

INTRO

In the attic

Language Focus

Family and Storage

GRAMMAR

Possessive

Quote

The past is an armchair in the attic, the present an ominous ticking, and the future is anybody's guess. James Thurber

1 Warm-Up & Repetition

Getting to know each other and introducing the new book.

Start today's lesson with a short round of ice-breaking and getting-to-know-the-students questions. Follow up with having the students ask each other questions and starting conversations. If there are no new students in the class then you can instead have the students ask each other what they remember about Anja and John from the previous *AUTUMN YEARS* books. Students who haven't worked with the books before can ask either you or students who have worked with the books about the families and their stories. You could also bring photos or the *AUTUMN YEARS* books as visual aids.

2 Reading & Speaking

As the first chapter is the introduction to the book, lead into the opening questions in the bubble from 'In the attic' after the ice-breaking conversations. Keep the focus on talking. Before you start the reading on coursebook (CB) page 7 let the students look at the photos on CB page 6. Do or did the students have similar items in their attic or cellar? What treasures could or do they store in them?

Use the *vocabulary box* on CB page 6 to introduce the new words for the main text. How many words do the students already know? How many can they see depicted on CB page 6? Do the students know the story of Aladdin? Have the students take it in turns to read the roles of narrator, Anja and John on CB page 7.

Use the *True or false questions* to check comprehension on CB page 7. There are additional questions on the *Extras worksheet* on Teacher's Guide (TG) page 6 which can also be given as homework.

3 Exercise & Language Structure

There are no exercises in the introduction, but there is an *Odds and ends* topic. This topic looks at the use of *possessive* as many students use incorrect phrases such as 'A friend from me' or the 'The brother from my boss'. Explain the rule and then ask the students to form their own sentences using the pictures on CB page 7. Provide extra photos or pictures if the students need more practice.

There is also an *Extras worksheet* on TG page 7.

4 Fun Activity & End of Lesson

To finish the lesson play the game on TG page 8 with the students. Copy and cut out the cards and then have the students in teams match the items as quickly as possible. The first team to finish, wins. For the trickier items, ask the students how they would solve the packaging problem. The best answers receive a bonus point.



EXTRAS



Can you find...

...**1** fairy tale story?

...**2** professions?

...**3** place names?

...**4** things you can read?

...**5** adjectives?

Which words...

...mean *people*?

parents

owner

afternoon

cobweb

cave

husband

sneeze

postcard

couple



Questions



What can you remember without looking?

1. Why are Anja and John in the attic?

2. Who brought John's treasures to England?

3. Are the coffee filters Anja's or John's?

4. Anja and John stored their treasures in...

a) s _ _ _ _ _

b) b _ _ _ _

c) b _ _ _

5. What was not in the treasures?

a) favourite toy car

b) jewellery box

c) newspaper articles

The truth is...

Aladdin is one of the stories in The Book of One Thousand and One Nights.

Aladdin is a poor, young boy who is tricked into helping an evil sorcerer. The sorcerer wants Aladdin to take a magic oil lamp from a magic cave. The cave is filled with treasures in big, untidy piles. Aladdin finds the lamp but is tricked so thinks that he can't leave the cave.

But, Aladdin is wearing a magic ring, so he finds his way out and after many more adventures he marries the princess, kills the evil sorcerer and becomes king when his father-in-law dies.

There have been books, pantomimes,, TV programmes, plays, films and even video games based on this story.

Ask your partner who the people are friends with.

Is he a friend of yours?
Are they friends of his?

✓ Yes, he is a friend of mine.
✗ No, they aren't friends of his.



	you	Pete	Sue	you, Mike and Phil	Clare and Simon
I	✓		✗		
you		✓	✗		✓
he	✓				✗
she	✗		✓		
we		✗		✓	
you and Tom			✓		✗
they	✓			✗	



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	you	Pete	Sue	you, Mike and Phil	Clare and Simon
I	✓				✗
you		✗	✓		
he		✗		✓	
she			✗		✓
we			✓		✗
you and Tom		✓	✗		
they	✗			✓	





old clothes

postcards

toys

birthday cards

plates

jewellery

stamps

Christmas
decorations

photos

winter coats

books

empty boxes

coins

magazines

school books

tall lamp

tickets

old pictures



ski helmet

old clock

skateboard

radio

rollerskates

old record player

wedding dress

air mattress

Easter
decorations

suitcases

newspaper
articles

half-finished
knitting project

candlesticks

wine

sleeping bags

instruction
manuals

rugs

unwanted
presents



Lesson 1A

The miracle of Bern

Language Focus

Sport

Quote

Football is a simple game. Twenty-two men chase a football for 90 minutes and at the end, the Germans always win. Gary Lineker

