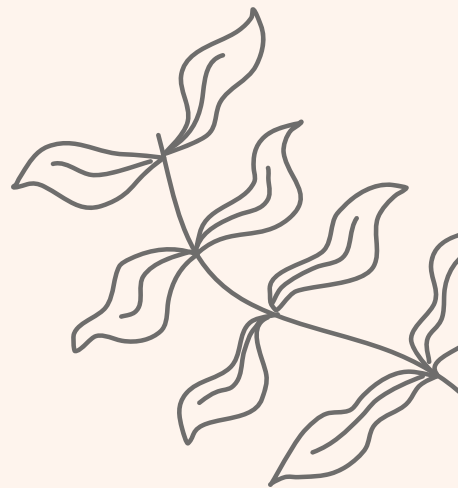


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Dabei möchten wir Sie als Kursleitende auch 2024 bestmöglich unterstützen! Gestalten Sie Ihren Unterricht mit aktuellen Neuheiten und vielen digitalen Highlights.

Neues aus der Redaktion

Make an impact – Business English neu gedacht! Das modulare Konzept von *Business Impact* wurde gezielt für die Anforderungen der neuen Arbeitswelt entwickelt. **Mehr dazu ab Seite 8.**

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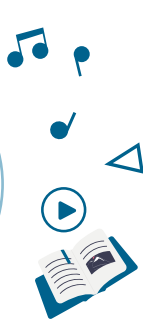
Wir nehmen unsere Verantwortung als Sprachenverlag ernst und möchten mit unserer Arbeit zu einer nachhaltigen Entwicklung in der Welt beitragen. Kommen Sie mit uns darüber ins Gespräch: **www.klett-sprachen.de/verantwortung**

Herzliche Grüße,
Ihr



Matthias Rupp
Geschäftsführer
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Seite 4 | *allango*

Unsere Arbeitswelt hat sich in den vergangenen Jahren grundlegend verändert. *Business Impact* ist die passende Antwort darauf: *Stephanie Ashford* erläutert, wie Business English mit einem zeitgemäßen modularen Konzept neu gedacht wird!

Make an impact!



Seite 8 | *Business Impact*

Seite 12 | *Auf einen Blick:*

Academic & Specific Purposes, Business English

Start well, finish well



Ein guter Schluss zielt bekanntlich alles. Und dass der erste Eindruck zählt, wissen wir auch. Aber was bedeutet das für den Englischunterricht? *Vanessa Clark* zeigt, wie mit *Let's Enjoy English* jeder Beginn und Abschluss einer Kurseinheit zum Highlight wird!



Seite 14 | *Let's Enjoy English*



A secret diary ...



Wenn mal wieder alles schiefgeht ...!

Englisch-Kursleiterin *Annie* zieht das Drama einfach magisch an. Wie sie es auch diesmal trotz privatem Schlamassel schafft, Ihre Kurs teilnehmenden zu begeistern, erfahren Sie in der Fortsetzung ihres „geheimen Tagebuchs“!

Seite 18 | *Great! 2nd edition*

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Online-Extras für Lernende und Unterrichtende: Entdecken Sie gemeinsam mit *Cathy Rogers* vielfältige Möglichkeiten, die digitalen Inhalte von *On Point* in Ihren Unterricht zu integrieren!

Seite 22 | *On Point*



Was sind die theoretischen Grundlagen von gutem Unterricht? *Adrian Doff* erklärt, wie Erkenntnisse aus der Forschung dazu beitragen, den Englischunterricht mit *Empower* noch erfolgreicher zu machen.

Seite 26 | *Empower Second edition*



Not just chatt!



... and so much more!

Seite 32 | *Auf einen Blick: Konversation, Refresher, Urlaub*

Seite 34 | *Advanced Grammar in Use*

Seite 36 | *Auf einen Blick: Grammatik, Didaktik, Zusatzmaterial*

Seite 40 | *Service*

In conversation hat viel zu bieten: *Vanessa Clark* zeigt Beispiele für abwechslungsreiche Themen und Aktivitäten, in die Sie gemeinsam mit Ihren Lernenden eintauchen können, ohne sich Gedanken über Lernziele machen zu müssen!

Seite 30 | *In conversation 2nd edition*



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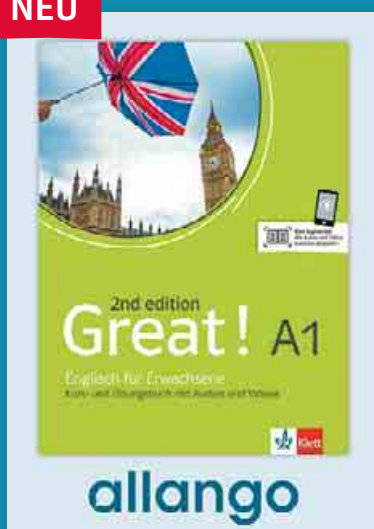
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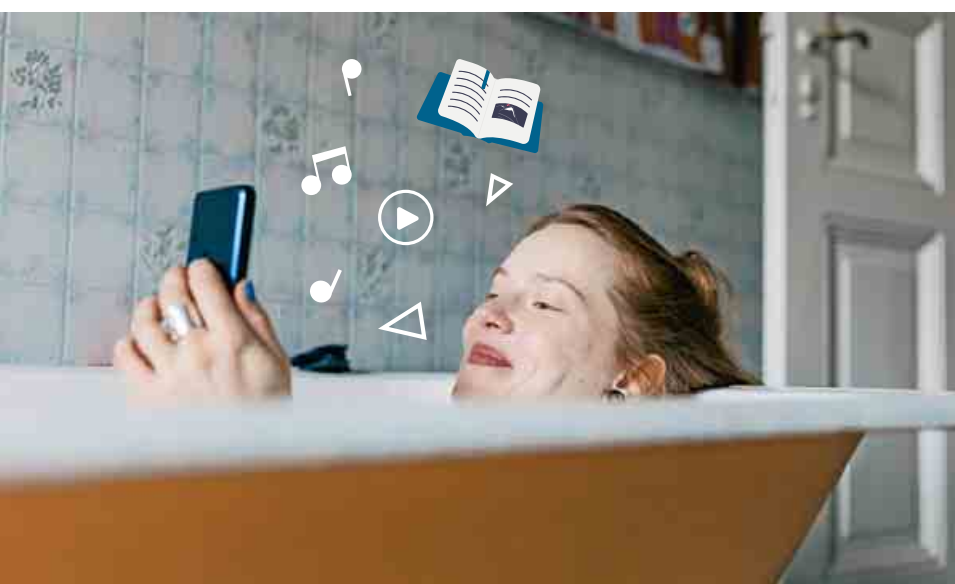
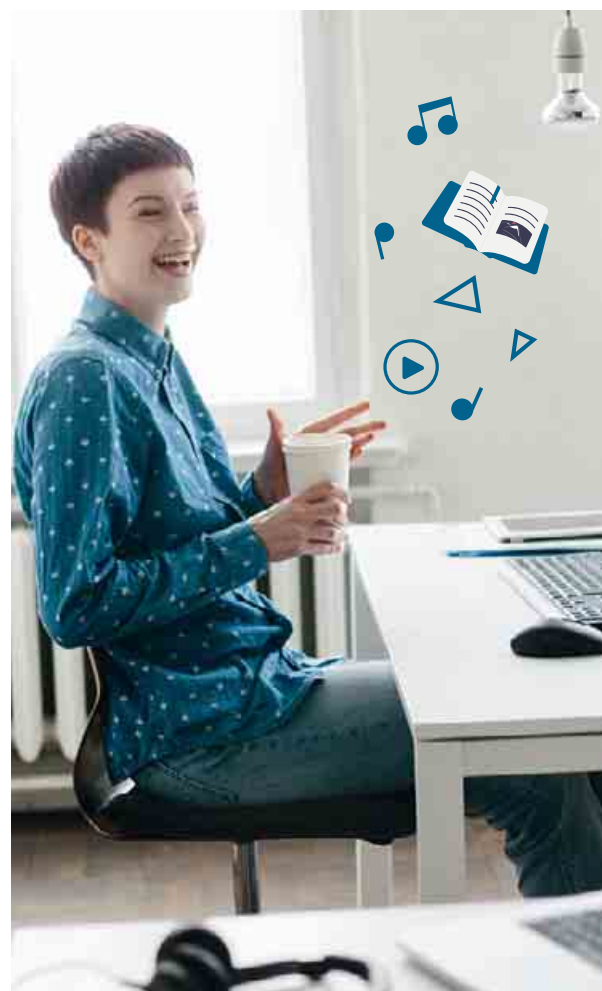
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Time to make an impact!



