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At your leisure B1

ENGLISCH *mit Zeit und Muße*

Teacher's Guide - Lehrerhandbuch

Hueber Verlag

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Course Book
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Art. 530_26374_001_01

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Introduction

Welcome to the Teacher's Guide to ***At your leisure B1***!

At your leisure B1 is designed for an increasingly large and important group of learners with the following characteristics: They have some previous knowledge of English – ideally, they have completed ***At your leisure A1*** and ***A2*** and are now continuing with this third book, or they have completed another course at A2 level. They also want to learn English at a leisurely pace and have a vast amount of life experience which they, and you as the teacher, can draw on in the classroom.

With this target group in mind, the course combines traditional and modern language-learning methods and includes content which is useful, interesting and up-to-date. Learners can use the language in the course as well as outside, in everyday contexts. The content and methods also assume more than just functional reasons for doing a course, that is, that participants want to meet other like-minded people and to have something to talk about. The content is intrinsically interesting and not only for learning the language.

Based on the latest findings of neurolinguistics, the main features of the book cater to the needs of this target group:

- a relatively slow progression,
- a moderate amount of input,
- a wide variety of activities for different learner types, which allow learners to learn at their own pace,
- revision that is integrated in all stages of each unit, but especially in the *Do you remember* and *It's your turn* activities,
- structurally and visually well organised material,
- listening texts which are spoken slowly and clearly.

Structure of the book

- 9 core units of 12 pages each for use in the classroom (pp. 9 - 116)
- an integrated workbook (pp. 117 - 188) with exercises you can assign as homework or use in class for extra practice
- a systematic grammar overview (pp. 199 - 206) that you can refer students to or use yourself when preparing for the lesson
- a unit-by-unit wordlist (pp. 207 - 226) that can be used for systematic revision of the lexis
- an alphabetical wordlist (pp. 227 - 240)
- listening text transcriptions (pp. 241 - 261) as extra support for learners
- a key to the exercises (pp. 262 - 271) that you can refer students to in order to encourage learner autonomy
- 2 audio CDs that can be used in the classroom as well as by students to prepare for the lesson.

This material translates into: 36 to 45 lessons of 90 minutes each. With a target group which wants to learn in a more leisurely manner, different more generous time scales are likely and possible with this flexible material.

Structure of the core units

Each unit has 12 pages. It starts with an introductory page with information about the unit's aims, an introductory picture and a short group activity that introduces the language of the unit in a communicative way. This is followed by four double pages (parts A, B, C and D, which correspond to a 90-minute lesson each), with the main input and constant revision (*Do you remember?* and *It's your turn*). The last double page, *English in use*, presents an extensive task with several steps, which uses and revises the content of the unit.

The texts in the *Did you know?* section give learners background information to the unit and provide points of general interest about the English-speaking world. The texts are written in easy English and can be used at home or in the classroom. A translation of more difficult words can be found in brackets. The aim is to provide students with the positive experience of being able to understand quite ambitious content. The texts can be used as the basis of conversations, for reading comprehension or simply for fun. The learners can also download audio recordings of the texts from the **At your leisure** website, <https://www.hueber.de/at-your-leisure>. The track number can be found on the relevant page at the end of each core unit.

Structure of the workbook

Each unit in the workbook section has eight pages. It starts with a grammar page which gives a concise overview of the grammar in the unit, followed by four pages of *Extra Activities* (corresponding to parts A – D in the core units). These extra activities can be done individually for homework. Some of them can also be used very effectively in class if students want or need further practice. A *Vocabulary Trainer* and a *Phrase Trainer* page provide further opportunity for practising and revising the language of the unit. The structures on the *Phrase Trainer* pages can also be heard on the audio CD, so that students can memorise them by listening to them and repeating them regularly. The last page of each workbook unit, *Check your progress*, includes a short test which should be motivating and not too difficult, and which provides students with an opportunity to check what they can do in the language.

Using the Teacher's Guide

The aim of this Teacher's Guide is to guide you through the units of the book and explain how to best exploit the activities of the book. It will also give you lots of ideas for additional activities and enable you to provide students with ample opportunity for practising the language acquired.

For each unit you will find:

- step-by-step information about how to deal with the different activities; if an activity or exercise can be carried out exactly as described in the core units, no additional information is given
- extension activities (**EA**) for students who wish for further practice and for heterogeneous groups
- teaching tips (**TT**) which provide you with tips and methods specially for this target group
- helpful cross-references from the core units to additional sources of information in the book, such as the grammar section and the *Extra Activities*.

Some general principles

Here are a few general principles which we recommend for your teaching:

- In general the use of German, assuming all students can understand it, should not be discouraged as giving instructions in German and providing translations, where possible and appropriate, may help students to learn more effectively.
- Students usually like to repeat tasks, games and other activities. Once they have understood how a task is carried out, they can focus more on the language they use. It is therefore worth repeating any type of activity at least once. This applies to the first page of each unit and several of the games and activities, such as chain repetition.
- It is useful to write words and phrases on the board for students to refer to during activities. Make sure that the words are written clearly and that the structure of the board is clear. Students should also be encouraged to write phrases and words and use these in the classroom, although the importance of speaking freely should of course also be emphasised.
- Don't worry about trying out new ideas from time to time. Students will appreciate it if you make your methods and didactic aims transparent. Acceptance with adults increases when they know why they are expected to do things in a specific way. For instance, activities which involve students changing places and moving around cater to the large percentage of learning-by-doing (kinaesthetic) learners. However, if some students do not want to participate in these activities invite them to watch and join the class later on again.
- Students may feel inhibited about speaking and worry about making mistakes. It should be made clear that mistakes are an essential and integral part of language learning and effective communication is more important than absolutely correct grammar.
- The following material will be useful: Post-its® or small cards in different colours, poster or flip-chart paper, small prizes, pins or tape to display posters, magazines with pictures and a glue-stick. It is sometimes suggested that students make posters and display these. These need not be large and can be hung up in the room if possible or displayed in other ways (e.g. on a table).
- Homework is usually appreciated by this target group who will probably have the time to do it. Homework should always be as specific as possible and should be referred to or made use of in the next lesson. Preparing for the next lesson should not be discouraged if it helps to increase students' self-confidence. In cases where learning ahead may be counter-productive, this should be discussed and alternative ideas for homework given. The homework should be checked and discussed in class regularly.
- Some students may have internet access or smartphones and can be encouraged to use them, in class and for homework. However, all activities and methods must be conducted in such a way that everyone can take part. It will depend on the individual make-up of the group as to whether the internet and smartphones can be used.

Teachers can of course use ideas from other courses. Many other Teacher's Guides contain useful ideas, activities, methods and information. A great deal of useful information for teaching older learners can be found in the publication *Sprachen lernen im Alter* (Hueber Verlag 2012) and it is always worthwhile to take a look at the website <https://www.hueber.de/at-your-leisure>.

We hope you enjoy working with **At your leisure B1** and find this Teacher's Guide useful!

Autorinnen und Verlag

Teaching Notes Unit by Unit

Unit 1: Long time no see

A1 Hello again

a. Pre-teach the words *bride*, *(bride)groom*, *bridesmaid*, *bouquet* to be able to describe the people in the picture.

TT: You can, of course, use the picture at the beginning of each unit to activate discussion and assess the students' knowledge on the topic. It is very possible that students may wish to discuss personal wedding experiences when looking at this picture or during further sections in this unit. Do not discourage this, but please note that it is maybe better at this point, at the beginning of a new course, to concentrate on the social phrases (see **b** below). An Extension Activity (EA) is suggested at the end of the *English in use* section below with ideas for a discussion on weddings (personal experiences, weddings in different countries, royal weddings, etc.).

b. Some of the students in the group will know each other, others will not, so this is a good opportunity to revise social phrases which students can use when meeting someone for the first time or someone they already know. Before doing this activity, elicit alternate ways the students know how to ask *How are you doing?*, e.g. *How are you?*, *How's it going?* and the replies, e.g. *Fine, thanks, and you?*, *Not bad*, etc. You could also do the same for *Nice to meet you*, e.g. *Pleased/It's a pleasure to meet you* and the replies.

TT: Model two dialogues with one student you know and one student you don't know (remembering to shake hands with the latter!) in front of the class, so that the students know exactly what they need to do.

TT: Draw students' attention to the list of aims on page **9** and point out that this is what they will know and be able to do by the end of **Unit 1**. You can return to this list at the end of the lesson and tick off the items covered, making students aware of their progress. This can be repeated for every unit combined with the *Check your progress* section at the end of each workbook unit.

2 We would like to invite you

b. Get students to discuss their personal experiences with invitations for family celebrations and other parties with a partner, and those who are willing to may report back to class. Do they send and receive formal, professionally printed invitations or just a simple email or note?

TT: Some students may be unwilling to share too much personal information or might get emotional when talking about their family and family events so it is best that this is a partner activity and, if someone wishes, they can make things up. Point out that pair work gives learners more individual talking time than class discussions for every activity. Making teaching methods transparent to older learners will increase their acceptance of what you do.

TT: During partner work, it is always very important to circulate in class as much as possible and monitor/give feedback on the various conversations going on, or to be available for any questions arising. Studies show students often feel unhappy when working on their own as they might be making errors which go unchecked, but the important aim of partner work is that they get a lot of opportunity to talk, whether making the odd mistake or not. On some occasions, their partner may point out errors so they can also learn from each other. Over time, students hopefully gain confidence and feel comfortable not being monitored 100% of the time. Make sure your students know they haven't been abandoned completely during role-plays!

Referring to the info box, ask the students how to say the two dates 30 May and May 30, then draw this table on the board:

Spoken English	Written English	Numbers
- May (the) thirtieth - the thirtieth of May (NOT the thirty of May)	May 30 30 th May / 30 May	30/05/2019 = British English 05/30/2019 = American English

TT: Check that the students are aware of the difference between the British **30/05/2019** and the American **05/30/2019** – no one wants to arrive for a flight on 06/07/2019 when the flight was booked for 07/06/2019!! Most dates on travel and other booking websites are written using the month in three letters to avoid such misunderstandings, e.g. 06 Dec 2019.

EA: Ask the students to tell you their birthdays (and say *Belated Happy Birthday* if anyone's was recent!) and revise the months and the ordinal numbers for the calendar if necessary. Students can then practice saying the date in groups of three or four by writing on cards the names of three friends or close family members and a celebration event, e.g. *Tina's birthday, Patrick and Tanja's wedding or anniversary*. The cards can then be shown to the others in the group who should ask for the birthdays or the dates of the celebrations of each person.

EA: Students could additionally discuss with a partner how they and/or their family like to celebrate their birthdays and family events.

e. TT: Make sure students listen for the general meaning of the conversation before they focus on the picture and who is who.

