

Brush up B1 Teacher's Notes

Introduction

These notes are intended to guide you through *Brush Up B1*, with suggestions for doing the exercises and activities and teaching tips. In general, information and instructions which can be found in the course book are not repeated in the Teacher's Notes. The tapescript and key can be found in the course book.

Brush Up B1 is a course aimed at students who have acquired or learnt a fairly large amount of English, but need to reactivate this knowledge and put it into practice. The course is intended to give students more confidence in using English fluently while adding to their vocabulary. It caters for the interests of several target groups, e.g. young adults, students whose first language may not be German, students who need to refresh their English for work and senior citizens who may wish to use English for travel.

Brush Up B1 does not follow a strict progression in terms of grammar and vocabulary, but deals with language as it comes up in connection with topics of general interest. The topics have been chosen with the groups of students mentioned above in mind. Refer to the contents pages in the course book for details of the language and topic areas covered.

The course material in *Brush Up B1* is divided into 4 modules. Each module contains 3 units relating to one topic. The units consist of two double pages of classroom material. After every three units, there is a double-page EXTRA PRACTICE section with additional exercises for homework for each unit.

EXTRA PRACTICE (EP) exercises are for students to do at home as they need them. The exercises can also be given for homework and then checked in class. Most of the EPs include a story with a storyline, and all of the EPs reuse the listening of the main unit, with a different focus in the EPs, so that students have ample chance of practising their listening skills. The EPs consolidate what has been covered in class, sometimes in a different context, generally focussing on vocabulary, sentence structure and reading. Most of the EP exercises are closed exercises, i.e. there is only one correct answer. Students can check their answers themselves. If there are several answers, possible answers are given in some cases. If no "one correct" answer is expected, students can read out their ideas in class and talk about them or they can send their answers to the teacher by email. Teacher's notes have not been included for the EP exercises as, in general, students will be doing these on their own. For most units, the last EP exercise includes a link to an exchange in the next lesson. Students can personalise the language so should be encouraged to use their imagination and to bring their answers to these exercises to class to compare. They can then also be checked and corrected if necessary.

The audio CD contains all the listening texts and can be used in class as well as for extra practice. Some EP exercises make use of the audio CD.

As well as classroom activities and exercises and EXTRA PRACTICE, the units contain the following features:

- USEFUL EXPRESSIONS boxes provide students with language they can use in the activities and exercises. Students' attention should be drawn to these when they start the activity and any language which is new or unfamiliar can be revised at this stage. Students are not expected to use all the language in the boxes actively, but should become familiar with it and be encouraged to broaden their own repertoire of language.
- REMEMBER boxes remind students of language they have learnt at some time and which is relevant at this level. These also refer to the Language Overview in the Appendix, where more details of the specific language point are given.
- MY LANGUAGE BOXES are for students to fill in information which is personally relevant.

Each module finishes with the following features:

- FOCUS ON READING provides an example of an authentic reading text relating to the topic of the module. These texts may include some unfamiliar language. Students should read these for pleasure and additional exposure to authentic language. They can be used for general and informal discussion in class.
- FOCUS ON LANGUAGE gives examples of language in context taken from the unit. The expressions are grouped in functional areas and students are given room to add any additional language they find useful and which they feel comfortable with. Students should be encouraged to write in these spaces during lessons.
- ONE-MINUTE TALK is for students to give a short talk on the main topic of the module. In this way all students can review and personalise the language in the module as well as give information to the others in the class. Questions and discussion can be encouraged after the presentations.
- TRACK YOUR PROGRESS gives students the opportunity to see how far they have progressed during the module. A list of can-do statements is given with smileys:

☺ I think I can do this well

☹ I need more practice with this.

☹ I'm not sure I can do this.

It is very useful at the beginning of the course to go through the features of the course book in class and point out their purpose. This will make it easier to refer to the features in class and students will be encouraged to use the course book as much as possible.

The Appendix contains:

- an overview of the language mentioned in the REMEMBER boxes (pp. 97 ff.)
- a list of the irregular verbs which occur in the course (p. 105)
- the tapescripts (pp. 106 ff.)
- the key to all exercises (pp. 115 ff.)

Students can use this to check their answers to class activities and EP.

