

# Brush up A2 Teacher's Notes

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## Introduction

These notes are intended to guide you through *Brush up A2*, to give you insight into some of the ideas and intentions behind the book and also to make some suggestions for putting the material to use. For the tapescripts and the key please refer to the appendix of the textbook.

*Brush up A2* is a textbook geared towards learners who would like to brush up and consolidate their basic knowledge of English, in other words the structures they should have covered up to the end of an A2 level, while at the same time gaining more experience and confidence in using the language in contexts to which they can relate. The list of items on p. 97 of the textbook will give you an idea of the language areas covered.

In contrast to other refresher course books *Brush up A2* focuses on language as required, rather than according to a pre-set grammatical progression. In Module 1, for example, where the individual units are entitled 'My past', 'My present' and 'My future', there is obviously the need to focus on the use of the past simple in the first instance so that learners can say where they were born, where they went to school, and, since our classes have become more and more multi-national, when they came to Germany, Switzerland or Austria as the case may be. In addition, allowance is also made for learners to say how long they have lived in a place or that they have always lived in one place. In other words, there is a pragmatic, albeit limited, use of the present perfect at this early stage within a natural framework of reference.

The learning material of *Brush up A2* is divided into four modules entitled 'About me', 'At home', 'At work' and 'Out and about', with each module containing three separate units which relate to the general theme of the module. The units themselves consist of two double pages of classroom material, plus a double-page EXTRA PRACTICE section per unit at the end of each module, providing additional exercises to be completed at home or to be incorporated into the classroom work as appropriate. To facilitate orientation, the sections of each module are colour-coordinated.

In addition, each module is rounded off by the following regular features:

- **FOCUS ON READING**, providing an extensive reading text relating to the topic of the module and incorporating structures and vocabulary from that module. The basic idea is to encourage learners to read for pleasure, and so the reading text is intended to be read at home (any additional vocabulary can be found in the word list at the back of the book). However, it can also be used as a basis for a follow-up discussion in class since each text finishes with either a direct or indirect question being put to the reader. Take, for example, the text on p. 70 which ends with the question 'So what do you think? Have I finally found my job for life?' After having read the text at home, learners can then discuss their views in the next lesson in small groups before presenting their thoughts to the class at large. Allow for some free exchange of ideas without too much correction.
- **FOCUS ON LANGUAGE**, highlighting selected items of functional and topic-based language from each module as well as useful expressions, which could be termed items of 'sparkly' English like 'Well, that's the theory.' on p. 12. In addition, space is provided for learners to add any additional expressions from the module that they particularly like and want to remember. This emphasizes the element of personalization in language-learning since we all have our own linguistic preferences.
- **ONE-MINUTE TALK**, whereby learners are invited to prepare a one-minute talk on a given topic for the following lesson. Since the talk is based on the topics and language of each module, learners are given an additional opportunity to review what they have worked on in the past three units and bring it all together in an area of personal reference. They are reminded to check in particular the verb forms and the use of prepositions in their script and are referred to the Language Overview section at the back of the book. The intention here is to point learners in the right direction on the one hand while at the same time handing over some of the responsibility to them. They are, after all, adult learners.
- **TRACK YOUR PROGRESS**, giving learners the chance to review their own progress with regards to the language functions contained in each module and to award themselves the appropriate smileys:

☺ 'I feel quite happy about this item.'

☹ 'I think I'm OK with this item.'

☹ 'I'm not so sure about this item.'

By counting their score, learners can form their own personal estimation of whether they feel the need to look back at certain items of the module before moving on. Here again the emphasis is on personalization and on taking on responsibility.

Within the units there are also a number of regular features to be found:

- USEFUL EXPRESSIONS boxes, which draw the learners' attention to items of real English which have come up in a natural context or perhaps some functional language and which offer them the possibility of adding these to their active vocabulary if they wish.
- MY LANGUAGE BOX, providing items of functional language which learners can put into direct use when doing the appropriate exercises.
- REMEMBER boxes, since it is after all a refresher course, focusing on specific structures or grammatical items which the learners should have had in the past. In addition, there is a cross reference to the Language Overview section at the back of the book, where learners will find a detailed overview of the usage and forms of the relevant structures.
- The flag symbols   are used to point out differences in British and American English where appropriate.
- In addition, there is a mini Quiz Time  in each unit which can have a structural or lexical focus, can be used for reading comprehension or simply as a quiz question like the one on p. 41.

