

ENGLISH NEXT

A2/2

Teacher's Guide

Aktualisierte Ausgabe

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Hueber Verlag

English NEXT

A2/2, aktualisierte Ausgabe

Student's Book

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Teacher's Guide

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INTRODUCTION

ENGLISH NEXT: A new approach

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

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

The Common European Framework of Reference for Languages (CEFR)

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

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

The European Language Portfolio

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

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

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

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

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

Lexical approach

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

Task-based approach

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

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

Different learning styles

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

Multiple intelligences

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

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

The ENGLISH NEXT philosophy

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

Relevance – teaching learners the language they need

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

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

The vocabulary of ENGLISH NEXT is based on the Bloomsbury *Corpus of World English*, a language corpus which lists both words and the frequency with which they occur in the language. The Student's Book includes an alphabetical list of words which appear in the units with the frequency in which they are used in the English language. A 3-star word is from the 2500 most common English words, a 2-star word is from the 2500-5000 most common words, and a 1-star word is from the 5000-7500 most common words.

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

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

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

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

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

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

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

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

Clarity – transparency at every step of the learning process

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

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

Flexibility – meeting learners' and teachers' needs

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

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

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

ENGLISH NEXT: A2/2

Aims of the course

ENGLISH NEXT A2/2 has been designed for learners of English at a pre-intermediate level. NEXT A2/2 consolidates what learners already know, introduces them to new language and recycles this in a meaningful way. When learners have completed NEXT A2/2, they will have reached level A2 of the CEFR and can take the KET A2 Cambridge examination.

Course design and structure

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

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

The Student's Book

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

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

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

Homestudy

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

Consolidation

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

Reading Club

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

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

Exploring my progress

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

Exploring learning

This section provides learners with suggestions and advice on how they can learn more effectively. A cross reference to each tip appears in the pages of the Core aspect. The tips focus on a different area of learning strategies in each unit. Thus, for example, the focus in Unit 1 is setting aims and objectives for language learning, in Unit 2 on listening and speaking, in Unit 3 on learning vocabulary, and so on.

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

The second box, *Lernen außerhalb des Englisch-kurses*, provides useful tips and strategies on how learners can continue learning independently outside the classroom.

Tapescripts

The tapescripts for the Core aspects, Plus aspects, Consolidation units and Homestudy sections are included for reference on pp. 137–147.

Key

The answers to the exercises in the Core aspects, Plus aspects, Consolidation units and Homestudy sections are included for reference on pp. 148–155.

Vocabulary

The alphabetical vocabulary on pp. 156–165 lists English words which appear in the Student's Book with their German translation and a reference to where each word occurs, e.g. 1B1 = Unit 1, Aspect B, Activity 1. It also includes the Bloomsbury *Corpus of World English* system of stars (3-, 2- or 1-star words) which indicates word frequency in the English language.

Audio CDs

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

Companion booklet

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

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

Internet

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

Teacher's Guide

Every teacher has his/her own personal style of teaching. The flexibility of ENGLISH NEXT A2/2 ensures that different teaching styles can easily be incorporated. Using the Teacher's Guide will guarantee the smooth running and success of your course.

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

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

- **Overview:** Each unit begins with an overview of the Core aspects, Plus aspect, the can-do statements, grammatical structures, vocabulary fields, and Exploring learning section.
- **Icebreaker:** An icebreaker is given for the beginning of each unit. This is a short, simple activity requiring little or no preparation to get the ball rolling, either to revise and recycle material from the previous unit(s) and/or to introduce the topic of the new unit.
- **Aims:** The aims of each aspect are summarized. These provide an overview of the focus of the vocabulary, grammar and skills introduced and practised in each aspect.
- **Tapescripts:** Tapescripts of the relevant recordings in the units are given in the notes for each activity in the appropriate place. The complete tapescripts (with Homestudy texts) can also be found on pp. 137–147 of the **Student's Book**.

- **Key:** Answers to all the tasks in the units are given in the notes for each activity in the appropriate place. The complete key (with Homestudy answers) can be found on pp. 148–155 of the **Student’s Book**.

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

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

Additional Notes for Teachers

Use of the target language in the classroom

Even in a course leading up to CEFR level A2, the amount of language which your students can understand and use is limited. To maximize the use of the target language in the classroom right from the start, the Student’s Book gives simple instructions for each activity only in English. However, the common language for

communication between students in most classes will be German. It is quite acceptable at this level to use a limited amount of German in your lessons if this is necessary, for example when explaining difficult aspects or correcting mistakes. Indeed, for certain activities in the Student’s Book, students may have to use some German to explain ideas and opinions. As the course progresses and students’ knowledge of English increases, the amount of German used in class can be reduced and students encouraged to use as much English as possible.

The ENGLISH NEXT A2/2 **Student’s Book** also includes a name card with helpful classroom language on the back which students can keep at hand and use as much as they can. A list of useful classroom language is included on p. 123 of the Companion booklet.

Grammar

Grammar is an essential part of language learning. It is a fundamental element of the ENGLISH NEXT concept. However, in accordance with the lexical approach, grammar can be dealt with in lexical chunks experienced in authentic contexts rather than taught in isolation. For this reason, ENGLISH NEXT A2/2 exposes students to the most important basic grammatical concepts as part of the language as a whole and does not generally include exercises for the classroom which practise individual isolated grammatical items. For students who prefer more traditional practice with grammar, this can be found in the **Homestudy** sections.

The **Focus on grammar** boxes highlight specific grammatical chunks, which can be briefly explained if necessary, but lengthy grammatical explanations are not necessary. Should students want a more formal version of the grammar, they can find a systematic overview in the **Companion** booklet.

Having said all this, we wish you all the best for your course and hope you enjoy teaching with ENGLISH NEXT A2/2!

Your NEXT Team

9 Unit 1 Old friends and new

1 Page numbers
Student's Book

Core aspects A–D Letters in your name; The new student;
More about you and your friends; When do you use English?
Plus aspect E Do you like your name?

Communication

spell your name; greet people; compliment somebody; exchange personal information; talk about and describe somebody; explain when you use English, why you need English; explain what you can say in English and what you want to learn

Grammar

questions with “be” and “do”; questions with question words (“what”, “where”, etc.); present continuous

Vocabulary

personal characteristics; greetings; personal appearance; nationality; hobbies; family; work; expressions to describe what you use English for

★ ★ ★
★ **Exploring my progress,**
★ **Exploring learning**
– set your aims for learning English

17 Unit 2 Destinations

Core aspects A–D See the film and then visit the country; Greetings from New Zealand; The business trip to Auckland; Your flight is now ready for boarding
Plus aspect E Taking a break

Communication

participate actively in a conversation (show interest, etc.); talk about travel experiences; read and write a holiday postcard; read and write emails about booking a hotel room; understand announcements at the airport; describe a suitcase

Grammar

present perfect (with “ever”, “never”); past simple; adverbs of manner

Vocabulary

countries and places; holidays; hotel facilities; booking a hotel room; airport words; describing a suitcase

★ ★ ★
★ **Exploring my progress,**
★ **Exploring learning**
– listening and speaking

25 Unit 3 Food for friends

Core aspects A–D Food for the party; Can you give me the recipe?; What do you do online?; Find a good restaurant online
Plus aspect E Secret shopping

Communication

read an email with instructions to buy some food; write a shopping list; exchange ideas about food and drink for a party; understand the details from a recipe; understand numbers and quantities from a recorded interview; exchange information about Internet use;

understand important information from restaurant reviews; describe and recommend a restaurant

Grammar

“some/any”; imperatives; “much/many”; “a lot/a few”

Vocabulary

food and drink; quantities (a bottle of, etc.); recipes (quantities, cooking methods); Internet shopping; restaurants; describing restaurants

★ ★ ★
★ **Exploring my progress,**
★ **Exploring learning**
– learning vocabulary

33 Consolidation 1

35 Unit 4 Voluntary work

Core aspects A–D I'm interested in voluntary work; Time for your interview; Organizing a trip to the shopping centre; At the shopping centre
Plus aspect E I was a volunteer

Communication

describe a job; obtain information from a text about a voluntary organization; exchange information in a job interview; give and understand instructions for a trip; explain how you do something; give and understand directions in a building

Grammar

relative pronouns ("who", "that") in subject position; present perfect and past simple; "if" with present tense and instructions with modal verbs; "must", "have to", "be allowed to"; adverbs of manner

Vocabulary

jobs and voluntary work; warning signs; places within a building (1st floor, etc.)

★ ★ ★
 ★ **Exploring my progress,**
 ★ **Exploring learning**
 ★ – pronunciation

43 Unit 5 School and work

Core aspects A–D My favourite teacher; Lifelong learning; My qualifications; Apply for a job
Plus aspect E Gap years

Communication

say what you were good at in school; describe your favourite teacher; write and telephone for information about a language course in the UK; talk about ownership; exchange ideas about learning; understand someone from the UK or the US talking about their educational curriculum vitae; talk

about your education, etc.; obtain information from a job advert; fill in a job application form; ask and answer questions in a job interview

Grammar

relative pronouns in object position; "whose" (question word); possessive "'s"; past simple questions; "mine", "yours"

Vocabulary

school subjects; school systems; language schools and courses; educational qualifications; time expressions; job qualifications

★ ★ ★
 ★ **Exploring my progress,**
 ★ **Exploring learning**
 ★ – learning styles

51 Unit 6 The world around us

Core aspects A–D Beautiful day, isn't it?; Winter wonderland; How green are you?; Guerrilla gardeners
Plus aspect E Who's who?

Communication

talk about the weather; obtain information from a tourism brochure; talk about the future (what you think will happen); agree and disagree; say what you will or might do in the future; talk about things that were done in the past

Grammar

"going to" (for prediction); "will/won't" (for prediction); "will" (for agreeing to do something); "might"; passive

Vocabulary

weather and temperature; winter sports activities; the future, ecology and the natural world; parks and gardens

★ ★ ★
 ★ **Exploring my progress,**
 ★ **Exploring learning**
 ★ – reading

85 Consolidation 3

87 Unit 10 I have a dream

Core aspects A–D Do you dream?; What do dreams mean?; I have a dream; Was it a dream course?

Plus aspect E Time capsule

Communication

exchange information about your dreaming habits; understand the main points from the story of a dream; tell the story of a dream; listen for specific information in a speech; express predictions and hopes for the future; talk about what you liked and what you found difficult on the course; under-

stand details from texts which express a personal opinion; write a short blog entry about how you're learning English

Grammar

"something/everything/nothing", etc.; past continuous and past simple; "will" for predictions

Vocabulary

dreaming; Martin Luther King and American politics; learning English

★ ★ ★ ★
★ **Exploring my progress,**
★ **Exploring learning**
★ – reflecting on your learning

95 Consolidation 4

97 Files

137 Tapescripts

102 Plus

148 Key

112 Reading Club

156 Vocabulary: English – German

116 Homestudy

TEACHING NOTES UNIT BY UNIT

Unit 1

OLD FRIENDS AND NEW

Core aspects

- A Letters in your name
- B The new student
- C More about you and your friends
- D When do you use English?

Plus aspect

- E Do you like your name?

Can do's:

- I can spell my name.
- I can greet someone.
- I can pay somebody a compliment.
- I can ask about, give and understand personal details.
- I can talk about or describe somebody.
- I can ask what someone looks like.
- I can say when I use English.
- I can say why I am learning English.
- I can talk about what I can already say in English and what my aims are.

Grammar

Questions with *be* and *do*
Questions with question words (*what, where, etc.*)
Present continuous

Vocabulary

Personal characteristics
Greetings
Personal appearance
Nationality
Hobbies
Family
Work
Expressions to describe what you use English for

Exploring learning – set your objectives for language learning

Setting long-term aims
Discovering what you can already do
Setting short-term aims
Planning learning

Icebreaker

Aims

- **to get to know the class and to help students to get to know each other**
- **to establish a sense of cooperation and a good atmosphere in the class**
- **to get students to speak English without feeling self-conscious**

This is the first lesson of the course, but it is possible that some of the students (and you) may know each other from the previous course. If new students have joined the course, it is important to create a good learning atmosphere from the start.

While students are arriving, play music in the background. Say hello to the group and ask the students to stand somewhere (inside or outside the room) where they can move about. Say a category, e.g. "your favourite colour". Students ask each other questions about the category and get into groups according to their answers (in this case their favourite colour). Make sure they speak English. It will help if you give them an example of a possible question, e.g. "What's your favourite colour?" and an answer "Red is my favourite colour because I like strawberries" and take part in the activity yourself. When the groups are formed, turn the music down so students can talk briefly

in their groups about the colour and why they chose it. Then ask students to mingle and turn the music up. Say the next category (favourite animal, town, film, etc.). Students now form different groups and continue. Some suggested categories are pets, number of children, hair colour, food, shoe size, house number, favourite holiday activity, favourite music, etc. Make sure your categories aren't too personal (e.g. family status, age, etc.). The last category could be "Your reason for learning English", which leads on later to Aspect D.

CORE ASPECTS

Aspect A Letters in your name

Aims

- to practise spelling
- to discuss personal characteristics

A1a

Students keep their books closed. They should just have the NEXT name card ready. Write your first name in capital letters on the board and ask students to spell your name out loud in chorus. Show students the NEXT name card and make sure everyone has one.

→ Teaching tip

Have some blank (NEXT) name cards ready for students who have lost their cards or have not yet bought the book. Students work in pairs and spell their first name to their partner, who writes the name on the name card. Ask them to use a pencil first so that they can erase spelling mistakes. Bring some pencils along to the class.

→ Extension activity

If students are having problems spelling correctly or saying the alphabet, do a quick revision of the alphabet. Write the alphabet on the board like this:

A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

so that the letters are arranged in the way they are pronounced. Practise saying the letters and spelling familiar words.

A1b

Ask which letters are vowels and which are consonants. Read the first sentence of the text to students and make sure they all understand it. Then ask them to open their books and read the text. Make sure they understand everything. Refer to your own name, which is still on the board. Ask students what your own qualities should be according to what these experts say and let them think about whether the statements might be true or not. Don't give away too much information as students will be asking you about yourself in C2a.

A1c

Students work in pairs. Explain that they should fill in the table with information about their partner (NOT about themselves!). The aim is for students to discuss whether they agree with the "experts".



Key (possible answers)

A: you're independent, direct, a leader, energetic; you have a strong will; you like/love adventure holidays; you need to listen more

E: you're energetic, open; you have many hobbies; you like/love entertaining, travelling, sports, to learn new things, reading, meeting people; you need to relax more

I: you're emotional, understanding, artistic, kind, gentle, friendly; you have good taste; you like/love working in a team; you need to find more balance

O: you're traditional, conservative, a born helper; you have high moral standards; you like/love your family; you need to be more diplomatic

U: you're creative, intelligent, active, dynamic, chaotic, attractive, charming; you have many friends; you like/love solving problems; you need to be more patient, organize your life

→ Extension activity

This activity is to revise adjectives and characteristics and provide further practice. Bring some pictures of famous people and some Post-its and put the pictures on tables or hang them on the wall. Ask students

to walk around and attach Post-its with (their ideas on) characteristics to the pictures. Each student can choose one person and present him/her, using the words on the Post-its. Discuss whether everybody agrees with the characteristics on the Post-its.

A2a

Give an example by going back to your own name on the board. Write it vertically in capital letters. Add information which is true for you (but don't include too much information, which students should ask about and find out in C2a). Students then write a poem with the letters of their own name and read it out.

→ Teaching tip

Students might be unfamiliar with acrostics. If they are reluctant, point out that working with words creatively helps them to learn. Make it clear that modern poems don't have to rhyme.

A2b

Ask students to take a sheet of paper (about A4) and write a poem with their partner's first name. Have some felt pens ready as what they write should be big enough to be read easily. Students give their poem to their partner as a gift.

A2c

Have some tape ready and ask students to attach the poem with their name to the wall. Students walk around, read and discuss the poems and choose their favourite. A small prize (sweets) could be given to the poem most students choose.

→ Teaching tip

If you prefer a less personal way of finding out the best poem, hand out **two** Post-its or sticky labels (dots or stars) to each student. Then ask them to stick them to their one or two favourite poems. The poem with the most stickers is the winner.

Aspect B The new student

Aims

- to sensitize students to the difference between greeting people you have met before and greeting people you don't know
- to make compliments
- to revise and practise present simple questions with *be* and *do*
- to exchange personal information

B1a

Ask students to look at the pictures and guess the situations. They can then work in pairs and match the greetings with the pictures.



Key (*possible answers*)

1 – 2 – 3

B1b

Students now match the greetings with the replies. Walk around and help. Elicit the differences between the different situations where the greetings are used and ask students about the reasons for the differences.



Key (*possible answers*)

2 – 3 – 1

→ Culture

Greetings differ not only as to whether they are formal or informal, but are also a highly cultural matter. Women kissing each other's cheeks (picture 1) is more common in France, Italy and Spain, but less likely in other countries, although it is happening more and more. Talk about different customs in class if the students are from several different countries, or talk about holiday experiences or experiences with colleagues and friends.

B2a

Ask students to read the four phrases first and then in pairs work out where they fit into the dialogues. Walk around and help if necessary. Draw students' attention to the *Focus on spoken English* box and clear up any problems.

**Key**

1. Hello! Nice to meet you.
2. You look great!
3. Hi! I'm Rosie.
4. How are you?

B2b

Students now listen and check their answers. As preparation for the activity in B2d, students can read the short dialogues in pairs, each taking a part. This can be repeated with different partners, depending on how much practice they need.

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

Woman: Good morning, Lily. I'd like you to meet my colleague, Wolfgang Reiter.

Lily: Hello, nice to meet you, Wolfgang.

Wolfgang: Nice to meet you, too.

Dialogue 2

▲ Hi, Alicia! Good to see you again. You look great!

■ Thank you. How's it going? Are you OK?

▲ Yeah, fine.

Dialogue 3

Juri: Hello, I'm Juri. I'm new.

Rosie: Hi, I'm Rosie. Welcome to our class!

Juri: Thanks.

Dialogue 4

▲ Hello, Andrew! How are you?

■ Fine, thanks. How are things?

▲ Not bad.

→ Culture

Students might be surprised by the phrase "You look great!". Explain that in the UK and the USA it is not unusual for people to compliment each other when they meet, especially if they haven't seen each other for a while. Women tend to do it more than men. Elicit some more examples, such as "I really like your earrings!" (which does not mean: I want them!) or "That sweater looks great! Where did you get it?" (which does not mean: I'm going to the same shop straight away to get myself the same sweater). Ask students about their experience with compliments.

B2c

Students work in pairs and read the dialogues again. They decide which are formal and which are informal greetings. Write lists of greetings on the board (or ask students to do this). Ask students which greetings they like best and which ones they (would) use. Make it clear they do not need to learn and use all the greetings now. It is enough if they choose one or two (one formal and one informal) and learn to use these properly.

**Key**

Hi! How's it going? Are you OK? How are things?

B2d

The aim of this activity is to give students the chance to actively practise what they have just learnt. Mingle with the students and use the greetings from B2c. Students can look at the list of greetings on the board if they are uncertain.

→ Teaching tip

To make the activity more authentic and like a (cocktail) party, play some party music in the background.

→ Extension activity

Revise introducing someone else (This is ... from ...) and ask students to get together with a partner. They now go to the party again and greet others and introduce their partner.

B3a

Students should have their books closed. Ask them to get into groups (or put them in groups) and ask them to brainstorm topics they can talk about when they meet someone for the first time. Collect their ideas on topics on the board. Compare the list on the board. Look at B3a then and compare. Do NOT tick the boxes as this will be needed in B3b.

→ Culture

This is an interesting way of discussing cultural differences. Give a few examples, such as that it is OK in the USA to talk about your family in detail (number of children, where they live, what their jobs are), but in Germany people tend to give less detailed information or prefer more "neutral" topics, such as the weather or sports.

B3b

Students listen and tick the topics they hear in the recording.

Tapescript (CD 1/Track 2)

Rosie: You're new, right? What's your name again?

Juri: Juri, and yours?

Rosie: Rosie. So where are you from, Juri?

Juri: From the Ukraine.

Rosie: Really? How interesting! Where exactly do you come from?

Juri: From a small place near Odessa, but I live in Rheinfelden now.

Rosie: Do you like it here?

Juri: Yes, very much.

Rosie: So what languages do you speak?

Juri: Most people in the Ukraine are bilingual. We speak Ukrainian and Russian. I also speak German and I'm learning English. What about you?

Rosie: German, of course, and English.

Juri: What do you do, Rosie?

Rosie: I work in an office. I work for a telephone company. What about you? Are you a student?

Juri: Yes, I am. I go to the technical college.

Rosie: What are your hobbies, Juri?

Juri: I like surfing the Net.

Rosie: Cool. Well, welcome to our English class.



Key

work; nationality; hobbies

B3c

The aim of this activity is to collect questions which can be used in small talk. Students listen again and fill in the blanks. Refer them to the *Focus on grammar* box and revise questions with "be" and "do". See also the Companion p. 71–72.



Key

1. What's; 2. are you from; 3. do you come from; 4. Do; 5. do you speak; 6. do you do; 7. Are; 8. What are

→ Teaching tip

To make the results visible and available for further activities (B3d and partially C2b), assign one question to each student or pair and ask them to write the question on the board.

B3d

Students should now change partners and ask each other some of the questions.

→ Teaching tip

"Pair finders" are a good way of mixing and changing partners. Here, for example, you could prepare slips of paper with one question on each slip and cut each question in half. Hand out the separate halves of the questions and ask students to find the person with the other half and work together.

→ Teaching tip

Collect cut-up phrases and use them for revision purposes at a later stage. Three or four units later, revise structures they have learnt by using the material again. Have 4 tables in 4 different corners of the room and 4 groups. Each group works at a different table for about 10 min, then moves on clockwise to the next table. In the end, all the groups have done all the activities on the 4 tables. Activities could be as follows: on Table 1 matching the sentence beginnings and endings from Unit 1 B3d; on Table 2 matching pictures and words (prepare some picture cards and word cards); Tables 3 and 4 activities using material you have prepared or collected from any other aspect or unit. The idea is to recycle and revise material.

B4a

The objective here is for students to remember all the names in the class. Students stand up and form a circle in alphabetical order. Each of them says his or her name.

B4b

Students now say as many names as they can remember.

→ Extension activity

Remembering names (and vocabulary) can be supported by associations. Students can add an item of food (or hobby or anything you want to practise) which has the same first letter as their name to their name, e.g. "Hi! I'm Angela and I like apples." "Hello! I'm Boris and I like beer." Each student has to repeat what all the others have said before.

Aspect C More about you and your friends

Aims

- to exchange personal information
- to practise saying what you have in common and what is different
- to talk about people's appearances, interests and characters
- to revise and practise present simple questions
- to revise and practise questions with question words

C1a

The aim here is to collect personal information and provide students with prompts to exchange this information. Students should close their books. As an introduction, hang a picture of a celebrity on the board as the centre of a mind map. Elicit his or her name and other information as in the activity. Do NOT use information about yourself to introduce this topic as students need to find out about you (the teacher) in C2a and C2b. Students open their books and then fill in the mind map with information about themselves.

C1b

In pairs, students exchange the information on their mind maps.

C1c

As an introduction, hang up the same picture as for C1a again (or a picture of another famous person) and ask students to say (or to imagine) things they have in common with this person and things which are different. Refer to the example and ask students to do this in pairs.

C2a

Students now open their books and work in small groups to pool what they know about you (their teacher). Don't help as they will have to ask you questions next.

C2b

Students now ask questions to find out the missing information. Refer them to the questions they used in B3c.



Key (possible questions)

What's your name? What nationality are you? What languages do you speak? What are your hobbies? What's your favourite food? What's your favourite drink? What colour are your eyes? Where do you live?

C3a

To prepare for the radio interview in C3b, ask students to think of a special person in their lives. They then work in pairs and tell each other about their person.

C3b

Students now listen to a radio programme about special people and friends. They open their books. Ask them to listen and match the names of the callers (Madeleine, Elliot and Gemma) with the pictures of the people they are talking about (3, 2 and 1).



Tapescript (CD 1/Track 3)

DJ: OK. Now we've got Madeleine Roberts on the line. So what's your story, Madeleine?

Madeleine: Hi. Well, I'm married and I work part-time as a shop assistant. And the most important people in my life are my children. I have twin boys, Tom and Scott.

DJ: That sounds like hard work, Madeleine. How old are they?

Madeleine: They're seventeen years old. They still live at home and go to school. They're red-haired and very tall. Their favourite clothes are jeans, baseball caps and T-shirts. They're very loud.

DJ: Yeah, I can imagine.

Madeleine: Their only interest is music. They listen to heavy metal and spend most of their time on the Internet. They do everything together. They both play in a band and they've got thousands of CDs. Of course they're not perfect – they're always late, they only eat fast food, pizza or pasta and they're lazy. But my life would be boring without them.

DJ: What a good mum! Now next, we have Elliot Spencer.

DJ: OK, Elliot?

Elliot: Yeah, my name's Elliot Spencer from Liverpool. My sister Kate is the most important person in my life.

DJ: Oh, that's nice. Is she older or younger?

Elliot: She's 12 years older than me. She's married and has three children. She lives just a block away from my flat. She's got brown hair and brown eyes – just like me. She likes cooking and I often eat at her place. She's got a big heart and is very kind.

DJ: Right.

Elliot: She doesn't get angry and is very patient with her children. She's very easygoing and laughs a lot. She's important to me because she's the only family that I have.

DJ: Our last caller today is Gemma Finley. Hi, Gemma.

Gemma: Hi, Rod. The most important person in my life is Elizabeth.

DJ: And who's she?

Gemma: She's my best friend. She's more important to me than my family. We went to the same school and lived in the same town till we started working. I moved to London, but I still see her very often at weekends.

DJ: That's nice.

Gemma: We know each other so well. We often go shopping together. We both like the same things: travelling, going to concerts and to the theatre. Like me, she doesn't like sports, but we sometimes go for long walks. She's a good listener and when I have problems, she's the only person I can ask for advice.

DJ: That's a real friend.

Gemma: Yeah. She's slim, tall and quite elegant – not like me! She's a very positive person. Yes, she's very important to me.



Key

3 – 2 – 1

C3c

Students now listen again and fill in the table. Ask them to compare their answers with their partner before you check the answers in the group.



Key

Tom and Scott – appearance: red-haired, tall; interests: music, Internet; character: always late, lazy

Kate – appearance: brown hair, brown eyes; interests: cooking; character: kind, doesn't get angry, patient, easygoing

Elizabeth – appearance: slim, tall, elegant; interests: travelling, going to concerts, theatre; character: good listener, positive

→ Teaching tip

Ask students to compare answers with their partner(s) before they say their final answers to the whole group. This gives them a chance of practising and checking what they have understood and want to say before speaking in front of the whole group and the teacher. This is especially good for shy students and for those who are afraid of saying something which might not be correct.

C4a

In pairs, students complete the word wheels. Refer to the *Focus on spoken English* box and the *Focus on grammar* box.

→ Extension activity

Ask students to write the word wheels up on the board.



Key (possible answers)

appearance: What does he/she look like?

How tall is he/she? What colour is his/her hair?

character: What's he/she like? Is he/she nice?

interests: What are his/her hobbies? What are his/her interests?

→ Language

Students might have problems distinguishing between "to like" and "What's she like?" and "What does she look like?" These examples might help. Choose a famous person or one of the students and write sentences on the board about the person, e.g. (for the Queen) "She likes her dogs. She's friendly. She's quite short with grey hair." Elicit the questions from the students and then get them to ask each other about another person.

C4b

This activity helps students to use what they have learned and make it personal. Students write down the name of a special friend on a piece of paper and give it to their partner. They then ask each other questions about the person on the paper. Refer to the *Focus on grammar* box and the Companion p. 71–72 if necessary.

→ Extension activity

Ask some (or all) students to report on what they have found out about their partner's special person. This will provide extra practice of the 3rd person and a lot of information for a conversation in the group.

C5a

The objective of this activity is to brainstorm more questions, this time using question words. Students work in pairs. This can be made into a game. The pair with the most correct questions wins.

**Key** (*possible questions*)

What colour is his/her car? When does he/she go to bed? Where does he/she live? Who is his/her favourite singer? Why is he/she learning English? Which day of the week does he/she like best?

→ **Teaching tip**

For weaker students, questions can be collected from the whole group and written on the board. They can be grouped according to question words.

C5b

Students can now write down the answers to some or all of the questions which they expect to be true for their partner or someone in the group. Each student can write his or her name on a piece of paper. You then distribute these to other students and they answer the questions about the person whose name they get. They then check their answers with the person and score a point for each correct piece of information.

Aspect D When do you use English?**Aims**

- to say when and where you use English and give reasons why
- to say what you have already achieved in English and what you still need to learn
- to talk about long-term objectives and short-term objectives
- to realize that setting objectives is vital for success

D1a

With books closed, ask students the questions. After a few ideas have been collected, ask students to open their books and work in small groups and tick the boxes which apply, adding more reasons of their own. Go around and help with any difficulties.

D1b

Play the recording. Students listen and fill in the answers.

**Tapescript (CD 1/Track 4)***Learner 1*

Well, the whole world speaks English. English is an important language. For example, I use English when I'm on holiday. I spend all my holidays outside Germany.

Learner 2

I use English at work all the time. We have business partners in China and we can only communicate in English. I can't speak Chinese and I need to understand their questions.

Learner 3

Most of the websites on the Internet are in English and I use the Internet at least two hours a day.

Learner 4

I'm learning English because I want to study in the UK. I never had English at school. We had to do Russian at my school.

Learner 5

I have friends in Australia. We talk in English, so I need to learn more words!

**Key**

- 2. at work; 3. on the Internet; 4. for study;
- 5. to talk to friends

D2a

The following activities (D2a to D4) focus on students' long-term and short-term reasons for learning English. Refer students to the example and ask them to write down why they are learning English. Refer students to the *Focus on grammar* box and the Companion p. 84–85 if necessary.

D2b

Students walk around and interview each other in a class survey. They then make a list of reasons for learning English. Everyone can do this individually on a piece of paper. Ask them to list all the names vertically and list the reasons in note form. They can then report to the group and list all the reasons on the board. Alternatively, the reasons can be written on a poster, which students can refer to at the end of the course and see whether they have achieved their objectives. Refer to *Tip 1* on p. 16.

→ Teaching tip

The concept of learner autonomy and independence (see Introduction p. 4) may be difficult for students to understand if they have been used to traditional teaching methods. It is worth taking time to explain how autonomy can help students to learn better and show them how to set objectives and try and achieve these.

D3a

After having had a look at their individual long-term objectives, students now think about what they have already achieved in English and what they can do. Tell students about things you can do in a foreign language you have learned or are learning. Tell them and then write some things you can do in the foreign language on the board. Refer to the example and ask students to tell their partner about what they can do in English. Refer to *Tip 2* on p. 16.