Listening to who belongs to who can often be difficult even in your own language so, after doing the activity, ask for a volunteer student to go to the board and draw what we know of Julia's family tree up till now, with help from the class. Ask the students to draw the finished version in their exercise books for future reference in *English in use*.

3 Thank you for your invitation

b. EA: You could write the following sentences on the board and ask the class to decide which sentence is no doubt wrong and why:

I want to write a reply to Beth's invitation until Friday. / I want to write a reply to Beth's invitation by Friday.

What is the difference in meaning? After discussion, ask students where they think they would see the words *sell-by date*, and then ask which of the following sentences is definitely wrong: *The shop can only sell this cheese until 30 April at the latest.* / *The shop can only sell this cheese by 30 April at the latest.*

To check that the students have understood the difference, ask them to think of some other examples in pairs, e.g. *We are in this class until 8 o' clock.* / *I will be home by 8.20 p.m.* and then read out in class and decide if everyone's usage of *by* and *until* is correct. You can use the Extra Activity 2 on page 118 to consolidate this grammar point or assign it as homework.

d. Encourage students to include some details and help them with lexis if necessary.

4 It's your turn

EA: Elicit a class discussion on invitations and invitation etiquette tips by getting students to talk about invitations they send and receive for family celebrations and other events: Are they formal, professionally printed invitations or just a simple email?

As a homework assignment, ask those students with internet access to look for some examples of invitations online, print them out and bring them to the next lesson to show the class. Which is the class favourite? Do a survey. Alternatively, examples could be found during the lesson on smartphones which could be circulated in the classroom if not everyone has a smartphone (search for 'examples of invitations' online).

B Do you remember?

You will find a *Do you remember?* revision activity at the beginning of each new section so that students can revise and/or practise what they have learned.

TT: If the students themselves don't come up with *-in-law*, *step-* or *great* when brainstorming words, ask them what you can add to the beginning or end of family words to say: the person is (a) not a blood relative (Blutsverwandte/r) but related by marriage (= *-in-law*), (b) a non-blood relative through a second marriage (= *step-*) or (c) a generation further back than your grandparents (= *great*).

5 Good to see you again

EA: Ask the class to work in pairs and discuss people they know with nicknames, e.g. celebrities like *Sting* (the musician Gordon Summer), friends or family, and why. Is it just a short form of their name or something completely different? Do any students have a nickname themselves? Walk around the class, help with lexis and correct language mistakes. After that, ask the students to report back what their partner said to the class, e.g. *Helga's husband's nickname is Red because he has red hair, Sting got his nickname because he once wore a black and yellow pullover at a concert and people thought he looked like a wasp!*

c. TT: On completing this activity, pick up on the phrase *Please call me ...*: Not everyone, especially the older generation, is happy to give their first names or nicknames when meeting someone for the first time. Give the class an easy tip to avoid feeling uncomfortable

when introducing yourself: In the 007 films, James Bond introduces himself in two ways: *My name's Bond, James Bond* or *My name's James, James Bond*. Write the phrases on the board and ask the class: *Which phrase does he use to offer his first name?* Then follow up with: *In what situation do you think James Bond would use each phrase?* (e.g. *Maybe he is meeting a business man* or *Perhaps he's meeting an attractive woman in a bar*). This is an excellent way for everyone to introduce themselves in the way they prefer. *My name's Frieda, Frieda Becker* or *My name's Becker, Frieda Becker*.

6 You're from Germany, aren't you?

b. Encourage the class to take notes while they are listening. They may need to hear the audio more than once.

TT: In this dialogue, Daniel has unfortunately forgotten Hayato's name. After completing this activity, discuss what strategies the students in the class have to remember people's names. Write all their tips on the board and then add any more you know. For some examples, see the website <https://www.cnbc.com/2016/09/21/11-memory-hacks-to-remember-the-names-of-everyone-you-meet.html>, e.g. *connect the new name or face with a visual image*. Please note: An activity to discuss tips for remembering vocabulary follows in **Unit 2** below so stick to names here, unless the subject happens to come up.

c. After completing this activity, ask four of the students to say the questions 1 – 4 out loud and make sure that the intonation is correct, i.e. rising for real questions and falling for checking. Be very positive and encouraging at this stage – older learners can be quite shy and self-critical when put in the spotlight. Listen to the speakers on the CD again if necessary. Practise by asking a student a question, e.g. *Your surname's Schmidt, isn't it?*, then asking that student to pick out someone, ask them a question, and continue around the class.

d. While students are asking and answering their questions, walk around and monitor for errors and intonation. If there are problems forming the question tags, it may be necessary to revise the present simple tense on the board, especially the negatives and interrogatives, e.g. *does he speak Spanish?*, *you don't speak French*, as well as short answers like *I don't*, *he doesn't*, *we aren't*, etc.

7 It's your turn

b. Not everyone is keen on moving around the classroom. If some students prefer to sit and other students come to them, that is fine. Just tell the group they should find out facts about at least four or five people, some can move around, some can stay in their seats.

EA: When they have finished, you could ask them to try and recall what they can about each individual by asking questions, one after the other. Model an example, e.g. *OK ... Maria likes cats, doesn't she? Yes, and she's a vegetarian, isn't she? Anything else? ... OK, so what do we know about Gero?*

C8 What's new?

a. TT: *My sympathies / I'm sorry to hear that / passed away* (as well as *died* and *buried* in *Extra Activities*): Death is a sensitive issue in any group, especially in a class of older people, so it is inadvisable after this activity to ask students to think of situations to practise using all these phrases. There is enough opportunity to practise/use the phrases in further exercises in the unit as well as in *Extra Activities*, the latter of which could be given as a homework assignment.

c. Learners with a *kinaesthetic learning style* prefer to touch things (e.g. cards, objects) and to be involved in physical activities rather than just listening to the teacher, audio material, etc. (*auditive learners*), or watching demonstrations, videos, using pictures, etc. (*visual learners*). During one lesson try to combine different kinds of activities that stimulate learners with different learning styles to keep everyone involved and learning.

EA: In class try and think of as many situations as possible when you could say *Congratulations* to someone.

TT: English songs are an excellent addition in any English language class and students often love to find out what the lyrics to a well-known song are actually about. Lyrics are readily available online. Most people know the song *Congratulations* from *Cliff Richard* and it has fairly simple lyrics. You could listen to the song and follow the lyrics on the internet, then translate the lyrics together afterwards.

Alternatively, an interesting homework assignment would be to ask students to find the lyrics to *Congratulations* on the internet (or give out handouts) and translate them into their language to bring to the next lesson and go through together in class.

9 Tell me about yourself

a. Before listening, draw the students' attention to the word *reception* here. Do not mix up with the word *receipt* /rɪ'si:t/ or *recipe* /'resəpi/. Clarify the difference. Where else could you hear the word *reception* (e.g. *TV reception*)?

d. Some students may find all the names and times confusing/irritating. If necessary, listen to the dialogue a third time or refer to the transcript on page **242**.

e. Before starting this activity, revise how to say the year (e.g. 1961 = *nineteen sixty-one* (**NOT** nineteen hundred and sixty-one), 2019 = *two thousand and nineteen* or *twenty nineteen*).

10 It's your turn

a. Some people may not be happy, for whatever reason, to talk about their families or to answer what they consider to be personal questions (maybe someone in the family has died recently or they don't have any family at all). Make sure the students are aware that they can make things up if they prefer, as mentioned in the instruction. You could give a humorous example like *I have five grandfathers, I moved to the Amazon rain forest last year* – something impossible – to make it clear before starting. Walk round the classroom and monitor the discussions.

With questions about family events such as *Was it a big wedding?* it is possible that students may want to go into more details about family events when in discussion with their partners. As mentioned earlier, do not discourage it, conversation practice is always to be encouraged. But be aware that there will be opportunity for discussion on weddings after completing *English in use*.

D11 Let's keep in touch!

- a. Following the partner work, ask one student to draw the mind map on the board and fill in all the methods the students have come up with. Does someone use a method that no student has heard of? Can they explain what it is?
- c. Listen a second time if required. After filling in the answers, get everyone to turn to page **242** and self-check their answers. Then ask five students to take the roles of the five wedding guests and read out both transcripts **b** and **c** in class. Check and correct their pronunciation and intonation.
- d. **TT:** Technology changes so quickly it is entirely feasible that the communication methods mentioned in this unit, e.g. *Facebook*, are no longer in common use within a short time of this book being published. Adapt the statements to the latest methods before doing this activity, if you see fit.

12 Looking forward to hearing from you

b – c. Explain that *Sincerely* is very formal. With the rise in international business communication in English, the golden rules of the past (BE = *Dear Sir or Madam*, ending with *Yours faithfully* and *Dear Mr Smith* ending with *Yours sincerely*) are no longer written in stone. *Best/Kind regards* is often used to end a formal letter. In addition, people and companies are using much less formal language these days in correspondence – very often, companies, e.g. internet shops, use informal language (and first names!) with their customers. In other words, appropriateness is more important than golden rules. Discuss this with your students – what do they still consider 'formal'? Do they like this development?

EA: Ask your students if they use abbreviations and/or acronyms like *LOL*, when writing text messages, etc. Which ones do they know in English (e.g. *Thx, yr, CU*)? Write them on the board under the headings Abbreviations (*Thx*) and Acronyms (*CU*) and then write a few more that you know or have found in advance on the internet. You could ask your students to copy down the table and do some research into the most popular short forms as a homework assignment (for those with internet) and bring them to the next lesson to add to the table. A discussion on the pros and cons of using short forms may arise from this activity.

13 It's your turn

b. This activity has the added advantage of giving you as a teacher a good chance to find out who in your group is computer savvy, works with the internet, has/hasn't got a smartphone, never uses or even dislikes social media, etc. This will make you aware of whether you can e.g. assign homework assignments involving internet access or smartphones, as in **12 b-c EA** above.

EA: Remind your class of seniors that before email people very often used *telex* – who remembers it, or, if you have never used one yourself ask the question *What was a telex?* Get the class to make a list of old communication methods they know with a partner (or research online if they like), then draw up a list on the board with the whole class. Can they fill the board? This could lead to some interesting answers like *smoke signals, morse code, even drums!* Has anyone used or would like to use any of the methods? Are any of them still in use today (e.g. *morse code*)? Discuss.

English in use

This section makes sure that students can use what they have learned in the unit actively. They are presented with an extensive task consisting of several steps, which uses and revises the content of the unit.

a and c. TT: Allow the students plenty of time for these activities, walk around and point students in the right direction if they can't find a particular person in the unit. If it makes it easier, they can draw family trees or add to the family tree they already drew up if they did the **EA** in **2e** above.

d. Before starting, check the students have understood that they are not introducing themselves but the person on their name tag. Model an introduction with one student if necessary.

g. Remind the students to think about what type of invitation / degree of formality they wish to use before writing: email or formal invitation?

h. When students reply to their partner's invitation, they should use the same or an appropriate degree of formality or informality. Check and correct the invitations/replies following this activity.

i. EA: Finish with a discussion on weddings in general. Revise and pre-teach a few wedding words and phrases, e.g. *groom, to sign the register, best man*. Possible questions: *What kind of weddings do you like best? What are the best and worst things about weddings? What do you think of royal weddings?*

Tell the class what the traditions are at a British church wedding as seen at a royal wedding (e.g. *The bride arrives at the church with her father and bridesmaids/page boys, the signing of the register is during the ceremony (in a side room), etc.* What wedding traditions are similar or different in your country (or another country you know well)? Discuss in small groups and then get one person in each group to report back to the class.