1 Warm-Up & Repetition

Start the lesson by asking the students what they would keep different items in: *"Where can you keep potatoes?" "In a sack"*. After one or two rounds switch the questions to the containers: *"What can you keep in a suitcase?" "Clothes"*. Start with everyday items and then choose more challenging objects.

2 Reading & Speaking

Have the students read Anja and John's dialogue and then look at the questions in the bubble and the pictures. Introduce the *vocabulary* in the box on CB page 8 in a fun way. Can you explain the offside rule?

Let the students take it in turns to read a few sentences each of the main text. The students answer the *comprehension questions* on CB page 9. Discuss the story. Do any of the students remember the game? Do they know anybody who was there? Did they listen to the game on the radio? What do they know about Adi Dassler and Adidas?

3 Exercise & Language Structure

If you didn't give your students the answer sheet to the *Extras worksheet* from last week, you could go through it with them at this point to clear up any uncertainties or queries.

There is an *Extras worksheet* on TG page 12 which can be given as homework.

4 Fun Activity & End of Lesson

Can you name all the parts of a football pitch? Divide your class into two teams. Copy and cut out the cards on TG page 13 twice and see if your students can identify all the positions and parts. Which team is fastest? Compare the results to see if there are any differences. Can anybody explain the offside rule?



EXTRAS



Can you find...

... **1** player position?

... **2** words to describe a team's chances?

... **3** nationalities?

... **4** things you need for a football game?

... **5** family members?

Which words...

...have to do with *football*?

weather

wing

blow

goal

special

cheer

pass

header

exciting



Questions



What can you remember without looking?

1. Who did Horst go to the game with?

2. What is special about the German boots?

3. What was the final score?

4. What can you do with a football...?

a) p _ _ _

b) s _ _ _ _

c) l _ _ _

5. What did the fans not do?

a) cheer loudly

b) shout in protest

c) leave because of rain

The truth is...