The world of work and business has changed rapidly over the last few years. Accelerated in the aftermath of Covid 19, digitalization has not only affected work practice but also the requirements of business English learners. At Delta Publishing we recognised that the time had come for a new era of business English material. Together with a team of experienced business English teachers we have set out to develop a completely new course. Read what author, Stephanie Ashford, has to say about her role in the quest to 'make an impact'.

Last time?

'This might be the last business English coursebook I ever write!' I announced to my co-author in 2017, as we raised our glasses to celebrate the publication of what I seriously thought might be my last business English publication*. It was with a mixture of regret and relief, that I continued, 'The world doesn't need anymore business English coursebooks.' How wrong I was!

Change of heart

When, in 2023, I was approached by the Delta Publishing editorial team to contribute to a new business English coursebook, I leapt at the chance. So, what caused the change of heart? For starters, the world had changed. Economic disruptions, digitalization, and the shift to remote working, accelerated by the Covid-19 pandemic, meant that business English materials published five years earlier were already out of date, both in terms of content and delivery. And there was clearly a need for new materials that reflected these changes.

From my own teaching experience, I knew there was (and is) an ever greater demand for flexible hybrid learning formats that make it easy to transition between online and onsite environments. Also, the growing use of AI-powered online tools for translation, proofreading, editing and text production means that we need to reconsider the role of writing (and other) skills in the business English syllabus.

Team spirit

A further personal reason for returning to business English publishing was that I had completed my doctoral degree, and was looking for a fresh challenge. When things are ticking along nicely, when you're creating materials that seem to work well with your own students, it's all too easy to become complacent. As my past experience as a writer had proven, authoring a coursebook is the perfect antidote to complacency. Having said that, the main reason I agreed to join the team working on Delta's new and powerful series *Business Impact*, was the people I'd be working with.

We are a team of four experienced authors, of different ages and backgrounds. What we have in common is our experience in publishing and in teaching business English – and our sense of humour! We meet with the editors on a regular basis, either via video conference or in person at the Delta offices, to review the manuscripts, discuss how they might be improved, and make sure we're clear about the concept and aims.

What do learners really want?

Above all, the editorial team never tire of reminding us to keep in mind the learners and teachers who will be using *Business Impact*.

I began my ELT career in language schools and companies, and now teach university students. I've co-authored a wide range of coursebooks, but this is the first time I've experienced editors who really keep us on track when we're producing tasks and materials by asking: 'What will an experienced adult learner gain from doing this task?', as well as: 'Would a learner ever want or need to do this in a real-life situation?' This has resulted in

material which is clearly focussed, well-balanced and up-to-date.

Better English for better business

Aside from asking teachers what they need, and carrying out market research, in my opinion the only way to find out whether material really works is to pilot the materials with potential users. As a teacher of international business English at a university, I've discovered my students' goals and expectations are not so different to those of *Business Impact*'s main target group: people in business who need better English to do better business.

Unique and new

As authors, our main task is to write content. However, we've also been involved in developing the syllabus, and in contributing our ideas to the series concept. Under the guidance of the editorial team, we've developed what we consider to be a unique new concept, which reflects the needs of learners in the 21st century business world, both in terms of structure and content. *Business Impact* will consist of two



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Business Impact B1–B2
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levels (level B1/B2 and level B2/C1), each with three 'books', in both print and digital formats. Each book will have three modules, comprising four lessons.

The modular structure will allow for shorter and longer courses and will also allow teachers to create their own courses by combining the modules best suited to the needs of their learners in any given context. On top of this, there'll be a regular update service, ensuring material continues to be state-of-the-art.

Ready for more

Being involved in a coursebook project with seasoned authors and editors who contribute different ideas, talents and perspectives is a privilege, and it can also be a lot of fun. At the time of writing, the manuscripts for the modules for the first of the *Business Impact* series are being polished, and we authors are knuckling down to work on the next set of modules.

And, yes, I'm convinced, the world really does need another business English coursebook!



Dr. Stephanie Ashford is a lecturer at the Baden-Württemberg State University of Cooperative Education (DHBW) Villingen-Schwenningen, where she teaches courses in international management and business English. She is co-author of a number of ELT books for secondary and tertiary education, and a firm believer in the synergy effect of combining teaching and writing.

