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At your leisure A2

ENGLISCH *mit Zeit und Muße*

Teacher's Guide - Lehrerhandbuch

Hueber Verlag

At your leisure A2
ENGLISCH mit Zeit und Muße

Course Book
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Teacher's Guide - Lehrerhandbuch
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Introduction

Welcome to the Teacher's Guide to ***At your leisure A2!***

At your leisure A2 is designed for an increasingly large and important group of learners with the following characteristics: They have some previous knowledge of English – ideally, they have completed ***At your leisure A1*** and are now continuing with this second book, or due to their travels, interests, family members etc. have been exposed to the English language and are, therefore, not complete beginners. They also want to learn English at a leisurely pace and have a vast amount of life experience which they, and you as the teacher, can draw on in the classroom.

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

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

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

Structure of the book

- 9 core units of 12 pages each for use in the classroom (pp. 9 - 116)
- an integrated workbook (pp. 117 - 188) with exercises you can assign as homework or use in class for extra practice
- a systematic grammar overview (pp. 198 - 206) that you can refer students to or use yourself when preparing for the lesson
- a unit-by-unit wordlist (pp. 207 - 224) that can be used for systematic revision of the lexis taught
- an alphabetical wordlist (pp. 225 - 234)
- listening text transcriptions (pp. 235 - 248) as extra support for senior learners with hearing impairment
- a key to the exercises (pp. 249 - 257) that you can refer students to in order to encourage learner autonomy
- 2 audio CDs that can be used in the classroom as well as by students to prepare for the lesson

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

Structure of the core units

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

The texts in the *Did you know?* section gives learners background information to the unit and provides points of general interest about the English-speaking world. The texts are written in easy English and can be used at home or in the classroom. A translation of new words can be found in brackets. The aim is to provide students with the positive experience of being able to understand quite ambitious content. The texts can be used as the basis of conversations, for reading comprehension or simply for fun. The learners can also listen to the texts on the CD. The track number can be found on the relevant page.

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:

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

- helpful cross-references from the core units to additional sources of information in the book, such as the grammar section and the Extra Activities

Some general principles

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

- In general the use of German, assuming all students can understand it, should not be discouraged as giving instructions in German and providing translations, where possible and appropriate, may help students to learn more effectively.
- Students usually like to repeat tasks, games and other activities. Once they have understood how a task is carried out, they can focus more on the language they use. It is therefore worth repeating any type of activity at least once. This applies to the first page of each unit and several of the games and activities, such as chain repetition.
- It is useful to write words and phrases on the board for students to refer to during activities. Make sure that the words are written clearly and that the structure of the board is clear. Students should also be encouraged to write phrases and words and use these in the classroom, although the importance of speaking freely should of course also be 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 and 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. The homework should be checked and discussed in class regularly.
- Some students may have Internet access or smartphones and can be encouraged to use them, in class and for homework. However, all activities and methods must be conducted in such a way that everyone can take part. It will depend on the individual make-up of the group as to whether the Internet and smartphones can be used.

Teachers can of course use ideas from other courses. Many other Teacher's Guides contain useful ideas, activities, methods and information. A great deal of useful information for teaching older learners can be found in the publication *Sprachen lernen im Alter* (Hueber Verlag 2012) and it is

always worthwhile to take a look at the **At your leisure** website,
<https://www.hueber.de/at-your-leisure>

We hope you enjoy working with **At your leisure A2** and find this Teacher's Guide useful!

Autorin und Verlag

Teaching Notes Unit by Unit

Unit 1: Welcome back!

A 1 Nice to see you again

Ask students to cover the text and look only at the picture. Get them to describe the picture in as much detail as they can. Help them with questions: e.g. *Where are the people?, What do they look like?, Why are they together?, What are they doing?, Do they know each other?*

TT: This will give you some idea about the students' overall level and vocabulary/use of grammar, as well as their confidence in using the language.

Let students read the dialogues. Ask them to try and match one of the dialogues to the picture, making sure they understand the difference: *dialogue 1* would be suitable in case the people are meeting for the first time; *dialogue 2* would be suitable if the people have met before.

Get them to use the dialogues to introduce themselves to their neighbour(s).

TT: You can model the dialogue with one student in front of the whole class before you let them work in pairs – thus everyone knows exactly what they need to do.

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

2 Sorry, what's your name again?

a. TT: If your learners do not like to move around the classroom very much, an easier option would be to get them to work with different people. Invite the first learner on the right (if you are using a horseshoe arrangement of tables) to sit next to the first learner on the left and repeat the dialogue in **1** with the new partners. Then get them to do **2b**. You can still introduce the question: *Sorry, what was your name again?* if the need arises.

c. TT: Use the mind-map to generate and organize new lexis on the board. It will help visual learners.

d. Model an interview in front of the class by getting students to ask you about your preferences.

e. Extension Activity (EA): After learners had interviewed the partner they were sitting with, get them to sit with a new partner and tell them what they had found out about their previous partner.

TT: Point out that pair work gives learners more individual talking time. Making teaching methods transparent to older learners will increase their acceptance of what you do.

3 Where are you from?

a. You might wish to challenge your students with this activity and stimulate kinaesthetic learners. You can put the words on cards and mix the cards. Get the students to unjumble the cards making correct questions.

TT: To keep the level of difficulty right for seniors, give a pair of students the cards for maximum 2 questions out of the 4 suggested in the book. Another – slightly less challenging version: give them the cards for one question with 2 extra cards mixed in.

For example, question 1: *from, originally, you, where, are, do, what* – *do* and *what* are the extra words that will help you check whether students can distinguish between WH-question words, and review the difference between questions with *to be* and questions that need the auxiliary *do*.

b. - c. TT: Make sure students listen for the general meaning of the conversation before they focus on and check the form of the questions.

d. TT: Allow students some time to read the questions before they listen.

EA: After completing the listening activity, you can get students to focus on intonation and stress. You can draw their attention to the fact that the meaning of the questions changes based on which word is stressed. To help them review basic verbs, you can assign the **Extra activities** on page 118 as homework.

4 It's your turn

The **It's your turn** section of each unit allows you to repeat this type of activity – you can follow and give feedback to another student each time making sure that you listen to everybody in the group.

a. You can encourage learners to come up with more questions using the examples in **3a** (e.g. *What kind of films / food do you like? Do you have any hobbies / grandchildren?*) Get learners to try out the questions on you before you put them in pairs.

TT: To include an element of playfulness and to encourage self- and peer-correction, tell them that you will only answer if their questions are grammatically correct and pronounced with adequate intonation.

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 My English is quite good

TT: Anagram type of puzzles are one of the most widely used games known for their brain-training capacity (one of the main reasons why senior learners want to learn a language). You can use them again and again to revise vocabulary. You can even get the students to

create anagram puzzles for each other as a quick warm-up activity at the beginning of your lessons.

a. When you collect more languages on the board, you can group them in the following categories:

-an Italian German	-ish Turkish British
-ese Chinese Japanese	* French Swiss

TT: This can help learners understand the rule and generate more examples on their own. A well-structured board will also help visual learners. Pronunciation of nationalities can be practised in chorus.

d. Make sure that students do not ask general questions (*Have you ever ...?*) or use the negative (*I've never ...*) since they have not been introduced to the *present perfect* yet.

6 How do you learn best?

a. To activate some of the vocabulary they will hear in the listening, ask students to cover the text and describe the three pictures. Elicit words like *notebook, repair, fan*. Check that students understand *try out* (= test), *look up* (= search).

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

EA: After having done this activity, you can refer back to the table in **5a** (if you organized your board like that) and ask who in the class finds this overview useful. What type of learner are they? (mostly visual learners). This will provide you with a smooth transition to the *It's your turn* section.

7 It's your turn

a. For example: learn new words in a completely different way than before (put up Post-its® in the house/flat; start a vocabulary diary in which they write one new English word every day; use vocabulary cards etc.)

b. EA: Each student could choose an idea from the list and try it out until your next lesson. Ask them to report back on how successful the idea was.

TT: Homework is usually appreciated by this target group who will probably have the time to do it.

C Do you remember?

