



*Hooray for Holidays! Neu* is a course designed for adults who don't have a prior knowledge of the English language, but who are interested in acquiring language skills and a cultural background, particularly in practical contexts related to tourism and holidays.

The course is characterised by:

- a communicative style that focuses on the process of learning to communicate in concrete and everyday contexts;
- a special attention to vocabulary, presented in a systematic and easily accessible way;
- an alternative approach to grammar: in each unit only the necessary grammatical and morphosyntactic elements of communication are presented;
- culture-specific pages featuring English-speaking countries presented in the English language, with current practical advice plus a mini guide to two cities, two American states and seven countries.

## The structure of the course

*Hooray for Holidays! Neu* includes a textbook, an MP3 download of all recordings of the textbook and an app to listen to them with your mobile or tablet. The textbook comprises:

- an **introduction**;
- a page of **useful expressions** for the classroom ("Kurssprache Englisch");
- a **summary** of the objectives for each lesson and the cultural themes to be explored;
- **twelve units**, each of which is devoted to a theme and is divided into two parts each presenting a particular communicative situation. Each unit includes dialogues, exercises, grammar explanations and phonetics, vocabulary, and two pages on cultures of English-speaking countries;
- two language **tests**, located after the sixth and the twelfth unit respectively;

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- a **compendium of grammar**;
  - **German translations** of the cultural texts on English-speaking countries;
  - **solutions to the exercises** as well as **transcripts and translations** of the **dialogues** and listening exercises;
  - an English-German **glossary**.

In addition to the free MP3 download and the app, all audio recordings (dialogues, listening exercises and the vocabulary sections “At a glance”) are also available on CD (ISBN: 978-3-19-087243-5).

The twelve units follow a fixed structure in order to facilitate the orientation of the learner. Each unit comprises:

- an **introductory page** with the title of the unit, a related photo, a summary of the communication functions that will be learned in the unit, an introductory exercise to activate any prior knowledge and to increase motivation, plus additional language or cultural information;
- a **first dialogue** which provides model language input and includes some necessary elements for the communicative situation. Each dialogue features a short listening exercise of varying task types across the units, such as fill in the gaps, order the dialogue, match the speaker to the dialogue, or answer a question. On the same page as the dialogue there is a section entitled “**Worauf es ankommt**”, which reinforces the main lexical elements of the dialogue with translations in German; a column in the margin which contains **additional lexical items** related to the dialogue and specifies some of the phonetic rules; plus a section entitled “**Ein bisschen Grammatik**” which provides some clear and simple grammar rules;
- a first page of **exercises**;
- a **second dialogue** with a short listening task;
- a second page of **exercises**;
- a page entitled “**At a glance**” which summarises all the lexical items presented in the two dialogues (and possibly new ones) divided by theme;
- two pages featuring **cultures of English-speaking countries**. The first page presents general cultural themes useful in a tourism context or on holiday; the second presents a city, an American state or an English-speaking country (with the exception of the first unit).

## The didactic approach

*Hooray for Holidays! Neu* proposes an alternative method to that of a traditional textbook. The purpose of the book is to provide a knowledge base immediately applicable to the context of a holiday. Because of this, the communicative aspect is favoured over the grammatical or morphological. A lexical approach is preferred, even for complete formulas and expressions such as “We’ve booked a room”, leaving out more detailed grammatical analysis (in this case, the present perfect simple tense).

Each unit is also a small language guide, similar to a traditional phrasebook that students can carry with them and refer to when needed. Coming from the view that learning in class and at home is just the first step in facilitating the use of language in an authentic context, *Hooray for Holidays! Neu* is also intended as an instrument to support situations outside the classroom. The page “At a glance” therefore presents a large number of useful words and phrases in a given realistic context.

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An integral part of the course is the pages on cultures of English-speaking countries. The texts on these pages are written in English so that the students encounter other forms of model written text in addition to the dialogues, and to ensure that the students are exposed to authentic language of their holiday destination. The objective at this level is not that the learners understand the texts on their own; rather, it is recommended that they first read the translations in the appendix and then look at the English texts (see “Cultures” section below).

## The first lesson

The start of the first lesson can be devoted to various introductory activities. Below are some examples.

In pairs or in small groups, students are invited to tell each other (in their native language) about their motivations for learning English and their learning objectives. The purpose of this first task is to create a pleasant atmosphere where they can get to know one another; a short feedback session also allows the teacher to get an idea of the needs and preferences of the students.

Since cultural knowledge will be an important element of the course, it is also useful to do an activity which activates any previous knowledge (of which there is usually a lot) whilst encouraging motivation. A possible activity could be: the teacher brings to class several photos of “British” landmarks, landscapes, typical products, etc. In pairs, the students are invited to select a few photos which correspond to their idea of Great Britain and present them to the class, giving reasons for their choice. The students can then be asked to identify the places in the photos – something which could lead to a class discussion about places students have visited, what they know about British culture, etc.

