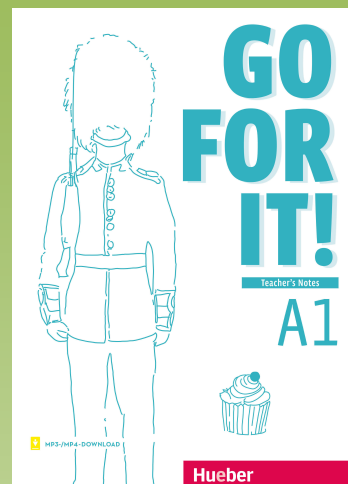# SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Go for it! Niveau A1 - mit Audi-Dateien

Das komplette Material finden Sie hier:

School-Scout.de

Contents

Introduction

Go for it! A1 is a communicative English course for adults. It consists of:
- *Go for it! A1 Kurs- und Arbeitsbuch Englisch* (ISBN 978-3-19-102938-8);
- *Go for it! A1 2 Audio-CDs zum Kurs- und Arbeitsbuch* (ISBN 978-3-19-112938-5);
- *Go for it! A1 Intensivtrainer* (ISBN 978-3-19-012938-6);
- *Go for it! A1 Teacher's Resource Book* (ISBN 978-3-19-032938-0);
- supplementary materials and exercises at www.hueber.de/go-for-it.

Go for it! is an English course designed for use in the classroom and was developed with the aim of enabling adult learners to become proficient communicators in English. The course focuses on the most frequent grammatical and lexical items across a broad range of everyday situations. The progression is manageable so that learners can see their success and are motivated to continue learning. The structure and content of the course were guided by an understanding of learners' and teachers' needs and goals as well as by educational neuroscience and learner-type theories. Each unit is built around likeable characters and a strong, sometimes humorous storyline, evoking an emotional response. A key feature of the course is personalisation in the practice stages.

Go for it! A1 typically presents British English, however some differences between British and American English are also explained and Unit 11, for example, uses American vocabulary and spelling.

Go for it! is divided into 12 units of Classroom Activities (CA) with corresponding exercises in the Extra Practice section (EP) which can be done in class or at home. Each unit ends with an authentic task, which allows learners to practise the main lexical and grammatical elements from the unit. After every four units, there is a reading and listening magazine as well as a Progress Check based on current test formats.

There is also a song or video specifically written for each unit with accompanying worksheets for class and home study use. The songs and videos as well as the worksheets can be found on the *Go for it!* online support website. They are also available via the QR-Code or link at the end of each unit's Extra Practice section. The songs are also on the Student's Book audio CDs that are available separately.

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The *Go for it! Intensivtrainer* is designed for autonomous learning at home and offers supplementary exercises on grammar and vocabulary for each unit of the Student's Book, as well as some interesting information about English-speaking countries. Other features include a situational translating and interpreting section and a reading corner.

The *Go for it!* online support website offers templates and materials corresponding to a few of the Classroom Activities, the songs and videos with accompanying worksheets, as well as additional exercises for learners.

Ideas for further classroom practice of particular language items can be found in the form of photocopiable worksheets with instructions for the teacher in the *Go for it! Teacher's Resource Book*.

2 Aims

Communicative competence

Communicative competence refers to the ability to communicate effectively in a given situation. It is composed of many individual skills, e.g in the areas of vocabulary, grammar, pronunciation, appropriate style, cultural knowledge, communication strategies, etc. This course trains these skills in the classroom, so that learners are able to use them outside the class.

Intercultural competence

A subset of communicative competence is intercultural awareness. This includes, for example, information about the country, the culture, typical gestures, the people and their personal situations. The numerous listening and reading texts in the units provide interesting information about the English-speaking cultural world and offer opportunities for class discussion, which may also extend beyond the actual task in the textbook. At times learners are invited to self-reflect, i.e. be aware that one's own habits and ideas are just one of many possible perspectives, and that other ideas regarding the distribution of roles, politeness, time management, recreation or the meaning of life also exist. Whilst the tasks are structured to enable discussion in English, at this basic level, more in-depth discussions of intercultural issues can take place in German. Broad generalisations and stereotyping should be avoided.

Tip: At the beginning of the course, discuss with your learners why they want to learn English, who they would like to speak with, and what they would like to be able to do in English so that you can adapt your lessons to the needs and expectations of your learners.

