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At your leisure A1

ENGLISCH *mit Zeit und Muße*

Teacher's Guide - Lehrerhandbuch

Hueber Verlag

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ENGLISCH mit Zeit und Muße

Course Book
Angi Pälme
Teacher's Guide - Lehrerhandbuch
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Introduction

Welcome to the Teacher's Guide to ***At your leisure A1!***

At your leisure A1 is designed for an increasingly large and important group of learners with the following characteristics. They are either complete beginners or have learnt English a long time ago and have little or no previous knowledge of the language. However, they often have a lot of life experience on which they can draw. Last, but by no means least, they want to learn English at a leisurely pace.

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

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

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

Structure of the book

- 9 core units of 12 pages each for use in the classroom (pp. 9 – 116)
- an integrated workbook (pp. 117 – 188)
- a systematic grammar overview (pp. 192 – 200)
- a unit-by-unit wordlist (pp. 201 – 220)
- an alphabetical wordlist (pp. 221 – 232)
- listening text transcriptions (pp. 233 – 247)
- a key to the exercises (pp. 248 – 255)
- 2 audio CDs

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

Structure of the core units

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

The texts in the *Did you know?* section provide learners with background information to the unit. In Unit 1, the texts are solely in German. Starting from Unit 2, there are more and more texts in English. Thus, students can read similar information in both languages and are not frustrated by words they do not know. The texts can be the basis of conversations, for reading comprehension or simply for fun.

Structure of the workbook

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

Using the Teacher's Guide

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

For each unit you will find:

- an optional icebreaker which helps students get into the mood of using the target language and usually revises or generates useful vocabulary and phrases. It may make sense to give the instructions for the icebreaker in German, especially in the early units, although students should produce ideas and language in English.
- step-by-step information about how to deal with the different activities. If an activity or exercise can be carried out exactly as described in the core units, no additional information is given.
- extension activities (**EA**) for students who wish for further practice, and for heterogeneous groups
- teaching tips (**TT**) which provide you with tips and methods specially for this target group
- helpful cross-references from the core units to additional sources of information in the book, such as the grammar section and the Extra Activities.

Some general principles

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

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

Teachers can of course use ideas from other courses. Many other Teacher's Guides contain useful ideas, activities, methods and information. A great deal of useful information for teaching older learners can be found in the publication *Sprachen lernen im Alter* (© Hueber Verlag 2012), <https://shop.hueber.de/de/sprachen-lernen-im-alter-leitfaden.html>

We hope you enjoy working with **At your leisure A1** and find this Teacher's Guide useful!

Autorinnen und Verlag

Teaching Notes Unit by Unit

Unit 1: Nice to meet you

A 1 Hello

Icebreaker: Make a crossword on the board with yours and the students' names. Say *Hello. I'm (Judith)* and write your name on the board. Ask a student: *And you?* Elicit: *Hello, I'm Gisela.* Connect *Judith* and *Gisela* in crossword style. Ask the students to come to the board and ask each other their names. Add each name to the crossword.

Students open their books on p. 9 and look at the example. Read the list of aims and point out that this is what they will know and be able to do by the end of Unit 1.

2 Hi, I'm Linda

a. Ask students to identify words which are the same in English and German (*party, zoo*), and words they may know already (*business, meeting, pub*). Elicit and give examples (e.g. *Irish pub*) and ask them if they know any other words similar in German and English. This makes the words more memorable. Ask if anyone knows any French words. If so, point out that *visiter* and *visit* mean the same.

b. Teaching Tip (TT): Listening the first time should be done without the text as this is more authentic.

d. Students write down the two sentences. This makes it easier to remember the polite expressions and to be able to use them later.

3 What's "Haus" in English?

a. Point out that *What's "Haus" in English?* or *What's birthday in German?* are questions students can always ask the teacher or each other in class. Refer back to the words in 2a and to the section *Classroom language* on p. 8.

b. TT: This is the first time that pair work is introduced. Point out that pair work gives students more individual talking time. Making teaching methods transparent to students will increase their acceptance of what you do.

c. Phonetic symbols can be used to visualise the sounds. Refer students to electronic dictionaries which speak the words (e.g. www.leo.org). The symbols are used in 7a.

4 It's your turn

Ask students to read and act out the dialogues in pairs, without the text if possible. Ask one student to act one dialogue out with you. Then ask all the students to walk around and meet and greet each other. Join in the activity yourself.

TT: Write the dialogues on the board so they can be used as a "cheat sheet".

Extension activity (EA): To revise the vocabulary, write words from Section A domino style on cards, e.g.

... / gar

den / par

ty / sta

tion / super

market / win

ter / ...

 and give one set to each small group. Students match the cards in groups.

B Do you remember?

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

5 How are you?

c. Reading in roles is easier if you give students colour cards for the different roles (here: blue, grey, and green).

e. – f. Write an example using your town on the board. Students ask and answer in a circle and can then do the activity in groups of up to 6 students.

g. Do this activity in small groups.

h. EA: Bring along pictures of well-known sights and people for further practice. Pronunciation of cities and countries can be practised in chorus.

6 It's your turn

a. – b. Write one example dialogue on the board, or ask students to use posters and display the dialogues to use as "cheat sheets".

