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Ihr

A handwritten signature in black ink, appearing to read 'M. Rupp'.

Matthias Rupp
Geschäftsführer
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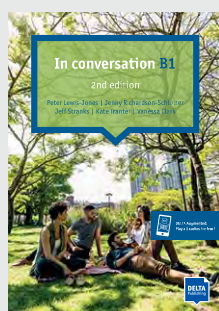
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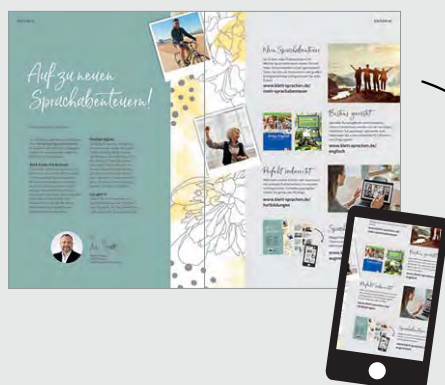
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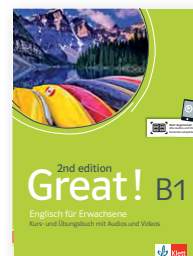
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Even greater



Wie macht man ein erfolgreiches Lehrwerk bei der Neubearbeitung noch besser? Das erfahren Sie aus erster Hand von Redakteurin und Kursleiterin *Gillian Bathmaker*!

Seite 8 | *Great! 2nd edition*



Warum die Entscheidung für die **Review-Bände** genau richtig war, um einen einwöchigen Kurs im Rahmen von *Bildungsurlaub* an der VHS Reutlingen zu unterrichten. Kursleiterin *Alina Cotoi-Kloss* schildert ihre Erfahrungen.

Seite 12 | *Let's Enjoy English*

Just perfect



Stay flexible

Vom Kursraum in den Onlineunterricht und wieder zurück? Autorin *Cathy Rogers* berichtet, wie diese Herausforderung gelingt und wie die **Digitalen Ausgaben** von *On Point* dabei helfen.

Seite 16 | *On Point*



Bewährte Didaktik – volle Flexibilität!



Aktuelle Highlights von unserem
Partner *Cambridge University Press*

ab Seite 18 | *Empower 2nd edition, Open World, Prüfungsvorbereitung*

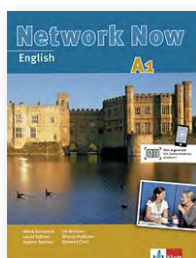
Times are changing

Alles hat seine Zeit.

Autorin *Lynda Huebner* kennt die ELT-Welt wie
keine andere – und das seit über 40 Jahren!

Wir haben mit ihr über Veränderungen
gesprochen und darüber, welche Konstanten
sie beim Englischunterricht weiterhin sieht.

Seite 22 | *Network Now, Let's Enjoy English*



Mit dem passenden
Lehrwerk zeitgemäß
und erfolgreich lehren
und lernen!

Just chat?

So wird Ihr Konversationskurs zum
Highlight! Erfahren Sie, mit welchen
Tricks und spannenden Themen Autorin
Vanessa Clark Ihre Teilnehmenden
zum Sprechen bringt!

Seite 24 | *In conversation, Let's Talk Now*



... so much more!

Seite 26 | *Auf einen Blick:*
Konversation, Refresher, Urlaub

ab Seite 28 | *Auf einen Blick:*
Business English, Zusatzmaterial

Seite 36 | *Service*

Seite 34 | *English Teachers' Club*

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Making Great! 'greater'!





Great! A1 first appeared in 2011 and levels A2 to B2 soon followed. Since then *Great!* has become well established and highly valued as a very different kind of English course. 10 years later, time had come for a remake. Find out more about what this involved in our behind-the-scenes interview with project manager, *Gillian Bathmaker*.

> My very first question has to be: Why do a remake of such a successful course?

That's a very good question!

Not all courses make it to a remake or as it's called, a second edition. For those courses that do, it's a sure sign that the course has proved popular with teachers and students, and has the potential to continue to be successful for many more years. But, however good a course may be, there are always things you could do just that bit better. And that's the reason for a remake! In over 30 years as an editor, unfortunately I've still not managed to find the formula for the perfect one-size-fits-all coursebook – but I haven't given up yet (laughs).

The same but different?

> So, is Great! 2nd edition very different to the first edition?

Yes – and no! There's a very appropriate saying 'Don't throw the baby out with the bathwater!', which definitely applies here. We didn't want to make changes just for the sake of change, and we certainly didn't want to drop anything that teachers had enjoyed in the original version and would miss if it were no longer available.

Therefore, our goal for *Great! 2nd edition* was to improve and to provide added value for teachers and students.

Qualified feedback

> How did you go about deciding what to change?

There were various factors to consider. We wanted to give *Great!* a new look – whilst making sure the second edition was still recognisably *Great!* We've chosen lots of new visuals (photos and illustrations), and, where necessary, updated facts and figures too. Above all, our graphic designer did a brilliant job of making the second edition fresher and friendlier – just right for the 2020s! These are all changes to appearance. We've also worked hard to improve content and add real value to the course in terms of classroom use. For this we relied on a number of sources. We regularly get feedback from our salesforce, who are in close contact with heads of departments and teachers across Germany, Austria and Switzerland. We also took into account feedback that had been sent in by users over the years, and which, I must add, we are always very grateful to receive. And, most importantly, we involved

a selected group of teachers, all of whom had used *Great!* in their courses. They provided us with page-by-page qualified feedback. All of these factors combined to form the basis for the update.

