



“十二五”职业教育国家规划教材
经全国职业教育教材审定委员会审定

职通英语

Network Now

第二版

教学参考书 ①
Teacher's Manual



原著 Lynda Hübner
改编 《职通英语》教材改编组



东北师范大学出版社
NORTHEAST NORMAL UNIVERSITY PRESS



Klett



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(第二版)

- 原著 Lynda Hübner
- 改编《职通英语》教材改编组

贵州师范学院内部使用

东北师范大学出版社
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长 春

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电话: 010-82893125

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《职通英语（第二版）》改编组成员

主 审：杨 忠 Lynda Hübner

总主编：安晓灿 王朝晖 段 成

《职通英语 教学参考书1（第二版）》

主 编：梁 春 周海燕 陈 婷

副主编：杜周军 翁晓琴

编 者：陈 悦 勾 淼 吴怡洁

田 琳 陶 然 卢琳琅

《职通英语》改编组成员

总主编：杨 忠 安晓灿

《职通英语 教学参考书1》

主 编：安晓灿 黎 晴

副主编：廖庆生 彭 卓 牛 达

编 者：黎 晴 宋春晖 彭 卓

汪继敏 温平珍 廖庆生

■ 第二版前言

《职通英语（第二版）》系列教材在第一版的基础上，收集汇总了全国近百所书院校师生的使用反馈，结合国内高等职业教育英语教学现状和我国社会经济发展对高职学生英语综合应用能力的要求修订而成。

■ 修订背景

近年来，职业教育发展迅猛，国家日益重视，政策性文件频出。《国家职业教育改革实施方案》《加快推进教育现代化实施方案（2018—2022年）》《中国教育现代化2035》《中国英语能力等级量表》等先后颁布，教学要求和教学理念持续更新。同时，国家教育事业发展进入“十三五”规划时期，“互联网+”大背景对新形态教材助力信息化教学的需求日益迫切。

■ 修订原则

1. 传承经典。保留经典的文章、话题、趣味练习等，延续以言语功能为主线的原则设计教学内容，彰显语言的文化负载功能，增强文化自信，拓展学生的国际视野。
2. 日臻完善。通过增加热门话题、单元词汇表，调整语法项目和词语表达，内容上精益求精；同时，优化版式设计，形式上注重减轻学习的倦怠感。
3. 删繁就简。精简部分阅读素材字数，将部分传统科普类文章替换为趣味性文章，与高职学生的认知基础和实际水平相匹配，贴近学生的现实生活。
4. 与时俱进。注重信息化技术与教材开发的深度融合，通过微课、点读、试题检测平台等资源和功能，支撑混合式教学模式，有利于自主、合作、探究学习的有效开展。

■ 修订内容

1. 增加就业、出国留学、继续教育、培训、移民等话题，内容贴近学生的现实生活。
2. 阅读中用趣味性文章替换传统科普类文章，寓教于乐。
3. 依据九级量表增配单元词汇表，并增加音标、音频以及相关短语。
4. 调整语法项目和词语表达，减少语法习题数量，为自主学习释放更多的空间。
5. 优化版式设计，调整字号及行距，有效减轻学习的倦怠感。
6. 删减部分阅读篇章，与高职学生认知基础和实际水平相匹配。
7. 录制微课，支撑混合式教学模式。
8. 开发试题检测平台、单词移动学习软件等，配设点读功能，弥补传统教学方式的不足。

■ 使用建议

鉴于目前高职高专学生入学时英语水平差异较大，且不同专业对学生未来使用英语的需求有异，建议可分为一般要求和较高要求选用本教材。一般要求可选用《职通英语》13级，较高要求可选用《职通英语》24级。

■ 改编团队

《职通英语（第二版）》系列教材由中国功能语言学研究学会名誉副会长、东北师范大学杨忠教授和《Network Now》作者之一、德国知名语言教育专家 Lynda Hübner 女士担任主审；中国职教学会通识文化课类教学研究中心副主任、韶关学院安晓灿教授，教育部职业院校外语类专业教学指导委员会委员、成都纺织高等专科学校王朝晖教授，四川省高校外语教学研究会副会长、成都理工大学段成教授担任总主编，负责全书的总体编排和书稿的审订；由来自全国近四十所职业院校的英语专业骨干教师、学科带头人，负责修订工作及立体资源建设，在此一并表示感谢！

