

UNIT / 01: RELATIONSHIPS

READING

OUTCOMES

- answer questions using up to three words
- identify key words in a question
- scan a text to find specific information.

OUTCOMES

Ask students to focus on the outcomes of the lesson. Outcome 1 refers to the short answers task in the Reading paper. In IELTS, some question types require candidates to answer using a given number of words. Check that students understand 'up to 3 words'.

Outcomes 2 and 3 focus on skills that are generally useful in IELTS Reading. Check students understand the meaning of 'Key words'. Write a sentence on the board, e.g.

Jenny is from Beijing, which is the capital of China.

Ask a student to come to the board and underline the key words. Do another example, if needed.

Explain that it is important to be able to locate information very quickly as the biggest problem students have with the IELTS Reading paper is timing. This is what is meant, by 'scanning' a text.

Tell the students that the theme of the unit is relationships and elicit meaning (how we get along with other people, especially family and friends). Your 'relations' are your family members.

LEAD-IN

01 Write the example sentence on the board. Draw students' attention to the apostrophe 's'. Ask why it is after the 's' (you have 2 parents). Ask students 'Who is your aunt?' Elicit answer.

Put students into pairs to do the exercise. Monitor and ensure students are pronouncing the words correctly. Make sure the 's' sound can be heard, e.g. my uncle's son.

My aunt is my mother or father's sister.
 My brother is my parents' son.
 My cousin is my aunt or uncle's son or daughter.
 My father-in-law is my husband or wife's father.
 My grandfather is my mother or father's father.
 My grandmother is my mother or father's mother.
 My great-aunt is my grandmother or grandfather's sister.
 My nephew is my brother or sister's son.
 My niece is my brother or sister's daughter.
 My uncle is my mother or father's brother.

Tell students who you live with (e.g. I live with my parents and my sister) and who you are also close to in your family (I am close to my mother). Explain that this means you speak to them or visit them often. Alternatively, use a student as an example (James lives with his mother and father. He is also close to his cousins). In the same pairs, students talk about their families.

02 Check the meaning of 'extended family'. Ask students if they live in an extended family. Tell them there are lots of advantages of this type of family. Can students think of any?

Ask students to look at the 5 advantages listed. Students tell their partners one or two that they feel are important.

Ask students to read the text ONLY for the purpose of checking if any of the advantages are listed. Tell them that it is important in IELTS to read with a purpose.

Alternative

Give one of the advantages to each pair. They skim read the text and decide together if their advantages are mentioned.

2, 3, 4 and 5 are mentioned in the text.

03 Draw students' attention to the tip. Explain that they will not know every word in the Reading paper and it is important to avoid worrying about unknown words. It is often possible to work out the meaning by reading the other words around it. Tell students they will do an exercise to practise this.

Tell students that starting with the words they know or 'easy answers' is a good technique in the Reading paper. Ask them to read through the list of words in the left hand column and identify the ones they already know. They should try to find the meanings of these words from the right hand column.

Do an example. Ask them to find the word 'value'. Read about the sentence with 'value' in it. Ask which word or phrase from the list could replace it (believe something is important) and then go to the text to read the context of any unknown words and complete the exercise.

1 h 2 g 3 a 4 b 5 f 6 c 7 e 8 d

04 This is a fun activity in which students experience scanning the text under pressure. Get students to put into words (in L1 if necessary) HOW you locate information quickly.

grandparents' stories (D) cousin's wedding (A) young adults (E) extended families (B) come and go (G) Italian proverb (F)

To find information quickly, don't read every word. Don't try to say the words. Move your eyes quickly across and down the text. Use your finger if you find it useful.

05 Remind students of the meaning of 'key words'. Check students have identified the correct words.

- 1 percentage / children / extended families / Asia, the Middle East, South America, Sub-Saharan Africa
- 2 grandparents / less busy / stressed / parents
- 3 young adults / think / living alone

06 Read through the advice box with students before they answer the questions in exercise 05.

- 1 over 40%
- 2 They are often retired.
- 3 (They think it will be) exciting.

07 Tell students that this activity focuses on common errors that students make in the exam. These include not following instructions by exceeding the number of words specified, using words not in the text or careless errors such as spelling.

