

ENGLISH NEXT

A2/1

Teacher's Guide

Aktualisierte Ausgabe

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Hueber Verlag

English NEXT

A2/1, 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 für 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 that 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. reserving a hotel room. In completing tasks, learners primarily focus on meaning and communication rather than grammar 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 most successful 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 words with the frequency at which they occur in the language. The Student's Book includes an alphabetical list of words which appear in the units with the frequency with 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 text books, 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 refer-

ences 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' individual 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 core-aspect material 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 learning 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 A2/1

Aims of the course

ENGLISH NEXT A2/1 has been designed for learners of English at an elementary level. NEXT A2/1 consolidates what learners already know, introduces them to new language and recycles this in a meaningful way. When learners continue with and complete NEXT A2/2, they will reach 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 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 are 2 additional plus aspects per unit which provide 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 aspects 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, one or both of the plus aspects can be included if the teacher wishes. In a shorter course, the Plus sections can be left out. They do not introduce any new grammar, structures or vocabulary.

Homestudy

The three 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 support.

Reading Club

The Reading Club pages provide one or two 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 student's own enjoyment and for extra reading practice outside the classroom.

Exploring my progress

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

Exploring learning

This section provides learners with suggestions and advice on how they can learn more effectively. A cross reference to each tip appears in the pages of the core aspect. The tips focus on a different area of learning strategies in each unit. Thus, for example, the focus in Unit 1 is on asking for help, in Unit 2 on comparing and exploring systems, in Unit 3 on reading, 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 Englischkurses*, 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. 154 - 167.

Key

The answers to the exercises in the core aspects, plus aspects, consolidation units and Homestudy sections are included for reference on pp. 168 - 176.

Vocabulary

The alphabetical vocabulary on pp. 177 - 189 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 be able to carry about with them for reference. It may be helpful to take a little time in one of the first lessons to familiarize learners with its contents so they can use it to its best advantage. The Companion booklet contains the following sections:

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

Internet

Learners can find a wide range of further practice material online at the ENGLISH NEXT website:

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

Teacher's Guide

Every teacher has his/her own personal style of teaching. The flexibility of ENGLISH NEXT A2/1 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 aspects, 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. 154 -167 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. 168 -176 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 A2/1 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.108 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 A2/1 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 for each core unit. 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 A2/1!

Your NEXT Team

9 Unit 1 People and places

1 Page numbers
Student's Book

Core aspects A–D Nice to see you again; I like big cities; My town;
Is there a sandwich bar near here?

Plus aspects E–F It's a boring town; Homes in other countries

Communication

greet people; exchange personal information; explain where a town is; talk about what you like/dislike about a town; get information about a town from a written text; ask for help when you don't understand; ask where places are in a town and give answers

Grammar

present simple ("to be", other verbs); question words (what, where); prepositional phrases of place; there is/are; a/an; 's for shop names; one

Vocabulary

languages; expressions for describing places; words for describing towns and other places to live; shops, etc.

★ ★ ★
★ **Exploring my progress,**
★ **Exploring learning**
★ ★
– asking for help

17 Unit 2 Animals and people

Core aspects A–D Animals; What do you do at work?; The best moment of the day;
A trip to Yellowstone

Plus aspects E–F Cat people – dog people; Pets at work

Communication

say if you have a pet and give reasons why or why not; describe what you do every day at work or at home; describe the best moment of your day; write an email to ask for information (from a travel company)

Grammar

have got; present simple; why? / because; adverbs of frequency

Vocabulary

animals; job and other daily routines; favourite daily activities; email expressions

★ ★ ★
★ **Exploring my progress,**
★ **Exploring learning**
★ ★
– comparing and exploring systems

25 Unit 3 Work and travel

Core aspects A–D What's the job?; How do you get to work?; When does the train leave?;
Good news – bad news

Plus aspects E–F Is this a job for you?; Commuters

Communication

obtain concrete information from job adverts, timetables and short articles; ask and answer simple questions about a job; ask questions about somebody's qualities at work; explain how you get to work and how long it takes; obtain information from notices and signs at airports and railway stations; ask at a station for

information about times, prices, etc.; understand simple and clear announcements at a station

Grammar

revision of question forms (be, have, can, present simple); question words (how, how long, how much, how often, when)

Vocabulary

jobs and the qualities you need for them; commuting (types of transport, journeys, time); signs at airports and stations; railway words (for enquiries, buying a ticket); every; What's the matter?

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

33 Consolidation 1

35 Unit 4 Special days

- Core aspects A–D** My favourite day; What did you do on the 4th of July?; A surprise; What a great weekend!
Plus aspects E–F My favourite time of the year; Carnival

Communication

talk about the past, e.g. your favourite day as a child; ask someone about what they did to celebrate a special day; describe what you did on a special day; understand the main points from a report of a celebration; extract informa-

Grammar

tion from advertisements for festivals; book tickets for a festival by phone; describe how you liked an event

Grammar

past simple of "to be"; past simple; could; adverbs of degree (really, very, etc.)

Vocabulary

public holidays and other special days; music festivals; adjectives to evaluate something (great, boring, delicious, etc.); What was it like?

- ★ ★ ★ ★
- ★ **Exploring my progress,**
- ★ **Exploring learning** – listening

43 Unit 5 Friends and partners

- Core aspects A–D** Are you adventurous?; Lifestyles; What are we doing next?; A friend is ...
Plus aspects E–F A cheap holiday; Invitations

Communication

describe people (appearance, character); say what you like doing; find relevant information about a person from an email; talk about arrangements and plans

Grammar

adverbs of degree; like -ing; any; present continuous for future arrangements

Vocabulary

adjectives to describe personal characteristics/personal appearance; social activities (entertainment)

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

51 Unit 6 Choices

- Core aspects A–D** Simplify your life; Garage sales; Too much choice; Choosing presents
Plus aspects E–F Money, money, money; Going out

Communication

make comparisons (things that are important for your everyday life, ways to do your shopping); find information from small ads for garage sales; buy clothes in a shop; make suggestions (for a present); thank somebody for a present

Grammar

comparative and superlative forms of adjectives; "more" and "the most"; "a lot" as adverb of degree with a comparative form; as ... as; would like; could

Vocabulary

personal possessions; shops and shopping; presents; light/dark with colours; What a ... / What about ... ? / How ... !

- ★ ★ ★ ★
- ★ **Exploring my progress,**
- ★ **Exploring learning** – always think positively

61 Unit 7 A perfect holiday

Core aspects A–D We're on holiday; Enjoy your holiday!; A weekend away; "Togetherring"
Plus aspects E–F My holiday photos; To write or not to write

Communication

describe what you usually do on holiday; ask and answer questions about what you are doing at the moment; read and write simple holiday emails; find relevant information in short hotel ads; ask about hotel rooms and their

availability; understand the gist as well as specific information in a short article about travel trends

Grammar

present continuous for describing the present moment; plural forms of nouns

Vocabulary

holiday activities; holiday emails/postcards; hotel rooms and facilities; hotel enquiries; types of holiday

★ ★ ★
★ Exploring my progress,
★ Exploring learning – writing

69 Unit 8 Business people

Core aspects A–D Pleased to meet you; Am I allowed to smoke here?;
A business lunch; Can I invite you for dinner?
Plus aspects E–F Dress codes; An evening out with the men or the women?

Communication

introduce yourself and others in a work situation; describe your responsibilities at work or home; describe someone in terms of what they do (at work); explain rules and regulations; understand a menu with some help; explain things on a menu; invite someone to

a meal and respond to an invitation; order something to eat in a restaurant

Grammar

relative pronouns (that, who, which) in subject position; "can", "have to", "be allowed to" for rules and regulations

Vocabulary

this/these; job responsibilities in a company; world of work (shift, break, etc.); food and drink on menus; a kind of / like ...

★ ★ ★
★ Exploring my progress,
★ Exploring learning – working with the aims of a Unit

77 Unit 9 How are you feeling?

Core aspects A–D Sunburn; Take one twice a day; Can I give her a message?; Feelings
Plus aspects E–F Have you got anything for unhappiness?; Good morning. Can I help you?

Communication

explain what's wrong when you have a simple health problem; ask for medicine in a chemist's; understand instructions on medicine packaging (use, dosage, etc.); make a simple telephone call; leave and take a telephone message; explain what makes you feel sad, happy, etc.

Grammar

imperatives; frequency expressions; mustn't; indirect object pronouns (him, her)

Vocabulary

health problems; medicines and their packaging (cream, tablet, tube, etc.); instructions for medicines; telephoning; adjectives to describe feelings

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

85 Consolidation 3

87 Unit 10 What next?

Core aspects A–D Big plans; Weekend plans; Learning English; Improve your English
Plus aspects E–F Parties; Change your life

Communication

talk about plans for the future (long-term, next weekend); find relevant information in an entertainments guide; fill in a registration form for a course; explain what you want to do with your English; evaluate what was most interesting /

most difficult etc. on your English course; talk about your plans for improving your English

Grammar

going to; “want to” + infinitive

Vocabulary

emigrating and living abroad; numbers; weekend activities and entertainments; time expressions; language learning

★ ★ ★
 ★ **Exploring my progress,**
 ★ **Exploring learning** – take responsibility for your learning

95 Consolidation 4

97 Files

100 Plus

120 Reading Club

124 Homestudy

154 Tapescripts

168 Key

177 Vocabulary: English – German

Unit 1

PEOPLE AND PLACES

Core aspects

- A Nice to see you again
- B I like big cities
- C My town
- D Is there a sandwich bar near here?

Plus aspects

- E It's a boring town
- F Homes in other countries

Can do's:

- I can meet and greet people.
- I can find out simple personal information about a person.
- I can describe the location of a town.
- I can say what I like / dislike about a town.
- I can understand essential information about a town in a text.
- I can describe places near my home.
- I can ask for information in a town.
- I can understand directions with the help of a map.
- I can ask for help if I don't understand.

Grammar

- Present simple (to be, other verbs)
- Question words (what, where)
- Prepositional phrases of place
- There is / there are
- A / an
- 's for shop names
- one

Vocabulary

- Languages
- Expressions for describing places
- Words for describing towns and other places to live
- Shops, etc.

Exploring learning – asking for help

- Asking for an English word
- Asking for a German word
- Asking for help when you don't understand

Icebreaker

Aims

- **to get to know the class and to help students get to know each other**
- **to establish a sense of cooperation and a good atmosphere**
- **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. Don't write your name on the board or hand out name cards as the aim is for students to meet and introduce each other. Put cards and felt pens in the centre of the room and ask students to each take a card. They write their first name on the front and their favourite free-time activity on the back. Walk around and help them with vocabulary. They can also add a drawing of what they like to do in their free time.

Then tell them to walk around and hold their card in front of them so that others can see it. In 5

minutes they should meet and greet as many people as possible, and try to remember some names and what he or she likes to do in their free time. Give them an example using one of the students: "Hello, I'm Manuela and I like cooking. And you?" "Hello, I'm Susanne, and my favourite free-time activity is shopping." After 5 minutes, students stand in a circle or sit down again and introduce one of the others: "This is Manuela, and she likes cooking." Then Manuela introduces another student, and so on.

CORE ASPECTS

Aspect A Nice to see you again

Aims

- to introduce and practise names of languages and dialects
- to introduce and practise saying hello and exchanging personal information
- to familiarize students with compensation strategies
- to introduce and practise connecting phrases (but / and)

A1a

This introduces the names of different languages and dialects, and allows students to talk about the languages and dialects they speak. First ask students to have a look at the pictures. They speculate on which language or dialect these illustrate and match the languages to the pictures. Then they compare their answer with a partner.

Key

(1) Spanish, (2) Irish Gaelic, (3) Russian, (4) Low German, (5) French, (6) Korean

A1b

The question *What's the English for ...?* is one of the many compensation strategies that have been covered in NEXT A1. These enable students to get help when they need it. This activity also creates a positive atmosphere in class as it makes it clear to students that they need not be perfect.

As students might not yet be familiar with the **Exploring learning** section, plan time to explain the tips during the first few lessons. Tell students that there are references to the **Exploring learning**

section in each unit. As an example, read Tip 1 on page 16 with the students which has to do with asking for an English word.

A1c

With the English words for names of languages and dialects that they speak, students should now be able to use the language given in the example. They ask their partner, "What languages do you speak?" Walk around and help with pronunciation but don't correct too much as this can undermine students' self-confidence.

→ Extension activity

To provide further practice, have students do this activity as a chain activity (one student begins by asking the person on his or her right; then that person answers and then asks the person on his or her right, until all the students have asked and answered the question); and then in zigzag style (with the whole class, students point to and ask another student in random order).

A2a

In section A2 students learn about and practise different ways of introducing themselves and exchanging information depending on whether or not they have met the person before. The situation given in the book is like the situation in the class: some of the people already know each other and some do not. Ask students to listen to the two dialogues and tick the right box.



Tapescript (CD 1/Track 1)

Dialogue 1

Hannes: Hello. I'm Hannes.

Ji: Hello.

Hannes: What's your name?

Ji: My name's Ji, Ji Park.

Hannes: Nice to meet you, Ji.

Where are you from?

Ji: I'm from Korea, but I live in Hamburg.

Hannes: So, what languages do you speak?

Ji: Korean and German. I speak Korean at home, but I speak German with my friends and colleagues.

Hannes: And English?

Ji: Well, yes. I speak a little English, too.

Dialogue 2

Hannes: Hi, Ralf, nice to see you again. How are you?

Ralf: Hi, Hannes. Fine thanks. And you?

Hannes: Fine, too.

→ Teaching tip

Some students expect to understand every single word of a listening text the first time they hear it. Point out to students that you will play the recording more than once and that it is not necessary to understand every word to complete the task.

Key

Dialogue 1: meet for the first time; Dialogue 2: know each other

A2b

This activity concentrates on the dialogues your students have just listened to, but this time using the skills of reading and writing. Students read the two dialogues and insert the questions from the box into the correct places in the text. Tell them that they will listen again to check their answers in the next exercise.

A2c

Play the recording again (CD 1/Track 1) and have students check their answers.

Key

(1) What's your name? (2) Where are you from? (3) So, what languages do you speak? (4) How are you?

For additional practice play the recording a third time. Stop the recording after each sentence and ask students to repeat in chorus. This allows them to practise pronunciation in the group which some will find easier than having to speak alone in front of the class.

Draw students' attention to the **Focus on grammar** box and tell them that they can find the grammar information they need to do the task here, with a more complete explanation on page 97 of the Companion.

The **Focus on spoken English** box familiarizes students with authentic and natural spoken English which may sometimes be different from written English. Emphasize that contracted forms are common in spoken English.

A2d

This is a speaking activity to practise what the students have listened to, read and written in the preceding activities. It may help to write the four questions on the board so that students have something to look at while they are mingling with other students. Draw their attention to the **Focus on vocabulary** box to clarify the use of *but* and *and* in the dialogues. Ask them to get up and walk around, say hello and find out some information about their classmates.

→ Teaching tip

Explain to the students that different learners have different learning styles. As well as visual and aural learning, one can learn with movement. It is important to include a wide variety of activities in order to address various learning styles.

A3a

With the whole class seated again, ask students to copy the form in the book onto a piece of paper and complete the phrases with information about themselves. Walk around and help if necessary. Collect the papers when students have finished.

A3b

Mix up the papers, redistributing one paper to each student and making sure no one gets his or her own paper. Have the students read out the new information, omitting the name so that the others can guess who wrote it.

A3c

Collect the names of languages and dialects on the board and ask students to come to the board and tick the languages and dialects they speak.

A3d

While at the board students write *Hello, I'm ...* in their own languages or dialects, either on the board or on a poster.

Aspect B I like big cities

Aims

- to introduce language necessary to talk about places
- to practise talking about places to live

– to practise saying why students like or don't like these places

B1a

As a lead-in get students to guess where you come from and where you live. Give some reasons why you like or dislike these places. Use the expressions from Aspect B when talking about your place so that students hear the new language. Tell them that the aim of this aspect is to practise talking about their home town or places in general.

B1 is a listening activity. Students hear three people talking about the places they live or where they were born. The dialogues are a model for the speaking activity in B2b. Tell students that they are going to listen to four different recordings and that their task is to find out whether the people like or dislike the places they talk about. Number 3 and number 4 are the same person (Dorota), who first talks about the place where she lives (Munich) and then about the place where she was born (Łeba, Poland). Students will hear the dialogues again later. Here their task is simply to tick the correct boxes.

Tapescript (CD 1/Track 2)

- Interviewer: Where do you live, Anton?
 Anton: In Güstrow.
 Interviewer: Where's that?
 Anton: In the east not far from the sea.
 Interviewer: Do you like it?
 Anton: Yes, I do. It's a small town, but I like it because all my friends and my family live there.
- Interviewer: Where do you live, Manuela?
 Manuela: I live in Erlabrunn.
 Interviewer: Where's that?
 Manuela: On the river Main in central Germany between Würzburg and Karlstadt.
 Interviewer: Do you like it?
 Manuela: No, I don't. It's a small, quiet village. The countryside is beautiful, but it's too quiet and boring for me. All my friends live in bigger towns.
- Interviewer: Where do you live, Dorota?
 Dorota: In Munich.
 Interviewer: Where's that?
 Dorota: It's in the south, not far from the mountains.

Interviewer: Do you like it?

Dorota: Yes, I do. I like big cities, and Munich is a very busy place.

4.

Interviewer: You live in Munich, Dorota, but where are you from?

Dorota: From Łeba.

Interviewer: Where's that?

Dorota: In Poland on the coast.

Interviewer: Do you like it?

Dorota: Yes, I do. Everything is very clean there, and I love the sea.

Key

- Anton: Yes, I like it.
- Manuela: No, I don't like it.
- Dorota: Yes, I like it.
- Dorota: Yes, I like it.

B1b

The aim is to introduce the language they have just heard, in written form, and to get students to ask you the German for words they don't understand. This exercise deliberately includes new vocabulary in order to get students to practise the phrase *What's the German for...?* Refer to the **Exploring learning** section and read Tip 2. Providing students with the language to ask for the translation of a word will help to create a positive atmosphere in class.

B1c

Students listen to the dialogue again, this time concentrating on the new vocabulary from B1b. Ask them to listen and underline, in B1b, the words they hear. Students then call out what they have underlined, practising the pronunciation of the new vocabulary.

Key

- in the east, not far from the sea, small town
- on the river, between ... and ..., quiet village, boring
- in the south, not far from the mountains, big cities, busy
- on the coast, clean, sea

In the **Focus on vocabulary** box students will find phrases useful for describing places. NEXT provides students with high frequency lexical chunks to make sure that they will learn widely used expressions and not only words.

B1d

This introduces matching opposites as another way of remembering new vocabulary. Here the new vocabulary is practised again. Ask students to call out the opposites and help them with their pronunciation.

Key

in the east – in the west; small village – big city; on the coast – in the mountains; exciting place – boring place

→ Extension activity

Students practise these expressions in pairs: one student gives an expression, the partner gives the opposite. You can walk round and check students' pronunciation.

B2a

The following two activities give students the chance to move about and practise the language they have just acquired.

Ask students to think of a town. Name some examples like your home town, your favourite town, the town where you were born. Each student should choose one town, then stand up and form a line with all the other students in alphabetical order of the names of the towns.

B2b

After students have formed a line, count off groups of 3 or 4. Have the newly formed groups sit together and exchange information about their chosen towns. Encourage them to find out as much information as possible, using the questions *Where's the town? Do you like it? Why? Why not?*

→ Portfolio

Students' opinions on their home towns or other towns can be included in their personal language portfolio. Encourage them to write down a few sentences and put them in their portfolios. For further information on the *European Language Portfolio*, see page 121 of the Companion.

Aspect C My town

Aims

- to practise reading for specific information
- to introduce *there is / there are*
- to write a short text about a town

C1

With the books closed, begin by asking students if they can think of the name of a place that is also the name of something you can eat or drink, for example Champagne. Do they know the name of a cheese that's also the name of a place? Then have the students open their books and in pairs they can do the little quiz.

Key

(1) c, (2) a, (3) b

→ Culture

Worcestershire or Worcester (/ˌwʊstə/) Sauce has been made by Lea & Perrins® since the early 1800s. It is based on a sauce that a local nobleman had tasted in Bengal (now Bangladesh). The sauce is fermented. It is exported around the world. The first "Bloody Mary" cocktail, using Worcester sauce, was made at Harry's Bar in Paris in 1921.

C2a

The main aim of Aspect C is for students to learn and practise the language necessary to describe a town, probably the town where they live. The first step here is to read a website for tourists about the town (or city) of Worcester. (One of the criteria for defining a city in the UK is the presence of a cathedral.) For their first reading of the text, the students have three general questions to answer. You can go through the answers to the questions with the class before they proceed to C2b.

Key

(possible answers)
"wouster" ("wou" as in "would", "ster" as in "faster"); the cathedral and historic town centre, its spicy sauce, Edward Elgar, Worcester Bosch boilers

C2b

Point out that different features of a town appeal to different sorts of people with different lifestyles, ages and so on. Ask students to read the introduction to the task and then fill in the table individually. After that they can compare and discuss their ideas in small groups.

Key (possible answers)

- (1) young people: university, pubs (important); walking areas, hospital (not so important),
 (2) families with children: good schools, hospital (important); pubs, university (not so important),
 (3) people 60+: walking areas, restaurants (important); university, good schools (not so important),
 (4) tourists: cathedral, festival, train service (important); university, hospital (not so important)

C2c

The students now have the chance to discuss their ideas with the whole class. (See the Teaching tip that follows.)

→ Teaching tip

Comparing results of a task in a small group (3–4 students) first and then discussing the results with the whole class has several advantages. Firstly, students will feel less self-conscious if they can talk to only a few other students before speaking in front of the whole class; secondly, they recycle the language twice; and thirdly, at the end of the activity you have a satisfying finish in which everybody takes part and in which you can check the language they use.

C3a

Before students start on this task, draw their attention to the **Focus on grammar** box. *There is* and *there are* should be familiar to them if they did the A1 course. Homestudy exercise H5 gives them a bit of practice if they need it.

Students form groups of three or four and brainstorm ideas for the town that they would like to write about. It would normally be their own town but it can be any other town that they all know and like. Suggest to them that they brainstorm ideas using the Worcester website and the example sentences in C3a.

Students then create their own website for their town like the Worcester website in C2. Ask students to think of pictures they would like to have on their website.

→ Extension activity

Pictures from magazines, newspapers or postcards can be used to illustrate the websites in this activity. Visual aids help students to remember language

and make the activity more fun. As well as the pictures, bring scissors, glue and some poster paper.

C3b

At the end of this aspect students present their websites to another group. Alternatively, hang the posters on the wall and walk around with your students; or put the different websites on different tables, so they can move about and discuss the websites with different people. Write on the board *Which is the best place for (a) children, (b) young people, (c) adults, (d) people 60+, (e) tourists?* and discuss these questions with your students while walking around.

Aspect D Is there a sandwich bar near here?

Aims

- to introduce names of places in a town
- to introduce the 's for shop names
- to introduce the indefinite article *a/an*
- to introduce and practise *Is there...?*
- to introduce and practise compensation strategies (asking people to speak more slowly)
- to introduce and practise describing locations

D1a

The aim of the first part of this aspect is to introduce names of shops and places. Ask students to match the eight numbered pictures with the names of the places. They write the number of the shop or place in the box by the name.

Point out that the 's is common for names of shops, as it is left over from the original longer term; that is, *baker's* used to be the *baker's shop*. Refer to the first **Focus on grammar** box. You might want to elicit further shop names with 's such as the *butcher's*, the *greengrocer's*, the *florist's*, etc.

Then students listen to the CD to check their results. The speaker simply reads out the names of the shops in the correct order, as given in the key below. Refer to the second **Focus on grammar** box and elicit the rule for the use of the indefinite article (*a* before consonants, *an* before vowels).

Tapescript (CD 1/Track 3) and key

(1) a baker's, (2) a restaurant, (3) a cash machine, (4) an ice cream shop, (5) a bookshop, (6) a pub, (7) an Internet café (8) a bus stop

→ Language

The word Internet is always written with a capital letter.

→ Extension activity

For more pronunciation practice call out a number from exercise D1a and students give you the name of the shop, first as a teacher - student activity, then the students can do it on their own in groups.

D1b

This introduces the use of *Is there...?* and personalizes the new vocabulary. One student reads out the example with the given answer, and then repeats the example and gives a positive answer. Refer to the **Focus on grammar** box which shows students the question together with the positive and negative short answer. Then ask another student and elicit a personal answer. Students then practice in pairs.

D2a

This introduces expressions for describing locations. Ask students to match the expression with the picture and write the number of the picture in the box.

Key

1. next door / next to
2. opposite my house
3. in my street
4. round the corner

D2b

Ask students to draw a simple map of the place where they live and include three things that are nearby. As an example, draw a map of your own street on the board and add three places, such as a bus stop, a baker's, etc. While students are drawing their maps, walk around and help them with words they need. Collect these words on the board so that all the students can see them and can understand each other in the next activity.

D2c

After completing the drawing, students explain their map to their partner using the expressions *there is* and *there are*. As an example, point to your own map on the board and explain it by saying *There's a ... just round the corner. There's a ... just opposite my house.*

D3a

This activity familiarizes students with strategies they can use when they don't understand something. The recording is of a realistic situation: a non-native speaker asks if there's a restaurant nearby and cannot understand the answer. Students can easily identify with this and will be less self-conscious in this situation.

First have one student read the list of sentences out loud. Then students listen to the recording and tick the questions they hear. It may be necessary to play the recording twice.

Tapescript (CD 1/Track 4)

Elisa: Excuse me, is there a restaurant near here?

Local person (1): Sorry. I don't know.

Elisa: Excuse me, is there a restaurant near here?

Local person (2): Hmm, a restaurant, I'm not sure, let me think... Oh yes, I know, there is a very nice little restaurant near the river, but it's a long way from here and it's not ...

Elisa: Sorry, can you speak a bit more slowly, please?

Local person (2): Oh sorry. There's a very nice restaurant near the river, but it's not cheap.

Elisa: Sorry. What's *not cheap*?

Local person (2): *Not cheap* is *expensive*. £100 is expensive. Not cheap.

Elisa: Ah, yes. Expensive. No, that's not good.

Local person (2): Well, there's a sandwich bar in the High Street, if that's OK for you. It's not far from here, just round the corner, on the left.

Elisa: Sorry, can you repeat that, please?

Local person (2): Sure. There's a sandwich bar in the High Street. It's just round the corner, on the left.

Elisa: Thank you very much.

Local person (2): You're welcome.

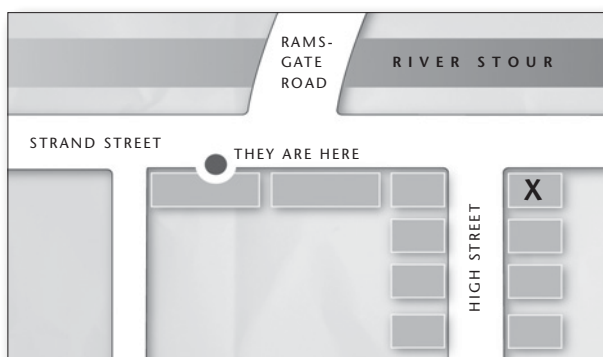
Key

1 – 2 – 3 – 6

Point out the use of the phrase *Just round the corner* in the **Focus on spoken English** box. Refer to Tip 3 on page 16 and ask a student to read it out loud.

D3b

Students listen to the recording again but with a different task. They mark the location of the sandwich bar in High Street. The new phrase *on the left* is introduced. Make sure that they have marked the correct area on the map and then have students look at the **Focus on vocabulary** box and practise the phrases.

Key**→ Language**

German students will probably say *on the right side**, *on the left side**. Point out that in English you say *on the right-hand side* and *on the right*, but not *on the right side**.

(* indicates incorrect usage)

D4

This is a consolidation of what has been done so far in Aspect D. Refer to the **Focus on grammar** box which explains the use of *one* as a pronoun for something already mentioned. Then do the role-play.

Find some examples of well-known streets in your town, such as the area around your school, or a well-known shopping street. Choose one of the streets and say exactly where you are in this street. Then act out the dialogue with a good student who knows the street by asking him or her, "Excuse me, is there a bookshop near here?" When everybody has understood the procedure, students do this activity in pairs. Encourage students to act, one person perhaps pretending to be a native speaker and speaking very fast or mumbling, requiring the other to ask questions like those in D3a.

PLUS ASPECTS**Aspect E It's a boring town****Aims**

- to practise giving reasons for liking or disliking a place
- to use the target language to read and write a short poem

E1

In pairs students discuss and decide which name is not a name of a town.

Key

Boring is not the name of a place.
 Lost is a village in Scotland.
 Nokia is a town in Finland.
 Batman is a town in Turkey.
 Mousehole (pronounced Mowzel) is a village in the south-west of England.
 Eighty Four is a town in Pennsylvania, USA.
 Cucumber is a town in West Virginia, USA.
 Why is a small town in Arizona, USA.

E2a

One student reads out the note about Why, Arizona on the right-hand side of the page and all the students talk about the origin and/or the meaning of the name of their home town.

E2b

Have three different students each read one of the poems out loud. Then ask the class to complete the sentences below each photograph.

Key

1. cinema
2. golf course
3. lots of bars and pubs

→ Teaching tip

Point out that using poetry in the course is an invitation to have a look at a (foreign) language in a relaxed and creative way. Rhymes are not necessary.

E3a

In groups, students choose a town and say why they think the town is boring or exciting.

E3b

Using the poem in E2b as an example, together with the ideas generated in E3a, each group writes a poem about their boring or exciting town.

E3c

Have students read out their poems and choose the one they like best; applause or small prizes for the winners.

Aspect F Homes in other countries

Aims

- to provide further practice in giving reasons
- to personalize the new language

F1a

In pairs, students look at the photos and guess which picture is which place. Encourage students to give reasons for their decision as in the example.

Key

(1) Ecuador, (2) Mykonos, (3) Malaysia

F1b

Students read the three texts and fill in the missing words. They compare their answers with their partner.

F1c

Students listen to the recording and check their answers.

Tapescript (CD 1/Track 5) and key

1.

My name is Miguel and I'm from Ecuador, so I speak Spanish. I live in a small village not far from the Andes. I love the village because the countryside is beautiful, but my children don't like it because there's no Internet café there.

2.

My name's Siti Salmah. I'm from Kuala Lumpur, but I live with my family in a small, quiet village in the north of Malaysia on the river Perak. I speak Malay and a little English. There's a coffee shop opposite my house. Actually, there are two coffee shops in my village and there's a medical centre and a primary school, too. I like it, but my children don't like it because they like films and there's no cinema in the village.

3.

Hello. My first name is Stavros and my family name is Gabrielitos. I live on the island of Mykonos. I like the island in the winter, but I don't like it in the summer because it's very busy and there are a lot of tourists. My children love it then because there are parties on the beach every night.

F2a

Students recycle what they have just heard, personalize it and use the vocabulary from the unit in written form. In pairs, have students choose a city in another country, imagine living there and create a short text about this place omitting the name of the city. Tell them that the aim of this activity is to make a quiz for another pair who should guess which city they are describing.

F2b

Students read their texts to another pair who guess which city it is.

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 XA21T01.

Unit 2

ANIMALS AND PEOPLE

Core aspects

- A Animals
- B What do you do at work?
- C The best moment of the day
- D A trip to Yellowstone

Plus aspects

- E Cat people – dog people
- F Pets at work

Can do's:

- I can say if I have a pet and give reasons why or why not.
- I can describe what I usually do at work or at home.
- I can describe the best moment of my day.
- I can write a short and simple email to ask for tourist information.

Grammar

- Have got
- Present simple
- Why? / because
- Adverbs of frequency

Vocabulary

- Animals
- Job and other daily routines
- Favourite daily activities
- Email expressions

Exploring learning – comparing and exploring systems

- Compare languages
- Notice differences
- Compare forms

Icebreaker

Aims

- to introduce the topic
- to remember names
- to find out how many words for animals students already know
- to have fun and move a little at the beginning of the lesson

It is the second unit of the course so it is a good idea to make sure that you and the class all know each others' names. The following activity makes it easier to remember names through association. It can also be useful for you to find out how many English words for animals students already know.

Look at the first page of the unit and make sure everyone knows the word animal. Ask for a few names of animals in English. If students do not know many words, you can write some on the board. These should be easily recognizable but you can also help with mime and sounds.

Students stand in a circle and you start by saying your name and the name of an animal. This can be your favourite animal or an animal beginning with the same letter as your name if this is not too difficult. If you feel it is necessary and to save time, you can give instructions in German, but it is usually enough to show what you mean by saying a sentence like "I'm Judith and my animal is a jaguar." It is a good idea for you to choose an animal which is not too easy so that the students have the easier words to choose from. The next student says, "I'm

Daniela and my animal is a dog. She's Judith and her animal is a jaguar." The next repeats the two previous names and so on. As the activity is an icebreaker and to remember names, it is enough to just say the name and the name of the animal, but some students will make complete sentences so this is a good opportunity for them to revise possessive pronouns. At the end *you* repeat all the names of the students and the animals!

→ Teaching tip

If you ask students to do something which is unusual for them (like memorizing names or drawing pictures or walking about in the lesson), it is always good if you join in. This helps them to realize that you are part of the group too and that you are not asking them to do anything which you would not do yourself.

CORE ASPECTS


Aspect A Animals

Aims

- to show students that they already know some English words for animals
- to show students how they can use their knowledge of other languages to learn English
- to introduce and practise vocabulary connected with animals and with pets
- to talk about likes and dislikes

A1a

The students will probably have had most of these words in the icebreaker, but this an opportunity to make sure they know them all and to encourage them to think about other languages they know and how they can use these to learn English. Students work in pairs and look at these words. Go from group to group quickly to make sure there are no difficulties in understanding or pronunciation. However, it is not so important to concentrate on pronunciation here as they will be hearing the words on the recording.

