

ENGLISH NEXT

B1/2

Teacher's Guide

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Hueber Verlag

English NEXT

B 1/2

Student's Books

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Teacher's Guide

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INTRODUCTION

English NEXT: A new approach

In recent years, there have been many developments in what we know about how a foreign language is learnt. Research shows that foreign language acquisition is more than simply learning linguistic items: it is in fact a complex process with the learner at its centre. The most important developments in recent years have been the **Common European Framework of Reference for Languages**, the **European Language Portfolio**, the **lexical approach**, the **task-based approach** and the recognition of **multiple intelligences** and **different learning styles**. These developments have had wide-ranging implications for the way teachers teach, posing new challenges and placing high demands on the way any modern language course must be designed and implemented.

The ENGLISH NEXT series has been developed to take full account of the most important implications of the latest research into foreign language acquisition and to combine and implement these developments methodologically to achieve a best-practice approach.

The Common European Framework of Reference for Languages (CEF)

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEF), was developed by the Council of Europe. Among other things, the CEF contains information about common reference levels (A1, A2, B1, B2, C1, C2) and their descriptors (can-do statements). Important implications for teaching within the CEF are that:

- tasks lie at the centre of the learning process;
- learning strategies help the learners learn more effectively;
- a new teacher/learner relationship is required – the teacher becomes more of a facilitator and the learner takes on more responsibility for his/her own learning process, which leads to learner autonomy, self-reflection and self-evaluation by means of the can-do statements.

The European Language Portfolio

The European Language Portfolio was developed by the Council of Europe between 1998 and 2000 to

help learners evaluate and reflect on their language-learning progress according to the CEF and set themselves personal goals. It has three parts:

- a *Language Biography*, which helps learners to reflect on what they can already do, what they want to learn and how they want to continue learning;
- a *Language Passport*, which is a record of language skills, qualifications and experience. It lists the languages that learners have competence in (however small) and allows them to document their knowledge and skills through a résumé of language learning and intercultural experiences as well as by means of certificates and diplomas;
- a *Dossier*, in which learners can collect documents which are of particular interest to them and pieces of work which they have produced as examples of their personal language achievements and competence.

Learners will initially require a certain amount of guidance and support in creating and developing their personal language portfolios. With time, though, students will begin to revise and add to their portfolios independently, leading to true learner autonomy.

There are many models of language portfolios which have been validated by the Council of Europe, but the most relevant one for adult learners in Germany is the *Europäisches Sprachenportfolio for Erwachsene* published by Hueber Verlag.

Lexical approach

Details of the lexical approach can be found in Michael Lewis' *The Lexical Approach: The State of ELT and a Way Forward* (1993) and *Implementing the Lexical Approach: Putting Theory into Practice* (1997), both published by Language Teaching Publications. A lexical approach is one in which vocabulary rather than grammatical structures is the main focus of language teaching and one in which language can be more effectively acquired through carefully selected, high frequency lexical chunks rather than isolated components.

Task-based approach

A task-based approach is one in which tasks are central to acquiring a second or foreign language. Learners acquire language more effectively and are more highly motivated when they use the language available to them to complete an authentic task

with a real outcome, e.g. buying a train ticket. In completing tasks, learners primarily focus on meaning and communication rather than on grammatical structures.

Different learning styles

Different people have different learning styles. For example, some people prefer to focus on details, while others think more globally; some people like to learn rules whereas others learn from examples; and some people learn verbally while others learn visually. There are many theories about different learning styles including the visual, auditory and kinaesthetic orientations associated with neuro-linguistic programming, as well as the theory of multiple intelligences.

Multiple intelligences

The theory of multiple intelligences was first developed by Howard Gardner and described in his book *Frames of Mind: The Theory of Multiple Intelligences* (1993), published by Basic Books. The theory identifies different kinds of intelligences (i.e. verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinaesthetic, etc.) which people have in varying combinations and degrees.

Language learning is optimized when a variety of classroom activities is used to address the multiple intelligences of the individual and the diverse learning styles within the class. The ENGLISH NEXT concept combines all of these recent developments in what we know about how a foreign language is learnt to produce a fresh approach to learning English for a new generation of language courses, ensuring learner motivation and ultimate success.

The ENGLISH NEXT philosophy

The ENGLISH NEXT concept is based on the following four central notions:

Relevance – teaching learners the language they need

ENGLISH NEXT takes account of the fact that English is a *lingua franca* spoken not only by native speakers, but also by non-native speakers to communicate with native speakers and with other non-native speakers. It exposes learners to natural language – that is, language as it is spoken in a wide variety of contexts around the world. To achieve this, it is therefore of vital importance that learners experience a wide range of high-frequency

vocabulary, phrases and grammatical structures right from the very beginning.

The vocabulary of ENGLISH NEXT is based on the Bloomsbury *Corpus of World English*, a language corpus which lists both words and the frequency with which they occur in the language. The Student's Book includes an alphabetical list of words which appear in the units with the frequency in which they are used in the English language. A 3-star word is from the 2,500 most common English words, a 2-star word is from the 2,500-5,000 most common words, and a 1-star word is from the 5,000-7,500 most common words.

Following the central principle of the lexical approach, vocabulary and phrases are introduced and practised in useful chunks. Similarly, ENGLISH NEXT presents grammatical items as spoken grammar – that is, items of grammar are not broken down into isolated units, but introduced in natural and authentic contexts. Learners are no longer confronted with abstract grammatical rules, but learn grammar as part of language as a whole. This also means that they no longer speak like textbooks, but acquire language as it is used in real life.

As well as this, learners encounter language in a variety of authentic contexts and are encouraged to use the language they acquire in realistic tasks with real outcomes. This not only increases learner motivation and fosters a sense of real achievement, but also helps learners to become autonomous language users as they learn the language they really need.

Credibility – turning “I can’t” into “I can”

ENGLISH NEXT is based on the principles of the *Common European Framework of Reference for Languages (CEF)*. The learner is placed at the centre of his/her learning and learner autonomy and the personalization of learning are fostered right from the start.

The **Exploring my progress** section at the end of each unit allows students to monitor their learning progress. The can-do statements have cross-references to the unit activities as well as to the Homestudy section and to the NEXT website.

Learning strategies are fully integrated into authentic contexts within each unit. Cross

references beside specific unit activities take the learner to the **Exploring learning** sections for practical learning tips and strategies which cater for different types of learners. There is also useful information in the Companion booklet and on the ENGLISH NEXT website about how learners can create their own language portfolio to plan their learning and document their progress.

In this way, ENGLISH NEXT provides a wide range of support to help learners achieve their individual language-learning goals. Learners can see that they are achieving these goals at the levels described in the *CEF*.

Clarity – transparency at every step of the learning process

A clear structure and user-friendly layout is a must for any modern language learning course to guarantee transparency at every step of the learning process. To this end, the structure and layout of the ENGLISH NEXT Student's Book have been designed to be clear, logical and user-friendly.

The main sections of the Student's Book, 10 units, 4 Consolidation units, Reading Club and **Homestudy**, are colour-coded for easy access. **Focus on ...** boxes throughout the units highlight important vocabulary and grammar points as well as give information about spoken and written English. An **@work** symbol in the left margin signals English used at work; a globe indicates an intercultural activity. Within each of the units there are cross references in the left-hand margin to relevant sections of the Companion booklet for more detailed information on grammar and to the appropriate **Homestudy** exercises. References to the **Exploring learning** section provide learning tips which can help with the task at hand.

Flexibility – meeting learners' and teachers' needs

The ENGLISH NEXT series covers the levels from A1 to B1 and provides institutions with the flexibility to design and offer a wider range of courses of different types and lengths: for example, courses for beginners, for less experienced or slower learners as well as more experienced or faster learners, and in intensive courses. At the same time, having shorter steps makes it easier for learners of different abilities and backgrounds to join courses which are already running.

The flexibility of ENGLISH NEXT is achieved in a large number of ways. The basis is made up of the Core aspects in the Student's Book. The Plus aspects can be used in longer courses when the Core aspects have been covered. The Plus aspects can also be used to provide extra material for learners who complete the material in the Core aspects more quickly, as well as for those who want more practice or are particularly interested in the topic of the unit. The Reading Club also provides material for learners who wish to spend more time reading and practising what they have learnt. Further practice material for learners and resources for teachers are available on the Internet at the ENGLISH NEXT website (www.hueber.de/next).

It is worth taking some time to familiarize yourself with all the parts of ENGLISH NEXT and to go through these with your students in one of the early lessons (in German if necessary).

English NEXT: B1/2

Aims of the course

ENGLISH NEXT B1/2 has been designed for learners of English at an intermediate level. NEXT B1/2 consolidates what learners already know, introduces them to new language and recycles this in a meaningful way. When learners have completed NEXT B1/2, they will have reached level B1 of the *CEF* and can take the PET B1 Cambridge examination.

Course design and structure

The Student's Book has been designed to provide course planners and teachers with maximum flexibility when designing and implementing courses. It can be adapted to accommodate courses of different lengths and cater for classes of mixed abilities by effective use of all the material available.

The Student's Book packet, which includes the Student's Book, the Companion booklet and audio CDs, has everything necessary for the classroom and homestudy and provides material for a minimum of two semesters of 12-15 weeks with one 90-minute lesson per week.

The Student's Book

The Student's Book has 10 units, each with 4 Core aspects centred around one unifying topic

or theme. Each aspect introduces and provides practice of new vocabulary fields and lexical chunks, language functions, and grammatical forms and structures.

There is one additional Plus aspect per unit which provides further practice of the vocabulary fields and lexical chunks, language functions, and grammatical forms and structures encountered in the Core aspects. The purpose of the Plus aspect is to provide extra material for maximum flexibility. This extra material can be used in longer courses. It can also be used by the teacher for classes which complete the Core aspects more quickly and for classes which require further practice or are particularly interested in the topic of the unit. In this way, the Plus aspects can be included if the teacher wishes. In a shorter course, the Plus aspects can be left out. They do not introduce any new grammar, structures or vocabulary.

Homestudy

The two Homestudy pages per unit provide self-study practice for learners to complete at home to consolidate what they have covered during the lesson. It is not necessary to use the Homestudy exercises during lessons unless further practice of specific points is needed. Cross references to the relevant Homestudy exercises are given in the left-hand margin in the core units.

Consolidation

Each of the four Consolidation units has material for one extra 45-minute lesson in which learners have the opportunity to apply what they have learnt in the Core aspects to realistic tasks with realistic outcomes. The central aim of the Consolidation unit is to apply what has been practised and learnt in the previous units and foster a sense of independence and confidence in the individual learner. It is also a good opportunity for learners to see what they can already do and what areas they perhaps need more practice in. The teacher's role becomes one of mediator and supporter.

Reading Club

The Reading Club pages provide short texts per unit for learners who are interested in reading authentic English texts. The themes and the difficulty of the texts follow the progression of the units so that learners are able to read the relevant text after the unit has been completed. The texts can be read for

students' own enjoyment and for extra reading practice outside the classroom.

Exploring my progress

One page at the end of each unit is dedicated to **Exploring my progress** and **Exploring learning**. The **Exploring my progress** section has can-do statements based on the level descriptors in the *Common European Framework of Reference for Languages*. They encourage learners to reflect after each unit on what they can already do and which areas they need more practice in. The cross references beside each can-do statement refer learners both back to the parts of the unit where the item was first introduced for revision and forward to the relevant **Homestudy** section and Internet activities for extra practice.

Exploring learning

This section provides learners with suggestions and advice on how they can learn more effectively. A cross reference to each tip appears in the pages of the Core aspect. The tips focus on a different area of learning strategies in each unit. Thus, for example, the focus in Unit 1 is on how to work together in class, in Unit 2 on strategies for understanding and speaking, and so on.

The **Exploring learning** section also includes two blue boxes which suggest further learning strategies to encourage independent learning outside the classroom. The first box encourages learners to reflect upon the type of learner they are and offers advice on how they can develop their own personal learning style, as well as giving helpful and practical tips on how to learn more effectively. It also occasionally includes a reference to the section in the Companion booklet on the *European Language Portfolio*. This gives learners ideas on how to plan and reflect upon their own personal learning.

The second box, *Learning outside the classroom*, provides useful tips and strategies on how learners can continue learning independently outside the classroom.

Tapescripts

The tapescripts for the Core aspects, Plus aspects, Consolidation units and Homestudy sections are included for reference on pp. 134–147.

Key

The answers to the exercises in the Core aspects, Plus aspects, Consolidation units and Homestudy sections are included for reference on pp. 148–154.

Vocabulary

The alphabetical vocabulary on pp. 155–161 lists English words which appear in the Student's Book with their German translation and a reference to where each word occurs, e.g. 1B1 = Unit 1, Aspect B, Activity 1. It also includes the Bloomsbury *Corpus of World English* system of stars (3-, 2- or 1-star words) which indicates word frequency.

Audio CDs

The two audio CDs contain all of the recordings for the listening activities in the Student's Book so that students can practise listening outside the lessons.

Companion booklet

The Companion booklet is designed for learners to be able to carry about with them for reference. It may be helpful to take a little time in one of the first lessons to familiarize learners with its contents so they can use it to its best advantage. The Companion booklet contains the following sections:

- a unit-by-unit list of **Vocabulary** and phrases and their corresponding German translations. This section also includes *Lerntipp* boxes which provide more ideas to help with vocabulary learning and boxes which highlight specific points of vocabulary and phrase usage;
- a **Grammar** section which provides a systematic summary of the grammatical items in the Student's Book, including short, clear explanations and further examples. There is also a grammar index which lists where each grammatical item can be found in the Grammar section for easy reference;
- a **Phrasebank** which brings together vocabulary and phrases in thematically-linked groups such as classroom language, meeting and greeting, numbers, countries and nationalities, and so on;
- information about the *European Language Portfolio* and practical tips on how learners can integrate it into their individual learning process.

Internet

Learners can find a wide range of further practice material online at the ENGLISH NEXT website: www.hueber.de/next. The website includes interactive online activities, downloadable/printable activity sheets and more. In the Student's Book, each Homestudy section has an individual web code which takes learners directly to the relevant parts of the ENGLISH NEXT website for further online activities for each unit. For teachers, the web code for the teacher's resources (further activities which can be used in class) is given at the end of each unit in the Teacher's Guide.

Teacher's Guide

Every teacher has his/her own personal style of teaching. The flexibility of ENGLISH NEXT B1/2 ensures that different teaching styles can easily be incorporated. Using the Teacher's Guide will guarantee the smooth running and success of your course.

The Teacher's Guide provides detailed information and guidelines for each of the 10 units as well as the 4 Consolidation units.

Practical guidelines include details on how to proceed with each activity during the lesson, including introducing topics and presenting vocabulary and grammar. They are arranged as follows:

- **Overview:** Each unit begins with an overview of the Core aspects, Plus aspect, the can-do statements, grammatical structures, vocabulary fields, and Exploring learning section.
- **Icebreaker:** An icebreaker is given for the beginning of each unit. This is a short, simple activity requiring little or no preparation to get the ball rolling, either to revise and recycle material from the previous unit(s) and/or to introduce the topic of the new unit.
- **Aims:** The aims of each aspect are summarized. These provide an overview of the focus of the vocabulary, grammar and skills introduced and practised in each aspect.
- **Tapescripts:** Tapescripts of the relevant recordings in the units are given in the notes for each activity in the appropriate place. The complete tapescripts (with Homestudy texts) can also be found on pp. 134–147 of the **Student's Book**.

- **Key:** Answers to all the tasks in the units are given in the notes for each activity in the appropriate place. The complete key (with Homestudy answers) can be found on pp. 148–154 of the **Student’s Book**.

The Teacher’s Guide also features various teaching tips and information about culture, language, extension activities and the personal language portfolio.

- **Culture:** The tips on culture provide background cultural information relevant to particular activities.
- **Language:** The tips on language provide information for the teacher about specific vocabulary points, features of the English language and mistakes students might make.
- **Portfolio:** These tips point out which of the students’ written work may be appropriate to include in the *Dossier* section of their portfolios.
- **Teaching tip:** The teaching tips provide practical suggestions on how to introduce and present specific points in the classroom, how to set up certain activities and how to foresee and deal with errors, as well as advice on general classroom management.
- **Extension activity:** The extension activities are extra activities or extensions of activities in the Student’s Book which can be used if students want further practice of a specific point, as time allows.

Additional Notes for Teachers

Use of the target language in the classroom

In a course at level B1 students should be able to cope with using only English in the classroom. For this reason, all instructions and information in the Student’s Book are given in English and the use of the students’ first language (probably

for most students the common language will be German) should be kept to a minimum. Using only English in the classroom will expose students to a maximum of English and help them to learn to understand the gist of what they hear rather than focus on every word and its German equivalent. Students should also be encouraged to use English as much as possible when speaking to each other and the teacher. The focus in this type of classroom communication should be on communication and getting the message across rather than absolute accuracy.

The ENGLISH NEXT B1/2 **Student’s Book** also includes a name card with helpful classroom language on the back which students can keep at hand and use as much as they can.

Grammar

Grammar is an essential part of language learning. It is a fundamental element of the ENGLISH NEXT concept. However, grammar can be dealt with in lexical chunks experienced in authentic contexts rather than taught in isolation. For this reason, ENGLISH NEXT B1/2 exposes students to the most important basic grammatical concepts as part of the language as a whole and does not generally include exercises for the classroom which practise individual isolated grammatical items. For students who prefer more traditional practice with grammar, this can be found in the **Homestudy** sections. The **Focus on grammar** boxes highlight specific grammatical chunks, which can be briefly explained if necessary, but lengthy grammatical explanations are not necessary. Should students want a more formal version of the grammar, they can find a systematic overview in the **Companion** booklet.

Having said all this, we wish you all the best for your course and hope you enjoy teaching with ENGLISH NEXT B1/2!

Your NEXT Team

9 Unit 1 On the road again

Core aspects A–D Do you enjoy reunions?; Getting to know you; A journey of discovery; Who am I?

Plus aspect E Animals for team building

Communication

use appropriate greetings; obtain specific information from a simple written advert; understand spoken instructions; question people in order to obtain personal information; read a text and find the main point; write about yourself, your aims and what you want from your 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 my progress,**
★ **Exploring learning**
– getting started

17 Unit 2 Getting there!

Core aspects A–D Planning a getaway; Do you have wi-fi?; A change of plan; Getting around

Plus aspect E Is travel an art?

Communication

talk about a possible holiday; give information about your town/area; find factual information on a website; complain politely and effectively about services in a hotel; make a phone call to change travel arrangements; understand the

main points in a text about renting a car; 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 my progress,**
★ **Exploring learning**
– strategies for understanding and speaking

25 Unit 3 Food for thought

Core aspects A–D Slow food; Just food; Responsible coffee; Talk show

Plus aspect E Meat or no meat

Communication

talk about probability and possibility; understand the main points of an article or radio programme about current events; summarize a short text with the help of keywords; support opinions by giving reasons and explaining results; agree and disagree with someone

Grammar

"must/may/might/could/can't be"; "must/may/might/could/can't have been"; "although", "so (that)", "in case", "so", "unless"

Vocabulary

food and the environment

★ **Exploring my progress,**
★ **Exploring learning**
– working together

33 Consolidation 1

35 Unit 4 Tea time

Core aspects A–D Time for tea?; A letter of application; Welcome to Teastop!;
What's your ideal job?
Plus aspect E A dream job

Communication
describe something in terms of its colour, shape, size, materials, etc.; find other ways to say something if you don't know the exact word; write a letter of application; talk about your job; discuss something and agree on a list of the most important points

Grammar
"the Germans, the British" etc.; large numbers; passive (present and infinitive); "somebody/anybody" etc. (strong form); comparative forms

Vocabulary
describing objects (shape, size, etc.) and processes; large numbers; language for checking; work conditions

Exploring my progress,
Exploring learning
– when you can't say what you want to say

43 Unit 5 Exploring language and culture

Core aspects A–D Cultural differences; Happy hour; Making small talk; Live and learn
Plus aspect E My own intercultural experience

Communication
understand important information from a text; understand and give advice; invite someone for something; accept or politely decline an invitation; show interest in a conversation and keep a conversation going; talk about regrets

Grammar
"should/ought to/have to/must/mustn't"; "didn't have to/should have (done)/shouldn't have (done)"

Vocabulary
cultural differences; exchange students and interns; invitations; socializing and making small talk

Exploring my progress,
Exploring learning
– language and culture

51 Unit 6 Favourite stories

Core aspects A–D When luck plays a part; Telling the story; The book club;
I couldn't put it down
Plus aspect E My Driver

Communication
talk or write about how luck played a part in a story; tell a story; discuss the advantages and disadvantages of something; read and write simple reviews of books or films

Grammar
"if" with the past perfect (3rd conditional); past/present simple and continuous

Vocabulary
books and films

Exploring my progress,
Exploring learning
– reading and writing

59 Consolidation 2

61 Unit 7 An apple a day ...

Core aspects A–D Healthy and beautiful? Beautiful and healthy?; My best medicine; Oh, dear!; Fashions come, fashions go

Plus aspect E Would you believe it?

Communication

explain your opinion about something; give advice; respond appropriately when somebody tells you something personal; describe a dress code; pay compliments and respond when someone pays

you a compliment; explain what you like and dislike

Grammar

“need to / should / have got to”; “instead of”; “ought to”

Vocabulary

health and beauty; sport and fitness; small talk; clothes and clothes shopping; compliments

Exploring my progress,

Exploring learning

– using the tools you have

69 Unit 8 Do you like what you do?

Core aspects A–D On strike; Complaints at work; Time to complain; I love my job

Plus aspect E A great company to work for

Communication

explain what people’s duties are; give a reason why you haven’t done something; listen and make notes of important information; report what people said at a meeting; take part in a meeting; give a short, simple talk

Grammar

“is / was supposed to”; “should have done”; reported statements; reported questions

Vocabulary

housework and family life; complaints at work; the advantages and disadvantages of different jobs

Exploring my progress,

Exploring learning

– planning and organizing your language

77 Unit 9 House swapping

Core aspects A–D A holiday alternative; www.houseswapping.org; The agreement; The warmer, the better

Plus aspect E Inexpensive holidays

Communication

find the main points in a short text; describe your home in a short written text; exchange information about how long you’ve been doing something; write an email to somebody interested in a home exchange; describe something

in your house and explain why it is your favourite

Grammar

present perfect continuous with “since” and “for”; “will” for agreements and promises; comparative forms – “the warmer, the better”

Vocabulary

types of homes (in the USA and UK); location of homes; description of homes; rooms and their furniture/equipment

Exploring my progress,

Exploring learning

– writing

85 Consolidation 3

87 Unit 10 Where are we now?

Core aspects A–D You've learnt to cope with problems; Can you keep talking for two minutes?; Thanks for everything; Give feedback on the course
Plus aspect E What have we learnt?

Communication
 cope with problems when you're travelling; write a simple report about a car accident; talk at length in a simple way about things of personal interest; discuss your English course, your classmates, and your English learning experience

Grammar
 revision of verb tenses and comparative forms

Vocabulary
 travel and hotel arrangements; car accident report; description of your class and your classmates

Exploring my progress,
Exploring learning
 – reaching the B1 level

95 Consolidation 4

97 Files

134 Tapescripts

100 Plus

148 Key

110 Reading Club

155 Vocabulary: English – German

114 Homestudy

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.

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

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

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.

Unit 3

FOOD FOR THOUGHT

Core aspects

- A Slow food
- B Just food
- C Responsible coffee
- D Talk show

Plus aspect

- E Meat or no meat

Can do's

- I can say if I think something is probably true, maybe true, or probably not true.
- I can understand the main points of an Internet or magazine article on current events.
- I can summarize a short text that I have read with the help of keywords.
- I can give my opinions and give reasons for my opinions.
- I can support my opinions by explaining results.
- I can understand the main points of a radio programme on current events.
- I can agree and disagree with someone.

Grammar

must/may/might/could/can't be
must/may/might/could/can't have been
although, so (that), in case, so, unless

Vocabulary

Food and the environment

Exploring learning – working together

Share knowledge
Give each other feedback and support
Change partners now and then
Do your group planning in English

Icebreaker

Aims

- **to revise vocabulary about food and the environment**
- **to sensitize students to the topic of the unit**

Write some names of food on slips of paper and give one to each student or pair. The following (taken from this unit) can be used or others: cheese, bread, meat, burgers, pizza, chicken, eggs, coffee. Students ask questions which can only be answered with *yes* and *no* to work out what is on the paper. This can be done with the students walking around and asking each other or with the whole group and one student at a time. If time is short, each student can describe what is on the paper for the others to guess. This can be made more difficult by not allowing students to use some words (for example, *food, eat drink, cook*) in their questions or descriptions.

CORE ASPECTS

Aspect A Slow food

Aims

- to say if something is probably true, maybe true, or probably not true
- to understand the main point of an Internet or magazine article on current events
- to speculate on what other people think
- to discuss fast food and slow food
- to talk about local food specialities and where you can buy them
- to create a menu from local specialities

A1a

Draw students' attention to the picture. Read the speech bubbles with them and ask them to listen and then tick the boxes. Discuss the results.



Tapescript (CD 1/Track 9)

City guy 1: Who's that guy?

City guy 2: I dunno. He might be lost.

City guy 1: Well, he certainly can't be from around here.

City gal: Yeah, he must be from the countryside.

Should we ask him if he needs help?



Key

a. maybe, b. probably not, c. probably

A1b

In pairs, students look at the other people in the drawing and say what they think about them (age, marital status, origins, etc). Read the examples together and refer to the *Focus on grammar* box. For further information on the use of modals see the Companion.

→ Language

It is not common in English to say *That cannot be!* if you don't believe something is true. Although this may be understood, it can also seem rude. If students don't agree with a speculation, encourage them to say *I don't think so* or *He/she can't be ... He/she might be...* to give their opinion.

→ Teaching tip

The subject of modal verbs in English is a very big one and could lead to a far-reaching discussion of the use of different modals in different tenses. However, the aim of this aspect is to get students

to use *must, may, might, could, and can't be* for speculation, only in the present simple and the correct context. It is therefore not necessary to provide students with extensive information on modals at this stage.

→ Teaching tip

Although some students feel they need grammar explanations, these will not necessarily help them to use the expressions appropriately and correctly. It is important that students are not discouraged if they are not familiar with grammatical terms and it is often useful to keep explanations to a minimum. If students want explanations, encourage them to read the Companion and then ask any questions they may have in the next lesson. Tell them that it is more important that they use lesson time for speaking.

→ Extension activity

For further use of modals for speculating, bring along some pictures of people. In small groups, students then speculate about their ages, their jobs, family status, dreams, etc. Encourage them to use their imagination. Vote for the funniest or most interesting speculation.

→ Extension activity

This is a variation of the above-mentioned activity to be used if students get on well with each other and are willing to share personal information. Ask them to bring along family photos to speculate on.

→ Extension activity

This is a variation of the above-mentioned activity if you want to add some writing practice. In groups, students speculate on a person in their picture and write a text (on a separate sheet of paper) about the person, using the modals. Collect the pictures and the texts and hang the pictures on one wall in the room and the texts on another. Students move around and read and try to match the texts and the pictures.

→ Portfolio

Students can add what they have written to the *Dossier* section of their portfolios.

A2a

Here, students guess the meaning of the term *slow food*. Ask them what the opposite is and elicit *fast food*. Students tick their preferred option and then compare what they think.

Key c

A2b

Students now read the article and check their guesses. Ask students if they have heard of the Slow Food movement and what they think about it. Would they be willing to pay higher prices for locally grown food? Encourage a discussion.

→ Culture

In Germany it is usual for big supermarkets to buy the cheapest food available, which means that you can find garlic from Argentina even if there are local vegetables being grown nearby. Another issue for discussion is the fact that you can buy, for example, strawberries all the year round as they are grown worldwide and flown in. Ask students what they think of these issues and what it is like in other countries (where they come from, or where they have spent a holiday).

→ Language

Students may want to know the names for unusual fruit or vegetables. Remind them that you cannot know all the names and not even native speakers can identify every single sort of fruit or vegetable. Some vegetables which are fairly common in Germany and have been for some time, such as *Feldsalat* have only recently become popular in Britain. This is known as *lamb's lettuce* but not everyone in Britain will know this.

A3a

This activity goes further into the subject of guessing and speculating. Go through the instructions and the examples together. Refer to the *Focus on grammar* box and elicit one or two more examples in the whole group. With a partner, students then make up their own sentences. Walk around and monitor and help.

→ Extension activity

Ask students to write some of the sentences on the board.

A3b

In pairs, ask students to discuss fast food restaurants. Do they like them? How often do they eat there? Students from different cultures might have different experiences and preferences. Students discuss the questions with a partner first and then in the whole group.

→ Extension activity

For students who are a bit hesitant when it comes to open discussions you could try debates as an alternative option. Ask students to go to one end of the room if they like fast food, to the other end of the room if they dislike it. Both groups discuss their ideas and make some notes in preparation. Walk around and help if necessary, while the groups prepare their arguments. Then conduct a debate and act as the chairperson. At the end have a vote on the best arguments.

→ Culture

The film *Super Size Me* by Morgan Spurlock, published in 2004, led to a lively discussion of the effects of eating too much fast food. A few months later, major fast food chains offered lighter versions of their meals and *Super Size* drinks were abolished in the USA. The trailer of this film can be found on *Youtube* if students are interested in it.

A4a

Ask students to work in small groups and make a list of local food specialities in their area. Walk around and help. Discuss where you can buy these specialities. Refer to *Tip 1* on page 32.

→ Extension activity

Brainstorm all the different places where you can buy food and make a list of these on the board. In groups, students then think of as many things as possible that they can buy at each of these places.

→ Language

Students may want to know the names for particular shops. In Britain a butcher sells meat, a fishmonger fish, a baker bread and cakes, a greengrocer fruit and vegetables and a grocer all sorts of other foods. An off-licence (in Britain) sells drinks, mainly alcoholic but also non-alcoholic. Many of these shops no longer exist as supermarkets sell all sorts of food in one place.

A4b

Students now choose a season and make up their own menu from locally grown food.

→ Teaching tip

Write the names of the four seasons on pieces of paper and let each group choose one. This way you will have all the seasons represented.

→ **Teaching tip**

Encourage students to use their dictionaries for special vocabulary, or bring along a picture dictionary for illustrations and names of food items.

