

Introduction

This Teacher's Guide is intended to assist teachers in using **Intermezzo Englisch A1** in the classroom. It introduces the didactic concept of the textbook and offers methodical suggestions on how to use the activities in class. The audio scripts and the answer key can be found at the back of the textbook (pp. 94 – 100 and pp. 101 – 108).

Intermezzo Englisch A1 has been designed for young people as well as adults who are studying English at Volkshochschulen, language schools or similar institutions. It has been conceived particularly for those participants who have studied English for 2 – 3 semesters and have completed level A1, but who would like to review and consolidate their knowledge systematically before moving on to the next level. The book is also intended for participants who would like to resume learning English after having taken a break and who would like to reactivate their passive knowledge. In short, the book has been written for people who would not be sufficiently challenged in a beginner's course, but do not yet feel confident enough to take a class at level A2. **Intermezzo Englisch A1** can be used to bridge the gap between level A1 and level A2, regardless of the textbook the participants used previously or the textbook they will use after this one. It can also be used for specifically designed revision classes.

According to the Common European Framework of Reference for Languages, (CEFR), 2001, Council of Europe, a student who has completed level A1 “Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.” He/she can “introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.” He/she can “interact in a simple way provided the other person talks slowly and clearly and is prepared to help”. **Intermezzo Englisch A1** allows you to activate and consolidate these skills systematically and efficiently within one semester, thus allowing participants to gain the confidence they need in order to move on to the next level. At the same time, it gives the teacher the opportunity to support the participants' learning processes and to motivate them without adding unnecessary pressure.

Intermezzo has been conceived as a plateau course with the aim of meeting the objectives mentioned above. This implies that it does not follow any specific progression but revolves around a variety of topics which are intended to activate previously acquired knowledge. Both the fact that **Intermezzo** has been developed for four languages (Italian, Spanish, French and English) as well as the fact that it should be suitable for all participants – regardless of the textbooks used previously – has had a significant impact on the selection of topics – and consequently the grammatical structures and lexical elements related to them. This means that we have identified topics in these four languages which generally appear in all A1 textbooks that are currently on the market. It also means that certain topics which are not typical of level A1 in one of the four languages may occasionally appear, as they do appear in some of the textbooks at that level. (In these cases, the topics are dealt with in a very elementary way). All content is presented using authentic materials with the aim of stimulating the participants' interest and

keeping them motivated. The written and oral input allows participants to reactivate the language functions they need in order to achieve their communicative aim. The main focus of the activities is, therefore, not on grammar but on communication. Each unit includes activities for all four basic skills with a strong emphasis on oral production and interaction. As you will see in the next section and in accordance with the Common European Framework, **Intermezzo** adopts an activity-oriented approach, giving preference to activities which require participants to work together.

How the book is structured

Intermezzo Englisch A1 consists of

- six units of eight pages each,
- a grammar reference section, including a list of irregular verbs (pp. 55 – 67),
- a unit by unit vocabulary list (pp. 68 – 82),
- an alphabetical vocabulary list (pp. 83 – 93),
- the audio scripts (pp. 94 – 100),
- an answer key (pp. 101 – 108),
- an audio CD.

Intermezzo Englisch A1 offers material for a one-semester course; that is, for 12 – 15 lessons of 90 minutes each. The book can be used flexibly and can be adapted to the needs of participants as well as educational institutions.

Supplementary exercises that can either be done in the classroom or at home are to be found at www.hueber.de/intermezzo/englisch.

How each unit is structured

Each unit consists of eight pages which are always arranged in the following way:

- an **introductory page** with the educational objectives, one or more photos and – from the second unit onward – a communicative, playful activity that takes up topics of the previous unit;
- **Part A** and **Part B**: each part consists of three pages which deal with different aspects of the main topic that the unit is based on;
- a **Review page** which allows participants to review the most important structures and language functions.


The division of each unit into two parts facilitates didactic-methodological planning: each unit can be taught in two 90-minute lessons.