Take a little bit of time to point out to learners what they can find in the book since it is one of the vital tools in their learning process. The Appendix contains

- an overview of the structures covered in the book (pp. 97 ff.),
- a table of irregular verbs as appropriate for an A2 level (p. 112),
- the tapescripts (pp. 113 ff.),
- the key to all exercises (pp. 120 ff.), allowing learners to check their homework before coming to the next lesson and therefore saving valuable classroom time – however, do allow for any questions which may have arisen,
- a chronological list of vocabulary unit by unit together with the phonetic transcriptions and German translations, focusing in particular on chunks of language (pp. 128 ff.),

- an alphabetical word list featuring the *Macmillan English Dictionary* three-star system (pp. 143 ff.) and
- a list of classroom language (p. 149).

And, of course, there is also the audio CD containing all the listening texts so that learners can listen to them at their leisure.

For those learners who would like to document their learning progress with a language certificate there is the choice of taking the Cambridge English: Key (KET) exam or another exam at A2 level. Some Volkshochschulen also offer integrated exam courses. In any case, we wish you and your learners an enjoyable and successful teaching and learning experience with *Brush up A2*.

## Module 1 About me

### Unit 1 My past

The first unit deliberately starts by focusing on the past because we all have a past before we have a present, and, in an era of mobility, people don't necessarily live all their lives in the same place they were born and grew up in. (See also the notes in the 3<sup>rd</sup> paragraph of the general introduction.)

Lead-in: After a general round of 'Hello' and 'How are you?' and 'What's your name?' try the following activity to get learners up on their feet and to sensitize them for the opening of the unit, which is intended to show that people have different biographies.

Ask learners to listen carefully and then to stand up as appropriate.

'Stand up all those who were born in (name of location).' 'Sit down, please.'

'Stand up all those who live in (name of location).' 'Sit down, please.'

'Stand up all those who have always lived in (name of location).' 'Sit down, please.'

'Stand up all those who were born somewhere else ... and now live in (name of location).'

'Sit down, please.'

'Stand up all those who have lived in more than one place.' 'Sit down, please.'

Ask learners what they noticed. → Different people stood up at different times.

**1a** Listening and reading at this initial stage of the course gives learners more security. This is the only example of this type of task in the book. However, if you would like to make more use of the listen-and-read technique, you could ask your students to look at the tapescript while listening to the recording after they have completed the listening task set out for them. Alternatively, you could encourage them to make use of the tapescripts by listening and reading at home.

**2a** Encourage learners to make use of the language input in texts by adopting a system of highlighting, underlining or circling for useful expressions or chunks of language that they want to put to use. Different people will adopt different systems.

**2b** This task focuses on the skill of note-taking while listening before leading on to the next exercise where these notes will form the basis of full sentences. In other words, it's a mini dictogloss exercise (an exercise where only key words are noted in contrast to a dictation where every word is written down).

**3a/b** REMEMBER box: Look at the Language Overview section on pp. 100–102 to introduce your learners to this section of the book. All tenses are presented showing their usage and their form. The boxes on the right-hand side contain a variety of tips to make it easier for learners to retain useful information more easily.

**3b** The adverbial of time structure 'for ... months/years' can be used with both simple past and present perfect, depending on the time aspect. To avoid unnecessary confusion the 'since ...' structure has been omitted here. This will be dealt with at the B1 level.

**3c** REMEMBER box: Depending on the group you are teaching you may want to look at the Language Overview section together with the learners again or leave it up to them to do so. In any case, impress upon your learners how important it is to learn the usage of prepositions in context.

**Quiz Time** is used here to create an awareness of the difference in use between simple past and present perfect. Ask learners how they know what the correct answer is. The clue is, of course, '**has** lived' in sentence 10.

**4b** Elicit two examples from learners before they start their little discussion.

'I think this is a good way to learn because you can ...'

'I don't think this is a good way to learn because you can't ...'

**5a** Always allow for different possibilities as long as they make sense.

**5c** The information cards in the Files section (pp. 95 + 96) contain a different number of pieces of information. Sabine's card on p. 95 and Maria's on p. 96 both contain four pieces of info, whereas the others only contain two. With Zoltán and Marcus learners have to think of some more information. Depending on the group you have, you could suggest that everyone starts with an easy card and then moves on to the more demanding one or you could leave it up to the learners to decide.

### **EXTRA PRACTICE (pp. 20–21)**

**2/3** Not all units have a listening exercise in the EXTRA PRACTICE section, only Units 1, 4 and 10. Encourage learners to listen to these recordings a number of times at home, primarily without looking at the tapescripts.

**7** A regular feature of the EXTRA PRACTICE section is the preparation of some material which can provide learner input in the next lesson.

