

# ENGLISH

# **NEXT**

A2

## Teacher's Resource Book

Marion Kaye-Röver  
Katharina Palcu

Hueber Verlag

# English NEXT A2

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## **Teacher's Resource Book**

Marion Kaye-Röver  
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A2/1, Unit 1		AIM	FOCUS	CAN DO	
1	<b>What's the English/ German for ...?</b>  whole class, mingling activity	to practise asking for help with unknown words and phrases	words for descri- bing towns, <i>What's the English for ...?, What's the German for ...?</i>	<i>I can ask for help if I don't understand a word or phrase.</i>	8
2	<b>Where would you like to live?</b>  pair work, information exchange	Students practise talk- ing about what they like and dislike about a place to live.	words for describing places to live, ex- pressing and asking about likes and dis- likes, <i>I'd like to live..., What about you?</i>	<i>I can say what I like and what I don't like about a place/area.</i>	10
A2/1, Unit 2		AIM	FOCUS	CAN DO	
3	<b>Guess the animal</b>  pair work / group work	to practise fluency when talking about animals	words for describing animals, questions	<i>I can ask and answer questions about ani- mals.</i>	12
4	<b>How do you spend your week?</b>  pair work / group work	to describe daily/ weekly activities	using adverbs of time/ frequency, present simple tense and <i>Do you like to ...?</i>	<i>I can talk about routine activities.</i>	14
A2/1, Unit 3		AIM	FOCUS	CAN DO	
5	<b>What do they do?</b>  pair work, guessing what jobs people have	to practise talking about jobs	words for talking about jobs	<i>I can talk about what people do at work.</i>	16
6	<b>Roll the dice!</b>  whole class or groups, board game	to practise the vo- cabulary of work and travel from the unit	words for work and travel	<i>all the can do's from Unit 3</i>	18
A2/1, Unit 4		AIM	FOCUS	CAN DO	
7	<b>Special days</b>  group work, describing and guessing	to practise talking about special days in the past	words for special days, questions in present simple and past simple	<i>I can talk about what I do or did on special occasions.</i>	20
8	<b>What's it like?</b>  pair work, whole class, discussion	to practise using adjec- tives to say what something is like	positive and negative adjectives	<i>I can say what some- thing is like.</i>	22
A2/1, Unit 5		AIM	FOCUS	CAN DO	
9	<b>A friend in need is a friend indeed</b>  pair work, crossword puzzle	to use definitions as compensation strate- gies to describe per- sonal characteristics	adjectives to describe personal character- istics	<i>I can describe a person's character.</i>	24
10	<b>Speed dating</b>  mingling, the whole class, find somebody who wants to join you for a free-time activity	to practise talking about future plans and inviting some- body to do some- thing	present continuous for future plans, vo- cabulary of the unit, <i>What are you doing at 10:00 on Saturday? I'm meeting a friend.</i>	<i>I can talk about my plans for the weekend.</i>	26

A2/1, Unit 6		AIM	FOCUS	CAN DO	
11	<b>Shopping in the city</b> group work	to talk about where you can buy things	vocabulary for shops and products, <i>You can buy bread at the bakery.</i>	<i>I can talk about where you can buy certain products.</i>	28
12	<b>Buying things</b> pair work, role-play	to practise language for buying clothes	phrases for shopping, comparisons	<i>I can buy clothes in a shop.</i>	30
A2/1, Unit 7		AIM	FOCUS	CAN DO	
13	<b>A special holiday</b>  pair work, reading and talking about holidays	to read ads and to find keywords in a text	holiday vocabulary	<i>I can understand the most important information in an ad. I can use strategies to understand unknown words.</i>	33
14	<b>What are you doing?</b>  guessing, asking about what you are doing	to practise saying what you are doing at the moment	present continuous, vocabulary of the unit	<i>I can ask a person what she/he is doing.</i>	35
A2/1, Unit 8		AIM	FOCUS	CAN DO	
15	<b>Pleased to meet you</b>  pair work / group work / role-play	to practise language used when meeting people in a business situation	meeting people in a business situation	<i>I can introduce myself and ask and answer questions about work in a business setting.</i>	37
16	<b>Going out for lunch</b>  group work, role-play	to practise language for inviting somebody to a restaurant and explaining the menu	vocabulary for eating out	<i>I can invite people to a restaurant and explain the menu.</i>	39
A2/1, Unit 9		AIM	FOCUS	CAN DO	
17	<b>At the chemist's</b> whole class	to practise dialogues at the chemist's	health problems, imperatives, questions	<i>I can talk to the chemist about my problems. I can understand basic medical instructions.</i>	42
18	<b>I'm happy and relaxed</b> pair work, whole class, game	to think about a strategy to memorize words and use it	adjectives to describe feelings	<i>I can say how I feel.</i>	44
A2/1, Unit 10		AIM	FOCUS	CAN DO	
19	<b>Enrolment for a language course</b> pair work, role-play	to find out information about and register for a language course	vocabulary of the unit, <i>going to</i>	<i>I can understand course descriptions and fill in a registration form.</i>	46
20	<b>What next?</b> group work	to talk about plans for the future	future with <i>going to</i> , <i>want to</i>	<i>I can talk about what I am going to do and what I want to do.</i>	48

A2/2, Unit 1		AIM	FOCUS	CAN DO	
21	<b>Profiler</b> group work, whole class	to practise vocabulary for describing people	making a profile, describing a person	<i>I can create a profile of a good friend, teacher, partner and neighbour.</i>	50
22	<b>How do you learn English?</b> pair work, small groups, interview	to find out how people in my class learn English	learning strategies	<i>I can speak about how I learn English.</i>	52
A2/2, Unit 2		AIM	FOCUS	CAN DO	
23	<b>Choosing a hotel</b> pair work	to ask for information on hotels	hotel vocabulary, questions	<i>I can make a reservation.</i>	54
24	<b>Airport</b> group work, memory game	to revise airport vocabulary	airport vocabulary from the unit	<i>I can understand airport information.</i>	56
A2/2, Unit 3		AIM	FOCUS	CAN DO	
25	<b>Doing things online</b> group work, matching websites to their descriptions	to practise spelling web page addresses and to talk about what people can do on different websites	exchanging information about websites	<i>I can understand information on a website.</i>	58
26	<b>My cheap and tasty recipe</b> group work, discussion, writing a recipe and shopping list	to revise the vocabulary of food and recipes from the unit	food and cooking vocabulary, prices, quantifiers	<i>I can talk about prices and quantities, write a recipe, and write a shopping list.</i>	60
A2/2, Unit 4		AIM	FOCUS	CAN DO	
27	<b>Visit to the shopping centre</b> pair work	to revise explaining what a word means and guessing what a word is from its definition	unit vocabulary	<i>I can define or explain a word and guess what a word is from its definition.</i>	62
28	<b>The shopping centre</b> pair work	to revise language for giving directions inside a building	giving directions in a shopping centre	<i>I can give and understand directions in a building.</i>	64
A2/2, Unit 5		AIM	FOCUS	CAN DO	
29	<b>Learning crossword puzzle</b> pair work, crossword puzzle	to revise unit vocabulary	vocabulary for talking about school and education	<i>I can talk about school and learning.</i>	66
30	<b>Learning – a never-ending story</b> group work, domino game	to revise vocabulary from the unit	vocabulary for school and job search	<i>I can match words with their definition.</i>	68

A2/2, Unit 6		AIM	FOCUS	CAN DO	
31	<b>What's the weather like?</b>	to practise talking about the weather	vocabulary for weather	<i>I can talk about the weather.</i>	70
	pair work, crossword puzzle				
32	<b>Environment</b>	to revise language for talking about the environment	unit vocabulary, third person singular	<i>I can talk about the environment.</i>	73
	pair work, whole class, questionnaire				
A2/2, Unit 7		AIM	FOCUS	CAN DO	
33	<b>Unusual sports</b>	to revise language for talking about sports	sports vocabulary, asking questions	<i>I can understand and give details about different sports.</i>	75
	whole class, teams, guessing				
34	<b>Find someone who ...</b>	to revise language for talking about sports	sports vocabulary; <i>interested in, keen on, hopeless at</i> , etc.	<i>I can say what sport I enjoy or don't enjoy doing.</i>	77
	whole class, mingling				
A2/2, Unit 8		AIM	FOCUS	CAN DO	
35	<b>What's it made of?</b>	to practise describing objects	words and phrases for describing objects	<i>I can describe a product.</i>	79
	group work				
36	<b>Social situations</b>	to practise small talk	vocabulary, phrases and questions for small talk	<i>I can keep a social conversation going.</i>	81
	pair work, role-play				
A2/2, Unit 9		AIM	FOCUS	CAN DO	
37	<b>Love labyrinth</b>	to define words, to find hidden words	defining words	<i>I can define words. I can describe something without naming it.</i>	83
	pair work				
38	<b>Who's who?</b>	to speak about things in somebody's life	asking questions, guessing	<i>I can guess things about people from keywords they write.</i>	85
	whole class				
A2/2, Unit 10		AIM	FOCUS	CAN DO	
39	<b>Good and bad dreams</b>	to create and tell a story	vocabulary of the unit, use of the past tenses	<i>I can talk about something which happened in the past.</i>	87
	group work, storytelling				
40	<b>End of book assessment</b>	to talk about my English course	assessment	<i>I can assess my English course and make decisions on how I will continue.</i>	89
	individual and group assessment				

## INTRODUCTION

This resource book for teachers provides 40 photocopiable communicative activities for learners. It has been designed to accompany the Hueber ENGLISH NEXT A2/1 and A2/2 coursebooks, but it can also be used to supplement any adult English course at this level. The book is clearly structured, containing 40 one- or two-page activities with the corresponding teacher's notes.

### Using the Teacher's Resource Book

The activities in the resource book are organized to correspond to the structure of the ENGLISH NEXT A2/1 and A2/2 coursebooks, with two activities per coursebook unit.

To select the appropriate activity for a lesson, look at the table of contents where you will find the corresponding coursebook unit and information about the classroom interaction pattern, the aim, the language focus and the can-do's for each activity.

There are a variety of activities in the book – games, quizzes, role-plays, interviews, surveys, information exchange, and jigsaw texts, suited to different classroom interaction patterns - the whole class, pair work, group work and/or mingling. All the activities are designed to give students the chance to practise vocabulary, grammar, and functions as well as the skills of speaking, listening, reading and writing. Because the time needed for an activity is dependent on many different factors, the times given in the book provide only a general guideline to aid classroom time management.

Each activity focuses on one or more of the following: a particular lexical set (e.g. holidays), a specific grammatical point, and/or an area of functional language. The can-do statements listed in the table of contents and in the teacher's notes are based on one or more of the can-do statements found in the *Exploring my progress* section at the end of each coursebook unit.

No special equipment is necessary to carry out the activities. Sometimes the activities have role cards or separate boxes of information which must be cut out along the dotted lines. They can be copied onto card and/or laminated for durability.

### The teacher's notes

The teacher's notes can be found before each activity sheet and give information about the corresponding coursebook unit, the type of activity, aims, focus, approximate timing, and can-do statements as well as notes on preparation and procedure.


### Further resources for teachers

Each volume of ENGLISH NEXT has its own comprehensive teacher's guide with an introduction to the NEXT approach and extra ideas and suggestions for teaching. For additional teaching resources, visit the English NEXT website at [www.hueber.de/next](http://www.hueber.de/next). In the section for teachers you will find photocopiable downloads, information about the NEXT concept and details of teacher-training workshops in your area. To access the downloads for specific units, there is a web code for every unit which can be found on the teacher's notes pages in this resource book.

We hope that this range of material will help you to add variety and depth to your teaching with ENGLISH NEXT and enable you to respond to the differing needs of different groups of students.

*Your NEXT Team*

## Activity 1 What's the English/German for ... ?

<b>Teacher's notes</b>   10 – 15 minutes	<b>Activity</b> whole class, mingling activity	<b>Focus</b> words for describing towns, <i>What's the English for ...?</i> <i>What's the German for ...?</i>
	<b>Aim</b> to practise asking for help with unknown words and phrases	<b>Can do</b> I can ask for help if I don't understand a word or a phrase.

### Preparation

Copy one sheet for sixteen students and cut out the cards. If you have more than sixteen students in your class, copy the sheet again and select additional cards.

### Procedure

The aim of this activity is to practise asking for help with unknown words and phrases using the questions *What's the English for ...?* and *What's the German for ...?*

1. Hand out one card to each student in the class. If you have fewer than sixteen students, give some of the students two cards until all the cards have been handed out. Model the activity with one or two students. Students mingle and ask each other for help with the words on their card, using the questions *What's the English for ...?* and *What's the German for ...?* If the other student has the answer on his or her card, they give the answer, saying something like "It's ..." If they don't have the answer, they say "Sorry, I don't know", or something similar, and then they move on to another person in the class.

(There are no cards where both expressions match, so students have to do a certain amount of asking before they get both answers.)

2. Monitor the activity and help if necessary.
3. When the student has found help for both words or phrases, he or she can sit down, or, to extend the activity, the students can exchange cards and keep mingling.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T01.




# Activity 1 What's the English/German for ... ?



aufregender Ort not far from	kleine Stadt cash machine
um die Ecke opposite the house	boring place Bahnhof
langweiliger Ort in the west	nicht weit von bus station
small town zwischen A und B	Medizinisches Zentrum round the corner
railway station gegenüber dem Haus	medical centre im Westen
Bushaltestelle between A and B	Geldautomat exciting place
on the river nebenan	Zugverbindung next door
train service auf der rechten Seite	on the right am Fluss

## Activity 2 Where would you like to live?

<b>Teacher's notes</b>   10 – 15 minutes	<b>Activity</b> pair work, information exchange	<b>Focus</b> words for describing places to live, expressing and asking about likes and dislikes, <i>I'd like to live ...</i> , <i>What about you?</i>
	<b>Aim</b> Students practise talking about what they like and dislike about a place to live.	<b>Can do</b> I can say what I like and what I don't like about a place/area.