C 7 Can you spell that, please? Yes, of course.

a. Bring separate Post-Its® or cards with the 26 letters of the alphabet and with the phonetic transcriptions of the letters. Fix the letters on the board or lay them out on a table and hand out the phonetic transcriptions to students (several per person). Ask students to come to the board or table and match the letters and transcriptions.

b. – d. EA: For further spelling practice, play Hangman. Choose a word the students will know, e.g. *garden* and write six blanks on the board. Ask students to call out random letters one by one. If the letter is in the word, write it in the correct position, if not, start to draw a gallows and a man hanging on it. Make the gallows as complicated as you like. If the students get the word before the hangman is complete, they win, if not you win. Then ask a student to choose a word and come to the board to play against the others.

8 Where's ...?

a. Give your town as an example.

c. Give more examples (e.g. *an apple, orange, avocado*) and get students to work out the rule themselves. Refer to grammar section 1.1 (p. 193). Point out the pronunciation.

d. Students may remember the old word for *verb* in German *Tunwort* (doing word). Explain that in English the first word of the question is often repeated in the answer, e.g. *Are you from*

England? – Yes, I am. Practise this with students, but if they find it difficult do not insist on it. Tell them to listen for it, but explain that at first it is enough to say *Yes* and *No*. Refer to the grammar on p. 117.

TT: Many tasks can be done in pairs, even if this is not explicitly mentioned.

e. EA: Bring a big dice. Write the forms of *to be* on the board: 1 = *I am*, 2 = *you are*, 3 = *he/she/it is* etc. Roll the dice and ask students to make a sentence starting with the relevant form. Then students do the activity in small groups.

10 It's your turn

Elicit questions from students and write them on the board. Then work with the whole group. Alternatively, ask students to make their own quiz. Give them blank cards and ask them to write questions on them. Collect the cards and hand them out again to different students. Students then read them out and give short answers.

D 11 One, two, three ...

b. Do this activity in small groups. Ask students to say the numbers before writing the missing number. Example (b): Student A: *two*, Student B: *four*, Student C: *six*.

c. Practise the correct pronunciation of *plus* and *minus*.

EA: Students dictate numbers to each other.

EA: Bring cards with numbers on them or ask students to make them. Show a card and elicit the number, then in small groups, students draw a card and say the number.

12 What's your mobile number?

a. Practise the pronunciation of numbers together. Refer students to the Info boxes. Point out that the German way of saying a phone number in groups of numbers (379645 as *siebenunddreißig sechsunundneunzig fünfundvierzig*) is not used in English. In English you use individual numbers, here *three-seven-nine-six-four-five*.

c. EA: Bring pictures of celebrities and ask students to invent their phone numbers and email addresses. Then students ask each other, e.g. *What's his phone number?*

13 It's your turn

The aim of the activity is to actively practise phone numbers and email addresses. If students agree, do the activity with their real phone numbers and email addresses.

English in use

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

- a. Students fill in the mind map in pairs and then compare with another pair. Draw the mind map on the board so that students can look at the phrases during the activity.
- b. **TT:** Students can adopt a role (e.g. a famous person) to make it more interesting.
- c. **TT:** During role plays you can either participate yourself or walk around and help. If students lapse into German or make mistakes, take notes and clarify these problem areas after the activity in the whole group without mentioning any names.

Did you know?

The reading texts in the *Did you know?* sections at the end of each unit provide students with information on country and culture. The texts in German are designed for students with little previous knowledge. In this first unit all the texts are in German, with an increasing number of English texts later on.

You can read the texts in class, and use them to elicit and generate additional vocabulary, or let students read the texts at home.

Ask them about their own experiences when greeting English people. Talk about Scotland and ask if anyone has been there or would like to go there?

Unit 2: Friends and family

A 1 I can speak a little English

Icebreaker: Bring, or ask students to bring visuals connected with countries they know or have visited (e.g. flags, a map, postcards or pictures). Then make a list of the English names of the countries on the board. This shows students that what they already know and their experience are useful. Languages can be added. Point out that countries, nationalities and languages are always written using capitals in English.

- a. Practise the dialogue. If students speak other languages, add these to the list on the board. Students may know the phrase *Yes I can* from President Obama's campaigns.

2 Yes, I can

- a. Emphasize the pronunciation of the words for countries and languages. students should practise them. If you have a blank map of Europe, students can fill in the names of the countries.

TT: If students have dictionaries or smartphones, point out how these can be used with the question *What's "Ungarisch" in English?* and let them practise with other words.

- b. – c. Students should do this exercise with at least two different partners and report back twice or more. They can take notes and do not have to remember all the information. The notes can be used to write a text. For additional practice see Extra Activity 1 on p. 126.

EA: Students can make an exercise like Extra Activity 2 p. 126 about other students in the group. This can also be done (again) later using members of students' families.

3 Who's that?

- a. TT:** If students find listening difficult, give examples (from the class or your own) using the language in the book. This can be done before or after listening the first time, but before students read the texts.
- b. EA:** Students use their own photos and read the dialogue, changing it as necessary. Give an example. If students are reluctant to talk about their families, bring neutral pictures of families (cut-outs from magazines) to talk about.
- d. EA:** Students make cards about other students in the class and repeat the activity. Use these again in 4.

4 It's your turn

If students do not speak other languages, ask about dialects (e.g. Bavarian, Hessian) and write them on the board. Use the written material students have made earlier to revise and reactivate knowledge. Sentences from Unit 1 can also be included.

B Do you remember?

Ask students to bring photos (of their family or neutral photos). After the exercise, point out or elicit the words which can be replaced to personalise the questions. Students practise with their photos.