Did you know?

The reading texts in the *Did you know?* sections at the end of each unit provide students with information on country and culture. You can assign these texts as homework and discuss them briefly at the beginning of the next lesson.

TT: Draw the students' attention to the fact that they can download the audio recordings of the texts from the **At your leisure** website and listen to them.

Unit 2: Join in!

A1 Free-time activities

b. EA: Draw two mind maps on the board with *Indoor* and *Outdoor* in the centres and, with the help of the class, get a student to write all free-time activities on the students' lists in the correct section. What do students prefer, indoor or outdoor or a mixture of both?

TT: You could tick off who does which activity on the board and find out which activity is the most popular.

EA: Paragliding is an extreme sport. Ask the class what an extreme sport is. Are any of the outdoor activities on the board extreme? Have they ever done any or would they be willing to try something risky, e.g. bungee jumping? Discuss in class.

Before going on to the next page, draw the students' attention to the list of aims on page 21. Is there a difference between a hobby and a free-time activity? Discuss.

2 What a cool hobby!

a. After listening to the audio, ask if the students know what the word *skills* means and ask them to give some examples of the type of skills people have, e.g. *language skills, cooking skills*. What skills do the students have? Give an example about yourself, e.g. *I'm very creative, I'm a good cook*, then get them to discuss with a partner.

b. Before listening to the audio, pre-teach the words *DIY, jewellery, to/a volunteer, animal shelter* and practise their pronunciation, as well as the pronunciation of the word *choir*.

c. Before listening, pre-teach the following: *have (a lot of) time on your hands, take up (painting), not my cup of tea, admire, pottery, woodwork, pick up (the didgeridoo), socialise*. The radio phone-in show is quite long, which can be daunting for some students. Allow them time to read the sentences before listening. Listen once through then let them listen again if they have had difficulty getting the answers, stopping after each section if necessary. Follow up by reading the audio transcript in class to practise pronunciation and intonation and encourage them to highlight or underline words/expressions they like/would like to use in future, e.g. *(Music) really does work wonders*. This activity will be helpful preparation for the radio phone-in show role-play in *It's your turn*.

d. TT: Referring to the info box, you could (diplomatically!) point out that the British tend to say something less directly than the Germans, which can lead to confusion, e.g. *Would you like to go to the Central Café with me?* Answering *Sorry, no. I don't like it very much, I think it's too noisy* is a lot less direct and more polite than *Sorry, no. I don't like it, it's too noisy*. But, in the end, both mean the same! You could discuss the advantages and the disadvantages of being direct.

e. Walk around the class while the students are writing and help with lexis. Read through quickly for glaring errors before distributing to the students.

TT: An alternative to collecting and distributing the sentences would be to have a *snowball fight*: The students write their sentences, crush them into a 'snowball' then throw them somewhere in the classroom when the teacher gives the signal. The students pick up the nearest snowball and go round the room asking questions, e.g. *Are you fond of dogs and enjoy playing tennis?* to find out who wrote the sentences.

EA: After completing the activity students could rank their likes and dislikes on how strongly they feel about their activities, or alternatively, a random group of free-time activities which you have written on the board.

3 He can sing really well

b. TT: Students at this level will know the word *well* as an adjective meaning *healthy*, e.g. *She was ill but she is now **well** again*, and may question the use of *well* here (as an adverb). You can explain the difference giving examples on the board.

4 It's your turn

Such activities help students develop their fluency and confidence in speaking the language. To help them improve their accuracy, you can follow individual students as they talk about what they think of various activities. Don't interrupt them in mid-flow but take notes and give feedback later, pointing out errors but also praising, to increase their confidence.

B Do you remember?

If some learners feel uncomfortable having to memorise the phrases and recite them in front of the class, they may want to take notes. Allow it, but praise those learners who are able to do it off by heart to encourage the others to try it as well, helping along the way. Alternatively, after three or four rounds, you could have a break and write the sentences on the board, and then get them to continue, reading those ones out and doing the next ones by heart, etc.

5 Join the Club!

b. Students may be very interested to hear of activity clubs which they haven't heard of and could possibly join one day. As a homework assignment, ask students to find out about further activity clubs and groups in their towns which were not mentioned in class and report back in the next lesson. Is anyone interested in any of the groups or clubs mentioned? Discuss.

c and info box. TT: Nowadays, *that* is an accepted alternative to *which* in relative sentences although this wasn't the case in the past in BE.

d. After completing this activity, ask the students to form a sentence of their own: Hand out 5 strips of paper to each student and ask them to write down a sentence like in this activity then put a word or phrase on each separate strip. Then swap with their partner and put each other's 'puzzles' together. The strips can then be passed on to further students and

the action repeated. Put an example on the board: *A school / is / a place / where / students learn something.*

6 I know a person who ...

d. EA: After completing this activity, you could write the words *active, pessimistic, lazy, couch potato, energetic, optimistic* and *fit* on the board. Ask the class to look back at **a – c** (and/or refer to the transcript **6a** on page **244**) and decide which words they think describe Robin and Marie. Get them to talk to a partner about people they know who have those traits and what they do/don't do. No names are necessary. Example: *I know someone who is very lazy, she dislikes getting out of bed before 10.00 a.m. – Yes, I know a lady who is very lazy too. She doesn't like doing any housework.*

7 It's your turn

Tell the students they can look for ideas or poster examples online if they wish, or if there are any good artists/designers in the class, they are welcome to use their talents to design a good poster for their group.

C8 May the best choir win!

b. Make sure the students are aware of the difference in meaning between *must/can/could* and *should*, e.g. *you could* is more tentative than *you must*. Practise using a few sentences on the board. Refer the students to exercises **8** and **9** in *Extra Activities* for further practice.

In addition, point out that there is no *to* after the modals mentioned here, (*must/can/could/should*) with the exception of *ought to*. Write two or more sentences on the board to illustrate the difference.

TT: Before going on to **c**: Dirk's choir is going to take part in a competition at the Llangollen festival in Wales, an annual, very famous international music festival (see <https://international-eisteddfod.co.uk/a-bit-of-background/history-of-lime/>). Information on Wales, the *Land of Song*, is in *Did you know?* Opportunity for an open discussion: Does anyone sing or know anyone who sings in a choir (maybe you already know from activity **2e**) and do they take part in competitions? If so, have they ever won? Do other students take part in any competitions? What music festivals do they know? What kind of music, e.g. classical/rock, etc.?

c. Allow students to use their dictionaries or smartphones. They can look back at page **17** of **Unit 1** to get ideas on how to start and end their email. Check each group's emails for errors and make sure they have a good, corrected copy of the email for further use in *It's your turn*.

9 You asked for some suggestions

a. Before doing this activity, you could look at a map of the UK or draw a rough map of the UK on the board and get the students to point out where Wales is. If using a map on the internet, find these places on the map (all in North Wales).

d. After checking the class's answers, you could focus on point **3** "*I find it difficult to remember English words*" and ask: *What other suggestions do you have to learn new words / remember vocabulary?* In class, brainstorm tips for how to remember vocabulary and write them on the board (e.g. put up Post-its® in the house/flat; start a vocabulary diary in which they write one new English word every day; use vocabulary cards, etc.). NB: In **Unit 1 6b TT** above is an activity on tips for remembering names, maybe some of those tips could be applied to learning vocabulary too.

EA: Ask students to write down 10 random English nouns from the pages before and swap their list with a partner. Each learner should see if they can memorise the words using one of the memory tips mentioned before covering up the list and then orally reciting the words to their partner. Later in the lesson, or at the beginning of the next lesson, they can once again sit with their partner and see how many words they can remember.

D11 Making a difference

a. To reinforce the new words and to check intonation and pronunciation, you could get the students to read out their answers in class before listening to the audio in **b** and **c**, and draw their attention to the info box and the new word *volunteer*.

d. TT: You could pick up on **11a 3** after doing this activity and make a list on the board of ways to collect donations / raise money for a charity organisation, e.g. *via a charity website, knitting things and selling them*, etc.

12 Packing your bags

b. 6: TT: The answer to 6 is *both men and women* (can work as granny-au pairs), even though you automatically associate the word *granny* with a woman. The au-pair agencies are using the word *granny* as a short form of *grand-nanny*. You may want to talk about the difference between an au pair and a nanny.

d. You could ask if the students know anyone who has worked as an au pair and what their experiences were.

13 It's your turn

c. Maybe it is not easy for students to come to a 'decision' in a fantasy situation. If wished, a short discussion on the advantages and disadvantages of signing up for the programme would be an alternative option.

English in use

a. TT: For information on twin towns, see https://simple.wikipedia.org/wiki/Twin_town. Additional tip: For your own preparation or as a recommendation for your students, the Simple English Wikipedia is a version of Wikipedia which is written at a basic level of English. All of the articles use shorter sentences and easier words and grammar than the regular Wikipedia (see https://simple.wikipedia.org/wiki/Main_page).

f. One of the class could draw the final 'perfect' programme on the board using suggestions from the whole class. If they can't decide which options are best, they can vote on them.

Unit 3: Land and sea

A1 It's like a hotel on water

a. Students can use a dictionary or smartphone to look up words if wished.

EA: Before continuing on to the next page, you could use the picture to activate a discussion about whether students like holidays by or on the sea/water. Do they like sun, sea and sand holidays or do they prefer mountains, cities, etc.? Who in the class has been on a cruise or would like to go?

2 Welcome to paradise

a. **EA:** Once it has been established that the unit is about the Caribbean, you could draw a mind map on the board and elicit answers to the question: *What comes to mind when you think of the Caribbean?*

TT: If you have internet access, you could take a look at a Caribbean map together and search for St Lucia which is on the front cover of this book (and visited in this unit). Point out that it is an English-speaking island, see *Is English spoken here?* in *Did you know?* During the course of the unit, you could ask your students to bring Caribbean cruise holiday brochures from travel agents to the lessons to pass around the class (or photos, if anyone has been in the Caribbean and is willing to show them).

c. Students can use a dictionary or smartphone to look up words for this activity and, once they are finished, you could write all their words on the board.

e. Give the students time to read the options before listening.

EA: Do your students like cocktails? You could ask your students to describe their favourite cocktails or a cocktail they know to a partner, using their dictionaries or smartphones if necessary.