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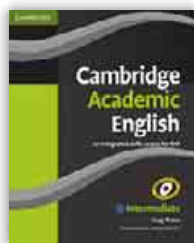
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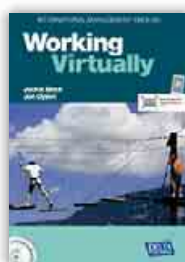
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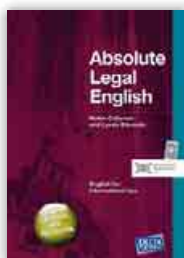


Reihe
Flash on for...
A2 – B2
DACH



Reihe
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International Management English
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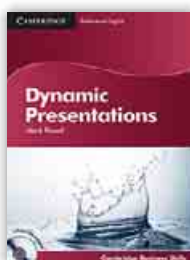
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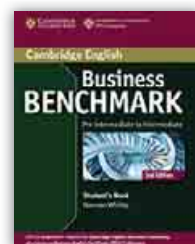
Real Business English
B1 – B2



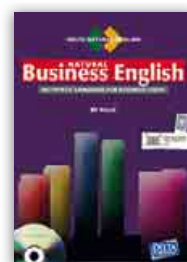
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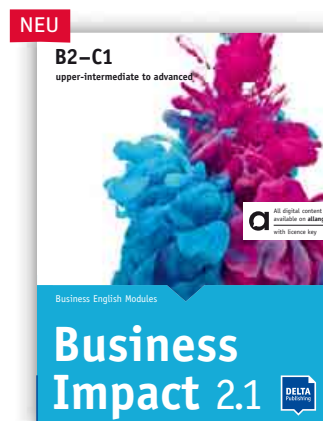


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Business English Modules B2 – C1



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Business Impact 2.2 iVb



Business Impact 2.3 iVb

Start well,



finish well



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Whenever I polish my shoes, I always remember the time-saving tip just to do the toes and not bother with the heel – because it only matters what people think of you when you enter the room, and by the time you leave, it's too late to change their opinion. I'm slapdash with my shoes and, let's be honest, sometimes I can be a bit slapdash with my lesson planning. So let's take a moment to focus on starting and ending an lesson well, so we make a good impression at the beginning and the end – whatever may happen in the middle!

by Vanessa Clark

Don't dive straight in

We all know that if you dive straight into the main part of the lesson, a latecomer will inevitably wander in with a dripping umbrella or a half-eaten baguette and disturb your flow. A student of mine once arrived late to a 9 a.m. class, clearly still wearing her outfit from the night before. When she took a pen out of her handbag, a tiny pair of leopard-print knickers fell out. It caused quite a disruption!

Most of the class have probably forgotten what you did last time anyway, so the obvious solution is to start with a reminder of last week's language by looking at the homework and/or with a quick revision of the last lesson.

Who's done their homework?

To make sure everyone in the class participates in checking the homework, even if they didn't actually do it themselves, you could try the activity 'Stand up and answer' – each student stands up to give an answer until everyone is standing, and then you do the same in reverse, until everyone is sitting down again, ready to begin. With the homework checked, what next?

Before you start

How about a five-minute revision of last week's work? But let's not just ask: 'Who remembers what we did last time?' We want something more active, like a quiz or a game. Every lesson ('Step') in *Let's Enjoy English* has a quick and fun revision activity built in at the top – look for the heading 'Before you start'. These activities often cleverly combine the old structures from the last lesson with the new topic of today's lesson. There are some example activities on this page for you to try or adapt. Once everyone is ready to learn, you can start your 'real' lesson. That I'll leave in your capable hands!

Before you go

Your time is nearly up and you're starting to look anxiously at the clock. The problem is either: 'Help! I'm running out of time!', or more often it's the opposite problem: 'Help! I'm running out of material!' So it's always useful to have a 'buffer' activity at the end of the lesson – something that can be done quickly, or be stretched out to fill time, or skipped altogether (and saved for another day – my favourite option!)

Every lesson in *Let's Enjoy English* has a time-flexible buffer activity at the end, called 'Before you go', using the language of today's lesson. There are some examples opposite for you to try or adapt.

S-t-r-e-t-c-h it out!

How can you stretch an activity out to fill more time, while still providing useful practice for your learners?

- Play again, but mix up the pairs / teams.
- Make a whole class activity into a team game. Scoring (and arguing about the score) can add to the fun – and to the time taken.
- Add an element of choral repetition. When one person makes a contribution, ask everyone to repeat it.
- For a chain game, see if they can remember the list backwards.
- Ask one or two students to repeat the activity, but this time to perform alone for the class.
- Play again, but introduce a new handicap, such as playing with books closed, or without using a particular word or phrase.

Before you start

Read the question below. Then make three new questions about meals. You can only change the words underlined. Ask other students your questions and answer their questions.

Lesen Sie die Frage unten. Dann bilden Sie drei neue Fragen über Essgewohnheiten. Sie dürfen nur die unterstrichenen Wörter verändern. Stellen Sie den anderen Ihre Fragen und beantworten Sie deren Fragen.

Do you usually have toast for breakfast?

Let's Enjoy English A1.1, Student's Book, page 104

Before you start

Tell the class: *If I had more time, I'd like to learn to ...*

Let's Enjoy English A2.2, Student's Book, page 132

START

Before you start

How has your day been today? Have you had a good day or a bad day? Tell your class and say one thing about your day.

I've had a bad day today. I was late for work! 😞

I've had a good day today. I had lunch with a friend. 😊

Let's Enjoy English B1.2, Student's Book, page 8



Still 5 minutes left?

If you completely run out of material, here's my 100% fail-safe way to end any lesson: play 'Ask the teacher'. The class can ask you anything they want, but they must use the language and topic from today's lesson. It's genuinely communicative and in my experience, they love being a bit nosey about the teacher!

What's the homework?

Remember to allow a minute at the end of the lesson to set your homework. In *Let's Enjoy English*, every lesson ('Step') has its own 'Homestudy' page in the same book, so even if you forget to set it, your learners can easily find it. At the lower levels, the instructions are in German, so you don't need to explain anything. And they can check their own answers in the key at the back of the book if they want to be able to join in confidently at the start of your next lesson. And so it starts again ...

Before you go

Read the example. Then make an *I live in ...* chain in class.
Keep going until everyone in class has added a piece of information.

Lesen Sie das Beispiel. Dann bilden Sie eine *I live in ...*-Kette im Kurs.
Machen Sie solange weiter, bis alle im Kurs eine neue Information hinzugefügt haben.

Example:

- A I live in Oxford. →
- B I live in a flat in Oxford. →
- C I live in a small flat in Oxford. →
- D I live in a small flat in Oxford. It has / It doesn't have ...

Let's Enjoy English A1.1, Student's Book, page 79

Before you go

If you had a gift of 10,000 euros to spend on your family, what would you do with it?
Take turns around the class.

I'd take my husband and children to ...

I'd pay for my sister to ...

I'd buy a ... for my parents.

Let's Enjoy English A2.2, Student's Book, page 123

Before you go

Add three examples from the lesson to each bubble. Then compare in class.

adjectives

comparative forms

superlative forms

adverbs

Let's Enjoy English B1.1, Student's Book, page 47



Vanessa Clark is one of the authors of *Let's Enjoy English*. She teaches in Oxfordshire, England.