## **Unit 2 My present**

This unit starts off by focusing on everyday routines based on a family where the woman goes out to work and the man works from home and also acts as the house husband.

**1a** Asking learners to guess something before reading a text (or listening to a recording, as the case may be) is highly motivational as they will be keen to find out whether their guess was right.

**Quiz Time** is used here to ascertain whether learners have understood the implication of the idiomatic expression 'Well, that's the theory.'

**2a/b** There is a grammar and a vocabulary focus here: 1<sup>st</sup> and 3<sup>rd</sup> person singular forms of the present simple; collocations with 'do' and 'make'. Encourage learners to get used to the idea of what goes with what, in this case which nouns collocate with which verbs as this will help them to store and retrieve their vocabulary more effectively.

**3a** Learners can also complete the mind maps in their textbooks if they wish, but writing the household jobs in conjunction with the time expressions in their notebooks can help them to anchor these in their memories. You could then ask them to close their notebooks once they have completed this task and then ask them to tell you, e.g., which household jobs they do every day from memory.

**3b** Encourage learners to get up from their seats and mix and mingle. On the one hand it's more interesting than just talking to the person sitting next to you all the time, and it also provides an opportunity for repetition. Apart from that, it prevents learners clinging to a 'safety blanket' and prepares them for using English in the real world, which should always be our main objective.

**4a** In this listening exercise learners will not hear Victoria on the other end of the phone line and so will have to infer the answers to questions 1 and 2 from what Peter says. Again this reflects on a real-life situation where we often only hear one side of a telephone conversation and then try to infer what the other person has said.

**5a** Although the instructions say 'Listen to the dialogue again', what is meant, of course, is the one-sided phone call.

**4c–5e** These exercises pick up on the situation in 4a/b where Peter asks Victoria for help, and she has to turn him down. Learners are then given the opportunity to say 'Yes' or 'No' when asked for help. The reference to the structure 'Could you ...?' when asking for help can be found on p. 105 (1.10.2).

**6a** This is the first of a number of 'Find someone who ...' activities in the book where learners have to mix and mingle with the objective of finding someone who can answer 'Yes' to their question. In this first instance (and perhaps also in some of the later ones) you might want to remind learners of the question forms they should be using: in this case 'Do you ...?' and 'Are you ...?' When learners have found someone who answers 'Yes' to one of their questions, they should write down the name of that person and then move on to someone else. Make sure they don't stick with one partner all the time!

**6c** Allow for some free exchange of opinions here with as little correction as possible. However, encourage learners to make use of as many of the useful expressions as possible.

### **EXTRA PRACTICE (pp. 22–23)**

**4** Allow for learners to present their sentences in class or to exchange their versions in small groups.

**6** Depending on the group you are teaching, you could make use of this learner input to provide an additional class activity based on asking for help and the expressions in 4c/ p. 14.

### Unit 3 My future

This unit focuses on two important structures used to talk about the future: the 'going to-future' for talking about resolutions and intentions and the present continuous for talking about future arrangements. The future reference is then rounded off with a brief focus on the 'will-future' to express a promise, an offer of help or a spontaneous decision. This has been done deliberately in order to impress on learners that the 'will-future' is not necessarily the most important or the most common way of expressing the future.

**1** This exercise can be done no matter what time of the year it is, especially since resolutions to improve one's lifestyle are a common topic in today's day and age.

**2a** Again you can ask learners to complete this in their notebooks and then proceed as in Unit 2/3a.

**2b** You might want to elicit some possible collocations from your learners before they complete this exercise.

**Quiz Time** is used here to help learners realize that by saying 'Neither am I' you are actually agreeing with what someone else says.

**3a** Allow for different combinations here as long as they make sense.

**3b** This exercise allows learners to recycle what they have written in 2b, but this time adding a reason to each resolution. They could refer to 3a or think of their own reasons as appropriate.

**4/5** These exercises have been chosen in order to show learners that in contrast to what they have been doing in parts 1–3 of this unit, they are now talking about definite situations for which arrangements have been made as in a dentist's appointment or a lunch-date.

**5a** Make sure that learners are sure of the correct question form in this exercise: 'Are you ...ing ...?' See also note on Unit 2/6a.

**5b** REMEMBER box: Refer learners to the second paragraph in the section on prepositions on p. 110. At the same time point out the difference in the usage of 'at/on the weekend' between British and American English.