- a list of vocabulary unit by unit and the phonetic transcriptions and German translations

Chunks of language are also included. (pp. 123 ff.)

- an alphabetical word list (pp. 134 ff.)
- a list of classroom language (p. 141)

Module 1 You and me

Unit 1 A new start

AIMS

- to allow students to get to know each other by talking about themselves and to create a communicative and supportive atmosphere in class
- to help students focus on their personal targets for this English course

LANGUAGE FOCUS

- question forms
- revision of tenses

1a The aim is to generate a pool of questions. Students look at the picture. In pairs, they write a list of five questions they would ask Tina and Gregor to find out more about them.

1b Before pairs join up with each other, tell them they are going to discuss the questions on their lists to decide on the most interesting ones. Then the group of four students discusses the ten questions and reduces the list to the five most interesting ones.

1c Students check to see if the questions on the information in the table are in their lists.

1d Students complete the phrases in the MY LANGUAGE BOX and fill in information which is personally relevant. Use this opportunity to point out this feature of the course.

1e Read the instructions together and do an example with one student on the board. Draw a very simple picture to illustrate that skilful artwork is not expected.

1f/g Students show their pictures and present their partners to the class. This activity is also intended to check if students use the he / she / it present simple forms correctly so make sure students don't forget the "-s" when presenting their partner. Point this out to them beforehand if necessary. During this activity the other students' task is to listen for the most interesting piece of information and report back on it.

TEACHING TIP Setting tasks like this is important so students listen while the others are presenting.

2a The first listening activity focuses only on filling in the nationalities.

2b The second listening activity focuses on the languages. Another aim is to familiarize students with a variety of accents.

TEACHING TIP Tell students that there are many more non-native English speakers in the world than native speakers. This is why it is necessary for them to hear a wide variety of accents.

2c This activity prepares students for reflecting on their own targets in 2e.

2d Students are given helpful sentences to talk about the languages they speak and how they do so. In pairs, they fill in the verbs given on the right and then listen for a final check.

2e Students have now been provided with the necessary language to express their own aims. Ask them to talk about their aims, in pairs, small groups or in the whole class.

2f Students compare their aims.

TEACHING TIP Exchanging ideas in pairs and then doing a class survey increases students' talking time.

3a The activity has been designed to introduce the vocabulary necessary to discuss the topic. Copy the word wheel onto the board and ask students to come to the board and write words they associate with the term *au pair*.

TEACHING TIP If the group is too big for one word wheel, have a second / third word wheel on a poster somewhere else in the room. Students can then compare their ideas.

3b Use the questions to start a conversation and exchange of experience on au pairs.

TEACHING TIP Remember that "personal transfer" does not mean students have to talk about themselves or tell the absolute truth. They can also exchange information about people they know or have heard of.

3c This is the lead-in to the topic of the article.

3d Students read and check if their guess was right.

3e By matching words and definitions students clarify more challenging vocabulary.

3f/g These are a preparation for the interview in 4. Students change partners for this.

TEACHING TIP Form two groups and have the groups write their list of arguments on the board. Students can then use these lists to refer to in 4 if necessary.

4a Students decide whether to be an au pair or someone who is looking for an au pair.

4b The activity is to role-play an interview between au pair applicants and potential employers. Assign two different parts of the classroom to the two different groups, *au pairs* and *families*. Go through the instructions with the groups. Read the possible questions and answers to help students to get started. Students help each other to prepare for the interviews.

TEACHING TIP In all pair and group activities, you should walk around and monitor and help students.

4c Students now find a partner from the other group and act out the interview. If they don't like the job or the family, they move on until they find the ideal family or au pair.

4d Reporting back to class encourages speaking practice. Students talk about their experiences.

TEACHING TIP Bring along small prizes (e.g. publisher's freebies, sweets) for the winners of any competitions or the best stories or funniest experiences. Let the class decide on the winner. This can also encourage students to do homework. The prizes should be for the content rather than the correctness of the language!

Module 1 You and me

Unit 2 Family and friends

AIMS

- to talk about families and revise or learn words for families and relationships
- to read and understand authentic texts from the Internet or magazines

LANGUAGE FOCUS

- using verbs with *-ing*
- expressing opinions

1a Ask students to look at the information about the three people and to make sure that they know all the language used here. Ask them if they would give this information about themselves on a social network site.

