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Auszug aus:

Go for it! Niveau B1 - mit Audiodateien

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Introduction

1 Overview of *Go for it!*

Go for it! B1 is a communicative English course for adults. It consists of:

- *Go for it! B1 Kurs- und Arbeitsbuch Englisch* (ISBN 978-3-19-102940-1), also available as a digital edition (ISBN 978-3-19-252940-5);
- *Go for it! B1 2 Audio-CDs zum Kurs- und Arbeitsbuch* (ISBN 978-3-19-112940-8);
- *Go for it! B1 Intensivtrainer* (ISBN 978-3-19-012940-9);
- *Go for it! B1 Teacher's Resource Book* (ISBN 978-3-19-032940-3);
- supplementary materials and exercises at www.hueber.de/go-for-it.

Go for it! is an English course designed for use in the classroom. 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 always manageable, so 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 the latest neuroscience teaching methods 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! B1 typically presents British English, but some differences between British and American English are also explained.

The 12 units in the *Go for it!* coursebook are made up of Classroom Activities (CA) and Extra Practice (EP). The Extra Practice activities can be done either in class or at home. Each unit ends with an authentic task which allows students to practise the main lexical and grammatical elements they have learned. After every four units, there is a reading and listening magazine and a progress check for self-evaluation.

A song or video has also been specifically written for each unit, and accompanying worksheets are available to use in the classroom and at home. These songs, videos and worksheets are available online at www.hueber.de/go-for-it and can be easily accessed via the QR code at the end of each unit. The songs are also on the audio CDs that are available separately.

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

The *Teacher's Resource Book* contains two photocopiable worksheets for each unit of the coursebook. These additional activities correspond to specific exercises in the coursebook and help learners produce the newly acquired language in different contexts. They can also be used as revision exercises.

Finally, on www.hueber.de/go-for-it you'll find free templates and materials corresponding to selected Classroom Activities, as well as the songs, videos and accompanying worksheets and additional exercises for learners.

2 Aims

Communicative competence

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

Intercultural competence

A subset of communicative competence is intercultural awareness. This includes, for example, knowledge about a given country and its culture, people, typical gestures, etc. The listening and reading texts in the coursebook provide interesting information about the English-speaking cultural world and offer many opportunities for class discussion. At times the learner is invited to self-reflect, i.e. be aware that his or her own habits and ideas exist among many other possible perspectives, and that other ideas regarding the distribution of roles, politeness, time management, recreation, the meaning of life, etc. also exist. 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 their needs and expectations.

3 Level

Go for it! B1 covers the content of level B1 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*). This puts the focus 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 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: Draw learners’ attention to the *Now I can ...* boxes sprinkled throughout the Extra Practice section of each unit. These help learners 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 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 for language learners to forget portions of the material learned in previous units. Therefore, it is important to provide plenty of

repetition. You can actively involve students in refreshing material: 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. You could use the photocopiable games in the *Teacher's Resource Book* for revision a couple of weeks after the language has been introduced.

5 Learner autonomy

An important objective of the CEFR is the promotion of learner autonomy. This does not simply mean that learners spend time outside of class doing homework, but that they take responsibility for continuing to learn independently, in the context of lifelong learning. The aim is for students 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 students can consciously make their own learning more effective. Since learners have different backgrounds (e.g. language learning experience, 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.

Discovery learning takes place throughout *Go for it!*, meaning that learners use 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 (the whole class), and to praise them for their thoughts as well as their language production. 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.

The European Language Portfolio

The *European Language Portfolio* was developed to encourage learner autonomy. It allows each learner to 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 students to reflect on their motives for language learning, along with their language experiences and levels, learning strategies and aims. Learners can use the 'Can Do' 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 (in German), 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 *Tip* 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 to make learning more effective, each learner should reflect on his or her own 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, providing learning strategies and answering questions.

Tip: These *Teacher's Notes* present the learning aims for every step of each unit. Discuss the learning objectives at the beginning of each lesson, make the relevance of the lesson aims clear, encourage learner input, and summarise the things that learners can do by the end of the lesson. Encourage learners to discuss the learning process and learning strategies with you and the other course participants as the semester progresses.