3 It tastes delicious!

a. **EA:** As a homework assignment, you could ask the group to find and write down a tasty cocktail or mocktail or smoothie recipe and bring it to the following lesson. Alternatively, they could bring a detailed recipe of the cocktail they described to a partner in **2e EA** above. They could then read out their drink recipes to the class one by one and the class should react appropriately, e.g. *Mmm, that sounds mouth-watering, Oh dear. I can't stand cream in my drinks*, etc. Finally, decide together which is the best cocktail.

TT: You or a volunteer student could collect the recipes and put together a class cocktail recipe book, or students could mail their recipes to their fellow students.

d. After the group work, you could ask if the students know any of the dishes here or know of any other Caribbean dishes, which could help stimulate some ideas for the following *It's your turn* activity.

4 It's your turn

a. Some students are not keen on drawing, so stress that the picture only has to be simple and they can write the name of the dish or drink next to it if it's not clear what it is.

b. **EA:** A further possibility to practise the vocabulary in this section would be to role-play a cocktail evening. Split the class into small groups. Ask one person in each group to find out what their group would like to drink and if they would like any snacks, e.g. *pistachios*, from the bar. He/she could then order everything from you, the barman/barmaid, at the 'bar' at the front of the class. You could write the names of the ordered drinks on some pieces of paper with drawings of glasses on them. The students return to their groups and hand everything out. The other students can then react to how their drinks, etc. are, e.g. *Thanks. Mmm, this is delicious!* Maybe model the role-play with one group before starting.

B Do you remember?

As in the **Unit 2 B1** chain game above, students can take notes if they prefer but it shouldn't be specifically encouraged.

5 I have a problem

b. Ask and write the words for each picture on the board. Get someone to explain what a keycard is to anyone who doesn't stay in hotels!

c. Make sure the students know to just fill in the answers 1 – 4 on the left. The responses a – d on the right are to be matched in **5d**.

d. After your students have talked to their partners, you could check your students' answers and make sure they understand the use of *I'll* for spontaneous reactions before doing the activities on the next page. Show and read out the grammar point for this on page **133** and then write the following on the board to show the difference:

<i>Haben Sie heute Abend einen Tisch frei?</i>	<i>Einen Moment, ich werde nachschauen.</i> ODER: <i>Einen Moment, ich schaue nach.</i>
<i>Have you got a table free this evening?</i>	<i>One moment, I'll check</i> NOT <i>One moment, I check.</i>

TT: You could allow the students to read the dialogue after finishing this page for better understanding, and then get four students to read it out in class to practise pronunciation of new words.

e. Walk around and check the written answers and messages.

f. **TT:** You could follow this up by asking the class to name the various problems they talked about – did they or anyone maybe have personal experience with those problems in the past?

6 It's your turn

Walk around the class while students are writing their dialogues, correcting errors and helping with lexis before they read them out in class.

C7 Let's make plans

a. **TT:** You may wish to point out that *beverages* is an alternative word for *drinks* and is used in more up-market restaurants, on planes, in brochures, etc.

c. You could get a student to draw the mind maps on the board when comparing in class and ask students if they can add any other expressions they know with *do*, *make* and *take*.

8 You'll get to see a little bit of everything

TT: At the beginning of the unit is a **TT** suggesting students bring travel brochures to the lessons. The same could be done here as a homework assignment with cruise excursions. Many examples can be found online by searching for 'cruise excursions'. Students can circulate the examples brought in, make notes of their favourite and then tell a partner which excursion they would like to go on and why, e.g. *The excursion to ... sounds interesting, you will ...* Finally, you could vote for which excursion is the class favourite.

9 It's your turn

a. Following this activity, you could get the students to write an email to a friend as a homework assignment, recommending your and your partner's excursion and describing what they will do if they book it, e.g. *The excursion starts at 9 a.m. First, you will ...*

D Do you remember?

TT: In a small class you can write all the sentences on the board then put them in order together. In a large class it may be better to split the class into smaller groups then walk around monitoring while they are working on their texts. Once the texts have been checked (and maybe slight changes made/suggested, so that it makes logical sense) ask everyone to write down the final version for use later on in this section (see **10e** below).

10 Greetings from St Lucia

a. Make sure the students just scan the emails and don't read them in detail yet. In the following activity, **10b**, they will be split into two groups and asked to read **one** of the texts for detail.

EA: You could get feedback from the class about whether the emails are formal or informal and then use the opportunity to revise phrases for how to start and end formal and informal emails, as in **12c** in **Unit 1**. Ask for, or teach, some additional examples, e.g. *Have a great day!, That's all for now.*

b. There are a number of new and unusual words, e.g. *iguana*, in the two emails. When reading them to prepare their statements, you could recommend that the students put a marker in pages **212** and **213** so they can refer to the unit's vocabulary lists quickly. Following the activities on the two emails, get the class to practise reading the texts out, and check and correct pronunciation.

TT: At this point, when reading longer texts, you may wish to point out that it is not always necessary to understand every word in a text but to get the general gist of the sentence.

e. Following this activity, you could get the students to take their sentence texts from *Do you remember?* at the beginning of this section (see **TT** at the beginning of **D** above) and add some words, e.g. *first of all, after that*, from the boxes here to make their texts more interesting.

12 It's your turn

c. If you have enough time before the texts are read out, try and check them all for any glaring errors. While reading out, praise any particularly good sentences or texts to encourage and motivate the learners. After the activity is finished, the students can hand their texts in to be corrected more thoroughly.

English in use

c. TT: You can, of course, time permitting, discuss and practise any difficulties which are mentioned (especially grammar issues) and/or make a note to practise at an appropriate point in a later unit. It is always reassuring for students to hear that things learnt in each unit will be revised and repeated throughout the course and that no one is expected to be perfect when learning something new. Being able to communicate – and enjoying it – should be this target group's most important aim, not being word perfect.

Did you know?

EA: After reading the text *A perfect paradise?* you could list the disadvantages of cruises which are mentioned in the text on the board and/or have a class discussion on the pros and cons of cruises (e.g. pros: *no cooking, eat and drink as much as you want on board (all inclusive)*, cons: *expensive, too many people, environmental issues*).

Unit 4: Food and entertainment

A1 I've been to a street festival

a. After stating the correct answer, you could ask how the students reached that conclusion, e.g. *It can't be a St. Patrick's Parade as I can't see any green.* Other key words: *ticker tape, firework, skyscrapers.* Has the class heard of the three events? If so, what do they know? Discuss in class.

TT: You may like to read the text ***The festival city*** in the *Did you know?* section in class upfront before starting with section **A**. It explains what *The Fringe* is (short for **Edinburgh Festival Fringe**) and gives the students an idea of how huge this festival is (and why Daggie in the unit bemoans the fact that the programme is so big). There are actually three big events all going on at the same time in August in Edinburgh, collectively known as *The Edinburgh Festival* (<https://www.edinburghfestivalcity.com/the-city/history-of-the-festivals>).

2 Today's festival highlights

a. Possible category examples: *children's shows, circus, exhibitions, poetry or book readings.*

c. EA: After finding out what the different words mean, ask the students to use them to describe films, shows, TV programmes or books they know to a partner, then tell the class, e.g. ***Murder on the Orient Express*** is an exciting *whodunnit*. You could then assign the **EA *Jack of all Trades*** for homework for further practice.

d. Make sure the students understand the meaning of the words *I'm into ...* before starting this activity.

3 I might walk along the Royal Mile

c. After completion, you could check the group knows what Agatha means by *It's on me!* at the end of the dialogue. Can they think of other ways to tell someone they are paying, e.g. *I'll pay, you're my guest, it's my turn today!* Write any answers on the board, adding *It's my treat!* Make sure they know that you can't say ~~*invite you*~~. You only invite someone *to* or *for* something, e.g. *I'd like to invite you to my party / for dinner.*

4 It's your turn

a. EA: For further practice of *may/might/rather* you could ask the class to discuss the question *How might people decide what things to do or see when they are at, or are planning to go to, a festival?* in groups, and then write all their possibilities on the board. Finally discuss which method the students would rather use and why.

Possible answers: *They might check the programme online / look at flyers / decide on the spot / get recommendations, etc. / Word of mouth (Mundpropaganda) is best!*

B Do you remember?

Walk around the group and monitor correct use of grammar and lexis.

5 What have you done since I last saw you?

a. EA: Following the discussion on the two women, students could look at the pictures in **c** with their neighbour and, in turn, describe one of the women. Pre-teach the words *shawl* and *tartan* to help in their descriptions. You could then ask one half of the class to discuss how many differences they can think of when comparing the two, e.g. *Differences: old/young, short/long hair, curly/straight hair, etc. Similarities: both have glasses, both wearing red, etc.*

TT: Students may be interested to hear about the different Scottish tartans, a woven material with horizontal and vertical stripes in different colours on a coloured background. You can find plenty of examples online. Each clan – a group which consists of families which are related to each other – has one or more tartans, e.g. *MacDonald, Campbell, Gordon, Fraser*, the latter two of which are mentioned by Agatha in the dialogue accompanying **3** in *Check your progress*, as well as some information on the wearing of kilts (Schottenröcke). Agatha's surname is *Gordon* and she no doubt owns a *Gordon* tartan kilt, but here in the picture she is wearing a shawl in the *MacDonald** dress modern tartan. For more information, see <https://www.visitscotland.com/about/uniquely-scottish/kilts-tartan> (also available in German).

* *Mac* or *Mc*, as in *MacDonald/McDonald*, in many Scottish (and Irish) names stands for *son of*.

e. Check the students have arrived at the right conclusions about **1** and **2**, and are clear about the difference between the tenses. Write some examples on the board or practice orally in class, e.g. *What have you done today? What did you do yesterday?*

f. Give the students time to choose their answers. After finishing, you could ask a volunteer to go to the board. Sentence by sentence, get the group to dictate the summary and the volunteer to write it on the board. You could get the rest of the class to self-correct any errors, only jumping in if there are any difficulties. Finally, get a student who hasn't had a turn yet to read out the final version.

g. Check the class's answers and give some further examples of *since* and *for* in similar sentences to the info box, if necessary.

6 It's your turn

Allow the students to scan back through the book to remind themselves of what they have done so far, or of vocabulary if they wish. Listen in to the groups and monitor their discussions, adding something like *Don't forget, you have also done something about ..., haven't you?* if there are hesitations or problems.

C Do you remember?

You could ask some students to report their answers to the class and check that nothing has been missed out, i.e. about what they learnt last week.