虽然我们倾力编撰、精心制作，但书中难免会有不足之处，欢迎使用该教材的广大师生批评指正，以便我们的教材日臻完善。

■ 第一版前言

《职通英语》是在德国克莱特出版集团 (Klett Group) 出版的 *Network Now* 系列教材基础上, 根据我国新时期高等职业教育改革需要改编而成的用于高职高专院校的公共英语教材。该套教材共分 4 个级别, 每级由《综合教程》《教学参考书》《单元跟踪测试》及配套的 MP3 光盘和电子教案组成。

■ 改编背景

世纪之交, 我国高等教育首先实现了由精英教育向大众教育的历史性转变, 随之国家适时调整高等教育结构, 加快发展高等职业教育。2014 年 2 月 26 日国务院常务会议部署加快发展职业教育, 其举措之一是创新职业教育模式, 建立学分积累和转换制度, 打通中职、高职、本科、研究生的上升渠道。新的职业教育发展趋势要求高职高专英语教学进一步深化改革, 编写适应新形势需要的高职高专英语教材势在必行。东北师范大学出版社根据教职成司函(2013)184号“关于‘十二五’职业教育国家规划教材选题立项的函”, 申报立项改编 *Network Now* 获得批准, 成立了由外语教育专家和高职高专英语教学名师组成的教材改编课题组。教材改编课题组通过会议研讨, 形成了教材改编方案, 并分组进行改编, 共同把关, 确保教材改编质量。

■ 改编原则

1. 思想性原则: 教材内容有利于弘扬社会主义核心价值观, 有利于学生形成正确的世界观、人生观、价值观, 有利于学生拓展国际视野并了解英语国家文化的精华, 有利于培养学生语言文化差异意识和鉴别能力。
2. 科学性原则: 教材内容选择及编排应遵循语言使用规律及语言学习规律, 整套书内容承接有序, 语言地道准确, 图文搭配合理, 编排体例规范。教学内容的选择和设计与人才培养模式改革相互促进, 适于自主、合作、探究的学习方式。
3. 目标性原则: 依据《高职高专教育英语课程教学基本要求》确定整体教学目标, 明确学生应达到的听、说、读、写水平。每项教学内容有明确的教学目的, 通过课堂活动和练习实现教学目标, 并通过任务检验学生掌握的程度。
4. 兼顾基本要求和拓展需要的原则: 依据《高职高专教育英语课程教学基本要求》分级设计教材内容, 既满足学生自主学习的需要, 又有利于基础较好的学生尽快提高英语水平。

■ 改编内容

1. 将书名改为《职通英语》(*Network Now*)。
2. 将原书序号 A 1, A 2.1, A 2.2, B 1.1 改为《职通英语》1, 2, 3, 4。
3. 改编部分单元结构设计。
4. 替换部分阅读短文。
5. 将 1-3 级学生用书中的德文导语改为英文导语。
6. 改编书中的部分语法项目及其讲解, 以满足高职高专学生的英语学习需求。
7. 适当增加翻译练习, 强化对重要语法项目和表达式的理解, 同时培养学生对英汉语言差异的敏感性。
8. 重新编排词汇表, 并对不同要求的词汇进行标注。
9. 为介绍英语国家文化的短文配上中文译文。
10. 保留学生用书中 *Self-study, Test Yourself and Language and Culture* 的参考答案以及听力原文, 并将其余部分的参考答案、译文和听力原文纳入教师用书中。
11. 为《综合教程》1-4 级配套增编《单元跟踪测试》1-4 级, 其中 2-4 级包含高等学校英语应用能力考试模拟试题和普通高校专升本全国版英语模拟试题。