→ **Teaching tip**

If you want a form for a menu go to *Kopiervorlagen* at http://www.hueber.de/sixcms/media.php/36/lehren_a2-1_u08_refrigerator.pdf

→ **Language**

Remind students that *menu* is usually the English word for *Speisekarte* and not for a set meal or (in more exclusive restaurants) *table d'hôte*.

A4c

Hang all the menus on the wall. Students walk around, read the menus and choose their favourite slow food meal.

→ **Portfolio**

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

Aspect B Just food

Aims

- to learn new vocabulary on food using definitions
- to understand the main points of an Internet or magazine article on current events
- to summarize a short text with the help of keywords
- to give opinions and reasons for opinions
- to support opinions by explaining results
- to conduct discussions in different groups

Lead in by referring to the Slow Food movement which students have just heard about and which supports the idea of using locally grown food. What is it like in big cities? Is it possible to eat locally grown food in cities like Munich, Berlin, or even New York? Elicit a few ideas, such as growing vegetables in front gardens and allotments, growing herbs on balconies, and buying directly from farmers when travelling.

B1a

This activity is designed to introduce some of the vocabulary used in the following article. Individually,

students match the keywords with their meanings and then compare their answers in pairs. Ask students to guess what the article is about.



Key

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

B1b

Students now read the beginning of the article and check if they have guessed the meaning of the words correctly.

→ **Language**

You may need to point out the use of the expression *working hard* in the text and remind students of the difference between the words *hard* and *hardly*. This could be revised later when you can say *I hardly (ever) drink coffee* and *Some companies are hardly doing anything to help the environment*.

B2a

Go through the instructions together. Give each part of the article a letter (A, B, or C) and ask students to work in three groups. Make sure students know which group they belong to and make it clear that they do not need to read the other parts of the article. Groups read their part and decide on seven keywords or phrases. Walk around and help.

→ **Extension activity**

If you want to practise or revise vocabulary from the article, you can play various vocabulary games. One is *Hangman*. Another is to ask students to choose a word and define it for the others to guess what it is. If this is too difficult, you can define words yourself for students to guess.

→ **Teaching tip**

The website <http://www.eclipsecrossword.com> provides a downloadable programme which is very simple to use to create your own crosswords.

→ **Teaching tip**

Some reading texts in student's books aim at finding detailed information (reading for detail); others are designed for reading for gist. Often texts of both kinds include unknown vocabulary because this simulates an authentic, real life experience students will have outside the classroom. The idea is to get students used to reading texts with new

vocabulary, as well as to guessing the meaning from the context, helping each other with new words and using dictionaries.

→ **Teaching tip**

One way of dealing with heterogeneous groups so that each student feels successful is by giving choices. Let students choose the headline they find most interesting and form groups according to their preferences. The task in B2a is manageable even for weaker students as the keywords in the article can be easily identified, even if by simply counting how often the word is mentioned in the article.

B2b

Read the instructions. This activity is preparation for the following cross-group reporting. Refer students to *Tip 2* on page 32. Walk around and help.

B2c

New groups now do cross-group reporting and tell the others what their part of the article is about.

→ **Teaching tip**

Cross-group reporting is a both simple and authentic method of telling other people what you have read or heard about. It is a natural combination of the four skills, and it usually combines authentic interest with listening carefully and asking questions.

B2d

Students now discuss the different ideas and give reasons for why they think they are good or bad. Refer to the *Remember* box for useful phrases. Each group then reports back to the others. Allow some time for a discussion.

→ **Culture**

In multinational groups ask students about how these ideas are handled in their countries. Alternatively ask students about their experiences with locally grown food when travelling.

Aspect C Responsible coffee

Aims

- to discuss coffee drinking habits
- to understand the main points of a radio programme on current events
- to introduce and practise *unless, in case, although, so*
- to discuss ideas on businesses and their carbon footprints
- to discuss environmentally friendly businesses

C1a

Refer to the pictures and ask students to discuss how much, where and when they drink coffee.

→ **Culture**

Ask students about coffee drinking in different cultures and countries. Tea drinking can also be talked about in the same way. In Britain, instant coffee is more commonly drunk at home than in other countries. Tea is usually taken to mean black tea and is usually drunk with milk or sometimes lemon. Other types of tea (peppermint, fruit, etc.) are known as herbal teas, tisanes or infusions.

C1b

Students now listen to the beginning of a radio interview and tick the correct option.



Tapescript (CD 1 / Track 10)


Announcer: It's 8:38 a.m. and I'd like to welcome you back to Earth Talk on WRHS AM, Rockville's number one talk radio station. These days we hear and read so much about buying local food and drink to save the environment, but I don't know anywhere around here where coffee grows. So does that mean we should all give up our morning coffee for the environment? Not me! Our guest today is Jane Smith from Coffee Castle, and she's gonna tell us what they're doing these days to reduce their carbon footprint and make us feel better about drinking coffee.



Key c

C1c

Listen to the rest of the interview. Individually, students tick the boxes, and then compare their answers.

 **Tapescript (CD 1/Track 11)**

Announcer: Hi Jane, and welcome to Earth Talk.

Jane: Thanks. Nice to be here.

Announcer: So, Jane, coffee beans have to travel quite a long way from where they are grown to our coffee cups, and that takes a lot of fuel. What's Coffee Castle doing to reduce its carbon footprint?

Jane: Well, first of all, we work closely with a lot of small coffee farms in Latin America and Africa to help farmers grow coffee in a way that's better for the environment. We help them save energy and water and use fewer chemicals on the coffee plants.

Announcer: Well that's a good thing. I've heard that you buy fair trade coffee beans. What's that?

Jane: Fair trade means that these small farmers get a fair price for their product. We make sure to buy our coffee beans from small farmers who take care of their workers and their land. We know the farm workers have good working conditions and can earn a fair wage and support their families.

Announcer: And what's being done closer to home? I see you're opening up a lot of new shops lately. Any plans there?

Jane: Of course! Our new shops are being built with recycled materials and energy-efficient equipment. Our dishwashers use less water, too.

Announcer: Right. But what about all those paper coffee cups? You see them everywhere! That's a lot of waste, isn't it?

Jane: Yes, you're right about that, and we're working on it. Although we use a lot of paper cups, we're trying to reduce waste. We recycle a lot of things in our stores, and we're working on making paper coffee cups out of recycled materials. We don't only have paper cups, though. We have regular coffee cups too if you want to stay and drink your coffee in our shop. But if you don't have time to stay, you can bring your own travel mug and we'll fill it so you can take your coffee to go. Don't worry, though. We have travel mugs you can buy in the store in case you forget yours.

Announcer: Sounds good, Jane. I guess Coffee Castle really is trying to reduce their carbon footprint.

Jane: It's important, so we're working hard on it. Global warming won't slow down unless big companies like ours make some changes.

Announcer: Thanks a lot to Jane Smith for talking

to us today. And now, a free Coffee Castle travel mug for the first caller to ...

**Key**

b, c, d, f, h

→ Teaching tip

This text, like some others is quite long, so it may be necessary to remind students that they only have to complete the task and not understand every single word and expression. If they wish, they can read the tapescript at home.

→ Language

LED stands for light-emitting diode. These light bulbs are replacing standard incandescent or fluorescent bulbs.

→ Language

There are several words for *waste* in English, depending not only on the sort of English (US/UK) but also on the context. *Waste* is the most general word and is used both for industry and private households as well as in other situations. *Rubbish* is a word used mostly in Britain. The containers are referred to as *rubbish bins* or *dustbins*. *Garbage* and *trash* and *garbage/trash can* are the US equivalents. However there are few hard and fast rules about these words. Students should choose one of them and use it for a while until they feel comfortable. *Litter* is used for what people throw away in small quantities outside.

C2a

Students read the sentences and then work out which of the conjunctions goes where. They compare their answers with a partner or discuss them in small groups. Tell them that they will be able to listen to the interview again and then check their guesses.

**Key**

1. Although, 2. so, 3. in case, 4. so, 5. unless

C2b

This activity goes further into use of the conjunctions. Refer to the *Focus on grammar* box and to the Companion.

→ Extension activity

If students find the different conjunctions confusing, choose a set of words which is relevant to them, for

instance *do my homework*. Include it in the sentence *Although I'm going on a holiday I will take my book and do my homework, etc.* Write the sentences on the board and leave out the conjunctions. Work out the missing conjunctions in the whole group. Then ask students to make one or two example sentences using their own words. Walk around and help.

→ Language

Although and *though* are interchangeable. At some time in the past "all though" was shortened to *although* and used as an emphatic version of *though*. *Although* is usually used at the beginning of what is said and *though* can be used at any place in the sentence. *Although* is not used at the end of sentence. If students want an easy answer tell them they can always use *though*.

C2b

1. c, 2. e, 3. b or d, 4. b or d, 5. a

C3a

In small groups, students discuss carbon footprints made by other businesses. The keywords in the blue box can help them. Ask students to think about their own workplaces, their friends' jobs, what they have read in the newspaper or seen on TV. If they find examples for companies which set a bad example, use those as well.

→ Culture

Environmental awareness is seen differently in different cultures. Singapore, for one, excels in environmentally protective law-making and ranks No. 1 in the *Asian Green City Index* (2011), whereas other nations have immediate needs like feeding their people as priorities and cannot consider environmental needs extensively. Discuss the situation in students' own cultures and countries.

C3b

Groups now make a decision on the business which protects the environment most seriously and give reasons for their decisions.

C3c

As a revision of all the ideas, take a class vote on the most environmentally friendly business.

→ Portfolio

Students can write a short summary of their ideas and add it to the *Dossier* section of their portfolios.

Aspect D Talk show

Aims

- to express and discuss opinions on fast food chains
- to practise agreeing and disagreeing
- to plan and take part in an open discussion
- to use language for talking about consequences of actions

D1a

Lead in by writing the words *fast food restaurants* on the board and ask students to say what they associate with this. Write their suggestions on the board. Read the instructions and add the names and places of fast food restaurants in the town. Students then have a conversation with their partner about their fast food preferences and habits.

D1b

Ask students to look at the picture and ask them if they have ever been interviewed in the street, or watched radio or TV teams interviewing people in the street. Then listen to the radio survey and fill in the table.



Tapescript (CD 1/Track 13)

Reporter: Hello, do you have a minute? I'd like to ask the two of you how you feel about the new Big Burger coming to town.

Karen and friend: Hello / Hi, we're against it, aren't we?

Reporter: First of all, what's your name and what do you do?

Karen: Er, I'm Karen, and I'm a working mum. We're both teachers.

Reporter: OK, Karen. So, tell me, what do you think about Big Burger?

Karen: Well, I'm not too happy about it. We've got enough fast food restaurants around here and I don't want all the kids going there every day after school and spending their pocket money on rubbish. Besides, I cook every night, so I really don't think I need it.

Karen's friend: Neither do I, really. We've got enough of that around here.

...

Reporter: Hi.

Nick and friend: Hi.

Reporter: What's your name?

Nick: I'm Nick, and I go to school. Yeah, I think it's great! I love Big Burger!

Nick's friend: So do I! They're great!

Nick: My friends and I can go during the school lunch break. Better than what my Mum gives me for lunch! I wanna get a part-time job there to earn some pocket money – and maybe get some free food too.

...

Reporter: And what about you? What's your name?

Alex: I'm Alex and I'm studying here at the uni. I'm totally against Big Burger. I'm a vegetarian and I'm into animal rights. Have you heard where they get their meat? Factory farms in China! Thousands of chickens living in little cages! That's cruel! And then the meat has to be transported half-way around the world so you can have a chicken sandwich! No thank you!

...

Reporter: And what about you? Can you tell me your name and what you think about Big Burger?

Ed: I'm Ed and I'm an engineer. Yeah, well, don't tell my wife, but I sort of like the idea. She cooks OK, and all, but she's not always home. And when she's working, I have to get dinner ready for the kids. It'll be great because it's on my way home from work and I can just pop in and pick up some food at the drive-through. And besides, I've heard their burgers are pretty good.

Key

Karen's friend: Neither do I, really. She agrees.
Nick's friend: So do I. He agrees.

D1d

Students now copy the beginnings of the sentences onto a piece of paper and finish the sentences with their own ideas. Walk around and help.

D1e

Before starting the activity, refer to the *Focus on spoken English* box and make sure students understand when to use the different phrases. Students usually find that it is easier to use *Me too* and *Me neither* than *So do I/Neither do I*.

→ Teaching tip

If students are still not sure about this, copy the box from the book onto the board and let students use it to help them while doing the activity. Students walk around with their pieces of paper and read out their statements, one at a time, to each other. They respond to each other, using one of the phrases in the *Focus on spoken English* box. Join in the activity to help and monitor and correct the answers if necessary. Refer students to *Tip 3* on page 32.

→ Teaching tip

If students do not always want to do an activity like this where they walk around and talk to each other, something similar can be done in two lines with students facing each other. They read their statements to their partner and vice versa. Then the students in one line move one to the left so that they all have a new partner. The student at the end of the line joins the other end of the line and has a new partner there. This method allows the same dialogue or conversation to be repeated with a new partner in each new round. It is also more structured and includes all the students. Use a bell or clap your hands when you want students to move on to a new partner.

D2a

Go through the instructions carefully and make sure students understand them all. Refer to *Tip 4* on page 32 and to the *Remember* box for some useful phrases. Students then choose the group they want to belong to. Groups sit together in different parts of the room and prepare their arguments. Make sure that the particular roles have been given to different students in each group. Allow students enough time to prepare. Walk around and help.

Key

Nick: pupil, ☺; Alex: student, ☹; Ed: engineer, ☺

D1c

Students now listen to part of the interview again. The aim here is to identify the phrases used for agreeing to a positive and to a negative statement. Students check their answers with a partner and then correct them with the whole group.

🎧 Tapescript (CD 1/Track 14)

Karen: Well, I'm not too happy about it. We've got enough fast food restaurants around here and I don't want all the kids going there every day after school and spending their pocket money on rubbish. Besides, I cook every night, so I really don't think I need it.

Karen's friend: Neither do I, really. We've got enough of that around here.

...

Nick: I'm Nick, and I go to school. Yeah, I think it's great! I love Big Burger!

Nick's friend: So do I! They're great!

→ Teaching tip

For some students it is easier to adopt a specific role if they are given it, e.g. on a card. Write *a teenager*, *a town official* etc. on cards and let students choose their roles. You can also add your own ideas or give students blank cards so they can find a role for themselves. They can also take notes on these cards with the arguments they want to use.

→ Teaching tip

It is always a good idea to take a bit of time for activities such as this and make sure students really understand what they have to do. Give them time to prepare not only their arguments but also the language they want to use and ask you for help if necessary.

D2b

Students act out the television talk show in class. Group members present their arguments. The teacher can act as the emcee and make sure everyone has the chance to present his or her arguments. Encourage students to use the phrases they have practised in the discussion. Decide who has the best arguments and has won the debate.

→ Extension activity

If students agree, the discussion could be filmed using a mobile phone or video camera. This could be added as a CD-ROM to the *Dossier* section of their portfolios.

→ Extension activity

Try to remember some of the arguments used after the discussion and write them on the board. These can be used for further practice in agreeing and disagreeing.

→ Teaching tip

You can also give one (or even two) students the role of leading the discussion. This will allow you to make notes, not only on the arguments but also on the language mistakes made. However, this activity is to practise fluency so do not place too much emphasis on minor mistakes.

→ Teaching tip

If you have a big class, some students can be the audience and vote afterwards on whether the restaurant should open in their town. You can repeat the activity in a later lesson with the roles reversed and other students being the audience.

PLUS ASPECT

Aspect E Meat or no meat

Aims

- to revise and consolidate vocabulary around food
- to practise the use of modals for speculating
- to read and understand the major points in magazine articles
- to ask questions and follow-up questions on eating habits
- to do a class survey
- to have a discussion on eating meat

E1a

Lead in by asking students what vegetarians eat. Then draw students' attention to the questions and ask them to guess what a flexitarian eats. Refer to the *Remember* box for the use of modals for speculating.

→ Culture

Students may want to know the terms for other types of eaters. *Vegans* do not eat any animal products, even eggs, dairy products (milk, cheese, etc.) or fish. People who eat meat are sometimes referred to as *carnivores* (noun) or *carnivorous* (adjective) although these are used more often for animals. Sometimes the terms *omnivore/omnivorous* are used and sometimes dietary requirements are explained by mentioning religion. *Hindus* do not eat beef and many are in fact vegetarians or vegans, as are *Buddhists*. *Muslims* and *Jews* do not eat pork or shellfish (shrimps, prawns, crab, etc.).

E1b

Students now read the beginning of the article and check whether they were right about flexitarians.

→ Culture

Jonathan Safran Foer in his book *Eating Animals* writes about his own experiences while he was a teenager deciding whether to be omnivorous or vegetarian. He starts thinking about this more closely when he is about to become a father and in the book goes into some of the issues involved. The book itself is probably too difficult for most students at this level to read in English but they may be interested to find out more on the Internet.

E1c

Read the rest of the article. In small groups, students discuss what they could do.

E2a

Again in groups, students brainstorm questions they could ask in a class survey. Draw their attention to the box with the beginnings of questions. Students write their questions on a piece of paper. Walk around and help.

→ Teaching tip

Although it is not necessary to correct all the mistakes students make when speaking, make sure that what students write down is correct so that they can refer to it later. You can either correct them while they are writing or ask them to correct what they have written themselves later and check it.

E2b

Students walk around the class and interview each other on their meat-eating habits. Join the activity so that you can monitor them better. As well as this students are often interested in what their teacher does and thinks!

E2c

Students get back into their previous groups and discuss the results of their opinion surveys. Each group then presents the results to the rest of the class in the form of a short talk.

→ Teaching tip

Asking one member of a group to report to the whole class after a small group discussion makes student discussions seem more important. Make sure however that it is not always the same student who does the reporting and that all students take turns at doing this.

CONSOLIDATION 1

For more information on the Consolidation units, see page 7 of the *Introduction*. As this is the first consolidation unit in NEXT B1/2, explain the purpose of the unit to the students and encourage them to try out the activities on their own before asking you for help.

Aims

- to give reasons for wanting to do something
- to ask and answer questions about starting a company
- to talk about priorities
- to discuss what can go wrong and what can be done
- to write a simple business plan
- to present an idea for a product or service

C1

Go through the instructions with students and ask them to work in pairs and think of reasons for starting a company. Compare all the answers in the whole group.

→ Language

Point out that *to make money* means to earn money and is a fixed phrase.

C2a

Students listen to the recording and fill in the table.



Tapescript (CD 1/Track 16)

Steffi

I started my own company when I moved to the north of Germany. I come from a wine-growing area and I really missed my local wine in the north. There's no good wine at all there. I was unemployed and so I went to local restaurants and asked: Are you interested in having good wine on your menu? I knew a lot about wine so I didn't need to learn much. Then I got in touch with wine growers from my home area and set up contacts. At first I drove from one end of Germany to the other and brought the wine myself but then that became too much for me. I also got a full-time job in an office so the wine business became too much for me. So I gave it up. I never really earned enough to live on and it was always a one-woman show. I didn't need much money to start, just for setting up a company officially and the phone and travel. I

think I prefer being an employee but it was a good experience.

Heather

My mother wanted to go to Australia but she thought she was too old to travel alone so she asked me to go with her. That gave me an idea. I advertised to see if there were other older people who wanted some help with a trip. I offered to arrange the trip for them from beginning to end or just to meet them at the airport and go with them on the flight. What they paid me for my help paid for my trip and I had some money left. I'm a good organizer and had worked in the travel industry so all I needed to do was advertise. My first customers told their friends and I did lots of trips to all sorts of places. I didn't have to pay anything for the flights so I had nice holidays. I never had any complaints and am still in touch with some of my customers. I stopped doing this business because I had a new idea and started another company, but I'll tell you about that another time.

Ronald

I lost my job when I was nearly sixty but didn't want to stop working, so I decided to start my own company. I advise companies on their business problems, any sort really. I help companies to improve their business. I had some money to start my company so I rented an office and spent quite a lot on advertising. I wanted to keep my work and private life separate so I have a business address and I also have an assistant. I sometimes pay other people, like students, to do some work for me. It depends but it could be computer work, driving or training. I've been doing this work for four years now and I love it. I'm not a millionaire but I make enough money and meet lots of interesting people.



Key

Steffi: She was unemployed. / She got a job.

Heather: Her mother didn't want to travel to Australia alone. / She started another company.

Ronald: He lost his job. / He's still doing it.

→ Extension activity

Students can think of questions they would ask Steffi, Heather and Ronald.

→ Extension activity

If you feel that students may not have any ideas for the next activity, ask them if they know any stories

like the ones on the recording. They can discuss these in pairs or small groups.

C2b

Tell students that they are now going to think about and discuss starting a company and they will present their ideas at the end of the unit. Students discuss the ideas in groups. Help them if necessary.

→ Teaching tip

It is best if the students work in the same group for the whole unit. The groups should not be bigger than 4 students.

→ Extension activity

Make a list of all the ideas on the board before students decide on the company they want to start. This way all the groups will have access to a wide range of ideas.

→ Teaching tip

The consolidation units are designed for students to do more or less on their own, but depending on the group some help may be necessary. However the teacher's role, especially at this level, should be mainly one of helper and provider of input when asked rather than at the forefront of the activities. The teacher will also of course make sure that groups move on to the next activity when necessary.

C2c

Students discuss and answer the questions in groups. They may be able to think of additional questions.

→ Extension activity

Students can be asked to write any additional questions on the board for the other groups to use in their discussions.

C2d

Students think of five to six questions and walk around and ask the others. Each student should ask different questions and collect the answers.

→ Portfolio

The results of the survey can be included in the *Dossier* section of the portfolio.

→ Extension activity

Again, additional questions which the students think of can be written on the board.

C3a

Students return to their original groups and continue the discussion about the new company, using the information they have collected from the other members of the class.

C3b

Now students discuss what can go wrong and what they can do. They can use the ideas in the box.

→ Teaching tip

As students have to present their idea to the rest of the class, they should not report back on this activity but make sure that they know the solutions themselves and have thought of as many problems as possible.

C3c

Students decide on the first steps for starting the company. Encourage students to think of as many of their own ideas as possible in addition to the ones on the list.

C4a

In groups, students decide how much money they need.

C4b

Ask students to read the advertisement and help them with anything they do not understand. Make sure they all understand the rules. In the same groups, they write a pitch about the company they have decided on. Make sure they have enough time for this.

→ Portfolio

Their pitch can be included in the *Dossier* section of their portfolios.

→ Language

A (sales) pitch is a presentation of a product or service made so that the idea can be sold. Often the audience does not know anything about the product or idea. It can be formal or informal and the rules vary depending on the context. Sometimes more than one person is involved. It is useful if those presenting know about what they are presenting and can answer any questions about the product or service.

C4c

In groups students decide who will say what in the pitch. They can also think of questions they might be asked and how they will deal with them.

→ Teaching tip

Give the groups a time limit for their pitch. Depending on the size of the class the time available can be anything from 5 to 15 minutes.

→ Teaching Tip

At this stage it is a good idea to collect the ideas and the names of the companies or services and write them all on the board so that all the students can see the entire list.

C5

Make sure that students understand that they have two roles. They present their company and also act in the audience as a millionaire to vote on the best company idea. Make sure that all the students speak and that as many as possible of the audience ask questions.

→ Culture

This idea is based on a very popular television programme, *Dragons' Den*, which is broadcast in Britain and in several other countries. In the programme, budding entrepreneurs present their business ideas in three minutes and try and get money from successful multimillionaire businessmen and -women who ask them questions (and can sometimes be quite nasty to them) before deciding whether or not to invest their own money in the idea (<http://www.bbc.co.uk/programmes/b006vq92>).

Unit 4

TEA TIME

Core aspects

- A Time for tea?
- B A letter of application
- C Welcome to Teastop!
- D What's your ideal job?

Plus aspect

- E A dream job

Can do's

- I can describe something in terms of its colour, shape, size, materials, etc.
- I can find other ways to say something if I don't know the exact word.
- I can write a letter of application.
- I can talk about my job.
- I can discuss something and agree on a list of the most important points, e.g. the qualities of an ideal job.

Grammar

the Germans, the British etc.

Large numbers

Passive (present and infinitive)

somebody/anybody etc. (strong form)

Comparative forms

Vocabulary

Describing objects (shape, size, etc.) and processes

Large numbers

Language for checking

Work conditions

Exploring learning – when you can't say what you want to say

You can't always say exactly what you want to say

Ask questions if you don't understand

Sometimes you don't want to be exact!

Icebreaker

Aims

- **to revise and consolidate vocabulary and structures for describing things**
- **to have fun in class describing things in quiz style**

The idea of this icebreaker is to prepare students for describing things and items for which they don't have the word. They will do this in more detail in A3. Bring along some items for students to describe, either as pictures or realia. These could be, for instance, a matchbox, a shell, a key ring, a flashlight, a stuffed animal, a piece of pasta (one noodle), a tea bag, a sugar cube, a biscuit, whatever is easily available and easy for you to bring along. Put the things into a non-transparent bag and get each student to take out two items so that nobody else can see what they are. Students then describe one of their items without saying what it is. The others must guess what the item is. Another option would be for students to write a description of the item(s). All the descriptions can then be hung on the wall. Students then walk around and match each description to an item. This could be made easier and quicker by placing all the items on a table once the descriptions have been written.

→ Portfolio

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

CORE ASPECTS

Aspect A Time for tea?

Aims

- to talk about different cultures' drinking preferences (tea, beer, etc.)
- to revise and practise saying numbers
- to ask and answer questions with numbers
- to listen to and understand the main points in a presentation of a business idea
- to describe food
- to find other ways of saying something if you don't know the exact word

A1a

Lead in by asking students to think about how much beer a German drinks (on average), and how much tea. Are there other countries in the world where beer and tea consumption is higher? Talk about this to them and then tell them that they will find the answer in the book. In pairs, now students read the sentences and tick what they think is true. Refer to the *Focus on grammar* box.

→ Language

There are some nationality words referred to in the Companion but students may want to know specific ones. It is usually not necessary for students to learn long lists but just concentrate on the ones they need.

A1b

All the ideas are shared in the whole group.

A1c

Elicit a few figures from the class about how much tea and beer consumption they guess there is in the four countries, in total and per person. The idea here is to collect a few figures and work out how to say them. Write students' guesses on the board. Discuss how to say e.g. 1.6 l, and how to say big numbers. Then refer to the *Focus on grammar* box for clarification. Once students know how to say the numbers, they work in pairs. One is student A and one is student B in each pair. Students A look at the table in the unit, students B look at page 97. Go through the example together, and do one more example with the whole class. Make sure students get the question right. Write it on the board if necessary. Then, in pairs, students do the activity. Walk around and help.

→ Language

Point out that 1.6 l is pronounced one *point six litres* and is equivalent to the German *eins Komma sechs Liter*. In Germany it is usual to separate thousands by a point, e.g. 1.000.000 is one million. In English and in international usage, thousands are separated by a comma, e.g. 1,000,000. Thousands can also be written without any punctuation using a space if necessary, i.e. 1000 for one thousand and 1 000 000 or 1000000 for one million. As points and commas are used in exactly the opposite way in German, a mistake can lead to serious confusion.

→ Teaching tip

Make sure that students realize that this is important, especially in writing, but don't expect them to always be able to use it correctly at first!

→ Language

0 is said in different ways in English. In numbers it is usually *zero* or in British English: *nought*. In telephone numbers it is *zero* or *oh*. *Oh* is not usually used when referring to quantities. In most sports, *nil* is used (in football 1 : 0 is said: *one nil*), but in tennis the word *love* is used. (This originally comes from the English way of pronouncing the French word *l'oeuf*, meaning *egg*, as the shape of 0 is like an egg.) If students find all this information too difficult, tell them they can always say *zero* and will be understood.

→ Extension activity

Think up numbers based on the model in the *Focus on grammar* box. Dictate numbers to students. They write them down and then compare answers. Then ask them to think up numbers themselves and write them down. Make sure they can say them properly. They can then dictate the numbers to each other. Walk around and help.

→ Extension activity

Ask students questions which involve using numbers in the answer. These can be about the population of the town they live in or of their country, the number of people working in their office or company and other things. Make some of them easy and tell them that they can guess the answers as the aim is only to practise numbers. Students can also think up their own questions.

A2a

With a partner, students now discuss traditional places that serve drinks in all sorts of countries.



Key (*possible answers*)

pub, bar, café, wine bar, coffee shop

→ Culture

A2a can well lead to a discussion of socializing in connection with drinking (or eating) in different countries and cultures. Germany is famous for its beer gardens or in some areas, its wine drinking venues (*Straußwirtschaften*), and in England / Ireland people meet in pubs to socialize. Pubs in Great Britain now almost all serve tea and coffee and food as well as alcoholic and soft drinks. In the UK, pubs are increasingly places you go to eat rather than drink. Pub culture is in decline. Austria (in particular Vienna) is famous for its coffee houses. In many countries non-alcoholic drinks are more common when socializing. In Turkey, tea drinking in tearooms is a social event for meeting and networking. In northern Europe coffee drinking takes place in small cosy cafés where you can take shelter from the cold. There are also other drinks which have a social function, like *kvass* in Russia (a drink made from the same ingredients as in bread), and butter tea in Tibet. Other cultures, such as in Asia (Thailand, Indonesia), do not know the traditional habit of getting together for a drink, but instead prefer to have a snack in the street. In some countries smoking together is common, e.g. a *shisha*, as in Egypt, Iran, and Morocco.

A2b

Read the text together and then listen to the recording. Students compare their ideas with the places Charlotte Daly mentions.



Tapescript (CD 1/Track 17)

Good morning ladies and gentlemen. I'm Charlotte Daly. Thank you very much for the invitation to speak to you today about my idea for a new chain of international tea shops. British tea shops were popular all over the world fifty or a hundred years ago, and I think their time has come again. It's time to give new life to our traditional tea and cakes. We all know how successful international coffee shops have been. And what about Irish pubs? Both the coffee shops and the Irish pubs offer their customers good products, and a great social experience. They bring the traditional pub experience and the traditional café to a new, younger market. We all know that tourists always enjoy the chance to visit tearooms in Britain. So why not bring the concept to them in their home countries?



Key

coffee shops, Irish pubs

→ Extension activity

In small groups, students can think of questions they would ask Charlotte Daly about her company. They can then exchange questions with another group and pretend to be Charlotte Daly and decide what her answers to the questions would be.

A2c

Students look at the pictures of confectionery on page 37 and discuss which cake looks especially tasty or less so. Students will probably want to know about ingredients so tell them they will hear the information in the recording. Students then listen and identify the different cakes and biscuits.