6 Mixed-level groups

Some classes have learners with varying levels of knowledge and ability, and with very different aims. Some students might have the opportunity to hear and speak English at work or during frequent travel. These learners may feel bored whilst others with less experience with English feel overwhelmed. In this case, it may be useful to divide the participants into small groups. Whilst the group of 'faster' learners 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 support the weaker one. These *Teacher's Notes* also provide 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 teaching environment, with an emphasis on learner autonomy, 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 interaction patterns during the lesson is recommended. Some tasks are best carried out in plenary, whilst others are well suited for working in small groups, pairs or even individually. A relaxed atmosphere in class is very important so that 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 or 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, 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.

Forming pairs and groups

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

- **Numbers / letters:** 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 related to the topic of the lesson into pieces. Each learner gets a piece and mingles, looking for others with pieces belonging to the same picture. Those learners then work as a group.

- **Vocabulary:** Write down words or expressions on cards. Each learner receives a card and goes around the room looking 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 *furniture*).
- **Mini dialogues:** Write a question on one card and one or more corresponding answers on other cards. Each learner gets a card, walks around the room and finds his or her partner(s) by asking or 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, height or time it takes to get to class, and then simply divide the line into pairs or groups.

8 Error correction

When learners work in small groups or pairs, it is not always 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 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.

This guide includes information on typical grammar and lexical items which often 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 immediate, detailed correction is in order. 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 addressed at the end of the activity to avoid interrupting the flow of communication. Sensitivity to the type of error (understanding or ability) is also necessary when evaluating whether to encourage self-correction or peer-correction, both of which are important for autonomous learning.

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 of these has a corresponding, more detailed section in the Extra Practice in the form of *See it* (structures are clearly presented), *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 coursebook.

The grammar progression develops naturally throughout the book and reflects the frequency and patterns of usage in natural speech. Students are encouraged to learn lexical chunks to improve fluency.

Whilst *Go for it!* introduces grammar in communicative activities, drilling can help students with structures that might be difficult to pronounce, or where the grammatical item is often misused by learners. Drilling involves repetition of a form or structure so that learners gain confidence with it and can use it without thinking. The teacher models first and learners repeat, either as a group or individually. Use drills sparingly, monitor learners' focus and vary the types of drill you use.

Grammar drills

- **To practise short answer forms:** Ask yes-no questions such as *Did you use to listen to records?*, eliciting appropriate short answers such as *Yes, I did / No, I didn't*. When learners are familiar with the drill, have them continue in small groups, taking turns to provide the prompts.
- **To practise forming sentences:** Give learners keywords and indicate by gesturing thumbs up or down whether the sentence should be positive or negative. For example, say *like / junk food* with a thumbs down gesture to elicit *I don't like junk food / you don't like junk food / she doesn't like junk food*, etc.
- **To practise all forms of a new tense:** Show two thumbs up and say *I have visited Dortmund*, then shrug your shoulders and show palms up and an enquiring expression to elicit the question form: *Have I visited Dortmund?* Show one thumb up for *Yes, I have* and then one thumb down for *No, I haven't*. Then show two thumbs down for *I haven't visited Dortmund*.

Call out a new subject pronoun and repeat. Substitute prompts such as *I'm wearing jeans today* to drill other tenses.

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 to 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:** Draw 3×3 grids and write +, – and ? symbols at random in the squares. 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. To make this more challenging, use cards with verbs or topics (e.g. hobbies, clothes, travel) and have learners form a statement or question using the card they have drawn.
- **Gap-filling 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 form. 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, an essential skill for successful communication. Learners work in pairs with the same text, though each text has different information missing. They take 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 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, relying on their own knowledge and experiences. Research shows that new words can be learned more easily when they are linked to existing knowledge. In addition, personal interest in a particular area of lexis and its perceived

importance have an impact on learners' ability to memorise vocabulary, as learners 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 select vocabulary that is relevant to them rather than trying to learn every new word they encounter. Another criterion is, of course, how often a word is used by native speakers. The words in the alphabetical list at the back of the coursebook are marked with one, two or three stars to show their frequency of use according to the *Macmillan English Dictionary*.