- 1 b
- 2 d
- 3 a
- 4 c

08 Focus students' attention on the tip. Explain that words that are not 'key' words are often 'grammar' words. Elicit some grammar words. Explain that these can be left out in order to meet the word limit.

- 1 over 40%
- 2 grandparents' stories
- 3 lonely
- 4 your grandmother

GRAMMAR

The aim of exercises 09, 10 and 11 is to get students to notice the use of the Simple Present tense and frequency adverbs in the text. Give them time to study the text and come up with rules by themselves. Being aware of which tense(s) is/are being used in a text can help students to understand the meaning and answer questions correctly.

09 1 present simple 2 b

10 1 always 2 often 3 often ; (not) always
 4 usually 5 Sometimes

11 The frequency adverb is usually between the subject and the verb. (*I often cook*). When the verb is 'to be', the adverb comes after the verb. (*It is always cold.*) Some frequency adverbs can also start a sentence. (*Sometimes I watch TV.*)

Extension

Get students to talk about their own habits using the Simple Present tense and adverbs of frequency.

12 Remind students of the key points of the lesson:

- Read the instructions carefully.
- Highlight key words in the question.
- Use scanning skills to locate information.
- Use context to help with meaning of unknown words (only if needed to answer the question)

Give students a maximum of 15 minutes to do the Practice exercise under exam conditions.

- 1 social media
- 2 geographically mobile
- 3 less security
- 4 convenience
- 5 mental health problems

WRITING

OUTCOMES

- describe a process (Writing Part 1)
- use sequencing expressions to describe the order of stages in a process
- use the present simple passive to describe a process
- write an introduction and overview.

OUTCOMES

This lesson relates to writing task 1. The first 3 outcomes relate specifically to describing a process. The fourth outcome, write an introduction and overview, relates to all task 1 types. Tell students that when we describe a process we are interested in what happens rather than in who does the various actions involved. Therefore we use the Passive voice, e.g. 'Water is heated'.

An introduction – or introductory sentence – in task 1 is often a paraphrase of the question – it tells the reader what kind of data this is.

An overview presents the data in summary form.

Examples

Introductory sentence

The diagram shows the process of producing tea from planting to its arrival in the shops.

Overview

The process consists of eight main stages – from planting and plucking on the plantation, drying, withering, sorting and packaging in the factory to, distribution and sales all over the world.

Both of these need to be present. An introduction is always at the beginning. The overview can be anywhere in the text but is most likely to be after the introduction or at the end.

LEAD-IN

- 01** Give some examples of 'celebrations', such as birthdays or festivals. Students add more examples. Tell students typical foods you eat on special occasions. Students talk in pairs. Help them with names of equipment or vocabulary to describe the processes involved in preparing the food.
- 02** Ask students if they know where Sri Lanka is (an island to the south of India). They are going to read descriptions of equipment needed to make a Sri Lankan dish called 'stringhoppers'. The aim of this activity is to expose students to the language they might need for describing objects. Check answers.

- 1 B
- 2 A
- 3 C

- 03** In this part of the activity, students focus on the language which enabled them to do the above exercise.

Materials: plastic, metal, wood, cloth
Parts: handles, base, tray
Shapes: round, square, triangle, rectangle

Advice

Students could add some more materials, parts and shapes to the table.

- 04** The aim of this activity is to demonstrate that students do not need to be familiar with the process described or even know the key vocabulary used as a lot of information is provided in the task. While key vocabulary is given, this is usually in note form. Students will need to change the notes into full sentences, using appropriate structures.

1 c 2 b 3 f 4 a 5 d 6 e

Grammar focus: the present simple passive

- 05** Write the sentences 'We make them with rice' and 'They are made with rice' on the board.

Ask a student to come to the board and highlight the subjects and verbs of the sentences in different colours.

Active verb in present simple

Verb 'to be in present simple

Past participle

We make them with rice. They are made with rice.

Ask who 'We' are (people who make stringhoppers).

Ask who 'They' are (stringhoppers)

'Make' is active because the subject (we) does the action.