7 Sweet or savoury?

TT: If the students have done the *Extra Activities* for section **B** for homework, when correcting in class and before starting **7** on the topic of food, you could hone in on the fact that Agatha mentions eating *haggis* in her email in **B4**. This is a Scottish, very popular national dish – but German people often find the idea of what is in haggis disgusting! You could compare in class with the ingredients of some foods like *Blutwurst* in Germany or other foreign dishes. What dish would you consider your country's national dish? Discuss.

c. Point out the difference between *chips* (BE) and *fries* (AE), and remind them that “Chips” in German are *crisps* in English. Some students may find some of the food difficult to see or place. Check their answers and check they know what everything is, e.g. *pork pies*. Are they surprised at some of the things on the food stand (no doubt *mulligatawny soup*)? Were they the same or different from the words they collected in **a**? Discuss in class.

TT: *Mulligatawny soup* is a popular spicy soup in Britain, which originated in India. It is mentioned on the next page in connection with *Dinner for One*. If anyone makes the connection here, great, but otherwise wait until **8d** to discuss this.

Info box. TT: The students could read *Let them eat beef!* in the *Did you know?* section at this point. As stated, the gentry adapted the French words for meat, but they stopped short when it came to fish – the French word is *poisson*. It was probably not a good idea to have *poisson* (poison?) on the menu!

8 Have you decided yet?

b. TT: *Hogmanay* is what the Scots call their New Year's Eve celebrations and is widely considered the biggest festive event in the year.

d. EA: After completing this activity, you could pick up on *Dinner for One*. Everyone in Germany knows this 18-minute sketch which has become a cult and a must-watch on New Year's Eve. Did your students know that, like Agatha, no one in the UK has ever heard of it, even though it is in the English language? You could get the students to read the transcript and translate together (https://www.ndr.de/kultur/dinner_for_one/Dinner-for-One-Original-Text-auf-Englisch,dinner14.html) or even watch the sketch together in class.

Additional EA: We assume *dinner* in *Dinner for One* is in the evening, but is it? Discuss the different British mealtimes in class and the fact that *dinner* is the main meal of the day, whether in the evening or at lunchtime.

9 It's your turn

b. Before starting, you could ask the students what words they remember to describe taste, or they can refer back to their answers to activity **3a**, page **35** in **Unit 3**, e.g. *mouth-watering*. Stand at the table during the role-play and monitor the students' dialogues.

D Do you remember?

b. TT: Tips for ways of learning vocabulary were mentioned in **9d** in **Unit 2** above, which you maybe discussed with your class. An additional way to transfer a list of words from short-term to long-term memory which would work here is to associate each word with a certain category, e.g. in this case, thinking of the food words under a specific headline – *sweet, savoury, vegetarian, easy-to-cook, likes, dislikes*.

After listening to the feedback here, you could try out this strategy: Write the categories above on the board and in class, randomly point to them and get the students to shout out which (new) food word fits under that category, e.g. *Sweet? – Cupcakes! Waffles!* etc. Clearly the words will repeat themselves in the different categories.

10 Afternoon tea for two

b. Encourage the class to take notes while they are listening. They may need to hear the audio more than once.

c. Walk around the class while they are writing their descriptions, correcting errors and helping with lexis before they read them out in class.

11 A tablespoon of sugar

a. To revise food vocabulary in general, you could go through all their ideas for each mind map in class before going on to what they can make from these things.

b. TT: Quantities and measurements: As a teacher of English, you will no doubt be aware that misunderstandings and confusion can arise when it comes to different measurements (e.g. metric or Imperial) being used in different countries. For example, US recipes often use *cups* (how big is a cup?!) and they have different sized *spoons* to the UK, how confusing! Many examples of measurement mixups can be found on the internet, e.g.

<http://education.abc.net.au/home#!/media/1566108/monumental-measurement-mess-ups>.

Even Imperial measurements are slightly different in the US and the UK. See https://en.wikipedia.org/wiki/Comparison_of_the_imperial_and_US_customary_measurement_systems. Although the metric system is now used in the UK today, Agatha will be most familiar with the Imperial system. She gives her measurements in this email in what she knows best, e.g. *a tablespoon of sugar* (which converts to around 25g). In her own, personal recipe book, all her recipes will be in Imperial pounds and ounces. Make your students aware of this by asking what they would call 500g of coffee (probable answer: *ein Pfund Kaffee*) or how they would still measure a TV screen (using *Zoll – inches*). If they are interested in using foreign recipes, e.g. from the US or the UK, they will have to use a converter to get the right quantities.

EA: A short writing activity could be given as a homework assignment to help practise the vocabulary and phrases here. Just like the email Agatha wrote, students could write an email to a friend / the class giving a recipe of a dish or cake/biscuits they cook or bake very often. Check the emails in the next lesson before passing them around the class. Students may be interested in copying some of the recipes or alternatively, they could ask for them to be sent by 'real' email.

English in use

d. Tell the students they can look for ideas or poster examples online if they wish, or if there are any good artists/designers in the class, they are welcome to use their talents to design a good poster for their group.

f. Walk around the class, monitor the dialogues and correct if necessary.

f – g. TT: The students should be practising the grammar in the examples but they may wish to discuss other things, e.g. in **f**, explain the food and drinks they are offering/choosing. Do not discourage them from this as communicating with each other is our main aim in any *English in use* role-play activity, not sticking strictly to the examples given.

Did you know?

The festival city: EA: It explains here that *The Edinburgh International Festival* was set up in 1947 to bring people and artists from around the world together following the Second World War. The *Llangollen International Musical Eisteddfod* (see **Unit 2, Did you know?** and the above teacher's notes) was also set up in 1947, as a way to promote peace and harmony after the dark days of war. Twin towns, in the *English in use* section in **Unit 2**, existed before 1945 but after the war, twinning became an especially popular way to bring European people together to promote peace, reconciliation and cross-border projects, e.g. in Dresden and Coventry, which were both heavily bombed during the war.

As a homework assignment, you could ask those of your students who have internet access (and are familiar with searching for information) to find out what the two festivals and twin towns have in common and to report back in the next lesson. Do the students know of any other initiatives to promote peace between nations? Examples: *United Nations, the modern Olympic Games, the Nobel Peace Prize*.

Names and places: EA: In groups of three, can the students think of other cities and towns in the UK with the endings mentioned here? Which group can name the most? You could allow them to use smartphones but only if each group has at least one.

Unit 5: That's life

A 1 Oh dear!

a. This activity has two objectives: (a) to encourage speculation and (b) to help students understand the purpose and function of different emotional expressions.

TT: Speculation: If your students have trouble coming up with ideas, help them with guiding questions. Elicit that the man in the picture lost his way in a foreign city.

This activity is also a good opportunity to review words and phrases for speculating and expressing possibility (*I believe, My guess is, The man may/could/must be ...*).

TT: Emotional expressions: To start out, ask how the man in the picture may be feeling. Then draw the students' attention to the expressions in the book. Discuss which emotions they convey (e.g. surprise, amazement) and in which situations you could use them. To help your students understand when it is appropriate to use which expression, you could briefly describe different example situations and ask the students what they would say in each situation, e.g. *You spill your coffee all over your shirt. What would you say?*

b. This activity leads into activity 2 on the next page, which specifically focuses on select travel problems.

TT: List all student ideas on the board and group them into categories (e.g. *problems with hotels, losing things, health problems, problems with airlines*).

EA: Ask your students which travel problems they have experienced and invite them to share their stories. This activity could also be done at the end of activity 2.

2 Everything went wrong

a. This activity introduces new vocabulary related to travel problems. In addition to any unknown words (e.g. *pickpocket*), please explain the meaning and usage of potentially confusing words (e.g. *miss vs. lose; luggage vs. bags or baggage; break vs. break down*).

EA: You may also want to review the forms of the verbs *arrive, break (down), lose, cancel, miss, steal, slip* and *fall*. A simple verb table on the board will suffice.

c. If the students have difficulty coming up with ideas in activity c, do some brainstorming in class first and write a few examples on the board (e.g. *call an ambulance, go to the doctor, go to Lost and Found, ask someone for help, contact your airline*).

3 I could use your help

a – d. We all need help sometimes, especially when travelling. In this activity students will learn a variety of phrases that they can use to politely ask for help. Point out that people frequently use indirect questions and other softening techniques in English to make their requests more polite.

TT: Some students may have trouble remembering all of the new phrases or get confused. In this case, suggest 'taking small bites'. Encourage your students to focus on one or two

expressions and practise until they feel confident before taking the next bite. Even if they do not actively use all of the phrases, they will at least understand them.

TT: Take a little extra time to explain the common, but potentially difficult construction *Would you mind (doing something)?*

4 It's your turn

a. You can either keep this activity very simple or make it harder if students would like more of a challenge. To keep it simple, tell your students to use the 'problems' from **2c**. To make it more difficult, have them come up with new problems or use the ones from **1b**.

b. The dialogues in **2c** serve as a model and point of departure. Encourage students, especially those who are more advanced or more confident, to add on to the dialogues and vary them. Example:

- *I slipped on a banana skin and fell.*
- *Oh, dear! Can you get up and walk?*
- *Yes, but my foot really hurts.*
- *You should go to the doctor.*
- *Would you mind calling me a taxi?*
- *No, not at all. Just a moment.*

B Do you remember?

TT: If your students need more practice, you could write some additional examples on the board (e.g. *lend me your pen, pick me up from the airport, do me a favour, lock the door when you leave, help me with my phone*).

5 He's a walking disaster

a – b. These activities aim at introducing and reviewing vocabulary related to body parts and injuries.

TT: For fun, ask your students how they would say *walking disaster* in German. Some students may find it helpful to translate the example sentences in **5a** as well.

EA: There are many idioms related to body parts in English. You could give some examples and have students guess what the idioms mean (e.g. *This designer bag is really nice, but it cost an arm and a leg.*). Other idioms that learners at this level might be able to guess are: *learn something by heart, have a sweet tooth, get cold feet about something.*

EA: Ask your students if they or someone they know have ever had any of the injuries/problems mentioned in **5a** and invite them to share their stories (if they feel comfortable doing so).

6 How do I get there?

a – c. These activities introduce some new vocabulary words related to hospital departments and medical staff. Explain any unknown words and provide additional vocabulary as necessary. You may want to mention that the word *surgery* has multiple meanings (*operating room*; in BE also *doctor's office*).

TT: Some of the words (e.g. *physiotherapist*) are tricky to pronounce, so take some time to practice in class. If some of your students are worried about making mistakes in front of the class, try chorus repetition. Also, point out that nearly all well-known online dictionaries offer free audio pronunciation – a great resource if students want to practice at home. Listen to a few examples if you have internet access in class.

d – f. In these activities students will practice asking for and giving directions inside a building.

EA: Depending on where your classroom is located, students could ask each other for directions around the school building.

7 It's your turn

b. Ask some students to perform their conversations for the class.

TT: Weaker students or those who feel less confident may want to make notes first.

C8 How do you treat this injury?

a – c. These activities prepare students to talk about different treatment options.