## Preparation

Copy one activity sheet for each student.

## Procedure

The students talk to a partner to compare likes and dislikes about a place to live and find out how much they have in common.

1. Have students complete the questionnaire individually and explain that they can only tick one option for each sentence.
2. Write the following structures on the board: *I'd like to live ...*, *What about you?*, *Do you like ...?* Model how the structures are used by asking a student the questions.
3. Ask students to talk to a partner about their likes and dislikes by asking each other questions and not showing each other their worksheets. They should find out how much they have in common. Go around listening and helping if necessary.
4. Have a short class feedback session to find out each pair's similarities and differences.

### Extension

1. Ask students to discuss in pairs what generic term or category each sentence refers to. Give an example with the first sentence which refers to the size of a place. Suggested answers for the others are: (2) location, (3) geographical features, (4) age and family, (5) free-time activities, (6) shops, businesses and institutions in a town or city, (7) other characteristics of a town or city.
2. At the end of the activity, ask a few individual students to decide which aspect is the most relevant for them when choosing a place to live, and to report to the rest of the class.

### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T01.

## Activity 2 Where would you like to live?

Where would you like to live? Tick one option for each, then discuss with a partner.

1. I like

- ☐ big cities.
- ☐ medium-sized towns.
- ☐ small villages.

2. I'd like to live

- ☐ in the south of Europe.
- ☐ in the north of Europe.

3. I'd like to live

- ☐ on the coast.
- ☐ near a river.
- ☐ near the mountains.

4. I'm interested in an area good for

- ☐ families with children.
- ☐ young people.
- ☐ people 60+.

5. Which is true for you?

- ☐ I love swimming.
- ☐ I often watch TV.
- ☐ I love exciting places.
- ☐ Nightlife is important.


6. How important are these things for you?

	very important	important	not so important
a railway station	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a baker's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an Internet café	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a cash machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a bookshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a hospital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a cinema	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an ice-cream shop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I wouldn't like to live

- ☐ in a dirty town.
- ☐ in a boring village.
- ☐ in a busy town.

## Activity 3 Guess the animal

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> pair work / group work	<b>Focus</b> words for describing animals, questions
	<b>Aim</b> to practise fluency when talking about animals	<b>Can do</b> I can ask and answer questions about animals.

### Preparation

Photocopy Parts A and B so that each student gets one animal card and one copy of Part B.

### Procedure

1. Put the students in pairs and give each student one animal card and one copy of Part B. Tell students not to show their card to their partner.
2. Students read their card and the questions. Help with any unknown words.
3. Students ask their partner questions to find out which animal they have on their card. They can use example questions from Part B, or they can make up their own questions.
4. At the end of the activity, each student should report to the class on the animal their partner has (without the name of the animal) and ask the class to guess which animal is being described. Choose a student to write the list on the board.

#### Extension

If there is time, ask the students which animal they would like to have and why.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T02.

## Activity 3 Guess the animal

### Part A – animal cards



dog	cat	goldfish
elephant	zebra	horse
mouse	rat	bear
tiger	bird	hamster
snake	crocodile	spider
whale	pig	wolf

### Part B – example questions

Ask your partner questions to find out which animal card he or she has. You can use some of these example questions or you can make up your own questions.

Example questions:

Where does it live?

Does it live in Europe/Asia/Africa?

Does it live in the forest / water / safari park / in a building / outside?

Does it live in the sea/river?

Is it an animal which you can keep in the house?

What colour is it?

Does it eat meat or not?

What does it eat?

Does it like people?

Is it small or big?

## Activity 4 How do you spend your week?

<b>Teacher's notes</b>  15–20 minutes	<b>Activity</b> pair work / group work	<b>Focus</b> using adverbs of time/frequency, present simple tense and <i>Do you like to ...?</i>
	<b>Aim</b> to describe daily/weekly activities	<b>Can do</b> I can talk about routine activities.

### Preparation

Copy one worksheet for each student.

### Procedure

- Put students in pairs and give them each a worksheet.
- Tell students to interview their partner using the activities on the list and time phrases given below, for example:
  - + When do you watch the news on TV?
  - Usually in the evening. / Before dinner. / ...
  - + Do you like to watch the news on TV?
  - Yes, I do. / No, I don't.
- Students report back to the whole class giving information on what activities they share with their partner, for example:
  - "We both like to watch the news on TV."
  - "We both don't like to ..."

If necessary, write these phrases on the board.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T02.

## Activity 4 How do you spend your week?


Name: \_\_\_\_\_

activity	time	likes it	doesn't like it
watch the news on TV			
read the daily newspaper			
check email			
drink coffee/tea			
go out to a restaurant			
do your English homework			
go to the supermarket / shopping			
go to work			
walk the dog			
play with your pet			
listen to the radio			
go to the cinema			
go to the hairdresser			

### Time phrases

always usually sometimes never	in the	morning afternoon evening
	before/after	breakfast lunch dinner
	at	the weekend 3 o'clock half past five

## Activity 5 What do they do?

<b>Teacher's notes</b>  10 – 15 minutes	<b>Activity</b> pair work, guessing what jobs people have	<b>Focus</b> words for talking about jobs
	<b>Aim</b> to practise talking about jobs	<b>Can do</b> I can talk about what people do at work.

### Preparation

Copy one Sheet A and one Sheet B for each student.

### Procedure

1. Give each student Sheet A and put students in pairs.
2. Explain to students that there are four people (Mike, Bob, Tina, Lucy) and four jobs (doctor, musician, park ranger, teacher). Write the names of the people and jobs on the board.
3. In pairs, students read the descriptions on Sheet A, discuss, and try to guess which job Mary, Bob, Tina and Lucy have. Allow five minutes for this step.
4. Give each student Sheet B, more information about the four people. Students read Sheet B and guess which job Mary, Bob, Tina and Lucy have. Allow five minutes for this step.
5. Get students to report back to the class about their findings and encourage them to talk about how they came to their final conclusion.

### Solution

- The park ranger has to be well organized. Therefore Tina and Mike can't be park rangers.
- The park ranger always goes to work by car. Therefore Bob can't be a park ranger. **Lucy has to be the park ranger.**
- The musician never wakes up before 11:00 a.m. and he never keeps his workplace in order. Therefore Bob and Tina can't be musicians. **Mike has to be the musician.**
- Both the teacher and the doctor use public transport and are good listeners. Both Tina and Bob do this.
- The teacher hates traffic jams so she/he sometimes goes to work by bike. Only Tina has a bike. Mike travels only by car or by underground. **Tina must be the teacher and Bob must be the doctor.**

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T03.



## Activity 5 What do they do?

Who's the doctor? Who's the musician? Who's the park ranger? Who's the teacher?

### Sheet A


Mike	Bob	Tina	Lucy
He isn't well organized.	It takes him two hours to get to work.	She doesn't earn a good salary.	She has a dangerous job.
He works flexible hours.	He only goes to work by car or by underground.	She has a bike.	She doesn't work in an office.
He has a mobile phone.	He hates traffic jams.	She isn't well organized.	She knows a lot about herbs and plants.
He works in the evening.	He is a good listener.	She works in the morning.	She has a mobile.
He travels a lot.	He keeps his workplace in order.	She often goes to work by underground.	She never uses public transport.



### Sheet B

1. The park ranger has to be well organized.
2. The park ranger always goes to work by car.
3. The musician never wakes up before 11:00 a.m. and he never keeps his workplace in order.
4. Both the teacher and the doctor use public transport and are good listeners.
5. The teacher hates traffic jams so she/he sometimes goes to work by bike.

## Activity 6 Roll the dice!

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> whole class or groups, board game	<b>Focus</b> words for work and travel
	<b>Aim</b> to practise the vocabulary of work and travel from the unit	<b>Can do</b> all the can do's from Unit 3

### Preparation

This activity is a board game which can be played with the whole class or in small groups. If the whole class plays together, make one copy of game board for each person. If the game is played in small groups, make one

copy per group. Also needed are coins to be used as counters and one dice for every group (or one per three students if the whole class plays together).

### Procedure

#### To play with the whole class (for smaller classes):

1. Hand out one photocopy of the game board and a counter to each student. Distribute one dice for about every three students.
2. To decide who starts the game, ask the students to name the topic of Unit 3. The first person who answers correctly begins the game.
3. The first student throws the dice and moves ahead with his/her counter on the game board to the corresponding square and answers the question or completes the sentence. Everyone in the class moves his or her counter to the same square. When the first student is finished, she/he appoints the next student who throws the dice and repeats the procedure. If the first student has not answered his or her answer correctly, the second student must answer it before he or she throws the dice. Continue in this way until every square has been played or at least until every student has had their turn. When students reach square thirty-two and need to continue, they move back to square one.

Encourage students to be as creative as possible. If, for square nine, *Name five things you see at an airport*, a student says *elephant* and can explain why, there is no reason not to accept it.


#### To play in small groups (for larger classes):

Each group gets one game board. The group decides who begins and play moves around the group until every square has been played.


#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T03.

## Activity 6 Roll the dice!

▶ Is <i>bumper-to-bumper</i> good or bad? Why?	What comes first: quarter to eight or quarter past eight?	Does <i>cancellation</i> mean (a) your train arrives late or (b) there is no train?	Talk about a railway station for thirty seconds.
Ask a question which begins with <i>How long ...?</i>	If the train comes late, it is _____.	Which job do you like best: train driver or homemaker? Why?	Give five examples of when you use your mobile phone in public.
Name five things you can see at an airport.	Give two reasons for commuting by car.	If somebody doesn't have a car or a bike, how can they get to work?	What can you read in a horoscope?
Can you buy coffee at the enquiry desk? What can you get there?	Public _____ means underground and/or bus.	If you feel sorry, you _____.	What doesn't this sign tell you? 
Ask the student on your right something you think he can't answer.	Can you read when you commute?	If you want to go to Paris by train and you are married, do you buy a single ticket?	What is a terminal?
Give an example of bad news for your English group.	Give two reasons for commuting by train.	When you apologize you say, "_____."	Where wouldn't you use your mobile phone?
Make two sentences with the word <i>run</i> . One should be a question.	Which is earlier: quarter past eleven or eleven fifteen?	What is <i>go by bike</i> in one word?	Somebody who writes books is an _____.
Guess how long it takes your teacher to get to work. Ask her/him if it is true.	Speak about your job for thirty seconds.	What does an IT expert do?	What is more dangerous: to be a zoo attendant or a stunt woman/man?

## Activity 7 Special days

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> group work, describing and guessing	<b>Focus</b> words for special days, questions in present simple and past simple
	<b>Aim</b> to practise talking about special days in the past	<b>Can do</b> I can talk about what I do or did on special occasions.

### Preparation

Make one copy of Part A for each student and one copy of Part B for each group. Cut up the cards in Part B.

### Procedure

Students guess which special days the others have on their cards by asking questions about what they did on those special days.

1. Students form groups and each group sits in a circle around a table.
2. Give each student Part A and have them, in pairs, match the special days to the activities. There are several possible solutions.
3. Give each group a set of cards and place them face down in the middle of the group. Each student takes a card.
4. Students try to guess what the others have on their cards by asking questions about what they do or did on those special days. They can either use the ideas from Part A, or they can think of their own questions, e.g. *Did you go to church? Do you light candles?*
5. Students may have to explain that they don't celebrate a particular occasion.

#### Possible answers for Part A

1. n, c; 2. g; 3. c; 4. m; 5. a; 6. f; 7. h, d; 8. i; 9. k; 10. o; 11. e, 12. j

#### Extension

If time allows, each student should describe in the past tense one of their favourite special days.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T04.

## Activity 7 Special days

### Part A

#### special days

1. Christmas Day n, c
2. Easter \_\_\_\_
3. New Year's Day \_\_\_\_
4. Carnival (Shrove Tuesday) \_\_\_\_
5. birthday \_\_\_\_
6. 1 November (All Saints' Day) \_\_\_\_
7. Christmas Eve \_\_\_\_
8. Sunday \_\_\_\_
9. New Year's Eve \_\_\_\_
10. weekend \_\_\_\_
11. 1 May \_\_\_\_
12. wedding \_\_\_\_

#### activities

- a. eat birthday cake
- b. light candles
- c. eat and drink a lot
- d. get/give presents
- e. see a parade through town
- f. go to church
- g. look for eggs
- h. put up the tree and decorations
- i. visit friends/family
- j. drink a lot of champagne
- k. watch fireworks
- l. write/send cards
- m. wear fancy dress
- n. celebrate with friends/family
- o. go skiing / snowboarding




### Part B



Christmas Day	Easter	New Year's Day
Carnival (Shrove Tuesday)	birthday	1 November (All Saints' Day)
Christmas Eve	Sunday	New Year's Eve
weekend	1 May	wedding

## Activity 8 What's it like?

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> pair work, whole class, discussion	<b>Focus</b> positive and negative adjectives
	<b>Aim</b> to practise using adjectives to say what something is like	<b>Can do</b> I can say what something is like.

### Preparation

Make one copy of the activity sheet for each pair.

### Procedure

1. Give each pair of students a copy of the activity sheet.
2. The students should discuss between themselves all the items in the table using the adjectives listed below the table and agree on two or three adjectives for each item, for example *I think shopping is boring, but sightseeing is fun*. Students write the adjectives they choose next to each item in the table.
3. When the students are finished, collect the sheets and redistribute them so that each pair gets another pair's sheet.
4. The pairs must then decide which pair made the comments on the sheet they received. This part of the activity can be fun as it is personalized.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T04.