'Are made' is passive because the subject (they) has the action done to them.

Label the verb forms as above. Point out that 'to be' (in any tense) plus past participle are needed to form the passive.

Students complete the exercise.

1 are picked 2 are used 3 is needed 4 grown

Sequencing words

- 06** Linking your ideas together appropriately is very important in IELTS writing. Each task type requires different types of linkers. For describing a process, students need to make it clear in which order the steps take place. The words in the box are all suitable for this kind of task. As students do exercise 6, they need to think about the logical order of the steps as well as the grammar.

1 First 2 After 3 Then / Next
 4 The next stage 5 Next / Then 6 Finally

Alternative

If your class is doing well with this lesson, refer them back to the pictures and elicit the steps before doing this exercise. This will give them a chance to practise the vocabulary and the use of the Passive as practised in previous exercises.

Introduction and overview

- 07** Stress that the introduction and overview are not the same and both are essential to any task 1 essay, not just describing a process. The difference between the two is that the introduction tells the reader what type of data it is (e.g. whether it is diagrams showing a process or charts with data on exports from two different countries). The overview tells the reader something about the data itself without going into detail.

a overview b introduction

- 08** a and d are not overviews

Explain that:

a. is an introduction

d is an introduction plus first stage. There does not appear to be an overview, but the overview doesn't have to be after the introduction; it could also be at the end.

Model answer

- 09** The model answers presented in this book are designed to be achievable for the students at this level. They are simple but correct rather than band 8/9 answers.

- The diagram demonstrates the process of preparing stringhoppers, a kind of noodle dish.
- There are six main stages in the process, beginning with grinding the rice and making a dough and ending with using a steamer to cook the stringhoppers.
- First, Next, After that, then, The final stage is
- is put, is mixed, (is) formed, is put, is pushed, are placed, are ... cooked
- a metal piece of equipment with two handles and holes in it; round baskets made of thin pieces of wood
- grind, rice, dough, steamer, grinder, flour, stringhopper press, stringhopper mats, cook, serve, spicy, curries

- 10** Before students attempt exercise 10, ask them to look at the pictures and say some words that they could use in the task. Give them a few examples, such as 'wash' or 'cook'.

The exercise involves finding the past participle of the verbs in the box. 3 of the verbs are irregular (put-put, shake-shook and take-taken). For weaker classes, you could elicit/teach past participle forms of the verbs in advance.

1 spread; shaken 2 collected; transported / taken
 3 removed 4 washed 5 taken out
 6 cooked; added 7 checked 8 put
 9 stuck

EXAM SKILLS

- 11** Depending on your class, you could get them to do the practice essay with or without reference to the lesson.

Sample answer

The pictures show the stages in the production of cherry jam. There are a number of processes involved, from picking the fruit from the tree to putting it into jars ready to sell.

First, a sheet is spread on the ground under the tree and the tree is shaken by a mechanical arm to get the cherries down from the tree. Then, the cherries are collected and transported by lorry to the processing plant. There the leaves and the stems are removed and then the stone is taken out with a metal spike. Next, sugar, lemon juice and pectin are added to the cherries and the jam is cooked. After that, the quality of the jam is checked and then the jam is put into jars. A lid is put on top of the jars to keep the jam fresh. Finally, a label is added and the jam is ready to be sold in the shops.

Feedback

When marking essays, do so positively. Tick the introduction and overview as well as examples of sequencing linkers and passive forms. Use a different colour to underline errors. Use a correction code to encourage students to correct their own errors rather than making the correction for them, e.g.:

Sp-spelling

Gr- grammar

T-tense

P-punctuation

L-linking

Provide a positive comment at the end as well as a suggestion for how the student can improve, e.g.

'Good use of linkers but check your passive forms'

LISTENING

OUTCOMES

- identify the speakers in a conversation
- listen for numbers
- answer multiple-choice questions.

OUTCOMES

Draw students' attention to the outcomes. Point out that in parts 1 and 3 of the listening test there are two speakers (sometimes 3 in part three). Reassure students that the voices will sound very different (often male and female). Listening for numbers can be challenging as numbers like '15/50' sound similar. There are several types of question in the Listening test. In this unit multiple choice (choosing an answer from several options) will be practised.