 **Key** (possible answers)
whale, elephant, zebra, rat, mouse, wolf, crocodile

A1b

Tell students they will hear all the words listed in A1a and that they should listen and put them in the order in which they hear them. Ask them which sound similar to other languages and which sound different. Encourage students to talk about other languages they know especially if you have a mixed class. This will make them realize that they can use all the knowledge they have to help them to learn English. You can also teach them or revise the sentence *It's the same in* and revise names of languages at the same time.

Tapescript (CD 1/Track 7)

whale – cat – wolf – horse – mouse – elephant – bear – rat – zebra – dog – bird – crocodile

Key

7 – 2 – 4 – 1 – 6 – 9 – 10 – 8 – 11 – 5 – 3 – 12
bear, elephant, zebra, mouse, wolf

Refer students to Tip 1 in the **Exploring learning** section on page 24 of the Student's Book.

→ Culture

In the US zebra is pronounced /'zibrə/ and in Great Britain /'zebrə/. The letter z is called /zi:/ in the US and /zed/ in GB.

A1c

Students make two word wheels by collecting as many names for wild animals and other animals that they know.

→ Teaching tip

Students who are new to English NEXT may not be familiar with word wheels so this is a good time to introduce them to the concept. Grouping words can help students to remember them. Refer students to page 13 of the Companion booklet for more information about word wheels. Point out to students that the best word wheel or any other form of grouping words is one they create themselves to suit their own needs and interests.

Key (possible answers)

wild animals: bear, whale, elephant, zebra, rat, mouse, wolf, crocodile; other animals: cat, horse, dog, bird

→ Extension activity

You can give students examples of other word groups they know like nationalities, hobbies, jobs. After they have done A1c suggest that they make more word wheels for words they have learnt so far in the course. Students can do this activity individually or in pairs, in the lesson or at home, and compare their word wheels with a partner or another pair. They can also hang the word wheels on their walls at home and use them to revise vocabulary.

→ Teaching tip

Pauses are important! Always give students time to think about what they have just heard. Remember that not only are they using a foreign language, but many concepts may be new to them and they will always need a bit of time to collect their thoughts. Teachers tend to underestimate the amount of time students need before they start an activity. You will get a feeling for this as the course goes on, but in general it is often better to allow a little time after you have explained an activity before students start to do it.

A2a

Before playing the recording, ask students to look at the pictures. Students should listen and identify the pets that are described. Make it clear to them that they do not have to understand every word and do not go through the dialogues with them. The dialogues can be played twice, although some students may be able to complete the task after one time. However, after the second time, most of the class should have identified the pets. It is important that they learn to concentrate only on the essential information as described in the task. They may also be able to identify the names of the pets in the dialogues, but there is no need to go into these further. After this activity ask students to close their books.

Tapescript (CD 1/Track 8)

Dialogue 1

- Have you got a pet?
- ▲ Yes, I've got a cat. He's black and white.
- And what's his name?
- ▲ He's called Toby. I live alone, you know. And I can't go out much now, because I can't walk so well.
- Uh-huh.

- ▲ So it's nice to have Toby with me. I talk to him sometimes. He's very good – he just listens.
- That's nice.

Dialogue 2

- Vanessa's got a terrible pet.
- ▲ Really, what is it?
- Can you guess?
- ▲ I don't know. Is it a big dog?
- No, it's a rat. A pet rat!
- ▲ Ugh! Is she crazy?
- No, she just wants to be different, I think.

Dialogue 3

- My daughter's got a horse.
- ▲ Yeah?
- Yes, she wanted to ride and so we bought Trigger for her on her birthday.
- Wow! That sounds expensive!
- ▲ Yes, and it's expensive to keep a horse, too. But she loves him. She goes to visit him every day.



Key

Dialogue 1 – B ; Dialogue 2 – A ; Dialogue 3 – C

→ Teaching tip

At this level it is good to play recordings twice so that all the students have a chance to complete the task. Students can be asked to complete the task and write the answer in the book for themselves rather than call it out. After the second time most students should be able to answer the questions. If the students realize that they do not have to understand every word, they will be motivated by their success and will concentrate on what they *can* understand rather than what they *can't* understand.

→ Culture

The concept of pets is not familiar to all cultures and countries, especially those where food is scarce and treating animals specially is considered strange or even immoral. Keeping animals as pets implies a certain affluence, either individual or for the culture/country as a whole. Different animals also mean different things in different cultures: in some cultures dogs for instance are considered dirty, like rats in European cultures.

A2b

Ask students to close their books. Tell them that you are going to talk about pets. With books closed ask

one or two students the question "Have you got a pet?" Ask the class and get the students to answer "Yes, I have" or "No, I haven't" at the same time, then in two groups in chorus. Then ask one student to ask you and give your answer. Use another student to introduce the additional information "I've got a ...", "I haven't got a pet. I don't like animals" or "I haven't got a pet but I like animals". Students can walk around and ask each other the questions.

→ Language

It may be necessary to tell students about the irregular plurals for some animals (mouse, fish) if these come up, but do not stress this point as it is not the most important thing at the moment.

A2c

The class reports back on what they have heard in A2b. You can start by giving one or two examples and then asking for more. Then students can open their books again and look at the activities A2b and A2c. Point out the grammar in the **Focus on grammar** boxes.

→ Language

In NEXT A1 we introduced *have* before we introduced *have got*. Both forms are common but students do not have to actually use both. The *have/don't have* construction is more frequently used worldwide, but students will also encounter *have got* as it is the preferred form of most British speakers.

A3a

In pairs, students look at the reasons for having and not having pets and talk about these. Go around the class, clarifying any words they do not understand and encouraging them to think of more reasons. Then with the whole class ask for a few more reasons.

A3b

Students can get up and move around and ask each other why they have or haven't got a pet.

→ Extension activity

If you think the class would be interested, ask students to bring a photo of their pet and give a short description in the next lesson.

→ Portfolio

The descriptions of the pets in the extension activity could form part of the students' personal language portfolio.

Aspect B What do you do at work?

Aims

- to introduce language used to describe activities which you do regularly
- to talk about regular activities at work

B1

Students look at the pictures and identify the animals. Ask them where Yellowstone Park is and what they can see there. Remind them of the difference between wild animals and pets.

Key

Bears and wolves

You can't see whales and crocodiles.

→ Culture


Yellowstone National Park is the oldest national park in the world and one of the largest in the USA. At nearly 9,000 square kilometres, it is about the size of Corsica. It was opened on 1 March 1872. Most of Yellowstone National Park is in the state of Wyoming, but small areas are in Idaho and Montana. Tourist information is available at www.yellowstonepark.com.

B2a

This is a pre-listening activity. It is not important if not everyone knows exactly what a ranger is. Students should try to guess what is right and then check their answers in B2b.

B2b

Remind them they do not need to understand every word on the recording but should only listen for the information they need.

 **Tapescript (CD 1/Track 9)**

Gail: Hi this is Gail Hanson. Welcome to the "Job of the week" show. Today we're talking to Louise Benton, a park ranger at America's beautiful Yellowstone National Park! Nice to have you here, Louise.

Louise: Well, thank you for inviting me.

Gail: Well, tell me, Louise, do you work outdoors most of the time?

Louise: Yes, I usually do. I don't often work in the office.

Gail: And do you work alone or in a team?

Louise: We always go out in the park with a partner. But when I work in one of the visitor centers, for example, I'm often alone.

Gail: So what do you do in your job? What's a typical day's program?

Louise: Well, we sometimes take tourists on walks and we tell them about the plants and animals. We often visit the campgrounds to check them. At the visitor centers we always tell visitors about safety.

Gail: What sort of safety?

Louise: Well, we always tell them about the animals. They should never leave food for them. The bears can be very dangerous. The visitors should always camp on the campgrounds. They should never leave the trails.

Gail: And is it dangerous for you as a ranger?

Louise: No, not really. We know about the bears and so on. But we're always very careful.

Gail: Can you call for help?

Louise: Sure, we always have our phones with us. So we can always call for help or report things that we see and do.

Gail: That's great, Louise.

So the next time you visit Yellowstone, don't forget ...

**Key**

She usually works outdoors; she often works alone when she works at the visitor center.

→ **Language**

The spelling of *center* and *program* in this tapescript is the American variation of *centre* and *programme*. This is because the text is the transcript of a dialogue in US English. The words *campground* (for *campsite*) and *trail* (for *path*) are also American variations although the distinction between US and

UK usage is often blurred. Often US usage is more generally understandable in an international context.

B2c

Write the words *often*, *sometimes*, *never*, *usually*, *always* on the board and ask students what order they might come in. Students might suggest alphabetical order, for example. Wait until they come up with order of frequency. Then ask them to fill in the scale in the book. Write the answer on the board to make sure everyone understands it and has it right.

**Key**

never – sometimes – often/usually – always

B2d

Before doing this activity, write a sentence which is true for you on the board, for example *I come to the English lesson by car*. Then write one of the adverbs on the board and repeat the sentence with the adverb: *I always come to the English lesson by car*. Ask students to put the adverbs of frequency into the sentences in B2d and then compare with their partner. Go around the class making sure that they understand what to do. You could then write up more examples of actions on the board – *use the Internet*, *shop at Kaufhof*, *go to the theatre*, *go to a restaurant for lunch*, *drink beer* and let the students tell each other how often they do these things. With the whole class, choose one or two examples of what students do and tell the class.

Point out the *s* for the third personal singular in the **Focus on grammar** box. Don't be surprised, however, if many students omit the third person *s*. At A2 level most students are likely to forget to use it when speaking freely. It's not a feature which normally interferes with comprehensibility; and at A2 level, students are more concerned with finding the right word than with getting the form 100% right. Don't discourage them!

**Key** (possible answers)

I often go to meetings; I sometimes travel by train; I never go shopping for other people.

B2e

Write some examples of sentences taken from the class on the board and ask the students to put in the appropriate word: *Helena goes to work by car* –

Helena never goes to work by car. Point out the difference to German (in German if necessary) and refer students to Tip 2 in the **Exploring learning** section on page 24.

 **Key** (possible answer)

In English, the words *sometimes*, *often*, etc., come between the subject and the verb (except for the verb *to be* where they come after the verb); in German they come after the verb.

B3a

Students should keep their books closed for this activity. Ask one or two students questions with *Do you...?* Collect some examples of questions and then let students work in pairs and ask each other. Tell them that they should then report back to the class on three or four things. Go around the class and help them with language.

B3b

Ask students to open their books and point out the **Focus on grammar** boxes to them. Remind them to remember these when reporting back, but do not correct them too much. It is not necessary to insist on absolute correctness at this or any stage as it is important that students have a lot of opportunity to practise. Make sure that they are all aware of where they can find the grammar references in the Companion booklet.

→ **Teaching tip**

When students are doing pair work it is important that they know if they will have to report back afterwards. Some may want to make notes, either on content or language. With adult learners, it is always good to give them as much information on the activity as possible so they do not feel taken by surprise.

→ **Teaching tip**

Learning a language is rather like learning a musical instrument. It is important to practise and inevitable that the performance will not be perfect. If you tell students this, they will realize how important it is to practise and also understand why you do not always correct them when they make a mistake.

B4a

Ask a couple of students what they like or don't like about their jobs, just to get some ideas before the

students do the next activity. Point out the questions and give them enough time to read the text. Ask them to say what they like and don't like about Louise's job. Don't worry about correctness in this activity as long as what is said can be understood.

B4b

This is an awareness-raising exercise. Refer students to the **Focus on grammar** box and Tip 3 on p. 24. Also refer them to the **Homestudy** for more practice and the Companion booklet for information about the present simple tense.

See the note above under B2d about the third person *s*. This activity focuses on this feature, but students need not be expected to get it consistently right when they are communicating freely. By raising awareness of the feature, however, the ground is prepared for more accuracy at higher levels.

B5a

This is a short writing activity. Go around while students are writing and help them with any difficulties. This is an opportunity for them to correct mistakes. Make sure they do not write their names on the papers and collect them in.

B5b

Redistribute the papers making sure no one gets their own or their partner's. Each student reads out a paper and the others guess who it is.

→ **Portfolio**

After this activity students can take their own papers back and add them to their personal language portfolio.

Aspect C The best moment of the day

Aims

- to practise language of activities and daily routines
- to talk about likes and dislikes
- to practise time expressions

C1a

Students should first keep their books closed. Before starting this activity remind students of the discussion about Louise's job and point out that

don't like and *dislike* mean the same. Ask them to think for a few seconds about what they do every day. Then ask them to think about what they like and dislike. Then they can open their books and look at the list. Students work in pairs and discuss the things they like and dislike.

→ Teaching tip

Give students enough time to think about what they want to say. Remember that they not only have to decide on their ideas but have the added difficulty of having to express these in a foreign language. It is important not to rush them as they will have more to say if they have time to think and will use language which is relevant to their own needs.

C1b

Each pair says one or two sentences to the class using *We like...* and *We dislike....* Any ideas which the students come up with and which are not on the list in the book can be written on the board or on a poster. Either the teacher can do this or (better) each time something is said which is not in the book, that student who says it can be asked to write it up. If the list is on a poster it can form part of a class profile with the headings *We like...* and *We dislike....*

The use of the -ing form after the verbs *like/dislike*, etc., is formally introduced in Unit 5. If students ask about why it's *reading my email*, for example, you can explain that the structure is coming up later in the course. Otherwise you can just help students to verbalize their contributions correctly but without detailed explanations.

→ Teaching tip

The main reason for asking students to work first in pairs and then to report back is to provide a reason for repeating what they have said. Repeating is an essential form of practice but is more meaningful if there is a reason for the repetition, i.e. to tell somebody else.

C2

Tell students to look at the pictures and read the texts. Tell them not to worry about understanding every word in the texts but just to think about the task.



Key

(1) Mr. Podge, a cat; (2) Dell, a Labrador dog; (3) Sandy, a woman

→ Extension activity

If a number of the class have pets or are interested in the topic, you could ask them to tell each other about a day in the life of their pet, told as if the pet were telling it. This could involve all the language they have been using in this unit up to now and, if they want to write it down, could also be added to their personal language portfolio. It also ties in with **Homestudy H10a**.

C3a

Before doing this activity revise telling the time. Ask students to tell you times of the day and write them on the board. If you have a clock you could pass it around and let them set a time and ask each other "What time is it?" Then tell them the best moment of your day, answering the questions in C3a and giving them a model for them to talk to their partner.

C3b

If you have a big class it may take too long for them all to tell the class about their partners. In this case put the students into groups of 4 or 6 and go around helping them if necessary. You could then pick some of the best moments yourself and tell the class about them. (See the Teaching tip in C1b.)

Aspect D A trip to Yellowstone

Aims

- to talk about what you would like/not like to do
- to read and understand the main points of tourist information
- to ask for more information in writing
- to write short emails

D1a

Remind students about Yellowstone Park (see Culture in B1) and tell them if you have been there or if you would like to go there. Let them read the information and talk to their partner about it. In this activity it does not matter if students make mistakes as the main aim is to communicate.

As preparation for the next task, ask students what they would like to know about Yellowstone Park before going there. Elicit some language and write some words (price, weather) on the board if necessary.

D1b

Students should look at the list and tick the questions Peter and Mandy might have. You may want to elicit the exact question form for each item, but do not worry about correctness too much at this stage because the questions come in the email in the next activity.

D1c

Students read the email Peter has written and check their answers. They then match the questions to the points in D1b. Clear up any misunderstanding and answer questions the students may have.

Point out some of the features of email writing. You can tell students that most correspondence in English starts with *Dear...*, and *Best wishes* is a good neutral ending to use for emails. Refer them to the **Focus on email writing** box.



Key

the price, how to book

→ Culture

The salutation in this email is one way of starting a fairly informal email when you do not know the name of the person you are writing to. The traditional *Dear Sir/Madam* is very old-fashioned and very unusual in emails. *Best wishes* is a useful close to any email.

D2a

Let students read the other two adverts about animal safaris. Remind them of how to ask for words they do not know in English and tell them that they do not need to understand every word. In the next activity students will write an email requesting information and they can ask they can ask about words which may be unfamiliar, such as *luxury lodge*.

→ Culture

Cape Cod is at the most eastern end of the US state of Massachusetts. It is very popular with tourists and many people visit it regularly every summer for its

small-town atmosphere and its beaches. Nantucket is an island 30 miles (48.3 km) south of Cape Cod and is also a very popular place for tourists. Whale watching means observing whales and similar mammals in their natural surroundings. People do this for fun but also for educational or scientific purposes. It is usually organized commercially and is a growing and important part of the tourist industry in Cape Cod and Nantucket.

Kruger National Park is the largest game reserve in South Africa and has an area of 18,989 sq. km (7,332 sq. miles). It is just east of the two South African provinces of Mpumalanga and Limpopo. Zimbabwe is to the north and Mozambique to the east. The Kruger National Park is now part of the Great Limpopo Transfrontier Park and is part of an area designated as a biosphere reserve under the United Nations Education and Scientific Organisation's (UNESCO) Man and the Biosphere Programme.

D2b

Students work in pairs (or threes) and write an email. Writing in pairs is a very useful activity as it fosters a team atmosphere in the group and no one feels that he or she is being exposed. It also encourages discussion and the formulation of ideas within the pair or group. You can go around the class and help to correct mistakes. If the students can copy the emails they have written jointly, they can add them to their personal language portfolios.

→ Teaching tip

Depending on the class and the atmosphere, students can sometimes correct each others' pieces of writing. If they have produced writing in groups and it is corrected in groups, no individual needs to feel exposed for making mistakes. When correcting, students can be asked simply to underline mistakes rather than correct them and then give the papers back to the writers. This requires a little explanation for it to work properly, so if you want to do this, it is worth spending some time explaining it and making sure that everyone is happy with the idea.

→ Teaching tip

You can help the students by highlighting the structure of the email. They can use the following as a writing frame.

To: ...
 From: ...
 Subject: ...
 Date: ...

Dear...,
 ... plan to We are interested in Can you please give us more information? These are our questions:....
 We look forward to hearing from you.
 Best wishes,
 ...

PLUS ASPECTS

Aspect E Cat people – dog people

Aims

- to provide reading practice using a simple questionnaire
- to provide further practice talking about pets and animals

E1

Ask students to think about cartoon animals, in particular dogs and cats. Write the names of the dog and cat characters on the board and leave them there for activity E4. You could bring pictures of characters like Snoopy, Garfield, and Goofy. Revise names of animals if necessary.

E2a

Let students read the questionnaire and answer the questions individually. Allow them enough time for this and go around helping with any words they may not understand. They should then talk to their partner about the answers. You can also ask students in turn to ask you the questions.

E2b

After discussing the answers to the quiz, the pairs should look at page 97 and check their answers. Give the class your results.

E3a

With the whole class, ask who is a dog person and who is a cat person or write the names on the board in two columns. This may be a good opportunity to revise the students' names if necessary. Don't forget to add your name to the list. Say if the

results of the questionnaire are true for you and then ask the students to say what they think in groups. Go around and help them but don't worry about mistakes too much as the aim of the activity is to communicate. There may be some students who like neither dogs nor cats. Allow them to explain.

E3b

Each group should report back to the class on the results and say what they think.

E4

Let students stand in two groups, cat people and dog people. If they have been sitting for most of the time, this is a good opportunity to move around. Ask them which their favourite cartoon animal is and see if the results of the quiz were accurate.

Aspect F Pets at work

Aims

- to provide further listening and speaking practice on the topic of pets at work
- to provide further reading and speaking practice on the topic of pets, old age and health

Activity phases F1/2 and F3 are freestanding. You can choose to do one or the other, or neither, with your class.

F1a

Ask students to keep their books closed and ask them the question: What pets do you think are good in an office (or other place of work)? Then ask them to open their books and look at the pictures and say what they think. This is a short activity and can be done with the whole group as an introduction.

F1b

Students can listen and then compare their answers in pairs. Write the answers on the board. This could also be used as an opportunity to revise spelling in English.

Tapescript (CD 1/Track 10)

Joss: I just wanted to say that my boss brings in his dog every day to work and everyone in the company really likes her. I really think that she makes us good workers because she makes us laugh and that makes us happy, and that's really important.

Dan: I work in a legal office and one of my colleagues brings a parrot called Joey to work every day. This bird always travels on the bus with him every morning. People in the office like to go and talk to Joey when they feel stressed. But I don't like him. He makes me frightened.

Jan: We have a cat. He lives in the office. Sometimes he walks on the computer – that's not so good. But usually he just sleeps and it's very relaxing to see him there. When customers come to the office, they love to see the cat.

Key

Joss: dog, yes, he likes it

Dan: parrot, no, he doesn't like it

Jan: cat, yes, she likes it

→ Culture tip

Jan /'dʒæɪn/ is usually a girl's name in English, short for Janet or as it is.

F2a

This discussion is done in pairs or small groups. Go around the class making sure that everyone is trying to formulate answers in English and help with words and phrases. Do not correct too much as the aim is to practise speaking freely. If there is a large number of students, they can work in groups and appoint a speaker to report back to the whole class in the next activity.

F2b

Students compare their answers with the rest of the class.

→ Teaching tip

If students work in groups, it is sometimes useful for the group to appoint a speaker to report back to the class. Make sure that it is not always the same students who are the speakers but that everyone gets a turn. This can often be a chance for students who are reluctant to speak in front of the whole class as they can refer to notes they have made during the group discussion. Reporting back is a valuable opportunity to repeat the language practised in the activity.

F3a

Tell students to close their books. Write the sentence *A pet is good for older people because...* on the board and brainstorm one or two answers. Then get students to work in pairs and think of more.

F3b

Students open their books and compare the results of F3a with the text in this exercise.

F3c

This is a consolidation of F3a and F3b. This time, students complete the sentence *A pet is good for older people because...* with ideas from the text. If students write their sentences down they can go into their personal language portfolio.

Key (possible answers)

...they are happier and healthier than people with no pets; it's good for them to go for a walk every day; they often talk to their cat or dog; they have another "person" to think about; they can laugh and play with their pet.

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 XA21T02.

Unit 3

WORK AND TRAVEL

Core aspects

- A What's the job?
- B How do you get to work?
- C When does the train leave?
- D Good news – bad news

Plus aspects

- E Is this a job for you?
- F Commuters

Can do's:

- I can obtain concrete information from job adverts and timetables.
- I can ask and answer simple questions about jobs.
- I can describe how I get to work, and how long it takes me.
- I can understand essential information from signs and timetables.
- I can ask for information when travelling by public transport, such as departure time, travel time, price.
- I can understand simple and clear announcements at the railway station.

Grammar

Revision of question forms (be, have, can, present simple)

Question words (how, how long, how much, how often, when)

Vocabulary

Jobs and the qualities you need for them
 Commuting (types of transport, journeys, time)
 Signs at airports and stations
 Railway words (for enquiries, buying a ticket)
 Every
 What's the matter?

Exploring learning – reading

Scanning texts for familiar words
 Using pictures to understand a text
 Reading signs
 Reading timetables

Icebreaker

Aims

- to introduce the topic of work
- to get students to move about

In groups, the class will create word wheels on the topic of jobs. For each group, hang a piece of A3-size paper on the wall and write the word *jobs* in the centre of the paper. Provide the groups with coloured felt pens. Have the groups create the word wheels in two steps:

- Step 1: Students start the word wheel by writing 4 or 5 names of jobs on the word wheel (for example, teacher, nurse and baker). Make sure they leave plenty of space between each word for the next step.
- Step 2: Each group moves to another group's word wheel and adds words for the workplaces associated with the jobs listed on that word wheel (for example school, hospital and bakery).

If necessary, before each step, demonstrate on your own word wheel on the board. As a round-up, ask students to go back to their original word wheel and see what the other students have added there.

→ Extension

This activity can be extended by bringing magazines, scissors, and glue, and having students illustrate their word wheels.

CORE ASPECTS

Aspect A What's the job?

Aims

- to consolidate the vocabulary of jobs and the qualities you need for them
- to revise and practise present simple questions *Do you...? Can you...? Are you...? and Have you got...?*
- to familiarize students with the reading strategy of looking for familiar words to help in understanding a new text

A1a

This activity presents four job advertisements and four matching pictures. Ask students to read the short texts individually and guess which job advertisement matches which picture, then write down the names of the jobs in the gaps. Students then compare their answers with a partner.

Key

(1) d, (2) c, (3) b, (4) a

A1b

Have one student read out Tip 1 in the **Exploring learning** section on page 32. This explains the learning strategy of scanning an English text for familiar words in order to get an impression of what the text is about. Then turn back to page 26 and have students reread the text in A1a and underline the words which helped them to find the answers.

A1c

Students work in pairs and talk about which of the four jobs in A1a they like best. Encourage them to give reasons for their decisions by revising the phrases *I like ... because...* and *I don't like... because...* from Unit 1. Ask one or two students to give their reasons and discuss the topic with the whole class.

A1d

Another way of learning a word is to match it with its English definition instead of its German translation. Ask them to look at the job advertisements in A1a again and find the words that match the definitions. Then they compare their results with a partner.

Key

(1) flexible hours, (2) apply in writing, (3) enjoy, (4) well organized, (5) abroad

→ Language

When they are talking about working flexible hours, students might also need the expression *to do shift work*.

A2

This activity expands on the topic of jobs and introduces additional job names and some qualities or skills necessary to perform these jobs. You may want to refer students back to the word wheels produced earlier in the icebreaker. In pairs students match jobs and phrases. Point out that there is more than one possible solution.

Alternatively, write the six phrases on the board and assign each phrase to a different pair or small group. Give the pairs or groups time to discuss and match the jobs to their phrase, and then have them write their results on the board. Then discuss the results with the whole class.

Key (possible answers)

1. (in Germany) teacher, doctor, IT expert, astronaut
2. secretary, IT expert
3. park ranger, astronaut, police officer
4. doctor, park ranger, police officer, train driver, musician
5. teacher, secretary, homemaker, etc.
6. teacher, doctor, homemaker

→ Language

This topic can encourage students to talk about their own jobs and for this they may need help with translation. Point out that it is not always easy to translate job names. A German *Diplomingenieur* would be simply an engineer in English, and German terms like *Kommunikationsanlagenelektro-niker* can be difficult to translate.

A3

Most of your students will be familiar with this sort of guessing game. It used to be a popular television show in the USA and Britain (*What's my line?*), and German students may remember Robert Lemke's *Was bin ich?*

Before playing the game, revise the question forms by reading the **Remember** box on page 26. Also read the **Focus on vocabulary** box on page 27 to point out that in English we use the indefinite article *a* or *an* before the word for job.

Demonstrate the activity by asking a student to think of a job but not to say what it is. Then you try to guess which job the student is thinking of by asking four questions using the question forms from the **Remember** box and writing each of the questions on the board. Make sure the student only answers with *yes* or *no*. Have other students ask further questions until ten questions have been asked or the class has guessed what job the person is thinking of.

Leave the four questions on the board so the students can refer to them if they need to. Divide the class into groups and have them continue to play. Monitor the groups, helping when necessary.

→ Teaching Tip

Games can be useful for learning a language. Games motivate learners and encourage the use of the language to accomplish a task in a fun way. For example, playing *What's my line?* is also a grammar drill to practise the correct form of questions.

Aspect B How do you get to work?

Aims

- to introduce vocabulary for traffic and commuting
- to practise asking and answering questions about going to work and how long it takes

B1a

B1a is a visual lead-in to the topic. Ask students to look at the picture and simply call out what they associate with it. Elicit words like *traffic*, *traffic jam*, *rush hour*, *bumper-to-bumper traffic*, *frustrating*, *to commute* and so on. Write the words on the board so students can see and refer to them during the lesson.

Have one of the students read out Tip 2 in the **Exploring learning** section on page 32 which has to do with using pictures to help with understanding a text.

→ Teaching Tip

Writing words on the board is a good way of helping students to remember them. It is even better to write lexical chunks such as collocations and phrases on the board. For example, for *traffic*, write also *heavy traffic* and *traffic jam*. Writing these in the form of a word wheel is a good way of helping visual learners to remember the new words.

→ Extension activity

To show that pictures often help in understanding an unfamiliar text, bring along things like brochures, flyers, or newspaper and magazine articles with pictures. Hand them out to students, asking them to speculate on the information given in the texts. These can be in English, but the point can also be made with brochures written in any language.

B1b

Read the poem out to the class so that they hear the rhyme and the rhythm. Then have one or two other students read it out. After that, have students tick the correct answers and compare with a partner. Check the answers with the whole class and then read the **Focus on vocabulary** box, making sure the meaning of *What's the matter?* is clear.



Key

(1) by car, (2) no, (3) He's late and there's a traffic jam.

B2a

Section B2 provides students with the language they need to talk about how they get to work. Students work in pairs and read the definition of *commuter*. Check understanding by asking questions such as *Is someone who travels 2 kilometres to work a commuter? Is someone who travels 40 kilometres to work a commuter?* Then students discuss the questions in the Student's Book in pairs.

B2b

In pairs, have students match the words that mean the same thing. Go around the class and check the answers.



Key

1. go by bike – cycle
2. go on foot – walk

3. go by car – drive
4. go by underground/bus – use public transport

→ **Extension activity**

To allow for some more practice, play a guessing game. Say a verb like *cycle* and students call out the equivalent *go by bike*. You can use the words from B2b and also introduce *fly (go by plane)* and *sail (go by boat / ship)*.

→ **Language**

German students will probably use the verb *drive* with all sorts of transport, like *drive with the tram*, etc. Point out that the English term *drive* means that you are the driver of the vehicle (except for a bicycle or motorcycle, which we ride).

B2c

In this listening activity, the questions *How do you get to work?* and *How long does it take you?* are heard. These will be recycled in a speaking activity later.

Direct the students' attention to the table. Explain that they will hear a survey of 5 different people about how they get to work. Play the first dialogue twice and then pause the CD and fill in the gaps with the whole class. Then play the rest of the recording twice, having students fill in the table then compare with their partner. Check with the whole class.

 **Tapescript (CD 1/Track 14)**

Person 1

Survey person Excuse me. Can I ask you some questions for a survey?

Man (1): OK.

Survey person: How do you get to work and how long does it take you?

Man (1): My wife drives me to the station and then I get the train.

It takes me an hour or so.

Survey person: Thank you for your time.

Person 2

Survey person: Excuse me. Can I ask you some questions for a survey?

Man (2): Sure.

Survey person: How do you get to work and how long does it take you?

Man (2): I cycle when the weather's good and when it's cold I get the bus. By bike it takes half an hour or so.

Survey person: Thanks.

Person 3

Survey person: Excuse me. Can I ask you some questions for a survey?

Woman (1): Sure.

Survey person: How do you get to work and how long does it take you?

Woman (1): I walk. It only takes me 15 minutes.

Survey person: Thank you for your time.

Person 4

Survey person: Excuse me. Can I ask you some questions for a survey?

Man (3): Yes. Of course.

Survey person: How do you get to work and how long does it take you?

Man (3): By car. It takes me about 90 minutes in the rush hour.

Survey person: Thanks a lot.

Person 5

Survey person: Excuse me. Can I ask you some questions for a survey?

Woman (2): Sure.

Survey person: How do you get to work and how long does it take you?

Woman (2): By underground. It takes me about 20 minutes.

Survey person: Thanks a lot.

Woman (2): You're welcome.



Key (possible answers)

1. by car and train, 1 hour
2. cycle / by bus, 1/2 hour
3. walk, 15 minutes
4. by car, 90 minutes
5. by underground, 20 minutes

B3a

This task gets students to actively practise what they heard in B2c. The aim of the activity is to produce a class survey about students' commuting habits.

First, read the **Focus on vocabulary**, **Focus on spoken English**, and the **Focus on grammar** boxes. Make especially sure the students understand the expression *It takes me...* Then, give each student a number 1 through 12, repeating numbers if you have a bigger group. After that, have the

students turn to the file on page 97 and write their question on a piece of paper. Students walk around, interviewing four other students and taking notes on the answers. Walk around and ask a few of the questions yourself.

B3b

Students return to their seats. Model the next activity by reporting two things that you found out. Then students report on what they found out. This activity recycles vocabulary and gives students the chance to use the phrases they have learnt.

Aspect C When does the train leave?

Aims

- to revise and practise telling the time in English
- to present strategies for understanding essential information from signs and timetables
- to introduce and practise getting information on public transport
- to give practice in the skill of listening for specific information

C1

This is a lead-in to the topic and shows 4 typical signs which can be found either at an airport or at a railway station, or at both. Get students to look at the signs and guess the answers. Turn to the **Exploring learning** section on page 32 and read Tip 3 together (see also extension activity below).

Key

(from left to right) airport, railway station, airport or railway station, airport

→ Teaching tip

Teachers tend to accept correct answers given and then go on to the next exercise. However, this does not necessarily mean that other students know why the answer is correct. With exercises like C1 it makes sense to ask something like *What were the clues for you?* so that others know how the answer was reached and everyone can learn from the strategies used. This may have to be done in German.

→ Extension activity

Using English outside of the classroom makes the relevance of what they have learnt clear to students. Ask them to look for signs with information in English; there should be plenty of them on public transport. You can even suggest taking pictures of these, perhaps with mobile phones, and bringing them to class.

C2a

Asking questions like *How long does the journey to Cardiff take?* can be challenging. C2a prepares students for this by focusing on the necessary question words. Ask students to write the matching question words from the box next to the answers a through e. Walk around and help if necessary and then ask them to report back on their answers.