A final introductory activity could focus on vocabulary. The teacher elicits all the English words the students already know and writes them on the board. In the classroom, it might be a good idea for students to form small groups for further “brainstorming” and to write vocabulary in their notebooks. The groups can then present their ideas to the rest of the class. At this point, the teacher can highlight that English is a widely spoken language and that any new vocabulary learnt will be useful in the future. Students can also be encouraged to pay attention to the many English words that are used in everyday language in Germany, Austria and Switzerland, and make a list of them for the next lesson. In addition to activating prior knowledge, this activity also reduces the stress of dealing with a new language.

## The structure of the units – an example: unit 5

The following pages provide an example of how to use unit 5 in the classroom. Given the similar structure of the units, this example can easily be adapted to the other units.

### The introductory page

Each unit begins with an introductory page, whose function is to provide preliminary information (on the right side of the page), encourage motivation and activate prior knowledge (the photo and the section on the lower left).

It is important to make it clear from the beginning (and possibly also in German) that this first activity is just for fun and that errors, especially at this early stage, are welcome: this not only helps the learning process, but also invites students to let go and try to find a solution with the tools they have at their disposal, such as intuition or luck. The teacher can give the solutions at the end of the activity or the students can consult the solutions pages at the back of the book.

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The photo is part of the introductory activity, so it could be useful to make a transparency of it. Project the photo (without the title) and ask the students “Where are we?”. If this question isn’t clear, the teacher can help facilitate a response by asking further questions, for example “At home?”, until the correct answer of “in/at a hotel”, or just “hotel”, is given. The teacher can then read the title of the activity “Luxus pur” and invite students to recognise the listed words in the photo. It is worth noting that not all the listed words are visible in the photo. Since this activity is designed to be done individually, it should be followed by a comparison in pairs. This peer phase is very important for reducing the fear of making mistakes and helps encourage collaborative learning. Finally, correct as a class, pointing to the objects in the projected photo.

At this point, take advantage of the fact that the students may be able to produce more vocabulary by moving on to another introductory activity: write “hotel” on the board and invite the students to provide all the words related to the topic which come to mind (e.g. “double room”, “breakfast”, “reception”, etc.). This activity should not last too long (and could be avoided for classes with no prior knowledge) as it runs the risk of frustrating the students and decreasing motivation.

### The first dialogue

After the introductory phase, invite the students to close their books and to listen to the first dialogue. The theme at this point is more or less already known (this is a conversation in a hotel), plus some vocabulary. It is important to clarify from the first lesson that the goal isn’t to understand everything, but to exercise the ability to understand and to understand a bit more each time. Particularly during the first listening of each dialogue, students are only required to get a general idea of the situation and to make assumptions about what might be said during the dialogue, even using their imagination. These assumptions will be confirmed or refuted during the second listening. After the first listening, invite students to share what they learnt with their partner (e.g. where the dialogue takes place, the speaker, what’s happening, etc.), then proceed to a second listening to complete the short listening task. Encourage the students to attempt the task after the second listening, and if necessary allow them to read the dialogue in the book while listening to it. Follow with a comparison in pairs. Next, bring the class together and ask questions, initially of a general nature, such as “Where is Mr Letherby?”. If you feel the class have understood and there are a number of responses, move on to more detailed questions, such as “How many nights is Mr Letherby staying?”. If you don’t receive a correct answer, replay the dialogue.

A third listening can be done with the books open so that the students can read the dialogue at the same time. Again, this can be followed by a comparison in pairs. Make it clear that the purpose of this exercise is not to translate the text, but to decide if the assumptions made previously are correct. In order to avoid translation, keep this phase quite short. Finally, clarify as a group (in English) any questions that remain unanswered after completing the activity.

Finish this phase with a detailed analysis of the dialogue. This can be carried out, for example, as follows: the students read one sentence at a time, and the teacher writes on the board any important phrases mentioned in the dialogue which perform a particular communicative function, such as “We’ve booked a room for three nights”. Make sure that the general meaning of the phrase is clear, and then add phrases from the “Worauf es ankommt” section, such as the question form “Have you booked a room?”. Then draw attention to the phrases presented in the column on the left, whose purpose is to enrich what was heard in the dialogue.

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When the students are reading aloud, it is important to pay attention to pronunciation, particularly to what is presented in the section “Aussprache” to the bottom left of the page, in this case the letter “c”. Correct any errors and make the most of the opportunity to present this rule.

After the pronunciation exercise, turn to the grammar section “Ein bisschen Grammatik”. In this case we have the present perfect simple tense, followed by the modal verb “may”. Write phrases from the dialogue that use the aforementioned tense or modal verb on the board, such as “How may I help you?”. A comparison to the German language may be useful here, especially since the German translation in this case uses the verb “können”, which could lead to a discussion highlighting the difference between “can” and “may” in English, and situations when you might use the latter.

