

Mr and Mrs: Teacher's notes and tips

1 Pre-writing tasks: personalizing the topic

- a In pairs ask students to tell each other a) if they're married and if so, b) when they got married.
- b Find out during feedback which woman has been married the longest and ask her these questions: *How tall is your husband? How much does he weigh? What's his favourite food? What makes him laugh?*
- c Then ask all the students *Should a wife know these things? Is it important to know them?* (You can still do this part even if all the students are single.)

Tip: keep the topic light hearted

Hopefully none of your students are on the brink of divorce! It's always a good idea not to make anything like this too serious though, and let the students be a little risqué later on if they want!

2 Pre-writing tasks: reading an example

- a Hold up one copy of the Mr and Mrs page and read out the introduction.
- b Ask students *In what way can the results be surprising?* Elicit the idea that a wife doesn't always know everything about her husband, even if she thinks she does.
- c Explain that students are going to read about one couple. Ask them to tell you their names, ages, jobs, when they got married and if they have kids.
- d Hand out one page per pair and get answers as quickly as possible.
- e Stop students from reading further by asking them if Hilary, after 10 years of marriage, will know a lot about her husband or not.

Tip: involve students in the characters

This is a simple reading task just to get students thinking about the wife and her answers before reading the quiz itself, and to help them when they create their own character later.

- f The students read the quiz and work out how many points Hilary scored by comparing her answers to Michael's. Scores to be written below (4/8).
- g Ask students to read the quiz again. *Which answer from Michael may surprise Hilary the most?* Open class feedback.

Tip: get students to react to a text

It's a natural response to wonder how someone might feel when we read something like this. Perhaps she would be more surprised to find out he prefers his mum's cooking rather than he buys pirated CDs? And how would the students feel if they were Hilary reading his answers?

3 Pre-writing tasks: generating ideas

- a Hold up the blank Mr and Mrs page and explain that the writing task is to write the answers from another couple. First the students, working in pairs, should invent their own couple. They have to decide the following things: their names, ages, occupations, when they got married and if they have children. They also have to decide if the wife will do well in the quiz or not. They can make notes or just discuss their ideas.

Tip: monitor well

This is an important stage so encourage students to use their imaginations.

4 Writing

- a The students now do three things. 1) Using the worksheet they write the introduction to the couple, referring to the example to help them. 2) They do a drawing of the couple in the box, and 3) they also write in the questions by the numbers but changing Michael's name to the name of the husband they have invented, e.g. *How tall is Khaled / José / Oshi..?*

Tip: make it more challenging for stronger students

If you have a multilevel class, then suggest the stronger pairs write some of their own questions if they want. This will also slow them down a bit so everyone is at the next stage together.

- b **First draft:** Students, bearing in mind their characters, write down the answers. Perhaps one student can do *Mrs* and the other *Mr*. The ideas are more important at this stage than accuracy. They should *not* be doing this directly onto the worksheet but on another piece of paper.
- c **Improving:** Students then swap their answers with another pair to look at and edit.
- d **Final draft:** Students make any necessary changes with spelling, vocabulary or grammar and then write neatly onto the worksheet.

5 Post-writing tasks: Reading and speaking

- a Once everyone has finished, the students give their worksheets to another pair who read and decide what score the wife gets. Is this correct?

Tip: give a reason for reading

Deciding what the score is will motivate the students to read.

- b This could also lead into a speaking activity: students role play the husband and wife and get interviewed for a TV/radio quiz. Do they win the round the world cruise by getting all the answers the same or not?!

Please note:

This writing task is one of many that make up pages for *One World* magazine. When the students have finished this activity ask them to keep the page somewhere safe. In the future, when all the pages are written, the students will have an opportunity to design a front cover and put the pages together to make a complete magazine.