**7** Again allow for different possibilities as long as they make sense. At the same time encourage learners to look for clues to help them make good matches. This is a strategy which will come in useful again and again at all levels of learning. Make sure that learners

pronounce 'info' as in /'ɪnfəʊ/ whereas 'asap' is an acronym for 'as soon as possible' and as such is pronounced ASAP /,eɪ es eɪ 'pi:/.

### **EXTRA PRACTICE (pp. 24–25)**

Exercises **5 + 7** can also provide learner input at the next course meeting.

### **FOCUS ON READING (p. 26)**

See the FOCUS ON READING section in the introduction. The bare framework of this little story is biographical. There is a Solveig who was born in Denmark and grew up in South Africa, is married to a Frenchman and has spent most of her married life in Germany; but that's about it. The rest is fiction.

### **FOCUS ON LANGUAGE (p. 27)**

Take time to point out this section to learners and encourage them to add any other language items from the module which they would like to store in their personal word banks.

### **ONE-MINUTE TALK (p. 28)**

See the ONE-MINUTE TALK section in the introduction. This activity is intended to be prepared at home, and learners should allow some time for it in order to collect their ideas, prepare their talk, check their language – and, of course, time themselves to one minute. By restricting it to one minute, you can allow for everyone to give their mini-talk in class. Invite students to present their talk from the front of the class while you take a seat with the others, making notes as you wish. If you do want to pass on any corrections or suggestions, then it would be a good idea to collect these and go over them once all the presentations are complete, as some errors may repeat themselves.

### **TRACK YOUR PROGRESS (p. 28)**

See the TRACK YOUR PROGRESS section in the introduction. This is intended as a very individual and personal activity to be carried out by each learner at home. Feedback should be restricted to learners asking for suggestions of what to do if they are still uncertain about one or more of the points in the list. If you feel the general need to go over a particular aspect of the module, then by all means do so before going on to the next module.

## Module 2 At home

### Unit 4 Where I live

This unit takes up the use of the present simple again to allow learners to talk about where they and other people live. Fitting into the topic are the structures 'there is/are', prepositions and adverbials of place, personal pronouns and possessive determiners as well as a brief section on 'some/any'.

**1a** This reading exercise could be given as a preparatory homework exercise to save time in class, or it could be turned into a group activity where each person in a group of four is allotted one text to read silently and decide on the matching picture on p. 31. They are also responsible for checking on the vocabulary of their text. When everyone is ready, the texts are read out within the groups, explanations are given as necessary, and the others are then asked to decide which is the matching picture. Here again there is the opportunity of practising some learner autonomy. However, since the texts are not all of equal length, you could allot them according to weaker and stronger students in the group. With groups of three, one learner could take texts 2 + 4.

**Quiz Time** refers to the list in 1b and focuses on lexical understanding.

**1f** Allow for a few minutes of preparation and then ask learners to present their mini-texts. Alternatively, you could make a guessing activity out of this, whereby learners put their texts in a bag and one by one each learner draws a paper, reads it out and the class has to guess whose home is being described.

**2a/b** This listening text contains a number of details, and ideally learners should hear it three times. Again the guessing function of 2a acts as a strong motivator, and while listening to check whether they guessed correctly, learners are already soaking up some of the details. Before listening for the second time learners could try to complete as much of 2b as they can and then listen to check. At this point they could compare their floor plans with a partner and then listen for a third time to clear any uncertainties.

To anchor the use of the prepositions and adverbials in the REMEMBER box with a game throw a soft ball to one of the learners and ask 'Where's the kitchen?' After answering, that person throws the ball to someone else and asks another question, and so on.

**2c** Point out to learners that they don't have to be Rembrandt (or Picasso) to complete the drawing. It's a fun exercise focusing on personalization. When monitoring, make sure learners are using the structures in the REMEMBER box.

## EXTRA PRACTICE (pp. 42–43)

Exercises **4+5** provide some learner input for the next lesson.

## Unit 5 My neighbours

The first part of this unit focuses on the comparative use of the present perfect and the simple past.

**2a** With the first dialogue allow for a different order of the questions, whereas with the second one there really is only one logical sequence of questions as given in the key. However, there is really only one matching answer to each question.

The first dialogue provides a good example of switching from the present perfect to the simple past once it has been established that something has taken place and you now want more information about that specific event in the past.

**3b** Always encourage learners to add their own ideas to exercise material where appropriate, as here.

**3c** This exercise provides good practice of switching from the present perfect to the simple past. (See 2a above.) An extra tip for your learners: the preposition ‘to’ follows ‘been’, but not ‘was’ or ‘were’ → ‘I’ve been **to** New York.’ (‘I was **in** New York.’)

