

## TEACHING NOTES UNIT BY UNIT

### Unit 1

#### ON THE ROAD AGAIN

##### Core aspects

- A Do you enjoy reunions?
- B Getting to know you
- C A journey of discovery
- D Who am I?

##### Plus aspect

- E Animals for team building

##### Can do's

- I can use appropriate greetings.
- I can obtain specific information from a simple written advert.
- I can understand spoken instructions, for example instructions for a group activity.
- I can question people in order to obtain personal information.
- I can read a text and find the main point.
- I can write about myself, my aims and what I want from my English course.

##### Grammar

Present perfect vs. past simple (*have you ever ...?, when ...?*)

Present simple

Sentences with *if* and the past simple

##### Vocabulary

Meeting and getting to know people

Types of TV programme

Learning (goals and techniques)

##### Exploring learning – getting started

Ask somebody else to check your written work

Use the ideas of the *European Language Portfolio* to support your learning

Get organized!

##### Icebreaker

##### Aims

- to establish a good atmosphere in class
- to revise and generate vocabulary: meeting people and class reunions
- to get students to speak English without feeling self-conscious
- NOT to anticipate asking questions (this will be done in A3a)

This is the first meeting of new and “old” students so the idea here is to give students a chance to say a few simple sentences in English and tune in to the general atmosphere of the English class. Students will get to know each other later in Unit 1 by using appropriate greetings and asking questions.

Write the word *reunions* on the board and elicit examples of typical reunions, such as class reunions, family reunions, football team reunions, etc. Tell students that the topic of reunions is one of the topics in the first unit, and emphasize the fact that your class’s and your own meeting is actually a form of reunion and a fresh start to learning together.

Then write the complete heading of Aspect A *Do you enjoy reunions?* on the board with the letters running from top to bottom on the left-hand side. Leave some space before and after each letter. Ask students what they associate with reunions, e.g.

family, meeting, happy, talk, restaurant, party, old friends, dancing, etc. Fill in the blanks with their ideas, e.g.

Dancing  
O  
happY  
Old friends  
U  
mEeting  
N  
J  
O  
familY  
R  
E  
U  
N  
I  
O  
N  
S  
?

Try and accept all students' suggestions and make sure the activity is fun. At the end of the activity students will have found eighteen relevant words or phrases for the first unit.

### → Teaching tip

The icebreaker mentioned above is done as an activity with the whole group. The teacher adds the words and phrases on the board, assuming that a new class with a mixture of old and new students might feel a bit shy at the beginning. If you feel your class does not mind being more active, ask your students (all of them) to come to the board and write their associations themselves on the board.

### → Teaching tip

Some students need encouragement to stand up and move about in class. Give each student a piece of chalk or a felt pen and ask them to help the team find words. It is likely that most of them will be willing to participate.

### → Extension activity

Wipe the words and phrases off and ask students if they can remember what was on the board.

## CORE ASPECTS

### Aspect A Do you enjoy reunions?

#### Aims

- to get to know each other
- to collect and to practise appropriate greetings for people you know and don't know
- to listen to different greeting situations and identify typical phrases
- to revise, practise, and expand students' vocabulary of names of languages
- to practise small talk and talking about class reunions
- to use the present perfect and past simple when talking about reunions

#### Page 9

Look at the title and the questions together and ask students to match the three introductory questions to the pictures. This way they get an idea of what the unit is about.

#### A1a

Refer to the pictures and elicit from students what kind of situations (greetings) are shown in them. Read the instructions together and refer back to the pictures. Ask students which picture shows people who have probably met before, and which picture shows people probably meeting for the first time. Ask students to work in pairs and sort the phrases into two groups. Make sure they understand that some phrases can be used in both situations. Walk around and help.



#### Key (possible answers)

*You know the person:* Have you been away? / Hi ... nice to see you. / How was the weather? / What did you do in the holidays?

*You don't know the person:* Hi, I'm ... Nice to meet you. / Pleased to meet you. / Welcome to our class. / Where did you learn English before? / Where do you live? (and possibly: What did you do in the holidays? How was the weather?)

### → Teaching tip

Pair work can make shy students feel less embarrassed about speaking English and it increases students' speaking time. Make your teaching strategies and methods clear to students. This will increase their acceptance of pair, team and group work.

→ **Teaching tip**

When walking around and supervising this activity, point out that writing the phrases in the respective columns is a strategy which will help students to remember them better – instead of simply connecting the phrases and the columns with lines, or numbering the phrases and writing the numbers in the columns. These methods might save time but do not have the same learning effect as actually writing the phrases down.

→ **Extension activity**

Get students to write the two columns on the board and write the phrases on the board so they can all see the results.

**A1b**

Students now actively practise the phrases by walking around and greeting one another. Make sure they understand that a short conversation should follow the greeting. If necessary, pre-teach some ways of saying goodbye, such as *See you later then! Must be off now!*

→ **Teaching tip**

It is a good idea if the teacher also takes part in this activity as you can make sure that everybody participates. You also have a chance to listen in and help if necessary.

→ **Teaching tip**

If you only have a small group, or if all the students already know each other, you can bring along some pictures or photographs of people and the students can pretend to greet the people in the pictures.

**A2a**

In pairs, students listen to three different recordings and match the descriptions a-c with the recordings.

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

1

Annie: Hi, Ross. How are you? Have you been away?  
Ross: Yeah, we took the kids to Euro Disney.  
Annie: Oh, that's nice. Did you have a good time?  
Ross: Well, the kids loved it. There's a lot to do.

But you can spend a lot of money, of course.

Anyway, what about you? Did you go away?

Annie: No, not really. I went to some friends who live near York for a long weekend, but the rest of the time I was here. I was working.

Ross: The weather wasn't very good this year, was it?

Annie: No, so it wasn't so bad going to work.

I didn't miss much. I'm going on holiday in October so I hope it'll be better then.

Ross: So, where are you going? ...

2

Jess: Good morning. I'm Jess. Nice to meet you.

Alice: Oh, hi. I'm Alice.

Jess: Do you know everybody here?

Alice: No, nobody.

Jess: Well, I'll take you round and introduce you to everybody in a minute. So, this is our office.

Alice: It's very nice.

Jess: Where did you work before?

Alice: Oh, this is my first job. I just finished uni this summer.

Jess: Right, well I'm sure you'll settle in quick. Now come and meet the rest of the team.

3

Tim: It's Mandy, isn't it? You're looking great!

Mandy: Yeah. Tim?!? Hey, how are you?

Tim: Fine. So what are you doing now? Are you married?

Mandy: Well, I was married, but no longer. It finished last year. What about you?

Tim: Same with me. I was married but I'm single again now. Kids?