→ Teaching tip

Bring along a copy of the *Europäisches Sprachenportfolio für Erwachsene* and show students how they can use it as a learner's diary, or print out the checklist available at www.hueber.de/next. This will help students to get a clearer idea of their objectives and achievements and encourage them to document their progress.

D3b

This step focuses on short-term objectives for this course (or semester). Students talk to their partners and collect their short-term objectives. They can make a list on the board.

Refer to *Tip 3* on p. 16.

D4

Students now produce their own checklists of what they need to do to achieve their objectives. Ask them to write these on a sheet of paper legibly and hang up the lists on the classroom wall. Students walk around and look at all the ideas and discuss them. Students can choose their favourite idea(s).

→ Teaching tip

Setting objectives is vital for students' learning success, but it is also important to be reminded of these regularly. Ask students to note their objectives and ideas of how to achieve them somewhere

where they can refer to them again. If they have a portfolio, they can write their objectives in it. Make it clear to students that they should update and adjust their objectives as necessary.

It's a good idea to keep the group's aims so that you can look back at them later in the course in order to see if they have been achieved. In Unit 10 Aspect D students are invited to look back at the notes they made in D2, D3 and D4 of this unit.

PLUS ASPECT

Aspect E Do you like your name?

Aims

- to revise talking about names
- to practise listening for gist

E1a

Ask students the question "Do you like your name?" Talk about your own name(s), what it means and whether you like it. Students open their books and ask each other the questions. It may be necessary to revise the correct question forms and possibly write these on the board.

→ Teaching tip

Encourage students to move about in class. This raises their energy level and appeals particularly to kinaesthetic learners. Tell students why you are asking them to get up and move about. Even if they are reluctant to do this at first, they will most probably realize afterwards that they have enjoyed it and it has made learning easier and more enjoyable. Make it clear that the activities in NEXT vary to suit different learner types and learning styles.

E1b

Students report back on their interview to the group. Remind them of the 3rd person singular –s. However, it is not necessary to correct them every time they forget it as this will prevent them reporting freely.

E2a

Students listen and take notes.

 **Tapescript (CD 1/Track 5)**

I'm Jayne. My name was very popular in the past, but it's not so popular now and everyone spells it wrongly. The Y in my name makes it unusual, but I don't really like it. My mother named me after a really old film star, but I'd like to have a name you spell normally! My favourite girl's name is Emma. No spelling problems there.

I'm Sylvia. My name's not very unusual, but I don't know anyone who has the same name and so it's quite special really. It was the name of my mother's best friend. She was from Hungary and I think she spells it differently. It's nice to have a name that's a bit unusual, but that everyone still knows. I think my favourite name is one that boys and girls can have: it's Jamie.

My name's Harry. Everyone knows my name because of the Prince! But I don't mind at all. I don't know anybody with the same name, but there are probably lots. It's an easy name to say and to spell and when I'm abroad, I never have any difficulties. Yeah, it's okay. I don't have another name I like better.

 **Key**

Jayne: doesn't like her name; favourite name: Emma
Sylvia: likes her name; favourite name: Jamie
Harry: likes his name; favourite name: Harry

E2b

Students now work in small groups and make a list of names. The whole group can compare their lists.

E3

This activity focuses on the meaning of names. Students match the names with the meanings. Make it clear that they can guess the meanings.

 **Key**

Brigitte – strength; Paul – small; Rosie – rose; Sarah – princess; Philip – lover of horses; Felix – happy

E4a

Students fill in what they think is right.

 **Key**

2. Mummy; 3. Isabel Benito; 4. Isabel; 5. Bella

E4b

This activity should be done in pairs as some students might be unwilling to share their nicknames with everybody else. It can also be left out.

→ Extension activity

Ask students to find out the meaning of their name(s), including their family name. They can use the Internet (English websites) or use books or the local library. Ask them what they have found out at the beginning of the next lesson.

→ Teaching tip

If you ask students to do work at home, it is important that you remember to refer to it in the next lesson, otherwise students will feel there is no point in doing it. This also applies to the *Homestudy* exercises. Even if you only ask students what they have done, it will make them feel it is important to do some work at home.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T01.

Unit 2

DESTINATIONS

Core aspects

- A See the film and then visit the country
- B Greetings from New Zealand
- C The business trip to Auckland
- D Your flight is now ready for boarding

Plus aspect

- E Taking a break

Can do's:

- I can participate actively in a conversation (show interest, etc.).
- I can ask questions about holiday destinations.
- I can talk about travel experiences.
- I can read and write a holiday postcard.
- I can read and write emails about booking a hotel room.
- I can understand announcements at the airport.
- I can describe a suitcase.

Grammar

Present perfect (with *ever*, *never*)

Past simple

Adverbs of manner

Vocabulary

Countries and places

Words to describe holidays (*beautiful beach*, etc.)

Hotel facilities

Booking a hotel room (*confirmation*, etc.)

Airport words (*gate*, etc.)

Words to describe a suitcase

Exploring learning – listening and speaking

Taking an active part in a conversation

Giving reasons

Listening – is everything right?

Icebreaker

Aims

- to revise names and giving personal information (Unit 1)
- to revise and practise the names of countries
- to revise and practise 3rd person –s / present simple
- to use visual, auditory and kinaesthetic learning techniques
- to create a “holiday atmosphere”

Students and teacher form a circle. Ask students to think about a country and an activity they like which is connected with the country or holidays there. Both things should start with the same letter as their first name. Give an example: “I’m Brigitte. I like Barbados and beach volleyball”, or “I’m Sandra. I like Sweden and swimming.” Give them a minute or two and help if necessary. Then ask the student on your left to introduce him/herself with the sentence (“I’m Sandra. I like Sweden and swimming.”) Ask all the students how you could mime “swimming”. Ask everybody to mime the word when they hear it. You introduce the student on your left: “This is Sandra. She likes Sweden and swimming.” Everybody mimes “swimming”. Then you add your own introduction (“I’m Brigitte. I like Barbados and beach volleyball.”) Mime “beach volleyball” and everybody joins in. Then ask the student on your right to repeat Sandra’s introduction, your own introduction, and add his/her own introduction while everybody mimes the words. The further it goes on, the more students

have to remember, so it is important for everybody to mime the words to help them. Don't forget to applaud when the last student has finished!

CORE ASPECTS

Aspect A See the film and then visit the country

Aims

- to participate actively in a conversation (show interest, etc.)
- to ask questions about holiday destinations
- to talk about films and travel experiences
- to introduce and practise the present perfect
- to practise the present perfect and past simple

A1a

Before students open their books, ask them if they go to the cinema a lot and if they can remember the last film they saw. Ask them which country or countries they associate with the films they mention. Ask students to open their books and look at the pictures. In pairs, they match the pictures with the films.



Key

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

A1b

Students now listen to the recording and tick the countries they hear. Refer to the *Focus on grammar* box and make sure students understand how to form the present perfect (have + past participle). For further information on the present perfect if necessary, refer students to the Companion p. 90–91. There is no need to give too much information here as there will be further practice in A2b.

→ Language

German speakers will probably say "We've been in New Zealand". Point out that in English you say "We've been to New Zealand".

→ Language

The use of the present perfect is a challenge for most English learners. German speakers often think it is just another past form. It is better not to go into too much grammatical detail here, but you can

point out that no times are mentioned. Here it is important just to practise the form, as the difference between the present perfect and the past simple becomes clearer in A2b.

→ Teaching tip

Taking objects and authentic material to class makes learning more vivid and more memorable for learners. If you have a world map, a large atlas or a globe, bring it along and get students to find the countries.

→ Extension activity

You could have a short revision of names of countries and nationalities here, especially if there are several nationalities in the class.



Tapescript (CD 1/Track 7)

Brian: Are these two seats free?

Passenger: Yeah, sure.

Brian: Thanks. The terminal's crowded this morning, isn't it?

Passenger: Yes, it is, very crowded. Where are you flying to?

Andy: Auckland.

Passenger: Auckland! That's exciting. I've never been to New Zealand.

Andy: Well, this is our first visit. We loved the film *Lord of the Rings*, so we want to see the country.

Passenger: That's interesting. Have you visited other places that you've seen in a film?

Andy: Oh, yes. We've been to Scotland.

Passenger: Because of the Harry Potter films?

Andy: Yes, that's right. Where are you flying to?

Passenger: Nairobi.

Andy: An interesting place. And is this your first visit?

Passenger: My second. My daughter lives there. Have you ever been to Kenya?

Brian: Yes, we have. We went in 1985 because of the film *Out of Africa*.

Passenger: Oh, yes. What a beautiful film! So what other places have you been to?

Andy: We've been to Paris. We visited the Louvre last year and stayed at the Ritz because of *The Da Vinci Code*.

Passenger: Really? ... Oh. That's my flight. Nice to talk to you. Bye. Have a good flight.

Brian: Thanks. You, too!



Key

Scotland, France, Kenya

A1c

Students listen again and number the sentences in the order they hear them. Ask them to compare their answers with a partner before checking in the whole group. Ask if the passengers sound bored or interested and refer students to *Tip 1* on p. 24.



Key

6 – 2 – 5 – 1 – 4 – 3

→ Teaching tip

Active listening is a useful skill in communication. It helps students to carry on a conversation as they can show that they are interested.

→ Extension activity

Ask students to think of a piece of information about themselves which is new to their partner. You can give an example such as: “I went out for a Thai meal yesterday.” or “My mother came to see me last week.” “I like vanilla ice-cream best.” “My car is a Ford.” “My daughter is a student in Paris.” and ask them to react using one of the phrases. They can walk around and give their information and react actively to each other.

A2a

Students work in pairs and think of and write down the names of five countries. You can hand out letters at random or ask them to use the letters in words you give them or in one of their names.

→ Extension activity

Write capital letters A to Z on the board or on flipchart paper and ask students to come to the board and work as a team to find countries for every letter of the alphabet.

A2b

Students get together with another pair and ask and answer questions. Refer to the example and to the *Focus on grammar* box. Point out that you use the “Have you ever been to...” structure first, and you need the past simple for the follow-up questions asking about the precise event in the past.

Refer to the Companion pp. 90–91 if necessary.

→ Teaching tip

This is the first time that students learn the present perfect as a contrast to the past simple. Visualising the two tenses can be a helpful way of explaining the different ways they are used. Draw a time line on the board to illustrate the tenses:

Have you ever been to Kenya?



I was in Kenya in 2003.

and ask the students to give you examples which you write in the appropriate place.

A3a

Ask students to have a look at the examples and copy the chart onto a piece of paper. They then get up, walk around and talk to at least three people in the class and fill in the table. Join in the activity and make sure that they try and use the two tenses properly.

→ Teaching tip

Mistake correction can be done by noting the most common mistakes and writing up correct sentences on the board. This avoids singling out individual students.

A3b

Students report back to the group on their interviews. Focus on the correct use of the two tenses.

→ Extension activity

Find someone who has been to ... Collect names of countries and holiday destinations. You could focus on a single country (Germany, Britain, USA, ...) and the main holiday destinations there. Ask students to write down four or five and walk around and ask others “Have you ever been to ...?” and “When did you go?”

→ Teaching tip

When practising a new grammatical structure, it makes sense to focus only on those mistakes connected with the new structure.

Aspect B Greetings from New Zealand

Aims

- to talk about sending postcards or text messages while on holiday
- to collect and discuss topics to write about on postcards
- to understand and write a simple holiday postcard
- to introduce adverbs of manner
- to discuss the number of days' holiday in different countries

B1a

As an introduction, ask students if they send postcards or text messages when they are on holiday. Ask students to write down all the names in the class on a piece of paper and carry out a class survey to find out what the others send while they are on holiday. Additional ideas such as emails, letters, phone calls, nothing at all, can be added. Students then report back on what they have found out in the whole group.

→ Extension activity

Before doing B1a, write "New Zealand" on the board or flipchart paper as the centre of a word wheel. Add one or two ideas such as weather, countryside, cities, activities, etc. and find out what students know about NZ. Write down one or two of their ideas, then ask them to stand up and add their own associations to the word wheel. If you have a big class, this can be done in groups, starting with one group and moving around from one group to another.

B1b

Students keep their books closed. Ask them what they write to friends about when they are on holiday. Collect their ideas on the board and then look at B1b and cross out the topics which have not been mentioned at all.

B1c

Ask students to look at the postcard and ask if anybody has ever been to Auckland. Talk about your own experience if you have been there, or about whether you would like to go there one day. Students then read Andy's postcard and add the things he writes about to the list in B1b. Ask students to compare their results with their neighbour(s) and then check in the whole group.



Key (*possible answers*)
people, excursions, guide, movies

B2a

The aim of this activity is to sensitize students to the form and use of adverbs of manner.

There is no need to go into this in great detail at this point as adverbs of manner will be covered again in Unit 4. Ask students to choose the right word and compare their answers with their partner. Only refer to the Companion p. 120 if necessary.



Key
a. casually; b. dangerously

→ Language

Some languages have special forms for adverbs, others don't. German students tend to be unfamiliar with the structure and use of adverbs, so it might help to say that the adverbs dealt with here answer the question how something is done or how someone does something.

→ Teaching tip

To visualize the function of adverbs, you could bring along a toy car and demonstrate "He drives carefully, slowly, dangerously". Encourage students to come up with their own ideas.

B2b

Students fill in the words in the word wheels individually.



Key (*possible answers*)
beach: sandy, clean, beautiful; hotel: clean, cheap, comfortable; people: relaxed, helpful, friendly

B2c

Students get together with a partner and expand their word wheels.

→ Extension activity

Copy the main words from the word wheels onto the board or a flip chart and ask students to complete the word wheels together so that the results can be seen by everybody in the group.

B3a

Students now write a postcard to their partner. Refer back to B1c. Walk around and help where necessary.

→ Teaching tip

To make the activity of postcard writing more authentic, bring along some old picture postcards or blank cards in postcard format and coloured pencils or felt pens and ask students to pick a picture postcard or draw one themselves.

B3b

Students find their partner and “deliver” their postcards. They interview each other. Afterwards, ask them to report back on something interesting they have heard. Refer students to *Tip 2*.

→ Portfolio

The postcards can be included in the students’ portfolios.

B4a

Ask students the question and then ask them to guess the number of holidays in the countries given and fill in the table.



Key

UK 28; France 37; Canada 26; USA 13

→ Culture tip

Holiday entitlement and attitudes to this vary a lot in different countries. People working in Germany tend to have quite a large holiday entitlement compared to, for example, the USA. It may be interesting to talk about this in class and add more countries or to ask students to find out about this from the Internet.

B4b

Students talk about this in small groups. Walk around and help. Then collect ideas on the board.

Aspect C The business trip to Auckland

Aims

- to read and write emails making hotel reservations
- to discuss students’ needs when they are in hotels, on holiday and on business

C1

Introduce the topic by asking students what they need in a hotel when they are on holiday. Draw two columns with headings “On holiday” and “On a business trip” on the board and list the items students mention under “On holiday”. Tell them that this aspect is about travelling on business and ask them to read the memo. List what Anna needs in the hotel on her business trip under the heading on the board “On a business trip”. In small groups, students now talk about whether they need the same things as Anna does. Students report back on what they need in a hotel when they are on a business trip and add their needs under “On a business trip”.

→ Language

Allergy-friendly (or anti-allergic) rooms are mainly for people with a dust allergy. They typically include things like special pillows and bed coverings, no carpets or curtains; and no smoking, of course.

→ Extension activity

Using brochures of hotels or print-outs from the Internet in English, cut out the pictures and the descriptions and ask students to match the pictures with the descriptions.

→ Extension activity

Ask students to list all the names of hotels they know. Then in two groups, one for business and one for holidays, ask them to think up good names for hotels for holiday and business travellers.

→ Teaching tip

When you (you can also ask your students to do this) travel to foreign countries, collect brochures from excursions, hotels, restaurants, sightseeing tours and use them in class as examples of authentic material.

C2a

Tell students that Barbara has found information about two hotels. Students read and check if the hotels match Anna’s needs.

C2b

Students read the emails and find the answers.

**Key**

The Auckland Sky has got rooms available. The City Hotel is fully booked because there are some international rugby matches in Auckland on those days.

C2c

This activity collects explanations for some of the useful phrases in the emails and helps students to understand these. Students work with a partner and match the phrases. Ask students to write the matching pairs on the board.

**Key**

a.4; b.1; c.2; d.5; e.3

C3a

The aim of this activity is to write an email. Refer to the list of phrases in C3a, C2b and the model emails in C2b. Students may find this difficult, so it is important to point out all the language they have learnt and can use for this. Students work individually. Walk around and monitor and help.

→ Teaching tip

Make it clear to students that they do not need to learn a large number of phrases or words at this stage, but can choose the words and phrases they find useful and concentrate on learning to use these. They can extend their range of language at a later stage of learning.

→ Portfolio

The emails can be included in the students' portfolios. Students can also use them if they have to make hotel bookings in real life.

→ Teaching tip

With weaker classes, the whole class can work on an email together and it can be written on the board. Then rub out some of the words and ask students to complete it individually. These can be any words as well as words from those parts where students give individual information.

C3b

Collect all the emails, mix them up and ask students to take one each.

C3c

Ask students to look at the room lists on page 97 and answer the email. Point out that they can refer back to the earlier parts of the unit for help. Refer back to C2b and help if necessary.

C3d

In the whole group, talk about who got the room they wanted.

→ Extension activity

Encourage students to practise writing emails by sending emails to each other (and to you if you want) outside English lessons.

Aspect D Your flight is now ready for boarding**Aims**

- to understand simple announcements at the airport
- to describe a suitcase
- to introduce and practise language connected with airports and luggage
- to practise language needed in the lost property office

D1a

Before students open their books, ask them about the last time they were at an airport. Did they fly somewhere, pick someone up, or just visit the airport? Collect vocabulary about airports and write it on the board. Students then look at the pictures and match them with the words.

**Key**

1b, 2j, 3f, 4a, 5h, 6k, 7g, 8d, 9i, 10c, 11e

→ Language

For German learners "briefcase" is a "false friend", as it means *Aktentasche* and not *Brieftasche* (wallet). Ask students to think of other English or English-sounding words they know and point out which ones are false friends.

D1b

Students now listen to the dialogues and write down the places where they might hear them. Ask them to compare their answers with a neighbour before checking in the whole group. Point out that there may be more than one correct answer.

Tapescript (CD 1/Track 8)

1

- ▲ Would you like a window seat or an aisle seat?
- A window seat, please.
- ▲ OK. Here's your boarding pass. Boarding is at 12.00 through gate C12. Have a good flight.
- Thanks.

2

- This is my first visit to China.
- ▲ Oh, well, I've been there five times.
- Really?
- ▲ Yeah. It's a really interesting country.

3

This is the last call for Air New Zealand flight NZ 0024 to London Heathrow connecting to Swiss flight LX 325 to Zurich. Will all remaining passengers please proceed immediately to gate 3 where their flight is now closing.

4

United Airlines regret to announce the late departure of their flight UA 9544 to Los Angeles connecting to flight UA 8844 to Frankfurt. This is because of the late arrival of the incoming aircraft. The new time of departure is expected to be 12.45.

5

- Look. There's your suitcase.
- ▲ No, it isn't. My suitcase is light blue and it's got a red strap on it.
- Oh, yeah. I forgot.



Key (possible answers)

1. check-in; 2. departure lounge; 3. gate, passport control, check-in; 4. departure lounge, gate; 5. baggage reclaim

D1c

Students now listen again and complete the sentences. Again have them check their answers with a neighbour before they give their answers to the whole group.



Key

1. C12; 2. China; 3. Heathrow, Zurich; 4. UA 9544, UA 8844; 5. light blue, red

→ Extension activity

If your students are interested in the topic, you could set up an "airport" in your classroom. Have different areas like check-in, passport control, security check, departure lounge. Practise typical conversations at each point. List useful phrases on the board so students can use them to help. Bring along (or make with the students) signs saying "check-in", "passport control", "security check", "departure lounge", and ask students if they would prefer to be tourists or work at one of these places. Tourists should travel in pairs or small groups (family) so they can also hold conversations amongst themselves and to help those students with less experience of flying and airports. Students who are tourists can use their handbags as luggage or wear sunglasses and caps, staff can have identity cards. Make the situation authentic and keep the atmosphere light-hearted. Accompany students through the different areas and make notes of any language problems. However, emphasize that the important thing is to communicate. The activity can be repeated with different roles. Round off the activity by asking them to report on their experience and possibly write up some language difficulties on the board for students to correct in the whole group.

D2a

Ask students what colour their suitcase is. Do they have different suitcases and bags for different purposes? Collect their descriptions on the board (colours, sizes, etc.). Students then look at the pictures and match them with the descriptions. Refer to the *Focus on vocabulary* box.



Key

1c., 2a., 3b

→ Language

When more than one adjective is used to describe something, the colour is usually given first and then other characteristics. It is unusual to put more than two adjectives in front of a noun, but more common to use a separate phrase: "It's a dark blue suitcase and it's very heavy" rather than "It's a dark blue, heavy suitcase". "Light" and "dark" are not considered as separate adjectives here, but part of

the colour. However, as this is not important for communication, it is not necessary to go into detail here.

D2b

Ask students "Have you ever lost your baggage?" Ask them to talk about what happened and elicit more information, e.g. did they have to describe their luggage? Students read the dialogue and fill in the missing information. Then they listen and check if their answers were correct. Refer to *Tip 3*.



Tapescript (CD 1/Track 9)

Anna: Excuse me. I can't find my suitcase.
 Airport official: Right. Well, can you describe it?
 Anna: Yes, it's green with a brown strap.
 Airport official: Is it dark green or light green?
 Anna: Dark green.
 Airport official: Dark green. OK. And what's the baggage identification number?
 Anna: 1583498
 Airport official: 1583458
 Anna: No, not 58, 98.
 Airport official: 98. OK. One moment please. Is this your suitcase?
 Anna: Yes, it is. Great. Thanks.
 Airport official: You're welcome.



Key

1. Well, can you describe it?
2. Is it dark green or light green?
3. Dark green. OK. And what's the baggage identification number?
4. No, not 58, 98.
5. Is this your suitcase?
6. You're welcome.

D2c

Students work in pairs. Ask them to decide who is A and who is B. A is the tourist who has lost a suitcase. Have A look at p. 97 and choose a suitcase. A describes the suitcase to B. B works in the lost property office and looks at p. 97 to identify the right suitcase (a, b, c or d). Ask them to act out the situation, using the dialogue in D2b as a model.

D2d

Students then change roles and do the activity again.

→ Teaching tip

Again it might help students to get into their roles if you set up tables or places in the classroom as Lost Property Offices.

PLUS ASPECT

Aspect E Taking a break

Aims

- to consolidate and revise the present perfect
- to provide reading practice
- to provide further practice for talking about travel and things that students have never (or not yet) done and would (or would not) like to do.

E1a

Ask students to work in small groups. Give them the questions before they open their books, by writing the questions on the board for example. Check that they understand what a cruise is.

E1b

This is a chance for people to talk briefly about any cruises or long holidays that they have been on.

E2a

The class can stay in their small groups for this activity and the next. Ask the students to open their books and to have a go at matching the words with their definitions.



Key

1.c, 2.a, 3.b

→ Culture

A gap year usually describes a year off between school and university. In Europe young people often use this time to travel. These days there are lots of travel companies that specialise in organising gap years, combining travel with some educational opportunities or the chance to do some volunteering. Other young people prefer to travel independently. Gap years aren't restricted, however, to students leaving school. It's possible to take a gap year at the end of your studies or mid-career.

E2b

Ask the small groups to carry on talking together. They should come up with some ideas such as: "We think world cruises are good for old people (people who are retired) because they are too expensive for students." You can do a quick round-up of their ideas before moving on to the next activity.

E2c

The article is probably best read in pairs or individually. As usual, students should try to read texts like this without stopping to look up words. They can check words at the end if they are not sure of something, but the best thing is to ask other students for help.

E3a

At some point you will probably like to talk a bit about the article with the class. This could happen before or after this activity. The idea here is to get all the students in the class talking through a little survey. The advantage of surveys is that students have a chance to repeat the same questions (a sort of drill, therefore) but with a purpose. Ask students to stand up and circulate, ask three people their questions, note down the answers and answer questions themselves.

E3b

A chance to round things off with some reporting back and a chat about students' experiences and dreams.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T02.

Unit 3

FOOD FOR FRIENDS

Core aspects

- A Food for the party
- B Can you give me the recipe?
- C What do you do online?
- D Find a good restaurant online

Plus aspect

- E Secret shopping

Can do's:

- I can read an email with instructions to buy some food.
- I can write a shopping list.
- I can exchange ideas about food and drink for a party.
- I can understand the details from a recipe.
- I can understand numbers and quantities from a recorded interview.
- I can exchange information in a conversation about Internet use.
- I can understand important information from restaurant reviews on the Internet.
- I can describe and recommend a restaurant.

Grammar

- *some/any*
- imperatives
- *much/many*
- *a lot / a few*

Vocabulary

Food and drink
 Quantities (*a bottle of*, etc.)
 Recipes (quantities, cooking methods)
 Internet shopping
 Restaurants
 Adjectives to describe restaurants

Exploring learning – learning vocabulary

Choosing vocabulary
 Guessing words
 Making opposites
 Learning word pairs

Icebreaker

Aims

- to revise vocabulary about food
- to revise vocabulary about preparing meals
- to appeal to the senses to practise vocabulary
- to introduce the new topic

Bring a (soft) ball to class. Tell students that this activity is to revise words about food and drink. Students and teacher form a circle. Ask students to think about "something sweet". Give them half a minute to do this, then say a word for something sweet (like chocolate, candy, sugar, etc.) and throw the ball to a student. This student gives a different word for something sweet. Go on until every student has said a word or phrase. If students can't think of anything, they can ask each other for help. Other topics for this activity could be: something salty, cold, hot, soft, grilled, baked, fried, boiled, etc. Finish off by asking students to say their favourite meal or food item.

CORE ASPECTS

Aspect A Food for the party

Aims

- to read an email with instructions for buying some food
- to write a shopping list
- to exchange ideas about food and drink for a party
- to practise *some* and *any*
- to practise *there is / are*
- to talk about food for special events

A1a

Before students open their books, start by talking about a special birthday you have had, where it was celebrated, what you did and what food you ate. Use the examples in the book. Ask students to open their books, read the sentences and then write 2-3 sentences about their own special birthday and compare these with a partner.

A2

This activity is to introduce vocabulary for A3a. Students match the pictures and the words. Make sure they pronounce the items correctly.



Key

1 – 4 – 3 – 2

→ Teaching tip

Writing the phonetic transcription of difficult words (e.g. “sausages”) on the board may help them, even if they are not initially familiar with phonetic symbols. Some students will find this helpful as they will be able to look up the pronunciation of unfamiliar words in the dictionary.

A3a

Ask students to read the emails individually. Make sure they understand that the last, most recent email is the one at the top and the beginning of the correspondence is at the bottom. Students work in pairs and put the food items into the categories. Ask students to list the different categories and items and write these on the board or ask students to do this. Refer to the *Focus on vocabulary* box.



Key

meat: hamburgers, sausages; soft drinks: Coke, orange juice; alcohol: brandy; dairy products: cream; fruit: strawberries; bakery products: rolls

→ Teaching tip

Putting words in categories may help some students to remember them better. Give students more examples of how they can do this, like furniture: in the living room, in the kitchen, in the bedroom, etc.

A3b

Ask students what they do and say when they wish someone good luck.

→ Culture tip

In multinational classes, this is a very good chance to find out about different habits in different countries. If your class does not have many nationalities, ask them to think about their travelling experiences, or what their colleagues and friends from other countries do. In Germany, people knock on wood three times for good luck, or they press their thumbs into their fists (*Daumen drücken*) for good luck. Students may also come up with things people say like “Break a leg” (in the theatre) or *Hals- und Beinbruch* when skiing, or with symbols like black cats and four-leaved clover.

A3c

Ask students to work in small groups and add words to the word wheels. So they can see each others’ results, ask students come to the board or use different flipcharts or pinboards and write up the four word wheels and compare them.



Key (possible answers)

a packet of: sausages, rice, crisps;

a bottle of: orange juice, Coke, lemonade, brandy, wine;

a carton of: cream, milk;

a kilo of: strawberries, apples, potatoes

→ Extension activity

This is another good opportunity to bring authentic material to class. Bring along different containers (a bottle of, a packet of, a carton of, two kilos of, a bar of ...) to class and ask students to write the words on cards and fix the cards to the items so they can see what they are. If you do not want to bring objects, use pictures (from advertisements or supermarket leaflets) or examples of clipart.

A3d

The aim of this activity is to revise the use of *some* and *any*. Make sure students understand these are sentences taken from the emails in A3a. Students read the emails and fill in *some* or *any*. Refer them to the *Focus on grammar* box and the section in the Companion pp. 107–108.

**Key**

1. any; 2. any, any; 3. some

A4a

Ask students to write their own shopping list individually and walk around and help if necessary. Make it clear that they can use dictionaries to find the words they need. Refer to *Tip 1* on page 32.

A4b

The aim of this activity is to practise the use of “Are there any...?” etc. Ask students to walk around with their shopping lists and find someone who has 5 of the same things on his or her list. To do this, they will need the language in the *Focus on grammar* box. Draw their attention to the *Focus on grammar* box and answer any questions they may have. With weaker groups, write the questions and answers on the board so students can use them while they are walking around and asking. Students should try and find someone with five of the same things on their lists. Refer also to the Companion pp. 103 and 107–108 if necessary.

A4c

Ask students to report back on what they have found and write the most popular party food and drink on the board.

→ Teaching tip

Don't worry too much if students do not use *some* and *any*, i.e. if they say “I need peanuts” or “I don't need peanuts”. *Some* and *any* are difficult to use, so students will make mistakes while they are practising. It is important to concentrate on mistakes which are confusing for listeners or can lead to difficulties in real life.

→ Extension activity

If you think this would be acceptable to the group, ask students if they would like to have a class party. This can be held in one of the next lessons or as part of the first Consolidation unit. Make it clear that only English will be spoken at the party! This

will give them extensive opportunity to practise the language they have learnt in a real situation.

→ Extension activity

For further practice of the “Is/are there any ...?” structure you could do a guessing game in class. In pairs, students ask what their partner has got in his/her handbag or briefcase. (Are there any cigarettes in your bag? Is there any money?) The winner is the student with the most correct guesses.

Aspect B Can you give me the recipe?**Aims**

- to talk about food you have on special days
- to understand the details from a recipe
- to understand numbers and quantities from a recorded interview

B1a

Before students open their books, start by asking them about their favourite meals and if they cook them themselves. Do they enjoy cooking? On which occasions? Do they have a cook book? Tell them this aspect is about a recipe for a famous American dish. Ask them to open their books and have a look at the words. Tell them you will explain the words later; the task now is just to listen and put the ingredients in the order they are mentioned.

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

Johanna: And what's your favourite dish, Mel?