## Activity 8 What's it like?


Discuss these items with a partner and choose two or three adjectives from the list below for each item in the table.

tennis	
restaurants (German, Italian, Asian)	
learning English	
cooking	
travelling by tram / underground	
computer games	
art galleries and museums	
housework	
shopping	
a beach holiday	
sightseeing	
foreign countries	
fast food	

### Adjectives

terrible	fun	easy
bad	lovely	interesting
boring	delicious	expensive
OK	exciting	cheap
good	great	fantastic
nice	excellent	stressful
difficult	fascinating	relaxing

## Activity 9 A friend in need is a friend indeed

<h1>Teacher's notes</h1>  <p>10 – 15 minutes</p>	<b>Activity</b> pair work, crossword puzzle	<b>Focus</b> adjectives to describe personal characteristics
	<b>Aim</b> to use definitions as compensation strategies to describe personal characteristics	<b>Can do</b> I can describe a person's character.

## Preparation

1. Copy Crossword A for half of the group and Crossword B for the other half.
2. Explain the title of this activity, *A friend in need is a friend indeed*. (*A true friend is a person who will help you when you really need help* is one of several different interpretations of this proverb.)
3. Ask students to have a short look at the podcast texts from Unit 5 Aspect A to revise the vocabulary for describing personal characteristics.

## Procedure

1. Explain that students are going to work in pairs to complete a crossword puzzle with expressions characterizing people.
2. Divide students into pairs and give one student Crossword A and one student Crossword B. Students shouldn't show each other their sheets.
3. Students take turns to complete their crossword by asking each other to define the missing words. Crossword A has the missing words in B and vice versa. For example, Student A asks, "What's number three?" and Student B answers, "A word used to describe a person who's big and strong and probably goes to the gym very often."
4. Tell students that the shaded box in the middle is what the words in the crossword describe.
5. Get feedback on the definitions at the end of the game and encourage discussions on how they define words. Mention that defining things or paraphrasing is a good strategy to use if they do not know a word.

## Key

1.					L	O	Y	A	L					
2.			T	E	A	M		P	L	A	Y	E	R	
3.				A	T	H	L	E	T	I	C			
4.						S	T	R	O	N	G			
5.					P	E	R	F	E	C	T			
6.						C	R	E	A	T	I	V	E	
7.						S	O	C	I	A	B	L	E	
8.	O	P	T	I	M	I	S	T	I	C				
9.								F	A	I	R			
10.						S	E	R	I	O	U	S		
11.					P	A	T	I	E	N	T			
12.							S	E	N	S	I	B	L	E
13.				A	D	V	E	N	T	U	R	O	U	S
14.								D	Y	N	A	M	I	C

### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T05.



## Activity 9 A friend in need is a friend indeed

## Crossword A

Solve the puzzle by describing these words about people for your partner and guessing the missing words from your partner's descriptions. What do the words describe? The answer is in the grey box.

1.					L	O	Y	A	L					
2.			T	E	A	M		P	L	A	Y	E	R	
3.				-	-	-	-	-	-	-	-			
4.						S	T	R	O	N	G			
5.					-	-	-	-	-	-	-			
6.						C	R	E	A	T	I	V	E	
7.						-	-	-	-	-	-	-	-	
8.	O	P	T	I	M	I	S	T	I	C				
9.								-	-	-	-			
10.						-	-	-	-	-	-	-		
11.					P	A	T	I	E	N	T			
12.							-	-	-	-	-	-	-	-
13.				-	-	-	-	-	-	-	-	-	-	-
14.								D	Y	N	A	M	I	C




### Crossword B

Solve the puzzle by describing these words about people for your partner and guessing the missing words from your partner's descriptions. What do the words describe? The answer is in the grey box.

1.					-	-	-	-	-				
2.			-	-	-	-	-	-	-	-	-	-	-
3.				A	T	H	L	E	T	I	C		
4.						-	-	-	-	-	-		
5.					P	E	R	F	E	C	T		
6.						-	-	-	-	-	-	-	-
7.						S	O	C	I	A	B	L	E
8.	-	-	-	-	-	-	-	-	-	-			
9.								F	A	I	R		
10.						S	E	R	I	O	U	S	
11.					-	-	-	-	-	-	-		
12.							S	E	N	S	I	B	L
13.					A	D	V	E	N	T	U	R	O
14.								-	-	-	-	-	-

## Activity 10 Speed dating

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> mingling, the whole class, find somebody who wants to join you for a free-time activity	<b>Focus</b> present continuous for future plans, vocabulary of the unit, <i>What are you doing at 10:00 on Saturday? I'm meeting a friend.</i>
	<b>Aim</b> to practise talking about future plans and inviting somebody to do something	<b>Can do</b> I can talk about my plans for the weekend.

## Preparation

1. Copy a diary sheet for each student.
2. Ask students what they are doing at the weekend and elicit answers using present continuous to talk about future plans, for example *I'm going shopping with a friend*. Brainstorm free-time activities with the class such as those in Aspect C and D of Unit 5.

## Procedure

1. Ask students to individually fill in some plans on their diary sheets, leaving some times free.
2. Ask them to select one thing from their plans that they would like to do with somebody in their English class. Tell students they have to find somebody in the class who has the same plans.
3. Students mingle and ask questions to find somebody who they can do the activity with.
4. Encourage students to be flexible and change plans if they want to join somebody in another activity.
5. For weaker classes, write this example dialogue, or a dialogue of your own, on the board:
6. Collect feedback at the end. How many students have found a partner? Is there anybody alone on Friday? Why?

### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T05.

Student A: What are your plans at 12:30 on Friday afternoon?

Student B: I'm meeting a friend at the shopping centre. Why? What are you doing?

Student A: I'm not doing anything.


Student B: Would you like to come with us?

Student A: Yes, that would be nice! / No thanks, I don't really enjoy shopping.

## Activity 10 Speed dating

Saturday, 14 November	
9:00 a.m.	
10:00 a.m.	
11:00 a.m.	
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	
8:00 p.m.	
9:00 p.m.	
10:00 p.m.	

## Activity 11 Shopping in the city

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> group work	<b>Focus</b> vocabulary for shops and products, <i>You can buy bread at the bakery.</i>
	<b>Aim</b> to talk about where you can buy things	<b>Can do</b> I can talk about where you can buy certain products.

### Preparation

Photocopy the shop and product list and cut out the cards.

### Procedure

1. Form a circle.
2. Put the shop cards in the centre or on a pinboard for all students to see.
3. Place the product cards in a pile face downwards in the centre of the class. Each student should then take a product card from the pile, read it aloud, and tell the other members of the group where he/she can buy this product and decide where to go. Ask students to give their reasons. For example, "You can buy bread at the bakery or at the supermarket. I buy bread at the bakery because it is near my house."
4. Play until all the cards have been used.

#### Extension

If time allows, students try to add more products to the shops. For example, "What else can you buy at the bakery?" "You can buy cake and pretzels."

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T06.

## Activity 11 Shopping in the city

### Shop cards



<b>super-market</b>	<b>clothes shop</b>	<b>sports shop</b>	<b>computer shop</b>
<b>department store</b>	<b>bakery</b>	<b>shoe shop</b>	<b>town market</b>

### Product cards



food	jeans	chocolate	bread/rolls
milk	pencils/pens	T-shirt	shoes/boots
clothes	vegetables	fruit	sweets
books/magazines	gifts	cigarettes	cheese
cosmetic	washing powder	pet food	marmalade
sports equipment	earrings	computer game	jewellery
CD	flowers	volleyball	newspapers

## Activity 12 Buying things

### Teacher's notes



20 – 30 minutes

#### Activity

pair work, role-play

#### Aim

to practise language for buying clothes

#### Focus

phrases for shopping, comparisons

#### Can do

I can buy clothes in a shop.

## Preparation

1. Copy one Part A per student.
2. Copy Part B once or twice, depending on the size of the class. Cut out the cards.

## Procedure

1. Put students in pairs and hand out Part A.
2. Ask students to put the phrases in the correct order to make a conversation between the salesperson and the customer in a clothes shop / department store. There is more than one possible solution.
3. Students role-play a similar dialogue in a clothes shop / department store using the clothes cards. Students take it in turns to be the salesperson/customer. Student A (customer) picks a clothes card and asks Student B (salesperson) for help. The students can decide whether to buy the product or not (giving a reason).
4. Not all the phrases in Part A need to be used in the role-play.

### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T06.

### Key (possible solution, Part A)

salesperson	customer
1. Can I help you?	2. Yes, please. I'd like ...
3. What size do you take?	4. It's German size 38 / shoe size 40.
5. What colour would you like?	6. Dark/light blue.
7. Here you are.	8. How much is it / are they, please?
9. It costs / they cost ...	
10. This one is / these are cheaper / more expensive than ...	11. Can I try it / them on?
12. Of course, the fitting rooms are over there.	
13. Is it / are they OK?	14. It's / they're too small / large / long / short.
	15. I'll take it. / I'll leave it. / I'll think about it.
	16. Thank you. It's / these are fine.
17. You're welcome.	



### Activity 12 Buying things

#### Part A

With a partner, write the following sentences into the box below to make a dialogue between a salesperson and a customer in a clothes shop or department store. There is more than one possible solution.

Can I try it/them on?

What size do you take?

Here you are.

Can I help you?

This one is / these are cheaper / more expensive than ...

I'll leave it / I'll take it / I'll think about it.

Dark/light blue.

How much is it/are they, please?

~~Yes, please. I'd like ...~~

What colour would you like?

It's/they are too small / large/long/short.

Is it/are they ok?

It's German size 38 / shoe size 40.

You're welcome.

Of course, the fitting rooms are over there.

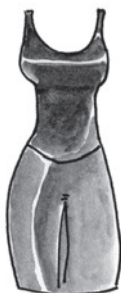
It costs / they cost £...

Thank you – it's / these are fine.

salesperson	customer
"Can I help you?"	"Yes, please. I'd like ..."


## Activity 12 Buying things

### Part B





## Activity 13 A special holiday

<b>Teacher's notes</b>   10–20 minutes	<b>Activity</b> pair work, reading and talking about holidays	<b>Focus</b> holiday vocabulary
	<b>Aim</b> to read ads and to find keywords in a text	<b>Can do</b> I can understand the most important information in an ad. I can use strategies to understand unknown words.

## Preparation

Copy one sheet for each student and tell them they will work in pairs.

## Procedure

1. Ask students to work in pairs, read the ads and answer the questions.
2. At the end of the activity initiate a discussion on the strategies they used to understand the ads:

What helped them?

Did they enjoy working with a partner?

Is teamwork a good way of working?

Did they find any “international” words in the ads?

Which words from these ads would they add to their vocabularies and why?

### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T07.

## Activity 13 A special holiday

### **Spend the day ice fishing and discover Yukon!**

Have you ever tried ice fishing? Would you like to try one of the most interesting water activities? A wonderful experience is ice fishing on Fox Lake in the winter. The cabin has a barbecue, a fully equipped kitchen, one double bedroom, a futon and is ideal for two people or more. The warm cabin offers everything you need for a nice holiday. For a romantic weekend or a fishing adventure holiday, we can help you find and create a unique experience!

### **Taste your way round the wine regions of France!**

Take a wine tour round one of the regions of France and you'll soon discover just why French wine is admired all over the world. Stay in one of our 3,000 self-catering properties along the way and you'll really experience all that France has to offer - fantastic scenery, friendly locals, and a passion for making the finest wine.


### **Another exciting way to discover stunning scenes of the Welsh countryside!**

A wet river walk at one of the most picturesque waterfall regions in South Wales. Accompanied by very experienced instructors, walk down the river over rocks, jumping into pools, helping each other across the water and having a lot of fun! All necessary safety equipment will be provided: waterproof clothing and shoes, helmets, etc.

### **Discuss the following:**

1. Underline three keywords in each article. Decide with your partner.
2. Anna, Sue and Jim have different hobbies and enjoy different kinds of activities. Choose a place for each:
  - Anna likes good food and wine. She did French at school and would like to use it more often.
  - Sue wants lots of action, fun and adventure. And she likes beautiful countryside.
  - Jim loves the snow and ice of the far north. He enjoys a relaxed atmosphere.
3. Which holiday do people need special equipment for?
4. Which holiday is the most dangerous in your opinion?
5. Which holiday would you enjoy and why?

## Activity 14 What are you doing?

<b>Teacher's notes</b>   10 – 15 minutes	<b>Activity</b> guessing, asking about what you are doing	<b>Focus</b> present continuous, vocabulary of the unit
	<b>Aim</b> to practise saying what you are doing at the moment	<b>Can do</b> I can ask a person what she/he is doing.

### Preparation

Copy the worksheet, cut out the cards and put them in a pile face down. If necessary, review with the class what people are doing in Unit 7.

Divide the students into two groups A and B.

### Procedure

Students will have to ask questions to guess what “the others” are doing. There are only *yes* or *no* answers. Each group has a couple of minutes to ask questions and guess what is on the card. Tell the students that the activities on the cards are from Unit 7. This will limit their options and will make things easier. The guessing should be easy; the focus is on asking as many questions as possible.

1. Group A takes a card. Group B should not see what's on the card.
2. Group B asks questions to find out what Group A is doing. All questions have to be asked with *Are you ...?*, for example *Are you going somewhere?* *Are you doing something with your hands?*
3. The teacher should stop the guessing after a couple of minutes and give the group credits if they discovered what is on the card. (For example draw smileys on a flipchart.)
4. Group B takes a card from the pile and Group A begins its guessing.

5. The groups take turns until the cards have been used. The teacher can stop the game before, but only after an even number of cards. (To make sure this is fair for both groups!)
6. The group with the most smileys is the winner.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T07.

**Activity 14** What are you doing?

**I'm having breakfast.**

**I'm lying on the beach.**

**I'm talking on the phone.**

**I'm visiting friends.**

**I'm watching TV.**

**I'm driving through Rome.**

**I'm drawing an activity  
on a card.**

**I'm playing tennis.**

**I'm writing emails.**

**I'm sleeping.**


**I'm playing golf.**

**I'm visiting a museum.**

**I'm doing nothing.**

**I'm reading.**

## Activity 15 Pleased to meet you

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> pair work / group work / role-play	<b>Focus</b> meeting people in a business situation
	<b>Aim</b> to practise language used when meeting people in a business situation	<b>Can do</b> I can introduce myself and ask and answer questions about work in a business setting.