### Exercises

The first exercise is always a very simple task of listening and repetition, to facilitate the memorisation of certain phrases. Before playing the recording, read through the phrases with the students to ensure they are clear. If one student isn’t sure about something, ask the rest of the class to explain. Then play the recording and get the students to repeat each phrase out loud.

Exercises 2, 3 and 4 vary from unit to unit. They can entail matching phrases, completing a phrase model with different elements, putting the sentences of a dialogue in order, choosing the right response to a question from two given answers, and so on.

Exercises 2 and 3 are designed to be done individually at first and then compared in pairs or groups. In unit 5 there is only one possible answer for each of the sentences in exercise 3. However, in some of the other units (e.g. unit 2), exercise 3 contains situations written in German and the students are required to find a phrase or question in English for each one. For these particular exercises there could be more than one correct answer, so it is a good idea to take them all into account and write them on the board.

Exercise 4 is designed to be done in pairs or in groups of three. The students complete a sentence out loud one by one. (“We would like to stay for one night, we’re leaving on Monday”, “We would like to stay for two nights, we’re leaving on Tuesday”, etc.) This particular exercise is very simple, but repetition is important for memorising structures.

The last exercise (number 5) always contains a dialogue model which provides the basis for creating another dialogue. Since this is a role play, it is important to create a relaxed atmosphere so that students don’t feel anxious. Begin by dividing the class into two groups, one of which will take the role of the hotel receptionist, and the other the role of the tourist. When doing role plays in class, it is beneficial to let students prepare with others who are taking the same role as them, as it encourages collaborative thinking and often results in more ideas. Allow the groups a few minutes of preparation time to read the phrases provided in the exercise and to make a note of useful phrases. Then invite students from both groups to make pairs, ensuring that each pair is made up of one hotel receptionist and one tourist, and let them begin. Once the students have finished, ask them to swap roles and repeat the exercise. The purpose of this activity is not to avoid making mistakes, but to encourage the students to speak as much English as possible in real situations. Avoid continuously correcting the students during this activity and leave them free to talk. When all the pairs have finished, have a short error correction and feedback phase should you feel it necessary.

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### The second dialogue and exercises

The second part of the unit follows a similar structure to the first. The only difference being that exercise 3 is a listening activity, for which students should listen to the dialogue with their books closed and then follow up with a comparison in pairs. Next, read the questions and answers in the exercise and make sure they are clear for all the students. Listen to the dialogue again and ask the students to compare their answers in pairs. If necessary, play the dialogue once more, then compare answers as a class. The solutions and the transcript for the dialogue are in the solutions section at the back of the book.

### “At a glance”

The page “At a glance” is intended as a tool for individual study and as a mini phrasebook to use whilst travelling. At the same time, it is also a useful aid in the classroom. It is important to note that on this page you can find lexical items which featured in each unit as well as extra vocabulary and phrases. Refer to this page when necessary in the classroom, particularly during the last activity of each unit (the role play). The audio version of this page is available as an MP3 download, on the app and on the CD. It is intended to encourage memorisation and revision outside the classroom.

### Cultures of English-speaking countries

The pages featuring cultures of English-speaking countries are designed to expose students to authentic language. The objective at this level is not that the students understand the texts completely, but that they at least acquire some new language. The students can prepare in advance by first reading the German translations found in the appendix. The texts can then be worked on in various ways in class.

Here are some suggestions on how to use these pages in the classroom:

- Read the texts to the students or ask some students to read the texts aloud, and ask them to identify any words that they understand or already know.
- Prepare several cards with English words or phrases that appear in the texts and the corresponding words or phrases in German (on separate cards). Put students into pairs and give each a set of cards with the task of matching the words/phrases in the shortest possible time.
- Same preparation as above, but the cards are laid face down. One student picks up two cards. If the cards correspond with each other, the student keeps them and has a second go. If not, it is the next student's turn. The student with the most cards at the end is the winner.
- Role play: some of the information which features in the culture pages can be used to make the dialogue (or role play) in the last exercise of the unit more realistic. For example, for the second dialogue in unit 5, each pair can decide whether their dialogue takes place in a luxury hotel, a hostel or on a campsite. One takes the role of the tourist, and the other the role of the receptionist. Encourage them to think about their chosen situation and to act accordingly.

### Tests

The tests can be found at the end of units 6 and 12. Each test is divided into four parts, the first of which focuses on cultural knowledge and is structured as a simple multiple choice quiz. Ask the students to complete this part individually at first, followed by a comparison in pairs and then a class check.



Part two is a simple matching exercise of questions and answers featuring phrases, or similar phrases, taken from the previous units.

For the third part, dialogues should follow the instructions that appear in each section. It is important that the students not only use the example phrases or words, but also improvise the situation given and bring more vocabulary into their dialogues.

The fourth part features phrases in German, for which the students are required to find the equivalents in English.