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Quizfragen für Kahoot!

The secret diary

The last few months hadn't been going well for freelance English teacher, Annie English – but then suddenly everything turned out 'Great!'

Have fun reading her tale of woe to joy in *The secret diary of Annie English!*

Dear Diary,

Please forgive me! I've hardly written to you in the last few months. I'm sooo sorry for neglecting you. I'm not usually one for making excuses, but I can assure you, it's been a memorable time – and by that, I mean there are a lot of memories I'd rather forget. Things started to go wrong a couple of months ago, when I was on the way home from a week at my parents' house, which – as usual – had resulted in me needing a whole new set of clothes (at least one size bigger). I truly love my dad's cooking, but it's fatal for my figure!



Anyway, on the way back to my flat, without any warning whatsoever, Minny choked twice, and then died on me. I tried everything but she

didn't respond to any of my attempts at resuscitation. She was only 30 years old, and I loved her to the moon and back. No, no, don't be too alarmed! Minny is – well, was – my beloved, but rather ancient, car (a Mini, of course). She'd been my pride and joy ever since I passed my driving test. Sure, we'd both had our ups and (break)downs over the years. But I was still devastated to see her go. And even though it wasn't entirely unexpected (she'd been coughing and spluttering for a while), it was exceedingly inconvenient, as it happened in the middle of nowhere, with no mobile phone reception, and a wind that felt like gale force 10! The next village was over a mile away, and I promise you, I was not dressed for a cross-country hike. Some weeks later, having spent every spare minute searching for an alternative, I found a just-about-affordable Minny replacement, which unfortunately still used up a good part of my savings, meaning I'd have to postpone the dream holiday to Australia – yet again!

And then, a week later my heating gave up the ghost. It was on a Sunday morning. Well, what else? Of course, the temperature was below freezing, so I was forced to spend the next 24 hours – until the heating engineer came round – wrapped in blankets

of Annie English

and scarves and jumpers, on my sofa-bed, to stop myself getting frostbite. (Though I must admit there are worse ways to spend a cold winter's day!)

And then, just as I thought things were getting better, Hoddy (aka Head Of Department) from my local adult education centre called me. She hardly ever calls, which immediately made me suspicious. "You missed the departmental meeting yesterday," she began. "So, I thought I'd better call and see how you are."



To be honest, I had forgotten to save the meeting in my diary and had then promptly forgotten all about it. I'm really a very honest person, however, this time I ingeniously and spontaneously managed to fake a



sore throat as an excuse for my absence. Hoddy then went on (as always, at great length and in great detail) before finally telling me that at the meeting a vote had been taken and we were all to start using a new coursebook next semester.

"I'm sure you'll be very happy with it," she assured me. "It's great!" "You might think it's great," I thought to myself, "But it's me that has to teach with it."

"What's it called?" I asked her in my most theatrically hoarse voice. "Like I said," she replied, "It's *Great!*" "Err, yes, so you said, but what's the coursebook called?" I squeaked convincingly.

"It's called *Great!* and I think you'll find it is great! The books are on the way to you in the post."

"Ahhh, great!" I croaked dramatically. "I'll take a look right away. Thanks for letting me know." "And one last thing," she added, "You said you wanted to take on some more courses, so I've put you down to teach the new beginners' course next semester, as well as a new B1 course. I hope that's OK!" With that, she said goodbye, before I could even reply, let alone protest.

Now, a change is as good as a rest, as the saying goes, but a change of coursebook usually means quite a lot of work, so I was not exactly delighted, to put it mildly!





Two new courses on top of my conversation courses and my A2 and B2 courses was going to be even more work. But, looking on the bright side: if I'm ever going to make it to Australia, I definitely need the money. And I'm an eternal optimist, so I set out to find out whether this course called *Great!* could really live up to its name. I can let you into a secret: it did – it does!

It turns out the publisher had kindly provided a free copy of the student's books for all of the teachers, and mine (one for each level from A1

to B2) arrived in the post the next morning.

I loved them on sight – lime-green (just happens to be my favourite colour!), fresh and bright – just what you need for a feel-good start to a new day (or new class!). And as I took a first glance through each level, I was honestly amazed to find such wonderful pictures: the photos in the A1 book gave the book a really – how can I describe it? – 'British' feel, when I leafed through the A2 level I felt like I was visiting North America and in the B1 book I was absolutely delighted to find units focussing on India, South Africa, Scotland, Route 66 and ... Australia – my dream come true!

"OK," I thought, "Don't get too excited!" And I went on to take a critical and closer look at the content. "Wow," I said to my best friend and colleague, Vee, when she came round for a coffee. "At long last, a coursebook where the dialogues and texts aren't driven by a hidden grammar agenda: they sound 'real' – the way people actually speak!" Neither of us are great grammarians and we both agreed it was pretty unique in our experience!

But it was only when I started teaching my courses, a few weeks ago, that I really began to appreciate how great, *Great!* really is.

My students at all levels from A1 to B2 are talking so much it's hard to stop them! And they're enjoying learning just the kind of stuff they



really want to be able to say in real-life situations (especially in the *Survival English* sections). Plus, because there are Word fields included in the book, they can find the exact words they each need – and I'm no longer a walking dictionary! And it's not just language they're learning: there



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are great little *Expert English* boxes with quick bits of information added along the way, so they're finding out tons about culture and traditions in the English-speaking world, too. My students are loving it!

I could go on for hours but I don't want to become a second Huddy! There's just one last thing I have to say: one of my courses is an online course, and, as all the material is available in digital and printed form, it's no problem at all. I was even given a free trial *allango* licence key by the publisher so I could try it all out before buying it. Great!

So, there you are. Things are looking up again! My new car (Elly – she's electric!) is steadily growing on me. The heating engineer did a great job (and after mending my heating she even joined my new *Great!* A1 course). I'm loving teaching with *Great!* and I've just discovered there's even a brand new book – *Fun!* – full of great *Great!* games and activities. Perfect for 'pimping up' my lessons whenever I want to. My bank account is much healthier and I'm even dreaming of getting to Australia again.

Things are turning out just ... great!

