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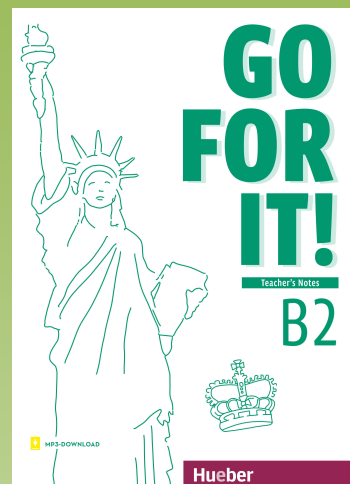
Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Go for it! Niveau B2 - mit Audiodateien

Das komplette Material finden Sie hier:

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Introduction

1 Overview of *Go for it! B2*

This guide is aimed at teachers working with *Go for it! B2*, an English course designed for use in the classroom with the aim of enabling adult learners to become proficient communicators in English.

The structure and content of the course were guided by an understanding of learners' and teachers' needs and goals, as well as the latest neuroscience teaching methods and learner-type theories.

Structure

The nine units in the coursebook are built around interesting, sometimes humorous storylines. This keeps learners' attention, stimulates an emotional response, and provides a natural context for the language presented. It also helps students to better remember what they learn in each lesson, as the lexis and grammar are tied to the developments in the story. Attentive learners will notice that some characters (such as Emily from Unit 1 or Francis from Unit 8) pop up in more than one unit.

Each unit consists of seven pages of Classroom Activities (CA). These activities have a strong communicative focus and offer many opportunities for students to personalise the language and structures they learn. The Classroom Activities are directly followed by a seven-page Extra Practice (EP) section. The EP section offers supplementary exercises that are directly cross-linked to the CA activities, as well as detailed grammar explanations (see Grammar, Page 6). The EP can either be worked through in class or assigned as homework.

Each unit ends with a structured collaborative task. This task is optional but highly recommended, as it allows students to practise the vocabulary and grammar they have learned in a new context. An entire lesson should be devoted to it.

After every three units, learners can enjoy a reading and listening magazine and evaluate themselves with a two-page progress check.

CEFR level

Go for it! B2 covers the content of level B2 of the Common European Framework of Reference for Languages (CEFR), which was developed by the Council of Europe. The CEFR and its companion volume describe language competencies through illustrative ‘Can Do’ descriptors (e.g. *I can understand a great deal of a lively conversation.*) These ‘Can Do’ descriptors include listening, reading, speaking, writing and mediating in a wide range of situations.

Tip: Draw students’ attention to the *Now I can ...* boxes sprinkled throughout the Extra Practice section of each unit. These help learners develop realistic expectations of what they will be able to do at the end of each unit. You can also collect the *Now I can ...* statements on cards and use them for revision and to record learners’ progress at the end of a course.

The companion volume to the CEFR was published in 2018. This companion volume does not replace the original CEFR – rather, it supplements it. In addition to highlighting some of the important changes and additions here, we also occasionally point out activities that relate to the companion volume throughout these *Teacher’s Notes*.

One broad change in the companion volume is that the term ‘native speaker’ is no longer used. A handful of ‘Can Do’ descriptors for the levels B2 and up used to refer to native speakers. Now, terms such as ‘speaker of the target language’ or ‘interlocutor’ are used instead. This is because the term ‘native speaker’ is problematic in the context of language learning. When it comes to pronunciation, for example, the goal should be intelligibility, not the achievement of an impossible ideal such as sounding like a native speaker.

The digital world has undergone many changes since the CEFR was published in 2001, and ‘Can Do’ descriptors related specifically to online interaction are now included. *Go for it! B2* contains numerous forms of online interaction, such as messaging (e.g. Unit 3, CA 2), tweets (Unit 3, CA 6) and networking sites (Unit 8, CA 2), and students are given the tools and practice they need to communicate effectively through these channels.