TEACHING TIP It is good to have a mixture of individual, pair, small group and whole class activities, especially at the beginning of the course, to deal with all the different learning styles which may be represented in the class.

1b There are no correct answers here, but students should be able to give reasons for their grouping of the information. When they have compared their answers with a partner, write the additional information they have thought of on the board.

1c Encourage a discussion of the topic in pairs or small groups or with the whole class.

1d Ask for ideas and write these on the board, or better, ask one or more students to write the ideas on the board.

1e In groups, students write a profile for their class and think of a name for the group for the social network page. Collect all the profiles and names and compare them.

TEACHING TIP Activities like these can be done using large sheets of paper and then hung up in the classroom. Walking around and talking can energize students, especially in evening classes.

1f Students decide which profile is the most interesting and / or can combine them into one using all the best parts.

TEACHING TIP Bring some old magazines to class and let students add pictures to the class profile.

2a Before this activity, ask students for all the words they can think of which are connected with families. Encourage them to think of words which are not only for people.

2b Ask students the question and discuss their answers. Then ask them to read the text and answer the questions individually. They can then compare their answers in pairs.

2c Students read the text and questions and discuss their answers in the whole class.

3a Ask students if they know any other words for *friend*. If they can't think of any, they can look in a thesaurus or dictionary. This links to 3d.

TEACHING TIP Encourage students to use smartphones and laptops in class to increase their vocabulary. However do not let this dominate the lesson. It can be useful to have specific times when dictionaries (books or online) are used and to make this clear at the start.

3b Students do the matching exercise individually and then compare answers with a partner. Discuss the differences in meaning.

3c In monolingual classes, different words in one language can be compared in this activity. In multilingual classes, students can compare words in different languages.

TEACHING TIP Make use of any chance to encourage intercultural awareness. Comparing words (e.g. for *friend*) in different languages is one possibility. In monolingual classes use students' experience when travelling.

3d Ask students to read the instructions. Make sure they understand what they have to do before they listen to the recording. Compare the four different opinions in class.

3e Students write their opinion on a piece of paper or card, using the language in 3d. Check and, if necessary, correct what they have written before they walk around and compare their opinions. At the end of the activity, discuss which statements most students agree and disagree with and write these on the board.

TEACHING TIP It is not always necessary to correct students when they are speaking as this can inhibit them from speaking fluently, but if they have written something down which they want to say it is useful to check and correct it as otherwise students will repeat and hear mistakes several times!

3f Before this activity, ask students for their tips on using social networks. Collect one or two in the whole class. Then ask students to look at the tips and think of more in groups.

3g In pairs, students consolidate what they have done and write down statements about social networks. They then change partners with another pair and agree or disagree. The focus here is on provoking agreement and disagreement.

4a Ask students to read the text and identify some information about Ronny.

4b Students answer the questions about the text.

TEACHING TIP Encourage students to use their own words but if this is too difficult, it is enough if they identify and reproduce the correct information. Do not worry too much about mistakes if they are speaking freely and have understood the text.

4c Students can walk around and ask each other about social networks. Encourage them to give unusual answers and also to give different answers to different students if they use social networks for several things.

4d Ask each student to report back on the most surprising answer received. This can be done in the form of very short presentations giving the answer and why it was surprising.

TEACHING TIP Setting tasks like “listen for the most surprising fact” keeps students’ attention level high while listening to the others.

Module 1 You and me

Unit 3 Love and happiness

AIMS

- to talk about love and happiness, countries and nationalities

LANGUAGE FOCUS

- comparisons
- agreeing and disagreeing

1a Write “Who are the happiest people in the world?” on the board. Elicit a few ideas and then ask students to discuss the topic in pairs.

1b When collecting students’ ideas on the board, remember that the aim is to compare different things.

TEACHING TIP In pairs, students write down a few comparisons. Ask them to choose their two favourite sentences and write these on the board. In this way the results of the discussion can be visualized and students can correct any mistakes together.

1c This exercise prepares students for the questionnaire in 1d.

