

Unit 1: Nice to meet you!

The story: Debbie, an American, meets Susan, a Brit, outside a London cinema. They make small talk.

1 There's always a queue on Saturdays

Aim:	Learners are able to speculate about a queue and talk about their own experience with queuing.
Grammar:	present simple
Lexis:	language of deduction, frequency adverbs

- a Ice breaker:** Write the following prompts on the blackboard and complete the sentences with your information, preferably in a second colour.

My name is ...

I work ...

I often ...

I sometimes ...

I never ...

Ask learners to write the prompts on a piece of A4 paper and complete the sentences for themselves. They need to write clearly enough for the group to be able to read the sentences from a distance.

Ask a couple of learners to read their sentences aloud. Then point at a learner and ask “What is his name?” “Where does he work?”. Encourage learners to respond in the third person.

Point at two students who have something in common and ask “What do they ...?”.

Continue with questions such as “What do I...?”, “What do we...?”. Change the subject of the question regularly. Encourage strong students to continue asking similar questions.

You may wish to respond to stronger students with sentences such as “Is he ... (-ing) at the moment?” “No? What is he doing at the moment?”. Remind learners that there are two present tenses – one for regular actions and one for what someone is doing at the moment. This exercise would be especially beneficial for ‘false beginners’ – students who have

not learnt in a structured, linear fashion, or who have remnants of English knowledge from their time in school.

Look at 1a. Ask learners to look at the photo in pairs and discuss what they can see. Encourage learners to use the vocabulary they may have learned from A1, such as clothes. Ask for feedback in plenary. Ask learners to discuss in pairs where the people are, modelling and drawing attention to the structures *maybe* and *I think*

- b** Draw attention to the question and options in 1b. Ask learners to work individually to choose an appropriate answer. Draw their attention to the empty lines in the options, encouraging particularly strong students to write their own options. Collect feedback in plenary, accepting all ideas. (The answer appears in the audio exercise 2a on the next page.)
- c** Draw learners' attention to the question and ask them to answer in pairs.

Extension: Write the frequency adverbs *always*, *often*, *normally*, *sometimes* and *never* in order on the board. Ask students to write five answers to the question in 1c, with a different frequency adverb in each answer. Start by giving an example (*I never wait in a queue at the clothes shop, because I buy clothes online*). Elicit an example from the class for *never*. Then, give students five minutes to write five sentences of their own. Monitor to help with difficult language, and encourage learners to use resources such as each other or a mobile dictionary app. Collect feedback as a group and give a small prize for the funniest answer.

2 By the way, I'm Debbie

Aim:	Learners are better able to engage in small talk with someone new and find out basic information about them.
Grammar:	present simple questions
Lexis:	small talk

- a** Draw learners' attention to the questions, ensuring they still know the meaning of 'queue'. Then, play the audio. Before you press play, it is a good idea to manage learners' expectations by telling them how long the running time is. This can be found on the device's screen.

Encourage learners to compare their answers as a pair before they share their answers with the whole group. If a weaker student knows he or she has the same answer as their partner, he or she is more likely to offer the answer to the group.

Key: 1 no 2 to see a film premiere

- b** Learners complete the exercise alone and then compare their answers in pairs. Then they listen to the audio a second time to check their answers. Collect answers in plenary, encouraging learners to answer in full sentences so you can correct any structural issues, such as the s-ending on the verb in the third person singular.

Key: 1 America 2 American football 3 She's an IT manager. 4 twice a week 5 London 6 films

- c** Read the instructions and ask the first two questions in plenary. Ensure that learners do not confuse “*What do you do?*” with the older phrase “*How do you do?*”.

Teaching tip: Ask learners to *tick* appropriate questions and *cross out* inappropriate questions, ensuring that they know the meaning of these verbs. These words are also useful for the survey on the next page.

Key: Culture and context play a large role in this exercise. Adult learners will have their own opinions. Encourage discussion in English.

- d** As in course book.

Teaching tip: You can put learners in a ‘queue’ by asking them to find out who lives the furthest distance from the classroom. Learners ask each other questions such as “How far away do you live?” / “Where do you live?”, practising both the present simple tense and numbers. They then use this information to line themselves up in ascending order.