PS Why not give *Great! 2nd edition* a try yourself? You can apply for your free trial *allango* licence key here:



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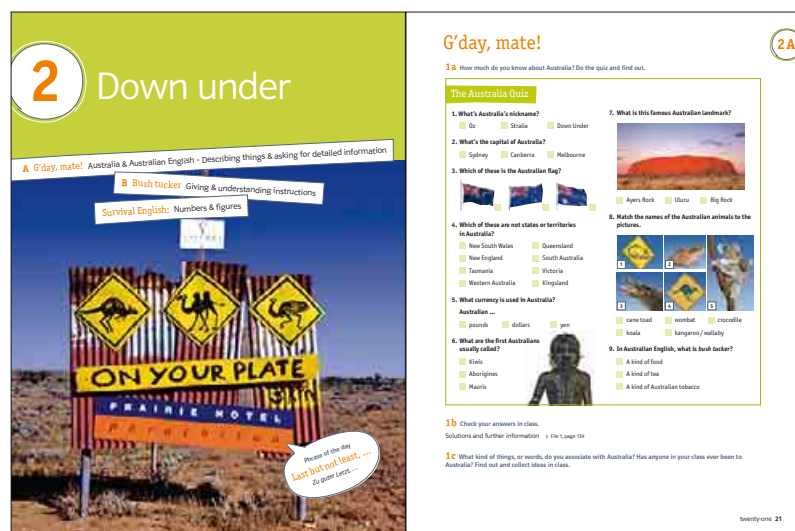
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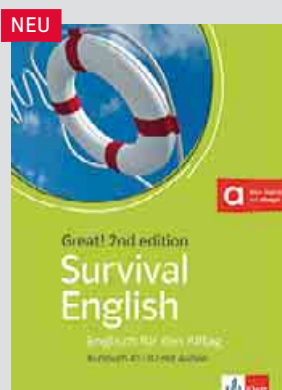
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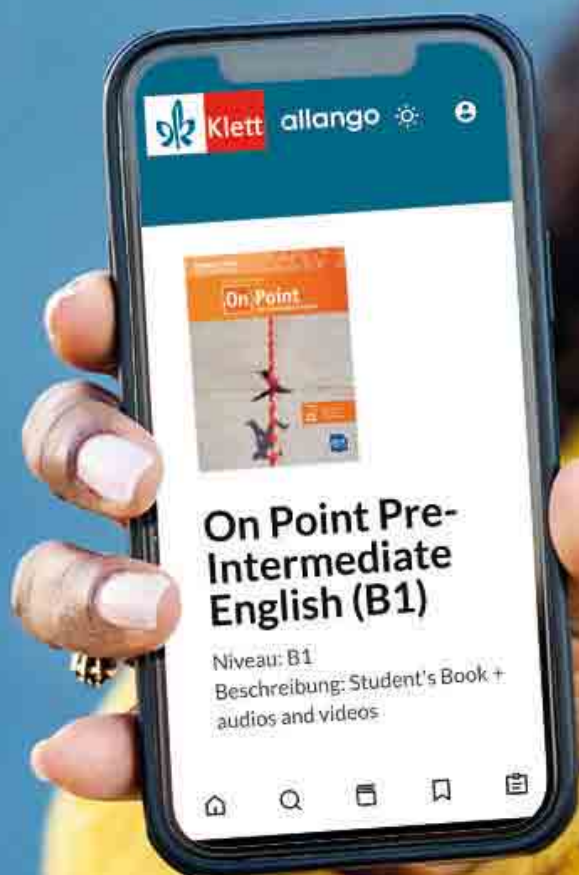


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Quizfragen für Kahoot!

Online with On Point



We spend so much of our time using screens that it's essential for educational materials providers to offer opportunities for continued learning online. With *On Point* we now have a full suite of online activities to support teachers and students. Here's an overview of what is on offer.

by Cathy Rogers

What's available online for teachers?

Each of the Student's Books are available as digital editions via *BlinkLearning* and on *allango*, so teachers can present their lessons through the use of screens if they choose. However, there are also plenty more resources available online.

CEFR mapping

The supplementary material labelled 'Guide' is a comprehensive explanation of how and where *On Point* aligns with the requirements of the Common European Framework of Reference for Languages (CEFR). Here teachers can see exactly what each unit covers in terms of activities, strategies and competencies, plus a description of the learning outcomes that are expected at the end of each activity or unit. This resource could prove useful for teachers when planning their lessons and when discussing and assessing outcomes with their students. It can also assist with syllabus creation, or selection of units or activities when there isn't time to get through the entire book. Or it may be of use for teachers who are expected to write reports.

Unit tests

There is a printable test available online for every unit of every Student's Book. Each test covers the key grammar and vocabulary of that unit with standard test-style questions. In addition, there are speaking and writing sections for each test. The speaking section requires teachers to print out rolecards for students to use in pairs. The writing section provides a task for students with a list of areas they need to cover in their writing. Each test ends with a mediation task where students are expected to read or listen to content, take the relevant information from that input, and then create written output based on what they have read or heard. This gives students practice in combining reception and production, which is key to the skill of mediation in language learning.

Kahoot! exercises

For a fun recap on what students have learned in each unit, teachers can make use of the *Kahoot!* exercises that are provided. These exercises cover the key grammar, vocabulary and functional language presented in each unit. Teachers can log in and then set the unit quiz for



the students, who can participate on their phones, tablets or laptops. There are 10 questions in each quiz and it should take no more than 5 minutes, so it's a good way to have a quick review of what students have learned when they reach the end of a unit. It could be an engaging way to end a lesson, or alternatively it could be a warmer at the start of a lesson before the class starts a new unit.

asked to look at a website and find out certain information, which then forms the basis of a task related to language and content.

So what else is available online for students?

In addition to the extra resources for teachers to use, students also have the chance to supplement their in-class experience with additional activities and support provided online.

Re-checking their answers to any classwork, is also a way for students to identify where they might be going wrong, and which aspects of a lesson they might need to recap.

Audios and videos

All of the audio tracks and the videos in the Student's Book and Workbook are available to students online on *allango*. Having access to these can allow them to complete exercises on their own, outside the classroom. Alternatively it can provide them with a way to review what they have been focusing on in class. It's seen as widely beneficial for language learners to expose themselves to the target language as much as possible, so the audio and videos could be used in a very informal way to encourage students to become accustomed to hearing English being spoken in a variety of contexts. At lower levels of the course, the reading texts are also recorded, so students could take the opportunity to listen to articles or stories being read aloud whilst they are on the train, in the car, or cooking dinner.

Audio flash cards

Another way of practising pronunciation, stress and intonation



Internet tasks

To encourage students to continue learning outside the classroom, teachers can send them internet tasks. These tasks give students the opportunity to practise English in real-life situations online. They are

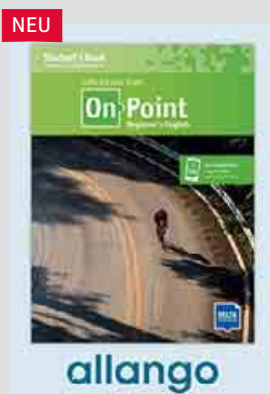
Answer keys

If students are working independently and want to check their own work, they can refer to the answer keys that are available online for the Student's Book, Workbook and test exercises.