■ 显著特点

1. 以言语功能为主线设计教学内容, 突出相应的语法项目和词语表达。
2. 以情境为依据选择语言教学内容, 场景贴近生活且语言地道。
3. 教学目标设计明确, 且练习丰富多样, 注重全面提升听、说、读、写、译五大语言技能。
4. 图文并茂, 且音频模仿真实场景录制, 使教材内容更加生动, 犹如身临其境。

■ 使用建议

鉴于目前高职高专学生入校时英语水平差异较大, 且不同专业对学生未来使用英语的要求有异, 建议可分为一般要求和较高要求选用本套教材。一般要求可选用《职通英语》1-3 级, 较高要求可选用《职通英语》2-4 级。

《职通英语》系列教材由中国功能语言学研究会名誉副会长、东北师范大学外国语学院杨忠教授和中国职业技术教育学会教学工作委员会高职英语教学研究会主任、韶关学院安晓灿教授担任总主编, 负责全书总体编排和书稿的审订。

《教学参考书 1》的改编由广东省精品课程教学团队韶关学院外语学院大学英语教学部和辽宁金融职业学院公共外语教学部集体完成, 其编者及分工如下: 安晓灿和黎晴为《教学参考书 1》主编, 廖庆生、彭卓和牛达为《教学参考书 1》副主编, 其中 1-6 单元分别由黎晴、宋春晖、彭卓、汪继敏、温平珍、廖庆生改编完成。

限于时间和教材改编课题组水平, 书中难免会有不足之处, 欢迎使用该教材的广大师生批评指正, 以便我们的教材日臻完善。

Welcome to the *Teacher's Manual for Network Now 1*

Your Course: *Network Now 1*

- *Network Now 1* provides 24 ninety-minute lessons, covering one semester course.
- Each of the 6 units has 3 steps (18 lessons), followed by a revision lesson, *Now I Can* (6 lessons).
- If your course has more than 24 lessons and you need **extra lessons**,
 - ▶ use the **Globetrotter** pages. There are two *Globetrotter* pages – a *Globetrotter Work* and a *Globetrotter Travel* page after Units 2, 4 and 6, and you can find ideas on how to use them in class in this *Teacher's Manual* (Pages 135 ff.). Each of these pages provides forty-five minutes of classroom material.
 - ▶ use the **Christmas Lesson** on Pages 139 ff. of this book.



Your *Network Now 1* Lessons

- Each step of the 3-step unit is designed to last for 90 minutes. In each step there is a reading input, a listening input, grammar, vocabulary and functional English.
- The fourth lesson in the unit, *Now I Can*, is a review lesson and it mirrors the list of learning aims on the introductory page of each unit – the *Photo Page*.
- If your lessons are longer than 90 minutes, or if you want to have **something extra for your lessons**, you can find materials here:
 - ▶ In every step, there's a reference to the **Language and Culture** section, texts and tasks about linguistic and cultural aspects of life in English-speaking countries, and this can be done in class or set for homework as the tasks have keys.
 - ▶ The **Reading** pages, which are part of the *Self-study* for each Step 3, can also be used in class. Ideas for exploiting the *Reading* texts can be found in every unit in this *Teacher's Manual*.
 - ▶ This *Teacher's Manual* provides ideas for more activities in each step (Pages 100 ff.), and has a resource section of photocopiable materials and templates (Pages 115 ff.).

Your *Teacher's Manual for Network Now 1*

The *Teacher's Manual* (TM) is divided into three main parts:

Part 1: Lesson Notes

- ▶ The lesson notes give detailed instructions on how to organise activities and teach the structures.
- ▶ There are keys  to the activities on the classroom pages, where appropriate.
- ▶ If an activity involves a listening exercise, you'll find the Audio Script framed on the page and the track numbers are given with the relevant activities: _{2/13} = CD unit 2, track 13. The ▶ indicates that the track is to be played.
- ▶ Some of the information in the notes is printed in grey – this means it's an optional activity.
- ▶ Suggestions are made on how to make some exercises simpler (↓) or more complex (↑).
- ▶ Some activities offer the students a choice of complexity. The one-star* option is slightly easier than the standard, the two-star** option and the three-star*** option is more challenging. Each student can decide for himself / herself the degree to which he / she wants to be challenged.
- ▶ And look out for these useful elements:
 - Tip** – a teaching tip which can be used at this particular stage of the lesson.
 - !** – a reminder about some aspect of what you're about to teach.
 - NB** – a relevant piece of information for this step.
 - FYI** – a piece of topic-related information for the teacher.