EA: After finishing **8c**, consider having a class discussion on alternative medicine: *What do you think about herbal medicine/Chinese medicine/acupuncture?* As always, students are welcome to talk about their personal experiences if they wish to do so.

d. Encourage students to come up with a few additional health problems. They can use activity **5** for ideas.

9 Sorry, I didn't catch that

a. A non-native speaker is having a conversation with a native speaker. Since she does not understand everything that's being said, she occasionally needs to ask for repetition or clarification. Ask your students if they have ever been in a similar situation. How did they handle it?

b. Do not explain the words *heal*, *plaster* and *prescription* before playing the audio.

TT: To make this activity more challenging, ask your students to close their books. Write the three words on the board. Play the audio and see whether the students can figure out the meaning of the words without looking at the written explanations in the book.

c. Brainstorm a few additional phrases that people can use to ask for repetition or clarification (e.g. *Excuse me? Can you repeat that? What does ... mean?*).

10 It's your turn

Some students tend to fall back on the same phrases they learned early on (e.g. *Excuse me?*). Encourage them to use new and different phrases as this will help them improve their vocabulary and communication competence. It may take some effort at first but students will reap the benefits down the road.

D11 While I was waiting ...

a – f. The aim of these activities is to review the past continuous and to understand the difference between the past continuous and the past simple.

EA: Play a chain game to practise the past continuous. Choose a time in the past (e.g. *yesterday at 4 p.m.*) and tell your students what you were doing at that time (e.g. *I was taking a nap at that time.*). The next student repeats your sentence and says what he or she was doing. Ask your students to begin their sentences with the word *while* (e.g. *While XY was taking a nap, I was ...*).

EA: To help your students understand the difference between the past continuous and the past simple, prepare a set of cards with four words on each: two verbs and two nouns (e.g. *wait / see / airport / giraffe*). Have each student create a past continuous clause and a past simple clause using the words on his or her card (e.g. *While I was waiting at the airport, I saw a giraffe.*).

12 It's your turn

Students can either use the ideas in the book or come up with their own ideas.

English in use

d. TT: Go over the instructions in class and explain any unknown vocabulary. Check if students have understood the instructions before starting the activity.

Did you know?

EA: Have a class discussion on medical dramas: Which medical dramas are popular in Germany? Do your students like watching them? Why or why not?

EA: If your students like medical dramas, watch a video clip from an episode of their favourite series in class. Also consider watching the official trailer or an interview with one of the main actors.

Unit 6: No place like home

A1 Places around town

a. The aim of this activity is to activate vocabulary related to places in a town or city (e.g. *airport, bakery, café, department store, factory, gym, market, park, university, youth hostel*). The examples in the book provide a point of departure for a brainstorming session.

TT: To make this activity more fun, consider playing an A to Z game. Have students work in pairs or small groups. Ask them to write the alphabet on a piece of paper (leave out the letters *Q* and *X*) and think of a place beginning with each letter of the alphabet, from *A* (e.g. *art gallery*) to *Z* (e.g. *zoo*). Set a time limit. The team with the most words wins.

TT: This activity is also a good opportunity to review words that are easily confused (e.g. *place* vs. *square*) or difficult to pronounce (e.g. *chemist*).

2 Places to live

a. Many students have developed the habit of reading every word carefully and stopping whenever they come across unfamiliar words. Skimming is a reading technique that helps them focus on the main ideas of the text, without getting into too much detail.

TT: Consider setting a time limit for this activity and encourage your students to skip over words they do not know.

b. The second time, students should read the text more carefully. Explain any unknown vocabulary after they have matched the paragraphs to the pictures.

EA: Invite your students to talk about their living situation: *Where do they live? In a big city? In a small town? Do they love where they live? Why or why not?* Provide additional vocabulary as necessary (e.g. *semi-detached house*).

e. The aim of this activity is to help students understand the function of gerunds. Here, the focus is on gerunds as subjects.

f. EA: For further practice, provide additional example sentences. You could write the end part of the sentences on the board and have your students come up with different ways to begin the sentences. Here are some ideas:

1 ... *is good for your health.* (Possible solutions: *Eating lots of fruits and vegetables / Running / Getting eight hours of sleep*).

2 ... *is fun.* (Possible solutions: *Learning English / Going to the movies / Singing*).

3 ... *is my favourite hobby.* (Possible solutions: *Swimming / Working in the garden*).

3 It's your turn

b. To spark the students' imagination you could ask them to think of films or TV series in which they may have seen similar houses. Examples can be found in different genres, such as mystery, horror and romance.

B Do you remember?

Megan is one of the main characters in the remaining sections of this unit. This activity is designed to refresh the students' memory and help them remember what they already know about her.

4 Then and now

a. The audio text introduces Ed, one of the other main characters in this unit. Ed is Megan's new neighbour. He and his wife Rosalie have just recently moved into their home.

b – c. These activities prepare students to talk about the past and the present. After your students have completed **4b**, you could ask them whether they can personally relate to any of the examples mentioned in the conversation and if so, which ones?

d. EA: Before students start this activity, review the past simple forms of frequently used verbs that are likely to come up in this context (e.g. *live, work, be, have, spend, know, go, take, feel, leave*).

If you are looking for a fun way to review irregular verbs, try a pelmanism game. Prepare two sets of cards: one with the infinitive form of the verbs and one with the past simple forms. Have students work in pairs or groups of three. Ask them to shuffle the cards and put them face down on the table. If a student turns over two matching cards (e.g. *go/went*), he or she gets to keep the cards and scores a point.

5 We used to live in a small flat

a – d. These activities have two objectives: (a) to review the construction *used to + verb* in affirmative sentences and (b) to introduce *used to* in negative sentences and questions.

TT: Point out that the *-ed* in *used to* is not pronounced. While the students work on **5c** and **d**, walk around, listen in and gently correct their pronunciation, if necessary.

6 It's your turn

Students often have difficulty forming questions. Before dividing the group into pairs, you may want to prepare the questions in class and write them on the board. Also, encourage students to come up with additional questions.

C Do you remember?

If students have trouble getting started, ask them whether they have learned anything new about the other people in class. If so, what? What was particularly funny or surprising? Who used to wear the craziest clothes / have the strangest haircut / the most unusual pet, etc.?

7 Beautiful flat in a safe neighborhood

a. TT: Go over the adjectives in class and check if your students understand their meaning. If necessary, provide student-friendly examples and explanations in English (e.g. *London and New York are cosmopolitan cities. Many people from all over the world live there. Do you know any other cosmopolitan cities?*).

b. TT: After the students have finished, have them share and discuss their answers in class. Were the answers always obvious or did they have to think about the options a bit?

EA: For further practice, you could then ask your students to look at the noun after each gap in **7b** again (*building, windows, neighborhood, etc.*) and see if they can combine it with other adjectives from **7a** (e.g. *a building can be quiet, charming, modern, etc.*). How many adjective-noun-combinations can they find?

EA: Brainstorm additional adjectives that can be used to describe neighbourhoods, houses or flats.

8 Big cities are more exciting

a – e. In these activities students will review comparatives and practise using them in speaking and writing.

d. TT: Check whether your students remember how the comparative is formed and go over a few examples in class. You could write different nouns on the board (e.g. *car, airplane, mosquito, elephant, etc.*) and ask your students to make comparative sentences, combining two of the nouns (e.g. *A mosquito is smaller than an elephant.*). This activity can be done orally or in writing, in pairs or individually.

TT: Draw the students' attention to the most common irregular adjectives (*good, bad, far, much, little*) and practise using them.

b. TT: Weaker students or those who feel less confident may want to make notes first.

9 It's your turn

To make this activity easier, consider brainstorming words and phrases that describe the students' home towns first.

D10 Quality of life

a. TT: If your students have trouble coming up with ideas, give them some key words to get them started (e.g. *work, family and friends, your home, health, money*).

c – d. In these activities, the students will practise using different phrases for expressing opinions, agreeing and disagreeing. They are probably familiar with most of the phrases, but may not actively use them.

TT: Ask your students if they know any additional phrases and add them to the list.

11 Plans, hopes and dreams

a. The life balance wheel is a well-known tool used for coaching and self assessment. Some students may already be familiar with it while others may not have heard of it at all. Make sure everybody understands how it works before moving on to the next activity.

b. EA: Consider having a class discussion about personal development: What is it? Why are personal development courses, books, etc. popular? Does the adult education centre in your students' home towns offer any personal development courses? What can you learn there? Invite students to talk about their personal experiences if they wish to do so: Have they ever taken a personal development course? If so, what was it like? If not, would they be interested in taking one? Why or why not?

12 It's your turn

If students are willing to talk about their personal life, great! It'll make this activity more authentic and more interesting. However, remind them that they do not need to share any personal information unless they want to. Whether they work with real or fictitious information is not essential for the success of this activity.

EA: After your students have finished the activity, ask them how they feel about the life balance wheel. Can the life balance wheel really help people improve their lives? For further discussion: Do they know any other techniques that can help people set goals and make changes in their lives?

English in use

a. TT: To make this activity more fun, get your students to think big and use their imagination. Tell them that they can live in their dream home anywhere in the world – money is not an issue. To get some ideas of unusual and potentially fun places to live they could read the texts about houseboats and tiny houses in the *Did you know?* section or do some research on the internet.

Did you know?

Ask your students whether they enjoy gardening and whether they have ever been to a Garden Show (e.g. the Bundesgartenschau in Germany or Britain in Bloom). For further discussion: Would they open their garden to the public or take part in a competition for the best garden?

Unit 7: It makes life easier

A1 I like shopping around

TT: Before starting this activity, point to your smartphone or one in the classroom and say it is a *gadget*. What is a *gadget* in German (praktisches Gerät)? Get the class to think of other examples, pointing out the difference between *gadget*, *device* and *equipment*.

Following the activity, discuss the students' answers in class. Do they use one or more of the methods regularly? If they all live locally, they may wish to discuss which shops, markets, etc. are their favourites (and maybe get good tips in the process!). Bear in mind that an EA on the pros and cons of shopping online vs. elsewhere will follow the article on the next page in **2d**, so a discussion on this is better left at this point, unless the students end up mentioning it themselves.

2 Service with a smile

b. TT: You may wish to explain the word *teaser*, e.g. a film trailer is a short *teaser* to encourage people to go and see the film. Here the texts are short *teasers*, inviting people to read on, similar to the subtitle of a heading in a newspaper.

c. Check the students' answers in class then you could get the students to read the article once more in class for pronunciation practice and to reinforce new vocabulary. You could possibly pick up on the word *queue* and the importance for the British about standing in line and queue etiquette. If you search for 'British and queueing' you will find plenty of websites on this topic.

d. EA: After choosing a title, you could get the students to discuss in class what they think about the method of paying with a smartphone described in the article. Who would like to do this? Why/why not? Some students will probably mention that they prefer personal service which will lead on nicely to the audio in **3a** on the following page. But before continuing, it would be good to discuss **Teaser 1**, the pros and cons of shopping online: As this unit is mainly about shopping online, you will find out which students are familiar with shopping online and be aware of which ones aren't, and therefore may be unfamiliar with the procedures mentioned on the following pages. You may wish to make a note that you could ask for feedback at the end of the unit on whether those who have never shopped online may now wish to try, having learnt in this unit how to do it!

