

For questions **15-20**, look at the stages and aims from a lesson plan about complaining. Two of the aims (**A-C**) in each stage are appropriate. One of the aims is **NOT** appropriate.

Mark the aim (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

Stages	Aims
<p>15 Lead-in</p> <ul style="list-style-type: none"> The teacher asks the students when they last went on holiday and what problems they can have when travelling. The teacher elicits ideas about the problems and writes them on the board. 	<p>A to create interest in the topic</p> <p>B to introduce the past simple tense</p> <p>C to personalise the start of the lesson</p>
<p>16 Listening</p> <ul style="list-style-type: none"> Students listen to a customer complaining in a travel agent's. Students identify the problems mentioned on the tape. Students compare answers in pairs. 	<p>A to check students' understanding of the tape</p> <p>B to provide a model of the target language in context</p> <p>C to pre-teach the meaning of new words</p>
<p>17 Language focus</p> <ul style="list-style-type: none"> The teacher hands out the tapescript. Students identify the language of complaining and apologising in the tapescript. 	<p>A to focus students' attention on the target language</p> <p>B to give students practice in reading for gist</p> <p>C to provide students with a record of language in context</p>
<p>18 Restricted practice</p> <ul style="list-style-type: none"> The teacher shows the target language on an OHT. Students try to say the phrases. The teacher gives feedback, correcting and drilling where necessary. 	<p>A to allow students to personalise the target language</p> <p>B to allow students to use the target language in a controlled way</p> <p>C to develop students' confidence in pronouncing the target language</p>

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Preparation for freer practice

- Students study their role-cards:
student A is the complaining customer
student B is the travel agent.

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Freer practice

- Students act out the situation in pairs.

A to give students time to think of ideas to use in the role-play

B to develop reading comprehension

C to allow students to check with the teacher what they have to do

A to focus on the form of the target language

B to give less controlled practice of the target language

C to prepare students for real communication