

Goal-based & lexical: a great approach to words & grammar

Find out more about the goal-based lexical approach as applied in *Great!*
Klett's new English course for adults – and then go ahead and try it out in practice.

Most of us have long established our own personal approach to language teaching. Nonetheless, in this article, I want to provide you with a practical introduction to the goal-based lexical approach, as applied in *Great!*, the new Klett English course for adults for levels A1 – B2. I'm convinced you'll find it an approach worth trying out in practice!

Goal-based lessons

We are all well aware of the importance of having goals or targets in all walks of life. It's a recognized fact that with a clear goal in sight, the learning process becomes tangibly more effective.

For teachers a goal-based lesson simply means setting clear goals for a lesson and then deciding on the best way to achieve them. For learners, seeing the goal and recognizing that they can achieve it, will increase their motivation and ultimately their progress.

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Here's how you can make your next lesson a goal-based lesson:
Before you start preparing the lesson, decide what you want to achieve, i.e. what your goal(s) for the lesson are. Of course, your goal or goals will be determined by various factors: what's coming up in the course book, what stage you are at in a semester, maybe current events, last but not least your students' requirements and ability. An example of goals for a lesson at A1 level might be:

- Learn numbers from 0 to 20
 - Ask for and give telephone numbers
- Prepare your lesson with your goals firmly in mind! Then before you begin the lesson, write the heading 'Today's goals' or 'Today's agenda' on the left-hand side of the board and add your chosen goals under the heading.

Today's Agenda
• 0 - 20
• What's your number?
• 20 to 110
• How old are you?

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Tell your students that these are the goals for this lesson. Remind them of the goals, e.g. by pointing to the board, as they carry out relevant tasks and activities. If you're doing this for the first time I'm sure you'll be surprised how much more effective your lessons become, simply by having a goal!

In the complete *Great!* series, each unit was developed by first setting specific communicative goals appropriate to the level. In the Teacher's Pack which accompanies each level of *Great!* examples for agendas are provided in the boardscripts and details of goals are given in the Detailed lesson plans.

Goal
Students learn and practise numbers from 0 to 20 and telephone numbers. ▶ SB, page 10

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Focus on lexis

Research has shown that meaning is primarily conveyed through vocabulary. British linguist David Wilkins (1972) put it this way: "While without grammar little can be conveyed, without vocabulary nothing can be conveyed." So it makes sense to focus primarily on lexis, with grammar having its place but taking a back seat. (The *Great!* series implements this lexically-focused, back-seat grammar approach throughout.) Here are some easy-to-do ideas for giving your lessons a more lexical focus:

Next time you deal with a text or dialogue in class focus on words and useful phrases rather than exploiting the material for grammar purposes! Depending on the text or dialogue you could:

- Focus your students attention on complete phrases used in a specific context.

4b ▶▶ 1/38 Listen. Add Allie's comments in the right order.

- Don't mention it!
- Did you get that on the Internet too?
- It really suits you!
- Where did you get it?

ALLIE And that's an awesome vest you're wearing!

KEN This old thing? I've had it for ages. I bought it about 5 years ago on the Internet!

ALLIE It's wonderful! And I love your scarf!

KEN No, I got it for my birthday from my daughter!

ALLIE It's a lovely colour!

KEN Thanks, Allie. You're too kind!

ALLIE

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- Ask your students to identify and collate words or phrases belonging to a specific context.

5a Collect phrases from the dialogues in 4a and 4b.

Making compliments

You look great!

Responding to compliments

Thanks!

Asking about clothes

Where did you get them/it?

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- Draw students' attention to useful (idiomatic) phrases and have them make comparisons with their own language.

6a What do you think the sentences mean? Match them to the pictures.

- ☐ I've got green fingers.
- ☐ It costs an arm and a leg.
- ☐ Can you give me a hand?
- ☐ I'm just pulling your leg.

6b What would you say in your language?

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- Devise a multiple choice quiz – or better still, get your students to devise quiz questions – focusing on language items.

1. Which clothes are formal?

- a. a suit, a shirt and a tie
- b. jeans, a T-shirt and sneakers
- c. an evening dress and heels

2. Your birthday suit is

- a. a suit you only wear on your birthday.
- b. a special suit you got when you were born.
- c. no clothes at all.

3. What's another word for trousers in American English?

- a. underpants
- b. pants
- c. slacks

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§ 7 my • your • his • her • its • our • their

I	my	mein
you	your	dein, Ihr, Euer
he	his	sein
she	her	ihr
it	its	sein
we	our	unser
they	their	ihr

Fill in the correct words. Use six different words.

I'm George and this is (1) _____ wife. We've got a son.

(2) _____ son is 9. I've got a sister, Rebecca. She's married.

(3) _____ husband is from Italy. (4) _____ name is Stefano. They've got a daughter. (5) _____ daughter's name is Judy.

How about you? Who is in (6) _____ family?

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Great to teach!



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Great! B2
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