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1.5 TEACHER'S NOTES

LOOKBACK

Introduction

The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. as a diagnostic test/assessment or for fluency practice/revision. For example, if you wanted to assess/test Ss' knowledge, then it would not be appropriate to monitor and help them.

FREE TIME

1A Ss complete the sentences alone and check their answers in pairs. In feedback, elicit and drill the questions to prepare Ss for Ex B.

Answers: 1 have 2 off 3 spend 4 on 5 eat 6 go

B While Ss ask/answer the questions, note down problems for feedback or assessment, if required. In feedback, write examples of correct/incorrect sentences on the board for Ss to correct alone/in pairs. Alternatively, write the sentences on an A4 sheet of paper after the lesson. Photocopy it for your Ss as a warm up for the next class (or use an OHP or IWB if available).

QUESTION FORMS

2 First give Ss time to read the application form and write the questions. Monitor and prompt Ss to self-correct errors they make if appropriate. Then put Ss into pairs, preferably with a partner they don't know very well so that there is a real information gap. Monitor and give feedback as needed.

Answers: How old are you? Where were you born? Are you married? Where do you live? What's your telephone number? Have you got a mobile phone number? What's your email address? What do you do? Do you have any hobbies?

3A Give Ss 3–4 mins to write questions about their chosen topics. In a *mixed-ability class* you could either put strong/weak Ss together, or put *weaker Ss* together and provide support.

Possible answers: love: Have you got a girlfriend or a boyfriend? When did you meet? home: Where do you live? family: How many people are there in your family? Have you got any children? work: Where do you work? Do you enjoy your job? food: Do you like cooking? Do you eat junk food? holidays: Where do you usually go on holiday?

B Ss take it in turns to ask their questions in groups, and make notes of the answers. Each student could then write a short summary of the answers. Monitor discreetly, making notes of Ss' performance for feedback/remedial work later. In feedback, nominate Ss to tell the class about their group.

RELATIONSHIPS

4A Give Ss 3–4 mins to work alone and note down their answers to the questions. Encourage them to give reasons and extra details about their answers. Monitor and provide language Ss need, if necessary

B While Ss compare and discuss their answers, note down problems for feedback or assessment, if required.

PAST SIMPLE

5A Give Ss 3–4 mins to write the questions. *Weaker classes* could work in pairs.

Answers: 1 Where did you go? 2 Why did you go there? 3 Did you stay in a hotel? 4 What did you do during the day? 5 Did you go out in the evenings? 6 Was the weather hot? 7 What language did you speak? 8 Did you make any new friends?

B While Ss ask/answer the questions, note down problems with the target language (past simple) for feedback or assessment, if required.

6A Depending on your aims, *weaker classes* could refer back to the verbs on p10–11 in their books.

B Ss could make a note of the number of incorrect answers their partners gave. The activity could also be done as a team game.

C Ss work alone to write questions for the verbs they chose in Ex 6A. Monitor and make notes of problems with the question forms for feedback.

D Give Ss 5–6 mins to ask and answer the questions and make notes. They could then work with another pair and tell them about their partners' answers.

Optional extra activity

Provide further practice of past simple forms. Draw a grid on the board with 12 squares numbered 1–12. Put Ss into teams and name them A, B, C, etc. Demonstrate the activity. Ask team A to choose a number from the grid. Give them the verb from the grid below, e.g. *I meet*. Ss must make a correct sentence in the past simple, e.g. *I met my husband in my English class*. Teams take turns to choose a number and select a student from their team to make a sentence. They get a point for each correct sentence. The team with the most points wins.

Your verb grid:

1 (meet)	2 (fall)	3 (go)
4 (cook)	5 (study)	6 (get)
7 (start)	8 (decide)	9 (say)
10 (have)	11 (stop)	12 (live)

MAKING CONVERSATION

7A Ss work alone to complete the conversations, though *weaker Ss* could work together. Ss should practise saying the conversations alone. Monitor and help them with pronunciation where needed.

Suggested answers: 1 Hi, Marek. How are you? Fine, thanks. 2 This is my friend, Aiko. Hi. Nice to meet you. 3 So, do you work here? No, I'm just visiting. 4 Where exactly do you come from? I come from Athens. 5 How do you know Becky? Oh, we work together. 6 It was nice to meet you. Nice to meet you, too. 7 I hope we meet again soon. Yes, let's keep in touch. 8 See you again. I'll probably see you later.

B While Ss practise the conversations, note down problems with pronunciation and do remedial work in feedback if appropriate. Ss could also choose one or two conversations and memorise/rehearse them to perform to the class.

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