5 What a big family!

a. – e. TT: Make vocabulary cards. Write one word on each card and use them for different activities, e.g. giving the German translation / matching them with the male or female counterpart / revision / making sentences / writing texts / playing taboo in small groups. They can be added to and laminated or covered in plastic so they can be used several times.

6 This is my family

- a. TT:** If students do exercises individually, encourage them to check answers with a partner and with you.
- EA:** Use family trees and ask more questions. Tell students about your family and ask them to make your family tree.
- b. EA:** Group the words in different ways: men / women / neutral / two-part words / ...

7 It's your turn

EA: Students write a summary of their own or someone else's family tree for homework. See *Did you know?* (p. 32: *The Royal Family*).

C Do you remember?

EA: Use other objects to introduce or practise more vocabulary with *have* and *has*.

8 Can you tell us about your life?

a. TT: Reading aloud is always an ideal way to practise pronunciation.

EA: Ask students to look at the questions and answers and replace them with their own as far as possible. Point out that they do not need to use all the sentences. Students practise an interview in pairs.

b. TT: Point out that there is only one change in the verb form in English (*s* for the third person). However it may take some time for students to use this correctly even if they understand it. It is best to correct them at first only in exercises and writing and let them practise until they can use it correctly when speaking.

c. TT: This is a good way to involve students without having to teach them the question forms in the present tense. They will probably enjoy making up false statements.

EA: Ask students to write their name on a piece of paper, and two or three statements about themselves, one of which must be false. Then swop papers. Students ask each other to say what is true and not true.

9 And what about your free time?

a. – d. TT: Students may find the introduction of questions with *do* and *does* challenging, so use the Extra Activities for additional practice.

c. TT: Copy the grammar boxes onto the board, underlining the relevant parts in different colours.

d. Depending on the group, additional exercises can also be used, e.g. answering the questions in the whole group / writing the answers individually and comparing / reading out the answers / writing the answers on the board.

D Do you remember?

EA: Write the questions on the board and underline the words *tea*, *a newspaper*, *tennis*. Students can replace these words themselves to provide extra practice.

11 Bingo!

TT: Cards with numbers on them can be used for many activities so it may be worth laminating or covering them in plastic. They can be handed out at random here to practise saying numbers.

a. – e. For additional practice use the Extra Activities.

f. Make sure students use a variety of numbers and check that they can understand and say all the numbers they choose. Suggest they use numbers which are meaningful to them (house number, age).

EA: If students need more practice, they can work in pairs or read out the numbers they have written first. Walk around and check their bingo sheets.

12 It's a small world

a. – b. For additional practice use the Extra Activities.

b. Students work in pairs.

EA: Students write one or more additional questions about Richard.

13 It's your turn

TT: If students do not want to give too much personal information, they can work in pairs and use a celebrity. Bring pictures or ask them to choose one. Alternatively they can invent information about a picture.

English in use

TT: If the resources are available, students produce a poster about their person or repeat the activity with a person of their choice. Thus students activate their own knowledge.

Did you know?

In Unit 1 all the texts were in German. Gradually more and more complex texts in English are introduced. In general, the German texts prepare the students for the following English texts and give them the motivating experience of being able to read an English text without a direct German translation. For better listening comprehension and pronunciation practice students can listen to all English texts in the *Did you know?* sections on the CD.

The information about the Queen and her family can be used to revise words for relatives and activate students' knowledge of the Royal Family. Don't forget to mention the youngest member of the Royal Family, Princess Charlotte. Ask students to bring material about the Royal Family and talk about this. If you have (English language) material about the Royal Family, this can often be used for additional information, even if students do not understand all the texts.

Unit 3: Do you have time?

A 1 I often get up late

Icebreaker: Draw a word wheel on the board with *My day* in the middle and *morning*, *afternoon* and *evening* around it. Tell students a short story about your day and add the activities from p. 34, e.g. say: *I always get up early* and add this to *morning*. Go through your day and elicit and add students' ideas.

TT: Recommend that students make mind maps with their own vocabulary and hang them up in their homes. They will remember the new words much more easily.

EA: Students guess what a *night owl* and an *early bird* are. Elicit names of animals.

2 I go to the gym in the morning

b. Elicit or explain what an Oxfam shop is. Is there anything similar in your town? Do students do voluntary work? Personalise the topic.

d. EA: Use pictures for the activities. Students take turns to name the activities.

e. EA: In groups students write more sentences, true and false, on a piece of paper. They give their paper to another group, and they say if the statements are true or false.

f. – g. For additional practice see Extra Activities p. 134.

3 It's your turn

EA: Students write one sentence about themselves on a card, e.g. *I never watch TV in the morning*. Students walk around and find "soulmates" and report back together, e.g. *We never watch TV in the morning*.

B Do you remember?

In the Extra Activities on p. 134 there are more exercises on correct word order.

EA: Bring a rope or scarf and put it on the floor. Use it as a "frequency continuum". Place a card with *always* at one end and one with *never* at the other end. Then call out activities. Students stand at the point which is true for them.

4 What's the time?

a. Encourage team work.

b. – c. For additional practice see Extra Activities p. 135.

TT: Bring a clock, show times and ask students to call them out. Students can use a clock to practise in groups.