- 01** The aim here is to check that students understand what is meant by 'everyday situations'.

C, D

- 02** Play the recording once. Students only need to identify the situation after the first listening.

Transcript 02

Conversation 1

Manager: Good evening, Willowtree Hotel. How can I help?

Customer: Hello, I'd like to make a reservation in your restaurant for next Saturday evening.

Manager: Next Saturday? If you hold on, I'll just check ... So ... for how many people?

Customer: I need a table for twelve – it's my husband's 30th birthday, so we're having a celebration dinner.

Conversation 2

Sales assistant: Good afternoon, can I help you?

Customer: Yes, I'm looking for a gift for my sister. She's going to be 18 next week. So I thought a piece of jewellery would be nice.

Sales assistant: Good idea! Do you have anything particular in mind – a necklace perhaps?

Customer: Mm, she has so many necklaces. I was thinking of a pair of earrings, possibly.

Sales assistant: Does she have a favourite colour?

Customer: Mm, she likes blue

Conversation 1: D

Conversation 2: C

- 03** Play the recording a second time. This time students identify the gender (Male or Female) of the speakers.

1 M 2 F 3 F 4 M

- 04** After listening again, students choose the correct option. Point out that the 'wrong' answer will usually be mentioned in the listening in some way to distract them.

5 A 6 B

- 05** This exercise give students practice in identifying the difference between similar-sounding numbers.

Transcript 03

a the 3rd b \$10.50 c the 6th d 70
 e 19 f 62 g £110 h the 27th

a 3rd b \$10.50 c 6th d 70
 e 19 f 62 g £110 h 27th

LEAD-IN

Additional activity

Students work in pairs. They take it in turns to say one of the numbers in each pair. The other student says 'one' or 'two' or points at the number he/she has heard. If the correct number can't be identified, you can intervene and check the student has pronounced the number correctly.

- 06-10** Students are introduced to ways of finding the correct answer even though all the options are mentioned in

the text. Often speakers say one of the options and then correct themselves. This is a technique students should look out for. These exercises help students with a detailed listening which allows them to identify why the other answers are incorrect.

Transcript 04

- Customer:** I need a table for twelve – it's my husband's 30th birthday, so we're having a celebration dinner.
- Manager:** So that's twelve people for the sixteenth.
- Customer:** No, no, it's the day after – the seventeenth – Saturday the seventeenth, at eight o'clock.
- Manager:** Ah, yes, of course. A party of twelve for the Saturday? Oh, I'm sorry, but I'm afraid our main restaurant is fully booked that evening but we do have a small room available for private hire. It can seat up to 20 people, so there would be plenty of space for 12 of you.
- Customer:** That sounds perfect.

06
1 B 2 C

07
1 17th 2 20

08 Transcript 05

- Customer:** That sounds perfect.
- Manager:** Excellent. Now we offer a set three-course menu for £23 per person and we can also supply you with a birthday cake at no extra charge. How does that sound?
- Customer:** That sounds good. So how much would that cost in total?
- Manager:** Let me see – for the food and the room, that will come to £318.
- Customer:** Did you say three hundred and eighty pounds?
- Manager:** No, three hundred and eighteen.
- Customer:** OK, I think I'd like to go ahead and make a booking.
- Manager:** OK, I'll just take your details.

B

09 Transcript 06

- Sales assistant:** Good afternoon, can I help you?
- Customer:** Yes, I'm looking for a gift for my sister. She's going to be 18 next week. So I thought a piece of jewellery would be nice.
- Sales assistant:** Good idea! Do you have anything particular in mind – a necklace perhaps?
- Customer:** Mm, she has so many necklaces. I was thinking of a pair of earrings, possibly.
- Sales assistant:** Does she have a favourite colour?
- Customer:** Mm, she likes blue ...
- Sales assistant:** What about this pair? They have some beautiful little blue stones.