Go for it! recycles vocabulary regularly throughout the units. On average, learners can remember about 10 to 20 new lexical items per class session, and they need to encounter these items some 10 to 15 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 learners to simply study word lists; they need to repeatedly and actively practise new lexis, in varied and stimulating contexts.

It is also beneficial to activate the senses to stimulate the brain and promote acquisition. Different learner types will find different activities helpful for learning new lexis. 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. See *Vocabulary practice* below for ideas for each learner type.

Tip: Encourage learners to write example sentences, find an antonym or synonym, 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, which are really useful for visual learners, to generate vocabulary associated with a particular topic. Brainstorm in plenary and elicit vocabulary that the learners already

know. You could then have learners play “odd word out” with the lexis: Learners create groups of three or four words, including one word that doesn’t belong, e.g. *swimming, skiing, reading, jogging* (reading is not a physical activity). You can also encourage learners to record word families (words with the same root, e.g. *marry, marriage, married*) and lexical sets (words relating to a particular topic, e.g. *windy, cloudy* and *sunny* belong to the lexical set *weather*) which are important for them.

- **Describing words:** 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, e.g. for *chair*: *a thing which you sit on*. Their partner guesses the word. This works well with all learners, especially auditory and kinaesthetic types. Encourage autonomy by having 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 having learners guess what you are doing. Learners then continue in groups or pairs. This is ideal for kinaesthetic learners.
- **A memory game:** To practise collocations, prepare memory cards for 15 to 20 known collocations. Learners take turns to turn over two cards to find the matching pairs and then ask their partner a question with the phrase. The player with the most pairs at the end wins. This activity is great for visual and kinaesthetic learners.
- **Crosswords:** This is a fun way to review lexis. Learners can complete crosswords made by the teacher, or they can prepare a crossword puzzle themselves. There are many free crossword generators online: Learners simply choose the ‘answer’ words they want and then write simple clues. You can also set up crossword puzzles as an information-gap activity. These are great for all learner types.

11 Listening

Listening skills are vital when learning a new language – and understanding native speakers is often a challenge. In order to support learners, the listening texts in *Go for it!* are spoken by native speakers using natural intonation patterns, but at a pace slightly slower than normal. This reflects reality, as, in most cases, native speakers on the street naturally adapt their language to accommodate the ability of a 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 listen is normal. Learners first have to get used to the 'sound' of the language. Encourage them to listen to the flow and overall intonation of English. Prepare the listening activity and give learners a reason for listening, for example to find out 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. Whilst this is a natural thing to do, highlight that it won't help them long-term.

Types of listening

- **Listening for gist:** The learner gets a general overview of who is speaking and what the situation is, such as searching 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 determine whether the speakers know each other.
- **Listening for specific information:** The learner 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 things happen.
- **Listening for detailed understanding:** The learner 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 a dialogue between neighbours.

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 before playing the recording. Play the recording as many times as necessary.
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 in speaking.

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. As learners often don't have much chance to use English outside the classroom, all the units focus on speaking and communicative activities. Topics cover everyday situations that learners are familiar with and are generally happy to talk about, such as shopping, hobbies and free-time activities, along with functions like greeting and introducing someone, socialising, asking for information, answering questions and making requests. Speaking activities are varied and include short presentations, discussions, interviews, ranking activities and role-plays. Although learners may find role-playing unnatural at first, this provides a clear context for using the target language. It's important to establish a relaxed atmosphere in the classroom so learners won't worry about making mistakes and will feel free to communicate as best they can.

Pronunciation practice is an important element in giving learners the confidence to speak. Many learners hesitate to speak because they fear they won't say a word or sentence correctly. However, anyone they talk to will almost certainly make an effort to understand what a language learner is saying, so encourage learners not to be inhibited by a fear of mistakes. Also raise awareness of the overall intonation and musicality of English. The Extra Practice sections include pronunciation exercises for each unit.

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 model dialogues for the speaking tasks. 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 learners, use your natural accent. 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; 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 underlining 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; it's helpful to remind them that even native speakers have a broad variety of accents and that a mild accent won't prevent successful communication.

The model dialogues and other texts in *Go for it!* can also be used as models for spoken production, but make sure learners have a chance to read through them first and hear the pronunciation and intonation. Shadow reading, where learners read out loud along with you or the recording, is a useful way of practicing pronunciation. Keep the pace appropriate.