5 How about a beer tonight?

a. Ask students to find associations with days, preferably beginning with the same letter, e.g. *On Sunday I sleep late. On Monday I eat muesli ...*

6 It's your turn

Copy the sentences from 5e onto the board for students to use with different partners.

C Do you remember?

EA: Students write their typical day on a card. Collect cards, shuffle them and hand them out again. Students read a card out and they guess whose card it is.

7 What date is it today?

a. – d. For additional practice see Extra Activities p. 136.

b. Explain that ordinal numbers are used for ranking. Give examples, e.g. First Lady, second-hand, Third World, The Fourth of July (Independence Day), the Seventh Sense.

d. If students want to know their Zodiac signs ask them to look up the vocabulary at home and bring it along next time. Point out that the signs have special names in English (Latin origin), like *Pisces* and not *fish*.

EA: Bring an example of a horoscope from an English magazine or Newspaper or the Internet so students can see the names of the Zodiac signs. Tell them they only need to know their own at first.

e. This activity can be used as a pair or group finder, e.g. for 8a – c. Students who stand next to each other in the “birthday line” form a group.

D Do you remember?

Play Hangman to revise the spelling of months, days of the week and ordinal numbers.

10 Do you have time at the weekends?

c. Copy the table onto the board. Do an example for each column with the students. Students then fill in the expressions in their books individually and compare with a partner. Then students come to the board and fill in the expressions. The complete table can be used for 10d.

For additional practice see Extra Activities p. 137.

11 That's a good compromise

a. Play the dialogue twice, if necessary.

b. Do the activity in pairs.

c. Add the expressions to the table in 10c.

12 It's your turn

Bring a sheet like the one on p. 39. Ask students individually to fill in some commitments, e.g. *6 May 10 a.m. go to the dentist*. Then students take notes on what they would like to do with the others, e.g. *bowling*. Students then walk around and try and find partners for their activities.

English in use

EA: Collect the results of the activities in a class diary. Include stories and pictures from previous units and ask students to add their own ideas.

Did you know?

EA: Brainstorm some more special days, e.g. Valentine's Day, New Year's Eve, Father's Day, and add students' associations with these days.

Unit 4: What was it like?

A 1 What's the weather like?

Icebreaker: Ask students to think of a place or a country and something beginning with the same letter as their name. Then go around the class with each person saying e.g. *I'm Judith. I like Japan and July* and repeating what the students before have said. This revises the content of the units before. If the group is too big, divide it into smaller groups. Help if necessary and encourage students to help each other with mime or explanations rather than just saying the words.

Students open their books on p. 45 and look at the picture. Ask them to guess which country it is (it is in Scotland: Portree on the Isle of Skye). This also revises names of countries.

2 Welcome aboard

c. More adjectives and other words can be added from earlier units and from what students may already know. See Extra Activities 1 and 2 on p. 142. If you provide a template, students can make word squares for each other to revise words from earlier units or words belonging to specific groups or topics.

d. Students can make a list or a table of what is important for everyone and then turn it over and try to remember. Or the icebreaker exercise can be done here with, e.g. *Clean rooms are important for Wolfgang. Nice beaches are important for Gisela.*

TT: Once students have understood how a game or an exercise works and enjoy it, it is a good idea to repeat it. Students can then concentrate on the language better.

3 We were in Switzerland last year

a. Make sure students know what the Hebrides are. Refer to *Did you know?* Collect ideas for topics people might talk about on a cruise.

EA: Form two teams, one brainstorming what men talk about, the other one what women talk about.

b. Ask students to read the dialogue silently first and try to fill in the gaps. Then play the text. Ask students to underline all the adjectives.

TT: Cards with different adjectives can be used for a number of activities, e.g. identifying opposites, matching adjectives and nouns, talking about topics.

c. Students compare their answers with a partner and refer to the grammar on p. 141.

d. As revision, return to 2b. Students imagine they have been on the tour and ask questions about it.

4 It's your turn

For additional practice see Extra Activities p. 142. If students want, they can act out their interviews for the class.

B Do you remember?

Collect adjectives about the weather and write them on the board to help students.

5 The trip to the castle was amazing

a. Ask if anyone has been to Scotland and what they associate with Scotland.

c. EA: Students replace the adjectives in the dialogue. Give an example first. Check what they suggest and then ask them to read the dialogue in pairs with their adjectives. Other words can also be replaced so students create their own dialogue using this as a model. They can act out their dialogues for the group. Refer to the Grammar on p. 141.

d. EA: Collect ideas informally in preparation for f.

f. Write up past tenses on the board if necessary and/or refer students to p. 141.

6 It's your turn

Bring blank postcards and let students choose the place they want to write from. Make sure that everyone receives a postcard from another student.

C Do you remember?

For additional practice see Extra Activities p. 143. Activity 8 can be used in class.

Students can read out what they have written or the stories can be collected and copied and distributed.

TT: Students usually appreciate it if the teacher collects pieces of their writing, corrects them (if necessary) and makes them into a small booklet. Ask students to send the corrected version by email to make it easier. See *Sprachen lernen im Alter*, p. 48.

7 An incredible story

a. TT: Make sure that students only do the task. They should not try and understand every word.

EA: Students underline specific words, e.g. adjectives, verbs in the past tense, places.

c. For additional practice see Extra Activities p. 144.

d. EA: In pairs or groups, students write a new story using this model about a fictitious person or someone they know. Bring pictures to the class to make this easier.

8 It's your turn

Give an example from your own life.