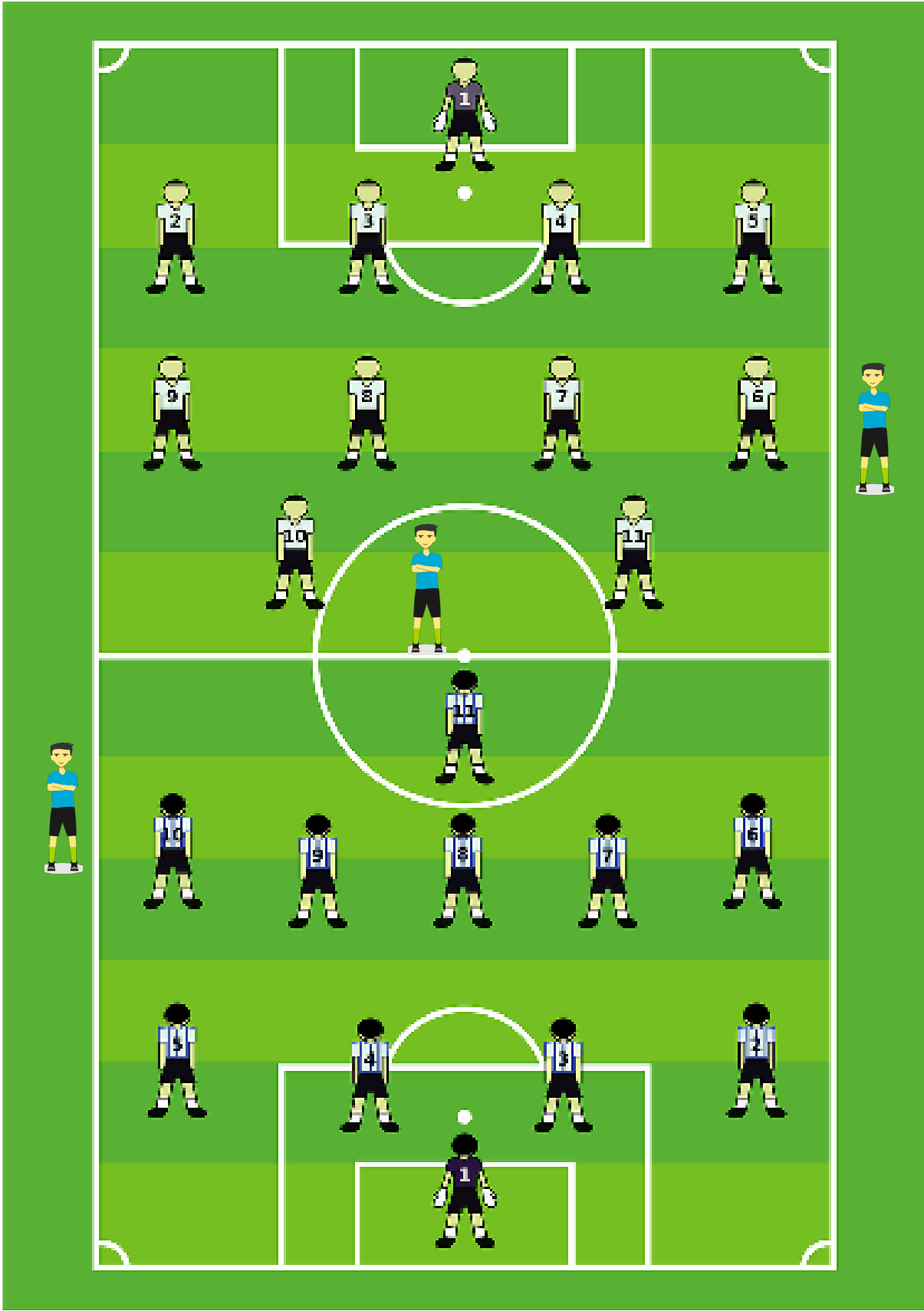
The text in the radio speech bubble is a direct translation of Herbert Zimmermann's commentary. Germany beating Hungary in 1954 was a miracle. Hungary had not lost a game in 4 years and had beaten the German team 8-3 in the group stages of the World Cup.

Adi Dassler designed the special football boots that the German team wore. He made running shoes for Jesse Owens who won 4 golds at the 1936 Olympics. Dassler later founded the Adidas company.

The 1954 World Cup was important for Germany as it helped the nation to come together and find new strength after the Second World War.

The story of the miracle of Bern was made into a film in 1994.

goal	penalty mark	half-way line	goal area
penalty area	centre circle	corner	



goalkeeper	defender	referee	linesman
midfielder	forward	winger	



Lesson 1B

HAPPY ANNIVERSARY

Language Focus

Annoying situations; Technology; Sources of news

GRAMMAR

Superlatives

1 Warm-Up & Repetition

Use the warm-up to exercise the memory muscles. Go round the class asking the students to name something related to football. How far can you get around the class before there is a repetition? Or ask them for facts about the 1954 World Cup. Can anyone replicate Herbert Zimmermann's commentary?

You could also look at the *Extras worksheet* from last lesson if you didn't give the students the answer sheet.

2 Reading & Speaking

Introduce any unknown words before starting *Happy anniversary* on CB page 10. Do any of the students have any pub stories they can tell? Has anybody reached their silver, ruby or gold anniversary? If you have time you can play a short game of matching anniversaries with their traditional gifts (TG page 15). How many anniversaries have your students reached?

3 Exercise & Language Structure

The *exercise* and *quiz* on CB page 10 are designed to promote discussion whilst focussing on superlatives. Supplementary exercises on superlatives can be found on CB page 65. The answers to the quiz are at the back of the Teacher's guide.

Change the pace by looking at the *Odds and ends* box on CB page 11. This can be practised using the photos and situations above and below the *Odds and ends* box. You can of course also bring your own items or pictures. You can ask the students to bring interesting items or photos to the next class.

Horst's family listened to the World Cup final on the radio. What other sources of news, information and gossip are there? Start with a small mindmap to collect ideas and then do the *How do you get your news?* exercise on CB page 11. If you don't have enough time, you can always give the exercise as homework.