Plurilingual and pluricultural competence is more fully addressed in the companion volume as well. Plurilingualism encourages students to draw on all of the languages they speak or have knowledge of, recognising that the languages we speak are interconnected and every language we have

knowledge of can help us to communicate better. Pluriculturalism encompasses an awareness of similarities and differences across cultures, as well as an ability to navigate cultural misunderstandings. Implicit in both plurilingualism and pluriculturalism is the understanding that no one language or culture is superior to any other.

Mediation is given much greater prominence in the companion volume, because the skills of mediating texts (e.g. explaining a text in simpler language or taking notes on a lecture), mediating concepts (e.g. collaborating with others or managing interaction during group work) and mediating communication (e.g. in delicate situations or disagreements) are more important than ever today. *Go for it! B2* provides a variety of activities that train this important skill. See, for example, Unit 5, CA 6e (mediating communication), Unit 8, CA 5d (mediating a text) and Unit 9, CA 4c (mediating concepts / managing interaction).

Grammar

In *Go for it!*, grammar is a tool to aid communication, not a goal in and of itself. Learners are made aware of grammatical structures in context.

Each CA sequence that presents (or systematically revises) a grammar point includes a green box with sentences illustrating the target grammar. The corresponding EP sequence then contains comprehensive explanations and exercises in the form of *See it* (learners discover the new structures in an authentic context), *Understand it* (learners complete grammar rules, based on the examples they just looked at), *Use it* (learners practise the new structures in context).

This structure provides ultimate flexibility: If learners need more support with the new structures, you can simply turn to the Extra Practice and complete the exercises there during class time. In these *Teacher's Notes*, the boxes containing the aim, grammar and lexis for each sequence always direct you to the corresponding grammar section in the EP.

There is also a grammar overview at the back of the coursebook.

Vocabulary

One of the biggest challenges in learning a new language is acquiring and retaining vocabulary. Learners can remember only a limited number of

new lexical items per class session, and they will need to encounter these items many times to transfer them to their long-term memory. In addition, the brain must be actively involved (this implies an emotional connection), and the learner should be able to associate the new information with existing knowledge. For these reasons, it is insufficient for students to simply learn word lists; they need to repeatedly and actively practise new lexis, in varied and stimulating contexts.

Encourage learners to select vocabulary that is relevant to them rather than trying to learn every new word they encounter. Learners may also be interested to know that the words in the alphabetical list at the back of the coursebook (beginning on Page 215) are marked with one, two or three stars to show their frequency of use according to the *Macmillan English Dictionary*.

Tip: Show students the table on Page 17 of their coursebook. They may wish to create a similar table in their own notebook and use it to log important new vocabulary. Or perhaps they would like to try writing example sentences, finding an antonym or synonym, or making a sketch when recording new lexis, in addition to noting the translation in their first language.

Film, song and book recommendations

The previous *Go for it!* volumes included songs and videos that were specifically written for each unit. In *Go for it! B2*, recommendations of authentic songs, films and books are given instead, as students at this level can cope with real-world material. These recommendations are always on the last page of the EP section. Here are a few ideas for using them:

- **Films:** After watching the film on their own, students write a review (see *Go for it! B1* Unit 6 for advice on how to do this) and give it a rating from 1 to 10.
- **Songs:** Students summarise the main message of the song in English. They could also critique the lyrics, writing what they agree and disagree with and why, or replace certain words to make the song personal to them.
- **Books:** Students write a review for a website such as goodreads.com – or create their own book club, either meeting in person or discussing

books online. Students could also choose one chapter to read and briefly present to the class (restrict students to a record card of notes for their presentation so that they speak freely rather than reading out a prepared text).

Additional material

- The coursebook, *Go for it! B2 Kurs- und Arbeitsbuch Englisch*, is available as both a print (ISBN 978-3-19-202940-0) and a digital (ISBN 978-3-19-252942-9) edition.
- Printable worksheets and all the audio material from the book can be found at www.hueber.de/go-for-it.