Mandy: No. That made the divorce a bit easier.

Tim: And are you working?

Mandy: Oh, yes. I've got a job in marketing.

Tim: Really? I thought you wanted to be a teacher.

Mandy: Yeah, well when I went to uni, that's what I thought, but then I changed my mind.

Tim: Why?

Mandy: Well, I ...



**Key**

1. c, 2. a, 3. b

→ **Language**

Point out the use of fillers and all the language used to react to what the other person says. Make sure that students know they do not need to speak in full sentences to speak good English.

**A2b**

These are three more detailed questions on what people say in which situations. If necessary, play the recording again before students do the task. The recording can also be played again after the task.



**Key**

1. b, 2. c, 3. a

### → Extension activity

If students are uncertain about some of the phrases in the dialogues or there are new students in the class who have not worked with NEXT before, let them read the tapescript after they have done the task and then act out the dialogues, adapting them to suit themselves. They may end up with completely different dialogues!

### → Teaching tip

The recordings are realistic so students may find them difficult to understand. In real life they can sometimes ask for things they don't understand to be repeated so there is nothing wrong with playing the recording again if necessary. However, it is best if students try the first global listening task after hearing the recording once. The detailed listening will need a second listening.

### A3a

Go through the example questions with students. Elicit a few answers to make sure students use the present perfect and the past simple correctly. Refer to the *Focus on Grammar* box. If necessary use the Companion for revision of the tenses. Don't spend too much time on this, as the focus here is on fluency practice. When students talk to their partners walk around and monitor and help.

### → Teaching tip

The aim of this activity is to provide a chance for people to get to know each other, and to do this in a controlled way to provide some grammar revision. This activity provides the teacher with an idea of whether students know or can still remember the basic contrast between the simple past and present perfect. If students have trouble with these, then plan in some revision work.

### → Language

Remind students that the simple past is used far more often in English than the present perfect and if they are not sure it is usually safer to use the simple past. Germans tend to overuse the present perfect so this tip may help them.

### A3b

Students now report back on their experiences with reunions.

### → Culture

In multinational classes you will probably find an interesting variety of occasions for reunions. In Germany, for example, people meet for reunions e.g. ten years after leaving school or after their Abitur, or twenty-five years after their first communion or confirmation. In many cultures, there are family reunions for close and distant family members, on the occasion of weddings, for example.

### → Extension activity

So that students can all see the results of the survey in A3b, write students' names on the board and write (or ask them to write) some of the key words for their experiences next to their names or each other's names. This can be written as a table, e.g.

Name	Last reunion	Enjoyed it? Yes/No	Good things	Bad things

## Aspect B Getting to know you

### Aims

- to obtain specific information from a simple written advert
- to understand spoken instructions, for example instructions for a group activity
- to practise asking questions for getting to know someone
- to discuss the topic of reality TV shows

### B1a

Read the instructions together and ask students to speculate what the headline *Green Speed* might mean. Choose the most likely option.

### → Teaching tip

This, like many other exercises, can be done before students open their books. They can then open their books and think about the four ideas given.

### → Language

Students might want to know what they should say: *ad*, *advert* or *advertisement*. All three words are common in English. Note that the pronunciation is different in UK English (əd'vɜ:(r)tɪsmənt) and US English (,ædvər'taɪzmənt).

### B1b

Students read the article and find out if their choice of answer was correct.

Go through the four questions, explaining new vocabulary if necessary. Ask students to answer the questions individually. Walk around and help. Students can then compare their results with a partner.

### Key

1. b, 2. a, 3. b, 4. a (aged between 18 and 65 / in good health / in possession of a current EU passport / in possession of a driving licence)

### → Language

In US English, the term is driver's license (different wording, different spelling).

### → Teaching tip

You can deal with unknown vocabulary by asking students to guess the meanings of new words or phrases from the context. Try and avoid translating words immediately into German. If students want translations or translate words automatically, ask them (after they have the translation) to explain the new word or phrase in English. This way they will use more synonyms and paraphrases instead of translations.

### B2a

Students guess what kind of programme *Green speed* is.

### Key

b

### → Culture

Reality TV is getting more and more popular all over the world. Typical for this kind of programme are for instance *Big Brother*, *Super Nanny*, *Raus aus der Schuldenfalle*. Many of these series are shown in different countries, like for example, one of the most popular series, *Big Brother*.

### B2b

In pairs, students brainstorm examples of different kinds of TV shows. Walk around and monitor. Then talk about what kind of programmes you like watching and what students like. Write the three options a–c as headlines on the board and collect all the ideas.

### → Extension activity

Ask students to make up English titles for them if they don't know the words in English for the titles. This can lead to some creative ideas!

### → Teaching tip

Talking about your own interests as a teacher is a very good listening comprehension activity for your students. Students are usually genuinely interested in their teacher, so they are happy to listen to you, as long as you don't monopolize things!

### → Teaching tip

Some students might not watch this kind of programme and may not have many examples. If you think this will be the case, get your students to brainstorm ideas briefly in pairs first and then join up with another pair to pool their ideas.

### → Culture

Ask students from different cultures about TV programmes in their countries and what they feel the differences are compared to programmes they watch in Germany. If you teach classes with just one nationality, ask students about their experiences when travelling and if they have ever watched TV abroad. You can compare news programmes, for example. Was the news presented by one or more people? Did they sit or stand? What did the studio look like? What did they wear?

### B3a

Read the instructions carefully and explain the situation to the students. Tell them to imagine they are applicants to the programme and ask them to guess the kinds of questions they will have to ask each other. They guess individually first, then compare their ideas with a partner. Finally, collect all the questions on the board.

### → Teaching tip

Ask pairs to choose their two favourite questions and then write them on the board. This is a way of involving everybody.

### → Extension activity

Write down the questions on the board (or take a photograph of the board) and use them the next time as a warm-up activity for students to interview each other.

**B3b**

Students read questions a and b first and then listen to the recording. Ask students to answer the questions in pairs. Play the recording again to check.

**Tapescript (CD 1/Track 2)**

OK. Can I have your attention for a minute? Thank you. We'd like to do a few activities with you so that you can get to know the other people here a bit better, and it will help us to start putting the teams together. Right, for this first activity, I'd like each of you to write down on a piece of paper – um, you'll find some cards on a table over there – I'd like you to write down a question that you'd like the other people here to answer. It should be a question that will help you get to know what sort of person you're talking to. So, er, it could be something like: What's your favourite something, such as your favourite way of spending an evening? Or it could be a question about the person's life: What's the most exciting thing you ever did? Or again, it could be a question like: What would you do in a certain situation? For example: if your house was on fire and you could only save one thing, what would you take? Or: if you had a party and you could invite three famous people, who would you invite and why? OK? You get the idea? So everybody has one question, and you go round and ask everybody in the group. Then at the end, you can tell us all what your question was and you can choose one person's answer. You can tell us one answer that you liked or that surprised you. Just choose one person's answer to tell us. Right, off you go. You have two minutes to think of a question and then we can start talking!