Key

(a) where from, (b) when/what time, (c) how much, (d) how often, (e) how long

C2b

When the meaning of the question words in C2a is clear, have students read the complete questions 1 through 5 in C2b. In pairs they match the questions from C2b with the answers from C2a and write the letters a through e in the boxes.

Refer to the first **Focus on spoken English** box to point out that, in question 3, *a single* means *a single ticket*. Students will come across this expression again in dialogue number 5 in C4.

Key

(1) e, (2) b, (3) c, (4) a, (5) d

C3

Understanding times is vital for travel. Ask students to listen to the times and number the clocks in the order they hear them. After comparing with a partner, ask a student to read back the list in the correct order to check answers. Refer to the **Focus on sounds** box to point out the difference in word stress between fifteen and fifty. It may be helpful to play the recording one more time for students to listen to the difference.

→ Teaching tip

Practising word stress may be easier for auditive learners. Introducing gestures to practise word

stress may be helpful for others. For example, lift your hands when pronouncing the stressed syllable; or have all students stand when saying the words, but stand on tiptoe when they say the stressed syllable; or tap with your knuckles on the table or board for the unstressed syllable and with the flat of your hand for the stressed one.

Tapescript (CD 1/Track 15) and key

(1) twelve oh five, (2) six nineteen, (3) ten fifteen, (4) ten fifty, (5) nineteen thirteen, (6) twenty-one forty-five

Refer to the second **Focus on spoken English** box to illustrate the different ways we have of expressing the time in English. Although the students will probably find the first alternative (23:15) the easiest to understand, the other way of expressing time (quarter past eleven) is often used and students should be aware of it.

→ **Culture**

In English the 24-hour clock is normally only used in the military or in timetables (flight, bus and train schedules, etc.) The most common way of telling the time is to use the 12-hour clock and add *a.m.* (ante meridiem = between midnight and noon) or *p.m.* (post meridiem = between noon and midnight).

C4

Explain that this activity is designed to train listening for detail when asking for information. The five short dialogues include additional information which is not necessary to answer the question. As an example play the first dialogue twice and then pause the recording. Check the answer with the whole class and then play the other four dialogues twice. Give students time to compare their answers with their partner, then ask for the correct answers and confirm them by playing the recording again. Refer to the **Focus on spoken English** and **Focus on vocabulary** boxes for additional information.

Tapescript (CD 1/Track 16)

1.
Woman: Excuse me. How often do the trains to Edinburgh run?
Sarah: Every twenty minutes. The next one is at 14:15. The platform's over there, number 12.

2.
Man: Excuse me. When does the train to Oxford leave?

Sarah: At 11:25 from platform 7.

Man: Thanks.

3.

Sarah: Yes?

Woman: Where does the train to Brighton leave from?

Sarah: Platform 2a at 11:52.

4.

Sarah: Can I help you?

Man: Yeah. How long does the journey to Cardiff take?

Sarah: Two hours seven minutes.

Man: Thanks.

5.

Woman: Excuse me. How much does a single to Cambridge cost?

Sarah: First or second class?

Woman: Second.

Sarah: £18.20.

Key

1. every twenty minutes
2. It leaves at 11:25.
3. It leaves from platform 2a.
4. The journey takes two hours and seven minutes.
5. It costs £18.20.

C5a

This role-play simulates an authentic situation. The role-play has been divided into two parts. In C5a students prepare the necessary questions first.

Divide your class into two groups, A and B. Group A should look at page 30, C5a; group B should look at page 98, C5a. Students work with their group to prepare the questions, referring to the **Focus on grammar** box to help with question forms. Monitor the two groups, helping when necessary.

Key (possible answers)

When does the next train to ... leave?

How long does it / the journey take?

How often do the trains run? How much does a return ticket / a single for an adult cost? And for a child?

C5b

Now form pairs consisting of a student from group A with a student from group B. Mention again that student A looks only at page 30 and student B looks only at page 98. They do two role-plays, each one getting a chance to be the traveller and then to be the one working at the enquiry desk. You could rearrange chairs and tables in the room to simulate enquiry desks and add to the authenticity of the situation. Start with student A asking the questions and student B answering them and writing down the answers. Then switch roles. After they are finished, have the pairs check to see if the information they received was correct.

At the end of the activity have one student read out Tip 4 in the **Exploring learning** section on page 32 which focuses on the getting the relevant information from a timetable.

→ Teaching Tip

Role-plays are an important part of language learning as they simulate and practise authentic situations. To make it easier for students to identify with their roles it is often helpful to rearrange the room: arrange the tables as enquiry desks, make signs saying *Enquiry Desk*, have the clerks sit on a chair behind their desk and the tourists stand in front of them; ask the tourists to take along a suitcase (their bags).

Aspect D Good news – bad news**Aims**

- to practise understanding announcements
- to provide listening and speaking practice using the topic *mobile phones*

D1a

As a lead-in to the topic ask students to leave their books closed and imagine they are at a railway station. What do they see? What do they hear? Write two lists on the board. When they say *announcements* tell them that the following activities focus on what you can hear at a railway station and on a train. Ask, "What do these announcements tell you?" Collect their ideas on the board and then ask them to open their books.

Focus students' attention on the words and the definitions and ask them to match these. This introduces the vocabulary they hear in D1b.

**Key**

- cancellation – no train
- regret – feel sorry
- apologize – say you are sorry
- delayed – not on time
- on time – leave at the right time

D1b

Students listen to five station announcements, and tick one of three possible sentence endings. Give students time to look at the table first before playing the recording. You may have to play the recording more than once. This is realistic because most announcements are repeated. They should then compare results with their partner. Check the correct answers with the class and then play the recording again for extra practice.

**Tapescript (CD 1/Track 17)**

1.
We regret to announce the cancellation of the 10:36 from London Victoria to Brighton. This is because of storm damage.
2.
The train now standing at platform 4 is the 10 o'clock service to Edinburgh. Passengers for Glasgow change in Edinburgh.
3.
Eurostar regrets to announce the cancellation of the 18:13 service to Paris. This is because of a security alert in Ashford.
4.
Capital Direct Trains apologize for the delayed arrival of the train from Cambridge. This is because of leaves on the line between Royston and Cambridge.
5.
The train now standing at platform 4 is the 13:45 service to Swansea calling at Reading, Swindon, Bristol Parkway, Newport, Cardiff and Swansea. Passengers for Oxford change at Reading.



Key

(1) cancelled, (2) on time, (3) cancelled, (4) delayed, (5) on time

D2

To introduce the topic show students your mobile phone and ask them what it is, eliciting the word *mobile phone*. Then ask them when they use their mobile phones. They will probably give different answers, for example only to receive calls, to send text messages, and so on. Let them look at the answers given and ask them to tick the boxes which are true for them. Then ask them to talk to their partners about whether they think it is OK to make mobile phone calls in public. Then they report back to the class. The class could also discuss in which settings mobile phones should be turned off, and in which settings they can be left on.

→ Language

Handy is an English word used in German, but the English equivalent is mobile phone or, in American English, cell phone. The English word *handy* means *handlich, praktisch*.

D3a

Nowadays it is unavoidable to hear other people's mobile phone conversations in public places. In this activity students listen to a young woman's phone conversation and tick whether the six statements are true or false. Play the recording twice if necessary.



Tapescript (CD 1/Track 18)

Hi, Bob. It's me. (Pause)

On the train. We're delayed by about an hour because there's a tree on the line. The storm, you know. (Pause)

Don't worry love, I'm fine. Look, the last bus leaves at eight so can you pick me up in the car at about eight forty-five? (Pause)

Thanks a lot. Where are you? (Pause)

In the office at this time in the evening? A bad day? (Pause)

Ah well. See you soon.



Key

(1) true, (2) true, (3) false, (4) true, (5) true, (6) true

D3b

Students work in groups of 3 or 4. They read the woman's part of the conversation and imagine what her partner is saying. Encourage them to be creative when writing his part of the dialogue and allow enough time for this. Then ask students to read out their versions. This activity can be turned into a friendly competition and the class can choose the best or funniest dialogue.

D3b (possible answers)

Hi Suzy. Where are you?

Are you okay?

No problem, I'll pick you up.

In the office.

Yes, very stressful.

See you. Bye.

PLUS ASPECTS

Aspect E Is this a job for you?

Aims

- to provide further practice in reading and talking about jobs
- to provide further practice in asking and answering questions in present simple

E1a

Ask students to keep their books closed. Lead in by writing the ten words listed in E1a on the board. Invite students to speculate about the possible contents of a story which includes these words. Accept all suggestions to encourage discussion. Then ask them to open their books.

E1b

Students read the text and check which guesses in E1a were right.

E2a

Students look at the questions and underline the answers given in the article.

 Key

1. in Manchester, just round the corner from the station
2. by train
3. six days a week
4. Yes, he likes it because it's never boring.

E2b

Give students a few minutes to compare their answers with a partner and ask each other questions about their jobs. Encourage them to report back ("I talked to Maria. She works for.... She isn't happy with her job because...")

E3

With the help of the prompts given, students now have the opportunity to discuss their views about tattoos with their partners.

Alternatively, write the word *tattoo* on the board and add the question words *who*, *where*, *why*, *when*, and *how*. Students come up with suggestions like *Maori*, *rituals*, *Angelina Jolie*, *good-luck charm*, *permanent tattoo*, *non-permanent henna tattoos*, etc. In this way the topic can be discussed neutrally.

Aspect F Commuters

Aims

- to provide further practice in talking about commuting
- to practise listening for detail
- to revise questions in present simple

F1a

Lead in by writing the question *How do people usually get to work?* on the board and discuss it with your students. After a brief discussion, ask them to open their books and look at F1a. Each student puts the means of transport in order and then compares the list with other students.

→ Culture

If you have multinational classes, ask students from different countries about different commuting habits.

F1b

Students work in pairs and choose two ways of commuting and list advantages and disadvantages of these. Have the pairs report back to the whole class and collect some ideas on the board.

F2a

Students hear about five different people who commute by five different means of transport and match the names and the pictures. It will probably be necessary to play the recording more than once.



Tapescript (CD 1/Track 19)

Lizzie Jones: Good afternoon, I'm Lizzie Jones.

Gerry Taylor: And I'm Gerry Taylor. Welcome to our programme today about modern commuters.

Lizzie Jones: We've got five stories today about five different people. They're all commuters, but they are very different. Here's Gerry with our first story.

Gerry Taylor: When William Stevens commutes to an important meeting he parks his BMW near his office and waits. He doesn't wait for a bus or a train or a plane. He waits for a helicopter. Yes, it's expensive, but time is money, and he saves a lot of time because there are no traffic jams or delays at the airport.

Lizzie Jones: When Paula Chan prepares for her commute to work, she doesn't listen to the radio to check the traffic in the morning. She listens to

check the weather when she gets home in the evening. She's got a small plane, and when the weather's good she flies to work. It takes her fifty-five minutes or so and she leaves the house at six fifty in the morning. When she drives she leaves at five because it takes her about three hours.

Gerry Taylor: When car drivers sit for hours in traffic jams, Janet Andrews doesn't have a problem.

Her train is never delayed and her plane is never cancelled. She commutes by bike. She doesn't go to a fitness studio every week. Her bike is her fitness studio. She doesn't pay money for car parks or for petrol for her car. She's a very happy commuter.

Lizzie Jones: Stephen Rosenberg is a computer programmer. He lives and works in Toronto, Canada, and he travels to work every day at 20 kilometres per hour on his Segway. He rides his Segway in the sunshine or the rain. It only takes him about half an hour to get to work. He wears a helmet because a Segway is like a bike: You can hurt your head if you fall. Stephen likes his Segway because it's fun, it's eco-friendly and you don't have to buy gas – and it's easier and quicker than walking! But in the winter, when there's a lot of snow in Toronto, Stephen takes the subway and a bus – or he stays at home and works there.

And, finally, Gerry...

Gerry Taylor: Thanks, Lizzie. Our last story is about Bob Chirco. He's a happy commuter, too. He commutes by kayak every day from the east side of Lake Union in Seattle, USA, to the company where he works. The lake's beautiful in the morning and there's no stress. The company helps its employees with alternative ways to get to work. He can leave his kayak on the water and there are showers for people who commute by bike, kayak or canoe. So what about you? How do you ...



Key

(1) Segway™: Stephen Rosenberg, (2) helicopter: William Stevens, (3) kayak: Bob Chirco, (4) plane: Paula Chan, (5) bike: Janet Andrews

F2b

Students read the examples first and then discuss each of the five commuting options from F2a in pairs. Then they report back and discuss the results with the whole class.

F2c

This activity revises forming questions in the present simple. Direct students' attention to number 1 and form the question with the whole class. Then have students form the questions to numbers 2 through 5 in pairs. Monitor the pairs and check their answers. Then play the recording again (CD 1/Track 19) and have the students listen for the answers to the questions they have just formed. Compare with a partner, then have one student read a question, and another student read the answer. Go around the class until all the questions and answers have been read.



Key

1. How does William Stevens get to the office? (by helicopter)
2. When does Paula Chan fly to work? (when the weather is good)
3. How does Janet Andrews keep fit? (She rides her bike to work.)
4. Why does Bob Chirco like his journey to work? (because the lake is beautiful and there's no stress)
5. How long does it take Stephen Rosenberg to get to work? (about half an hour)

F3a

This is a buzz game. Have a student read the example. In groups students write similar sentences using the word *buzz* instead of the word for the means of transport. Suggest they should not make the answer too obvious straightaway but think of unusual examples.

F3b

Students should read out their sentences to the other groups who guess the answer.

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 XA21T03.

CONSOLIDATION 1

The purpose of the consolidation units is for students to practise what they have learnt by completing tasks using their own learning strategies and the information in the previous units and in the Companion booklet. The teacher's role here is to step back and allow students to work independently. The Consolidation units give the students a feeling of success and they can see what they "can do".

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 Belgium before the lesson.

C1a

Tell students what the situation is and ask them to complete the questions individually and then compare with their partner. Make sure everyone has written down the questions correctly. Students then make sure they can answer all the questions themselves.

Key

1. What's your name?
2. Where are you from?
3. Where's that?
4. What attractions are there in your town?
5. Where do you live?
6. What languages do you speak?

C1b

Students ask and answer the questions with their partners.

Alternatively, this could be done as a mingling activity without books. Write the questions on the board for students to refer to if necessary, but tell them they should try not to read out the questions.

→ Extension activity

Tell students to invent a personality for themselves. As an alternative, give each student a piece of paper with the name of a country and ask them to invent answers to the questions, imagining they come from the country concerned.

→ Teaching tip

In general, learners prefer to give true answers to the questions and this makes for more authentic communication; but, so that activities do not become boring, it is sometimes useful to ask them to invent information. If everyone knows that all the information is invented, this can make consolidation and revision activities more interesting and fun.

C2a

Students read the email and identify the two main points Fabienne mentions.

Key

job, pets

→ Language

Point out the difference between the nationality (Belgian) and the country (Belgium).

→ Extension activity

Revise names of countries, nationalities and languages. You can use the countries that were used in the extension activity in C1b.

C2b

Students write an answer to Fabienne individually. Walk around and help with formulation if necessary. Students can refer to Units 1 to 3 to help them write the email.

→ 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.

C2c

Students exchange emails with a partner, read the message and write two questions. The questions

given here are intended as examples. Some students may use these, but the questions should, of course, refer directly to the message asking for extra information.

C2d

Students answer the questions and exchange emails again.

→ Portfolio

Students' completed messages can be added to their personal language portfolio.

→ Extension activity

If students enjoy it, the activity in C2 can be repeated with the invented information from the extension activity in C1b and a new partner.

C3a

Ask students what they know about Fabienne and what they know about Belgium. They read the text and answer the questions. Tell them it is not necessary to understand everything in the text to answer the questions and they should first concentrate on these. After they have answered the questions, you can discuss any other parts of the text they do not understand with the whole class.

Key

(1) c, (2) b, (3) a

→ Teaching tip

These questions (as well as those in C3b) are similar to those in many international exams at this level. If students might be interested in taking an exam, this can be pointed out to them. Students can also be asked to set multiple-choice questions for texts themselves and give them to their partner. Setting questions on a text helps to understand the important points. Do not expect perfect questions from the students.

C3b

Students only have to fill in the missing information. Check that they have all got it right and if necessary write the answers on the board.



Tapescript (CD1 /Track 22)

Hello. Thank you for calling Belgian Holidays. We're sorry we can't answer your call at the moment. Our office is open from Monday to Friday from 9.30 to

12 and from half past one to half past five. On Saturday we are open from 9.30 to 12.

Key

Mon – Fri: 09:30 – 12:00 and 13:30 – 17:30; Sat: 09:30 – 12:00

C3c

Students will be familiar with concept of files from Units 2 and 3. Give them time to find the relevant page, look at the task and formulate what they want to say. They can get into two groups and formulate their part of the dialogue together, then find a partner from the other group to conduct the dialogue with. There are different possibilities for the formulation of the questions. The key is just a suggestion. Only if necessary, create a sample dialogue with the whole class and write it (or the key words) on the board. Remind students of how to begin and end a phone call.

Key (possible answers)

Student B has to introduce him/herself, (Belgian Holidays. How can I help you?), then answer A's questions. Student A has to introduce him/herself (Good morning, my name is...) and ask questions (When are the holidays? Are there holidays in the autumn? How many days are the holidays? How much is the holiday? How can I book a holiday?)

C4a

Pairs should do this activity twice, exchanging roles after the first time, so that everyone has the chance to be the tourist as this is the role they will most probably have in real life. Again, only if necessary, create a sample dialogue with the whole class and write it (or the key words) on the board.

Key (Possible answers)

How often do the trains from Liège to Namur run?
When do they leave?
How long does the journey take?
Where does the train leave from?
How much does it / a (single) ticket cost?

C4b

Students ring Fabienne and leave a message on her answering machine. They can write the messages individually or in pairs. They read their messages out to the whole class. The messages can then be pinned to the wall so that students can walk around and read them.

→ Teaching tip

Making telephone calls is always a difficult task in a foreign language. Tell students that it is quite common and perfectly acceptable to write down what you want to say before making the call as well as asking the other person to repeat what they have said to make sure you understand. Point out that native speakers often do this and it is a good tip for telephoning in general. As standard phrases are often used in telephone calls, these can be written down and learnt by heart.

→ Extension activity

Similar activities to those described in this unit (booking a holiday, asking about trains) can be done using English or German travel and tourist information and advertisements. These can be used as the basis for the telephone calls. Students then ask about and explain these in English. There is also some information about the Interislander Ferry in New Zealand which can be used for this purpose at www.hueber.de/next under web code XA21T03.

Unit 4

SPECIAL DAYS

Core aspects

- A My favourite day
- B What did you do on the 4th of July?
- C A surprise
- D What a great weekend!

Plus aspects

- E My favourite time of the year
- F Carnival

Can do's:

- I can talk about the past, e.g. my favourite day when I was a child.
- I can ask someone about what they did to celebrate a special day.
- I can describe what I did on a special day.
- I can understand a simple description of a celebration.
- I can find information from advertisements for festivals.
- I can book tickets for a festival by phone.
- I can describe what an event was like.

Grammar

- Past simple of *to be*
- Past simple of other verbs
- Could
- Adverbs of degree (really, very, etc.)

Vocabulary

- Public holidays and other special days
- Music festivals
- Adjectives to evaluate something (great, boring, delicious, etc.)
- What was it like?

Exploring learning – listening

- Listening for keywords
- Asking questions when you don't understand
- Guessing what people will probably say

Icebreaker

Aims

- to brainstorm words for special days

Write the heading *special days* on the board and write the alphabet down the left-hand side of the board leaving enough space for 3 or 4 columns of words. Then, divide the class into 3 or 4 groups and have students brainstorm, first on paper at their tables, a special day for as many letters of the alphabet as they can in 5 minutes. At the end of 5 minutes, have one person from each group write their words in one of the columns on the board. The group with the most words is the winner.

As an extension, with the whole class, try to fill in words for the letters which remain, using dictionaries and maybe even the Internet for some of the letters. A list of holidays by country from Wikipedia may be helpful. It is not necessary to find a special day for every letter, but just to do some brainstorming to introduce the topic of special days.

For example:

- A Anniversary
- B Birthday
- C Christmas

...

CORE ASPECTS

Aspect A My favourite day

Aims

- to introduce and practise language for talking about special days with the introduction and practice of the past simple of the verb *to be*
- to familiarize students with the strategy of listening for keywords

A1a

Lead in by drawing students' attention to the four photos. Ask them which special days they show and have them write the words in the blanks. Then ask them to read the sentences 1 through 4 on their own and match them with the photos. They then read out their solutions.



Key

(a) carnival, (b) New Year's Eve, (c) Christmas, (d) birthday

(1) b, New Year's Eve; (2) d, birthday; (3) a, carnival; (4) c, Christmas

→ Culture

Carnival: Carnival is the pre-Lenten festival that is celebrated in certain areas of Germany, Switzerland and Austria. It is also celebrated in New Orleans and known as Mardi Gras, which is the French name for the final Tuesday before Lent starts. In Britain there are no big pre-Lenten carnivals, but Mardi Gras is called Shrove Tuesday and the British traditionally eat pancakes on this day.

New Year's Eve: New Year's Eve is celebrated on December 31, the final day of the Gregorian year, and the day before New Year's Day. Rituals include parties and social gatherings spanning the transition of the year at midnight. Many cultures use fireworks and other forms of noise making as part of the celebration, although fireworks in Great Britain have only become widespread on New Year's Eve since the millennium celebrations.

Christmas: Christmas is the Christian celebration of the birth of Jesus. The dates for the main celebration vary. In Germany the main celebration is held on the evening of 24 December. It includes decorating a Christmas tree, singing Christmas carols, and exchanging gifts. Many countries,

however, celebrate Christmas on 25 December. In Britain and the USA children get presents, sometimes in stockings hung on the end of the bed or the mantelpiece. In Great Britain, 26 December is known as Boxing Day.

Birthday: People in many cultures celebrate birthdays with a birthday cake which is a decorated cake, covered with lit candles, the number of candles signifying the person's age. The person whose birthday it is may make a silent wish and then blow out the candles. Having a party and receiving gifts are other features of birthday celebrations. One of the most popular tunes in the world is "Happy Birthday".

A1b

Individually, students go through the sentences in A1a again and find words which go with the days.



Key (possible answers)

birthday: party, cake, candles, games, sweets
 Christmas: tree, presents, fair
 carnival: costumes, parade

A1c

Students work in pairs and compare their results. Ask them to add two more words to the lists. Then check what they have written by asking them to read out their words; or alternatively, writing the words *birthday*, *Christmas*, and *carnival* on the board and asking three different students to come to the board and complete the lists.

→ Teaching tip

Asking students to write on the board changes the atmosphere in the room, gets the students moving, and shifts the focus from the teacher to the students' output. This can then be discussed with the whole class, resulting in self- and peer-correction rather than correction by the teacher. A supportive and cooperative atmosphere is important.

A2a

Tell students they are going to listen to three different people talking about their favourite day as a child. Draw their attention to the photos and ask them to speculate on what the correct answers might be. Then ask them to listen and match the people with their favourite day.

Tapescript (CD 1/Track 23)

1. Hello. My name's Jasmin and I'm from Pakistan. Our family is Muslim and my favourite day when I was a child was the festival at the end of Ramadan. We call it *Eid ul-Fitr*. Everybody was very happy at the end of Ramadan because there was lots to eat and drink. There was lots of music and dancing. There weren't any presents for the children but we got money to buy sweets and go to the fair.
2. Hi. My name's Jenny. I come from Northern Ireland. When I was a child, my favourite day was Christmas Day. It was always so exciting. There were presents and great things to eat and drink. My grandparents were there. And one year there was a lot of snow! That was great! Most years there wasn't any snow, but the day was always fun.
3. Hi, I'm Ross and I'm from Christchurch, New Zealand. When I was a child, my favourite day was my birthday. My birthday's on December 18th and it was always just at the beginning of our summer holidays. There was always a big picnic for me and my friends, with lots of games. It was always a really great day.

Key

(1) c, (2) a, (3) b

→ Language

When listening to Jasmin, Jenny and Ross, students will notice their different accents and dialects. Some students may find these difficult to understand. Explain that English is an international language with many varieties of Standard English (for example, Standard British English, Standard American English, and Standard Australian English), dialects, and accents. Nowadays, English is spoken by more non-native speakers than native speakers. Therefore it makes sense to be exposed to various accents and dialects when learning the language.

A2b

The aim of this activity is to expand students' vocabulary around the topic of celebrations and prepare them for A3. Have one student read out the peoples' names and the words. Look at the example, making sure students understand that they should listen and draw a line connecting the name to the words that speaker talks about. Listen

again to CD 1/Track 23, pausing the recording between speakers so the students have enough time. It will probably be necessary to play the recording more than once.

Look together at the Tip 1 of the **Exploring learning** section on page 42, which explains how students can improve their listening skills by focusing on keywords.

Key

Jasmin: food (eat) and drink, music and dancing, (no presents), money, sweets, fair
Jenny: presents, food (eat) and drink, snow
Ross: picnic, games

A3a

This activity personalizes the topic of celebrations. Ask students to brainstorm and call out important days celebrated in their area and write their suggestions on the board (or ask a student to do this). Invite all the students to join in the activity, perhaps paying particular attention to students from other countries. If necessary, revise and practise saying dates and refer to the **Focus on spoken English** box. Note which celebrations are private and which are public.

A3b

With this list of important days students now work in pairs and interview each other on their favourite day when they were a child. Get them to read the example to make sure they understand. Before they start, show them the **Focus on grammar** box which revises the use of the past simple forms of *to be*. Walk around and monitor the students, providing feedback if necessary.

A3c

To round the activity off, write *What was your favourite day?* on the board. Students stand up, walk around and find other people with the same favourite day as their own. Students with the same favourite stand together and talk about their experience.

→ Portfolio

Students could include short texts about their favourite day and how they celebrate it in their language portfolio.

Aspect B What did you do on the 4th of July?

Aims

– to practise language for talking about events in the past with the introduction and practice of past simple with verbs other than *to be*

B1a

Ask students to look at the picture and tell you what they think Jason celebrated.



Key

Independence Day

B1b

Write *Independence Day* on the board and ask students what they know about it. Collect their ideas on the board.

→ Culture

Independence Day: Independence Day, on and also known as the Fourth of July, is the US national holiday which celebrates the signing of the Declaration of Independence in 1776 and America's independence from Great Britain. Before that it had been a collection of British colonies. Families often celebrate Independence Day by gathering with friends and relatives at a picnic or barbecue. Decorations are generally coloured red, white, and blue, the colours of the US flag. In the morning parades take place, and in the evening people watch fireworks displays.

Thanksgiving: Thanksgiving, a public holiday, is a harvest festival celebrated on the fourth Thursday in November in the USA, and the second Monday in October in Canada. Most people celebrate by gathering with family and friends for a holiday feast. The food traditionally served on Thanksgiving is turkey with stuffing and gravy, mashed potatoes, cranberry sauce, sweet potatoes and pumpkin pie.

B2a

Students listen to a conversation between an American named Jason and his British colleague Alex. She wants to know about his Independence Day celebration. Have one of the students read out the questions. Explain that Alex asks many questions, but the students should listen for the six questions listed in the book. Play the recording

twice and have the students number the questions in the order that they hear them. Then refer students to the **Focus on vocabulary** box and discuss the expression *What else...?* This is important for the next activity.



Tapescript (CD 1/Track 24)

Alex: Oh, hello Jason. You're back from your holiday, then?

Jason: Yeah. I got back last night.

Alex: So, did you have a good time?

Jason: Yeah, it was good.

Alex: Did you visit your family?

Jason: Yeah, that's right. I was there for a long weekend.

Alex: Oh, I see. Did you travel around at all?

Jason: No. I didn't have time. I was just with my family.

Alex: Well, that was nice. Was it a special occasion?

Jason: You bet! It was Independence Day! Da-di-da-da-da-da. We celebrated the end of you guys in America!

Alex: I see. So what did you do?

Jason: Well, on the day, that was July 4th, the whole town came out as usual and there was a big parade with music and so on. It was a beautiful day, not too hot, and everybody had a good time.

Alex: And what did people wear? Did everybody have a flag?

Jason: Oh, yeah. There were flags everywhere. A lot of people wore red, white and blue costumes, or they had a flag.

Alex: So what did you do after that?

Jason: Well, after the parade we had a big barbecue with friends and neighbours down by the water.

Alex: That sounds nice. What did you have to eat?


Jason: Oh, we had traditional stuff: burgers, hot dogs, grilled corn. And then salads and so on. We just ate too much, of course.

Alex: And what did you drink?

Jason: Beer and soda, mainly. Some people drank wine, but beer and barbecues – that's like red, white and blue – they go together.

Alex: What else did you do?

Jason: Well, when it got dark, we all went back into town and we watched the fireworks show. And then we went home and sat on the porch and had a few more drinks. My brothers and sisters were there with their families and we talked. It was so nice to see them all.

 **Key**
5 – 1 – 6 – 2 – 4 – 3


B2b

Students match the answers given in B2b (a to f) with the questions (1 to 6) from B2a.

Alternatively, photocopy and cut up one set of cards below for each student.

Alex: Did you visit your family?
Jason: Yes, I did.
Alex: Was it a special occasion?
Jason: Yes, we celebrated Independence Day.
Alex: What did you do?
Jason: We went to see the parade.
Alex: What did you have to eat?
Jason: I had burgers and salad.
Alex: What did you drink?
Jason: I drank beer.
Alex: What else did you do?
Jason: We watched the fireworks show.

Hand out one set of cut up cards to each student and give them a minute to sort out the questions from the answers and put the questions in the order they occur in the dialogue (see B2a). When students are ready, students use the cards to match Alex's questions with Jason's answers. When they are finished, students compare with their partner. Then have one student read out a question and another student read out the matching answer, going around the class until all the questions and matching answers have been read.

 **Key**
Did you visit your family? Yes, I did.
Was it a special occasion? Yes, we celebrated Independence Day.

What did you do? We went to see the parade.
What did you have to eat? I had burgers and salad.
What did you drink? I drank beer.
What else did you do? We watched the fireworks show.

B2c

Before listening to the recording again ask students to look at the statements in B2c and speculate on what is true or false. Students listen again (CD 1/Track 24) and check.

 **Key**

(1) false (last night), (2) true, (3) false (red, white and blue), (4) true

B3

First direct students' attention to the **Focus on grammar** box which has to do with forming questions and answers in past simple. For more information, see the Companion booklet page 75. Then explain that students will interview their partner about the last public holiday they celebrated. Have students individually write some questions. Go around the class, checking for proper formation of the questions. Then in pairs, students ask and answer each others' questions. When they have finished, ask a few students to report to the whole class about their partner.

→ **Teaching tip**

When walking around during pair- or group-work activities, make notes of students' language difficulties. After the activity, provide feedback on what you have noted without mentioning names.

Aspect C A surprise

Aims

- to familiarize students with questions they can ask if they don't understand something
- to understand information in advertisements for festivals
- to get students to talk about the festivals they would like to go to
- to introduce typical questions and phrases for booking tickets on the phone
- to practise phoning for tickets

C1a

Ask someone to read out the instructions and the options given. Students then listen to the recording and tick the correct option.

→ Culture

Indie music, or independent music, is music from non-mainstream, independent record companies with an autonomous, anti-commercial approach to recording and publishing.

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

Mother: Hello?

Linda: Hi Mum, it's Linda.

Mother: Oh, hello dear. How are you?

Linda: Oh, I'm fine thanks. And you?

Mother: I'm very well, thank you. It's a beautiful day today. I was in the garden this morning.

Linda: That's nice.

Mother: And how's Mike?

Linda: He's very busy. That's why I thought I'd like to take him away for a couple of days – for our wedding anniversary, you know.

Mother: Oh, that sounds nice, dear. Where would you like to go?

Linda: Well, I read about this festival in Derbyshire. It's an indie music festival.

Mother: What's that, dear? Indian music?

Linda: No Mum, indie music. It's a sort of pop music. We like it.

Mother: Oh, I see.

Linda: And you get there by steam train.

Mother: Sorry, dear. What do you mean? There's music on the train?

Linda: No, Mum. The festival is near a railway line with an old steam railway.

Mother: They were always very dirty, those old steam trains.

Linda: Yes, Mum. But Mike loves trains. Anyway, I think it's a nice idea.

Mother: Well, it doesn't sound very romantic.

Linda: It's fine Mum. Look, I've got to go. Call you tomorrow! Bye.

Mother: Oh, bye-bye, dear.

**Key**

their wedding anniversary

C1b

Tell students that the aim of this activity is to identify the two questions Linda's mother asks

when she doesn't understand. Give them a minute to look at the exercise, then play the recording again. Make sure they have noted the correct questions and then look together at Tip 2 in the **Exploring learning** section on p. 42. Point out that these questions are helpful both in the lesson and outside the classroom when one doesn't understand.

**Key**

1. What's that? Indian music?
2. Sorry dear. What do you mean? There's music on the train?

C2a

Now students look at the ads for four music festivals. Give them a few minutes to read the texts, and then tell them that their task is to listen to four different pieces of music and match them with the ads.

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

Music

**Key**

1. Rhythmtree World Music Festival
2. Indietracks Festival
3. Celtic Festival
4. Brinkburn Music Summer Festival

C2b

Students decide which of the four festivals described in C2a Linda wants to go to.

**Key**

The Indietracks Festival

→ Language

Note the play on words in the name of this festival: tracks refers to a song or piece of music as well as to train tracks.

C2c

First read the directions and the examples with the students and familiarize students with the difference between *like* ("mag") and *would like* ("möchte") in the following sentences: *I like Celtic music* ("Ich mag keltische Musik") and *I would like to go to the Celtic Festival* („Ich möchte zum keltischen Festival gehen.“)

Next, model the activity by saying to a good student, "I like Celtic music. I would like to go to the Celtic Festival. Would you like to go to the Celtic Festival, too?" Then, as a mingle activity, have students use the questions and answers like in the example to find others in the class who want to go to the same festival as they do.