More exercises, please!

> Can you give us some concrete examples?

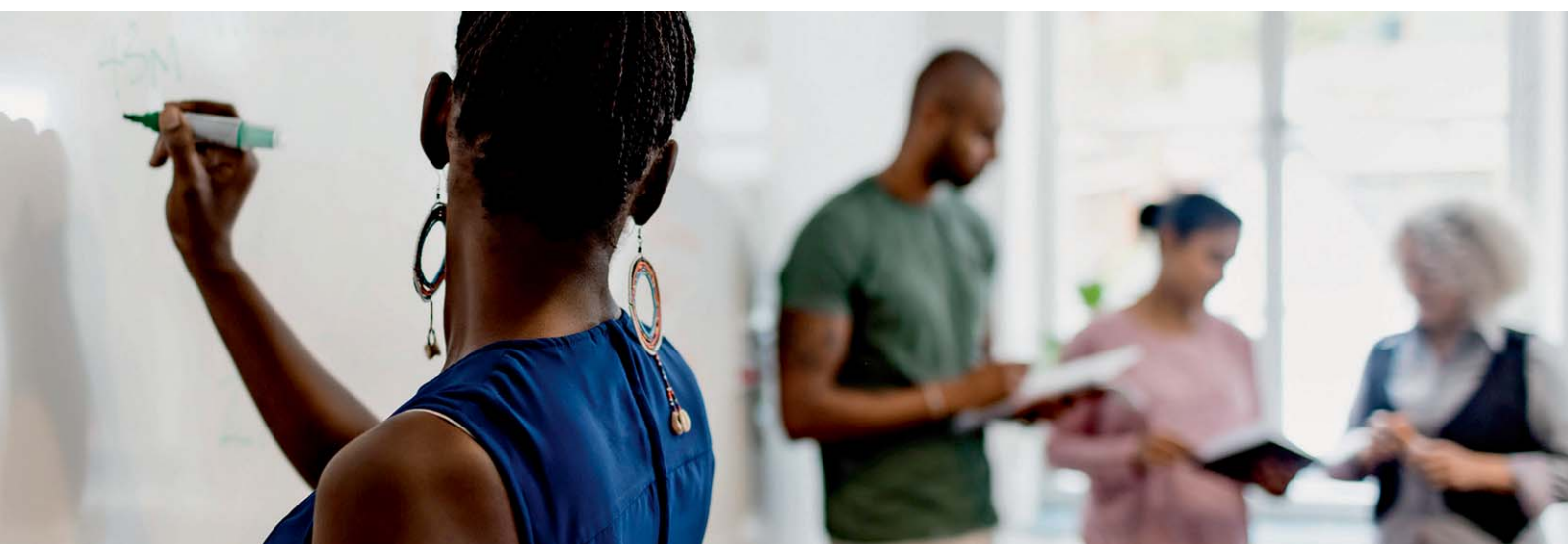
Sure. 'More exercises, please!' is the single most common request materials developers get to hear about any coursebook – and *Great!* users are no exception.

Xtra practice

1a Read about Newtown. Choose the right word: *a, some* or *any*. Then check in class.

- There are *a / some / any* nice shops in the town centre.
- There isn't *a / some / any* big shopping centre.
- There's *a / some / any* market every week.
- There are *a / some / any* nice pubs.
- There aren't *a / some / any* really good restaurants.
- There aren't *a / some / any* lovely old buildings.
- There's *a / some / any* new sports centre.
- There isn't *a / some / any* cinema.
- There aren't *a / some / any* nightclubs.
- There's *a / some / any* station.

For the second edition we developed new *Xtra Practice* pages, providing a full double page of additional



classroom activities, consolidating the language and grammar points that have been covered in the previous three units. Previously these pages were used for a progress test, which is still available to teachers online. So nothing's been lost, but a lot has been gained!



1 ▶128 Read and listen to the Magazine article.

2 Match the two parts of the sentences.

1. A cuppa is ...
2. Afternoon tea is ...
3. Time for tea is ...
4. A tearoom is ...

- a. a pot of tea, sandwiches and small cakes.
- b. a cup of tea.
- c. a great place to enjoy afternoon tea.
- d. four or five o'clock in the afternoon.

3 a What can you see in the photos? Make a list of ten words.

Another example is the *Magazine* pages. The unique and very popular magazine-style reading for fun texts and images were definitely something we wanted to keep, but we developed a comprehensive set of classroom activities to go with them. And we've also added a video clip to each one! A must-have nowadays, of course.

> You mention video clips, but what about other new technologies?

Yes, we certainly wanted the second edition to be state-of-the-art in terms of technology. At the same time, we wanted to offer solutions that suited the needs of our users best. For example: We've added a *FlipQuiz* component to the *Survival English* pages, also accessible (free) via the *Klett Augmented app*. It's a wonderfully simple-to-use digitalised vocabulary learning component, ideal for mastering the Essential phrases. And, totally in keeping with *Great's* non-grammar-based lexical approach. Another good example is the audios. In the previous edition, CDs with the audios were included at the back of the book. For the second edition all audios and videos are available (free) via the *Klett Augmented app*, so they can be played directly from any device such as a smartphone or tablet.

However, we are also aware that some teachers want the audios on CDs, so these are still available for those who need them.

And another example: there's the new *Digitales Unterrichtspaket*, which includes the complete student's book and all the teacher's material per level. This product was previously available as a CD-ROM, a technology which

has appeared and more-or-less disappeared in the space of the last 10 years. The new version is available on licence as a download, making it much more easily accessible and simpler to use, especially with regard to online and hybrid classes.