**B4a**

This activity aims at accuracy first before focussing on fluency. Get students to read the instructions and the examples carefully. Refer to the *Focus on grammar* box. Then, individually, students write down their own question. They can ask each other to check if there are any mistakes. Walk around and help and make sure the question they write down is correct. Students should now copy the correct question on to a fresh card or piece of paper. Refer to *Tip 1* on page 16.

**B4b**

The focus of the activity is now on task-oriented speaking and fluency. Tell students that they should interview all the other students and find the most

interesting answer to their question. Students take their card and walk around and take notes. Join in the activity to encourage students to be active and also use it as an opportunity for monitoring students.

**→ Extension activity**

Hang all the cards on the wall so students can see all the results of the class survey. Have a small prize ready and get students to choose the best question and the best answer. Give the prize to the winner.

**Aspect C      A journey of discovery****Aims**

- to interview other students in order to obtain information about learning goals
- to make a poster of all the main goals of the class
- to read a text comparing travelling to learning and find the main points
- to read, understand and discuss learning tips
- to discuss what students take on their holidays

**C1a**

Read the instructions and the example dialogue. Students can take it in turns to interview a new partner on each other's goals for learning English.

**→ Teaching tip**

Encourage students to work with different partners. This will allow them to listen to different accents and dialects as well as different ways of speaking English at different levels. New partners can be found in several ways. Here are a few ideas:

- Count half the class 1-2-3 ... and then the other half 1-2-3 ..., the 1s work together, the 2s, etc.
- Ask students to stand in a line according to their month of birth, shoe size, house number, etc. Students standing next to each other are then partners for the next activity.
- Bring along different fruit or sweets in different colours. Students who have the same (strawberry, cherry, orange, etc.) are partners.

**C1b**

The students in pairs now tell the rest of the class about their partner's goals.

→ **Teaching tip**

Reporting back is ideal training in the use of the third person -s (*She wants to travel to Florida next year*) and for reported speech (*She said she wants to travel ...*). The reporting back phase is important because students not only have something to say but also have people to say it to (people who don't know what they're going to say). This makes it both a genuine act of communication without it being difficult to think of something to say.

→ **Teaching tip**

It is very useful to repeat the same information or story to different people, so students have a chance to improve their stories.

**C1c**

Take one (or several) sheets of flipchart paper and make a poster with all the main goals of the class. It is important to do this on a sheet of paper which you can keep and not on the board.

→ **Teaching tip**

This is an important part of the whole activity. Making students aware of their goals is one step, another one is to keep records of their initial goals and then check them against their progress at the end of the book. This is a perfect tool for your students – and for you – for evaluation of progress.

→ **Extension activity**

Make the poster together. Give students felt pens of different colours and encourage them to add drawings or pictures taken from magazines to make the poster really attractive and memorable.

→ **Portfolio**

You can take a picture of the poster and print it. Students can then add the picture to the *Dossier* section of their portfolios.

→ **Teaching tip**

Remember that there is an opportunity for these posters to be brought out again and reviewed in Unit 10.

**C2a**

Read the initial questions and the first paragraph and then ask students to answer the questions.

→ **Language**

Students will probably be familiar with the word *coach* in its meaning as trainer. Here it is used for a bus which travels over long distances, such as on holiday tours or from one city to another. It is a British word for a particular kind of bus.

 **Key**

c

→ **Extension activity**

To prepare for C2b, do a short summary of the paragraph in the students' own words with the whole class.

**C2b**

Students work in pairs. Assign each pair a different paragraph of the letter. Students then find a heading for their paragraph, and prepare a summary of their paragraph to pass the information on to the rest of the class. Walk around and help. Students should try and rephrase the paragraphs in their own words instead of quoting large parts of the text. Refer to *Tip 2* on page 16.

 **Key**

2. Do you know where you're going?
3. Decide how fast you want to travel
4. Find some friends to share the journey with
5. Keep a dossier of your souvenirs

→ **Teaching tip**

In mixed-ability groups it is a good idea to offer students choices. Ask them to choose one of the paragraphs themselves. The chances are very high that, at this level, they will choose the part of the text they understand. If no-one chooses one paragraph, do this one together with the whole class.

**C2c**

Students now report back on what their paragraph is about.

→ **Culture**

In multicultural classes invite people to share their ideas of what learning looks like in their culture. Does the driver decide on everything? Do they have a guidebook or no extra material? Will the trip be enjoyable? Will there be any "democratic" decisions made on the trip? Can they take somebody along? Even in classes with only German students there will

be some quite different ideas about a trip like this, depending on the age and learning background of students.

### → Extension activity

Bring along a copy of the *European Language Portfolio* and show students how it works. You can also download free material for working with NEXT and the portfolio under [www.hueber.de](http://www.hueber.de).

### C3a

Students now work in small groups and read the instructions and the different learning ideas carefully. Explain (or ask students to explain) any unknown vocabulary or phrases. Before students discuss the different ideas, draw their attention to the *Focus on spoken English* box which provides a lot of helpful phrases to manage the task. Walk around and help and monitor.

### C3b

Students then tell the class about the ideas they liked. The aim here is for the whole class to have a discussion on the different learning tips. Refer to *Tip 3* on page 16 and read the tip together.

### → Portfolio

If students make their own personal list of 2–3 of their favourite ideas, they can add this to the *Dossier* section of their portfolios.

### C4a

Get students to imagine they are packing their suitcases for a real journey. Go through the instructions and the examples together. If you like, tell them what you usually take, mentioning something which is relatively unusual, e.g. a cooling cup for holidays in hot countries, a small pocket light for power shortages, a pointing dictionary for countries with exotic languages, etc. Students then discuss their ideas in pairs.

### C4b

Students compare their own ideas with the rest of the class. Have a small prize ready for the best and the most original idea.

## Aspect D Who am I?

### Aims

- to write a personal letter
- to write about myself, my aims, and what I want from my English course
- to become aware of my aims in learning English
- to write down and remember aims and evaluate them at the end of the book

### D1a

Read the instructions together. Make sure students understand that they are going to write an (open) letter to the rest of the class which contains personal information. The idea here is not only to practise writing, but also (and mainly) to make students aware of their aims in learning English. Read the examples with students. Individually, students start writing their letter. They can use the salutation given and the sentence beginnings. Walk around and help. Students then check their letter beginnings with a partner and help each other.