Tapescript (CD 1/Track 18)

Now, apart from serving excellent tea – all sorts of different kinds – and coffee, of course, for those who prefer it, what else can we offer? Well, I think it's time to make our wonderful cakes and biscuits better known. On the slide you can see a selection of what I mean. At the top of the slide on the left you can see a scone. It's a small, round sort of little cake. You cut it in half and eat it with butter, jam and – if you want something really special – thick cream. The British have a lot of different types of cake. Here I've shown you two. These are big round cakes that you cut into slices. The first one – you can see it at the bottom of the slide on the left – is a Victoria sandwich. It's a simple cake. It's made with flour, eggs, butter and sugar. It's cut in half so that a layer of jam can be added. That's why it's called "sandwich". Another kind of traditional cake is the fruit cake. The one that you can see, on the right at the bottom, is a Dundee cake. It's filled with lots of dried fruit, such as raisins, sultanas and currants. The top is then covered with lots of almonds. After our big cakes, our next tradition is pies and tarts. The main difference between a pie and a tart for us is that a pie has a top, while a tart is open. Our most famous sweet pie is, I guess, the apple pie. As you can see on the picture, on the right of the Victoria sandwich, an apple pie is usually a big round pie, filled with pieces of apple. The top is covered with a layer of pastry. It's usually eaten, warm or cold, with custard – that's a type of vanilla sauce – or cream. Next to the apple pie, you can see a Bakewell tart. This is a tart that's filled with a layer of jam and then a mixture of something like

the Victoria Sandwich cake and ground almonds. Just above the cakes, the pie and the tart, you can see some biscuits. Biscuits are what the Americans call cookies. The British love to have a biscuit with their cup of tea, and when you have tried our biscuits, I'm sure you will understand why. On the slide you can see just a small selection of the many, many kinds of biscuit that we can make. Shortbread – that's the one in the middle of the top row. Perhaps you know shortbread. It's a flat, plain type of biscuit. It comes in different shapes. The ones here are sort of triangular, like a piece from a round cake, but you can also get round or rectangular pieces of shortbread. It's called shortbread, because it's made with a lot of butter and so it's "short" as we say, in other words, it's crunchy. It breaks easily. Then you can see a couple of American favourites. Brownies are made with chocolate. They are the small square biscuits. They're softer than shortbread. Next to them are chocolate chip cookies. They're round and flat, with pieces – or chips – of chocolate in them. There's one other kind of chocolate biscuit that you can see. It's on the other side of the shortbread. Those are Bourbon biscuits. They are thin, flat rectangles in shape. They're dark brown in colour because they're made with cocoa and they're made like a sandwich with a layer of chocolate cream between the top and bottom halves of the biscuit.

As I said, there are many, many more types of cake and biscuit that we can offer, but before I talk about our business plan in detail, I think it's time for a quick break – for tea and biscuits, of course. If you like to come into the next room, you'll ...

Key

1. a, 2. f, 3. g, 4. h, 5. i, 6. b, 7. d, 8. e, 9. c

→ Culture

The Victoria sponge cake was named after Queen Victoria, who liked to eat it with her afternoon tea. Sponge cake is the general term for this type of cake. Victoria sponge just has more butter in it. Bakewell is a spa town in Derbyshire where Bakewell pudding comes from. This is similar to Bakewell Tart. Dundee is a town in Scotland and Dundee cake is fruit cake, often with whisky in it. Fruit cake is made with dried fruit and eaten with slight variations at Christmas, Easter and on special occasions such as weddings and christenings. Shortbread gets its name from an old meaning of

the word short, meaning crumbly. This texture is produced by the large amount of butter.

A3a

Students read the descriptions and try and remember which cake or biscuit they refer to. They compare their answers with a partner. The descriptions here focus on shape and size. Play the recording again, either for solving the task, or as consolidation after students have the answers.

Key

a. scone, b. shortbread, c. chocolate chip cookies

A3b

In this activity the focus is on how the cakes are made. Students read the descriptions and identify the cake. They then compare their answers with a partner.

Key

a. Victoria sandwich, b. Dundee cake

A3c

This time round the listening focus is on useful phrases for describing things, especially food. These are listed as a – j. Students listen again and tick the phrases they hear. They then compare their answers with a partner and then with the whole group.

Key

a, c, d, f, g, h, i

A4a

This activity focuses on personalizing the topic of particular food. In pairs, students think of local specialities which other cultures might not know. Read the instructions and the examples, and refer to the expressions in A3c. Draw students' attention to the *Focus on vocabulary* and the *Focus on grammar* boxes. Walk around and help while students are preparing their descriptions. Refer to *Tip 1* on page 42.

A4b

Students now read out their descriptions and the others try and guess what each description refers to.

→ Extension activity

Encourage students to describe more of their own culture's specialities.

→ Extension activity

Make a list of local specialities which people from other cultures may not know. These can then be put into groups, such as starters, snacks, main courses, meat dishes, vegetable dishes, cakes, sweets, drinks, etc. Students could prepare an international menu.

→ Teaching tip

Students may feel they always have to translate names of food into English. While this may be fun, point out to them that it is not always possible to translate everything and a description (saying what it is like or what it is made of) is often much better. We do not usually translate words like *spaghetti* or *feta* even if these are not German in origin.

→ Teaching tip

Tell students that they should decide which information to give first in a description, i.e. which is the most important. In the case of food, this is usually whether it is sweet or savoury and whether it is meat or vegetable.

→ Extension activity

Ask students to bring along a local speciality to class next time and have a little snack party while they describe how things are made and what the ingredients are!

→ Portfolio

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

Aspect B A letter of application

Aims

- to read an advertisement for an internship and understand the main points
- to discuss what a letter of application should include
- to read a letter of application and identify the essential parts
- to unjumble the parts of a letter of application
- to write a letter of application
- to read and give feedback on a letter of application

B1

Lead in by asking students if they have ever worked in a café or a pub. If you have done this, you can talk about your own experience. If not, ask students if they would want to work in a café and why / why not. Would they want to have their own café? What would they do to prepare for the job? Read the question and the answer options together and then ask students to read the advert individually and compare their answers in pairs.



Key

c

→ Language

Periods of work without pay in order to gain experience (for instance, during a course of studies or to fill in a gap between periods of education, study or training) are more and more commonly called internships. Other expressions used for this are placement and work experience. Sometimes there is a small payment and in many cases some expenses are covered or help may be given with finding accommodation, but these things vary a great deal from company to company and country to country.


→ Teaching tip

Tell students that the companies and websites mentioned in NEXT are usually fictional and although they may find a website by using the Internet address, this will not correspond to what is in the book.

B2a

Step by step, students now prepare to write a letter of application for the work described in the advert. This activity focuses on the different parts

of a letter of application. Go through the list with students and clarify vocabulary if necessary. With a partner, students discuss what the letter of application should include.

 **Key** (*possible answers*)
2, 3, 4, 5, 6, 7, 9, 10, 11, 12

→ **Language**

CV stands for curriculum vitae and is the standard expression used in British English. *Résumé* is often used in US English to mean the same thing but sometimes a *résumé* is a shorter version of a CV. Nowadays a profile is often added, listing skills and knowledge as well as or instead of a list of dates and information about employment and training, such as that given here. Conventions for applications, what a cover letter should include and how long the different parts should be, vary considerably depending on the context.

→ **Teaching tip**


The most important features of a letter of application at this level are those mentioned in B3a so it is not necessary to go into all the details of job applications in English here. Make clear to students that the activities are to practise their English rather than to get them a job in an English-speaking country! If students want more information on how to write detailed applications refer them to the Internet where there is a lot of information.

B2b

The aim of this activity is to sensitize students to essential parts of a letter of application. Read the letter together. In the whole group, do an example and match one of the paragraphs with one of the numbers in B2a. Students then work individually. Walk around and help. Students compare their answers with a partner. Check the answers and make any corrections in the whole group.

→ **Teaching tip**

In this activity and in many others, it is useful to make sure that students have written the correct answers, so that if they refer to the activity later, they know that what they have written is correct. Remind them that they can also check their answers with the key.

 **Key** (*possible answers*)
2; 9 + 5; 3 + 4 + 5 + 6 + 10; 4; 7

B2c

Students now read Svetlana's application for the internship. Individually, they read the letter of application and find the correct order for the different parts. Discuss the correct or best order in class.

 **Key** (*possible answers*)

I am writing to apply ...

My name is ...

I studied at the Moscow Hotel ...

My ambition is to work as a manager ...

I would be very interested ...

I studied English at both school and college ...

I am available for interview at any time...

I hope you will give ...

→ **Teaching tip**

The method of unjumbling parts of a longer text is an efficient means of learning as it provokes repeated reading of a text and concentrating on finding a logical order for the different parts.

→ **Teaching tip**

Copy the letter several times (possibly enlarging it) and cut it into the different parts. Give each pair of students one cut up letter and ask them to find the best order. In this way, experimenting and discussing is fostered and the kinaesthetic learner type is catered for (learning by doing).

→ **Teaching tip**

Preparing material such as cutting up a text into parts for several teams is time-consuming, so you can save time by asking students to do it themselves! Bring along some scissors and ask students to cut up the copies. Students usually like working with their own material and some activity and occasion for a chat (in English) in class is provided.

→ **Teaching tip**

If you think you can use material in more than one group, it is a good idea to enlarge the copies and laminate the parts. Make sure you collect them in again.

B3a

Read a – d together and read the example advert. Students write an advert in pairs. Walk around and help. Students then exchange their adverts and go through the structure tips for the different paragraphs of the letter. Again walk around and

monitor and help. Point out that all the helpful phrases and sentences can be found in B2b and B2c. When students have finished the letters, make sure that they have checked their grammar and spelling.

→ Teaching tip

If students find it difficult to create a short advert for a job in an English-speaking country, brainstorm some ideas together and list them on the board. They can also use the example in the book if they want.

→ Teaching tip

Writing activities in the student's book often seem to lend themselves to homework and this is of course an option. However, doing writing activities in class gives you the chance to supervise the activity and to give immediate feedback, and, even more importantly, provides a chance for students to exchange their own ideas and to give each other immediate feedback. However, to save time, this can be done as homework and the feedback given in the next lesson.

B3b

Students now exchange their letters of application and the advert they were answering. They give each other feedback. Make sure students do this in a cooperative and supportive way.

→ Teaching tip

The "sandwich method" is a method which makes accepting criticism easier. Think of the different layers of a sandwich: first say something positive (what I like about your letter is ...), then say something which you think could be done differently, and then finish your feedback by saying something positive again. Make sure that you are a role model for *It's not what you say but how you say it!*

→ Culture

Encourage a discussion on how people apply for a job in other countries and cultures or in countries they have travelled to.

→ Portfolio

Students can add their letters of application to the *Dossier* section of their portfolios.

→ Extension activity

Students can write a letter of application for the advert in B1.

Aspect C Welcome to Teastop!

Aims

- to listen and to understand specific information in a conversation
- to talk about people's responsibilities in their jobs
- to talk about students' own responsibilities in their jobs, and other daily responsibilities

C1

Look at the picture together and elicit what is happening. What are the people in the picture saying? Read the instructions and listen to Svetlana, Danny, and Charlotte. Students can take notes or simply listen for the information. Collect all the answers in the whole group.



Tapescript (CD 1/Track 19)

Charlotte: Good morning, Danny. How are you today?

Danny: Oh, hi Charlotte. I'm great. How are you?

Charlotte: Terrific. So, this is Svetlana. Svetlana, this is Danny. He's the manager here.

Danny: Lovely to meet you, Svetlana.

Svetlana: Hello. Nice to meet you, too.

Charlotte: Right, now as I told you, Danny, Svetlana's doing an internship with us. And perhaps she's going to be in charge of our very first Teastop! in Moscow. She's here to find out how we do things. So she's going to spend a couple of days with you, Danny, to see how you run this place. She's going to follow you around. And don't be afraid to ask lots of questions, Svetlana.

Svetlana: Of course not. There's a lot I want to find out.



Key

She tells Danny: She's here to find out how we do things. So she's going to spend a couple of days with you, Danny, to see how you run this place. She's going to follow you around.

She tells Svetlana: And don't be afraid to ask lots of questions ...

→ Teaching tip

Use the pictures in the book! They not only introduce the topic visually but can also stimulate students' imagination. Questions such as the following can be asked about several pictures: What are the people in the picture saying? What are they

wearing? Why are they all wearing grey? What are their backgrounds? Use pictures for inventing biographies. This is not only a good chance for revision of vocabulary but also of tenses when talking about people's past, present, and future.

→ Language

Play the recording again and ask students to identify the stages in introductions. Charlotte, Danny and Svetlana are on first name terms but use some formal expressions such as "How are you?" and "Nice to meet you." Ask students to guess if they are shaking hands (most probably they will be, as it is a first meeting).

→ Culture

In Britain, people usually only shake hands when they meet for the first time. After that, shaking hands is considered fairly formal and is not done among friends. Kissing is becoming more common among friends and close colleagues, but although women kiss men, men do not usually kiss each other. Discuss with students what people do when they meet for the first time in different cultures.

C2a

In pairs, students speculate about Danny's responsibilities and make a list.

C2b

Students now listen and check if they have guessed correctly.

Tapescript (CD 1/Track 20)

Svetlana: So what are the main parts of your job?

Danny: Well, we always say that the customer comes first. So obviously I have to make sure that all our customers get what they want. This means that we have to serve our customers in a friendly and efficient way.

Svetlana: Of course. How many staff do you have?

Danny: Well, there are always three of us here and four when it's busy. Then I have to make sure that we have what our customers want, so stock control is very important.

Svetlana: Sorry, what control?

Danny: Stock control – you know, I have to order enough tea, sugar and so on. Head office delivers the fresh stuff every day – the fresh cakes, scones, milk and so on. But they only deliver the other stuff once a week. I have to place my orders at the right time.

Svetlana: So you don't have a kitchen here?

Danny: No, not really. We make toast, and we warm things up, but there's a central bakery where they make all the rest of the stuff.

Svetlana: Does that mean it's easier? Not so much to clean – with no kitchen.

Danny: That's right, but food safety is very important. We have to check the temperature in the refrigerators regularly. We have to follow very strict rules about keeping food. And I have to make sure that everywhere is always perfectly clean.

Svetlana: What about the money?

Danny: Yes, of course. At the end of the day, I or my assistant have to check the day's account. It's all electronic now, of course. When we take an order for a customer, we enter everything into the system. We have separate systems for the take-away and for customers who are eating in.

Svetlana: Eating in? What do you mean? People who come into Teastop! and sit down?

Danny: Yeah, exactly.

Svetlana: Is there a lot of crime in this area?

Danny: No, not really, but we have an alarm system. At the end of the day, I have to switch on the alarm system and lock up carefully. But we have some work to do before that. Come on Svetlana. Let me find you a uniform.

Svetlana: Oh ... yes.



Key (possible answers)

make sure that all our customers get what they want; serve our customers in a friendly and efficient way; make sure that we have what our customers want; order enough tea, sugar and so on; place my orders at the right time; make toast; warm things up; check the temperature in the refrigerators regularly; follow very strict rules about keeping food; make sure that everywhere is always perfectly clean; check the day's account; enter everything into the system; switch on the alarm system and lock up carefully

→ Extension activity

Write these expressions on the board: stock control, central bakery, assistant, take-away, alarm system. Ask students to work in pairs. They take it in turns to choose an expression and explain it to their partner.

→ Culture

Svetlana is expected to wear a uniform in her job. Discuss jobs in different cultures where staff are expected to wear a uniform, and what this uniform looks like. In Japan, for example, many people in service wear gloves, not only in restaurants when making sushi, but also in garages and workshops in order to avoid scratches on customers' cars. In Germany, shop assistants often wear some sort of uniform, even if it is only the same shirt. In some companies, people wear a special tie or badge.

→ Extension activity

Ask students to imagine what Svetlana would say about her responsibilities after she has been working in the job for a while. If necessary, they can use the tapescript of C2b as a model.

C3a

Students now make notes about what they do in their job or what their daily responsibilities are. Go through the examples together. Add some of your own responsibilities to give them more examples.

→ Teaching tip

Everybody has certain things that they have to do or things that they have agreed to do, so even if the class is with senior citizens or the unemployed, they can still talk about duties and responsibilities to themselves and others.

C3b

Read the instructions and refer to the *Focus on spoken English* box. Read *Tip 2* together (page 42).

→ Portfolio

Students can add their list of responsibilities to the *Dossier* section of their portfolios.

Aspect D What's your ideal job?

Aims

- to talk about ideal places and partners
- to use *somebody/somewhere* and *anybody/anytime/anything/anywhere* in context
- to collect ideas on what is most important in a job
- to read an article and understand differences in job priorities
- to compare and discuss something and agree on a list of the most important points

D1a

Write *What's your ideal job?* on the board and make a mind map of students' ideas, both on jobs and things connected with them. Then read the exercise and refer to the *Focus on grammar* box. For further information on the use of *some...* (and *any...* in D2b) see the Companion. Individually, students finish the sentences and then compare their answers with a partner.



Key (possible answers)

- b. Somewhere (that's) quiet and in the country.
- c. Somewhere that's warm and sunny.
- d. Somebody who's helpful.
- e. Somebody who loves me.

D1b

Collect all the ideas in the whole group.

→ Teaching tip

Students can make a short overview of the results themselves. Write the five questions a – e on different parts of the board, or flipchart paper, etc. Give each student a piece of chalk or a felt pen and encourage them to add their own ideas to each of the questions. This way you cater for all learner types, and foster authentic conversations as students will want to talk about the different ideas.

D2a

Get students to guess the meaning of *fussy*. Then listen to Bill and Ben. Who is fussy?



Tapescript (CD 1/Track 21)

Woman: Hello, Bill. What would you like to drink?

Bill: Tea, please.

Woman: Fine.

Bill: Have you got Earl Grey, please? I like it not too strong. And don't let it stand too long. And I like it with a quarter of a teaspoon of honey. I prefer

a light honey. And a quarter slice of lemon in it, please.

Woman: I see. I'll go and have a look at what's in the kitchen.

Woman: Oh, hello, Ben. What would you like to drink?

Ben: Oh, anything.

Woman: Tea, coffee?

Ben: Anything. Really. What are you having?

Woman: I can make some tea. What sort of tea do you like?

Ben: Oh, anything, as long as it's hot and wet. A bit of milk and one sugar, please.



Key

Meaning of *being fussy*: only satisfied if things are exactly as you want them to be. Bill is fussy.

→ Language

Fussy means pedantic, meticulous, choosy. The word itself is not necessarily negative although it depends on the context and what the person is fussy about.

D2b

The aim of this activity is to practise combinations with *any...* Remind students that they have learnt *any* in combination with *not* to produce a negative, and in questions to produce an open question. Tell students they are *not* going to be fussy now. Read the instruction and the examples and refer to the *Focus on grammar* box. In pairs, students now practise being not fussy. Walk around and listen in.



Key

a. Anything. Thank you. b. Anywhere. c. Anybody. d. Anytime. e. Anywhere. f. Anybody. g. Anytime. h. Anything. i. Anything. j. Anytime.

D3

In pairs, students now discuss the three points mentioned.

D4a

With the whole group, brainstorm ten important things that make a good job.

→ Teaching tip

If you feel students need a bit of exercise, give them some chalk or pens and get them to write ten important things on the board.

D4b

Read the article together and find out the differences between what the article says and the students' own ideas. Students discuss these in pairs.

→ Culture

This is a good opportunity to talk about priorities for job satisfaction in different cultures, not only comparing the USA and Germany. Ask your students about priorities in their countries, or what they have experienced while travelling.

D4c

The general discussion of job priorities is now personalized. Go through the examples together and look at the *Remember* box to revise language for comparing different things. With a partner, students make a list of their individual priorities.

D4d

Compare all the ideas and have a vote on the top ten criteria for your class. Refer to *Tip 3* on page 42.

→ Portfolio

Students can add their top ten list to the *Dossier* section of their portfolios.

PLUS ASPECT

Aspect E A dream job

Aims

- to understand a story about a dream job
- to discuss the advantages and disadvantages of this dream job
- to discuss comments on an article
- to decide on the best comments

E1a

Read the story together. This is a true story, and some students might have heard it. In small groups, discuss the advantages and the disadvantages of this job.

→ Teaching tip

Texts like this can be used for all sorts of vocabulary and other activities. These can be done with books open or closed, depending on the level of the students. Some ideas are: giving students definitions of words from the texts and asking them

to find the word, playing hangman with words from the texts, and writing the story from memory.

E1b

Now compare ideas on the job in the whole group. Join in the discussion and tell students whether you would like to have the job.

→ Extension activity

Divide students into two groups. One group is Ben Southall and has to think up details of the job, such as what the job interview was like, what his house is like, if he has a family, what he does every day etc. Tell them they can use their imagination as much as they want. The other group has to think of questions to ask Ben Southall in an interview. Then students work in pairs and ask and answer the questions. They may have to or want to improvise during the interview. If they want, they can write up the interview for homework.

→ Culture

Ideas on what dream jobs are may differ from culture to culture. Discuss these in class.

E2a

With a partner, students read the comments and choose the ones they like best.

E2b

Individually students now write their comments and a description of their dream job.

E2c

Students stick their descriptions on the wall and then choose the best comments.

→ Portfolio

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

Unit 5

EXPLORING LANGUAGE AND CULTURE

Core aspects

- A Cultural differences
- B Happy hour
- C Making small talk
- D Live and learn

Plus aspect

- E My own intercultural experience

Can do's

- I can understand important information from a text.
- I can understand and give advice.
- I can invite someone for something.
- I can accept or politely decline an invitation.
- I can show interest in a conversation and keep a conversation going.
- I can talk about regrets.

Grammar

*should / ought to / have to / must / mustn't
didn't have to / should have (done) / shouldn't have
(done)*

Vocabulary

Cultural differences
Exchange students and interns
Invitations
Socializing and making small talk

Exploring learning – language and culture

The Language Portfolio and intercultural experiences
Understanding a culture helps you to know which word to use
Understanding a culture helps you to know which topics to talk about
Sharing your intercultural experiences helps you learn from your mistakes

Icebreaker

Aims

- to revise the vocabulary from Units 1–4
- to practise defining, describing and paraphrasing words you don't know
- to have fun doing a guessing activity

This is an adapted version of the game *Taboo*. Tell students that the icebreaker is a vocabulary revision activity like a quiz. In pairs, students go through units 1–4 and chose five words or phrases which they define, paraphrase, or describe without saying them. Ask them to write down the definitions (or paraphrases etc.) on a separate piece of paper, but not the words or phrases. Collect the sheets and hand them out again, making sure that no team has its own sheet. Pairs now try and guess the words or phrases as quickly as possible. The fastest team shouts BINGO and is the winner of the game – but only if they have guessed everything correctly. Give the winning team a small reward. Go through all the definitions and words with the whole group to revise them – and for fun.

→ Teaching tip

This unit, as in others, has a built-in icebreaker at the beginning so it may not be necessary to use another one before this. Icebreakers can however be used at the beginning of any lesson, especially if not everyone is there. This will mean that those who are on time will not be penalised and those who are late will not miss any content but will feel they have missed a fun activity and may be encouraged to come on time!

CORE ASPECTS

Aspect A Cultural differences

Aims

- to sensitise students to intercultural differences
- to ask questions to find out about experiences
- to understand important information from a text about cultural differences
- to fill in a crossword with new vocabulary
- to understand and give advice about cultural differences

A1a

Read the instructions and the text of the “Find someone who ...” sheet on the right. Don’t answer the questions with the whole group even if students want to volunteer some information. Make sure students understand that they need to form the questions first before they can do the activity. Do an example with the whole group, i.e. the first question: *Do you know what an exchange programme is?* Students then take their books and a pencil and walk around, asking each other the questions. They first need to find people who answer the questions with a *yes* and then they ask for details and write the student’s name on the line.

A1b

Students now report back on what they have found out. Discuss the results of the survey with the whole group.

→ Teaching tip

“Find someone who ...” questionnaires are perfect for encouraging everybody to speak, as students can mingle before they report back and have to speak in front of the whole class. Students have to form questions, so it is also a perfect way of revising and practising grammar as students can ask e.g., ten questions using the simple present. At the end, students report back on what they have found out, so a follow-up conversation takes place in class. “Find someone who ...” questionnaires can be easily made for all sorts of topics, vocabulary, or grammar. You can also find some ready-made questionnaires if you go to www.hueber.de, Lehrwerksservice, NEXT, Teacher’s section, Kopier-vorlagen. There is a variety of activities for all books and levels, downloadable and photocopyable for free.

→ Language

Several questions in the “Find someone who ...” activity are in the present perfect. Make sure students use it correctly. Point out that in American English the present perfect is not used as often, so it might be strange to students who only have experience of American English.

→ Language

Students may find that they want to use the following language so this is an opportunity to revise it:

Two / three of us ... / Nobody ... / Everybody ...

→ Extension activity

Write the phrases on the board if students find they need or want to say them and encourage everyone to make sentences using the phrases.

A1c

Read the instructions and the text together. Do not explain unfamiliar vocabulary at this stage, as this is done in the crossword. Individually, students try and find the answers to the crossword clues and then compare their answers with a partner.

Key

1. hire, 2. international, 3. host, 4. exchange, 5. employer, 6. understanding

→ Extension activity

Students can revise vocabulary from earlier units by making a crossword. This can be done at any time during the course. Ask students to find words and then write definitions for them. An alternative is to ask them to write sentences with a word missing. This word is then the answer. Collect in the clues, make sure they are all correct and make a crossword from them for the next lesson using www.eclipsecrossword.com.

→ Teaching tip

It is useful to have short activities like this one for the end of a lesson when you do not want to start a new activity or aspect or unit or at the beginning of a lesson when not all the students in the class have arrived.

A1d

Individually, students read the text on intercultural differences between the USA and Germany. Tell

them to discuss and clarify words they do not know with a partner but explain that it is not necessary to understand every word in the text.

→ **Extension activity**

Ask students to think of as many different ways of greeting people as they can (shaking hands, kissing, bowing, putting your hands together in front of you, waving, hugging, etc.). Make a list on the board and discuss who they use which greeting with. If time is short, keep the list and use it again in another lesson for the second part of the activity.

→ **Teaching tip**

Use your mobile phone to photograph the board to remind you of an activity.

→ **Teaching tip**

Make it clear to students that it is often the case that language (e.g. grammar) mistakes are not as important as intercultural mistakes, especially those of politeness.

A1e


Now discuss the cultural differences in class. List the differences on the board. Refer to *Tip 1* on page 50.

→ **Teaching tip**

Make sure that students do not discuss cultural differences in a very negative way. Explain that just because something is strange to them it is not better or worse. Make sure they do not use words like disgusting, stupid, weird (or equivalents) but give them the language to talk about intercultural differences politely and without being judgmental.

A2a

Before listening to the conversation go through the list of questions together. Students then listen and tick the answers. They then compare their answers with a partner.

 **Tapescript (CD 1/Track 23)**

Antonio: Hi, Katharina! How are you? Are you getting used to things here?

Katharina: Well, yes, I live with a very nice family, and they've been really helpful. But I don't always understand the culture here.

Antonio: Yes, I know what you mean. It took me a while to understand the people, and I don't mean the language. People just do things differently here.

Katharina: Yeah, for example, yesterday, I was standing in a long line at the supermarket and the woman in front of me just started talking to me! First she started talking about the long line, but then she started talking about her job and her children. And when I said something, she heard my accent and asked me a lot of questions about where I come from.

Antonio: Ah, yes. You know, when that happens, you should just smile and talk to them. You don't have to tell them everything about yourself, but you ought to be friendly. They're just being nice.

Katharina: Oh, OK. And you know, my birthday was last week. So, I got up really early to bake a cake to bring to work for my colleagues. But when I got to work, there was a cake on my desk! My colleague baked me a cake and the whole office sang happy birthday to me. I didn't know they would do that.

Antonio: Of course! You don't have to bake a cake on your birthday in America, but it's not a problem if you do. Americans like cake.

Katharina: Oh, I see. Then I really must find out the other birthdays in the office so I can make a cake for someone else.

Antonio: Yes, but you mustn't ever ask anyone how old they are. It's not polite. People don't like to talk about their age in America.

Katharina: Oh, dear. No wonder my boss's wife didn't look so happy. Oh, it's not always easy living in a foreign country.

Antonio: I know. But don't worry. It'll get easier.

Katharina: OK. Well, I have to go meet my boss now. We have an appointment in a few minutes and he doesn't like it if we're late.

Antonio: OK, See you later, then!

Katharina: Right. Bye!

 **Key**

1. yes, 2. no, 3. yes, 4. no, 5. yes, 6. no, 7. no

→ **Extension activity**

Refer to the question on page 43 and have a discussion about the different ways of celebrating birthdays and what different cultures and different ages do.

A2b

Students now listen again for more detailed information and fill in the blank lines. Ask students

to check their answers in small groups and then correct them in class.

Key

1. just smile and talk to the people in the supermarket, 3. be friendly, 4. bake a cake on your birthday, 5. ask anyone how old they are

A3a

The aim of this activity is to give advice to a foreigner on what is expected in Germany. Read the key words and refer to the *Focus on grammar* box. For further grammar information go to the Companion. In small groups, students write down some tips. Walk around and help.

→ Extension activity

Ask students where they got their names from, and what they mean. This can be done with both first names and surnames and can lead to an interesting discussion.

A3b

Groups now read out their tips. Students listen and decide which they think is the most valuable tip.

→ Portfolio

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

→ Extension activity

If you have a multinational class, or students with some experience of travelling abroad, ask them to work in groups according to their (preferred) culture, e.g. Turkish, Polish, Japanese, etc. They now act as experts for this culture and write a list of tips for foreigners coming to (their chosen) country. All the groups then hang their lists of tips on the wall. Walk around and find the most surprising tip.

Aspect B Happy hour

Aims

- to read ads and understand what *happy hour* is
- to invite someone for something, for example a drink or a cup of coffee after work
- to accept or politely decline an invitation
- to become aware of the proper words for defining relationships

- to become aware of the intercultural differences in the word *friend*
- to choose and use the right words and phrases for different roles, e.g. acquaintances or buddies (correct register)

B1a

Lead in by writing *happy hour* on the board and ask students to call out their associations. Now students read the ads and listen to the recording, and check if they were right.



Tapescript (CD 1/Track 24)

Mike: Hey, Katharina and Scott, some of us are going down to Matt's after work for happy hour. Would you like to join us?

Katharina: Sorry? What did you say?