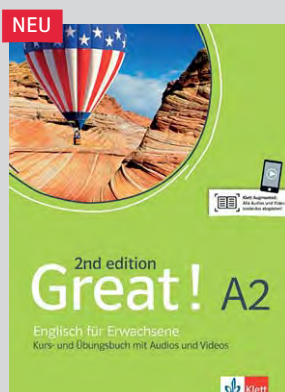
Still Great! but greater!

> One final personal question: How has producing the second edition been for you?

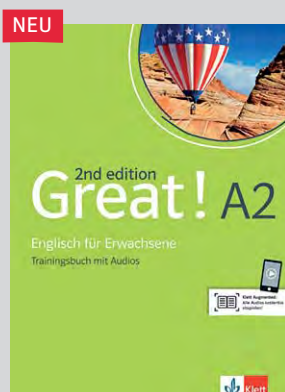
It's been a challenge – and it's been a lot of hard work. But it's been worth it. We're a great (*Great!*) team and it's been fun creating new material and seeing the new edition take shape. And I'm very happy with the result. I can honestly say: It's still *Great!* but now it's even 'greater'!



Gillian Bathmaker is a senior project manager and materials developer at Ernst Klett Sprachen. She's also a qualified teacher and currently teaches English to adults in a number of online classes.



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The perfect choice



A photograph of three people in a bright, modern office setting. On the left, a woman with dark curly hair, wearing a yellow top and a necklace, is smiling. In the center, a man with dark curly hair and a beard, wearing a white long-sleeved shirt and a black watch, is smiling and looking towards the right. On the right, a man with a beard and glasses, wearing a blue shirt, is partially visible, also smiling. They are gathered around a table with papers and glasses. Large windows in the background let in bright light.

The decision to work with the *Let's Enjoy English Review* coursebooks in the one-week intensive compact courses (*Bildungsurlaub*) at the VHS Reutlingen proved to be an extremely inspired one, given the success of the courses and the positive feedback from the students.

by Alina Cotoi-Kloss

The eternal quest for the perfect coursebook

Quite early on my career as a foreign language teacher I realised that a coursebook can work as an ally or an enemy for both the teacher and the learner, given that it can equally support or sabotage the teaching and learning process. Since then I have been constantly looking for the perfect coursebook, the one that would fit me and my students like a glove, the one that would really help me structure and deliver the input I want in a versatile, flexible, and interesting way, the one that would motivate my students and increase their confidence in themselves and their ability to learn and use the language. Luckily, my search came to an end the moment I discovered the *Let's Enjoy English* series which includes the *Let's Enjoy English Review* coursebooks.

One-week English-learning marathons

I came across the *Let's Enjoy English Review* books while looking for a coursebook for the one-week compact intensive English courses for adult learners offered by the VHS Reutlingen.

These courses are mainly intended for working adult learners who can take advantage of paid educational leave (*Bildungsurlaub*) in order to refresh and consolidate their English language skills. These courses are normally four or five days long, consisting of eight 45-minute lessons per day. The challenge for the teacher is to design the course in such a way as to meet a wide range of requirements from the learners and to keep them alert and motivated from the beginning to the end of the course. The learners usually have different professional backgrounds, different expectations and sometimes even different levels of proficiency, which adds to the challenge. To make a sport-themed analogy, these kinds of courses resemble an English-learning marathon and therefore, both the trainer and the trainees need the right fuel to keep their energy and motivation at a constant level. After two years of experience in teaching such courses, I can say that the *Let's Enjoy English Review* series provides everything the learners need to achieve their short-term goals and cross the finishing line successfully, possibly tired but with a big smile on their faces.

Working with *Let's Enjoy English Review* as a teacher

I guess every foreign language teacher dreams of spending less time preparing their courses by working with coursebooks that save them the time they usually have to spend looking for or creating additional materials. The teaching should be fun, effortless, engaging, aimed at supporting and enabling the learners to achieve their learning goals in a sustainable and motivating way. Working with *Let's Enjoy English Review* helped me achieve all these teaching aims, strengthening my conviction that it is perfectly tailored to suit my teaching style and my learners' needs. The coursebook offers a logical and natural step-by-step approach to teaching English, a great variety of activities and exercises that keep the learners engaged with less intervention from the teacher, a clear structure for each lesson, a meaningful and concise way of introducing/reviewing grammar, as well as extra homestudy activities. In the process of preparing the course, I found the *Let's Enjoy English Review Teacher's Book* particularly useful. It's a book-in-



book version of the student's book, with added solutions to the tasks, additional teaching suggestions in the margins next to the activities, copymasters for additional activities, plus background information and explanations. The teacher's book offers real support in preparing the course, and, together with the coursebook, turned the preparation and teaching of a compact intensive course into an enjoyable and successful experience.

Learning English with *Let's Enjoy English Review*

When asked at the beginning of the course about their goals and expectations, learners usually emphasise their desire to refresh their knowledge of English and to be able to speak more confidently. Speaking is the skill they find the most difficult to improve, especially at beginners level, due to the lack of exposure to communicative situations, too little practice, and the fear of speaking in a foreign language. In fact, most of the time the knowledge is already there and working with *Let's Enjoy English A1* and *A2 Review* gave my students a lot of opportunities to speak and a big boost in confidence.