3 Level

Go for it! A1 covers the content of level A1 of the *Common European Framework of Reference for Languages* (CEFR), which was developed by the Council of Europe.

The Common European Framework of Reference for Languages

The CEFR describes language competencies through illustrative 'Can Do' descriptors (e.g. I can use simple phrases and sentences to order something to eat / drink.) In this way, the focus is not on grammar, but on determining and improving linguistic ability. These 'Can Do' descriptors are formulated for listening, reading, speaking and writing as well as mediation, i.e. the ability to mediate communication between people of different cultures and native languages. The descriptors are divided into six levels: A1 and A2 = Basic User, B1 and B2 = Independent User, C1 and C2 = Proficient User. Another key objective of the CEFR is the promotion of learner autonomy (see Learner Autonomy, Page 7).

Tip: Point out the *Now I can …* boxes to the learners throughout the Extra Practice section of each unit in the Student's Book so that they will have 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, or the aims, on cards and use them for revision and to record learners' progress at the end of a course.

4 Progression

The progression in *Go for it!* is based on revising and using previously learned language in new contexts. This applies to grammatical structures, as well as vocabulary and functional language. This combination of new and recycled language aids acquisition and retention of the target language and gives learners confidence.

Tip: Revise previously learned material at every opportunity in the classroom. It is normal that language learners forget portions of the material learned in previous units. Therefore, it is important to provide enough

repetition in order to refresh material from past units. For this you can actively involve learners in their learning: Before beginning a new topic, identify previously learned lexis and grammar that will be useful for the current lesson and have learners revise these in groups.

5   Learner autonomy

An important objective of the CEFR is the promotion of learner autonomy. Learning a foreign language is a complex challenge, but the number of teaching hours is usually limited. Therefore, it is important to encourage autonomous learning. This does not simply mean that the learners spend time outside of class doing homework, but above all, that they take responsibility to continue learning independently, in the context of lifelong learning. The aim is for learners to reflect on their own learning process: *Where am I? What are my goals? What steps can I take to achieve these goals? How do I learn efficiently and successfully?* Encourage awareness of different learner types so that learners consciously make their learning more effective. Since the learners have different backgrounds (e.g. language learning experiences, expectations and goals, prior knowledge), it is important to discuss these differences and to encourage the participants themselves to be responsible for their own learning process.

Throughout *Go for it!* learners use discovery learning: using structured exercises and their existing knowledge to work out the meaning of grammar and vocabulary from context. This significantly improves language comprehension and acquisition compared with traditional teacher-led presentation. Be sure to give learners time for these exercises and discussions before collecting ideas in plenary, and praise them for their thoughts as well as their language production. (See Grammar, Page 11; Vocabulary, Page 13.) Learning is carefully scaffolded and a broad range of language is introduced and practised to ensure that learners use the target language as much as possible. You'll find more information and tips for specific units throughout these notes.

The European Language Portfolio

The *European Language Portfolio* was developed to encourage learner autonomy. Each learner can document his or her language skills and learning progress. The Portfolio consists of three parts: *The Language Passport* is an overview of language skills, learning experiences and certificates; *The Language Biography* enables learners to reflect on their motives for language learning, language experiences and levels, learning strategies

and aims, and learners can use the 'Can Do' descriptors in the form of a checklist as a form of self-assessment; the *Dossier* is an opportunity for learners to collect language learning certificates and interesting texts, as well as a place to document intercultural experiences. For more detailed information, see www.hueber.de/portfolio. Elements of *The Language Portfolio* are integrated throughout the Extra Practice section of each unit: The *Now I can …* boxes offer a self-assessment of learning progress and the *Tipp* boxes offer practical tips for autonomous learning.

The teacher as advisor

The teacher is like an advisor to the autonomous learner. In order to improve learner motivation and interest, and make learning more effective, each learner should reflect on his or her own language-learning needs and aims and what he or she finds enjoyable and effective in learning a language. This can be set as homework from time to time. The teacher is available as an advisor on these issues, supporting the role of the *Portfolio*, providing learning strategies and answering questions.

Tip: These notes present the learning aims for each step of each unit as well as the new grammar and lexical items (revised items are not listed). Make the relevance of the lesson aims clear, discuss the learning objectives at the beginning of the lesson and encourage learner input, and summarise the things that learners can do at the end of the lesson. Encourage the learners to discuss the learning process and strategies with you and other course participants during the course of the semester.

