pairs.

Complete the dialogue.

### F3

Tell students that they are going to hear four instructions which they have to follow.

Play the recording once with pauses after each instruction so that students can do what they hear.

### Tapescript / Track 17

Write your name.

Say "hi" to your partner.

Look at page ten.

Work in pairs and say "Nice to meet you".

As an extension, you could give students a few other instructions from Unit 1 which they have to follow, e.g. "Introduce your partner", "Write your nationality", etc.

### F4

Let students have a couple of minutes to find the words, then ask them for the answers and write them on the board/OHP.

### Key

number, say, listen, write, ask, read, match

### F5

This activity gets students to relate what they have just seen in F1-F4 to the instructions as they appear in the coursebook unit.

Allow students about 5 minutes to find each expression and note down the page number, then check the answers together.

### Key

1. page 8      4. page 9

2. page 8      5. page 11

3. page 13     6. page 11

### Extra materials

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next).

The web code for this unit, which will take you directly to the relevant web pages, is **XST01**.