Symbols and graphic elements

- A different colour has been assigned to each part of the unit. The headlines and the vertical line on the right-hand side are dark red in Part A and green in Part B. The Review page differs from the others because it has a different background colour.
- The icons that have been used are:

 pair work

 group work

 1 listening activity (including the track number)

→ reference to grammar section

- You will also see the the following boxes in the units:

yellow = grammar
reminds participants of gram-
matical structures that are
important for the activity

blue = vocabulary
lists words and phrases that
help participants complete the
activity successfully

Key elements of each unit

The introductory page

The first page of each unit consists of four elements, each of which has a specific didactic function:

- The **title**, which states the main topic of the unit.
- The **didactic objectives**, which specify the language functions that will be activated (*Activating your English*) as well as the grammatical and lexical elements. This draws the participants' attention to the key aspects of the unit and facilitates the learning process.
- One or more **photos** on which the first activity in Part A is based. Teachers who prefer to provide a different introduction to the topic may, of course, use the photos in a different way.
- The **Stopover box** offers a communicative and/or playful activity that is linked to the previous unit (for this reason, there is no Stopover box in the first unit). This type of activity picks up on one of the topics previously covered and can function in two different ways: (a) If the beginning of the unit coincides with the beginning of a lesson, the activity can be used as an ice breaker to help participants ease their way into the English language. (b) It can also serve as a transition from the final page of the previous unit to the new unit.

For the activity in the Stopover box, there is no icon which indicates whether participants are expected to work together in pairs or in groups. Simply follow the instructions in the box and form pairs or groups as indicated. Then ask the participants to read the instructions or explain the task to them. In any case, it would be helpful to give an example before starting the activity in order to make sure that the participants have fully understood what they are expected to do.

Part A

Part A deals with a particular aspect of the topic on which the unit is based. Unit 3, for example, is about travelling (“Getting Around”) and Part A deals with communicative situations taking place at a hotel reception. This part of the unit

- always starts with an activity which uses the photos on the introductory page as a point of departure. This activity can have different functions: in some cases, as in Unit 1 or 5, it activates relevant vocabulary or grammatical structures in a particular context, thus preparing the participants for the following reading or listening activities. In other cases, as in Units 2 or 3, the photos help the participants understand the text better.
- contains oral (a short dialogue) as well as written input on the basis of which the relevant language functions are developed. In this way, the participants’ attention is drawn to useful vocabulary and grammatical structures. In addition, this gives the participants an opportunity to practise all four skills (understanding spoken and written text as well as oral and written expression). The activities based on the written or oral input always lead up to a productive activity, which, in some cases, is more structured than in others.
- ends with an activity that calls for oral or written expression and which usually requires participants to interact and work together.

Part B

Part B deals with a different aspect of the topic on which the unit is based. Unit 3 (“Getting Around”), for example, deals with a communicative situation that takes place in a restaurant. This part of the unit

- contains a longer listening text than in Part A and in some cases (Units 1, 2 and 6) also a written input text on which the relevant communicative functions are based.
- draws attention to relevant vocabulary and useful grammatical structures. In addition, this gives the participants an opportunity to practise all four skills (understanding spoken and written text as well as oral and written expression).
- The activities based on the written or oral input always lead up to a productive activity, which, in some cases, is more structured than in others.
- This part ends with an oral or written production in which interaction and collaboration between the participants plays a more prominent role than in Part A (activity-oriented focus).

→ Both in Part A and Part B, the instructions are as short and simple as possible. We recommend reading the instructions carefully before doing an activity in order to address potential difficulties or be able to adapt the task to the needs of the participants.

Review

The last page of each unit is a review of the language functions and grammatical structures that have been covered in that particular unit. The participants may work on the activities individually, in class or at home. However, to give them the opportunity to check their answers, teachers should consider reviewing the material in class. If the participants are expected to complete the activities at home, the review should take place at the beginning of the following lesson. This gives participants the chance to address problems or ask additional questions.

→ The supplementary online exercises (www.hueber.de/intermezzo/englisch), which offer an additional opportunity to practise the vocabulary and grammatical structures, can be incorporated at any point. Depending on the needs of the participants, they can be used as additional material in the classroom, as homework, or simply to reinforce the participants' knowledge as needed.

Activating and consolidating receptive skills

Audio input

The audio texts are based on the CEFR descriptors for level A1: they are mostly face-to-face conversations (informal and formal) but telephone conversations and a monologue are also included.

Intermezzo distinguishes the following types of audio texts:

- In Part A, the dialogues have a length of approximately 1 – 1 1/2 minutes. They present situations related to the main topic of the unit; the protagonists, however, are always different.
- In Part B the dialogues are longer (up to 3 minutes) and the protagonists are always the same (a married couple, Hannah and Alex). These conversations present a variety of communicative situations that are related to the main topic of each unit. At the same time, the presence of the same protagonists creates a certain sense of continuity and familiarity, which is intended to spark the participants' imagination and curiosity. Participants who are genuinely interested in the story will make more of an effort to understand the dialogue. In addition, there is an emotional element, very much like in a radio play, which encourages the listeners not only to rely on what they have heard, but also to draw on their personal experience in order to figure out the story.