6   Mixed-level groups

Some classes have learners with varying levels of knowledge and ability, and very different aims. Some might have the opportunity to hear and speak English at work or because they travel a lot. 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" learners completes a task independently, you can focus on and support the weaker group. These notes provide further suggestions for extension activities, alternative ways of setting up activities and tips for working successfully with mixed-level groups.

7   Classroom management

In a modern, autonomous learning environment, it's important that seating is arranged to encourage communication and interaction among the learners. A horseshoe-shaped arrangement of seats in a classroom enables learners to see each other and interact more easily.

Using a variety of classroom interaction patterns during the lesson is recommended. Some tasks are best carried out in plenary (the whole class), while others are well-suited for working in small groups, pairs, or even individually. Most of the instructions in the Student's Book indicate one way to set up the activity and you will often find alternative ideas in this guide. A relaxed atmosphere in class is very important so that the learners 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, often embarrassing experiences can seriously hinder learning. This guide includes practical advice on reducing stress and addressing typical anxieties that adult learners often have.

Tip: We know that movement is beneficial for language learning. Movement is especially important in evening classes in order to 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 aware, however, of any physical restrictions that your learners may have when planning activities.

Forming pairs and groups

Some adults new to evening classes may initially resist moving around and changing partners. Using these ideas can ensure the formation of new learning pairs or small groups is playful and will more likely be accepted:

- **Numbers / letters:** The learners count out loud in English, e.g. from 1 to 4 or A to D. Those with the same number or letter form a group.

- **Pictures:** Cut several pictures into pieces. Each learner gets a piece and mingles about the classroom looking for others with pieces belonging to the same picture. Those learners then work as a group, the illustration being used as the subject of the task.

- **Vocabulary**: Write down words or expressions on cards. Each learner receives a card, goes around the room and looks for other learners with matching cards (for pairs: English and German words, adjectives and nouns, etc.; for small groups: lexical sets, such as *food* or *souvenirs*.)

- **Mini dialogues**: Write a question on one card and one or more matching answers on other cards. Each learner gets a card, walks around the room and finds his or her partner(s) by asking and answering the questions.

- **Line ups**: These do not have to focus on the target language, but are a fun way to form groups. Have learners line up according to things like birthdate, house number, time it takes to get to class, or height and simply divide the line into pairs or groups.

8   Error correction

When learners work in small groups or in pairs, it is not always possible to monitor every individual and mistakes may go unnoticed. These errors represent a necessary and natural part of the learning process. Learners – consciously or subconsciously – 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 learners that feedback will be given.

In this guide, teachers who don't speak German will find support with typical grammar and lexical items which can cause German learners particular difficulty, including *false friends*.

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 detailed immediate correction is appropriate. If the aim of a speaking activity is fluency, 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 addressed at the end of the activity to avoid interrupting the flow of communication. Sensitivity to the type of error is also necessary to distinguish between different kinds of errors (understanding or ability) when evaluating whether to encourage self-correction or peer-correction, both of which are important for autonomous learning.

9 Grammar

Grammar in *Go for it!* is a tool to aid communication, rather than a goal. Learners are made aware of grammatical structures in context. Highlighted grammar boxes can be found within the Classroom Activities, each with a corresponding section in the Extra Practice in the form of *See it* (structures are presented clearly); *Understand it* (learners read and complete the grammar rules); *Use it* (the new structures are practised in context). This promotes autonomous learning and ensures learners' success. There is also a comprehensive grammar overview at the back of the book.

The grammar progression develops naturally through the book and reflects the frequency and patterns of usage in natural speech. Learners are encouraged to learn lexical chunks to improve fluency. Although translation is not included in the Classroom Activities, there are some exercises in the Extra Practice section for which learners are required to produce English phrases with the same meaning as given German phrases. Here the focus is on communication, not translation.

Whilst *Go for it!* introduces grammar in communicative activities, drilling can help learners with structures that might be cumbersome to pronounce, or where the grammatical item is often forgotten by learners, for example the auxiliary verb *do* in questions. You can drill the learners as a group or individually. This involves continuous repetition of a structure in order to automatise the correct form or structure so that learners gain confidence with it, and use it without thinking. The teacher models first and learners repeat as a group or individually. Use drills sparingly, monitor learners' focus, vary how you drill and don't drill for too long.