TT: To help kinaesthetic learners, you could put the words on cards and let students actually touch them when doing the matching.

8 What's on your desk?

a. You can encourage students to use their dictionaries or electronic devices for this activity.

TT: When checking answers with the whole class, get students to touch / point to the object named. Write up the list of words on the board for future reference. Model and drill pronunciation of words.

d. EA: You can play *I spy ...* with your students after this activity. Make sure that you give them one or two examples as a whole group so that they understand how the game works. For example: *I spy something green and big* (students say: *the board*). You can allow them to make notes before you put them in smaller groups to play the game.

9 Where's my course book?

c. – d. Students work in pairs to practise the language. **Extra activities** on page 120 can be assigned as homework to consolidate use of prepositions.

EA: After completing **d**, you can organize a mini treasure hunt in the classroom by hiding Post-its[®] and getting students to ask you questions in order to find them. Questions would include: *Is it under the table? Is it behind the board?* etc. The Post-its[®] could have an anagram on them that students then have to solve.

D Do you remember?

TT: To take away from the pressure, you can invite students to have a look around in the room before you get them to do the activity.

11 Can you help me please?

a. To involve kinaesthetic learners, you could put the sentences and the pictures on separate cards for the matching.

c. You can invite students to add more questions to the list.

EA: You could start telling students a short anecdote that uses words that are above their level. Encourage them to stop you and ask for your help saying things like:

I'm sorry, what's? / What does mean?

How do you spell that?

Could you repeat that, please?

I'm sorry, but I don't understand.

12 How do you say it in English?

a. Students can compare their ideas with another pair and add further reasons to their lists.

13 It's your turn

EA: You could make a class poster showing all the reasons why this particular group is learning English. It is motivating and can contribute to creating group cohesion and rapport.

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. - b. Monitor and help the pair of students with new words.

c. You might like to check the meaning / pre-teach the words: *fluently; Twitter; outfit*.

d. **EA:** As a post-reading activity, you can put students into pairs or small groups of 3 and get them to play *20-questions* by choosing to be one of the 4 famous people they had read about. The other students can ask them yes/no questions based on the information in the short texts. They can conclude by explaining why they chose to be that famous person.

e. - f. Provide a personal example by getting students to guess which sentence is false about you.

g. **TT:** Instead of the teacher having to read out all the texts, you could give one text to each student making sure that no one gets their own text. They read it out loud and try to guess who it is about.

EA: They can also ask questions if they are not sure, or if they hear something very interesting and want to know more about the topic.

TT: You can listen to the texts and take notes on errors or good use of language. After everyone has read their text, choose the most relevant errors and write them on the board. Invite students to think about how they can be corrected. This way you will not put them on the spot and no one will be ashamed of their mistakes. You can mix in some sentences that contain good use of the language. This will give you the chance to praise the learners and thus boost their self-confidence.

Did you know?

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

TT: Draw students' attention to the fact that they can use the CDs to also listen to these texts.

Unit 2: We're having a party

A 1 Let's celebrate!

TT: You can use the picture at the beginning of each unit to activate / to assess students' knowledge of the vocabulary they are going to be working with.

After students discuss the question in the book, you can ask additional questions like:

What other events do you celebrate with your family? (i.e. anniversaries; graduation, christenings; Christmas; Easter etc.)

Who is usually invited? (here elicit relatives, e.g. cousins, aunts, uncles, grandchildren, nephews, nieces etc.) This can nicely lead into activities **2a** and **b** which will structure the lexis for the students. Putting the charts in **2b** on the board will help visual learners.

2 Have your got any children?

c. EA: You can get the students to draw their family trees and use the words to label them, then compare whose family has more women / men in them.

TT: Some students may be unwilling to share information so personal, or might get emotional when talking about their family.

e. EA: You can encourage students to bring in photos of their own family and describe them to their classmates. You can do the same and get students to guess who the people on your pictures are. They can ask you questions (good revision), or you can use the pictures to put the *have got* structure into a meaningful and personalized context by telling them about your family using this piece of grammar.

f. TT: Copy the grammar boxes onto the board or an OHT, underlining the relevant parts in different colours. You can refer students to the **Grammar** on page 125 or the **Grammar overview** that starts on page 199.

g. - h. Make sure that students get enough practice with this structure. You can use the **Extra activities** section for this.

B Do you remember?

TT: If participants are not keen on moving around, get them to sit in groups of four and fill in the gaps with the names of the group members randomly, then ask questions to check if the sentences are really true about the people in the group. You can then ask the groups to report back to the whole class about the information they collected.

4 We like celebrating together

b. After students do the activity, you can get them to go back to the pictures in **4a** and describe them using the lexis that they worked with in **4b**.

5 It's good to have you here

b. You might want to pre-teach / check *traffic jam* before you play the audio.

6 It's your turn

b. EA: Students can act out their dialogues in front of the class. The others can listen out for differences between their dialogue and the one being presented.

TT: Be very positive and encouraging at this stage – older learners can be quite shy and self-critical when put in the spotlight.

C Do you remember?

Get students to reply to the unjumbled sentences. Model and drill correct intonation here. Get them to practise the short exchanges in pairs.

7 My cousin is very charming!

b. Elicit further adjectives from the students and put them in the three categories. The group can make a poster together and hang it on the classroom wall for further reference.

TT: This can boost confidence, students will see how many words they already know.

g. Try and get students to come up with additional pairs of opposites.

EA: You can ask your students to write these adjectives on blank cards and play *Memory* with them. This will help them remember the words better especially if you encourage them to say the other half of the opposite every time they turn up a card.

TT: Don't include more than 8 pairs of adjectives because you will run the risk of overloading their memory and frustrate them.

h. You can organize this activity as a class survey mingling activity putting each student in charge of a question. They will each have to talk to everyone else in the group trying to find the person who can answer their question affirmatively. Encourage them to ask extra questions once they find such a person. At the end get them to report back to you.

TT: This activity will let students find out more about each other, it creates rapport and a pleasant classroom atmosphere.

8 It's your turn

EA: You can add a few more questions to this activity, such as: *What is his/her job?, What kind of hobbies does he/she have?, How often do you meet?, What do you do together?* Then let students think about their answers and write down some keywords (but not whole sentences). Using these notes, they can tell their partner about the person they had chosen. To stimulate creativity and engage students with different learning styles, you can get students to draw a rough sketch of their friend/relative and write the keywords on their drawing. Get them to change their partner and talk about this friend/relative again and again (showing the drawing, too). Try to get them to gradually leave their notes behind and talk freely.

TT: This activity helps students develop their fluency and confidence in speaking the language. To help them improve their accuracy, you can follow individual students as they tell their anecdote to different partners. While listening, take notes of his/her errors. Before the students change partners, discuss some of these errors with them (focus on maximum 3 at one go). The next time they tell their story, they should be able to incorporate your feedback and use more complex language.

D Do you remember?

EA: You can supplement the pictures in the book with other pictures that you cut out from fashion magazines / adverts. Display them on a table that everyone can see (you can also put students in smaller groups) and get them to choose 1 or 2 people that they describe to the group. The others have to identify the person on the picture. You can also encourage them to use clothes and colours vocabulary.

8 We know each other, don't we?

c. EA: You can put sentences and their tag-question equivalent on separate cards and let students play *Snap* in pairs: whenever one puts down a sentence, the other one needs to add the correct tag to it and say it with the correct intonation. If the sentence is accurate, the person who added the tag can keep the pair of cards. The student with most pairs wins.

11 It's your turn

a. Encourage students to add other small talk topics to the list.

TT: Give them enough time here to think about what they would say. Help them with lexis and make sure their sentences don't contain too many errors before you get them to practise the dialogues. Reinforcing inaccurate language may lead to fossilised errors.

c. EA: You can set this up as a mingling activity to simulate a party. You can even give students paper cups to hold and carry around with them. Get them to change partners and topic whenever you clap.

TT: Depending on the time you have available, you can extend or shorten this activity. It will get noisy, but it is a lot of fun!