TT: Students usually like to hear about the teacher's life. Let them ask questions.

D Do you remember?

This can be done with the whole class or the sentences can be displayed and then students walk around and talk about them in pairs or small groups.

9 Did he win the lottery?

c. Remind students of the grammar from Unit 2 (p. 27). Write examples with *do* and *did* on the board.

TT: *Sprachen lernen im Alter* p. 61 has useful information about arranging information on the board and shows two examples of well-designed boards.

10 It's your turn

Remind students how to say years in English, using examples from your life first.

English in use

Make sure all students have understood the situation and know what they have to do in each step. If students agree, record the interviews with a mobile phone or microphone.

Did you know?

Students can read the texts in the unit again before reading these.

EA: In groups, students can make a quiz about the texts and ask another group. Examples of questions are: *Where are the Hebrides? What did Mendelssohn compose / do? When did Mendelssohn visit the islands? Where do the British go on holiday?*

Unit 5: What's for dinner?

A 1 I like oranges and apricots

Icebreaker: Before the lesson, ask students to bring their favourite fruit (or a picture) to the class. Write all the names of the fruit on the board and make sure everyone can pronounce them.

TT: Bring some food catalogues from supermarkets to use for this unit as extra practice.

2 I'm a vegetarian

a. Practise the pronunciation of *vegetarian*.

EA: Use vocabulary cards with names of food and cut out pictures from supermarket catalogues to play memory. For additional practice see Extra Activities p. 150.

b. **TT:** Categories (*Stadt-Land-Fluss*) is a good game to play. It can be started here with these categories and continued later in the Unit with further categories.

c. **EA:** Ask students to give you names of dishes which can be made with the food they now know and tell them the names of the dishes in English.

3 Let's make a lasagne

a. Revise names of countries and nationalities from Unit 1 by asking *What country is lasagne from?* or *Where can you eat lasagne?* Write *starter, main course, dessert* and *drinks* on the board and elicit ideas. Revise *What do you like?* and *Where is ... from?* The texts in the *Did you know?* section are about English food.

b. Students can vary the details of the dialogue and practise with different partners.

4 It's your turn

Ask what students use / need to make lasagne.

EA: Collect recipes from students (for lasagne or anything else) and make a class recipe book. Refer to *Sprachen lernen im Alter* p. 48 for more ideas of this type.

B Do you remember?

For additional practice see Extra Activities p. 151.

EA: Students can make their own questions like this.

EA: Practise *How do you spell ...?* with other vocabulary for food.

5 What do we need?

b. **TT:** Write two lists of food items on the board: on the left-hand side write *apples, eggs, carrots, mushrooms*, on the right-hand side write *milk, rice, cheese, butter*. Then ask your students with which list they would use *How much?* and *How many?* Students then guess the rule. Refer to p. 149.

Use vocabulary from earlier units to revise the use of *much* and *many*.

c. **EA:** Students write their typical shopping list and tell each other what is on it.

d. – e. For additional practice see Extra Activities p. 151.

Provide further practice with words from 4a.

6 Are there any lemons in your fridge?

a. – b. **EA:** Students imagine what is in their own fridge and write it down or take a photo of their fridge with their mobile. They then ask each other questions.

7 It's your turn

EA: Add the fruit salad recipes to the recipe book.

C Do you remember?

EA: Students make their own questions.

8 I'd like a tuna sandwich

a. **EA:** Bring in other menus to compare. Play Categories with new categories. For additional practice see Extra Activities p. 152.

d. Point out the difference between *I like ...* and *I'd like ...* and compare with 2c.

9 What would you like to drink?

a. Read out the sentences to students and / or write them on the board before playing the dialogue and asking what Diane and Carolyn actually say.

10 How can I help?

Use the menu on p. 62 for the dialogue.

11 It's your turn

Ask students to bring or print out menus from their favourite café and use these for the role-play. Students could also write their own menus. This activity from NEXT A2.1 can also be used: http://www.hueber.de/sixcms/media.php/36/lehren_a2-1_u08_refrigerator.pdf

D Do you remember?

Remind students of Activity 11 and use different menus for this.

12 We're doing all we can!

c. Refer students to the Grammar on p. 149. All dialogues take place on the phone.

13 What's she doing at the moment?

Students can ask questions about friends and members of their families for further practice and revise vocabulary from Unit 2.

14 What are they doing?

EA: Bring cards with sentences on them, e.g. *You are playing the piano / You are making a cake*. Choose activities from the previous units which can be acted out. Students stand in a circle, take a card and mime the activity. The others guess what it is.

15 It's your turn

a. TT: Telephone dialogues are more realistic if students sit back to back.

Unit 6: In the city centre

A 1 Excuse me, ...

Icebreaker: In pairs or groups of three, students brainstorm what they can find in the city centre and write the words on a poster. Encourage students to use their dictionaries. Set a time limit, e.g. 3 minutes and then ask students to display the posters, walk around and practise pronunciation and vocabulary. Ask them to choose the most important item for themselves from all the ideas.

TT: Try to always set a specific task for students as regards the language they produce.

The words given here should all be familiar or understandable. Students use these to practise the dialogue. Post-its® with the words or pictures of these buildings can be displayed in the classroom to make *Look, it's over there* more realistic.

TT: As this unit is more than half way through the book, revise the topics and content of earlier units with the new language in this unit. See *Sprachen lernen im Alter* p. 51.