Mel: Well, I love pumpkin pie! My granny from New England used to make it for me. But it's got a lot of calories because it's sweet and not savoury. You can eat it hot or cold, but first you bake it in the oven.

Johanna: Mmm. I like sweet things. So what do you make it with?

Mel: You make it with, ...er, let me think, eggs, sugar, ginger, cinnamon ...

Johanna: Cinnamon? What's that?

Mel: It's a kind of spice. You have cinnamon in *Glühwein* and biscuits at Christmas.

Johanna: Oh, of course. I understand now.

Mel: So, eggs, sugar, ginger and cinnamon and then a bit of flour, a pie crust, and of course pumpkin puree.

Johanna: So when do you eat pumpkin pie?
At Christmas?
Mel: No, Americans like to eat it at Thanksgiving in November.
Johanna: Sounds lovely. Can you give me the recipe?
Mel: Sure. I'd be glad to. I'll call you tomorrow.



Key

4 – 3 – 6 / 2 – 8 – 7 / 5 – 9

→ Teaching tip

Depending on the type of text and listening task, it is important that students learn to filter out what they need from everything they hear. The tasks in NEXT are training for real life situations, such as listening for the numbers of platforms at railway stations, departure times of trains, details given during a guided tour, etc. Some listening tasks practise listening for gist and others listening for detail.

B1b

Ask students to guess the meaning of the words instead of looking them up in their dictionary. Make sure they are not worried about doing this and make it clear that what they say cannot be “wrong”. Tell them the correct meanings. Refer them to *Tip 2* on page 32.

B1c

Refer students to the *Focus on spoken English* box. Explain that “you” is like “man” in German. In pairs, students talk about what they eat on special days.

→ Extension activity

In two groups (or more with a bigger class), students create two word wheels with “Special days in your country” as the centre for both. Write “Special days in your country” on the board and on a flipchart or flipcharts. Then ask the groups to add the names of the special days in their countries to the word wheel. After 5 minutes, students move to the next word wheel and add special meals for the days the other group has written. Then groups move back to their “own” word wheels and see what the other group has added to their special days.

→ Culture tip

Thanksgiving originated with the *Pilgrims* whose ships arrived too late in the summer for planting, so during the first winter some died of starvation. The next spring, the local people who are called Native Americans today (no longer American Indians) showed the Pilgrims how to work the soil, introduced corn to them and showed them that a fish should be placed in the hole dug to plant the corn as fertilizer. The harvest was ample to take the colony through the winter and so they decided to throw a party and invite their helpers. Legend has it that turkey (an American bird) was served. Today, *Thanksgiving* is not related to any particular religion. *Thanksgiving* is always on the 4th Thursday in November. It is usually a family affair. The food eaten is turkey, of course, stuffing, sweet potatoes, cranberry sauce, and corn. The meal is eaten at mid-day.

→ Culture tip

This is a good chance to ask students to exchange cultural information about special days and food and meals in their regions or countries.

B2a

Make sure students know the difference between *teaspoon* and *tablespoon* so they can fill in the amounts in the list. They can then compare answers with their partner.

→ Language

A “cup” is a defined measure in US English and corresponds roughly to 240 ml in metric terms.



Key

$\frac{3}{4}$ cup of sugar, $\frac{1}{2}$ teaspoon of salt, $\frac{1}{2}$ teaspoon of cinnamon, $\frac{1}{2}$ teaspoon of ginger, 1 teaspoon of flour, 1 cup of cream, 2 tablespoons of water, $\frac{1}{2}$ teaspoon of vanilla extract

B2b

Students listen and check their answers to B2a. Make it clear that this is all they have to listen for. They do not need to understand everything that is said.

→ Teaching tip

Students will sometimes be tempted to read the tapescript while listening or to read it before the lesson. Make it clear to them that this will not help them in real-life situations and that they should

always try to listen to the recording first without seeing the text. It is worth reminding them of this from time to time.

Tapescript (CD 1/Track 12)

Johanna: Hello.

Mel: Hi, Johanna, it's Mel.

Johanna: Hi, Mel. How (are) you doing?

Mel: Good. And you?

Johanna: Great.

Mel: I've found the recipe for pumpkin pie.

Johanna: Oh, good. Hold on and I'll get a pen. OK.

Mel: OK. It's an American recipe, so it uses cups.

You need 1¼ cups of pumpkin puree, three quarters of a cup of sugar, half a teaspoon of salt, half a teaspoon of cinnamon, half a teaspoon of ginger ...

Johanna: Not so fast: half a teaspoon of salt and how much ginger?

Mel: Half a teaspoon, and one teaspoon of flour and two eggs.

Johanna: How many?

Mel: Two.

Johanna: OK.

Mel: One cup of cream and two tablespoons of water, half a teaspoon of vanilla extract and a pie crust.

Johanna: OK. I've got all that. So how do you ...

B3a

Ask students to discuss the correct order with a partner or in small groups. Tell them that more than one verb may be possible for each picture. Tip: The amount of mixture in the bowl indicates the order. Students then fill in the verbs.



Key

From left to right: 6 reduce heat, bake; 3 add, mix; 4 pour; 2 add, mix; 1 mix; 5 bake

B3b

Students listen to the second part of the recipe and check their answers. Refer them to the *Focus on grammar* box and point out that imperatives in English are the same as the infinitive form of the verb. Negatives are formed with "Don't ...".

→ **Language**

The imperative form in English is easy, but is only used for general rather than personal instructions in certain situations. Using it for polite requests sounds brusque or even rude.



Tapescript (CD 1/Track 13)

Mel: Pumpkin pie's very easy to make. Get a big bowl. Then mix the pumpkin, the sugar, the salt, the ginger, the cinnamon and the flour.

Johanna: OK.

Mel: Add the eggs and mix well.

Johanna: Mix well.

Mel: Add the cream, the water and the vanilla. Mix and then pour the mixture into your pie pan lined with pie crust.

Johanna: Pie pan lined with pie crust. OK.

Mel: Then bake at 400° degrees Fahrenheit for 15 minutes. That's 200° Centigrade. Then reduce the heat and bake at 350° Fahrenheit, that's, er, 180° Centigrade for about 35 minutes.

Johanna: That sounds easy.

Mel: It is. Don't worry about problems.

Johanna: Thanks a lot.

Mel: Have fun. Guten Appetit!

B3c

Ask students to close their books and in small groups try and remember the steps of the recipe and write these down. They can use the imperative form here. With weaker groups, you can elicit the verbs first and write these on the board. This can also be done with the ingredients so that all that the groups have to do is to combine these into sentences for a recipe.



Key (possible answers)

1. Mix the pumpkin, the sugar, the salt, the ginger, the cinnamon and the flour.
2. Add the eggs and mix well.
3. Add the cream, the water and the vanilla and mix.
4. Pour the mixture into your pie pan lined with pie crust.
5. Bake at 200° Centigrade for 15 minutes.
6. Reduce the heat and bake at 180° Centigrade for about 35 minutes.

B3d

Students read out their recipes and find the group which has all the correct ingredients and steps.

→ Extension activity

For further practice of recipes, ask students to bring along their (simple) favourite recipe. In groups, ask them to write down the recipe in English for an English-speaking friend. Ask them to draw pictures to go with it and make the recipe look as attractive as possible. A small prize can be given for the best recipe or the recipes can be made into a class recipe book and each student given a copy.

→ Portfolio

Students can add their recipe to their portfolio.

Aspect C What do you do online?

Aims

- to revise and introduce vocabulary and phrases useful for Internet use
- to exchange information about Internet use
- to revise and practise *much* and *many*
- to conduct a class survey on the importance of computers

C1a

Before students open their books, start by writing the title of this aspect on the board and get some spontaneous answers from them. Talk about how you use the Internet and include some of the terms from the box. Then ask them to open their books and fill in the words which go together. Make sure they understand that sometimes more than one option is possible. Draw students' attention to the learning tip on page 32.



Key (possible answers)

order: some tickets, some chocolates, some party food, some books, some whisky; book: some tickets, a table at a restaurant, a flight; download: some music, a recipe, a restaurant menu; rent: a car; buy: some tickets, some chocolates, some party food, some books, some whisky; send: some emails

→ Language

The verb "to download" is one word in English. Students sometimes split it up and say "Yesterday I loaded the latest Madonna song down." The correct version is "Yesterday I downloaded ..."

→ Teaching tip

Learning a foreign language in chunks (see Introduction page 4) is very helpful for students. Try and write "word partners" on the board when you write new vocabulary and provide students with helpful phrases rather than just single words.

C1b

In this activity, students can talk about their own personal experience. Ask them to work in pairs or small groups and talk about how they use the Internet.

C2

Students now listen to a recording of two dialogues and take notes. Ask them to compare their notes with a partner before giving them the answers. Refer to the *Focus on vocabulary* for the correct use of "on average". Refer to the *Focus on grammar* box and elicit the rule for the correct use of "much" and "many". For further information see the Companion pp. 109–110.

→ Teaching tip

Learners tend to use "much" all the time. Even though they know the rule, this is a mistake which they will continue to make when speaking freely. It is important to provide them with controlled practice where you correct their mistakes, but not to jump on every mistake they make when they are using English freely in the practice activities as this will demotivate learners and not contribute to their progress. Outside the controlled practice activities, it is important that they use English, even if they make minor grammatical mistakes. The grammatically incorrect use of "much" and "many" is one example of a mistake which is unimportant in terms of communication.



Tapescript (CD 1/Track 14)

1.

Interviewer: How many hours do you spend online every day?

Interviewee: I'm not sure, but a lot. Maybe four or five hours. I rent cars and book hotel rooms and flights for my boss and when she has visitors, I often order theatre tickets and book a table at a restaurant and download the menu.

Interviewer: And at home? Do you spend a lot of money on books and clothes online?

Interviewee: No, not much. I like shopping in the High Street and not online.

Interviewer: And have you ever downloaded recipes from the Internet?

Interviewee: No, never. But ask my husband! He loves cooking and finding interesting recipes and reading about good restaurants. Yeah, and he buys all our wine online. I found out that he spends on average £100 a month on that!

Interviewer: So how many hours does he spend surfing the Net?

Interviewee: A lot. About three or four on Saturdays and Sundays, perhaps.

2.

Interviewer: How many hours do you sit at the computer every day?

Interviewee: Not many. One, sometimes two. I don't use it for my job very often.

Interviewer: And at home?

Interviewee: Well, I send maybe one or two emails and I order a lot of CDs online. I spend about \$60 a month on that, but don't tell my wife! It's a secret.

Interviewer: And what about your kids?

Interviewee: The kids are online for one or two hours every evening. They chat with friends and they download music to their iPods.

Interviewer: So how much money do they spend on that?

Interviewee: Oh, about \$10 a week.



Key

1. woman: 4 or 5 hours / not much;

her husband: 3 or 4 hours / £100 a month

2. man: 1 or 2 hours / \$60 a month;

his children: 1 or 2 hours / \$10 a week

→ Extension activity

Use items available in the classroom or bring things with you (pieces of chalk, felt pens, sponge, sheets of paper, pencils, coins, keys, water, etc.).

Put two cards in two different places in the classroom, one with "How much ...?" on it and one with "How many ...?" Distribute the items among the students and ask them to stand up and take the items to the appropriate place and ask the question. You may need to point out that "coins" is countable, "How many coins are there?"

Money, however, is not countable. Something else which can be pointed out is that uncountable nouns, like "chalk", can be made countable by using "a piece of ... / pieces of ...". It may not be necessary to provide too much explanation

of this point if students use the correct phrases intuitively.

C3a

Ask students to interview each other in pairs. Walk around and help if necessary. Weaker students can write down a few questions first.



Key (possible answers)

How much party food did you order online last year?

How many recipes did you download last year?

How much money do you spend on food every week?

How many theatre tickets did you buy online last year?

How many emails do you send every week?

How many books did you read last year?

How much software do you download every month?

C3b

Students tell the class what they have found out and talk about their use of the Internet and computers in general.

C3c

Ask students to conduct a class survey and find out how many people cannot live without a computer.

→ Extension activity

Write some questions on the board like: How many people have a computer? How many people read their emails every day? How many people take their computer on holiday with them? Students make up the questions they have to ask to find out this information in class. Then they ask the questions and collect the answers so that they can answer the questions on the board.

→ Teaching tip

It is important to remember that not all the students might have their own computer, or access to the Internet at work. Point out that some people just use computers or the Internet for sending emails from Internet cafés, or use local libraries.

→ Teaching tip

Many activities can be repeated at different stages of the course. An activity can be repeated practising different language. This can be very motivating, as the second or third time round, learners know how to do the activity and also find the language easier, which makes it more enjoyable.

→ Teaching tip

Encourage students to use the Internet to practise their English. On www.hueber.de they will find a lot of ways they can learn and practise English. Point out the codes in the *Homestudy* section which take them to the interactive exercises. Some ideas are downloading the lyrics of their favourite songs and learning these while singing along, or checking information they need in English (e.g. for travel), or using the simple English version of “Wikipedia” as a source of information. If the class is interested, collect students’ ideas on how to use the Internet to learn English and make a list of these.

Aspect D Find a good restaurant online

Aims

- to understand important information from restaurant reviews on the Internet
- to talk about advantages and disadvantages of various restaurants and give reasons
- to describe and recommend a restaurant

D1a

With books closed, ask students to tell you about a good restaurant and why they think it is good. Elicit some of the terms (price, atmosphere, food etc.). Ask them what is important for them when choosing a restaurant. Then ask them to open their books, tick what is important for them and compare with their partner.

→ Culture tip

The New York National Boat Show is over 100 years old and seen as an important boat event. It has its own website where there is information for visitors and exhibitors.

D1b

Students work in small groups and decide on the best restaurant from the descriptions given on the review website. The restaurants are located in

New York, so students will find some US English expressions. Make it clear that they do not need to know the exact meaning of every word, especially in the case of food. Refer to the *Focus on vocabulary* boxes and the difference between US and GB English.

→ Language tip

German students will tend to say “biological food” instead of “organic food”.

→ Culture

It might be interesting to talk about vegetarian and vegan food and how important eating meat and meat products is in different cultures. Vegan food is made without any meat products or any fish, milk, eggs or cheese.

D1c

Students report on the small group discussions and give their reasons for their choice of restaurant. Draw their attention to the *Focus on grammar* box and to the Companion pp. 109–110 for further information.

D2

Students find the opposites for the adjectives given and write them in the word wheels. Refer to *Tip 3*.



Key

impossible; unhelpful, unfriendly, unattractive, uncomfortable; inexpensive

→ Extension activity

Hang three large sheets of paper on different walls in the classroom with “im-” “in-” and “un-” in the middle (one prefix on each sheet). Provide some felt pens and ask students to walk around and add as many adjectives as they can within a certain time limit (e.g. 10 minutes) using these prefixes. Encourage them to use their dictionaries.

→ Teaching tip

Expand the topic by giving students a short overview of common prefixes and suffixes and their meanings. Collect some typical vocabulary on the board. Students who had Latin at school or know a Romance language like French or Italian will know the meaning anti-, de-, re-, a-/ab-, pre-, post-, per-, and -ness, -or/-ess, etc. This will help students understand new vocabulary more easily when they encounter it for the first time.

D3

This activity allows students to talk about restaurants they know. Remind students of the vocabulary they have already used to talk about restaurants. Write one or two of the sentences they make on the board.

D4a

Students discuss the topic using the questions and come to a decision. If students find this difficult, they can write some sentences down about their restaurant and use them in the next activity.

→ Culture tip

Some differences between German and American restaurants are that in America, guests have to wait to be seated by a hostess, often get free drink refills after the first one and do not always expect to drink alcohol with meals. The waiter or waitress usually brings the check (bill) at the end of the meal without being asked and often the pace is much quicker than in Germany as another party may be waiting for the table. American waiters also expect to be tipped 15–20% of the total bill because they are not paid full salaries like German waiters. Ask students if they know any more or talk about differences between German restaurants and restaurants in their countries.

D4b

Students walk around and try and collect as many stars for their restaurant as possible.

D4c

Students report back. The restaurant with the most stars can get a small prize (e.g. a wooden spoon)!

→ Portfolio

The advertisements for restaurants in the students' town can be included in their portfolio.

PLUS ASPECT**Aspect E Secret shopping****Aims**

- to revise and consolidate vocabulary around shopping and money
- to discuss shopping
- to consolidate *how much / how many*

E1a

Before students open their books, ask them if they have ever bought anything in secret. Give them a moment to think and tell them a story of your own: cigarettes or alcohol or make-up when you were a teenager (secret from parents), clothes, jewellery, CDs, computer hardware (secret from partner), ... Ask them to open their books and complete the sentences. Students complete the sentences individually and compare their sentences with their partner. Ask them what they buy and whether they think these things are typical for men or women.

E1b

Tell students about the survey and ask them to guess their answers and tick them.

**Key**

men, no: gadgets, jewellery, sports kit; women, no: clothes, gadgets, shoes, jewellery, handbags

E1c

Students read the article and find the information and see if their guesses are right.

E2a

Make sure students understand that this activity is not meant entirely seriously. Students write their answers (4 true, 4 false) on a piece of paper. You can do this activity first yourself and ask the students to guess if your sentences are true or not true. Walk around and help, if necessary.

→ **Teaching tip**

Doing this type of activity first yourself before asking students to do it, has many advantages. It helps them to understand exactly what they have to do. It also makes clear that you do not mind giving information about yourself. It can also help you to see how you feel about it. Students often realize when a teacher likes or dislikes an activity, so if you really don't like an activity, it might be better to leave it out.

E2b

In pairs, students read out their answers. Their partner guesses if the answer is true or false.

E2c

Students report back and find the person who knows their partner best.

→ **Extension activity**

Decide which lie was the funniest.

→ **Extension activity**

Students write their true answers on cards (e.g. I have three mobile phones). Collect the cards, shuffle them and hand them out to different students. Students walk around and ask questions to find out who the card is about.

→ **Extension activity**

If the group gets on well, students can make up their own questions for another activity like this. The questions can be on any subject and again, can be answered truthfully or not. Students think of the questions in pairs and then ask another pair individually. This is good practice in asking questions.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T03.

CONSOLIDATION 1

For more information on the purpose of the Consolidation units, see page 7 of the Introduction. As this is the first Consolidation unit in NEXT A2/2, explain the purpose of the unit to the students and encourage them to try out the activities on their own before asking you for help.

Aims

- to use language in a wider context
- to use language independently
- to revise and consolidate language from Units 1–3
- to use language towards an authentic outcome
- to practise all four skills

→ Teaching tip

As preparation for this unit, students could be asked to find out something about Scotland before the lesson.

C1a

Before students open their books, start by asking them what they know about Scotland and if anyone has been there. Ask them to open their books and read the situation and the invitation. Tell them it is not important that they understand every single word, but that they should try and do the activities on their own as much as possible. Help only when necessary.

C1b

Students discuss the points and decide with their partners.

C2a

Ask students to think of more things that people can talk about at parties and write ideas on the board in preparation for the next activity.

C2b

Create a party atmosphere in the classroom. If you prepare students for this, they can bring something to drink and some crisps or snacks. Students walk around and practise conversations with each other. You can join in and help if necessary, but otherwise just act as one of the guests.

→ Teaching tip

Encourage students to use what they know rather than worry about expressing themselves in structures they have not learnt. Show them how to use the book and the Companion booklet as reference guides to find what they need. Remind them that this is a Consolidation unit and that they can find all the language they need for the activities in the first three units of the book.

C3a

Students look at the cards and match them to the people. They can then check their answers by listening to the recording.



Tapescript (CD 1/Track 17)

Dialogue 1

Emma: Hi! I'm Emma, where are you from?

Agnes: Good evening, I'm from Hungary. Here's my card.

Emma: Oh, how do you pronounce that? Szabo?

Agnes: Yes, that's right. My name's Agnes. The surname's first on the card because that's the way we do it in Hungary. I'm here with my daughter, Szilvia, and her husband Greg. They're over there. Greg's English and they're showing me Great Britain.

Emma: Oh, is this your first time in Scotland?

Agnes: Yes, I've never been to Scotland before, but I came to England for the first time in 1990 when I was 45.

Dialogue 2

Emma: Hi! Are you from Hungary, too?

Ralf: Good evening. No, I'm from Germany.

Emma: And is this your first time in Scotland?

Ralf: No, we've been here lots of times. My wife and I love Scotland. We're travelling all over Scotland on our holidays. My wife's having a baby soon, so we're having a holiday now.

Emma: Oh, how nice. Have you got a name for the baby?

Ralf: Yes, we want to give the baby a Scottish name like Angus or Aileen. Our surname even sounds a bit Scottish really! Here's my card.

Dialogue 3

Emma: Hi! Are you on holiday here, too?

Paul: Hello. No, I'm here in Aberdeen on business, so it's nice to have a party while I'm here. I often come here and I always stay at this hotel.

Emma: Oh, what do you do?

Paul: I help companies with Software and Internet, mainly small companies and there are lots of those here. Here's my card. I'm actually English, but I live in Scotland and really like it.



Key

1 Agnes Szabo; 2 Ralf Meckel; 3 Paul Walker

→ Extension activity

In groups of 3, ask students to think of more information for one of the people (age, likes and dislikes, etc.). Give each student in each group a number (1 to 3) and ask all the 1s, the 2s, and the 3s to form new groups and exchange their information.

→ Teaching tip

Cross-group reporting is a technique which allows all students to get all the information which has been discussed without having to work in a large group. Divide the class into groups of equal size (as far as possible) and then give each member of each group a number. At the end of the first activity, ask all the 1s, the 2s, etc. to form new groups for the second activity. The new groups will be made up of one member from each of the old groups and they can then exchange the information.

C3b

Students should design a card for themselves. You can provide them with blank cards for this. Ask them to be creative. If some students have visiting cards already, they can either improve on these or help others in the class.

C4a

After doing this activity in pairs, students can change partners and compare their answers. It does not matter if they do not have the correct answers as they will hear these in the recording in C4b.



Key

a3, b7, c6, d5, e2, f4, g8, h1

C4b

Remind students that they only have to find out what the food is. Ask them to compare answers again after hearing the recording once. If necessary, play the recording a second time and compare answers in class.



Tapescript (CD 1/Track 18)

Good evening, ladies and gentlemen, and welcome to our birthday party here at Gordon's Hotel. Before the fun starts, I'd just like to tell you a bit about some of the food as maybe some of you don't know everything. Well, to start with, there's Scotch broth, which is a soup with meat and vegetables. This is followed by Angus beef, Scottish meat, produced locally. And that's served with tatties, which, as the name suggests, are potatoes. And, of course, there are other vegetables. If you prefer, you can have fish with your tatties, Scottish salmon from the rivers near the hotel. Then there's Crowdie, which is Scottish cheese and shortbread which is not bread, but a sweet biscuit, or Black bun which is a cake with fruit in it. And at the end there's hot toddy to drink for everyone who wants it. We also, of course, have vegetarian food, as well as lots of food you'll all know, like ...

C4c

In pairs, students talk about what they have heard and what food they would like to eat at the party. Walk around and help if necessary.

→ Extension activity

If students are interested, ask them to use the Internet to find out more about Scottish food and bring a recipe for one of the things mentioned to the next lesson.

C5

With stronger groups, this activity can be done with their books closed. Remind students of how to start and finish emails and ask them what sort of things they would write to someone they met at the party. Help them by writing up the points on the board and then asking them to write the email. They can do this individually or in pairs or as homework and send it to you or another student. If they need more help, they can look at the model email given and use this to write their own email.

→ Portfolio

Students can put the emails they have written in their individual language portfolios.

Unit 4

VOLUNTARY WORK

Core aspects

- A I'm interested in voluntary work
- B Time for your interview
- C Organizing a trip to the shopping centre
- D At the shopping centre

Plus aspect

- E I was a volunteer

Can do's:

- I can describe a job.
- I can get information from a text about a voluntary organization.
- I can give and exchange information in a job interview.
- I can give and understand instructions for a trip.
- I can explain how to do something.
- I can give and understand directions in a building.

Grammar

Relative pronouns (*who, that*) in subject position
 Present perfect and past simple
If with present tense and instructions with modal verbs
Must, have to, be allowed to
 Adverbs of manner

Vocabulary

Jobs and voluntary work
 Warning signs
 Places within a building (*1st floor, etc.*)

Exploring learning – pronunciation

Using the phonetic alphabet
 Speaking clearly
 Using word stress

Icebreaker

Aims

- to revise job vocabulary
- to encourage group work
- to create a relaxed atmosphere
- to use dictionaries and practise correct pronunciation

Write the complete alphabet on the board with enough space to write at least one word for each letter. Then write the word "jobs" above the alphabet. Give students chalk and ask them to stand up, come to the board and, working together, write the name of a job for each letter. They will probably not yet know a job for each letter, so let them use a dictionary. Walk around and help with the correct pronunciation of new vocabulary, referring to the phonetic transcriptions. (This is the language learning focus in this unit). Encourage them to invent job names for difficult letters. "Xylophone player" and "zither player" are perfectly acceptable, as are "zebra keeper" or "yogurt producer".

CORE ASPECTS

Aspect A I'm interested in voluntary work

Aims

- to describe a job
- to read and understand information from a text about a voluntary organization
- to look up pronunciation and pronounce words correctly following phonetic transcription
- to revise and practise relative pronouns
- to exchange information in a job interview
- to talk about voluntary work

A1a

Ask students to look at the pictures and give the names of the jobs and then fill in the gaps in the sentences.



Key

a. shop assistant; b. nurse; c. teacher

→ Language

The German word for “nurse” is *Krankenpfleger/-in*. If we need to differentiate between male and female in English, we say “nurse” for *Krankenpflegerin* or *Krankenschwester* and “male nurse” for *Krankenpfleger*.

A1b

This activity revises the use of relative pronouns for persons. Refer to the *Focus on grammar* box and ask students to work in pairs. Each pair writes a definition of two jobs and gives them to another pair who works out what the jobs are. Walk around and help if necessary. Refer also to the Companion p. 113 if necessary.

A2a

This unit focuses on pronunciation. The aim of this activity is to draw students' attention to the phonetic transcription and its use in the vocabulary lists at the back of the book. Vocabulary lists for the other books in the NEXT series can be found at www.hueber.de/next. Ask students to work in pairs. They look up the words and answer the questions. Walk around and help. Make sure that all the students know the answers – then write the phonetic transcription of the words on the board.

A2b

Students now listen and check the pronunciation of the words. Refer to *Tip 1* on page 42.



Tapescript (CD 1/Track 19)

- volunteer
- voluntary work
- disabled person

→ Teaching tip

Students may not be familiar with the phonetic alphabet. However, it is important to emphasize that being able to – roughly – read phonetic transcriptions helps them to work independently as they can check the correct pronunciation of new words on their own. Point out that each phonetic symbol represents one specific sound in whatever language it is used, so if students learn another foreign language the symbols will help them with it as well. Point out that if students do not find the phonetic alphabet useful, they do not need to learn it specially. It is quite possible to learn to speak a language and communicate effectively without knowing how to read the phonetic alphabet. This applies especially to auditory learners as they learn language easily when they hear it and often do not need additional written help.

A3a

Students revise the use of relative pronouns and learn the definitions of important words used in A3b.



Key

a. who/that; b. who/that; c. who/that

A3b

Students read the advertisement and choose the best definition for PHAB from the alternatives given.



Key

b.

→ Culture

PHAB is a national charity for people with physical disabilities which aims to encourage people of all abilities to come together on equal terms at all levels of society. The patron is Lord Snowdon and Sir Cliff Richard is one of the Vice Presidents. PHAB was founded in 1957. PHAB works in many ways: for example, organizing meetings, events, training programmes and holidays. It has over 200 clubs

with activities which members can enjoy together. More information can be found on the PHAB website.

→ Language

Point out that the phrase “why don’t you” (last line of the ad) implies an invitation or suggestion to do something, not a demand.

A3c

This activity relates the topic of the Unit to the students’ own lives. Give students some time to think about voluntary work in their area and then ask them to compare what they know, first with a partner and then in the whole group. If necessary, help the students with ideas about different types of voluntary work like becoming a member of the committee in a club, coaching sports activities, working for religious organizations, etc.

→ Culture

If you have students of many different nationalities, this may be a good opportunity to talk about voluntary work and charity in other countries. Ideas on this may vary a lot. In some cultures, what Western societies regard as charity work is taken for granted as a part of normal family commitment. This means that charity work is considered less important or unnecessary. Depending on your group, this can make for an interesting discussion.

→ Teaching tip

It may be difficult at this level for students to discuss issues like this in English. If a discussion takes place in English, do not worry about language mistakes, but encourage students to talk freely even if they make mistakes. Communication is more important than perfect grammar.

A4a

Guessing the answers before hearing the text gives students a reason for listening and helps them to listen for particular information. Make it clear to students that it is not a question of getting the answers “right” at this stage, but just of thinking about what they are going to hear.

A4b

Students now listen to Christoph’s interview and check if what they thought was right.

Tapescript (CD 1/Track 20)

Lynn: Hi! Christoph, is it?

Christoph: Yeah, that’s right. I’m Christoph Hubacher.

Lynn: Great. I’m Lynn, and I’m the Club President this year. And this is Brian. He’s our Vice-President.

Christoph: Pleased to meet you.

Lynn: And it’s nice to meet you, Christoph.

Brian: So tell us, Christoph, how did you find out about our club?

Christoph: Oh, I read about it in the local paper and then I found you on the Internet.

Brian: Great! And where are you from, Christoph?

Christoph: I’m from Austria, near Graz. Do you know it?

Brian: No, sorry. I’ve never been to Austria, but my brother goes skiing there every year. He loves it.

Christoph: Oh, yes. It’s a beautiful country.

Lynn: So why would you like to work for our organization? Why do you want to come and help us here at the club?

Christoph: Well, you know, I am a student at the university. And I know other students, but not so many, and I don’t go out much. And I don’t really know any people in the town. I would like to meet some local people. It would be good for my English, you know.

Lynn: OK. Well, you’ll meet lots of people here. Is that your only reason?

Christoph: No. I thought, you know, I have never really met any disabled people. And this is not good. I think we should all live together and I would like to learn more about disabled people. What are their problems and so on.

Brian: Yes, Christoph, but you know, our club is a club for everybody, not just the disabled. It’s not just about problems. Our disabled members want to have fun like everybody else.

Christoph: OK. I understand. And I would like to have some fun, too.

Lynn: Right, that’s good. Now, how can you help us? Can we ask you a few more questions?

Christoph: Sure.



Key

b, d, f

A4c

Students work in pairs and list a few things which Christoph could do for PHAB. Walk around and help, if necessary. Write up some of the students' sentences on the board.

→ Extension activity

Ask students to think about different things they could do as volunteers for different organizations and charities. Fix some pieces of flipchart paper to the walls of the classroom or put them out on tables in the room and write one word or phrase on each, such as "PHAB", "animal home", "child care", etc. Get students into as many groups as there are sheets of paper and ask them to create mind maps where they write down things volunteers can do, e.g. talking to people, going shopping, ... (for PHAB), walking dogs, playing with cats, cleaning, ... (for animal home), babysitting, cooking, ... (for child care). Students write down their ideas on one mind map, then after a few minutes move on to the next one. At the end, they can walk around again from one mind map to another and discuss their ideas.

