

8C Teacher's notes Good weekend, bad weekend

Activity: Dialogue completion, controlled dialogue building

Language point: Talking about your weekend; expressing interest, sympathy and surprise (Unit 8, Section D)

Time: 25 minutes

Materials: One upper section of handout for each pair of students, cut along the dotted lines. One lower section of handout for each pair of students.

Procedure:

- Review language for talking about the weekend. Elicit three ways of asking about someone's weekend and write them on the board: *How was your weekend? What about your weekend? Did you have a good weekend?*
- Elicit some positive responses, e.g. *It was fantastic. / Great, thanks.*, and a negative response, e.g. *It was a disaster!*
- Give examples of ways to express interest, sympathy and surprise.
Expressing interest:
That sounds good / nice / interesting.
Wow! Lucky you!
Really?
Expressing sympathy:
Bad luck!
Poor you!
That's a shame.
Expressing surprise:
You're joking!
No way!
Oh no! That's awful!
- Spend some time working on the students' pronunciation of the responses, encouraging them to use a higher tone and a wider range of intonation when giving positive responses and expressing interest or expressing surprise. Leave the completed sentences on the board for reference.

PART 1

- Divide the class into two groups, A and B. Give the Student A handout to each student in group A and the Student B handout to each student in group B. Then, divide each group into A/A and B/B pairs.
- Tell students to work with their partner. They should read their half of the dialogue and then complete it with the phrases from the box.
- Give them a time limit to complete the task. Monitor and assist, if necessary, but don't check the answers at this stage.

PART 2

- When they have finished the task, divide the class into A/B pairs. Tell them to read the dialogue together and check their answers.

PART 3

- Tell the students they are going to have four more conversations about weekends. Tell them to continue as Student A and Student B, and follow the instructions at the bottom of the handout. For example:
A *How was your weekend?*
B *It was great, thanks. I went to the cinema with some friends.*
A *That sounds good. What did you see?*
B *The new James Bond film.*
A *Cool.*
- While the students are doing the activity, walk around and listen for any problems with grammar, vocabulary or pronunciation, especially intonation. Make a note of these, along with examples of good language use, and give feedback to the class after they have finished the activity.

KEY:

Student A

How was your weekend?
Did you have a good time?
That sounds great.
You're joking!
It was a disaster!

Student B

It was fantastic, thanks.
What about your weekend?
Bad luck!
Oh no! Poor you!
Wow! Lucky you!

Full dialogue

A Hi Millie. How was your weekend?
B It was fantastic, thanks. I went to a party at Eva's house.
A Did you have a good time?
B Yes. There was a DJ and about 100 people. It was brilliant!
A That sounds great.
B Yes, it was. And Luke was there!
A You're joking! I thought he was in Spain!
B It was really good to see him. What about your weekend?
A It was a disaster!
B That's a shame. What was the problem?
A I wanted to go to the football match, but I couldn't get a ticket.
B Bad luck! I know it was difficult to get tickets.
A Yes – and then I started feeling ill.
B Oh no! Poor you!
A Anyway, I'm OK now. And Mr James says I don't have to do the test this afternoon because I couldn't study at the weekend!
B Wow! Lucky you!