

Unit 1: One step at a time

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

1 I love running

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

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

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

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

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

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

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

2 Running helped me find new friends

Aim:	Students are able to describe the steps in a procedure.
Grammar:	–
Lexis:	sequencing words

- a** Encourage pairs to try and create questions for all five question words.
- b** Learners read an interview with Emily to see if any of their questions have been answered. Before students read, draw their attention to the *Tip* below the text and ask them to underline any words or phrases that are new to them and seem important. After they've read the article, invite each student to share one new word, and work as a class to guess the meanings. (Note: The idioms *a hard slog* and *to stay the course* will be explained and practised in Section 4.)

Teaching tip: This is a good opportunity to remind learners that it isn't necessary to understand every word when they read, as long as they can understand the main meaning of the text.

- c** Students read the interview a second time, in more detail, and answer the true/false questions. Collect the answers in plenary with a show of hands.

Key: 1 X (she moved to Bristol a year ago) 2 X (she happened to see a poster for a running group) 3 ✓ 4 X (she won a 10-kilometre, or 10,000-metre, race)

- d** Students complete the timeline with the noun phrases, referring to the article to find the order in which they happened. While students are working, draw the timeline on the board so you can ask students for their answers. They will need to use appropriate verbs to share their answers; you may wish to collect a few examples of collocations (e.g. *She **did** interval training / weightlifting, **went** running / biking*) on the board.

Key: join running group, new running shoes, interval training, running twice weekly, weightlifting, biking, 10K race

- e** Students place adverbs from the text on the mind maps.

Key: **start** initially, first of all **middle** then, later, after that **end** finally, in the end

- f** In groups of three to four, students play a repetition game along the lines of “Mrs Brown’s Basket” (*Ich packe meinen Koffer*). They should combine words from their mind maps with the steps from Emily’s training timeline. Remind learners of the collocations you collected on the board in 2d.
- g** Learners create a timeline of the steps involved with learning or practising one of their hobbies. You may need to help students come up with ideas; if they don’t have a hobby, can they explain how to cook a certain meal or mend a household object? Give students ample time to complete this activity and encourage them to look up new vocabulary or ask you for unknown words. They then use their timelines to tell a partner about their hobby, etc.

Extension: Display the timelines around the classroom and get learners to read each one, choosing their favourite. If students don’t know each other from previous classes, you could use the timelines as the basis of a “get to know you” activity: In small groups, learners ask each other questions about their hobbies (e.g. *What made you interested in square dancing? When did you start playing rugby?*).

Teaching tip: There are many ways to display students’ writings around the room: fix them to a wall with sticky tack, attach them to a black or white board with magnets, tuck them into the corners of picture frames that are already on the walls, or just spread them out on tables.

3 I’ll be like that

Aim:	Students are able to talk about their future plans, intentions and predictions.
Grammar:	future forms (revision; also see EP 5)
Lexis:	–

- a** Ensure students understand the task for this exercise, which is to answer the gist question, ignoring the numbered gaps for the moment. Confirm the answer in plenary. This text contains a number of idioms; if students

ask about their meaning, tell them that you will look at them in detail in the next section.

- b** Each numbered gap in this text refers to the sentence that comes right before it. In pairs, learners consider whether each sentence expresses an intention, a prediction or a fixed plan. Before starting, give students examples of these three categories unrelated to the text, to ensure they understand the concept of each of these. You can use the sentences in the green grammar box at the bottom of the page.

If students have not worked with the *Go for it!* series before, this is a good opportunity to point out that whenever they see a green grammar box in the Classroom Activities (CA) section, this means that there are detailed grammar explanations and exercises in the corresponding Extra Practice (EP) section.

After students have filled in the gaps, ask them to look again at the text and consider which future form is usually used for each of the three categories. Further support on grammar for the future can be found in EP 5 (on Pages 18–19). You may wish to work through these exercises in class before progressing further.

Key: 1c 2c 3a 4a 5b 6b 7b 8a; We normally use *going to* + verb for intentions, *will* for predictions, and the present continuous for fixed plans.

- c** You may want to introduce this activity by asking students to give examples of when they've experienced the four emotions listed. Students then read through the email, ignoring the gaps, and decide how Emily feels about her studies.

Key: stressed

- d** Students complete the gaps with the correct structures. Allow learners to discuss their answers in pairs before sharing in plenary. Sometimes two answers are possible, depending on the speaker's perspective.

Key: 2 'm meeting 3 'm going to book 4 're doing / 're going to do 5 're going to have / 'll have

- e** Let students make brief notes for this activity before talking to a partner. Students often struggle to distinguish between an intention and a fixed plan. A good rule of thumb is that a plan is fixed if you have already prepared for it, for example by buying a ticket or making a reservation.

Students conclude by sharing their partner's plans in plenary – with their partner correcting them if necessary!

If students need more practice with the future forms, set EP 5 for homework. Students should bring their 'blog post' to the next lesson, where they can compare it with a partner, considering who has the best ideas and finishing by timetabling an appointment to carry out one of these goals – in the present continuous, of course!

4 I'm going to give it my best shot

Aim:	Students are able to understand and use selected idiomatic expressions.
Grammar:	–
Lexis:	idioms for making an effort

- a** If you are starting a new lesson with this exercise, let students reread the article excerpt on Page 11 before answering the question. The following exercises look at idioms that Emily used in her interview, most of which have a connection to sports.

Key: 2

- b** Learners skim the text on Pages 10 and 11 to find idioms which match the meanings in this exercise. Students who are particularly interested in idioms may wish to also do the activity in EP 7 (Page 20).

Language info: You may need to explain the concept of an idiom to the class; this is a set phrase which describes something else in a creative way and cannot be translated word for word. In *Go for it! B2*, each unit ends with an idiom related to the unit's topic, such as "a good sport" for Unit 1 (see Page 22).

Key: 2 stay the course 3 the finishing line 4 jump the gun 5 throw in the towel