C3a

This is a pre-listening activity. Have students read the sentences and decide if they think Linda, the ticket purchaser, or Daniel, from the ticket sales office, says them.

C3b

Now students listen to the phone call and check their answers from C3a. They should also listen to identify the problem.

Tapescript (CD 1/ Track 27)

Daniel: Indietracks. I'm Daniel. How can I help you?

Linda: Oh, hi. I'd like some tickets for the Indie tracks Festival. Erm ... do you still have tickets?

Daniel: Yes, sure.

Linda: Oh, that's good. So, can I just check ... how much are the tickets for the weekend?

Daniel: They're £45 each.

Linda: Sorry, I thought they were £40.

Daniel: No, I'm afraid that was the early booking price. That price was £40 until the end of May. It's June now and the tickets are the normal price, £45.

Linda: Oh, OK. Could I have two tickets, please?

Daniel: Of course. What's the name, please?

Linda: It's Linda Black.

Daniel: And what's your credit card number?

Linda: It's 4929 4852 6294 5832.

Daniel: OK, that's £90 for the tickets with a £2 booking fee. Can I have your address, please?

Linda: Yes. 46, Chestnut Avenue, Harpenden.

Daniel: Right, I'll post you the tickets tomorrow.

Linda: Thanks a lot.

Daniel: You're welcome. Enjoy the Festival, Linda!

Bye.

Linda: Bye.

Key

(1) D, (2) L, (3) L, (4) L, (5) D, (6) D, (7) D

Key

The price for early booking was £40, now it's £45.

→ Extension activity

For groups who are not confident with role-plays, this can be a preparation for C4a. Write *Linda* and *Daniel / booking office* on the board. Ask students to read out questions 1-7 one after the other, say if it is Linda or Daniel, and come to the board to write the question under the name. They will then have a complete set of questions for both role-play partners in C4a.

C4a

Students work in pairs. Student A chooses one of the festivals in C2a, and Student B works in the ticket office. Students prepare their roles, using C3a as a guide. Get them to look at the **Focus on spoken** English and the **Focus on grammar** boxes, which have to do with using the word *could* in polite requests.

C4b

Students act out the conversation with their partner, then change roles. After practising in pairs, the more confident students can act theirs out in front of the whole class.

Aspect D What a great weekend!

Aims

- to practise listening to and understanding conversations about a special weekend
- to practise language for saying how good something is or was with a revision of suitable adjectives and the introduction and practice of adverbs of degree
- to practise asking and answering questions about a past celebration

D1a

Lead in by writing *What a great weekend!* on the board and tell students about a fantastic weekend you have had. Have students ask you questions about your weekend, collecting the questions on the board.

D1a is a pre-listening activity. First direct students' attention to the Tip 3 of the **Exploring learning** section on page 42 which explains about guessing what people will probably say in certain situations to be better prepared to understand the conversation. Turn back to D1a and have students read

the activity, speculating on how much Mike and his friend Nick talk about the topics listed and ticking the appropriate box.

D1b

Now ask students to listen and compare the conversation with their answers in D1a.

 **Tapescript (CD 1/Track 28)**

Nick: So how was the weekend?

Mike: Oh, it was great.

Nick: Didn't it rain?

Mike: No, we were lucky. It was nice all weekend.

We just had a bit of rain on the way home on Sunday.

Nick: So what did you do?

Mike: Well, we drove up there on Friday. The traffic was really terrible, but we got to the hotel in time for dinner.

Nick: Was it good?

Mike: Oh, yes. Pub food – but very good. Great beer!

Nick: I hope you didn't drink too much! What time did the music festival start?

Mike: I think it started about 11 o'clock on Saturday. But Linda and I went on the railway first.

Nick: Oh right, it's a steam railway there, isn't it?

Mike: Yeah, it's the old Midland Railway. They closed it in 1968 but a group of people decided to open it again for tourists.

Nick: And what was it like?

Mike: Very interesting. The ride's about 45 minutes, but there's a fascinating museum with a lot of locomotives and other railway stuff. I loved it, but it was a bit much for Linda!

Nick: So did you ever get to the festival?

Mike: Oh, yeah. We went there in the afternoon. We saw a lot of bands. They were OK. Linda liked them.

Nick: Did you stay all evening?

Mike: No, because we wanted to go and eat. So we had a good dinner and sat in the bar for the rest of the evening. It was nice and relaxing.

Nick: And Sunday? What did you do?

Mike: Well, we got up late and ...

D1c

This listening activity is about what Linda thinks about the last weekend. Students will listen to a phone conversation between Linda and her mother. Explain that the task is to listen and write Linda's or Mike's name in the line under the things each of them liked best.

 **Tapescript (CD 1/Track 29)**

Mother: Hello.

Linda: Hello, Mum, it's me.

Mother: Oh, hello dear. How are you? And how was the wedding anniversary?

Linda: Fine. Thanks for your card.

Mother: That's OK. How was the weekend? What was that Indian music like?

Linda: No, Mum. Indie music, not Indian music.

And it was very good. We had a lovely weekend.

Mother: And did Mike enjoy it as well?

Linda: Ye-es. Well, he loved the pub and the railway, but he didn't find the music so exciting.

Mother: So what did you do exactly?

Linda: Well, we had two very nice dinners in the pub. The food was delicious, and Mike loved the beer!

Mother: So what did you eat?

Linda: Well, on Friday Mike had a steak and I had shepherd's pie. It was really nice.

Mother: And what did you do on Saturday?

Linda: Well, Mike wanted to go on the train. And then he found the train museum so we were there for hours! It was a bit boring. I wanted to go to the festival.

Mother: These men, they're just like little boys.

Linda: That's right. Anyway we got to the festival in the afternoon, and it was really fun.

Mother: Did you have good seats?

Linda: No, Mum, it was an outdoor festival, so we could sit on the grass or stand up and dance.

Mother: And did Mike dance?

Linda: Well, he tried, but then he got tired and wanted to sit down. But the weather was lovely and we had a good time.

Mother: Well, that's nice, dear. So what did you do after ...

 **Key**

Mike: the train museum, the steam railway

Linda: the music

 **Key (possible answer)**

Not at all: dancing, the cost of the weekend

A little: the music, the hotel

A lot: the railway, the food/drink at the pub

→ Teaching tip

You might like to look briefly at the **Wie lerne ich am liebsten?** box on page 42 with the class. It could be a good opportunity to encourage the students to work with the CDs. They can exchange ideas about how they use the recordings. You can also ask how many of them listen to songs in English and if they understand the words. Do they look at the lyrics? If they don't have the CD, the lyrics are often to be found on the Internet.

D2

To get students to move about, this activity can be done on the board before students write the results into their books. Before class, write the adjectives in the box on large notecards. Bring extra cards and markers to class. In class, draw the blank table on the board as it appears in the book. Place the cards on a table in front of the board and ask students to place the cards in the right columns (with magnets or tape). Students can discuss the answer and, with the extra notecards and markers, add new adjectives to the list. This can also be done in groups or pairs with smaller cards at their tables. Give students a few minutes to copy the results into their books.

Key (possible answer)

1. terrible
2. bad, boring
3. OK
4. good, nice, fun
5. excellent, great, lovely, fascinating, delicious, exciting

D3a

The aim of this activity is to prepare students for a conversation about a celebration they have organized. Before beginning, point out the **Focus on spoken English** box in D3b. It is important that the students know the expression *What was it like?* before they try to formulate the questions. Explain that *What was it like?* is used to ask about the characteristics of someone or something. If necessary, point out the use of *What was it like?* in the tapescripts from D1b and D2c, and contrast it to the questions *What do you like?* and *What would you like?*

Students then work in pairs to form the questions in past simple, as in the example, adding two more

questions at the bottom of the list. Go around the room, helping and correcting where necessary.

Key

1. What did you celebrate?
2. Where did you go?
3. What did you do?
4. What was it like?

D3b

Students can find a new partner and, with the six questions from D3a, ask and answer questions with their new partner about a celebration. Students should take notes so they can report back to the whole class in the next step.

D3c

First, look at the **Focus on grammar** box with students and point out the adverbs of degree *really*, *very*, *so*, and *a bit*, which modify adjectives or other adverbs. Then, students report on something interesting or funny they found out in their conversations about a celebration.

→ Teaching tip

The question of accuracy versus fluency is an ongoing topic of discussion among language teachers. Accuracy is emphasised in exercises like D3a and fluency is emphasized in activities like D3c, where correcting too much would be counterproductive.

PLUS ASPECTS

Aspect E My favourite time of the year

Aims

- to revise and practise the names of months
- to practise talking about special days
- to write a poem about a season

E1a

This activity revises the months of the year. Give students a couple of minutes to look at the jumbled syllables and then play the recording. Ask students to listen and write the names of the 12 months in the gaps. You may need to pause the CD periodically so that students have enough time.

 Tapescript (CD 1/Track 30) and key

January, February, March, April, May, June, July, August, September, October, November, December

→ Extension activity

You can sing the months of the year. There are various songs that go through the calendar. Boney M.'s is probably the most famous. Try searching for *calendar song* on the Internet.

E1b

In this activity students work in pairs to write a quiz about the months. Look together at the examples and give the pairs five minutes to write sentences for as many months as they can. Walk around and help if necessary.

E1c

Students read out their sentences, and the others guess the month.

E2

Have a student read out the instructions. Ask if there are any special national or regional days in their country and list them on the board. Revise how dates are spoken. Discuss why people celebrate these days and what they do on these days.

E3a

Students fill in the missing letters to revise the names of the seasons.

 Key

spring, summer, autumn, winter

E3b

Reading the poem and guessing the month it describes is the preparation for writing a poem. Ask students to read the poem and then write the name of the month in the gap.

 Key

autumn

E3c

First, with the whole class, read out the activity. Then students work in pairs to write their own poem about a season like in E3b. Make sure there are enough dictionaries in the classroom and walk around and help the pairs, allowing the students plenty of time to complete the poems. Let them know that they should write clearly on a separate piece of paper because the poems will be displayed later.

→ Teaching tip

Some students may get nervous when they hear they are going to write poetry in English. Reassure your students that this is just a simple gap-fill activity which can produce some fun results.

E3d

When all students have finished their poems, display them on the walls around the classroom, leaving plenty of space between them so students can walk around and read them. Ask them which poem they like best and why. Bring prizes for the favourite poets.

Aspect F Carnival

Aims

- to get students to talk about a carnival and music
- to practise the past simple
- to have students write a short blog about an event they visited

F1a

This text is an excerpt from Bruce's blog about the carnival in Trinidad last year. Students read the text and answer the questions.

→ Language

A blog (a contraction of the term “web log”) is a website, usually with the function of a diary accessible on the Internet. It often includes text, images, and links to other websites and blogs.

→ Culture

Carnival in Trinidad, which originated from the traditions of the former African slaves as well as the former European settlers and colonists, is a five-day celebration beginning the Friday before Lent. Characteristic of Trinidad’s Carnival are music competitions, floats, costumes, and *playing mas* (from *masquerade*) which is elaborately costumed people dancing in the streets to soca and calypso music.

Key

1. five (from Friday to Tuesday)
2. four (mas, soca, calypso, steel bands)
3. kids or kiddies

F1b

This activity personalizes the topic. Encourage students to talk about their own experience at carnivals. The emphasis here is on speaking freely, so as you walk around, do not correct every minor mistake. Collect key words or phrases on the board.

F1c

Students now scan the text again and find the past simple forms of the verbs given.

Key

- (1) got, (2) found, (3) bought, (4) went, (5) began, (6) had

F2a

This is a pre-writing activity. Read the example, and then, working in groups, students ask and answer questions about the last live music they heard.

F2b

Now students should be able to write their own blog about an event. Ask them to individually write three or four sentences about an event they went to as in the example. They should write neatly on a separate piece of paper, omitting their name. When they are finished, collect the papers.

F2c

Mix up the papers and redistribute them, making sure no one gets his or her own. Students read out the new information and the others have to guess who wrote it. After they have all been read, discuss which was the most unusual.

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 XA21T04.

Unit 5

FRIENDS AND PARTNERS

Core aspects

- A Are you adventurous?
- B Lifestyles
- C What are we doing next?
- D A friend is ...

Plus aspects

- E A cheap holiday
- F Invitations

Can do's:

- I can describe what I am like.
- I can describe what someone looks like.
- I can say what I like doing.
- I can understand simple information about a person in an email.
- I can talk about future plans and arrangements.

Grammar

- Adverbs of degree
- Like + -ing
- Any
- Present continuous for future arrangements

Vocabulary

- Adjectives to describe personal characteristics/personal appearance
- Social activities (entertainment)

Exploring learning – learning vocabulary

- False friends
- Grouping words and phrases
- Learning whole expressions

Icebreaker**Aims**

- to introduce the topic of the first aspect
- to revise words for colours

Elicit and collect all the words for colours which students know on the board. Make sure they all know them. Depending on how well the students know the words, you can leave the words on the board and make the meanings clearer by writing them in the colour they refer to. Tell students that you will call out a colour and they should find something with that colour or call out a word for something with the colour. For *blue* this could be *sky*, for instance, or *Helga's pullover*. The first student to call out a word can say the next colour.

CORE ASPECTS**Aspect A Are you adventurous?****Aims**

- to show students that they already know some English words for colours (can do)
- to talk about favourite colours
- to introduce and practise adjectives for personal characteristics

A1

Students will probably know most of the words for colours in English so this activity should be easy and fun to start with. Students number the pictures

individually and then compare what they have written with their partner. Make sure they know the names of the colours.

→ Extension activity

This activity can be continued with the clothes students are wearing or colours they like to wear.

A2a

Make sure students understand the instructions. They do this reading activity individually and compare their answers with their partner. Refer students to the **Focus on grammar** box on this page and explain the adverbs of degree *really*, *rather*, *quite* and *very* which modify adjectives and other adverbs.

A2b

Students listen to the recording and check whether their answers are the same as those given.

→ Teaching tip

Podcasts can be very useful sources of listening material for classes as the files can be downloaded and saved on a CD to use in lessons. Students can also look out for podcasts they find interesting and bring these into the lessons or use them for additional listening practice. As the language is often authentic and unfiltered, it is important that podcasts are used carefully for listening practice as students can easily feel overwhelmed by a large amount of unfamiliar language or accents which are difficult to understand.

Tapescript (CD1/Track 35)

Welcome to Bridget's weekly podcast. In my show this week, I'd like to talk to you about colours. Colours are very important to us, and your favourite colour can tell us what sort of person you are.

Our world is full of colours. We react to colours. When the sky is grey, we don't feel so good. When the sky is blue, we feel active and fresh. But colours can also communicate things. They can tell us something about other people and about you.

Do you wear a lot of red things? Then you're an active person, adventurous and athletic. You're also a warm and friendly person. And you're very sociable: You like going out and meeting people.

Do you like blue? Then you're rather objective. You like asking questions and communicating with people. You're a team player.

Is yellow your favourite colour? Then this means that you're a very emotional person. You're optimistic and dynamic. Also, you're creative.

Your favourite colour is green? Then you like balance in life. Harmony is important to you and you like your work. You're relaxed and calm. You're patient and don't get angry quickly.

Black signals that you're a bit serious and you don't laugh so often. But you're a strong person. You're not very emotional, but you are very loyal.

And white communicates that you're very reflective and you're good at your work. You also are very sensible and you don't get too emotional.

So, what's your favourite colour? Don't forget, you can write your comments on the website: www. ...

Key

(1) A, (2) D, (3) E, (4) C, (5) B, (6) F

A2c

Students should be familiar with the concept of word wheels by now and how these can be used to group words which are related.

Key (possible answers)

active, athletic, warm, friendly, sociable, objective, team player, relaxed, calm, patient, angry, emotional, optimistic, dynamic, creative, serious, strong, loyal, reflective, sensible

A2d

Point out that words which look alike in different languages may mean the same thing, but occasionally they mean something completely different. The context in which the word is used can provide clues to the meaning. It can be useful to learn these false friends separately. Refer students to Tip 1 in the **Exploring learning** section on page 50.

Some of the words here which do not have exactly the same meaning as in German are sensible, serious, patient (in one meaning of the word) and strong.

A3

Give students a few minutes to think of or write down some words from A2 to describe themselves. Go through the example with them, including *No, sorry*. Then ask them to find a partner who is wearing the same colour as they are (or a similar colour) and then tell their partner their characteristics and ask them to guess the colour which matches those characteristics.

A4a

Each student writes his or her own sentence using the pattern given in the example.

A4b

Students then compare their sentences in small groups and make a list of the four most important for the group. Then a list of all the characteristics mentioned can be made on the board and discussed.

→ Extension activity

Bring in magazine pictures of different people, either famous or not famous, and get students to match the photos with the characteristics. This activity can also be done later as a revision activity.

→ Portfolio

Students can write a profile of a person, either someone they know, a famous or an imaginary person. They can include a photo (from a magazine) and write a short text about this person using the language they have learnt up to know. This can be added to their individual language portfolio.

Aspect B Lifestyles**Aims:**

- to talk about lifestyles and habits
- to revise days of the week
- to practise reading for detail
- to talk about likes and dislikes and introduce *like + -ing*

B1a

Tell students that you are going to talk about lifestyles. Students should mark their own answer to the question first.

B1b

Students then walk around and ask each other the questions from B1a. Ask one or two students to report what they learned from the others back to the class.

B2a

Allow students to decide for themselves first, and then compare their answer with a partner. Ask one or two students for their ideas.

**Key**

b. Living apart together

→ Teaching tip

We always have some reason for reading a particular text. Before students are confronted with a text, the topic and the reading task should be made clear. This is always important, but especially so for long texts. This also applies to listening texts. Students can easily feel overwhelmed by a large amount of text and new or unfamiliar vocabulary. They will feel more secure if they know why they are reading the text and have been introduced to the topic beforehand.

Some teachers and students like to read texts aloud in class, and others prefer to read silently. Each has different advantages. For example, reading dialogues in pairs and adapting or personalizing them is a good way to practise pronunciation and sentence patterns. Reading silently, having been given some clues or a task beforehand, is good for understanding a text. The teacher can check for understanding by asking, for example, concept questions afterwards. Depending on the class and the aim of the activity, teachers can decide on how to handle each reading text individually.

B2b

Students read the article to find out what LAT means. Remind students that they do not need to understand every word in the text but should concentrate only on finding the answer to the question in B2a.

B2c

Students now look for some details in the text. They do this individually and can check their answers with a partner and then with the whole class. Tell students that they can use the pictures to help

them and that using pictures to help understanding when reading or listening is a good learning strategy.

Key

Hannah: likes going out, likes eating good food;
John: has long blonde hair

B3

This activity revises vocabulary for describing people and their likes and dislikes. Refer students to the **Focus on grammar** box which illustrates the use of the *-ing* form after the verb *like*. Further explanation can be found in the Companion booklet on page 87.

→ Language

The *-ing* form is used in the sentence *Hanna likes going out* in the same way as an object. Compare the sentences *I like ice cream* or *I like dogs* and *I like swimming* or *I like going out*.

B4a

These questions are a preparation for the listening task in B4b. Students write down their answers and then compare them either in pairs or with the whole class. Students can look at the text and the pictures to help them with their ideas. This activity and the reading text prepare students for the listening activity in B4b.

→ Language

Traditionally, the British say *at the weekend* and the Americans say *on the weekend* (as John does in the listening task) but you will hear the American form in Britain too these days.

B4b

Play the recording twice and check the answers with the whole class. When all the students have the answers, they may want to read the interview; however, reading is recommended only after the students have listened twice for the answers to the questions.

Tapescript (CD1/Track 36)

Interviewer (Tom): Hannah and John, great to have you on the show this morning. As you know, this week's feature is on modern lifestyles. Hannah, you already told us that you and John are an old married couple. You actually got married ten years ago, but you don't really live together.

Hannah: That's right, Tom. We decided a long time ago that traditional family life doesn't really fit our personalities. John and I are very much in love with each other. But we also are very different people ... and we'd like to stay that way.

Tom: But you also have three small sons. Isn't it hard to fit it all into your daily lives – kids, partner, work, free time, etc.?

Hannah: Well, it's really just a matter of organization.

Tom: But your three sons, where do they actually live? Do they move from your place to John's and back again?

Hannah: No, that would be a bit much for them. They actually live with me. John stays with us every weekend. Saturday and Sunday, that's when we live just like your typical family.

Tom: I'm sure it takes a lot of planning to get all this organized.

Hannah: Well, we have dinner together every Sunday evening, either at John's place or at my apartment. And that's when we talk about our plans for the week.

Tom: But what about all the other days? Do you spend any time together on a typical Wednesday evening, for example?

John: Well, you see, I'm a musician. I play in a jazz band and I work on many evenings. So I don't have that much time for Hannah or the kids during the week. I try to meet them for lunch or dinner sometimes, but that's it.

Hannah: But of course I spend time with the kids on a typical Wednesday night. I normally don't go out then. After the kids are in bed, I also get to spend some time alone. I really enjoy that and I don't actually miss John much during the week.

John: I actually sometimes miss time for myself. On the weekend we're all together for two days non-stop at Hannah's place. That's great in a way, but I'm also glad when Monday comes along and I can get back to my place and spend some time alone.

Tom: OK, thanks for sharing this. Let's take a short break here. More on modern lifestyles right after we get back.

Key

1. No, they don't.
2. Yes, he does.
3. Yes, she does.
4. Yes, he does.

B5a

Revise the days of the week briefly and ask students to write down their sentences. They should all use the same day of the week. If Wednesday is the day of the English class, it may be better to choose another evening. In this case, Wednesday can be used as an example.

B5b

Point out the use of *any* in the **Focus on grammar** box on this page. If students ask, tell them that its use is not absolutely necessary but makes the question idiomatic and more natural. More information is available in the Companion booklet on page 93; however, do not place too much emphasis on its use if students forget to use *any*.

Practise the question students should ask. Better groups may use different questions; with other groups, it is better to practise and use one question for the whole class. There are several possible questions which can be used in this activity: *What do you like doing on a typical Wednesday evening? Do you spend any time with your friends on a typical Wednesday evening? Do you ... on a typical Wednesday evening?* Depending on the group, the question can be made longer or shorter so that all students can ask it easily. When students have found three other people with the same answer, they can say *We all ... on a typical Wednesday evening.*

→ Extension activity

For further practice the activity can be repeated with other days of the week.

B6

This discussion may have taken place earlier in the lesson.

Aspect C What are we doing next?**Aims**

- to talk about future arrangements
- to plan a programme for a visitor
- to talk about entertainment

C1a

Give students examples of activities or give them your answers to the questions. Write the examples on the board, then students can complete this activity individually.

C1b

Students compare their answers with a partner or in small groups. This activity prepares them for the planning of an entertainment programme which comes in this aspect.

C2

Point out that both the programmes are for the same city. Ask students to give reasons for their answers. Pronunciation of names of cities and names of countries can be revised here if students find these difficult.

**Key**

New York City

C3a

Give students enough time to read the email. Then they should think about the programme they would plan for Mr. Wang, first individually and then compare with a partner. This activity is preparation for C4a where students prepare their own programme.

→ Language

The **Focus on writing** box gives some information which is useful for using English at work. Tell students that they may receive emails without a salutation but that it is better for them to write *Dear ...* which is appropriate in all circumstances.

C3b

Ask students to listen to the conversation and compare the programme Lynn decided on with what the students chose.

**Tapescript (CD1/ Track 37)**

Lynn: Mr Wang, I'm Lynn Franzen from our PR department. So nice to meet you. Did you have a good flight?

Mr W.: Yes, thank you. So you're my entertainment manager. Nice to meet you, too. What are your plans for me tomorrow?

Lynn: Well, right after your meeting with our CEO, Mr Johnson, you and I are having lunch at the Shanghai Palace. They've got the best food in Chinatown.

Mr W.: OK, and what are we doing after that?

Lynn: Tomorrow afternoon we're taking a boat trip around the island of Manhattan. You get a beautiful view of Ellis Island and the Statue of Liberty from the boat.

Mr W.: That sounds great. And then? What are we doing after that?

Lynn: At 5:30 we're meeting the office team. We're having dinner with them.

Mr W.: And what are we doing after dinner?

Lynn: We're going to a basketball game. We're watching the New York Knicks play the Chicago Bulls in Madison Square Garden.

Mr W.: You got tickets? Oh, that's fantastic. It's my favourite sport. And what are we doing after the game?

Lynn: Around 9:30, we're going to the Village Jazz Club to listen to some jazz.

Mr W.: Sounds like a great plan. But now I'm tired. Can you take me to my hotel?

Lynn: Of course, Mr Wang. We have a car ...

Key

Lynn chose programme B.

C3c

This activity focuses on the questions students will need for C4b. Play the recording and have the students number the questions in the order they hear them. Look at the **Focus on grammar** box which illustrates the use of the present continuous for future arrangements. Practise the questions with the students, either by repeating them in chorus or by asking one student who asks another *What are you doing after the lesson? What are your plans for tomorrow?* etc. Refer students to page 86 of the Companion booklet for further explanation and to the **Homestudy** section for extra practice.

→ Language

Some students may know that the present continuous is also used for actions taking place at the moment; however, it is far more commonly used in natural speech to talk about future arrangements, which is why it is introduced with this meaning here.

Key

4 – 3 – 2 – 1

C4a

This activity can be done in pairs as described in the Student's Book or the class can be divided into two groups. Each group designs an entertainment programme for the other group. They can refer back to Unit 1 and write about the area the students come from. Ask students to think of as many details as possible, including times and places as well as activities. They can design the programmes attractively and, after doing C4b, hang them on the walls or copy them and add them to their personal language portfolios.

→ Teaching tip

Tourist information material about the students' towns or regions can be used in many activities, even if it is in German. Students can be asked to bring these themselves to lessons but it is always best to have a reserve supply with you in case they forget.

C4b

Students find a partner from the other group and ask each other questions to find out about the programmes. When they rate it, they can add reasons *I don't like it because I don't like Chinese food/swimming/....*

Aspect D A friend is ...

Aims

- to talk about what we do with friends
- to talk about future arrangements
- to revise and practise time phrases

D1a

Before students look in their books, collect words for different free-time activities on the board. Divide the words into groups: things you do alone, things you do with friends, things you do in clubs, and so on. Then ask students to look at D1a and tick the boxes for the things they do with friends and to add two more to the list. If they ask you for words, remind them to ask in English (using the phrases on the backs of their name cards).

D1b


In groups, students compare their answers to D1a. If possible, divide the class into two groups, men and women, and ask them to discuss what they do with friends. Then report the answers to the whole class.

→ Teaching tip

There are many ways of forming pairs and groups but it is best not to use too many different ways in one lesson. It is usually enough if students change partners every lesson. However there are also quick and easy ways of finding new partners during lessons, some of which arise naturally from the activity and others which are easy to explain, like finding someone with the same colour clothes or standing in alphabetical order and counting off pairs or groups.

D2a

Tell students to look at D1a again, then listen to the recording and complete the sentences in D2a. They can compare what they have written with a partner and you can go around and check and help them. Then write (or ask students to write) the correct sentences on the board to make sure that they all have the right answers written correctly.

 **Tapescript (CD1/Track 38)**

1.

Emily: Will, I called Kate today. She's back from her camping trip with Thomas. You know, her new boyfriend?

Will: Oh? How was it?

Emily: Not so great. It seems it rained almost non-stop.

Will: What a shame. And we were so lucky with the weather in Venice.

Emily: Well, we were in Italy and they were in England. That's a big difference.

Will: You're right about that.

Emily: I'm not coming home after work tomorrow, Will. Kate and I are meeting at the new shopping centre.

Will: That's OK. We're having a department meeting so I'll be late, too. Tomorrow of all days when Manchester's playing Liverpool.

Emily: There's a match on TV tomorrow? Well, then Kate and I'll have dinner together when the shops close. There's a new Thai restaurant near the shopping centre that looks nice. We could try it out.

Will: Sure, Emily. Do that. I know you're dying to find out all about her new boyfriend.

Emily: That's true, Will. You know me well. You can expect me home around ...

2.

Kate: Hello.

Thomas: Hi, Kate.

Kate: Oh, hi, Tom. How are you?

Thomas: Just fine. You, too, I hope?

Kate: Yes, everything's OK.

Thomas: Guess who I ran into in London today? My old friend Jeff.

Kate: That friend who was so nice to you after your divorce?

Thomas: Yeah. That's him. I don't see him much since I don't live in that neighbourhood any more. But it was really great to meet him by chance like that ... Anyway, he wanted to talk but I was in a hurry. So I'm meeting him at the fitness centre on Saturday. And then I'm having a beer with him at our old pub. I hope you don't mind, Kate. My Saturday nights are usually reserved for you.

Kate: Don't be silly. Friends are important.

Thomas: Then save Sunday for me. Lots of great things are going on at the weekend. We can ...

3.

Jim: How was your day, dear?

Dorothy: Busy as usual.

Jim: You should do something different then.

Dorothy: But I love my job. And how was your day?

Jim: Long and hard. I'm really glad this is my last year at work.

Dorothy: I'm looking forward to next year, too.

Then you can have dinner waiting for me when I get home from the office.

Jim: Why not? It's never too late to learn something new.

Dorothy: That's right.

Jim: The house seems empty, doesn't it, now that Emily's wedding is over and John's in America again?

Dorothy: Yes, that's true. But I think it's nice to have a little time for myself again. By the way, Margaret is going with me to my Nordic walking class next week. I told her what fun it is. And that I need someone to practise with.

Jim: That's nice, dear. And what are we doing this evening? Not Nordic walking, I hope ...



Key

(1) Emily and Kate are meeting at the shopping centre. They are also having dinner at a Thai restaurant. (2) Thomas and Jeff are meeting at the fitness centre. They are also having a beer at the pub. (3) Dorothy and Margaret are going to a Nordic walking class.

D2b

Tell students they should listen for what the people in the recordings say and fill in the gaps. Refer them to Tip 3 in the **Exploring learning** section on page 50, and for extra practice to the **Homestudy** exercises H12 and H13.



Key

(1) after work, (2) when the shops close, (3) on Saturday, (4) at the weekend, (5) next week, (6) this evening

→ Extension activity

For extra practice of time phrases and of present continuous for future arrangements, have students ask and answer questions using expressions such as *What are you doing after work/next Saturday/at the weekend?* and so on.

→ Language

At the weekend is British English. In the USA the expression is *on the weekend*.

→ Teaching tip

Some students may want rules for the expressions they are given, such as those in D2b. Refer them to the pages 101 and 102 of the Companion booklet and point out that, although rules can be useful, it is difficult to remember them while speaking, and that chunks of language can often be used automatically without having to think about the rules.

D3a

Depending on the group and how the lesson has been run up to now, this activity can be done individually, in pairs or with the whole class. Whichever way you decide to do it, give students enough time to think about their plans. If there has already been a lot of activity in the lesson, students may appreciate a short quiet time to write two or three sentences about their plans.

→ Portfolio

The plans the students write can go into their personal language portfolios.

D3b

Ask students to make a list of the names of all the students in the class and then complete the table by walking around and asking questions. Make a list on the board of the most popular activities.

PLUS ASPECTS

Aspect E A cheap holiday

Aims

- to talk about holidays and plans
- to revise the names of countries and cities

E1a

Before students look in their books, write *Why is a holiday expensive?* on the board and collect ideas (hotel, flight, restaurants, etc.) on the board. Ask how students can save money when planning a holiday. Then ask them to open their books and tick the boxes and add to the list. Encourage them to give individual answers such as *I don't like camping* or *I don't stay in hotels. I stay in a holiday home*.

E1b

Tell students that Jacob and Mark are two young men who want to go on holiday together. Play the recording and ask them to complete the sentence in their book. Go around and check what they have written.



Tapescript (CD1/Track 39)

Jacob: Hey, Mark, you look tired.

Mark: I don't just look tired, I am tired. I've got so much to do at work right now ... I'm just glad we can go on holiday next month.

Jacob: Holiday? Got any ideas yet?

Mark: No, not really.

Jacob: What about travelling through Europe?

Mark: Sure, sounds great – except we haven't got any money. We just moved last month. Remember?

Jacob: Well, there's a really cheap way to travel.

We've got friends and relatives all over the place in Europe. We could just stay with them and save some money this way.

Mark: Super. When can we leave?

**Key**

They plan to stay with friends and relatives.

E2a

Revise names of countries and make sure students pronounce them properly. In pairs or small groups, students work out the best route for Jacob and Mark, either starting from London (in the recording Jacob suggests starting in Portugal) or tell students that Jacob and Mark start in Portugal.

E2b

Play the recording. Students should compare Jacob and Mark's plans with what they talked about in E1b. They may already be able to write down the route Jacob and Mark plan to take but you will probably have to play the recording again.

**Tapescript (CD1/Track 40)**

Jacob: Let's see. Why don't we start in Portugal?

Have you got any friends there?

Mark: No, I haven't. But I've got some relatives in Madrid.

Jacob: Great, let's start in Madrid then. I haven't got any friends or relatives

in Spain, but I know some people in Paris. We could stay with them and then go north from there.

Have you got any friends in Scandinavia?

Mark: Actually, I have. Got some friends in Copenhagen and some relatives in Berlin.

Jacob: So it's Madrid, Paris, Copenhagen and Berlin.

We could go to Prague from there. I've got some very good friends who are students there right now.

Mark: Have you got any friends in Austria, too? I'd love to visit Vienna.

Jacob: From Prague to Vienna, that's easy. I've got some relatives near Vienna. And then we could go down to Rome from there. I've also got some more relatives in Italy.