The four-unit compact coursebooks focus on communication in real-life situations and offer the learners the possibility to review exactly the language that will guarantee successful communication in the given contexts. The student's book has been devised in workbook style, so students can add answers on the page, with plenty of motivating exercises and fun activities, grammar tables and explanations, word lists, as well as a variety of texts offering an insight into cultural traditions and background. The learners have the chance to review vocabulary and pronunciation, to revise the most important grammar topics and to use language items in numerous speaking exercises in pairs or in groups. The similar structure of each unit and the recurrent features, such as *Before you start*, *Take a break* and *Before you go* activities, facilitate the learning process and provide a reliable routine from the first day of the course. The *Klett Augmented app* allows the learners to download the audio files onto their smartphones or tablets via a simple scan, so that they have access to these files whenever they want. Working with *Let's Enjoy English Review A1* and *A2* has

proved to be a real bonus for learners who, by the end of each course, come to realize that they really can speak English.

The perfect choice

Let's Enjoy English Review proved to be the perfect choice for every one of the intensive compact courses I taught. The success of the courses can be measured by the learners' satisfaction and their wish to register for another similar course. It's a coursebook with which both the teacher and the learners soon fall in love, it keeps everyone engaged in teaching/learning for the duration of the course, and makes both teaching and learning English a very enjoyable and satisfying experience all round.



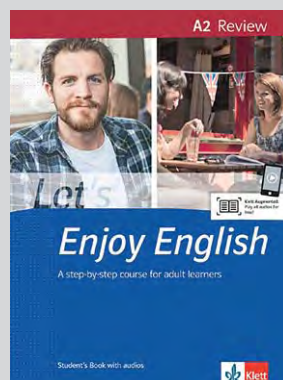
Alina Cotoi-Kloss is a qualified high-school teacher for English, French and Romanian languages. She is currently teaching at VHS Reutlingen and at the Gemeinschaftsschule Plieningen, Stuttgart.



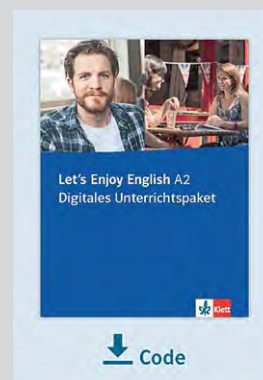
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Choose flexibility

The Covid-19 pandemic posed many challenges for language teachers and learners, and although many teachers and students will be heading back to the classroom for face-to-face lessons over the next few months, online learning will still have an important role to play. The digital versions of the *On Point* coursebooks offer flexibility for teachers who will need to switch between the two modes of lesson delivery.

by Cathy Rogers



Language teachers around the globe have adapted swiftly and successfully to online teaching, but it's clear that there is still a distinct preference for face-to-face teaching. It remains uncertain whether future lockdowns can be avoided, but it's possible that Covid will continue to disrupt normal life to some degree. So although many language schools will be able to resume classroom teaching, there will be a need for flexibility in case teachers need to self-isolate, or rules change at short notice. This means that it will be important for teachers to be ready to move their teaching online as needed. Using a coursebook that has a digital version is one way of lightening the preparation load for teachers, as it enables them to transfer their teaching online with minimal fuss. Digital versions of *On Point* Student's Books and Workbooks are available on *Blink* for levels A1, A2, B1, B1+ and B2, with C1 coming out in 2022.

How it works

Teachers can use *Blink* to set up a virtual classroom, adding their students and uploading the applicable books and resources. Homework can also be assigned and any Workbook activities that students complete can be tracked by the teacher. These features are also useful for face-to-face courses.

Which platform?

It's important for teachers to use a familiar platform if they need to teach online and one of the most popular platforms during the pandemic has been Zoom. This is no surprise, since it has many features that allow the traditional classroom setting to be replicated more easily than some other platforms.

A teacher using *On Point* in a Zoom lesson can share their screen easily to show the students the online coursebook and direct them to the correct page and exercises. It's also possible to play and share the audio tracks with students by clicking the audio buttons next to any listening activity. And of course there are many other platforms that teachers have found useful, e. g. Teams, WebRoom, etc. However, you need to be aware of the tools offered on each one, as not all of them allow for breakout rooms, for example.

Video activities

A useful way to keep online lessons dynamic is to vary the input. Video lessons give teachers a structured way to do this. In *On Point*, there is a video lesson every two units, and if using a platform like Zoom, teachers can launch and play the video to the whole class at the click of a button. The accompanying comprehension tasks can then be focused on and any follow-up discussions can take place in break-out rooms.

Additional resources

For teachers with more time on their hands, there is always an opportunity to enhance an online lesson by using other tools. Some of the most popular websites include Kahoot, Mentimeter, Padlet and Wordart. These resources offer fun ways to teach and practise vocabulary or to facilitate discussions in a more visual and dynamic way.

Being prepared

Teachers know the importance of being prepared, and it's definitely worth exploring *Blink* versions of *On Point* in advance of any course starting. This preparation is

worthwhile even if the class can be delivered face-to-face, as the digital books make it easy to play video and audio content, as well as to assign and manage homework tasks. And for classrooms that don't have the technology to enable use of the digital books, the *Delta Augmented app* can be used by teachers and students on their phones. This app allows access to audio and video content simply by scanning the page.

With all the challenges teachers have faced and continue to face, our hope is that *On Point* can make life easier by offering the flexibility that's needed in uncertain times.



Teacher turned editor turned author Cathy Rogers has been active in the ELT world, internationally and at home in England, for the past 18 years.