2 It's next to the bank

b. Students should be able to do this activity using the words they already know and so learn the new words, e.g. *lake, this way*.

EA: Make sentences with members of the class e.g. *Rudi is next to Sigrid, Heinrich is opposite Bernd*.

d. EA: Depending on the area nearby, repeat this with real places the students know.

3 Can you help us, please?

a. EA: Students give each other instructions and carry out the actions.

b. – c. Explain to students that they only need to answer these questions. The answers contain the most important information. They can correct the sentences which are false.

d. EA: Real street maps are very easy to obtain from tourist information offices. Use one which is clear and easy to read and make copies of the same map for all students, enlarging it if necessary. Describe a route which students draw on the map and check if they all end up in the same place. Repeat as many times as necessary.

TT: Students hear the correct language from the teacher and can remember it better.

4 It's your turn

Real maps can be used for this too or real places near the school.

TT: The language of giving street directions is often difficult. Explain to students that if they are asked the way, the most important thing is to give correct directions even if they make mistakes with the language. Tourists will always be grateful for help!

B Do you remember?

If you use real street maps, it is nice if some students know the places. Maps of different places can be used to make the exercise more interesting. For additional practice see Extra Activity 2 p. 158. Students can give information about different places they know.

5 What do you wear in your free time?

a. EA: Use catalogues for more practice with words for clothes.

EA: In *Sprachen lernen im Alter* pp. 52 and 53 there is a pair crossword activity with words for items of clothing. Students do not need to explain the words but can point to things they or others are wearing or use pictures from catalogues.

c. The words *in summer, at a party* or others can be used for more practice.

d. Revise the words for colours by going through the units of the book. Students can say *Unit 1 is orange, Unit 2 is red, etc.*

6 We're looking for a pair of trousers

b. Repeat the dialogue using different items of clothing and pictures from catalogues.

TT: A very efficient method for repeating dialogues several times without it becoming boring is "Concentric circles". Students stand in two concentric circles with the same number of students in each circle. Those in the inner circle are shop assistants, those in the outer circle are customers. Students do the dialogue first with the partner standing opposite. Then the outer circle moves one person clockwise and they act out the dialogue with a new partner and repeat the procedure. Cards with key words make the dialogues easier. Then students change roles and do the activity again.

7 It's your turn

Write the useful phrases on the board as preparation for this activity.

C Do you remember?

EA: Students can repeat this by looking at their partner, then turning around and writing down what their partner is wearing. They can write full sentences or just words.

8 Do you have it in large?

b. Remind students not to look at the person they are describing.

e. EA: Students make more sentences with course members or members of their families revising the vocabulary from Unit 2. They can use photos on their phones.

9 It's more expensive than the yellow one

a. Remind students that they only need to understand the answer to the question.

b. After the grammar has been explained, ask students to close their books. Write the adjectives on the board and then elicit the comparative and superlative forms and write these on the board. Then erase the endings or the words *more* and *most* and ask students to complete them.

EA: Use catalogues to practise the sentence *The dark blue top is more beautiful than the red one* with different words.

d. Students write down 5 sentences and then compare these. Collect them on the board. If you write them on a poster, it can be used for revision.

D Do you remember?

11 Eating out

a. This revises the vocabulary from Unit 5. Other restaurants can be used, e.g. Indian, Chinese, Greek ...

c. Students can role-play these dialogues using real menus and their own information.

f. For additional practice see Extra Activities p. 161.

12 It's your turn

In groups students can make their own dialogues and then act these out for the others.

English in use

Prepare the material for the game and make sure students understand it.

Did you know?

If you have them, bring the following to class and ask which texts they go with: a carrier bag or an advert from an English shop, some English money, labels with different sizes on them, a ruler or tape measure with feet and inches, a measuring jug with pints or a pint glass.

TT: Students usually appreciate real material of different types and there are plenty of opportunities to use it in these activities.

Unit 7: I like getting away

A 1 I like holidays by the sea

Icebreaker: Ask students to think of as many holiday activities as they can in a certain time (e.g. 3 minutes). If necessary, write *holiday activities* on the board. Students work in groups. Time them and stop them after a certain time. The group with the most different activities wins.

2 What do you like doing on holiday?

- a. **EA:** Students can look back at previous units in the book and collect more ideas.
- b. Make it clear to students that some activities can belong in more than one category.
- c. Point out the tip and make sure students know how to pronounce the word *pronounce*.

TT: To practise pronunciation, write words which may be difficult to pronounce on cards or Post-its® and display them in the room. Students point to a word and ask the question. In the first round you reply and students repeat, in the second students can ask each other in one big group and in the third they practise in pairs or small groups.

- e. Remind students to use the *s*-ending when talking about Andrew.

EA: Students continue and report on what members of their families or their friends like.

- f. **EA:** Students report back to the whole group on what they found out.

EA: Play the game *Find someone who ...* with sentences from all the units as revision.

3 The ideal place to relax

- a. If necessary play the recording again to remind students what Andrew says about his wife (Maggie).

TT: If students want to know what all the words in the texts mean, go through them only after they have answered the questions. Explain that it is not always necessary to know or translate every word in a text to understand the most important information.

4 It's your turn

TT: With active groups, the activity can be done in this way ("Snowball"). Students write *I enjoy ...*, *I like ...*, *I hate ...*, (but not their names) on a piece of paper and make a ball out of the paper. They then stand with their backs in a circle and throw the papers behind them. Each picks up a paper and guesses who wrote it.

