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## Auszug aus:

*Ready Steady Go for it! Starter - mit Audio-Dateien*

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# Introduction

## 1 Overview of *Ready Steady Go for it! Starter*

This guide is aimed at teachers working with *Ready Steady Go for it! Starter*.

Like the other coursebooks of the *Go for it!* series, *Ready Steady Go for it! Starter* is an English course designed for use in the classroom with the aim of enabling adult learners to become proficient communicators in English. It was specifically developed for learners with no prior experience in learning English.

The course focuses on the most frequent grammatical and lexical items across a broad range of everyday situations. The progression is very slow, so that students can learn at their own pace and are motivated to continue learning. The structure and content of the course are 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, recurring characters and a strong, sometimes humorous storyline, evoking both an emotional and an intellectual response. A key feature of the course is the scope for personalisation in the practice stages.

The coursebook is divided into four units of Classroom Activities (CA) with corresponding exercises in the Extra Practice (EP) section, which can be done either in class or for home study. Each unit ends with a structured, authentic task which allows learners to practise the lexical and grammatical elements they have learned. A reading and listening magazine follows Unit 4.

A song or video has 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](http://www.hueber.de/go-for-it) and can be easily accessed via the QR code at the end of each unit's Extra Practice section. The songs are also on the coursebook audio CDs that are available separately.

The integrated *Intensivtrainer* is designed for autonomous learning at home and offers supplementary exercises on grammar and vocabulary for each unit of the coursebook, as well as a listening or reading corner with learning tips on how to listen to or read texts effectively.

This guide consists of two parts: *Teacher's Notes* and *Teacher's Resource Book*. The *Teacher's Notes* provide additional information about each activity in the coursebook, e.g. what the goal of the activity is, how to deal with it in a communicative way, and how you can adapt or extend it for the needs of your learners.

The *Teacher's Resource Book* offers photocopiable worksheets for eight communicative classroom activities (two per unit). In these activities, learners produce the newly acquired language in different contexts – this helps them to memorise the lexis and structures and eventually to use these fluently. Each activity corresponds to a specific exercise in the coursebook; it can be carried out directly after this coursebook exercise for consolidation, or later on for revision.

Sometimes the worksheets have to be cut up. It is a good idea to laminate the resulting paper slips or glue them on cardboard for durability, so you can use them again. There are various types of activities with different classroom interaction patterns: students interact in pairs, in groups or with the whole class in order to play games, do info-gap activities, etc. The focus of the activities is on speaking, but the other skills (listening, reading, writing) are practised as well.

**2 Aim****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. *Ready Steady Go for it! Starter* trains these skills in the classroom so that learners are able to use them outside the class.

**3 Level**

*Ready Steady Go for it! Starter* prepares adult learners for a course at level A1 of the Common European Framework of Reference for Languages (CEFR).

**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.

**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 that 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 *Ready Steady Go for it! Starter* 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 helps students to learn better and gives them 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 learners 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.

**5 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 – even at starter level. 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 learners to reflect on their own learning process: *Where am I? What are my goals? What steps can I take to achieve these goals?* And last but not least: *How do I learn efficiently and successfully?* Encourage awareness of different learner types so students can consciously make their learning more effective. Since 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.

### 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 s/he 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.

## 6 Mixed-level groups

Even at starter level, some classes have learners with varying levels of knowledge and ability, and with quite different aims. If you have a mixed-level class, 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. In this guide you will find 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 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 helps 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), 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 learners 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:** 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 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.
- **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.

- **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, nouns, etc.; for small groups: lexical sets, such as *food* or *family*).
- **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 simply divide the line into pairs or groups.

## 8 Error correction

When learners work in pairs or small groups, 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. This may come as a surprise to many adults, so take time to explain this and reassure learners 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 in order. 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 (understanding or ability) is also necessary when evaluating whether to encourage self-correction or peer-correction, both of which are important for autonomous learning.

## 9 Grammar

*A language is acquired through practice; it is merely perfected through grammar.*  
(Leibniz)

Grammar in *Ready Steady Go for it! Starter* 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 corresponds to a more detailed Extra Practice section 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 coursebook.

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.

Whilst *Ready Steady Go for it! Starter* introduces grammar in communicative activities, drilling can help learners with structures that might be difficult to pronounce, or where the grammatical item is often forgotten by learners, for example the auxiliary verb *do* in questions. Drilling involves continuous repetition of a form or structure so that learners gain confidence with it and use it without thinking. The teacher models first and learners repeat, either 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:** Ask learners yes-no questions such as *Are you Tim? Are you from Germany?*, 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 learners keywords 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.