4 Fun Activity & End of Lesson

Copy and cut out the cards on TG pages 16 and 17. Shuffle them and then ask two students to each draw a card. The students then have to convince the other students that the situation on his/her card is the most annoying. The other students decide who gave the most convincing arguments.

For homework the students can read the *What else happened in 1954?* box.

1	35	paper	coral
2	40	cotton	ruby
3	45	leather	sapphire
4	50	silk or flowers	gold
5	55	wood	emerald
10	60	tin	diamond
15	65	crystal	blue sapphire
20	70	china	platinum
25	80	silver	oak
30	90	pearl	granite



Finding one dirty sock
after starting the
washing machine.

A mosquito in your room
that you can
hear but not see.

Dirty teaspoons
in the sink
and not in
the dishwasher.

Cap not screwed
on to the
toothpaste tube
correctly.

Dirty clothing
near the
laundry basket
but not in it.

On a bright sunny day
looking through windows
that were cleaned but still
have smears.

The post office closing for
two hours at lunchtime.

People who don't signal
when they change lane or
turn left/right.

People who sniff and don't blow their nose.

People who tap their fingers loudly on the table with no rhythm.

People who look at their phone while they are walking and are annoyed that you don't move out of their way.

Finding an empty milk or juice carton in the fridge.

Special 'two for one' offers which are not cheaper than the items individually.

Cars that are parked in a disabled parking space and the driver is not disabled.

Finding tissues etc. in trouser pockets after the trousers have been washed.

Finding the newspaper pushed halfway into the letterbox so that it rips if you try to pull it out.

Questions Lesson 1

John found tickets in the attic. What were they for?

Lesson 1

Who won the 1954 World Cup?

Lesson 1

Why was the 1954 World Cup so special for Germany?

Lesson 1

How did Adi Dassler help the German team?

Lesson 1

Which team were the favourites to win the World Cup? Why?

Lesson 1

Why did the Hungarian fans protest at the end of the game?

Lesson 1

How long have Mr. and Mrs. Jones been married?

Lesson 1

What does Mrs. Jones want to cook for the special meal?

Lesson 1

How many years is a silver wedding anniversary?

Lesson 1

Have you celebrated a silver anniversary?

Lesson 1

Was there a special meal?

Lesson 1

Do you remember the 1954 World Cup?

Lesson 1

Lesson 2A

Coffee and cake

Language Focus

Social activities

Quote

I never drink coffee at lunch. I find it keeps me awake for the afternoon. Ronald Reagan

1 Warm-Up & Repetition

A great way to start this lesson would be to bring tea, coffee and a selection of biscuits for your students! It would give you the ideal opportunity to discuss flavours, textures and the dunking qualities of different biscuits from different cultures. You can also use the question bubble and photos. Just be careful with the crumbs and sticky fingers!

2 Reading & Speaking

Introduce the vocabulary in the *vocabulary box*. You can copy and cut out the cards on TG page 21 and give them to the students to help them match the words with the meanings.

Have the students take it in turns to read the text. Discuss the text and answer the *True or false questions* to check that the students have understood everything. Did the students know who Amalie was before the end of the story? There are additional questions on the *Extras worksheet* on TG page 21.

3 Exercise & Language Structure

The *exercise* on TG page 22 is designed to help start discussions. Copy and cut out the cards. Sort the cards into two piles: *likes* and *dislikes* and have the students draw one or two cards each. The students can then go round the class asking each other questions. If you have a smaller class, reduce the number of students that they need to find accordingly.

4 Fun Activity & End of Lesson

For homework the students can do (or finish) the *Extras worksheet* on TG page 22.

To finish off the lesson copy and cut out the game on TG page 23. It is a great way to repeat vocabulary from previous books and find out if there are any topics that need more in-depth repetition. Divide the class into two teams or into pairs. The students take it in turns to roll the die and move forward. To make the game more exciting (the categories are not difficult) give each student only 10 seconds to name the items required. Give one point for each correct answer.