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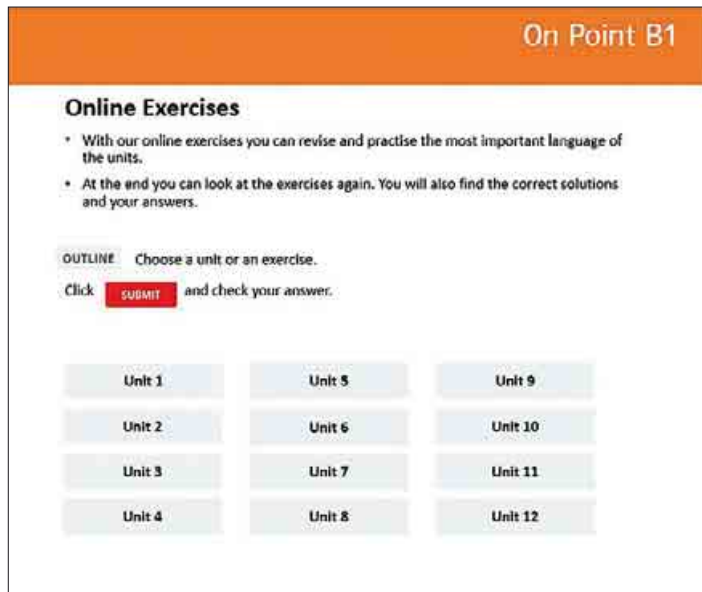
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are the online audio flash cards for key words of each unit. The more students listen to audio input at their level, the more confident they will feel in relation to both their listening comprehension skills and their ability to replicate the words and intonation patterns they have heard.

lesson in the unit. The exercises focus on either the key language of the lesson or on extending a receptive skill, e.g. reading or listening. The exercises are marked instantly since the answers are either right or wrong, therefore students can immediately see how they are progressing.



Online Exercises

For students who would like extra practice in an easily accessible way, there are online exercises. For each unit at all levels there are three or four online exercises, one for each

They can also repeat exercises where they have answered incorrectly. Some of the exercises include audio input, allowing students to engage with audio content from the unit in a new way.

Where are the online extras?

Hopefully this article has sparked your interest in the *On Point* online extras. The next thing you need to know is how to access all this content. Just go to www.allango.net, register as a teacher and you'll have all these exciting resources at your fingertips. Happy teaching!



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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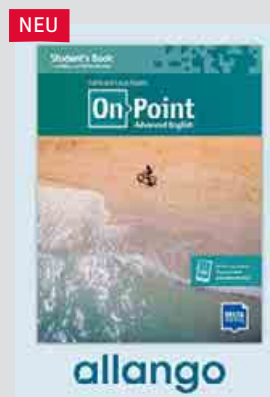
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-  Quizfragen für Kahoot!

What's the best way to teach grammar? Present it on the board or let students work out the rules for themselves? How much new vocabulary should we introduce in one lesson? And what about correcting errors – when should we correct students and how much? As teachers, we constantly make decisions like these about how we teach. But what are these decisions based on?

by Adrian Doff

Often we just decide according to our 'gut feeling' – it simply feels right. Or maybe we notice what works, or we get feedback from our students. All these are good ways to decide what approaches to take in class and you certainly don't need to know a lot about theory in order to be an effective teacher.

But it's worth bearing in mind that a great deal of research has been done into how people learn languages, so it could also be useful to know what this research has to tell us and how we can apply it. In this article, we're going to look at three important insights from research and their implications for the classroom.

Cognitive load

First, we're going to look at cognitive load – in other words, how much new language or information can learners take in.

A lot of research has been done into the role played by our working (or short-term) memory, which processes information and then stores it in our long-term memory.

Research tells us that:

- Our working memory has limited capacity.
- If it's overloaded, it blocks learning.
- As a result, learners are unable to process new information and they feel overwhelmed and unmotivated.

Implications for the classroom

So what leads to cognitive overload in the classroom? Maybe reading or listening texts are too long; or there are too many different activities; or we try to teach too much language in one lesson. As an example, I was once in an elementary Spanish class where the teacher introduced ten new place prepositions together. I found I kept confusing one with the other and eventually I gave up trying to use them. It would have been better if the teacher had introduced only a few prepositions and given us more basic practice.

Social relatedness

Now let's look at a different area, and consider social relatedness – in other words, how do learners relate to others in the class, and how does this affect learning?



*Can theory help us
in our teaching?*



5 SPEAKING

a Think of two things you've seen or places you've been to in your town or city. Here are some ideas:

- a concert or music event
- a film or play
- a theatre, cinema or club

Take notes:
City Theatre – Macbeth
football stadium – Kilian's concert

b Think of two things you haven't seen or places you haven't been to, but would like to. Write notes.

c Ask other students about the things and places in 5a and 5b. Ask for more information.

Have you been to Mombasa?
When did you go there?
Who did you go with?
Was it good?

Classroom research has shown that:

- To communicate effectively, learners need a constructive, supportive learning environment.
- Learners need a safe space where they can try out new language, give and receive feedback, and take risks.

Implications for the classroom

It's clear that the way we set up the classroom will affect how supportive it is as an environment. If the lesson is too teacher-centred, or if students have no chance to get to know each other, this will make social relations more difficult. Conversely, we can help by including more student-centred interaction (pairwork, groupwork, mingling) and changing pairs or groups frequently. This improves fluency and helps learners

to feel more confident but it's also an important way for students to get to know other people.

The kind of activities we choose can also help with this. Here's an example from *Empower Second edition A2*, where students talk about places they have been to in their home town.

This gives students an opportunity to talk about their lives and find out more about each other. So it's not simply language practice, but also helps to develop social relations in the class.

Curiosity

Now let's look at a third area: curiosity. Research has been done into how curiosity affects the way our brain works. The conclusion:

- If our curiosity is aroused, it makes changes to the brain.
- These changes make us more open to learning new information.
- This leads to an overall improvement in learning.

Implications for the classroom

There are lots of ways we can increase learners' curiosity, but one important way is by showing



pictures. In *Empower* each unit begins with a picture for discussion, to arouse students' curiosity at the start of the lesson. Here are two examples: What do you think is going on in each picture and why? Both these pictures arouse your curiosity because they have a 'story' behind them that makes you wonder and want to find out more.