3 I prefer personal service too

b. The audio introduces Jimmy, an elderly gentleman, and his daughter Pat. The cliché that elderly people are maybe not computer savvy and that older people probably do not shop online is not the case here. Jimmy proves to his daughter he is quite adept at using the internet and becomes confident about ordering online. This possible discussion point will be picked up in **6b** below.

TT: Jimmy says his *hoover* is broken. You may wish to talk about the use of the word *hoover* instead of *vacuum cleaner* here. Hoover is a generic trademark in Britain but, interestingly,

not in Germany. If a word becomes a generic in English, it is written without a capital letter. A nice, short activity, or possible homework assignment, would be for students to think of generic trademarks they know (e.g. *aspirin*) or to research and report back in the next lesson. Are any of them used as verbs, like *to Hoover* (e.g. *to Google*)? Do you think companies like to 'become a verb'?

c – e. In these activities as well as **4** *It's your turn*, students are practising the use of *either*, *neither* and *too* for agreeing and disagreeing. Check the answers to **c** in class and walk around the class, monitoring the students' dialogues and written answers for **d** and **e**. Should there be any difficulties, refer to the grammar page on page **165** and, in class, think of and write some further mini dialogue examples, like in **d**, on the board, e.g. *I don't like using the internet. Me neither. / I do.*

B Do you remember?

Walk around and monitor the answers. If necessary, give some tips for possible statements, e.g. the type of food you can buy at a supermarket, the variety, etc. Students could then report back to class about what their group does and doesn't like about shopping at a supermarket and see if the other groups agree or don't agree, e.g. *Frank and Katja don't like buying meat in a supermarket. / Oh, Susann doesn't like that either. She prefers to buy meat at the butcher's.*

5 Ordering online is easy

b. EA: After completing the activity, you could check that the class have understood why Jimmy ends up ordering online / why he can't get to a shopping mall to buy his Hoover. Discuss in class what alternatives people have when they can't get to the shops, e.g. when they are ill or their car has broken down, e.g. *getting a friend to take you or shop for you / go by public transport / use a delivery service*, etc.

EA: Students could look at the picture of the robot Hoover. This gadget has only been around for a few years. Do you think we will have more robot devices and gadgets in the future? What household chores do you like/not like doing and would like to replace with a robot? This could elicit answers for more practice of *me too* and *me neither*, e.g. *I can't stand washing windows, I'd love a robot to do it for me. / Me too. / I like doing the ironing, I don't need a robot to do that job. / Me neither. / I do!*

d. EA: You could ask the students to read out the sentences and if they have problems with the letters MX137, etc., they could do the alphabet practice activity described in activity **7**.

f. Students may wish to discuss which model they would buy, which is fine but be aware that there is an activity to compare models in the *It's your turn* on the next page.

6 Thank you for your order

a. TT: If wished, students could be invited to go online if they have a smartphone and search for pages where customers can create an account, take screenshots and show them to the class.

b. EA: Jimmy doesn't need a lot of help and Pat is impressed with her father 'sailing through' the online shopping procedure. Discuss the father/daughter relationship – why do you think Pat is surprised? Do you think he needs help with a lot of things or is quite independent? Possibly the cliché that old people are not good with computers as mentioned in activity **3b** will come up here. Ask the class to give examples of elderly people they know who are very independent, e.g. *I know an 82-year-old lady who plans and books all her holidays online. / I'm not very good at using computers but my father is, sometimes HE helps me!*

d. Walk round and check what the students have written before getting one in each group to read their questions and answers out to the class.

7 It's your turn

EA: Before doing this activity, revise the alphabet in class, starting with spelling each other's names. Point out that using the *Nato Alphabet*, *Alpha*, *Bravo*, *Charlie*, etc., which can be found online, makes things easier for any listener, especially on the telephone. E.g. no one, not even native speakers, can hear the difference between *M* and *N* unless it's face-to-face. Alternatively, simple English words like *K for kangaroo* and *Z for zebra* can be used to spell words. Make sure when practising students say *A for Alpha* or *A as in Alpha* and not *A-like Alpha*, a typical German translation mistake.

As mentioned in **Unit 1, B5**, *Sting* is a nickname but is also the singer Gordon Sumner's *pseudonym* (Künstlernamen). Many famous people, e.g. actors, pop stars, authors have pseudonyms which you can find on the internet (e.g. *Elton John = Reginald Dwight*, *John Wayne = Marion Morrison*, *David Bowie = David Jones*). Make some cards with the pseudonym on one side, the real name on the other and distribute around the class. Ask everyone to spell the pseudonyms on their card(s) and get the class to write it/them down and guess who it is.

C8 Colours and patterns

a. You could start this activity by asking how many colours there are in a rainbow. Challenge your students to list them in the right order: *red, orange, yellow, green, blue, indigo, violet*.

Alternatively, start out with a few questions about your students' favourite (or least favourite) colours. What colour do they (not) like to wear? What colour is their car or their furniture? Why did they choose that particular colour?

EA: If your students enjoy talking about this topic, here are some questions for further discussion: *Do colours affect your mood? How does white (green, yellow, black, etc.) make you feel?*

EA: Many students love learning idioms. Point out that there are many idioms related to colours in English and give a few examples. Idioms that are not hard to guess include: *to be the black sheep (in the family)*, *to have a green thumb / to have green fingers*, *to feel blue*.

TT: Provide additional vocabulary if your students ask about other specific colours (e.g. *off-white, navy blue, burgundy red*).

9 Made in Italy

a – b. TT: Have students read the answer options before playing the audio and explain any unknown vocabulary.

c. TT: If possible, bring objects made of different materials to class. This will help students remember the new words.

TT: Comment on the order of adjectives: 1 opinion, 2 colour, 3 pattern, 4 material (e.g. *a lovely black cotton dress; a striped cotton dress*).

EA: Draw the students' attention to the expression *Made in ...* Ask them to check the label on a piece of their clothing and tell their partner what it says (e.g. *What does the label on your coat say? – It's says "Made in Bangladesh". And the label on your scarf?*).

10 It's your turn

Model an example before having students work independently.

D11 What's wrong?

a. TT: Before discussing the question about problems on the internet, you could ease into the subject by inviting the students who shop online to tell the class the last item they ordered, and if they were satisfied/happy with it. Once they answer *yes* or *no*, you could then focus on any problems, the question in this activity. Ask a student to list the problems mentioned on the board and then get the whole class to help add their own ideas to the list.

d – e. In these activities, students will learn useful words and phrases for describing faulty or damaged goods. Provide some examples to help them understand the differences: *The screen of a mobile phone can be scratched. A T-shirt can be torn but not scratched.* To check whether your students know how to use the words correctly, encourage them to come up with a few examples of their own.

12 I would opt for a refund

a. Go over the message and the reasons for return and explain any unknown vocabulary. Some students may find it helpful to translate the reasons for return.

c. TT: Students who feel less confident should be allowed to make notes first.

13 It's your turn

After the students have finished, ask them to read their messages out loud.

English in use

- a. After the students have read the text, you could ask them whether they have ever participated in a charity event: When was it? What did they do?
- c – d. Walk around and help as needed.

Did you know?

TT: The three parts of this section all provide extra class discussion activities, e.g.

Open all hours: *Are the shops open on a Sunday in your country? / What do you consider the pros and cons of shops being open on Sundays as well as most bank holidays?*

What's Black Friday? *Do you like to shop during the sales? Have you ever bought a bargain on Black Friday? Online or in a shop?*

Good old money? The British changed to decimal currency in 1971.

For teachers in Germany and Austria: *In Germany and Austria, the currency changed to the Euro in 2002. Was the changeover difficult? Do you sometimes still 'think in' and convert to your old currency?* (NB: You can adapt these questions if some of your class are from other countries.)

For teachers in Switzerland: *Do you find it difficult when you are on holiday to shop using other currencies?*

Unit 8: To read or not to read

A1 Books, plays and films

a. **TT:** To help students get started, you could ask them to brainstorm a few adjectives for describing bookshops, theatres and cinemas (e.g. *modern, small, large, huge, charming, old, cosy*). This activity is also a good opportunity to check whether your students remember the comparative forms.

2 Famous lines

a. Go over the quotes in class. Briefly explain what they mean and why they are important for the story.

You know my methods, Watson. This line, which appears in several Sherlock Holmes stories, is an example of Holmes explaining his deductions. He observes everything around him and uses the smallest clues to draw conclusions.

My dear, I don't give a damn. This line from Margaret Mitchell's novel *Gone with the Wind* (1936) is slightly different in the 1939 film version. Before Rhett Butler (Clark Gable) walks out on Scarlett O'Hara (Vivien Leigh) at the end of the movie, he delivers his famous last line, "Frankly, my dear, I don't give a damn", which almost didn't make it into the film because the word *damn* was censored at that time.

To be, or not to be is the beginning of Prince Hamlet's famous soliloquy in which he contemplates the mysteries of life and death.

If I cannot inspire love, I will cause fear. Frankenstein's monster wants to find love, companionship and acceptance. After constantly being rejected by the people he meets, he develops an evil disposition and swears revenge.

TT: If possible, show pictures of the book covers or film posters. The pictures may help students remember details if they have read the books or seen the films.

3 "All the world's a stage"

a. TT: Do not explain the phrase *All the world's a stage* at this point. If students ask about it, tell them that they will find out later on in this activity.

EA: Ask your students whether they have ever been to any of these places. If so, invite them to share their experiences.

b. TT: Instead of pair work, you could do a brainstorming session in class, especially if your students know very little about Shakespeare or have trouble coming up with ideas.

e. After the students have completed the listening activity, draw their attention to the phrase *All the world's a stage* and discuss its meaning.

EA: If your students would like to know more about Shakespeare and/or the Globe Theatre, you may want to read the texts *From groundlings to royalty* and/or *It's all Greek to me* in the *Did you know?* section.

4 *Hamlet* was written by Shakespeare

a – b. In these activities, the past passive is introduced. Draw the students' attention to the grammar box and explain how the past passive is formed.

EA: To help your students understand its function and use, start with easy activities that do not require students to come up with the past passive forms on their own. You could, for example, write several passive sentences on separate pieces of paper, cut each sentence in half and get the students to reassemble them correctly (e.g. 1 *The Mona Lisa* | *was painted by Leonardo da Vinci.* 2 *Barack Obama* | *was born in 1961.* 3 *The Eiffel Tower* | *was designed by Gustave Eiffel.*)

TT: When you explain the past passive, also try to give a few examples that relate to the students' immediate experience (e.g. *Our English class was cancelled last week.* / *[Student's name]'s phone was made in Korea.* / *The library in [your town] was built 10 years ago.*).