B Do you remember?

TT: This can be done using cards. Other words can be added.

5 I'd like to ...

a. Let the students guess the context of the email. This relates to the recording in A but it is not necessary that students remember the details.

b. Make sure that students understand the difference between *I like ...* (a familiar structure) and *I'd like ...* (new).

EA: Students write each other emails about their last holiday and answer them using these as a model.

TT: Ask students what they like doing and what they would like to do (more of) in English lessons (and in other situations) to make the difference clear.

6 Maybe you're right

a. – b. Point out hints in the recording and the email. Students can look through the unit.

7 It's your turn

Look at the activity. Ask students to write down their arguments for a particular place first (+) and give these to their partner who thinks of counter-arguments and writes them down (-). They then look at both sides and discuss their reasons to find a consensus.

This can be done first in pairs and then once they have decided on a holiday, each pair can get together with another pair, discuss their ideas and see if they can decide on a holiday together for all four. In large groups it can even be repeated with eight students.

C Do you remember?

Students can give as much or as little information as they want in one sentence.

8 I like meeting new people

a. There is a lot of vocabulary, so before they open their books, students can collect lists of what they love / hate / like doing at home, on holiday or in their free time.

b. EA: After students have worked out their results, they can add further aspects to the categories. They can be as creative as they want!

9 It's never too late

c. Make sure students understand what *have to do* means. Use examples of household tasks for this, e.g. *I have to clean my flat tomorrow but I hate cleaning.*

10 It's your turn

Collect everyday activities on the board first. Give an example of your own. Ask students to think about and write down their ideas first.

D Do you remember?

Point out that all the things on the list should start with verbs. Tell students what your own to-do list has on it, e.g. *buy toilet paper, visit mother, phone Brigitte, write teacher's notes, book theatre ...* Remind them that they do not need to tell the truth in this exercise.

EA: Make to-do lists for other people, like Angela Merkel, the Pope, a film or pop star.

11 What else can we do?

a. Again, point out that it is not necessary to understand every word to answer the main question. If students want to look at the text more closely, ask them to find and underline or highlight all the words which helped them find the correct answer.

b. **EA:** Students can think of more questions in pairs and ask another pair.

12 What's on?

a. This activity can be repeated with personal information.

13 It's your turn

Remind students of the Vocabulary Trainer on p. 170.

English in use

a. Compare what Poole has to offer with your town or area.

b. **EA:** Write a reply to Ruby.

c. Make sure students understand that they can decide themselves which group of visitors they want to plan a programme for.

TT: Bring brochures on different local activities, e.g. cinema, museums, outdoor activities, shops. There are often English versions. Give one to each group. They exchange ideas on the aspect and then swop brochures with another group.

Did you know?

Point out the difference in Britain between sports, hobbies and pastimes. If possible and students are interested in knowing more, there are many video clips showing and explaining sports such as cricket, rugby and baseball.

Unit 8: I feel good

A 1 How are you?

Icebreaker: To revise vocabulary, play “Hot Seat”. Before the lesson, choose words from the last unit(s) which students can define / explain / paraphrase / mime. Then ask one volunteer to sit in the hot seat, facing the class and sitting with his / her back to the board. Write one word on the board so that the student in the hot seat cannot see it. The others explain / paraphrase / mime the word and the student in the hot seat works it out.

EA: For more competition, do this with two rival groups. Bring small prizes for everyone.

EA: Ask students to mime the feelings and the others guess them.

2 Lift your shoulders

a. – b. Ask students to underline the words which are similar in German.

c. EA: Stand and do the song “Heads, shoulders, knees and toes” with students.

e. Keep the cards and use them as a warm-up at the beginning of the next lesson.

3 Keep fit

a. – c. EA: For further practice of imperatives and consolidation of the parts of the body play “Simon says”. Ask everyone to stand up and begin the game, e.g. by saying *Simon says put your hands on your head* and put your hands on your head. The students follow your instructions and put their hands on their heads. If they do the wrong action or are too slow then they are out of the game and should sit down. Be lenient on students’ mistakes in the first round! Continue with those remaining, increasing the speed to catch them out. At any point you can try and trick the students by saying e.g. *Simon says touch your ears* and putting your hands on your shoulders. Anyone who puts their hands on their shoulders is out.

TT: Encourage students to join you in move-around activities. Tell them that 37% of all learners learn by doing (kinaesthetic learners). However, if some students are not able or willing to join in, let them watch.

4 It’s your turn

EA: Students show their exercises and the others guess the instructions.

EA: Seniors often attend classes like yoga or Qi gong. Ask if anybody is willing to prepare a short one-minute training session for the next lesson. Bring some music.

B 5 What's the matter?

c. Give an example first and then join in the activity yourself.

6 Get well soon!

d. Point out that *You should get some fresh air* is more polite than *Get some fresh air*. For additional practice see Extra Activities p. 174 and p. 175.

7 It's your turn

EA: Use "Two lines" for further practice with different partners. Students stand in two lines, each student facing one partner and make the phone call. Then one line moves one person further to the right, the other line stays in the same place. The first student in the line which moved now goes to the end of the line. Then everybody makes the phone call with a new partner. Repeat as many times as necessary.

C 8 Take these tablets three times a day

a. **TT:** Bringing realia makes activities more authentic. Bring some plasters, a cold pack, vitamin pills, sun protection lotion, aspirin, camomile tea bags and other (innocuous) items from a medicine chest. These items can be used again in 9 for the role play.