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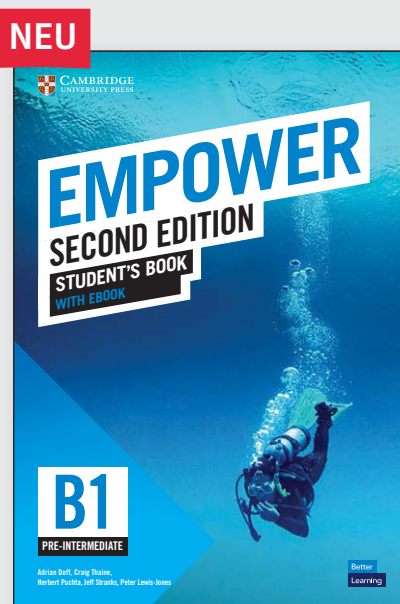
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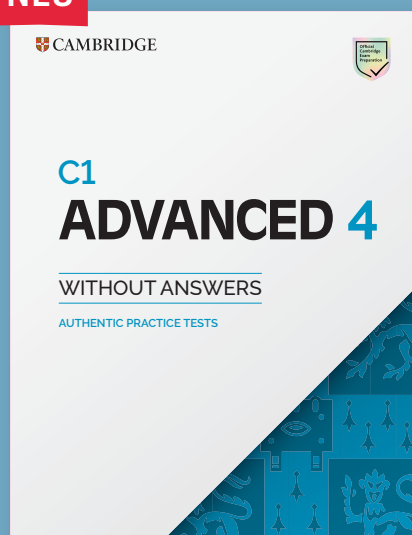
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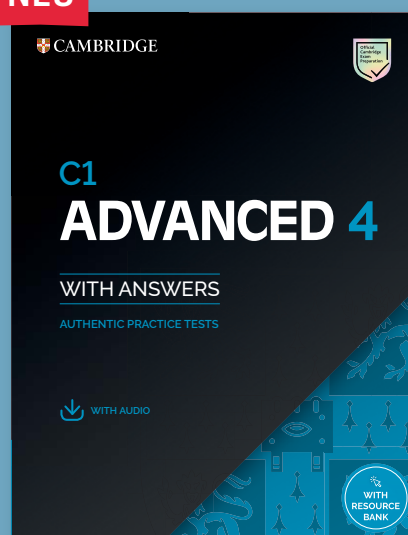
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4 authentische Prüfungsaufgaben mit Musterantworten für den *Writing-Test*, Skripte für den *Speaking-Test* und Musterantwortbögen. Inkl. Audio für den Hörverstehenstest und Beispielvideo für den Sprachtest.

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Times are changing

Since the *Network* series came onto the market in the 1990s, many changes have been seen in the world of EFL. We talked to our author *Lynda Huebner* about her observations over her forty-year career in EFL.

> *Lynda, in your role as an author, what can you tell us about 'then and now'?*

Well, I only have to compare my desk in the early days to my working space now. I had a computer the size of a large microwave and a printer on my desk, then there were scrolls of manuscripts coming out of the fax machine, I had files of ongoing correspondence with people I wanted to write articles about, several library books I needed for research were piled up on shelves, parcels of manuscripts, ready to be taken to the post office were stacked on the floor nearby and every surface was littered with post-its and lists. And a cup of tea on my desk! Nowadays, I have my tablet and keypad. And a cup of tea on my desk!



> I can see that the internet and emails must have speeded things up a lot. But did you find all these technological advances positive?

I would say 99% yes. Everything is faster and so much more efficient. Today's MP3 file is far more manageable than yesterday's cassette. But one thing I admit I do miss is the team's get-togethers. Of course we have online meetings to exchange ideas, but it's not as exciting as the editors, authors and advisers arriving at a hotel on a Friday evening – from the UK, from Switzerland, from Austria, from Germany – and sitting down to a meal together and swapping chit-chat before the official start of a weekend meeting. But I think we're all a bit 'video-conference-weary' after lockdown, aren't we?

> Have these technological changes had a big impact on you as a teacher?

Incredibly! Nowadays there's a wealth of material and services offered to teachers online. And that saves us both time and money! We can access photocopiable teaching materials, teaching notes, webinar teaching seminars... but, for me, the 'jewel in the crown' is the *English Teacher's Club*. It offers teaching tips, seasonal lessons, current topics, games and activities. And yes, it's free! All these things enable teachers to vary and

personalise their lessons so that the course materials really suit the individual teacher. The teacher should be able to enjoy the lesson as much as the learners. The clue is in the title of our latest coursebook series: *Let's Enjoy English!*

> How have things changed for the learner?

First of all, the choice of courses offered by the institutions is so much greater. In the past, learners were usually offered a ninety-minute-a-week course in general English. Today there are intensive courses, holiday courses, twice-a-week courses – there's more flexibility to counter the argument "I have no time to learn English!" Also the motivation, the cultural background and the past learning experiences of today's learners tend to be more varied, so, while general English courses are still the number one choice, many teaching institutions have branched out to meet more specific needs. They offer courses with different focuses: business, conversation, grammar, refresher courses... Basically, whatever the learner's level and whatever their focus, we try to provide a tailor-made coursebook.

> Do you think online learning will ever replace the coursebook?

