

## *How to facilitate practice section?*

*(Checklist developed based on TG and some other relevant sources)*

**Note:** Teacher should go through following steps for each practice (practice 1 & 2) separately

<b>Stage/phase WHAT</b>	<b>Purpose WHY</b>	<b>Steps/strategies/techniques HOW</b>
Pre-practice	<p>Clarifying the objectives</p> <p>Setting the scene (who is going to talk to whom and about what)</p> <p>Motivating students</p> <p>Pre-teaching some new words and clarifying meaning of the sentences.</p>	<p>Tell your students they are going to learn different ways to talk about personality</p> <p>For example, Ahmad asks Ahmad some questions about personality. You can draw the characters on the board or use some puppets. (he, Zahra, they)</p> <p>Appropriate teacher behaviour; creating a pleasant and supportive atmosphere</p> <p>You can teach Personality, talkative, upset through proper vocabulary teaching strategies. Then students can skim the sentences to understanding the meaning of the sentences.</p>
While-practice	<p>Practice lets students obtain some fluency in understanding and controlled use/ of key words and structures of each lesson. (i.e., Automatization)</p> <p>Also, practice let the students pick some of the useful chunks or phrases, so it reduces the load of learning in “Grammar” section.</p> <p>Practice builds on their self-confidence in coming less-controlled and communicative tasks.</p>	<p>Play the CD two or three times and ask the students to repeat. You can divide the class into two halves and asks each half repeats/reads aloud one turn.</p> <p>Ask students to pair up and practice in pairs.</p> <p>Mini-Role-play Set a <b><u>context(or have them set their own context)</u></b> and enough waiting <b><u>time</u></b> for a mini-role-play for each practice. Teacher can model the role play with one of the more proficient students.</p>