A4d

Find new pairs. Students tell their new partner what they could do for PHAB.

→ Teaching tip

Try to use different ways of finding partners for pair work activities so that students do not always work with the same people. These can be designed to match the topic of the lesson or unit. For instance, in this unit, students could be given cards with words and their phonetic transcriptions, or with words containing the same sound, and have to find the student with the matching card. Finding a partner should not take too long, but students will not feel it is a waste of time if the method used has something to do with the lesson.

Aspect B Time for your interview

Aims

- to obtain information about a voluntary organization
- to exchange information in a job interview
- to collect questions used in job interviews

B1a

The jumbled questions are taken from the interview in A4b. If necessary, play students the interview from A4b again with their books closed. Then ask them to open their books, unjumble the sentences and compare their answers with a partner.



Key

How did you find out about our club?
Why would you like to work for our organization?

B1b

In pairs, students write two more questions. With stronger groups, it is enough if they just keep their questions to use later. At this stage, they only have to think of two questions as they will have the opportunity to think of more later.

→ Extension activity

This is suitable for weaker groups or those who need more help in thinking of questions. The questions written in B1b can be compared in the whole group and written on the board. Then students can be asked to think of as many interview questions as possible. Write (or ask students to write) the questions on the board. Correct the questions (anonymously) on the board.

→ Teaching tip

Forming questions in English is often difficult. Use this opportunity to practise them by revising questions from other parts of the book.

B2a

Make sure students understand that Lynn works in two places, i.e. she has two jobs. One is voluntary work (with no pay) for PHAB, the other is as a manager in a department store for a regular salary. Point out that she is interviewing an applicant for a job in her department store. Will the questions she asks be different? In what way? In pairs, students collect job interview questions.

 **Tapescript (CD 1/Track 21)**

Lynn: Right, Rod. Have you ever done this kind of work before?

Rod: Well, not really. When I was at school, I sometimes worked on Saturdays at Tesco's, but I just helped other people who worked there.

Lynn: Well, that's good. Have you had any more work experience?

Rod: Not much. I just finished at university. I worked last summer as a taxi driver.

Lynn: How long did you do that job?

Rod: Three months, in the summer.

Lynn: If you are a trainee in our company, you have to work different hours. Can you work evenings or the weekend?

Rod: Yes, I think so. I'm usually free every evening except Monday. I have football training then and I play on Sunday mornings.

Lynn: OK. That shouldn't be a problem. We can try to keep Monday evening free for you, and Sunday morning. These are quiet times in the store. Before we talk about your education, have you got any questions that you'd like to ask me?

Rod: Uh, yeah. I have one question.

**Key**

Have you ever done this kind of work before?

Have you had any more work experience?

How long did you do that job?

Can you work evenings or the weekend?

Have you got any questions that you'd like to ask me?

B2b

Students work in pairs again. This is a good point to form different pairs. They think of a simple job or voluntary work. Give them a few examples, if necessary, such as babysitting, walking somebody's dog, going shopping for an elderly neighbour, working at an animal home, etc. In pairs, students prepare questions for an interview. They can use the questions from B1b. Refer students to the *Remember* box and the Companion pp. 90–91 if necessary.

B2c

The aim here is to find somebody who is interested in the job each pair has chosen and then hold the interview with the applicant. In pairs, students advertise their job or voluntary work by telling the group about it and then interview potential applicants. In this way new pairs will be formed.

 **Teaching tip**

Activities like this need some organization. In the first round, ask half the group to tell the others about their job. Then make sure that there is one applicant for each job and let students conduct the interviews. Then ask the other half to advertise their jobs and repeat the process. If there is more than one applicant for a job, the activity can be repeated. Students who are only interested in doing one job can listen in on an interview or play the part of a second interviewer.

 **Portfolio**

A collection of possible job interview questions can help students who might want to apply for jobs, work experience or voluntary work where they need English. Recommend that students file the questions in their personal portfolio.

Aspect C Organizing a trip to the shopping centre

Aims

- to give and understand instructions for a trip
- to revise and practise modals for obligation, permission, and prohibition
- to practise first conditional if-sentences

C1a

Introduce the activity by asking students to look at the picture. Ask them about shopping centres in their home town(s). Play the recording. The first time, students just note the activities Lynn mentions. As there is a lot of information, the recording can be played twice. Make it clear that students do not need to understand every word. They can read the tapescript in the next activity.

**Tapescript (CD 1/Track 22)**

Lynn: OK. Is everybody listening? Quiet please!

Right. The minibus is leaving here, the club, at 9.30. You must be here at 9.15. We'll arrive at the West Entrance of the shopping centre at about 10. We can then go off in small groups and have a good day at the shops. We don't have to meet again until it's time to go home. If you have a problem, you can call me on my mobile. If you haven't got my number, I can give it to you afterwards. We're leaving the shopping centre at 3 o'clock, from the West Entrance again.

Now you mustn't be late, because the minibus can't wait too long there. So if we can meet there at a quarter to three, that's good. And if you can't find the way to the West Entrance, you can call me. Are there any questions?

Steve: Lynn? Do we have to take a raincoat?

Lynn: No, Steve, you don't have to take a raincoat or an umbrella. It's an indoor shopping centre.



Key

9:30 the minibus is leaving the club; 2:45 people must be at the West Entrance; 3:00 the minibus is leaving the shopping centre

→ Teaching tip

If students want to hear the recording again, read the tapescript at this stage or understand every word, remind them of situations they might be in where they would hear a text like this, for example on holiday, and where they would not have the opportunity to hear the text several times or read it. Make it clear that it is enough if they understand the important information and praise them if they manage this.

C1b

Students listen again and now underline the words and expressions in the boxes.



Key

if (4x), must (1x), mustn't (1x), have to (1x), don't have to (2x)

C2a

Students read the tapescript and find the sentence endings. This gives them examples of sentences. Make sure they have all written down the correct sentences. Refer to the *Focus on grammar* box and make sure they understand the meaning of "if". Refer students to page 74 in the Companion for further information.



Key

2. I can give it to you afterwards.
3. you can call me.

→ Teaching tip

It is important that students have examples of correct language, such as those in the book and those provided by the teacher, but they will inevitably make mistakes when they are practising and so it is important to decide at which stage you

will correct them. If you correct them all the time, they will become demotivated, so it is important to let them practise even if they make mistakes as this is an important part of language learning. After a practice phase, refer them to the correct language that they have written or in the coursebook or Companion and correct frequent mistakes, but also make clear which mistakes are important and which unimportant for effective communication.

C2b

Draw students' attention to the example. In pairs, students write four rules for the classroom. Walk around and help if necessary. Pairs then read out their rules and compare them with the others.

→ Extension activity

Collect all the rules on a large piece of paper and choose the four rules everyone agrees with. Hang up the list of rules. Everyone in the class can agree to stick to these rules.

→ Extension activity

Hand out pieces of paper. Give 4 slips to each pair. Students write down an if-sentence on each slip leaving a large space between each half. Give them an example – If you can't come to class/call the teacher. Then collect the slips and cut them up so that the beginning (if-clause) is on one piece of paper and the end on the other. Put all the pieces on a table. Ask students to stand round the table and find the matching halves. Try out all sorts of combinations – the funnier the better!

→ Portfolio

Students can file their classroom rules in their portfolio.

C3a

Students look at the sentences and decide which ones have the same meaning. They can compare and discuss with their partners. Refer students to the *Focus on grammar* box and the Companion p. 94 for further details.



Key

1. same; 2. different

→ Language

Understanding the difference between "must" (positive: German *müssen*) and "must not / mustn't" (negative: German *nicht dürfen*) is difficult

for most students. Translate into German if this is necessary and helps. Remember that even when students have understood the difference, they will still make mistakes.

Remember, too, that both “must” and “have to” are used in English to express obligation, but sometimes with a difference in meaning. At this stage, however, to avoid confusion, it may be helpful if you tell students that “must” is not used in English as much as *müssen* in German, and at this stage to concentrate on the *müssen* and *nicht dürfen* difference between positive and negative statements.

C3b

This activity provides further practice in the use of modals and allows students to write down examples. Refer students to the *Remember* box and the Companion p. 92 for the use of “to be allowed to”. In pairs, students find sentences that mean the same things. Walk around and help if necessary.



Key (possible answers)

- b. You mustn't use your mobile phone here.
- c. You must / have to finish this exercise before you go home.
- d. You don't have to drive if you don't want to.
- e. You mustn't call me after 8 o'clock.
- f. You don't have to come to the office today.

→ Teaching tip

Translating in language classes has been a topic of discussion for a long time. With difficult structures such as the use of modals, it can help to provide a clear translation, maybe together with a visual stimulus. Example: You mustn't smoke in hospital! *Im Krankenhaus darf man nicht rauchen!* and the sign for a non-smoking area.

C4a

Students now practise giving instructions in two situations. Ask students to look at the pictures and talk about the situations (place, people, activities, etc). In pairs, students choose one of the situations and think of instructions which would fit. Ask them to write the instructions down. Walk around and help if necessary.

C4b

Pairs now give their prepared instructions to the rest of the class. The others guess which situation it is. Students can ask questions as if they were in the groups. Refer them to the question: “Do we have to take a raincoat?” in the recording. If they can't think of anything, make suggestions with words such as food, swimsuit, sunglasses.

→ Culture

Ask students to discuss the instructions they would give a group of children or senior citizens in their culture. In some cultures, elderly people enjoy a great deal of respect and would never be given instructions at all (for instance, in Arab countries and many Asian countries, in India, and among native peoples in Australia or America).

→ Extension activity

Bring some more pictures (or ask students to bring them) showing activities such as babysitting, walking dogs, guiding a blind person through a busy street, or delivering goods to an elderly couple. Form groups of 3 to 4 and ask students to choose a picture and write instructions for the situation. Collect the instructions and hang them on the wall with the pictures. Students match the instructions with the pictures.

Aspect D At the shopping centre

Aims

- to explain how to do something
- to give and understand directions in a building

D1

Students look at the signs and match them with the instructions.



Key

2– 3– 1

→ Extension activity

Ask students to find more examples of signs, e.g. for the fire extinguisher, emergency exits, using the lift in a fire, smoking, etc. in the building you are in for lessons. They can go out of the classroom and walk around and make a list in English (e.g. for English-speaking visitors).

→ Culture

Ask your students about popular warnings and instructions in their culture. Singapore, for example, is nicknamed “The fine city” because of the extremely high number of prohibitions with high fines, such as for smoking in the street (except in specially marked areas), for drinking in public, for littering (first offenders pay Singapore \$ 500) and for spitting on the ground. Chewing gum is banned in the whole state. On the other hand, Singapore is known as one of the cleanest cities in the world.

D2a

Tell students they are meeting Christoph on his first job. Ask them to look at the picture. Remind them of all the different places in a shopping centre. Students listen and decide where they are. Students then answer the questions in bold. As this is a communication activity, it is not important if they make mistakes.

Tapescript (CD 1/Track 23)

Christoph: OK, Debbie. I've never been to the shopping centre before, so you have to tell me where to go.

Debbie: No problem, Christoph. First, let's get inside. It's cold here. Come on. But be careful! There's a step here. Push me gently up here.

...

Christoph: OK. Now we're inside. Where would you like to go?

Debbie: Right, first let's go to John Lewis. OK. Not so fast. Just push me slowly so that we can look in the shop windows on the way.

...

Debbie: So tell me about your family, Christoph.
Christoph: Well, I live with my mother and father and my brother.

Debbie: And have you got a girlfriend, Christoph?

Christoph: Well, not really. I ...

Debbie: And speak clearly, Christoph, I can't hear you very well.

Christoph: Well, erm ...

Debbie: Oh, look at that. I like that. Can you bring it to me.

Christoph: The lamp? OK.

Debbie: Hey! Be careful! Hold it carefully!

...

Debbie: OK. Let's have a drink. This café's nice. Go and get me a Coke, Christoph.

Christoph: OK, Debbie.

Debbie: Come on, Christoph! I hope you're not tired. You're a young man.

And we have to buy a present for this girlfriend of yours.

Christoph: Yes, Debbie.

Debbie: Look Christoph, I'm having a great day, and it's really good of you to come with me. You're great!

Key

1 outside the shopping centre; 2 in a department store; 3 in a café

D2b

Give students some time to look at the words in the boxes. Students then listen again and fill in the words. Ask them to compare what they have written with a partner before checking the answers in the whole group. Refer to the *Focus on grammar* box and the Companion pp. 120–121 if necessary.

Key

a. careful, gently; b. fast, slowly; c. clearly, well; d. careful, carefully

→ Language

The form and use of adverbs of manner may be familiar to speakers of languages such as Spanish, Italian and French. Other languages, such as German, do not have any special form for adverbs.

→ Teaching tip

Encourage students to explain difficult topics to each other. If you have Spanish or Italian or French (or any other) speakers in class, they can be “assistant teachers” and explain the use of adverbs by giving examples in their own languages.

→ Extension activity

Choose a simple phrase, such as “I like pizza”, or “To be or not to be”. Say it in different ways and ask students how you said it, e.g. fast, slowly, carefully. Give more examples, such as quietly, happily, arrogantly. Encourage students to choose their own sentence (in pairs) and ask them to practise the sentences in different ways while their partner guesses the adverbs.

D3a

Students match the pictures with the correct phrase.

Key

4– 3– 1– 2

D3b

Draw students' attention to the phrases in the box and give them some examples if necessary. Students then note down where different things in their school building or classroom are. Give some examples such as the cafeteria, the drinks vending machine, the door, the board, the OHP, the toilets, the lifts, the media room, etc.

D3c

Students read out what they have written and compare this with others in the whole group.

D4a

Students listen and make a list of the places people ask about.

 **Tapescript (CD 1/Track 24)***Dialogue 1*

Derek: Good morning, love. Can I help you?

Woman: Yes. I'm looking for a café.

Derek: Well, there's a coffee shop on the first floor of Marks and Spencer's, or there's a café next to Boots. Down there on the right.

Woman: OK, thanks.

Dialogue 2

Derek: Yes, mate. How can I help you?

Man: Hi. Where are the disabled toilets, please?

Derek: Oh, there are toilets just here on the ground floor of John Lewis. They're at the back of the store.

Man: Cheers.

Dialogue 3

Woman: Hi. Can you help me?

Derek: I hope so, love. Excuse me, but are you American?

Woman: Yeah, that's right.

Derek: Are you from Florida?

Woman: No, no. I'm from Chicago.

Derek: Oh. I was on holiday in Florida last month.

Woman: Oh, that's great. Now, can you help me? I'm looking for a Scottish sweater for my husband.

Derek: Scottish? Well, I don't know. Try the men's clothes in Marks and Spencer's. They're on the first floor.

Woman: OK. This floor?

Derek: No, on the first floor.

Woman: This isn't the first floor?

Derek: No, this is the ground floor. You have to go up to the first floor. There's an escalator in the store.

Woman: OK, thanks.

 **Key**

1. a café; 2. the disabled toilets;
3. shops for men's clothes

→ Teaching tip

If this is possible, make a transparency of this page and show students the shopping centre on the OHP. This may make the activity more interactive.

D4b

The aim of this activity is to demonstrate one difference in vocabulary between British and American English and to let students identify the misunderstanding themselves. Ask students to underline the stressed words. Refer to the *Remember* box and clarify the misunderstanding. Refer to *Tip 2* on page 42.

 **Tapescript (CD 1/Track 25)**

Derek: Scottish? Well, I don't know. Try the men's clothes in Marks and Spencer's. They're on the first floor.

Woman: OK. This floor?

Derek: No, on the first floor.

Woman: This isn't the first floor?

Derek: No, this is the ground floor. You have to go up to the first floor. There's an escalator in the store.

Woman: OK, thanks.

 **Key**

Woman: OK. This floor?

Derek: No, on the first floor.

Woman: This isn't the first floor?

Derek: No, this is the ground floor. You have to go up to the first floor. There's an escalator in the store.

D4c

This shows the students that there are different ways of behaving in informal situations and can help students to think about styles in transactions in their country or area.

→ Culture

Point out that small talk is an essential part of conversations, both in private and in business

contexts, in many cultures. In the UK and the USA, it is usual to exchange a few sentences of personal information before getting down to the real subject of the conversation. In other cultures (e.g. Arabic countries, South America, etc.), small talk can make up a large part of business conversations. In Britain, it is quite common to call people you do not know “love” (used for women by both men and women and for men by women) or “mate” (used by men for men, but not usually used by women at all). However, students should not try and use this themselves, but just be prepared to hear it if they are in Britain. Generally, in both the UK and the US there’s a greater deal of personalization in situations like this with people working in service industries asking personal questions, making personal remarks or jokes than you would find in German-speaking countries, where it would probably be considered unprofessional to say something personal, whereas in the English-speaking world it is generally considered friendly.

D5

Students practise conversations with the help of the plan of the shopping centre. Walk around and help if necessary.

→ Extension activity

Make some signs (or ask students to make them) saying “Information Desk” and set the desks up at different places in the classroom or even in the building. Ask 2-3 students to act out the information desk service staff. Give the others cards with prompts on them (places in the classroom or in the building). Students act out the conversations, exchanging cards with each other to act out several conversations. Ask them to think of why they are looking for the place they want to go to and give this information as well.

PLUS ASPECT

Aspect E I was a volunteer

Aims

- to revise and consolidate vocabulary and language about voluntary jobs
- to provide further practice of talking about volunteering
- to practise forming questions
- to practise storytelling

E1a

Ask students to look at the pictures and describe them. Ask them to look at the boxes and work in pairs to decide who went where.



Key

- 1 Sophie Roberts is Person A
- 2 Mike Foster is Person B

E1b

Either in small groups or with the whole group, talk about which job students would like to try and why. Do not worry about correct language here as long as students communicate.

E2a

The aim here is to practise storytelling and to ask questions. Ask students if they have a similar story to tell. Divide students up into two groups, A and B. Students A prepare telling their story individually while students B form small groups of 3-4 and prepare questions. Refer to the examples. Help if necessary.

→ Teaching tip

Give students a task like this the lesson before for homework so that they have time to think about their story. If the students do as they are asked and ask questions of the storyteller, you might ask if the storyteller found the questions helpful. This should help them to keep going and encourage them to say more. It’s also a good idea to give students the chance to tell a story twice, the second time to a new listener or group. It’s easier the second time around and it helps to consolidate the language.

E2b

Ask the storyteller to tell his / her story slowly and with pauses in between the sentences. Ask students to ask questions at appropriate points.

→ Portfolio

Students can add their own story to their personal portfolio.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T04.

Unit 5

SCHOOL AND WORK

Core aspects

- A My favourite teacher
- B Lifelong learning
- C My qualifications
- D Apply for a job

Plus aspect

- E Gap years

Can do's:

- I can say what I was good at in school.
- I can describe my favourite teacher.
- I can write and telephone for information about a language course in the UK.
- I can talk about ownership.
- I can exchange ideas about learning.
- I can understand someone from the UK or the US talking about their educational curriculum vitae.
- I can talk about my education, etc.
- I can obtain information from a job advert.
- I can fill in a job application form.
- I can ask and answer questions in a job interview.

Grammar

Relative pronouns in object position

Whose? (question word)

Possessive's

Past simple questions

Mine, yours

Vocabulary

School subjects

School systems

Language schools and courses

Educational qualifications

Time expressions

Job qualifications

Exploring learning – learning styles

Your favourite teachers and how they taught

Choose the right course

Talk about successful learning

Icebreaker

Aims

- to revise and practise the past simple
- to revise and practise telling stories
- to do a joint writing activity in class

This is the English game *Consequences*. Each student takes a piece of paper and writes the name of a woman at the top. This can be a famous person or just a made-up name. The paper is folded over and passed on to the next student who writes "met" and then a man's name, folds the paper over again and passes it on. The next student writes a place and the game continues, e.g. with the following: when they met, why they met, what he said, what she said, what they did next. Depending on the class, this activity can be varied in several ways. With weaker classes, students only write the names, place, date, etc., the connecting words "met", "at/in", "on" are written on the board. When the story is finished, each student unfolds his/her paper and reads out the story supplying the connecting words. With stronger groups, the students can write the words themselves or supply any missing words at the end. Alternatively, the teacher can ask questions: "When did they meet?", "Where did they meet?" and the students can write the answers. The aim at the end is to have a series of

linguistically coherent, but amusing stories. The stories can be hung on the wall and everyone can walk around and read them.

CORE ASPECTS

Aspect A My favourite teacher

Aims

- to exchange information about school experiences
- to practise talking about the past
- to learn to use relative pronouns in object position for people and things
- to talk about teachers and learning styles

A1a

Before students open their books, ask them if they know the English names of any school subjects. Write these on the board. Then ask them to open their books and look at the list of subjects. Make sure they know them all and then ask them to fill in the word wheel.



Key (possible answers)

primary school: art, maths, music, religion, sport, writing, German
secondary school: art, chemistry, English, geography, German, history, maths, music, physics, religion, science, sport

A1b

Using the examples, students tell their partners about their school subjects. Refer them to the *Focus on grammar* box and the Companion p. 113 and the use of “which” and “that”. Make sure they understand the difference between primary and secondary school.

→ Language

You can “learn” or “have” a subject at school. These two verbs are used here and are perfectly sufficient. If students ask, tell them they can also “take”, “do” and “study” a subject.

→ Culture

In the USA, mathematics is referred to as *math* (without the “s”) and in Britain as *maths*. Religion is sometimes called *scripture* or *religious studies* in Britain. Primary school is often divided into *infant school* and

junior school in Britain and it is called *elementary school* in the USA. Refer students to the *Phrasebank* in the Companion where there is a section contrasting UK and US culture, including the school systems. If you want to get into religious studies, you should also mention that under US law, religious education is forbidden in public schools, except from a neutral, academic perspective. That’s why there’s a permanent debate about school prayer, which is currently forbidden, whereas under UK law it is compulsory for schools to have some act of daily worship.

A1c

Ask students to make a list of all the subjects they had at school (primary or secondary) and divide them into two groups: ones they were good at and ones they were bad at. Tell them they do not need to tell the truth! They can then tell their partner about these.

→ Extension activity

The song *Wonderful World* by Sam Cooke talks about a student and several school subjects – and also has a love story. Play the song and ask students to listen for the names of school subjects. Give them the lyrics with gaps. Ask them to listen again and fill in the gaps.

→ Teaching tip

Using songs to learn a foreign language can be very efficient and enjoyable. Ask students to suggest songs they like and encourage them to listen to the lyrics or find these on the Internet. It is not always possible to use the complete texts of songs for teaching, but there is often a phrase or a sentence which relates to something you are teaching or practising. If you find the lyrics, students can just sing along to the song at the end of a lesson.

→ Teaching tip

It is often helpful to students if they can think first about what they want to say. This is particularly so for intrapersonal students who like to reflect on their own preferences before talking about them. Once you know your class a little, you will know how much time to give them to think before they start talking. After the thinking phase, they can get up and find a partner using a partner-finding method.

→ Extension activity

Prepare cards with the names of school subjects divided into two parts (e.g. HIS-TORY, GER-MAN, etc.) Students find the person with the other half of the word. The cards can also be used as a game to revise the names of the subjects.

A2a

Ask students what their favourite subject at school was to make sure they all know the word "favourite". Then ask them why. If one mentions the teacher, ask why he/she was good. Then ask them to listen to the recording and write some information in the word wheels.

Tapescript (CD1/Track 29)

I'm Jim. My favourite teacher was a teacher I had in secondary school. He was Mr Wood, my first maths teacher in secondary school. He always wore very old clothes and his hair was terrible, but his class was always the best. He taught me to love maths! He always explained everything that we had to learn so clearly. I could always understand. He always came into the classroom with a positive attitude. I think teaching was a job that he really liked.

Hi! I'm Teresa. My best teacher ever was my geography teacher in secondary school, Mr Blenkinsop. Why? Because we did projects! I wrote about India, for example. And I've never forgotten the things that I learned in these projects. He also told us fantastic stories about different countries and the people there. And he listened to the things that we wanted to say. He was always ready with a kind word. So in my opinion, the best teacher is the teacher who listens to their pupils. I mean really listens!!!

My name's Debbie. I loved the first teacher I had at primary school. She was called Mrs Bushall. She was very old, I thought, but I think she was only really about 45. She had a nice face and she smiled a lot, usually. I remember that we were always busy in school. It was never boring. We made things, we painted things, we went out of the school to look at things, like flowers and trees, and visit places. Mrs Bushall put all the nice work that we did on the wall of the classroom so we could show it to Mum and Dad. School was always exciting with Mrs Bushall.

Key (possible answers)

Mr Wood: maths teacher, secondary school, wore very old clothes, terrible hair, his class was the best, explained everything clearly, positive attitude, he liked teaching

Mr Blenkinsop: geography teacher, secondary school, did projects, fantastic stories about different countries, listened to us, ready with a kind word

Mrs Bushall: primary school, old, nice face, smiled a lot, never boring, put nice work on the wall of the classroom, school was exciting

A2b

This activity makes sure that students have got the main points. Point out that the answers are Jim's, Teresa's and Debbie's and make sure everyone has written the answers correctly.

Key

b. Teresa's; c. Debbie's

→ Extension activity

As this is a long listening text, a second activity can be done with it, depending on the group. Students can be asked to listen again in two groups. One group writes down all the positive words and one all the negative words.

A2c

As this may be quite difficult for some students, you could collect a few questions in class first and write them on the board so that they have a few examples. Refer to the *Focus on grammar* box and to the Companion p. 113.

A3

Ask students to think about their favourite teacher and then talk to their partner about him or her. Refer them to the *Focus on grammar* box and the Companion p. 113 and to *Tip 1* on page 50. The main characteristics of good teachers are enthusiasm for the subject and for teaching, positive encouragement, clear explanation, a good talker, a good listener, promotion of active learning, variety of activities, valuing students' work and giving acknowledgement. These are referred to in A2a.

→ Teaching tip

Relative pronouns in subject position have already been covered in A2/1. It's worth pointing this out to classes that have done NEXT A2/1 and remind them of the key sentences that were used in that book.

→ Portfolio

Students can write a short text about their favourite teacher(s) with their reasons for choosing them and include the text in their individual portfolio.

→ Teaching tip

Before starting a new topic in a unit or aspect, ask students to think about the subject of the unit between lessons. This makes them interested in the topic. They can think about what they want to say and can find out how to say it in English outside the lesson if they want.

Aspect B Lifelong learning

Aims

- to talk about learning languages and language schools
- to compare opinions
- to write a letter of enquiry
- to carry out a telephone conversation

B1a

With their books closed, ask students to think about what would be important for them when choosing a language school. Write some ideas on the board. Then ask students to open their books and look at the list. Ask them to think about their own ideas and the reasons for these and refer them to the examples. Ask them to add more ideas of their own.

→ Teaching tip

Brainstorming can be used for many topics once students are at this level. Write the topic you want to brainstorm on the board and ask students to call out their ideas on the topic. You (or a student) can write up words and phrases on the board and then ask students in small groups to categorize these or to make a mind map. It may be enough at this stage, however, just to collect ideas and write these up. These should not be evaluated in any way at this stage.

B1b

Ask students to talk to their neighbours and then to change partners or work in small groups to compare their ideas. Ask one or two to report back on what they found and which things are important for most people.

→ Teaching tip

Vary the use of pairs and small groups for different activities. Activities which involve discussion rather than interviewing or questions and answers are often more effective in groups of three or four. Ask students to change groups and discuss the same topic with different people.

B2a

Ask students to write down the questions they think Anna will ask. They can use the information from B1a. This activity can be done individually or in pairs or groups. Walk around and help if necessary. Then ask students to complete the letter Anna writes individually. They can choose the three questions they think are most important.

→ Teaching tip

Before writing a letter or email or making a phone-call, it is useful to make notes on what you want to write or say. The activities in B2a, B2b and B2c provide practice in these.



Key (possible answers)

- Do you have a cultural programme?
- How long are your courses?
- Do you have multimedia courses?
- How many lessons a day do you have?
- Do you have exam preparation courses?
- How big are the groups?

B2b

Play the recording to the students and ask them to tick the questions that Anna asks. Ask them to tell you which other questions Anna asks. Play the recording again to make sure they have all heard all the questions.



Tapescript (CD1/ Track 30)

Damian: Good morning. This is Damian Hattwell from Chester Language School.

Anna: Oh, hello, Mr Hattwell ...

Damian: Thank you for your letter, Anna. We're very pleased that you're interested in our courses. How can I help you?

Anna: Well, as I wrote in my letter, I'm looking for an English course.

Damian: Fine. We have courses all year.

Anna: How long are your courses?

Damian: Well, new students start every Monday.

We test you and find the best group for you.

Then you can stay for one week, two weeks, three months. It's up to you.

Anna: And how many lessons a day do you have?

Damian: Well, on the normal courses, you have four lessons in the morning. Then we have self-study or a cultural programme in the afternoon. But there are special, intensive courses as well.

Anna: And what accommodation do you have?

Damian: Most students stay with a family. We have very nice families, so you can meet some local people. But you can also stay in a hotel, if you prefer.

Anna: How much does a course cost?

Damian: Well, it depends, the normal courses are £820 a week ...



Key

How long are your courses?

How many lessons a day do you have?

What accommodation do you have?

How much does a course cost?

B2c

With weaker groups, the class can be divided into two groups who prepare the parts of the caller and the language school. Then each member of group A finds a partner from group B and looks at the appropriate page. This can be done at least twice. Walk around and help if necessary. After the activity, ask students if all their questions have been answered and if they have found a suitable course. Refer them to *Tip 2* on page 50.

→ Teaching tip

The tip can be used to talk to the students about the course. No group course can ever be perfect for every individual, but this is an opportunity to make sure that the course is right for the group in general.

B3a

For this activity, make it clear that students only have to write one or two words on a small piece of paper.

B3b

Put all the papers together and then read them out (or ask a student to do this) one by one. Refer students to the *Focus on grammar* box when they

reply. If you write students' names on the board and use Post-its, the papers can be attached under the names so that students have a profile of what they think is important. Refer them to *Tip 3* on page 50 and the Companion p. 106.

→ Portfolio

Ask students to write a short text about their favourite language course and include this in their individual portfolio. They can write about what is important for them in the course, what they like doing, what they find is useful, what they find is fun.

→ Extension activity

Ask students if they would be interested in doing a language course abroad. Encourage them to look up information on the Internet and bring some of this authentic material to class. Then discuss the information and the different options with the whole group.

Aspect C My qualifications

Aims

- to learn about the British school system
- to compare school systems
- to learn questions used in job interviews
- to talk about the use of surnames and first names

C1a

Before students open their books, write the four words up on the board and make sure they all know what they mean. Ask them if they can make sentences relating to their own educational background using the words. Ask them to look at the three profiles and just try and fill in the gaps. Tell them that you will answer any questions about vocabulary after they have done the activity and also after C1b.