Not in my lifetime! I would say they go hand-in-hand and the internet

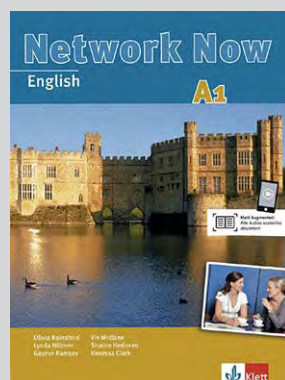
has enhanced what we can offer in a coursebook. For example, learners can choose to do the Homestudy in the book or online. And they can listen to, as well as read, the vocabulary lists. But the book remains, in my opinion, the pivot of the course. When writing the books, we still maintain our original goal: to make teaching and learning a successful, interesting and enjoyable process.

> Apart from technology, what do you think the biggest change has been?

I'm just thinking back to my French lessons at school. I could recite a list of irregular verbs but wasn't able to ask what film was on at the cinema; I got good marks in dictation but couldn't make a phone call. So I think the main change is that our idea of what is important in language learning has shifted. We now put the emphasis far more on communication. To facilitate this, most of our classroom activities are personalised to enable learners to talk about what's relevant to them and express their opinions. And this is where group interaction is so important. That, I am sure, is the one thing which will remain constant. The dynamics of a group steered by an empathetic teacher can never be replaced by solo-learning on a computer.



Lynda Huebner has been involved in the production of coursebooks for English learners – as a teacher, an author and an editor – for over forty years and has seen a lot of changes in the EFL landscape.



Network Now A1
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Student's Book + MP3-CD + DVD
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A conversation class can be one of the highlights of your teaching week – if you have chatty students and the right materials. *Vanessa Clark* guides you through the different options from Ernst Klett Sprachen's current range of conversation courses.

by *Vanessa Clark*

Every conversation is an adventure. In real life, we set off into a conversation and see where it takes us. What about in a conversation class? Where do our students want the conversation to lead?

Destination Conversation

Where to?

Most students embarking on a conversation course will give their preferred destinations as: confidence, fluency and, probably, fun. It can be one of the most enjoyable, rewarding classes to teach as the vibe tends to be more relaxed and you can really get to know your students individually, and they get to know each other (and you!). A conversation class can also be rather daunting – 90 minutes to fill with ... what? Just 'chat'?

Before you start

As you don't have grammar exercises or exam practice to fall back on, you'll need to make sure you have enough inspiring materials and engaging activities to fill the time productively.

How can we help?

Ernst Klett Sprachen offers a complete programme for conversation classes at all levels from A2 upwards. There are two different series, both of which have a wealth of materials and activities to engage your learners in active conversations: *Let's Talk Now* for A2 and B1, and *In conversation* at the B1, B2 and B2/C1 levels.

In conversation – keeping it fresh!

The team behind Ernst Klett Sprachen's successful series *In conversation* have refreshed and updated the whole range of books, from the B1 to C1 levels, making sure the topics are bang up to date and relevant to the interests of today's learner. Each book still has 15 – 20 units, with a wide range of engaging topics to get your students talking – a veritable A – Z of topics, such as Amazon adventures, baby boomers, the climate crisis, a fundraising footballer, streaming services ... OK, there isn't a topic beginning with Z, so please do send us your ideas!

Quirky questions

Would you like to find out how to own a pair of Oscar winner Olivia Colman's shoes? Maybe you would like to learn more about how to live on just three dollars a day for a whole year? Or have you heard how a kitten became an unlikely travelling companion on a round-the-world cycle trip? All this, and much more, is to be found in just one book of the series – so just imagine what intriguing material you'll find in all three books!

Activities that work

Of course, it's not enough to stick even the most fascinating text in front of your students and expect them to launch cold into a full-blown discussion. *In conversation* provides activities to support understanding and help to develop ideas before the discussion stage. But the emphasis is always on speaking, sharing opinions and personal experiences, whether as a whole class, in small groups, or in pairs.

Flexibility

The 15 – 20 units in each of the three books can be used in any order, allowing you to pick and choose the themes you think will appeal most to your individual group, or to select items which perhaps echo with current events in your own country at the time. You can dip in and out of the activities as you think best, taking time to linger over something that catches your students' interest, or skipping over anything you don't have time for.

There is plenty of material in each unit, but you can also make use of the supplementary file materials at the back of the book. Optional homework activities act as prompts for discussion in the next lesson.

Let's Talk Now

Conversation courses typically start at the B1 levels and are often aimed at students who have already completed a general English course at the B1 level and now have the confidence to speak more freely. However, Ernst Klett Sprachen has developed a pair of books which can offer a conversation course experience for the less confident learner: *Let's Talk Now A2* and *Let's Talk Now B1*.

A guiding hand

Let's Talk Now takes a more structured approach than a fully fledged conversation course. The individual steps in each lesson are smaller, guiding you from the gentle warm-up through to a range of short but meaningful conversations.

There is more chance for students to collect their ideas and to prepare their words before they speak. 'Words to use' and 'What to say' boxes put the key vocabulary and phrases right there where the learners need them. There are optional extra games and speaking activities after every second lesson.

There are also (whisper it!) 'Reminder' boxes which put a grammatical structure on the page, where directly relevant, to allow students to express themselves competently.

Topics with a twist

At these lower levels, learners appreciate topics which are within their vocabulary level and are relatable to their lives, but which also have a bit of a twist to them. Are you a tortoise or a hare? How can you declutter? How can a donkey help you get out of an escape room? Choose *Let's Talk Now* and your students will soon be able to tell you the answers!



Vanessa Clark is one of the authors of the *Let's Talk Now* series and has also been involved in the revision of *In conversation*. She teaches in Oxfordshire, England.