1d Every year, Columbia University in New York is one of the institutes which publish the “World Happiness Report”. In agreement with other scientists and studies, the results show that people in Scandinavia, and especially the Danish, are the happiest in the world. In this questionnaire you can find questions similar to those asked in the original study. This activity aims to encourage a discussion on the statements used in the questionnaire. Find out how far students agree or disagree.

1e Students now compare and discuss their own statements with the ones in the questionnaire.

2a Draw students’ attention to the picture. Can they guess which country it is? Ask them to read the article and guess again.

2b While they are matching the sentences, students get more information on the country and, finally, the name of the country (Denmark).

2c The “did you know?” text provides students with background information on Denmark. The aim of this activity is for students to choose the country they would like to live in. Form groups of students who would like to live in the same country.

2d Students write a list of the advantages of their country. Individually, students can take notes and use them in the next step.

2e Students now form new groups and discuss the advantages of their countries.

2f Carry out a short survey and discuss the results.

3a Copy LOVEHAPPINESS onto the board as shown in the book. Elicit one or two more examples and fill them in. Students work individually and fill in the acrostic in their books.

TEACHING TIP Acrostics are useful for creative vocabulary training. Using the letters for any position in the word makes it easier. However, for advanced students you can suggest they only use words beginning with the respective letters. To appeal to kinaesthetic students ask them to fill in the acrostic on the board as teamwork.

3b Students who want to share their ideas can do so in small groups.

3c The language combines language used for talking about the past and the present.

3d This encourages a conversation in the whole class. Get students started by telling a story about yourself. This is also authentic listening.

4a Ask students the question, and then draw their attention to the possible answers in the book. Refer to the picture.

TEACHING TIP Bring along pictures of love padlocks fixed to bridges in the hometown or ask students to do so in your next lesson.

4b Students read the article to find out if their guess was right.

4c This personalizes the topic.

TEACHING TIP Ask (older) students what they used to do when they were young and what kinds of symbols for everlasting love were popular then?

4d Tell students they will listen to the recording twice. The first time they just need to find out where Eri, Juan and Sabrina come from.

TEACHING TIP Some students may want to read while listening. Tell them that in an authentic situation they will not normally have a manuscript to read from and that the classroom is the “safe room” where they can practise for the real situation.

4e Students listen again and fill in the table with details.

TEACHING TIP Encourage pair work, or the comparison of results in pairs, after initial individual work. This will increase students’ talking time and allow them to practise discussion phrases.

4f Give the activity an easy-going twist by giving some examples to begin with, e.g. *sitting on the balcony on a warm day in spring and listening to the birds singing; my first cup of coffee in the morning*. Have a vote at the end for the best tip(s).

Module 2 The world around us

Unit 4 Money

AIMS

- to talk about money and use vocabulary which may be useful at work

LANGUAGE FOCUS

- large numbers, *much* and *many*

1a This is a brainstorming exercise with the whole class to activate and revise language connected with money.

1b This exercise personalizes some of the language.

1c Students can be asked if they know any more sayings about money in English or in their own language.

1d In pairs, students can decide which saying they like best and which least and why and then report back to the whole class.

2a Make sure students all know how to say these numbers.

2b Each student writes down five numbers. Check that all the numbers are correct and help with any difficulties. More examples like this can be created by students themselves. Ask students in pairs to make a list of numbers for another pair and test them.

TEACHING TIP For revision of numbers use this icebreaker at the beginning of the next lesson: each student chooses two numbers important in his or her life (give some examples like partner's phone number, mother's birthday, licence plate number of first car, house number, number of boyfriends or bank account). Students write these numbers on one big poster and then guess altogether what the numbers are.

2c This activity can be done with the whole group. Each student calls out ideas. These can be collected on the board or on posters.

2d In pairs students discuss the prices of these things. They can then compare their answers with another pair or the whole group. If there is time ask students to think of more examples

3a This is a lead-in to the reading text in 3b. Ask students to collect as many different answers as possible.

3b Ask students to read the text and make sure they understand everything. In pairs they write a similar text about the class. Depending on their strengths, they can stick to or adapt the language of the original text as much as they want.

TEACHING TIP Writing texts in pairs or groups means that several students are "responsible" for the mistakes. When students write longer texts in class, they can check them at home and send them by email to others or to you. Students often correct mistakes when typing up the text and this makes it easier for you to correct them.