### → Teaching tip

Writing helps students to think about things first and also to think about linguistic forms, e.g. how to construct sentences and link them together. It can also be a useful record for you of students' opinions and feelings as well as their writing skills.

### → Teaching tip

If you join in the activity with the students and write a letter yourself, the activity will become more relevant for students. Think of a course (adult education, training ...) you have attended or write about your personal aims for this English course.

### D1b

Students read the introductory questions and then the letter examples on the right. Ask students to write one or two sentences about themselves. Encourage them to ask their neighbour to check what they have written.

### D1c

Again, ask students to read the instructions for the next part of the letter and the examples. They then write this part of the letter. Walk around and help.



### D1d

Continue in the same way. Students now write about their hopes for this course.

### D1e

Finally, students add some personal information. Encourage them to write something they have not yet told the others. Give an example about yourself if you feel this makes the activity easier.

#### → Teaching tip

In our lessons we try and encourage students to use English in relevant contexts. However, this also means that students might have to share personal information. Make sure the group atmosphere is supportive and accepting. If some students are not willing to talk about themselves, you can tell them the aim is not necessarily to tell the truth; they can equally well invent information.

#### → Teaching tip

Playing some background music quietly can help with creative writing.

### D2

Tell students **not** to write their name at the end of the letter. Collect all the letters and put them in the middle of a table which is accessible to all the students. Each student takes a letter and reads it out. Whose letter is it?

#### → Portfolio

Students can file their letters in the *Dossier* section of their portfolios.

#### → Teaching tip

The letters can also be read again at the end of the course when you get out the poster from Aspect C.

## PLUS ASPECT E

### Animals for team building

#### Aims

- to revise and consolidate the language functions used in the core aspects (asking questions, agreeing / disagreeing)
- to revise and practise vocabulary about animals
- to revise and practise adjectives

– to listen to a conversation and understand specific information on people's likes and dislikes

– to compare animals to people and use vocabulary creatively and figuratively

### E1a

Lead in by drawing students' attention to the pictures and ask them to match them to the names of the animals. There will probably be a spontaneous reaction to some animals students like and dislike. Talk about this briefly with the whole group and then ask students to put the animals in order individually.

### E1b

Students compare their lists with a partner, discuss their preferences and give reasons.

### E1c

In the whole group, have a general discussion and find the most and the least popular animal in class.

#### → Teaching tip

Putting things in order can be done quickly. It is easy for the whole group to see the result – even with large groups – if you write the options on the board (here: the seven animals). Give each student one or two post-its and then ask them to come to the board and attach their post-its to their favourite animal(s).

### E1d

In pairs or small groups, students guess what the missing animal is in the English sayings. Get students to compare the sayings to sayings in their own language.

#### Key

a. dog, b. elephant, c. cat, d. lion, e. mouse

#### → Culture

This is an appropriate occasion to have a discussion on sayings and idioms with animals in different cultures.

#### → Extension activity

Bring along pictures of the animals in this unit and other animals and hand out blank cards. Get students to write down sayings and idioms referring to these animals and hang the cards around the respective picture. Students can also

write the sayings in their own language. Then find equivalents in English or other languages. In German, for instance, we say *Elefant im Porzellanladen* (a bull in a China shop) for people who often put their foot in it, or *sich in die Höhle des Löwen begeben* (to enter the lion's den) for knowingly entering a danger zone, or *da beißt sich die Schlange in den Schwanz* (a snake biting its own tail) for a situation which comes full circle in a negative sense.

### E2a

In pairs, students now choose and assign adjectives to the animals.

### E2b

Read the instructions together and make sure students understand that the task is to compare their own "animal adjectives" to the recording.



### Tapescript (CD 1/Track 3)

Carla: Hi, I'm Carla.

Sean: Nice to meet you, Carla. I'm Sean. And what's your name?

Holly: Oh, I'm Holly.

Carla: Right, well what do you think about these animals: I like the lion – actually it's a lioness. She's strong and brave.

Sean: Yeah, I guess you're right, but lions are dangerous, too.

Holly: I agree – very frightening. I love elephants. They're so wise.

Sean: Yes, that's true. And they're very cooperative, too.

Carla: What about dogs and cats?

Holly: Well, dogs are loyal and friendly. Cats are unfriendly.

Carla: Oh, no. I don't agree with that. Cats can be very friendly, but they're independent. And they're very clever. Dogs can be very stupid.

Sean: Well, it depends. Um. What about the snake?

Holly: Ooh, very frightening. They're clever and dangerous. And quiet. You can't trust them.

Carla: I think it's because they have cold blood. What do you think about the parrot?

Sean: Noisy?

Holly: Yes, and they're sociable and lively as well. I love their colours. They're fun, aren't they, parrots?

Sean: But they can bite you, as well.

Carla: I agree with you, Sean. I don't like them. You can't trust them.



### Key

*lioness*: strong, brave – dangerous, frightening

*elephant*: wise, cooperative

*dog*: loyal, friendly – stupid (no agreement)

*cat*: unfriendly – friendly, independent, clever (no agreement)

*snake*: frightening, clever, dangerous, quiet

*parrot*: noisy, sociable, lively, fun (no agreement)

### E2c

Following the example in the recording, students now discuss the animals' characters in groups. Refer to the *Focus on spoken English* box for useful phrases for discussion.

### E2d

Students now find animals to represent the three people in the recording. The recording can be played again before the activity.

### → Teaching tip

If students have difficulty with this, suggest that Holly may be a mouse, Carla a lioness and Sean perhaps a dog.

### E2e

Students now talk about their friends and family and what animals they would choose for them.

### → Culture

Comparing people to animals and assigning human characteristics to animals is part of the literature of nearly every culture, starting with Sumerian and ancient Indian tales. In Europe the tradition started with a wide variety of fables written by Aesop (the Hare and the Tortoise), and even nowadays pupils read the fairy tale *Der Hase und der Igel* by the famous Brothers Grimm at school. Some animals such as dogs or pigs have very powerful significance in different cultures and varying meanings from culture to culture.

## Unit 2

### GETTING THERE!

#### Core aspects

- A Planning a getaway
- B Do you have wi-fi?
- C A change of plan
- D Getting around

#### Plus aspect

- E Is travel an art?

#### Can do's

- I can talk about a possible holiday.
- I can give information about my town/area.
- I can find factual information on a website, for example about hotel services.
- I can complain politely and effectively about services in a hotel.
- I can make a phone call to change travel arrangements.
- I can understand the main points in a text about renting a car.
- I can ask necessary questions about renting a car.