The time element is designed to stress the students. Many students have noted that they can find words in the 'safety' of the classroom, but not out in the 'real' world. Simulating stress in the classroom – in a fun way! – can help the students with their confidence out in the 'real' world.

banging noise	a) loud repeating sound
hurt	b) aches and pains or injured
brass pot	c) metal container
effort	d) energy needed to do something
linen	e) type of material or fabric
grounds	f) wet, used coffee
to pour	g) to move liquid from one container to another
pile	h) lots of things on top of each other
blotting paper	i) paper for soaking up ink
success	j) reaching your goal
to set up a company	k) to start a firm
employees	l) people who work for somebody else



EXTRAS



Can you find...

... **1** tool?

... **2** business words?

... **3** family members?

... **4** words to do with coffee?

... **5** things you need at school?

Which words...

...are *positive*?

smile

hurt

laugh

bitter

success

hate

cake

frustrated

mess



Questions



What can you remember without looking?

1. Why is Amalie not in the house?

2. What is the problem with linen bags?

3. What gives her the idea of a paper filter?

4. Amalie...

a) puts hole in a b _ _ _ _ _

b) hated the g _ _ _ _ _

c) s _ _ _ _ a company in 1908

5. What was not on Willi's desk?

a) books

b) blotting paper

c) paper

The truth is...

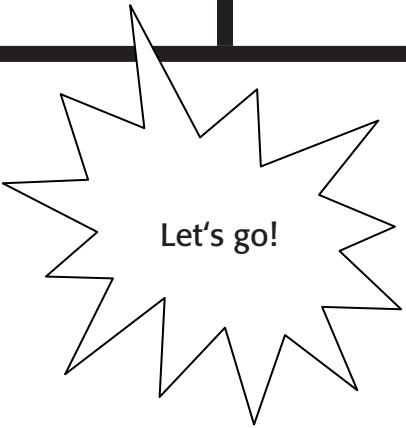
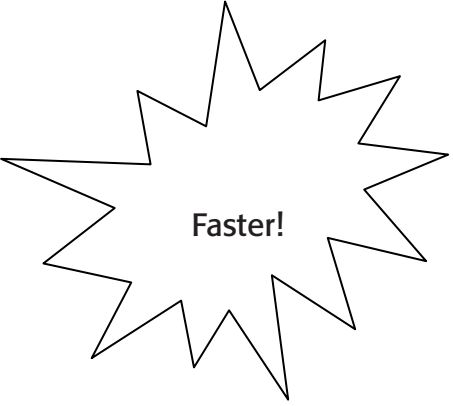
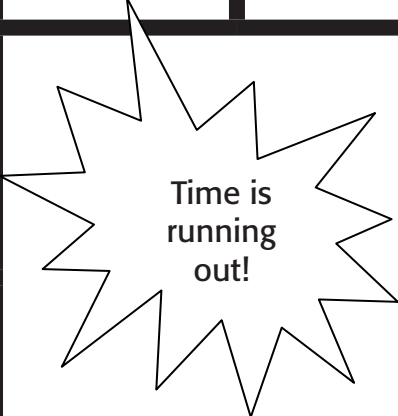



Amalie really didn't like coffee grounds in her coffee. She really did put holes in a pot and she really did use her son Willi's blotting paper.

She started with 72 Reichspfennige and used an 8 m² room in her Dresden flat to make the filters. Amalie's children helped and her husband Hugo stopped working at a department store so he could also help. He demonstrated the product in shop windows. Later, 'demonstration ladies' took on this job.

The First World War stopped production, but after the war the company moved to Minden and the company grew. In 1932 Horst and Willi took over the company, but from 1952 the brothers could no longer work together. In 1981 Horst's children took over the company.

Amalie died near Minden aged 77 in 1950.

<p>Find three other students who...</p> <p>like the same jam as you.</p>	<p>Find three other students who...</p> <p>like the same music as you.</p>	<p>Find three other students who...</p> <p>like the same TV programme as you.</p>
<p>Find three other students who...</p> <p>like the same type of holiday as you.</p>	<p>Find three other students who...</p> <p>like the same author as you.</p>	<p>Find three other students who...</p> <p>like the same cocktail as you.</p>
<p>Find three other students who...</p> <p>dislike the same football team as you.</p>	<p>Find three other students who...</p> <p>dislike the same animal as you.</p>	<p>Find three other students who...</p> <p>dislike the same vegetables as you.</p>
<p>Find three other students who...</p> <p>dislike the same fashion as you.</p>	<p>Find three other students who...</p> <p>dislike the same technology as you.</p>	<p>Find three other students who...</p> <p>dislike the same colour as you.</p>