Part 2: Optional & Additional Materials – Getting Ready for Unit (1)

This section provides extra activities for each step and each *Now I Can*. It should be looked at before the lesson as some of the activities require preparation.

- ▶ Preparing Unit (1), (Step 1):
 - Extra activities for the step or for *Now I Can*.
 - Notes on dealing with the *Language and Culture* texts and tasks in class.

Part 3: Optional & Additional Materials – Photocopiable Activities

- ▶ There are photocopiable materials to accompany the extra activities for the steps in Part 2.
- ▶ And there's also a template to accompany the extra activities for the *Now I Can* of each unit. These templates can be filled in and used in a variety of ways at different levels, so you can have a “tailor-made” activity for your class.

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Unit 1 Step 1 Welcome to the Class

Contents

Storyline

Anna is from Canada. She's in Faversham for a year and attends a family history class, where she meets Susan and Tom, and the class teacher Dave.

Functions

Introducing people and greeting people; Asking for the meanings of words

Vocabulary

Hobbies and interests

Language Study

Demonstrative Pronouns: *this, that, these* and *those*

Lesson Notes

Additional Material

For optional and additional material for Unit 1, Step 1, see Page 100. Refer to this section before your lesson as some of the materials require preparation.

Optional Stages

Optional stages of the lesson are written in grey in these notes. If you're using Unit 1, Step 1 as the first lesson, do this *Starter* exercise first:

Starter: Introduce Yourself

Tip: Name cards Get students to make a name card by folding a piece of paper in half, writing their first name on both sides of the paper (so that the students sitting next to them can also read the name) and standing it on their desk.

Photo Page



• Say: *Look at Page 1* and hold up your open book. Give the students a minute to look at all the pictures. Read the text to the class. Then ask individual students the questions.

Anna's from Ottawa, Canada.

• Refer students to *Unit Learning Aims* and give them a minute to read them.

FYI: Ottawa is the capital of Canada. It's in the province of Ontario. Faversham ['fævəʃəm] is a market town 14 km west of Canterbury and 77 km east of London. For more information, read the *Language and Culture* texts on Page 23 in your coursebook.

Nice to Meet You



1/1

• Students listen to the dialogue twice – once with the dialogue covered, and a second time with the dialogue uncovered.

Tip: Reason for listening When the students first listen to the dialogue with their books closed, give them a very general task to do – it gets them used to listening for the gist and it makes them concentrate a bit harder!

- Ask students to cover the dialogue. Say: *Listen. How many people do you hear?* (Four – Anna, Susan, Tom, Dave) Play ▶ 1/1.
- Ask students to look at the photo. Ask: *Where are they?* (In the family history class / In a college.) Say: *Now look at the dialogue and listen to it again.* Play the dialogue ▶ 1/1 a second time.

Language and Culture

In every step, there's a reference to the *Language and Culture* section at the end of the unit. The students can read these texts and do the related tasks at home. There's a key to the tasks in the coursebook. However, if you have extra time at the end of the lesson, you could look at the relevant L&C in class. The first L&C focuses on Anna's hometown, *Ottawa* (Coursebook P. 23). For more information on this, look at Page 100 of this TM.

1 How to Say It: Introductions and Greetings



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

2 Now You: Introducing Each Other

NB: The *Now You* exercises appear in each step. They give students the opportunity to personalise the language items they have just learnt.

- Demonstrate the activity by introducing one of your students to the rest of the class.