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. Instead, 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.

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. It's important that learners understand 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. 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.

13 Reading

Reading is a valuable help in learning a new language. *Go for it!* uses texts which are realistic but at an appropriate level. Reflecting modern-day technology, they are often in the form of emails, social networking posts and chats. In addition, learners can enjoy extended reading practice in the reading magazines after every four units, as well as in the *Go for it! Intensive trainer*.

It's not always 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:** Learners skim a text quickly to get an overview of the content. For example, they might identify the type of text (e.g. the concerts section of an entertainment programme) and choose an appropriate heading.
- **Reading for specific information:** Learners scan the text to identify some specific information, e.g. 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:** Learners find out all the information in a text, e.g. all the details of a specific concert: the band, date, time, location, 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 keywords.

2. Reading (for gist / for specific information / for detailed understanding):

Learners are given one or more reading tasks. For example, they could highlight the passages they understand, or select five words to 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 teamwork, taking the pressure off individuals.

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.

14 Writing

With the exception of notes to oneself, writing usually has the purpose of communicating with others. When learning a foreign language, writing 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!*, learners are given the opportunity to practise their writing skills in some of the tasks, and particularly in the Extra Practice exercises, which can be given 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 for a telephone call or a presentation, and this is a useful learning strategy as well. Learners can make notes before role-playing a phone call or to brainstorm useful phrases for a specific function, like making a request.
- **Communicative writing:** This consists of communication in written form, such as emails, letters and reports. Learners might use given keywords or a framework and write an email to reserve a hotel room, for example.
- **Creative writing:** Written language is often in the form of imaginative and creative texts, such as a poem for a birthday card. In the classroom, 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 structure 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.

15 The structure of a lesson

It is helpful to have a clear structure for your lessons. Here is a suggestion, which can, of course, be varied according to learners' needs and the aim of a particular lesson.

1. **Warm-up:** Welcome the participants at the beginning and engage them in a little small talk. Many learners come to their English lesson after a full day's work or a stressful morning routine, so the aim of this phase is to ease them into using English.
2. **Discuss the homework:** There is an answer key for the Extra Practice exercises at the end of the coursebook, so you do not have to go through all of the exercises in every lesson. During this phase, you can answer any questions learners may have. Try to make this time as communicative and varied as possible.
3. **Introduce the aims of the lesson:** For the purposes of learner autonomy (see *Learner autonomy*, Page 7), it is important that you make both the aims and your approach transparent.
4. **New content:** New material is presented and practised with the help of the various activities, exercises and tasks in the Classroom Activities section of the coursebook. If necessary, the Extra Practice can also be referred to.
5. **Summary:** At the end of the lesson, the new content can be summarised and learners can reflect on what they have learned and ask any additional questions. Write the homework on the board.

Unit 1: Pleased to meet you!

The story: Tim, Lorna and Mark travel on business together.

1 Nice to see you again!

Aim:	Students are able to introduce themselves and greet other people.
Grammar:	–
Lexis:	language of meeting and greeting

Ice breaker: If this is a new group which hasn't worked together before, or a group with a number of new members, it is extremely helpful to the group dynamics to invest a significant amount of time in getting to know you / mingling activities before beginning with the book.

One idea: Write your name on the board. Then write seven items connected to you around your name. These could include the place you originally come from, a hobby, a family member, your shoe size ... Students ask you yes-no questions to guess how each item is connected to you. Then get learners to do this activity for themselves, either in small groups or as a whole-class activity using the board.

- a** Have students look at the picture and answer the questions in pairs, explaining why they give the answers they do.

Collect sample answers in plenary. Then draw students' attention to the speech bubble under the picture. This contains a number of functional phrases which – as in subsequent units – are also the titles of the sections. Have a few learners read these aloud, and then ask the class which of the phrases the people in the picture could be saying. (They are likely either greeting each other or saying goodbye, which means they could be saying either the first or the last phrase.)

- b** Students complete this task individually before discussing their answers in pairs. Check answers in plenary.

Key: a2 b1 c3 d3 e3 f1 g3 h3

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