In order to do the activities, keep the following in mind while following the instructions:

- Regardless of the type of input, the main objective is not to understand everything. Instead, participants should become familiar with the sound of the English language while improving their listening strategies. Teachers should explain this to their participants before doing the listening activities so that the participants do not feel overwhelmed. Especially in Part A, where the dialogues are fairly short, participants may try hard to understand every word and feel discouraged if they do not succeed.

- Although the audio scripts are included in the book, we suggest not using them in class. Explain to the participants that it is better not to read along because they will not have that option in real life either. In addition, reading along might distract the participants and keep them from understanding the audio text. As long as the participants' attention is focused on the written word, they will not be able to decode the spoken words because the human brain processes spoken language differently.
- Unless specifically stated in the instructions, participants should be able to listen to the audio text several times. After listening to the recording, they should have the opportunity to talk to a classmate and exchange information about what they have understood. Since this is a *plateau* course, it is up to you to decide how many times the participants should be able to listen to the text. This will depend on the needs of the group. Experience shows that it is a good idea to let the participants listen as many times as they wish, especially when it comes to the longer audio texts.
- Make use of *Intermezzo's* playful approach and present the listening activities as a special challenge for the group.
- Do not ask the participants which things they did not understand. This type of question leads to frustration and undermines your efforts to motivate the participants. Rather, point out to them what they did understand and make them aware of what they actually can do despite their limited knowledge of the language. Tell them that they do not need to worry if they are not always able to find the correct answers and reassure them that their listening skills will improve with practice. Even if none of the participants are capable of solving a certain task, tell them that it is fine – it is not the solution that matters but the effort put forth.
- When you want to check the answers, do not simply tell the participants what the correct answer is. Instead, invite the participants to share their ideas until they come to a consensus. If someone says the correct answer right away, ask the others whether they agree, before confirming that the answer is correct.

Written input

The text types in this book are all in line with the CEFR descriptors for level A1. For the written input, the same considerations apply as those mentioned above in connection with the audio input. Please keep in mind that the participants will probably want to understand every word of the text. In order to avoid this, it might be a good idea to set a time limit for each activity (to calculate the appropriate time limit, take into consideration the length and difficulty of the text as well as the individual needs of the group). The participants should be given enough time to read the text without feeling rushed. They should not, however, spend a lot of time trying to figure out every word. In order to do the activities, simply follow the instructions in the book, keeping the following suggestions in mind:

- Explain to the participants that it is not necessary to understand every word in order to figure out the gist of the text.
- Point out important bits of information and key words that the participants come across in the process of reading (or exchanging ideas about) the text: this helps them link words and ideas – a strategy similar to solving a puzzle.

- The formal elements that characterize the input text are equally important (the source, author, headlines, etc.) because it is essential that the participants first try to recognize the text type that they are about to read. They should, for example, ask themselves “What can I expect of this type of text?”
- The participants’ imagination, along with their ability to deduce the meaning of unfamiliar words they read also plays an important role, since learning to use the context is a very beneficial skill to develop.
- Although this is not explicitly stated in the instructions, the participants should be allowed to read the texts several times. Once they have finished reading, they should also have the opportunity to talk to their classmates about what they have understood. Team them up with different participants as often as possible to help create authentic conversations. In order to help keep the group together, it is essential to set an appropriate time limit for each reading activity and to stick to it.

Activating and consolidating communication skills

As you have seen above, each sequence of activities is based on a type of written or oral input which then leads into a productive activity. Due to its activity-oriented approach, **Intermezzo** includes a number of activities which require the participants to work together in pairs or teams, thus placing a strong emphasis on oral communication. In order to meet the needs of a diverse audience, the book offers a variety of activities. While some activities leave plenty of room for the participants’ creativity, others have a more structured approach. This way, the more hesitant participants can gain more confidence by completing the activities. At the same time, the more confident participants can expand their linguistic repertoire and exchange their own ideas with their classmates.

Oral production

The activities that call for oral expression are based on the CEFR descriptors for level A1. The communicative aims are outlined on the introductory page of each unit. The main topic of the unit determines the specific context of the activities. In order to do the activities in class, simply follow the instructions, keeping in mind that the participants should have the opportunity to express themselves freely, without being permanently evaluated or corrected. The main objective of a *plateau* course is to help participants gain more confidence and independence in using the language. The teacher should support them in their efforts, encourage them not to be afraid of making mistakes and motivate them to play around with the language by trying to say things in different ways. Teachers should explain this important point to their participants and distinguish clearly between those activities which call for precision and will therefore be corrected by the teacher and those activities that do not require any intervention on the teacher’s part. In this case, the teacher’s only responsibility is to organize the activity (e.g. to form teams as indicated in the instructions), to set the time frame in which the task is to be completed or simply to be there if the participants have questions or need help.