Extension: Learners can create a ‘new identity’ for themselves by making up answers to the questions in 2c before proceeding to 2d.

Further practice: *Go for it! A2 Teacher's Resource Book*, Unit 1, Activity 1 “The best moment”

3 I'm interested in films

Aim:	Learners are able to talk about films and the cinema.
Grammar:	–
Lexis:	<i>to be interested in sth.</i>

- a Lead-in:** Direct learners' attention to the photos and ask them what they know about the three actresses.

Direct learners' attention to the instructions in 3a. Learners complete the survey alone. Circulate in case there are any questions. Collect full sentence answers in plenary, focussing on structural and pronunciation issues. (The answer to the first question was in the audio 2a on the previous page.)

Teaching tip: Draw learners' attention to Question 6, "Which of these things are you interested **in**?". Ask them to look at the verbs in the box and point out that they all end in **-ing**.

Language info: German speakers will often try to say *interested for* due to L1 interference. The concept of the gerund is also challenging for many German-language speakers. It is worth drawing attention to the three occurrences of *in* in this phrase – **interested in -ing** – to make it easier for learners to remember both the dependent preposition and the use of the gerund.

Key: 1 Jennifer Lawrence 2 gold

- b** Learners do the activity in pairs for five minutes.

Teaching tip: Monitor language and write any mistakes on the board, being careful not to identify the 'culprit'. After the speaking exercise, learners work together to correct the mistakes.

Extension: Repeat this exercise with the same mistakes in the following lesson for revision purposes.

- c** Direct learners' attention to the instructions in 3c and ensure they know the meaning of the word *survey*. Get learners to read the three questions in the class survey. Ask learners to work in small groups of two to four and formulate the three questions they will have to ask in the survey. By work-

ing together, learners can pool their knowledge, and structural questions they have will either be solved by a partner, or will need to be addressed with the group. Collect answers in plenary, and write the three correct questions on the board. (*How often do you go to the cinema? / What kind of film do you like? / What are you interested in?*) Get learners to write each question at the top of a fresh piece of paper. Learners then stand up and interview their classmates. Set a time for this activity and see who has asked the most questions at the end.

Direct the learners' attention to the language box in 3c and get them to work together in pairs to formulate as many sentences as they can for their results in ten minutes. Circulate to check for mistakes and then collect answers in plenary.

4 I grew up in London

Aim:	Learners are able to talk about what they did in the past.
Grammar:	past simple
Lexis:	information about you

- a** Direct learners to the instructions and ensure they still know who Debbie and Susan are, and the meaning of *'queue'*. Play the audio once.

Key: the past

- b** Direct the learners' attention to the instructions, and ask them to answer what they can remember from the audio. This will also give you an opportunity to clarify any vocabulary. Play the audio for a second time. Get learners to compare answers with a partner, before collecting answers in plenary.

Key: 1a 2d 3b 4f 5c 6e 7g

- c** Direct learners' attention to the instructions, and ask them to do the exercise. Play the audio for a third time once learners have finished so that they can check their answers.

Key: 1 Did you grow up in Brazil? 2 Why did you leave Miami? 3 Were you happy there? 4 How did you meet him? 5 Where did you live?

Teaching tip: Point out that the structure for past simple questions is the same as for present simple questions. Contrast two examples and elicit that *did* and *do* are the only things which are different, and that *did* is the past tense of *do*.

- d** Before directing learners' attention to this exercise, model this exercise on the board by asking the class which of three past simple sentences about you is false. If you include a negative sentence, this would be a valuable revision of 'didn't', which many German speakers struggle with.

When learners have guessed which sentence about you is false, ask them to write three past tense sentences about themselves, one of which must be false. Ask learners to work alone. Circulate while they are doing this, ensuring that sentences are in the past, and correcting any structural errors.

Learners present their sentences and ask each other questions in small groups.

- e** Ask each group to share the most interesting things they learned in plenary. You may wish to extend this exercise by asking individual students follow-up questions in the past tense.