#### Grammar

Sentences with *if* and the past simple  
*some / something, any / anything*

#### Vocabulary

Hotel facilities  
Complaining  
Making travel arrangements  
Telephoning  
Car rental

#### Exploring learning – strategies for understanding and speaking

Listen for specific language so that you can use it yourself when you write or speak  
Underline or highlight specific information in a written text  
Make notes before making a phone call  
Use subheadings to help you guess the content of the paragraph

#### Icebreaker

##### Aims

- to become aware of potential travel problems
- to brainstorm, revise and predict phrases for a variety of travel situations
- to establish a cooperative atmosphere in class through teamwork

Write the following situations on the board:

1. There is an enormous insect in your hotel room.
2. Your flight is delayed.
3. Your rental car broke down.
4. Your friend is going on a trip to a dream island.

The name of this icebreaker is *Predictions*. Ask students to work in pairs and tell them they can choose one of the situations for this activity. They imagine the situation and try and think of phrases that will probably be used in this situation. Give them a time limit of about three to five minutes and encourage them to find about six phrases they would probably hear or say in the situation they have chosen. Then one pair reads out their phrases, and the others who have chosen the same situation check their phrases and see how many of them are identical. Continue with the other situations in the same way. Students can see that they already have a lot of phrases in their repertoire for difficult travelling situations and realize that many of the ones they all think of are identical or very similar.

## CORE ASPECTS

## Aspect A Planning a getaway

## Aims

- to talk about a possible holiday
- to discuss advantages and disadvantages of travelling to the student's own area in different seasons
- to give and present information about the student's town or area
- to revise *if* and the past simple in a personalized context
- to revise *some* and *any* in a personalized context

## A1a

Draw students' attention to the pictures. Lead in by adding your own ideas on a potential getaway, using *if* and the past simple: *If I had ...*, *If I could ...*. Read the instructions and the examples together. Students note down their own ideas individually. Walk around and help. If necessary, refer to the Companion for further examples of *if* and the past simple.

## A1b

Students talk to their partner and compare their ideas. In the whole group, they report back on their partner's ideas. Other students in the class can agree and disagree.

## → Extension activity

Students can form groups with those who have the most similar ideas. As a first step and preparation for A2b, they can briefly discuss how similar and how different their ideas are and see if they could possibly agree on a holiday together.

## A2a

Individually, students tick the options and add their own ideas.



## Key (possible answers)

Ask neighbours, colleagues, and/or business partners; read guidebooks; watch travel documentaries (documentary films or television programs) that describe travel in general or tourist attractions

## A2b

Students now work in pairs and make a decision on where they want to go. While they discuss the additional information they need, walk around and help. Examples of students' sentences can be written on the board, either by the teacher or the students themselves.

## → Teaching tip

Standing up and writing on the board can encourage more ideas by moving and changing position. If students seem to be running out of ideas, asking them to write on the board can sometimes help them to think of more. Especially with evening classes, it can help to add a bit of movement during activities. This is especially useful for kinaesthetic learners.

## → Extension activity

Get students to discuss their ideas several times by using the "pyramid method". Students first note down their ideas individually. Then they discuss these with a partner and agree on one trip they both like. Then two pairs work together and discuss their two different ideas and agree on one they all like. Then eight people get together and do the same thing and so on.

## → Teaching tip

Students usually find it boring to simply repeat the same ideas, even if they are correcting grammar mistakes. They find it more interesting if they are talking to a different person or reporting to someone else. Using a method like the pyramid method or working with different people means students get more practice and can repeat the same sentences and structures, but without getting bored.

## A2c

Before you play the recording tell students that they should compare the questions they have thought of with the questions they hear on the recording. Collect all the additional questions they hear on the board.



## Tapescript (CD 1/ Track 5)

John: Hello, John Dyson speaking.

Anna: Hi, John! Have you got a minute?

John: Um ...

Anna: I just wanted to tell you what I've found out so far about Edinburgh. I checked out hotels and

B & Bs. Have you got any preferences, by the way?

John: No, as long as it's clean and comfortable.

Some places in this country can be pretty bad.

Anna: I know, and we need somewhere that's not too expensive.

John: Yeah, that's right.

Anna: Well, I think we'll have to take a bed and breakfast a bit further from the city centre. Some of the hotels look nice, but it's difficult to find anything under £100.

John: Did you say £100?

Anna: Yeah.

John: I still can't get used to pounds but that seems to me to be too expensive. We won't have any money left for anything else.

Anna: Yeah, I know. So I checked the B & Bs.

Some of them are a lot cheaper. We could get something for between fifty and eighty pounds, but they're usually a bit further from the centre. Means we get lots of exercise.

John: Yeah, but you know, that's fine for me, as long as the place is reasonable and clean.

Anna: I agree. I also had a look at the Edinburgh Pass.

John: What's that?

Anna: It looks like a good buy, especially compared to some of the other places we've been. It includes entry to almost all the important museums. Then there are some walking tours that might be fun to go on. There's also a visit to a distillery. You can only visit each museum once, though.

John: Really? And if you like the distillery so much that you want to go twice? ... How long is it valid for?

Anna: One, two or three days. It's pretty good value for money. We can buy it in advance or wait till we get there. But I thought that if the weather's really nice, we might want to do something else, go out to Cramond or climb Arthur's Seat instead.

John: Who's Arthur? And why do you want to climb his seat?

Anna: It's the big hill in Edinburgh. You can see the whole city from the top of it.

John: OK. Sounds great. I'm happy with anything you suggest. Well, now, did you find any flights?

Anna: I'm still working on that. I wanted to check if there's anything from Stansted or if we have to go from Heathrow. A lot of the Stansted flights go to Glasgow and then we'd have to take the

train from Glasgow to Edinburgh. So in the end it might be better not to fly and to take the train all the way.

John: Hmmm. Well, we can only spend ...

### → Culture

Edinburgh is the capital of Scotland and the second largest city in Scotland and is on the east coast near the Firth of Forth by the North Sea. The Scottish Parliament is in Edinburgh and the Old Town and New Town districts of Edinburgh were UNESCO World Heritage Sites in 1995. In 2010, Edinburgh's population was 486,120. The city is famous for the Edinburgh Festival which takes place each year in August, when about 400,000 visitors come to Edinburgh. Burns Night is another festival celebrated all over Scotland in January to mark the birthday of the Scottish national poet, Robert Burns. Arthur's Seat is Edinburgh's local mountain and is about 1.5 kilometres east of the city centre, completely surrounded by suburbs. It is part of Holyrood Park and is 251 metres high. There are views over all of Edinburgh from the top.

### A2d

The focus is now on the use of *some* and *any*. Write the two words on the board and ask students to listen again and identify and write down as many phrases with *some* and *any* as they can. They then compare their lists with a partner. If necessary, play the recording again. Refer to *Tip 1* on page 24. To remind them of the correct use of *some* and *any* refer to the *Focus on grammar* box, and to the Companion.