Mark: And an old friend of mine's a chef at a hotel in Palermo. We could go down there next and spend a week with him. That would be really cheap.

Jacob: See how easy it is. Let's just pack our bags and go!

Mark: Right. But maybe we should let these people know we're coming ...

**Key**

Madrid, Paris, Copenhagen, Berlin, Prague, Vienna, Rome, Palermo

E3a

Write students' names on the board. Tell students to write down the names of three or four countries. Then they move about and ask each other *Have you got friends or relatives in...?* They add the names of the countries to the students' names on the board. Check that they pronounce the names of countries correctly. Then they mark the countries on the map in the Student's Book.

E3b

Students report back to the class using the sentence given as an example.

→ Teaching tip

If you have a map of Europe or the world, you can mark countries according to where students come from, where they are planning to go, or where they have relatives and friends, with different coloured pins, stickers or pens. This is only possible if the classroom is not being used for other things or you can bring the map with you when you need it. If you have to carry the map, then stickers or marks are better than pins.

→ Extension activity

Students can also ask questions about the friends and relatives, practising the questions from this and earlier units, like *Do they speak English/German? Do they like meeting people? Do they live in a big city?* etc.

Aspect F Invitations**Aims**

- to talk about invitations and celebrations
- to practise talking about plans
- to write invitations

F1

To introduce the topic play the game *Hangman* (see teaching tip below) with the students. If they do not know the game, explain and demonstrate it to them with a short word from the unit. Then give one of them a piece of paper with the word *invitation* on it and ask this student to come to the board and play the game.

Students then read the invitation in the Student's Book and answer the question. Ask them to guess what a housewarming party is if they do not know.

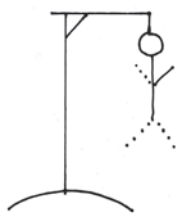
**Key**

Emma's having a going-away party.

→ Teaching tip

Hangman is a game which can be played to revise vocabulary and the alphabet. One person chooses a word and writes a line for each letter of the word on the board (for instance _____ would be for INVITATION) Students call out letters which you either fill in if they are correct or note down (so they are not repeated unnecessarily). For each letter which is not in the word, one part of a stick figure hanging on a gallows is added. The aim is to guess the word before the picture is completed. Once students know the game they can play it without you. Sometimes you can restrict the choice of words by making rules, for example a word has to have at least 8 letters or must be related to a certain topic or from a certain unit in the book.

I _ V I _ A _ I O _



E, U, M

F2a

Remind students that they do not need to understand every word they hear to answer the question. Play the recording once. Students mark their answers individually and then compare with their partners and in class. Not all the names on the list in the Student's Book are heard in the telephone conversations. Point out to students that the first speaker's name is Jim.

**Tapescript (CD1/Track 41)**

Jim: Hello.

Emma: Hi, this is Emma. Did you get my invitation?

Jim: Yes, we did. But I'm really sorry, Emma, I can't come to your party. I'm flying to Copenhagen on Friday. I'm going to a business meeting there.

Emma: Oh, but what about Anna? What's she doing?

Jim: Anna? She's coming, as far as I know.

Emma: Super. Say hi from me. And have fun in Copenhagen.

Jim: I will, thanks. And have a great party!

Emma: Hello.

Linda: Hi Emma, this is Linda. I just got your invitation. I'm so sorry, but I can't come. I'm meeting some colleagues on Saturday. My boss is coming, too, so I can't really NOT go.

Emma: Oh Linda, what a shame!

Linda: Yes, it is. But when are you leaving anyway?

Emma: Next Monday.

Linda: Well, let's get together Sunday morning then.

Emma: Great idea! You can come over to my house and help me clean up from the party!

Linda: Well, thanks!

Emma: Hello.

Alex: Hi, is this Emma?

Emma: Yes, it is. Hi, Alex. How are you?

Alex: I'm fine, thanks. I'm calling about your party on Saturday. Fiona and Gary are definitely coming. But I can't come. I'm so sorry about that, but I already have plans for that day. An old friend from Germany's visiting me for a couple of days. And he really wants to go up to London.

Emma: Oh, but maybe you can come by the house when you get back later that night. The party's going on late.

Alex: Sure, we can try and do that. See you on Saturday, then.

**Key**

not coming: Jim, Linda, Alex

coming: Anna, Fiona, Gary

→ Teaching tip

The Plus aspects are a good opportunity to train listening by asking students to answer questions after hearing a recording only once. Many students will have completed the task after listening once but want to confirm their answers or still feel they have to understand every word. Ask them to tell you what they think the answers are after listening once. If they are right, this will encourage them. Also point out that in real life they will not always be able to hear everything a second time.

F2b

Before playing the recording a second time, ask students to note what they can remember from the first time.

F2c

Play the recording again so they can check their answers.

**Key**

(1) b, (2) c, (3) a

F3a

Ask students what other reasons apart from the ones given in F1 there may be for giving a party. Collect these on the board and ask each pair to choose one and write the invitation. If you (or the students) bring along coloured pens and card they can design an invitation. Walk around and help them or correct them. Communication is more important than accuracy.

→ Portfolio

If students are particularly pleased with their invitations, they can add them to their individual language portfolio.

F3b

Remind students that it is polite to give a reason if you refuse an invitation and remind them of the reasons given in F2b. Students show invitations to other pairs and find out who can come to the party. Make a list.

F3c

Students report back to the class about what kind of party they are having and how many people are coming. They can ask around the class *Who is coming to your party?*

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 XA21T05.

Unit 6

CHOICES

Core aspects

- A Simplify your life
- B Garage sales
- C Too much choice
- D Choosing presents

Plus aspects

- E Money, money, money
- F Going out

Can do's:

- I can make comparisons.
- I can find information from small ads (for garage sales).
- I can buy clothes in a shop.
- I can make suggestions (for a present).
- I can thank someone (for a present).
- I can make an exclamation of pleasure.

Grammar

Comparative and superlative forms of adjectives

More and the most

A lot as adverb of degree with a comparative form

As ... as

Would like

Could

Vocabulary

Personal possessions

Shops and shopping

Presents

Light/dark with colours

What a ... / What about ... ? / How ... ?

Exploring learning – always think positively

Clear objectives

Working with others

Try things out

Icebreaker

Aims

- to introduce names of objects
- to revise adjectives
- to introduce the topic of selling and buying second-hand things

This is to remind students of the adjectives they already know. Students can use something they have with them (from their bags or pockets) or you can bring in pictures of household objects (such as electronic or sports equipment, furniture, appliances, clothing, etc.) from catalogues and magazines. Give each student a picture or ask them to look at their object and think of as many adjectives as they can to describe the object. This can be done individually or in pairs. They can use the vocabulary list at the back of the Student's Book or in the Companion booklet to help them. Students then walk around and describe their objects to each other. When they have finished, make a list of all the adjectives on the board as revision.

→ Teaching tip

For this unit pictures of objects from catalogues, magazines, and advertising leaflets are useful. You can bring these yourself as well as ask students to bring them. Finding pictures or other teaching and learning aids for the next lesson can be part of the students' "homework". This gets students more involved in the lessons.

CORE ASPECTS

Aspect A Simplify your life

Aims

- to introduce vocabulary for objects in the home
- to talk about the relative importance of possessions
- to revise comparative and superlative forms of long adjectives
- to revise spelling

A1

Ask students to tick the relevant box. Refer them to Tip 1 of the **Exploring learning** section on page 58.

→ Teaching tip

In NEXT the aims of each part of the course are clearly defined. Start each lesson by telling students what the aims of the lesson are and finish by telling them what they have achieved. This gives each lesson a clear framework and will help students to define their own personal learning goals and strategies for achieving these. The references to the **Exploring learning** pages will help.

A2a

This activity is an introduction to the topic and can be used to revise spelling. Ask students to spell out the words and write them down to make sure they have got them right.

→ Extension activity

Students can make word puzzles similar to this one using the pictures from the icebreaker. If they are creative, they can make anagrams of the words (other words with the same letters) rather than just jumbling the letters.



Key

CD player, television, computer, golf clubs, skis, piano

A2b

Have students individually rank the objects in A2a in order of importance to them.

A2c

Look at the **Focus on grammar** box and revise the comparative form for long adjectives, using

important as an example. You can refer to page 99 of the Companion booklet if necessary, but in this activity the communication is more important than the grammatical structure.

Then have students compare their results from A2b with a partner.

A3

Students listen for what is most important for Jamie and Paul.

→ Culture

Simplify your Life is the title of a popular series of books on the subject. Some students may know the series and can probably tell the others about it. This can be done briefly in German and can help to explain the term *simplify* if necessary. More information about this series can be found at www.simplify.de.



Tapescript (CD 1/Track 44)

Jamie: Paul, what did you buy? What's in that box?

Paul: Oh come on, Jamie, it's just an old TV. It was really cheap and I just had to buy it.

Jamie: But we already have four TVs, and there's only two of us. Why did you buy another one?

Paul: Because I like TVs. You have your computer, I have my TVs.

Jamie: But the computer is part of my job. I think a computer is more important than a TV.

Paul: I don't think so.

Jamie: Seriously, Paul, I think we have way too much stuff in this apartment. We can't even sit down and watch TV any more.

Paul: Maybe you're right. Why don't we sell something? We could sell the CD player. I only watch TV anyway.

Jamie: No way. The CD player is the most important thing I have. It's so relaxing to listen to music after work.

Paul: OK, OK. So the CD player is the most important thing for you. The television is the most important thing for me. But what about the piano? We don't know how to play, and it's very big.

Jamie: Yes, let's sell the piano. And we could also sell the skis and the golf clubs. We don't ski and we don't play golf. Why do we even have them?

Paul: I have no idea. But let's sell everything that we never use. What do you think?

Jamie: Great idea, let's start right away and put everything on the internet. And with the money we get, we can buy some new CDs.

Paul: Or a new TV ...



Key

CD player (Jamie), TV (Paul)

→ Culture

Jamie can be a man's or a woman's name in English. The actress Jamie Lee Curtis may be known to the students.

→ Language

The language in this recording is idiomatic (...*there's only two of us ...*, *way too much stuff*). The task is to listen only for the two most important pieces of information. Do not go into details of the language here. It is enough for students to get practice in listening to native speakers speaking informally.

A4a

Individually, students make a list of the four most important things for them. Some students may want to include things like children and pets, but tell them that the aim is to talk about things rather than people.

A4b

In pairs students combine their lists and decide on the four things which are most important to both of them. Refer them to the **Focus on grammar** box and page 100 of the Companion booklet for explanation of the superlative form of long adjectives. Also, read the **Focus on spoken English** box which presents the expressions *I think.... /I think so, too./ I don't think so.*

→ Language

Saying *I think so, too* and *I don't think so* is much easier for students than learning *So do/have/am I* and *Neither do/have/am I* at this stage. It is more common to agree in this way than to say *I agree* or *I don't agree*.

→ Teaching tip

If you have an odd number of students in the class and want to do pair work, it is usually better to form a group of three for activities which are intended to practise a particular structure than to

join in yourself so that you can go around and check the students' language. Most of the activities can be done in groups of three just as well as in pairs. For other activities aimed primarily at communication and fluency rather than guided practice, you can join in because less teacher feedback is required.

A4c

Point out the **Focus on grammar** box and also page 95 of the Companion booklet for an explanation of *more than* and *most*. Then have two pairs work together to agree on a new list.

Aspect B Garage sales

Aims:

- to introduce the topic of garage sales
- to practise extensive listening
- to practise language for talking about shopping with a revision of the comparative and superlative forms of short adjectives

B1a

Ask students to look at the picture and choose the answer to the question.

→ Culture

Garage sales tend to be individual events where one household sells off unwanted things or two households get together to do this in one garage. In Great Britain car boot sales also exist which are closer to the German *Flohmarkt* as they are held at one place for a large number of people wanting to sell things. Although it is used by some people, the term *flea market* is not used in Great Britain as often as *garage sale* or *car boot sale*.

The American English word for *car boot* is *trunk*, and a *car boot sale* would be called a *flea market*.



Key

2. At a garage sale, you can buy things that other people don't want any more.

B1b

Students read the ads to check their answers from B1a. Ask students if they have ever sold off things they don't want at a garage sale or a car boot sale.

Ask them what you can sell and what they sold. Do not go into too much detail as this topic comes up in B2b.

Ask students where the ads come from (USA) and why they think this (addresses with such high numbers are not common in Britain). Point out the **Focus on vocabulary** box which has to do with differences in British and American spelling, and ask them if they know any other examples. There are some examples on page 120 of the Companion booklet. Tell them that at this stage it is not important to learn or remember all the differences, especially in spelling, as these make no difference in communication by speaking.

→ Extension activity

In pairs, students can write an advertisement for a garage sale based on those in B1b. Then, using the objects or pictures from the icebreaker they simulate a garage sale. If using pictures, give each pair four or five. Students decide which they want to sell and how much they want to ask for it. Then they try and sell their objects to another pair using the adjectives from the icebreaker to make the objects attractive or to bargain.

→ Portfolio

The garage sale advertisements from the extension activity can go into the students' personal language portfolios.

B2a

Students have two tasks (B2a and B2b) with this listening text. First, they listen to find out which garage sale Laura visits.

Tapescript (CD1/Track 45)

Laura: Hi Jamie, how was your weekend?

Jamie: Oh, fine. I didn't do much. Just helped Paul clean the apartment. How was yours?

Laura: It was great. I went to a garage sale and bought lots of wonderful stuff.

Jamie: At a garage sale?

Laura: Yeah, why not? You can often find real bargains. I bought three pairs of men's shoes, some clothes and a pair of skis. It's a lot more expensive to buy everything new than to buy things second-hand.

Jamie: Yes, but I don't like that second hand stuff. Used clothes are not as nice as new clothes, are

they? I actually prefer department stores. They're a lot bigger and there's more choice. And it's so much easier to find things there, too.

Laura: But bigger isn't always better. I can go to the biggest department store and still find nothing. And don't you think it's better to buy used things? Lots of things are still OK when people throw them away. Why not use them again?

Jamie: Maybe. But it's much more stressful to go to a garage sale. You have to get up so early on Saturday.

Laura: But at garage sales people are often a lot nicer than at department stores. They have time to chat and sometimes even offer you a cup of coffee. I actually find garage sales more relaxing than department stores. And the cheapest things I bought there are some of the nicest things I have.

Jamie: Well, OK. Garage sales sound more interesting than department stores. Can I go with you next time? You can buy things and I can talk to people and drink coffee.

Key

the multi-family garage sale on N. Mountain Avenue (men's shoes, clothes, skis)

→ Culture

The concept of buying and using second-hand things bought from strangers may be unfamiliar to students from non-European cultures, but probably familiar to German students. It can form the basis for an interesting discussion. In Britain, there are many charity shops which sell second-hand things which people have donated and these are becoming more popular in Germany (Oxfam is a good example) so students may know them.

B2b

In this exercise students listen to the dialogue again to find out which statements from the list Laura says. Give students time to read the statements and ask questions before playing the recording again.

Key

1, 5, 6

B2c

Refer students to the first **Focus on grammar** box and page 104 of the Companion booklet for an explanation of using adverbs of degree to modify

comparative adjectives. The second **Focus on grammar** box and page 101 of the Companion booklet explain comparison of similar things. Then have students personalize the statements in B2b by ticking true or false.

B2d

Point out the **Focus on grammar** box, and if necessary, page 100 of the Companion booklet, for an explanation of the comparative and superlative forms of short adjectives. Students do the exercise individually first and then compare their answers with their partner. Go around the class and make sure that they have all filled in the correct answers. Write the correct answers on the board, pointing out the differences in the formation of comparatives and superlatives (simply adding *-er*, doubling the final consonant, changing *-y* to *-ier*, *-iest*). Refer students to the **Homestudy** section for further practice.

Key

1. cheap – cheaper – cheapest
2. easy – easier – easiest
3. big – bigger – biggest

→ Extension activity

For further practice and to move around, ask students to stand in a line according to height. Then students make sentences comparing themselves with someone else, such as I am taller than Jana; I am shorter than Helmut; I am older than Lisa; I am younger than Aynur, and so on with other adjectives.

B3a

Remind students of the different types of shops which exist. This refers back to Unit 1 and their town and its shops. Students then fill in the table individually.

B3b

Students compare their answers in groups of three or four. Remind them of the question *Where do you usually buy ... ?* and how to give a reason for their answers (*Because it's cheaper/easier/nicer, etc.*) If necessary write the questions and answers on the board for reference during the group activity.

B4

In groups, students make posters of some shops in their town or the nearest big town. First read the instructions and make sure the students understand the word *superlative*: it describes the form of the adjective students will be using and also expresses that something, in this case a shop, is very good.

Use poster paper and markers as well as advertising material from the local shops or shops in the nearest big town to make the posters more attractive and interesting.

Aspect C Too much choice

Aims

- to revise vocabulary for clothes
- to talk about making choices
- to read about choice
- to practise transactions in shops

C1

If anyone in the class is wearing jeans, ask them where they bought them. Students then look at the picture and match the price tags with the clothes. *Blouse* is probably the only word they may not know.

Key



C2a

This leads in to the text in the next activity. Discuss the question briefly with students and ask each student to answer the question.

C2b

Give the students time to read the text. Clear up any vocabulary questions.

→ Teaching tip

If students feel overwhelmed by the amount of unfamiliar vocabulary in a text, ask them to mark or highlight all the words they know. They are probably used to marking unfamiliar words in a text; but marking the ones they know shows them how much they do know and acts as positive reinforcement.

C2c

Students work in pairs. Tell them there is more than one possible answer and remind them to use the words from the text. Refer students to Tip 2 of the **Exploring learning** section on page 58.

→ Extension activity

When they have done this they can think of more words for the letters.

Key (possible answers)

O: product
I: difficult, frustration
C: selection
E: freedom, jeans

C3a

This leads in to practising a dialogue in a shop. Play the recording once. Students just listen for what Graham buys from the shop in C1 and circle it. It is not necessary to go into details of the vocabulary unless students particularly ask for this.

Tapescript (CD1/Track 46)

Shop assistant: Can I help you?
Graham: Yes, please. I'd like a pair of jeans.
Shop assistant: What size? 32-32?
Graham: No, that's too small. 34-32, I think.
Shop assistant: And what style would you like? Slim fit, easy fit, relaxed fit, baggy or extra baggy?
Graham: No, just regular jeans.
Shop assistant: OK, what colour would you like? Light blue, dark blue or stonewashed?
Graham: Dark blue, please ... or stonewashed? ...
Oh, I don't know. This is all bit much for me.
Look, forget the jeans. I'll take that green T-shirt over there.
Shop assistant: Which one? Light green or dark green? L or XL?
Graham: Erm ... Dark green and ... L, please.
Shop assistant: Would you like to try it on?
Graham: No, thanks.

Shop assistant: Anything else?

Graham: No, thanks. I'll just take that T-shirt. That's enough for today. Too many choices for one person. Sorry, I'm not very good at making decisions.

Key

a green T-shirt

→ Language

The terms *slim fit*, *easy fit*, *relaxed fit* and *baggy/extra baggy* are examples of words used in the fashion industry, as are the names of colours for jeans. Students may be familiar with these from their own clothes.

C3b

Students match the questions and answers by drawing lines between them. Refer them to the **Focus on vocabulary** box and demonstrate the difference between *light* and *dark* by using examples of what they are wearing or from the pictures or classroom objects.

Key

(1) e, (2) c, (3) a, (4) b, (5) d

C3c

Students listen to the recording (CD 1/Track 46) again and check their answers.

C3d

This activity will probably be difficult for students at first as it involves a lot of different language so it is important to prepare it carefully before they do it. First, refer to the **Focus on grammar** box which revises the use of *would like* and the **Focus on spoken English** box which presents the expression *I'll (just) take...*

In groups, students can prepare questions for both parts of the role-play using C3b and the tapescript on page 161 as guides. Then with the whole class, these questions can be collected on the board. Each student then finds a partner from another group to role-play buying an article from the shop window in C1. Students should not read the questions from their book or notes; but, if they need help, they can refer to the questions on the board. Make sure students change roles so that everyone has a chance to play both roles. Monitor the pairs, providing feedback if necessary.

Aspect D Choosing presents

Aims

- to talk about presents
- to express thanks for presents

D1a

Ask students to speculate about Graham from what they have heard in Aspect C and to guess what his birthday present is. Ask them if any of the presents in the pictures are more suitable for men than for women. Students will check their answer in the listening task in D1b.

D1b

This is a listening for detail task. Students should just listen for what Jamie and Paul finally decide to get Graham. Play a second time only if necessary.

Tapescript (CD1/Track 47)

Jamie: Look, I don't like shopping too much. And I definitely don't like shopping for presents. Any great ideas on what we could get Graham for his birthday?

Paul: Well, what about a book? He likes reading, I think.

Jamie: A book? That's the most boring idea ever. I get books every birthday. Can't you think of something a little more original?

Paul: Actually no, can you?

Jamie: Why don't we get him a CD. I know he likes classical music.

Paul: Ah, very good – now that's much more original than a book. I don't think.

Jamie: What about a nice T-shirt then?

Paul: No, I don't like to give people clothes for a present. Let's get him a watch. He's always late.

Jamie: A watch?! No, that's too expensive. We could give him a ticket for the opera. That would be a lot nicer.

Paul: Yes, but not much cheaper. Oh, I know: He likes to play beach volleyball. Let's get him a nice volleyball.

Jamie: Yes, that's a great idea! Let's do that.

Key

a volleyball

→ Extension activity

Play the recording again and ask students what the other suggestions were and why Jamie and Paul

decided against them (book – boring; CD – not original; T-shirt – Paul doesn't like the idea; watch, opera tickets – too expensive).

D2a

Discuss the first question with the whole class and write the answers on the board. Then students answer the second question in small groups or pairs. They can use the sentences *I (don't) like giving ...* and *I (don't) like getting....* Pictures from catalogues can be used for ideas if necessary and saved for the next activity.

D2b

The class can be then divided into 2 or 3 large groups, each one making a poster using the pictures from D2a. Hang the posters so everyone can see them.

D3a

Each student writes his or her name on a small piece of paper and gives it to the teacher who redistributes them for D3b.

D3b

Now students work in pairs. Each pair gets two names (not their own) and decides on two presents, one for each of the other students. Pairs can look at the posters for ideas. Remind students of some useful words (*boring, expensive, difficult*) and if necessary write them on the board. Refer students to the first **Focus on spoken English** box and the **Focus on grammar** box for ways of making suggestions. Look at the Tip 3 of the **Exploring learning** section on page 58 which encourages students to try out various new expressions.

D3c

When pairs have decided on a present for the other two students, they write or draw it on a piece of paper. Read the second **Focus on spoken English** box and the example for ways of thanking someone for a gift. Have the students give their "gift" to the other student and then say *thank you* for the gift that they receive.

→ Language

Students may say *please* as a response to thanks or a translation of the equivalent in their own language. Although there are several ways of responding to thanks in English, *You're welcome* is

the most straightforward as it can be used in any situation. There are alternatives, such as *It's okay*, *That's quite all right*, *It was a pleasure*, *My pleasure*, and so on.

PLUS ASPECTS

Aspect E Money, money, money

Aims

- to revise numbers and money
- to talk about spending habits

E1a

Read the exercise with the whole class and check for understanding of the vocabulary by eliciting examples for each of the six categories and writing them on the board. Students think about what they spent money on last week and tick the boxes individually. They do not need to say how much they spent. Ask them if they can think of any other categories of things they spent money on.

E1b

Students discuss what they spent money on with a partner. Remind them that they do not need to tell the truth or give all the information, but only need to say what they want to.

E2a

This is a pre-listening activity. Revise numbers briefly and how these sums of money are said. Students think about how much money people spend on different things and fill the numbers from E2a in the gaps in E1a. Students may ask about the current exchange rate between the pound and the euro. This can be found on the Internet or in a newspaper. Students can briefly compare their answers with a partner, but do not check the answers with the whole class yet. They will hear them in the radio report in E2b.

→ Language

Prices or sums of money are said as follows: *forty-two pounds*. The £ symbol is always written first (£42). In Britain no other symbol is used. GBP is only used in banking. The symbol £ comes from the letter L which stands for a pound (weight) in Latin and is related to the word *Lira* used for Italian (before the Euro) and Turkish currency.

→ Culture

The Office for National Statistics is the British equivalent of the *Statistische Bundesamt*. Banknotes are different in Scotland but are legal tender all over Britain, although some small shops in England may not accept them. The Euro is not used officially in Great Britain but there are shops in London and large cities where it is accepted.

E2b

Students listen to the radio report and check their answers to E2a. Play the recording once. Students can compare their answers with a partner. Then play it again and make sure everyone has got the answers right.



Tapescript (CD1/Track 48)

This is Blue Monday Radio with the latest news. Did you know that every week, we spend most of our money on transport? At least that's what the Office for National Statistics says. They studied over 6,000 households in Britain and interviewed people about their weekly spending. Their results show that on average, people spend £58 a week on transport, that's on bus or train tickets, and also cars.

Next on the list of weekly spending is sports, culture and entertainment. We pay £54 a week for fitness centres, cinema tickets, and electronic services and so on. That's more than we pay for food. This is what the study says. We only spend £42 every week on food and non-alcoholic drinks. Wait a minute, so entertainment is more expensive than food. Good thing I like eating so much.

An ordinary British household also seems to spend more on restaurants, hotels and clothes than on education. We pay £34 every week to eat in restaurants or stay in hotels, and we spend £23 on our clothes and shoes. But we only spend £6 a week on education, for example on courses or books. Is education really that cheap? Then maybe I should try it more often ...



Key

(1) £58, (2) £54, (3) £42, (4) £34, (5) £23, (6) £6

E3a

Give students enough time to read the statements and the table. Students mark the statements individually. Then check the answers with the whole class.



Key

(1) true, (2) true, (3) false

E3b

Individually, students write sentences, both true and false ones, using the example in E3a *to spend more on ... than ...*. Some students will find it easier to understand information and figures presented in this way than others, so give them plenty of time for this. Students who are quicker can write more than four sentences if they want. Go around and make sure the sentences are written correctly.

E3c

Tell students not to show their partner the sentences they have written but to read them out. The partner then decides if they are true or false.

Alternatively, students can exchange the pieces of paper with the sentences they have written down and do this as a reading exercise.

→ Teaching tip

This is one example of students creating their own exercises. Generally students find it fun and challenging to make exercises for their fellow students. There are many more examples of where this can be done, e.g. students can write questions for reading or listening comprehension or think of discussion or survey questions.

E4

Students discuss this question in groups, referring to E3a if necessary. If they are from different countries, they may want to talk about their own countries rather than the particular area they live in. Tell them it doesn't matter if they do not know exactly, but should just say what they think.

E5

This activity refers students back to the beginning of the aspect. Read the instructions and the example with the whole class. Then, as a mingle activity, students find out who spent the most on transport last week. This can be extended to include other categories from E1a as well. Report back to the whole class at the end.

Aspect F Going out

Aims

- to talk about entertainment
- to write an email to a friend
- to role-play buying tickets for an event

F1a

Play the music and ask students to guess what Lillian's hobby is and which event she finds most interesting. Tell them not to call it out but to read F1b and check.



Tapescript (CD1/ Track 49)

music

→ Teaching tip

Music of different types can be used in lessons. It can be played as background music while students are arriving and then used to lead in to the activity if appropriate. It can also be played as background music for pair- and group-work activities and while students are moving around. Try different sorts of music from classical to pop and make sure that students are all happy about it being played. Some may find it disturbs their concentration and prefer it to be used less, whereas others may like it in the background. If students like it, they can bring their own CDs to a lesson.

F1b

Students read the email and check their answer.



Key

She finds Totally Tchaikovsky most interesting.

→ Language

The salutation *Dearest ...* is normally only used between partners but is sometimes used by close friends of the same sex who are not partners. The close *Love, ...* or *Love from ...*, however, is used very widely for personal emails between two women and between a man and a woman, but hardly ever between two men.

F2

Students write an email to their partner using F1b as an example. Students can also look at the email in Unit 5 C3a as another example. When they are finished, students exchange emails and write a reply.

Alternatively, each pair could write one email together and exchange it with another pair.

→ Portfolio

The emails can be included in the students' personal language portfolios as examples of personal emails.

F3a

Students will remember the dialogues in shops in Aspect C of this unit. In this task, they put the sentences in the right order. Before listening to check answers, they can compare their answers with a partner.

F3b

Students listen to the dialogue and check their answers to F3a. If necessary, go through the dialogue or have students read the tapescripts.

Tapescript (CD1/Track 50) and key

Ticket Agency: City Tickets, how can I help you?
 Lillian: Hi, do you still have tickets for the Summer Evening Concert Series on Friday?
 Ticket Agency: Yes. How many would you like?
 Lillian: Two, please.
 Ticket Agency: Can I have your name, please?
 Lillian: Yes, it's Lillian Carpenter.
 Ticket Agency: OK, Lillian. Your reservation number is 24. Enjoy the show.
 Lillian: Thanks, we will.

→ Culture

Although the dialogue is an official transaction between strangers, the person in the ticket agency calls Lillian by her first name. This is very common in Great Britain and the USA. When asked for a name in a situation like this, it is best to give first name and surname. Just giving a surname is not common and can lead to confusion. First names are usually used in dialogue.

F3c

Students work in pairs and role-play buying tickets for an event from F1a. Depending on how much practice students need, write the dialogue or the beginnings of sentences or key words on the board for them to refer to. They should keep their books closed during this activity. After doing the role-play once, students should change partners and roles so that everyone has a chance to play the role of the customer.

→ Teaching tip

When practising transactional dialogues, one student will have to take the part of the shop assistant or ticket office clerk while the other plays the customer. Make sure that students change roles so that all students have a chance to practise the role of customer as this is what they will need more in real life.

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 XA21T06.

CONSOLIDATION 2


The purpose of the consolidation units is for students to practise what they have learnt by completing tasks using their own learning strategies and the information in the previous units and in the Companion booklet. The teacher's role here is to step back and allow students to work independently. The Consolidation units give the students a feeling of success and they can see what they "can do".

Aims

- to use language in a wider context
- to use language independently
- to revise and consolidate language from Units 4 - 6
- to use the skills of reading, speaking and listening to complete tasks with an authentic outcome

C1a

Lead in by asking students if they have ever won anything. Talk about things you can win. Then read Kate's postcard with your students and get them to speculate on what a perfect weekend for Anna might be like. Collect students' ideas on the board.

 **Key** (possible answer)
A weekend in a city.

C1b

Look at the picture together and elicit London (and possibly London Eye or tell students about it). Tell your students they are going to listen to a phone call, but before that ask them to look at the word list and clarify any unknown vocabulary in pairs. Give the pairs time to look at questions 1-5 and then play the recording.

→ Culture

Rolls Royce: The first Rolls Royce car was produced in 1904, and the British company has been famous for its exclusive luxury cars ever since.

London Eye: The London Eye, also known as the Millennium Wheel, is a huge Ferris wheel (135 m tall) and one of the most popular tourist attractions of the UK.

Chelsea: Chelsea is an area of south-west London and has a reputation as a centre of innovation, fashion, shopping, and nightlife. In the sixties it was famous as an important part of "Swinging London". Nowadays a lot of artists live in Chelsea.

Tapescript (CD 1/Track 54)

Kate: ... Yes, Anna, you and me! The two of us.

Flying down to London for a fabulous weekend.

Anna: Hey, that's fantastic. When are we leaving?

Kate: We're flying on Friday and staying in a top hotel in Central London.

Anna: That's wonderful.

Kate: On Friday evening a special guide is coming to drive us round London in a Rolls Royce. He knows all the best places to go to. We can watch the sunset from the London Eye, and then we're having dinner in a very good restaurant in Chelsea.

Anna: Aren't we lucky!

Kate: On Saturday, a shopping expert is taking us shopping, and they're giving us £200 to spend on clothes. In the afternoon we're both going to the Drury Lane Theatre. We're having a tour of the theatre. Then in the evening, we're getting tickets for the new musical at the theatre, with champagne in the interval. After the musical, we're having dinner with two or three of the actors from the show in their favourite Italian restaurant.

Anna: Fantastic! When are we coming home again?

Kate: We're flying home on Sunday afternoon.

Key (possible answers)

1. They're going to London for the weekend.
2. They're staying in a top hotel in Central London.
3. They're going to ride round London in a Rolls Royce. They can watch the sunset from the London Eye. They're having dinner in a very good restaurant in Chelsea.
4. They're going shopping (with a "shopping expert"). They're doing a tour of the theatre in the afternoon. They're going to the musical in the evening. After the musical, they're going to an Italian restaurant with the actors.
5. They're flying home on Sunday afternoon.

C1c

This activity personalizes the topic. Encourage students to discuss the weekend and possible alternatives.

→ **Extension activity**

Bring along some pictures and brochures, or printouts from Internet adverts, to give students ideas for talking about activities in London.

C1d

Tell students that Kate and Anna's trip took place last weekend. Have students read the instructions and the examples first and point out that the aim here is to tell the story of what happened. You can try the beginning of the story out with the class to give them the idea of using past simple forms: Kate and Anna flew to London on Friday.... Then have students close their books and in pairs try and remember as many activities from C1b as possible. Walk around, monitor the activity and help if necessary.

C2a

Students keep their books closed and as a warm up, ask them about what they think are the most popular Christmas and birthday presents. They can then open their books and in pairs rank the items.

→ **Extension activity**

Ask students to come to the board and make a word wheel around the central term *presents*. Focus on birthday or Christmas presents for a family member.

C2b

Students now read a short article about the most popular presents in the USA. Give them time to read the article and compare it with their own speculations in C2a. Students should then read the article again carefully and mark statements 1-5 with *true* or *false*. Ask students who have the right answers to say why they made their decisions so that the solutions are clear to everybody.