### Preparation

Photocopy the list of phrases and the name badge and hand out one of each to each student. Provide pins so the students can wear the name badges.

### Procedure

1. Tell students they are all business people who meet for the first time at a conference in Manchester.
2. Ask students to write a name, company and position on badges and to fill in the gaps in the dialogue sheet to prepare the group work. Walk round the class and support students. Be prepared for students to ask you for the English equivalents for products, types of businesses, positions and specific departments in companies or have a list of jobs for students to choose from (to avoid an awkward situation for those who've lost their jobs or haven't got one).
3. Put students in groups of three or four, depending on size of class.
4. Ask students to introduce themselves to the other members of the group and ask each other questions using the phrase list as a guide.
5. Finally, if time allows, ask one or two students to describe a member of their group using the third person singular.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T08.

## Activity 15 Pleased to meet you



<b>Name</b>	_____
<b>Company</b>	_____
<b>Position</b>	_____

### Phrases for meeting people in a business situation

#### Meeting somebody


- + Hello, my name is \_\_\_\_\_. Pleased to meet you.
- Pleased to meet you, too. My name is \_\_\_\_\_.
- + Please call me \_\_\_\_\_ (first name).
- Thanks, and I'm \_\_\_\_\_.
- + Where do you come from?
- I come from \_\_\_\_\_.
- + Where's your company based?
- My company's based in \_\_\_\_\_.
- + What does your company do?
- We produce/sell \_\_\_\_\_. / We are a service company in the \_\_\_\_\_ business.
- + What do you do?
- I'm a/an \_\_\_\_\_. I'm responsible for / in charge of / look after / run the \_\_\_\_\_ department.
- + How many people work in your company? / How many people does your company employ?
- We're a small / medium-sized / large company with \_\_\_\_\_ employees.

#### Extra questions

- + Do you have to wear formal clothes for work?
- Yes, I do. / No, I can wear jeans.
- + Are you allowed to use the telephone/Internet for private use?
- Yes, we are. / No, we aren't.
- + Do you have to clock in and clock out\* for work?

\*clock in and clock out = ein- und ausstempeln.

## Activity 16 Going out for lunch

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> group work, role-play	<b>Focus</b> vocabulary for eating out
	<b>Aim</b> to practise language for inviting somebody to a restaurant and explaining the menu	<b>Can do</b> I can invite people to a restaurant and explain the menu.

### Preparation

Copy the menu and the three role-play cards once for each group of three to four students.

### Procedure

- Put the students into groups of three, a host, a guest and a waiter. If you cannot divide into groups of three, then have two guests.
- Tell the students they are going to role-play a host inviting a foreign guest to a restaurant, explaining the menu, and ordering a meal.
- Students decide who plays each role and take the corresponding role card.
- The host starts the dialogue.
- The groups decide how the dialogue continues, using the phrases from the role card or adding new phrases.
- Students take it in turns to be the host/guest/waiter.
- If necessary, help the students with any vocabulary problems.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T08.

Activity 16    Going out for lunch

# SCHMIDT'S INTERNATIONAL RESTAURANT

## M E N U

### STARTERS

VEGETABLE SOUP	€ 3.50
MIXED SALAD	€ 5.50
SMOKED SALMON	€ 6.50
MELON WITH PARMA HAM	€ 6.75
SOUP OF THE DAY	€ 4.00

### MAIN COURSES

MEAT:	ROAST PORK	€ 15.00
	ROAST DUCK	€ 16.00
	ROAST BEEF	€ 14.00
	GRILLED CHICKEN BREASTS	€ 12.00
	GRILLED OR FRIED LAMB CHOPS	€ 11.00

VEGETARIAN:	VEGETABLE PIE	€ 10.00
	MACARONI CHEESE	€ 9.50

FISH:	GRILLED OR POACHED TROUT	€ 13.50
	GRILLED OR FRIED SOLE	€ 20.25
	GRILLED OR POACHED SALMON	€ 18.50

DESSERTS	APPLE PIE AND CUSTARD	€ 5.50
	MIXED FRESH FRUIT SALAD	€ 4.50
	SELECTION OF CHEESE & BISCUITS	€ 5.00
	SELECTION OF ICE-CREAM	€ 4.00

ALL MAIN COURSES SERVED WITH A SELECTION OF FRESH SEASONAL VEGETABLES AND POTATOES (FRENCH FRIES/CREAMED/BOILED)/RICE/DUMPLINGS.

### BEVERAGES

LARGE SELECTION OF WHITE/RED/ROSÉ/SPARKLING WINE (SEE WINE LIST)	FROM € 2.50 PER GLASS
MINERAL WATER (SPARKLING/STILL)	€ 2.00 PER BOTTLE
SELECTION OF SOFT DRINKS	
COFFEE OR TEA	€ 2.00



## Activity 16 Going out for lunch

### Role cards

#### role card – host

You invite a foreign guest for lunch at a restaurant. Ask what sort of food your guest likes. You decide to go to Schmidt's International Restaurant. You and the waiter explain the menu to your guest. You order a meal from the waiter.

Here are some phrases you can use, or use your own.

<i>Invite your guest.</i>	Can I invite you for lunch/dinner?
<i>Sort of food?</i>	What sort of food do you like? German? Italian? Mediterranean?
<i>Explain the menu.</i>	It's fish from a river. They cook it in wine. It's red meat. They cook it in the oven. It's a kind of pasta with cheese.
<i>Order the meal.</i>	I'll have ... / I'd like ... / We'll have ... as a starter / as a main course / for dessert.
<i>Your guest thanks you.</i>	It's a pleasure. / You're welcome.

#### role card – guest

You are a guest in a foreign country. Your host has invited you for lunch at a restaurant. Answer your host's questions about what sort of food you like. Your host decides to go to Schmidt's International Restaurant. At the restaurant you ask questions about the menu. Then you order a meal from the waiter.

Here are some phrases you can use, or use your own.

<i>Your host invites you.</i>	Thanks, that would be very nice. / That's very kind of you, thank you.
<i>Sort of food?</i>	I prefer German/Italian food, but I'm a vegetarian.
<i>Ask about the menu.</i>	What's poached trout / roast beef / macaroni cheese?
<i>Order the meal.</i>	I'll have ... / I'd like ... / We'll have ... as a starter / as a main course / for dessert.
<i>Say thank you.</i>	Thank you very much. / That's very kind of you.


#### role card – waiter

You are a waiter at Schmidt's International Restaurant. A customer invites a foreign guest to your restaurant. First they discuss what sort of food the guest likes, then they come to your restaurant. Help the host explain the menu to his/her guest and take the order.

Here are some phrases you can use, or use your own.

<i>Explain the menu.</i>	It's fish from a river. They cook it in wine. It's red meat. They cook it in the oven. It's a kind of pasta with cheese.
<i>Take the order.</i>	What would you like as a starter / as a main course / for dessert? What would you like to drink?

## Activity 17 At the chemist's

<b>Teacher's notes</b>   10–15 minutes	<b>Activity</b> whole class	<b>Focus</b> health problems imperatives questions
	<b>Aim</b> to practise dialogues at the chemist's	<b>Can do</b> I can talk to the chemist about my problems. I can understand basic medical instructions.

### Preparation

Copy Part A four times. Copy Part B once. If you have more than ten students in your class, you can copy Part B twice. Cut the "problems" along the line, shuffle and

put in a pile face down. Explain any unknown vocabulary, e.g. *runny nose*.

### Procedure

- Assign four students to take the role of the chemists. They should set up their shops in different corners of the classroom. Each chemist gets one copy of the *Chemist's advice sheet*.
- The students take a card with a problem, go to the chemist and ask for help, e.g. *Have you got anything for mosquito bites?*
- When asked by the "patient", the chemist should select from the list two pieces of advice which they consider best for their patient. They can select *only two* from their list of twenty!
- Students go to all four chemists and decide which chemist was best (for instance, which chemist gave the most useful instructions, was nice, spoke clearly, was fast enough so that students did not have to queue in front of the "shop", etc.). After talking to all four chemists each student will give his problem card to the one who helped him/her best.
- At the end of the game the chemists count their cards to see who got the most votes for best chemist.

#### Extension activity

The game can be continued with four different "chemists" from the class.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T09.

## Activity 17 At the chemist's

### Part A – Chemist's advice sheet


1. Put on a shirt and some sunglasses!
2. Take these pills with a lot of water!
3. Stay in bed and take these pills three times a day!
4. Rub this cream in!
5. Take some aspirin!
6. Don't sit in the sun for more than 20 minutes!
7. Stay in bed!
8. Don't take this if you have problems with your stomach!
9. Take two 5 ml-spoonfuls of this medicine three times a day!
10. Drink a lot of water!
11. If symptoms don't go away, talk to your doctor!
12. Don't eat prawns!
13. Rub cream onto the bites two times a day!
14. Don't take these pills if you are pregnant!
15. Take this after meals!
16. Don't drive a car after you take this medicine!
17. Don't take internally!
18. This should be OK after two or three days!
19. Drink a lot of tea!
20. Sit under an umbrella!

### Part B – Problems



<b>mosquito bites</b>	<b>temperature</b>
<b>sunburn</b>	<b>runny nose</b>
<b>allergy</b>	<b>headache</b>
<b>bad cough</b>	<b>sore throat</b>
<b>stomach ache</b>	<b>bruised leg</b>

## Activity 18 I'm happy and relaxed

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> pair work, whole class, game	<b>Focus</b> adjectives to describe feelings
	<b>Aim</b> to think about a strategy to memorize words and use it	<b>Can do</b> I can say how I feel.

### Preparation

Copy the activity sheet and cut along the lines.  
Shuffle and put in a pile. For larger groups copy some cards twice.

### Procedure

- Write the list of adjectives that describe feelings on the board or flip chart:  
– *feel relaxed / frightened / stressed / tired / (un)happy / angry / sad / blue*  
– *see red*
- Ask your students to discuss in pairs how they memorize words. Give them two or three minutes to come up with an idea. Ask them to use their strategy to learn the words on the board and tell them they have one minute to do so. Then wipe the board clean and ask them to form a circle in the middle of the class. For weaker groups, you can leave the words on the board.
- Tell your students that they will take turns taking cards which have different situations described on

them. It's not important who starts the game so just ask one student to select a card, read the situation on it and describe how she/he feels using two of the given adjectives. The two words can be connected by *and* or *but*, for example: "I feel tired *but* happy." or "I feel stressed *and* tired."

- The activity continues until all students have described a situation.

#### Further resources for teachers


There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T09.

## Activity 18 I'm happy and relaxed



You have to go to an exam and you've studied the whole night.	You're on the beach and still have one week holiday ahead of you.	You have to go to work, are late and a car is blocking your way out of the garage.
Somebody called you on your mobile late last night but didn't say a word.	You think you have no friends and nobody loves you.	You have to finish some task at work and run out of time. You will lose your job if you aren't ready.
Your team has a lot of work to do and you have the feeling you're the only one who works.	You were in a car accident, but it was not your fault and nobody was hurt.	It's raining but you love rainy autumn days at home with a cup of tea.
You worked a lot to prepare a cake for a party, but your friends didn't like it.	Your best friend leaves the company. You will get his job, which is better paid.	You have finished redecorating your apartment. It was hard work, but it's over now.
You're going on holiday tomorrow morning; you still have to pack your things and get the children ready.	You're having a hot bath while you're listening to your favourite CD.	Your friend left you, the weather is bad and you have nobody to talk to.

## Activity 19 Enrolment for a language course

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> pair work, role-play	<b>Focus</b> vocabulary of the unit, <i>going to</i>
	<b>Aim</b> to find out information about and register for a language course	<b>Can do</b> I can understand course descriptions and fill in a registration form.

### Preparation

Copy one worksheet for each pair and separate Part A and Part B.

### Procedure

- Put the students into pairs: one student is the advisor of the language school (Part A) and the other is the student (Part B).
- Student B introduces himself/herself and asks for information on the available courses, e.g. "What kind of courses have you got?", "When/How often do they take place?", etc. Student A gives some information and asks why Student B wants to learn English. Student B answers, e.g. "I'm going to travel and I want to book hotel rooms and rent cars."
- Student A recommends a suitable course, and discusses the registration form with Student B.
- When the dialogue is completed, students change roles.
- Go round the class and help students when necessary. Make sure the students form the questions correctly and use *going to* and *want to*.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T10.

## Activity 19 Enrolment for a language course

### Part A

# Brighton Language Institute – English Courses

### English for tourists: A2/B1

conversation course for pre-intermediate students  
 booking a hotel/sightseeing/booking tickets/eating out, etc.  
*Mondays, 7.00–8.30 p.m. (10 evenings)*

### Grammar revision: A2

a grammar revision course for elementary students  
*Tuesdays, 6.30 p.m. – 8.00 p.m. (10 evenings)*

### English for business: A2

business English course for elementary students  
 greeting visitors, telephoning, basic correspondence (emails, etc.)  
*Thursdays, 6.00–8.00 p.m. (12 evenings)*

### English conversation group: A2/B1

conversation course covering a range of everyday topics, grammar revision  
*Wednesdays, 10.00–11.30 a.m. (10 mornings)*  
*Wednesdays, 7.00–8.30 p.m. (10 evenings)*



### Part B

### Registration form

Course: \_\_\_\_\_

Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Address: \_\_\_\_\_


Occupation: \_\_\_\_\_

Interests: \_\_\_\_\_

Nationality: \_\_\_\_\_

Aims: \_\_\_\_\_

## Activity 20 What next?

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> group work	<b>Focus</b> future with <i>going to</i> , <i>want to</i>
	<b>Aim</b> to talk about plans for the future	<b>Can do</b> I can talk about what I am going to do and what I want to do.