→ Language

Point out that you say "to be an apprentice" and "to do an apprenticeship" or "training". Many students will say "make an apprenticeship" or "learn nurse". They can also be given "learn to become a nurse" or "do an apprenticeship/training as a nurse".

**Key**

Secondary, University, Primary, Apprenticeship

C1b

Students work with a partner and match the words to their meanings. This should make the words in the profiles clear. Answer any questions they may have.

→ Extension activity

Bring in pictures of people and ask students to make up their educational profiles. You could also ask students to write a profile for their children if these are of a suitable age. This is a preparation for C2a.

**Key**

2.c; 3.d; 4.e; 5.a; 6.b

C1c

Ask students what usually happens at a job interview and elicit some ideas. Ask them to look at the profiles in C1a and think of questions they would ask Rod and Gudrun. Then play them the interviews while they look at the profiles. Ask them what they noticed about the interviews.

**Tapescript (CD1/Track 31)***Job interview 1*

Julie Stein: Good morning. I'm Julie Stein. I'm an HR manager here. And you're Rod Caffrey, right?

Rod Caffrey: Yes, that's right, Ms Stein.

Julie Stein: Oh, please call me Julie.

Rod Caffrey: OK, Julie.

Julie Stein: Now, I'd like you to tell me about your education, Rod. I think you grew up in Stockport. Is that right?

Rod Caffrey: Yeah. I went to primary school there and then I went on to the comprehensive school. I stayed on and did A levels and then got a place to do business studies at the University of Bangor.

Julie Stein: And now you'd like to work for us at Marks and Spencer. Why is that?

Rod Caffrey: Well, I did a placement with Marks and Spencer while I was at Bangor and I enjoyed it very much.

Julie Stein: And now you'd like to become a trainee manager with us, Rod.

Rod Caffrey: Yes, please ...

Job interview 2

Todd Maloney: Good morning. My name's Todd Maloney from the HR department here at Bosch USA.

Gudrun Mäder: Good morning. My name is Mäder.

Todd Maloney: And your first name?

Gudrun Mäder: Oh, it's a bit difficult.

Todd Maloney: Really, let me have a look. Gudrun?

Gudrun Mäder: No, Gudrun.

Todd Maloney: Good rune?

Gudrun Mäder: Yeah, that's OK.

Todd Maloney: Call me Todd, by the way. So, you want to come and work with us here. Is that right?

Gudrun Mäder: Yes, Mr Maloney.

Todd Maloney: Todd.

Gudrun Mäder: Sorry.

Todd Maloney: OK. Tell me about your education, Gudrun.

Gudrun Mäder: Yes, well, I went to primary school in my village. That was, like, years 1–4.

Todd Maloney: Right, then after primary school, what came next?

Gudrun Mäder: Well, I had eight years at secondary school and then I started my apprenticeship.

I was an apprentice with Bosch in Germany. I learnt to be an electrician.

Todd Maloney: And how long did your apprenticeship last, Gudrun?

Gudrun Mäder: Two years.

Todd Maloney: And what did you do next, Gudrun?

Gudrun Mäder: I worked for Bosch for two years and then I went to the Fachhochschule in Oldenburg – that's the University of Applied Sciences. I got a Bachelor in Engineering.

Todd Maloney: Very good. And why do you want to come and work for us?

Gudrun Mäder: Well, I thought ...

C1d

If necessary, play the interviews again to the students and ask them for the answers to the questions. Refer them to the *Focus on spoken English* box. As this is an important piece of cultural information, students may lapse into German, but as long as this does not go on for too long, it may be accepted here.

→ Culture

It is usual to use first names rather than titles and surnames in Great Britain and the USA, but it always good to check before doing so if there is a big difference in age or position in a company. Advise

students that it is a good idea to wait before using first names, but that once the use of first names has been offered, it is perfectly okay to use them, even if the differences mentioned above exist.

C2a

Ask students to write their own profiles with the information in the profiles given. They should work in pairs and help each other. Refer them to *Tip 3* on page 50. Make it clear they do not have to write full CVs, but can keep to straightforward and simple information on education and qualifications.

→ Portfolio

Students can include their educational profiles in their individual portfolios.

C2b

Elicit questions from students before starting this activity. With weaker groups, it will help to write these on the board. Refer them to the *Remember* box. The questions they ask can be divided up, firstly into questions with *When ... ?* and then questions with *Where ... ?* Alternatively, the class can be divided into two groups, each thinking of as many questions as possible beginning with one of the words and then finding a partner to ask. Refer to the Companion pp. 86–88 if necessary.

C3

With their books closed, ask students the questions and ask them what they think. You can also write all the figures on the board and ask students to guess what they refer to. Then ask them to open their books and check their answers.

→ Language

Make sure they can say the numbers in the text properly. Students may want to say “procent” so point out to them that it is “per cent”.

Key

More young people go to university in the States.

→ Culture

The US and the UK have more college- or university-based courses, whereas Germany, Austria and Switzerland prefer to base qualifications for a job on the apprenticeship or professional training model. This explains the high numbers of young people in universities in the UK and the US as a university education is not just for an academic career.

Aspect D Apply for a job

Aims

- to read and understand a job advert
- to talk about job applications
- to further practise questions used in job interviews
- to practise having a job interview

D1a

Before students open their books, write *Gino's Pizzeria* on the board and ask students what sort of company it is. Ask them what sort of jobs this restaurant might have. Collect their ideas. Then ask them to open their books and read the question first and then the advert. Remind them that they do not need to understand every word.

→ Teaching tip

If students want to know the meaning of every word and you do not want to explain all the words every time in the lessons, refer them to the vocabulary list at the back of the book. This has the advantage that they can also see how frequent the word is and decide whether they really want or need to learn it.

Key

b.

D1b

Ask students to find the three words.

→ Extension activity

Write 2 or 3 definitions for words in this or earlier units which students will know. For example, “an animal that you have as a pet and take for walks” or “a place that you stay in on holiday”. Then ask students in pairs to write one definition themselves. Encourage them to use the relative pronoun “that”. They can use words from this or earlier units, depending on the level of the group. Walk around and help if necessary. Each pair reads their definition to the class and the others have to say the word.

Key

a. clean driving licence; b. deliver; c. part-time job

→ Language

Point out the use of relative pronouns at this stage, but make it clear that students will be understood even if these are omitted.

D2a

With their books closed, ask students to imagine the situation, i.e. that they are a young foreign student in Britain and are looking for a job. The job described in D1a is suitable for students. Ask them what is good and bad about the job they have already read about. Ask them to open their books and look at the form. Explain that it is an application form and ask them to fill it in with their details.

D2b

Discuss the two questions with students. Depending on the group, this can be done in pairs, small groups or with the whole class.

→ Teaching tip

Asking students to do activities in small groups and then reporting back on their discussion means that they use the language again which they have used in the activity. The reporting back need not take a long time.

→ Culture

Application forms for jobs are much more common in the USA and Britain than in Germany. A tick is often used for a “yes” and a cross for a “no”. But in this case both will usually be understood.

D3a

Ask students to imagine, still in the role of the young foreign student, that they are preparing for the interview. What questions would they expect to be asked? Depending on the level of the group, elicit some questions and write the first words (What, When, Where) on the board. Then ask them to think of 2-3 questions in pairs.



Key (possible answers)

Where did you go to school? How long are you staying in England? What are you studying? Why do you want to work for us?

D3b

Collect all the ideas for questions the students have and write them on the board (or ask students to do this). This provides them with the correct version for the next activity.

D3c

Students interview each other for the job using the questions from the board and any others they can think of. Ask them to start the interview in an appropriate way. You may need to practise this.

→ Extension activity

If you have time, the interview can be set up more formally. Ask some students to be a panel of interviewers and others to be candidates. The candidates can wait outside and can be called in. Tell them they should imagine that they are all foreign students and should talk to each other in English while they are waiting. Depending on the group, this can be made more interesting by asking them to try and convince the interviewers that they are the perfect person for the job. At the end, the interviewers should decide who gets a job. More than one student can get a job.

→ Extension activity

Ask students to think of some other jobs that might be suitable for a foreign student in England. Some ideas are babysitting, working in a supermarket, selling tickets at the cinema, and teaching their own language (at an adult education centre). Ask students to write a short, simple advertisement for the job they choose in small groups. Then hang the advertisements up in the classroom. Students walk around and choose a job they would be interested in if they were a foreign student. Those who are interested in the same job form groups and think of questions they might be asked during the interview. They can then act out the interviews with the others.

PLUS ASPECT

Aspect E Gap years

Aims

- to read and understand a long text about a work-related subject
- to discuss opinions on gap years
- to consolidate the use of relative pronouns

E1

Put students into groups of 4. This can be done by counting or giving them different letters of the alphabet. In groups, they read the article and then each looks at the relevant page for his or her paragraph and decides where it should go in the text. Each student should summarize his or her paragraph.

→ Teaching tip

Tell students not to worry about making mistakes, but to try and talk about “their” paragraph without reading it out to their group. When everyone has finished and if there are any questions, all the students can read the paragraphs. This sort of reading task is used in examinations. It tests the understanding of the text as a whole. Students need to get a general impression of what the text is saying and where it’s going. It’s also a way to get students used to dealing with longer texts without filling a page with text, which might put them off.



Key

Paragraph 2, student A; Paragraph 4, student B; Paragraph 6, student C; Paragraph 8, student D

E2

This is a grammar awareness-raising exercise. Ask students to underline the sentences including relative clauses in the paragraphs on pages 97, 99 and 100. Refer to the Companion p. 113 if necessary.



Key

Student A: A gap year is a year (or part of a year) that young people spend between school and university or between university and work. – South Africa was the country that most young people chose in 2008.

Student C: It’s usually the parents who pay for their children these days. – So it’s often only rich young people who can go.

Student D: There are experts, however, who think that these young people cannot really help people in the countries that they visit. – And there are lots of older people who take a year or a few months to travel and perhaps work as volunteers in other countries.

→ Extension activity

Write the sentences from the *Remember* box on the board and point to different parts. Ask students to change the part you point to and make a new sentence. For example, instead of “person”, they can say “man”, instead of “teacher”, “doctor”, instead of “German”, “maths”. If this is too difficult, write up some words on the board and ask the students to make new sentences in groups, using the given sentences as examples.

E3

With weaker classes, ask students to write their answers to the questions first before discussing the questions. Depending on the class, the discussion can be carried out in small groups or in the class as a whole. It can also be conducted as a milling activity, where students walk around and ask as many other students as they can the questions. In this way, a class survey can be conducted and the results collected and written on the board, e.g. 10 people think a gap year is a good thing, 5 people would like to take a gap year. Some students may find this easier than discussing the subject freely. If the class has already covered part of this ground in the Plus section of Unit 2, there’s no need to repeat it.

→ Portfolio

If students have written their answers to the questions, they can include these in their individual language portfolios.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T05.

Unit 6

THE WORLD AROUND US

Core aspects

- A Beautiful day, isn't it?
- B Winter wonderland
- C How green are you?
- D Guerrilla gardeners

Plus aspect

- E Who's who?

Can do's:

- I can talk about the weather.
- I can obtain information from a tourism brochure.
- I can talk about the future (what I think will happen).
- I can agree and disagree; say what I will or might do in the future.
- I can talk about things that were done in the past.

Grammar

Going to (for prediction)

Will/won't (for prediction)

Will (for agreeing to do something)

Might

Passive

Vocabulary

Weather and temperature

Winter sports activities

The future, ecology and the natural world

Exploring learning – reading strategies

Symbols

What I know already

Reading word groups

Intelligent guessing

Icebreaker

Aims

- to revise and brainstorm vocabulary about weather, countryside and towns
- to learn by combining pictures and words
- to do a joint writing activity in class

As the topic of this unit includes weather, holiday brochures and describing places, the aim of this icebreaker is to revise and brainstorm vocabulary connected with these topics. Bring along some picture postcards (or cut out pictures from a travel brochure) and some Post-its. Give each student a few Post-its and put the postcards or pictures on a big table. Ask students, with their Post-its and a pencil, to walk around and attach the Post-its to the postcards as follows. In the first round, write the name of something you can see on the postcard on your Post-it. In the second round, add an adjective to the word attached to the postcard and in the third round, add a word for something you can do. Give students an example, such as the following: for a postcard showing a tropical island and a sandy beach the words on the Post-its could be *beach, sandy, relax*. Finally, ask each student to choose their favourite postcard and say why.

→ Extension activity

Keep the postcards with the Post-its and bring them along the next time for revision and consolidation and ask students to make sentences with the words attached to the postcards. Choose the funniest, best or most popular sentence.

CORE ASPECTS

Aspect A Beautiful day, isn't it?

Aims

- to revise, consolidate and acquire new vocabulary about weather
- to practise talking about the weather
- to guess and understand what people are saying about the weather
- to talk about the relevance of the topic of weather in different cultures

A1a

As an introduction to the topic, ask students what their favourite weather is, and why. Then ask them to look at the weather words and, working individually, put each word into one word wheel.



Key

left: sunny, hot, warm, dry;

right: showers, thunderstorms, snow, rain, cloudy, windy, rainy, cold, chilly

A1b

In pairs, students compare their word wheels and use the vocabulary to talk about today's weather. Refer to the example.

→ Extension activity

Get the class into two groups ("sunny" and "cloudy") and draw their word wheels on the board. Invite them to add their own ideas, such as humid, cool, etc.

A2

Give students a minute to look at the map and think about the names of the missing cities. They then listen and fill in the names of the cities and compare these with a partner. Refer to the *Focus on vocabulary* box and *Tip 1* on page 58.



Tapescript (CD2/Track 1)

I'm meteorologist Sam Stuart with your daily weather at WeatherFrog on November 4. Welcome to a brand-new weekend in a brand-new month. We're still dealing with some chilly temperatures across much of the Northeast. Temperatures are ranging from 40 degrees in Boston to the lower 50s in New York City. We're expecting some high clouds in Boston and New York City today. Temperatures are still holding on to the upper

60s in Washington. The nation's capital is looking at sunny skies with no clouds today. It's still mild in Florida, where we see temperatures around 80 degrees and lots of sunshine in Miami. Keep the umbrellas handy in Atlanta, though. We're expecting a few showers there during the day with temperatures around 60 degrees.

Heavy rain is predicted for New Orleans where temperatures will only reach 50 degrees. I'm meteorologist Sam Stuart. That's the latest rap on your weather for this Saturday. Make it a great day and have a safe and enjoyable weekend.



Key

40°F: Boston; 60°F: Atlanta; 50°F: New Orleans; 80°F: Miami

→ Language

Many people also say "centigrade" for the Celsius scale, e.g. twenty degrees centigrade. The Fahrenheit system is used mainly in the USA.

→ Culture

For eager students: the formulas for the different temperature scales are:

Celsius into Fahrenheit = $(^{\circ}\text{C} \times 1.8) + 32$

Fahrenheit into Celsius = $(^{\circ}\text{F} - 32) \div 1.8$

→ Teaching tip

In order to guess temperatures in Celsius, students have to use phrases like "I think...; It might be ...; I suppose this is around degrees." Give students phrases or ask for ideas, write them on the board and encourage students to use them if they are not sure of something.

A3a

Ask students to guess what Pete and Rhonda in Florida will say.

A3b

Play the recording to the students. They listen and check whether their guesses were right. Refer to the *Focus on spoken English* and *Focus on grammar* boxes. Refer to the Companion pp. 95–96 if necessary.

Tapescript (CD2/Track 2)

Rhonda: Beautiful day, isn't it?

Pete: Yes, we couldn't ask for a nicer day. I still can't believe how warm it is here.

Rhonda: I think it'll be warm again tomorrow.

Pete: That's great – for you at least. I'll be in freezing Berlin this time tomorrow. My holiday's over and I'm going right back to work.

Rhonda: You work in Germany? What's the weather like there?

Pete: Well ...



Key

1 – 3 – 5

A3c

Make sure students know what "small talk" is and tell them that many conversations in Britain start with remarks about the weather. The weather is also a popular topic in shops and on the telephone and is often just a way of making contact. Ask students how important it is to talk about the weather in their country.

→ Culture

Small talk is a very important part of many conversations in Britain and the USA and is often used before coming to the point. It is usual to begin a conversation by asking how someone is and perhaps making a few remarks about the weather or the surroundings. This is now becoming more common in Germany. In many countries, questions are asked about families and homes before going on to the main topic of the meeting or conversation. The most popular small talk topics are: sports, hobbies, family and friends, media, home towns, work and jobs, current trends in fashion or arts, gossip about famous people, news.

A4a

Students listen to three different pieces of music and write down what kind of weather the music suggests.



Key

1. *Desert* by Julian Scott, DeWolfe Music DWCD 0263 – track 9 (28")
2. *Ice Flow 1* by Julian Scott, DeWolfe Music DWCD 0263 – track 19 (28")
3. *Night on Bare Mountain* by Mussorgsky (arr. Fiachra Trench) KPM music CD151 – track 42 (27")

A4b

Students tell their partners what they think and compare answers with the others in class. They can do this by walking around and asking and talking to several different people. There are no right or wrong answers here.

Aspect B Winter wonderland

Aims

- to revise and to acquire vocabulary used in travel brochures
- to read and understand a short travel brochure article
- to collect and practise chunks
- to understand a conversation on future developments
- to speculate on future events
- to learn and practise *will* for predictions and speculations on future events
- to acquire and practise language for agreeing and disagreeing

B1

Before students open their books, write "winter wonderland" on the board and ask them if they know the song. If you have the song, you could play it. Ask students what they associate with the words "winter wonderland". Then add "Aspen", so you have "Aspen winter wonderland" on the board as the centre of a word wheel. Ask students for their suggestions for "Aspen winter wonderland". They can come to the board and add their ideas to the word wheel. Then they can write the ideas they like best in their books. Refer students to *Tip 2* on page 58.

B2a

Ask students to read the brochure and check how many of their own ideas they can find in the text. They then compare their ideas in small groups.

→ Teaching tip

Some of your students may be winter sports enthusiasts. Encourage them to bring along their own holiday photos or brochures and use them for conversation. The Internet is also a good source for English texts on winter vacation places.

→ Language

Point out the use of “vacation” (US English) in this text instead of the British English “holiday”. (The text is about Aspen, Colorado, USA.)

→ Culture

Ask students to think about what winter means in different countries and parts of the world. For example: Snowmobile trips and safaris are very popular in Lapland (Finland, Sweden, Norway); ice fishing in Russia; and in many northern European countries people stay up at night to watch the Northern Lights.

B2b

Explain what chunks/collocations are (words that go together). It is not necessary to use the terms, but give examples. Ask students to go through the text again and collect some examples. They then compare what they have found with a partner. Ask three students to write their collocations for the three different verbs on the board. Refer students to *Tip 3* on page 58.

→ Extension activity

This activity reinforces the importance of learning language chunks (cf. Introduction page 4). Get students into five groups and give each group one unit (1–5). Each group is the expert team for one unit. Ask them to use the Companion booklet and collect 3 to 5 examples of chunks and collocations with verbs from “their” unit and write them on the board.

→ Teaching tip

Students will remember vocabulary which is personally relevant to them. Encourage them to choose a few collocations which are relevant for them and make some sentences with these (e.g. as homework) about themselves.



Key

experience: fantastic snow, wonderful dining, exciting events;
go: cross-country skiing, snowshoeing;
enjoy: snowmobiling, sleigh rides, ice skating, hot-air ballooning

B3a

Students listen and tick the correct answer.

Tapescript (CD2/Track 4)

Ann: I just love Aspen in the winter. Sunshine, snow and blue sky. I could stay here forever.

Dale: I agree. It’s perfect. I’m so glad we decided to come here.

Mark: Yeah, that’s right. And we should enjoy it while it lasts.

Ann: Mark, what do you mean by that?

Mark: Well, just think about it. With all this global warming and stuff going on, I don’t think Aspen will really be your winter wonderland much longer. It’s getting warmer everywhere. I just read in an American paper that in twenty years’ time, Aspen will get rain rather than snow in the winter. They say that the way things are now, Aspen’s temperature in the year 2100 will be 14 degrees Fahrenheit higher than today. It’ll be just like Texas here.

Dale: I see your point. But I’m sure now that people have realized the effects of global warming, we’ll also find a way to stop it.

Mark: No, Dale. I don’t quite agree with that. I think the situation’s already too serious. There’s not much we can do. But it won’t matter anyway. Snow or no snow in Aspen – I think in 50 years’ time most people won’t go on real holidays anymore. They’ll just take virtual trips on the Internet.

Ann: You really think so? I think people will still need a change of scenery every now and then. They’ll still go on holiday at least once a year.

Mark: But maybe they won’t need a holiday anymore, because life won’t be so stressful. Most people will have robots that’ll do their cooking, shopping and cleaning for them. We won’t need to go to the office. We’ll have computers everywhere and we’ll work from home. So no more traffic jams, no stress to get to work on time. Life will be so much easier.

Dale: I’m not so sure about that. Why would life be easier? We’ll have all these robots to manage and take care of. And anyway I don’t want such “clean” holidays. I want to feel the wind and the sun and the rain on my face!

Mark: Well, but the computer will give you all that. It’ll change your room to arctic temperatures if you want to. I’m sure by then it’ll be able to turn your living room into an igloo.

Ann: No thanks. Let’s just go out and play in the snow and forget about robots or computers.

Mark: You’re right. Let’s go and do some skiing while we still can.

 **Key**
Mark

B3b

Students listen again for sentences using *will*. Tick and compare. Refer students to the *Focus on grammar* box and to the Companion pp. 96–97 for more details on the use of “will” to speculate about the future.

 **Key**
1., 3., 4., 7.

B4

Get students into groups and ask them to brainstorm what they think will change in their area over the next 20 years. Refer them to the example and ask them to write their ideas down. Walk around and help. Draw students’ attention to the *Focus on spoken English* box. Ask one student in each group to read out what they have written. The rest of the class can agree or disagree using the phrases in the *Focus on spoken English* box.

→ Extension activity

Repeat the activity with other areas, e.g. the nearest city, other countries, the students’ home countries, the world.

→ Portfolio

Students can include their ideas in their individual language portfolios. Tell them they can check them in 10 years’ time to see if they have come true.

Aspect C How green are you?

Aims

- to read and understand a checklist on how green you are
- to introduce and practise *will* and *might*
- to talk about what you will or might do in the future

C1a

Before they open their books, ask students what they do to save energy or to protect the environment. Collect their ideas on the board, ideally in language chunks. Discuss the ideas one at a time and say what you think about them.

Students react using the phrases for agreeing and disagreeing in B4. Ask them to open their books and ask them what they think the title means. Ask them to tick the checklist individually.

→ Language

Point out that “to be green”, as used here, means “to be and act in a way that is environmentally aware”. In English and German you can, of course, also “be green with envy” (grün vor Neid).

C1b

Students count their ticks and read the description of how green they are.

C1c

Ask how many students have 7 or more points.

→ Teaching tip

A lot of students like doing tests like this. Point out that there is a lot of free test material online in English.

→ Extension activity

Look at the checklist in C1a again and ask students to change the phrases so that they are true for them, replacing *usually* with another adverb of frequency (*sometimes/never/always*). This revises adverbs of frequency.

→ Teaching tip

It is often quite easy to change activities in the book and give them a new twist. In this way, they can be repeated and the language used again and revised. Students often like this as they are already familiar with the topic, activity and language.

C2

Ask students to read the instructions and explain the meaning of the green arrow to them. Light green stands for “possibly”, dark green for “definitely”. Students then listen to the recording which follows the checklist in C1a. Ask them to write down the numbers of the checklist phrases in C1a on the blank lines above the green arrow. Refer students to the *Focus on grammar* box and the Companion pp. 96–97 and page 95 for the use of “will” and “might”.

**Tapescript (CD2/Track 5)**

Brenda: You did it again!

Daryl: Did what again?

Brenda: You forgot to turn off the lights when you left the kitchen. We should really try to save some energy.

Daryl: OK, I promise I'll turn off the lights next time I leave a room.

Brenda: But it's not just that! You know, you could change quite a few things in your life. Don't you ever think about what our habits are doing to our planet? How often do you use the dryer to dry your clothes? Or how often do you come back from the shops with a plastic bag? We've got hundreds of plastic bags in the kitchen.

Daryl: Yeah, well, I definitely won't hang my clothes on a washing line, no way! But I might take my own bag when I go shopping.

Brenda: And how about all those times you use the car to visit a friend down the road!

Daryl: OK, I might use my bike more when I go short distances. Is that enough for the moment?

Brenda: How about the garbage?

Daryl: Oh, I know what's coming. I forgot to separate glass from paper again. OK, I'll be more careful to recycle my garbage from now on. Are you happy now?

Brenda: Yeah, at least for right now.

Daryl: Good. See you later.

Brenda: Hey, why did you turn off the light?

Daryl: Eh? Why? Well, I just promised that I'd do that whenever I leave a room, right?

Brenda: But not when someone's still in it!!!

**Key**

I might: 6, 8; I'll: 1, 5

C3a

This activity is an opportunity for students to use the language about themselves. Ask students to make their own lists individually.

C3b

Students compare their lists with their partner and talk about their plans. Then each pair reports back to the whole group and they find out what they have in common with the others.

→ Culture

Protection of the environment is regarded differently in different countries and cultures. Ask students what is usual in their home countries

and / or in countries / cultures they have known or have visited.

→ Portfolio

Students can write a list of resolutions for their individual language portfolios.

Aspect D Guerrilla gardeners**Aims**

- to read short informational texts from the Internet and a newspaper
- to introduce the passive voice (present and past simple)
- to talk about changes in your town or village

D1a

Before students open their books, write the word "gardens" on the board. How many students like to visit public gardens or parks? How many of them have a garden that they look after? How many of them grow plants on their balconies, etc.? Talk about gardens for a couple of minutes before opening the book and explaining that this aspect is about different sorts of gardens.

Explain that the term "Guerrilla gardeners" will be explained later.

D1b

Ask the students to read about the Fairchild Botanic Garden in pairs or individually. The task is to decide if they would like to visit this garden.

D1c

Draw students' attention to the *Focus on grammar* and the passive voice (present and past simple). They may be familiar with this from the phrase "Made in Germany". For more detailed information refer to the Companion pp. 98–99. Students now read the text again and underline all the verbs in the passive form.

→ Extension activity

Ask students to find examples of the passive on the labels of their clothes or other objects.

**Key**

is situated, are planted, was (first) opened, was created, is named, is visited, is ranked

→ Teaching tip

Underlining, circling, or highlighting words and phrases appeals both to visual and kinaesthetic learners and helps them to learn and remember relevant vocabulary and structures.

→ Language

Point out that the English equivalent for the German "Ich bin geboren ..." is "I was born ..."

D2

Before starting this activity, brainstorm with the group about the parks and gardens in the area where you live. If most of your students don't seem to know anything about any parks or gardens, you could form groups around your "experts" – the students who do know more. You could also extend the activity to include local swimming pools, leisure and sports centres, etc. The idea of the activity is for students to create some sentences using the passive voice. Each member of the group should write the sentences down. For the feedback, ask everybody to read out a sentence, or write it on the board. Correct as necessary.

D3a

Ask the students to close their book for a minute. Write the phrase "guerilla gardeners" and ask the class to guess what the phrase means. Then ask them to look at the two options in the book. Each student should tick one answer, but don't give them the right answer yet. Refer them to *Tip 4* on p. 58.

Key

1.

D3b

Students now read the newspaper article to see if they were right.

→ Language

The term "guerrilla" comes from the Spanish and French word for "war" and adds the diminutive to it, so the literal meaning is "a minor war".

D4

Introduce the topic by talking about your own home town and what happened there 10 or 15 years ago. Make sure that you are not talking about changes (which would require the use of the present perfect), but about what was done in the past. In pairs, students collect their own ideas, using the passive voice as given in D1b. Ask students to write their sentences on the board and underline all the passive forms.

Key (possible answers)

A lot of houses / roads were built.

A lot of flowers / trees were planted.

→ Teaching tip

Giving examples as a teacher from your own life is good listening practice for your students and it is a good lead in to topics.

D5a

Students now work in groups and make a list of places in their home towns.

D5b

Students compare their lists with other groups and discuss the options for "guerrilla gardening" in their own town.

→ Culture

Ask students to talk about "guerrilla gardening" or any sort of similar environmental activity in their own culture.

→ Teaching tip

When discussing the *Exploring my progress* section at the end of the unit, ask students for their own reading tips and make a list for the whole class on the board or as a word wheel. Students can write down the ideas they think are best for them. Ideas may include borrowing bilingual books from the local library, borrowing or buying graded readers and sharing them in class, and reading topics of interest (e.g. the daily horoscope, weather report, etc.) in English, etc.

PLUS ASPECT

Aspect E Who's who?

Aims

- to revise and consolidate the use of the passive voice
- to read an informational text about a culturally important woman
- to practise talking about famous people

E1a

Ask the students to work in pairs. They should look at the four pictures and then guess the names of the places. After they have done that you can ask if anybody can tell you anything more about the places. For example, who was John Lennon?



Key

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

→ Culture

The White Cliffs of Dover are chalk cliffs. Dover is the main English Channel port. John Lennon (1940–1980) was a member of The Beatles. The house in the picture is 251 Menlove Avenue where he was brought up. The Giant's Causeway, a UNESCO World Heritage site, is on the north coast of Northern Ireland. It's made up of basalt columns caused by volcanic eruptions about 50–60 million years ago. Bodnant Garden is a big public garden near Conwy in North Wales. It's most famous for its rhododendrons, azaleas and magnolias in the spring.

E1b

You should not expect your students to know the answer to this question but they can give you some ideas. Write their guesses on the board.



Key (possible answer)

They are managed / looked after / owned by The National Trust.

E1c

The text can be read individually or in pairs.

→ Culture

The National Trust (full name: National Trust for Places of Historic Interest or Natural Beauty) is a charity organisation that operates in England,

Wales and Northern Ireland (Scotland has a separate organisation). It is the largest membership organisation in the UK and one of the largest charities. You can recommend your students to visit its website (www.nationaltrust.org.uk) to see all the properties and land that it controls. Before visiting the UK it's a good idea to see what there is to visit in the area you are going to. If you are a member you have free entrance to all the properties.

E1d

Draw the word wheel on the board. Then ask students to give you things to write onto it or ask them to come up and write themselves.



Key (possible answers)

was born in 1838; never went to school; was taught by her mother at home; was interested in social problems; bought houses and rented them out to poor people; was interested in clean air and places where poor people could enjoy the countryside; started The National Trust with two friends in 1893; died in 1912

E2a

This activity gives your students a chance to talk about a famous person that they know about. The word wheel can now be used as a set of notes to help the speaker "introduce" his or her famous person. First your students need to prepare. They can do this in class, individually or in pairs, or you could ask them to do it for homework. You may find it useful to model this by doing a word wheel yourself on the board (with a question mark in the middle). You can also help them by providing some "sentence frames", such as: was born in..., died in..., was married to..., had ... children, was famous because..., etc.