### → Portfolio

The phrases can be added to the *Dossier* section of students' portfolios.



### Key

*phrases with some/something:* we need somewhere that's not too expensive; some of the hotels look nice; some of them are a lot cheaper; we could get something for between ...; especially compared to some of the other places we've been; then there are some walking tours that might be fun to go on; we might want to do something else

*phrases with any/anything:* have you got any preferences; we won't have any money left for anything else; I'm happy with anything you suggest; did you find any flights?; I wanted to check if there's anything from Stansted

### → Language

Some learners want to use *any* to mean *no*, for instance *I have any money*. It may be useful to remind them that *any* in a negative sentence must be used with *not*. In general, *any* is used in negative sentences but not always in questions.

### A3a

Go through the instructions and the ideas in the list with students. They then decide which season they want to work on and get into four groups. While they are preparing their presentations, walk around and help. Make sure they understand that they should be as convincing as possible.

### → Teaching tip

To make it easier for students to decide on a season, bring some pictures representing the different seasons and hang them up in the four corners of the room. Students then walk to the season they have chosen and work together.

### → Teaching tip

Most learners are predominantly visual learners, so bringing pictures to lessons helps students to get into the mood for the activities. You can cut pictures out of old magazines, download them from the Internet, or bring along your own photos and postcards.

### A3b

Students now present their arguments for choosing *their* season to the class. Have a small prize to give the most convincing team.

### → Extension activity

Bring along some brochures from your local tourist information centre (in English!) and let students choose from them. If you have some old magazines as well, students can cut out pictures and have a cut and paste session. Don't forget the glue! Students make a poster / collage advertising their home area in the season they have chosen with some text describing their area. To make it more motivating, tell them it is a competition announced by the local tourist information centre for the most attractive poster to get tourists to come to their town. Don't forget to bring a prize for the winning team.

### → Teaching tip

Ask students to supply you with old magazines and brochures to use in activities. You will probably find

you have more than enough this way without having to provide them all yourself.

## Aspect B Do you have wi-fi?

### Aims

- to learn and revise vocabulary about services in a hotel
- to find factual information on a website
- to use the learning strategy of highlighting information in longer texts
- to complain politely and effectively about services in a hotel

Lead in by asking students what services they expect when they stay at a hotel, or what services they know or have already used. Collect their ideas on the board or ask them to all come to the board and make a mind map with *hotel services* in the centre.

### → Teaching tip

Mind maps are a very helpful tool for revising and collecting vocabulary. If necessary, find subcategories to make the structure clearer, for instance, here *indoor services*, *outdoor services*, or *business services*, *leisure services*, etc.

### → Language

*Wi-fi* (pronounced /'waɪ faɪ/) is a branded standard for connecting electronic devices without cables. A *wi-fi* device, such as a personal computer, video game console, smartphone, or digital audio player can connect to the Internet via an access point. An access point (or hotspot) has a range of about 20 meters (65 feet) indoors or more outdoors. If there are several points, large areas are covered. *Wi-fi* is a trademark of the Wi-Fi Alliance and the brand-name for certain products. *Wi-fi* is used by over 700 million people and there are over 4 million hotspots around the world.

### B1a

Students read the text individually and underline or highlight all the services that are mentioned. Make sure they also look at page 20 as well. They then put the services into the three categories and compare their lists with a partner. Refer to *Tip 2* on page 24 for more information about learning by highlighting information in a written text.

**Key** (*possible answers*)

*holiday*: tastefully furnished rooms, tea and coffee making facilities, free wireless high speed Internet access, hairdryer, cable/satellite TV, exercise room, swimming pool, jogging trail, full breakfast, restaurant, lounge bar, food for all dietary requirements, room service, laundry room for guests, full laundry, dry cleaning and ironing services, wake-up service, shuttle service to the airport, outdoor car park, currency exchange service  
*business travel*: complete conference facilities, variety of banquet and meeting rooms, business centre, personal secretary, copy service, tastefully furnished rooms, tea and coffee making facilities, free wireless high speed Internet access, hairdryer, cable/satellite TV, exercise room, swimming pool, jogging trail, full breakfast, restaurant, lounge bar, food for all dietary requirements, room service, laundry room for guests, full laundry, dry cleaning and ironing services, wake-up service, shuttle service to the airport, outdoor car park, currency exchange service

**→ Extension activity**

Ask students to think what sort of hotel they would expect if they hear the name Grand. Then ask them to think of hotel names and what impression these give. Collect some adjectives to describe hotels on one side of the board and names of hotels on the other. The names can be real ones or ones which students think up themselves and can be in English or German. Discuss whether the names play a role in forming an impression of the hotel.

**→ Portfolio**

Find a real hotel brochure and see how much students can understand. If they can understand all the information (even if it is not every single word) they can add this to the *Dossier* section of their portfolios as an example of an authentic text which they understand. Tell them to mark it with the date.

**B1b**

In pairs, students decide on two services both consider important.

**→ Culture**

Ask students what services are considered important in their culture or in hotels in other countries where they have stayed on holiday. India, for example, is famous for Ayurveda wellness treatments, and spas in Thailand and Bali are world-famous. In Turkey, a

Hammam (Turkish bath) is a must in many hotels. In Australia, outdoor barbecue facilities are very popular. New Zealand specially caters for guests who travel around by car and offers a wide variety of motels.

**B2a**

This activity shifts the focus from listing services to complaining. Tell students to think of all the things that can go wrong with the services they have chosen. Help them with vocabulary if necessary. Students go through the list of phrases and choose the ones they consider appropriate. Encourage them to add their own ideas. Collect them on the board.

**Key** (*possible answers*)

Excuse me ...; Could you have it checked?; I understand it's not your fault, but ...; Would it be possible to ...?; Do you think ...?; I'm afraid ...; I'm (very) sorry, but ...; I'm sorry to bother you, but ...; Can you help me with this?

**B2b**

Students now listen to two dialogues and underline the phrases they hear.

**Tapescript (CD 1/Track 6)**

A

Guest: Excuse me ...

Receptionist: Yes, madam?

Guest: I'm afraid the wi-fi in my room doesn't work. I need to connect to the Internet as soon as possible. Could you have it checked?

Receptionist: I'm sorry, madam, but our network isn't working at the moment. We're looking into it, but it may take some time.

Guest: Would it be possible to go online somewhere else?

Receptionist: I'm afraid not. Nothing is working at the moment.

Guest: Oh dear. It's very important.

B

Receptionist: Reception. How can I help you?

Guest: Yes, this is room 402. Do you think someone could check the shower in my bathroom? I'm not getting any hot water.