 **Key**

1. false (Clothes were the most popular present.)
2. false (Jewellery was as popular as electronic products.)
3. true
4. false (Clothes were more popular than jewellery.)
5. true

C2c

Students now compare the different presents. Draw their attention to the example and to the list in C2a. Use questions 1 and 2 as starters.

→ **Extension activity**

Bring along a few items which you could – or would not – give as a present, to start a discussion about their suitability; such as a tie, something second-hand, a key ring, a small perfume bottle, a pair of socks, a candle, a book, etc. Keeping in mind a few key adjectives like romantic, cheap, expensive, original, suitable (for a boy), etc., generate sentences using these words to compare the items.

→ **Teaching Tip**

Taking realia to class often makes discussions more vivid. Put them on a table and ask students to come to the table and have a look, touch them, smell, etc. Using more than one sense helps us learn language more efficiently.

C3a

This listening activity prepares the students for role-playing task in C3b. Student's listen to Kate to find out what present she buys for her boyfriend.

 **Key**

1. a T-shirt
2. £ 29.90

 **Tapescript (CD 1/Track 55)**

Sales assistant: Good morning. Can I help you?
 Kate: Yeah, I'd like a nice T-shirt for my boyfriend.
 Sales assistant: OK. Do you see one you like?
 Kate: Yeah, I like the black and white one over there.
 Sales assistant: With the mountains?
 Kate: Yeah, that's right. How much is it?
 Sales assistant: It's £29.90.
 Kate: OK.
 Sales assistant: What size would you like?
 Kate: Large, please.
 Sales assistant: Cash or credit card?
 Kate: Cash, please. Here you go: 30 pounds.
 Sales assistant: Thank you. Here's your T-shirt and 10 pence. Have a nice day.
 Kate: Thank you. Goodbye.

C3b

Students now do their own role-plays. As the consolidation units recycle and consolidate language acquired in previous units, students should try and prepare their roles themselves. This can be done individually or in two groups, each group preparing one role and then finding a partner from the other group to do the role-play. Walk around and help while students prepare and act out their role-plays. Make sure students change roles so that each student plays the customer at least once.

→ Teaching tip

Ask students to act out their role-plays in front of the group. Don't force students who don't want to perform in front of the class, but encourage those who enjoy the experience to do so. Role-playing in front of the class provides a reason for students to repeat their performance, and doing it for a different audience makes it more motivating.

Unit 7

A PERFECT HOLIDAY

Core aspects

- A We're on holiday
- B Enjoy your holiday!
- C A weekend away
- D "Togetherring"

Plus aspects

- E My holiday photos
- F To write or not to write

Can do's:

- I can talk about what I usually do on a holiday.
- I can ask someone what he/she is doing, and say what I am doing at the moment.
- I can understand and write a simple holiday email.
- I can find and understand relevant information in a holiday advert.
- I can ask about hotel rooms and their availability.
- I can describe what someone else is doing at the moment.
- I can understand the gist as well as specific information in a short article about holiday trends.

Grammar

Present continuous for describing the present moment
Plural forms of nouns

Vocabulary

Holiday activities
Holiday emails / postcards
Hotel rooms and facilities
Hotel enquiries
Types of holiday

Exploring learning – writing

Openings and closings
Follow a model
Just write

Icebreaker

Aims

- to introduce the topic of holidays and elicit known vocabulary

Write *holiday activities* on the board and give 2 or 3 examples. In pairs, students make a list of as many different holiday activities as they can think of in three minutes. Then, have the pairs read out their lists while the others count the activities. The pair with the most activities on their list is the winner.

CORE ASPECTS

Aspect A We're on holiday

Aims

- to introduce and practise language for talking about what students usually do on holiday, revising the present simple with adverbs of frequency
- to introduce and practise the present continuous for talking about what someone is doing at the moment

A1a

Students read the list of holiday activities given in A1a. They tick the activities they usually do and add others if they like.

A1b

The aim of this activity is to get students to use the present simple to say what they usually do on holiday (as a revision and in contrast to the present continuous for actions taking place at the moment which will be introduced in this aspect). Look at the example in the book, and refer to the **Remember** box. Then write the question *What do you usually do when you're on holiday?* on the board so that students can look at it if they need to. Students get up and walk around to find someone who does the same things as they do, and then stand together with the people/person they find and report back to the class.

→ Culture

If you have a multinational class this may be a good occasion to talk about different ways of spending holidays. Focus on the activities (visit my family, invite friends for a barbecue, find new friends, etc.) and add them to the other activities on the board.

→ Portfolio

Students can write a short text about what they usually do on holiday and add this to their personal language portfolios.

A2a

Have a look at the maps and have students say which countries they are (USA, France, Italy). Then read the instructions and play the recording.

Tapescript (CD 2/Track 1)

1.

Phil: Hello?

Jim: Hi Phil, this is Jim.

Phil: Jim! Where are you? Are you watching TV?

Jim: No, I'm not. Actually, I'm exploring America.

And I'm in New York right now. I'm sitting in a coffee shop with Sophie. I'm just having breakfast. And as usual when there's food, I think of you and the great dinners you always cook for us. So I thought I'd give you a quick call. How are things back home?

Phil: Just fine. Wow, I'm impressed ... New York.

Jim: Yeah, just wait till you see the photos. I'll give you a call when I'm back.

Phil: Great, I'm looking forward to that. Have a great time over there.

Jim: Thanks, I'm sure we will.

2.

George: Sally? This is George. I'm in town this weekend and I thought I'd give you a call. What are you doing? Are you home?

Sally: Well, no, actually, I'm in Italy with my brother. We're visiting friends from college.

George: Great for you! I bet the weather is perfect there. Are you lying on the beach right now?

Sally: No, we're not. We're driving through Rome. We're looking for a parking place. But listen, George, give me a call next week. That's a lot cheaper than calling Italy on a mobile.

George: That's true. Talk to you next week then. And say hi to your brother from me.

Sally: I will. Bye George.

George: Bye Sal.

3.

Barb: Hello?

Helen: Barb? ... Hi, this is Helen from the office. I just have a quick question for you.

Barb: Oh, Helen, hi. How are you?

Helen: I'm fine. But listen, Barb, is this a bad time for calling?

Barb: Well, actually it is. I'm on holiday right now.

Helen: You're on holiday? Where are you?

Barb: I'm in France.

Helen: In France? That's great. Are you relaxing there?

Barb: No, I'm not. I'm talking on the phone.

Helen: Sorry, Barb. But why don't you just turn the thing off when you're not working?

Barb: Great idea. I'll do that right now. Bye Helen.

Key

Jim – USA; Sally – Italy; Barb – France

A2b

Students read the instructions and the questions. Play the recording again (CD 2/Track 1), and students tick the sentence that is true for each person. Have students call out the answers they have ticked. Look together at the **Focus on grammar** box which illustrates the use of the present continuous for activities taking place at the

moment. For further information about the present continuous refer students to page 78 of the Companion booklet.

Key

1. I'm having breakfast.
2. We're driving through Rome.
3. I'm talking on the phone.

A3a

Take along some blank cards. Students write or draw a holiday activity on a card. Don't forget to make a card yourself.

A3b

Collect the cards from A3a. Tell your students you are going to do a guessing game. Read the instructions and example and write the example on the board. Draw their attention to the **Focus on grammar** box which illustrates questions and short answers in present continuous. If necessary, Students can also look at page 78 of the Companion booklet.

Students stand up and form a circle near the board where the example is written. Hold the cards face down and let each student choose one. Tell them that they should not tell anyone what is on their card. Clarify any questions about vocabulary on the cards. Model the activity by miming what you have on your card, for example, *reading*. Then, point to the question on the board, eliciting the proper question from the students, for example, *Are you reading?* Answer the question using the short answer *Yes, I am* or *No, I'm not*. Then have students continue, one at a time, in the same manner. The students who are guessing should ask, "Are you ... -ing?" and the person who is miming should answer, "Yes, I am" or "No, I'm not".

→ Teaching tip

The rationale behind a task such as A3b is to engage the kinaesthetic intelligence as described in the theory of multiple intelligences. Using a variety of classroom activities, for example miming, writing a story, and solving a problem, engages different intelligences and addresses different learning styles.

Aspect B Enjoy your holiday

Aims

- to get students to talk about good and bad holidays
- to introduce and practise the present continuous (affirmative third person singular and question forms)
- to provide students with email writing tips
- to provide practice in reading and writing emails.

B1a

Lead in by writing the headings *good holidays* and *bad holidays* on the board. Ask students to come to the board and add words they associate with these. Students then open their books and rank the complaints.

B1b

The aim of this activity is to get students to talk and to take a class survey. Read the instructions and examples; and then, as a mingle activity, have students ask each other *What's a really bad holiday for you?* Report back to the whole class and find out the top complaint.

B2a

This is a listening for detail activity. Play the recording and have students underline and then call out Henry's complaint.

Tapescript (CD 2/Track 2)

Henry: Rosalyn, what are you doing? Can we go to the beach now?

Rosalyn: Now? Sorry, Henry, I'm busy. I'm writing emails to everybody back home.

Henry: You're busy? But we're on holiday – and I want to go to the beach.

Rosalyn: I know, but everybody's sending me emails and asking me questions. Why don't you ask Tim to go with you? Is he watching TV?

Henry: No, he isn't. He's playing tennis. I don't think he wants to go down to the beach.

Rosalyn: What about Fiona, then? What's she doing?

Henry: She's reading.

Rosalyn: And Mary?

Henry: Mary? I have no idea. I think she's in her room. She's probably sleeping. – Rosie, where are you going?

Rosalyn: To the pool. I can't write in here. You're talking all the time and I can't concentrate.

Henry: No, not to the pool. I want to go to the beach!

Rosalyn: I hear you. But water's water. I'm going to the pool.

Henry: Great. Here we are in beautiful Australia, and what's my family doing? They're enjoying the hotel!

Key

Nobody wants to go to the beach with him.

B2b

Have students look at the pictures and the example. They should write the activities in the blank lines, then check their guesses while you play the recording. Write the correct answers on the board. Look together at the **Focus on grammar** box, and refer to the Companion Grammar 2.4, p 78 for more information if necessary. Don't forget to refer to the **Focus on spoken English** Box.

Key

1. writing e-mails
2. playing tennis
3. reading
4. sleeping

B3a

This activity is a preparation for reading the emails in B3b and gets students to speculate on which words in the list might be included in the email.

B3b

Students now read the email and check if their guesses were correct. Clarify vocabulary with them, and refer them to the two **Focus on...** boxes. Look together at Tip 1 of the **Exploring learning** section on page 68 which discusses appropriate openings and closings for writing emails.

Key

down under, hotel, beach, opera house, raining

→ Language

The term *down under* stands for New Zealand, Australia, and the surrounding islands in the southern Pacific Ocean. If you have a look at the globe you can see why these countries are called *down under*.

B4a

This is a realistic task in which students write an email. Ask them to think of their last holiday, imagine they are still there, and write to one of their friends, following the model in B3b and using the words provided in B4a. Tell students not to include the exact location because in the next task, the others will have to guess where they are. Refer to Tip 2 of the **Exploring learning** section on p 68 which is about using other texts as examples for writing. Students should write the email legibly on a separate sheet of paper. Give them enough time to accomplish the task. Walk around and help if necessary.

→ Portfolio

Students can include their email in their personal language portfolios.

→ Teaching tip

Encourage students to use English as much as possible outside the classroom. They can send real emails to each other, or to you, if you like the idea. Point out that practice is very important.

B4b

Collect students' emails and redistribute them, making sure that no one gets their own. Give them enough time to read the email. Walk around and help with any problems they may have. Then each student reads their email to the class while the others guess the holiday location.

Aspect C A weekend away

Aims

- to read short hotel ads and understand specific information
- to introduce and practise language for booking a hotel room
- to continue practice of the present continuous

C1a

Ask students to look at the photo and speculate about Moira's hobby.

Key

She plays golf.

C1b


The information in the four ads is similar to hotel information on the Internet. Give students time to read the ads and decide which hotel Moira would find suitable. Students will check their answer in C2a.

Key (possible answer)

Golden Resort, because she can play golf there.

C2a

Before playing the recording tell your students they are going to listen to Moira making a reservation. They should check if their guesses in C1b were right.

 **Tapescript (CD 2/Track 3)**

Hotel: Golden Resort, how can I help you?

Moira: Hi, I'm looking for a double room for next weekend. Do you have anything available?

Hotel: Let me check. Yes, I do.

Moira: How much is the room?

Hotel: It's £210. Can I have your name and a phone number, please?

Moira: My name's Moira Clarke, and my phone number's 0113 295 1066.

Hotel: Thank you. See you on Friday.

Moira: Yes, thank you.

**Key**

Golden Resort Hotel

C2b

This activity provides a second listening, however, this time with a different focus. Before you play the recording give students time to read the sentences and point out that sentences 1-4 (hotel) are in the correct order, while Moira's (a-d) are not and should be matched to what the hotel receptionist says. Refer them to the **Focus on vocabulary** box which presents useful vocabulary when booking a hotel room.

**Key**

(1) b, (2) d, (3) a, (4) c

C3a

In pairs, students choose a hotel from the advertisements in C1b. They should then role-play the situation using the dialogue in C2b as an example.

C3b

Students now change roles and repeat the role-play.

→ Teaching Tip

As a preparation for C3a/b it could be helpful to get students to write the correct dialogue on the board. Students then read it in pairs. After that wipe out the hotel name, Moira's name and phone number, and the price of the room. Students now have a perfect model for the role-play they are going to do. Encourage students to do the role-play with the model first, then to turn so they can't see the board and do it without reading from the board.

→ Teaching Tip

Practising a role-play many times may be useful. Usually students are quite happy to do a role-play several times with different partners. One possible way of doing this is to have students stand in 2 concentric circles with the same number of students in each circle. Student A from the inner circle faces student B from the outer circle. Either with or without the aid of books or the board, they do the role-play with their partner, then the outer circle moves one step clockwise. Students are now facing a new partner but don't switch roles as the idea is to repeat one role a few times until they can do it without aid. When you feel they have had enough practice, tell them to change their positions (students from the inner circle now form the outer circle and vice versa). Now they take the other role.

C4a

Have students read the instructions, then sit back, relax, listen to the music, and imagine.

**Tapescript (CD 2/Track 4)**

Harp music

C4b

The aim of this activity is to continue practising the present continuous. In small groups students write down what they imagined in C4a. Refer to the example and Tip 3 of the **Exploring learning section** on page 68. Give them a few minutes and walk around and help if necessary.

C4c

The groups now read out their texts and choose the description they like best.

C4d

This is an invitation to exchange information about prices and room rates. In multinational classes don't forget to ask students about the system in their country.

Aspect D "Togetherring"

Aims

- to get students to talk about their holiday habits
- to read and understand the gist of a short article about travel trends
- to point out differences between American English and British English
- to revise the plural forms of nouns
- to design an ad for a "togetherring"

D1a

When looking at the headline students may not know what "togetherring" means. Tell them that they are going to find out soon, but first they should look at D1a and tick what is true for them.

→ Language

Partner is the best translation for the German term "Lebensgefährte" or "Lebensabschnittsgefährte".

D1b

First, read the example with the whole class. Then, in small groups, discuss this and report back to the whole class.

→ Extension activity

To encourage students to talk a bit more you could have people with the same travelling habits to stand together and discuss the advantages and disadvantages.

D2a

This activity is an invitation for students to speculate on the term "togetherring". Have them read the options and tick what they think is true. Do not discuss the answer yet; students check their answer in D2b.



Key

You go on a trip with children and grandparents, aunts, uncles, etc.

D2b

Students read the text and clarify the meaning of "togetherring". Help with vocabulary but point out that they are not expected to understand every single word. Refer to the **Focus on vocabulary** box for differences between American and British English. Additionally, point out that *vacation* is the American English word for *holiday*.

→ Culture

"Togetherring" is a term describing the US travel trend of vacationing with one's extended family or friends. It seems to be one of the consequences of the terrorist attack of September 11, 2001. People in the USA are now putting more emphasis on spending a vacation as a "togetherring".

→ Language

English in North America differs somewhat from British English, mainly in pronunciation, but also in spelling, grammar and vocabulary. Your students may probably know of further vocabulary examples, e.g. elevator (AE) and lift (BE), apartment (AE) and flat (BE), highway (AE) and motorway (BE), or spelling examples such as color (AE) and colour (BE), center (AE) and centre (BE). More information about differences between American and British English can be found in the Companion booklet on page 120.

→ Teaching tip

If students are unhappy about not knowing what every single word in a text means, you could assign parts of a text to different groups in your class. Tell them they are now the experts for their part of the text and should clarify the vocabulary they would like to know. Give them a few minutes to look the vocabulary up in their dictionaries and walk around and help. Groups then ask the "expert group" questions on the expressions they don't understand. This method encourages students to use their dictionaries as well as ask for and provide help to others, which increases learner autonomy.

D3

In small groups students discuss this and then ask them to report back to the whole class.


D4

This activity focuses on the informal words for family members as well as the American word *vacation*.

 **Key**
mom; kids; grandma /grandpa; vacation

D5a

The aim of D5 is to revise plural forms of nouns. Students should find the plural forms of the words given in the text and underline them. Collect them on the board and revise plural forms. Look together at the **Focus on grammar** box. For further information refer to pages 88 and 89 of the Companion booklet.

 **Key**
travel agents; families; uncles; cousins; trips; children; services, evenings

D5b

For further revision of plural forms and vocabulary, students individually find plural words in Units 1 through 6. The individual who finds the most words in two minutes is the winner and reads out his or her list.

D6a

Working in groups again, the task is to design an ad for “togethering”. Go through the instructions and brainstorm a few ideas with the whole class. Point out that the aim of this activity is to present their ad to the others and vote for the most interesting offer. Show students the **Remember** box and mention that *What about...?* is a good phrase to use for making suggestions. Allow them enough time and walk around and help out if necessary.

You could bring along some travel magazines to help trigger their ideas, and some poster paper, scissors and glue so they can make posters for a “togethering”.

D6b

Students’ ads can be displayed on the wall. Students then present their “togethering” ideas, and finally vote for the most interesting ad.

→ Portfolio

Students can add this advertisement to their personal language portfolios.

PLUS ASPECTS**Aspect E My holiday photos****Aims**


– to talk about holidays recycling the use of present continuous for describing actions taking place at the moment

E1a

In this activity students speculate about Will’s and Janet’s holiday destination. The packing list matches more than one option, so allow for some discussion. Students will check their answers in E1b.


E1b

Students read the text and check their answer from E1a.

 **Key**
New Zealand


E1c

Students go through the text again and underline the activities. Collect the list on the board.

 **Key (possible answers)**
paraglide, ride in a hot-air balloon, go hiking (in the mountains), drive along the coast, picnic, swim, sail, surf, relax, have dinner at a restaurant

E2a

Let your students have a look at the instructions and pictures first, then play the recording. Check if students have numbered the pictures in the correct order.

 **Tapescript (CD 2/ Track 5)**

1.
New Zealand was just great. I have tons of pictures to show you; I don’t know where to start ... Well, this is a picture that I took on the Coast to Coast walkway. Can you imagine, we walked from one side of New Zealand to the other in one day. Well, it’s only a 16 kilometre walk down by Auckland, but anyway. Here we’re standing on Maungawhau and we’re looking down on Auckland. You have a great view from there.

2.

And this is Janet out on the ocean. It’s only our second day in New Zealand, and she’s already

surfing and sailing and spending most of her time in or on the water.

3.

This is a great guy we met in Auckland. His name is Todd and he's from Sydney. Here he's standing on a bridge in Kahurangi National Park. And look, he's wearing big hiking boots. There are some pretty difficult hikes in that park, let me tell you.

4.

And here are some people we met at the hotel in Wellington. We're having dinner with them at a Chinese restaurant. As you can see, everyone's laughing and having a great time. And this is actually what our entire trip was like ... friendly people, great food and lots of fun.

Key

1 – 2 – 4 – 3

E2b

Read the instructions and example with the whole class. Then in pairs, students take turns using the present continuous to describe what the people in the photos are doing.

→ Extension activity

Bring along some visual material like pictures from magazines, picture postcards, your own holiday photos. In pairs or groups students describe what people are doing in the picture, and the others guess the place.

E3

Read the instructions and example with the whole class. Model the activity by taking a blank piece of paper yourself and showing them your (imaginary) holiday pictures. Describe what you are doing in the two "photos". Students then get into pairs and show their "photos" to each other, describing them as in the example.

Aspect F To write or not to write

Aims

- to provide further practice for talking about holiday habits
- to listen for specific information in a news report

– to familiarize students with common text message codes

– to write a text message

F1a

Students read the options individually and tick what is true for them.

F1b

Students write down everybody's name, including their own, on a piece of paper and then walk around and interview each other about their holiday habits using the ideas from F1a. Write the results of the class profile on the board.

F2a

Before playing the CD for the students to listen to, you could ask the class how younger and older people use different means of communicating. If you have a wide range of ages in your class you will already have got some answers to the question from F1b. Otherwise students can talk about what older and younger people in their families or among their friends use. Students should then look at the task before listening.



Tapescript (CD 2/Track 6)

a.

Hello there, I'm Mel. When I was younger everybody sent postcards but today it's much easier to phone or to go online. When I'm on holiday I like to keep in touch with family and friends. Sometimes I write emails, if I can, but usually I send text messages, or I just phone people. The children are all on Facebook, of course. When they're on holiday, I always look at their Facebook pages – but I never write on my page when I'm on holiday!

b.

Hi, I'm Ellie. I love to keep in touch with all my friends when I'm on holiday. We sometimes use Facebook but we also use other things. We like to send messages, photos and little videos on the phone. There are lots of ways to do this. But I always try to write one postcard every holiday to my grandfather – he loves postcards!

c.

I'm Frank. I like to get postcards from my friends and family and so I also write postcards when I'm on holiday. I like to look at the pictures on

postcards. And I keep them. It's my hobby. I have hundreds of postcards at home. I started keeping them when I was a child. Young people today don't usually write postcards but my grandchildren are very good. They know that I love postcards so they try to send me one or two when they're on holiday.

F2b

Students now come back to the question of age. Could they guess the ages of Mel, Ellie and Frank?

 **Key** (possible answers)

Mel is 40–50; Ellie is around 20; Frank is 60–80.

F3a

Lead in to the activity by asking your students if they ever send text messages. As the term is different from the German "SMS" you could take out your mobile phone and show them what you mean. Read the message in the book and ask them to translate the text message.

 **Key**

Hi there, I'm in London, shopping all day, having fun! Call me before Sunday! Love Ellie

F3b

This matching activity offers some of the most common codes used in text messages. Students guess and match.

 **Key**

(1) as soon as possible, (2) laughing out loud / lots of love, (3) call me, (4) have a nice day, (5) love, (6) before, (7) see you, (8) having

F4a

Now students can use the codes actively. You can do this activity individually or in pairs. Have them write a text message using the codes from F3b.

→ Teaching tip

Encourage students to send text messages in English. As English words are often shorter than their German equivalents they can even get more information into the 160 digits limit.

F4b

Hang the messages on the classroom walls. Students should walk around and decode as many as they can in five minutes.

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 XA21T07.

Unit 8

BUSINESS PEOPLE

Core aspects

- A Pleased to meet you
- B Am I allowed to smoke here?
- C A business lunch
- D Can I invite you for dinner?

Plus aspects

- E Dress codes
- F An evening out with the men or the women?

Can do's:

- I can introduce myself and others in a work situation.
- I can describe my responsibilities at work or home.
- I can describe someone in terms of what they do (at work).
- I can explain rules and regulations.
- I can understand a menu with some help.
- I can explain things on a menu.
- I can invite someone to a meal and respond to an invitation.
- I can order something to eat in a restaurant.

Grammar

Relative pronouns (that, who, which) in subject position;
Can, have to, be allowed to for rules and regulations

Vocabulary

This/these
Job responsibilities in a company
World of work (shift, break, etc.)
Food and drink on menus
A kind of / like ...

Exploring learning – working with the aims of a unit

Choose the best form for you
Learn the language to achieve the aim
Get help

Icebreaker

Aims

- to introduce the topic and elicit known vocabulary about jobs at work or at home

Ask your students to take a sheet of paper and put their hand on it. They should then outline the contour of their hand. Ask them to write down five things about their job (at work or at home), one in the outline of each finger. Suggest examples such as *I'm a car mechanic, I'm a homemaker, I work flexible hours, I often write emails, I can / can't wear ... , I like / don't like* Give them 2-3 minutes to write down short sentences. If they can't think of 5 different things, walk around and help. When they have finished their "hands" they should exchange their drawings with a partner and talk about their work.

CORE ASPECTS

Aspect A Pleased to meet you

Aims

- to sensitize students to different ways of introducing yourself in different cultures
- to introduce and practise introductions in a work situation

- to introduce and practise vocabulary for work and responsibilities
- to introduce and practise relative pronouns referring to people (that, who) in subject position

A1a

Read the question with the students and ask them to tick the box that they think is most common. They should then compare their answers with a partner and talk about the use of first names and surnames.

A1b

Read the instructions and questions with the whole group. Then play the recording and students listen. In pairs, students discuss the answers and report back to the whole class.

 **Tapescript (CD 2/Track 11)**

Dave Jackson: Mr Hess. I'm Dave Jackson. Pleased to meet you.

Tim Hess: Pleased to meet you, Mr Jackson.

Dave: Please call me Dave.

Tim: Oh, OK Dave. Please call me Tim. And these are my colleagues.

Ms Bienzle: Bienzle.

Dave: Sorry?

Ms Bienzle: Excuse me. My name's Bienzle.

Dave: Sorry. Nice to meet you. Is that your first name or your surname?

Ms Bienzle: That's my surname.

Dave: I see. Sorry. Very nice to meet you.

Mr Schmidt: And my name's Schmidt.

Dave: Hi. I'm Dave. Welcome to Fine Foods. We're very happy that you are visiting us, and we're looking forward to working with your company. We're sure ...

 **Key**

1. To Tim Hess: I'm Dave Jackson. / Please call me Dave. To Mr Schmidt: Hi. I'm Dave.
2. Dave Jackson doesn't know if Bienzle is a first name or a surname.

→ Teaching Tip

This exercise is an example of the importance of context. The Englishman has a problem understanding because he's never heard this name before

and the name is not given in the way he expects to hear it.

A1c

With the whole class, read the examples and refer to the **Focus on spoken English** box. Form groups of 3 or 4 and demonstrate the activity in front of the whole class with one of the groups. Then tell students to imagine they are at a business meeting and to walk around and introduce themselves and each other.

→ Extension activity

To allow for extensive practice, students should do the same role-play as often as possible with different partners. After doing the role-play in A1c once, ask students to regroup with new group members, and do the activity again.

→ Culture

Point out that introductions vary a lot in different countries. Elicit students' experiences with introductions in different cultures, and tell students about your own business experience with introductions. Generally, in business situations people shake hands in Europe and for first contacts in Britain and the USA (but not usually after that). In Britain and the USA first names are usually used very soon after meeting someone whereas in other countries it is usual to use surnames for a longer time. In eastern countries (Russia, Bulgaria etc.) backslapping is usual; in Romania you kiss a lady's hand when introduced to her and this is sometimes done in Poland by the older generation. In Japan you don't shake hands; you bow to each other, and it is a sign of respect to avoid eye contact. Make sure students understand that different cultures have different customs and habits. Tell them that it is a good idea to prepare for international meetings by finding out about other cultures' habits.

A2a

In pairs, students have a look at the organizational chart and read sentences 1-5. By process of elimination they should be able to match the names to the definitions.



Key

(1) Gerry Moore, (2) Chris Ford, (3) Dave Jackson, (4) Jean Atkins, (5) Tom Bowen

A2b

The aim of this activity is the oral practice of the phrases *I look after...* and *I'm responsible for....* Read the instructions and example with the whole class and then demonstrate the activity. Students then do the activity in pairs. In anticipation of Tip 1, encourage students to work with whichever of the two structures is best for them.

A3a

In groups, students make two word wheels, collecting the words / phrases for tasks and jobs at home or at work. Groups then report back to the whole class about their word wheels.

Like the icebreaker, this exercise focuses on tasks and jobs at home or at work.

A3b

This task personalizes the topic. Students write down one sentence, either about work or about home, which is true for them. Refer to the examples and the information in the **Focus on vocabulary** box as a guide. When they are finished, the students read them out to the whole class one by one.

A3c

Read the instructions and examples with the whole class and then look at the **Focus on grammar** box which illustrates the use of the relative pronouns *who* and *that* in the subject position. Then, demonstrate the activity by saying a name of a student and a sentence about his or her responsibility using the same structure as in the example. Say another name and have a student say what his or her responsibility is. In groups, the students continue the activity.

When the activity is finished, refer students to Tip 1 of the **Exploring learning** section on page 76.

→ Portfolio

Students can write a short text about their responsibilities at home or work and add this to their personal language portfolios.

Aspect B Am I allowed to smoke here?

Aims

- to introduce language for talking about rules and regulations using *can*, *have to* and *be allowed to*
- to write down a set of class rules

B1a

Lead in by drawing students' attention to the signs in the book. Individually, students match the signs to the sentences. Check with the whole class and read Tip 2 of the **Exploring learning** section on page 76 together.



Key

(1) b, (2) c, (3) a

B1b

In this activity students invent one or two signs illustrating one or two rules or regulations. If they can't think of anything new, they can draw a sign they have seen before. First, read the **Focus on grammar box** and if necessary, refer students to pages 83 to 85 of the Companion booklet for more information on *can*, *have to* and *be allowed to*. Then, in pairs, students draw the signs and write a sentence like in B1a for each sign on a separate piece of paper. Monitor the groups to make sure that they use the new language correctly.

B1c

Students swap signs with another pair without showing their sentences or reading them out. The other pair guesses the meaning of the sign as in the example.

→ Teaching tip

Some students may feel they are not creative enough to draw things. You can choose pairs deliberately, putting a good artist together with someone who is perhaps not as good, pointing out the advantages of successful teamwork.

→ Extension activity

Bring along pictures of signs printed from the Internet and have students guess their meaning. Type *funny signs* into your search engine, and you will get a wide variety of ideas.

B2a

Students listen to a shop manager talking about working in her shop. Students read statements 1 to 8 and clarify unknown words. Play the recording and students tick *true* or *false* while listening. As there is quite a lot of information involved it may be necessary to play the recording twice.

**Tapescript (CD 2/Track 12)**

Jackie Taylor: Hi, I'm Jackie. Welcome to our store here in Wimbledon. I'd like to tell you a bit about how we work here. Please ask questions at any time.

Tim Hess: Thank you.

Jackie: We're open 12 hours a day, from 8:30 a.m. till 8:30 p.m. We work two shifts. Some people start work at seven thirty and finish at four, with coffee and lunch breaks. They have to be here an hour before we open because they have to prepare things. The other people start work at twelve thirty and finish at nine thirty. The second shift has to clean everything before they go home.

Tim: And how many days a week do you work?

Jackie: We are open seven days a week.

Tim: Really?

Jackie: Yes, all the shops in this area are open seven days a week now.

Tim: I see you have a very smart uniform.

Jackie: Yes, as you can see, we all wear a uniform.

This is a light green polo shirt, black trousers and a long black apron. The women can wear trousers or a long black skirt. But they're not allowed to wear short skirts. The people who work at the meat and cheese counter also have to wear a hat.

**Key**

(1) false (8:30), (2) false (two shifts), (3) true, (4) false, (5) true, (6) true, (7) false, (8) true

B2b

The aim of this activity is to practise questions with the new modal verbs *be allowed to*, *can*, and *have to*. First read the instructions and examples. Then have a look at the **Focus on grammar** box which illustrates the question forms of *be allowed to*, *can*, and *have to*. If necessary, students can find more information on pages 83 to 85 of the Companion booklet. Students then work in pairs, asking and

answering questions about what they have to do, can do and are allowed to do at work or at home.

The difference between *be allowed to* and *can* is small in this context. Students can stick to *can* and *be allowed to* can remain receptive if desired.

B3a

Students now work in groups and use the new language to write down three rules for their class as in the examples. Explain that in the examples *you* is the equivalent of the German "*man*". Walk around and monitor this activity, helping when necessary.

B3b

Now all the students compare their suggested rules and discuss them. They choose the best ones and make a poster to hang on the wall. This may be a good opportunity for the teacher to discuss how the class is progressing and to discuss student and teacher expectations for the course.

→ Portfolio

Students can write down a set of rules for their own language learning and include it in their personal language portfolios.

Aspect C A business lunch**Aims**

- to introduce and practise vocabulary of food and drinks
- to read and understand a menu
- to explain items on a menu by giving definitions
- to talk about eating and drinking habits in the area where students live

C1a

Before students open their books, lead in by asking them what they normally drink when they go to a pub or a restaurant. Write the items on the board. Students then open their books. Point out that the conversation they are going to listen to takes place during a business lunch. Go through the different drinks with them and ask them to tick the correct boxes while you play the recording.

Tapescript (CD 2/Track 13)

Dave Jackson: Well, this is our local pub. It's a "gastropub".
Tim Hess: Sorry, what's that?
Dave: Well, that's a pub that sells very good quality food, really. And they buy some of their food from us! OK, let's sit here. Right, what would you like to drink?
Tim: I don't know. What do you recommend?
Dave: Would you like a glass of wine? They have a very nice Shiraz which comes from South Australia.
Tim: I think I should drink beer in a pub, no?
Dave: OK, so what would you like?
Tim: Ah, what's the name of that beer that looks like black coffee with cream?
Dave: Oh, you mean Guinness. OK, so that's a pint of Guinness and a glass of wine. Have a look at the menu while I get the drinks.