E2b

Students "introduce" their famous person but without saying the name. In order to optimize the practice, it's a good idea to let students circulate and tell their story to a number of people. Each time they do it, they should get more fluent and more confident.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T06.

CONSOLIDATION 2

For more information on the purpose of the Consolidation units, see page 7 of the Introduction. Remind students of the purpose of the unit and encourage them to try out the activities on their own before asking you for help.

Aims

- to use language in a wider context
- to use language independently
- to revise and consolidate language from Units 4–6
- to use language towards an authentic outcome
- to practise all four skills

→ Teaching tip

As preparation for this unit, students could be asked to find out something about *Oxfam* before the lesson.

→ Teaching tip

Ask students to bring something that they don't want to the lesson. Don't tell them why, just emphasize (in German if necessary) that it must be something they don't want any more, but which is not rubbish.

C1a

Before students open their books, write the word "clutter" on the board and ask them if they have any idea what it means. Do not comment on any meanings they suggest. Ask them to open their books and look at the pictures. Ask them to discuss the meaning of the word in pairs or small groups.



Key

picture 2

C1b

Ask students to think for a minute and then tell their partner. Walk around and help if necessary.

C1c

Ask students to look at the list of things and see if there are any they mentioned in C1b. They listen to the friends talking and tick the objects mentioned.



Tapescript (CD2/Track 7)

Mike: Hi Jenny, what have you got there? Did you buy it?

Jenny: No, I found it in my flat yesterday. I got it as a present years ago.

Mike: What is it actually?

Jenny: Oh, Mike. It's a vase, you know, to put flowers in, but I never have flowers and I don't like it. I'm going to take it to the Oxfam shop. Look, would you like it?

Mike: No thanks, I didn't even know what it is. I've got lots of things like that. I just came back from a business trip and they gave me a picture of the town I was in. It's quite nice, but I'll probably never go back there and I don't know where to put it. Maybe I can give it to someone.

Jenny: Well, not me. I've got too many things. I want to simplify my life. I found some other things in my flat as well. Old videos which I don't want to watch again and a pair of shoes. They're new, but I never wear them because they don't fit properly.

Mike: Oh, don't tell me. My flat is full of things. Clothes my mother bought for me, books, CDs. I never have time to sort them out. And I don't know what to do with all the things anyway. Where did you say you were going?



Key

vase, picture, videos, shoes, clothes, books, CDs

C1d

Students can collect ideas in pairs or small groups. Write them on the board (or ask students to do this).

C2a

Ask students if they know anything about Oxfam. Ask them to read the advertisement and fill in the table.



Key (possible answers)

Oxfam: helps poor people, improves lives, helps in catastrophes;

I can: give money, give things, work for Oxfam, have fun

→ **Culture**

Oxfam International is a confederation of 13 organizations working around the world to bring about lasting change. Oxfam works directly with communities and tries to ensure that poor people can improve their lives and livelihoods and have a say in decisions that affect them (from www.oxfam.org). There are several Oxfam shops in Germany as well.

→ **Extension activity**

Collect students' ideas and use them to make a poster to advertise *Oxfam*. You can bring pictures and pens and glue and design a poster or posters in groups and then hang them on the wall of the classroom.

→ **Teaching tip**

Designing and creating things like posters can be very helpful for kinaesthetic learners (who learn by doing things). Most people find this helps them to learn more easily. Also, posters do not require large amounts of language and help learners to use English to convey a message.

C2b

Before listening, ask students to think back to C1c and C1d and ask them which things Jenny could take to an *Oxfam* shop. Ask them which things would not be so good for an *Oxfam* shop and what it might not accept. Then ask them to listen to the recording and make two word wheels. They can compare their word wheels with a partner. Then ask them to read the text.

 **Tapescript (CD2/Track 8)**

Oxfam shop assistant: Hello.

Jenny: Hello. I've got a few things here and I'd like to know if you can take them.

Oxfam shop assistant: Oh, that's lovely. We're always very glad to get things. Can I just have a look? Because we do have some, well, sort of rules about things we can sell, you know.

Jenny: Yes, I know. That's why I wanted to ask.

There are one or two things I'm not sure about myself actually. Let me show you. These are all clothes. They're all clean. In fact some are new.

Oxfam shop assistant: That's fine. Clothes always sell very well, especially good ones.

Jenny: Then there are some books, novels, but also a few old computer books.

Oxfam shop assistant: Oh, we don't take those, I'm afraid. Most books are fine, but computer books can't be more than a year old. Nobody wants them if they're too old. I'm sorry.

Jenny: That's OK. I'll throw them away. Then I've got some jewellery. Nothing special, but it's quite nice.

Oxfam shop assistant: That's fine. Ooh, that looks nice.

Jenny: And the last thing is a hairdryer. It works, but I don't need it.

Oxfam shop assistant: I'm afraid we don't take anything like that here, but you can try the Oxfam shop in Willerby. It's not far from here. They can take electrical things, but they test them just to make sure they're OK.

Jenny: OK, I can try there next week. Thanks very much.

Oxfam shop assistant: Thank you for all the things. Bye.

Jenny: Bye.



Key

Yes: clothes, novels, jewellery;

No: computer books, hairdryer

→ **Extension activity**

Refer students back to C1b and ask them to make two word wheels: which of their things would be accepted by an *Oxfam* shop and which not.

C2c

This can be done in pairs or small groups or with the whole class.

→ **Extension activity**

Students can be asked to find out about *Oxfam* and *Oxfam* shops nearby for homework.

C3a

Write the word "swap" on the board and ask students what it could mean. Accept all suggestions. Then ask them to look at the text and guess the meaning of the word.

C3b

Ask students to write down at least two things they can do and two objects they can swap. To help, you can give examples of your own.

C3c

With weaker groups remind them of the questions (*What can you do? What can you swap?*) and write them on the board.

→ Extension activity

Ask students if they have anything on them (in their handbags or pockets) which they don't want. Sometimes it is surprising what people carry with them. Set up a "swap shop" in the classroom. Or if you have prepared them for this, set up a "swap shop" with the things students have brought with them.

Unit 7

SPORTS AND GAMES

Core aspects

- A Sports and games
- B Something for everybody
- C A weekend of games
- D A sports person

Plus aspect

- E A company outing

Can do's

- I can listen to a sports commentary and identify the sport.
- I can talk about sports I practise or watch.
- I can exchange information about the media people use.
- I can explain what I intend to do.
- I can listen for detail in a radio report.
- I can exchange information about personal interests and skills.

Grammar

-ing form

Will/won't (for agreeing or promising)

Would rather

Vocabulary

Sports and games

Media

Exploring learning – listening

Using what you already know

Using English on the telephone

Listening to the news in English

Listening to several speakers

Icebreaker

Aims

- to revise and brainstorm vocabulary about sports
- to revise spelling
- to do a joint guessing activity in class

This game is known as “hangman”. Decide on a word (e.g. “bungee jumping”), but don't say it, and draw a line for each letter on the board. Ask students to call out letters of the alphabet at random. Write each letter which is in the word in the correct position. For each letter which is not in the word, draw one part of a gallows and a hanging man. The students win the game if they get the word before the drawing of the man on the gallows is complete.

→ Extension activity

Ask students to think of a name of a sport and play the same game in pairs or small groups. Walk around and monitor.

CORE ASPECTS

Aspect A Sports and games

Aims

- to revise, consolidate and acquire new vocabulary about sports and games
- to practise talking about sports and games
- to introduce and use the -ing form
- to understand which sport is the topic in a sports commentary

A1a

Students work in pairs and number the pictures.



Key

from left to right: 4– 6– 5– 3– 2– 1

→ Language

Most German native speakers would probably say “jogging” as this term is used more often in German. Point out that the term “running” is more common in English.

A1b

Students use the vocabulary from A1a and complete the sentences. More than one solution is possible. Refer students to the *Focus on grammar* box and the Companion pp. 99–100.



Key (possible answers)

1. running; 2. climbing; 3. football; 4. sailing; 5. chess; 6. bungee jumping

→ Language

German students may want to add an article to the -ing words here, e.g. instead of just “sailing”, “the sailing” corresponding to “das Segeln” in German. Point out that these names of sports have no article.

→ Extension activity

Revise the use of *a* / *an*. Ask students why *a* is used in some of the sentences and *an* in others and elicit the rule from the students.

A2a

Ask the students to work in groups and think of as many sports and games as they can to fill in the table. The group which fills in the table first is the winner. Point out that the three different columns do not suggest any particular order or categories.

→ Language

Students may ask you for the English names of popular games, such as “Ludo” (“Mensch-ärgere-dich-nicht”), “Chinese Checkers” (“Halma”), “Nine Men’s Morris” (“Mühle”), or “Hopscotch” (“Himmel-und-Hölle”), etc.

→ Teaching tip

This is a good opportunity to start working with a dictionary. Help your students look up the English words for any games they may want to know.

A2b

In groups, students make their own word wheels. Refer back to A1b for ideas for the word or term in the middle. Walk around and help if necessary.

→ Teaching tip

The aim of this activity is to practise grouping and categorizing vocabulary for better recollection. Point out this learning strategy to students.

→ Extension activity

Students draw their word wheels on A3 paper and hang them on the walls, then walk around and add their ideas to the other groups’ word wheels.

A3

Students listen to three different commentaries and write down the names of the sports. They then compare their answers with a partner.



Key

1. boxing; 2. motor racing; 3. skiing



Tapescript (CD2/Track 9)

Commentary 1

Will Wladimir Klitschko, the Ukrainian heavyweight, beat the American, Tony “The Tiger” Thomson? Will this be one of the greatest fights in the history of the Colour Line Arena here in Hamburg? Will Klitschko retain his title as the heavyweight champion of the world? Those are the questions. We have the answers in this edition of “After the Bell”. Hi! This is Mark Vanello in the Hamburg arena. Thanks for tuning in ...

Commentary 2

They’re coming into the final straight now. Fernando Alonso is still in the lead.

The Brazilian, Felipe Massa, is close behind him – he pulls out, he tries to overtake. But Alonso maintains his position in his Renault. Alonso wins the European Grand Prix here at the Nürburgring. We have a new champion. What an incredible race!

Commentary 3

Ladies and gentlemen, let's have a huge round of applause here in Aspen for today's winner of the women's Giant Slalom. With her victory today she wins not only this year's World Cup, but after Nicole's fantastic season and her wins in the Super-G, the Slalom and the Combined, we welcome our overall World Cup winner for this year, too. Let's hear it for a great champion!

A4a

Students work in pairs and put the sports in the order they think is the most dangerous. Encourage a brief discussion of this topic.

A4b

Students can add other sports they think are dangerous.

A4c

Students complete the crossword individually and then compare their answers with their partners.



Key

1. SAILING; 2. KARATE; 3. ICEHOCKEY; 4. WINDSURFING; 5. BOXING; 6. DIVING; 7. SKIING, 8. SNOWBOARDING; 9. BUNGEEJUMPING;
Answer: SKYDIVING

→ Extension activity

Bring along a set of letters of the alphabet on small cards. Give each group the letters and ask them to make as many sports and games words as possible from the letters they have. Set a time limit (10 min). The winner is the group with the most words. Scrabble letters can also be used for this game.

A4d

Lead in to this activity by asking if anyone in the class has ever tried skydiving, or knows someone who has. Ask students to read the text and find out why Larissa likes skydiving.

A5

In pairs, students talk about the sport they think is most interesting. Encourage them to give reasons, and also to talk about a sport they used to do, possibly as a child. Ask the pairs to report back to the whole group. List the most interesting sports on the board. Choose the sport which is the most popular in the class.

Aspect B Something for everybody

Aims

- to introduce vocabulary for talking about sports
- to discuss likes, dislikes and preferences
- to revise language for routine activities and habits

B1a

Lead in by asking which sports are popular in Germany. List them on the board. Ask students to work in pairs and match the sports to the countries. Point out that there are several possible answers.



Key (possible answers)

cricket, England; ice hockey, Canada; golf, Scotland; handball, Germany; judo, Japan; beach volleyball, Brazil; table tennis, China; basketball, USA; rugby, France

B1b

In the whole group, ask students to think of sports which are popular in their countries and add them to the list on the board.

→ Culture

This is a very good opportunity to talk about different popular sports in different cultures, their relevance, and their history. Backgammon, for example, dates back to Mesopotamia (3,000 B.C.) and is played under different names, e.g. Tavli in Greece.

B1c

Students read the article individually and find out which is the most popular sport on TV.

B1d

Write the six sentence beginnings on the board and do the first question with the whole group. Ask several students for their answers. Point to the phrase if students make sentences without using the beginning of the sentence. Then ask them to talk to their partners using the phrases. Walk around and monitor.

B2a

Ask students to do this activity first individually and then discuss their answers with their partners or in small groups.

B2b

Repeat the previous activity with games. Refer to the *Focus on grammar* box and the Companion pp. 99–100 if necessary.

B2c

Refer students to the examples and to the *Focus on grammar* box. Make sure they understand that “enjoy” and “prefer” are followed by the -ing form. Ask students to interview each other. They can walk around and do this and then report back to the whole group.

→ Extension activity

For further practise of “enjoy” and “prefer”, suggest different topics, such as free-time activities, holiday activities, housework or work-related activities.

B2d

Collect ideas from B2c and list them on the board. Mark the top three activities in the class.

B3a

In pairs, students read the texts and choose one person. Then they choose the best activity (sports or games) for him / her. They report what they think to the class.

B3b

Students now check their guesses against the recording. Refer students to *Tip 1* on page 68.

Tapescript (CD2/Track 10)

Maya: I'm doing medicine at university and my final exams are at the end of this year.

This means that I spend most of my time in the library or in my room and so I get very tired and really think I need to do something else

besides studying. At school, I loved running and I took part in – and even won – a number of competitions. My university's got pretty good sports facilities and a stadium, so I think I'll start jogging. It doesn't take up too much time, so I can still study. They say 30 minutes a day is enough. I can start with 10 minutes and see how it goes.

Jake: I'm at home all week with the children and look after the house. We've got three children – twin boys and a girl. When they're at school, I do the housework and read the newspaper. I don't see many people, so it'd be nice to meet people and do something together. I don't like football, but I think a team sport like basketball would be good. There's a club nearby, so I think I'll go and see.

Zara: I really love my work, but it's very stressful, so I don't have much time for hobbies. When I come home, the children want me to spend time with them. We all have dinner together and then I put the children to bed and read to them. I'm too tired to do anything after a long day. So I just watch TV with Jake and then go to bed. At the weekend, I'd like to do something relaxing. We've got a big garden and I like flowers very much. I'm thinking of gardening. Is that a sport?



Key

Maya: jogging; Jake: basketball; Zara: gardening

B4a

Students look at the questions individually, fill in the verbs and tick the boxes.



Key

1. watch; 2. listen; 3. read; 4. use; 5. read

B4b

In groups, students compare their answers to B4a. Draw their attention to the examples and encourage them to use them to report back to the whole group. Write the results on the board so everyone can see them.

→ Language

Point out that the German “die meisten” does not have an article in English. It's just “most”.

Aspect C A weekend of games

Aims

- to use *will* for talking about spontaneous ideas and the future
- to practise polite language for asking questions and talking about likes and dislikes

C1a

Lead in by telling students how often you meet your friends and about a weekend or a holiday you spent with friends. Encourage a conversation. Ask students how often they meet their friends. Students then look at the picture and guess the name of the game (*croquet*). Students then read the invitation and brainstorm questions they would ask before they go.

→ Teaching tip

While students discuss a topic, note down some of the things they say when they make mistakes, possibly on an OHT, leaving a gap where the mistake was made. After the discussion, show the OHT or write the sentences with gaps on the board. Ask the whole group for the correct answer. Encourage students to write down the phrases they find personally useful and relevant to them.

C1b

Students listen to Sylvia's friends. Make sure they understand that this is just part of the complete conversation. Play the conversation twice so that students listen for the answers the first time round and fill in the gaps the second time. Refer students to the *Remember* box and to the Companion pp. 96–97 for *will* for promises and agreeing.



Tapescript (CD 2/Track 11)

Morgan: Are you going to the games weekend, Gavin?

Gavin: Yes, sounds good. What about you?

Morgan: Yes, I am, too. I'm really looking forward to it.

Gavin: Yeah, me, too. What are you going to do? I hope the weather's good. I want to play tennis.

Morgan: No, I don't like tennis. I'd rather stay indoors. I hope somebody plays chess. I'd love to play again.

Gavin: Oh, no. I'm hopeless at chess. I can't play at all. And it's really boring. But there'll be a lot of people there, so if you're lucky you'll find somebody.

Morgan: Do you know how many are going?

Gavin: About 30, I think. It should be good fun. It's a good hotel and there are lots of things to do.

Morgan: Sounds good. How are you getting there?

Gavin: Don't know. I think I'll go by car. What about you?

Morgan: No, I'm afraid not. I sold my car last week, actually. Is the hotel near the station?

Gavin: No, I don't think so. Why don't you come with me? I'll take you if you want.

Morgan: Great! Thanks a lot, Gavin. I'll buy you a drink at the weekend. I'll even play tennis with you if nobody else will!

Gavin: OK. We've got a deal. I'll give you a call before then.



Key

2. I'll; 3. I'll; 4. I'll; 5. I'll

→ Extension activity

Make a few sentences about situations where someone else's help is required and write them on the board. These could be: *I forgot my purse. My car has a flat tyre. There's no train to the airport at midnight. I have no present for Elli's birthday party.* Ask students for suggestions of help such as: *I'll lend you some money. I'll give you a lift.* and write these on the board, highlighting *will* for promises.

C1c

Draw students' attention to the example and to the *Focus on grammar* box. Refer to the Companion p. 93 if necessary. Act out another example with one of the stronger students. Ask students to do the activity in pairs. Walk around, monitor and help.

→ Extension activity

For further practice, choose some more topics for using the *I'd rather* structure, such as meals (*Would you like a pizza?*), drinks, etc.

C2a

Ask students if they have ever used English (or any other foreign language) on the phone. Refer students to the examples and elicit further reasons.

→ Teaching tip

Research shows that nearly 80% of information collected during communication is body language, not verbal communication. On the phone, we lose the nonverbal part of the communication. Remind students of phrases to show that they are still there, such as: *I see, Really?* or just *Yes* and *No*.

C2b

This activity takes the story further. Emma calls Sylvia about the weekend. Students listen to the telephone call and note what the women will take with them to the games weekend. Ask a few students to write the items on the board

Tapescript (CD2/Track 12)

Sylvia: Hi! Sylvia here.

Emma: Hi, Sylv. It's Emma. Thanks for the invitation. I'd love to come.

Sylvia: Great. There are twelve of us already, so it should be fun. So what do you want to do? Games, sports or both? I seem to remember you're not much good at sports.

Emma: What do you mean? Actually, I'm not that bad at tennis, for instance. But you're right. I'd rather play Monopoly. What else is there?

Sylvia: Oh, everything. Tennis, football, hockey, chess, bridge, snakes and ladders, ...

Emma: Snake and ladders? Cool! I'll play that then. That's active enough for me.

Sylvia: Ha ha. What about swimming? You weren't bad at that at school.

Emma: Yes, maybe. That's a good idea. I'll go swimming after the games and then I can have a drink at the bar.

Sylvia: Yeah, so don't forget your swimming costume.

Emma: No, I won't forget. What else should I bring? Do I need smart clothes?

Sylvia: No, it's very casual. Bring what you like. I'm bringing games and my jogging shoes and my tennis racket.

Emma: My camera, I'll bring that. Then I can take photos of you and the others doing bungee jumping and extreme ironing and bog snorkelling and things like that.

Sylvia: Very funny. There won't be that sort of thing. It's a family hotel. By the way, is Paul coming with you?

Emma: Yeah, I think so. He'll play tennis with you.

Sylvia: Great. I'll book you a room, then. See you there.

Emma: Bye.

C2c

In pairs, students discuss what to take for the games and sports they would choose for the weekend. Make sure students understand that they can add their own ideas. Refer students to the example, the *Focus on grammar* box, and the Companion pp. 96–97. Walk around and help if necessary.

→ Extension activity

Ask students to report back on their activities and choose the most interesting plan for the weekend.

Aspect D A sports person

Aims

- to practise listening for detail
- to talk about interests and hobbies

D1

Write the words "Chelsea Football Club" on the board. Ask students what they associate with football clubs in general, and with Chelsea in particular, and write their ideas on the board. Students then listen to the radio reporter and underline what is different in the text to what he says. Refer students to *Tip 3* on page 68.

→ Teaching tip

Even if everybody is not interested in football, most students will be able to associate something with it. Chelsea is one of the most famous football clubs in the world. Michael Ballack, the German midfielder, played for the club. It has had a lot of famous managers, including Jose Mourinho (twice).

Tapescript (CD2/Track 13)

Hi, this is Johnny Maxwell. Welcome to Premier League Football from England.

Our featured game today is between Chelsea and Tottenham Hotspur. Chelsea Football Club is based in West London and was founded in 1906. Their home is Stamford Bridge football stadium which can seat 40,000 fans. The club had a very successful 2005 season after it was bought by the Russian oil millionaire, Roman Abramovich, for 150 million pounds – that's 220 million dollars today. The club's known as "The Blues" because their traditional colours are blue shirts with white shorts and white socks. Their opponents today are another London side ...

Key

Emma: swimming costume, camera

Sylvia: games, jogging shoes, tennis racket

**Key**

1905; 2003; billionaire; 140 million; blue shirts and shorts with white socks

D2a

In pairs, students think of five famous sports personalities and write them down. They then compare their lists with another pair.

D2b

Students interview each other on their favourite sportsman or -woman.

→ Extension activity

To give students some extra ideas, cut out some pictures of famous sports personalities from newspapers or magazines or the Internet and bring them to class. Attach them to the wall and hand out five to ten Post-its per student. Ask them to walk around and write their associations on the Post-its (one per Post-it) and fix the Post-its to the picture. The final question is whether the sports person with the most Post-its is the most popular person.

D3a

Students listen to the interview and complete the sentences. Refer students to *Tip 4* on page 68.

**Key (possible answers)**

1. football, tennis, chess; 2. maths; 3. languages/ playing football in another country; 4. learning German and maybe Italian

**Tapescript (CD2/Track 14)**

Interviewer: Hi, Susie. Nice to have you here with us today. In this series, we're talking to young people who want to become international sports stars. So, Susie, tell us: What's your sport?

Susie: I play football in a girls' team and want to be a professional footballer.

Interviewer: So you must be good. Where do you play?

Susie: Yeah, I think I am pretty good, actually. I play for a local team at the moment, but I want to play for England one day or even in another country.

Interviewer: And you go to school, too. That must be hard work. Are you good at school?

Susie: Well, I'm good at some things, like sports, (*laughs*) but I'm hopeless at maths. But I like languages, 'cause I'm interested in playing football in another country one day. I'm learning French and I'm keen on learning German and maybe Italian soon.

Interviewer: German? Wow ...! What other sports are you good at besides football, Susie?

Susie: Well, I'm good at tennis, too, but we only play in the summer.

Interviewer: And what about hobbies? Do you play any board games? Or cards?

Or is it just football all the time?

Susie: No, I like playing chess as well. Actually, I think I'm quite good at chess, but I'm better at football. And I like going to the cinema, especially films about football.

Interviewer: Thanks very much, Susie, for talking to us. And now let's play your favourite song. What is it?

→ Culture

If you have different nationalities in your class, it might be interesting to talk about the reasons in different cultures to become a famous sports person, e.g. in poorer countries, this is one of the few chances for people to become relatively wealthy. Make it clear that students at this stage do not have to express themselves accurately as this is a difficult subject to talk about.

D3b

This activity personalizes the topic and introduces some more verbs which are followed by *-ing*. Point out that all the given examples follow the structure of the *Focus on grammar* box. Refer to the Companion pp. 99–100 if necessary. Walk around and help.

D3c

Elicit the correct questions from students and, with weaker groups, write them on the board. Students then interview their partners and report back to the whole class.

→ Extension activity

You could do this with cards. Ask students to write down the four sentences about their partner on separate cards, but without giving the name. Collect the cards, hand them out and make sure students don't get their own card. Then students stand up, walk around and try and find the person on the card they have by asking: *What are you good at?*, etc. Then students can present the person on their card.

D4a

This activity is the first step in finishing the lines of a football song in D4c. Ask students to read the words and guess what the song might be about.

D4b

Students match the words that rhyme.



Key

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

D4c

Students fill in the words individually or in pairs.



Key

best – rest – sun – fun;
wait – great – day – way

D4d

Ask students if they can quote or even sing the lyrics of their own favourite football songs.

→ Teaching tip

On the Internet platform *Youtube*, you can find a wide variety of football songs. *Chelsea singing* will produce nearly 50 titles of different football videos with fans singing enthusiastically.

→ Teaching tip

Remembering lyrics is a very efficient learning strategy. Recommend that students download the lyrics of their favourite songs and sing along!

→ Portfolio

Students can file the lyrics of their favourite football song in the dossier part of their individual language portfolios. They can refer to these as their learning progresses and will find they understand more and more of the text. This can also be done with other songs.

PLUS ASPECT

Aspect E A company outing

Aims

- to practise talking about sport and games
- to discuss ideas for activities and reach a consensus
- to combine information from different sources

E1a

With their books closed, ask students what a “company outing” might be. Students then work in groups and discuss the questions. They report back to the class on what their different groups do.

→ Teaching tip

Ask students to work in pairs or small groups of three and choose one question. They should write the question on a card and walk around and interview everybody in the class. Write the findings on the board.

E1b

Students match the activities with the pictures.



Key

4– 3– 2– 1

E1c

Refer to the examples and ask students to exchange ideas on these activities.

E2a

Listen to the conversation and mark the pictures of the activities they talk about.



Key

1. mountain climbing: no; 2. bowling: yes; 3. human table football: yes; 4. tree walking: yes



Tapescript (CD2/Track 15)

Emily: OK, you two. We'd better start planning this year's company outing. We're the organizing committee, you know!

John: Yeah, yeah. I know. We know the date, June 18th and we know how much money we can spend. About £50 per person, right?

Hannah: Yup, but what do we do? Just spend it all on food and drink?

John: Yeah. Lots of drink and then we can really get to know each other!

Emily: Let's be serious. I asked everyone for their ideas and here are the most popular: tree walking, minigolf ...

Hannah: What the ... is tree walking?

Emily: Well, I looked it up. You go out to the woods and climb up trees and then walk in the top of the trees.

John: Sounds hm, I don't know. Is it dangerous?

Emily: No, apparently not. There are guides to help you. But I don't think it's a good idea. The older ones won't like it.

Hannah: You are probably right. What other ideas are there?

Emily: Well, the usual ones like going to a restaurant or a museum.

John: Boring, boring. No, no, no. We can eat and drink, but we have to do something.

Hannah: Yeah, I agree. There'll be lots of food and drink anyway.

Emily: I'm just telling you the ideas. OK then, human table football.

John: Oh, that's great! I played it last year. It's really fun. It's like table football, but with real people. You hold onto a bar and have to move when the others move. It's good for building teams.

Emily: Yeah, it sounds good, but a bit dangerous. Lots of people won't like it. That's it really. Oh, yes. Bowling. But we did that last year, so we want something new, I think.

Hannah: You said minigolf. That sounds good, too. Everyone can play. It's safe – and it can be fun.

John: I like the other two better.

Emily: Why don't we ask the others? Give them three ideas and they choose.

Hannah/John: Yeah, good idea. / OK.

John: Now what about food and drink?

Emily: Typical! OK, we need ...

E2b

Students read the emails with the feedback on the suggestions made earlier.

E3

Ask students to complete the invitation individually and then compare their answers with a partner.



Key

minigolf, minigolf

E4

In groups of three, students collect ideas on a class outing, then ask the class what they want to do. Choose the most interesting idea.

E5

Groups then write an invitation for the outing and give it to another group.

→ Portfolio

Students can file their written invitation in the dossier part of their individual language portfolios.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T07.

Unit 8

BE NICE TO OTHER PEOPLE!

Core aspects

- A Choosing presents
- B What does she / he look like?
- C Social conversation
- D Compliments and thanks

Plus aspect

- E The ideal partner

Can do's

- I can give advice.
- I can describe objects.
- I can describe people's appearance.
- I can keep a social conversation going.
- I can pay compliments.
- I can predict someone's reaction to a present.
- I can give and receive thanks.
- I can write a short thank-you note.

Grammar

should

Direct and indirect objects

Passive

Present perfect (with *how long*)

if with present tense and a prediction with *will*

Vocabulary

Presents

Dimensions

Material

Personal appearance

Clothes

Adjectives and expressions for compliments and thanks

Exploring learning – useful phrases

As simple as possible

False friends

Useful phrases

Icebreaker

Aims

- to revise and brainstorm vocabulary about presents
- to revise describing things
- to get students to move around (kinaesthetic learning)
- to discuss souvenirs and presents

Draw a circle in the centre of the board and ask students what their favourite countries are for holidays. Write the countries around the circle like a word wheel. Then ask students if they have ever brought home souvenirs from these countries and get them to tell you some of the things they have bought as souvenirs on holiday. Write "souvenirs from..." in the centre of the circle. Now give each student a piece of chalk and ask them to come up and write countries and souvenirs on the board. Which is the funniest / most interesting souvenir? If students do not know the words for some of the things, they can try and draw them. Students can also be asked the week before to bring a holiday souvenir with them to the lesson.

CORE ASPECTS

Aspect A Choosing presents

Aims

- to read and understand a newspaper story
- to revise, consolidate and acquire new vocabulary about presents and souvenirs
- to introduce and practise *should* for giving advice
- to introduce, revise and practise ways to describe things (colours, use, material and dimensions)
- to write a description of a present
- to talk about giving things as presents

A1

Before students open their books, lead in to the activity by writing “game designer” on the board and ask students to say what they think this might be. Ask students to open their books and read the instructions. Point out the vocabulary in the box. Students fill in the gaps in the text and compare their texts with a partner.



Key

winner, chose, company, ago, look, tall, time, miss

→ Language

“Celts” is usually pronounced “kelts”. This word was usually pronounced with the “s” sound until as recently as the 1960s, but now there is a movement towards the “k” sound (except for the Scottish soccer team which is always pronounced with the “s”). The Concise Oxford Dictionary has changed its first preference from the “s” sound to the “k” sound in recent editions. If you want to know what the dominant pronunciation is where you are, the best thing to do is to listen to what people say there.

→ Language

The term “nerd” is used for a rather boring, slightly eccentric swot who is obsessed with and engrossed in IT or sometimes natural science subjects. It is not a positive way of describing someone.