2 Teaching tips

Mixed-level groups

Many classes have learners with varying levels of knowledge and ability. Some students might have the opportunity to hear and speak English at work or during frequent travel. These learners may feel bored while others with less experience with English feel overwhelmed. In this case, it may be useful to divide the participants into small groups. While the group of ‘faster’ students completes a task independently, you can focus on and support the weaker group. Or you might sometimes put stronger and weaker learners together so that the stronger student can help the weaker one. Also consider other skills that students can offer; is one particularly calm, another a good artist? Don’t be afraid to look beyond language ability when forming groups.

Classroom management

In a modern teaching environment with an emphasis on learner autonomy, it’s important to arrange seating in a way that encourages communication and interaction among learners.

A relaxed atmosphere in class is important so that students are not afraid to speak, even if they make mistakes. In the same way that positive experiences can enhance the learning process, the memory of negative or embarrassing experiences can seriously hinder learning.

Tip: We know that movement is beneficial for language learning. Movement is especially important in evening classes, as it helps maintain concentration after a busy day. From the very first lesson, learners should become used to moving about the classroom and working with different partners. Be mindful, however, of any physical restrictions that your students may have.

Error correction

When students work in pairs or small groups, it is not possible to monitor every individual. Thus, mistakes may go unnoticed. These errors represent a necessary and natural part of the learning process. Learners – whether consciously or not – experiment with language based on what they have learned in the course to date and what they know from other languages. It's good to let them do this, even if mistakes are made. Not immediately correcting errors may come as a surprise to many adults, so take time to explain this and reassure them that feedback will be given.

Tip: Adjust your error correction to the stage of the lesson: If the aim of a speaking activity is accuracy, such as when focusing on a grammatical item, then immediate, detailed correction is called for. If the aim of a speaking activity is fluency, however, e.g. during a role-play, then it's best to correct errors only if understanding and/or communication is hindered. Any other errors can be anonymised and addressed at the end of the activity to avoid interrupting the flow of communication.

3 Language skills

Listening

Listening skills are a vital part of language learning. It's important that students develop listening strategies to help them pick out the information they need (they instinctively use these strategies when they listen in their own language). In *Go for it!*, these strategies are taken into consideration and listening tasks are carefully designed to be achievable. Learners won't need to understand everything to successfully complete the tasks, and they will become more confident as they progress.

Go for it! B2 includes many longer listening texts in a variety of authentic situations, from podcasts and radio interviews to conversations between friends and colleagues. Students are usually first given a gist question for which to listen. This helps them to get a general overview of who is speaking and what the situation or topic is. They then listen again for specific information or more detailed understanding.

Phases in a listening activity

- 1. Pre-listening:** This sets the scene, provides context and can include pre-teaching vocabulary.
- 2. Listening:** Learners are given one or more listening tasks, depending on the type of listening (for gist / specific information / more detailed understanding) and the aim of the activity. Make sure they know exactly what information they are listening for before playing the recording.
- 3. Post-listening:** Activities might include role-playing a similar situation, focusing on an important area of lexis, or simply having a group discussion related to the topic.

Speaking

To become competent communicators, learners need plenty of opportunity to communicate and practise. *Go for it!* has a strong focus on speaking and communicative activities, almost all of which encourage personalisation. Topics cover everyday situations (such as hobbies, work and food) that most people enjoy talking about – often with a creative twist to stimulate ideas and introduce new perspectives. Speaking activities are varied, including discussions, presentations, role-plays and more. Along the way, students practise important functions like beginning, maintaining and ending a conversation; expressing opinions; and describing how to follow a procedure.

Pronunciation practice can help students speak more confidently. Learners may hesitate to speak because they fear they won't say a word correctly. To ease their fears, point out that non-native speakers of English now outnumber native speakers, and that everyone has an accent of some kind. The important thing is to be able to make oneself understood.

