

Sample lesson plan for *Speaking for IELTS* Unit 8

**Student preparation for this class:** Have learners complete Vocabulary exercises 1–7 before the class. (approximately 60 mins)

**Teacher preparation:** For Vocabulary spot check 2, make sufficient copies of the hand out so there is one set of sentences per pair of students. Cut up and bundle sets together. (15 mins)

**Part 1: Vocabulary (30–40 mins)****FOCUS**

Exercises 1 & 2 introduce words and phrases for talking about remembering. Exercises 3–5 focus on words and phrases connected with childhood. Exercise 6 provides practice for Speaking exam Part 1: Introduction and interview. Exercise 7 provides practice for Speaking exam Part 2: Individual long turn.

**Spot check 1:**

To review words and phrases connected with remembering, do the following activity.

1. Draw a three-column table on the board and write these three words at the top of each column: (1) *memories*; (2) *remember*; (3) *memorable*. Elicit that column 1 is for nouns, 2 is for verbs and 3 is for adjectives.
2. Ask learners to write more words (including those from Vocabulary exercises 1 & 2) in each column, e.g. *impression*; *reminisce*; *rose-tinted*. All the words and expressions they write should be connected with remembering.
3. Learners compare their table with a partner. Each pair should choose three of the words and make questions with them, e.g. *Who made a big impression on you when you were younger? What do you reminisce about when you meet old friends? Do you think we look at childhood through rose-tinted glasses?*
4. Pairs discuss their questions with another pair.

**Spot check 2:**

To provide additional practice in discussing attitudes to children and child care, have a pyramid debate.

1. Have learners work with a partner. Distribute the Vocabulary spot check 2 sentence strips to each pair and have them read the statements.
2. Learners give their opinions on the four statements and order them according to how controversial they think they are (1 = least controversial and 4 = most controversial).

3. Follow up by asking each pair to team up with another pair and compare the way they ordered the statements. They should discuss the statements as a group of four and change their ranking order if necessary.
4. Ask each group of four to team up with another group to form a group of eight. Once again, they should try to reach a consensus and decide on a final order for the statements.
5. Have feedback as a whole class and see if everyone agrees on the order of statements. Point out that there are no correct answers.

**Part 2: Pronunciation (50–60 mins)****FOCUS**

Exercises 8–10 focus on the pronunciation of past tense *-ed* endings. Exercise 11 focuses on helping learners to pronounce diphthongs.

**Exercise 8**

Play the recording and then direct learners to look at the spelling rules. Have them put their fingers on their throats before saying the three words to discover the way that the voiced consonant sounds vibrate.

**Exercise 9**

Have learners complete the table following the instructions. If they find it difficult to decide where to put the verbs, encourage them to discuss their ideas with a partner. Play the recording for them to check answers and practise repetition.

**Typical mistakes:** Some learners may struggle to pronounce the past tense forms of verbs that contain consonant clusters, e.g. *breathed* /*bri:ðd*/ and *asked* /*a:skt*/. Have them practise saying the consonant clusters so that they are less likely to add an extra syllable /*ed*/ for the *-ed* endings.

**Exercise 10**

Instruct learners to do the exercise following the instructions in the book. Afterwards, have feedback: elicit and go over common mispronunciations, e.g. with *happened* and *moved*.

**Exercise 11**

Spend some time looking at the table and see if learners can identify the correct sound of each diphthong. It may be useful to model the diphthongs and tell learners to look at the correct mouth shapes and movements for each one. Play the recording and practise the sounds, going over any sounds that learners have trouble repeating.

For step 2, have learners check both spelling and pronunciation of the words they add. Point out that these are common spelling patterns – not rules. There are exceptions to the patterns that are shown here, e.g. words with the spelling *-ow*. Remind them of words such as *row* /rau/ (argument) and *row* /rəu/ (line) that are pronounced differently, but have the same spelling.

### Part 3: Grammar (90 mins)

#### FOCUS

These exercises train learners to use a range of past tenses more confidently and accurately. Exercise 12 introduces structures for talking about the past. Exercise 13 reviews and practises *used to* and *would* for talking about past habits and states. Exercises 14 & 15 clarify when to use the past simple and past continuous. Exercises 16 & 17 clarify the past perfect and provide practice in using narrative tenses. Exercise 18 provides practice for Speaking exam Part 3: Two-way discussion.