**3a/b/c** REMEMBER box: take some time to look at the appropriate section of the Language Overview together with the learners (pp. 100 ff.).

**4a** Here the focus changes to word families, with a fun-like repetition in 4b also providing some useful recycling of the going to-future.

**5a** Again allow for two listenings with a short comparing phase in between.

**Quiz Time** is intended to arouse an awareness of more or less formal greetings.

**5c** Make sure learners are introducing their partners to the others and not themselves!

## EXTRA PRACTICE (pp. 44–45)

Exercises **3+4** again provide some learner input for the next lesson.

Exercise **8** (focusing on ‘they’re’/‘their’/‘there’) is worth taking a look at in class.

## Unit 6 My free time

The topic of this unit lends itself to revising verbs followed by -ing and also the present simple with adverbials of frequency.

As a lead-in you could refer to the photo and ask learners what this lady likes doing.

→ 'She likes reading/relaxing/sunbathing/...'

**1a/b/c** These exercises then give learners the opportunity to talk about what they like/enjoy/prefer doing in their free time and how they spend their free time.

**2a** These two short texts, based on surveys found on the web, focus on how much time Americans and Nova Scotians spend on activities such as watching television, socializing, etc. and prepare students for the personalization activities in 3a/b.

Check that learners understand the key words before they read the texts. The follow-up exercise also includes a 'possible' option with statement no. 5 since the text doesn't contain this precise information and so we don't know whether it's true or false.

**3b** While monitoring make sure that learners are using the structure 'I spend ... a day ...ing.'

**4a/b** Allow enough time for these two activities so that learners have the chance to talk to everyone else in the class if possible. After all, the objective is to produce a class survey, which would then link up with the input texts in 2a.

**5a** This is a slightly different 'Find someone who ...' exercise in that learners are trying to find positive and negative answers.

**6a** This listening exercise is based on interviews carried out with people in the street. The first and the third interviewees (Roddy and Liz) are quite laid-back about being interviewed whereas the second person only agrees to being interviewed if it's anonymous.

**7a/b** These exercises focus on some more unusual free-time activities. Perhaps some of your learners have already tried or know someone who has tried one or other of these activities. Allow for some learner input here.

**Quiz Time** here is the only example of a real 'quiz question'.

### **EXTRA PRACTICE (pp. 46–47)**

Exercises **5+9** again provide some learner input for the next lesson.

Exercise **6** could also provide some follow-up practice of question forms in class if you think the particular group you're teaching could benefit from this. Learners then ask others questions like 'What do you prefer doing in summer?', 'What don't you like doing in winter?', etc.

### **FOCUS ON READING (p. 48)**

See the FOCUS ON READING section in the introduction. This time there is an indirect question put at the end of the reading text as to what the writer's Swiss neighbour will bring to the street party, also allowing for an exchange of ideas in the next lesson.

### **FOCUS ON LANGUAGE (p. 49)**

See the FOCUS ON LANGUAGE section in the introduction.

### **ONE-MINUTE TALK (p. 50)**

See the ONE-MINUTE TALK section in the introduction and at the end of Module 1.

### **TRACK YOUR PROGRESS (p. 50)**

See the TRACK YOUR PROGRESS section in the introduction.

## **Module 3 At work**

This module, as the name implies, revolves around the work situation of the learners. However, we are aware that not all learners will currently be in a work situation, and due allowance has been made for this, especially in the personalization tasks.

### **Unit 7 My work**

This unit focuses on a variety of jobs, particularly from the viewpoint of whether these are 'jobs for life', and so allows for some recycling of the simple present and the present perfect while at the same time revising the 'used to' structure.

Lead-in: As a group exercise and with books closed learners do some brainstorming of English job-names – only the ones they know. (Don't be caught up in the trap of having to rack your brains for the English version of something like 'kaufmännische Angestellte im Außenhandelsbetrieb'! It doesn't exist.) Collect the job-names on the board and limit the

time to one minute. Alternatively, learners can do this individually and note down up to ten job-names they can think of. In either case then compare with 1a to see how many of these five job-names came up. Learners can continue to compare with their lists as the unit contains a lot more than just these five.

**1b** The roles in this role-play are equally divided.

**1c/d** Learners have the chance to guess whether these five people have a job for life just by looking at the photos and discussing with a partner before confirming with the text of the magazine article. They should then go on to read the article text by text, looking for clues as to whether their guesses were right or wrong and deciding on the result before going on to the next text. It'll be interesting to see how many people recognize Jamie!