Further practice: *Go for it! A2 Teacher's Resource Book*, Unit 1, Activity 2 "Camping in Australia"

5 What are you doing?

Aim:	Learners are able to understand and write a post on a social networking page.
Grammar:	present continuous / present simple
Lexis:	–

- a Lead-in:** Ask the learners to create as many sentences as they can about you and what you do regularly (*You are a teacher. You are Australian.*). Then ask them to create as many sentences as they can about what you are doing at the moment. Make it creative by pretending to be sleeping or by running around the classroom.

Repeat the exercise with a student as a subject.

Look at 5a. Direct learners' attention to the instructions. Stress that they do not need to understand every word in order to answer the question.

Key: a social networking site

- b** Direct learners' attention to the present continuous tense in 'what **are** they **doing** at the moment' in the instructions as well as in the language box on the right. Ask learners to write a full sentence answer for each of the four people.

Key:

Mike He's in Tokyo and he's having dinner with his colleagues.

Debbie She's at a café in London and she's having an English breakfast.

Kevin He's on the team bus and he's listening to the film soundtrack.

Susan She's in Carnaby Street and she's shopping.

- c** Direct learners' attention to the instructions. Ensure that they understand that the answers aren't written in the text above, but need to be inferred from the text, previous exercises and the grammar used in the questions.

Key: 1 is working 2 are living 3 plays 4 met

- d** If you have a particularly large group, you may need to split them into smaller groups. Four to eight is a good group size. Ensure that groups are sitting together, ideally in a circle.

Model this exercise by writing your own 'status' on the board. Encourage learners to come up to the board and write 'comments', as on a social networking site. You may wish to correct written errors as a group at this stage.

Discourage students from only using 'emojis' at this stage.

Ensure that each learner has a fresh piece of paper (A4 or larger), and that the paper is in the portrait position, so that there will be enough space for everyone in the group to contribute to each sheet of paper.

Ask learners to write their own 'status' at the top of the paper, complete with their name. When they have done this, they should pass their paper to the left, where their neighbor then writes a 'comment'.

The papers are passed to the left and commented upon until the original author receives his own paper back.

Task: Go for it! Speed dating

Aim:	Learners are able to ask and answer questions in order to find out who they would like to spend more time with.
Grammar:	–
Lexis:	–

- a** As a lead-in, direct learners' attention to the photo on the right and ask what they can see.

Now, ask learners to work in pairs and briefly discuss the question in Step a before collecting answers in plenary.

- b** Elicit the meaning of 'speed dating', and get learners to check their ideas by reading the text. Ensure that learners understand that speed dating is not necessarily about finding a romantic partner.
- c** Learners work in pairs to write a total of six questions – three on one piece of paper, and three on another piece of paper. When learners work together, they are able to support and correct each other, leaving you free to circulate and help with more serious errors. Emphasise that the pairs should not duplicate any of the six questions. Check that the question content is appropriate for the people in the group.
- d** As per course book. Ensure that tables are clear except for the question cards and a pen. Label learners alternately 'A' or 'B'. If your classroom set-up supports this, you could ask every second learner – the 'B's – to stand up, take their chair and sit on the opposite side of the table from the 'A's. Ensure that there is adequate space between pairs, and that learners understand that the 'A' learners will move one seat to their left after each round. Tell them that they have 90 seconds to ask and answer all six questions. After 90 seconds, give a strong acoustic signal (a whistle, bell or mobile phone ringtone are all ideal for this), and signal that the 'A's should move one seat to their left, taking their question sheets with them. Ensure that the 'A' student at the end of the row knows to go to the beginning of the row for his next partner. When all 'A's are seated, signal that the next 90 second round has begun. Repeat for as many pairs as you have.
- e** Ask learners to return to their original seats. Collect answers in plenary.

f Ensure groups are a good mix of 'A's and 'B's. Four is a good group size.

Possible adaptations and extensions could include:

- create a chart to write down answers
- learners create false identities for themselves
- learner 'B' (who remains seated!) is blindfolded.
- a learner has to tell one lie for each round – learners have to guess which answer is a lie – at the latest when comparing answers in plenary!
- questions cannot be answered with either 'yes' or 'no'
- each of the three questions has to be in a different tense.

Song: Song and worksheets for Unit 1 → www.hueber.de/go-for-it