English in use

To get students thinking about the topic ask questions like: *What is a family reunion? Who goes to such an event? Where is it usually organized? What do people do there? Do you have them in your family?*

a. TT: If students don't feel comfortable with sharing personal information about themselves, you can encourage them to make up information for the profile. It can stimulate creativity, boost confidence and generate laughter.

e. Here you can discuss about what constitutes an appropriate and an inappropriate small-talk topic. Help students with lexis if needed and correct their sentences at this preparation stage so that when they perform the speaking task, they don't repeat inaccurate language.

h. TT: Offer feedback on their use of language and accuracy. You can also evaluate the conversations based on whether they were friendly enough; if the small talk topics were appropriate etc. This will nicely lead into the next section.

Did you know?

If you are following on from the speaking activity of the previous section, your students can read the texts and evaluate their dialogues from the point of view of the information contained in these.

You can also discuss if these things apply in Germany (or any other country that the students may originally be from / know well from their travels).

Unit 3: We used to be friends

A 1 What can you see in the attic?

Check that students understand the meaning of *attic*. This will also be a good opportunity to revise the parts of a house. You can include *cellar* because it comes up later in the unit.

2 What's in your attic?

b. Make sure students understand that several combinations are possible. To practise, you can return to the picture on the previous page and get them to describe it again, in more detail this time – using the adjectives in **2b**.

c. When you introduce the word 'stuff' make sure that students pronounce it correctly and do not say /stɑ:f/. Drill correct pronunciation with them.

TT: You can allow students to use a dictionary, or help them with new lexis yourself.

EA: You can set this up as a competition – the pair that comes up with the longest list of objects, wins. However, some older learners might find time pressure stressful.

c. Get students to compare their lists. Compare whose attic / cellar is the tidiest.

3 Do you remember when we got it?

a. Before you let students listen to the recording, check that they understand the words. Check the meaning of *golf clubs* if it had not come up.

b. Allow students to read the questions and the answer options before you get them to listen again.

4 It's your turn

a. You can get students to see their object in their mind's eye and ask them the following questions stopping for a few seconds between questions to allow them some time to think about the answers.

When did you buy it or who gave it to you?

What does it look like?

Why do you keep it in the attic/cellar?

Do you think you will throw it away one day?

Then get them to tell their partner about the objects. You can set this up as a mingling activity and allow them to talk to different partners. At the end, choose whose object had the nicest or the most interesting memory/story related to it.

TT: Some objects might bring back painful memories. To avoid this, make sure you allow students to choose the object they want to talk about themselves, and focus on the positive (the nicest/the most interesting memory) throughout the activity.

B Do you remember?

EA: You can use the activity in the book as an example and get the learners to come up with other similar definitions in pairs or small groups to review more lexis from the previous lesson. You can set it up as a small quiz and reward the winners with sweets or chocolate.

TT: You can allow students to use a dictionary or help them with words they need for their definitions.

5 Objects can change lives!

a. Before students read the text, you can set the context by asking them what object they could not live without and why? Also, you might want to check/pre-teach: *improve; instant; radically*.

b. Make sure students have the opportunity to check their answers in the answer key.

TT: Older learners usually enjoy such quizzes and it can be very motivating for them to see how much they know and still remember. The opposite is true as well, they become easily demotivated if they can't remember facts, so do not focus on mistakes, keep the classroom atmosphere positive.

d. You can ask pairs to compare their answers and find similarities and differences. For example, they can tell you things like: *I don't think that mobile phones changed our lives, but Silke thinks they did because ...*

e. Allow students to read the options before listening to the recording.

f. You might need to check/teach the expression/word *to lose touch with somebody* and *wonder* before students can do this exercise.

6 It's your turn

- a. **EA:** You can extend this activity to other objects as well (e.g. freezer, microwave etc.)
- b. Go through the language here together with the students. Allow for planning time. Help with new lexis if needed.

C Do you remember?

EA: Another variation on the same game:

Verb tennis: verbs act as a tennis ball (you can use an actual ball, too!), student A “throws” a verb to student B, student B has to say the past form of the verb and “throw” another verb to student A. It can be played in pairs or as whole class, in this latter case students can stand or sit in a circle.

7 Her surname used to be Smith

- a. To set the context for the reading check if students know what a *social network website* is. Elicit some examples of such sites (e.g. Facebook; Twitter; LinkedIn etc.) and ask if students use them and find them useful. Make sure you elicit the fact that they are useful in order to find and keep in touch with old friends and/or relatives (esp. who live abroad).
- b. Make sure students understand the difference between **Past Simple** and **Used to** (i.e. past fact versus past habit). Focus on the difference in form too (i.e. used to + infinitive).
- c. In connected speech the 'to' of 'used to' becomes weaker /tə/. Drill correct pronunciation with the students if necessary.

8 Did she have any unusual hobbies?

- a. Before you refer students to the text, you should elicit the form of past questions. You can exploit the sentences the students came up with in **7d** to ask them questions in the past. Write them on the board and clarify meaning and form drawing students' attention to the auxiliary *did* and that it is followed by an *infinitive verb*.
- b. Get students to make more questions and check their answers in class. Accuracy should be very important here. For extra practice you can refer students to **Extra Activities** section C.

9 It's your turn

EA: Another way you can set this activity up: get the students to write 5 sentences about themselves using *Past Simple* and *Used to* on cards. Mix up the cards making sure no one draws their own card. Students have to mingle and find the person who wrote the sentences by asking questions. Encourage them to ask for extra information about facts they find interesting.

TT: if your group does not like to move around, you can set this up in smaller groups and get the groups to report back about interesting facts to the whole class.

D Do you remember?

a. - b. Encourage students to ask questions in order to identify the person described.

10 We used to do so many things together

a. Use the pictures in the book to teach new lexis. Drill correct pronunciation if necessary (esp. “choir” /kwaɪə(r)/ and “ballet” /'bæleɪ/).

b. Get students to predict before you let them listen to the recording.

c. **TT:** Let them check their answers in pairs before you check together – it gives them more confidence.

d. Remind students of the differences between **Past Simple** and **Used to** (i.e. past fact versus past habit) before you get them to write about themselves. You can give them personal examples before they write their own sentences.

11 It's good to see you again!

a. Before they listen to the recording, elicit from the students the situation we would say *It's good to see you again!* in. When was the last time they said this in their native language? Who did they say it to?

b. **TT:** Let them work in pairs or, if they work individually, let them check in pairs before you check with the whole group to boost their confidence. If students struggle with listening for detail, play the recording two times. Students can read the tapescript after the first listening and then listen again. When they answer **b**, you can ask them to find proof for their answers in the tapescript.

c. To reinforce the grammar, do this activity with them. For extra practice you can refer students to **Extra Activities** section D on page 137.

12 It's your turn

a. - b. **TT:** If students have been working with the same partner for a long time, get them to change partners for this activity or to work in smaller groups (of 3 or 4).

To mix up the pairs you can play a partner finding game, for example: put verb phrases on cards and cut them up. Students will have to find the person who has the matching part of the phrase and sit down with that person.

sing	in a choir
play	hopscotch

English in use

a. - b. Elicit the meaning of *boot* (rear part of a car as opposed to a type of shoe). Use the picture to check/teach the term *boot sale*. Ask students if they have ever participated in one and whether they liked it. Use the announcement in **b** to check/improve their understanding of the term.

c. - e. TT: You can provide students with some pictures of objects that they can stick on their cards if they prefer pictures, but don't like to draw. The descriptions on the cards should be clear and legible to all because they will need them later. Help students improve them, if needed.

f. TT: You can have a pair read the dialogue in front of the class to check the right order before you get them to practise in pairs. Older learners don't like to be put in the spotlight, so choose more confident students for this task.

g. Copy the table on the board and leave it there for reference for the task in **i**.

h. Use this activity to help students prepare for their dialogues, and practise it in a safe environment before they perform the task in **i**. Monitor and help with lexis and correct language mistakes.

Did you know?

EA: If you have more time and want to extend this section, you could get students to bring in their own photographs and write a similar description to the one in this section. You can help them with new lexis and correct their texts. The final versions could be put up around the classroom for everyone to read.

Unit 4: It's too spicy

A 1 I prefer spicy food

With books closed, check that students understand the meaning of *spicy*. Elicit some examples of spicy food they have eaten and ask them where they ate it. Do **1** and get them to say what kind of food they like. Check difference between *food* and *dish*.

