

## **FIND OUT!**

***Talk to the people in the room and find out if the following statements are true:***

Most people were born in ..... (Insert name of town/region).

Most people in the room do not have a bicycle.

Most people watch television every night.

Most people play a sport and the most popular sport is football.

Most people prefer living in a village to living in a town.

Most people have more than one brother or sister.

Most people play a musical instrument.

Most people have been to at least one foreign country.

Nobody in the room has been to England.

Most people are married.

Most people would rather be here than on holiday.

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## LESSON PLAN

### Present Perfect Intro/Review.

1. Draw a stick figure on the board. (For simplicity, the rest of the lesson plan assumes that it is a male figure. The teacher must decide if it should be male or female.)
2. Build up a profile of the person by question & answer.  
Teacher to student, whole class. The students supply the information.

*What's his name?*

*Where does he live?*

*What does he do?/Who does he work for?*

*How long has he worked there?*

*Has he had many jobs?*

*How many has he had?*

*Who has he worked for?*

*Has he passed any exams?*

*When did he pass them?*

*Has he travelled much?*

*Where has he been?*

*Has he worked in other countries?*

*Has he attended any courses or conferences?*

*Has he kept up with developments in his profession/job?*

3. Go through the information again. This time through student-to-student question and answer. Put the following cue words on the board to help the students ask questions about the person:

name   live   work for   many jobs   present job   travelled  
where   abroad   courses   conferences   developments

4. The person has applied for a job with ----- and ----- (Two companies to be suggested by the students.)  
Now he has to attend interviews.
5. Divide the class into one group of interviewees and the rest into groups of interviewers. There must be the same number of interviewees as there are groups of interviewers. Inform each group of interviewers which company they represent – ideally, two groups for each company

6. The interviewers prepare questions they are going to ask at the interview and decide who will ask which question. They should consider the companies they are representing and whether they should ask any special questions.
7. The interviewees think of questions they might be asked by each company and prepare possible answers without writing them down. What information should they give to impress each company?
8. One interviewee goes to each interviewing group. The interviews take place.
9. When the teacher decides the interviews have gone on long enough, the interviewees exchange places so that they are interviewed by the other company.
10. After the second interview, the groups of interviewers representing the same company meet together to consider their candidates. How well did they do? Who will they offer the job to?

The interviewees meet to discuss their interviews. What were the interviews like? Would they accept an offer of a job from either of these companies?

11. Whole class discussion: any job offers? Any acceptances?

## LESSON REPORT FORM

Describe each part of the lesson you have just had.  
Write something in each column.

What the teacher did.	What we did.	The purpose of this was....

**WHICH OF THESE STATEMENTS DO YOU AGREE WITH?**

1. You can only learn a language by doing a lot of repetition.
2. The teacher should speak as much as possible in class.
3. Learners get better speaking practice by interacting with each other than by only speaking to the teacher.
4. People usually learn best by listening to careful explanations.
5. Communicative language practice is essential for language learning.
6. It is more important for learners to listen and speak to the teacher than for learners to listen and speak to each other.
7. People usually learn best by trying things out and finding out what works.
8. The teacher should speak as little as possible in classroom time.

**WHICH ARE THE MOST COMMUNICATIVE OF THESE ACTIVITIES?**

1. repeating sentences after the teacher;
2. doing oral grammar drills;
3. reading aloud from the coursebook;
4. answering comprehension questions after reading a text;
5. giving a talk to the class;
6. writing a dialogue;
7. acting out a dialogue;
8. giving instructions so that someone can operate a machine;
9. writing gap-filling exercises;
10. describing a picture in the textbook while the others look at it.

## **Thoughts on Communicative Language Teaching**

- Our job is to help students acquire the ability to communicate in English.
- Meaning + Interaction = Communication.
- There needs to be a meaning gap for communication to take place.
- If you always know what your students are going to say you are not practising real communication with them.
- Real meaning is personal meaning.
- We have spent too much time putting our words (or the textbook's words) into our students' mouths.
- We need to find ways of enabling students to put their own words into their mouths.