Grammar drills

- **To practise short answer forms**: The teacher can ask the learners yes-no questions such as *Are you English? Are you married?* eliciting appropriate short answers such as *Yes, I am / No, I'm not*. When learners are familiar with the drill, have them continue in small groups, taking turns to provide the prompts.

- **To practise forming sentences**: Give the learners key words and indicate by gesturing thumbs up or down whether the sentence should be positive or negative, e. g. *like / cheese* showing thumbs down to elicit *I don't like cheese / you don't like cheese / she doesn't like cheese*, etc.

- **To practise all forms of a new tense**: Provide prompts and visual clues: show two thumbs up and say *I live in Munich*, then shrug your shoulders and show palms up and an enquiring expression to elicit the question form: *Do I live in Munich?* Show one thumb up for *Yes, I do* and then one thumb down for *No, I don't*. Then show two thumbs down for *I don't live in Munich*. Call out a new subject pronoun and repeat. Substitute prompts such as *I'm wearing jeans today* to drill other tenses.

The Extra Practice sections contain exercises with recordings that learners can listen to and repeat, such as the forms of the verbs *to be* and *to have*, which can also be used in class as a drill.

It's important to give learners as many opportunities as possible to practise new grammar structures. There are many different ways to do this in the classroom, and whilst the focus at the beginning should be on accuracy, it is a good idea to vary the practice and try and make it fun.

Grammar practice

- **Sorting activities**: For example, to practise comparative and superlative forms, write adjectives on cards and have learners sort them according to how the comparative and superlative are formed (with *er / est* or *more / most*). Then learners make sentences using the comparative and superlative forms. You could also use regular / irregular verbs.

- **Tic-tac-toe**: Create grids of 3 x 3 and write +, - and ? symbols at random in the squares. To make it more challenging, use cards with verbs or topics such as hobbies, clothes, family. Learners play in pairs and have to form a positive or negative statement or a question to win the square. Three in a row wins.

- **Gap-fill exercises**: Gap-fill exercises are useful for practising verb conjugation. Learners are given the infinitive form of the verbs and fill in the gaps in the text with the correct forms. Depending on the text, this could also focus on other parts of speech such as prepositions or pronouns.

- **Information gaps**: This activity is particularly useful for practising question forms, which is essential for successful communication. Learners work in pairs with the same text, though each text has different information missing. Learners first prepare the questions they need before taking turns to ask each other for the missing details.

10 Vocabulary

One of the biggest challenges in learning a new language is acquiring and retaining new vocabulary. Encouraging learner autonomy can lead to more successful language acquisition and *Go for it!* uses photos and short texts to encourage learners to "discover" the meaning of new words, and rely on their own knowledge and experiences to support them. Research shows that new words can be learned more easily when they are linked to existing knowledge. Also, personal interest in a particular area of lexis, and its perceived importance, have an impact on learners' ability to memorise vocabulary as they will tend to use these words more frequently. The active and repeated use of vocabulary plays an important part in the learning process. It is important therefore to explain to learners that they should personally select vocabulary that is important and relevant to them and not try to learn every new word they encounter. Another criterion is, of course, how often a word is used by native speakers. In the word list at the back of the course book the most frequently used words are marked with three stars according to the *Macmillan English Dictionary*.

Go for it! recycles vocabulary regularly throughout the units. On average, learners can remember about 10-20 new lexical items, depending on the factors mentioned above, per class lesson, and overall will need to encounter those items about 10-15 times to be able 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 knowledge with existing knowledge. For these reasons, it is insufficient for learners to simply learn word lists at home; they need to repeatedly and actively use new lexis, in varied and stimulating contexts, not only at home but also in the classroom.

It is also beneficial to activate the senses to stimulate the brain and promote acquisition. Visual learners respond best to things they see, auditory learners prefer to hear things, and kinaesthetic learners learn best when they can move or feel something. Different learner types will find different activities helpful for learning new lexis. See the practice ideas for different learner types below.

Tip: Why not encourage learners to write example sentences, find out an antonym or synonym if appropriate, or make a sketch when recording new lexis in addition to noting the translation in their first language. Recording lexis actively and personally aids acquisition and retention.