Mike: Would you like to come with us to happy hour? You know, you go out for a drink after work. There's a nice little place just down the street. You can get a drink and a snack from the buffet. They have great hot wings if you like spicy food.

Katharina: Sure! I'd love to!

Mike: Scott, what about you? You have plans after work?

Scott: Sorry, I can't make it. I have to finish this report I'm working on.

Mike: Well then, Katharina, shall we walk down there with the others in about half an hour?

Katharina: OK.

Mike: Scott, you can meet us there when you're finished.

Scott: Sounds good. See you there in about an hour, then.



Key

Happy hour is when you meet your colleagues and/or friends in a bar or pub for a short time after work for a drink. Drinks and snacks are sold for a reduced price during happy hour.

→ Language

Point out that *a drink* is normally an alcoholic drink, unless specified as a soft drink or non-alcoholic drink.

→ Culture

Discuss whether students know the concept of happy hour in other cultures.

→ **Extension activity**

Write an ad for a bar or restaurant in your country you would like to visit with guests. This could be somewhere which is typically German etc. with the specific features mentioned in the ad.

B1b

Before listening again go through the phrases together. So that students understand better, draw a non-smiley ☹ for *declining an invitation* and a smiley ☺ for *accepting an invitation*.

 **Key**

inviting: Would you like to join us? Would you like to come with us? Do you have plans after work?

accepting an invitation: Sure! I'd love to!

OK. Sounds good.

declining an invitation: Sorry, I can't make it.

→ **Teaching tip**

Using symbols, icons, or sketches to explain new vocabulary helps students (especially visual learners) remember them more easily, e.g. sunrise is half a sun on the horizon with an arrow pointing upwards, sundown has an arrow downwards with a moon shining. If you don't think you are a good artist, this will make it better as it will encourage less artistically gifted students to do drawings themselves.

B1c

Read the instructions and draw students' attention to the *Focus on spoken English* box. Recommend that they make notes on a small piece of paper about the day, the time, and what they would like their classmates to join them for. Join the class in the activity and explicitly use the phrases in B1. Walk around and find as many people to join you as possible. Have a short conversation with each person. Then at the end check how many people are joining who.

→ **Extension activity**

Ask students to think of a reason for declining the invitation. It is often more polite to give a reason. They do not need to tell elaborate lies (unless they want to, of course!).

→ **Teaching tip**

So that students can remember the phrases for activity B1b better, write them on the board so

students can see them and use them while they are walking around.

→ **Language**

Note that the German *Danke!* as a reply to an invitation or offer (e.g. to a piece of cake) means *No, thanks*, whereas the English *Thanks!* means *Yes, I'd love to*.

B2a

In this recording Mike introduces Katharina to a lot of people. Students listen and number the words which define people's relationships in the order they hear them.



Tapescript (CD 1/Track 25)

Katharina: Wow, this is nice! Do you come here often?

Mike: Well, we like to come on Thursdays after work just for a quick drink and of course, the chicken wings! Do you know everyone here?

Katharina: Um, no, not really.

Mike: OK. Then let me introduce you. OK.

Everyone, listen up, please. I don't think you've all met Katharina, our new intern. She's from Berlin and she's here on a work and travel programme.

The crowd: Hi, Katharina. / Hi / Welcome!

Mike: Right, Let's see, I'll just go around the room.

Well you already know Antonio. I'd like you to meet Antonio's friends Maria and Marco who are visiting from Italy.

Katharina: Hello, Maria and Marco. Nice to meet you.

Maria and Marco: Hello.

Mike: And over there on the sofa, next to Bill, is his wife Sarah. Their daughter Sue is just over there with her boyfriend, Kevin. She's working with us for just a couple weeks during the semester break at university. She spent the last year studying in Germany.

Katharina: Well, I'll have to go talk to her.

Mike: And that's Mark from the sales department and his partner Sally. They're expecting a baby in a few months.

Katharina: Oh, how exciting!

Mike: That's Tom over there by the buffet with his fiancée Linda. They're getting married next month! Hey Tom, save us some chicken wings, will ya?

Katharina: Wait a minute ... Mark, Sally, Tom and Linda ... oh, so many names.

Mike: And last but not least, Gary and Ed, a couple of buddies from my basketball team. They work in the building across the street from us.

Gary and Ed: Hi.

Katharina: Well, it's a pleasure to meet you all. I just hope I can remember all the names.

Mike: Oh don't worry about it. We'll help you. So, can I get you a drink?

 **Key**

1. friends, 2. wife, 3. boyfriend, 4. partner, 5. fiancée, 6. buddies

B2b

Students now match the pictures and the new vocabulary.

 **Key**


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

→ **Language**

Some of the terms are useful when introducing people, e.g. *This is my wife, Jane. This is my good friend, Andrew.* However don't say *This is Jim, he's an acquaintance!*

B2c

The aim of this activity is to sensitise students to the difference between good friends and acquaintances. Listen and tick the correct box.

 **Tapescript (CD 1/Track 26)**

1

Joe: Hey, Gary, what's up?

Gary: Hi, Joe. Not much.

Joe: Listen, I've got an extra ticket to the game tomorrow night. You wanna come?

Gary: Sure! Let me just talk to Sally first. I'll get back to you in an hour.

2

Keith: Hello Paul. It's been a long time. How've you been?

Paul: Hi, Keith. Fine, thanks! Yeah, I think the last time we talked was at the parents' evening at school last year. Did you and your wife ever take that vacation you were talking about?

 **Key**

1. good friends, 2. acquaintances

B2d

In pairs, students now discuss what *friend* means in their culture. Go to *Tip 2* on page 50 for further information.

→ **Language**

Make sure that students understand that the word *friend* is used differently (and more often) in many English-speaking countries to the way the word *Freund* is used in German. It may be used to mean something like the German *Bekannte*.

B2e

The task here is to use appropriate language depending on the relationship. Point out the box at the end of the activity and tell students to choose one relationship, then prepare and act out a short dialogue but not say what the relationship between the two of them is. The others guess what roles the teams are playing.

→ **Portfolio**

Students can add a written version of this dialogue to the *Dossier* section of their portfolios.

Aspect C Making small talk

Aims

- to discuss topics for and the importance of small talk in different cultures
- to become aware of the fact that small talk is important social communication
- to become aware of socially acceptable and taboo topics for small talk
- to learn ways of showing interest in a conversation and keeping a conversation going
- to practise making small talk

C1a

Students look at the pictures and guess what the people are doing.

 **Key**

making small talk

C1b

With a partner, students discuss what small talk is and where it can take place. Students report back and collect their ideas on the board.

C2a

Students now think of their own country and tick the boxes. Again, ask students to report back and encourage a discussion on what is expected or possible in one culture and possibly taboo in others. Refer students to *Tip 3* on page 50 for more information.

→ Culture

In Germany (and also in some other cultures) small talk is often associated with notions of “superficial, nothing to say really, no real information, just blahblah”. In fact small talk has a very important social function and is practised in most cultures. It is often just the length of time small talk takes and the subjects which are discussed which are different. Small talk is used for breaking the ice, for getting to know people and for filling in gaps in conversation. It serves a phatic function, i.e. it does not serve any function except in terms of the relationship between the speakers.

It is important to know which topics are acceptable as small talk in different cultures and how small talk is conducted. Some topics are considered to be “safe” in most circumstances. These are the weather, recent shared experiences, for example *Good party last night, wasn't it?*, television and films and sports.

Small talk does not usually go into detail or become too personal. When asked, *How are you?* by someone you do not know well, a general reply is best, such as, *Fine, thank you*. It is not usually acceptable to list symptoms of any medical conditions. It is because small talk rules and topics differ from culture to culture, that rules are often unknowingly broken.

C2b

Students now read the information and find acceptable small talk topics in the USA. Are there any differences between the USA and their country? Which ones? What do students find surprising? Why? Students share their ideas with a partner and then discuss the subject in class.

C2c

Brainstorm a few small talk questions with your students and write them on the board. Keep the list for C3c.

→ Extension activity

Depending on the group, it may be interesting for students to think of taboo questions. This can be a revision of question forms as well as a topic for discussion. What can you say and do if you are asked a question you do not want to answer?

C3a

Now listen to Katharina making small talk and check the conversation for small talk topics mentioned in C2b.



Tapescript (CD 1/Track 27)

Man: So, Katharina, tell me, what do you do for a living?

Katharina: Well, I'm a student in Berlin, but right now I'm on an exchange programme here in the States.

Man: Oh, that's interesting. How do you like it?

Katharina: I think it's great! I've been here nearly a month now and I'm learning new things every day!

Man: Really? So, what's the most interesting thing you've learned so far?

Katharina: Well, I guess it would have to do with the culture. It's quite different than where I come from.

Man: I see. In what way?

Katharina: Well, people are much more informal and relaxed here than I expected.

Man: Hmm. They don't always seem relaxed to me.



Key

work and travel experiences

C3b

Draw students' attention to the *Focus on spoken English* box. They then listen again and fill in the gaps. Check that they all have the right answers.



Key

1. Oh, that's interesting, 2. Really?, 3. I see, 4. Hmm

→ Culture

The skill of making appropriate small talk is not only a language skill but also a social skill. For further information see Thomas Gordon's approach to active listening and Carl Roger's person-centred approach.

Thomas Gordon: *Lehrer-Schüler-Konferenz*. Heyne Verlag, 1989.

Carl Rogers: *Die klientenzentrierte Gesprächspsychotherapie*. Fischer, 2009.

C3c

Allow a minute or two for students to think about small talk topics they would like to try out. Then join students in mingling, meeting people and practising small talk.

→ Teaching tip

Make sure students know that the function of small talk is to build relationships. Grammar mistakes are not important as long as they can keep the conversation going. No one should monopolise the conversation in small talk but it should be more like a game of table tennis with the ball going back and forth fairly quickly between the partners in the conversation.

→ Extension activity

Bring along some business cards and give each student one card. Tell them this is their new identity for the next activity. They are all at a getting-to-know each other meeting for exchange students and should walk around and meet people. Afterwards ask them who the most interesting person was they met.

Aspect D Live and learn**Aim**

– to talk about regrets

D1a

Lead in by asking students what a blog is. Then read Katharina's story and find out if she has any regrets.

**Key**

In general she's happy, but she has a few regrets.

→ Language

The word blog comes from web log. A log (or log book) is a kind of diary which is the guiding idea behind blogs. Many people, famous and less so, have a blog. Sometimes a blog is set up just for a certain length of time, for instance an exchange visit.

D1b

Students go on reading and fill in the gaps. They compare their answers with a partner and then

correct them in class. Refer students to *Tip 4* on page 50.

**Key**

1. didn't have to, 2. had to, 3. should have, 4. shouldn't have

→ Teaching tip

As this is a fairly advanced (although very useful) construction, don't insist on perfection at this stage but make sure students have lots of practice using it.

→ Extension activity

For further practice of *should(n't) have* ask students to think of what they did wrong when they started a new job or were in a foreign country. Doing this in groups may make it easier to think of things. Give them a few examples of your own. *When I first came to Germany, I should have introduced myself to the neighbours. In my first job, I should have made more coffee when it was finished.*

D2a

Now the situation is the other way round. It is no longer Katharina who makes mistakes in the USA but Mary, who is doing an internship in Germany. Read the instructions and the letter together. Refer to the *Focus on grammar* box. Individually, students try and find out what Mary did wrong and then compare their answers with a neighbour. Do not let students share their ideas with the whole group as the next task is to write a letter to Mary.

D2b

Students now actively give advice in writing, using the modals in the *Focus on grammar* box. Ask students to work in small groups. Elicit and collect some letter writing conventions on the board, if necessary. Ask students to write legibly as the idea is to hang the letters on the wall. Walk around and help.

→ Language

Although it is only a convention and does not affect meaning, letters and emails in English always start with a capital letter, even though there is a comma after the salutation.

→ Teaching tip

Tell students that mistakes (not only spelling but also grammar) are more important in writing than

in speaking and that they should make sure that they do not make careless mistakes when writing. Tell them to use a spellchecker in English when they write in English on a computer.

D2c

Ask students to hang their letters on the wall (bring some sticky tape or pins). Everybody walks around and reads and talks about the different letters. Which group has the best advice?

→ Extension activity

Ask students to talk to each other about the different names they use for different people (first names, nicknames, surnames, titles, family names). Who can you call by their first name?

→ Teaching tip

Warn students that although first names are used more commonly in English-speaking countries, this is not the same as the German *Du* and does not always mean that you are friends with the person.

→ Portfolio

Students can add their letters of advice to the *Dossier* section of their portfolio.

PLUS ASPECT

Aspect E My own intercultural experience

Aims

- to consolidate language about intercultural experiences
- to tell a story of an experience with a foreign culture

→ Teaching tip

Get students into the mood for intercultural anecdotes by telling one of your own strange or funny experiences in a foreign country or with a foreigner. If you don't have a story, make one up. You can say it is about someone else if it doesn't apply to you.

E1

Go through the questionnaire together. This is intended as a guideline to help students remember one of their own experiences. Allow them some time to think and remember. Walk around and help individually if necessary.

→ Teaching tip

If the language of the questionnaire is too difficult for students or they find it difficult to fill in, give them your answers to the questions. Show them your answers on an OHP transparency or a large piece of (flip chart) paper.

→ Extension activity

Read out your answers to the questions and ask students to say which questions the answers refer to.

E2

In small groups, students compare and discuss their experiences.

→ Teaching tip

Remind students not to criticise or be judgmental about other cultures, even if they have had negative experiences.

E3

Ask students to write down their own intercultural experience. They can add this to the document when they have downloaded it.

→ Teaching tip

To make using the Internet for language learning more lively and interesting, have a look at the real website. The school may be able to provide Internet access or you can bring along your own netbook. Ask one of your students to volunteer to be the IT expert and use a smartphone to show everybody the website.

→ Portfolio

Students can add their story to the *Dossier* section of their portfolio.

Unit 6

FAVOURITE STORIES

Core aspects

- A When luck plays a part
- B Telling the story
- C The book club
- D I couldn't put it down

Plus aspect

- E My driver

Can do's

- I can talk or write about how luck played a part in a story.
- I can tell a story.
- I can discuss the advantages and disadvantages of something.
- I can read and write simple reviews of books or films.

Grammar

if with the past perfect (3rd conditional)
past / present simple and continuous

Vocabulary

Books and films

Exploring learning – reading and writing

Good readers think about what they are going to read

There are different ways to tell a story

Use a model when you have to prepare a presentation or a report

Icebreaker

Aims

- to introduce some of the vocabulary from the unit
- to get into the mood of storytelling
- to think about how to be a good storyteller or scriptwriter

Write the following words or phrases on the board:

- | | |
|--------------|------------------------|
| 1. accident | 9. to have an argument |
| 2. romantic | 10. Italy |
| 3. opera | 11. escape |
| 4. kidnapped | 12. ill |
| 5. driver | 13. to fall in love |
| 6. comedy | 14. plumber |
| 7. jungle | 15. affair |
| 8. Uganda | |

Tell students these are all words they will find in the new unit. Ask them to identify the words or phrases they are not sure about, and try to find out the meaning from the other students. When all the words and phrases have been clarified, get students into teams of two (or at the most three). Ask them to choose five words from the list of fifteen and think up the beginning of a story which includes the five words they have chosen. Make sure they know they do not have to think up a complete story but only the beginning. The story can be romantic, mysterious, horrible, funny, whatever, but the idea is that readers should feel they want to know more. Students then discuss the beginnings of their stories. Each pair writes the beginning on a piece of paper. Stick all the pieces of paper on the wall. Students then walk around, read the beginnings

and choose the one where they want to find out the rest of the story. Then, with the whole group, imagine how the story could continue and think up an ending.

CORE ASPECTS

Aspect A When luck plays a part

Aims

- to discuss films and different genres of film
- to read and understand an advert on scriptwriting
- to discuss romantic comedies
- to understand the main points of a lesson about romantic comedies
- to talk or write about how luck played a part in a story
- to use the 3rd conditional about luck

A1a

Lead in by telling students about the sort of film you like yourself, e.g. by telling them about the last film you saw (at the cinema or on a DVD or TV) or one of the films you remember best. Tell them that they should now find out what sorts of film the others in the class like. Draw their attention to the box with the different genres. Students then get up, walk around, and talk about the topic and try to find other people who like the same genre.

→ Culture

What films are popular in your students' cultures? What differences have they observed when they have watched foreign films or TV abroad? Do different cultures tend to produce a particular type of film with respect to genre, plot, character or message?

→ Language

A comedy is now generally taken to mean a funny film rather than just a film with a happy ending, although both meanings are possible especially in the term *romantic comedy*. Comedians are performers who make the audience laugh or actors who act funny parts. Cabaret has a different meaning in English and is often used for something like a variety show rather than for a show with political jokes. What are often referred to in German

as *Kabarettisten* are called stand-up comedians in UK English and stand-up comics in US.

A1b

In the whole group, students report back on what they have found out and think of a few examples of the different sorts of film.

A2a

Read the advertisement and discuss the questions. Ask students if anyone has ever done any "serious" writing and where and when this was. Ask if anyone would like to do serious writing, for instance to earn money or become famous.

A2b

The aim of this activity is to discuss the topic of romantic comedies and then – in A2c – listen to a lecture and find out more. Students discuss the questions with a partner and then report back.

A2c

Students listen to Sally and compare their answers with her lecture.



Tapescript (CD 1/Track 29)

Sally:

So now we've looked at mystery thrillers. And next week we're going on to look at romantic comedies. The romantic comedy, often called a "rom com", is a type of story that people never get tired of. Shakespeare wrote plays and Jane Austen wrote novels that are basically romantic comedies. In the cinema, there's also a long tradition of romantic comedies. The basic story in a romantic comedy is about people who fall in love with the wrong person, or who don't want to fall in love with the right person. Often, the two people don't like each other or have very different opinions when they first meet, like in the movie *When Harry Met Sally*. Or there's something that always stops them from coming together. But in the end, in a good romantic comedy, the two people get together and there's a happy ending. It's interesting that these films are often very popular but they don't often win the big prizes such as an Oscar. An actor such as Hugh Grant who specializes in romantic comedy is practically never nominated for an Oscar although his films have often been hugely successful. *When Harry Met Sally* didn't win any Oscars, although it's one of the best-loved films of

all time. One exception to this rule was the film *Moonstruck*. It was made in 1987 and not only won the Oscar for the best film but its star, Cher, won the Oscar for best actress. *Moonstruck* is basically the story of how Loretta, a widow who lost her husband in a traffic accident, finds a new husband. Loretta is an Italian-American and lives in an Italian part of New York. At first she wants to marry Johnny because he's a serious man and she wants some security, but then she meets his brother, Ronny. Ronny is very different from his brother, of course, and much more attractive. The film is called *Moonstruck* because all through the film there's full moon over New York and it makes people think about luck and superstition: all the things that you can't control in your life. If you have a chance to watch *Moonstruck* before next week when we meet again, look at how luck plays a part in the story. Look for the twists in the plot. There's a lot of "what if" in the story. What would have happened if Johnny hadn't gone to see his mother in Sicily? etc. So that's it for today. See you all next week.

→ Language

Moonstruck means slightly crazy, usually because of love. The expression comes from the influence of the moon on people's behaviour, which was considered important in the past. The word lunatic, meaning a crazy person, actually comes from the word moon.

A3a

Read the instructions and the example together. Go to the *Focus on grammar* box and to the Companion if students want more information. Make sure students know how to form the 3rd conditional. In pairs, students listen and complete the sentences.



Tapescript (CD 1/Track 30)

Laura: Aah. Well, that was nice. I didn't know Cher was such a good actor.

Angus: Yeah, and I loved the music. But what about our homework? What plot twists were there?

Laura: Well, I suppose if Loretta's husband hadn't been killed in that traffic accident, there wouldn't have been any story.

Angus: OK, but you could say "If Loretta hadn't been born" or "If her grandparents hadn't gone from Italy to New York, there wouldn't have been any story." No, I think the first important

twist is when Johnny's mother gets ill, because that's how Loretta meets Ronny, the brother.

Laura: Right, so if Johnny's mother hadn't been ill, Johnny wouldn't have gone to Sicily, and Loretta wouldn't have met Ronny. At least, not before the wedding. But that Ronny, wasn't he great! Oh, those eyes! And that story about how he lost his hand in the accident!

Angus: Yeah, bad luck again. He lost his hand because his brother was talking to him, and he didn't look, and the machine cut off his hand. Oh, and they never spoke to each other again.

Laura: So, another twist. If Ronny hadn't lost his hand, Johnny wouldn't have sent Loretta to see him.

Angus: Mm. I loved the bit about the opera. What does he say, um: "There are two things I love, Loretta. You and opera." So he takes her to the opera. Oh, and if Loretta hadn't gone to the opera ...

Laura: ... she wouldn't have seen her father there with his girlfriend. They were so good, weren't they, the old people. The parents, the granddad, the uncle and aunt. Oh. Fabulous!

Angus: You know that Olympia Dukakis won an Oscar for her part as the mother as well? It was great the way she knows that her husband is having an affair, and she's trying to find out why men seem to need more than one woman.

Laura: Yeah, and Johnny has the answer. Maybe they're afraid of dying, he says.

Angus: So that's life: if the husband hadn't been afraid of dying, he wouldn't have started an affair with another woman.

Laura: Is that true? I don't know. It's only a movie after all.



Key

b. there wouldn't have been any story; c. hadn't gone; d. hadn't, have gone, wouldn't; e. hadn't lost, wouldn't have sent; f. hadn't gone; g. hadn't been, wouldn't have started

A3b

Read the instructions and the examples. Students then get into pairs and write about a moment of luck in their life.

→ Teaching tip

To revise and consolidate the 3rd conditional and to make it more personal, write some sentence beginnings on the board, such as

If my partner had / hadn't ... my last birthday, I ...

If my boss had / hadn't ..., I ...

If my car / my bike had / hadn't ..., I ...

Ask students to make one or two more sentences of their own. Walk around and help. Students choose a sentence or two and read it out. Choose the most interesting / popular / funniest sentence.

→ Extension activity

Collect all the moments of luck students have written and hand them out again, making sure nobody has his / her own paper. Students then read out what they have on their paper and the others try and guess who wrote what.

→ Culture

How is luck seen in the students' cultures? Are lucky charms popular? What do they do for good luck, e.g. touch wood? Collect some ideas and encourage a conversation.

→ Portfolio

Students can add their moments of luck stories to the *Dossier* section of the Portfolio.

Aspect B Telling the story

Aims

- to talk about the possible contents of a book by looking at its cover
- to read a summary of the beginning of a story and guess how the story will go on
- to read and understand a longer text taken from a novel
- to use tenses for storytelling in context (present tenses, past tenses)
- to tell a story (orally or in writing), for example of a film

B1a

Draw students' attention to the cover of the book and read the instructions. In pairs, students discuss what the book might be about.

→ Teaching tip

This activity encourages students to think about the contents of a book. Some students, however, may have read the unit before the class and so know the contents already. If you want to have a short discussion on the possible contents with the whole

group, tell students you want to hear the ideas of those students who have *not* yet read the unit.

B1b

Students now read the summary and compare it with their expectations in B1a.

→ Language

Novel and *Novelle* are false friends. The German equivalent of *novel* is *Roman*, whereas the German *Novelle* is something like a long short story in English. Although the word *novella* exists in English, many English speakers would not know it.

B1c

After having read the summary students are now invited to speculate on how the story will go on. Encourage a discussion with the whole group. Refer students to *Tip 1* on page 58.

→ Teaching tip

So that students can see their ideas and remember them better, collect them on the board. It can be fun to check the ideas collected against the real story later.

→ Extension activity

If students enjoy writing, encourage them to write a short summary of how the story might go on. Doing this in pairs will generate more ideas as students can inspire each other. Ask students to write their names on the summaries and collect them. Later, after students have read the story, stick their stories on the wall and ask them to walk around and read them. They then decide which one they like best from all the stories. Are some of their own stories maybe even better than the original?

B1d

Students now read more about the story and check their guesses against the real story.

→ Teaching tip

Having students read stories out loud has its advantages and disadvantages. On the one hand it can be good pronunciation training and an opportunity for the teacher to check pronunciation, on the other hand it is neither easy nor authentic as hardly anybody ever reads aloud in real life. Whatever method you choose remember that

students who read out loud find it difficult to remember what they read as their focus of attention is on the pronunciation.

B2a

Look at the diagrams and read the sentences together. Get one student to explain why sentence a matches diagram 2 (parallel actions). In pairs, students then match the other sentences. Correct all the ideas in the whole group. Refer to *Tip 2* on page 58.



Key

1b; 2c; 1d; 1e

→ Teaching tip

Diagrams are a useful way of illustrating patterns, and visual learners in particular can benefit from them.

→ Extension activity

Think back to what has happened in your classroom so far and make a few sentences, e.g.

While Peter was reading the story Sandra was checking some words in her dictionary.

Point to diagram 2.

I was checking the homework with you when the door opened and Anna came in.

Point to diagram 1.

This way you can personalize grammar and make it more transparent and memorable for students.

→ Extension activity

Encourage students to make one or two sentences like those in B2a but which are relevant for them. Walk around and help.

B2b

Refer students to the *Focus on grammar* box first and read the sentences together. For further information refer to the Companion. Elicit the answer for the first sentence in the whole group and then ask students to fill in the gaps individually. They then compare their sentences with a partner and correct the sentences together.



Key

a. 's/was watching, sees/saw; b. 's/was talking, happens/happened; c. 's/was visiting, falls/fell (or 's falling / was falling*); d. 's/was travelling, sees/ saw; e. 's/was talking, tells/told (or 's/was telling**);

f. has/had, 's/was driving; g. find/found, 're/were driving

* Continuous if Loretta hasn't finished falling in love with Ronny before Johnny gets back from Sicily. The main difference lies in the way in which Loretta fell in love. Was it love at first glance or something more gradual?

** Continuous if Mary hasn't finished talking about Uganda when Vanessa stops talking at the conference. Did Mary take as much time as Vanessa, or was Mary's telling brief and to the point? There is often no right or wrong choice of tense form. It's a question of what the speaker wants to say.

B3

Tell students that this is a very helpful structure to use when summarizing a book or a film. The example here is based on the film *Moonstruck*. Go through the structure together. Then, in class, brainstorm some films students have seen and books they have read. Collect the titles on the board. Students then write a summary of their own favourite book or film. Refer students to *Tip 3* on page 58. Let students choose if they want to work individually or in pairs. Walk around and help.

→ Culture

If it is difficult for students to summarise a book or a film, perhaps because they don't read much or go to the cinema often, ask them to summarise a well-known story. This can be something from their own culture or a fairy tale. Stories from different cultures can then be compared.

→ Portfolio

Students can add their summaries to the *Dossier* section of the Portfolio.

→ Teaching tip

Depending on the group, it may be useful to let students do some exercises individually. It is also possible to let students choose whether they want to work on their own or in pairs or threes.

→ Teaching tip

If students feel they need a lot of time to think and write, this activity could be done as homework. Collect students' summaries and correct them. Always remember to add positive feedback and not only corrections. This will show your appreciation of their work.

→ Teaching tip

If your students feel a bit unsure about summarising a book or a film, do it with the whole group. First

discuss which book or film you choose to summarise. At least some of the student should be familiar with the film or book but it is not necessary that you know it or that everyone should have seen it. Go through the structure and get students to call out their ideas, following the structure. This is a good way of showing them how to break down long and complex ideas into short and simple sentences.

→ Teaching tip

There are a number of activities which can first be done with the whole group and then in pairs, small groups or individually, possibly even in a later lesson.

→ Extension activity

To read more of the book *My driver* go to the *Plus aspect E*, page 105.

Aspect C The book club

Aims

- to listen to a conversation and find out what a book club is
- to discuss advantages and disadvantages, for example of a book club

C1

Read the instructions and the questions together and encourage students to discuss them in pairs. Then have a conversation with the whole group.

→ Language

The German understanding of a book club is usually a company which sells books. The books are sometimes cheaper but you have to buy at least four (or a certain number of) books a year. One popular and well-known example is the Bertelsmann Buchclub. The English term *book club* is also used for (regular) meetings of people who enjoy reading and discussing books on an entirely voluntary basis. Their members are mainly women. They choose a book each time, read it and then discuss it. Novels published today sometimes have questions in them for book clubs to use for discussions.

→ Teaching tip

If the group likes reading, suggest that they read a book which was originally written in English. They can read it in translation but if you can get an English edition with questions in it, these can be used for discussion of the book in English. There are also simplified books (published by many publishers, including Macmillan), which can be used. Students can talk about the book or write answers to the questions.

→ Culture

Are there book clubs in your students' countries? Do people prefer reading magazines, or newspapers? What about audio books and e-books? Encourage a discussion.

C2

This activity will provide the answer to the question of what a book club is. Draw students' attention to the picture (which is of women!) and talk about the situation. Students then read the instructions and the options first before listening to Jenny and Steve.



Tapescript (CD 1/Track 31)

Steve: Oh, hi Jenny. Mind if I join you?

Jenny: No, that's fine, sit down.

Steve: Sorry, I don't want to stop you reading.

Jenny: No, that's OK. I've got my book club this evening, and I haven't finished the book, but I haven't got time now anyway.

Steve: You're in a book club?

Jenny: Yeah, we meet once a month.

Steve: So what do you do?

Jenny: We read books ...

Steve: But why the club?

Jenny: Well, we're a group of friends. There's six of us. We meet in a local pub, and we have a drink, and talk about the book we've read.

Steve: But why the book? You can meet in the pub and have a drink. You don't have to read books.

Jenny: But we like reading. And it's nice to read a book and then talk to other people about it.

Steve: Yeah? So what sort of books do you read?

Jenny: Oh, anything. It's really different every month. New books, old books. Best sellers, classic novels. Anything really. It's usually a novel, but sometimes we read a biography, or something like that.

Steve: So you read one book a month?

Jenny: Yeh.

Steve: And who chooses it?

Jenny: We all do. We can suggest books that we'd like to read, and then we decide together.

Steve: Cool.

Jenny: Anyway, I must rush. I've got work to do. See you later, Steve.

Steve: Sure. Nice talking to you.



Key

1. a, 2. b, 3. b, 4. a., 5. b

→ Teaching tip

Despite the fact that many listening tasks can be solved by listening to the recording just once, it sometimes makes sense to exploit the given material further. After listening the first time, when everybody has ticked their options, ask students what they have ticked and then play the recording again, step by step, so students can check their solutions while they are listening. If you want students to listen another time give them a new task. In C2a this could be *How many different sorts of books does Jenny mention in the conversation with Steve?* Repeated listenings give students a chance to experience different pronunciation, intonation, accents, and dialects, and the auditory learner type is catered for.