3 Comprehension

Tip: Task complexity When you see an arrow like this ↓, there's a suggestion how to make the activity a little easier. When you see this arrow ↑, there's a suggestion how to make the activity a bit more demanding. These suggestions are optional – it depends on the ability of your group to decide whether you choose to use them or not.

- ↓ Students work in pairs and work out the answers before they are read out in class.
1 are / aren't, 2 is / isn't, 3 are / aren't, 4 is / isn't, 5 is / isn't, 6 is / isn't

4 Vocabulary:
Hobbies and
Interests

Tip: Knowing what to listen for When students have to listen for information, always give them time to read through the instructions or questions before they listen so that they know what information they should listen out for.

- ↓ Divide the class into three groups. Each group focuses on just one list. Play ▶ 1/2. Answers are shared in class and, if necessary, play ▶ 1/2 again so that students can check their answers.

✓ cooking, classical music, films, history

Dave: OK, let's begin. Welcome to the class. I see we have one or two new students – one from Canada! So let's introduce ourselves. I'm Dave, Dave Evans. I'm from Canterbury originally and I'm the director of the museum here in Faversham. Shall we say a bit about our hobbies, too? Well, I like cooking. I love Italian food! And I like Italian music, too – opera, and ... well, all classical music, really. Er, I love films and I go to the cinema nearly every week. And, of course, I'm interested in history. It's my job and my hobby. That's all really. So, who's next? How about one of our new students?

5 Now You:
Your Hobbies

- Monitor the activity, giving help with vocabulary where necessary.

6 How to Say It:
Asking About
Hobbies
and Interests

- Have the class repeat the phrases after you in chorus.

7 What Are These
Things?

Let students practise the pronunciation.

1 dancing, 2 painting, 3 typing, 4 playing basketball, 5 singing, 6 reading, 7 biking, 8 hiking

8 Now You:
Your Things

- Demonstrate the activity by producing three things from your bag and writing the names of them on the board.

9 What's in Your Bag?

- Demonstrate the activity by taking a pen out of your bag and asking a student: *Excuse me, what's this in English?* (Elicit: That's a pen.) Take two books out of your bag and ask a student: *Excuse me, what are these in English?* (Elicit: Those are books.)

Round Up

NB: The *Round Up* activities consolidate the structures which were introduced in the lesson. They also facilitate time flexibility at the end of the lesson.

10 Find Out About
Your Partner

Tip: Demonstrations It's advisable to demonstrate the activities so that students have a pattern to base their answers / conversations on and, if necessary, write a few keywords on the board.

- Demonstrate the activity by saying a few sentences about yourself.

11 Introduce Your
Partner to the
Class

- Follow coursebook instructions.

Language Study

Demonstrative Pronouns: *this, that, these, and those*

- Explain the basic usages of demonstrative pronouns: *this, that, these* and *those* first, and then ask students to work in groups to discuss the function of each demonstrative pronoun in the examples given in the box (Coursebook P.4).

FYI: Basic usages: Demonstrative pronouns are those that identify or refer to a thing or things and occasionally a person or persons. *This, that, these* and *those* are the most commonly used ones. *This* and *that* are *singular*. *These* and *Those* are *plural*. *This* and *these* refer to something near to the speaker in time and space. *That* and *those* refer to something far away in time and space. They may function as a subject, an object, a predicative or an attributive.

Additional examples:

- 1 – *Is this the bus we want? – Yes, that's it.*
- 2 *Students should always keep this in mind.*
- 3 *My plan is this.*
- 4 *For this reason, they cancelled their trip.*
- 5 *She had a bad cold. That's why she didn't come.*

1 Cross Out the Wrong Word



- Give students time to work in pairs and then check their answers.

- 1 ~~one book~~ | ~~two or more books, is~~ | ~~isn't~~;
- 2 ~~one book~~ | ~~two or more books, is~~ | ~~isn't~~;
- 3 ~~one book~~ | ~~two or more books, are~~ | ~~aren't~~;
- 4 ~~one book~~ | ~~two or more books, are~~ | ~~aren't~~

2 Fill in the Blanks



- Ask students to discuss the answers in pairs and then report them one by one.
1 **These**; 2 **that**; 3 **those**; 4 **This**; 5 **this, that, those**

3 Translation



Ask four students to write their translations on the blackboard and have a class discussion.