2 The tomatoes smell very nice

a. Get students to match the words and the pictures. Check that they understand the notion of *staple foods* – ask them whether they have any of these at home. What are the advantages of having them in stock?

b. Before they listen, put students in pairs and ask them to tell their partner where they usually do their grocery shopping and to name their favourite shop / supermarket / market.

c. Allow students to check in pairs before you check with the whole group.

d. EA: You can allow students to personalise the language here by asking them to describe food they like using these adjective + verb combinations. E.g. *I think carrot soup tastes delicious.*

e. Use the mind maps to collect words. Allow students time to do this in groups, encourage them to add words of their own. Compare as a group. Then write the words on the board or A3 paper for reference later.

EA: For a bit of competition and excitement, you can tell students to think of words in each category and that you will do this yourself. They will get one point for each word on their lists, but if they think of the exact word(s) that you also have on your list, they get two points.

TT: Allow enough time for students to prepare their own lists. You can use the **Extra activities** on page 142 to consolidate vocabulary or assign them as homework.

3 Have you got any local chicken from Surrey today?

a. Extra questions: How do they know that the woman is friendly? Are sellers in Germany (or any other country students come from / are familiar with) friendly?

b. TT: Get students to tell you the right order, write the dialogue up on the board for students to see the right order.

EA: You can play *Disappearing Dialogue* with them once you have the text on the board: delete 2-3 words of your choice from the dialogue substituting them with blanks (start with easier words like content nouns). Get two students to read the dialogue out loud providing the missing words themselves. Delete other 2-3 words and get another pair to read it out. Repeat this, gradually wiping words off the board, until every student had the chance to read the dialogue once.

TT: This will give learners the chance to practise the dialogue in a safe (bits of the text are always there for reference) and controlled environment. Repeating it several times will help them memorise the phrases. Just make sure you wipe away words gradually to keep the level of difficulty moderate.

c. After having played the *Disappearing Dialogue*, students should be able to produce the replies quickly and easily for this activity. Make sure their intonation is natural, work on sentence stress and drill if necessary.

4 It's your turn

a. Allow enough time for students to prepare their shopping lists.

EA: The classroom could be turned into a market with sellers and buyers. Students can mingle and practise their conversations with different people now. Sellers can prepare shields for their stands e.g. *butcher, greengrocer* etc.

TT: Allow students to use a dictionary and / or offer help with new lexis yourself.

B Do you remember?

TT: This little memory game will be fun, but also challenging, so if you have more than 8 participants in the group, stop the chain after the half of the students have spoken and start a new chain. Or you can work with two smaller groups and let a stronger student from each group repeat the chain their group came up with in front of the class.

5 What's in the kitchen?

a. Allow students to work in pairs here to be able to help each other.

TT: If students seem to be struggling, don't let this drag on for too long and refer them to **5b** for help.

b. Allow students to consult their dictionaries. Model and drill pronunciation if necessary. Draw students' attention to the difference between *cook* (person) and *cooker* (object).

c. TT: Do this in pairs and allow the student (who is not describing) to look at the picture and offer clues and help if the other one seems to be struggling, then swap roles.

6 Add curry powder

a. Before you do this activity, ask students to discuss in pairs questions like: *How often do you cook?*; *What was the last thing you cooked?*; *How much time did you need for it?* Then, refer students to the pictures and elicit some examples with these expressions referring back to their discussions.

b. TT: Draw students' attention to the word *recipe* /'resəpi/, check its meaning and drill pronunciation. Students often confuse it with *receipt* /rɪ'si:t/ – clarify the difference. Draw students' attention to the 'of' that we say (but not write) in 800 g *of* chicken; 4 cups *of* water etc.

c. TT: Practise these verbs by getting students to cover the preparation procedure in the text and tell their partners how to prepare *Pakistani chicken curry* by looking at the list of ingredients only.

7 It's your turn

EA: As homework, get students to choose another recipe (e.g. of their favourite food; a typical dish for their region etc.) and write down the list of ingredients and the steps involved in the preparation. Students present their recipes to the whole group in the following lesson. The group may choose the best recipe. Everyone can say why they like the recipe they chose.

You can use the **Extra activities** on page 143 to consolidate vocabulary or assign them as homework.

C Do you remember?

EA: Ask students how often they prepare *fruit salad* and what kind of fruit they use for it. Use this to review fruit vocabulary.

8 We could add a bit of salt

d. Use the audio in **a** to elicit language we use when giving and asking for advice (i.e. we should / could; let's etc.). Use the board to present these expressions in a structured way: one column giving and one column asking for advice. Highlight these lexical chunks so that students can refer back to them when giving advice to Christopher and Mark.

9 You mustn't let it burn

a. - c. Do the listening first so that students can hear the target language (modals) in context. Use the table in **c** to clarify the differences in meaning by drawing it on the board and filling it together with the students.

TT: Make sure students work it out with you on the board before they fill in the table in the book.

d. - e. Use these activities to offer students some controlled practice with the modals. You may want to refer students to the grammar rules on page 141 and the **Extra activities** on page 144 (these can be assigned as homework).

10 It's your turn

Allow time for students to prepare.

EA: Additionally, you may want to encourage them to think of problems they themselves have and ask their partner(s) for advice.

TT: Some students might be unwilling to share personal problems, tell them that they can make up problems.

D Do you remember?

Before starting this activity, you can ask students to brainstorm ideas about things that can go wrong in the kitchen.

EA: You could get students to come up with advice on how to be more successful at learning English. A classroom poster can be made containing the best advice and put up on the wall as a reminder.

11 What's on the menu?

a. TT: If students are struggling, make the context clearer by asking them to think of a pub / restaurant they have been to and what they ate there. Let them use their dictionaries. You can discuss here about what students associate with a British pub and how it is different from a restaurant.

b. If these words don't come up in the discussion, check if students know what they mean before having them complete the menu.

c. There will be quite a lot of new words in the text. Refer students to the word list at the back of the book, or allow them to use their dictionaries. You can assign the **Did you know?** section as homework so that students can read more about British food.

12 What would you like to drink?

a. Let students listen to the dialogue and ask them how they know that the speakers are in a pub – elicit some typical vocabulary e.g. waiter; order etc.

TT: If they are struggling, you can allow them to use the transcript, but understanding the gist of the dialogue is the main focus of the activity.

c. If you had assigned the **Did you know?** section as homework previously, this is a good point to start a discussion about cultural differences that can lead smoothly into the **It's your turn** section.

13 It's your turn

EA: To revise modal verbs you can play a guessing game here. Get students to think of a place (e.g. *museum; hospital; library; zoo* etc.) and write 3-4 rules for them in pairs then have them read out the rules to the class. The others have to guess the place.

English in use

a. - g. To create a fun context, you could tell the students that you are giving them enough money to open a pub. They have to design their menu and the best proposal gets the funding.

TT: Enlarge the menu template on page 54 and copy it on a separate sheet of paper (you could get students to rename their pub, too!) so that their menus can be used later on in the role-play.

Listen to all their proposals and give money to each pub! They can now *go pub crawling* – organize activity **e** as a mingling activity.

TT: This activity will get really noisy, or stronger students may dominate. Therefore, make sure that in the feedback phase (**g**) you allow each and every student to tell you what they had to eat and drink and which pub they liked the best.

Unit 5: My best Holiday

A 1 My favourite holiday

a. - b. Students look at the picture and name the country. Elicit / feed in basic landscape-related lexis: e.g. *mountain, river, forest, sky*; review weather-related vocabulary: *clear, sunny, blue, cold* etc.

EA: With stronger classes, you can ask them to tell you what they would see on the picture if it was taken in the other countries mentioned in **a.**

2 I want to learn more about the Maori

a. Students brainstorm keywords in pairs or small groups, list their keywords on the board: *sheep, mountains, beautiful scenery, Lord of the Rings, wine* etc.

b. - c. Refer them to the pictures to complete the list of keywords on the board.

d. Students discuss in pairs and tell the class afterwards. Encourage students who have already been to New Zealand to tell the others more about the points of interest that arise.