Key

Dave Jackson: a glass of Shiraz
Tim Hess: a pint of Guinness

→ Culture

A gastropub is a British term for a public house (pub) specializing in high-quality food. The name comes from the words *pub* and *gastronomy*. The first gastropub was opened in London in 1991 and is called The Eagle in Clerkenwell. Ingredients for gastropub menus often come from local producers. Gastropubs have been described as the Anglo-equivalent of the French brasserie.

→ Culture

In contrast to restaurants there are usually no waiters in pubs. You discuss the menu, and then one person goes to the bar to order the drinks and the meals. Some pubs have a special food counter for ordering meals.

C1b

In this activity students talk about business lunches in their area. Elicit what people drink at business lunches and add them to the list of drinks on the board from C1a. Then in pairs, students discuss local business lunch customs.

→ Culture

Lunch (or, more formally, luncheon) is always a midday meal. In Germany it is quite common to

take business partners from another city or country out for a business lunch. The invitation can be to a restaurant, or to the company cafeteria or canteen. It is not unusual to have a glass of wine or a beer with your lunch. This is similar to other European countries. American business people are less likely to drink alcohol at lunchtime.

C2

This is a scanning activity. In pairs, students look at the menu. Point out that at this moment it is not necessary to understand all the vocabulary in the menu, but, like in a real life situation, to find some basic information first. While students look for fish dishes and meat dishes, walk around and help. Tell them that the vocabulary will be clarified in detail later on.

Key

fish: home-made fishcake, sea bass, fish and chips
meat: ham, egg and chips; bangers (sausages) and mash, steak; lamb burger

C3a

Students are now going to listen to a typical conversation about meals in a pub. Before listening, go through the items with them to check pronunciation, but don't give any definitions. The vocabulary is explained in C3b.

Tapescript (CD 2/Track 14)

Dave Jackson: There you are: one pint of Guinness. Cheers!
Tim Hess: Cheers!
Dave: So what would you like to eat?
Tim: It's very international! And everything looks very good! What's "Yarg"?
Dave: It's a kind of cheese that comes from Cornwall.
Tim: And sea bass, it's a fish?
Dave: Right. Very nice.
Tim: And what's this: "bangers and mash"?
Dave: Oh, it's an old name that means sausage and mashed potato.
Tim: What does "mashed" mean?
Dave: Oh, it's like purée.
Tim: Oh yes. Kartoffelpüree, I see. That sounds good.
Dave: OK, and I'll have the sea bass. Would you like a starter?
Tim: No, thanks.
Dave: Right, I can order at the bar.

**Key**

Yarg, sea bass, bangers and mash

C3b

In this activity students find the definitions for the food and drinks mentioned in C3a. Give them time to go through the list and match the definitions with the items from C3a. Walk around and help, if necessary. Students should do this activity individually, as the next step is to check answers with their partner. Do not check the answers yet.

C3c

Students now compare their answers in pairs. One partner chooses a word from C3a while their partner has to give the definition from C3b. Draw their attention to the **Focus on grammar** box where they can find an example for the use of relative pronouns in definitions like this. Further grammar information can be found in the Companion booklet on page 98. Remind the students that they have already defined people's jobs in Aspect A. There they used *who* or *that* for people. Here they can use *which* or *that*. It's easier for them to concentrate on using *that* for both people and things. The **Focus on spoken English** box explains the use of *kind of* and *like*. Look at Tip 3 of the **Exploring learning** section on page 76 together and make sure students understand that it is all right to ask for help as a non-native speaker. It is a strategy which is an integral part of learning.

**Key**

1. gastropub
2. Shiraz
3. sea bass
4. gravy
5. bangers and mash
6. lamb burger
7. Yarg
8. tagliatelle
9. Guinness

→ Extension activity

If you have them, bring along menus from English speaking countries or print out some menus from the Internet. Discussing and understanding menus is an authentic task and usually triggers interesting conversations.

Some modern menus, both German and English ones, are not easy to read because they can have elaborate descriptions of menu items. It may be helpful to bring in German menus as well for comparison.

Students can also use German menus to describe what some of the dishes are made of in English.

C4a

This activity personalizes the topic. In pairs students now write two definitions of local drinks or food on a piece of paper. Refer back to the examples in C3b and walk around and help. Make sure they only write down the definitions, not the words themselves.

→ Teaching tip

This is another good occasion to point out the authenticity of the activities in the book to the students. When entertaining (business) visitors from abroad, food and drinks (and talking about their ingredients and origins) is a common and popular small talk topic because it is neutral. Point out that students can practise this in this unit.

C4b

Students now exchange their definitions with another pair and together guess what the food or drink might be.

→ Teaching tip

Giving definitions is a very common way of explaining vocabulary. We all use this strategy even in our native language to describe things in our own words.

→ Extension activity

You can practise giving definitions and revise vocabulary by writing words or expressions on cards. Ask students to form small groups and sit in a circle. Put a stack of cards face down on the table. In turns, each student draws a card and gives a definition of one of their words, while the others have to guess the word. The student who guesses the word keeps the card. Help if necessary. The winner of the game is the person who guesses the most words. In Germany this activity was the popular TV show "Dingsda" where children explained words and expressions.

→ Teaching tip

If you do not have enough time to prepare the cards for the Extension activity, bring along blank cards and ask students to go through the unit(s) you want to revise and write down words they would like to remember on cards. This way they prepare their own material and make it more relevant for them.

→ Portfolio

Students can write a menu with the most popular local meals and add this to their personal language portfolios.

Aspect D Can I invite you for dinner?

Aims

- to introduce and to practise language for inviting someone to a meal and responding to an invitation
- to introduce and practise language for ordering meals
- to expand and practise vocabulary around food and restaurants

D1a

The topic is introduced by a question. Students tick their favourite type of food in a restaurant and compare this with a partner. Discuss the results with the whole class. You can also make a survey of the group and write the results on the board.

D2a

Students read the instructions carefully and listen for the answers to the two questions. It may be necessary to play the recording twice so that students have time to write their answers. Check the answers with the whole class. Draw students' attention to the **Focus on spoken English** box where they can find an alternative *Can I invite you to dinner?* for the question *Can I invite you for dinner this evening?*

Tapescript (CD 2/Track 15)

Dave Jackson: Well, Tim, I think that's the end of our meeting for today. Do you agree?
Tim Hess: Yes, I think we talked about everything. It was a very good meeting.
Dave: Yes, I think we can work very well together.
Tim: Now, can I invite you for dinner this evening?

Dave: No, I think I should ask you. You're visiting us.

Tim: Yes, but you invited us yesterday. Please, I'd like to invite you.

Dave: Well, that's very kind of you. Thank you.

Key

1. Can I invite you for dinner this evening?
2. That's very kind of you. Thank you.

D2b

Ask your class to brainstorm places where they could take business visitors to dinner in their area. Write their suggestions on the board. Then read the instructions and examples with the whole class and write the example on the board. Students walk around and practise the short dialogue with as many different partners as possible.

D3a

One aim of Aspect D is for students to role-play ordering in a restaurant. D3a introduces this topic with a listening for detail activity. Go through the different options with your students and explain unknown vocabulary. Play the recording and students listen for what they order and tick the correct boxes.

Tapescript (CD 2/Track 16)

Waiter: Are you ready to order?
Tim Hess: Yes, I think so.
Waiter: What would you like as a starter?
Dave Jackson: Excuse me, what's the soup of the day?
Waiter: It's a French onion soup.
Dave Jackson: Thank you, but I think I'd like the grilled goat's cheese.
Tim Hess: And I'll have the Spanish ham with asparagus.
Waiter: Very good, and what would you like for your main course? We have a special tonight, it's a grilled sea bass with a Mediterranean tomato and olive sauce.
Dave Jackson: Oh, that sounds good. I'd like that, please.
Waiter: And for you, sir?
Tim Hess: Can I have the rump steak, please?
Waiter: Fine, sir. How would you like your steak?
Well cooked, medium or rare?
Tim Hess: Rare, please.
Waiter: With chips or mashed potato?

Tim Hess: Chips, please.

Waiter: What about vegetables? Would you like a selection? Leeks, broccoli?

Tim Hess: Yes, please.

Key

Dave: grilled goat's cheese, grilled sea bass

Tim: Spanish ham with asparagus, rump steak (rare) with chips, vegetables (leeks, broccoli)

D3b

The sentences given are part of the dialogue students listened to in D3a. They should mark the questions and answers according to who says them: the waiter (W) or the customer (C).

Key

- waiter
- customer
- customer
- waiter
- customer
- customer
- waiter

D3c

Students now have a look at the gapped tapescript and write the sentences from D3b in the correct places. Make sure they do not simply fill letters a-g into the blanks as this will prevent them from reading the dialogue fluently; and writing the full sentences provides another way of practising them.

Key

- Are you ready to order?
- What's the soup of the day?
- I think I'd like the grilled goat's cheese.
- I'll have the Spanish ham with asparagus.
- What would you like for your main course?
- Can I have the rump steak, please?
- What about vegetables?

D3d

Play the recording again and students check their answers.

D4

To prepare the role-play ask your students to read the dialogue D3c in pairs. Refer to the **Focus on spoken English** box offering different options for ordering a meal. Have students act out the role-

play, using the menu on page 73 and changing partners and roles several times to allow for enough practice.

PLUS ASPECTS

Aspect E Dress codes

Aims

- to introduce and practise language around the topic of business dress codes using all four skills
- to raise intercultural awareness of different dress codes

E1

Before students open their books you can lead in by asking your students to get up and stand together. Give them a minute to have a look at what everybody is wearing. Then in pairs, standing back to back and without looking at each other, students tell their partner what he / she is wearing. Make sure they use the present continuous for this activity.

Students open their books. Elicit the reasons for the uses of different tenses. Read the example and ask students to talk about what they are wearing now, and what they usually wear.

E2a

This is a pre-reading task. Before students read the article in E2b they match some words from this article with their definitions. Then they compare answers with a partner and then check with the whole class.

Key

- (1) c, (2) e, (3) a, (4) b, (5) f, (6) d

E2b

Students read the article and complete the sentences.

Key (possible answers)

- ... is good because employees are happy and the office environment is friendly.
- ... can be a problem because the relaxed atmosphere is not good for productivity.

→ Culture

Clothing has social significance, as dress communicates a social message and all societies have dress codes. Clothes signify personal and cultural identity, or aspects like wealth (or the idea of wealth). In German business contexts there has been a shift from white-collar workplace clothing (shirt, tie, and suit for men; business suit with pants or a skirt for women) to business casual dress, sometimes called smart casual, which means dressing professionally, looking relaxed, yet neat. For example, men wear a shirt with a collar (tennis shirt) and cotton trousers, and women wear a blouse or pullover and trousers.

E3

Read the instructions and examples and in small groups students discuss dress codes in different companies. Encourage students to discuss different kinds of businesses (e.g. banks, telecommunication companies, boutiques, public authorities, etc.); what men and women wear at work; and different nationalities. Students can also discuss in which jobs people wear uniforms.

→ Extension activity

Bring along pictures of people in business contexts and discuss the suitability of their clothing.

Aspect F An evening out with the men or the women?

Aims

- to discuss possible activities during a business trip to London
- to listen to and to understand a conversation on a mobile phone
- to read and understand an email
- to talk about what students would like to do after work with colleagues, and to talk about men's and women's preferences in this context

F1a

Students work in groups and discuss what they would like to do. Go through the list of options with them and encourage them to talk about their preferences and dislikes. Walk around, monitor and help, if necessary.

→ Extension activity

Collect more ideas from students and add them to the list of options.

F1b

This activity moves from the personalized lead-in to a young business-woman's conversation on a mobile phone. Individually students listen for specific information to answer the two questions.



Tapescript (CD 2/Track 17)

Amanda: Hallo?

Nicki: Hi, it's me, Nicki.

Amanda: Oh, hi Nic. Where are you?

Nicki: I'm at a football game.

Amanda: You what? Football?

Nicki: Yeah, that's right. I'm with the guys from the office. We're visiting customers in London. And they have one of these special suites at the Arsenal football ground.

Amanda: Oh, yeah?

Nicki: Yeah, it's all these guys and me. And they're all drinking and telling jokes ... they're having a great time. But it's so boring for me. And they don't want me here anyway.

Amanda: That's not very nice.

Nicki: Well, they're OK but they're trying to be funny, but they're not. They just don't want a woman with them, really.

Amanda: So what are you doing after the match?

Nicki: Well, they want to go to a club afterwards, so I'm going back to the hotel. Can I call you later?

Amanda: Yeah, sure. I'm not going out this evening. So, who's winning?

Nicki: What?

Amanda: Who's winning the football game?

Nicki: No idea! Talk to you later!

Amanda: OK. Bye!



Key (possible answer)

Nicki is at a football game.

She's not very happy.

F1c

Students now work in pairs. Let students look at statements 1-4 and check that they understand them. Play the recording again and discuss possible answers.

 **Key** (possible answer)

1. Nicki is the only woman in the group. She doesn't find football interesting.

→ Extension

The sentences in F1c could be a basis for a discussion of gender issues.

F2a

F1b and F1c focused on a woman's experience in a group of men; now this activity draws students' attention to a man's point of view. First read the questions, then read the email and answer the questions, and finally check the answers with the whole class.

 **Key**

1. go shopping, buy little presents, talk about their families / children, talk about clothes
2. talk about sports and work, tell jokes

F2b

Students work in groups of men / women only. They make a list of activities they would like to do after work with colleagues.

F2c

The whole class now discusses their ideas about how to spend an evening with colleagues. Point out the differences and encourage a lively and positive discussion in class.

In a class of just women or just men, have groups report back about what they think the opposite sex would like to do after work with their colleagues, or have one of the groups brainstorm a list from the opposite point of view in F2b.

→ Extension activity

You can ask the same groups as in F2b to make lists on poster paper and then hang them on the walls. Students can walk around and discuss the differences between the lists.

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 XA21T08.

Unit 9

HOW ARE YOU FEELING?

Core aspects

- A Sunburn
- B Take one twice a day
- C Can I give her a message?
- D Feelings

Plus aspects

- E Have you got anything for unhappiness?
- F Good morning. Can I help you?

Can do's:

- I can explain what's wrong when I have a simple health problem.
- I can ask for medicine in a chemist's.
- I can understand simple instructions on medicine packaging (use, dosage, etc.)
- I can make a simple telephone call.
- I can leave and take a telephone message.
- I can explain what makes me feel sad, happy, etc.

Grammar

- Imperatives
- Frequency expressions
- Mustn't
- Indirect object pronouns (him, her)

Vocabulary

- Health problems
- Medicines and their packaging (cream, tablet, tube, etc.)
- Instructions for medicines
- Telephoning
- Adjectives to describe feelings

Exploring learning – pronunciation

- What's the correct sound?
- Mark the stress of new words
- Linking words
- Try to sound friendly

Icebreaker

Aims

- to show students how many words they know in English
- to encourage team work
- to have fun competing in a non-threatening way

Write the word *sunbathing* on the board. Divide the class into two, three or four teams depending on the number of students in the class. In teams they make as many English words as they can from the letters in the word *sunbathing*. Explain that they can use letters in any order but within any word they may only use the letters as many times as they appear in the original word (i.e. *N* can be used twice but the other letters can only be used once). Then set a time limit. The group with the most words wins. You can write the words on the board if there is time. You could give a small prize for each word. This game can be played with any long word or phrase.

CORE ASPECTS

Aspect A Sunburn

Aims

- to introduce language for describing minor injuries and health problems that one might encounter on holiday
- to practise pronunciation of certain sounds
- to introduce language for formal instructions

A1a

Before they look at Aspect A, ask students whether they like sunbathing. Ask them what they should do if they sunbathe. Elicit ideas and write them on the board. Then they open their books and look at the cartoon. Some of them may know Snoopy cartoons. They are quite easy to read in English. Ask students to tell you what Snoopy says you should do in the sun. List the instructions on the board and ask if students can add other instructions (go in the house, put a book on your face). Ask them what happens if somebody stays in the sun for a long time. Elicit the word sunburn.

→ Culture

Snoopy is a fictional character in the long-running comic strip *Peanuts*®, by Charles M. Schulz. He is the main character, Charlie Brown's pet beagle. Snoopy started as an ordinary dog, but became perhaps the comic's most well-known character and in fact one of the best-known comic characters in the world.

→ Language

The word *bathe* /beɪð/ meaning to take a bath /bɑːθ/ is not used very much in standard English (except to a certain extent in India), except in combination with *sun*.

A1b

Ask students to look at the pictures first and say where they think the pictures may have been taken. This will serve as a revision. Ask them what problems they think of when they see holiday pictures like these. They should try and work out the meaning of the words in the box. Tell students not to worry if they don't know all the words in the box. Ask them to guess what they might mean from the pictures. Tell them guessing is an important part of language learning.

Key

1. allergy
2. headache
3. sunburn
4. mosquito bites
5. cough, temperature
6. cut leg

A2a

Ask students what they do if they are ill on holiday and elicit the word *chemist*. Tell them they are going to hear five people who have some of the problems in A1b. Tell them that all they have to do is to listen and identify the problem. Play the recording.

→ Culture

Chemists in Great Britain (called pharmacies in the US) like the big chains *Boots*, *Superdrug*, etc., not only dispense medicines but also sell a very large range of other products. They are a combination of the German *Drogerie* and *Apotheke*. It is useful to know this when travelling to Britain as otherwise it is not easy to identify a place where medical help and medicines for minor ailments can be obtained.

 Tapescript (CD2 / Track 22)

1.

Chemist: Good morning. Oh dear. What's the problem?

Customer (1): I'm allergic to prawns. Have you got anything for an allergy?

Chemist: Allergy. Yes. Take these pills with a lot of water before breakfast.

Customer (1): Great. How much are they?

Chemist: £5.99.
2.

Chemist: Good morning.

Customer (2): Good morning. Have you got anything for sunburn?

Chemist: Hmm. Does it hurt?

Customer (2): Yeah.

Chemist: Rub this cream in, wear a shirt and don't sit in the sun for more than 30 minutes.

Customer (2): Thanks. How much is the cream?

Chemist: £2.69.
3.

Chemist: Good morning.

Customer: Good morning. I couldn't sleep last night because I've got a very bad cough. Have you got anything for that?

Chemist: Yes. No problem. Take two 5 ml spoonfuls of this medicine morning and evening after meals.

Customer: Great. How much is it?

Chemist: £3.49.

4.

Chemist: Good morning. Can I help you?

Customer: I'm not feeling well at all. Have you got anything for a temperature? Chemist: Well, rest is the best medicine. Stay in bed, drink a lot of water and take these pills twice a day.

Customer: OK. Thanks. How much are the pills?

Chemist: £4.49.

5.

Chemist: Good morning. Can I help you?

Customer: I fell in the park yesterday. Have you got anything for a cut and bruised leg?

Chemist: Painful eh? Let's see. Rub this cream into your leg night and morning and take some aspirins, but don't take them if you've got a problem with your stomach.

Customer: OK. How much is that?

Chemist: £1.75 for the cream and £1.90 for the aspirins.

Key

(3) a, (5) b, (1) c, (2) d, (4) e

→ Language

In the dialogue, the chemist says "four pounds forty-nine". Sometimes the word *pounds* is left out when saying sums of money (four forty-nine). The word *pounds* is never said before the amount.

A2b

Ask students if they can remember what the chemist said or ask them what they would tell a friend to do for one of these problems. Let them look at the instructions the chemist gives but do not explain the words to them yet. Play the recording again and students individually match the question with the reply.

Key

(1) e, (2) d, (3) a, (4) b, (5) c

→ Extension activity

For further practice and as preparation for A5a, students can think of a problem they might have on holiday and ask another student what they can do about it. This can be done with the whole class with each student saying a problem and another giving an instruction or students can walk around and ask and answer.

A2c

Students compare their answers from A2b with their partner. If necessary, play the recording again. Point out the **Focus on grammar** box and refer back to A1a and the instructions Snoopy gave to illustrate the use of the imperative. Also refer them to the Companion booklet page 87.

A3

There are cases where correct pronunciation is important to avoid confusion of two similar-sounding words. Refer students to Tip 1 of the **Exploring learning** section on page 84 and tell them that the first step towards improving pronunciation is listening and then practising. Play the recording and let them put the words in the groups. When they compare answers they will say the words. Help them with any problems. Students may find this sort of exercise difficult. Reassure them that with practice, it will become easier.

→ Language tip

Pronunciation of these words varies among native speakers depending on which variety of English is being spoken. The students hear British English in the recording, but these words would sound somewhat different in American or Australian English.

Tapescript (CD2 / Track 23)

burn – born – short – walk – first – work – four – order – shirt – small – hurt

Key

burn, first, work, shirt, hurt
born, short, walk, four, order, small

→ Teaching tip

There is often discussion among teachers about whether to teach the phonetic alphabet or not and some think it is unnecessary. A compromise may be to show students how they can deal with the pronunciation and phonetic symbols for new words or words they find difficult. This may mean giving them the symbols for individual sounds and some conventions for marking stress used in dictionaries. How much help they need with pronunciation will vary from student to student. In some cases, teaching the phonetic alphabet can make students more independent and encourage learner

autonomy as they can look words up and pronounce them correctly without help.

→ Teaching tip

Although many learners want to achieve native-speaker-like pronunciation, this is easier for some than for others. It is better not to make too much of difficulties but to tell learners that the main thing is to be understood. Pronunciation will improve with practice.

A4

With the whole class, collect a list of other holiday health problems on the board and discuss what you would ask the chemist in this case and what the chemist might reply.

This is a brainstorming exercise and a personalization of learning as students can think of a problem they or their families may have had on holiday. Tell them this is the aim of the activity and that they should concentrate on learning those items they will find useful rather than try to learn all the words. This can be a consolidation of the extension activity described above after A2c.

A5a

This is a role-play about going to a chemist when you are on holiday. One group prepares the role of the chemist and the other the person who has a problem. Students then find a partner from the other group and act out the role-play in pairs. As a preparation for A5b, encourage them to change roles.

A5b

If students feel happy with this, let them (or some of them) act out their dialogues in front of the class.

→ Portfolio

Dialogues which could be useful for describing individual holiday problems can be added to the students' personal language portfolios.

Aspect B Take one twice a day

Aims:

- to practise word stress
- to introduce and practise language for understanding instructions on medicine packaging

B1a

Play the recording, pausing after each word so students have time to write. Students put words in the correct groups individually and then compare their answers with a partner. If they have problems, ask them to repeat the words. Some students find practising word stress difficult. Reassure them that with practice, it will become easier.

Refer students to Tip 2 of the **Exploring learning** section on page 84 which is about marking word stress of new words.



Tapescript (CD2 / Track 24)

under – dosage – stomachache – internally – machines – before – spoonfuls – dangerous – pregnant – symptoms



Key

- ○: under, dosage, spoonfuls, pregnant, symptoms
- ○ ○: stomachache, dangerous
- ●: machines, before
- ● ○ ○: internally

→ Teaching tip

One way of marking the stress in words is illustrated in B1a. Students may want to underline the stressed part or you can demonstrate word stress by tapping with your knuckles on the table or board for the unstressed syllable and with the flat of your hand for the stressed one. If students do not have problems with this, there is no need to concentrate on it.

B1b

This activity can be done individually and students can then compare their answers with their partner. Write the correct answers on the boards. Students can be asked to spell the words in English to revise the alphabet.

→ Extension activity

If you have illustrated word stress by tapping on the table, ask students to choose a word from B1a and tap out the syllables with the appropriate word stress, but without saying the word. The others say what the word is. It is important to restrict the choice of words (only from one page or one activity).



Key

(1) pregnant, (2) before, (3) under, (4) stomachache, (5) spoonfuls, (6) dosage, (7) dangerous, (8) symptoms, (9) internally

B1c

In this task, students scan the short texts for the words in the gaps in B1b and underline them.

→ Teaching tip

Underlining familiar words is a useful technique for showing students what they can do. Students are often used to underlining words they don't know, so point out to them that focusing on what they know can be more helpful for successful learning.

B1d

Students read the texts for gist and match the three medication packages with the dosage instructions in B1c.



Key

(2) a, (3) b, (1) c

B1e

Students work in pairs and read the texts in B1c for detail, deciding if the sentences in B1e are true or false. Alternatively, this activity can be done in groups with each group responsible for one text.

Refer students to the **Focus on grammar** box on page 81 of the Student's Book and make clear again that *mustn't* is not the same as the German *muss nicht* (it means *darf nicht* – *not allowed*). In the case of medicines it can be very important so this is a useful situation in which to make it clear. There is a more detailed explanation on page 85 of the Companion booklet.

Also read the **Focus on grammar** box illustrating the expressions *once*, *twice*, *three times*, etc. to indicate frequency.



Key

(1) true, (2) false, (3) true, (4) true, (5) false, (6) false, (7) true, (8) false (keep out of reach of children), (9) true

→ Extension activity

To practise and reinforce all the new vocabulary, the game Hangman (see Teacher's Guide, Unit 5, F1)

can be played using the vocabulary from this unit and other vocabulary connected with illness.

B2

This activity revises three important instructions. It can be done in pairs or individually. Write the correct instructions on the board and check for understanding.



Key (possible answer)

Rub in the cream.

Take two (tablets) three times a day.

You mustn't take this internally.

B3

In pairs, students draw pictures for the instructions from B1c. Then they exchange drawings with another pair and guess what they mean and "read" it out. They may know this activity from Unit 8, B1b.

→ Teaching tip

Point out to students that drawing is a useful technique for explaining words and simple drawings are usually enough.

Aspect C Can I give her a message?

Aims

- to talk about telephoning
- to practise making telephone calls and taking messages
- to practise sentence intonation
- to review language for illness in a different context

C1

For this activity students should work with someone they do not know very well. Ask them to write down a number on a piece of paper for the number of telephone calls they think their partner makes in a week. This can be restricted to private calls.

C2a


This activity revises language from Aspect A. Point out that in each telephone conversation there are three people involved, but students should first concentrate on the two speakers. It may help to write the names on the board and tell students who is ringing whom and who wants to talk to whom:

- Phone call 1 - Steve, Simon and Wendy; Steve wants to call Simon, but Simon is not in.
- Phone call 2 - Alex, Sarah and Peter; Alex wants to call Sarah, but Sarah is not in.

They need only to listen to the speakers at this stage and write down what is wrong with them. Students work individually and then compare their answers. Write the correct answers on the board.

Tapescript (CD2 /Track 25)

- Wendy: Hello?
 Steve: Wendy?
 Wendy: Yeah.
 Steve: Hi. It's Steve. You sound very tired.
 Wendy: Yeah. I feel tired. I didn't sleep much last night. I've got a terrible cough.
 Steve: Oh I'm sorry about that. Look, can I speak to Simon?
 Wendy: I'm afraid he's not in at the moment. He's playing squash.
 Can I give him a message?
 Steve: Please. Can you tell him the poker club is meeting at Bob's house at 8.
 Wendy: Bob's house at 8. I'll tell him.
 Steve: Thanks. Bye. Get well soon.
 Wendy: Thanks. Bye.
- Peter: 269005, hello?
 Alex: Peter?
 Peter: Speaking.
 Alex: Hi Peter, this is Alex. You sound terrible.
 Peter: Yeah. I feel terrible. I've got a terrible headache.
 Alex: Oh dear. Look, can I speak to Sarah, please?
 Peter: I'm afraid she's not in at the moment. She's having a meeting at the kids' school. Can I give her a message?
 Alex: Oh yeah. Can you tell her the meeting on Monday with the Sales Manager is at 10 o'clock, not 9.
 Peter: 10 not 9. OK. I'll tell her.
 Alex: Thanks. I hope you feel better soon. Bye.
 Peter: Thanks. Bye.

 **Key**
 phone call 1: tired, cough
 phone call 2: terrible, headache

→ Language

The question *What is wrong?* is commonly used to ask about how someone is feeling if you think they are not feeling well or have a problem. You can also say *What's the matter?*

C2b

Students listen again and now concentrate on the message.

Key

meeting with sales manager Monday: 2
 poker club: 1

→ Extension activity

Students design a message form. They will probably be familiar with this or you can bring in an example or write one on the board. A message form would include:

Message for:
 From (caller):
 Date:
 Time:
 Subject:
 Message:
 Person taking the call:

They can use this in C3a and can even use it at work or at home.

C2c

Students match the different parts of the telephone call to identify the structure. Ask them to write down the complete telephone call in the right order as they can use this for reference later.

Key

1 – c – 2 – b – 4 – a – 3

C2d

First refer students to Tip 3 of the **Exploring learning** section on page 84. Then read the exercise and listen to the example a few times or read out the example a few times for students to hear how the words are linked. Then play 1 and 2 and ask students to mark the links.

→ Teaching tip

Some learners find it difficult to identify sounds and links between words. Appropriate intonation, and

appropriate pronunciation of sounds often come with practice. What is important is that students know that words in English are not always pronounced individually but linked together, as this is different to standard German. It is important for learners to listen to recordings without having read the text first.

Tapescript (CD2 /Track 26)

Can I give him a message?
Can I speak to Simon, please?
I'm afraid he's not in at the moment.

Key

1. Can I speak to Simon, please?
2. I'm afraid he's not in at the moment.

C3a

Refer students to the **Focus on grammar** and **Focus on telephoning** boxes on page 82 and to the Companion booklet page 91. For this activity students can use the structure of the phone call they wrote down in C2c. In pairs students work out and practise a phone call. Make clear who is student A and who is student B and that aim is to practise the phone call so that they can role-play it for the class. Students can use the ideas in the exercise or can make up their own. Go around helping them and making sure that they are using appropriate language.

→ **Teaching tip**

To make practising telephoning more authentic, students can sit or stand back to back. If you have telephones or mobile phones these can add to the authenticity of the situation, especially when acting out the dialogues in front of the class.

→ **Language**

It is important that students realize that there are different telephoning conventions in Great Britain and the USA. It is not common to answer the telephone privately in Great Britain or the USA by giving only your name. Even at work, it is usual to say "(full name) speaking" or "This is (full name) speaking" or "My name is (full name)" rather than just give your surname. In Great Britain and America, if you give only one name, it is your first name and not your surname.

→ **Language**

The phrases given in the **Focus on telephoning** box can all be used at work, apart from the words *Hi* and *OK* which are too informal for work.

→ **Extension activity**

Students who often have to speak English on the telephone at work can make a list of useful phrases which they can keep by the telephone and refer to if they have to speak English on the phone. They can adapt the phrases given here to their own needs.

→ **Portfolio**

Students can add their own personal list of telephone phrases to their portfolio.

C3b

Ask some students to role-play their dialogue in front of the class. Depending on the number of students, their interest and the time available, a number of students can act out their telephone conversations. To create a more realistic situation ask them to sit back to back and provide them with telephones if possible.

Aspect D Feelings

Aims

- to introduce and practise adjectives describing feelings
- to show the importance of intonation
- to listen to and understand a song
- to talk about feelings and emotions

D1a

In pairs, students put these words into groups.

→ **Language**

Some German learners confuse the words *frightened* and *angry*. If this is a problem point out the difference and check for understanding.

Key

- + relaxed, happy
- frightened, stressed, tired, angry, sad

D1b

Although not all the situations in this task are on the telephone, this activity relates to the topic of

telephoning. Students listen to six people saying *hello* and decide if they are sad, happy or angry. Tell students that as you often say *hello* when you answer the phone in English, it is important to sound friendly. They will probably be able to relate this to their own experience on the telephone. There are also additional clues as to how the speaker feels. Refer students to Tip 4 of the **Exploring learning** section on page 84.

Tapescript (CD2/Track 27) and key

1. Hello Steve. How nice to see you again. How are you? (happy)
2. Hello Steve. Why are you here? (angry)
3. Hello Steve. Sorry about your arm. (sad)
4. Hello Steve. Where's my money? (angry)
5. Hello Steve. Thank you for the invitation. (happy)
6. Hello Steve. It's a terrible party, isn't it? (sad)

D1c

In groups, students say *hello* in these three ways and the others in the group identify how they are feeling.

→ **Extension activity**

Write all the adjectives from D1a on separate pieces of paper and hand them out to students. Without showing their pieces of paper to the others, students should say *hello* in the way given. This can be done in groups or with the whole class.

D2

This activity is to make students aware of the different connotations for colours in different cultures. Students do this individually and then compare the answers in the whole group. The second part of D2 is a discussion activity so do not worry about mistakes. You may need to introduce new vocabulary here. Colours mean many different things in different cultures and if there are students from different cultures this could be a lively discussion.

→ **Teaching tip**

If you introduced new words so that students can discuss something and have written these on the board, make sure that students realize that they do not need to learn all the words. They should choose those which are important to them and make a note of these after the lesson.

→ **Teaching tip**

It is important for students to go through notes made in class at regular intervals, ideally after every lesson, and copy those things which are important to them into a separate file or notebook. In this way they will feel less intimidated by the amount of material covered in a lesson and will learn language useful to them personally.

Key

(1) red, (2) blue

→ **Culture**

Students may know the meaning of *blue* from songs. In Anglo-Saxon cultures, green is used for jealousy or envy (yellow in German), black or purple for mourning, white for purity (weddings, christenings).

D3a

Some students may know this song by Donavon. Have students first just listen to the song. The second time students can fill in the colours. If they are interested they can read the song text on page 165 after listening. Check for understanding of the sentences in D3a. You may need to explain the word *sparkling*.

→ **Language**

Love is used here to mean a person. This is very common in songs and poems and sometimes used this way in spoken English. The word *sparkling* is used commonly for types of water and wine but is used in a poetic or lyrical sense here.

Tapescript (CD2/Track 28)

music

For lyrics, see Student's Book page 165.