Written production

The activities that call for written production are also in line with the CEFR descriptors for level A1. The relevant objectives are specified in the brief overview on the introductory page of each unit. The writing activities, which are related to the main topic of the text, are always embedded in a certain context similar to the input text. In order to do the activities, simply follow the instructions as well as these guidelines. Tell the participants that they are not expected to write a perfect text. Draw their attention to the vocabulary boxes (blue) or the grammar boxes (yellow) which are to be found next to the instructions in some of the activities. The boxes contain useful information that helps participants complete the tasks successfully.

Activating and consolidating grammar skills

The grammatical structures that are relevant for each unit are outlined on the introductory page. As mentioned above, there is neither any specific grammatical progression nor does *Intermezzo* have a strong focus on grammar. Some grammar items are dealt with mainly because they provide useful tools that help participants communicate more successfully. Sometimes there are small yellow boxes which include important grammatical structures. These structures can be used by the participants to help them complete written or oral production activities. For example, next to the instructions of Activity 2 on page 16 there is a grammar box that contains examples of questions that can be used to ask someone about their daily routine. Check whether the participants remember this particular grammar item and, if needed, review it in class. The grammar box serves as a point of reference which the participants can use while completing an activity, even if you decide that a review is not necessary. Each box contains a reference to the corresponding grammar section at the back of the book. The relevant grammar items are explained in more detail there, also allowing participants to review the material on their own.

Activating and consolidating vocabulary

Vocabulary is always (re)activated within a specific communicative context: the topics are listed on the introductory page of each unit. The objective of a number of activities (e.g. Activity 1 on page 7 or Activity 2 on page 40) is to reactivate relevant vocabulary to prepare participants for an upcoming listening or reading task. Some activities (e.g. Activity 1c on page 31) are based on a written or an oral input text whereas others (e.g. Activity 1b and c on page 15) combine working with the text and memorizing vocabulary. The communicative functions are (re)activated in the same way (e.g. in Activity 6c on page 28). The blue boxes, which contain useful words and phrases, can be found next to the instructions. They are intended to help participants complete the oral or written production activities (e.g. on page 16, where different expressions for telling the time are listed). Some of the boxes are also intended to help participants achieve a certain communicative aim.

Please note: If you use **Intermezzo** in a new course where you do not know your participants or if new participants join the group, take some time at the beginning of the first class to ask participants which textbook(s) they have worked with and what they have learned so far (grammar items, vocabulary, communicative strategies). This is the only way to find out which elements will simply have to be reactivated and which ones will need more attention because some participants are not yet familiar with them. Knowing a little bit about your participants' previous learning experience will help you tailor each activity to the needs of your participants.

Unit 1 – Where are you from?

The first unit activates language functions that participants can use to exchange personal information with others. Activities 3 and 4c, for example, invite the participants to get to know each other. It is therefore not necessary to prepare any additional activities of this type, except perhaps a brief icebreaker if new participants have joined the class or if you are teaching a group you have not taught before. Introduce the book with the help of the contents page and point out the tools in the book that will help the participants to study on their own (grammar section, word lists, audio scripts, answer key, audio CD).

A Meeting people

1. Around the world

a. For the first activity, pair the participants up and set a time limit for the completion of the task. When the participants have completed the task, ask them to share their ideas in class. Project the map on page 6 (or any other world map) onto the wall so that the participants can see where the countries are located. If you want to add a personal touch to the task, ask the participants which countries they have already visited, how they liked these countries, etc. They could share this information with a partner, a small group or the entire class.

b. Follow the instructions in the book and proceed in the same way as in Activity 1a. Draw the participants' attention to the yellow box, which serves as an example for the list they should create. Once the participants have completed the task, compare their answers in the group and point out the particularities (e.g. *There are several nationalities which can be found in England: British, English, and also Welsh, Irish, and Scottish*). You might also want to add *Dutch* as an irregular form.

c. In this task, the participants should use the countries, nationalities and languages in sentences. Before they begin working in small groups, point out the examples in the book and ensure that the participants know what is expected of them.

2. Nice to meet you

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*). Give the participants a few minutes to work individually and fill in the information. Then, ask them to compare their answers with a partner before doing a final review in class.

c. Before beginning with the task, point out the blue vocabulary box to the participants. Since this is the first time that this box appears, explain the general purpose in the book (please see also: *Activating and consolidating vocabulary*).