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.

## 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 *Ready Steady Go for it! Starter* uses photos and short texts to encourage learners to “discover” the meaning of new words, relying 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. In addition, personal interest in a particular area of lexis and its perceived importance have an impact on learners' ability to memorise vocabulary, as they 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 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*.

*Ready Steady Go for it! Starter* recycles vocabulary regularly throughout the units. On average, learners can remember about 10 to 20 new lexical items per class session, and they will 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 at home; they need to repeatedly and actively practise new lexis, in varied and stimulating contexts.

Why not 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.

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.

### 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, with one word that doesn't belong. For example: *mother, brother, grandfather, friend* (*friend* is not a family member). You can also encourage learners to record lexical sets (for example, *tuna sandwich, apple* and *cheese* belong to the lexical set *food*) which are important for them. This is good for all learner types.
- **Miming:** This lively activity is particularly useful for action verbs. Demonstrate first by miming an action such as *drink* and having learners guess what you are doing. Learners then continue in groups or pairs. This is ideal for kinaesthetic learners.
- **A memory game / dominoes:** Prepare pairs of cards for 5 to 15 known nouns (e.g. *mother – father*) or verbs (e.g. *meet – met*). 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 nouns or verbs. Learners match the dominoes and then ask their partners questions with the phrases. These activities are 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 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 crosswords as an information-gap activity. These are great for all learner types.

## 11 Listening

Listening skills are vital when learning a new language. Beginners, who are generally unfamiliar with sentence structure, contractions and vocabulary, often struggle to understand native speakers. This can be frustrating and demotivating. In order to support learners, the listening texts in *Ready Steady Go for it! Starter* are spoken by native speakers using natural intonation patterns, but more slowly than normal. This reflects reality, as, in most cases, a native speaker on the street would naturally adapt his or her 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 *Ready Steady Go for it! Starter*, these strategies are taken into consideration, with listening tasks 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 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 find out the time of a meeting. 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 eavesdropping on a group of people. 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 bit of information, for example the time of a meeting or the names of certain family members. In the classroom, learners could listen and number the order in which something happens.
- **Listening for detailed understanding:** The learner understands the entire text. In *Ready Steady Go for it! Starter* this listening strategy is not trained, as it’s advisable that students at very low levels become good at listening for gist and for specific information before concentrating on an entire text.

### 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 type of holiday they prefer and then listen to this situation.
- 2. Listening:** 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 for learners to complete the task.
- 3. Post-listening:** Activities depend on the listening text and can include role-playing a similar situation, focusing on particular areas of lexis that are important, and highlighting the intonation used in speaking.

## 12 Speaking

The aim of creating *Ready Steady Go for it! Starter* was to enable pre-beginners to become competent communicators in certain situations, 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 units focus on speaking and communicative activities. Topics cover everyday (holiday-related) situations that learners are familiar with and are generally happy to talk about, incorporating functions such as greeting and introducing someone, socialising, asking for information, answering questions and making requests. Speaking activities are varied and include short presentations, discussions, interviews and role-plays. Although learners may 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 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 fear they won't say a word or sentence correctly, so they don't say anything at all. However, anyone a language learner talks to would normally make an effort to understand what he or she 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. In addition, there are (very easy) pronunciation exercises in each of the Extra Practice sections of the book as well as in the *Intensivtrainer* at the back of the book.

Many learners fear that they won't know what to say or how to respond in real situations. *Ready Steady Go for it! Starter* 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 dialogues and other texts in *Ready Steady Go for it! Starter* can 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 *Ready Steady Go for it! Starter* are well structured and set up. Depending on your learners, though, you could offer additional preparation by eliciting useful vocabulary and writing it on the board. Also be mindful of your learners' level and what they can realistically do, 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. 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, but complicated texts can be frustrating and off-putting to beginners. *Ready Steady Go for it! Starter* uses carefully written texts which are natural and realistic but at an appropriate level. Reflecting modern-day technology learners will be using, they are typically in the form of social networking posts or online chats. In addition, learners can enjoy more extended reading practice in the reading magazine and the *Intensivtrainer*. As the course progresses, the reading texts gradually become longer and more complex.