### Preparation

Make one copy of the activity sheet for each group of three or four students and cut out the cards.

### Procedure

1. Put the students in a circle.
2. Place the cards face down in the middle of the group.
3. Ask the first student to pick up one card and say what he/she is going to do or wants to do in this situation and why.  
Example: I want to learn a new language.  
I'm going to take a language course.
4. Other students could add their own ideas.

Motivate the students to use as much vocabulary as possible, if necessary helping with vocabulary problems.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA21T10.




## Activity 20 What next?



apply for a job	go on an adventure holiday	buy a new car	take a language course
move to Spain	join a language club	go to the hairdresser	go to the travel agent
visit London	go to the shopping centre	meet my class colleagues	buy an electronic dictionary
join a fitness club	buy opera tickets	leave work early	attend a seminar at the VHS

## Activity 21 Profiler

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> group work, whole class	<b>Focus</b> making a profile, describing a person
	<b>Aim</b> to practise vocabulary for describing people	<b>Can do</b> I can create a profile of a good friend, teacher, partner and neighbour.

### Preparation

Copy the worksheet and cut out the four cards.

### Procedure

1. Ask students to form four groups and give each group one card.
2. Ask the students to select from the words in the box those which they consider relevant for making a profile of a friend, an English teacher, a partner, or a neighbour and connect them with a line to make a mind map. Tell students they will have to report to the rest of the class why they selected certain features and why they left some out.
3. Allow five to ten minutes for the group discussions before the students get together again. With a less able class, you can suggest prompts such as *It's important for a teacher to be ...*, *We left out ... because we think it's not important for ...*, etc.
4. Alternatively, tell students not to name the person they are describing and ask the rest of the class to guess which person is meant. This should result in a lot of guessing since teachers, friends, neighbours and partners share lots of characteristics, but could be fun and a good opportunity to make students talk.

#### Extension activity

Ask one group to draw their mind map on the board while explaining their decisions.

#### Further resources for teachers


There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T01.

## Activity 21 Profiler



<p>creative works in a team</p> <p><b>chaotic</b> intelligent dynamic</p> <p><i>has good taste</i> <b>active</b> kind</p> <p>has courage friendly <b>is patient</b></p> <p><i>GENTLE</i> diplomatic needs to be balanced</p> <p><b>friend</b></p> <p>charming <i>attractive</i></p> <p><i>has a strong will</i></p> <p><i>needs to be flexible</i> conservative</p> <p><b>understands</b> ambitious <b>direct</b></p> <p><b>others</b> loves meeting people</p> <p>respects rules good organizer</p>	<p>creative works in a team</p> <p><b>chaotic</b> <b>active</b> dynamic</p> <p><i>has good taste</i> intelligent kind</p> <p>has courage friendly <b>is patient</b></p> <p><i>GENTLE</i> diplomatic needs to be balanced</p> <p><b>English teacher</b></p> <p>charming <i>attractive</i></p> <p><i>has a strong will</i></p> <p><i>needs to be flexible</i> conservative</p> <p><b>understands</b> ambitious <b>direct</b></p> <p><b>others</b> loves meeting people</p> <p>respects rules good organizer</p>
<p>creative works in a team</p> <p><b>chaotic</b> intelligent dynamic</p> <p><i>has good taste</i> <b>active</b> kind</p> <p>has courage friendly <b>is patient</b></p> <p><i>GENTLE</i> diplomatic needs to be balanced</p> <p><b>neighbour</b></p> <p>charming <i>attractive</i></p> <p><i>has a strong will</i></p> <p><i>needs to be flexible</i> conservative</p> <p><b>understands</b> ambitious <b>direct</b></p> <p><b>others</b> loves meeting people</p> <p>respects rules good organizer</p>	<p>creative works in a team</p> <p><b>chaotic</b> intelligent dynamic</p> <p><i>has good taste</i> <b>active</b> kind</p> <p>has courage friendly <b>is patient</b></p> <p><i>GENTLE</i> diplomatic needs to be balanced</p> <p><b>partner</b></p> <p>charming <i>attractive</i></p> <p><i>has a strong will</i></p> <p><i>needs to be flexible</i> conservative</p> <p><b>understands</b> ambitious <b>direct</b></p> <p><b>others</b> loves meeting people</p> <p>respects rules good organizer</p>

## Activity 22 How do you learn English?

<b>Teacher's notes</b>   10 – 15 minutes	<b>Activity</b> pair work, small groups, interview	<b>Focus</b> learning strategies
	<b>Aim</b> to find out how people in my class learn English	<b>Can do</b> I can speak about how I learn English.

### Preparation

Copy one activity sheet for each student. Get students into pairs.

### Procedure

1. Tell your students to take a look at their sheets to get a general impression of what the questionnaire is about.
2. Ask students to interview each other and enter in the box how often they ticked *a*, *b* and *c*.
3. Form one group for each letter and ask your students to join the group they belong to. The students with the most *a*'s will go to Group A, for example.
4. Explain that there are different types of learners according to their specific way of processing information. Tell them that the results of the questionnaire represent a simplified profile of their learning style.

#### The key to the questionnaire:

**A**-students are kinaesthetic learners. They use their body and movement to learn about the world around them. They enjoy group activities where they have to do things.

**B**-students are visual learners who prefer using images, colours, and pictures to organize information. They remember things they have seen, so reading and working with books is important to them.

**C**-students are auditory learners. They like to work with sound and music in the background. They love activities with the DVD player and enjoy attending lectures and conferences.

#### Extension activity

Encourage a follow-up discussion about the results of the questionnaire. Then ask each group to decide on one project they would like to do in the current semester.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T01.

**Activity 22 How do you learn English?****Knowing your learning style will help you learn better.**

Interview your partner. Ask your partner to answer as honestly as possible and tick the answer that best characterizes her/him. Then count how often you ticked *a*, *b* or *c* and enter the number in the box.

a  b  c

**To stay well informed**

- a. you talk about the news while doing something in the house.
- b. you prefer to watch TV than to listen to the radio.
- c. you prefer to listen to the radio than to read the newspaper.

**You would spend a weekend in London**

- a. walking as much as possible to “feel” the atmosphere.
- b. going to the National Gallery.
- c. going to a musical.

**When you have to do something new**

- a. you try it immediately and repeat several times if necessary.
- b. you need written instructions.
- c. you need to talk it over with someone else.

**When you learn new words**

- a. you always write them down.
- b. you always use different colours to support your learning.
- c. you always repeat them silently to yourself.

**You enjoy**

- a. acting out a story.
- b. describing a picture.
- c. talking about your holiday.

**You like to learn by**

- a. using games and taking part in role-plays.
- b. using books with interesting texts and lovely pictures.
- c. using songs, CDs, listening to English people speaking.

**What is true for you?**

- a. You remember things you did with other people.
- b. You forget names but you remember faces.
- c. You forget what people wore at a party but you can remember what they said.

## Activity 23 Choosing a hotel

<b>Teacher's notes</b>   10 – 15 minutes	<b>Activity</b> pair work	<b>Focus</b> hotel vocabulary, questions
	<b>Aim</b> to ask for information on hotels	<b>Can do</b> I can make a reservation.

### Preparation

Copy the hotel information and worksheet according to the number of students. Cut out the two pieces of hotel information (Hotel A and Hotel B) and the worksheet and distribute them: one hotel and one worksheet per student (alternating A and B).

### Procedure

1. Put the students into pairs – each student will receive a worksheet and either hotel A or B.
2. Tell the students they are phoning a hotel to ask for information. Each student takes it in turn to be the hotel booking clerk and the guest.
3. The guest can decide on the number of guests, the dates and services he/she requires.
4. Ask the students to fill in their worksheet by asking their partner questions about the hotel, e.g. "I need a double room from 1–3 May. Are there rooms available?"
5. Go round the class helping with problems.

#### Extension activity

If time allows, ask the students to write a short email to confirm booking (this can either be the hotel booking clerk or the guest).

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T02.

## Activity 23 Choosing a hotel

### Hotel information



#### **HOTEL A: THE ROYAL HOTEL**

No. of stars: \*\*\*\*

No. of rooms: 35 single, 40 double

All rooms en suite (WC/bath/shower)

All rooms with SAT TV, minibar, Internet access (€5 per hour), direct dial telephone

10 minutes from city centre

Indoor swimming pool + sauna

Open car park €5 per night

Restaurant and bar

Room rate: from €79 per night

#### **HOTEL B: INN-on-the-PARK**

No. of stars: \*\*\*\*\*

No. of rooms: 50 single, 60 double

All rooms en suite

All rooms with SAT TV, minibar, coffee/tea maker, Internet access (€6 per hour), direct dial telephone

5 minutes from city centre

Indoor swimming pool + sauna and fitness centre

Free open car park

2 restaurants and bar

Room rate: starting at €100 per night including breakfast

### Worksheet



#### **HOTEL**

**Date** from \_\_\_\_\_ to \_\_\_\_\_ **number of nights** \_\_\_\_\_

*Number of guests* \_\_\_\_\_

*Number of stars* \_\_\_\_\_

*Rooms en suite* yes no

*How far from city centre* \_\_\_\_\_

*TV/minibar in room* yes no

*Internet access* yes no *Cost* \_\_\_\_\_

*Swimming pool* yes no *Sauna:* yes no


*Fitness centre* yes no

*Restaurants/bars* \_\_\_\_\_

*Parking* yes no *Cost* \_\_\_\_\_

*Room rate* \_\_\_\_\_ (with or without breakfast)

## Activity 24 Airport

<b>Teacher's notes</b>  15 – 20 minutes	<b>Activity</b> group work, memory game	<b>Focus</b> airport vocabulary from the unit
	<b>Aim</b> to revise airport vocabulary	<b>Can do</b> I can understand airport information.

### Preparation

Photocopy and cut out the cards with questions and answers about the airport. If you have a large class, divide the class into two groups and photocopy and cut out two sets of cards.

### Procedure

- Students form one or two circles, depending on class size.
- Shuffle the question and answer cards together and then arrange them face down as a memory game in the middle of the group.
- Explain to students that they have to match two cards, a question with its answer. Be careful: some answers, like *departure lounge* and *check-in*, are used twice, but *departure lounge* - *departure lounge* is not considered a match. The matches are always one question with one answer.
- The first student turns over one card, reads it aloud, and tries to find a card which matches by turning over a second card. If the student has found a question and answer which match, he or she keeps the cards.
- If the cards do not match, they are turned face down again and it's the next student's turn.
- The winner is the student with the most matches.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T02.




## Activity 24 Airport



Where do you wait for a flight?	departure lounge	Where can you have a coffee?	departure lounge
Where do you get a boarding pass?	check-in	Where do you check in your baggage?	check-in
Where can you wait for friends who are coming to visit?	arrivals	Where can you check what time your flight is boarding?	departure board
What do you need to board your flight?	boarding pass	What do you call the place you are flying to?	destination
What can you take as hand baggage?	briefcase/ handbag	Where do you collect your baggage?	baggage reclaim
Where can you buy perfume, alcohol, tobacco and gifts?	duty-free shop	Where do you have to show your identification?	passport control
Where do you go to board your flight?	gate	What do you need to check in?	flight number

## Activity 25 Doing things online

<b>Teacher's notes</b>   10–15 minutes	<b>Activity</b> group work, matching websites to their descriptions	<b>Focus</b> exchanging information about websites
	<b>Aim</b> to practise spelling web page addresses and to talk about what people can do on different websites	<b>Can do</b> I can understand information on a website.

### Preparation

Copy Sheet A and Sheet B so that half the class gets Sheet A and half the class gets Sheet B.

### Procedure

- With a group which is less experienced with the Internet, explain that *www* means *World Wide Web*, that *www* is always followed by a dot (.), and that *.com*, *.de* (for Germany) or *.co.uk* (for the United Kingdom) is at the end of a web address.
- Divide the class into two groups, and give one group Sheet A with the web addresses and the other group Sheet B with the website descriptions.
- Ask students in Group A to guess what the websites are about. If the group is too large and team work is impeded, split the group into smaller groups and ask the students to reunite after five minutes to discuss the results. Ask the students to write a list of things their websites might be about, e.g. *renting a car*, *booking a table*, *buying food*, etc. Group A should keep the results of their work confidential.
- Meanwhile, Group B writes a list of things advertised on their website. This will also be kept confidential.
- When both groups have finished their lists, they start interviewing each other in order to match the name of the website with an advertisement.
  - Group B starts the questioning. A student from Group B chooses a student in Group A (at random) and asks him/her, "On this website you can rent/book/buy ... Which is my website?"
  - The student from Group A has to find agreement in his group before answering. "We think it's (double u, double u, double u, dot ...)"
  - After discussing with her/his group and reading the advertisements, the student in Group B can agree or disagree.
- The dialogue continues until every website has been matched with an advertisement.
- Encourage students to talk about how they made their guesses, e.g. looking for keywords/international words, guessing words, etc.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T03.

## Activity 25 Doing things online

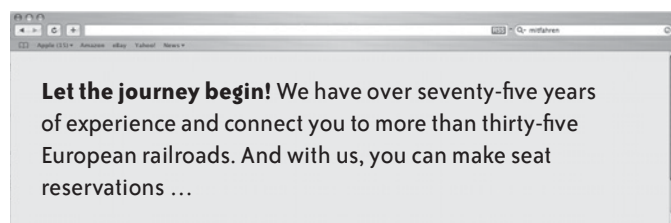
### Sheet A

[www.gettebooksforfree.com](http://www.gettebooksforfree.com)  
[www.country-holidays.co.uk](http://www.country-holidays.co.uk)  
[www.vienna.com](http://www.vienna.com)  
[www.gourmetfoods.com](http://www.gourmetfoods.com)  
[www.music24.com](http://www.music24.com)  
[www.carrental.co.uk](http://www.carrental.co.uk)  
[www.raileurope.com](http://www.raileurope.com)  
[www.10bestNewYork.com](http://www.10bestNewYork.com)



### Sheet B

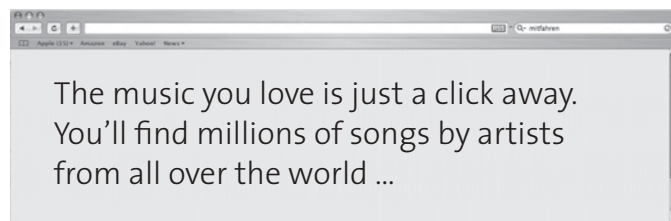
a.