→ Culture

Wales is a country in the United Kingdom and lies to the west of England. The population of Wales is just over three million, and the capital is Cardiff. Many non-British people think Wales is an area or state in England and Welsh a dialect of English. This is not

the case. Wales is a separate country and Welsh is a completely different language from English. Welsh is spoken widely in West Wales. In some parts of Wales, 86% of the population speak Welsh fluently, in other parts, however, it is as little as 8%. Altogether, about 21% of all Welsh people speak Welsh fluently. Welsh has been revived over the last 30 years and although almost everyone in Wales can speak English, all signs and official notices are in Welsh and English. Welsh is now the language of instruction in many schools and there are TV and radio channels that broadcast only in Welsh. Wales also has its own National Assembly in Cardiff which serves as a Welsh parliament dealing with Welsh affairs. For more information on Wales see www.visitwales.com.

Here are some Welsh phrases that show how different the language is:

Croeso i Gymru. (Welcome to Wales.)

Hwyl fawr iawn i chi gyd! (Many greetings to you all.)

Diolch yn fawr. (Thank you very much.)

Bore da. (Good morning.)

A2a

Ask students to look at the pictures and then listen and tick (or number) the things when they hear them being mentioned.



Tapescript (CD2/Track 17)

1.

Oh, yes. You should take some nice things from Wales. So, what should you take? I know, you should take some Welsh singing. You should buy a DVD of a Welsh choir. And what about a bottle of Welsh whisky?

2.

What should you take? Well what about some *Halen Môn*. What's that? It's salt. Special salt from the island of Anglesey. Then you can always take a *bara brith*. You don't know what that is? It's a kind of bread with fruit in it. Lovely with a nice cup of tea.

3.

Are you taking something for your mother? I think you should take her some Welsh beauty cream. There's a new company that makes some very nice stuff like that. Or what about honey? A jar of Welsh honey.

4.

Do you know about the Welsh love spoons? They're little wooden spoons. Years ago young men made spoons like that for their girlfriends. Have you got a girlfriend?



Key

1 DVD of Welsh choir, 2 bottle of whisky, 3 *Halen Môn* (salt), 5 *bara brith* (bread), 6 beauty cream, 7 honey, 8 love spoons

→ Language

Bara brith is a sort of fruit bread made with raisins, currants, and candied peel.

→ Culture

Many place names in Wales begin with *Llan*: it means "church".

Wales boasts the longest place name in the world: *Llanfairpwllgwyngyllgogerychwyrndrobwlllantysilo gogogoch*.

It is a collection of things you can see in the area and means:

The church of St. Mary and the white whirlpool near the birch grove, the church of St. Tysilio and the red cave.

A2b

In pairs, students look at the list and read the examples. Refer students to the *Focus on grammar* boxes and to the *Remember* box. For more information, look at the Companion p. 93 and p. 73. Students report back to the whole group.

→ Language

Schnaps or *schnapps* is one of the words which has gone from German into English. Further examples are *kindergarten*, *zeitgeist*, *schadenfreude*, and *kaffeeklatsch* (sic!), *rucksack*, but not all of these are familiar to all English speakers.

A3a

Ask students to read the descriptions and decide which present is being described. Refer to the *Remember* and *Focus on vocabulary* boxes. Look at *Tip 1* on page 76.



Key

b. *bara brith* (bread), c. DVD of Welsh choir, d. Welsh beauty cream

→ Teaching tip

The strategy of keeping things simple is also known as the KISS principle (*Keep It Short and Simple*). Students often want to express things in a more complicated way than is really necessary, so it can be pointed out to them that this makes things more difficult for them and is not always helpful for communication.

→ Extension activity

Bring along a few things which could be given as presents. Put them on a table where everyone can see them and ask students to come up, have a look at them, and choose one that they can describe. This could be extended into a short role play in a souvenir or gift shop. One student plays the customer who wants to buy something, but doesn't know the word for it and the other, playing the shop assistant, identifies it from the description.

→ Teaching tip

Bringing authentic material to class makes your lessons more lively and realistic. As well as this, learners can use all their senses and different learner types can be catered for. Students can also be asked to bring things themselves.

→ Extension activity

If bringing authentic material to class is too difficult, go to the Hueber websheet for NEXT A2/1 Unit 10 (http://www.hueber.de/sixcms/media.php/36/lehren_a2-1_u10_goingtodo.pdf) and download and print the pictures. You can use most of them as pictures of possible presents, or as vouchers for a present.

A3b

In pairs, students write a description of a present (see pictures A2a).

A3c

They then give their description on to another pair, who try to guess what the present is.

→ Extension activity

Ask students to think up additional ideas for presents and then describe them.

→ Teaching tip

In activities like this, it is not important that all the language used is absolutely correct as long as the student can be understood. If they can get their message across, it will encourage them to try this strategy in a real-life situation or when they are in an English-speaking country.

A4a

Individually, students think of what they could buy as a present from their area for someone in Britain.

A4b

Students compare their ideas with each other and in the whole group choose the most interesting present.

→ Teaching tip

This activity could also be done as a word wheel on the board or a flip chart. Write the area or town in the centre of the word wheel and ask students what presents they could buy in their area for someone in Britain. Students come to the board and add their own ideas.

Aspect B What does she / he look like?

Aims

- to revise and acquire new vocabulary for describing people
- to revise and acquire new vocabulary for names of clothes
- to differentiate between polite and impolite adjectives when describing a person
- to describe what someone looks like
- to describe what someone is wearing
- to make students aware of false friends

B1a

Lead in to this activity by going back to the pictures on page 69. Ask students to describe the people in the pictures. Make sure students understand that some words can sound impolite. Give an example in German such as the difference between “korpulent” and “fett”. Then ask students to sort the adjectives into two groups; after that, to find pairs of words that mean the same thing. They compare their answers with a partner and then report back to the whole group.



Key (possible answers)

neutral (or polite): losing his hair a bit, muscular (*for a man*), red-haired, overweight, short, slim, tall, well-built (*for a man*)

(possibly) impolite: ginger, bald, fat, thin, well-built (*for a woman*)

pairs that mean the same: bald – losing his hair a bit, fat – overweight, slim – thin, ginger – red-haired

B1b

Encourage a discussion and collect other words students can think of to describe people. Compare English with the students' own language(s).

→ Language

In British culture the ideal body shape is tall and slim but not too thin, so while the word ‘slim’ is always positive, ‘thin’ can sometimes sound negative. A word like ‘bald’ can sometimes sound negative because it’s a very direct description of a man’s loss of hair. Red hair in Britain is often not considered beautiful – it’s not clear why. If you call somebody ‘ginger’ in Britain, this is not positive. Women are described as beautiful or pretty, men as handsome – not usually the other way round. Men can be muscular or well-built, but women are not usually described in these terms. Ask your students for examples from their languages and cultures.

B1c

This activity appeals to the students’ imagination. Ask students individually to write down what they think Philippe looks like in note form. They then compare their ideas with a partner and can report back to the class. Students who do not have many ideas can look through the book and see if they can find a picture of someone who they think looks like Philippe.

→ Extension activity

For further practice in describing what people look like, bring along pictures cut out of magazines, or pictures of celebrities, or photos. Students can also bring photos of members of their family or simply ask students to look around the room or out of the window and describe someone they can see.

B2a

In pairs, students make two word wheels. Ask students to add their own ideas if they wish.



Key (possible answers)

things that you usually only wear outdoors: anorak, boots, cap, gloves, hat, overcoat, raincoat, scarf, trainers

things that you wear indoors: blouse, cardigan, dress, high heels, scarf, slippers, suit, tie, top, trainers

→ Teaching tip

So that all students can see all the word wheels made in class, ask them to pass their word wheels on to the next pair clockwise after a certain time (e.g. 2 minutes) and then add their own ideas.

B2b

In this activity, students' attention is drawn to "false friends". Refer students to *Tip 2* on page 76.

→ Teaching tip

This is a good opportunity to collect a few more false friends, such as: "arm", "actual", "gift", "sea".

→ Teaching tip

Don't forget to mention that there are also real friends, i.e. words that are the same and have the same meaning in German and English, such as "anorak" and "blouse".

→ Extension activity

There are a large number of English and English-sounding words in the whole area of fashion and clothing. Ask students to bring along advertisements, catalogues or brochures from clothing and fashion companies for further practice in describing what people wear and to find examples of false friends.

B3a

Give students some time to make sure they understand what is expected of them. Students listen to the CD and match the photos with the names. Then, in pairs, they imagine what the people look like and what they are wearing. In pairs, students then write a description of one or more of the people.



Key

a. – picture 3, b. – picture 1, c. – picture 2



Tapescript (CD2/Track 18)

Hello. I'm Fiona. I'm just out for a walk with my two dogs. I live here with my husband in a very nice house in this beautiful English village. I go walking with the dogs twice a day. Rover! Sit! Our children both live in London now. We've quite a big garden and I love working in it. I also do a bit of voluntary work for the local hospital.

Hi. Er, I'm Damon. I'm 16 and I just came here to the supermarket to pick up a few things for this evening. A couple of my mates are coming round. We're gonna listen to some music and play poker. I just got some beer and some snacks for us. What do you want to know for anyway?

Hi there. My name's Annabelle. My husband, Jed, and I, we're just getting ready to have a little old barbecue tonight. A few of the neighbours are coming round and we're gonna throw some steaks on the grill and enjoy a few beers. Listen to a bit of good old country music. Why don't y'all join us?

B3b

Students compare their descriptions with another pair.

→ Teaching tip

Hand out cards and ask students to write separate descriptions for Fiona, Damon and Annabelle on different cards. Write the three names on the board and stick the cards below the name of the person described. Are the descriptions similar or totally different?

→ Extension activity

Get students to stand up and move about in the room while you play some music. When the music stops, ask them to stand back to back to the person next to them. Then they try and remember what the person looks like and what he or she is wearing and describe their partner without looking at him or her. Then continue the music and repeat the process with another partner.

→ Portfolio

Students describe a photo of family or friends and file the photo with the description in the dossier section of their individual language portfolio.

Aspect C Social conversation

Aims

- to make students aware of the importance of social conversation
- to listen to people conducting social conversation
- to form and actively use questions which help in social conversation
- to practise small talk
- to practise keeping a conversation going

C1a

Before students open their books, lead in by writing “social conversation” on the board and have students guess what this means. Ask them to think of possible topics for social conversation. Ask students to open their books, listen to Olivia and Boris and tick the correct situation.

Tapescript (CD2/Track 19)

Olivia: Hello, I'm Olivia.

Boris: Hi, I'm Boris. Nice to meet you.

Olivia: Nice to meet you, too. What was the weather like when you left Russia this morning?

Boris: Oh, it was very cold. Lots of snow. Have you ever been to Russia?

Olivia: No, I'm sorry. And is this your first visit to England?

Boris: Yes, it is. It's quite warm here. Is it normal for this time of the year?

Olivia: Yes. The winter's usually grey and wet here. And what's your job in Moscow?

Boris: I'm a sales manager. And you? What do you do?

Olivia: Oh, I'm an engineer. How long have you worked for the company?

Boris: Five years now. And you? How long have you worked here?

Olivia: Oh, only six months. I'm new.

Key

c

C1b

Ask students to listen again and, working individually, put the words in the questions in the correct order. They then compare their answers with a partner. Ask individual students to write the questions on the board. Refer students to the *Focus on grammar* box and see Companion pp. 90–91 for further information.

Key

- a. What was the weather like when you left Russia this morning?
- b. Have you ever been to Russia?
- c. Is this your first visit to England?
- d. What do you do?
- e. How long have you worked for the company?

→ Teaching tip

Asking students to write on the board (instead of doing it yourself) shifts the focus from teacher to student and thus makes the activity more interesting for the students.

→ Language

The use of the present perfect is usually difficult for German speakers. Point out that the German *schon* as in: *Wie lange arbeiten Sie schon in der Firma?* is very often translated with the present perfect. Making the mistake of using the present tense in these cases can lead to confusion as native speakers will understand the question to mean how long they intend to do something. Telling students this may help them to understand that it is important to try and express this concept correctly, but even advanced speakers of English still make mistakes with this.

C1c

Individually, or in pairs, students form questions. Walk around and help if necessary. Make sure students ask questions with “you” and not with “I”. Ask students to write the questions on the board.

Key

- b. How long have you worked here?
- c. How long have you lived here?
- d. How long has she been in the English class?
- e. How long have you worked for the company?
- f. How long have you been an electrician?

→ Teaching tip

Do not ask students to form artificial questions such as: *How long have I lived here?* that wouldn't normally come up in a conversation. Some students who have only learnt English at school may want a complete list of all persons and tenses. Either explain to them why it is not necessary here, or refer them to the Companion for more information on grammar.

C2

In pairs, students choose a social situation and possible questions. Students report back to the whole group.

→ Extension activity

Write the three different situations as headlines on three different flipchart sheets and hang them on the wall. Ask students to go to the situation which they are interested in and write the possible questions on that piece of paper. Then ask students to think of one or two more questions. They then move on clockwise to the next paper, read it and add another question to the situation. Students move on again and add their ideas to the last of the three situations. Ask them to decide which question is the most interesting one and which question they would NOT ask.

C3a

Students listen to Philippe and tick true or false.

Tapescript (CD2/Track 20)

Richard: Hi, I'm Richard. You're Philippe, right?

Philippe: Yes.

Richard: Pleased to meet you – and congratulations on your new job!

Philippe: Thank you.

Richard: So where are you from, Philippe?

Philippe: France.

Richard: Yes. Do you like living here in Wales?

Philippe: Yes.

Richard: But what about the weather? We have terrible weather, right? Do you miss good weather?

Philippe: No, not really.

Richard: Well, nice to meet you, Philippe. Good luck! Must go. Bye!

Philippe: Bye.

Key

a. true; b. false; c. true; d. false; e. false

C3b

Students now listen to a different situation in which Philippe shows how his conversational abilities have improved. They then discuss the questions with a partner and report back to the whole group.



Tapescript (CD2/ Track 21)

Richard: Hi, I'm Richard. You're Philippe, right?

Philippe: Yes, that's right. We met before, I think.

Richard: Yes, I think so. Just after you came here.

Congratulations on your prize!

Philippe: Thank you. That's very kind of you.

Richard: So where are you from, Philippe?

Philippe: France, but you know that! My family lives in Paris, but I was born in Toulouse. Do you know Toulouse?

Richard: Yes, it's in the south of France, right? I went there once on holiday. Beautiful place. So tell me, Philippe, do you like living here in Wales?

Philippe: Yes. It's really good. The job's good and I have some good friends now.

Richard: But what about the weather? We have terrible weather, right? Do you miss good weather?

Philippe: No, not really. I love the sea and the mountains. It's so green.

Richard: Nice to meet you again, Philippe. Good luck! Must go. Bye!

Philippe: Bye.

Key

Yes, he answers the question and gives a bit of extra information. He also asks some questions.

→ Extension activity

Go back to B1c where students had to imagine what Philippe looked like. Ask students to compare their ideas with the photo of Philippe on page 73.

C3c

Students read the text individually and then fill in the gaps. A slightly shorter version of the solution can be found in the *Focus on grammar* box. Point out the pattern for this kind of conditional sentence ("if" + present simple for the condition, "will" for the prediction). There's more about this pattern in D3 (page 75). Further information can be found in the Companion pp. 96–97 (*will*) and p. 74 (sentences with "if").

**Key**

c. asks, will

C3d

Look at the example with students and ask them all for suggestions for follow-up questions for one question, e.g. a. Students then work in pairs and find follow-up questions for the other questions and report back. They can then find a new partner and practise again. Ask them to think of as many questions as possible. A small prize could be given to the pair who can keep the conversation going the longest.

**Key** (*possible answers*)

- I work in Munich. And you?
- It was cold and snowy. Have you ever been to Russia?
- I have lived here for 10 years. Is this your first visit to Germany?
- Yes, I am married and have two children. Do you have children?
- I come from Bavaria. And where are you from?

C4

Students work with a partner and act out one of the situations. Make sure students understand that they can also act out a different situation if they want to. Emphasize that the most important thing here is to ask a lot of questions.

→ Extension activity

To provide further practice, ask students to stand up and form two concentric circles. If you have an odd number of students, you should take part in the activity yourself. One person from the inner circle and one person from the outer circle face each other and form a pair. They agree on a topic and talk for a minute or two. Then give a signal (clap your hands, ring a bell) and the students in the outer circle move clockwise one person along. The inner circle does not move. Each student now has a new partner. Again they agree on a social situation and act it out for a minute or two and then move on again.

→ Teaching tip

Using this method of two concentric circles provides extensive opportunity to practise the same situation (structure, etc.) several times, but with different partners.

→ Culture

Use this opportunity to talk about the importance of social conversation and topics for this in different cultures and countries.

Aspect D Compliments and thanks**Aims**

- to practise paying compliments and asking further questions
- to discuss the issue of paying compliments in different cultures
- to practise reacting appropriately to a present
- to write a thank-you note

D1

Get students to look at the questions and the two boxes that are there to help them. Ask them to discuss in pairs. Students can find helpful phrases for the discussion in the *Focus on spoken English* box. Students report back to the whole class.

→ Language

This is a good occasion to emphasize the fact that in different languages different words go together, e.g. the English “to pay a compliment” is “ein Kompliment machen” in German. Further examples from this unit: “Ich freue mich auf...” is “I’m looking forward to...” and “ein Geschenk machen” is “to give a present”.

→ Culture

Paying compliments is closely related to culture. Ask students about habits and traditions in their cultures. In Germany, it is not usual to pay someone a compliment unless you know them very well. Good women friends, however, sometimes pay compliments to each other. Sometimes an ulterior motive is suspected when someone pays a compliment. Tell students that in Britain and the USA paying compliments is just a sign of being friendly and is quite common amongst friends.

D2a

Ask students to form groups of three to four and ask them to pay each other compliments.

→ Teaching tip

If students are reluctant to do this, give them some examples by walking around and paying compliments yourself, e.g. *I like your earrings. This pen looks great.* Students will feel they should react somehow. This is good preparation for D2b (questions).

D2b

Draw students' attention to the *Focus on spoken English* box. Make sure they understand that paying compliments often includes a question to keep the conversation going. In groups, students now practise paying compliments with an additional question.

D2c

Encourage a discussion about the cultural and gender aspects of paying compliments. This can be done in small groups or with the whole group, depending on the class.

→ Culture

Point out that *I really like your T-shirt! Where did you get it?* or *How much did it cost?* does NOT mean that the person who pays the compliment wants to go to the shop and buy exactly the same T-shirt. It is a friendly invitation to talk a bit about clothes and shops. Likewise, the phrase does NOT imply – as it does in some cultures – that the speaker expects you to give him your T-shirt as a present. This is the case in some Asian and Arab countries.

D3

Students work in pairs and look at the example together. Refer students to the *Remember* box. At this point, you can go back to page 73 and look at the *Focus on grammar* box and the Companion pp. 96–97 and p. 74 to revise this. Make sure students understand all the words in the box. While students are discussing the questions and answers in pairs, walk around and monitor the correct use of the pattern. Ask students to write some of their sentences on the board to make sure they have used the structure.

D4a

Before listening to the recording, go through the list of phrases with your students.

Discuss with students what they think Philippe will say. Students then listen to the recording and tick what he says.

Tapescript (CD2/Track 22)

Compère: The next prize is for the best adventure game of the year. And here to present it is Gwen Watkins, editor of the magazine *Welsh Gamer*.

Gwen Watkins: Thank you. Well, our readers voted last month to choose the Game of the Year here in Wales and this year the prize doesn't go to a Welshman, but to a young man from France for his game "Crazy Celts". Ladies and gentlemen, this year's prize goes to Mr Philippe Martin from the company *Welsh Wizard* in Bangor.

Well done, Philippe!

Philippe: Oh, thank you very much. I'm very pleased to win this prize. It's very kind of you to give it to me. It's a great honour. I'm very happy that people like my game. I'd like to thank my colleagues at *Welsh Wizard* for all their help. Thank you.



Key

a. d. e. g. h. j.

D4b

In pairs, students practise giving each other a present and saying thank you for it. Look at the examples together. Walk around and help if necessary during the activity. Refer students to *Tip 3* on page 76.

→ Teaching tip

If students feel shy about doing this activity, prepare small cards with the names of presents on them, such as a bottle of perfume, a bottle of champagne, two tickets for the cinema, etc., or with pictures of the presents. Give each student a card and ask them to exchange their presents.

→ Teaching tip

For further practice, do this as a milling activity: prepare cards with presents and give each student a card. Students stand up, walk around, find a partner and exchange presents. Then, with the new present, they find another partner and exchange presents again.

D5

The aim of this activity is for students to write a thank-you note. Go through the model with them and make sure they understand that there is a structure to the note (greeting and ending, etc). Individually, students choose one of the situations given and write a thank-you note. Ask some students to read out their notes.

→ Extension activity

Students write their thank-you notes on pieces of paper and add a few ideas of their own. Then they hang their notes on the wall and walk around and choose the nicest thank-you note.

→ Portfolio

Students can file their written thank-you note in the dossier part of their individual language portfolio.

PLUS ASPECT**Aspect E The ideal partner****Aims**

- to discuss dating habits informally
- to revise vocabulary for talking about people

E1

Lead in by asking students where they could meet the ideal partner. Ideas will probably be things like “at work”, “at a party”, “on the underground”, “at school”, and “online dating”. Go through the instructions together and make sure they understand everything. In pairs, students read the survey and discuss what they think. Discuss the results with whole class and then look at the results of the survey on page 100.

E2

Divide the class into groups of men and women and ask them to discuss and describe the qualities and appearance of their ideal partner. The groups then report on their results.

→ Teaching tip

Make sure that there is a relaxed atmosphere in class when dealing with personal topics such as these and that the students are happy to do this.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T08.

Unit 9

ROMANTIC LOVE STORIES

Core aspects

- A A romantic day
- B A romantic meeting
- C What were you doing yesterday at 8 o'clock?
- D ›Lets gt 2gtha‹

Plus aspect

- E Are you romantic or idealistic?

Can do's

- I can understand the main points of a simple story about where two people met.
- I can write about how I met someone.
- I can explain what I was doing yesterday at a certain time.
- I can write the ending of a story.
- I can obtain the main points from an article about text messaging.
- I can read and write text messages using abbreviations.
- I can report what someone said or wrote.

Grammar

Past continuous and past simple
Past continuous with *while*
Indirect speech

Vocabulary

Occasions for greeting cards
High numbers (*million, billion*)
Romantic times and places
Family
Texting abbreviations

Exploring learning – writing

Use example texts
Keep a record of useful phrases
Check spelling
Practice makes perfect

Icebreaker

Aims

- to revise and collect vocabulary about romantic events
- to encourage creative vocabulary learning
- to get students into the mood for the topic

This word activity is based on an acrostic and reactivates vocabulary as well as encouraging creativity. Write a word on the board with the letters arranged vertically, like this, e.g.

E
fuN
G
Learning
I
S
Homework

Ask your students what they associate with the word you have written. Write their ideas, e.g. "learning", "homework", "fun"... on the board using the letters of the word, as in the example above. Elicit and add as many ideas as possible. Then ask students to get into pairs. They should now make an acrostic around the words "A ROMANTIC DAY". Students pin their acrostics to the wall, walk around and choose the most romantic, the funniest or the most interesting acrostic.

CORE ASPECTS

Aspect A A romantic day

Aims

- to talk about special days and habits
- to read and talk about *Valentine's Day*
- to revise, introduce and practise large numbers
- to talk about *Valentine's Day* or similar celebrations in students' countries
- to complete a poem
- to write two lines of a poem

A1a

Students look at the picture and guess what the young woman is doing. They then work in pairs and tick the occasions when they send greeting cards.

→ Culture

Britain and America have different Mother's Days. The American Mother's Day, which is shared by Germany, Switzerland and other continental European countries, takes place in May. It was created by Anna Jarvis from Grafton, West Virginia, as a day to honour mothers and motherhood. Mother's Day in Britain has its origins in the Church calendar. It takes place two Sundays before Easter. It was one of the few days when servants were free to leave their masters for the day and visit their families. In both countries today, however, the day is mainly commercial in nature: a day to buy cards, flowers and presents. Father's Day is a more recent creation and it takes place on the third Sunday in June in both countries.

A1b

Students read the text and guess the name of the day.



Key

Valentine's Day

→ Culture

Valentine's Day or *Saint Valentine's Day* is a holiday celebrated on February 14th by many people throughout the world. In English-speaking countries, it is the traditional day on which lovers express their love for each other by sending Valentine's cards and men give women flowers or sweets. The holiday is named after one of two early Christian martyrs called Valentine. The day is most

closely associated with the mutual exchange of anonymous love notes in the form of "valentines".

A2a

The communicative aim of this activity is to revise and introduce numbers in written form. Go through the instructions slowly and walk around and help while students A fill in their crossword on page 78, Students B on page 101. Students then work in pairs and take turns in dictating the numbers to each other until each student has a complete crossword. The *Remember* box revises the passive forms. Refer to the Companion pp. 98–99 if necessary. The *Focus on vocabulary* box shows the English system with "million" and "billion".



Key

Down: 1. billion; 2. fourteen; 4. fifteen; 6. three
Across: 3. million; 5. seventy three; 7. thousand;
8. thirty five

→ Language

The German and the English systems of large numbers are quite different from each other:

German	English
1.000.000	1,000,000
eine Million	a million
1.000.000.000	1,000,000,000
eine Milliarde	a billion
1.000.000.000.000	1,000,000,000,000
eine Billion	a trillion, and so on.

A2b

In pairs, students talk about what they do on *Valentine's Day* and if there is a similar celebration in their country. Ask students to report back to the whole class on their discussions.

→ Culture

This is an opportunity to compare romantic customs in different cultures. How do (future) lovers communicate? What rituals exist? Do parents have anything to do with communication between (future) partners? Encourage a conversation among students about different traditions and attitudes.

A3a

Refer to the pictures and make sure students understand that this poem is a rhyming poem.

Students complete the poem and compare what they have written. They then listen and check their answers.

Tapescript (CD2/Track 24)

Love is ...
Breakfast in bed.
Fifty roses all red.
Love is ...
Fish and chips on a winter night.
Dinner for two with candlelight.
Love is ...
Pink candles on a birthday cake,
One that I will bake.
Love is ...
A diamond ring
And a song that I'll sing.
Be my valentine tonight!



Key

roses, candlelight, birthday cake, ring

A3b

Students work in small groups and write two lines similar to those in A3a. Walk around and help. Encourage students to use their dictionaries if they wish. When they have written the two lines, students read out their rhymes and the whole class chooses the best poem. Refer students to *Tip 1* on page 84.

→ Teaching tip

It is important that students know that writing a poem should not be taken too seriously. Students tend to say that poems are difficult to read and write. It is important that this activity is fun and so if students cannot rhyme their two lines, it does not matter. Students should be aware that they are not expected to be poets.

→ Portfolio

Students can add the lines of poetry they have written to the dossier part of their individual language portfolios.

Aspect B A romantic meeting

Aims

- to discuss romantic situations
- to acquire and practise new vocabulary about romantic meetings
- to understand where people met for the first time
- to learn and use the past continuous in the correct context

B1a

In pairs, students look at the pictures. They discuss if the pictures show romantic situations. Then they report back to the whole class on their discussion.

B1b

Again, in pairs, students brainstorm ideas associated with the word “romantic”. They add their ideas to the word wheel.



Key (possible answers)

love, teddy bear, candles, sunrise, sunset, low lights, candlelight dinner, chocolates, love letters, red roses

B1c

In pairs, students guess the words and phrases on the other pair's word wheel. They score a point for each word they guess. Check which pair has scored the most points and ask them to read out their word wheel to the whole class.

B2a

Without looking at their books, students say what they think is a good way of meeting someone they might fall in love with. List a few ideas on the board. Read the introduction to the activity. Students go through the suggestions and decide which way they think is the least romantic way of meeting.

→ Teaching tip

Giving students a question to answer about a task they have done, like: *Which is the least romantic way to meet someone?*, *Which is the most interesting story?*, or *Which is the funniest idea?*, gives students a purpose for the task and makes them look at the information they get and what they do with it more closely.

B2b

Before actually listening to the recording, ask students if they think the three people are men or women. Alisha = female (meaning "little princess"), Finley = male (meaning "brave little warrior"), Rani = female (short form for Maharani, meaning "queen" or "princess").

 **Tapescript (CD2/Track 25)**

Alisha: My name's Alisha Spencer, from Cornwall.

I met my partner on the beach! It was a lovely day and the sun was shining. I was playing with my dog. I threw a frisbee into the water and it landed on this guy's feet. We started talking and he invited me for a cup of coffee.

Finley: Hi, my name's Finley Errol from Glasgow.

You won't believe this. My tooth was hurting. I was in pain all night. I went to the office in the morning, but my toothache just got worse. So I found a dentist near my office. The waiting room was full of people. They were all waiting to see the dentist. I felt terrible and I wanted to sit down, but there were no seats free. I saw somebody looking at me. She was reading a book when she suddenly stood up and gave me her seat. Later she said that I looked so terrible that she felt sorry for me.

Rani: Hello! I'm Rani Dawar from North West London. I remember the day as if it was this morning. It was raining very hard and I was running to the bus stop when I hit my foot on something and I fell down. A man came to help me. He gave me his umbrella. We started talking about the weather, about the bus service and about traffic in general. When the bus came, we both got on. He sat next to me. He kept talking to me and that's how it all started.

**Key**

Alisha: was playing; Finley: was hurting, were waiting, was reading; Rani: was raining, was running

B3

Students now match the sentence beginnings and endings. Look at the example together. Students match the parts individually and then compare their answers with a partner.

**Key (possible answers)**

1.d; 2.e; 3.f; 4.b; 5.c

→ Extension activity

Ask students to go through the sentence beginnings (1.–6.) again and cover the sentence endings. Now ask them to find their own endings to the sentences.

→ Extension activity

Similarly, ask students to cover the sentence beginnings (1.–6.) and find beginnings for the endings (a.–f.). Encourage them to try out several ideas and choose the most interesting one.

B4a

In groups, students discuss how people meet in other countries. Discussing how they, their parents or parents of friends or people they know met their partners makes the activity more personal.

→ Culture

Again, this is a good opportunity to look at how and where couples meet for the first time in different countries and cultures.

B4b

In groups, students write a short story about how two people met. They read out their stories and decide on which is the most romantic one.

→ Portfolio

Students can add their story to the dossier part of their individual language portfolios.

**Key**

Alisha: on the beach; Finley: at the dentist; Rani: at the bus stop

B2c

Students read excerpts from the tapescript and fill in the correct form of the verbs. Refer students to the *Focus on grammar* box and to the Companion pp. 88–89 for further information. Walk around and help if necessary. Ask students to compare their answers with a partner. Check that everyone has the correct answers and write them on the board if necessary or refer students to the key.

Aspect C What were you doing yesterday at 8 o'clock?