3. Getting to know the people in class

Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Draw the participants' attention to the yellow grammar box next to the instructions. Since this is the first unit, take a moment to explain its role in the book (please also see: *Introduction: Activating and consolidating grammatical skills*). After explaining the general purpose of the grammar box, tell the participants that this box contains phrases that they can use to give information about themselves or other people. Point out that the blue box reminds them of useful phrases and expressions.

4. What's your job?

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*).

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written production*). Ask the participants to work with a partner and remember to set a time limit for this task.

c. Ask the participants in your class to find partners with whom they have not worked before. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Point out the examples in the blue box to the participants. If necessary, explain that, in English, an article is used in front of job titles.

B Friends and family

5. Married life

In this dialogue, the participants will be introduced to our protagonists, Hannah and Alex, a married couple from England. The listening texts in Part B of each unit will always be a conversation between the two.

a. – c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*).

6. What does Harry look like?

a. Follow the instructions in the book.

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Before you begin with the activity, tell the participants how much time they have to study the photos and memorize the details.

7. A family tree

Follow the instructions in the book. Before you begin with the activity, tell the participants how much time they have for this task. In addition, make sure that the participants have understood the example sentences and the information in the yellow box.

8. Who's coming to the party?

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*). Point out the information in the blue box, making sure that participants understand the meaning, use and form of the contractions.

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Before you begin with this activity, double-check whether the participants remember the possessive pronouns. Refer to the yellow box on the right-hand side and ask the participants to look for examples in the text and write them on the board. If necessary, point out that “its” is not commonly used in English and that “your” can imply the singular or the plural.

9. What's he/she like?

Follow the instructions in the book and set a time limit. An additional group extension activity could also be built in to (re)activate additional vocabulary. Other adjectives could be collected on the board in a group brainstorming activity.

10. A party for your English course

Form new groups for this activity and follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

Review

Since this is the first unit, explain the purpose of this page. Proceed as indicated in these guidelines (*Review*). If necessary, participants can also be directed to the online exercises.

Unit 2 – That's life

This unit is about the participants' personal lives and their social contacts. The language functions activated in this unit are related to daily routine and free time.

Stopover

This activity can be done after the participants have completed the review page of the previous unit or it can serve as an icebreaker at the beginning of class (please also see: *Introduction: The structure of each unit*).

A Daily routine

1. A typical day in my life

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*). Remember to tell the participants how much time they have to complete the task. You could also extend this activity and let the participants speculate about Tom's job, his character, his hobbies, etc.

b. – c. Follow the instructions in the book and set an appropriate time limit for each task. If necessary, explain the difference between *a.m.* and *p.m.* and the word origins (Latin: *ante meridiem*, *post meridiem*). Point out that *a.m.* and *p.m.* are not combined with the expression *o'clock*.

d. Follow the instructions in the book and set an appropriate time limit for each task. To make sure that the participants understand what they are expected to do, ask two of them to read the example out loud. Then, ask the other participants to come up with another example before getting started on the actual activity.

2. What time do you start work?

Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Before you begin, draw your participants' attention to the phrases in the blue box and the example sentences in the yellow box. If necessary, explain how to form questions using *do* and make sure that the time expressions are familiar. This activity works best if participants who do not know each other well work together. In this case, an authentic exchange of information can take place.

3. What a life!

a. This activity is intended to stimulate the participants' curiosity and to motivate them for the listening task. Follow the instructions in the book and tell the participants how much time they have to complete the task. Explain to them that they do not need to worry about correct spelling; it is more important for them to get their ideas across.

b. – c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*). Before the participants begin, point out the example sentences in the yellow box.

4. Never? Always!

a. – b. Follow the instructions in the book. After the participants have sorted the expressions in Activity 4a, compare the results in class. Then ask the participants to work individually on Activity 4b. After they have completed this activity, do not immediately check the answers in class as this would make Activity 4c, where the participants have to ask and answer questions about their daily routine, less interesting.

c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Ask two of the participants to read the examples out loud to make sure that the word order is clear. Point out the information in the yellow box and explain the examples, if needed. After the participants have completed the activity, ask them with whom they have the most things in common. This will give you a chance to check the answers, but do keep in mind that grammatical accuracy is not the main focus of this activity. Therefore, you should only correct mistakes that impede communication or mistakes that occur repeatedly. Also, remember to correct the participants gently and encourage them to correct themselves first.

B Weekend plans

5. The months of the year

The purpose of this task is to activate previously acquired knowledge which will be useful for the upcoming listening activity. Simply follow the instructions in the book. In addition, take this opportunity to point out to the participants that sometimes different words are used in American English and in British English (example *fall / autumn*). Ask the participants to share other examples they know. If they cannot think of any other examples, let them know that they will come across more examples as they go through the book.