Receptionist: I'm very sorry, sir. I'll send someone up right away.

Guest: And, would it be possible to have some tea bags? There aren't any and I'd like to have a cup of tea.

Receptionist: That should be possible. I'll pass your request on to room service.



### Key

Excuse me ...; Could you have it checked?; Would it be possible to ...?; Do you think ...?; I'm afraid ...; I'm (very) sorry, but ...

### B2c

Read the instructions with students and make sure they all understand them. In pairs, students take notes and prepare a role-play. Refer to the *Focus on spoken English* box. Walk around and help while students act out their role-play with a partner. Make sure they change roles.

### → Teaching tip

It may help to ask students to work in groups. Depending on the size of the class, this could be two or four groups. Each group prepares one of the roles first. Each student then finds a partner from the other group and they then modify and prepare a role-play together. They will have to adapt what they have prepared slightly, just as they would have to do in real life, depending on what the other person says. This can help students to think of all the possible things that might be said by the other person in the interaction.

### B2d

Students now act out the complaint role-plays in class. Make them aware of the different levels of politeness and encourage a discussion about these.

### → Culture

Collect all the students can say about politeness and the intercultural knowledge in the class and discuss what is polite in students' own culture. There may even be variations within a country.

### B2e

This activity expands the topic, moving from hotel services to all sorts of travel situations. In pairs, students make a list and tick the situations they have experienced themselves.

### B3

The aim of this activity is to simulate authentic situations where complaints are made. Get students into the mood by setting up "reception desks" in the four corners of the room (or outside, in the hall or in the yard, if the weather is fine) and maybe

sticking a post-it with the receptionist's name (as a name sign) on their shirts. Four students are receptionists, the others are guests. Guests choose a complaint and move from receptionist to receptionist. Receptionists try to be as polite as possible. After they have been to all of them, students vote on the most polite receptionist. List the phrases on the board or a moveable flipchart so that students can see the phrases while they are acting out the situation. This particularly helps visual learners. Those students who do not need them do not need to use them.

### → Extension activity

Students can write down their complaint situation (maybe as homework) and hang them on the wall. Then ask students to choose the funniest or most interesting story. Students can add their stories to the *Dossier* part of their portfolios.

### → Teaching tip

Helping students should not be seen as making things too easy for them. Depending on the learning type, they will use different forms of help in different ways. Make sure that you appeal to all types and try to take note of which students use which learning help you give them (writing on the board, pictures, playing a recording again, using movement to learn, etc.)

## Aspect C A change of plan

### Aims

- to suggest and discuss ideas for changing travel plans
- to listen and find out about travel plans and changes
- to learn and use phrases for making travel plans
- to make a phone call to change travel plans

### C1a

Draw students' attention to the map and go through the text with them. Ask them to imagine what is happening in each city.

London: Anna and John are newly married and live in London.

Edinburgh: Anna and John are planning a four-nights-trip there, Friday to Tuesday.

Manchester: Anna has a business meeting there on Monday morning.



Point to the cities on the map and ask students what Anna and John can do now as they have to change their plans. In pairs, students brainstorm the different options Anna and John have. Collect their ideas on the board.

### C1b

Students listen to Anna's phone conversation and find out about her suggestion. Discuss whether it is a good idea or if students' suggestions made in C1a are better.



### Tapescript (CD 1/Track 7)

Man: Clachan Guest House.

Anna: Oh, good morning, may I speak to Dave Moggach, please?

Man: Speaking.

Anna: Yes, well, my name's Anna Dyson. We've booked a double room with you for four nights from this Friday and I'm afraid we'll need to change our reservation because I've got a business meeting in Manchester on Monday morning.

Man: Well, we're quite booked up just now.

Anna: Yes, I'm sorry, but would it be possible to arrive earlier? On Thursday? And leave on Sunday?

Man: Well, dear, we have other guests staying through till Friday morning.

Anna: What do you mean? Are you saying it's not possible?

Man: That's right, dear.

Anna: Aah, well, what about leaving on Sunday then? Or, maybe we could stay longer. Could we stay five nights? I could catch an early train to Manchester on Monday morning and return to Edinburgh in the evening. Then we would still have Tuesday in Edinburgh and fly back to London on Wednesday. Of course, I'll have to see if I can change the flight. Ah, what a mess!

Man: You can leave on Sunday, of course. But I'm not sure I can extend the stay to five nights. We might have new guests coming in for Tuesday. Let me see ... Well, we could put you in a different, smaller room for Tuesday night. Would that be OK?

Anna: So, we could either leave on Sunday or stay till Wednesday with a change of room for one night?

Man: That's right.

Anna: Would it be possible to phone back in an hour, after I've talked to my husband and found out about our flight?

Man: That's fine, but I'm afraid I can't hold the room much longer than that. I would need to know.

Anna: Yes, I understand. I'll get back to you in the next hour and confirm one way or the other.

Man: That's fine then. Bye for now.

Anna: Goodbye.



### Key

Anna suggests either leaving on Sunday or staying one more night. If they do this, they will have to change rooms.

### → Culture

Bed and Breakfast (B&B) is something like a guesthouse (German: Pension, French: chambre d'hôte). B&B is often offered in private homes with no other facilities. People often stay only one night. The atmosphere is usually quite personal and often a good way to get to know and speak to English people.

### C2a

This activity generates a variety of helpful phrases needed to make arrangements.



### Key (possible answers)

2. j, 3. a, 4. g, 5. f, 6. k, 7. i, 8. h, 9. d, 10. e, 11. b

### → Teaching tip

Make sure students know that they do not need to use all the phrases from C2a actively all the time! At level B1 students can learn to understand a large number of phrases used in English and can choose which ones they want to use actively. They can then add to this repertoire as they become more confident using English.

### → Extension activity

Encourage students to write helpful phrases on blank index cards and collect them in a box. So that they can remember them better, tell them to finish the phrases in a way which is relevant to them, e.g. *We've reserved ...* (and then students add something they have experienced themselves, like *a double room in your hotel in Rhodes for next week*). This way they will have the phrases they need themselves and can practise and remember them more easily.

**C2b**

Students work in pairs and imagine they need to change their travel arrangements. Walk around and help while they use the phrases for short dialogues.

**→ Teaching tip**

To add an element of surprise to this activity you could bring along dice. Each pair gets two dice and the number they roll represents one of the numbers from one to eleven in the left-hand columns. After a few minutes they switch to the right-hand column and use the dice for phrases a–k.

**C2c**

Go through the instructions and the examples with students. Collect a few ideas for making travel arrangements on the board, e.g.