#### Exercise 12

Review the topic of childhood memories by asking whether learners spent time with their grandparents as children. Have learners do the exercise following the instructions in the book and then discuss answers in pairs. Elicit some of the tenses/structures which they identified; explain that they will have the opportunity to listen to the story several more times as they look more closely at each different structure.

#### Exercise 13

This exercise focuses on the meaning and pronunciation of *used to* and *would*. Direct learners to follow the instructions in the book for each step. Emphasise that native speakers drop the /d/ of *used* and use linking and weak forms so that it sounds like /ju:stə/; they also often use the contracted form of *would* – *I'd*.

**Typical mistakes:** If learners have studied the structure *be used to + -ing*, they may confuse this with *used to* and produce incorrect sentences such as: *'I am used to live in the city'*. If so, highlight the form for talking about past states and habits: *subj + used to + bare infinitive* which is the focus here. If necessary, point out that the *be used to* structure is followed by a gerund or noun and is only used for present habits/familiarity.

#### Exercise 14

Before learners do step 1, clarify that the past simple can be used to talk about past habits and states as an alternative to *used to*. Remind them that they should aim to use a range of tenses and structures in their answers to exam questions. Have learners check

answers to step 1 and then work in pairs to find and discuss the mistakes in step 2. Draw attention to the Exam tip box at the top of page 69 and set the recording task for homework.

#### Exercise 15

Have learners do the exercise following the instructions for step 1 in the book, reading the rules for the past continuous and finding the example. Then play the recording a third time and practise pronunciation. Use step 3 to check that learners can apply the rules correctly. Have them discuss and justify their answers in pairs before checking with the answer key.

#### Exercise 16

Instruct learners to read the explanation of how the past perfect is formed and used. If additional clarification is needed, highlight the order of events in the example sentences using a timeline; ask questions to check understanding, e.g. *How many events were there? Which happened first?* Have learners complete steps 2 and 3 of the exercise and then discuss answers in pairs.

**Typical mistakes:** Some learners lack awareness of the past perfect because they don't hear it in normal speech. This is because native speakers generally use the weak or contracted form of the auxiliary verb *had* (see Grammar exercise 16 step 2), and it is not always easy to hear the auxiliary or past participle. Tell learners to listen carefully for the /d/ and /t/ sounds and to be careful not to confuse the contraction *he'd* with *he would*, i.e. *He'd tripped* = past perfect but *He'd trip* = he would trip.

#### Exercise 17

Draw attention to the Exam tip box at the bottom of the page. If learners were able to record their answers to Vocabulary exercise 7, have them follow the instructions in the book. Otherwise, have them repeat the task in pairs and listen to their partner's answer, giving feedback on the range and accuracy of tenses used.

**Typical mistakes:** A common mistake that learners make is to overuse the past perfect after it has been taught. Remind learners that the past perfect is only used when more than one past event is described, and to emphasise that one event or action is 'more past' than another. Note the difference between standard narrative: *I had breakfast and then went to work*, and one where the first action needs emphasising: *I'd already had breakfast so didn't feel hungry on the train to work*.

#### Exercise 18

Ask learners to do the exercise following the instructions in the book, recording their answers if

possible. If you are short of time, learners can listen to the sample answers at home.

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### Part 4: Exam technique (40 mins)

**FOCUS**

This section provides tips for developing fluency in the Speaking exam.

Direct attention to the Exam tip box at the top of the page. Then ask learners to discuss situations where they have problems with fluency, e.g. when they are in a tense or formal situation; when they are talking about unfamiliar topics etc. Have them read through the tips and decide which ones are most helpful.

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### PHOTOCOPIABLES

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#### Vocabulary spot check 2

1. Parents should have child benefit taken away if they do not send their children to pre-school.
2. Mothers should be able to ask for more child-friendly working hours.
3. Parents should never allow children under 12 years old to be latchkey children.
4. Child labour should not be banned in very poor countries.