C3a

In pairs, students discuss the questions. Walk around and monitor and help.

C3b

Students now report back. Collect their ideas on the board as a basis for discussion.

→ Teaching tip

C3a: (a) could be done as a debate. Assign one corner of the classroom to students who are for being a member of a book or film club, and another one to students who are against it. Groups then prepare their arguments. Have a discussion in which you act as a chair.

→ Extension activity

Do some research before teaching this unit and find out about book clubs in your area. The class or some members could even set up their own English book club.

Aspect D I couldn't put it down

Aims

- to listen to a book review on the radio and find out what kind of book it is about
- to read and understand book reviews written by readers
- to collect words and phrases for describing good or bad books
- to write simple reviews of books or films

D1a

Lead in by asking students to guess what the title of Aspect D means. If you like, add some more words such as *page-turner*. Then have a look at the cover of the book on the right. What could it be about? Students then listen and tick.



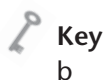
Tapescript (CD 1/Track 32)

Tom: ... Thank you very much. It was very nice meeting you. That was an interview with Imogen Finch, the young best-selling author from Northern Ireland. This is *The Book Programme* and before we go there's just time for our tip of the week. Each week one of our listeners tells us about a book that they've enjoyed. This week it's another detective story from Scandinavia. Here's Jane Sewell to tell you about it.

Jane Sewell: The book that I'd like to talk about is *1222* by Anne Holt. Since we discovered Henning Mankell, British readers have become more and more interested in Scandinavian crime, and Anne Holt is another crime writer from the north. She comes from Norway and her detective is called Hanne Wilhelmsen. Hanne Wilhelmsen is a retired detective inspector. She's now paralyzed after she was shot while she was working for the Oslo Police Department. So she's in a wheelchair. In this story she's on a train from Oslo to Bergen when there's an accident in the snow. All the passengers in the train have to go and spend the night in a hotel in the mountains, at twelve hundred and twenty-two metres. That's where the title of the book comes from. During the night one of the passengers is murdered. So the story is a bit like one of Agatha Christie's novels. Like most Scandinavian crime novels, it's a dark story. The detective has a dark history, and she doesn't want to take responsibility for investigating this murder, but of course she does, and she finds out a lot of

nasty secrets as she does. I really enjoyed this story. There's a lot of atmosphere. The detective is an interesting and complicated character. And the plot of the story is very clever. If you like detective stories, and especially Scandinavian ones, I can recommend this writer and this book.

Tom: Thank you, Jane. That was Jane Sewell, one of our listeners, and she was talking about the detective novel *1222* by Anne Holt. It was originally published in Norway in 2007, but it has only recently been translated into English. There's a whole series of books with the detective Hanne Wilhemsen, so if you like this one, there are plenty more. And that's all we have time for this week. We'll be back at the same time next week with news of the latest best-seller in America: an old-fashioned family drama. Until then, enjoy your reading, and this is Tom Braithwaite saying goodbye for now.



Key
b

→ Extension activity

This listening text can be used for another listening task. One example is to ask some specific questions before playing the recording again. These could be

What's the name of the main character?

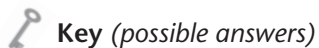
Why is she sitting in a wheelchair?

Where does the title "1222" come from?"

Another idea is to ask students to give you a short summary of the radio programme.

D1b

Go through the instructions together. In pairs, then students read the reviews and discuss the number of stars the reviewers will probably have given the book. Encourage them to use a coloured pen and colour the number of stars they guess the book will be given. Discuss all the results together.



Key (*possible answers*)

Review 1: 5 stars; Review 2: 1 star; Review 3: 3 stars

→ Extension activity

Recommend students to go to the English site of online bookshops (such as www.amazon.com) and look for books they are interested in or have already read. They will find reviews there in English. Encourage them to read some reviews and see if their own opinion matches those of the other readers' reviews.

→ Extension activity

Film reviews can be found under www.youtube.com. If you have the chance, bring along a laptop and have a look at reviews together, or print some reviews out. Students could also visit the website at home and print a review they find interesting and bring it along to class as a basis for discussion.

D2a

Students are given a variety of words and phrases useful for describing books. In pairs, students read the table and add some more words or phrases.

→ Language

It may be necessary to point out the difference between the *-ed* and the *-ing* endings to students as in the words *interested/interesting*, *fascinated/fascinating*, *bored/boring*.

D2b

The pairs now report back. Collect everybody's ideas on the board.

→ Teaching tip

To cater for kinaesthetic learners, copy the headlines of the grid onto the board and give students pieces of chalk. They then go to the board and fill in their own ideas. This way, students move about and discuss while writing on the board at the same time.

D3a

Go through the instructions and the questions. Elicit a few titles of books and films. Students then write a review on a separate piece of paper.

→ Teaching tip

Allow your students to form SIGs (Special Interest Groups) according to the book or film they want to review. In pairs or small groups of no more than three, students then write the review together. This way you make sure that students will not only write but also have a conversation on the book or film, and heterogeneous classes will be catered for.

D3b

After they have written the reviews, students put their reviews on a table in the centre of the room, or hang their reviews on the wall. Everybody reads the reviews. Choose the book or film most people would like to read or see.

→ **Portfolio**

Students can add their stories to the *Dossier* section of the Portfolio.

PLUS ASPECT**Aspect E My Driver****Aims**

- to read on and understand authentic extracts from the book *My Driver*
- to discuss the situation in the story
- to discuss the main characters of the book
- to tell a story or anecdote about travelling and luggage

E1a

Before reading some further extracts from the book, introduce some of the words and phrases. Read the instructions and the options 1.–3. and a.–c. Students match the meanings to the words and then read the extract.

**Key**

1. c, 2. a, 3. b

E1b

Have a conversation about the situation and the characters. Collect students' ideas on the board about the characters of Mary, Trevor, and Vanessa. Leave some space so that you can add more after reading on.

E2a

Again, new expressions are presented before reading the text. Students match these to their meanings and then compare their answers with a partner. Correct the answers in class if necessary before students read the text.

**Key**

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

→ **Teaching tip**

Many students will realise this, but it can be suggested that exercises like E1a and E2a can be solved more easily if elimination is used. Students find the words and meanings they already know and then deduce the ones they are unfamiliar with after this.

→ **Extension activity**

Add all the information from the extract on the character of Vanessa. What kind of character is Vanessa?

E2b

Students read the extract again and collect the words.

**Key**

haul, heave, shove

E2c

Encourage a conversation on whether travelling light is a good thing or not. Ask students to tell their own stories about luggage, flying, and travelling.

→ **Portfolio**

Students can add their stories to the *Dossier* section of the Portfolio.

CONSOLIDATION 2

For more information on the Consolidation units, see page 7 of the *Introduction*.

Aims

- to read and understand an advert
- to discuss qualifications for certain types of work
- to express preferences about work, both your own and about colleagues
- to write a simple job advert
- to discuss applicants for a job
- to give information about a job/workplace

C1

Lead in by asking students if any of them go to a gym or fitness centre and elicit some characteristics of these. Read the instructions and ask students to work in pairs and underline what makes *Worldfit* different from other gyms.



Key

Worldfit is an international gym with trainers who speak many languages.

→ Language

Point out the differences between health, fitness and well-being. Health is an objective state, i.e. simply a state of not being ill, whereas fitness includes more than just this, e.g. strength, being the right weight, having strong bones and muscles. Well-being is usually used to describe a state of mind which can go with being healthy and fit.

C2a

In pairs or small groups, students discuss the different qualifications people need to work as trainers. Ask them to make a list of these and then discuss them in the whole group and see if a consensus can be reached on the most important five or six qualifications.

→ Teaching tip

Working in pairs first, then getting into groups of four, then eight and so on to reach a consensus each time can lead to a lot of interesting discussion.

C2b

Ask students to think for a moment what they are good at and how they could use their skills at

Worldfit. They can use the sentences in the book as a model as well as write others of their own. Stronger groups or students may want to start talking straight away.

→ Teaching tip

The models given here can be used by weaker students who just fill in their own details. Students may also use their own ideas. However, point out the usefulness of learning these structures and practising them.

C3a

Students discuss which of the options given in the box they think is best and why and then discuss this in groups.

→ Teaching tip

There is a lot of pair and group work in the *Consolidation Units* as students should be able to do the activities independently. Make sure that students change pairs and work in different groups.

C3b

Discuss with the whole group what information should be included in a job advert and then ask students in groups to write an advert for the job at *Worldfit*. The adverts can be written on large pieces of paper (from a flip chart) and hung up on the wall. Walk around and help if necessary.

→ Teaching tip

If you want to, take the adverts which students have written home with you and then type them up, correcting any mistakes that may have been made. These can then be sent to students by email or brought to the next lesson. Doing this will make students feel their work has been appreciated and that mistakes have been corrected.

→ Teaching tip

For some writing activities, it is better not to have too many groups as there may not be many variations on what can be written. For this type of activity, students can work in groups of four or five.

→ Culture

Students may have different views, according to their culture, on what can and should be included in a job ad. This will include, for instance, information on salary, age, gender and disabled people.

C3c

Elicit some questions about the job with the whole group. Students then work in pairs, one representing the company and one as an intern. They ask and answer questions about the adverts.

→ **Extension activity**

Another way of doing this is for each group to present its ad to all the others, who then ask questions. An alternative is to do this in two groups. This will depend on the size of the class. Each group presents its ad and answers questions on it.

→ **Portfolio**

Students can add the adverts to the *Dossier* section of their portfolio.

C4

Ask students to read the instructions and the notes on the applicants. Clarify any language difficulties. Then listen to the recording. Individually, each student decides who should get the job.

→ **Language**

Remind students that names of languages and nationalities are always written with a capital letter. Age is always given as *x years old*, not just *x years*. Claris Chan uses the perfect tense to describe her experience to show that it is still relevant for this job while the others use the past tense to show that the work period is over.

→ **Extension activity**

Ask students to imagine what the three people look like. Bring in a selection of different pictures of people from magazines and advertisements and ask students to choose pictures they think may look like Claris, Jimmy and Elena.



Tapescript (CD 1/Track 33)

1

Interviewer: Well, Claris, why don't you tell us why you think you would be suitable for this internship?

Claris: OK. Well, I really think I'd be the best person for the job as I have so much international experience and I know you have a lot of foreign clients. I know all about food and diet and I know you offer courses and help in those areas. I could also give children's courses. I worked as an au pair, you know.

Interviewer: Ah. Would you be ready to do all sorts of work at Worldfit?

Claris: Well, I want to work in sports and fitness. I don't want to do office work which other people can do. I think I'm really very well-qualified and so I want to decide what courses I train.

Interviewer: Have you got any questions that you'd like to ask us?

Claris: Er, I need to arrange my holidays fairly soon so I want to know if I can take two weeks off to go to Singapore. I go there three times a year and that's really important for me so my work has to fit in with that. Would that be possible?

2

Interviewer: So, Jimmy, tell us: why would you be good for this job?

Jimmy: Well, I'm good at working with people and I'm flexible. I think I can work in a team. A good working atmosphere is more important for me than a high salary.

Interviewer: You've been a personal trainer. But have you worked with groups before?

Jimmy: No, but I'm sure I'd be good at it. I'm a member of a theatre group so I know about working in teams and I enjoy working with people. I want to get experience so I can find a permanent job after this internship.

Interviewer: Would you like to learn new sports?

Jimmy: Definitely! I'm always interested in learning new things.

3

Interviewer: Well, Elena, can you tell us something about yourself?

Elena: OK. I'm very good at languages and interested in learning new ones. I enjoy speaking foreign languages. And I love sports, especially outdoor sports.

Interviewer: Do you have any experience in training or working with groups?

Elena: Er, I've given English and French lessons at a language school and helped school pupils with their homework so I think I'm quite good with children. I've also had a few office jobs.

Interviewer: What are your career plans?

Elena: I'd really like to work for a travel agent and travel a lot or maybe work for an airline for a short time. I don't know for sure at the moment but I want to get some experience in different fields and your advertisement looked interesting.

→ **Extension activity**

Ask students to form groups according to which person they prefer for the job.

C5

Students hold a meeting and discuss and decide which person would be best for the job. This can also be done in two or more groups with big classes.

→ **Teaching tip**

Make clear to students that there is no right answer and that all their opinions are valid.

C6

In pairs, students make a list of the important information a new intern will need. They then change partners and ask and answer questions about the internship.

→ **Teaching tip**

This activity can be done in two larger groups. One group thinks of the information and the other the questions. Then pairs are formed with one student from each group to ask and answer questions.

Unit 7

AN APPLE A DAY ...

Core aspects

- A Healthy and beautiful? Beautiful and healthy?
- B My best medicine
- C Oh, dear!
- D Fashions come, fashions go

Plus aspect

- E Would you believe it?

Can do's

- I can explain my opinion about something.
- I can give advice.
- I can respond appropriately when somebody tells me something personal.
- I can describe a dress code.
- I can pay compliments and respond when someone pays me a compliment.
- I can explain what I like and dislike.

Grammar

need to / should / have got to
instead of
ought to

Vocabulary

Health and beauty
 Sport and fitness
 Small talk
 Clothes and clothes shopping
 Compliments

Exploring learning – using the tools you have

Remember that a group knows more than an individual
 Try to guess the meaning of words and phrases from the context before you look them up
 Listening out for certain words helps you to understand more
 Practise saying what you want by talking to yourself

Icebreaker

Aims

- to revise vocabulary from previous units
- to practise pronunciation
- to make up sentences and have fun

Students work in pairs. Each pair picks a letter of the alphabet or is given one by the teacher and has to make up a sentence including as many words as possible which begin with this letter. They can use the book to help. If this seems difficult, give them an example:

C – Caroline cares about carbon footprints and caster sugar.

D – Dan is delighted about depressing detective stories.

The students say their sentences one by one. The rest of the class try to repeat the sentence as quickly as possible. If this is too difficult, then they can write their sentences on the board and the rest of the class tries to say the sentences as quickly as possible. The pair who has thought of the sentence which is most difficult to say gets a prize. This can also be done in pairs. Students change pairs and teach each other their sentences.

CORE ASPECTS

Aspect A Healthy and beautiful? Beautiful and healthy?

Aims

- to talk about what makes someone attractive or not
- to give an opinion and a reason for it
- to learn to guess the meanings of words from context
- to learn and revise vocabulary connected with health and beauty
- to agree and disagree with statements
- to define something abstract like beauty

A1a

Ask students to look at the pictures together and talk about who they think is the most beautiful person and who is the healthiest person.

→ Culture

The pictures are of a. Michelle Obama e. Michael Jackson f. Audrey Hepburn. The others are not famous people.

→ Extension activity

Bring in more pictures of famous and not so famous people and continue the discussion.

A1b

With the whole class, discuss the choices and decide which person got the most votes and why.

→ Language

The word *share* is often forgotten by German learners who may say *part* or *split* instead. Although *share* is usually used for concrete objects, it can also be used for giving information. This use is more common in the US.

A1c

Collect words connected with health and beauty from the whole class. Write all the words suggested on the board. Then students make their own word wheels with the words they find most interesting and useful.

→ Teaching tip

Brainstorming is useful to reactivate vocabulary. Remember that all words (or ideas) given by

students are equally good. Write all the words on the board or a flip chart (or ask a student to do so). They can then be grouped into categories.

→ Teaching tip

Vocabulary collected in a lesson (whether new or revised) can be written down by a student and then typed up for homework (with a translation or an explanation or an example sentence for each word) and sent by email to the teacher. The teacher checks the words, makes any additions or corrections necessary and distributes the list by email to the class. If a different student does this each time, not everyone has to write down all the words each time. An alternative is that someone with a smart phone takes a photo of the board and then either types it up or sends it to the rest of the class.

→ Teaching tip

Encourage students to make their own word wheels with their personal vocabulary. Remind them that there is no right answer. Word wheels are just one way for them to learn groups of words which are important and useful to them. Adding pictures or drawings makes remembering words in word wheels easier.

→ Teaching tip

When brainstorming, students can use the vocabulary list in the book. They should however only use words which are familiar to them and not look for new words.

A2a

Students read the sayings and underline all the words they know. Refer students to *Tip 1* on page 68.

→ Language

The terms *proverb* and *saying* are often used interchangeably. A proverb is a phrase (which has usually existed for a long time, is fixed and fairly well-known) which makes a truth easier to remember e.g. *a stitch in time saves nine*. A saying may not be as well known or may originate in a family or particular context. Proverbs and sayings are often culturally-bound and not easily translatable. The term *idiom* is used more generally for a group of words which only exists in a particular language and is similarly not easy to translate.

→ Teaching tip

Underlining what you know is a useful motivation strategy. It makes clear to students how much they know rather than focussing on what they don't know.

A2b

Students discuss the sayings in pairs or small groups.

→ Language

The vocabulary in some of the sayings is easier to understand than in others. Tell students that it is not necessary for them to learn all the words.

Beholder is an old-fashioned word for the person seeing something and is only used in this saying. The words *handicapped* or *disabled* or *elderly* are used more often than *infirm* nowadays. As *infirmity* covers all of these, it is often used in official documents.

→ Culture

Ask students what is considered beautiful and healthy in their cultures or other cultures they know. Ask students to bring pictures of their own culture's beauty idols to discuss in class.

A2c

Students choose the saying they like best. This can be done individually or in pairs. Students then present their choice to the whole class. Compare all the opinions and see which the most popular saying is.

A3a

Read the instructions and make sure students understand them. In pairs, students write sentences about what beauty means to them. They can use the example as a model.

→ Portfolio

Students can add these sentences to the *Dossier* section of their portfolio.

A3b

Collect in all the pieces of paper and redistribute them. Make sure no-one has their own. Students read the sentences and guess who wrote what.

→ Extension activity

The sayings on page 62 can be revised later by playing Chinese whispers. This is the English version of the game *stille Post*. All the students but one close their books. One student chooses one of the sayings and whispers it to the next who then whispers what he/she thinks he/she has heard. When the saying has been whispered by the whole class, the last one says it out loud. Remind students they should remember that what they say should be in English. In a large class, this game can be played in two or three smaller groups.

→ Culture

Discuss sayings about health and beauty in students' cultures. Are they translatable? Which ideas do they convey?

Aspect B My best medicine**Aims**

- to talk about sports
- to talk about obligations and the right and wrong things to do
- to give advice about health and fitness
- to discuss positive and negative effects of something, e.g. medicine

B1a

Students think of their own answers to the questions.

B1b

Students walk around and find others who are interested in the same sport. See which sport is the most popular.

→ Teaching tip

Students form groups according to their favourite sport. These can be known as SIGs (Special Interest Groups) and then discuss the question and report back. This form of group work can be done with many different activities.

B1c

In groups, students discuss what the best and worst things about doing sports are.

→ Extension activity

This could be done as a debate with the two sides representing the good and bad things about sports. The teacher can act as the moderator.

B1d

Students work in pairs or small groups and join the two halves to make sentences. Have a small prize ready for the group with the most correct sentences.



Key (possible answers)

I've got to find time for more sport. You've got to take things a bit easy. I need to exercise regularly. When you start a new sport you should practise a lot. When you start a new sport you shouldn't overdo things. Maybe you should start with 10 kilometres instead. Maybe you shouldn't overdo things. Would you run a marathon? You should find the sport that's right for you. You've got to remember to rest enough.

→ Portfolio

Students can add their sentences to the *Dossier* section of the Portfolio.

B2a

Read the instructions together and make sure everyone understands them. In groups, discuss what the programme might be about. Students then listen and tick the words each time they are said.

→ Teaching tip

Ideas which students generate in brainstorming and speculating activities can be written on the board and then compared with what is in the text or recording.

→ Extension activity

For kinaesthetic learners, each student can be given a word on a piece of paper. The student holds up the paper or stands up every time the word is said.



Tapescript (CD 2/Track 1)

Sarah: Welcome to today's broadcast of *People Like You and Me*. My name is Sarah Smith. And today's guest is Toni Schuster. He lives in a village in the Dolomites when he's not climbing a mountain or acting as a tour guide. He's climbed five of the highest mountains in the world and is planning an expedition to Mount

Everest next year. As a child he cycled a lot, and today he skates and skis. Toni, you're a passionate sportsman through and through. Do you consider yourself a healthy person?

Toni: Yes, I think I'm pretty healthy. Mountain climbing is my great love. I was born in the mountains and grew up there. I've been climbing since I was a child. My parents always took me on hiking and climbing trips and I climbed my first mountain when I was nine. You do have to keep physically fit in order to manage the really high mountains, so I train regularly.

Sarah: Toni, you've been blind since birth, but this fact hasn't kept you from leading a normal life. Has being blind ever been a problem?

Toni: Well, many of the villagers felt only pity for me, but my parents wanted to give me a normal life and always supported and encouraged me in what I did. My father refused to send me to a special school for the blind, so I attended the regular school with the other children. I had to use my other senses and now they're quite well developed.

Sarah: How did you get to school?

Toni: Well, we cycled and of course I sometimes ran into the others or fell off, so when I turned 18 I stopped cycling. It was too fast. In the mountains everything is much slower and you can focus on the surroundings better.

Sarah: You're also a trained masseur.

Toni: Yes, many blind people work as masseurs. Our sense of touch is very well developed.

Sarah: I heard that a sighted person once said that you weren't afraid in the mountains because you couldn't see the drop.

Toni: That's not true. Usually I'm not afraid, but I feel the drop below me all the time. I have to really feel the rock with my fingers in order to find good grips and I have to use my ears, listen to where the wind is coming from. These are things that sighted people don't always notice, because they can see where they're going. But the eyes aren't always reliable.

Sarah: Toni, health has been defined as the absence of infirmity. Do you agree?

Toni: Well, how many people are really healthy that way? Look at all the fine athletes with so-called disabilities, basketball players in wheel chairs for example, one-legged skiers, blind cross-country skiers. There are people with other illnesses like diabetes, heart disease, Parkinson's, who go about their daily lives as best they can. Some

do sports. I think they try to live healthy lives. In fact, many of them are probably much more aware of health than the average person. It's a question of how you go about it and also of how the world around you views the situation.

Sarah: Toni, you're married and ...



Key

climbing (x4), climbed (x2), mountain(s) (x8), high(est) (x2), health (x2), healthy (x4), tour guide (x1), sportsman (x1), athletes (x1), skis (x1), physically fit (x1), sense(s) (x2), masseur(s) (x2), touch (x1), feel (x2), listen (x1)

B2b

In pairs, students write down questions they would like to ask Toni.

→ Extension activity

Students decide what Toni's answers might be to the questions. Students can ask and answer the questions in pairs.

→ Extension activity

Ask students if they know anyone who is handicapped and handles this very well.

B3a

Read the instructions and make sure that everyone understands them. In pairs, students write down two positive and two negative effects of taking medicine.

B3b

Before listening to the recording ask students what else might be medicine (i.e. not only pharmaceuticals). Elicit some ideas (a long walk, fresh air, a green salad, good music), but not too many. Students listen and write down each person's best medicine.



Tapescript (CD 2/Track 2)

Sarah: Today *People like You and Me* has invited four listeners to tell us something about the role that medicine plays in their lives. Welcome and thank you for coming. We'll start with some brief introductions and later invite listeners to phone in and add your opinions to the discussion in the studio. Let's start with Jane. What role does medicine play in your life?

Jane: I have to take medicine for my thyroid, but that allows me to lead a healthy life. I do sport

and try to eat healthy food, but I think my best medicine is actually singing in a gospel choir and doing jazz dance once a week.

Sarah: So music and dance are your medicine. What do you say to that John?

John: Well, I kind of agree. I play the saxophone in a big band. I don't take medicine, but I'm very allergic to nuts, so I always have to look at the package when I buy anything to make sure there are no nuts. For people with food allergies the best medicine is to stay away from those foods.

Sarah: Yes, that sounds pretty sensible. Henry, what about you?

Henry: I have rheumatoid arthritis, so I do take medicine for that. Otherwise I'd be unable to move without constant pain, and without movement I would get stiffer and stiffer. This way I can go swimming at least once a week and I try to walk as much as possible. So, in addition to the pills, movement is the best medicine for me.

Sarah: Well, that probably applies to a lot of you out there. Mary, what is your medicine?

Mary: I really don't like taking medicine at all, but sometimes I get such bad headaches that I have to choose between taking something or spending the day in bed. If I catch the headache in time, it's enough to take aspirin. I do know that it would be better medicine to do yoga or meditate. Or, to slow down a bit and just read a good book occasionally, but ...

Sarah: Right. thank you for these introductions and for telling us about your different medicines. We'd now like to invite you out there to phone in and join the discussion. The number to call is ...



Key (possible answers)

Jane: singing in a gospel choir and doing jazz dance once a week; *John*: stay away from food you are allergic to; *Henry*: movement; *Mary*: aspirin

B3c

Read the instructions with students and then ask them to think of their best medicine and write it on a piece of paper. Each student takes a piece of paper not his/her own and reads it out. Put the medicine in order of which is best.

→ Teaching tip

It is sometimes a good idea to keep things anonymous. Of course in a small class students will

know each other and may be able to guess who has written what, but the teacher can make sure that all students realise it does not matter who the ideas are from, but that it is just a matter of collecting as many ideas on something as possible and then discussing them.

→ Teaching tip

Teachers may need to be aware of the pitfalls to this topic. If there are senior citizens in courses, they may have to take medication regularly, and will probably consider this a very serious topic. In this case, giving tips on personal best medicines (like a long walk in the woods) might sound cynical to someone who is really suffering. On the other hand, they are the experts, so maybe they can make very useful contributions. It is important to handle the topic sensitively.

B4a

Before reading the texts, write the terms *couch potato*, *sports addict* and *moderate* on the board and ask students what words they associate with people who are these things. Elicit some words. Then ask students to read the texts and see if any of the words they have suggested are there. Then read the instructions with students. In groups, students give the people advice using *Instead of ...* With large classes this can be done in three different groups, each discussing one person. Refer students to the Companion.

→ Extension activity

Return to the recording in B3b and make some more sentences using *instead*. These can either be made after listening again or using the tapescript.

→ Language

Point out the word *exercise*. Many Germans will associate this with *Übung* rather than *Bewegung* and say *I need more movement*.

B4b

Read the instructions with students and ask them to listen and decide which part of what is said (statement) is best for which person in B4a. Each speaker in the broadcast refers to one of the examples in B4a. Most learners will need to hear the recording twice.



Tapescript (CD 2/Track 3)

Alan: Welcome to our weekly broadcast *To Be or Not to Be ... Healthy!* My name is Alan Miller. Tonight we have three experts with slightly different angles on the relationship between sport, exercise, medicine and health. You may be in for some surprises. Later in the evening we invite you to phone in with your questions. Let's start with physiotherapist Maria Webber. Maria, you say it's possible to overdo sports and exercise. I thought we should all be doing more.

Maria: Well, yes and no. While we always say that the best road to health is to lead an active life, the muscles also need to rest occasionally. Some research has shown that going to the gym every day is not very effective. Muscles become stronger more effectively if you leave about 48 hours between each training session. So, going three times a week is more than enough. Twice a week would be best, with two or three days in between. Moderate movement every day is good for stamina, say running or cycling, but even just going for a walk in the fresh air works wonders.

Alan: So, taking it easy is much better for our health. I'm sure a lot of people out there will be delighted to hear that. What does our sports specialist Dr. James Rogers say about that?

James: Well, it's not quite that simple, of course. Research also shows that it takes twice as long to build up muscle strength as it does to break it down. Anyone who has spent a week in bed can tell you that. What makes things worse is eating food with lots of empty calories, things like potato chips or fast food in general. The body doesn't get enough vitamins, minerals and protein. When couch potatoes start exercising they often make the mistake of doing too much at once. It's no fun, it's painful and of course they fail. It's better to take small steps. Start by going for a walk once a day, somewhere nice, but not necessarily past the next burger joint. Go on eating what you like, just not so much. A small bag of your favourite snack instead of a large one. And, if you're looking for some kind of physical activity, for heaven's sake do something that you enjoy, not what other people say you should do. Little changes like that are much more effective in the long run. It all takes time.

Alan: So, we shouldn't do too much and if we want to start being more active we should take things easy? What does our psychologist Anne Murphy say about that?

Anne: Well, the ancient Greeks said "Moderation in everything". Funnily enough that can also get boring. Balance is important, of course, but we need to make sure we have enough variety in our lives. Imagine someone who gets up at 6 a.m. and jogs the same stretch every day. It'd be good for them to make some little changes occasionally, run the route the other way around, try a completely different route, jog fast and then slow. Something that makes for a bit of variety. Try something that is maybe just beyond your present limit, don't overdo, but see if it works. It's easy to fall into a routine that then becomes very boring. There has to be variety and fun. A few surprises here and there.

Alan: So, how do we find the right mix? Let me ask you ...



Key

Maria: B, James: A, Anne: C

B4c

Divide the class into three groups, one for each person and ask them to set up a daily programme for that person. Each group then presents their programme to the class. If they want, they can make an attractive poster which the person could hang up on the wall as a reminder. The others can walk around and look at the posters. Bring in some magazines with pictures and some glue to make the posters more attractive.

→ Teaching tip

For activities involving food and drink, pictures are easily found in advertising material for supermarkets. For this activity, sports wear and equipment catalogues may also be useful.

→ Culture

Ask students what fitness is in their cultures and how important it is. There are different views on this, such as the ideal of Buddha (fat and happy). Some gurus sit under the same tree for years and consider this mental fitness. Some cultures live in regions where our idea of fitness would be killing. Aborigines in Australia (used to) avoid every single step or moving too much to avoid losing water and

energy in an area where worms and maggots are eaten to survive.

→ Portfolio

The posters can be added to the *Dossier* section of the Portfolio. As there is only one for each student, photos of the posters can be taken and then printed out, or if the posters are not too big, they can be scanned.

Aspect C Oh, dear!

Aims

- to learn to respond appropriately to bad or good news
- to make small talk and keep a conversation going
- to talk about needs and wants
- to say what you should and have to do

C1a

Discuss the question briefly with the group. Then ask them to listen to the dialogues. After they have listened, they should match the statements in the two columns.

→ Teaching tip

It is sometimes better to concentrate first on just listening to remember the language used and then do the activity after this.



Tapescript (CD 2/Track 4)

+ I feel really upset.
– Is there something I can do?