D Do you remember?

Each student prepares one question. Student A asks his neighbour a question, student B answers. Then student B reads out his question, and student C answers.

11 Is your lifestyle healthy?

a. Practise the pronunciation of *health* and *healthy* with your students.

EA: Students can add to the test by writing their own criteria and points.

12 I should do more sports

a. Introduce the topic by talking about the kind of sports you do (and/or used to do). Collect different sports activities on the board.

English in use

The aim of this activity is to practise the language acquired in Unit 8 using learning stations. Go through the instructions with students and develop the activity step by step. Take your time for careful preparation.

a. Bring blank cards for students and help them invent their new identities.

b. Reduce the number of teams if there are fewer than eight students.

c. The different teams sit at different tables to prepare. Allow enough time and help.

d. In the role-play, Team 1 welcomes the visitors. Then each Team (2 and 3 and 4) chooses one of their members to go to their table and be the expert on their area at the Healthy Living Day. The others are visitors and move from table to table to get the information they need, using the identity on their card. Join in and help.

TT: This is a fluency practice activity. Do not interrupt students when they make mistakes. Take notes of the mistakes and, after the activity, write them on the board (without saying who made the mistake!) and ask everybody to find the correct version.

e. Team 1 gets together again and finishes the day off.

Unit 9: Is breakfast included?

A 1 I prefer modern hotels

Icebreaker: Holidays ABC. Write the letters A – Z on the board in (several) vertical lines. Ask students what they associate with holidays. Add their first ideas to the ABC as an example and then ask them to come to the board and finish the ABC. They can use any of the letters in the word, e.g. be**A**ch, **B**reakfast, ex**C**ursion.

TT: The ABC can be done with any topic, e.g. free time activities, food and drink, last weekend. It is more challenging if the letters have to be the first letters of the words.

2 Do you have two single rooms available?

a. Give an example from your own booking habits and tell a story.

c. Walk around and check that the questions are correct. Then each pair writes one question on the board.

TT: Collecting and visualizing students' ideas helps them remember phrases better.

4 It's your turn

TT: Bring pictures of hotels. Students choose a hotel to form groups and write the email.

EA: In the whole group, brainstorm special wishes students might have when staying at a hotel. Give examples: *Can I bring my cat? Can I have an early check-in?* Include the wishes in your emails.

EA: Groups who work quickly can write the answer from the hotel too (cf. 3b).

B Do you remember?

Give an example and brainstorm ideas together.

EA: Students can make their own questions like this.

5 Good afternoon

a. – c. For additional practice see Extra Activities p. 183.

6 Is there anything else I can do for you?

a. – d. Refer to pp. 186 and 187 for helpful vocabulary and phrases. The phrase trainer can be used as “cheat sheet” during the activities.

C 10 I’m having dinner with Claire tonight

It is vital that students understand the different meanings of present continuous for present use, and present continuous for future use.

Introduce the topic by miming a few activities, e.g. *eat spaghetti, try to catch a mosquito, smoke a pipe*. Students give the correct sentences: *You are eating spaghetti, You are trying to catch a mosquito*. Write the sentences on the board and elicit the use of the tense: you use the present continuous for describing something which is happening at this moment. Write *Present continuous für die Gegenwart* on the board.

Then talk about your plans for the coming weekend and use the present continuous for that. Write your example sentences on the board, plus *Present continuous für zukünftige Vorhaben*.

Then refer to the pictures on p.111 and do activity 10.

C 11 It’s your turn

Give an example. Limit the number of statements (to e.g. 3) to make the activity easier.

D Do you remember?

EA: As homework students prepare a list of things they plan to do and bring it to class. Make sure students understand they can always imagine things – it is not necessary to tell true stories in class.

12 Have a nice day

Introduce the topic by asking students to brainstorm things that might go wrong in a hotel, e.g. *the hairdryer doesn’t work, there’s no water in the swimming pool*, etc. If students lack vocabulary, accept their suggestions in German and then translate together. Then refer to the phrases in 12a.

a. Generate more situations by inviting students to think back to their own experience with different hotels and the problems they had. Add to the list you created before and use phrases a – e for the different situations.

13 It's your turn

Students can pass on their cards several times for more revision.

TT: Use “Concentric circles” as a method of practicing dialogues with different students (see Unit 6, B 6 Teaching Tip).

EA: Students will probably have wide experience with travelling and hotel problems. In pairs, they choose a funny / strange / interesting situation and write a dialogue. In pairs, students act the dialogues out. Have a small award ready for the funniest / strangest or most interesting dialogue.

English in use

- a. Bring postcards or pages from a travel catalogue for students to choose a city.
- c. The hotels can be found either in Dublin or in the city students have chosen.
- e. **EA:** Bring magazines so students can cut out pictures. Create a poster with pictures and phrases as an advertisement for the destination. Students choose the most attractive one.

Did you know?

The *Did you know?* texts here provide students with interesting information on Ireland. You can also read the texts before doing Unit 9 to get students into the mood for the topic of travelling.

TT: Before reading about Ireland, draw a mind map on the board with Ireland as the central term. Then add subcategories such as *food, drink, music, history, famous people, etc.* Ask students what they associate with Ireland and come to the board and add their own associations. Then talk about if anybody has been to Ireland yet, or would like to go there. Then read the texts on p. 116.