Key

(1) yellow, (2) blue, (3) green

→ **Teaching tip**

Students often enjoy listening to songs in English. Explain that it is not necessary to understand every word of a song and not even competent speakers can always understand everything word for word in a song. Students can suggest English songs themselves which can be played in class.

D3b

Students chose a word from the list, write it on a piece of paper and then listen to the song again. They hold up the paper whenever they hear their word.

D4a

Students complete the sentences individually. Go around and help them and make sure they are writing down correct sentences. This activity can be a revision of the present simple and present continuous tenses; both are possible but make sure students use the tenses appropriately. Students will compare their answers with a new partner in D4b.

D4b

Ask students first to think of their favourite colour. They then walk around asking each other *What's your favourite colour?*. When they have found a partner with the same favourite colour, they sit down together and compare their answers to D4a. Refer them to the **Remember** box on page 83. Tell them to remember one sentence their partner tells them.

→ Language

Me too is far more often used than *So do/have/will/am I* which is very difficult for learners. As the negative form *me neither* is more difficult, only *me too* is the focus here. *Neither* is pronounced differently in Britain /'naɪðə(r)/ and in the USA /'ni:ðə(r)/

D4c

With the whole class, students report one thing from their conversation in D4b. This activity revises the *-s* for the third person singular but do not place too much emphasis on it here. If students forget it, point it out after the activity by writing one or two sentences on the board.

→ Teaching tip

Even when learners know the rules, they will not always be able to use them correctly as it is very difficult to concentrate on rules and speak at the same time. For this reason, it is important not to interrupt students when they are speaking, but to collect mistakes and point them out afterwards. Learners have varying difficulty with different aspects of language and while it is important to give them rules, it is equally, if not more important to provide them with models of correct language and to give them opportunity for practice. This is particularly important for grammar and pronunciation.

PLUS ASPECTS

Aspect E Have you got anything for unhappiness?**Aims**

– to continue talking about feelings, revising the use of *must* and *mustn't*

E1a

Write *What is happiness?* on the board and ask students to think about it. They do not need to say anything yet. Then ask them to look at the pictures and what the people say and discuss it with a partner.

E1b

Students do this activity in groups. Each group makes a list of answers to the question. One student from each group reads out the list while one from another group writes the ideas on the board. The whole class can then vote on the ideas and find the top three. A shorter version of this is to hang the lists on the wall and have students rank the ideas.

→ Teaching tip

The technique of cross-group reporting can be used for some activities. Put students into groups for the first activity and then give each student in the group a number. When they have finished the first activity, ask them to form new groups of all those with the same number. In this way a student from each group is represented in the new group and they can exchange information.

E2

Students read the text individually and highlight the ideas, then report back to the class. Make a list.

→ Portfolio

Students make a list of sentences beginning *Happiness is ...* and add this to their personal language portfolio.

E3a

Students match the two halves of the sentences individually. Write the sentences on the board and underline the verbs. Remind them of the language for instructions.

→ Teaching tip

Many things which seem simple to competent speakers of the language may be challenging for learners. With activities like the one here, students have to think about content as well as language and so the activity is often not as simple as it may seem. Also it is very satisfying for learners to be able to complete a task correctly and then be able to talk about it or use it for a further activity. It is important not to do the simple tasks too quickly or to skip over them because you feel they are too easy.

**Key**

(1) b, (2) c, (3) a

E3b

In groups ask students to write down their instructions for happiness. You can give them a number of tips to write or set a time limit. Walk around helping with vocabulary if necessary.

E3c

Pin the lists to the wall or put them out on a table. Students walk around the class and decide which of the tips they find useful.

→ Portfolio

Students can make their own personal list from the ones they have read and add this to their portfolio.

Aspect F Good morning. Can I help you?**Aims**

- to talk about feelings
- to practise making telephone calls
- to practise polite language

F1a

Ask students to look at the pictures and speculate on who these people are and how they feel. Give them time to think of their own ideas and then compare them to their partner's ideas.

F1b

Let students read the instructions and the exercise and check for understanding. Play the recording. They tick the boxes individually. Ask them what they think about the call and why it is impolite or rude.

Tapescript (CD2 /Track 29)

Secretary: Yes.
Caller: I want to speak to Mrs Weston.
Secretary: Who are you?
Caller: Dobson.
Secretary: Spell it.
Caller: D – O – B – S – O – N.
Secretary: Mrs Weston is not in the office.
Caller: Give her a message for me.
Secretary: OK.
Caller: The meeting on Friday is at 9 o'clock.
Secretary: I'll tell her. Bye.
Caller: Bye.

Key

Mr Dobson was angry.
The secretary was bored.

F2a

Students work in pairs and rewrite the phone call. Go through the phrases given here with the students and then let them work in pairs to make the call more polite, only helping if necessary.

Key (possible answers)

Good morning. Can I help you?
Can I speak to Mrs Weston, please?
Who's calling, please?
This is Mr Dobson.
Can you spell it, please?
Certainly. D – O – B – S – O – N.
I'm afraid Mrs Weston is not in the office.
Can you give her a message, please.
Certainly.
Can you tell her the meeting on Friday is at 9 o'clock.
I'll tell her, Mr Dobson. Bye.
Thank you. Good bye.

F2b

Students listen to a polite version of the call and compare it with what they have written. Check any alternative versions the students may have written and give feedback on these.

Tapescript (CD2/ Track 30)

Secretary: Good morning. Can I help you?
Caller: I'd like to speak to Mrs Weston, please.
Secretary: Who's calling, please?
Caller: This is Mr Dobson.
Secretary: Can you spell that please, Mr Dobson?
Caller: D – O – B – S – O – N.
Secretary: I'm afraid Mrs Weston isn't in at the moment, Mr Dobson.
Caller: Can you give her a message?
Secretary: Certainly.
Caller: Can you tell her the meeting on Friday is at 9 o'clock.
Secretary: I'll tell her, Mr Dobson.
Thank you for calling. Good bye.
Caller: Thank you. Good bye.

F3a

Students work in different pairs and write an impolite phone call for another pair. It does not matter here if the language is not perfect as this is the basis for F3b

→ Teaching tip

Students usually enjoy producing material for other students and there are many opportunities for this. Some have already been mentioned – writing multiple choice questions, writing true/false questions, making gap texts or producing tests or conversations with inappropriate language.

F3b

In pairs again, students improve the phone calls and then perform them for the class.

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 XA21T09.

CONSOLIDATION 3

The purpose of the consolidation units is for students to practise what they have learnt by completing tasks using their own learning strategies and the information in the previous units and in the Companion booklet. The teacher's role here is to step back and allow students to work independently. The Consolidation units give the students a feeling of success and they can see what they "can do"

For each task in Consolidation 3 there is a supplementary practice exercise that focuses on the key language point. Depending on your class, you can either suggest that students try the tasks and then do the "extra practice" if they feel they need it. They can then go back to the task if necessary. Alternatively, you can ask them to do the practice exercise first before they tackle the task.

Aims

- to use language in a wider context
- to use language independently
- to revise and consolidate language from Units 7–9
- to use language towards an authentic outcome
- to practise all four skills

C1a

Lead in by asking students if their towns have twin towns and what they are called. List them on the board. Have any of them hosted visitors from one of these twin towns? Have they ever visited a twin town? Which language did they use? What can they say about this visit? Tell students that the topic of Consolidation 3 is hosting visitors from and visiting their British twin town.

In pairs students prepare a programme for their British visitors.

C1b

This activity provides extra practice in making suggestions. Students unscramble the phrases. Write the correct phrases on the board.



Key

What about going to the museum?
Let's take them to the museum.
We could go to the Ratskeller restaurant.

→ Extension activity

Have students write the programmes from C1a on poster paper and attach all the programmes to the walls. Students discuss them and choose the most interesting programme.

C2a

The pairs from C1a work with another pair. After students have read the task, check that they understand their roles. Allow time for pairs to ask questions about the programme.

C2b

This activity provides extra practice in language for talking about the programme. Students match the phrases.



Key

(1) c, (2) a, (3) b

C3a

This role-play recycles the topic of health from Unit 9. Students work in pairs and role-play the situation. Each student should have the chance to play the visitor.

→ Teaching tip

To make the situation more realistic, bring along some pictures on cards, or realia, like after-sun lotion and aspirin.

C3b

This task provides extra practice with vocabulary relating to health problems and medicine. Students fill in the words from the box and then listen to check their answers.



Key

(1) anything, tablets; (2) got, cough, spoonfuls; (3) Have, cream, take, temperature

C4a

This time, the situation is different. Students are no longer hosts but play the part of the visitors. Go through the task with them and make sure they know their roles.

→ **Teaching tip**

If students have problems preparing the role-play, write the following on the board:

Visitors

Number of visitors _____

Arrival date _____

Departure date _____

Hotel receptionist

Dates _____

Number of rooms _____

Name of person responsible for reservation _____

Students role-play in pairs, then change roles. Walk around and help during this activity.

→ **Teaching tip**

To simulate a phone call more effectively you can ask students to sit or stand back to back. Making phone calls without being able to see your partner makes the task more authentic.

C4b

This is extra practice in language for booking a hotel room. Students fill the words from the box in the gaps in the sentences.

 **Key**

(1) look, for; (2) reserve, from, to; (3) much;
(4) have

C5a

Students imagine they are visiting the twin town in Britain and in pairs or individually, write a postcard or an email. The postcard in C5b can serve as an example.

C5b

This is an example of a message from London. Students fill in the gaps. Walk around and help.

 **Key**

're staying, went, 're going, isn't, 're having

→ **Extension activity**

Students can "send" their postcard to somebody else in the class. They can then meet that person, who can ask them some more questions about their trip to the twin town.

Unit 10

WHAT NEXT?

Core aspects

- A Big plans
- B Weekend plans
- C Learning English
- D Improve your English

Plus aspects

- E Parties
- D Change your life

Can do's:

- I can talk about my plans for the future (long-term, next weekend).
- I can find relevant information in an entertainments guide.
- I can fill in a registration form for a course.
- I can explain what I want to do with my English.
- I can evaluate what was most interesting/most difficult, etc. on my English course.
- I can talk about my plans for improving my English.

Grammar

going to; want to + infinitive

Vocabulary

Emigrating and living abroad
 Numbers
 Weekend activities and entertainments
 Time expressions
 Language learning

Exploring learning – take responsibility for your learning

Setting goals and objectives
 Share ideas with others
 Reflect on your own learning
 Keep a language-learning notebook or portfolio

End-of-course assessment and evaluation

As you draw to the end of English NEXT A2/1 you should think of what sort of evaluation you need to carry out. Consolidation 4 provides a quiz for students to revise what they have learnt. In the Companion on pp 125–127 there's help for students to assess how they have learnt. You can use this in conjunction with the activities in Aspects C and D of Unit 10.

Icebreaker

Aims

- to revise the names of countries
- to introduce the topic of living in another country
- to revise *I'd like to/I wouldn't like to*

Start by eliciting names of countries. Tell students to name for example, the countries which border on Germany and then three English-speaking countries, three African countries, three Asian countries, etc. Write the names of countries on the board. Tell students you are going to play a guessing game and they can use the countries on the board or others if they want. Ask each student to write a sentence about a country beginning *I would like to live here /in this country because* and add his or her own reason. If they want they can make a sentence beginning *I wouldn't like to live in this country because...* Tell them not to show their sentence to anyone. To help, you can give an example, e.g. *I would like to live here because I could eat fish and chips often* (England). Help with the names of countries if necessary. Students walk about and say their sentences and guess the countries the others would like to live in. After a few minutes, collect the names of countries mentioned.

CORE ASPECTS

Aspect A Big plans

Aims


- to talk about living in another country
- to practise saying and writing numbers
- to talk about future plans using *going to...*

A1a

In A1b, students are going to read an article about people leaving Germany. As a pre-reading activity, have students work in pairs to complete the phrases from the article. More than one answer is possible for a few of the phrases. Students will check their answers in A1b.

A1b

Students read the article to check their answers in A1a. There are a number of figures quoted in the article and it's a good chance to revise the way we say bigger numbers. Draw the students' attention also to the **Focus on spoken English** box. It explains how we pronounce the first years of the 21st century.

 **Key** (to A1a, as the phrases appear in the text)
(1) leave, (2) start, (3) live, move, (4) return, (5) move, return

→ Extension activity

If you think the class will be happy about this, ask students to tell you the year they were born. They can give the date, month and year. This can be continued with other dates of birth, their husband's/partner's/children's etc.

→ Language

In English, numbers of four figures or more have commas (3,000,000) whereas in other languages points are used (3.000.000); however, for years (2008) and street addresses (1600 Pennsylvania Avenue) no commas or points are used.

In English, the decimal sign is a point (3.142), but in other languages it is a comma (3,142).

A2a

Read the instructions and ask students what they think a migration fair is. Collect ideas. Read the two questions with them: they provide a clue. Then let the students listen to the CD for the first time in order to find the answers to the questions.

Key

a. Australia; b. (possible answers) to get a more relaxed lifestyle, to experience a different culture


A2b

Students now have a chance to listen again and to concentrate this time on the language used. They have to fill in the missing verbs in some of the things that Emma and Diane said.

Refer students to the **Focus on grammar** box and if necessary page 86 of the Companion booklet for information about using *going to...* to talk about plans and intentions. Play the recording again and individually students fill in sentences 1 through 6 with *going to* and the verbs in the box. Students may need to hear the dialogue more than once to complete the sentences. Walk around and check their answers.

→ Teaching tip

Some students at this level may know something about the will-future and may ask about it. It is best not to go into a detailed discussion of the ways of expressing the future. If students ask about it, explain that in English we have different ways of expressing the future, two of which (present continuous for arrangements and *going to...* for plans and intentions) have been introduced in NEXT A2/1 and are summarized on page 86 of the Companion booklet.

 **Tapescript (CD2/Track 35)**

Emma: This is Radio Sky Blue with Emma Roy reporting from the migration fair in Coventry. Many British people are leaving the UK these days. My first interview is with Diane Gibson. Diane, why did you come to this emigration fair today?

Diane: Well, my husband and I are thinking of emigrating to Australia and we want to get some information.

Emma: There are over 60 organisations today here at the fair. What are you going to do first?

Diane: We're going to listen to a talk at 10.00 o'clock. The Australian migration officer is going to talk about visas and work permits. Then we're going to the job centre to find out about jobs.

Emma: What do you do, Diane?

Diane: I'm a graphic designer and my husband's an engineer.

Emma: Why do you want to emigrate?

Diane: My husband has a good job here but he has a lot of stress. We just want a more relaxed lifestyle. We always wanted to live and work abroad. We just want to experience a different culture.

Emma: Do any of your friends or family live in Australia? Do you know what it's like living there?

Diane: No, but this afternoon I'm going to watch a video about Brits living in Australia. At the same time, my husband is going to find out about housing. We would like to find out what sort of house we could buy in Australia when we sell our house in Birmingham.

Emma: How long are you going to stay at the fair today?

Diane: Till this evening. We're going to eat some Australian hamburgers and we want to see who's going to win the lottery.

Emma: The lottery?

Diane: Yes, first prize is a one-way ticket to Australia.

Emma: Good luck, then.

 **Key**

(2) is going to talk, (3) 'm (am) going to watch, (4) is going to find out, (5) are, going to stay, (6) are going to eat

A2c


Students work in groups and ask each other the questions. Walk around and help where necessary. Then ask a few students to report back to the class.

 **Teaching tip**

When students are talking to each other, don't interrupt them to correct their mistakes. If you notice that certain mistakes are being made often, make a note of them while you are walking around and then explain them or correct them after the discussion. Write sentences on the board with gaps for the parts which were wrong or elicit the correct language. This has three advantages, the discussion is not interrupted, individual students are not identified and the whole class can learn something.

A3a

Let students read the instructions and then play the recording. Concentrate only on the sentence endings and collect the verbs.

 **Tapescript (CD2/Track 36)**

Stan: So when are your final exams, Chris?

Christopher: Next month. I can't wait to finish my studies. And then I'm really going to celebrate.

Stan: And what are you going to do then? I mean after the celebration, of course. Are you going to look for a job right away?

Christopher: Well, I'd really like to travel a bit first, before I settle down. See a bit of the world. But I'm afraid I don't have enough money to do that. So I guess I'm going to look for a job first. I'm going to save my money and take a long trip as soon as I can. Maybe to Australia or New Zealand ... And what about you, Uncle Stan? I mean, now that you're retiring? What are you going to do with yourself?

Stan: Well I'm not going to miss work, that's for sure. Actually, I'm going to take a painting course. In school my teachers said I had some talent, so I'm going to find out if that's true or not. But first your Aunt Peggy and I are going to fly to South Africa to visit your cousin Robert. We're going to travel around a bit while we're there. Robert says it's a beautiful country.

Christopher: That sounds exciting, Uncle Stan. I hope you have a great trip.



Key

Christopher is going to celebrate, look for a job, save his money, and take a long trip.
Stan is not going to miss work, but is going to take a painting course, find out if he has talent, fly to South Africa, and travel around a bit.

→ Language

Gonna is often used in informal conversation in place of *going to* (See F3a.).

A3b

Tell students your plans for the future using *I'm going to ...*. Write one or two sentences on the board. Then ask students to take a piece of paper and write one sentence on it describing their plans for the future. Make sure they do not write their name on the paper. Point out the example; walk around, help and correct if necessary. Then mix up the papers and let each student take one. Make sure no one gets their own. Students read the sentences and try and identify who wrote it. This can be done with the whole class. Each student says a sentence like *I think Johann is going to find a new job*. If they are wrong, they guess again. Alternatively they can walk around and ask *Are you going to ... ?* until they find the right person.

→ Teaching tip

If students ask for language which is not in the book or intended as part of the lesson, try and give it to them. Providing them with language they need will help them to realize that they can decide what they want to learn and make it clear that they can choose language which is useful to them personally.

A3c

Students say the plans that the others have. They can either try and remember these or read them from the pieces of paper. Once all the students have heard about each other's plans, they can discuss which is the most surprising. If students have already heard all the plans, identified them and reacted to them, this can be conducted as a brief class discussion.

→ Extension activity

The discussion can be continued with the other long adjectives *interesting* and *exciting* as a way of briefly revising these. Refer students to the Companion booklet section 4.1.2 on page 99.

Aspect B Weekend plans

Aims

- to practise talking about future plans using *going to...*
- to revise making suggestions

B1

Remind students that *going to...* can be used for talking about plans. Tell them they will hear three "clues" as to what some people are going to do at the weekend. Play the first "clue" and pause the recording. Complete the sentence with the whole class. Then play the second and third "clues" and students complete the sentences individually and then compare their answers with a partner.



Tapescript (CD2/Track 37)

1. ... and it's Ferdinand from the halfway-line, a long pass forward to Ronaldo out on the left. He takes the ball with his left foot and Oh! Beautiful! He's past his man. Rooney's waiting for the centre. In comes the ball to the near post. Rooney's unmarked ... and ... goal! What a header! No chance for Hart. Straight into the top of the net. Manchester United one. Manchester City nil ...
2. Antonio Vivaldi, Spring Concerto E-Dur, Allegro
3. Rock music



Key (possible answers)

1. They're going to watch football.
2. They're going to go to a concert. / They're going to listen to some classical music.
3. They're going to go dancing.

→ Language

When talking about plans, *going to go* is often shortened as follows:

I'm going ~~to go~~ swimming this afternoon.

B2a

Let students think for a minute about what they are going to do at the weekend. They then read the list and as a mingle activity ask the questions.

→ Extension activity

Students make their own lists with different activities and ask others in the class.

B2b

Write an example sentence on the board. Point out the change from *Are you going to...?* to *Jens is going to...* Ask students to make sentences from what they have found out. This can be done in small groups or with the whole class.

→ Extension activity

Students can make statements like *Two people are going to visit friends; three people are going to do their English homework.*

B3a

Individually, students read the weekend guide and choose an activity. Then refer students to the **Remember** box for a revision of language for making suggestions. In pairs, students invite each other to go with them to the chosen activity, deciding when and where they are going to meet. Walk around helping if necessary.

B3b

In pairs, students report back on what they are going to do together at the weekend. This is an additional opportunity for students to practise using this structure.

→ Teaching tip

Students will probably be interested in and curious about you and what you do, so it is a good idea to use the opportunities in the units to get them to ask you questions to practise what they have learnt. This is useful if they have talked about the subject of the unit enough for one lesson but would like extra practice.

B4a

Individually students write down their plans for three different times. This and B4b allow students to write phrases and then complete sentences, concentrating firstly on the content and then on the grammatical structure involved.

B4b

Students extend the phrases they have written in B4a to make complete sentences. This activity extends the structure to include more future time expressions (this evening, next weekend, next month).

B4c

Read the instructions and examples with the whole class.

If necessary write the examples on the board to help students but encourage them to do this without reading out the questions. Students walk around and try and find someone who is going to do the same as they are. If they find someone, they can sit together and then report back by saying *We are going to ...*

Aspect C Learning English**Aims**

- to understand simple headlines
- to read newspaper articles for gist
- to fill in simple forms
- to introduce *I want to...* to talk about reasons for learning English

C1a

Tell students that the headlines are all about the future of English learning. Point out that understanding headlines will help them to understand newspaper or magazine articles. Students write the sentences. Walk around and check their sentences and then ask three students to read them out. Write them (or ask students to write them) on the board.

Key

2. A British company is going to close three schools in Thailand.
3. Chinese children are going to have English lessons at the kindergarten.
4. An international company is going to hire 60 English trainers.

→ Language

The infinitive is often used in newspaper headlines to express to future.

C1b

This is an exercise in reading for gist. It is not necessary for students to understand every word but just to select the right headline. Explain this to students and say that they can read the text in detail at home if they want.

→ Teaching tip

The length and complexity of texts increases with the student's language competence. It is not necessary for students to understand every word in every text they read. It is better to use lesson time for active language work and listening rather than reading, so encourage students to just complete the tasks and do more reading at home. The Reading Club can be used for this too and students can also read the texts from the units for fun outside the lessons.



Key

Headline 4

C2

Explain that Paolo is going to learn English by telephone. Students read the sentences. Clarify unknown vocabulary. Play the recording twice and check that students have ticked the correct answers. Refer them to the **Focus on grammar** box and point out the difference between *I want to...* and *I am going to...* using Paolo as an example.



Tapescript (CD2/Track 38)

Paolo: I need English at work all the time now.

Maike: So what are you going to do? Are you going to take an English course?

Paolo: No, I want to be more flexible.

I want to learn English by telephone.

Maike: By telephone?

Paolo: Yes, I want something more personalized. I want to learn the special technical English words that I need.

I want to write emails and I want to read technical magazines in English.

Maike: So how are you going to learn?

Paolo: I'm going to learn English in my lunch break – 30 minutes by telephone twice a week.

Maike: That sounds like a good idea.

And how long are you going to do this for?

Paolo: I'm going to visit our colleagues in Poland next June. By then, I want to be able to speak English better than I do now.



Key

1, 3, 5, 7

C3a

Give students time to read the form. They then fill in the words. Students can do this individually and

then check their answers with a partner. This is a revision of giving personal information.



Key

(1) Name, (2) Address, (3) Date of birth, (4) Occupation, (5) Nationality, (6) Languages, (7) Interests, (8) Aims

→ Extension activity

Point out the difference between formal questions used to fill in a form and informal ones used in a conversation. Students can formulate the questions which would be asked to get these pieces of information such as *Where do you live?/What's your address?/Where do you come from?/What's your nationality?*

C3b

Students write a similar registration form with their own details.

→ Portfolio

The students' personal forms can be added to their portfolios.

→ Extension activity

Students ask you to give information about yourself and fill in a form about you.

C3c

Refer students to Tip 1 on page 94 and talk about the importance of goals for learning English. In groups of four have them collect a list of goals for learning English. They lists can be displayed around the classroom and included in the students' portfolios.

→ Teaching tip

Students will better understand the relevance of what they do in class if it is referred to at a later stage. If you ask students to keep things they have written or hang these on the wall, don't forget to come back to them later. Sometimes they can be used to make exercises for further activities!

Aspect D Improve your English

Aims

- to round off the course
- to talk about learning strategies

- to reflect on activities done during the course
- to revise comparisons of adjectives

D1a

In pairs, students discuss their experiences with learning English. Refer them to Tip 2 of the **Exploring learning** section on page 94 and ask them to share their ideas with the class.

D1b

Students can choose the unit they want to talk about themselves or you can allocate units to students. Get them to look at the unit and see what they can remember. Students complete the sentences individually and then get into groups with other students who have the same unit and compare their ideas. Refer them to Tip 3 of the **Exploring learning** section on page 94.

D2

Students read the list and tick the things they do. Then have them compare with a partner and report back to the class. Then ask them what they are going to do.

D3a

Students make two lists. Tell them the lists do not need to be too long and that you will ask them which of the things in the list they have done when you see them again. They can hang the lists up at home to remind themselves of their plans.

D3b

Tell students that they can just choose one activity and concentrate on this rather than try to do too many things.

D3c

Once the students have made a class list of all the activities that are important, they can rank these individually so they have a plan for the time until the next course. Students can rank the class list in class.

→ Teaching tip

This final aspect is explicitly about learning strategies with no new language being introduced. This is an ideal opportunity for students to talk freely and if they are able to do this they will feel a sense of achievement. For this reason it is important not to interrupt and correct them but only to intervene if misunderstandings arise.

→ Portfolio

If you have not been using the Portfolio this is a good opportunity to introduce it before the next course. Bring a copy into the course and explain it to students encouraging them to get their own copy. Give them examples of what can go into it.

PLUS ASPECTS**Aspect E Parties****Aims**

- to talk about celebrations and parties
- to plan an end-of-course party
- to revise *going to...*

E1a

With books closed, elicit names of celebrations and write them on the board. All the celebrations in E1a have been mentioned in the course so if students have difficulty remembering refer them to the appropriate units. Students match the celebrations to the cards.

Key

(1) c, (2) a, (3) b, (4) d

→ Culture

It is more common to send cards for all sorts of occasions in GB and the USA than in Germany and some other countries. It is not common in Germany to send cards for some of these occasions although colleagues may sign a card together for someone on some occasions. 21st birthdays are still a cause for celebration in some English-speaking countries even though 18 is the official coming of age in most countries. If you have cards from GB or the USA for any unusual occasions, bring them to the lesson for a lively discussion.

E1b

Students ask each other about celebrations in their countries, regions or families.

→ Culture

If you have students from different countries there could be a lively discussion about different celebrations.

E1c

Parties was a topic in Unit 4 of the book. For additional ideas, look at Unit 4 and write some words about parties on the board. Students can walk around, ask each other the question and talk about some of the things you do at parties.

E2a

Tell students they are going to hear a conversation about two celebrations. Then play the recording. Students listen for what they are going to celebrate.

Tapescript (CD2/Track 39)

1.

Brad: Anna's birthday is in two weeks. I'd like to surprise her with a small party. But I don't really have the time to organize it all in such a short time.

Joanne: Oh, that's no problem, Brad, if it's only a small party. Would you like me to help you?

Brad: Yeah, that would be really great, Joanne. I've got an idea, we could send her out to the cinema, and when she comes home, we could all be in the living room ...

2.

Tom: Guess what I heard at the office today? Stan's retiring at the end of the year after 30 years in the firm.

June: Stan? He doesn't look old enough.

Tom: Well he was 65 last week. I hear that he and Peggy are going to visit their son in South Africa when he's free of the job.

June: Well, we must have a retirement party. Just for them and a few friends. I'll talk to Karen and Christine and we'll organize something.

Key

1. Anna's birthday
2. Stan's retirement

E2b

This is a revision of *going to...* Students complete the sentences individually and then compare with a partner. Make sure they have the correct sentences, writing them on the board if necessary.

Key

- (1) organize, (2) 're (are) going, (3) 's (is) going, (4) visit

E3a

This is a good opportunity for students to discuss an end-of-course celebration. In small groups students write down three ideas. Tell them there is no need to go into detail here, just to collect ideas.

E3b

The groups join another group and compare their ideas.

E4a

In groups, students discuss organizing a party for the last day of class. They compare ideas and decide on the most popular one(s). They then discuss details. Refer students to the **Remember** box for revision of language for making suggestions.

E4b

With the whole class decide on the most popular idea(s) and the details. Write *We're going to...* on the board and collect ideas for details.

→ Extension activity

A plan can be made of who is doing what for the party.

Aspect F Change your life

Aims

- to talk about future plans and changes
- to give reasons for doing things

F1a

Students discuss what they think the two people are going to do. The students firstly match the sentences with the two people, but then they can talk about it using the model: *I think Helen is going to ...*

Key (possible answers)

- (1) L, (2) H, (3) L, (4) H, (5) H or L

F1b

Students are now invited to match reasons with the intentions expressed in F1a.

Key (possible answers)

- (a) 5, (b) 1, (c) 1, 3, (d) 2, 4, (e) 4, 5, 2, (f) 3


F2

Students make their own lists of plans and reasons individually and then discuss them with their partners. Walk around and help where necessary.

F3a

Ask students what people do when they retire. Tell them they are going to listen to someone's plans. Play the recording. They listen and write down Janette's plans.

The speakers in the recording use the colloquial forms of *gonna* (going to) and *wanna* (want to). You can check if the students understood what was said despite this alternative pronunciation. Students are not expected to use forms like this but they should be able to understand them. Draw attention to the **Focus on spoken English** box.

 **Tapescript (CD2/Track 40)**

Interviewer: So Janette, you're gonna retire soon.

Are you excited about it?

Janette: Well, yes and no. I'm gonna miss my colleagues and life's gonna be very different.

Interviewer: So, what you're gonna do then?

Janette: Well I'm gonna travel first. I'm gonna visit my friends in Miami and then take a cruise to the Bahamas. I've always wanted to do that.

Interviewer: That sounds nice.

Janette: Then I'm gonna learn Spanish. My sister lives in Spain and I wanna be able to understand my niece.

Interviewer: Does your sister speak Spanish?

Janette: Oh yes, she's perfect! Then I'm gonna start painting again. I like doing watercolours but I might try oil painting. And then there is something I've always wanted to do. Don't laugh! I'm gonna learn how to tango.

Interviewer: You sound as if you're gonna be very busy.

 **Key**

Janette is going to miss her colleagues, travel, visit her friends, take a cruise, learn Spanish, start painting, and learn how to tango.

F3b

Depending on the students' age and situation, this question can be used to mean when they retire or when they have time. Students make sentences with *When I have time I am going to/I want to ...*

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 XA21T10.

CONSOLIDATION 4

The purpose of the consolidation units is for students to practise what they have learnt by completing tasks using their own learning strategies and the information in the previous units and in the Companion booklet. The teacher's role here is to step back and allow students to work independently. The Consolidation units give the students a feeling of success and they can see what they "can do"

Aims

- to provide the students with an enjoyable activity which shows students what they can do at the end of the course
- to finish the course in a pleasant and productive way

Preparation

You will need dice and counters for this game. Bring in enough for the number of groups of 3 or 4 students. Also bring some prizes for the winners. If you announce this game in the lesson before you do it, you can ask students to bring dice and counters if you do not have any. Copying, enlarging and laminating the game makes it easier to play.

The main aim of this unit is to show students what they can do at the end of the course. It can also make them aware of what they need more practice in; but the central aim is to review and consolidate topics from the entire NEXT A2/1 book.

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 check for understanding. It may be helpful to place one book open at page 96 on the table while they are reading the rules. Explain the green and orange squares on the board. Explain that players begin at START and move over the board from left to right. At the end of the first line, they move down to box 7 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.

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

I can describe where my town is. (It's not far from ...)
I can say what I like and don't like about a town. (I like ... but I don't like ...)
I can describe where this school is. (It's opposite the railway station.)

Unit 2

I can say if I've got a pet or not, and why. (I've got a cat because I like animals.)
I can say what I usually/sometimes/ never do. (I usually work outdoors.)
I can describe the best moment in my day. (I like to sit with my cup of tea.)

Unit 3

I can ask three questions about someone's job. (Do you work outdoors?)
I can say how I get to class and how long it takes. (I get/come to class by car. It takes me an hour or so.)
I can ask about trains to Manchester (from London). (When does the train leave?)

Unit 4

I can say something about my last birthday. (I had a party.)
I can ask two questions about tickets for a concert. (Could I have two tickets, please?)
I can answer the question "What was the film like?" (It was really exciting.)

Unit 5

I can say two things I like / don't like doing. (I like travelling.)
I can say what I plan to do at the weekend or next week. (I'm meeting my friend at the fitness centre on Saturday.)
I can describe myself (what I look like, my character). (I've got short dark hair. I'm rather lazy.)

Unit 6

I can say three things to compare my town with New York. (New York is much bigger than my town.)

I can suggest a present for a student in the class. (Why don't we get Jens a CD?)

I can ask for and buy a T-shirt. (What colour would you like? How much is it?)

Unit 7

I can say what I usually do on holiday. (I go swimming. I also lie on the beach.)

I can ask about a room at a hotel. (I'm looking for a double room for next weekend.)

I can describe what someone (in my family or in the class) is doing at this moment. (My husband is watching TV.)

Unit 8

I can introduce myself and a colleague to a visitor. (I'm ... / This is my colleague ...)

I can explain the school rules. (You have to get to the school at ... / You are not allowed to ...)

I can say what I want to drink in a restaurant. (I'd like ... / I'll have ... / Can I have ...?)

Unit 9

I can ask a chemist for something to make me feel better. (Have you got anything for ...?)

(On the phone) I can say who I am and ask to speak to someone.

(This is ... / Can I speak to ...?)

I can say how I feel in a situation.

(I feel happy when ...)

Unit 10

I can say what I want to do in English. (I want to watch English films.)

I can say how I'm going to improve my English. (I'm going to watch English TV.)

I can invite people to do something with me. (We could ... / Let's ... / Why don't we ...)