**Quiz Time** focuses on lexical understanding here.

**2a** Since some learners probably don't have such a good recollection of the structure 'used to', first refer back to the texts in 1d and ask learners to find examples of 'used to'. (Each text except the one about Tony contains an example.) Put the four examples up on the board and ask learners whether Emily, Fred, Amanda and Jamie still do these things.

In this exercise learners should again be looking for clues to help them decide which structure is appropriate, e.g. in sentence 1 'and still enjoys' is a clue, whereas in sentences 2+3 it's 'but'.

**2b** This exercise allows for learners being in completely different situations (retired, between jobs, on maternity leave, etc.) and gives everyone the chance to talk about what they do now or what they used to do.

**3c** Here learners have the chance to modify opinions by agreeing, but not agreeing completely.

**3d** Encourage learners to answer not just with 'Yes, I would.' or 'No, I wouldn't.' but to expand on that by giving a reason. Refer them to 3b if necessary and also to the cartoon at the bottom of the page. Fun answers are also allowed!

### **EXTRA PRACTICE (pp. 64–65)**

Exercises **2+5** again provide learner-generated material for the next lesson.

## Unit 8 My working day

The topic of this unit allows for a revision of times and nationalities while providing some practice of email reading and writing as well as some telephone talk.

**1a** Allow for more than one possibility with speakers 1–3.

**1d** Just like in Unit 7/2b, learners who are no longer in a working situation are not neglected but are given the chance to talk about their past working days. Remind them in this case to make use of the 'used to' structure (Unit 7/p. 54) when talking about something they did regularly in the past. It's perhaps a good idea to replay the listening from 1a first.

**1e** Here learners have to infer from the situations whether it's 'am' or 'pm', e.g., message no. 5 is not likely to be 8pm! There will be another focus on times in Unit 10/p. 77 with the additional comparison between BE and AE usage.

**2a** This survey was taken from the Internet, and it may surprise learners that Finland has the shortest working week and Romania the longest.

**3a/b** The email from Tom to Alec, whom he hasn't seen for a while, allows for a natural use of the present continuous to ask and tell somebody about current situations. (The present continuous can also be used like this in a face-to-face meeting.) To complete the two sentences learners have to find equivalent expressions in the text or make deductions.

'Cheers' is a very common informal expression for 'Bye' and even 'Thanks'.

**3c** Make sure that learners don't try to modify a verb with 'very'. 'Really' can precede a verb or an adjective, but 'very' can't precede a verb.

**Quiz Time** focuses on reading comprehension here.

**3f** Refer learners to the Language Overview section on p. 99 and point out that the present continuous is not used with the verbs 'like', 'love', 'hate' and 'need'.

**3g** You can make this into a mini-competition by dividing the group into two teams and awarding points. First decide on the maximum number of guesses. If the guessing team gets it within the maximum number of guesses, they gain a point; if not, the point goes to the miming team.

## EXTRA PRACTICE (pp. 66–67)

Exercise 2 again provides some learner input for the next lesson. It also gives learners the chance to do some ‘reading out loud’.

Exercise 6 provides a learner-generated guessing activity for the next lesson.

## Unit 9 My new job

The job profiles in the first part of the unit allow for a natural usage of the modal verbs ‘have to’ and ‘don’t have to’. This leads on to the use of ‘mustn’t’ and ‘can’ as to be found in guidelines.

**1a** A Jobcentre is a government-run office where vacancies are advertised and job-seekers can get help. A job club is more informal and a place where job-seekers can practise writing applications and CVs or practise doing job interviews (as in the film ‘The Full Monty’/“Ganz oder gar nicht”).

**1c** While reading the extract from the website for the first time, learners should give each job offer their personal ‘Yes’, ‘No’ or ‘Maybe’. Most of the new words and expressions are contained in the matching exercise at the top of p. 61. Other expressions like ‘excellent communication skills’ should be understood. Otherwise, learners can look up the alphabetical wordlist in the Appendix, where they’ll find ‘skill’ on p. 147.

**1e** Again, learners who are not currently in a working-situation are not left out. This time they can think of a job or look at Unit 7 for some ideas.

**1f** While monitoring, make sure learners are using the ‘Do you have to ...?’ structure and not just ‘Do you ...?’

**2a** Learners should give reasons for their choices by matching the candidate profiles with the job profiles on p. 60. Encourage them to look up only the key words necessary for their understanding.

**2b/c** Learners should also use the listening as checking references. In 2c they could compare their answers with a partner after the first listening and then at the second listening concentrate on any questions they’re still not absolutely sure about.