- 1 **This is a map of China and that is a map of the world.**
- 2 **This book is about Chinese history.**
- 3 **This factory was built last year, and that one was built many years ago.**
- 4 **This is Mr Smith. He is our sales manager.**

Unit 1 Step 2 In the Break

Contents

Storyline	Susan and Anna talk about their jobs and Dave invites them to Faversham museum.
Functions	Likes and dislikes
Vocabulary	Jobs and occupations (1)
Pronunciation	Stressed syllables
Language Study	Personal Pronouns

Lesson Notes

Additional Material For optional and additional material for Unit 1, Step 2, see Page 100. Refer to this section before your lesson as some of the materials require preparation.

Optional Stages Optional stages of the lesson are written in grey in these notes.

Starter: **What's the Word?** **NB:** Students will have more chances to practise the alphabet in Step 3, so you needn't spend too long on the alphabet, but you may want to remind them of the vowels.

Write on the board: **A-team email iPhone O₂ YouTube** and have students repeat them.

- Spell some words from Step 1, e.g. *seat, move, down, meet, Canadian, introduce, pleased, year*.
- ↑ When someone has guessed the word, ask a volunteer to put it into a sentence.

What's Your Job?



1/8

- Ask students to cover the dialogue and listen so that they can add names to the sentences on the board.

Board:

_____	is a computer programmer.	(Anna)
_____	works in a hotel.	(Susan)
_____	was an engineer.	(Tom)
_____	is a museum director.	(Dave)

- Play ► 1/8. Students listen to the dialogue with the dialogue covered, and a second time with the dialogue uncovered so they can check their answers.

Language and Culture The students can read the text *Canterbury* (P. 23) and do the related tasks at home or you can use this as a “filler” if you have time at the end of the lesson. For more information on this, look at Page 102 of this TM.

1 Comprehension



- Students do the exercise alone and then compare answers in class and correct the false statements.
True: 1, 4, 6
2 Anna works in ~~Faversham~~ **Canterbury**. 3 Susan's job ~~isn't interesting~~ **is really interesting**.
5 Dave's a ~~computer programmer~~ **museum director**.

2 Vocabulary: Jobs

! In English-speaking countries, people are much more vague about their job descriptions when having social conversations: *I work for (Siemens)* or *I work in an (IT) department* is sufficient information.

- Students match the halves of sentences and compare answers in class.
1 b), 2 a), 3 d), 4 f), 5 g), 6 c), 7 e)

3 Other People's Jobs

- Remind students that *a / an* is needed when they say what their job is. Ask *What's Anna's job?* (She's a computer programmer.) *What was Tom's job?* (He was an engineer.)

4 Say It Like This

- Play ► 1/9 so that students can underline the stressed syllables.



1/9-10

doctor, electrician, family, hotel, interesting, music, problem, student, tourist

- Play ▶ 1/10 so that students get a chance to practise the pronunciation.

Tip: Choral repetition Don't be inhibited about asking the whole class to repeat phrases together. This gives every student a chance to practise the phrases. And it allows more hesitant students to practise speaking without doing it in front of the class.

5 Where's Class 3c?



1/11-12

- First ask the class to speculate: *Look at the photo. They're new students. What's their problem, do you think?*
- Say: *Now listen and find out.* Play ▶ 1/11.

They can't find their classroom.

- Say: *Listen again. What do they say? Choose the right word in number 1 – 6.* Play ▶ 1/12.
1 our, 2 their, 3 us, 4 we, 5 They're, 6 them

(S1 = Student 1, S2 = Student 2, D = Dave)

S1: Oh no. Where's our classroom?

S2: I don't know. It's Classroom 3c. Is that 3c?

S1: No, that's 3f – it's a German class. We can ask their teacher.

S2: Can she help us?

S1: Well, we can ask her.