Another way to arouse curiosity is by getting students to predict what a text will be about. Here's the beginning of an article in *Empower B1* level about the happiest jobs. What two jobs do you think people feel happiest doing? The answer is

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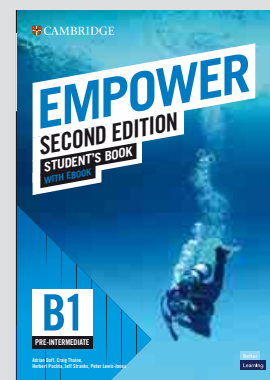
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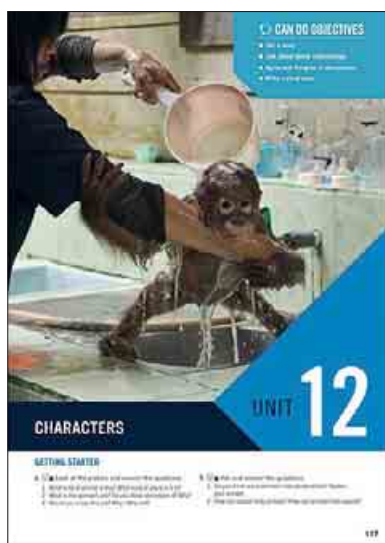
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hairstresser (87% job satisfaction) and gardener (79% job satisfaction). By contrast, only 44% of bankers are happy in their jobs! This is an example of a headline which

arouses students' curiosity. Of course it makes the lesson more fun and interesting, but also (so research tells us) it will make students more open to learning new words – or perhaps even grammar!

Cognitive load, social relatedness and curiosity are just three of the areas where research can give us valuable insights into how learners learn and how important it is to reflect this in our teaching practice.



Adrian Doff lives in Munich, where he works as a freelance writer and teacher trainer. He has written a number of books for *Cambridge* and is co-author of the new adult course *Empower Second edition*.



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The new edition of the series *In Conversation 2nd edition* has a lot to offer conversation classes at the B1, B2 and C1 levels.

by Vanessa Clark

If you're looking for a coursebook for a conversation class, look no further than *In Conversation*!

The whole series from B1, B2 to C1 has been revamped to bring it bang up-to-date with fresh topics and ideas, but with the same trusted format you may already know from its popular first edition.

Dive in!

The most important aspect of any conversation class is that the topics and materials should be attractive to the learners. You want everyone to dive into the texts and activities, without thinking too much about the learning objectives. At Delta Publishing we call this the 'Ooh, I didn't know that factor' and it's a phrase we often use as a guide when we choose the topics for our materials.

Some of our topics are familiar and directly relevant to our students' lives:

- Are you a cyberchondriac?
- The lockdown pet boom
- Scrolling our lives away?

Whereas others bring new ideas into the classroom from the wider world:

- The best world-class athletes you've never heard of
- How to live on three dollars a day
- Thinking outside the box

Read and listen

We've taken our reading texts from a variety of sources: travel books, news, scientific research, blogs, a poem and even a sea shanty! Some conversation courses only use reading materials, but *In*

Conversation also offers a range of audio materials, to bring more variety into your lessons. And yes, you can sing along to the sea shanty!

Audio flashcards

The most useful phrases and the key words from the units are recorded on free online audio flashcards to give students more opportunities to practise pronunciation, stress and intonation. All digital content for the series can be accessed on www.allango.net.

Chatty activities

Every lesson in *In Conversation* provides lots of 'chat-o-tunities' – chances for discussion. These are not just the usual 'Do you agree?' type questions but also, for example:

- decision making activities
- information exchange activities
- ranking activities

Try it yourself!

You can try these thought-provoking questions from *In Conversation* with any advanced conversation class, even if you aren't using the books. Or try to answer them yourself:

- Do you ever take dirty clothes out of the laundry basket and wear them again?
- Have you ever boycotted a company's products?
- How would you like your portrait to be painted?

Always with support

Even at the higher levels, students can flounder if they lack ideas or aren't really sure what's being asked of them, or how to express their ideas confidently, fluently and correctly. They benefit from having

clear tasks with support such as:

- a bank of useful discussion phrases at the front of the book
- topic-specific phrases at the top of every page
- cues and/or sentence starters for individual activities

Not just chat

While the learners are enjoying the lesson, it's good to know that they're actually learning at the same time. This is where a good book like *In Conversation* comes in. It's not 'just chat', but each unit has its own learning objectives in terms of new language.

The lessons can be used in any order, by the way, so you have complete flexibility.

What about homework?

We don't usually think of setting homework in a conversation class, but *In Conversation* offers this option for those students who want it. Instead of the traditional style of 'right or wrong' homework exercises, the Homestudy pages in *In Conversation* typically ask the learners to reflect on what they've learned and to write something that can, if you choose, be presented to the class in the following lesson.

More to come?

As well as this new edition, the series might soon be getting a new addition. The 2nd edition has been so well received that teachers have been asking for even more materials, so we're thinking about more material for the B2/C1 classes. Watch this space ...



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Vanessa Clark
has been involved
in the revision of
In conversation.
She teaches
in Oxfordshire,
England.

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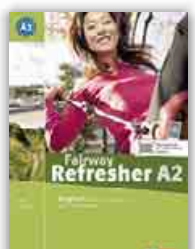
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How to teach grammar to advanced learners

When learners reach an advanced level, it can be difficult to know what to teach them. Luckily, *Advanced Grammar in Use (AGiU)* provides a clear roadmap for all the structures necessary for learners to be successful at C1 and beyond, with content informed by the 1.9 billion-word Cambridge International Corpus.

There are, however, a few things to bear in mind when teaching learners at this level, because their needs and characteristics are not the same as those of learners lower down the CEFR scale. Let's see what teachers need to know.

by Matthew Ellman



Matthew Ellman is Professional Learning and Development Manager at Cambridge and the author of *From Teacher to Trainer*.



What do we mean by 'advanced learner'?

Advanced learners can, by definition, produce and understand advanced language – texts that are long and complex. They also have well-developed learning skills, such as being able to effectively direct their own learning, or assess their own progress. But they may also feel frustration: at an advanced level it is more difficult to see rapid progress than it is at beginner level, and a sense of plateauing may lead to drops in motivation.

For teachers, this means that when we are teaching advanced learners we should:

- negotiate the learning outcomes we are aiming for
- take direction from *AGiU* to find authentic examples of language
- utilise students' prior learning to ensure they remain challenged and to help them recognise their progress

Negotiating learning outcomes

Since advanced learners have a good sense of their own strengths and weaknesses, it makes sense to offer them more agency in decisions about what, when and how they study. This could mean, for example:

- discussing course objectives at the start of the course
- students earmarking sections of *AGiU* for individual study
- allocating lessons to review what each student has studied during individual study time
- regular progress checks to identify common needs

There are, of course, some limitations to this approach. It may be impractical with large classes, or you may find yourself constrained by decisions taken at institutional level, for example regarding assessment. But many advanced

learners will welcome the opportunity to take more control of their learning, with the teacher as a resource, rather than as the primary decision-maker.