**2d** There are no correct answers here. Learners can discuss and decide among themselves.

**Quiz Time** should hopefully make the difference between ‘don’t have to’ and ‘mustn’t’ really clear to learners.

### **EXTRA PRACTICE (pp. 68–69)**

Exercises **2+4** allow for some discussion in the next lesson.

Exercises **5+6** transfer the use of 'have to' and 'don't have to' to a domestic environment.

### **FOCUS ON READING (p. 70)**

See the FOCUS ON READING section in the introduction. Again this text is a mixture of fact and fiction – the bit about the button factory is fact! The open question at the end should lead to some good discussion in class.

### **FOCUS ON LANGUAGE (p. 71)**

See the FOCUS ON LANGUAGE section in the introduction and at the end of Module 1. Sufficient space has been left here to encourage learners to personalize their language collection.

### **ONE-MINUTE TALK (p. 72)**

See the ONE-MINUTE TALK section in the introduction. Learners have a choice of three topics here: their present job, their past job or their dream job.

### **TRACK YOUR PROGRESS (p. 72)**

See the TRACK YOUR PROGRESS section in the introduction.

## **Module 4 Out and about**

### **Unit 10 Getting places**

Comparing different forms of transport enables learners to state preferences and also to make realistic use of zero conditionals. The listening and reading texts become a bit more challenging.

Lead-in: Make use of the photo on p. 74. Ask learners to name the different forms of transport they can see (taxi, double-decker bus, bike, car, scooter/motor scooter). Use them to recycle the present perfect briefly. In pairs learners ask each other 'Have you used all these forms of transport?' – 'Yes, I have.'/'No, I haven't. I've never used a scooter./I've never been on a double-decker bus.'

How do learners know that it's in London? What are the clues? (Language-learning is all about looking for clues!) E.g., the black taxi, the red double-decker bus, the destination of the bus (Pimlico), the right-hand drive, ...

**Quiz Time** here has both a lexical and a structural focus: the explanations of the three verbs 'walk', 'drive' and 'cycle' and the difference in the use of the prepositions 'on' and 'by'.

**1b** Allow for different possibilities, e.g., motorbike because the others are all forms of public transport or underground because the others are all above ground.

**1c** The zero conditionals are used to express what you can or can't do, have to or don't have to do under certain conditions.

**1d** Make sure that learners use the structure '**by** car'/'**by** public transport'.

**1f** Again allow for more than one listening so that learners can compare with a partner and then concentrate on any uncertain items at a second listening.

**2a** As a lead-in ask learners if anyone has been to Strasbourg. If yes, ask what they did there. If not, tell them here are four things they can do there and ask them to put them in the correct collocations:

You can      take    some lunch at one of the nice little restaurants.  
                  have    some shopping.  
                  visit    a boat trip around the city.  
                  do        the cathedral.

**3a** This reading text focuses on the smart card system widely used in Hong Kong known as the Octopus. Ask learners if they know what a smart card is and what you can use it for. Try to elicit the idea that you can use it on public transport and that you don't need to buy a ticket each time, so it makes life easier. You charge the card with money first and use it until the money is finished.

Do this little pre-reading quiz first and then learners check with the text for the right answers:

1. What is the population of Hong Kong? a) 700,000 b) 1.7 million c) 7 million
2. How many licensed vehicles are there? a) 50,000 b) 500,000 c) 5 million
3. What percentage of the population between 16 and 65 uses an Octopus? a) 55% b) 75% c) 95%

4. What is the minimum you must charge your Octopus with? a) HK\$ 50 b) HK\$ 100  
c) HK\$ 150

5. How many service providers accept the Octopus? a) over 500 b) over 5000  
c) over 50,000

Key: 1c, 2b, 3c, 4a, 5b

At the first reading learners should check their guesses. Encourage them to scan the text for the appropriate passages instead of reading in detail at this point. The second time around you can read the text to your learners, pre-teaching whichever words and expressions you think necessary for the particular group you are teaching.

**3b** provides a further follow-up to learners' comprehension of the text and 3c the opportunity for learners to discuss the smart-card system in small groups.

**4a/b/c** give learners another opportunity to revise times, this time taking into account differences between BE and AE. Learners can then choose their preferred mode of time-telling as long as they are aware of the differences.

**4b** In 2., 3., 4. and 5. learners can add a fourth variation depending on whether the BE or AE version has been given. In 2. they can add 'a quarter **to** four' (BE), in 3. 'five **of** four' (AE), in 4. 'seven minutes **past** four' (BE) and in 5. 'twenty-five **of** five' (AE).