Phases in a speaking activity

- 1. Preparation:** The speaking activities in *Go for it!* are well structured and carefully set up. Depending on your learners, though, you could offer additional preparation by eliciting useful vocabulary and writing it on the board.
- 2. Speaking:** Learners might use a listening text as a model; make notes on a given topic which they can then refer to; or speak without preparation, using guiding questions.
- 3. Feedback:** While monitoring, make a note of different kinds of errors: pronunciation, vocabulary, grammar and style. It's useful for students to analyse their own performance and communication strategies. For example, did they have all the lexis they needed, and if not, how did they cope with this? Encourage learners to share their tips and strategies.

Reading

Reading is a valuable help in learning a new language. *Go for it! B2* helps students develop reading strategies and become competent readers by using a variety of text types and tasks. Apart from longer newspaper and magazine articles, learners will also find texts in the form of emails, social networking posts and chats, reflecting modern-day technology.

It is not necessary for learners to know every word or structure to complete the reading tasks. When learners understand this they will probably be keener to read more outside of the classroom too.

Phases in a reading activity

- 1. Pre-reading:** The theme of the reading text is introduced, for example by using pictures, brainstorming vocabulary or speculating about the details of the text based on key words or a headline.
- 2. Reading:** Students are given one or more reading tasks, depending on the type of reading (for gist, specific information or detailed understanding). Encourage learner autonomy and confidence by allowing learners to compare their initial understanding of the text with a partner.

3. Post-reading: Learners respond to the text, usually orally through personalisation, which gives them an opportunity to use the lexis and grammar. Task ideas include summarising, asking detailed questions, reporting, or writing an appropriate response.

Writing

Writing usually has the purpose of communicating with others. When learning a foreign language, writing also supports the acquisition of new vocabulary and grammar and retention in the long-term memory. It is a valuable part of language learning for all learner types. In *Go for it! B2*, learners are given the opportunity to practise their writing skills in some of the tasks, particularly in the Extra Practice (which can be set as homework, allowing for more speaking time in the classroom).

Types of writing

- **Writing to support speaking:** Even in our native language, we often write down our thoughts to aid in speaking, such as in preparation for a telephone call or a presentation. This is a useful learning strategy as well.
- **Communicative writing:** This consists of communication in written form, such as emails, letters and reports.
- **Creative writing:** Written language is often in the form of imaginative and creative texts, such as a poem for a birthday card.

Phases in a writing activity

- 1. Preparation:** In plenary or in groups, students discuss ideas, style and structure for a text, and collect useful vocabulary.
- 2. Text production:** Students write a draft using the vocabulary and ideas.
- 3. Checking / revision:** The text can be checked by the teacher or a classmate before the learner writes a final version.

Unit 1: One step at a time

The story: Emily, who has just won a 10K race, talks about her plans for the future and enters a ‘crazy competition’.

1 I love running

Aim:	Students are able to talk about free-time activities.
Grammar:	–
Lexis:	phrases for speculating

Ice breaker: Page 7 of the coursebook provides an activity which will help learners get to know each other – and give you valuable information about their experiences with English and hopes/expectations for the course. After completing the four steps on this page, encourage students to work together as a group to write a list of things that they would like to learn and/or practise in the course.

- a** Students work in pairs to examine the photo and answer the questions. When discussing in plenary, ask students further questions, e.g. do you think this was the woman’s first race? Why would someone run a race? How might the woman be feeling? Encourage students to use a wide range of adjectives.

Teaching tip: Draw students’ attention to the sentence fragments in italics (*It looks like she’s ...*, etc.) These useful phrases, which are provided throughout the book, can be used as an aid in speaking exercises.

- b** Learners listen to a short audio track to learn a little bit about Emily, the woman from the photo. You can tell the class that they will be following Emily for the rest of this unit.

Key: (possible answer) Emily is on a high because she has just won her first 10K race, after doing a lot of training.

- c** As students are more likely to open up if their teacher also shares information about their life, it’s a good idea to share your answers to these questions before students begin. Then give learners a few minutes to discuss the questions in groups of two to four.

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