Aims

- to guess the contents of a newspaper article after reading the headline
- to read and understand a short newspaper article
- to revise and practise family words
- to practise the past continuous in the correct context
- to write the ending of a story

C1a

Look at the picture of St. James' Church with your students and invite them to guess why the picture has been included in a unit about romantic events. Then students work in pairs, read the headline and say what they think the story is about. The pairs report back to the whole class. Refer students to *Tip 2* on page 84.

→ Extension activity

After they have looked at the picture and before they read the text, ask students to close their books. Choose 10 words they think might be in the text and write them on the board. Students then combine 2-3 words from this list and make sentences with them. Then ask them what they think the story might be about.

→ Teaching tip

Looking at the vocabulary in a text before actually reading it helps students to identify important words and allows them to make intelligent guesses as to the content of the text.

→ Culture

Limerick is the third largest city in the Republic of Ireland and is situated on the River Shannon. It is especially famous for giving its name to the five-line poem following the AABBA form with mostly witty or humorous content.

→ Extension activity

Suggest that students look in the Internet for some limericks and bring them along to class. Vote for the funniest limerick.

C1b

Students read the story and underline all the family words. They then make a list with all the words and

make sure they know the correct spelling. Finally, ask them to fill in the table. Walk around and help if necessary. Refer students to *Tip 3* on page 84.



Key

Family words in the newspaper story:

mother, father, parents, children, brother, sister, uncle, aunt, nephew, niece, family, married, son, daughter, mother-in-law

Gaps in table: son, sister, uncle, nephew, grandfather, mother-in-law

→ Teaching tip

Correct spelling can be trained by a number of entertaining activities such as the game "hangman" (mentioned in Unit 7), as well as doing crosswords and acrostics. Point out that students can practise spelling outside the classroom. This will encourage learner autonomy.

→ Teaching tip

In the *Teacher's Resource Book* for NEXT Starter and NEXT A1, you will find many interesting and useful activities, some of which involve spelling and writing skills and which can be used for all levels. Many of these can be repeated several times, even with the same group.

C2a

Students match the expressions and compare their answers with a partner.



Key

2.a; 3.d; 4.b; 5.c

C2b

Students read the text and complete the sentences.



Key

a. was having breakfast; b. was reading the newspaper; c. was playing with the cat; d. was putting books in her school bag

→ Extension activity

You could do this short reading text as a "running dictation". Have a few (possibly enlarged) copies of the text ready and hang them in different corners of the room (or outside in the corridor or on a tree!). Ask students to form pairs. Student A in each pair is the runner, student B is the writer. Neither of them has their books open. When they get the signal (e.g. the teacher says "Ready, get set, go!"), all the

runners run to one of the copies and remember one sentence, or half a sentence, run back to their writer partner and dictate their sentence. Repeat until the first team has finished writing down the complete text. The winning team reads out the text while everybody reads along in the book. Have a small prize ready for the winning team. The prize can be announced or shown before the activity as an incentive.

→ Teaching tip

“Running dictations” not only appeal to all learner types (visual, auditory, kinaesthetic), they also make lessons lively and fun at the same time. Students acquire new vocabulary and new structures (here: past continuous in contrast to past simple). If a text from the book is used, students can check what they have written themselves.

C2c

Read the instructions and refer students to the example. Ask a few students what they were doing at 9.30 a.m. the day before and ask the others to say if they think the sentence is true or not true. Collect their sentences on the board. Draw students’ attention to the use of the past continuous. Students then work in pairs and interview each other. Walk around, monitor and help.

→ Extension activity

If it is necessary to revise how to say times in English, bring along a clock (paper or real) with moveable hands. Show some times and ask students to say them in English. Then ask students to do the same. This can also be done by drawing a big clock on the board. One student says a time and another draws the hands on the clock. These are then rubbed out and the next student says a time and so on.

C2d

The aim of this activity is for students to use the past continuous correctly. On a piece of paper, each student writes down what he / she was doing the day before at 8 a.m. Walk around and help. Collect the papers and read out what students have written. Ask the class to listen for an activity which most people were doing at the time mentioned. This can be repeated several times if necessary and students can ask the question: *What were you doing at ...?*

C3

Students work in groups, read the story again and imagine how the story could end. In groups, they write the ending. Collect their story endings, correct them and hand them back. Each group then chooses one student to read out their story and the whole class decides on the most unusual ending. Refer students to *Tip 4* on page 84.

→ Portfolio

Students can file the ending of the story – or the complete story – in the dossier of their individual language portfolios..

Aspect D ›Lets gt 2gtha‹

Aims

- to understand a short article on text messages
- to read and write text messages, using popular abbreviations
- to revise and consolidate the correct use of the past continuous
- to discuss the advantages of texting

D1a

Before students open their books, write “Lets gt 2gtha” on the board. Ask students to guess what this means and where you might find this sort of abbreviation. Alternatively, write a typical text message abbreviation in German on the board (e.g. “GVLG” for German “ganz viele liebe Grüsse”, or “HDL” for “Hab dich lieb”). Ask students if they like sending text messages, and why, or why not. In pairs, students then read the questions in the book and discuss them. Collect students’ ideas before they read them out to the whole class. Then read the article and find the answers to the questions.



Key

1. true; 2. true; 3. false; 4. false

D1b

Ask students to look at the picture together. What might happen next (in the situation in the picture)? Then read the instructions and find examples in the article. Refer students to the *Focus on grammar* box and to the Companion pp. 88–89 for more information on the correct use of the past continuous and past simple.

**Key**

b. had car crashes; c. crossed the road when the traffic lights were red; d. lost their children

D1c

In pairs, students talk about similar experiences they have had.

→ Extension activity

Pairs write down their experiences and then read them out. The class listens and chooses the funniest experience.

D2a

In groups, students discuss why many people prefer texting to sending letters or cards. Report back and collect ideas on the board.

**Key (possible answers)**

Text messages are quick, cheap, and easy to send. They are an alternative to real-time conversation.

D2b

One of the advantages of texting is that short messages carry a lot of information, because of the abbreviations used. Students read the boxes and match the messages and the words.

**Key**

hru – how are you?; bfn – bye for now; sry – I'm sorry; cu – See you!; thx – thanks; 2day – today; idk – I don't know; l8 – late; b2w – back to work; dact – I'm driving and can't text.

D2c

Individually or in pairs, students guess the meaning of the text messages and write complete sentences.

**Key**

hru – How are you?; ru b2w? – Are you back to work?; Can I c u 2day? – Can I see you today?; Lets gt 2gtha at 8? – Let's get together at eight.; dact – I'm driving and can't text; sry im l8! – I'm sorry I'm late; bfn – bye for now

→ Culture

Ask students if texting is an important way of communicating in their culture and collect any popular abbreviations they may know on the board.

D3a

Ask students to guess what these text messages might mean, using reported speech. Draw students' attention to the *Focus on grammar* box and to the Companion p. 75. This activity draws attention to the typical tense shift that you find in reported speech, but you can tell your learners that they can also report what people say while keeping the original words (He said: I have a question for you.).

**Key (possible answers)**

1. He/She said / told me (that) he/she was late.
2. He/She said / told me (that) he/she didn't know.
3. He/She said / told me (that) he/she was sorry.
4. He/She said / told me (that) he/she was back to work.
5. He/She said / told me (that) he/she was driving and couldn't text.

→ Extension activity

For further practice of reported speech, write a few simple sentences students say in class, e.g.: "I like texting.", "I need a new mobile phone.", "I don't understand this." on the board, putting quotation marks around them. Then tell the students what one of the students said, e.g.: *Two minutes ago Sandra said (that) she liked texting.* Then ask students to report on someone else's sentence themselves. Highlight the shift from present simple to past simple by underlining or using coloured chalk.

D3b

Take along some blank cards to class. Hand out the cards and ask students to write their name on the card. Collect the cards. Students take a card. If they have their own name on the card, they give it back and draw another one. Students then send a message to the person whose name they have on their card. Walk around and help if necessary. Each student "sends" (i.e. takes) his or her card to the receiver of the message. Students then report back on the message they received, using reported speech as far as possible.

→ Portfolio

Students can file a collection of their text messages in the dossier section of their individual language portfolio.

PLUS ASPECT

Aspect E Are you romantic or realistic?

Aims

- to consolidate and practise language used in the core aspects
- to discuss being romantic or realistic

E1

Lead in by asking students the title question and encourage them to talk about themselves, if they consider themselves romantic or realistic and why. Students then read the quiz and tick their answers. Help with any unknown vocabulary or problems in understanding.

E2a

Students calculate their score and read their results. They compare their scores with a partner.

E2b

Ask students to report back and find out if women are more romantic than men.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T09.

CONSOLIDATION 3

For more information on the purpose of the Consolidation units, see page 7 of the Introduction. Remind students of the purpose of the unit and encourage them to try out the activities on their own before asking you for help.

Aims

- to use language in a wider context
- to use language independently
- to revise and consolidate language from Units 7–9
- to use language that achieves an authentic outcome
- to practise all four skills

C1a

With their books closed, ask students the questions, telling them that they are questions in a competition and that there is a prize for the answers. Accept any answers they may have without telling them the answers. Then ask them to open their books and look at the text. Tell them they can find the answers in the earlier units of the book.

→ Teaching tip

In the Consolidation units, it is possible for students to work through the whole unit without any or much help from the teacher. Encourage them to do this and to ask you any questions about language after they have done the activities.

C1b

In pairs or small groups, students discuss the text in C1a and the answers. Ask them to write their answers on a piece of paper (as a postcard). Students exchange answers with other pairs or groups and check them. The whole group agrees on the right answers.



Key

Chelsea Football Club, traditional colours: blue shirts and shorts, white socks (see Unit 7, D1)
Centre for rugby in France: Toulouse (see Unit 8, A1)
Aspen, Colorado: skiing, snowboarding, cross-country skiing, snowshoeing (see Unit 6, B2a)

→ Teaching tip

In the lesson before students work on this unit, ask them to each bring a postcard to class. Students do not necessarily need to buy postcards as many cafés and cinemas have postcard stands with free postcards .

C2a

Students read the text individually and decide what they would like to do.

C2b

Ask students to write down their text message. If they wish, they can really send it to their partner using their mobile phone.

→ Portfolio

Students can include their messages in their individual language portfolios.

→ Teaching tip

Although, in general, it is a good idea to change partners for different activities during lessons, it is sometimes better for students to work with one partner for several activities to ensure continuity. This is the case in this Consolidation unit.

→ Teaching tip

Especially with younger learners, mobile phones can often be used in class, either to send text messages or to practise making phone calls using a real phone (they do not need to be switched on!). Students can also be encouraged to take photos of what is written on the board and to write this up after the lesson.

C2c

Students write down the full version of the message.

→ Extension activity

Students can talk about how often they use their mobile phones for text messages, who they write to and what sort of messages they send. This could also be a general discussion at the end of the unit or lesson.



Key

Great! Thanks. I'd love to.

C2d

In pairs, students discuss the questions and any others they may have. They should come to a consensus.

→ Teaching tip

Many exams use this sort of exercise in the oral part. If students are interested in taking an exam, point this out to them. C3a is also useful practice for the oral part of some international examinations.

→ Extension activity

Students imagine they are on the trip and write a postcard from their holiday to another pair. They then exchange postcards.

C3a

Students think of their answers either individually or in pairs.

→ Extension activity

Students think of any other questions they could ask or answer. They can look back in the book for ideas on this.

C3b

Students change partners and interview someone else.

C4

This activity takes the students back to the beginning as they now think of questions for a quiz. Make sure they also think of a prize. Check the questions and do the quizzes in class, in pairs or in teams.

→ Teaching tip

Bring pictures of “prizes” from magazines to class for the students to choose from.

→ Teaching tip

Collect the questions students think of and keep them for use in another course. A quiz on the book can be done at several stages during the course with different questions and is good revision.

→ Extension activity

Students can write their own competition text, basing it on C1a. Encourage them to use their own ideas as well.

→ Portfolio

Students can include the texts in their individual language portfolios.

Unit 10

I HAVE A DREAM

Core aspects

- A Do you dream?
- B What do dreams mean?
- C I have a dream
- D Was it a dream course?

Plus aspect

- E Time capsule

Can do's:

- I can exchange information about my dreaming habits.
- I can understand the main points from the story of a dream.
- I can tell the story of a dream.
- I can listen for specific information in a speech.
- I can express predictions and hopes for the future.
- I can talk about what I liked and what I found difficult on the course.
- I can understand details from texts which express a personal opinion.
- I can write a short blog entry about how I am learning English.

Grammar

Something / everything / nothing, etc.

Past continuous and past simple
will for predictions

Vocabulary

Dreaming

Martin Luther King and American politics

Learning English

Exploring learning – reflecting on your learning

Using general knowledge

Talking to others about your difficulties

Writing a diary or a blog about learning

Icebreaker

Aims

- to revise and collect vocabulary about dreams
- to collect language chunks
- to get students into the mood for the topic

Bring along small blank cards and give each student two cards. Ask students to write down a daydream they have on one card (e.g. winning the jackpot, quitting your job, buying a new car, etc.) and a dream they once had on the other card (e.g. running away from something). Give them one or two examples of your own. Collect in all the cards and write "daydreams" and "night dreams" in the middle of two flipchart papers or boards. Shuffle the cards and put them down on a table. Then ask students to get up, look at the cards and discuss which category they belong to. They then attach the cards to the sheets or board under the appropriate word and choose the most interesting / most popular dream. This anticipates the activity in B2. The cards can be kept and used again in Aspect B.

CORE ASPECTS

Aspect A Do you dream?

Aims

- to read and talk about dreams
- to revise, introduce and practise *somebody*, *everybody*, etc.
- to interview other students about what they dream and conduct a class survey

A1a

In pairs, students look at the FAQ list and match the answers to the questions. Encourage students to use dictionaries if necessary. Walk around and help. This unit has a lot of vocabulary which students will not know. Explain the difference between passive and active vocabulary and emphasize that students should not try and learn every word. Point out the star system in the NEXT vocabulary list (again if necessary).



Key

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

→ Extension activity

With more advanced groups, discuss the list of questions in the group without looking at the answers first.

→ Language

“Frequently asked questions”, or “FAQs”, usually consist of a list of questions and answers which are expected to be asked about a certain topic. Since the acronym FAQ originated in print media, its pronunciation varies; “fack,” “fax,” “facts,” and “F.A.Q.” are commonly heard.

A1b

Refer students to the *Focus on grammar* and *Focus on spoken English* boxes. Do the first sentence together and refer back to the text in A1a. Then ask students to fill in the gaps, working in pairs. For more information see the Companion p. 109.



Key

1. Everybody; 2. Somebody; 3. something; 4. nothing/everything

→ Language

Somebody, etc. is more frequent in informal, spoken discourse than *someone*, etc.

A2

Go through the questions with the students. Then ask students to get up, take their books and a pencil and walk around and interview three students, noting their answers (Yes/No). Collect the results of the survey on the board.

→ Culture

The importance of dreams varies in different cultures. People have always tried to find meaning in dreams. In some cultures, dreams are an important source of inspiration or spiritual messages.

→ Extension activity

Ask your students about the importance of dreams in their cultures.

Aspect B What do dreams mean?

Aims

- to discuss the meaning of dreams
- to listen and understand what people say about their dreams
- to use the past continuous in the correct context
- to tell someone else about a dream

B1a

In pairs, students look at the list of dreams (1.–5.) and their meanings (a.–e.). Encourage students to use their dictionaries or ask each other about words they do not know, but make it clear that they do not need to know the exact meaning of every word as long as they understand the gist of the text and the important details.

→ Teaching tip

The basis for this analysis can be found on the popular websites devoted to the interpretation of dreams, for example <http://www.dreammoods.com>. The treatment of the topic in this unit is intended to be entertaining only. If necessary, students should be told to be wary of standardized interpretations of dreams.



Key

2.b; 3.a; 4.d; 5.c

→ Extension activity

Ask students to cover up the column on the right (the meanings of the dreams). Ask students to think about the meanings themselves and then compare their ideas with what is in the book.

B1b

Give students a few minutes to read the “explanations” for some dreams. Then play the recording of people talking about their dreams. With a partner, students match the dream to the explanation.

Tapescript (CD2/Track 26)

Dream 1

In the dream that I had last night, I was in the country and it was a nice day and I was with my boyfriend. We were walking together. We were in the mountains. But then he was a long way away. I could see him. And he was walking up the mountain. Then behind me I saw a group of men and I was frightened. I knew that they were trying to catch me. So I started running and I wanted to shout to my boyfriend, but I couldn't say anything. I knew he couldn't hear me. And I could only run very, very slowly. My feet were so heavy. It was so difficult to move and the men behind me were coming and I was so frightened. And then I woke up.

Dream 2

I once had a dream about Roger Federer. Very strange! I don't even like him much. But in this dream, we were preparing a dinner for his parents. We were in the kitchen of a flat where I lived when I was a student a long time ago: a very simple kitchen. But Roger Federer was there. We had a long discussion about what to cook and in the end we decided to make a lamb stew! As I said, very strange!

Dream 3

I had a dream about doing a test in school. I got to the room where the test was going to happen and I was feeling OK. I went into the big classroom for the test. I was sitting there when I suddenly noticed that I wasn't wearing any trousers. I forgot to put on my trousers before I left the house. I was in a terrible panic. Then I looked at the questions on the test paper and I remembered that I forgot to learn anything for the test. I couldn't answer any questions. My panic got worse and then I woke up.

Key

1.c; 2.b; 3.a

B1c

Students listen to the first dream again and fill in the gaps in the text. Refer students to the *Remember* box for the correct use of the past continuous and to Unit 9 where they had the form for the first time. Refer to the Companion pp. 88–89 if necessary. Students compare their answers with a partner. Walk around and help, if necessary.

→ **Language**

The general emphasis in this unit is the use of the past continuous and the past simple for story-telling (narration). In Unit 9, the past continuous was introduced with the emphasis on interrupted actions or states, parallel events, etc.

Tapescript (CD2/Track 27)

In the dream that I had last night, I was in the country and it was a nice day and I was with my boyfriend. We were walking together. We were in the mountains. But then he was a long way away. I could see him. And he was walking up the mountain. Then behind me I saw a group of men and I was frightened. I knew that they were trying to catch me. So I started running and I wanted to shout to my boyfriend, but I couldn't say anything. I knew he couldn't hear me. And I could only run very, very slowly. My feet were so heavy. It was so difficult to move and the men behind me were coming and I was so frightened. And then I woke up.

Key

was, were walking, was walking, saw, were trying, started, woke up

→ **Teaching tip**

Show students how the past continuous is used by miming the first sentence in the *Remember* box: *I was walking with my boyfriend* (longish activity, leisurely strolling). *Then I saw* (stop suddenly and stare) *a group of men*. Students can be asked to think of the opening of a film, as there is often a sequence that establishes the scene before the action begins. The present continuous and present simple can equally well be used for this purpose.

B2

In pairs, students tell each other about one of their dreams. Refer to the list of questions and sentence beginnings to make this activity easier. Students can take notes while they are listening if they wish. Ask one or two students to report back on what they heard. The whole group chooses the most interesting dream.

→ Teaching tip

If students say they “never dream”, just ask them to make up a dream.

→ Teaching tip

Tell students some time before you do this unit that the subject will be dreams and ask them to remember their dreams.

→ Portfolio

Students can write down their dream(s) and add them to the dossier of their individual language portfolios.

Aspect C I have a dream**Aims**

- to listen to and understand parts of the original recording of a famous speech
- to practise listening for detail
- to practise listening for gist
- to revise and practise *will* for predictions
- to talk about hopes and predictions for the future, using *will* correctly

C1a

Students work in pairs and look at the box with the names and the countries. Then they match the photos and the information.

**Key**

1. Martin Luther King, United States of America;
2. Mahatma Gandhi, India; 3. Nelson Mandela, South Africa

→ Extension activity

Ask students who are interested to find out about one of the three men, Martin Luther King, Mahatma Gandhi, or Nelson Mandela. Ask them to bring some information to the next class. Tell them that key words and simple sentences are enough.

→ Teaching tip

Reading information on the Internet (e.g. in the simplified English version of wikipedia: http://simple.wikipedia.org/wiki/Main_Page is good training for reading for gist or reading for detail.

C1b

Students work with a partner and discuss the questions. Ask them to tick the most likely answer even if they do not know the exact answer.

**Key**

- 1.c; 2.a; 3.b

C1c

Ask students to compare their ideas with each other in class before checking the answers.

C2a

Students listen to a part of Martin Luther King’s speech. Tell them that they only have to listen for the information in the questions.

**Tapescript (CD2/Track 28)**

See Student’s Book, p. 147.

**Key**

1. twice; 2. four

C2b

Students listen again and complete the sentence. They then compare their answers with a partner.

**Key**

will; live

C3a

Ask students to complete two more sentences in the same way and compare their answers with a partner. Draw students’ attention to the *Focus on grammar* box. For more information, see the Companion pp. 96–97. Refer students to the *Focus on vocabulary* box for differences in UK and US spelling.

**Key**

1. will rise up; 2. will be able

→ **Language**

Words with “ou” in them in British English (UK) are usually spelt with just an “o” in American English (US). These include *hono(u)r*, *favo(u)rite*, *labo(u)r*.

C3b

Students match words and meanings and compare their answers with a partner.



Key

2.d; 3.a; 4.b

C3c

This listening activity aims at training listening for gist rather than for detail. Students listen and then tick one option. Refer students to *Tip 1* on page 94. Similarly, with the recording, make it clear to students that they do not need to understand every word, but should just concentrate on finding the answers to the question.



Key

1.



Tapescript (CD2/Track 29)

See Student’s Book, p. 147.

→ **Language**

Martin Luther King’s “I have a dream” speech was delivered as the culmination of The March on Washington (August 1963). It is regarded as one of the finest, if not the finest, American speech of the 20th century. It is not informal spoken English, so it is different from most of the other recordings in NEXT. What makes it great is partly the words which are a mixture of simple words like “my children” and “the red hills of Georgia” and grander words like “creed” and “will not be judged”. This sort of language is typical of the bible and Martin Luther King, as a preacher, uses the rhythms of the church sermon. He repeats the key sentence “I have a dream” and the sing-song intonation of the churches of the southern states. And the crowd responds as if in church with “hallelujas” and so on. The whole speech is available online at <http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

→ **Language**

“Freedom” is a classic false friend for German learners. Tell them that the German for “freedom” is *Freiheit* and the English for *Frieden* is “peace”.

C4

Students read and tick the correct option.



Key

2.

→ **Culture**

The terms “Coloured” or “Black” are nowadays considered offensive and so the term “African-American” is used, similar to the terms “Asian-American” and “Hispanic-American”. In Britain, the terms “Afro-Caribbean” and “British Asian” are used.

C5a

Students look at the pictures and the quotations. Ask them to talk to their partners or in small groups about their own hopes and wishes for their future. Refer students to the *Focus on grammar* box and the Companion pp. 96–97 for the correct use of *will*.

C5b

Students report back and compare their answers with the rest of the class.

→ **Extension activity**

Bring along magazines and scissors and glue for a cut-and-paste session. In small groups, students make a collage on their hopes for the future. These can be hung on the wall of the classroom.

→ **Portfolio**

Students write a short text on their hopes and predictions and file it in the dossier of their individual language portfolios.

Aspect D Was it a dream course?

Aims

- to look back and reflect on goals set at the beginning of the course
- to reflect on achievements
- to talk about what students liked about the course
- to talk about difficulties which still exist
- to write a short text about the English course

D1

Go through the instructions together and clarify possible difficulties. In groups, students look back at their notes on their goals and reasons for learning English and talk about whether they have achieved their objectives. Walk around and help if necessary.

→ Teaching tip

The aim of aspect D is to foster learner independence by guiding students to the aims they had at the beginning of the course and reflecting on what they have achieved. It is important for students to realize that progress evaluation needs a starting point and a point from which to look back on achievements. Support them by praising them for what they have achieved and by helping them to set new aims and establish a new schedule to achieve any aims they have not yet achieved. It is possible that some students may no longer have their notes from Unit 1, or it might be a year or two back since they did that unit, or new students may have joined the course in the meantime. Leave D1 out if this is the case.

→ Teaching tip

Make the aims of this aspect clear to students so that they understand that this is a very important part of their learning.

D2a

Students work in pairs and think of two personal highlights and two things which they still find difficult. Make sure they understand that the aim is not a general statement (see example), but that they should find specific activities. Walk around and help students by going through the book again and looking back on some specific activities.

→ Teaching tip

The aim here is for students to become aware of the amount of English they have actually covered over

the course. If possible, draw out from the students common points about what made the highlights highlights. Were students particularly active? Why was it motivating (relevant, fun)? Similarly with the difficulties: why were they difficult? Reassure students that they do not have to worry too much about mistakes, but should concentrate on getting the message across.

D2b

Students report back on their highlights and the whole group chooses the activities which were most popular in the course.

D2c

Students form small groups and collect ideas on what they still find difficult. The idea behind this activity is to share problems and solutions for these. Refer students to *Tip 2* on page 94.

→ Extension activity

To make D2b and D2c clearer, ask students to make word wheels. Ask students to form two groups. Each makes a word wheel around "highlights in my course". Encourage them to add drawings and make the word wheels colourful. After a few minutes, students switch places and add their ideas to the other word wheel.

→ Teaching tip

This is a good opportunity for students to realize what they have enjoyed (and most probably benefited from) and for the teacher to support them with tips for their future learning in areas they still feel insecure with. Reassure students on their achievements and point out that the NEXT books proceed in concentric circles, i.e. the book at the next level is both a revision of what has been achieved so far and an introduction of new vocabulary, grammar, language functions, and topics.

D3a

In pairs, students read the blog extracts and match the sentences with the extracts.

Key

1.c; 2.a; 3.b

D3b

Students tick who wrote these blogs. Refer students to *Tip 3* on page 94.

 **Key**
2.

D3c

In small groups, students discuss the ideas suggested in D3a. They then report back and discuss their ideas with the whole class.

D4a

Go through the instructions with students and show them where to find the different reference sections. Walk around and help if necessary. Students should reflect on their learning by talking about it and in writing. This is particularly important for their self-assessment of what they can now do. The Companion booklet includes the five texts from the *Self-assessment Grid of the European Language Portfolio* for the levels A1, A2 and B1. Students may be above or below level A2 in different activities, but it is important to talk about what the descriptions mean. The writing is important for those who continue, so that in six months' time they can look back on their reflections and what they have written and evaluate their progress.

→ **Teaching tip**

Students might find this activity easier if you collect a few sentence beginnings for their blog texts on the board, i.e. *I am finishing a course at and book now. I can What I liked best is.....*, etc.

D4b

If they like, students can give their blog texts to the other students and compare them with each other.

→ **Extension activity**

Ask students to hang their blogs on the wall and walk around and read them all. Which blog appeals to you most?

→ **Portfolio**

Students can keep their blog text in the dossier of their individual language portfolios. They can also save this electronically in an electronic portfolio.

PLUS ASPECT

Aspect E Time capsule

Aims

- to revise vocabulary and language from the core aspects
- to read and understand a text about the first time capsule
- to talk about objects for a modern time capsule
- to practise describing things
- to practise giving reasons

E1

Lead in by writing “time capsule” on the board and ask students for their ideas on what it might be. Go through the true / false options with students and then ask them to read the text and tick the correct option.

 **Key**

1.a; 2.b; 3.a

E2a

Ask students to look at the pictures and elicit the names of the objects. Go through the instructions with them. In pairs, students choose one object to describe. Make sure they understand that it need not be one of the items shown here and that they can choose their own item

E2b

Lead in by giving an example, e.g. a pair of jeans, and asking the whole class to describe a pair of jeans. Refer students to the *Remember* box for details. Then ask students to describe the object they have thought of to a partner.

E2c

This activity revises and practises another way of describing objects. Refer students to the *Remember* box. Then students add one more phrase to the descriptions they made in E2b. Walk around and help.

E2d

Students compare their descriptions and improve them.

→ Extension activity

Hand out two blank cards to each pair of students. Students write the name of an object on one card (they could even draw it if they wish) and the description on the other card. Collect all the words and descriptions and hang them separately on the board or on the wall. Students then walk around, read and match word and description. Choose the funniest or most popular item for the time capsule.

E3

Students give their reasons for choosing the object they have described.

→ Portfolio

Students can make a list of items for their time capsule, add descriptions of these and file them under the dossier part of their individual language portfolios.

Extra materials

There are extra materials and information for teachers at www.hueber.de/next. The web code for this unit which will take you directly to the relevant web pages is XA22T10.

CONSOLIDATION 4

For more information on the purpose of the Consolidation units, see the Introduction page 7. This is the last Consolidation unit in NEXT A2/2 and is a board game. Explain the purpose of the game to the students.

Aims

- to review the important skills learnt in the course
- to provide the students with an enjoyable activity
- to finish the course in a pleasant and productive way

Preparation

You will need dice and counters for this game. Bring in enough for the number of groups of 3 or 4 students. Also bring some prizes for the winners. If you announce this game in the lesson before you do it, you can ask students to bring dice and counters if you do not have any. If possible, it is a good idea to copy the game for each group and laminate it as this makes it easier to use.

The main aim of this unit is to show students what they can do at the end of the course. It can also make them aware of what they need more practice in, but the central aim is to review and consolidate topics from the entire book NEXT A2/2.

Students form groups of 3 or 4, sit around one table together and look at pages 95 and 96. Read through the rules together and make sure that they all understand them. It may be helpful to place one book open at page 96 on the table while they are reading the rules. Explain the yellow and blue squares on the board. Explain that players begin at START and move over the board from left to right. At the end of the first line, they move down and go back to the left for the next line and then continue moving from left to right until they reach FINISH. When they are near FINISH, they must throw the exact number to land on FINISH. If they throw a higher number, they miss a turn and have to wait. Students use only one book in a group to play the game. Give each group dice and counters. Let students play on their own and decide themselves if they accept what is said or not. Walk around and help with any questions or disagreements. All attempts should be praised.



Key (*possible answers*)

Unit 1

2. You look great! 3. He's tall and thin with brown hair. 5. He's very friendly. 6. I'm learning English because it's an international language.

Unit 2

7. Auckland is an interesting place.
9. It's dark green.

Unit 3

10. It's an elegant restaurant.

Unit 4

11. A nurse is a person who helps people. 13. Have you had experience as a ...? 14. If you come by car, you mustn't be late. 16. I drive slowly.
17. Go up to the first floor.

Unit 5

18. I had French at primary school. 20. Mr Woods was my first maths teacher. 21. My teacher always smiled. 22. I finished my apprenticeship in 1993.
24. How long is the course?

Unit 6

25. It'll be cold tomorrow.
26. I use my bike. / I turn off the lights.
28. I might go by car.
29. Trees were cut down in the Stadtwald.

Unit 7

31. rugby, golf, tennis
32. I don't like playing football.

Unit 8

33. You should give her a bottle of perfume.
35. It's brown. 36. Thanks! What beautiful flowers!

Unit 9

37. I was playing with the dog.
39. He said he was sorry.

Unit 10

40. I had a funny dream last night.
41. I hope I'll have grandchildren.