Vocabulary practice

- **Labelling**: When revising lexis it's helpful to use visuals to reinforce meaning. Give learners a picture, or pictures, of the area of vocabulary to be practised and have them label the things they see. Writing reinforces the acquisition process and helps with spelling. This is particularly useful for visual learners.

- **Sorting activities**: Use mind maps to generate vocabulary associated with a particular topic. Brainstorm in plenary and elicit vocabulary that the learners already know. Mind maps are really useful for visual learners. You could then have learners play "odd word out" with the lexis. Learners create groups of 3 or 4 words, where one word doesn't belong. For example: *swimming, skiing, reading, jogging* (reading is not a physical activity). You can also encourage learners to record word families (words with the same root, for example *marry, marriage, married*) and lexical sets (words relating to a particular topic, for example *meat, vegetables* and *cheese* belong to the lexical set *food*) which are important for them.

- **Taboo**: Write the words to be revised on cards and have learners work in pairs. They should explain the word on the card or make a sentence leaving the word out. Their partners guess the word, e.g. for *chair*: *A … is something you sit on*. This works well with all learners, especially auditory and kinaesthetic types. Encourage autonomy and have learners select the lexis and write the cards.

- **Miming**: This lively activity is particularly useful for action verbs. Demonstrate first by miming an action such as *drive*, and learners guess what you are doing. Then learners continue in groups and pairs. This activity is ideal for kinaesthetic learners.

- **A memory game / dominoes**: To practise collocations, prepare memory cards for 15-20 known collocations and learners take turns to turn over two cards to find the matching pairs. The player with the most pairs at the end wins. Alternatively, make dominoes with the collocations with which learners play. For example, for the topic *work and hobbies*: *do / the gardening, cook / the dinner* or *write / an email*. Learners match the dominoes then ask their partners questions with the phrases. These activities are great for visual and kinaesthetic learners.

- **Crosswords**: These are a fun activity for reviewing lexis. Learners can complete crosswords from the teacher, or you can encourage them to prepare a crossword puzzle themselves. There are many free crossword generators online and learners simply choose the "answer" words they want and then write simple clues. You can set up crosswords as an information gap too. These are great for all learner types.

11   Listening

Listening skills are vital when learning a new language. Beginners, in particular, struggle to understand native speakers because they are generally unfamiliar with sentence structure, contractions and vocabulary. This can be frustrating and demotivating. In order to support learners, the listening texts in *Go for it!* are spoken by native speakers using natural intonation patterns, but a little more slowly than normal. This reflects reality, as, in most cases, a native speaker on the street would naturally adapt his language to accommodate the ability of the non-native speaker.

It's important that learners develop listening strategies to help them pick out the information they need. 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 will become more confident as they progress.

Tip: Help learners overcome their fear of listening activities by explaining that not understanding everything the first time they hear a text is normal. Learners first have to get used to the "sound" of the language. Encourage learners to listen to the flow and overall intonation of English. Prepare the listening activity and give learners a reason for listening, for example to listen for the train departure time or the track number. Tell learners the topic of the recording and elicit words they might expect to hear. Discourage direct translation into learners' own language. While this is a natural thing to do, highlight that it won't help them long-term.

Types of listening

- **Listening for gist:** The listener gets a general overview of who is speaking and what the situation is, such as looking for the weather report on the radio. A suitable task for this type of activity might be to match photos to the speakers, identify how many people are speaking, or determining whether the speakers know each other.

- **Listening for specific information:** The listener listens for a piece of information, for example the gate number in an airport announcement. In the classroom, learners could listen and number the order in which something happens.

- **Listening for detailed understanding:** The listener understands the entire text, for example walking directions to the train station. To practise this type of listening in the classroom, learners could listen and mark the route on a map.

Phases in a listening activity

1. **Pre-listening:** This sets the scene, provides context and can include pre-teaching vocabulary. This is often done with pictures or a question for the learners. For example, learners discuss what they talk to their neighbours about, and then listen to this situation.

2. **Listening (for gist / for specific information / for detailed understanding):** Learners are given one or more listening tasks, depending on the type of listening and the aim of the activity. Make sure learners know exactly what information they are listening for by focusing on the step in the book carefully before playing the recording. Play the recording as many times as necessary for learners to complete the task.

3. **Post-listening:** Activities depend on the listening and can include role-playing a similar situation, focusing on important areas of lexis and highlighting the intonation used.