- Customer:** Mm ... They're quite nice, I suppose.
- Sales assistant:** They're silver, and they're handmade, so you won't find anything like them anywhere else.
- Customer:** Oh, really? So, how much are they?
- Sales assistant:** Well they *were* thirty pounds, but actually we've got a sale on at the moment, so they're a little cheaper – only twenty pounds. So you can save ten pounds!
- Customer:** Great. I'll take them.
- Sales assistant:** And would you like me to giftwrap them for you?
- Customer:** How much do you charge for that?
- Sales assistant:** For £4 we give you a pretty box and your own choice of wrapping paper. Or for £5 you can have our luxury wrapping service, which includes a silver box and silver ribbon. And if you would like a card to write your own personal message, that will be £2 extra.
- Customer:** Well, it's a special birthday so I'll take the luxury option. But I already have a card, thank you.
- Sales assistant:** That's fine. I'll do that for you now. And how would you like to pay – cash or card?

1 B 2 B

10 Transcript 07

- Customer:** Oh, really? So, how much are they?
- Sales assistant:** Well they *were* thirty pounds, but actually we've got a sale on at the moment, so they're a little cheaper – only twenty pounds. So you can save ten pounds!

1 30/thirty 2 20/twenty 3 10/ten

Option

In exercise 10 you might want to point out the stress on 'were' This word would not normally be stressed so it is a clue that the earrings are no longer £30.

Multiple choice questions

Paraphrase

Saying or writing a phrase, sentence or text in different words while still giving the same message. To paraphrase well, structures should be changed as well as words and phrases.

- 11** The skill of paraphrase is very important in all parts of the IELTS exam. For example, in writing you can avoid repetition, in speaking you can demonstrate a wider range of vocabulary and in listening and reading it will help you identify the answers. Exercise 11 is an introduction to this crucial skill. Exercise 12 provides further practice while introducing them to the exam skills activity.

1 c 2 e 3 d 4 a 5 b

12

- 1 The relationship between the people
- 2 The type of event
- 3 Colour
- 4 The meaning of something
- 5 Food
- 6 Presents

Extension

Depending on the level of your class you can incorporate the use of synonyms and paraphrase into all classroom activities. For example, get them to say 'Hello' and 'Goodbye' in different ways at the beginning and end of lessons.

EXAM SKILLS

Students have the opportunity to practise the skills learnt in the unit.

Transcript 08

- Mark:** Hi there, Nam! You aren't *still* working on your history assignment, are you?
- Nam:** Hi, Victor! No, I'm taking a break. I'm looking at some photos, actually – a family celebration. Do you want to see them?
- Mark:** So, who's the cute baby in this picture here?
- Nam:** She's my niece – my brother's daughter. Her name's Tae-Hee. She's one year old in this picture. It's a very important birthday in Korea – we call it 'Dol' or Doljanchi. It's a very special celebration – in fact, I think it's probably more important than a wedding or a graduation! And we invite all our family and friends and sometimes our neighbours. Here's a picture of the restaurant where we celebrated Tae-Hee's big day.
- Mark:** What a lovely place – and a beautiful garden, too.
- Nam:** Yes, it's a perfect location for taking photographs. Can you see me just there next to the trees?
- Mark:** Ah yes, I like your hat! And I like the red and silver hat Tae-Hee's wearing too. It's really pretty.
- Nam:** Yes, it's a traditional hat for a girl. Baby boys wear a different one – all black. It looks very serious!
- Mark:** That's a bit boring. Black and silver would be more interesting. What's Tae-Hee wearing round her skirt?
- Nam:** That's a little purse. Boy babies wear this too. It's made of silk and it means good luck in our culture. And she's wearing a belt too. Look – do you see? The belt means she will have a long life!

- Mark:** And what's this on the table there? It's very colourful.
- Nam:** It's rice cakes.
- Mark:** I've never seen anything like that before. It looks like a rainbow!
- Nam:** We always eat rice cakes at a baby's party. There are usually 12 different types of them on the table. Look – this rice cake is completely orange in colour and this one here is bright green!
- Mark:** It looks like a vegetable!
- Nam:** Now, look – this is me with my brother's wife, Mi-Cha. We get on really well together.
- Mark:** What are you holding?
- Nam:** Oh, it's a little bag. All the guests get a gift bag at the end of the party. And inside there's a present from the baby's parents. It's really fun to open it because you don't know what you'll get. So it could be a candle, or some chocolates. Guess what I got? You can see it in this next photo.
- Mark:** It looks like a box of tea. But shouldn't it be the other way round – the baby gets the presents?
- Nam:** Well, the baby receives money from the guests, so in a way you're right! And actually, I've got my present right here. So, why don't we open the box right now and have a cup of tea? Then we can try to finish our assignments.
- Mark:** Sounds good to me!