It's not always necessary for learners to know every word or recognise the grammar to be able to successfully complete the reading tasks. When learners understand this they will probably be keener to read more for pleasure outside of the classroom too. *Ready Steady Go for it! Starter* helps learners develop successful reading strategies and become competent readers by using lots of different kinds of authentic text types and a wide variety of reading tasks.

### Types of reading

- **Reading for gist:** A learner skims a text quickly to get an overview of the content. For example, the learner identifies the menu of a pub. A suitable task for this type of reading might be to identify the type of text and choose appropriate headings.
- **Reading for specific information:** Learners scan the menu to identify some specific information, for example, what food and drinks they can order. A suitable task might be to read a text and do a true-false exercise.
- **Reading for detailed understanding:** A learner finds out all the information in a text, for example, all the details of a menu (food, drinks, 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:** Learners are given one or more reading tasks, depending on the type of reading and the aim of the activity. For example, they could highlight the passages they understand, or select, say, five words to ask you or a partner about. Encourage learner autonomy and confidence by having learners compare their initial understanding of the text, based on the reading task, 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. Other task ideas include asking and answering detailed questions or writing an appropriate response.

**14 Writing**

Writing usually has the purpose of communicating with others. When learning a foreign language, it also helps students acquire new vocabulary and grammar and transfer them to the long-term memory. In *Ready Steady Go for it! Starter*, learners can practise their writing skills – individually, in pairs and in groups – in many tasks.

**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 phone call. Learners can take notes before role-playing or to brainstorm useful phrases for a function like making a request.
- **Communicative writing:** This consists of communication in written form, such as short messages or postcards. In the classroom, learners might use given keywords or a framework and write a text.
- **Creative writing:** Written language is often in the form of imaginative and creative texts. In the language-learning lesson, learners can use their imagination or past experiences to write a story or describe what they did during a holiday.

**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.

**15 The structure of a lesson**

It is helpful to have a clear structure for your lessons.

**Possible phases in a lesson**

1. **Warm-up:** Welcome the participants at the beginning in very simple English. 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 und *Intensiv-trainer* exercises at the end of the coursebook, so you do not have to go through all of the exercises in every lesson. You can discuss any difficulties and indicate where further practice is necessary. Make this time as communicative and varied as possible.
3. **Introduce the aims of the lesson:** For the purposes of learner autonomy, 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 content of Phase 4 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 Welcome to London!

**The story: A family from Munich, a backpacker from San Francisco and an older woman from Glasgow check in at a small hotel in London and get to know each other.**

## 1 Taxi! Taxi!

Aim:	Students gain confidence by discovering that they already know some English words.
Grammar:	–
Lexis:	international words in English

- a** Hold the coursebook page up at students' eye level. This works well if you are standing up and the students are seated. Moving your finger along the words in the title announce, *Welcome to London!*

Still holding up the book, point to your eyes and clearly say, *Look!* Point dramatically to the photos and add, *at the photos.*

Point at the German translation and additional instructions and say these aloud. Students then work alone before comparing their answers in pairs. Check answers in plenary, writing the answers on the board.

**Key:** bus, stop, taxi, telephone, hotel

Eagle-eyed students may also find the words *gate* (which they may be able to connect to airports) and *warning*. Praise the students for finding these words, but tell them that they have “overachieved”.

**Teaching tip:** Many students in your class will never have learned English before. Some may not have learned any language before. So that students are not overwhelmed, keep language short and simple, miming instructions when saying them.

- b** Cup your hand behind your ear and say, *Listen!* Add, *and number the words*, writing numbers randomly next to the words you wrote on the board after the last activity. Then erase the numbers from the board. Point at the instructions in 1b. Students work alone to number the words while listening to the audio.

Check answers in plenary by getting one student to say the first word, then his or her neighbour to give you the second word. Continue along the row until all five words have been said in the right order. Write the correct numbers next to the words on the board.

**Variation:** As 1c focuses on pronunciation, you may wish to get students to write the answers to 1b on the board. Prepare the board by writing 1, 2, 3, 4, 5 with a generous space next to each number. Invite a student to come up to the board to write in the first word, then pass the chalk / marker on to a classmate to write the next answer.

**Teaching tip:** The act of writing helps students remember new vocabulary by activating several parts of the brain. This is particularly beneficial for any students coming from a background with a non-Latin script.

**Key:** 1 taxi 2 hotel 3 telephone 4 bus 5 stop



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## Auszug aus:

*Ready Steady Go for it! Starter - mit Audio-Dateien*

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