+ I guess I'm just depressed.
– Oh, dear! I'm sorry to hear that.

+ She passed the test.
– How wonderful!




Key (possible answers)

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

C1b

Read the instructions and make sure students understand what to do. In pairs, they unjumble the responses and match them to the sentences 1–10 in C1a.

 **Key** (possible answers)

- a. This calls for a celebration. b. Maybe a hot bath would help. c. Would you like a nice cup of tea? d. You should try and get some rest. e. I'm sure you don't need to work 24 hours a day.

C1c

Have a short conversation about why people tell each other things. It is usually to get a response and then to talk about it, so asking follow-up questions is often a good idea. Read the instructions and ask students to do the exercise in pairs or groups.

 **Key** (possible answers)

- b. How many points did she get?
c. Would you like to lie down and relax for a while?
d. When do you have to hand it in?
e. What did he say?

→ **Culture**

Talk about different ways of celebrating things like passing an exam or getting a new job. Ask students if they think these things should be celebrated and if they do anything special or give presents in their cultures or cultures they know. This may also be a part of company culture as different things are celebrated in different companies, like being promoted or starting with a company (*Einstand*).

→ **Extension activity**

If students want more practice, ask them to think of follow-up questions to ask after the responses in C1a.

C1d

Read the instructions and make sure that everyone understands them. Then students make dialogues and try and keep going for as long as they can.

→ **Teaching tip**

This activity (agree / disagree / react / reply) can be done using three different smileys – one smiling, one with a straight face and one frowning. Make these fairly large (they can be used for many different activities so could be laminated). Each student gets a statement and then one smiley is shown at random so it is visible to everyone. Students react accordingly as far as they can.

→ **Teaching tip**

There are various ways of doing this type of activity. Bring a small bell and ask students to keep their

conversation going until you ring the bell. Then they change partners and start a new conversation. Don't make the time too long at first so students feel they have achieved something. An alternative is to give a small prize to the pair who can keep their conversation going the longest.

C2a

Make sure students understand what the two expressions *need to* and *ought to* mean. Refer them to the *Focus on grammar* box and the Companion. In pairs, they fill in the gaps.

 **Key**

- a. need, b. 've got to / ought to, c. ought to, need, d. instead of, e. need, f. need

C2b

Individually, students write down as many sentences as they can about themselves. Walk around and help if necessary. If they need help with ideas, ask them to look back at the texts in the unit and the tapescripts for the listening texts. Then working in pairs, students tell each other what they have written and discuss the sentences.

→ **Portfolio**

Students can add their lists to the *Dossier* section of the Portfolio.

C2c

Depending on the size of the whole group, do this with everyone, or, if the group is very big, in small groups or pairs. If it is done in small groups, students can then be asked to form groups with other people who have the same ideas.

Aspect D Fashions come, fashions go

Aims

- to practise agreeing and disagreeing
- to put words into groups
- to explain and discuss company cultures, e.g. dress codes
- to practise paying and responding to compliments
- to explain likes and dislikes in some detail

D1

Write the word *fashion* on the board and ask students what they associate with it. Then ask students individually to tick the boxes next to the statements about fashion. They then compare their answers with a partner.

→ Extension activity

Bring pictures of fashion idols (or victims) such as Lady Gaga, Lady Di, Victoria Beckham and ask students to comment on these.

D2a

In pairs and using a separate piece of paper, students sort the words into groups and then decide which items they can wear to work in an office.

→ Extension activity

Ask students to add more items of clothing to their lists.

→ Culture

Talk about company culture and how dress codes can differ in different companies as well as in different countries.

→ Extension activity

Bring in catalogues of clothes and find examples of all the different items and more.

→ Language

Many words in fashion seem to be English but are in fact not used in the same way in England or America. Examples include *pullunder*, *lumber*, *smoking*. Fashion catalogues can be useful here. Ask students to bring them and then find English words and discuss whether these have the same meaning. A picture dictionary can also be used.

D2b

Read the questions with students. They then walk around and ask each other about what they wear to work or in a formal situation.

→ Culture

Discuss situations where special clothes are worn, such as weddings, parties, even funerals (depending on the group) and whether these are different in different cultures.

→ Extension activity

Have a debate on whether a dress code is a good idea or not. Divide the class into two groups and ask them to think of the advantages and disadvantages of a dress code for companies. They then compare their ideas.

D3a

Read the instructions and make sure everyone understands them. Then ask students to listen and write down what the three people wear to work.

**Tapescript (CD 2/Track 5)**

Dan: Hey, it's really good to see you both. Seems like we never find time to get together.

Sabine: You're certainly looking very smart, Dan. Business suit and all that. I feel a bit underdressed.

Dan: Thanks Sabine! Well, I came straight from work. Didn't have time to go home and change. I can take off my tie if you like.

Sabine: Do you always wear a suit to work?

Dan: Oh yes, definitely a dark suit with a shirt and a tie. It's like a uniform. We're supposed to look serious, you see. I could never wear jeans like you, Sabine.

Sabine: Actually, I don't see why not. A nice pair of jeans and a jacket can look pretty good. That's what a lot of my colleagues in Germany wear these days.

Trish: Ooh, they wouldn't get away with that in England. Jeans, no way. Not at work.

Sabine: I guess it's a German thing, then. I know lots of people who wear fairly casual clothes to work. Casual can be elegant as well. You just have to buy good quality.

Trish: Well, if a German worked for a bank in London and wore jeans, somebody would tell them pretty quickly to go and buy a decent suit. I mean, basically there's nothing wrong with jeans, but you can't wear them to work. Wrong place, wrong time. And with a jacket? No!

Sabine: Well, in a German bank I don't think you could wear jeans either. What do you wear then, Trish?

Trish: Well, my boss is French, so I need to be really smart. She likes me to wear a skirt, usually with a jacket. And always tights, and I usually wear high heels. And she always looks really good herself.

Sabine: Oh dear. I couldn't work for her. I haven't worn heels in years. I just can't walk in them. They're so uncomfortable. I like to dress nicely,

but it has to be comfortable. That's really important for me. If you put me in something tight, I can't breathe.

Dan: Well, I think you look nice the way you are. Is that what you wore to work today?

Sabine: Hah, Hah! Actually, not quite. I wore this top and these shoes, but, actually, I didn't wear the jeans. I wore a pair of grey trousers. Quite smart! Now, that's enough about clothes, what about something to drink?

Key

Dan: dark business suit, shirt, tie

Trish: skirt, jacket, tights, high heels

Sabine: top, grey trousers

→ Language

In English, the word *suit* is also used for what women wear (a jacket and skirt). *Trouser suit* is used for women and just *suit* for men. *Top* can also be used to mean a blouse or a pullover, i.e. any piece of clothing (not underwear or a jacket or coat) worn on the upper part of your body. *Jacket* can be used for a man and a woman and for something worn indoors and outdoors.

D3b

Students listen again and write down the compliments.

→ Language

Point out the collocation *to pay a compliment* and remind students that it is useful to learn collocations and chunks of language rather than only individual words.

→ Teaching tip

Depending on the group, students can be asked to complete the second task before listening to the recording again. If this seems too difficult, let them listen again before doing the second task.

Tapescript (CD 2/Track 5)

Sabine: You're certainly looking very smart.

Dan: Well, I think you look nice the way you are.

D3c

Students discuss the questions in groups. If all the students are from one culture, they can talk about this and imagine they are explaining the "rules" of

paying compliments to someone from another culture.

D3d

Students walk around the class and pay compliments to each other.

→ Teaching tip

Join in activities like this. Students will appreciate it as it will seem authentic and show dedication to your job!

→ Teaching tip

When students have a lot of different expressions to choose from, e.g. for paying compliments as in this case, ask them to choose just one or two and practise these until they find it easy to use them. Make it clear that they do not have to learn all the different ways of doing something but should choose one or two they like and feel comfortable with at first. If they can choose their own expressions, they will feel that the language they are using is personal.

D4a

Students listen and tick the exact phrases they hear.

→ Teaching tip

It is sometimes useful for students to listen for exact phrases. This also has something to do with awareness raising. At this level, learners ought to be able to listen for exact phrases and then try and use them themselves in another situation or context.

Tapescript (CD 2/Track 6)

Reporter: Excuse me, we're doing a survey about people's shopping habits. Do you have a minute?

Woman: Ooh. Not really. Oh, well.

Reporter: Do you enjoy shopping for clothes?

Woman: I hate it. Especially when I'm looking for something particular. All the pushing and shoving and then you don't find what you want. Trying on outfits all the time. Nothing fits properly. Ugh! Awful!

Reporter: So you don't shop very often?

Woman: Well, if I'm in the mood it's OK to wander around and look, but I don't need to spend money all the time. I really have enough clothes anyway. Is that all?

Reporter: Oh, uh, thanks. ... Excuse me sir, do you have a minute? We're doing a survey. Do you like shopping for clothes?

Man 1: No, I can't really say that I do. I try to do it as little as possible.

Reporter: How do you manage that?

Man 1: Well, I only wear dark trousers and fairly plain shirts. I know my size and fit. So, if I need new clothes I know where to go and presto, I'm finished.

Reporter: Oh, excuse me ladies, do you enjoy shopping?

2 friends: Oh yes, we love shopping together (shopping together) and just trying on clothes (yeah, trying things on). We give each other advice (Oh, yes.). It's fun.

Reporter: Well, and do you spend a lot?

2 friends: Yes, sometimes. (Yes.) But actually, it's more just doing something together (doing something together) and trying on things. We don't always buy something (No, not always). That would get expensive, wouldn't it? (Yes, it would.)

Reporter: Well, thank you. ... Oh, sir, I see you've got some pretty full bags. Do you like to shop?

Man 2: Actually, yes, I rather enjoy it, when I have the time.

Reporter: So what have you been buying, if I may ask?

Man2: Well, I like the new shirt colours this year. And, I've been buying some shoes for my girlfriend.

Reporter: Uh, shoes for your girlfriend? How does that work?

Man2: Well, I know her size and she likes this make. I know she'll really like them. She loves red shoes.

Reporter: Wow, how about that?



Key

a, b, c, d, f, h, i, j, k, m, n

→ Language

Shoving is another word for pushing, usually meaning impolite behaviour. *Presto* is used for something which is finished quickly and as if by magic. It comes from *Hey presto* which is what magicians say when they pull a rabbit out of a hat. *Make* is another word for brand.

D4b

Students walk around the class and ask each other to find out the answers to the questions.

→ Extension activity

Ask students to each think of one more question on the subject of clothes shopping. Make sure they all have different questions. Each asks all the others his or her question and then presents the results of the survey briefly to the class.

→ Teaching tip

If students have mobile phones which can be used to record, they can conduct the survey as if conducting a radio survey and play back some of the answers.

D4c

Students compare their answers to the questions.

PLUS ASPECT

Aspect E Would you believe it?

Aims

- to discuss different uses for one thing
- to learn different uses of one word
- to read and understand a text
- to write a poem about an everyday object

E1a

Write the three words on the board and ask students to discuss what they have in common in small groups.



Key

They go together with *banana*.

→ Extension activity

Ask students what they know about bananas and for any ideas they have on what you can do with a banana.

E1b

Students complete the definitions and then compare their answers.

→ Language

Students may ask for the opposites of the following words: *small (large or big), poor (rich or wealthy), weak (strong), dishonest (honest), top (bottom), crazy (sane).*

Key

a. banana republic, b. top banana, c. bananas, d. banana split

E1c

Students answer the questions in pairs and then compare their answers with the rest of the class.

Key

a. false, b. false, c. true, d. true

→ Extension activity

Students can look up *bananas* on the Internet for homework and compare what they find at the beginning of the next lesson. They may like to use *Simple English Wikipedia* for this. *Simple English Wikipedia* uses simple English words and grammar. The *Simple English Wikipedia* is for children and adults who are learning English.

E1d

In groups, students think of different ways of eating bananas and discuss these with the class.

→ Language

Point out that *diet* is used for slimming as well as what we eat normally. The appropriate German word here would be *Ernährung*.

E2a

Before students read the text, refer them to their own ideas or ask them what else can be done with bananas apart from eating them. Collect their ideas and write them on the board. Then ask them to read the text and find out.

→ Extension

The words and expressions in the text can be sorted into bad/good or positive/negative.

→ Language

The text uses several linking words and expressions, such as *It's also a fact, although, which, and and because.*

E2b

Read the questions with the students and then ask them to walk around and ask each other the questions.

→ Extension activity

Students can discuss if they know where their clothes are made and look at the labels (as far as possible) to find out if they are right.

E3a

Read the instructions with students and make sure that they understand that their literary ability is not being tested. Encourage them to be creative.

→ Extension activity

This can be done or repeated using other examples of fruit or vegetables or just about anything else.

E3b

Collect all the poems and hang them on the wall.

→ Teaching tip

Students will feel their work is appreciated if the poems are “published” in some way. Each student can be asked to type and decorate his/her poem at home and then they can be collected and a booklet produced. A particularly creative or artistic student or group of students can design a cover. Another student can copy the booklet. It can then be copied and distributed to all the students in the class.

→ Portfolio

Students can add their poems to the *Dossier* section of the portfolio.

Unit 8

DO YOU LIKE WHAT YOU DO?

Core aspects

- A On strike
- B Complaints at work
- C Time to complain
- D I love my job

Plus aspect

- E A great company to work for

Can do's

- I can explain what people's duties are.
- I can give a reason why I haven't done something.
- I can listen and make notes of important information.
- I can report what people said at a meeting.
- I can take part in a meeting.
- I can give a short, simple talk.

Grammar

is / was supposed to
should have done
 reported statements
 reported questions

Vocabulary

Housework and family life
 Complaints at work
 The advantages and disadvantages of different jobs

→ Exploring learning – planning and organizing your language

Two heads are better than one
 Look for the structure
 Don't be afraid of repeating things
 Use a model

Icebreaker

Aims

- to introduce the topic of working
- to practise listening comprehension
- to move about the room
- to create a positive learning atmosphere

Bring along a song with English lyrics. Basically the icebreaker works with any song, but, as the topic of Unit 8 is *Do you like what you do?* a song about work would be best. Examples are *Working nine to five* (Dolly Parton), *Working in a coal mine* (The Judds), *A hard day's night* (Beatles). Any song which is lively and has relatively easily understandable lyrics will do. Take some words or phrases from the song and write them on big cards. Put the cards on a table which should be easily accessible by everybody from all sides. Students stand around the table and look at the cards. Then everybody moves around the table clockwise. Read out the lyrics. Students move, and when they hear and identify a word or a phrase they take the card. The winner of the activity is the person with the most cards. Finish off by reading the lyrics again with everybody standing around the table and putting their cards back on the table when they hear their word or phrase. The lyrics can be handed out after the activity and the song can be used for discussion.

CORE ASPECTS

Aspect A On strike

Aims

- to learn vocabulary connected with housework
- to discuss and explain what people’s duties are, for example, the jobs they have to do in the house
- to listen to the recording of a live TV show and understand the gist
- to listen and to understand who is supposed to do what in a household
- to say and discuss what you and other people are supposed to do
- to give a reason why you haven’t done something.

Page 69

Lead in by looking at the pictures on page 69. What are the people doing in the pictures? How do they feel? What are their hopes and expectations? Look at the questions below the pictures and elicit some ideas.

A1a

Look at the pictures. Read the instructions and the checklist. With a partner, students discuss whether they like housework and number the activities from most pleasant to most unpleasant.

→ Teaching tip

Pictures are interesting for most learners and usually make the topic clear immediately. If students want to comment on the pictures, encourage a discussion, even if they do not know all the words. Point out that they will learn language connected with the topic in the unit.

→ Teaching tip

If partners find it difficult to agree on which jobs are pleasant or less pleasant, encourage them to discuss their differences. The aim of the activity is not to find agreement but to use English to discuss something.

→ Language

Some students mix up the words *housework* and *homework*. Make sure they understand that *housework* means anything connected with the household, and *homework* means exercises for

school subjects which students (have to) do at home. Refer students to the *Learning tip* on page 54 in the Companion.

A1b

In pairs, students discuss who does what in their own households.

→ Teaching tip

There will often be students who don’t live with anybody else, so ask them which jobs they would like to delegate, if they could. This can also include “outsourcing” services such as having the washing and ironing done by a laundry service, or having a person who does the cleaning, etc. They can also talk about who did what housework in their childhood homes.

A1c

Discuss the questions and answers in the whole group.

A2a

Students listen to a recording of a live show and recognise what it is about. They compare their ideas on Tracy’s story with a partner. Refer to *Tip 1* on page 76.



Tapescript (CD 2/Track 9)

Andy: Welcome to the Andy Tyler Show. Tonight, the wife and mother who’s gone on strike. Tracy Atkinson works as a nurse and she’s still working in the hospital. She’s gone on strike at home – no housework, no cooking – no sex. So let’s meet her. Come on down, Tracy Atkinson ... Hi, Tracy. Welcome to the show.

Tracy: Hi, Andy.

Andy: Right, so tell us about your family, Tracy.

Tracy: OK. Well, my husband’s Tony. And I’ve got two boys: Ross – he’s 18 – and Lee, he’s 16. And we’ve got a dog called Dennis.

Andy: And you work in the local hospital, right?

Tracy: Yes, I’m a nurse.

Andy: And do you work full-time?

Tracy: Yes, I do now. When the boys were small, I just worked part-time, but now it’s full-time. We need the money.

Andy: Right. And you work shifts or what?

Tracy: No. I work in a day clinic, so it’s normal hours.

Andy: OK, so what’s the trouble at home?

Tracy: Well, I'm fed up with doing all the work.
 When I went back to full-time, my husband
 promised to do more to help me in the house.
 And the boys agreed that they could help, too.
 Andy: And what happened?
 Tracy: They do nothing. I have to do everything.
 And I decided that was enough. If they want a
 nice home and food to eat, they've got to help.
 Andy: So you're on strike?
 Tracy: That's right. I just look after myself. I don't
 cook for them. I don't clean for them.
 Andy: And you're not sleeping with your husband.
 Is that right?
 Tracy: That's right. I'm sleeping in the spare room.
 I'm on strike.



Tapescript (CD 2/Track 10)

Andy: Right, Tracy. I think it's time to hear from the
 rest of the family now. So, let's welcome Tony,
 the husband, and the two boys, Ross and Lee
 ... OK, Tony, so why don't you help Tracy more
 with the housework?
 Tony: Who says I don't?
 Andy: Well, what do you usually do in the house?
 Tony: I do what Tracy asks me.
 Tracy: But I shouldn't have to ask you. Can't you
 think for yourself?
 Tony: I do the shopping. I mean, I went shopping
 the day before you started this stupid strike of
 yours.
 Tracy: Yeah, but I had to tell you what to get. You
 could've made the list yourself.
 Tony: And I cook sometimes.
 Tracy: Yeah, but why do I have to decide what
 you're going to cook? You're supposed to cook
 twice a week, and that means you shop, you
 cook, you wash up. But it never happens. I'm
 sick and tired of looking after the three of you.
 Andy: OK, Tracy. Let's talk to the boys now. So,
 Ross, do you help your mother?
 Ross: Um, yeah?
 Tracy: Yeah, right. When was the last time you took
 the rubbish out? That's supposed to be one of
 your jobs.
 Ross: Yeah, well you should've reminded me. I can
 do it.
 Tracy: It's easier to do it myself. And what about
 your room? It's horrible.
 Ross: Yeah, well it's my room, ain't it? I like it that
 way.
 Tracy: Oh. But I have to go in there to look for your
 washing. You're supposed to bring me your
 washing.
 Ross: But you never wash my clothes right anyway.
 Why can't you do my jeans like I tell you?
 Tracy: Well, now you can wash them yourself!
 Andy: And what about Lee? What are you supposed
 to do in the house, Lee?
 Lee: I don't know.
 Tracy: Take the dog for walks? You remember? It's
 your dog, you said. You promised to look after
 it. You're supposed to take the poor thing for a
 walk twice a day?
 Lee: Yeah, well I got homework from school.
 Tracy: Hah! Yeah. Oh, yeah. Watching TV – is that
 your homework?
 Andy: So who takes the dog out?



Key

Tracy's gone on strike at home because she's
 fed up with doing all the housework and wants
 her husband and sons to help.

A2b

Students listen again and check if they were right.

→ Extension activity

Ask students what they think happens next. What
 will Tracy and her family do? Students can divide
 into four groups, one for each member of the
 family and say what they will do and what they
 think the others will do. Then compare their ideas.

A3a

Students listen to another part of the live show.
 Read the text and the parts of the sentences.
 The new structure *is supposed to* should be self-
 explanatory in the context.

→ Language

It may help to take an example such as *Tony is
 supposed to cook twice a week* and then ask some
 questions about this. These could be
Does Tracy expect Tony to cook twice a week? (Yes.)
Does Tony actually cook twice a week? (We can't be
 sure but probably not. That's why Tracy mentions it.
 She then goes on to make it clear that he doesn't,
 by saying *It never happens*.)
 If they all speak German in the class, ask for a
 translation to make sure they understand it.

Tracy: Me, of course. But at least the dog is nice to me. Not like the three of them!



Key

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

→ Culture

This topic can lead to a discussion of live shows like this. What are the most popular ones in Germany? Do any of the students watch shows like this? Would (any of) your students take part in a show like this? With his or her family? What would the topic be? Do they know anybody who has ever taken part in these shows? Are these live shows different in different cultures?

A3b

Ask students to work in small groups. Read the instructions and the examples. Walk around and help while groups are finding things which are relevant in their own lives. Refer to the *Focus on grammar* box and to the Companion.

A3c

Students now share their ideas with the whole class.

→ Culture

In multicultural classes the topic of housework and domestic duties can be a great source for discussion. Encourage a conversation and ask students to explain if they seem to be very judgmental about something.

A4a

The aim of this activity is to provide further exposure to the structures *supposed to* and *should have*. Both were used by Tracy in the recording. This time the focus is on the past: things that people were expected to do but didn't. Read the instructions and the example. Refer to the *Focus on grammar* box and to the Companion for further help. Give an example of *good excuse* for something you were supposed to do yourself. Walk around and help while students find good excuses in groups.

→ Language

You can use *was/were supposed to* with a present infinitive or you can use *should* with *have done*.

A4b

Now have a vote on which was the funniest excuse in class. If you like, bring a small reward for the winning team.

→ Extension activity

Students can make more sentences like this about things they were supposed to do / should have done the day or week before and why they didn't do them.

→ Portfolio

Students can add their best excuses to the *Dossier* section of the portfolio.

Aspect B Complaints at work

Aims

- to revise and expand language about working conditions and complaining
- to discuss working conditions
- to listen and, using a model, make notes on important information
- to report what people said at a meeting

B1a

Lead in by telling a short anecdote about one of the jobs you or a friend has done and which gave you a reason to complain. Read the instructions and the checklist together. In small groups, students discuss and tick what they think people complain about most. The discussion can be rounded up with the whole class.

→ Teaching tip

Pair and group work allows students' speaking time to be maximised as well as allowing students to practise speaking without worrying too much about making mistakes. Reporting back on the group or pair work or rounding up the discussion in the whole group afterwards is an opportunity to revise what has been said before in pairs and allows students to present and listen to ideas.

→ Language

The word *poor* is often used to mean bad, inferior, low-quality as well as the opposite of rich. Point this out to students.

B1b

In pairs, students now think about their own experience of work (or what they have heard about, if they have none of their own) and note down a few complaints they have had or heard of. Walk around and help. Then list students' ideas on the board and discuss them with the whole group.

→ Teaching tip

When students discuss a topic, the main aim of the activity has probably been achieved – to practise speaking in a relevant context in the target language. If they slip into their mother tongue occasionally this can mean that the topic is so interesting that they want to talk about it even if they don't know all the words they need. One way of dealing with this situation is to thank anyone who speaks German for his or her ideas (or interest in the discussion) and then pass the ball back, emphasising that what was said was difficult to say in English. Then ask the others how it could be said in English. This way, everybody in the class is involved in how to express something particular in English. If some of the language is unfamiliar, it can be written on the board so that the whole group can learn it. This can also be good practice for the whole group in "downsizing" complicated ideas. Remind them of the KISS principle (Keep It Short and Simple).

B2a

Students now listen to an expert in management training and identify the complaints at work she mentions. Compare these with students' own ideas from B1. Are they surprised at what Lily Baker says?

**Tapescript (CD 2/Track 11)**

Interviewer: What are the main things that people complain about at work?

Expert: Well, that's quite difficult to say. There have been many reports and surveys about this with lots of different results. It depends, of course, on what kind of work you're talking about. If you're talking about physical work, for example in a factory or people picking fruit, then they usually complain most about the pay, the working hours, the boss and so on. These are traditional things to complain about.

Interviewer: But what about people who work in offices and so on?

Expert: Well, it seems that these people complain about different things. They don't seem to

complain about the money so much. Perhaps they're better paid. Anyway, people in offices tend to complain either about the office itself or the other people in the office with them. Of course, they sometimes have trouble with their boss as well. The two things a bad boss can do, it seems, are, firstly, they can be unfair. People in offices often get jealous if they think that a colleague is better treated than they are. Then the other thing that some bosses do is that they interfere, they don't let people do their job. They want to control everything. We call that over-management.

Interviewer: So what are the common complaints about the office itself?

Expert: Well, it's usually the temperature. I read a survey from America, and the two biggest complaints in this survey were firstly that the office was too cold, and secondly that the office was too hot. Then, of course, there are often complaints about the air conditioning in new offices. In a lot of modern offices you can't open the windows and this seems to cause problems. And the third problem is dirt. People complain if the office is dirty, or, even more if the toilets are dirty.

Interviewer: Then you said that there are problems with colleagues.

Expert: Didn't the French writer Jean-Paul Sartre say that "Hell is other people"? It certainly seems to be true in offices that your colleagues can really get on your nerves.

Interviewer: So why are they sometimes so annoying?

Expert: Noise. That's the first reason, I think. It's very annoying to sit next to someone who's very noisy, especially when they're on the phone. And people often complain if colleagues make personal calls in the office that everybody can hear. Then sometimes colleagues smell bad, or they eat smelly food at their desk. Or they tell bad jokes. Or you don't like the pictures they put on the wall. All sorts of things. It's not very nice to sit all day with somebody you don't really like.

Interviewer: Right. The colleague from hell! Let's hope I don't ever have one like that.

**Key**

Complaints at work

A. People who do physical work

a. pay

b. working hours

c. boss

B. People who work in offices

- a. Complaints about the office: temperature, dirt
- b. Complaints about colleagues: noise, smell bad, bad jokes, don't like pictures they put on the wall

→ Teaching tip

The key should not be given to the students here as this is the point of B2b which follows. It is not always necessarily to give the answers in a structured form.

→ Language

HR (Human resources) is the more modern term for what used to be called personnel. Germans often confuse the words *personal* ('pɜː(r)s(ə)nəl) and *personnel* (,pɜː(r)sə'nel), especially the pronunciation. As this can lead to confusion, it is worth mentioning here. Other terms are *staff* and *employees*.

B2b

Ask students to look at the structure of what Lily Baker had to say in the notes on the right. Students then listen again and fill in the gaps. Look at *Tip 2* on page 76.

→ Culture

Ask students what the situation is like in their own culture. Is complaining at work usual / possible / seen as part of a constructive process? Where can they complain (supervisor, trade unions, works council)? Which effect does complaining usually have?

→ Culture

In Germany this kind of matter would probably be channelled through the *Betriebsrat* (Works Council or staff representatives). In Britain, works councils are closely connected to trade union membership and this is very much lower than in the past, particularly in the private sector. Complaints as in Aspect C would probably be dealt with on an informal basis.

B3a

Go through the instructions and the text with students. Individually, they fill in the gaps and then compare their answers with a partner.

Key

1. started by, 2. pointed out, 3. reported

B3b

Read the instructions and the list of reporting verbs and linking words on the right. Have a look at the example and refer to the *Focus on grammar* box for the use of reporting verbs. For further details see the Companion. Students then use the notes in B2b and report the rest of what Lily Baker said. This can be done individually or in pairs. Walk around and monitor and help. To finish off ask students to read out their sentences.

→ Language

Note that there is no need to use a tense shift here because Lily Baker is talking in general, not time-specific terms.

→ Extension activity

For further practice of reporting and using reporting verbs, take notes during the lesson of what a few students have said, e.g. Ingrid: *We need to correct our homework*. Write the sentences in direct speech on the board and invite students to report on what Ingrid said: *Ingrid reminded us that we need to correct our homework*. New structures in a relevant context are easier to remember.

Aspect C Time to complain

Aims

- to report what people said at a meeting
- to take part in a meeting to discuss, for example, complaints at work

C1a

Lead in by looking at the picture and talking about the situation: What kind of workplace is this? Do students know anyone who works at a call centre? Would they like to work there? Why / why not? Then read the instructions and listen to the recording of a meeting. Students discuss and take notes of what they think Sarah will later report to her department.



Tapescript (CD 2/Track 12)

Mike: Come in. Oh, hi Sarah, come in, come in.

Please take a seat. Thank you for coming to see me.

Sarah: Good morning, Mike. Thank you for seeing me.

Mike: That's fine. No problem. Now I understand that your ladies have some things that they're not too happy about. Would you like to explain what the problems are?

Sarah: Well, there are a few things that could be improved, and this will be good for the company, of course.

Mike: Perhaps.

Sarah: Well, if people are happy, they work better.

Mike: OK, but tell me what the problem is.

Sarah: The first thing is the heating, especially in the morning. It's too cold. People can't work like we work, sitting at a desk when it's only about 18 degrees.

Mike: But if we make it warmer, then they'll complain that it's too hot.

Sarah: Well, let's get it right. 18 degrees is too cold. That's clear.

Mike: OK, I'll come and check the temperature and see if we can put it up a bit.

Sarah: Thanks, Mike. Now, the next thing is the noise.

Mike: Well, it is a call centre. I mean, what do they expect?

Sarah: Yes, but it's not good if you can't hear the customers, or they can hear the noise. We need better screens between people and we need better headsets, better earphones.

Mike: I'm not sure about that. We need to test the noise levels. I also need to check if customers have complained. Let's leave that for the moment. Let's talk about it again at our next meeting.

Sarah: Well, I'm telling you that people can't work as well as they should with the noise.

Mike: OK. I understand. Now, is there anything else?

Sarah: Yes, can we have a better coffee machine and a water cooler? We asked for this before. And you said that you would see what you could organize. People need drinks when they're working.

Mike: OK. Good news for you. You'll have a new coffee machine and a water cooler next month.