4a This focuses on money words and leads into reading the article for detail. Students do the exercise individually and then check their answers with a partner.

4b Make sure students do not read the article before doing this exercise. Discuss their ideas with the whole class.

4c Ask students to read the article and write down their answers. They then compare with their partner and then with the whole group.

4d In pairs, students think of advantages and disadvantages. Make a list on the board.

TEACHING TIP As banks in this article have a similar function to pawn shops encourage students to talk about the topic of pawn shops in / near their town. What can you take there? Do they know anybody who has borrowed money? Would they do it themselves? Students can do (field or web) research on this.

5a In pairs, students brainstorm ideas of what they can get without money. These can be collected on the board or a poster.

5b/c Ask students to read the instructions and tell them what they will hear. Ask them to suggest answers to the questions before listening to the recording.

5d This can be done as a class discussion or an (informal) debate. One group thinks of the advantages and the other of the disadvantages of living without money.

6a This is a lead in to the writing in 6b and discussion and further writing.

6b Collect ideas in class and ask students to write two sentences about themselves. Check and correct if necessary.

6c This can be done with the whole class. Collect ideas and write them on the board.

6d This can be done individually or in pairs or groups. Encourage students to design their ads attractively.

6e This activity can be done in pairs.

6f Discuss the sales briefly.

Module 2 The world around us

Unit 5 Crime and punishment

AIMS

- to talk about crime and punishment
- to tell personal stories and talk about feelings

LANGUAGE FOCUS

- revision of different tenses
- conditionals

1a Make sure students understand all the language. They discuss the questions in pairs and can report back to the whole class.

1b Students walk around and interview some people. They can report back to the whole class in a 1-minute presentation.

TEACHING TIP Give the topic a funny twist by telling an anecdote about yourself or someone you know or have heard of.

1c Students match the expressions individually and then compare their answers. They can personalise them by talking about their own experience.

1d Ask students to read the information and ask them for their opinion of cheating. This can be done in the whole class or in pairs or small groups.

1e Ask students to read the instructions and the questions before listening to the recording. They answer the questions individually in writing and then compare them.

TEACHING TIP What about other countries? Ask students from different cultures about their experience with cheating, or ask about their friends from different countries.

2a Students discuss these three things in pairs and report back. This is an opportunity to practise talking about other people.

2b Students fill in the gaps with the correct tense. Check the answers and then ask their opinion.

2c Ask students to read the instructions and let them think about what they can say. Individual students can report back to the whole class, but not all have to say something.

TEACHING TIP It is important to give students enough time to think about what they want to say. Encourage them to make notes and ask questions if they are not sure how to say something. Not all students have to report every time but make sure that over the whole lesson everyone has a chance to speak to the group.

3a This exercise is to practise the conditional. Check that students' answers are correct.

3b In pairs students discuss these two questions.

3c They then think of more questions to ask another pair. Tell them to change pairs so they have a range of answers.

4a If this may be difficult, ask students to think of crimes before looking in their books. Do not write the suggestions on the board, but collect some orally and then do the exercise.

TEACHING TIP At this level, it is often possible to elicit language from students before starting an exercise. This helps to activate and remember vocabulary.

4b Ask students to describe what the crimes are or use a dictionary.

TEACHING TIP Encourage students to ask each other and answer each other's questions rather than answering all the questions yourself. Make sure that it is not always one student who knows all the answers.

4c If most students have dictionaries, they can use these to help them fill in the answers.

4d This is controlled language practice where the vocabulary of 4a-4c is reactivated.

4e Students discuss these punishments and others in small groups. The groups can report back to the class.

5a Read the instructions and ask students for examples of traffic laws in Germany. If not all students are drivers, ask them about pedestrians and cyclists too.

5b Students write their answers and compare them with a partner. Use the topic of speed limits to lead into 5c. Do not pre-empt the questions.

5c Students read the text. Make sure they understand all the vocabulary.

5d Students fill in the table individually and compare their answers with others.

5e For a debate the class can be divided into two or four groups, depending on the size. One side thinks of arguments for speed limits and one for arguments against them. In a large class, the debates can take place at the same time or one after the other with the other students acting as an audience.

6a Students read the instructions and the laws and discuss the reasons for them in groups. Each group can report back to the class.