EA: If you have tech-savvy students, you can assign a **Webquest** as homework: every student researches a point that arose in **d** online and reports back about it in the next lesson.

TT: Allow them to do the research in German not to overwhelm them with new vocabulary, but encourage them to write a simple report in English (give them a sentence limit of 5-6 sentences).

e. - f. Compare in pairs and decide if the trip is interesting for them.

3 I went to New Zealand three years ago

a. Check / pre-teach *vine*. Model and drill pronunciation: /vaɪn/. Make sure they don't mix it with *wine* and pronounce it accordingly /waɪn/.

EA: Practise the difference between **v** and **w** with other minimal pairs if necessary: *vest – West; verb – were; vote – wore*.

b. EA: Before they write the questions, you can ask them to underline the verbs in the text and group them into present and past verbs. This will allow you to review the two tenses, and also check their understanding of regular and irregular verbs. If your students need more practice with the past, refer them to the **Extra Activities** on page 150.

c. TT: Students can work in closed pairs or open pairs, i.e. one student asks another student in the group a question, everyone hears the question and the answer. In the latter case, you can encourage peer-correction / self-correction.

4 It's your turn

a. Encourage students to include details and help them with new lexis if necessary.

b. Walk around with them to pick up some of their errors (either from the texts or from what they say). Put these on the board and correct them together once everyone is sitting again.

TT: If your students can't move around easily, or are reluctant to, you can carry out this activity in small groups of 4-5. Students shuffle the texts, everyone reads out one and the group guesses the country. The members of the group ask the person who wrote the text extra questions about the country / the trip.

B Do you remember?

Students write sentences and compare their lists with a partner. Encourage them to ask each other questions about each sentence. Give them an example of your own to demonstrate the activity.

5 We've been up on a volcano

a. Students match the words. Model and drill pronunciation of difficult words like: *bathe* /beɪð/, *fjord* /fjɔː(r)d/, *winery* /'waɪnəri/, *helicopter* /'helɪ,kɒptə(r)/.

d. Elicit sentences using the examples given. Write a list of sentences on the board to refer back to when doing **e.**

TT: Students are likely to have problems with **already** and **yet**. You can refer them to the **Grammar** section on page 149, and use timelines and concept questions to check whether they understood the difference.

e. Compare the list in the book with the one on the board and add any extra suggestions. Students listen and tick the correct answers.

f. Students fill in the gaps. Use these examples to introduce the *present perfect*. Using timelines and contrasting it with the *past simple* works best. Draw students' attention to the grammar explanations on page 149.

TT: It often takes a while until students feel comfortable with this tense, so the more practice they get, the better. Use the **Extra Activities** on page 151 for this.

C Do you remember?

EA: You can encourage students to ask extra questions if they get an affirmative answer. You can take this opportunity to review the differences between the *past simple* and the *present perfect*, too.

TT: If your students are willing to move around, you can organize this activity as a classroom survey by giving each student a different city to ask about. At the end, they can report back about how many people in the group have already been to this city. Then, the whole group can think of specific questions to ask these people about these cities.

7 I've travelled a lot in my life

a. Students predict using the clues and the picture in the book. Elicit the meaning, model and drill pronunciation of *climb* /klaɪm/ if necessary.

TT: To cater to different learning styles, you can copy the sentences on large slips of paper, give each pair one and invite them to stick these on the board under the correct heading. This way, the whole group can see the right answers.

d. - f. TT: Senior learners learn best if they get the chance to review the same content in different forms, so use these activities to remind them of the differences between the *past simple* and *present perfect*. For **Extra Activities**, look at page 152.

EA: Encourage students to substitute the places in **g** with other countries / cities / sights and repeat the dialogues making necessary adjustments. Help them with vocabulary. Some dialogues can be acted out in front of the class.

8 It's your turn

a. TT: You can collect students' questions on the board for the whole group to use during the interviews in **b**.

D Do you remember?

TT: Let them change partners 2-3 times and repeat the activity to become more fluent.

9 What's the largest building you've ever seen?

a. Students read and mark answers individually. They check and discuss differences with a partner.

c. Draw their attention to irregular adjectives like *good (better – the best)*, *bad (worse – the worst)*.

EA: For extra practice, you can elicit the names of 3 rivers and 3 cities in Germany or your country and encourage students to compare them.

d. Model and drill pronunciation of *neither* /'naɪðə(r)/, /'ni:ðə(r)/ drawing students' attention to the two variants.

e. TT: You can organize this activity as a competition: students brainstorm questions in two teams and then ask the other team. Make sure the questions are accurate and that they know the answers to their own questions before you start the game.

10 What about a man-eating tiger?

a. TT: If students had read the article in a previous lesson, let them re-read it to reduce the pressure of remembering it.

11 It's your turn

b. TT: Don't interrupt their reports to correct errors, it would inhibit their fluency and discourage them! Listen, take notes and address errors at the end of the activity.

English in use

a. - c. These activities prepare the students for the game in **d** meant to help them consolidate their use of the *present perfect* (to talk about experience) and the *simple past* (to talk about past events).

a. Put the students in small groups of 3-4 and get them to brainstorm activities and sights specific for the countries on the map on page 67.

b. Students check the activities and add any they haven't thought of to their own lists.

c. Students personalize the game and add 2 more destinations to the map. It's important that they assign the numbers 5 and 6 to these. At this stage allow them to work with dictionaries or help them with new lexis.

d. To make sure students understand the rules of the game, sit around the teacher's desk and demonstrate the game by playing a test round together. You will have to check the meaning of *counter* and *dice* at this stage (the easiest way to do that is to show these to the learners). If you don't have any counters, you can use coins or round pieces of coloured paper instead making sure that each student within the smaller groups gets a different colour. Each group will need a dice.

Students should know what they have to do at each stage of the game before they start playing: 1. they suggest activities (e.g. *I'm in New Zealand and I can go whale-watching here*); 2. and 3. they make "travel experiences" to different countries; **IMPORTANT:** only after landing on a country for a second time, can students claim to have been there before (e.g. *I'm in New Zealand. I've been here before.*) 4. they talk about experiences and past events; 5. The last stage of the game allows students to personalise the language they had been practising and talk about their actual travel experiences.

TT: With stronger students, you can feed in some extra language at stage 2 to help students speak about the places they haven't been to yet: e.g. *I'm in South Africa. I haven't been here before, but I would like to very much. I would go on a safari.*

While the learners are playing, listen out for errors (especially ones concerning the *past simple* and the *present perfect*) and address these after the game.

Did you know?

EA: Assign the texts as homework. In the following lesson, students – in groups of 3 – can prepare a short questionnaire based on these texts for another group to answer.

Unit 6: Getting around the city

A 1 I usually take the bus

Direct students' attention to the picture and discuss the questions. Check if students know what *get around* means (to go or travel to different places). Students at this level often use *with* instead of *by*, and use *drive* to mean *go / travel* (i.e. I drive by bus). Draw their attention to these.

2 What would you like to see?

a. EA: You can bring in a map of London (or use an online one) for students to find the locations / attraction on it when presenting their ideas to the class. The attractions in 2b could also be added.

b. Check the meaning of boating and cycling before students do the activity. Let them compare with a partner before group feedback.

c. Check the difference between I'd like (used to say politely what someone wants) and I like (used to talk about preference). Drill pronunciation if necessary: /aid laik/.

d. Make sure students remember what *used to* means (unit 3) before they listen to the conversation (i.e. they were neighbours in the past, but they are not any more). Elicit more examples from the students if they need refreshing. For example, what they used to do when they were children, but no longer do nowadays.

e. Students compare with a partner before group feedback.

f. Drill the expressions with the students by asking them questions about the city they live in. For example: What should I do in Munich (on a rainy day / in the summer / in September)? Drill pronunciation of I'd /aid/ and recommend /,rekə'mend/ if necessary, mark stress on the board.

TT: You can hold up cue-cards with the words: *I'd*, *recommend*, *wouldn't* to prompt them to use the expressions.

g. Students prepare their dialogues in pairs. Act out some of them in front of the class, or in smaller groups if students do not feel comfortable with performing in front of many people.