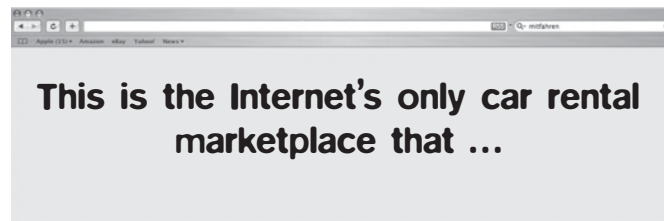
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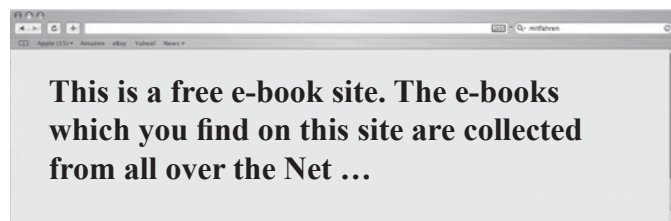
c.



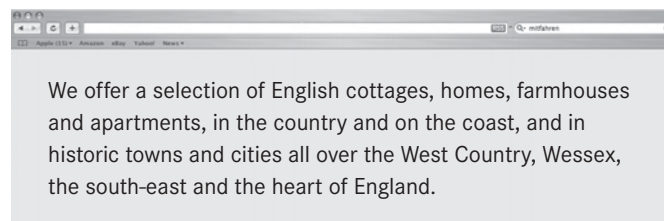
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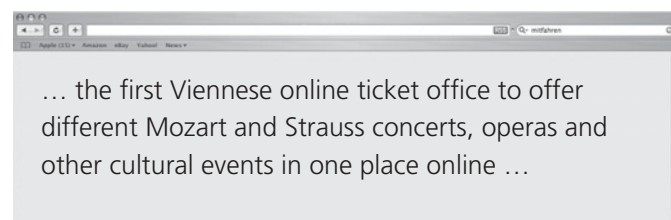
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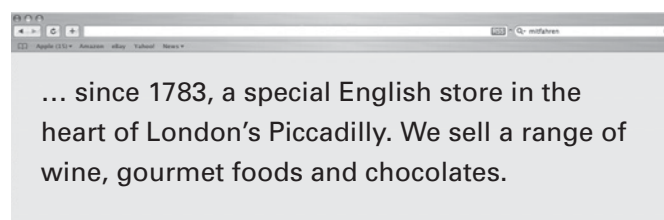
f.



g.



h.



## Activity 26 My cheap and tasty recipe

### Teacher's notes



15–20 minutes

#### Activity

group work, discussion, writing a recipe and shopping list

#### Aim

to revise the vocabulary of food and recipes from the unit

#### Focus

food and cooking vocabulary, prices, quantifiers

#### Can do

I can talk about prices and quantities, write a recipe, and write a shopping list.

## Preparation

Copy the worksheet for each student.

















## Procedure

1. Put students into groups of four and ask them to decide how much the things on the worksheet cost and write the prices under the corresponding products.
2. Now students create a cheap and tasty recipe. They have a budget of twenty-five euros and will have to write a list of things they will need for a one-course meal for four people.
3. Give them ten minutes to write a shopping list with the necessary ingredients and quantities and to write a recipe. Help with vocabulary if necessary.
4. After ten minutes, each group will present their recipe.
5. At the end, the groups decide which meal is the most interesting.


### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T03.

## Activity 26 My cheap and tasty recipe

			
Price _____	Price _____	Price _____	Price _____
			
Price _____	Price _____	Price _____	Price _____
			
Price _____	Price _____	Price _____	Price _____
			
Price _____	Price _____	Price _____	Price _____
			
Price _____	Price _____	Price _____	Price _____
			
Price _____	Price _____	Price _____	Price _____

## Activity 27 Visit to the shopping centre

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> pair work	<b>Focus</b> unit vocabulary
	<b>Aim</b> to revise explaining what a word means and guessing what a word is from its definition	<b>Can do</b> I can define or explain a word and guess what a word is from its definition.

### Preparation

Photocopy Sheet A for half of the class and Sheet B for the other half.

### Procedure

- Put the students into pairs. One student is given Sheet A and the other is given Sheet B.
- Tell the students to read through their text quickly. Then they should ask their partner to explain/describe the missing words in their text, alternating sentence by sentence.
- Go round the class, helping if necessary.

#### Key

This is the (1) plan for our (2) visit to the (3) shopping centre on (4) Friday. The (5) minibus is leaving the (6) club at 10.30 a.m. Please be on time. We'll (7) arrive at the (8) main entrance at about 10.45 a.m. and then you can (9) go off in small (10) groups and have a (11) good day at the (12) shops. We'll (13) meet again at 3.30 p.m. in the (14) ground floor (15) café and can

have a coffee (16) before the bus (17) leaves at 4.15 p.m. from the west entrance. You don't have to meet for a coffee, but you must come (18) on time to the west entrance, as the (19) driver can't wait there too long. If you have a (20) problem finding it, you can call me on my (21) mobile, so you mustn't (22) forget yours. I'll give you the (23) number when we're in the bus. The shopping centre is (24) indoor, so you don't have to take a (25) raincoat or an (26) umbrella. I'd like to (27) tell you that you mustn't (28) smoke anywhere in the centre, but you can smoke (29) outside in (30) special areas.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T04.

## Activity 27 Visit to the shopping centre


### Sheet A

This is the (1) \_\_\_\_\_ for our (2) visit to the (3) \_\_\_\_\_ on (4) Friday. The (5) minibus is leaving the (6) \_\_\_\_\_ at 10.30 a.m. Please be on time. We'll (7) \_\_\_\_\_ at the (8) main entrance at about 10.45 a.m. and then you can (9) \_\_\_\_\_ in small (10) groups and have a (11) \_\_\_\_\_ day at the (12) shops. We'll (13) meet again at 3.30 p.m. in the (14) \_\_\_\_\_ (15) café and can have a coffee (16) before the bus (17) \_\_\_\_\_ at 4.15 p.m. from the west entrance. You don't have to meet for a coffee, but you must come (18) \_\_\_\_\_ to the west entrance, as the (19) driver can't wait there too long. If you have a (20) \_\_\_\_\_ finding it, you can call me on my (21) mobile, so you mustn't (22) \_\_\_\_\_ yours. I'll give you the (23) number when we're in the bus. The shopping centre is (24) \_\_\_\_\_, so you don't have to take a (25) \_\_\_\_\_ or an (26) umbrella. I'd like to (27) tell you that you mustn't (28) \_\_\_\_\_ anywhere in the centre, but you can smoke (29) outside in (30) \_\_\_\_\_ areas.

### Sheet B

This is the (1) plan for our (2) \_\_\_\_\_ to the (3) shopping centre on (4) \_\_\_\_\_. The (5) \_\_\_\_\_ is leaving the (6) club at 10.30 a.m. Please be on time. We'll (7) arrive at the (8) \_\_\_\_\_ at about 10.45 a.m. and then you can (9) go off in small (10) \_\_\_\_\_ and have a (11) good day at the (12) \_\_\_\_\_. We'll (13) \_\_\_\_\_ again at 3.30 p.m. in the (14) ground floor (15) \_\_\_\_\_ and can have a coffee (16) \_\_\_\_\_ the bus (17) leaves at 4.15 p.m. from the west entrance. You don't have to meet for a coffee, but you must come (18) on time to the west entrance, as the (19) \_\_\_\_\_ can't wait there too long. If you have a (20) problem finding it, you can call me on my (21) \_\_\_\_\_, so you mustn't (22) forget yours. I'll give you the (23) \_\_\_\_\_ when we're in the bus. The shopping centre is (24) indoor, so you don't have to take a (25) raincoat or an (26) \_\_\_\_\_. I'd like to (27) \_\_\_\_\_ you that you mustn't (28) smoke anywhere in the centre, but you can smoke (29) \_\_\_\_\_ in (30) special areas.

## Activity 28 The shopping centre

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> pair work	<b>Focus</b> giving directions in a shopping centre
	<b>Aim</b> to revise language for giving directions inside a building	<b>Can do</b> I can give and understand directions in a building.

### Preparation

Photocopy the plan of the shopping centre for each student.

### Procedure

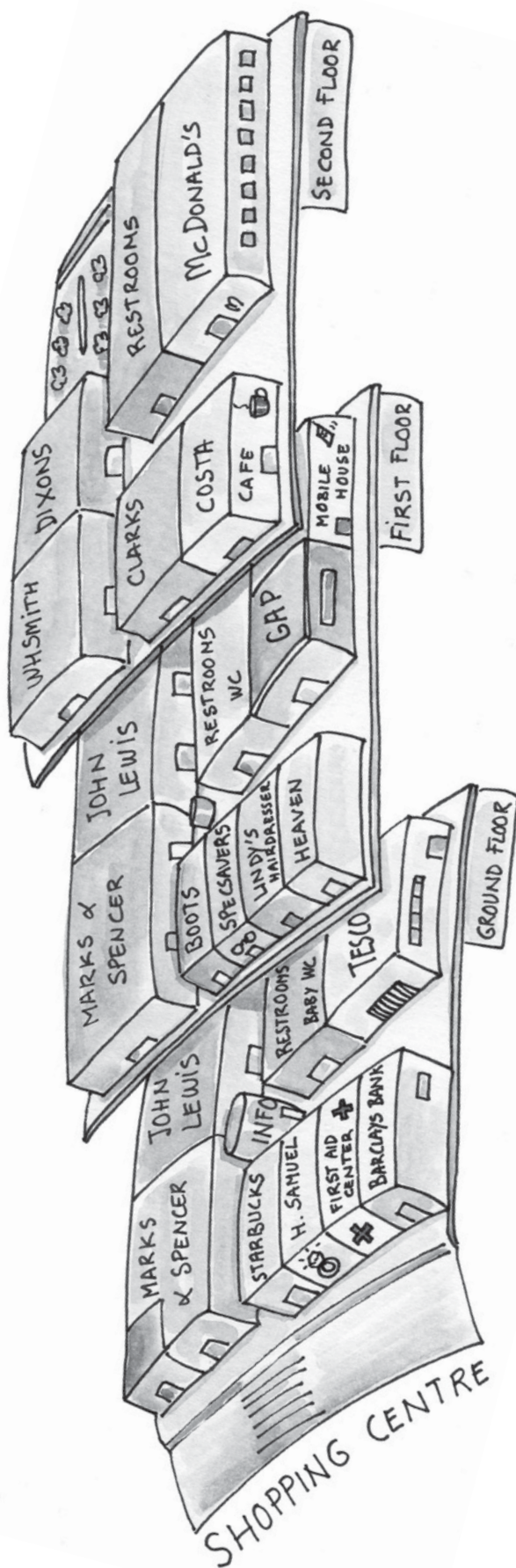
- Put students into pairs, tell them they are going to a large shopping centre, and give each student a copy of the shopping centre plan.
- Ask students to make a shopping list of three to five things they would like to buy or do at the shopping centre.
- Tell students that they will be going to the information desk at the shopping centre to ask where the shops can be found.
- For a weaker class, put the prompts *Where can I buy ...?*, *Where is the ...?*, *How can I get there?* on the board.
- The pairs role-play the situation, one student being the person working at the information desk, the other being the shopping centre visitor. For example:
  - + "Where can I buy ...?"
  - "At the newsagent's."
  - + "Where's the restroom?"
  - "It's on the first floor, next to/opposite/on the left, ..."
  - + "How can I get there?"
  - "Take the escalator / lift / stairs ..."

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T04.



## Activity 28 The shopping centre



### Ground floor:

Information desk  
Barclays Bank  
John Lewis (department store)  
Marks & Spencer (women's clothes, food)  
H. Samuel (jewellery)  
Starbucks (coffee shop)  
Tesco (supermarket)  
First aid centre  
Restrooms (WC & baby changing facilities)


### First floor:

Boots (chemist & drug store)  
John Lewis (department store)  
Marks & Spencer (men's & children's clothes, household)  
Specsavers (optician)  
GAP (young fashion)  
Heaven (cosmetics & beauty parlour)  
Lindy's (hairdresser)  
Mobile House (mobile phones)  
Restrooms (WC & baby changing facilities)

### Second floor:

WHSmith (newsagent & bookshop)  
Costa (café)  
Clarks (shoe shop)  
Restrooms (WC)  
McDonald's (restaurant)  
Dixons (computer & photographic equipment)

## Activity 29 Learning crossword puzzle

<b>Teacher's notes</b>  10 – 15 minutes	<b>Activity</b> pair work, crossword puzzle	<b>Focus</b> vocabulary for talking about school and education
	<b>Aim</b> to revise unit vocabulary	<b>Can do</b> I can talk about school and learning.

### Preparation

Copy the worksheet so that each pair receives a Worksheet A and a Worksheet B.

### Procedure

- Put students in pairs. Student A receives Worksheet A and Student B receives Worksheet B.
- Students with Worksheet A will be defining the vertical (down) words and those with Worksheet B will be defining the horizontal (across) words. For example:
  - + "What's 1 down?"
  - "1 down is a foreign language that you learn in school."
  - "What's 2 across?"
  - + "2 across is the rules of a language."
- Tell your students that 6 down and 6 across make an expression which is the key to a successful career.

#### Extension

Ask students to define the expression from 6 down and 6 across and use it in a sentence which is true for them.

