

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Concept-checking

In feedback to matching tasks, do more than just go through the answers. Ask students some concept-check questions, eg *If I see you in my car, do I have a different opinion?* (No) *Do I have the same opinion?* (Yes). Demonstrate a situation or use mime to check understanding, eg say, *I'm not talking to you – if I see you, I'll cross the road toward you* (students shout out 'Caltnhauder!').

- Students complete the sentences then interview their partner with the questions. Ask a few students to summarise their discussion in feedback.

##### Body

- |        |        |                        |
|--------|--------|------------------------|
| 1 head | 3 leg  | 5 head, neck, shoulder |
| 2 back | 4 neck | 6 thumb, thumb         |

##### Extra activity

Divide the class into groups of four and make sure that each group has at least one monolingual English dictionary. Tell each group to choose one common part of the body (eg, hand, head or perhaps chin, cheek or heart). Give the groups five minutes to look up their part and find two or three useful new idioms or expressions using their body part. Students must present the new phrases to the class – encourage them to give examples, or to act out scenes to show the meanings.

##### Homework

Ask students to write a 100-word composition incorporating all the idioms in the lesson, then explain that you are pulling their leg.

- Refer students to the Workbook, pages 3–5.

## ► Grammar in context p8

### Past tenses

#### Test before you teach

Write a small set of time markers commonly used with past tenses on the board, eg *yesterday*, *a year ago*, *a long time ago*, *the weekend*, *at that time yesterday*, *before I got home*, *for a fortnight*. Ask students to take a moment to think of true sentences about themselves which they could make using the time markers. Tell them to try to vary the tenses they use. Then ask pairs of students to share sentences with each other. Monitor and check how well students can manipulate past forms.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Test to teach

The aim of testing students first or of preteaching language is to find out how well they already know what you are about to teach. This should inform the way you then teach. If students lack knowledge, you can devote time to explaining meaning and form and practising accurately. If they already know the language well, you can revise meaning and form briefly and spend more time on fluency and pronunciation.

- Students work in pairs to label the tenses. If they can't remember the names, write them on the board at random and ask students to match the names to the tenses.

##### Body

- past simple, past perfect continuous
- past continuous
- present perfect
- past perfect
- present perfect continuous
- These forms have no name but they are examples of future in the past: *would* + infinitive, *was going to* + infinitive

- Students work in pairs to match the tenses and verb forms to the sentences.

##### Body

- past simple
- past continuous
- future in the past: *would* + infinitive, *was going to* + infinitive
- present perfect
- past perfect
- present perfect continuous
- past perfect continuous

- Refer students to the Grammar reference on page 114.

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Form

Past forms use the auxiliary verbs *be* or *have* and the past or present participles.

*I was walking* auxiliary verb *be* + present participle [ing form]

*I have been walking* auxiliary verb *have* + past participle form of *be* + present participle form of main verb

##### Meaning

Timelines are a useful way of showing meaning with these tenses as they are about:

- past time and its relation to present time
- completion or incompleteness
- duration or the lack of it.

These can all be shown visually on a timeline.

Draw the following timelines on the board or copy them on to an OHT or interactive whiteboard. Then ask students to match them to the sentences in 1a.

- past \_\_\_\_\_ X \_\_\_\_\_ now [past simple]
- past \_\_\_\_\_ → → → → → now [past continuous]
- past \_\_\_\_\_ P P P \_\_\_\_\_ now [present perfect]
- past \_\_\_\_\_ → → → → → now [present perfect continuous]
- past \_\_\_\_\_ X \_\_\_\_\_ X \_\_\_\_\_ now [past perfect]
- past \_\_\_\_\_ → → → → → X \_\_\_\_\_ now [past perfect continuous]

- Students choose the correct alternative. They check answers in pairs before discussing as a class.

##### Body

- made [finished action, specified time in the past]
- was [action that began in the past and has continued up to now – it's incomplete]
- was/were [finished action – the action has duration]
- has/have [past action with a present result – we use the simple form because the actions are complete]
- was [finished past state]
- forgot/forgotten [happened before another time in the past – one action, not a continuous action]
- been/having [happened for a period of time leading up to another past action – ongoing and continuous]

# Gateway Workbook B2 Unit 8 Answers

**Judd E. Hollander**



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