Sarah: Thank you, Mike. My ladies will be pleased to hear this.

C1b

Students now read the email on what Mike Ferguson wrote to his boss. Are there any differences to what students expected Sarah to report to her department (see C1a)?

→ Teaching tip

To make complex texts easier to understand, write notes or key phrases on the board, e.g. (for C1b):

1. *Increase the heating – Mike agreed*
2. *Noise level too high ...*

This can be done to help students while they are listening or reading and/or to give them ideas for note-taking. Decide whether to do this, depending on the activity and the aim.

C2a

The aim of this activity is to role-play a meeting. Students work in groups of four. If the number in the class makes this difficult, have more employees or managers in one group. As far as possible, let students choose if they want to be employees or managers. Then read the instructions for both groups together and make sure students understand their role. Employees then go to page 97, managers go to page 98. Employees and managers then prepare for their meeting in two separate groups. Walk around and monitor and help. Then arrange the chairs in such a way that the groups can sit together and hold the meeting. Go through the instructions and the list of helpful phrases in the *Focus on spoken English* box. Students should take a pen and some paper to their meeting and take notes. Again, walk around and monitor and help.

→ Teaching tip

While walking around and listening in and helping students during activities like this, discreetly take notes of vocabulary or phrases where students have problems. Later on use these notes to ask everybody in the class what you can say (correctly) in these situations. This way mistakes are made anonymous and all the students can learn from them.

C2b

Read the instructions and make sure everyone understands them. Students then write their emails. Refer to the *Focus on grammar* box for ways to report both statements and questions. See the Companion for further details. When reporting what was said at a meeting like this it is common to use the tense shift (*Mr Smith reported that people in his department were not happy with their working conditions*), but it not absolutely necessary.

C2c

Students compare their emails with another pair.

→ Teaching tip

If you want to make everybody's emails available to the whole class, hand out some large pieces of paper and ask students to write legibly! Then hang all the emails on the wall. Students can then read them all and choose the best email if they like.

C2d

For further practice mix the groups and do the activity again. Refer to *Tip 3* on page 76 which explains why repetition makes sense.

→ Extension activity

If a student has mentioned an authentic work complaint in this unit, use this authentic situation to role-play another meeting like this one.

→ Portfolio

Students can add their email reports to the *Dossier* section of the portfolio.

Aspect D I love my job

Aims

- to give reasons for loving a job
- to read an article about why people like their job
- to listen and understand why someone likes his job
- to listen and to prepare a structure for presenting your job
- to give a short, simple talk about your job

D1a

Look at the pictures of the smiling man and woman. Before reading the texts, ask students, working in pairs, to think of possible reasons why people might love their jobs.

D1b

Students then call out their reasons and pool their ideas.

→ Teaching tip

Draw a mind map on the board with the central phrase *Why people love their job* and get students to come to the board and add their ideas.

→ Teaching tip

To get students to think of as many ideas as possible, go through the five senses. Form a circle and have a ball ready. Then get students to think about reasons why people like their jobs because of what the workplace looks like or what they can see there. Give an example and throw the ball to a student who then says something and throws the ball on. For example, you might like colours in your office or the picture on the wall, or the park outside the window, your good-looking colleague, etc. Then go on to hearing, feeling, tasting, and smelling. This way you cater for all learner types. You can also use this activity to revise vocabulary and phrases at the beginning of the next lesson.

D2

Students now read the instructions and the texts and see if some of their own ideas match the ideas given in the letters.

D3a

While students are listening the first time they only need to find out if Alain likes his job or not.



Tapescript (CD 2/Track 13)

Good morning. Today I'm going to talk to you about my job. I work for my local city. I work in the social housing department. I'm responsible for finding houses for people who need help. First, I'm going to tell you about what I like in my job. There are two main things that I like about my job. First, I think that my job is important. It is important that we help people. Second, I work in a good team. I like my colleagues, and we work well together.

Next, I'm going to tell you what I don't like in my job. There are three main things that I don't like about my job. First, I don't like the politics. Every year, the politicians change the system and so we lose a lot of time and work to change everything. Second, there is a lot of stress. Some of the people are very difficult, and not very nice. And the big bosses in the city, they make a lot of stress, too. Finally, nobody ever says thank you for my work. The clients don't say thank you and the bosses don't say thank you.

So, do I like my job? Well, yes and no. Sometimes I would like to have another job but perhaps it would be boring. In my job, there is always something new. Every family that we help is different. Thank you for listening.

D3b

The aim of this activity is firstly to understand the detail of Alain's talk and then to provide an example structure for students to talk about their own jobs in D4a. Students listen again and fill in the gaps.

 **Key**

1. I'm going to talk to you, 2. I'm going to tell you about what, 3. are two main things, 4. First, 5. Second, 6. Next, 7. what I don't like in my job, 8. three main things, 9. First, 10. Second, 11. Finally, 12. do I like my job, 13. yes and no

→ Teaching tip

If you feel the recording is too fast for students to fill in the gaps, tell them beforehand that you are going to play the recording two or three times. This will make them feel less under pressure. Play the recording once as a whole, give students a minute or two to compare their answers with a partner, then play it again and stop after each gap. You can then even play it once more as consolidation. Remember that learners need to hear new vocabulary and structures several times before they can actively use what they have heard. They can also repeat what they hear, sentence by sentence.

→ Language

The language in this recording is simple and straightforward as Alain is a learner of English. This recording can act as a model for students.

D4a

Read the instructions together and clarify any difficulties. To illustrate the activity, give an example from your own job, or a job you used to do. Use the model to do this. Refer to *Tip 4* on page 76. Allow students some time to prepare this, and walk around and help.

→ Teaching tip

If you have students who are between jobs, retired or homemakers make it clear to them that they can pick any job they have done, e.g. babysitting, walking someone's dog. It doesn't matter what it is: every little job is bound to have its good and bad points.

→ Teaching tip

If time is short, or you feel students would like to prepare their talk individually at home, suggest that they do this as homework.

D4b

Students now try out their presentation and talk to a partner. They can try it out several times, if they like, using their notes less and less each time. It's important to have the chance to do something like this more than once and to different listeners.

D4c

Students now give their talk to the whole class. Who likes their job the most?

→ Extension activity

Students can write a text for homework. They can write about their own job or another job they would like to do. This can also be done by giving them an unusual job and asking them to imagine what they might like about it.

→ Portfolio

Students can add their notes or a written presentation to the *Dossier* section of the portfolio.

PLUS ASPECT**Aspect E A great company to work for****Aims**

- to revise and to consolidate language about work
- to read and understand a long article about a special workplace
- to give reasons why you would or would not want to work in this workplace
- to read and discuss other opinions on the topic

E1

Lead in by asking students if they use Google and what they know about it. Then read the article together.

→ Teaching tip

If you want students to think about the topic and talk about the text before they read it, ask them to keep their books closed. Write a few words and phrases you choose beforehand on the board and ask students to make sentences with them. Then ask them what they think the article they are going to read will be about.

→ **Teaching tip**

In heterogeneous classes or if you feel the article could be too long or too difficult to understand for some students, ask them to choose just one paragraph. After a few minutes go through the paragraphs and ask the students who have read this paragraph to summarize the main points.

→ **Teaching tip**

Bring along a laptop and look up *Google office Zurich*. You will find a lot of pictures. This will help students discuss the issue. You can also print out some of the pictures and bring them along.

E2a

Students then discuss if they would like to work in this sort of office. In pairs, they list the advantages and disadvantages.

E2b

In the whole group, students compare and discuss the advantages and disadvantages of a workplace like this one.

E3

Students now read the selection of comments. Individually, they choose the one(s) which illustrate their own idea(s) best and compare and discuss their answers in the whole group.

Unit 9

HOUSE SWAPPING

Core aspects

- A A holiday alternative
- B www.houseswapping.org
- C The agreement
- D The warmer, the better

Plus aspect

- E Inexpensive holidays

Can do's

- I can find the main points in a short text.
- I can describe my home in a short written text.
- I can exchange information about how long I've been doing something.
- I can write an email to somebody interested in a home exchange.
- I can describe something in my house and explain why it is my favourite thing.

Grammar

Present perfect continuous with *since* and *for*
Will for agreements and promises
 Comparative forms – *the warmer, the better*

Vocabulary

Types of homes (in the USA and UK)
 Location of homes
 Description of homes
 Rooms and their furniture/equipment

Exploring learning – writing

Use a model
 Partner reading
 Check the spelling of the words
 Collaborative writing

Icebreaker

Aims

- to revise and generate vocabulary about houses
- to start talking about houses and living
- to create a cooperative atmosphere in class

Bring some pictures of homes and houses, e.g. cut out from magazines and newspapers and some large pieces of paper to use as posters. Put the pictures onto a table and get students to each choose a picture. Students who like the same picture then form a group and stick their picture in the centre of a poster. Students write the words or phrases they associate with the picture on the poster. After a few minutes, groups move on to the next poster and add their ideas to the poster. This can be repeated until every student has had the chance to add to each poster. Then students choose the poster they like best.

→ Extension activity

Bring along some pictures of people. What sort of house would they live in? Students add the pictures of people to the posters and give reasons.

Aspect A A holiday alternative

Aims

- to discuss the idea of house swapping
- to find the main points in a short text
- to learn and practise new vocabulary about houses and homes
- to learn and use vocabulary differences between US and UK English
- to listen to and understand an interview on the advantages of house swapping
- to revise and use *have to*, *need to* and *might*
- to describe your own home in writing, for example to advertise it for a home exchange

Page 77

Draw students' attention to the pictures on page 77. Which of the homes do they find appealing? Would they want to live in any of them? Go through the questions together and elicit a few opinions.

A1a

Students may already have guessed what house swapping is. Ask them to tick one of the options and compare their answer with a partner.

 **Key**
2

A1b

Students now check their answers with the help of the website article.

A2a

Students discuss the questions in pairs or in small groups.

→ Teaching tip

If you feel students do not speak enough in the activities, give each pair or group one or two questions and make them the experts for these questions. Set a time limit for them to discuss their question(s) (time limits usually add structure and motivation to tasks). After two or three minutes students exchange information with another expert team. In the end discuss all the questions with the whole group.

→ Language

To benefit from something (a benefit) means to gain advantages from something, not necessarily in the form of money. *To profit from something (a profit)* is usually used to describe money gained from an activity. House swapping provides benefits rather than profit. *Popular* is used to mean well-known as well as liked (usually both).

A2b

This reading activity provides the answers for the questions in A2a. Students read the FAQs and match them to questions.

 **Key**

5 – 1 – 3 – 2 – 4

→ Language

FAQ is the abbreviation for *frequently asked question(s)* and can be pronounced as one word (fack) or as individual letters. FAQs are a collection of questions (on websites or in information leaflets) which have been asked with the answers, to avoid having to answer the same questions over and over again.

→ Teaching tip

If time is short, give each pair one paragraph and ask them to find the matching question.

→ Language

Walk of life is a popular expression for social class or group. If students ask you to explain it, tell them that the explanation is in the text.

A2c

The aim of this activity is to present some more vocabulary about the topic using both US and UK English. Individually, students match the words and the definitions and then compare their answers with a partner. Refer to the *Focus on vocabulary* box for further examples of different expressions in US and UK English.

→ Language

The website in A2b is a US website.

→ Extension activity

Ask students to find words in the text which are examples of US English. Then ask them to give the UK equivalent, using the information in the box.

**Key**

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

→ Language

More words which are different in US and UK English are, e.g. French fries (US) and chips (UK), elevator (US) and lift (UK). Ask students to suggest more. Students who have been to the US for a holiday might have some experience with the differences in US and UK English.

A3a

This activity helps students prepare for the listening comprehension. Get them to guess what Debbie's first thought was when she heard about house swapping.

A3b

Students listen to the interview and check their answers. Play the recording again and ask students to take notes on Debbie's suggestions. They then find a partner and compare the tips, using the modals from the blue box. Refer students to the *Remember* box and to the Companion for revision of use of modals.

**Tapescript (CD 2/Track 15)**

Rick: Hi, I'm Rick and welcome to *House Swapping*, the online service for people who are looking for a new kind of vacation, one that can make you friends all over the world. Let's talk to Debbie first, one of our very first swappers. So what brought you to us in the first place, Debbie?

Debbie: Well, I read a news item one day about how more and more people were looking for vacation partners. Not folks to go on vacation with, but people who let each other use their homes for vacations.

Rick: And when you first read that, what did you think?

Debbie: Well, my first thought was "Who wants to let a total stranger into your home?" But then I got to thinking, well if these people are willing to let me use their home, then maybe I can trust them in my home. So I guess the main thing is that you have to trust people. And that's nice.

Rick: But isn't it a lot of work to get your house ready for other people?

Debbie: No, not really. The important thing is that it has to be clean. Nobody wants to arrive in a home that's dirty. But after, you don't have to clear all your things away. The idea is that you

go and stay in somebody else's home, and you use their stuff. You just need to clear enough space in the closet for their clothes and so on. But they're only there for a week or two usually, so they don't need so much space.

Rick: But what about the heating and air-conditioning? I mean you've had folks from Europe right? It's all different there, isn't it?

Debbie: Well, yeah. You need to write down lots of instructions about how things work, and names and phone numbers in case something goes wrong. You might like to tell the neighbours that there are new people moving in for a week or two. And you might like to leave some brochures and stuff about what to do in the area. And it's nice to make sure that there's enough to eat and drink in the fridge for when they arrive.

Rick: And have you ever swapped cars as well as houses?

Debbie: Oh, yeah, that's really nice. We once went to Paris. We both left our cars at the airport with the satnav, so we just had to find the car in the parking lot, switch on the satnav and we drove to our new home.

Rick: And never any problems?

Debbie: No, not really. We just had one family that borrowed our car, got a parking ticket in the city, and left it for us to pay. That wasn't very nice. But that was all.

**Key (possible answers)**

You have to trust people. You have to clean the house. You don't have to clear everything away. You need to clear enough space in the closet for their clothes and so on. You need to write down lots of instructions about how things work. You might like to tell the neighbours that there are new people moving in for a week or two. You might like to leave some brochures and stuff about what to do in the area.

→ Language

The phrases in the blue box do not only translate as *Sie müssen ...* or *Du musst ...* but can also be translated as the German *man* (*man muss ...*) They are also sometimes the equivalent of *man soll*, *man könnte ...*

→ Teaching tip

The websheets (Kopiervorlagen) from earlier books in the NEXT series can often be used or re-used,

especially if students have not worked with earlier books. One useful websheet here may be the *Signs! Signs! Signs!* websheet for practising modals of permission: http://www.hueber.de/sixcms/media.php/36/lehren_a2-2_U04_signs_nxt.pdf.

A3c

The topic now becomes personalised, and students are invited to write down their own tips.

→ Extension activity

Collect all the sheets with the tips and hand them out again. Students read the tips on their sheet out. Choose the best or funniest tip for house swapping with the whole group.

A4

Students now discuss the questions in small groups. The aim of the activity is to prepare them for writing their own fact sheet for house swapping in A5c.

→ Culture

This topic provides an opportunity to discuss the idea of house swapping in different cultures. How important is privacy in different cultures? To what extent does hospitality play a role? In some cultures the saying *My home is my castle* reflects a tendency for people to keep to themselves; in other cultures it is taken for granted that a home is open to relatives, friends and even strangers at any time.

A5a

This website asks potential house swappers to send fact sheets on their own homes. Students read the text. Clarify any language problems.

A5b

This is a sample fact sheet for a home to swap. Students read the text. Ask them to think about the following questions. Would they like to swap with Pamela Russell? Why? Why not? What could they offer in return? This question leads directly onto the next activity.

→ Culture

An interesting discussion can take place on what one expects from a house. Is the kitchen only for cooking or do you expect to eat there too? How many bathrooms do you want to have? What equipment do you want in the kitchen? If anyone

has stayed with a family in Britain or the USA, they may have stories about mixer taps or showers (both are not as common in the UK as in Germany or the USA).

A5c

Now students write their own fact sheet about their own home. Tell them to make it sound as attractive as possible because they want to swap their home with somebody who owns a very attractive place. Walk around and help.

→ Teaching tip

Students can form groups if they like, and then agree to write a fact sheet about one student's home. Weaker students will appreciate this chance of learning from stronger students.

→ Teaching tip

Use pictures of homes (not students' own).

→ Extension activity

Bring along pictures of houses, glue and felt pens. Encourage your students to make a fact sheet for the website and make it as attractive as possible.

A5d

Hang all the fact sheets on the wall, walk around and decide on the most attractive place. Refer to *Tip 1* on page 84.

→ Portfolio

Students can add a photo of their fact sheet to the *Dossier* section of the portfolio.


Aspect B www.houseswapping.org

Aims

- to listen to and understand people talking about house swapping
- to use the present perfect continuous in context
- to use *for* and *since* with the present perfect continuous
- to exchange information about how long I've been doing something
- to write an email, for example to somebody interested in a home exchange

B1a

Look at the pictures and ask students to guess people's ages, jobs, hobbies, what they want from a house swap, where they are from and where they would like to spend their holiday. Then listen to the recording and complete the table.

 **Tapescript (CD 2/Track 16)**

Rick: I've been talking to people about their house swapping vacations, and here are just a few of the many satisfied house swappers that I've heard from.

Dixie: Hi, I'm Dixie, and I just love house swapping! My husband and I just got back from four wonderful weeks in Germany. We exchanged our home, a condo in New Orleans, for a delightful little apartment right in the middle of Berlin. We really enjoyed ourselves there. We've been swapping houses for ten years now and we're hoping to find a nice place in Paris next year!

Colleen: My name's Colleen. I've been working non-stop for over two years and haven't had time for a real holiday. But I'm retiring next month and I'm planning the trip of a lifetime: three months playing golf in New Zealand! I just looked on *houseswapping.org* and found a nice couple in New Zealand who want to come to Canada to ski! So we're going to swap houses. It's a dream come true!

Fiona: My name's Fiona and my husband and I have been living here in Pitlochry, Scotland since we got married. We've got two young children who prefer to spend their holidays by the sea. We've just come back from Montpellier where we exchanged with another family with two children. They wanted a base to tour around Scotland a bit. Home swapping has given us the chance to go on holiday every year. I can't see a better way to travel.

Jack: I did my first house swap this summer. I've been learning Italian since 2009 and I wanted to go to Italy to get a taste of the lifestyle there. I was in Rome for six weeks studying the language and visiting all those great museums and art galleries. I met so many interesting people and really became part of the community. It was like living someone else's life for six weeks. And at the same time, Georgio, my host, was living in my flat in Melbourne, Australia, learning how to surf! Fantastic!

 **Key**

2. a – Canada – New Zealand; 3. d – Pitlochry (Scotland) – Montpellier; 4. c – Melbourne – Rome

→ Teaching tip

Asking open questions (also known as Wh-questions – beginning with what, which, why, where etc.) can make a conversation easier. This is better than asking questions which can be answered with “yes” or “no”. Remind students of this when they are asking each other questions.

B1b

The aim of this activity is to sensitize students to the use of the present perfect continuous in the relevant context. This step helps them to identify the correct form. Play the recording again and ask students to fill in the gaps. They then compare their answers with a partner. Refer students to the *Focus on grammar* box and to the *Remember* box. The Companion provides further information.

 **Key**

Dixie: swapping houses / we're hoping; *Colleen:* 've been working; *Fiona:* have been living / since; *Jack:* 've been learning / since

→ Teaching tip

This listening comprehension task uses the technique of *expose – understand – use* to teach a grammatical structure which students may find difficult. It is not necessary to teach students everything about the structure at this point or even to contrast the present perfect continuous with the present perfect simple or the past simple. The focus is on using the new tense in the proper context. Teachers often feel that they have to teach everything about a grammatical structure, but although students sometimes ask for this, it is more important that they use the structure in context rather than know about it in theory.

B1c

This activity takes your students to the meaning conveyed by the present perfect continuous. Make sure students understand that the meaning of Dixie's sentence *We've been swapping houses for ten years now* will be checked three times. You could do 1 all together and see if a) or b) is correct, then students work in pairs and find out the correct answers for 2 and 3.



Key

1.b, 2. a, 3. b

→ Teaching tip

Visual learners will be helped by seeing the present perfect continuous in a time chart. It is usually helpful if an example sentence is used, such as *I have been living here since ...*

→ Teaching tip

Again, visual learners will benefit from the drawings in the Companion, e.g. on page 96, which illustrate the difference between the present perfect simple and the present perfect continuous.

B2a

Here students have a closer look at the use of *for* and *since*. Do two or three examples from the blue box together and then ask students to work in pairs. They compare their answers with another pair and then with the whole group.



Key

for: ten minutes, six months, a few weeks, a long time, a day or two

since: last August, we got married, 2010, yesterday, I was born

→ Teaching tip

This tip may help to remember how *for* and *since* are used. *Since* has a dot on the *i* (= *point*) and is used for talking about a *point* in time. *For* is used with periods of time. This will help students to remember the rule but will not guarantee that they use the words correctly!

B2b

This is a task list. Help students rephrase the tasks into direct questions before they walk around and really find someone who can answer the question with *yes*. Join the mingling activity and listen in. Then report back at the end to round off the activity.

B2c

Before students ask their neighbour(s) make sure they formulate the questions correctly.

→ Teaching tip

Correcting students on the spot is not always a good idea, especially in activities designed to encourage and practise fluency. However, the focus

in these activities is on using the present perfect continuous correctly in relevant and appropriate contexts, so immediate correction is recommended here.

B3a

This email contains some examples for typical usage of the present perfect continuous. Individually, students first read the complete email, then work in pairs to put the paragraphs in the correct order.



Key (possible answers)

I saw your home ... / My husband and I would like ... / We live in ... / My husband has ... / If you are ...

→ Teaching tip

If you feel students are having problems with this activity, make copies of this page before the lesson, cut the paragraphs apart, and do the activity as a puzzle.

B3b

Students now use a highlighter or colour crayon to mark all the verbs in the present continuous. Each pair then compares with another pair. Write all the verbs on the board.



Key

've been learning English, 've been travelling, 've been living, has been working, 've been helping out

B3c

Students will find it easier to remember new grammar structures if they use them in personalised, relevant contexts. Read the example together and then make a sentence which is true for yourself and write it on the board, e.g. *I've been teaching English for 23 years / since 1989*. Students use this as a model and make their own sentences. They should write three sentences on a separate piece of paper. Refer to the *Remember* box. Walk around and help.

B3d

Collect the students' papers, shuffle them and hand them out again. Students read out the paper they have and try and guess who wrote it.

→ Extension activity

For further practice ask students to write down three sentences which are not true. Encourage

them to exaggerate. Collect all the sheets and hang them on the wall. Students walk around, read the papers, and vote for the best lies or exaggerations.

→ Portfolio

Students can add what they have written (true and lies!) to the *Dossier* section of the portfolio.

B4a

Now students imagine they want to exchange their homes and write an email describing it, using the one in B3a as a model. Once they have written an email, encourage them to help each other make improvements.

→ Teaching tip

Sometimes students find it difficult to correct each other so make it clear that this is intended as help and the suggestions for improvement can be in the content or the language.

B4b

Students now try and find an exchange partner using the descriptions written in A5d.

Aspect C The agreement

Aims

- to use the will-future for promises and predictions
- to revise, generate and use vocabulary about kitchens and bathrooms

C1a

Lead in by asking students to imagine they have finally found a partner to swap houses with. They are on holiday now, and are leaving for their destination. What would they be happy to find in the house when they arrive there? Elicit some ideas like: a key, a clean house, space for shoes and clothes, etc. Then read the instructions together. In pairs, students complete the email for Andrea. Compare what they have written in the whole group.



Key (*possible answers*)

1. make, 2. put, 3. write, 4. stock up, 5. leave, 6. leave

→ Language

Make sure is a very helpful phrase and can best be translated with *sich kümmern um* oder *zusehen, dass etwas in Ordnung geht*.

→ Language

German learners sometimes translate *Platz machen* as *make place*. Point out that the word *place* means location and can also mean town. The words *room* or *space* can be translated as *Platz* in German and indicate an area to be filled with something.

C1b

The aim of this activity is to provide further practice for the collocations introduced in C1a, and to practise talking about the future using *will*. Students again work in pairs and then compare what they have written with the whole group.



Key

2. 'll make sure, 3. 'll ask, 4. 'll stock up, 5. 'll leave, 6. 'll inform

C1c

Brainstorm any other ideas for making people feel at home in your house. These could apply not only to house swapping but also to putting up friends or relatives at your home.

→ Extension activity

Students get together with a new partner. For a few minutes they exchange information about the home they live in, or an imaginary home. They agree to swap houses for their next holiday, and also on a time of year for the swap. Then each of them writes a list of what he or she is going to do to make the other's stay in their home as pleasant as possible. They exchange lists and see if they like their partner's preparations and report one interesting thing back to the rest of the class. Choose the best idea for making your partner feel at home.

C2a

Students have a look at the words in the blue box. Clarify any unfamiliar vocabulary. Individually, students then group the vocabulary according to the room where they can find the things.



Key (possible answers)

kitchen: dishwasher, sink, freezer, fridge, cupboard, microwave, electric kettle, electric tin opener, mixer, toaster

bathroom: washing machine, mirror, hairdryer, face towel, shower curtain

C2b

In the whole group, brainstorm a few more items for each of the rooms and write them on the board.

C3

Divide the class into two groups. One group writes down all the things you can find in a living room, the other group items you might find in a bedroom. Encourage students to use their imagination. Set a time limit. Then students swap lists and add their own ideas. Check the spelling. Refer to *Tip 3* on page 84.

→ Teaching tip

Get students to move by doing the activity on two different parts of the board, or hang large posters in different corners of the room.

→ Culture

Multicultural classes will provide a great deal of opportunity for a conversation on how to furnish rooms, and which equipment is standard or desired in which culture. Things which can be mentioned are air conditioning (hot countries), futons (Japan), open fireplaces (Britain), huge fridges (USA), gas stoves (popular in Thailand for cooking with a wok) versus electric stoves.

Aspect D The warmer, the better

Aims

- to describe my favourite room in my home
- to describe something in my house and explain why it is my favourite thing
- to practise correct word order in sentences
- to listen to some people and understand what their favourite thing in the house is
- to use the structure *the ..., the ...*

D1a

This is a pair work activity. Individually, students draw a plan of their home, then explain the drawing to their partner.

→ Teaching tip

If students don't feel like sharing personal information, such as describing the place where they live, tell them that they do not have to tell the truth and no one will check. Encourage them to exaggerate or even lie. Make sure that nobody feels uncomfortable. Students can also practise more language this way by using words they would not otherwise use.

D1b

Students now get together with others who have the same favourite room. Read the instructions and write down three different words.

D1c

Members of the group help each other to write a text which includes all three words. Individually, they read their texts to the others. Choose the text they like best. Refer to *Tip 4* on page 84.

D1d

Students walk around, mingle, and ask each other about their favourite thing in their house. Ask some follow-up questions: Why? Where did you get it? When do you use it? Who gave it to you? Join the activity and listen in. To finish off each student can report back on something interesting he or she has found out.

D2

Now listen to four people and note down their favourite thing in the house. Refer to the *Focus on grammar* box for the structure *the ..., the ...*



Tapescript (CD 2/Track 17)

1

You may find it hard to believe, but my couch is my favourite thing in the house. It's probably over twenty years old, but it's still really soft and comfy. I spend all weekend on it, watching football games and DVDs, playing video games with my son, sleeping, dreaming and sometimes even eating. My wife wants to get a new one, but I don't think we need to. This old couch is just fine. In fact, with couches, the older they get, the more comfortable they get!

2

My favourite thing in the house is the coffee maker. It makes a really delicious cup of coffee – hot and creamy. I am addicted to it. I love lots of milk in my coffee – the creamier it is, the better.

3

I can't imagine living without my laptop. I turn it on right after school and spend the rest of the afternoon and evening chatting with my friends on Facebook, downloading music, playing games and surfing the net. I even talk to my cousins in London on Skype! The more time I spend on my computer, though, the angrier my mother gets.

4

I just think that the pressure cooker is the best thing in my house. I get home from work late and never have much time to cook. And the kids are always starving when I get home. The pressure cooker is fast and it saves time. The faster the food is on the table, the happier the children are.

**Key**

1. couch, 2. coffee maker, 3. computer, 4. pressure cooker

→ Portfolio

Students can add their descriptions of their favourite room and their favourite things at home to the *Dossier* section of the portfolio.

D3a

The aim of this activity is to practise the structure used in the title of aspect D (*The warmer, the better*). Read the instructions and the example, and do number 1 together. Then students give advice to their partners.

**Key (possible answers)**

1. The more you practise, the better. 2. The more you sleep, the better. 3. The more you drink, the better. 4. The more you do your homework, the better. 5. The more you do sports, the better. 6. The quicker you go to a dentist, the better.

→ Extension activity

Do some personal transfer by asking your students to note down something they would like to change, then give advice to each other.

D3b

Go through the instructions and the example. Practise one round with the whole group. Students then do it in small groups without help. At the end, choose the best sentence.

PLUS ASPECT**Aspect E Inexpensive holidays****Aims**

- to revise talking about holidays
- to discuss, work out and present a plan for an inexpensive class trip

E1a

Lead in by drawing students' attention to the pictures. Get them to describe the situation and the people and speculate on their jobs, age, and hobbies. Then look at the instructions and the list of different sorts of holidays. In pairs, students rank them from least to most expensive.

**Key (possible answers)**

1. spend your holiday at home, 2. stay with friends or relatives, 3. house swapping, 4. camping, 5. stay at a youth hostel, 6. stay at a one-star hotel, 7. stay at a bed and breakfast, 8. rent a motor home 9. rent a holiday flat, 10. go on a cruise

E1b

Students join another pair and discuss. Agree on the three least expensive holidays.

→ Teaching tip

Changing partners or joining another pair and exchanging ideas with them reduces TTT (Teacher Talking Time) and increases students' time for practising speaking.

E2

This listening activity moves on to the topic of teenagers' preferences and options. Students listen and tick the holidays mentioned in E1a. Compare in class.

**Tapescript (CD 2/Track 18)**

1

I think the most inexpensive holiday is to stay at home. I can sleep late every day and I only spend money when I go out with friends – the cinema, eating out, nightclubs and stuff like that. There are so many great places to go out around here. But sometimes I get up really early, drive to the mountains, and go snowboarding with my friends for the day. So it's not so bad spending a holiday at home.

