

Ask, *How much is it?*, and point at the price. Wait for a student to supply the answer. Hold your book up and slowly turn the pages back to Page 36, saying, *Turn to Page 36*. Then point at the menu at the top of Page 36. Point to the tomato salad and ask a strong student, *Adalbert, the tomato salad. How much is it?* Wait for him to answer, then point to the ham sandwich and, choosing a new student, say, *Hedwig, how much is the ham sandwich?* Wait for the answer, then put students in pairs and, jabbing at the items on the menu at random, say, *Ask your partner. How much is it?*

Monitor during this activity in case there are any queries or obvious mistakes to correct.

Teaching tip: If you have ten minutes left at the end of the lesson, instead of starting the next section and not having time to finish it, why not do an Extra Practice exercise from an earlier unit or section as revision?

Further practice: *Teacher's Resource Book*, p. 70

5 **Let's meet at 7.30**

Aim:	Students are able to arrange to meet at a certain time.
Grammar:	–
Lexis:	days of the week; times

- a** Pointing at your watch or a clock hanging in the classroom, theatrically ask, *What's the time?* Wait to see if someone answers. It is unlikely that someone will already know how to say the time in English, but there may be some attempts using the numbers they have practised in recent lessons, or someone may answer in German, which will show that they have understood the question (and that the remaining students now understand what topic is about to be covered).

Pointing at the times written in the shaded boxes, “drag” them with your finger at random to the times displayed on the four devices in 5a and say, *Match!*

Check answers in plenary, pointing clearly to each picture and asking, *What's the time?*

Key: six, two thirty, nine thirty, eight

Language info: As explained in the info box on Page 40, in the English-speaking world the twelve-hour system is generally used instead of the 24-hour system (exceptions are made for planes and other transport). Give students some examples to show how easy it is to infer morning or evening from context, such as, *I had breakfast at 8. I went to the ballet at 7 yesterday. I always have my first coffee at 6*. You will probably have to give these examples in German.

- b** Cup your hand around your ear and wait for a student to say, *Listen!* Point to the times in the shaded boxes in 5a and “move” them around with your finger. Say, *What order?*

Let students check their answers together before checking in plenary. You could check the answers by numbering spaces 1, 2, 3 and 4 on the board and getting a student to write the times in the order they were played.

Key: 3, 1, 4, 2

- c** Point at your eyes and wait for a student to say, *Look!* If this doesn't happen, supply the word yourself. Hold your book up at Page 40, point to the picture and say, *Look at the picture*. Leave a short pause, then add, *and tick!* Read out the options in the two

questions in 5c. The options in 1 are very close to the German words, so they should be understood by most students. Students may need help understanding the options in 2, however.

Check answers in plenary.

Key: 1 It's a calendar. 2 It shows the days of the week.

- d** Say, *Listen!* Then, air-writing with your board marker, say, *and write!* Repeat, *Listen and write!* Gesture at your watch (or classroom clock if available) and say, *Listen and write the times.* Hold up your book at the calendar, say, *listen and write the times,* and then, pointing at or reading the three names in the shaded boxes under the calendar, say, *Listen and write the times and names.*

Play track 54. Let students compare answers with a partner before offering to play the track a second time.

Check answers in plenary.

Key: Linda Sunday, 6.00 Claus Thursday, 2.00 Rose Monday, 10.00

- e** Say, *Anja and Susan.* Point to your watch or the classroom clock. *When do Anja and Susan meet?* Show students the memo they need to fill out in 5e and say, *Listen. When? Where?* Clarify that students have correctly understood *where.*

Key: When? Wednesday, 7.30 Where? The Pink Elephant

Language info: English learners with German as their native language often confuse the question words *where* and *who*, as *where* translates as *wo* and *who* translates as *wer.*

- f** Let students familiarise themselves with the words in the shaded boxes before listening to the audio again and filling in the gaps.

Key: 1 Let's go 2 to 3 on 4 Let's meet 5 at 6 at

- g** Split the class into two groups and get them to stand at two separate ends of the classroom with their coursebooks and a pen each. Stand in the middle, between the groups. The students need to be close enough to you to hear you well. Point to one group and say, *A!* Point to the second group and say, *B!*

Still standing between the two groups, turn to Group A and away from Group B and say, *Page 65, please!* Hold up your coursebook at Page 65 and point at the calendar. Ensure that the page that the A students turn to matches the page you are holding up (calendar on the bottom half of the page).

Turn to Group B and away from Group A. Hold your book open at Page 66 and point at the calendar. Say, *Page 66, please!* Ensure that the page that Group B students turn to matches the page you are holding up (calendar on the top half of the page).

Still facing Group B, point clearly to the box Monday 9.00. Turn to group A and loudly say, *Group A, let's meet on Monday at 9.* Wait for a student to say, *Yes!* or something similar (such as the *Good idea!* used in the listening exercise). If this doesn't happen, take a book from one of the A students, point to Monday 9.00 and say, *Yes! Good idea!*

Pretend to write in the Monday 9.00 box. Still facing Group A, point at the Tuesday 9.30 box. Turn to Group B and say, *Group B, let's meet on Tuesday at 9.30.*

Wait for someone to say, *no*. If no one does, take a book from one of the B students, point to Tuesday 9.30 and say, *No!*

Call a B student forward. Put him or her together with an A student and direct them to two seats. Encourage the others to also pair off and continue comparing calendars.

Teaching tip: Normally, prior arrangements are described with the present progressive tense. Students at this level haven't learned this tense yet. They also don't have a lot of the standard language for agreeing to and rejecting appointments. However, making appointments is an important function which students are always confronted with early in their language-learning career. Encourage students to do what they can with the language they have and don't correct mistakes for which students cannot realistically be expected to have the language yet.

Further practice: *Teacher's Resource Book*, p. 72

Task: Go for it! The restaurant game

Aim:	Students are able to use the words and phrases introduced in Unit 3.
Grammar:	–
Lexis:	revision of lexis from Unit 3

- a** Start by splitting the class into four groups, each of which has a specific task. Make sure that group members are sitting together in a formation where they can easily talk to each other. Each group needs a coursebook (preferably one per participant) open at Page 41, one pen per participant and a collection of identical blank cards.

Group A need 12 blank cards (plus spares for mistakes). They should find six food and six drink items from Unit 3 and write them on the cards. They need to make sure there are no duplicates.

Group B need four blank cards and need to find and write English phrases for the four restaurant situations detailed in their activity box:

- 1 You are a waiter, taking a guest's order.
- 2 You are ordering something from a waiter.
- 3 You are a waiter, bringing a guest the food and drinks s/he ordered.
- 4 You are a waiter, reacting politely after a guest has thanked you.

Try to choose students for this activity who aren't likely to wildly improvise.

Group C need eight cards (plus spares for mistakes) to write down eight times. They should only use full and half hours. Make sure there are no duplicates. If they finish this task early, get them to also write out the times in full form.

Group D need eight cards (plus spares for mistakes). They need to write down eight prices in pounds (ensure they have noticed the pound sign written in their activity box). The pound component should always be between 13 and 19, the penny component between 30 and 90.

If you have a particularly large class, get each group to create two identical sets of cards. In this case, Group A will need 24 blank cards, Group B will need 8 blank cards,



Quellenverzeichnis

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