12 Speaking

The aim of creating *Go for it!* was to enable learners to become competent communicators, which means they need plenty of opportunity to communicate and practise. Learners often don't have much chance to use English outside the classroom and so all units focus on speaking and communication activities. Topics cover everyday situations that learners are familiar with and generally happy to talk about such as shopping, hobbies and free-time activities and functions like greeting and introducing someone, socializing, asking for information, answering questions, and making requests. Speaking activities are varied and include short presentations, discussions, interviews, ranking activities and extended role-plays in the tasks. Although learners can find role-plays unnatural at first, they provide

a clear context for using the target language. It's important to establish a relaxed atmosphere in the classroom where learners won't worry about making mistakes and will feel free to communicate as best they can.

Pronunciation is an important element in giving learners the confidence to speak. Many learners don't say anything because they fear they won't say a word or sentence correctly. However, the interlocutor would also make an effort to understand what the speaker is saying, so encourage learners to try and not be inhibited by a fear of mistakes. Also, raise awareness of the overall intonation and musicality of English. In addition, there are pronunciation exercises in each of the Extra Practice sections of the book.

Many learners fear that they won't know what to say or how to respond in real situations. *Go for it!* includes plenty of authentic lexical chunks and there are many model dialogues for speaking tasks in the Classroom Activities. Have learners try these first, perhaps in closed or open pairs or in groups, and give feedback on pronunciation before learners personalise the dialogues.

Tip: When modelling language for the learners, use your natural accent and if this is different from the recording, simply explain that this is one of the interesting aspects of English and the same occurs in German too. Select how you model language according to which difficulties you anticipate learners will have. Sometimes particular vowels or consonant clusters in a word are a problem and you will find guidance in the units where this might occur. Model the words in isolation and then in context. You might want to have learners repeat in chorus, or individually. When modelling sentence stress, consider using visual and auditory support by underling the stressed words on the board and clapping your hands or clicking your fingers as learners say the phrases with you. Many adult learners feel frustrated if their pronunciation is not perfect, and it's helpful to remind them of the broad variety of accents amongst native speakers and that a mild accent should not prevent successful communication.

The model dialogues and other texts in *Go for it!* can also be used to model language, but make sure learners have a chance to read them through first and listen to the pronunciation and intonation. Shadow reading, where learners read out loud along with you or the recording, is a useful way of practising pronunciation. Keep the pace appropriate. Most reading texts are not on the class CD, so you will have to model the texts first, keeping in mind that they were written to be read, not heard, so you might want to prepare this and make sure you're comfortable reading the texts aloud.

When doing a speaking activity, it's important to focus on either fluency or accuracy. Stopping learners for correction during fluency activities is usually counterproductive. Monitor discreetly and provide feedback at the end of the activity. When focusing on accuracy, usually on specific language areas, monitor actively and correct mistakes during controlled practice, either with individuals or in plenary as appropriate.

Phases in a speaking activity

1. **Preparation:** The speaking activities in *Go for it!* are well-structured and set up. Depending on your learners though, you could elicit useful vocabulary and write it on the board. Also bear in mind your learners' level and make sure they have sufficient time to prepare. It's important that learners understand that they shouldn't translate. They should use their existing knowledge to solve the task. Developing this strategy early on is essential for communicative competence.

2. **Speaking:** This should be set up according to the aim of the activity, including whether the focus is on fluency or accuracy. Learners could use a listening text as a model, use the model dialogues in the units and modify them, make notes on a given topic they can then refer to, or speak without preparation using guiding questions.

3. **Feedback:** Whilst monitoring, make a note of different kinds of errors: pronunciation, vocabulary, grammar and style. It's useful for learners to analyse their own performance and communication strategies. Did they have, for example, all the lexis they needed and if not, how did they cope with this? Encourage learners to share their tips and strategies.

13   Reading

Reading is a valuable help in learning a new language, but complicated texts can be frustrating for beginners. *Go for it!* uses texts which are realistic but at an appropriate level. They reflect modern day technology, so are typically in the form of emails, social networking and chats. In addition, learners enjoy extended reading practice in the reading magazines after every four units, as well as in the *Go for it! Intensivtrainer*.