2

When I go on holiday I always look for the cheapest accommodation. I found this website called couchsurfing.com and you won't believe it but people offer you a free bed in their home. I've met some really great people this way. I'm going to London this year and I've already got a place to stay for three nights.

3

For me the most inexpensive holiday is staying with friends. My boyfriend and I have got friends all over the world and we like visiting them. Next year I'm going to South Africa to visit an exchange student I met last year here at university. I hope my boyfriend can come with me.

4

My friends and I love travelling but we can't really afford hotels, so we stay in youth hostels. We've been to some lovely places all over Europe. The only problem with youth hostels, though, is that sometimes you have to sleep with a crowd of people in the same room – terrible if one of them snores!



Key

spend your holiday at home, a couch surfing holiday, stay with friends or relatives, stay at a youth hostel

E3

In groups, students exchange their experiences of the most inexpensive holiday they have ever had.

→ Extension activity

Students can write down the story of another very cheap holiday, or a very expensive/surprising/interesting/funny/holiday on a separate sheet of paper. Walk around and help while they are writing. Collect the sheets and hand them out again. Students guess who has written the story.

→ Portfolio

Students can add their holiday story to the *Dossier* section of the portfolio.

E4a

This activity is a simulation of a class trip to England. Go through the instructions together and read the questions in the blue box. In groups, students work out a plan. Walk around and help.

E4b

Groups now present their plan to the others and vote on the most attractive plan.

→ Portfolio

Students can add their holiday plan to the *Dossier* section of the portfolio.

E5a

The aim of this activity is to get students to think about music in different countries. Tell students to just relax and listen to different pieces of music.



Tapescript (CD 2/Track 19)

music



Key (possible answers)

1. Spain, 2. Greece, 3. Scotland, 4. Latin America, 5. Turkey, 6. Japan

E5b

Write all the countries students associate with the music on the board. Discuss the questions *Have you been to any of these countries?* and *Was it an expensive or inexpensive holiday?* and vote on who is the greatest globetrotter in the class.

E6

Do the game together and have a small prize ready for the winner.

CONSOLIDATION 3

For more information on the Consolidation units, see page 7 of the *Introduction*.

Aims

- to discuss feelings about change
- to give reasons for decisions (about making changes)
- to read and understand the main points of short texts about changes
- to make enquiries, either spoken or in an email
- to discuss suggestions and give reasons for accepting and rejecting them
- to talk about possible future changes

C1

Individually, students read the statements and decide what they think of them and why. They then discuss their opinions and reasons with a partner.

→ Extension activity

Ask students if they know any more sayings about change.

→ Culture

Attitudes to change can vary greatly from culture to culture. Some cultures welcome change whereas others believe that traditional things are best. Of course, this is not only a matter of culture but also of individual personality. This can lead to an interesting discussion.

→ Teaching tip

Remember that it is not always necessary to do all the activities in one aspect or unit. Especially in the consolidation units, there are often a number of different activities on one subject. Make it clear to students that they will not miss learning anything if one activity is not carried out. It is better to do an activity completely if the group finds it interesting than to rush through a number of activities.

C2a

Lead in by asking students what things in life can be changed. Look at the box for ideas. Then listen to the recording.



Tapescript (CD 2/Track 20)

1. Sophie

The biggest change in my life was moving to a big city from a small town in the country. I moved from a village to the capital city to go to university. Of course I've visited cities on holiday, but living here in Berlin is really something different. My parents said I would change from a country mouse to a city mouse and they were right! I love it. I love having shops near my flat and travelling by bus and underground. I don't need a car at all and can visit friends all over the city. And if I want, I can go to a part of the city where nobody knows me at all. That was different at home. There everyone knew me and my parents. I'm really glad I made the change.

2. Daniel

I always wanted to be a pilot and so when I got the chance, I decided to do it. I didn't become a pilot when I left school because I wear glasses and the airline wouldn't take me, but later that changed. I worked in an office for 7 years and when I heard that airlines would train pilots even with glasses, I jumped at the chance. Of course I had to use my savings to pay for the training, but my wife Helen was a big support for me. We didn't have children then so that made things easier. Now I've been a pilot for 10 years, we have two children and have lived in three different places. Everything about my life has changed but I don't regret anything. It's been great.

3. Linda

I was fed up with the way I looked and so I thought I would change my appearance. I wasn't fat or anything, but my hairstyle wasn't right somehow and at 25, I looked the same as the way I looked at school. A friend gave me a book called *Colour me Beautiful* and I found the right colours for my hair and skin. The first thing I did was to give all the clothes that were the wrong colours away to friends. Then I cut my hair short and I started going to a gym. I thought I wasn't interested in sports but I couldn't get enough exercise, so I joined a women's football team and I now have a different figure and feel a million times better. It cost me nothing much but it was hard work, because I suppose I am (or was) a bit lazy. I really needed a change and that was it. I enjoy life much more now.



Key

1. home; 2. work, home; 3. looks

C2b

Students read the statements and tick the boxes. They then discuss the statements in groups.

C2c

Individually, students think of changes they would make and then think of questions to ask a partner. With groups who need more help, collect some questions first and write them on the board.

C3a

Ask students to look at the headlines of the advertisements and decide what sort of changes these services deal with. Students then read the articles and decide which service they would like to use. They discuss their reasons with a partner.

→ Extension activity

Students get into groups according to the service they choose and discuss their reasons. Then each group presents the service and their reasons to the whole group.

→ Language

Each of the advertisements has vocabulary from a particular word group – homes, appearance, jobs. Point this out to students.

→ Extension activity

Ask students to group the words from the texts and then to think of more words for the three groups.

C3b

Students work in groups according to the service they choose.

→ Extension activity

Write the questions on the board or ask students to do this.

C3c

Students write the email in groups. Walk around and help.

→ Language

Remind students of ways of starting and closing an email. *Dear ...* is suitable in all cases. It is acceptable nowadays to write *Dear (name of company)* if you do not know the person's name you are writing to.

With best wishes or *Best regards* is an appropriate ending in most cases. It is not necessary to use punctuation (a comma) after the salutation or the closing formula, but is acceptable to do so. The first word in an email (as in a letter) always starts with a capital letter, whether a comma is used or not.

→ Extension activity

Correct the emails and ask students to write them out again correcting all their mistakes. This can help to reinforce language, especially new language, and will help students to avoid making the same mistakes again.

→ Teaching tip

Students can be asked to try and correct what other students have written. This should be done as constructive feedback rather than as a matter of looking for mistakes. Encourage students to look for the positive points in what has been written first before correcting the mistakes.

C3d

Students reply to the emails.

→ Extension activity

The same procedure can be repeated as with the first email (writing out the correct version of the email).

C4a

Students read the text. Clarify any language questions. Remind them that they only have to answer the one question.

→ Extension activity

Students make a list of all the things Helen Maguire wants to change.

C4b

Individually, students read and think about the suggested changes.

C4c

In groups, students discuss the changes.

→ Teaching tip

Discussions like this can also be done as a role-play with students imagining they all work for one company. This can help to make the discussion more focussed.

C5a

In groups, students discuss the suggestions.

→ Extension activity

Ask students which other things they do in their English classes and which they like and dislike.

→ Extension activity

Ask students to discuss in the whole group what their group thinks of these learning activities. They do not need to give their individual opinion but can say what their group thinks of all these things.

→ Teaching tip

All these ideas are actually part of the NEXT concept so this is an opportunity to find out what students think of them. It may help to point out to students that they do learn grammar rules, even if it does not seem this way, as they learn to use English and thus apply grammar rules when using English actively rather than only learning them in isolation.

→ Teaching tip

Most of the activities in the Consolidation units are intended to be done in groups. Walk around and help where necessary, but do not try and correct all the mistakes students make immediately. Make notes of the most important mistakes and then correct them at the end of the lesson or in the next lesson.

C5b

This can be discussed in small groups first. Collect the students' suggestions. They can be written on the board.

→ Teaching tip

The students' suggestions may give the teacher a lot of food for thought. Discuss students' ideas and evaluate them together. Making your teaching methods and aims transparent will help students to understand and learn better.

C5c

Each group writes one or two changes. Start in pairs and then combine these with those of another group. Make a list and hang it up somewhere or bring it to the next lesson.

→ Extension activity

Individually, each student makes a list of the changes he/she will make in order to learn more English.

→ Portfolio

Students can include the list of changes in the *Dossier* section of the Portfolio.

Unit 10

WHERE ARE WE NOW?

Core aspects

- A You've learnt to cope with problems
- B Can you keep talking for two minutes?
- C Thanks for everything
- D Give feedback on the course

Plus aspect

- E What have we learnt?

Can do's

- I can cope with problems when I'm travelling.
- I can write a simple report about a car accident.
- I can talk at length in a simple way about things of personal interest.
- I can discuss my English course, my classmates, and my English learning experience.

Grammar

Revision of verb tenses and comparative forms

Vocabulary

Travel and hotel arrangements
Car accident report
Description of class and classmates

Exploring learning – reaching the B1 level

Use your voice to correct somebody
Guess from the context
Keep it simple and use a model if possible
Keep it simple and keep going

Icebreaker

Aims

- to talk about the future using *will*
- to revise asking questions
- to revise and practise vocabulary from the course

This can be done with a number of small groups. One student from each group goes out of the room with the teacher. They are told that all the other students in the class are fortune tellers and they should ask questions about their future. Only questions which can be answered with *yes* or *no* can be asked. Give them some time to think of questions they can ask. They should only ask positive questions, i.e. nothing about negative aspects of the future, such as death or illness. They can do this together outside the room while you explain the rules to the others. The remaining students answer the questions with *yes* or *no*. The answers depend on the last word of the question. If it ends with a consonant, the answer is *yes* and if it ends with a vowel the answer is *no*. For example, if the question is *Will I win a million Euros?* the answer is *yes*. The question *Will I live in America?* is answered with *no*. This can go on as long as it is fun or until someone works out the system. If students want to repeat this, the system can be changed so that part of the game is to work out the new code.

Another similar idea is *Harry likes ...* Students ask questions about what Harry does and likes. He always likes things which have double letters in them, such as spaghetti, English lessons,

classrooms, but not pasta, teachers, students. This game may be familiar to some students but as long as there are not too many who know it, it will still work.

→ Teaching tip

This unit can be introduced by explaining that it is not only the end of the book but the end of NEXT as the NEXT courses have covered the levels A1–B1. Students should think about what they can now do in English. The concept of NEXT is about helping learners do things in English. In language it is not so much what you know as what you can do with it that is important. This is also the action-oriented approach of the CEFR. In this unit Aspects A and B focus on the ability to cope with the unexpected (for example while travelling) and the ability to keep speaking for longer stretches of time. Aspect C then invites the students to look back over the course – reflecting on how the group got on and which parts of the book stood out. Finally Aspect D offers the chance to reflect on how individual students now feel at the end of this learning journey. It should be possible to do all this in English!

→ Teaching tip

The Companion has a set of checklists for level B1 that students should have a look at. Self-assessment should not only be done in private as it works much better if students have the chance to exchange their experiences with fellow-learners and their teacher. If students tend to assess themselves below the level that they have achieved, this may be for a number of reasons. Firstly, the more you progress in a language, the more competence needs to be deeper and broader, so there will always be some weak spots. Students may recognise the fact that they can cope with some of the problems encountered while travelling but not all. They should not worry about this, as the descriptors given are all only examples. Secondly, your students may not be at B1 level but be strong A2-level learners. The A2-level descriptors in the CEFR correspond to most of the needs of a lot of learners. However students may be under-assessing themselves as they are still making (grammatical and other) mistakes. Mistakes are still a feature of B1 and it is only at the next level that learners begin to develop the ability to hear their own mistakes and correct them as they go along. The important thing at level B1 is that the mistakes do not interfere with understanding, and

that B1 learners can correct the mistakes in what they have said or find a clearer way of expressing what they mean.

→ Teaching tip

The Aspects can be done in any order. It is a good idea to do one of the practice ones (A or B) followed by one of the feedback ones (C or D).

CORE ASPECTS

Aspect A You've learnt to cope with problems

Aims

- to listen for mistakes and correct them
- to learn to deal with problems which can arise while travelling
- to write a simple semi-formal report

Page 87

The photos for this unit are a little more intriguing than in some of the other units. The first one requires some guesswork as to what the situation might be and the third invites some sort of emotional response.

→ Culture

This photo may remind native-speaker English teachers who are of a certain age of the film *The Sound of Music* and the song which begins *The hills are alive with the sound of music ...* This film was extremely popular in Britain and other countries but not in German-speaking countries, although it is set in Austria.

A1a

Read the instructions and the notes for the learner together. Remind students of the English journey from Unit 1. Lead in by collecting ideas on where problems can happen on holiday. Write some ideas on the board, such as *hotel, flying, driving*. Look at the picture and ask where it was taken. Students listen and note down all the mistakes the receptionist makes.



Tapescript (CD 2/Track 21)

Mandy: The Gables Hotel. Good morning. This is Mandy. How can I help you?

Rob: Oh, hi. This is Rob Andrews. I booked a double room with you for next week.

Mandy: OK, Rod.

Rob: No, it's Rob, not Rod. Rob – that's a B, like bravo.

Mandy: Oh, sorry. So, Rob, how can I help you?

Rob: Well, I wondered if you have a single room that I could book, as well.

Mandy: Well, let's have a look. Just bear with me a minute. ... Right, so you're arriving on the 22nd.

Rob: No, it's the 21st. We're arriving on the 21st.

Mandy: Really? Well, it says the 22nd here. Oh, well. I'll change it for you.

Rob: Thank you.

Mandy: And you're leaving again on the 25th?

Rob: No, we want to leave on the 24th. Not the 25th, the 24th.

Mandy: Oh, dear. I don't know who did this. Just a sec. ... Anyway, you now want a single room instead of a double. So I can ...

Rob: No, I want a single room as well as a double room. I need two rooms.

Mandy: Oh, I see. Is somebody else coming with you, then?

Rob: That's right. The single room is for Mr Garfield Andrews.

Mandy: Sorry. Carly?

Rob: No, Garfield. Let me spell that for you: G-A-R-F-I-E-L-D.

Mandy: Oh, Garfield. OK. I get you now. So you want a room for Garfield. That's a nice name.

Rob: Y-e-s.

Mandy: Oh, dear, I'm afraid we don't have anything. We're full. No more rooms here that week.

Rob: Well, look, I think I'll have to find another hotel. Could you please cancel my booking?

Mandy: Oh, that's a pity. What's the problem?

Rob: Sorry, what's your name?

Mandy: Mandy.

Rob: Well, look, Mandy. Let me explain. I'm trying to get two rooms for next week from the 21st to the 24th and you don't have two rooms. Is that clear?

Mandy: Well, you don't have to get nasty, Rod.

Rob: It's Rob. Goodbye.



Key

She says he's arriving on the 22nd; she says he's leaving on the 25th; she says he wants a single

room instead of a double; she says the friend's name is Carly

→ Language

Mandy says *Just a sec*. This is a common way of shortening the word *second* when speaking. *Just a mo* is also sometimes used for *Just a moment*.

→ Culture

Many hotels don't have floors with numbers which are considered unlucky. In the USA most hotels don't have a 13th floor, in China people will try to avoid having a floor called the 4th floor in hotels. Hotel rooms in the USA are often numbered 12, 12a, 14 to avoid room number 13. Even airlines don't normally have a row number 13!

A1b

If necessary play the recording again to draw students' attention to how Rob corrects the receptionist. Look at the example together and make sure all the students know what to do. Tell them they can make any sentences they want with the information. In pairs, students do the exercise. Refer to *Tip 1* on page 94.

A1c

Now students practise correcting mistakes again in a context.

→ Language

Make sure students understand that intonation is extremely important here. First you stress the word which is wrong, and then, in contrast, the word which is right.

→ Teaching tip

To make the activity more authentic, simulate a telephoning situation by seating students back to back. Not being able to see what the other person is doing usually makes telephoning a challenging task.

→ Teaching tip

If students can make unlimited calls on their mobiles, encourage them to make real phone calls.

A1d

Students check to see if they have got everything correct.

A1e

If students need more practice, they can do the role play again with a different partner. This can help boost confidence as well.

→ Extension activity

Students can use the forms and make up their own information to make the activity more realistic and varied.

A2a

Read the instructions with students and make sure they understand everything. Pair students who have no or little experience of driving with those who do. Encourage them to think of all the information they will need even if they do not know all the words in English.

→ Language

Many phrase books have a section on this type of situation and information on the words which students might need can easily be found on the Internet. American and British terms may be different, e.g. *car registration number (GB)* and *license plate number (US)* for *Autokennzeichen*.

A2b

Students will be able to guess what these words mean from the words and phrases they have written down in A2a and the context. Refer to *Tip 2* on page 94.

→ Extension activity

Encourage students to make a list of words they might need on a small piece of paper or card which they can take with them if they go by car to a country where they may have to speak English.

A2c

Students do this exercise individually and then compare their answers in small groups.

→ Language

Tell students that these are all ways of explaining words they do not know and can be used in many situations, especially in emergencies.

**Key**

1. vehicle, 2. injury, 3. damage, 4. insurance policy holder, 5. registration number

→ Extension activity

Ask students to look at the word list in the Companion and to find words which they can explain in this way. Form two teams. Each team has to find a certain number of words to describe and the other team has to get the right word. The words should all be taken from the units and the word list.

→ Language

Students sometimes have difficulty distinguishing between the pronunciations of *insure* and *injure*. Make sure they know that *dates* is only used for days, months and years and (personal) *details* for all other (personal) information.

→ Culture

It can be interesting to discuss what information number plates carry. In the UK car registration numbers are issued to the vehicle and not to the driver, so if the car is sold, the number stays with the car and not with the original driver. It is not possible, therefore, to see where the driver of a car lives from the number plate. It is also possible, however, to buy a special number, for example for unusual combinations of numbers and letters or ones which spell out a name like *T15ER* for tiger or *808* for BOB. It is usually possible in the UK to tell how old a car is by its number plate as one part indicates the year the car was first registered.

A2d

Ask if any one has had any experience of this and what is difficult about describing an event or incident in exact terms. Ask students to read the text and look at the sketch. Can they imagine what happened? Which helps more – the text or the drawing?

→ Teaching tip

This topic may be distressing to some people if they have been involved in a serious accident so treat it sensitively.

→ Language

Look at the use of adjectives and adverbs in the text to add more detail to what happened – the car braked *sharply*, *suddenly*, *unexpectedly*.

→ Extension activity

If students find the text difficult, ask them to make notes of the five most important words.

→ Teaching tip

Remind students that this kind of text is very similar to the sort of text that they have already written, for example when they were telling the story of a film or book. They should notice that it's a typical story structure with some background, a series of things that happened, some interrupted actions, some hypothesizing, etc. (past simple, past continuous, conditionals ...).

A2e

Read the instructions with students. In pairs, they write the other side of the story. Walk around and help if necessary. Refer to *Tip 3* on page 94.

→ Extension activity

If students use separate pieces of paper for their descriptions and the drawings, these can be hung up in different parts of the room and students can be asked to read the texts and look at the pictures and then try and match the drawing to the description.

A2f

Students read out their version of the accident and the class votes on the best one. Give the winner a small prize.

→ Culture

Talk about the way people drive in other cultures. There is no need to focus on accidents, but simply talk about traffic and driving habits in the students' cultures or countries or their impressions from holidays.

→ Portfolio

Students can add their sketches and descriptions to the *Dossier* section of the portfolio.

Aspect B Can you keep talking for two minutes?

Aims

- to talk for some time about a familiar subject
- to listen for repetition

→ Culture

This game is inspired by a BBC radio panel game called *Just a Minute*, which is a programme with a team of comedians who have to talk for sixty

seconds without any repetition (without repeating any words), hesitation (not the slightest pause is allowed) or deviation from the subject. It has been running for many years and most of the original panel members are no longer alive.

→ Teaching tip

The game has been adapted to make it easier. The time limit has been extended to take away some of the pressure and to try and ensure that the topic changes hands a few times.

B1

Make sure there is some way of timing the talks (kitchen timer, mobile phone). Ask students to read the instructions and make sure they all know what they have to do. If students want to talk about other topics than those given, write their suggestions up on the board.

B2

Read the instructions and make sure everyone understands everything. Divide the class up into small groups of about five or six. This activity can be done more or less without the teacher. Encourage students to work on their own. Refer to *Tip 4* on page 94.

→ Teaching tip

To make the activity easier, allow students to think before and to take notes on some of the topics. Then choose one of the prepared topics and start talking.

Aspect C Thanks for everything

Aims

- to practise giving opinions and discussion
- to look back on and think about the course
- to talk about future plans

C1a

Look at the picture and discuss the questions with the whole group.

→ Culture

Leaving rituals and celebrations vary from culture to culture and from company to company so the subject can lead to an interesting discussion. The

question of alcohol at work can also be discussed using the picture.

C1b

Read the instructions and make sure that everyone understands them. Decide on an idea for two people who are not in the group. Each group prepares to present its idea to the class.

→ Teaching tip

This is to make students think about what they could do next to maintain and develop their English. Encourage students to think about doing an intensive English course abroad, for example, as at this level learners can really benefit a lot.

→ Teaching tip

If a group is presenting or reporting on something, encourage as many members of the group as possible to take part.

C1c

Each group presents its ideas to the whole class.

C2a

In pairs, students list as many adjectives as possible which describe the class.

→ Extension activity

Groups can join together and pool their ideas.

→ Teaching tip

So that not all groups think of the same words, give different groups different letters of the alphabet and ask them to think of one adjective for each letter. If students find it difficult to think of words, let them look in the vocabulary list.

C2b

Bring along some large pieces of paper and coloured pens and let students create a poster with their words. If there is an Internet connection or if students do this at home, they can use *Wordle*TM or make an acrostic or crossword puzzle.

→ Teaching tip

If students are going to use *Wordle*TM, they should come up with the same words. When *Wordle*TM produces the picture, the words that come up the most often appear the biggest and are placed in the middle. If students are going to make their own poster, they can do it however they like. You can

explain how *Wordle*TM works and they could use the same idea. If they come up with the same words, they can compare their posters with other groups.

C3a

Read the instructions and encourage students to complete all the sentences using their experience with the book and the course. They can do this individually at first and then compare their sentences with their partner.

→ Teaching tip

So that there is not too much repetition, divide the book into units and give each pair one unit. You can also ask students to start at different parts of the book and work their way through as far as possible.

→ Teaching tip

This activity is repeated in a slightly different form in the Plus unit. It is not necessary to do both the activities. Instead of looking only at the activities for this, ask students to look at those parts of the book which may have not had much attention in the course, such as the first pages of the units or the pictures.

The Plus aspect includes three different course and learning evaluation ideas. They need not all be used and can also be integrated into the Core or used as alternatives to parts of Aspects C and D of the Core unit.

C3b

Encourage students to share their ideas with each other. This can be done with the whole group or by asking students to walk around and talk to each other.

C4

The class discusses, either as a whole group or in small groups, what they are going to do next. Three groups can be formed and each given one question or all the questions can be discussed less formally.

→ Extension activity

Additional open questions beginning with *Why (not)? Where? How? or What?* can be asked, either by the teacher or the group. The question words can be written on cards and handed out. The student has to ask a question using the word on the card.

→ Portfolio

Students can add their course evaluation to the *Dossier* section of the portfolio.

Aspect D Give feedback on the course

Aims

- to talk about feelings at the end of a course
- to present your feelings about the course

D1a

Individually, students choose the picture which describes their feelings best.

→ Teaching tip

This activity produces a more emotion-driven and visually stimulated evaluation.

→ Extension activity

Students can be encouraged to discuss the pictures and their connections with feelings and the course. This can be done as free association with students just calling out their associations.

D1b

Read the question and listen to the recording. Students answer individually and then compare their answers with others in the group.



Tapescript (CD 2/Track 22)

Speaker 1: I picked this picture because learning English was always a really big challenge for me and now I feel like I've finally learned to do a lot of things in English.

Speaker 2: I like the class, our teacher and I think we laughed a lot and had lots of fun. That's why I picked this picture.

Speaker 3: Well, this picture gives me a feeling of holiday and English is really important on holiday. I'm not afraid to speak it anymore and I can really do things in English when I'm travelling now.



Key (possible answers)

Speaker 1 – picture 7, Speaker 2 – picture 5, Speaker 3 – picture 1

→ Culture

Remember that pictures can carry different meanings in different cultures. While many people

in Europe choose the picture of a beach as their screen saver because they associate positive feelings with it (warm, sunny, not grey and rainy), many people in Asia choose a picture of a snowy scene, as they associate positive feelings with this (not hot and humid but pleasantly cool and clear).

D2a

Individually, students prepare a very short structured talk about their feelings on the course. Encourage them to use the phrases in the box.

D2b

Students give their short talks to their partners and give each other feedback.

→ Extension activity

Encourage students to speak without notes as far as possible. If they want something to refer to, explain how to make good notes, using only key words. Identify the key words in the phrases in the box and write them in a list.

D2c

Students give their short speeches in the whole group.

→ Extension activity

For homework, ask students to find a picture which corresponds to their feelings more closely than those given here.

PLUS ASPECT

Aspect E What have we learnt?

Aims

- to discuss whether goals have been achieved in the course
- to use the language portfolio
- to find out ways of continuing to learn English

E1

If the group has made a poster, this should be brought to the lesson. In pairs, students discuss the poster and what they wrote and answer the questions.

→ Teaching tip

If the group did not make a poster, they can answer the questions without it.

→ Language

The words *goal*, *aim*, *target* and *objective* all mean the same thing but are sometimes used in different ways, depending on the context. They can all be used in the context of learning. *Goal* will be familiar to many students from football. *Aim* is both a noun and a verb (*an aim*, *to aim at something*) which can be used with all three other nouns (e.g. *I aimed to reach my goal by the end of the course*). A *target* is used in darts and archery and *objective* is the term used most often in the business world.

→ Portfolio

If the students have a portfolio, they should look through it now and think about what they have added and why.

→ Culture

Talk about different types of portfolio, i.e. in different jobs such as that of an architect or a designer. How is progress or success documented in other situations, such as school or work? How important are certificates and references? Encourage a discussion on tests, evaluation, and documenting success in different cultures.

→ Extension activity

Ask students to think about their goals now and how they are going to continue to learn and improve their English.

E2a

This activity is a structured way of looking back at the book. Tell students that they should be as specific as possible when choosing activities and write down the page numbers and the activity numbers.

→ Extension activity

Students can also think of activities involving English they have done or could do outside class and whether they enjoy these or find them difficult. They could also think of any success stories they may have had using English outside class, on

holiday or at work, for example – moments when they thought *Yes, I can!*

E2b

Compare the ideas in the whole group.

E2c

Ask students to find activities they would like to do again.

→ Teaching tip

Repeating activities can be fun as students are familiar with what they have to do. This is a good opportunity for them to show what they have learnt and also for you to do activities which were left out earlier for various reasons (e.g. no time, too difficult).

E3a

Explain to students that they are now at the B1 level and that this is described in detail in the Common European Framework of Reference for Languages (CEFR). Explain the link between the CEFR, the Portfolio and NEXT, and ask them to look in the Companion to see what they can do now.

→ Teaching tip

The Companion can be very useful for students after the course. They can carry it about with them and refer to it when they need it. Show them how they can use it for reference and individual study.

→ Portfolio

If students have made a portfolio, encourage them to look through it and sort out their documents in the *Dossier*, add to them or remove them. The portfolio should be a working document and be kept up to date.

E3b

If students are not sure whether they can do something, ask them to find the activities and exercises in the book which will help them.

→ Teaching tip

If you have not done all the Plus aspects in class, this may be the time to go back to some of them and do or redo the activities.

CONSOLIDATION 4

For more information on the Consolidation units, see page 7 of the *Introduction*. This is the last Consolidation unit in NEXT B1/2 and is a board game. Explain the purpose of the game to the students.

Aims

- to review what has been learnt in the course
- to provide the students with an enjoyable activity
- to finish the course in a pleasant and productive way

Preparation

You will need dice and counters for this game. Bring in enough for the number of groups of 3 or 4 students. Also bring some prizes for the winners. If you announce this game in the lesson before you do it, you can ask students to bring dice and counters if you do not have any. Copying, enlarging and laminating the game makes it easier to play. The main aim of this unit is to show students what they can do at the end of the course. It can also make them aware of what they need more practice in; but the central aim is to review and consolidate topics from the entire book NEXT B1/2. Students form groups of 3 or 4, sit around one table together and look at pages 95 and 96. Read through the rules together and make sure they all understand them. It may be helpful to place one book open at page 96 on the table while they are reading the rules. Explain the blue and orange squares on the board. Explain that players begin at START and move over the board from left to right. At the end of the first line, they move down and go back to the left for the next line and then continue moving from left to right until they reach FINISH. When they are near FINISH they must throw the exact number to land on FINISH. If they throw a higher number, they miss a turn and have to wait. Students use only one book or copy of the game in a group to play the game. Let students play on their own and decide themselves if they accept what is said or not. Walk around and help with any questions or disagreements. All attempts should be praised.

Key (possible answers)

(Unit 1) **2** Good morning. I'm Judith. Nice to meet you. **3** Where do you live? **5** I hope that I can do an exam at the end of this course.

(Unit 2) **6** If I had a week off, I'd hike in the mountains. **7** The best time to visit my area is summer because the weather is best then. **9** rate, location (pick-up), number of doors, car class

(Unit 3) **10** She might be from Berlin. **11** I think it's a good idea because it reduces waste. **13** I don't think that fast food is good for you.

(Unit 4) **14** It's long and thin and white or green. **16** It's a sort of pasta, like spaghetti but has a different shape. **17** I have to make sure we have what the customers want.

(Unit 5) **18** You shouldn't call people by their first names. **20** Would you like to join us for a drink? **21** Sorry, I can't make it. **22** You should take a bottle of wine.

(Unit 6) **24** I like adventure films because they are exciting. **25** There are three main characters and it's about a holiday. **26** Book clubs are good because you can meet people and learn new things.

(Unit 7) **28** Maybe you should find a sport that's right for you. **29** Oh dear, I'm sorry to hear that. Is there something I can do? **31** That blouse suits you really well. **32** I hate it because I never find anything that suits me.

(Unit 8) **33** You are supposed to do your homework. **35** I should've cleaned my room but I was too tired. **36** She started by talking about a new film.

(Unit 9) **37** I've been living in this town for ten years. **39** My favourite thing is the fireplace because it's warm and I can relax there.

(Unit 10) **40** I want to change my booking from a single to a double room. **41** I'm going to learn something new.

NOTIZEN

NOTIZEN