#### Key

##### Across

- exam preparation
- grammar
- history
- reading
- school
- learning
- maths

##### Down

- English
- sport
- course
- apprentice
- teacher
- lifelong
- German

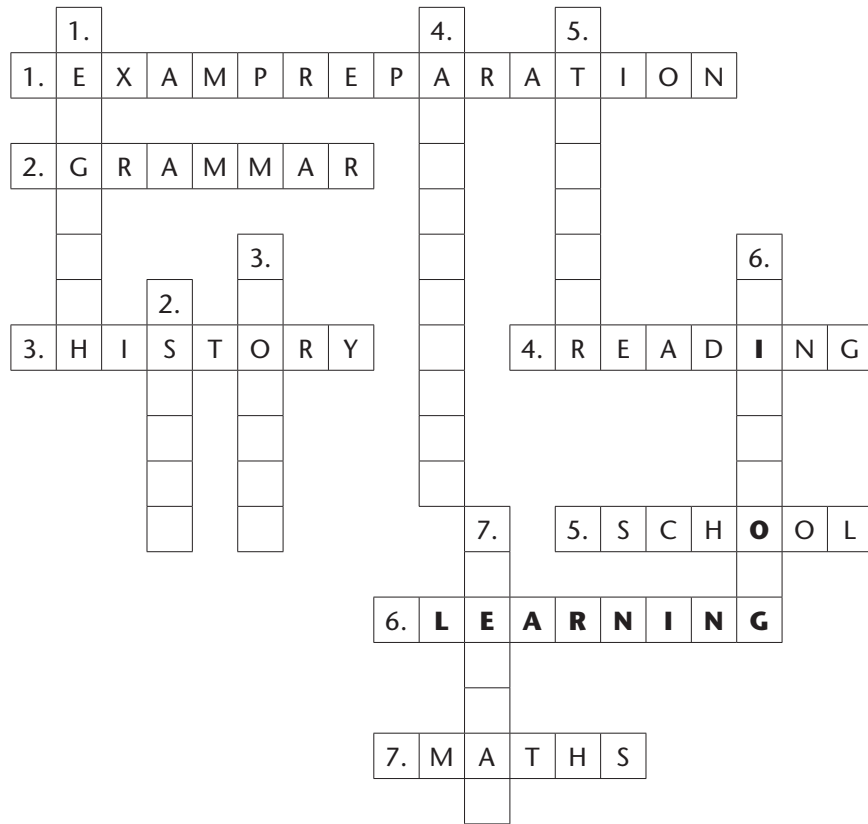
The expression from 6 down and 6 across is *lifelong learning*.

#### Further resources for teachers

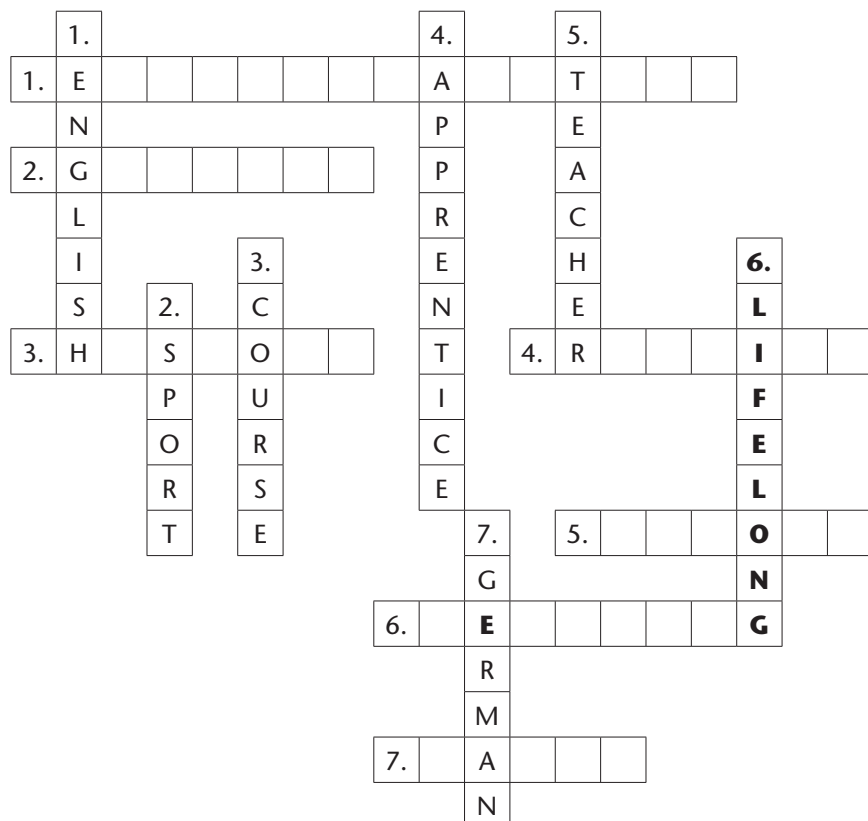
There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T05.

## Activity 29 Learning crossword puzzle


### Worksheet A



### Worksheet B



## Activity 30 Learning – a never-ending story

<b>Teacher's notes</b>   10 – 15 minutes	<b>Activity</b> group work, domino game	<b>Focus</b> vocabulary for school and job search
	<b>Aim</b> to revise vocabulary from the unit	<b>Can do</b> I can match words with their definition.

### Preparation

Copy one sheet for every four learners and cut out the domino cards.

### Procedure

1. Work in groups of four. Give each group a set of domino cards and explain that they will match the words or phrases with their definitions.
2. Each group shuffles the domino cards, puts one face up on the table, and distributes the rest evenly among the group.
3. Students look at their cards for the next domino in the series and they keep adding cards until all the cards have been played and the dominoes form a circle.


#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T05.

## Activity 30 Learning – a never-ending story

English course	money I have to pay if I want to attend a language course	cost of the course	something I have to do if I want to take an exam
exam preparation	people who attend the language course with me	my language-learning group	the person who helps me to learn and tells me what to do if I want to learn better
teacher	something you learn, a specific topic	school subject	where you stay when you attend a language course or on holiday in a foreign country
accommodation	a course which takes place everyday in order to reach a certain level faster	intensive course	this is how you are if you reach your goals or achieve something
successful	somebody who does further education, e.g. at a university or night school	student	somebody, generally young, who trains for a job
apprentice	an institution where students study	university	a discussion to see if you are the right person for a job
job interview	you have to write this and send it to an institution if you want to get a job	application	somebody who finished high school, college or university
graduate	continuing to learn for the rest of your life	lifelong learning	what you attend if you want to learn the language you need to talk to people in the USA, Great Britain, Australia, etc.

## Activity 31 What's the weather like?

<b>Teacher's notes</b>   15–20 minutes	<b>Activity</b> pair work, crossword puzzle	<b>Focus</b> vocabulary for weather
	<b>Aim</b> to practise talking about the weather	<b>Can do</b> I can talk about the weather.

### Preparation

Copy the worksheet so that each pair receives a Worksheet A and a Worksheet B.

### Procedure

- Put students in pairs. Student A receives Worksheet A and Student B receives Worksheet B.
- Students with Worksheet A will be defining the vertical (down) words and those with Worksheet B will be defining the horizontal (across) words. For example:
  - + "What's 4 down?"
  - "4 down is water that falls from the clouds."
  - "What's 2 across?"
  - + "2 across is a kind of weather that is very loud and normally happens in the summer."

#### Extension

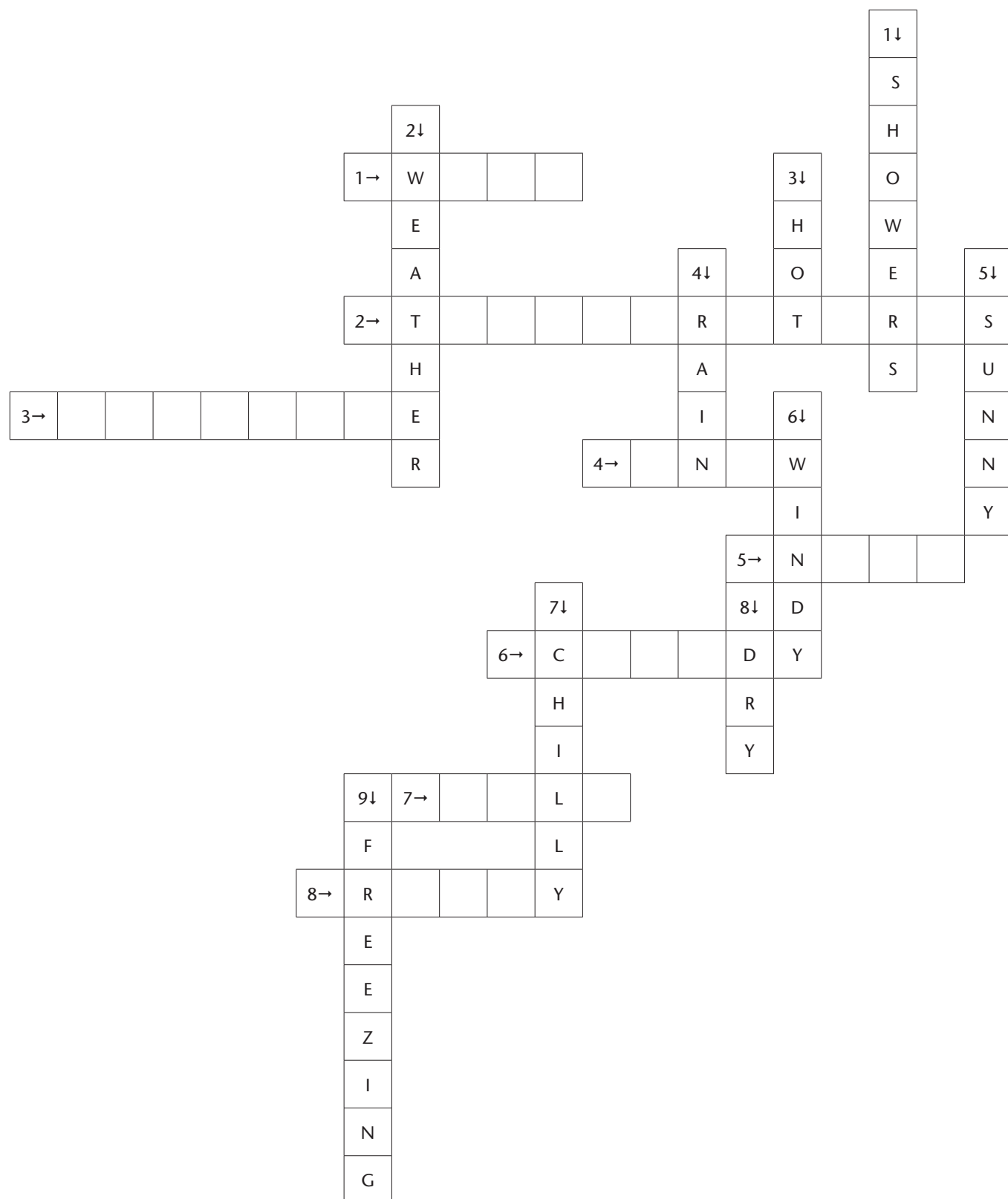
Ask students to use the words in the crossword puzzle to describe the weather in their country at different times of the year.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T06.

## Activity 31 What's the weather like?

## Worksheet A




## Activity 31 What's the weather like?

## Worksheet B

[illegible]



## Activity 32 Environment

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> pair work, whole class, questionnaire	<b>Focus</b> unit vocabulary, third person singular
	<b>Aim</b> to revise language for talking about the environment	<b>Can do</b> I can talk about the environment.

### Preparation

Photocopy the questionnaire for each student.

### Procedure

1. Put students in pairs.
2. Give each student a copy of the questionnaire.
3. Students question each other and note down the answers.
4. Students should then report back to the whole class about how green his or her partner is (in two or three sentences).
5. The whole class decides who's the "greenest" in the class.

#### Extension

If time allows, ask students to give other students suggestions for improving or changing their "green" habits. Write the following prompts on the board: *I agree. / I think so, too. / I see your point, but ... / You're right. / etc.*, which students can use to agree or disagree with the suggestions.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T06.

## Activity 32 Environment

Interview your partner.

### Questionnaire


1. Do you recycle your garbage?  
\_\_\_\_\_
2. If yes, what do you recycle and how?  
\_\_\_\_\_
3. Do you only buy drinks in \*returnable bottles?  
\_\_\_\_\_
4. How do you come to your language course? (car / public transport / bike / walk)  
\_\_\_\_\_
5. Do you take your own shopping bag when you go to the supermarket?  
\_\_\_\_\_
6. When you leave your house, do you turn off the lights / heating?  
\_\_\_\_\_
7. Is your computer switched off when you are not using it?  
\_\_\_\_\_
8. Do you buy recycled products? If so, what? If not, why not?  
\_\_\_\_\_
9. Do you go to the local market or to the supermarket?  
\_\_\_\_\_
10. What else do you do to help the environment?  
\_\_\_\_\_

Report back to the class about how “green” your partner is.

My partner \_\_\_\_\_  
\_\_\_\_\_

**\*returnable bottles** = Pfandflaschen

## Activity 33 Unusual sports

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> whole class, teams, guessing	<b>Focus</b> sports vocabulary, asking questions
	<b>Aim</b> to revise language for talking about sports	<b>Can do</b> I can understand and give details about different sports.

### Preparation

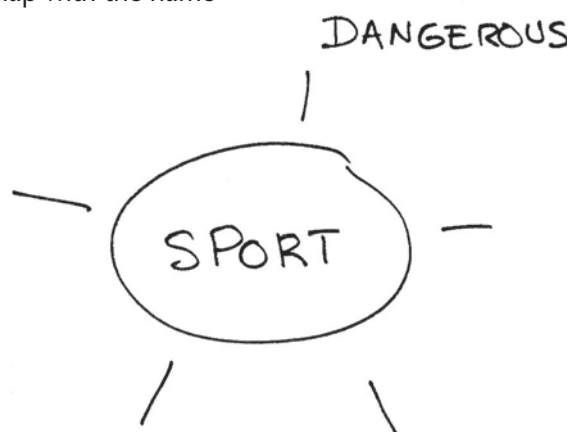
Copy Worksheet A for each student. Copy Worksheet B once and cut out the cards.