6. We're going to the seaside

In this activity, the participants are going to hear another conversation between Hannah and Alex.

a. – d. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*).

7. Let's go to the cinema!

a. Follow the instructions in the book.

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Set a time frame for this activity and, if necessary, explain that this is not about making real weekend plans.

c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Explain, if necessary, that this activity refers back to the plans made in Activity 7b, not real weekend plans.

8. I'm sorry!

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*). Tell the participants how much time they have to complete this activity. After pointing out the information in the yellow box, tell the participants that there are different ways to write the date and that there are differences between British and American English. You might also want to point out how to correctly say email addresses (and possibly websites) in English. You can use those listed as examples.

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written expression*). Look at the examples and remember to set an appropriate time frame before starting this activity.

9. How do you write it?

a. This activity is intended to prepare the participants for Activity 9b. Ask them to work individually and tell them how much time they have to complete the task. After they have finished, compare the results in class and ask the participants whether they know any other expressions. This is a good way of making sure that the participants are well prepared for the next task.

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written expression*). Point out that the suggested changes do not have to be real and that they can use their imagination for possible reasons and activities.

Review

Proceed as indicated in these guidelines (*Review*). After completing Activity 2, the participants should compare their texts with a partner or in small groups, ideally in such a way that the text has an authentic communicative function.

Unit 3 – Getting around

This unit focuses on situations people are likely to encounter when travelling: in a hotel or in a restaurant, for example. Therefore, language functions that help the participants achieve their communicative aim in these situations are activated in this unit.

Stopover

Follow the instructions in the book, keeping in mind the suggestions in these guidelines (please see: *Introduction: The structure of each unit – introductory page*). Before you get started, ask the participants to come up with a few examples to make sure that they understand the task.

A At the hotel

1. Enjoy your stay!

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*). Tell the participants how much time they have to read the texts and do the task. After they have finished, compare the results in class.

b. – c. Follow the instructions in the book. Before starting this activity, draw your participants' attention to the blue box. It contains useful expressions which will help them to complete Activities b and c successfully.

2. Where is it?

This activity gives the participants the opportunity to review expressions used to describe the location of certain objects in a room. In addition, it serves as a preparation for the listening task in Activity 3. If possible, project page 24 onto a large screen so that all of the participants can see the pictures. If necessary, the classroom can also be used to help demonstrate this point. Be sure to point out that "in front of" and "behind" can change, depending on where someone is standing in the room.

a. Follow the instructions in the book. Ask the participants to complete the task on their own first; then check the answers in class.

b. Form new teams and follow the instructions in the book.

3. Do you have a room available?

a. – c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*). Before beginning with these activities, make sure that the participants understand the question in the heading. The word *available* is difficult because many participants may automatically think of the announcement on their mobile telephones (*The person you are trying to reach is not available*). Explain the meaning of *a free room* in comparison. You might also want to double-check if the participants are familiar with the difference between *arrival* and *departure* before beginning the exercise.

d. Pair the participants up and ask them to exchange ideas, referring back to the hotel descriptions on page 23. When they are finished, compare their results in class.

- e. Follow the instructions in the book. Tell the participants how much time they have for this task and ask them to work individually.
- f. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

B Eating out

4. My favourite food

Activities 4 and 5 are designed to review the vocabulary and grammatical structures needed to express food preferences. They also serve as a preparation for the listening task in Activity 6.

Before you start, draw the participants' attention to the expressions in the yellow box and make sure that the participants understand their meaning. If necessary, point out cultural differences and explain that many phrases are softened in English because it is considered polite. Point out that this may differ from the cultural norm in Germany, but that using these forms really is very important in English.

Then follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

5. What is it?

- a. Form small groups, trying to team the participants up in a different way than in Activity 4. Then follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Set an appropriate time frame, and after the participants have finished the task, compare the results in class.
- b. Follow the instructions in the book. Ask the participants to work with a partner and tell them how much time they have to complete this activity. Make sure the participants have a clear idea of the types of dishes that are listed on the menu. In order to do this, bring photos of the dishes with you. One possibility is to write the headings on the board and then ask the participants to place the photos under the correct heading. Be sure to point out that German native speakers might be tempted to say "menu card". Explain the difference between the German word *Menü* and the English word *menu* as well.
- c. Form new groups. Before you start this activity, draw the participants' attention to the yellow box and read the example sentences. You might want to ask several participants to say a few examples out loud to make sure everyone understands the difference between these two forms. Then follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

6. At the restaurant

In this listening activity, the participants will hear another conversation between Hannah and Alex. At this point, the participants are probably already familiar with the protagonists, which will make it easier for them to understand the dialogue. In order to stimulate the participants' interest, you might want to ask them to look at the menu on page 27 and try to guess what dishes Hannah and Alex might like. In Activity 6a, they can check whether they were right.