EA: If you brought in a map of London, you can give students more practice by referring back to the locations / attractions they had described on it.

3 It's your turn

Encourage students to talk about cities / countries they visited and they know well.

TT: You can organise this as a mingling activity. Give students paper cards they can write the name of their chosen city / country on and place in front of them for everyone to read. Students can now choose a destination and get recommendations. Repeat this until

everyone has talked to at least 3 different people. Get feedback on which destination was their favourite one and why.

B Do you remember?

b. Allow students to personalise this activity by referring to the city they live in. Encourage them to give reasons for their advice (e.g. Student A: I'd like to buy a pair of jeans in Munich. Student B: I'd go to Kaufinger Street. There are many shops.)

4 A single to South Kensington, please.

a. Drill with more examples relevant for the city the students live in. For example: *I want to go to the airport. / I want to show the city to guests. / I want to go from here to ...* (choose any relevant location).

b. Clarify the situation before students listen.

d. EA: Allow students to personalise the destination and write a new dialogue adapting it as necessary.

5 Change trains at Notting Hill Gate

a. Allow students to study the map before they listen.

b. Students compare in pairs before whole class feedback.

c. Students can go to page 159 to practice the new expressions before proceeding with exercise **5d**.

TT: You can print the map on a transparency and show it to the students on an overhead projector. You can draw in the route together with the students during feedback. You can all listen again to check / reinforce.

6 It's your turn

EA: For more practice, you can provide students with the London underground map, or that of the city they live in, and they can practice the dialogue by changing the destination and by looking up the best route on the map. Students in a class with many smartphones can look online.

TT: Repeating the dialogue with more partners will help learners consolidate the expressions they learnt in the lesson, and will improve their fluency.

C Do you remember?

Students work in pairs and give instructions to each other based on the map in the book.

EA: Students can tell their partner, or the whole group, how they got to the lesson: what means of transport they used; where they got on / off; where they changed and what kind of ticket they used.

7 When's the next train to New Barnet?

c. TT: To make this more challenging, you can ask students not to show each other the times they had written down. Instead, each student dictates his/her partner these times. Once they have written down everything, they can compare with their partner. This way they can check if they understood / told the time correctly.

8 The next train to New Barnet leaves at 5:55

a. Students brainstorm problems. You can write these on the board and then ask them to compare with the list in the book. Some students might say *lose the train* instead of *miss the train*. Clarify the difference if this happens (i.e. *lose something* – you are unable to find it; *miss something*, esp. means of transport – you were too late).

b. Check / pre-teach *platform* /'plæt,fɔ:(r)m/.

e. Students brainstorm ideas in pairs. Encourage them to give advice to review the functional language they had been learning before they listen to find out what the men actually did.

9 It's your turn

EA: If you can get printed train / underground timetables, or if students can access them online, practice with those, too.

D Do you remember?

Students read the announcements to each other. Encourage them to write similar announcements for the city they live in. Go around and check for errors, then repeat the activity with these personalised announcements.

10 Can you take us to New Barnet?

b. TT: You can put these sentence halves on dominos or cards for students to play with.

c. Elicit ideas before you tell students what the expression means.

d. Allow students to discuss in smaller groups before a whole class discussion. You can expand it to the different countries they have visited.

11 How long have you been here?

a. - c. Allow students to study the examples before they look at the timeline. Work out the rules together. Additionally, you can refer them to the **Grammar** section on page 157.

d. Students put the phrases into the right categories. More examples can be elicited. Assign the **Extra Activities** on page 161 as homework for extra practice.

EA: Play Noughts and Crosses: fill the grid with time expressions from **d** and group the students into 2 teams. If a team tells you a correct sentence using the *present perfect* and a time expression of their choice, put the nought / cross on that time expression in the grid.

Accept only grammatically correct sentences. If an incorrect sentence is made, the other team can correct it and steal the point.

12 It's your turn

TT: Get the learners to find similarities and differences, and report back to you during whole class feedback. This will create more rapport.

EA: You can encourage students to come up with questions of their own in addition to the ones in the book.

English in Use

a. - c. TT: Some of the students might have already visited New York. Allow them to incorporate their own experiences by adding more locations / sights to the list.

EA: You can even encourage the students who had been to New York to bring their own photos to this lesson and show them around the class. Add these to the map, too.

d. EA: To make the task more challenging, you can ask students to describe the route and their partner has to name the sight / location based on the description.

TT: This way you can help them develop their skill at understanding spoken instructions, as well as review and consolidate the language learnt in this unit.

e. - f. Students brainstorm and write the dialogue in pairs. Refer students back to previous model dialogues used in this unit if they seem to be struggling (e.g. the dialogue on page 197.).

Unit 7: Last Christmas

A 1 The best souvenir I've ever bought

Before students discuss the questions in the book, elicit ideas concerning the time of year, place and objects on the picture (i.e. snow globe, cab, crowds of people, department store etc.).

EA: If you are teaching this lesson around Christmas, you can play the beginning of George Michael's *Last Christmas* song and ask students how they feel about it, why they (don't) like it; what their favourite Christmas song is.

2 What would you like to do?

a. - b. Students match the cities, the pictures and the information. Allow pair-check before whole class feedback. Encourage them to add their own ideas if they have visited these cities.

c. Students give advice. Review language learnt in unit 4.

3 I want to buy some souvenirs

c. - d. Draw students' attention to the modal verbs **can** and **could**, and the difference in register (polite versus more direct questions). Elicit more questions from the students. Put these on the board for reference.

d. Students practise the dialogues in pairs. They can use the extra questions they came up with in **c.**

4 It's your turn

EA: Some of the dialogues can be read out with the name of the city left out. The rest of the class has to listen and guess which city the speakers are talking about.

B Do you remember?

TT: Encourage students to refer to plays, shows that are on at the moment in their city, or local shops. This will make the activity more realistic and, therefore, more motivating.

5 We're looking for some presents

a. - b. Students match the words and the pictures, then group them into the categories provided. Encourage students to give reasons for their grouping (e.g. The baseball cap for the grandson because young boys like sports).

TT: A good idea here would be to check how much students know about baseball and elicit/tell them the names of the teams mentioned in **d** so that their listening is not hindered by this lack of information later on.

EA: Students can add any other present ideas they have. Help them with vocabulary.

TT: Don't overload them with new words, keep to a limit of 8-10 lexical items.

c. Students can look at their lists of present ideas and tick the items they hear in the audio.

d. Allow students to read the sentences and the choices before listening. Check / pre-teach motif /məʊ'ti:f/.

e. Give students time to look at the pictures and deduce the differences. Drill the words with the whole class using objects in the classroom.

f. - h. Do these exercises to help students consolidate **this, these, that, those, one, ones**. Draw students' attention to the difference in meaning the length of the vowel sound can lead to (i.e. *this* /ðɪs/ and *these* /ði:z/). Model and drill correct pronunciation.

6 It's your turn

Students practise in pairs, but you can extend this activity to the whole class if students are willing to move around.

C Do you remember?

TT: If you feel students need more practice, you can repeat and drill with other objects in the classroom. If you are teaching this around Christmas time, you can bring in Christmas cookies and students can 'assign' cookies to each other using this language. It will create a pleasant atmosphere in the classroom.

7 A bird is singing in a tree

c. EA: You can mime certain simple activities and let students guess what you are doing (e.g. cooking; reading; writing; driving; skiing etc.) making full sentences with the *present continuous*. If they are not very shy, you can get students to mime for their partners / smaller groups. *Spot the difference* type of pictures are also very useful to practice the *present continuous*.

8 Some people were walking past

b. Allow students to study the sentences and deduce the differences in meaning and form. Use the timeline to highlight these differences on the board.

EA: For more practice: send one student out of the classroom for five minutes. Ask the others to decide what they will be doing when the student comes back in (e.g. writing, looking up a word in a dictionary, drinking, looking out of the window etc.). The student comes in, looks around and reports back on what he/she sees: Birgit is writing. Barbara is looking out of the window. Then you can write up the following sentence beginning on the board: *When Silke came in, ...* and prompt students to finish it drilling the *past continuous* this time.