1 A 2 A 3 C 4 B 5 C 6 B

Extension

If students have found this difficult, you could play the recording again, stopping after the answer to each question has been given. Get students to identify the clues which should help them find the answer, e.g. 'sister' in question 1.

SPEAKING

OUTCOMES

- use simple adjective-noun collocations relating to family
- answer simple questions about your family
- give full answers to Part 1 questions.

OUTCOMES

Students will learn how to extend their answers without talking too much. Part 1 is a series of questions on familiar topics and the easiest part of the speaking test.

LEAD-IN

- 01** This activity will give you an opportunity to assess students' speaking ability at the start of the lesson. Demonstrate by talking about one of your family members (real or made up)

for about 20 seconds. Don't spend a lot of time correcting errors at this stage as you can do so in the final practice activity. The aim of this is just to get students talking and help them understand what 20 seconds feels like.

The word 'collocation' is introduced here. This is a word students should become familiar with as you can use it when teaching them about any part of the exam, and when correcting their speaking and writing. It is important for students to understand that words should not be learnt in isolation but in 'chunks' or phrases.

Collocation

Words used together more frequently than would occur by chance, for example 'heavy rain', 'strong wind'.

Chunks

Chunks include collocations but also groups of words that occur together frequently for grammatical reasons, such as 'I'm going home' or 'I've never been there'.

Exercises 02 and 03 practise collocations with 'family'.

- 02 (not) a large family, a small family, a typical family, a close, happy family

Transcript 09

Examiner: Let's talk about family. So, tell me about your family.

Hoi Chin: My family? Well, my family isn't a large family. It's quite a small family, in fact – and quite a typical family for my country. Just my parents, my older brother and me. So, I'm the baby of the family! I think we're a close, happy family. We do a lot of things together, particularly preparing food – and eating it of course!

- 03 You can't say 'a best family'

GRAMMAR: ADVERBS OF FREQUENCY

- 04 After students answer the questions, draw their attention to the frequency adverbs (sometimes, often, usually and never). Give a few examples about your own activities (e.g. I often go out for dinner, I rarely cook), and ask students to speak about the activities in exercise 05. Monitor and correct errors you hear.

Transcript 10

Examiner: How often do you go out with your family?

Boy: Sorry? Can you repeat that?

Examiner: How often do you go out with your family?

Boy: Well ... we're a close family, we like spending a lot of time together. We try to go out once a week – usually at weekends – on Saturdays or Sundays. We all really like being in the fresh air so we often go for a long walk along the beach. We enjoy going early in the morning when it's quiet. We never go when it's crowded! We live near a big park, so we sometimes go there. We usually go for a long

walk and sometimes have a barbeque by the lake. Sometimes our cousin comes along too. He loves running around in the sunshine. He even enjoys swimming in the lake, so it's a good day out for him too!

- 1 once a week.
- 2 on Saturdays or Sundays / at weekends
- 3 to the beach.
- 4 They usually go for a long walk.
- 5 His cousin sometimes comes with them.

Extension

Students can talk about other activities they do with members of their family. Help them with vocabulary. They can practise other expressions, such as 'once a week', 'three times a year'.

- 06 This exercise helps students to understand some common questions that the examiner may ask about his or her family. It also provides more speaking practice. It is often a good idea for students to change their partner several times during a lesson to give them a chance to develop their confidence in speaking to different partners. Move around the classroom and listen closely, correcting errors you hear.