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*).

c. This activity is intended to prepare the participants for the role play in 6d. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*). When the participants have completed the task, ask them to compare their answers with a partner first. Then listen to the recording again before comparing the answers in class. If the participants have come up with different answers, consider listening to the audio text again before moving on to the next activity.

d. Then follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

7. A dinner party

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Tell the participants how much time they have to complete this activity. After they have decided on the dishes they want to make, each group presents their ideas. You get to decide which menu you like best (but remember to praise all suggestions). Alternatively, the participants can vote on their favourite menu or the best presentation. They should not be allowed to vote for their own menu, but should try to explain why they have chosen a particular menu.

Review

Proceed as indicated in these guidelines (*Review*). Consider providing opportunities for participants to compare their answers with each other.

Unit 4 – In the city

This unit deals with further situations people often encounter when travelling: Part A is about descriptions of cities as well as asking for and giving directions. Part B is about health problems and the weather.

Stopover

Follow the instructions in the book, keeping in mind the suggestions in these guidelines (please also see: *Introduction: The structure of each unit – introductory page*).

A Visitor information

1. Welcome to ...

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*). Tell the participants how much time they have to read the text and compare their answers with a partner. Then check the answers in class.

b. Follow the instructions in the book, and set an appropriate time frame for this activity. When you check the answers in class, ask the participants to list the words from the text first. Then, talk about those they have added on their own.

c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Before you start, ask two participants to read the example out loud and make sure the task is clear. Also, draw the participants' attention to the expressions in the yellow box. If necessary, explain the difference between *there is* and *there are* and ask the participants to come up with a few additional example sentences. If the participants are interested, let them know the names of the cities in the photos after they have finished the activity (from left to right: Sydney, Chicago, London).

2. Left or right?

This activity is intended to review the vocabulary relevant for giving directions. It also prepares the participants for the listening activity in 2b. Follow the instructions in the book and set an appropriate time frame. In order to compare the answers for activities a, b and c, it would be helpful to project page 32 onto a large screen.

a. Follow the instructions in the book.

b. – d. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*).

3. How do you say it?

The aim of this activity is to reactivate expressions needed to ask for information in an unfamiliar city. The participants will need these expressions for the following activities. Follow the instructions in the book and ask the participants to work individually first. Tell them how much time they have for this task, and when they are finished, compare the answers in class.

4. Excuse me

Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Since this is a role play, each student should only look at “their” map and the information on “their” note card and cover the rest with a piece of paper.

B Health and illness

5. The body

a. – b. This activity introduces basic vocabulary related to the human body and prepares the participants for the next listening activity. Follow the instructions in the book and tell the participants how much time they have for each part of the activity. If they are interested, let them know that the person in the photo is William Shakespeare.

6. What’s the matter?

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*). Before you start on Activity b, make sure that the participants understand the expressions listed.

c. Follow the instructions in the book. Point out the example sentences in the yellow box to the participants. These sentences are intended to demonstrate the use of the word *should* and can be combined with the expressions in the blue box. Show the participants how to do this before asking them to complete the task.

7. How are you feeling?

Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). At the beginning of this activity, give an example and mime a health problem. Ask the participants to guess what it is.

8. At the chemist’s

a. – b. Follow the instructions in the book, and tell the participants how much time they have for each part of the activity. Before you ask them to read the text in the speech bubbles, check in class whether they have correctly matched the situations and the chemist’s responses.

c. Role play. Follow the same suggestions as in Activity 4.

9. What’s the weather like?

a. Follow the instructions in the book. Ask the participants to work in pairs and set a time frame.

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

10. Favourite places

Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

Review

Proceed as indicated in these guidelines (*Review*). Provide opportunities for comparison and discussion as needed.

Unit 5 – Shopping

The main topic of this unit is shopping (for food as well as for clothes and accessories).

Stopover

Follow the instructions in the book, keeping in mind the suggestions in these guidelines (please also see: *Introduction: The structure of each unit – introductory page*).

A At the supermarket

1. A shopping list

a. This activity is intended to reactivate the participants' vocabulary and to prepare them for the listening activity in Activity 1b. Follow the instructions in the book.

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*). Before you start on Activity b, draw the participants' attention to the example sentences in the yellow box and the words in the blue box. They will help them to complete the activity successfully.

c. Follow the instructions in the book. Ask the participants to work individually first. Then, ask them to compare their answers with a partner before discussing them in class. You might want to point out that how items are packaged may vary from country to country.