5 It's your turn

This activity works best if students have time to prepare and do some research on the internet.

B Do you remember?

Walk around and help as needed.

6 It's one of my favourites!

a – b. The aim of these activities is to introduce vocabulary related to books and films.

EA: After the students have completed **6b**, you could ask them about their personal experience with some of the aspects mentioned in the conversation: Did they have to read Shakespeare in school? How did they feel about it? Have they seen the movie *Shakespeare in Love* and/or *Much Ado about Nothing*? If so, how did they like it? Have they heard of Kenneth Branagh? What do they know about him? Have they seen any other movies starring Kenneth Branagh?

TT: If your students do not know Kenneth Branagh, this is a good opportunity to read the text ***A man of many talents*** in the *Did you know?* section.

e. EA: Write the students' ideas on the board. Decide on a book or film that everyone is interested in. Read excerpts of the book in class or watch the film (with or without subtitles).

7 I've seen the movie many times

a. The aim of this activity is to help students understand the use of the present perfect (for life experiences) vs. the past simple.

TT: Review the present perfect and past simple forms of the verbs *see*, *read* (pronunciation!), *go*, *have* and *be*.

c. Encourage more advanced students to engage in longer conversations. Example:

- *Have you seen The Lion King?*
- *Yes, I saw it a few weeks ago.*
- *Oh, really? Did you see it at the cinema?*
- *Yes, I went there with my kids. They loved it.*

8 It's your turn

Additional ideas for the left-hand column: Find someone who ...

- has seen *Gone with the Wind* / *Shakespeare in Love* / a film with Kenneth Branagh in it.
- has read a book from cover to cover in one day.
- was not a big reader as a child.

C Do you remember?

TT: After the students have rearranged the words, ask them which question is in the past simple and which is in the present perfect. Check whether they remember the difference and provide additional examples and explanations, if necessary.

9 Comedy or action?

a. This activity introduces vocabulary related to book and film genres.

TT: Practise the pronunciation of the words with your students. Some are tricky because they are similar to the German words, but the stress is different.

b. TT: Many students may only know the German words for the types of books or films. Provide the English equivalents where possible.

10 An unforgettable movie

b. You may want to give your students a heads-up that the text contains some unknown words and phrases. Tell them to skip over them for the time being and just skim each review quickly.

EA: Have students read the reviews a second time. Before they start, pre-teach words and phrases that they are not likely to guess (e.g. *revolve around, orphan, a gripping read, cheesy, outstanding, vivid, memorable, depict, excel*). After they have read the texts, provide further explanations, if necessary.

c. TT: Walk around and check the students' work.

d. Suggestions: adjectives: *light-hearted, comical, action-packed, vivid, outstanding, impressive, memorable*; phrases: *on the big screen, a best-selling book, the book depicts, is based on, the story takes place in, to play the role of.*

11 It's your turn

This activity can also be done individually as homework.

D12 Who's the bad guy?

a. TT: Have your students read the words and definitions and see if they can guess the meaning of the words. Since they are probably familiar with the expression *in a good/bad mood*, they should be able to figure out *moody*. To help them with the word *brave*, you could remind them of the movie *Braveheart*.

e. EA: If possible, watch (part of) a Sherlock Holmes film in class. It would not only be fun for those who know – and like – Sherlock Holmes, it would also give everyone who is not familiar with the stories a chance to contribute to the question in the book.

f – h. The aim of these activities is to help students understand the difference between adjectives and adverbs, and practise using them. The focus is on regular adverbs, with the exception of *good/well*, which students already know from **Unit 2**.

13 It's your turn

a. Model an example if students are not familiar with the game.

b. You can make the game more challenging by choosing more than 20 characters or easier by choosing fewer.

English in use

- a. **TT:** Walk around, monitor the students' progress and help if necessary.

Unit 9: Welcome to America

A1 Travelling in the USA

a. The two people in the picture are Rita and Jonathan, the main characters of this unit. Students may remember them from **Unit 3**. They are at the Grand Canyon.

TT: Draw the students' attention to the info box (*travelling* vs. *traveling*) and explain that some words in British and American English are similar, but spelt differently. To help your students remember which is the British and which is the American version, you could tell them that the shorter spelling is American. Another example is *ou* vs. *o* in words such as *colour*, *flavour* or *neighbour*.

b. To round this discussion off, you could have your students vote on the most popular destinations (top 3 or top 5).

2 Beachfront sunsets and breathtaking views

b. Your students may wish to add a few ideas of their own, especially if they have been to some of these places. They are likely to mention some specific sights and landmarks such as the Statue of Liberty or 'The Rock' Alcatraz. This is fine, although the focus of this activity is on more general vocabulary which can easily be transferred to other topics.

EA: If several of your students have been to the US (or other English-speaking countries) and are interested in sharing travel stories, you could ask them to bring photos to the next lesson.

c. Be prepared that some students may not only bring up ideas related to tourist destinations, but other issues as well (e.g. politics). This can lead to lively, potentially heated discussions in the classroom. If you feel comfortable managing such discussions, they can be a great deal of fun and a wonderful opportunity to talk about controversial issues, stereotypes or clichés.

3 We're going on a 2000-mile road trip

b. **EA:** Students may want to look back at **Unit 3** to refresh their memory of Rita and Jonathan's story. You could have them scan through **Unit 3**, list five pieces of information they consider relevant and report back to the class.

d – e. The aim of these activities is to help students understand the differences between the *will-future* and the future with *going to*. Check whether they remember the forms, including negative and short forms (e.g. *I'll*, *won't*).

EA: To practise the future with *going to*, have students work in pairs and brainstorm how they could improve their vocabulary (or use their English skills in the future). Ask them to list as many ideas as they can (e.g. learn five new words every day, watch movies in English, take another English class). When they are finished, have them choose three things from the list and make sentences with *going to* (e.g. *I'm going to take another English class.*)

EA: To practise the *will-future*, you could write the following examples (or similar ones) on the board. Students work in pairs and make statements about what they think their partner will do.

<i>I think you'll</i>	<i>do</i> <i>go</i> <i>meet</i> <i>have</i> <i>check</i> <i>wake up</i> <i>take</i> <i>get</i>	<i>a friend on Friday.</i> <i>to bed before 11 p.m.</i> <i>your emails when you get home.</i> <i>dinner at home tonight.</i> <i>before 7 a.m. tomorrow.</i> <i>grocery shopping after class.</i> <i>to a restaurant this weekend.</i> <i>on holiday next month.</i> <i>your hair cut next week.</i>
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Example:

- I think you'll go to bed before 11 p.m. True?
- Yes. I always go to bed at 10.30.

f. This activity can also be done as homework.

4 It's your turn

This activity works best if students have plenty of time to prepare using the information in the files as well as doing some additional online research on the cities. Before starting, ask if anyone has been to either of the places. If so, they could say so at the beginning and students could ask them for recommendations.

B5 Driving abroad

c – d. The aim of these activities is to introduce words for different car parts in British and American English.

TT: Point out some popular online dictionaries for learners of English (British and American) and explain that most online dictionaries offer free audio pronunciation, where you can hear both the British and the American pronunciation. If possible, show some dictionary entries in class.

6 40 miles to the nearest gas station

a – b. In these activities students will see additional examples of differences between British and American vocabulary.

EA: Draw the students' attention to a few British English words that they have come across in previous units and see if they know the American equivalent (e.g. *cinema* – *movie theater*, *flat* – *apartment*).

EA: More advanced students could brainstorm further examples by topic, e.g.

- food and drink: *chips* – *fries*, *aubergine* – *eggplant*, ...
- clothes: *trousers* – *pants*, *trainers* – *sneakers*, ...
- places in a city: *cinema* – *movie theater*, *high street* – *main street*, ...
- transport: *underground* – *subway*, *lorry* – *truck*, ...
- house & home: *terraced house* – *townhouse*, *garden* – *yard*, *letter box* – *mail box*, ...

d. A variation on the quiz: How British or American is your English? Students say the definitions of the words and their partner says the first word that comes to their mind. They compare at the end and see how many 'American' and how many 'British' words their partner used and decide if their English is more American / British.

7 It's your turn

Students who feel less confident may want to use the audio script as a model and slightly change the information with their own ideas.

C Do you remember?

Instead of bingo you could also have your students play a domino game: on one card *flat* / *fries*, on the next card *chips* / *movie*, on the next *film* / *truck*, then *lorry* / *boot*, etc.

8 Looking for an adventure

a. TT: Pre-teach the meaning of the word *rim* (*North Rim* / *South Rim*).

c – d. The aim of this activity is to make students aware of common phrasal verbs and to help them understand their nature and usage.

TT: Explain that phrasal verbs are best learned individually as multi-word vocabulary items. Because of their idiomatic nature, they cannot be translated word for word. Some students may find it helpful to know that phrasal verbs are roughly comparable to prefix verbs in German (e.g. *ansehen*, *aussehen*, *absehen*).

9 It's such a magical place

b. TT: You may want to pre-teach the words *fascinate/fascinating*, *magical* (and *gorgeous*).

c. Give a few additional examples to check whether your students have understood the difference.

d. Encourage students to vary their answers by using different words (e.g. *It was great*. *We had so much fun* / *such a wonderful time*.). Brainstorm ideas in class, if necessary.

10 It's your turn

Go over the instructions in class and give one or two examples before students get going.

D11 I'll give you a few insider tips

a. If any of your students have been to Las Vegas, invite them to talk about their experiences (if they haven't already done so).

b. You may want to pre-teach the following words and phrases: *the Strip, cool down, gamble/gambler, have a go, win big.*

d – e. In these activities students will review conditional sentences (type I).

TT: Start with some very simple examples to help students ease into the subject (e.g. *If we have time, we will go to the casino this afternoon.*). Check whether they remember what conditional sentences are and how they are formed. Provide explanations and further examples as necessary.

12 Come on, let's have a go

c – d. The aim of these activities is to introduce type II conditional sentences. To help your students see the difference between sentences of the first and the second type, use the same simple example as above (*If we had time, we would go to the casino this afternoon.*). Explain the difference and give further examples before moving on to the next activity.

e. After the students have finished, discuss their answers in class.

f. TT: Have your students do this activity in writing as this will give them time to think about the sentence structure and the correct verb forms.

13 It's your turn

a – b. Go over the instructions in class and check whether your students know what they are expected to do.

English in use

a – h. In this section, students will have an opportunity to review what they have learned in this book, not just in **Unit 9**. Guide your students through the steps as suggested in the book, monitor their progress and help as needed.

Did you know?

After reading **Tips on tipping**, consider having a short class discussion about the topic: *What do you know about tipping in different countries? Are there any tipping 'rules' in your country?*