9 It's your turn

Students can add more questions of their own.

TT: Help them with ideas if they are struggling. You can prompt them to use famous events in history. For example: *What were you doing when Princess Diana died? What were you doing when 9/11 happened?*

EA: You can organise this as a *Find someone who ...* activity by asking students to find someone who was doing the same things they were doing at the same time.

D Do you remember?

Students can add more ideas of their own.

10 Oh, dear! Where's my handbag?

TT: To set the context before they look at the pictures, ask them if they have ever had their handbags (or anything else) stolen. Elicit where they were, what they were doing and what happened. You can teach some lexis here if it is necessary (e.g. *to bump into someone* because it will come up later).

11 Excuse me, officer, I've got a problem.

a. Students listen to the dialogue with books closed.

b. Allow students to read the sentences before they listen again.

c. Students practise in pairs, get them to change roles.

d. TT: You can demonstrate the sentences with a student to help them visualise the situations and to check that they understand the difference in meaning (i.e. *when* = at the time that something else happens; *while* = at the time that something else is happening).

e. - f. Use these exercises to consolidate connecting sentences with **while** and **when**. For more practice, or if you are running out of time, assign the **Extra Activities** on page 168 as homework.

12 It's your turn

TT: To break the ice, you can demonstrate the activity by telling them about you and prompting them to guess the false information.

EA: You can encourage students to ask each other for details if they hear anything they didn't know about their classmates / you before.

English in use

a. Give students time to read the description of the situation. Check lexis: *to look forward to something*; *crumbs*; *solve a crime*. Drill pronunciation if necessary, paying special attention to the silent /b/ in *crumb* /krʌm/.

TT: For more dramatic effect, you can read out the situation pausing at intervals and asking students to imagine it.

b. - e. Group students into 'victims' and 'detectives' and allow them time to prepare their stories following the instructions on the pages indicated in the book. Help them with vocabulary.

f. Regroup students for the interviews.

g. The 'detectives' present their case. Encourage them to give reasons to support their theory (e.g. *I think Silke took the cake because...; I'm not sure. Maybe Tony did it because... etc.*)

h. TT: You can assign the report as homework. In the next lesson, allow students to read all the reports and choose the most accurate one.

Unit 8: What will things be like?

A 1 I've lived in my flat for 25 years

TT: Invite students to speculate about the picture comparing the two sentences: *What will things be like?* and *I've lived in my flat for 25 years*. This will give you the chance to remind them of the use of the *present perfect* and to assess their understanding of the *will-future* form that they will be looking at later in this unit.

a. - b. Students discuss the questions. Encourage them to report back about any similarities / differences they find to the whole group (e.g. *I've lived in my flat since I moved to Munich and Silke has too*).

2 Come and visit us in our new house

a. Students talk about the pictures. You could check the meaning of: *front garden; garage; roof* at this point. Drill pronunciation of *garage* /'gærɑ:ʒ/ or /'gærɪdʒ/ drawing students attention to the two possible ways of pronouncing it.

EA: Give students extra practise with saying the date. Ask them to think of five important dates in their lives, dictate these to a partner and explain their significance.

TT: You can start by telling them significant dates from your life. Keep it positive and cheerful! The date of someone's death could quickly demotivate senior learners.

d. Draw two timelines on the board to illustrate what Sally is talking about. Provide more examples contrasting the two meanings of the *present continuous* and encourage the students to mark the correct time on the timelines. For example: *She can't come to the phone, she is cooking.* / *She is cooking for the whole family next Saturday.*

3 Are you busy on Friday night?

a. Students match the sentences. Elicit some personal plans by asking them the questions 2 and 3.

b. Give students time to read the diary entry.

TT: Prepositions of time (i.e. *on Sunday; at 4 pm; in July*) will cause difficulties at this level, so be prepared to offer support if necessary. Prompt self-correction / peer-correction of these during group feedback.

4 It's your turn

EA: For extra fluency practice, you can give students a copy of an empty diary page (or they can use their real diaries if they have one) and ask them to fill it in with their actual appointments for the following week. Tell them that they want to practise English with one or two of their classmates at a café next week, therefore, they have to find students who have the time to meet them. Get them to mingle and then report back to you on who is free to meet them and when.

TT: Allow for enough preparation time and help with vocabulary if necessary. If students are not keen on moving around, use smaller groups of 3-4.

5 There's a nice armchair in the living room

a. - b. TT: Make an enlarged copy of the house in the book for students to see it better. Senior learners often have difficulties with small pictures.

Model and drill pronunciation of new lexis. Draw students' attention to the silent /p/ in *cupboard*/'kʌbə(r)d/ and the difference between *cook* (person) and *cooker* (object).

c. Draw students' attention to the fact that *furniture* is uncountable.

d. Students talk in pairs. You can encourage them to tell their partners where these items are in their homes.

6 This is my favourite piece of furniture

a. - b. Check / pre-teach *fittings*. Match the words to the pictures. Model and drill pronunciation.

EA: Depending on the classroom you are teaching in, encourage students to show you examples of some of the fittings; you can also bring in extra pictures (e.g. cut-outs from an IKEA® catalogue), or find examples online. Use their clothes to consolidate patterns vocabulary.

c. Draw students' attention to the difference between *lamp* and *lights* before they listen to the conversation. Check their understanding of *homely* (i.e. simple and pleasant, something that makes you feel comfortable and at home).

7 It's your turn

EA: If you have more time and want to give your students more fluency practice, you can extend this activity by asking extra questions: Where is this piece of furniture? Where did you buy it? Could you live without it? List the questions on the board and tell students to write down some keywords while they are thinking about the answers. Encourage them to use these keywords to tell their partner about their favourite piece of furniture. Get them to change partners at least three times. The last time they do it, encourage them not to look at their notes anymore and just talk freely.

TT: While they are talking, listen in and at the end of the activity offer them feedback on errors, and praise them to boost their confidence.

C Do you remember?

TT: To involve them more, invite some students to write up the words under the different headings (i.e. furniture, fittings, rooms) on the board. Encourage them to add further items to the groups.

8 Not everything's finished yet

a. Collect ideas on the board. Get students to give reasons for their answers (e.g. you don't have to pay friends for their help; the flat looks cleaner if you paint the walls etc.).

b. Tell students to use the previous mind map to check off the ideas mentioned in the audio, or add any new ideas that they hear.

TT: The mind map will give them visual support to focus better while listening.

c. - d. Check the meaning of *probably*.

e. Pre-teach *suppose* and *bet* contrasting them to *probably* (i.e. verbs versus adverb, difference in intensity: *bet* is stronger than the others).

EA: If you have time and the means (i.e. computer and internet connection), you can give students more free practice with this target grammar. Choose a short video (e.g. Young Mr. Bean episodes on YouTube®) and, with the volume turned off, start telling learners what is happening on the screen (but don't let them see it yet). At key points, stop the story and encourage students to speculate on what will happen. After you have elicited enough options, tell them what really happens and continue the story. At the end, the whole group can watch the video together.

9 And when will you get your new sofa?

a. - b. TT: To check and consolidate meaning, and to model and drill pronunciation, use realia (i.e. a bottle or a book) to elicit the prepositions during whole class feedback. Demonstrating *under* and *below* will help students understand the difference.

c. TT: Drill around the classroom, using objects you find on students' desks and placing them in a way you can elicit the prepositions.

d. Model and drill pronunciation of lexical items if necessary.

e. After they 'furnish' the living room, students can walk around the classroom comparing their choices to those of their classmates. They can vote on the nicest or most practical living room.

EA: For extra practice, you can tell students that Frank has lost his glasses and they must help them find it. Put them in pairs. Student A thinks of a place where the glasses are on their living room picture. Then, student B, looking at Student A's picture of the furnished living room, has to ask questions until they guess the exact place student A thought about. They would ask questions like: *Is it behind the grandfather clock? Is it on the rug? Is it under the armchair?* Then they change and repeat the activity with student B's picture.

10 It's your turn

EA: Students can say why their living room is more beautiful or more comfortable than Sonia and Frank's.

D Do you remember?