S2: No, look, they're busy. They're in the middle of a lesson. Don't disturb them.

S1: Ah, look, ... here's 3c!

D: Hello. Come in. Welcome to the class!

6 How to Say It: Likes and Dislikes

- Have students repeat the phrases chorally. Exaggerate the intonation slightly so that they can copy it easily.
- Ask volunteers to make sentences replacing *it* with a person or a thing. Demonstrate the activity by making sentences with the phrases from the first box, e.g.
I like English very much.
I love my cat.
I think Harry Potter is great.

7 Now You: Do You Like It?

- Demonstrate the activity by talking about your hometown for a minute.

If Short of Time

- If you notice you're getting short of time,
- do *Exercise 8* as a class activity.
 - do just one of the *Round Up* activities.

8 Now You: What Do You Think of It?

- Refer them to the phrases in *Exercise 6* before they work with a partner.
- ↑ Invite students to add some more items to the list.

Round Up 9 Jobs

- Follow coursebook instructions.
Anna works for Silver Star, in Canterbury. **She's** a computer programmer. **Dave** is the director of the museum in Faversham. **Susan** works in a hotel in the town centre. **Tom** is retired. He was an engineer.

10 Likes and Dislikes

- Demonstrate the activity by writing three sentences on the board:
I really like (English). I love (cats). I shouldn't stand (jazz).
- Students guess which sentence is false and then do the activity in pairs.

Language Study

Personal Pronouns

- Explain the basic usages of personal pronouns first, and then ask students to work in groups to analyse the function of each personal pronoun in the examples given in the box (Coursebook P.9)
- FYI:** Basic usages: Personal pronouns are pronouns that are associated primarily with a particular grammatical person – first person (as *I*), second person (as *you*), third person (as *he, she, it*). They are not limited to people but also refer to animals and objects. Personal pronouns take different forms depending on number (*singular or plural*), gender (*male, female or something inanimate*) and case (*nominative, accusative and possessive*). Grammatically, they can be the subject of a sentence (*I, he, she, it, you, we, they*), the object of a verb or preposition (*me, him, her, it, you, us, them*), or the attributive modifying a noun (*my, his, her, its, our, your, their*) to show its possessive relationship.

Additional examples:

- 1 *This is my own house.*
- 2 *She left her umbrella at home.*
- 3 *You must keep quiet in such a place.*
- 4 *They speak their own language.*
- 5 *He and his wife had a good time.*
- 6 *We were not able to cross the bridge.*

1 Fill in the Blanks



- Have students do the exercise in pairs and then have a class discussion.
1 him, 2 He, 3 His, 4 it, 5 her

2 Fill in the Blanks



- Ask students to work out the answers in pairs, and then read out them in class.
1 them, 2 it, 3 her, 4 you, 5 us, 6 him

3 Translation



- Ask students to work in groups, and then invite five groups to write their translations on the blackboard and have a class discussion. Remind students of using personal pronouns properly.
 - 1 I saw her and her colleagues in the street.
 - 2 If you see Jim, give my regards to his parents.
 - 3 I gave the report to him.
 - 4 He is younger than me.
 - 5 They live in their own rooms.

Unit 1 Step 3 At the Airport

Contents

Realia	A landing card; Airport signs
Functions	Giving personal information; Filling in a form
Vocabulary	Email addresses; Airport signs; BE and AE
Reading	Social etiquette tips
Language Study	Interrogative Pronoun: <i>whose</i>

Lesson Notes

Additional Material For optional and additional material for Unit 1, Step 3, see Page 101. Refer to this section before your lesson as some of the materials require preparation.

Optional Stages Optional stages of the lesson are written in grey in these notes.

Starter: Can You Spell Your Name, Please? ! Students often have problems with the alphabet so it's a good idea to have the students practise the alphabet before doing the tasks. Simply have them say the alphabet a couple of times round the class.

Forms
1 All About Anna **NB:** In the third steps, there's always a piece of realia as a main focus. It's important that students realise that, although there may be unknown words in a text, they shouldn't panic! They will still probably be able to understand enough to cope with the situation.