START	Name 3 farm animals	Name 3 European countries	Name a river in Africa	Name 5 vegetables
 				Go forward 3 spaces
				Name 3 items in your classroom
Name 3 items in a kitchen	Go back 2 spaces	Name 3 jobs	Name 3 sports	Name 3 rooms in a house
Name 3 drinks	 			
Name 5 fruits				
Go forward 3 spaces	Name 3 types of weather	Name 3 pieces of clothing	Name 5 colours	End
 				

Lesson 2B

TOWSER the MOUSER

Language Focus

Numbers

GRAMMAR

Present continuous & Simple present

1 WARM-UP & REPETITION

To get the class started, ask if anybody has a pet and if so, what it is. Why do they have a pet? Does the animal have a 'job' or is it 'just' a companion. Have any of the students had a pet in the past? Provide pictures of all different kinds of animals to get a conversation going about the benefits or difficulties of looking after an animal.

You could also look at the *Extras worksheet* from the last lesson if you gave it as homework.

2 Reading & Speaking

Introduce any unknown vocabulary and then let the students take it in turns to read the text *Towser the mouser* out loud. Do the students know any other world records? Do they know any other animals with amazing or unusual talents? Have the students ever been to a distillery or brewery?

3 EXERCISE & LANGUAGE STRUCTURE

The *photos* on CB page 14 are designed to focus on using the present continuous. The students can make suggestions about what they think is happening in the photos. If necessary, provide more photos for the students to describe.

The *quiz* is designed to focus on using the simple present as well as encouraging discussion. The answers to the quiz are at the back of the Teacher's guide.

Supplementary practice exercises for both present tenses can be found on CB pages 58 and 61 if required.

CB page 15 looks at numbers in various forms. The numbers at the top of the page are 'well-known' for different reasons, but do they have any special significance to the students? Those with a talent for maths can do the *Are you good at maths?* exercise in class or you can give the exercise as homework.

The intention of the *Odds and ends* exercise is to make sure students don't mix up the two different clock systems and to check that there is no confusion about 'half' and 'quarter'.

4 Fun Activity & End of Lesson

The students can read *What else happened in 1908?* for homework.

To finish the lesson play a game of *Odd one out*. Copy and cut out the cards on TG pages 25 and 26. Ask the students to choose one word from each row and give a reason why it doesn't fit in the same category as the other words. Correct and/or imaginative answers should be rewarded with a point. Who has the most at the end?

You could also use the *Question cards* from lesson 1 on TG page 18. What can the students remember?

<i>remember</i> is irregular in the past tense				<i>strawberry</i> isn't a citrus fruit				<i>family</i> doesn't have an irregular plural				<i>tennis</i> is not a team game				<i>move</i> has only one pronunciation			
wake up				lime				CHILD				cricket				live			
remember				orange				FAMILY				rugby				read			
forget				strawberry				WOMAN				tennis				move			
sleep				lemon				MAN				football				tear			

spiders have 8 legs	electrician doesn't come from a verb	green isn't a prime colour!	tall doesn't need an extra consonant -er	book has the same meaning in US and UK
spider	teacher	red	hot	hood
ant	electrician	yellow	big	boot
ladybird	singer	green	tall	chips
beetle	trainer	blue	fit	book

Questions Lesson 2

<p>What does Amalie want to do?</p> <p>Lesson 2</p>	<p>How does Wilhelmina help her friend?</p> <p>Lesson 2</p>	<p>Do you prefer instant or ground coffee?</p> <p>Lesson 2</p>
<p>Do you have cake or biscuits with your coffee?</p> <p>Lesson 2</p>	<p>How much coffee do you drink?</p> <p>Lesson 2</p>	<p>Do you have a favourite café?</p> <p>Lesson 2</p>
<p>What was Towser's job?</p> <p>Lesson 2</p>	<p>Which methods does the distillery use to make its whisky?</p> <p>Lesson 2</p>	<p>Who is Amber?</p> <p>Lesson 2</p>
<p>Have you ever visited a distillery?</p> <p>Lesson 2</p>	<p>Are you a whisky drinker?</p> <p>Lesson 2</p>	<p>Do you know any world records?</p> <p>Lesson 2</p>