EA: If you have more time, this can be organized as a classroom survey. Put students into two smaller groups. Each student gets a prediction sentence (use the ones in the book and write some of your own e.g. *We will eat more healthy food.* / *We will travel everywhere by plane.* etc.). They have to discuss their predictions in groups and report back to you on how many people agreed and what were their arguments.

11 Your living room is bigger than ours!

a. TT: Check understanding of *the biggest* and *smaller* before doing the exercise. You can use objects or pictures (e.g. show them a mouse, a dog and an elephant)

b. Check / pre-teach *to have space for something*. Students listen and check their answers in pairs.

c. TT: To help students notice the language, you can write up the sentences with the nouns still in them. For example: *What a nice room, it's bigger than our room!* / *Your room is full of furniture.* / *That's your armchair, not my armchair.* Then ask students to listen carefully and check if they hear these sentences. Elicit what happens and why (i.e. nouns are replaced with pronouns to avoid repetition).

d. - e. Use these activities to consolidate the meaning and use of the pronouns. If students need extra practise, refer them to exercise 12 on page 177.

12 If you buy new curtains it will look nicer

a. Check / pre-teach *decide* and *decision*. Model and drill pronunciation of *decision* /dɪ'sɪʒ(ə)n/.

b. Point out that the order of the clauses does not affect the meaning, but it influences the use of the comma (i.e. when the if-clause stands before the main clause, we need a comma).

c. Encourage students to come up with more ideas to help Sonia.

13 It's your turn

TT: You can organize this as a mingling activity where students promise different things to their classmates trying to get something in return. They report back about the best deal.

English in use

a. TT: Age might be a sensitive issue. Stick to students saying their birthdays without mentioning the year or their birth unless they really want to. You can start by telling them when your birthday is and asking them to sit / stand around you as appropriate to form the line of birthdays.

b. EA: Elicit the months that go with each star sign to review them.

d. EA: Students can decide which is the most common star sign in the class.

- e. Check / pre-teach *thoughtful* and *represent* before students read the short texts.
- f. Draw students' attention to the use of **will** to talk about future expectations and predictions. Refer them to page 173 for further details.
- h. **TT:** You can join the game by adding mini-horoscopes of your own and drawing from the hat. It creates good rapport.

Unit 9: Monkeys and Elephants

A 1 My dream destination

a. - b. Students look at the picture and try to guess where it was taken. You can ask additional questions to activate lexis and get students interested in the topic: *Have you ever been there? What did you (not) like about it? Would you recommend it?* and then continue with **b.**

2 Have you ever seen a monkey in the wild?

a. Students brainstorm ideas. Put the mind map on the board and encourage students to evaluate / discuss the ideas.

b. TT: Bring in pictures of the animals / draw them to help you check the meaning quickly. Add the new lexis to the mind map.

c. - d. Focus on pronunciation, model and drill with the whole class before they practise in pairs.

e. - f. Draw students attention to the different pronunciation of the letter 'i' in rhino /'raɪnəʊ/ and hippo /'hɪpəʊ/.

EA: You can play *The Hot Seat* game to help learners memorize this new lexis: one student sits on a chair with their back to the board. You write an animal on the board (or circle it on the mind map if you had been using it). The rest of the group gives clues to the student sitting in the hot seat about this animal until he/she can guess it (e.g. *It is black and white. It can fly.* etc.). Then the game is repeated with a new student sitting in the hot seat and a new word.

TT: If your students are reluctant to sit in front of the class, you can just ask them to turn their chairs and sit with their backs to the board.

g. Put students back in pairs and let them talk about their favourite animals. Encourage them to share details about when and where they saw this animal in the wild.

3 What are you going to do at the Kruger National Park?

a. TT: Create interest in the reading by asking students if they have ever been to a National Park and encourage them to share their experience with the group. Help with vocabulary if necessary. Then summarize the situation to the students and elicit the names of the animals on the pictures.

- b.** Students put the messages in the correct order and check in pairs.
- c. - d.** Allow students time to analyse the form then check together.
- e. TT:** To vary the interaction pattern, instead of closed pairs, you can ask students to pick someone to answer their question from the whole group.

4 It's your turn

EA: For extra speaking practice, you can set this up as a mingling activity and encourage students to comment on their partners' choices (e.g. *I'm going to take my friends to the Christmas market on Marienplatz.* – the other student might say *I'd recommend the one at Sendlinger Tor, it's not so crowded.*) This way they can review language they learnt in units 4 and 6.

B Do you remember?

b. TT: When setting up the activity, you can demonstrate it by using animals that one cannot see on a safari in order to encourage students to use the negative form, too (e.g. *Are you going to see polar bears there? No, we aren't. / No, I'm not.*).

5 We are going to fly to Cape Town

- a. TT:** Give students time to familiarise themselves with the map, help them with the pronunciation of place names.
- b.** Check the meaning of / pre-teach *cosy* /'kəʊzi/, *coach* /kəʊtʃ/ and *cable car* /'keɪb(ə)l 'kɑ:(r)/ (for this latter you can show students the picture on page 109 in the book).
- e. - g.** For extra practice, you can refer them to the **Extra Activities** on pages 182-183, or assign these as homework.

6 It's your turn

TT: Reassure students that these plans can be imaginary ones as well if they have no real plans, or do not want to share these with the group. To break the ice, talk about your own plans when setting up the activity.

C Do you remember?

TT: Give students enough time to prepare. Help with vocabulary if needed.

7 Are you going to take a travel guide with you?

- a.** Check the meaning of the lexis, especially: *currency*, *vaccination*, *forecast*. Students are likely to have problems pronouncing *spontaneously* /spɒn'teɪniəsli/; *foreign* /'fɔ:rn/, *currency* /'kʌrənsi/ and *vaccination* /ˌvæksɪ'neɪʃ(ə)n/: model and drill these.
- b.** Students compare with a partner. Encourage them to explain their choices whenever they find a difference.

8 We'll decide that later!

a. - b. TT: Give students time and encourage them to contrast and analyse the two different forms (future with will and with going to). You can use question to prompt them: e.g. *Does Betty decide to change money at their bank now or sometime before now? (Now); Do they decide to travel by bus now or sometime before now? (Before now)* etc.

c. - d. TT: Remind them that they should give spontaneous answers.

9 It's your turn

a. TT: Give students enough time to prepare their questions. Help them with vocabulary if they want to write extra questions.

b. TT: Get them to change partners if they had been working with the same partner for a longer period of time, or put them in groups of 3 to change the dynamics. It's good for rapport and variety.

D Do you remember?

TT: You can organise this as a class survey activity: give each student a blank card / sheet of paper and get them to write one questions per card / sheet of paper using the prompts in the book. If there are more than six students in your group, encourage them to come up with extra questions, or provide them with prompts of your own. Then get them to talk to the other students in the group and report back to you. This will make the activity longer, but will give students more opportunity to practise the target language.

10 What will the weather be like?

a. - b. TT: Put the mind maps on the board for future reference and for everyone to see the right answers. Encourage students to add words of their own. Model and drill: *humid* /'hju:mɪd/.

c. EA: You can ask the students to describe how the weather changes in their region depending on the four seasons.

e. - f. TT: When discussing the grammar in this section, students might find it difficult to pick up on the differences just by listening to the audio. Allow them to read the tape script and underline the **will** and **going to** forms first and then contrast the meaning of the two (i.e. will – objective prediction; going to – subjective prediction).

g. - h. Use these exercises to check understanding of the target grammar above. You can bring in more pictures yourself to supplement the ones in the book, or show some online.

11 It's your turn

EA: You can ask students if they are happy with their country / region based on the weather, or would they like to live in another country. If yes, which one and why?

English in use

a. Put students in groups of 4 and assign the tasks: one pair looks for vocabulary and phrases; another pair looks for grammar and situations.

b. - c. TT: Download a copy of the game board from: <https://www.hueber.de/at-your-leisure>. Then enlarge it for students to be able to write their tasks in the squares. Give instructions step-by-step, allowing students to fill the required spaces before you move on to the next ones.

d. - e. Check students' boards for errors before they start the game.

TT: If necessary, play one or two rounds with the whole group using one of their boards before you put them in smaller groups again to play.