1 c 2 d 3 b 4 a

- 07 This exercise practises listening for specific information. After listening, ask students to talk about Hoi Chin's family. By now the information will be familiar to them, giving them the opportunity to focus on the language they are using and pronunciation. If necessary, give students some guidance in comparing Hoi Chin's family to theirs, e.g. 'Hoi Chin's family is small but mine is smaller. I am an only child!'

Transcript 11

Hoi Chin: My family? Well, my family isn't a large family. It's quite a small family in fact – and quite a typical family for my country. Just my parents, my older brother and me. So, I'm the baby of the family! I think we're a close, happy family. We do a lot of things together, particularly preparing food – and eating it of course! Yes, we spend a lot of time in the kitchen. My father's a very good cook – he's much better than my mother. My brother's getting married next year, so I'm really looking forward to having a sister-in-law! And who knows? Perhaps our family will get bigger in future! I'd love to have a niece or a little nephew to take to the park one day. Yes, I really want to be an aunt!

- | | |
|---------|-------------------|
| 2 close | 3 eating |
| 4 cook | 5 married |
| | 6 /7 nephew/niece |

Alternative

Stronger students/classes can close their books and talk about Hoi Chin's family from memory.

- 08** Ensure students understand the question, 'Who are you most similar to in your family?' If you wish you can give a 'model' answer about yourself to illustrate the meaning.

Transcript 12

- Student A:** I get on really well with both of my sisters. The older one's at university in Australia, so I don't see her very often anymore. The younger one still lives at home though, and we spend all of our free time together.
- Student B:** I'm a lot like my father. We look similar and have the same interests.
- Student C:** Most people say that I'm similar to my father because we both have green eyes and black hair. However, I think that I'm more similar to my mother in character. We're both easy going and calm, so I think it's a mixture of both.

1 Student B 2 Student A 3 Student C

(student A answered a different question – 'who do you get on with best in your family?')

- 09** Go through the information in the box with the students. Point out that the highlighted words provide useful ways to give extra information about your answer.

Sample answers, but many others are possible

- 1 ... because they are the most important people in my life.
- 2 ... but we still get along very well.
- 3 ... and she is going to move to a different city with her husband.
- 4 ... so I don't spend as much time with him as I want to.
- 5 ... even though he is quite a bit older.

Alternative

Students can give their answers orally instead of writing them down, or they can write them, then cover them and practise saying them to their partner.

PRONUNCIATION

- 10** Many students mispronounce words which add an extra syllable when they change form by adding an 's'. This is true of plural forms as well as third person 's'. Pay particular attention to students' pronunciation of 'watches' and 'chooses'.

Transcript 13

asks, chooses, enjoys, keeps, plays, talks,
wants, watches,

/s/ asks, keeps, talks, wants
 /z/ enjoys, plays
 /iz/ chooses, watches

- 11** Check meaning of 'annoys' (does things that make you don't like or make you angry). This exercise focuses on the pronunciation of third person 's' so focus on monitoring that.

Transcript 14

- Examiner:** Is there anyone in your family who annoys you sometimes?
- A:** My father watches football on TV and shouts a lot.
- B:** My brother plays on the computer all the time.
- C:** My mother keeps telling me to tidy my room.

Extension

Depending on your class, you could also highlight sentence stress (the fact that words that carry the meaning are stressed rather than grammar words), e.g.

My father watches football on TV and shouts a lot.

- 12** Exercise 12 also focuses on pronunciation of third person 's' but also gives students practice of the grammar and vocabulary they have learnt in this lesson.

EXAM SKILLS

Pair students up with someone they have not yet worked with if possible. The role of the listening partner is important. They should practise 'active listening' by listening for language from the lesson or any new language their partner produces.

Feedback

It is important to students to receive feedback on their main speaking tasks throughout the course. It is also important to develop students' confidence when speaking. Therefore, don't over-correct. Decide what errors to focus on. For example, ones that interfere with communication, such as pronunciation of 'rake' and 'lake'

Circulate around listening to different students. Don't interrupt them but note down significant errors. These may be those connected to today's lesson or those made frequently or by many students, or those that affect communication.

After the students have finished the activity, write the errors on the board and ask students to correct them. They can come up to the board and use a different colour to make the correction. Always focus on what students have done well and praise them for taking an active part in the speaking task.