TEACHING TIP Ask students about their experiences on foreign law while travelling. Have they ever had a strange / funny / dangerous experience?

6b Students think up possible suitable punishments for breaking these laws.

6c Students can write their ideas on posters and hang them up. The class can then decide on the best / funniest rules and put these together.

Module 2 The world around us

Unit 6 Does it matter?

AIMS

- to talk about and discuss current trends
- to practise making a phone call
- to write a short entry for an Internet forum

LANGUAGE FOCUS

- the use of the present continuous for trends
- the contrast of the simple present and simple past with “used to”

1a The categories for this icebreaker have been chosen in order to pre-teach the vocabulary needed in this unit.

TEACHING TIP If students enjoy competitive activities, have a small prize ready for the team who can keep the vocabulary ping-pong going the longest.

1b This is the first part of a listening activity which will be taken further in 2. Here it's enough for students to find out how Susan feels, and why. Encourage a discussion by asking students if they have had a similar experience.

1c The matching activity revises *used to* for former habits.

1d Here *used to* is personalized. Students finish the sentence beginnings.

1e This activity personalises the language again.

TEACHING TIP It is useful to ask students to leave their books and walk around so that they do not always rely on the book for language when using new structures in speaking.

2a Before students listen to the second part of the recording, ask them to speculate on how the story will go on.

2b After listening a second time, students note down their ideas individually, and then compare them with a partner.

2c Students now work in groups and take notes. Then groups report back. Encourage a conversation on the topic.

TEACHING TIP Forming new groups helps students practise with different partners. One way of forming groups for this task could be to bring pictures (e.g. of fruit, vegetables or meals). Hang them in different places in the room and ask students to go to what they like most. The students standing together are a new group.

2d Read the instructions together and collect students' ideas on the board. This prepares students for 3.

3a Elicit a few ideas such as a farm delivery service, a farm shop, garden owners who sell their produce to their neighbours, and so on.

3b Being confronted with unknown vocabulary is authentic. If students use a monolingual (electronic) dictionary they will find English definitions like the ones listed here.

TEACHING TIP Encourage students to try the matching individually first and then compare their answers with a partner. Recommend using (and bring along) monolingual dictionaries so students can increase their vocabulary. Using a process of elimination is a valuable learning strategy.

3c Ask students to look at the picture and the headline and then the questions below the text. Students read the text and answer the questions. They compare their answers with a partner and then with the whole class.

3d Students now work in pairs. Students read the instructions and role-play the situation.

TEACHING TIP To give students more practice for phone calls (or other dialogues), use the method of “concentric circles”. Form two concentric circles with the same number of students in each (join in yourself if there is an odd number). The students in the inner circle are customers and the students in the outer circle are the farm’s customer service. Students stand opposite each other in pairs and role-play the phone call. Then the outer circle moves one person round clockwise so everyone has a new partner. Act out the phone call again. Rotate again. When students have had enough practice, let them change position and then do the role-play again with different roles.

4a This takes the idea of talking about trends (and using the present continuous for that purpose) further. Students guess what the headlines could be about.

4b Read the two excerpts and find the matching headlines from 4a.

TEACHING TIP There is a lot of interesting information about Patrick Blanc and also about vertical farming on the Internet (e.g. YouTube). If students are interested in the topic you could encourage them to do some web research and bring along their findings. This applies to many of the topics in the course. If students want to know more about topics such as “carbon footprints” refer them to English (!) websites (e.g. Wikipedia) where they can find a lot of information for free – and in English.

4c Ask students which of the two trends they find more interesting and form two groups to discuss the advantages and disadvantages.

4d Students read the forum entries and match them with the replies. They compare their answers in pairs and then in the whole class. What do they think about these ideas? Have they had any similar experiences?

4e This practises expressing opinions in writing on the Internet. Read the instructions. Students find a partner and write their entries on a separate piece of paper which is hung on the wall. Have a small prize ready for the funniest / most interesting forum entry.

TEACHING TIP A quick method of visualising ranking is to give each student two blank post-its or sticky coloured dots. They walk around and fix these to their favourite forum entry (or whatever is being prioritized or evaluated). The winner is the paper with the most votes. This is immediately obvious to everybody and has been chosen anonymously.