- Read the **Info box** to your class and assure them that it isn't always necessary to understand every word of a text or a conversation – they can still cope in everyday situations.
 - Students work alone and then compare answers in class.
- ✓ 1, 3, 6

Language and Culture The students can read the text *Titles*(P. 23) and do the related tasks at home, or you can use this as a "filler" if you have time at the end of the lesson. For more information on this, look at Page 101 of this TM.

2 Personal Details ! Point out: *Where were you born?* (not *Where are you born?*)

- Students match the formal headings with the informal questions.
1 e), 2 a), 3 b), 4 c), 5 d)

3 Now You: Your Personal Details

- Follow coursebook instructions.

Email Addresses
4 How to Say It

- Play ► 1/19 and refer students to the phrases in the blue box.

(A = Anna, O = Official)
 O: ... and can I have your email address, please?
 A: Yes, it's annaturner, all one word, @silverstar.com.
 O: Sorry, can you spell your name, please?
 A: Yes, A-N-N-A-T-U-R-N-E-R.
 O: annaturner@silverstar.com, right?
 A: Yes, that's right.
 O: Thank you, Ms Turner. And now can you tell me ...?

5 Listening

- Play ► 1/20 and students complete the email addresses.

1 jk. 2 @ 3 .uk

1 jk.masters@hobbyenglish.de
 2 robert.roy@gfx.ch
 3 hg.croft@playtime.co.uk

6 Now You: Your Email Address

! Point out the second **Info box** in case any student needs this additional information (underscore, dash) to give their own email addresses.

The Airport 7 Airport Signs



• Students work alone or in pairs to match the English and Chinese words with the icons.
 1 **Departures**, 出发; 2 **Arrivals**, 到达; 3 **Baggage Claim**, 行李提领处; 4 **Lost Property**, 失物招领处; 5 **Customs**, 海关

8 Reading: Lost Property

NB: Students shouldn't be asked to read this text aloud. They don't have to worry about pronunciation of new words, nor is it necessary for them to understand every word. The aim is to get the gist of a text and to guess new words from their context.

Tip: Pre-reading In order to introduce the topic and some of the vocabulary in a reading text, you can ask some speculative questions before students read the text. Don't correct the answers, and just let students guess. They'll find out the answers when they read the text. Say: *What do people sometimes lose at airports?* (Bags, umbrellas, phones, etc.) *Let's find out the answers by reading the "Lost Property" text, Exercise 8.*

- Allow students time to read the text silently.
- Ask: *How many airports are there in London?* (Five) *What's the main airport in London?* (Heathrow) *How many passengers travel to or from Heathrow every year?* (68 million)

9 American Words

! Reassure students that British English and American English are very similar but sometimes there are differences. In dictionaries, **BE** indicates British English and **AE** indicates American English. These terms are used in *Exercise 4* on the *Self-study* page (P. 15).

- Students find the corresponding British words in the text and check their answers by reading out the sentence from the text.
 1 **luggage**, 2 **mobile phones**, 3 **handbags**



If Short of Time

If you notice you're getting short of time,
 • do *Exercise 10* as a class activity.
 • limit the number of items in *Exercise 12*.

10 Listening



1/21



1 a passport, 2 keys, 3 a bag

1 (CO = Customs Official, A = Anna, W = Woman)

CO: Can I see your passport, please?

A: Yes, it's here, in my bag. Oh, where is it?

W: Excuse me, are you Anna Turner?

A: Yes, that's right. What?

W: Is this your passport?

A: Oh yes, it is. Thank you so much. Where was it?

W: It was on the desk at ...

2 (S = Simon, G1 = Girl, D = Dave)

S: Look! There are some keys on that table. Whose keys are they, do you know?

G1: No. Dave.

D: Yes?

G1: These keys were on the table in your classroom.

D: Oh yes, they're my keys. My car keys. Thanks very much.

G1: It's OK. Simon, they're Dave's keys.

3 (G2 = Girl, S = Susan)

G2: Dave.

D: Yes?