- phoning the airline for a change of seats (aisle to window),
  - phoning for an additional room in a hotel because they want to take the children,
  - phoning to book a room on a higher floor / with a sea view for additional money,
- etc.

Collecting ideas will help students to think of more. Students choose one of the situations and take notes before they act out a phone conversation. Walk around and help.

Ask students to move their chairs and put them back to back. This seating arrangement makes simulated phone calls more authentic as students cannot see each other and so can not use body language and gestures to help. Again, walk around and help while students act out their phone calls. Refer to *Tip 3* on page 24.

**→ Teaching tip**

Point out that the phrase *The line is bad* can be used when you don't understand the person you are speaking to. Refer to the box *Focus on spoken English*. These phrases are useful as compensation strategies for difficult situations.

**C2d**

Read the instructions and refer to the box *Focus on spoken English*. In pairs, students work out a situation and then do a role-play. If they prefer, they can have a friend instead of a colleague and use any country where they might have to speak English. Make sure they remember the time difference between Germany and North America (six hours from Frankfurt to New York, i.e. 4 p.m. in Frankfurt is 10 a.m. in New York).

**→ Teaching tip**

Many students have mobile phones with flat rates. If they want, they can make a real phone call with each other using their mobile phones.

**→ Extension activity**

If you have students who like doing role-plays encourage them to act out their dialogues in front of the class. Do not correct mistakes, praise the "actors", and ask the audience if they would do something differently or if there are other ways of dealing with the situation.

**→ Teaching tip**

In activities where fluency is more important than accuracy, especially when acting out real-life situations, do not interrupt students to correct mistakes in grammar and vocabulary. It is more important that they get the message across. Before they start you can ask them to remember one or two things (not too many) to focus on (a certain structure or a common mistake). At the end of the lesson mistakes made by several students can be corrected together. Or you might suggest additional exercises, such as in the Homestudy section or on the Hueber website.

**Aspect D Getting around****Aims**

- to discuss important aspects of renting a car
- to understand the main points in a text about renting a car
- to ask questions about renting a car

**D1a**

Lead in by asking students if they have ever rented a car. Get students to talk by asking them, even if they have never rented a car, when they could rent a car and what information they would want. Add some of your own experiences. Individually, students go through the list and tick what they feel is important. They can guess new vocabulary from the context, or ask their neighbours, or use a dictionary.

**→ Extension activity**

Bring in pictures of different types of cars (or ask students to do this!) and discuss which would be suitable for different occasions (getting married, a

short trip, a long touring holiday, ...) and for which people (singles, couples, families, senior citizens, ...).

→ **Teaching tip**

Bring along some pictures of cars to help students to imagine the situation.

→ **Teaching tip**

This is a subject which some students may like very much and others find difficult, especially if they cannot drive, or never rent a car. If students have no feelings about this, emphasize the important language which can be used in many situations, rather than concentrating on the language connected with cars and driving.

→ **Language**

If students are very interested in language connected with cars, it may be necessary to look up some words beforehand. Make it clear to students that you cannot be an expert on everything. Each student can think of one useful expression (e.g. for estate car / station wagon, convertible, SUV, etc.) and try and find the English equivalent.

→ **Culture**

Discuss whether different cars are preferred in different cultures/countries and on what occasions people rent a car.

**D1b**

As individual students may not have a lot of information on what is important when renting a car, this activity is a way of collecting ideas. Students walk around and ask each other about important and useful information. Take part in this activity.

**D2a**

In groups, now students choose one category and try and remember and note down the information they collected in the previous activity.

**D2b**

The same groups read the article and choose the best part of it for their heading. Refer to *Tip 4* on page 24.

→ **Extension activity**

As there is a lot of vocabulary in the text some of which may be new, ask students to look up words in their dictionary and then write down the

meaning of a word from the text. They can then ask each other for the word, giving the definition. Help them with this to make sure they choose an appropriate definition for the word.

→ **Language**

- Point out the difference between *actual* and German *aktuell* (a typical false friend). *Actual* in this case means something like *real* so students should be careful when using the word. The translation for the German *aktuell* is *current*.
- *In the event of ...* means more or less the same as *If there is ...*
- *Right away*, *straight away* and *immediately* are synonyms.
- *Authorized* means something like *allowed to do something specific* (in this case drive the car).
- In US English *tyre* is spelt *tire* and *petrol* is known as *gas* or *gasoline*.
- *Vehicle* is used as a synonym for *car* in this text but includes all types of road transport.



**Key**

1. Choosing the company and car, 2. Before you go, 3. Picking up the car, 4. In case of problems

**D3**

Go through the instructions and collect the important questions on the board or a poster. Then role-play the three most important questions with a partner.

→ **Teaching tip**

If students have problems with this topic or the vocabulary, it can help to ask them to imagine it is their own car which they want to rent out. This can help to make the information and phrases they use more relevant.

→ **Extension activity**

Ask students to write a description of their own car (make, type, colour, engine, etc.) as if they wanted to rent it out. This can be either in note form or as a text.

→ **Portfolio**

Students can add this description to the *Dossier* section of their portfolios.

### → Extension activity

Take your students to a car park and role-play the rental situations with the cars there or tell them to use their own car.

## PLUS ASPECT E      Is travel an art?

### Aims

- to consolidate language on travelling
- to have a conversation about unexpected travelling situations
- to tell a funny story about travelling
- to make a list of the most important things to take on a trip

### E1a

Look at the picture and ask students to think of the story behind it. Then go to the acrostic (TRAVELASART) and match the situations with the sentences in the box.



### Key (possible answers)

1. c; 2. a, b; 3. c, f; 4. f, i; 5. c, h, p; 6. e; 7. d, j; 8. o; 9. k, m; 10. b, g, n; 11. l, q

### E1b

Students work in groups and talk about whether they have had any of these experiences. Walk around and monitor and help.

### E1c

Each group now shares the funniest or most interesting experience with the whole class. Add your own experiences.

### → Portfolio

Students can write a description of their experience for homework and add it to the *Dossier* section of their portfolios.

### → Culture

Travelling is a rewarding topic for creating intercultural awareness, as it includes different concepts of time, priorities in travelling, people you travel with or don't want to travel with, destinations, and reasons for travelling. Unexpected situations such as a delay may be a disaster to one person and not at all important to another. Collect all the different experiences and share them with the class.

### E2a

In pairs, students make up a list of things they both agree are necessary for travelling.

### E2b

In groups, now students decide on the eight most important items.

### → Teaching tip

Ask students to write their items on separate pieces of paper or post-its. Bring along some bags, or doll's suitcases, or pictures of suitcases. Students can then "really pack" their items into the suitcase and discuss what is necessary and what can be left out.

### E2c

Each group presents their list. The class votes on the most creative group.