Finding authentic examples of language

A resource such as *AGiU* guides learners through the grammatical structures they will encounter in advanced-level texts, and offers some practice in how to use them. But learners should then find real examples of these structures and examine how they are used 'in the wild'. An excellent tool for doing this is YouGlish.com, which quickly provides many examples of a phrase or structure in video format, allowing learners to listen and watch not only to the examples themselves, but to the surrounding text and context. This helps to cement their understanding of what they have learned from *AGiU*, but it is also particularly effective because it is time-efficient: learners can focus specifically on the phrases and structures they want to study without sitting through many hours of video content.

Building on prior learning

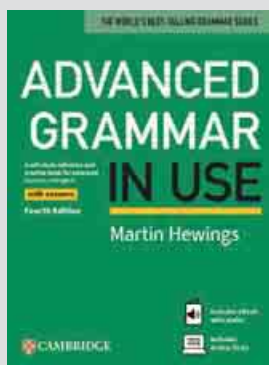
Advanced learners have a huge amount of language knowledge and

they should be encouraged to use it as much as possible.

This can be done by:

- encouraging creative responses to tasks in *AGiU* that require open-ended sentence completion
- encouraging learners to create their own endings to sentence-matching tasks, or to fill-the-gap tasks, replacing the existing text
- asking students, 'What's the context?' for each item in an exercise, requiring them to think about who is speaking/writing, to whom, and why
- asking students to rewrite sentences so that they convey the same meaning, but in a different context – for example in a more or less formal setting, or in speaking rather than writing

Letting your advanced learners engage with authentic and creative (and sometimes unpredictable) language can greatly enhance their motivation and learning outcomes, but they need guidance and resources they can rely on. First and foremost, that is you as their teacher, of course, but when you're not available the new *Advanced Grammar in Use* stands ready.



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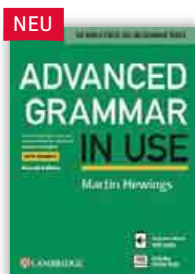


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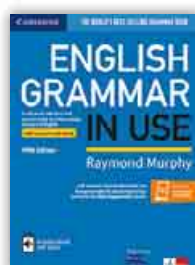
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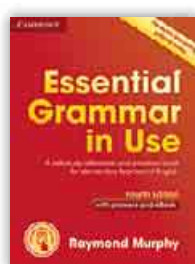
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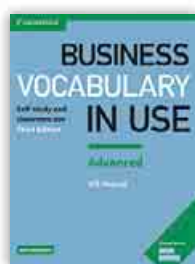


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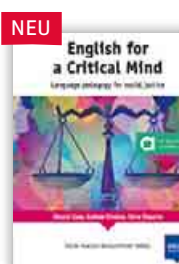


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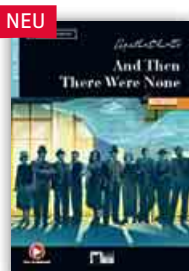
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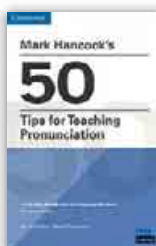


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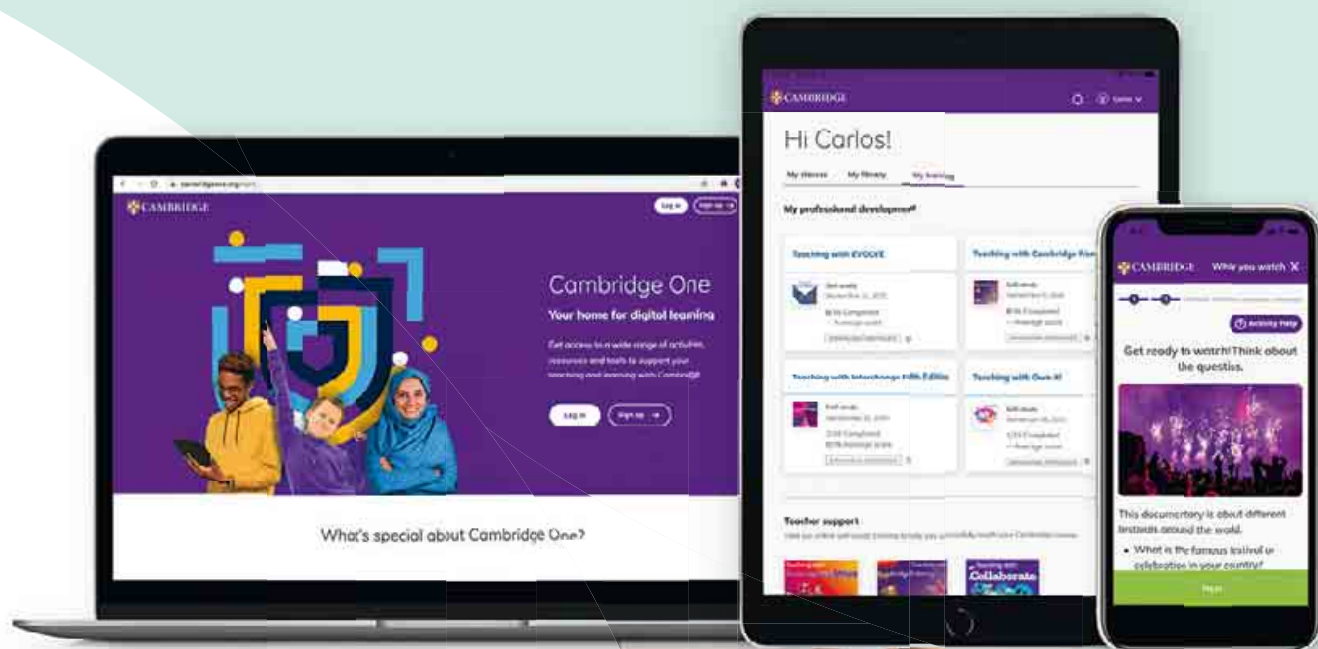
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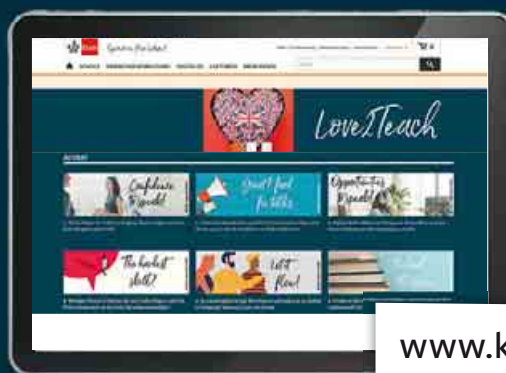
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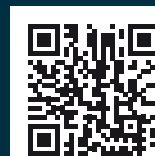
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