In conversation 2nd edition B1
Student's Book + audios online

978-3-12-501558-6

MEHR ENTDECKEN
www.klett-sprachen.de/inconversation



Let's Talk Now A2
Kurs- und Übungsbuch + Audio-CD

978-3-12-605555-0

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Konversation

Refresher

Urlaub



**Let's Talk Now
A2**



**Let's Enjoy
English
Review
A1**



**English Network
Tourist
A1/A2**



**Let's Talk Now
B1**

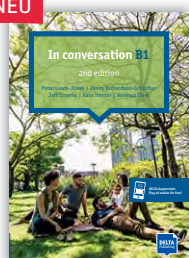


**Let's Enjoy
English
Review
A2**



**Englisch für
den Urlaub
A1**

NEU



**In conversation
2nd edition
B1**



**Fairway
Refresher
A2 – B1**



**Great!
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NEU



**In conversation
2nd edition
B2**



**Refresh Now
A2**

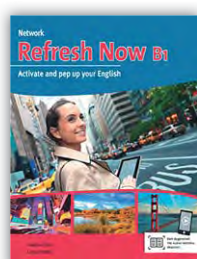


**A new taste of
English
A1**


NEU



**In conversation
2nd edition
B2/C1**



**Refresh Now
B1**

A man and a woman are sitting at a wooden desk, looking at a laptop. The man is on the left, wearing a striped shirt, and the woman is on the right, wearing a dark top and a watch. They are both smiling. In the background, there is a large white fan and a window. A glass of water is in the foreground, slightly out of focus.

*Success
guaranteed!*

PRAXISNAH UND SCHNELL

Die Welt rückt immer mehr zusammen. Dabei wird Englisch als interne Unternehmenssprache und für die internationale Zusammenarbeit zunehmend wichtiger. **Real Business English** und **Heads up** befähigen Lernende ab B1, praxisnah und ergebnisorientiert zu kommunizieren. Für garantiert schnelle Erfolgserlebnisse in der Praxis!

Mit Experten aus
der Praxis entwickelt



Real Business English wurde als durchgängig monolinguales Lehrwerk in enger Zusammenarbeit mit erfahrenen Trainern aus international tätigen Unternehmen entwickelt. Alle Inhalte leiten sich direkt aus dem Alltag von realen Unternehmen ab.

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Für Einzel- und
Gruppenunterricht



Heads up eignet sich für kurze Kurse sowohl im Eins-zu-eins-Unterricht als auch in Gruppen und befähigt Teilnehmende in kurzer Zeit, über ihre eigene Arbeit zu sprechen. Jede Unit ist in sich geschlossen und kann flexibel ausgewählt werden.

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Business English



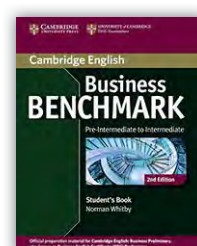
Real Business English
B1 – B2



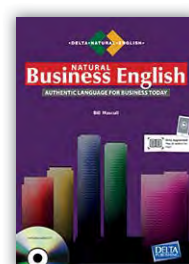
Heads up
B1 – B2



Business Advantage
B1 – C2
DA



Business Benchmark
B1 – C1
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Natural Business English
B2 – C1

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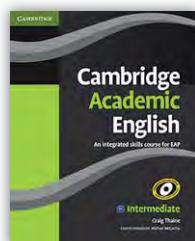
Business Skills

Academic Purposes

Specific Purposes



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Across Cultures**
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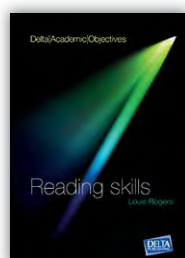
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English**
B1+ – C1
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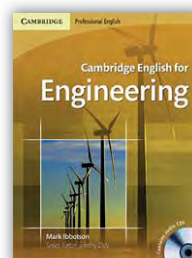
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Flash on for...
A2 – B2
DACH



**Dynamic
Presentations**
B1 – C2
DA



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**DELTA
Academic
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B2 – C1



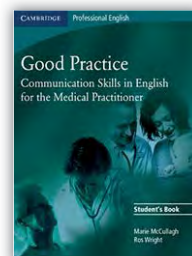
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A2 – B2
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Negotiations**
B1 – C2
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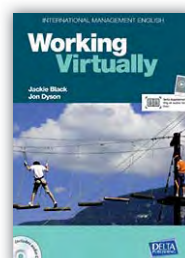
Unlock
Second edition
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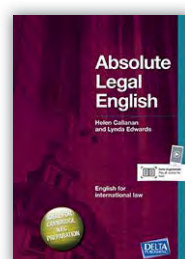
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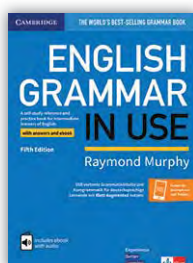


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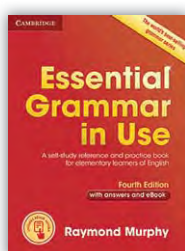
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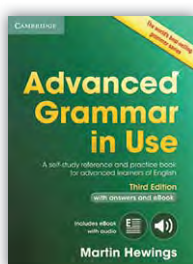
Grammatik IN USE



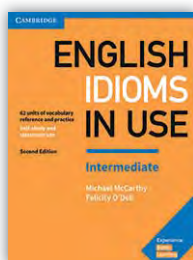
English
Grammar in Use
B1/B2
DA



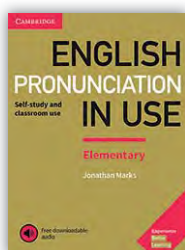
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A1-B1
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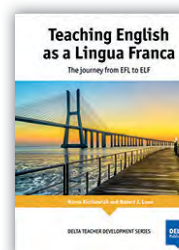
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A1 – B2

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Cideb Black Cat

A2 – C1

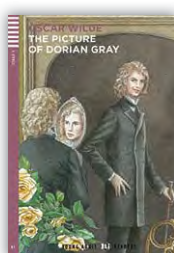
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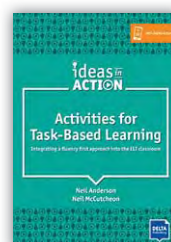
Spiele



ELI Spiele A1 – B2

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*Having a party
is always
a good idea!*

Just like the
English Teachers' Club!