2. What is it?

Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Ask several of the participants to read the examples out loud and point out that the blue box contains useful words for additional sentences.

3. Let's go shopping

a. – b. Follow the instructions in the book and tell the participants how much time they have to complete this task. Make sure the participants understand the examples in the yellow box before they start.

4. Dinner with friends

Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Ask the participants to work in groups and set a time frame.

5. Eating habits

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*). You might want to ask the participants to read the text twice: the first time just to get a general idea of what it is about and the second time to find out relevant information. Compare the answers in class.

b. – c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

B A shopping trip

6. In a department store

a. Follow the instructions in the book. Ask the participants to work individually. After they have completed the task, they should compare their results with a partner before discussing them in class.

b. Follow the instructions in the book.

c. Follow the instructions in the book. Point out the yellow box to the participants. At the end of the task, compare the answers in class.

7. Pack your suitcase!

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Ask the participants to work in pairs and set an appropriate time frame. Draw the participants' attention to the yellow box. If needed, explain the use of *going to* once again, since this construction is needed for the exercise.

8. My shopping habits

After the participants have read the questionnaire, explain unfamiliar vocabulary and ask them to answer the questions individually. When they are finished, ask them to walk around the classroom and find a classmate they want to interview. Ask the participants whether the person they interviewed has similar shopping habits or different ones.

9. In the sale

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*). Make sure that the participants understand the questions in Activity b.

c. Follow the instructions in the book. After the participants have completed the task, compare the answers in class.

d. Follow the instructions in the book. This activity can also be done in small groups. This way the participants can collect more examples. You might want to point out the correct spelling and use of *too vs. to* or *two*.

10. It's your lucky day!

Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Before getting started, make sure the participants know enough vocabulary to talk about clothes and accessories. (The photos in the exercise are just examples.) You may want to tell the participants that they should make up the details (price, colour, size) themselves.

Review

Proceed as indicated in these guidelines (*Review*). Provide opportunities for comparison and discussion as needed.

Unit 6 – On holiday

This unit is intended to reactivate various communicative functions regarding the topic of holidays; expressing preferences about the type of holiday and talking about your last holiday.

Stopover

Follow the instructions in the book, keeping in mind the suggestions in these guidelines (please also see: *Introduction: The structure of each unit – introductory page*).

A Away on holiday

1. Things to do on holiday

a. Follow the instructions in the book. Ask the participants to work in pairs and set a time frame. Point out that they can add their own ideas.

b. Follow the instructions in the book, keeping in mind the suggestions given in these guidelines (*Oral production*). Point out the different vocabulary in British and American English, as well as the different uses of the word *holiday* (public holiday, school holiday, etc.).

2. What did they do on their summer holiday?

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*). Point out the yellow boxes to the participants, making sure they understand what they need to do to create sentences correctly. After completing the activities, compare the answers in class. If needed, allow extra time for practising the irregular verb forms.

3. How did they spend their holidays?

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written production*). Ask the participants to work in pairs and set an appropriate time frame. At the end of Activity b, compare the answers in small groups.

4. My best holiday ever

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*). Point out the yellow box to the participants. At the end of the task, ask the participants to compare with a partner.

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*). Point out the blue box to the participants. Ask them to work individually and set an appropriate time frame. At the end of the task, ask the participants to compare with a partner.

5. And you? Where did you go on holiday?

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). If needed, point out the word order in the questions before asking the participants to complete the activities.

B For rent

6. A holiday apartment

a. – b. This activity is intended to reactivate the participants' vocabulary and to prepare them for the listening task in Activity 7. Follow the instructions in the book. After completing and discussing the exercise, refer to page 107 f. in the textbook for the correct answers.

7. The perfect place to stay

This is the final dialogue between Hannah and Alex. In order to stimulate the participants' interest, you might want to ask them to guess which types of holiday Alex and Hannah might like. The participants could also guess where Hannah and Alex might like to go on holiday. In Activities 7b – d, the participants can check whether they were right.

a. – b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Audio input*).

c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

8. A beach holiday

a. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Written input*).

b. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*).

9. Going on holiday together

a. The participants can complete this activity individually or as a large group.

b. – c. Follow the instructions in the book, keeping in mind the additional information given in these guidelines (*Oral production*). Ask the participants to work in groups of three and set an appropriate time frame. Draw the participants' attention to the yellow box. After completing the activities, compare the results in class. Be sure to point out differences and similarities between the types of holidays.

Review

Proceed as indicated in these guidelines (*Review*). After completing these exercises, you might want to have the participants compare them with others or you can collect them to check them and give the participants feedback.