**4c** Learners should take turns at playing each role.

### **EXTRA PRACTICE (pp. 86–87)**

Exercises **2 + 7** again provide some learner-generated practice material for the next lesson.

## **Unit 11 With friends**

Eating out and at home as well as following a recipe are the main topics of this unit.

**1a** Use this as a lead-in without the book to introduce the topic. You can leave it open so that perhaps some learners will also mention eating out in a restaurant.

**1b** These three restaurants are all situated in Scotland and can be sourced on the Internet. As a lead-in ask learners what kind of restaurant they prefer to meet friends at. They can then choose one of the restaurants described here and say why.

Pre-theatre meals are quite popular in the UK, not only with people who intend going to the theatre afterwards but also for those who would like to have a good meal at a

cheaper price. The choice is more limited than à la carte, and the tables must usually be vacated by 7/7.30pm.

It's quite common to have large TV screens showing sports events – football, rugby, tennis, golf, snooker – in pubs and inns in the UK.

**2a/b** These two little exercises provide some practice in the art of English text messages.

**2c** Again allow for two listenings so that learners can compare with a partner and then check on any uncertain items at a second listening.

**2e/f** Monitor while learners are working on these two exercises and make any suggestions as appropriate.

**3a** See 2c.

**3b** As a lead-in ask whether learners have ever cooked an Italian risotto and if they know what the ingredients are. Check that learners understand the meanings of the seven verbs before they start to work on the exercise.

**Quiz Time** here has a lexical focus, which has a close association to the activity. There's a lot of stirring in cooking!

**3d** allows for a review of 'much' and 'many' (see Unit 3 for 'so much' and 'so many').

**4a** focuses on the need in English to say more than just 'yes' or 'no' and also for making the appropriate form of invitation, whereby 'What about ...ing ...?' is more informal and also more spontaneous.

### **EXTRA PRACTICE (pp. 88–89)**

Exercise **5** may well be unknown to most learners, so take time to explain it before setting it for homework or even do it in class as a mini-competition.

## **Unit 12 Holidays**

This topic has deliberately been chosen as appropriate for rounding off the course, no matter whether holiday months lie just ahead or not.

**1a** Gather learners' contributions on the board to show what will probably be a wide range of destinations and holiday types. You can also make use of this student-generated material to recycle the present perfect structure 'Have you ever been to ...?' or 'Have you ever had a walking /camping ... holiday?'

**1b/c** allow for a natural use of the relative pronoun 'who' in the subject form. You could then go back to what you have gathered on the board and ask learners to complete sentences like '*South Africa* would be an ideal holiday destination for someone who wants to ...'.

**1f** Learners need to talk to as many others in the class as possible. However, by this late stage in the course they should be used to getting up and walking around!

**1g** provides a learner-generated information-gap activity.

**2a** Read the statements and make sure learners understand them before they listen for the specific information. Again allow for two listenings and in this case also for the 'possible' option.

Since the listening text deals with 'a special holiday away from it all', it provides the opportunity of focussing on the passive structure, but only in the simple present form.

**Quiz Time** also focuses on the function of the passive structure, whereby it's more elegant to say 'Your luggage is delivered' rather than 'Someone delivers your luggage'. It's not the 'someone' who is important or relevant but the fact that the luggage is delivered. This function is also focussed on in 2b and, in particular, in 2c.

**3a/b** help to round off the topic and to ring in the end of the course.

### **EXTRA PRACTICE (pp. 90–91)**

Exercise 8 can be included in the final lesson (without homework preparation) as appropriate.

### **FOCUS ON READING (p. 92)**

See the FOCUS ON READING section in the introduction. If possible allow for the final questions of the text to be discussed in class.

### **FOCUS ON LANGUAGE (p. 93)**

See the FOCUS ON LANGUAGE section in the introduction. Again sufficient space has been left here to encourage learners to personalize their language collection. Point out that this is a method they should continue with in the next course(s) they attend.

### **ONE-MINUTE TALK (p. 94)**

See the ONE-MINUTE TALK section in the introduction. In this final module a wide choice of topics from Units 10–12 has deliberately been offered in order to show learners that they are capable of deciding to talk about a preferred topic in the target language.

### **TRACK YOUR PROGRESS (p. 94)**

See the TRACK YOUR PROGRESS section in the introduction. Here you can, of course, encourage learners to carry on to the next level of learning: B1. If there is going to be a semester break, then you should also encourage them to keep on reading, with appropriate graded readers from Macmillan, for example.

We hope that both you and your learners have enjoyed working with *Brush up A2*. We especially hope that this guideline has been supportive to you. Thanks for being there!