Come and join the English Teachers' Club!

LET'S HAVE A BITE!

It might only be two slices of bread with a filling, but the sandwich has a big role in the British kitchen. There's even an annual British Sandwich Week!

British consumers eat their way through 11.5 billion sandwiches each year. Although most are made and eaten at home, over 3.5 billion are sold in shops and the annual income from sandwiches is almost £8 billion! And more than 300,000 people are employed in the sandwich industry. Sandwiches are big business.

If you would like to use sandwiches as a topic in your lesson, why not have a ...



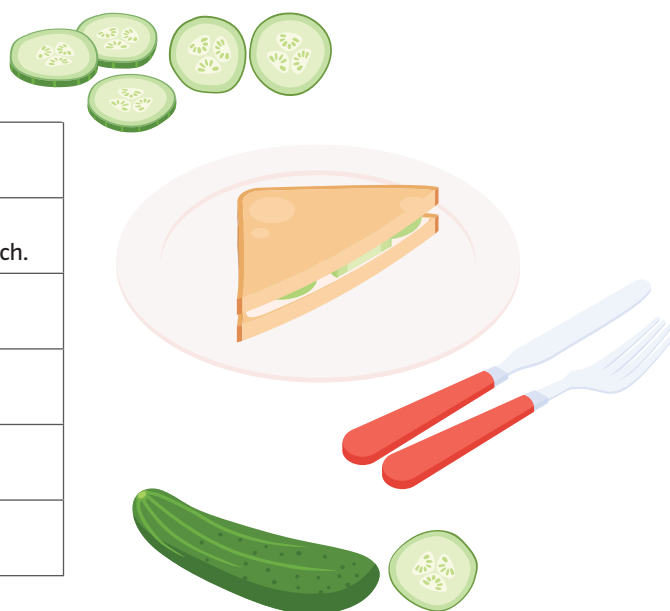
Tea party with cucumber sandwiches

- In the lesson before the tea party: Ask each student to bring in one of the essential ingredients: two sliced white loaves, two cucumbers, butter, sharp knives, butter knives, two chopping boards, plates, a tablecloth, paper plates, one or two flasks of tea, milk, sugar, cups.
- On the day: Make a copy of the copiable below Cucumber sandwiches, one for each student.
- On the board write: *sandwich, cucumber, 11.5 billion* and ask students what these items have in common. (Cucumber is a popular sandwich for afternoon tea in the UK and British people eat 11.5 billion sandwiches every year – though chicken, not cucumber, is the most popular filling.)
- On the board write: *to cover, to cut (off), to slice, to spread, crust, cucumber, triangle, thin* and explain what these words mean. Explain that cucumber sandwiches are usually made using white bread.
- Hand out the copiable, one to each student and explain that they should put the instructions for making cucumber sandwiches in the correct order. Circulate and help where necessary. Check answers together in class: a6, b3, c2, d1, e5, f4
- Now: Start to make the sandwiches.
- Remember that eating cucumber sandwiches with afternoon tea is rather a formal occasion. Encourage students to be very polite! Enjoy!

CUCUMBER SANDWICHES

Arrange the instructions in the correct order 1 to 6.

a	___	Put the sandwich triangles on a plate ready to eat.
b	___	Put the slices of cucumber on half of the slices of bread and cover with another slice of bread to make a sandwich.
c	___	Spread the butter on the bread.
d	<u>1</u>	Slice the cucumber into thin slices.
e	___	Cut the sandwich into a triangle.
f	___	Cut off the crusts.



Sprachabenteuer online!

Zu jeder Seite in diesem Magazin können Sie noch mehr entdecken – Links, Videos, alles klickbereit aufs Smartphone oder Tablet! So geht's!



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Link öffnen
und noch mehr
entdecken!

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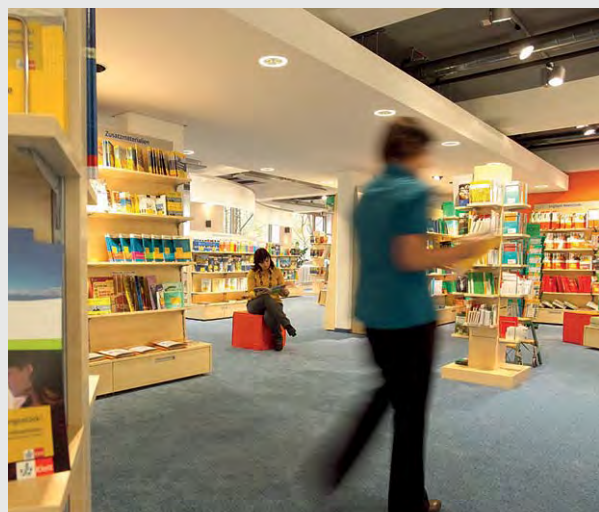
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