### Procedure

1. Divide the class into three groups.
2. Put the boxes with the descriptions face down on a desk and ask each group to take one. Tell students that they will find descriptions of a kind of unusual sport. The groups go to different corners of the class to read their description. Help with vocabulary. Allow no longer than five minutes for this part of the activity.
3. Group 1 assigns one student to go to the board and to draw an empty mind map (see example below) on it with a question mark in the middle. He or she will be the "writer". Students from Group 2 and 3 start asking questions using the prompts from Worksheet A. They can also ask their own questions. During the questioning and answering, the "writer" has to complete the mind map. After a couple of minutes, stop the questioning and give some time for guessing. The student who guesses should replace the question mark in the mind map with the name of the sport.
4. The game continues in the same way with the other groups.
5. The guessing is difficult but encourages questioning. If the groups can't find the solution after questioning, they should be given the answers. The focus lies on the questioning and not on the solution.
6. Tell students they can get more information on these sports on the Internet.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T07.



## Activity 33 Unusual sports

### Worksheet A

Ask questions to find out the other groups' sports. Use these ideas, or think of your own.

individual/team sport	outdoor/indoor sport	dangerous/safe sport
extreme/normal sport	move/sit/fight	sports clothes/equipment
water sport	winter sport	*board game
popular/unknown	traditional/new	expensive/cheap

\*board game = Brettspiel



### Worksheet B



#### Group A

##### Total freedom of movement!

**Parkour** is a sport and also a lifestyle. You train your body and mind to have total control over your movements in the streets, in parks, or anywhere, in order to overcome any object in your way. With no special equipment, you alone climb walls, jump over things on your way, run up and down stairs to get from A to B as fast as you can. It's difficult and dangerous. It all started some years ago with a group of young men from France ...



#### Group B


**Canyoning** means travelling in canyons using a variety of techniques that may include walking, climbing, jumping, abseiling, and/or swimming in canyons. Canyoning can be very easy or extremely difficult, but the focus is on fun rather than difficulty, so it's enjoyed by people of all ages. Your equipment includes ropes, helmets, wetsuits, waterproof bags and special shoes.



#### Group C

**Go** is a board game where two players sit face to face with the empty Go board, between them. Players have either black or white stones and take turns playing one stone at a time by placing it on the board to surround the opponent's stones. It's older and more difficult than chess. In Japan and China the board and the stones can be made of very expensive materials. Go players do not have to run or jump, but this doesn't make Go easier!

## Activity 34 Find someone who ...

<b>Teacher's notes</b>   10 – 15 minutes	<b>Activity</b> whole class, mingling	<b>Focus</b> sports vocabulary; <i>interested in, keen on, hopeless at</i> , etc.
	<b>Aim</b> to revise language for talking about sports	<b>Can do</b> I can say what sport I enjoy or don't enjoy doing.

### Preparation

Copy one worksheet for each student.

### Procedure

1. Give students the worksheets and, in pairs, have students name the activities represented by the drawings. Give them a few minutes and check the answers with the whole class.
2. Have students walk around and ask each other questions to find at least one student for each question and write their names in the boxes. You can write some examples on the board for weaker classes:
  - + "Do you like playing golf?"
  - "Yes, I do. / No, I don't."
  - + "Would you like to try Nordic walking?"
  - "Yes, I would. / No, I wouldn't."

At the end of the question and answer session, two or three students should report on their results, depending on how much time is left. Help with questions such as *Did you find anybody who thinks golf is difficult?*

#### Key

(1) bicycling, (2) playing cards, (3) football, (4) water skiing, (5) snowbiking, (6) sports magazines, (7) golf, (8) jogging, (9) Nordic walking, (10) chess

#### Extension

Without giving names, students report on what they found out about a certain sport, for example, "A student I talked to is hopeless at jogging". The rest of the class suggests who this might be, considering the results they have on their worksheets.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T07.

# Activity 34 Find someone who ...

1. Find someone who enjoys



Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

2. Find someone who doesn't like



Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

3. Find someone who never watches



on TV.  
Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

4. Find someone who would like to try



Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

5. Find someone who has tried



Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

6. Find someone who reads



Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

7. Find someone who thinks



is difficult.  
Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

8. Find someone who is hopeless at



Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

9. Find someone who is interested in




Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

10. Find someone who is keen on



Sport: \_\_\_\_\_  
Name: \_\_\_\_\_

## Activity 35 What's it made of?

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> group work	<b>Focus</b> words and phrases for describing objects
	<b>Aim</b> to practise describing objects	<b>Can do</b> I can describe a product.

### Preparation

Photocopy the worksheet and cut out the product cards so that each group gets a set of cards. The phrase prompts can be photocopied for each student or, alternatively, written on the board.

### Procedure

1. Put each group into a circle.
2. Place the product cards face down in a pile in the middle of each group.
3. The first student takes a card and describes the product to the rest of the class using a maximum of four sentences. Students then try to guess the product being described, if necessary asking for further information. The student who guesses correctly then takes the next card from the pile and continues.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T08.

## Activity 35 What's it made of?

Product cards



tube of hand cream	a pair of socks	scarf	box of chocolates
laptop	dictionary	DVD	bottle of German wine
lamp	CD	desk	spoon
jeans	jar of honey	skis	pullover
shower gel	opera tickets	cookbook	jar of face cream
flowers	green plant	mobile phone	pizza
bicycle	bottle of perfume	whiskey	gloves



### Phrases

It's made of ...

It's made in ...

It's about ... long/wide/high.

You can use it to ...

It's something to eat.

It's something to wear.



## Activity 36 Social situations

<b>Teacher's notes</b>  15 – 20 minutes	<b>Activity</b> pair work, role-play	<b>Focus</b> vocabulary, phrases and questions for small talk
	<b>Aim</b> to practise small talk	<b>Can do</b> I can keep a social conversation going.

### Preparation

Photocopy the worksheet and give one to each student. There are four situations and a list of phrases.

### Procedure

1. Put students into pairs.
2. Ask students to look at the situations in the boxes and the questions and phrases. Tell students to match the phrases/questions and the situations by writing the numbers (1–19) in the respective box. Tell them some phrases can be used for several situations and they are not in chronological order. The students should then choose a situation and talk to their partner for two minutes. Make sure the students introduce themselves to their partner and vice versa before starting small talk. Then the roles are reversed.
3. Go round the class, correcting any mistakes.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T08.

## Activity 36 Social situations


### Situations

<b>TALKING TO NEW NEIGHBOURS</b>	<b>TALKING TO A FOREIGN BUSINESS VISITOR</b>
<b>TALKING TO A NEW MEMBER OF THE CLASS</b>	<b>TALKING TO A NEW COLLEAGUE</b>

### Questions and phrases

1. How long have you been in ...?
2. What do you do?
3. Why are you learning English?
4. Where do you come from?
5. Have you got a family / a pet?
6. How did you come here today?
7. What was the journey like?
8. Why did you move to this area?
9. What's ... (a town) like?
10. What was the weather like when you left ... (a town/country/area)?
11. And what do you do?
12. What about you?
13. Do you like ... (name of place)?
14. Where do you live?
15. Pleased to meet you. My name's ...
16. Pleased to meet you, too. I'm ...
17. Thanks – wish you a good day.
18. Would you like a cup of coffee or tea?
19. That's very kind of you.

## Activity 37 Love labyrinth

<b>Teacher's notes</b>   10 – 15 minutes	<b>Activity</b> pair work	<b>Focus</b> defining words
	<b>Aim</b> to define words, to find hidden words	<b>Can do</b> I can define words. I can describe something without naming it.

### Preparation

Copy one activity sheet for each pair of students in your class and cut them in half along the dotted line. For each pair there is a Worksheet A and a Worksheet B.

### Procedure

1. Get students into pairs, Student A and Student B. Student A takes Worksheet A, Student B takes Worksheet B.
2. Each student has four words at the top of the worksheet which he/she will have to define for his partner. The students take turns listening to the definitions and can take notes if they want to. For example, this is what Student A tells Student B:  
“You have to find something which you give your girlfriend on some occasions (flowers), something you listen to when you want to dance (music), something some people write when they are in love (poem) and something you’ll never forget if it was for the first time (kiss).”  
Students can come up with lots of humorous definitions so give them time to be creative. Students can write their definition before giving them if they want to.
3. When both students have finished listening to the definitions tell them that each student will have to find four words hidden in squares.
4. At the end of the game students can compare their words with the definitions they were given. This can initiate an interesting discussion on how to define things.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T09.

# Activity 37 Love labyrinth

## Worksheet A

Student A defines: flowers, music, poem and kiss.

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




## Worksheet B

Student B defines: heart, happy, love, and wedding.

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

## Activity 38 Who's who?

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> whole class	<b>Focus</b> asking questions, guessing
	<b>Aim</b> to speak about things in somebody's life	<b>Can do</b> I can guess things about people from keywords they write.

### Preparation

Copy the worksheet three or four times depending on the size of the class. Cut the forms along the dotted line and give each student one.

### Procedure

- Students should not write their names on the forms.
- Ask your students to write three keywords related to their life in the boxes on the left. In the corresponding boxes on the right they should write what significance these words have, e.g.


<b>keyword</b>	<b>significance</b>
Brad Pitt	the sexiest man alive in my opinion
1972	my son was born
university	where I met my husband
- The forms are kept confidential. Collect the forms, shuffle and put face down on a desk.
- Ask one student to "fish" a form, go to the board and write the keywords. Students in the class ask questions to find the significance of the words. The student at the board agrees or disagrees. (She/he has the explanation on the form.) The student whose form is being asked *shouldn't* show by any means that she/he is the one the class is talking about.
- When the class has guessed the significance of the words students try to guess whose form this is, e.g. "I think it's Rachel because I know that she has a son and a university degree."
- In order to keep the game going, the teacher should stop it after two or three wrong guesses and the student they are trying to find should show herself/himself.
- The game continues with somebody else in the group and a new card.
- Students will have to do a certain amount of guessing but they should know some things about each other by the time they finish the book, so it shouldn't be too difficult to find the right person in a couple of minutes.

#### Further resources for teachers


There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T09.

## Activity 38 Who's who?

keyword	significance


..... 

keyword	significance

..... 

keyword	significance

## Activity 39 Good and bad dreams

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> group work, storytelling	<b>Focus</b> vocabulary of the unit, use of the past tenses
	<b>Aim</b> to create and tell a story	<b>Can do</b> I can talk about something which happened in the past.

### Preparation

Photocopy the “dream” sheet once, cut out the dream drawings and put students into pairs.

### Procedure

1. Ask each pair to pick a card at random.
2. Each pair should create a good and bad dream, based on the illustration, starting with the sentence under the illustration.
3. Tell your students the dreams should be told in the past tense.
4. If time allows, students can read their “dream” aloud to the class.
5. Allow time for questions and feedback.
6. Go round the class, giving assistance when necessary.

#### Further resources for teachers

There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T10.

## Activity 39 Good and bad dreams



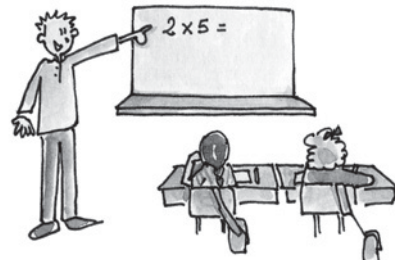
I was on my way to work when ...



I was lying on the beach when ...



I was walking in the forest when ...



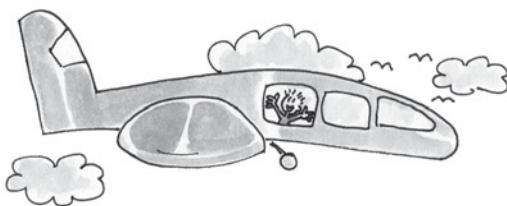
I was sitting in the classroom when ...



I was having lunch when ...



I was sitting in the doctor's surgery when ...



I was flying to ... when ...



I was walking around the shopping centre when ...




I was sitting in the living room when ...



It was my wedding day when ...



## Activity 40 End of book assessment

<b>Teacher's notes</b>   15 – 20 minutes	<b>Activity</b> individual and group assessment	<b>Focus</b> assessment
	<b>Aim</b> to talk about my English course	<b>Can do</b> I can assess my English course and make decisions on how I will continue.

### Preparation

Photocopy one assessment sheet for each student.

### Procedure

1. Ask students to complete the sentences with information which is true for them. Go round the class, helping if necessary.
2. Ask the students to write their overall assessment (question 9) on an extra slip of paper (to keep this anonymous). Collect these and work out the average assessment for your English course, by adding the scores (1 to 5) and dividing by the number of students present.

#### Further resources for teachers




There are extra materials and information for teachers at [www.hueber.de/next](http://www.hueber.de/next). The web code for this unit is XA22T10.

## Activity 40 End of book assessment



### My A2 English course is coming to an end

Complete the following sentences with information which is true for you:


1. I took this English course because \_\_\_\_\_
2. When I started this English course, I could / couldn't \_\_\_\_\_
3. What I enjoyed most was \_\_\_\_\_
4. What I didn't like was \_\_\_\_\_
5. I would give my teacher: (tick ✓ the appropriate box)  

☐

☐



☐
6. The most important thing I learned in this course was \_\_\_\_\_
7. My next step is \_\_\_\_\_
8. In the future I hope to / want to \_\_\_\_\_

9. Assess the course from 1 to 5

- ☐ 1 (excellent)
- ☐ 2 (good)
- ☐ 3 (ok)
- ☐ 4 (so-so)
- ☐ 5 (not good)