As the course progresses, reading texts become longer and more complex. At A1 learners should not be asked to read longer texts aloud unless this supports the aim of the reading task or provides preparation for a speak-

ing activity and is well-prepared first. For example, the text in Unit 5 6a, can be used to practise the pronunciation of the years and as a model for the task on Page 75.

It's not necessary for learners to know every word or structure to be able to complete the reading tasks. When learners understand this they will probably be keener to read more outside of the classroom too. *Go for it!* helps learners develop reading strategies and become competent readers by using a variety of text types and tasks.

Types of reading:

- **Reading for gist:** A reader skims a text quickly to get an overview of the content. For example, the reader identifies the concerts section of an entertainment programme. A suitable task for this type of reading might be to identify the type of text and choose an appropriate heading.

- **Reading for specific information:** Readers scan the text to identify some specific information, for example, which pop bands are playing on Friday. A suitable task might be to read a text and do a true-false exercise.

- **Reading for detailed understanding:** A reader finds out the all the information in a text, for example, all the details of a specific concert (description of the group, date, time and location of the concert, ticket price, etc.) A possible reading task would be for learners to read the text and answer questions on particular details.

Phases in a reading activity

1. **Pre-reading:** The theme of the reading text is introduced, for example by using pictures, brainstorming and sorting vocabulary or speculating about the details of the text based on two or three key words.

2. **Reading (for gist / for specific information / for detailed information):** Learners are given one or more reading tasks. For example, they could highlight the passages they understand, or select say five words that they can ask you or a partner about. Encourage learner autonomy and confidence by having learners compare their initial understanding of the text with a partner. Text jigsaws are fun and encourage team work, taking the pressure off individuals.

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

14 Writing

Writing, apart from notes to oneself, is usually for the purpose of communicating with others. When learning a foreign language, writing supports the acquisition of new vocabulary and grammar and retention in long-term memory. It is a valuable part of learning for all learner types. In *Go for it!*, learners are given the opportunity to practise their writing skills in some of the tasks, and particularly in the Extra Practice exercises, allowing more speaking time in the classroom.

Types of writing

- **Writing to support speaking:** We often write down our thoughts to aid in speaking, such as for a telephone call or a presentation. Learners make notes before role-playing a phone call or to brainstorm useful phrases for a specific function like making a request. We do this in our native language and it is a useful learning strategy as well.

- **Communicative writing**: This consists of communication in written form, such as emails, letters, and reports. In the classroom, learners might use given key words or a framework and write an email to reserve a hotel room or write a greeting in a birthday card.

- **Creative writing:** Written language is often in the form of imaginative and creative texts, such as a poem for a birthday greeting. In the language learning lesson, learners can use their imagination or past experiences to write a story or describe a perfect day they've enjoyed.

Phases in a writing activity

1. **Preparation:** In plenary or in groups, learners discuss ideas, style and layout for a text and collect useful vocabulary.

2. **Text production:** Learners 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: Hi, I'm Peter

The story: Peter Kline's friends throw a surprise birthday party for him at the Golden Lion Pub.

1   What's your name?

Aim:	Learners will be able to introduce themselves to others and respond appropriately when meeting someone for the first time.
Grammar:	–
Lexis:	language of meeting and greeting

a   Ask learners to look at the photo and the list of options. Model the items for pronunciation. Then learners tick the correct option. Check with a simple question like *What's correct?*

Key: birthday party

b   Tell learners this is a conversation you can hear at a birthday party, but it is mixed up. Allow learners to read the jumbled dialogue first and then play the recording. Learners number the lines whilst listening. Stronger groups might be able to sort the dialogue and use the listening to check. Allow learners to practise this dialogue in pairs. There is a lot of vocabulary here so encourage learners to focus only on introductions as the other elements are practised later (Don't over emphasise the pronunciation of *birthday* here, for example).

Extension activity: Copy each line from the conversation onto individual slips of paper. Mark the first line with the number 1. Mix the papers and give each learner one slip of paper. The learner with the first line reads his or hers out loud and then the learner with the next line and so on until the conversation has been read. Depending on the number of learners in the class, this can also be done in groups.

Language info: Check learners understand *Nice to meet you!* is approximately *Schön, Sie / Dich kennenzulernen* in German. *Nice to meet you!* can be used in many social situations, formal and informal, but is only used when meeting someone for the first time. It should not be confused with *Nice to see you!* which is used when seeing someone you already know.

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