

### Sample lesson plan for *Speaking for IELTS* Unit 9

**Student preparation for this class:** Have learners complete Vocabulary exercises 1–9 before the class. (approximately 80 mins)

**Teacher preparation:** For Vocabulary spot check 1, write the following topics in a 3x3 grid on the board for pairs to copy. Alternatively, write them on a sheet of blank paper and make enough copies for each pair to have one grid:

<i>shops</i>	<i>people and</i>	<i>transportation</i>
<i>and restaurants</i>	<i>communities</i>	
<i>cultural activities</i>	<i>houses and</i>	<i>jobs</i>
	<i>architecture</i>	
<i>history/recent</i>	<i>night life</i>	<i>problems</i>
<i>changes</i>		

(5–10 mins)

#### Part 1: Vocabulary (30 mins)

**FOCUS** Exercises 1–4 focus on words, phrases and collocations for describing places (houses, villages and cities) and changes to places. Exercise 5 provides practice for Speaking exam Part 1: Introduction and interview. Exercises 6–8 provide practice in identifying and using common suffixes to make nouns, adjectives and verbs. Exercise 9 provides practice for Speaking exam Part 2: Individual long turn.

#### Spot check 1:

To provide practice in talking about different aspects of learners' home town(s), play noughts and crosses game using the topics in the grid on the board.

- Review the Exam tip box under Vocabulary exercise 5 on page 74.
- Divide the class into pairs to play the game. One person in each pair represents 'noughts' (O) and the other is 'crosses' (X).
- Have one person from each pair copy the grid from the board into their notebook.

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<i>and restaurants</i>	<i>communities</i>	
<i>cultural activities</i>	<i>houses and</i>	<i>jobs</i>
	<i>architecture</i>	
<i>history/recent</i>	<i>night life</i>	<i>problems</i>
<i>changes</i>		

- Pairs take it in turns to select a topic and talk about it in relation to their home town. They must say at least three things about the topic.

- If the student is able to speak fluently and accurately about the topic, they win the square and draw either a nought or a cross.
- The student that is able to win three consecutive squares (horizontally, vertically or diagonally) wins the game.

#### Spot check 2:

To practise using different types of suffix, divide learners into teams of four to six and do a suffix race.

- Review the suffixes that learners can remember from Vocabulary exercises 6–8. Draw attention to the Exam tip box above Vocabulary exercise 6. Draw six columns on the board and write a heading for each as follows:  
*-ness -ism -ment -y -ful -ate*
- Choose a letter and ask each team to try to think of a word beginning with that letter to fit into each column, e.g. A: *awareness, alcoholism, abandonment, arty, awful, activate*.
- The first team to think of a word for each column shouts 'stop'.
- Have the team read out their words. If they are all correct, they score a point. Elicit alternative words from other teams.
- Choose other letters and have more rounds (avoid letters e, j, k, q, v, x, y and z).

#### Part 2: Pronunciation (30 mins)

**FOCUS** These exercises raise awareness of words with silent letters that are often mispronounced. Exercise 10 focuses on English words that are not pronounced as expected. Exercise 11 practises the pronunciation of common English words with silent letters. Exercise 12 provides practice for Speaking exam Part 3: Two-way discussion.

#### Exercise 10

Introduce the topic of English towns and cities by asking whether learners can name any themselves. Have learners do the exercise following the instructions in the book. Note that this is an awareness raising exercise. Although learners listen to the recording of the place names twice, they do not need to worry about pronouncing the names of these towns themselves.

#### Exercise 11

Instruct learners to read through the ten words and identify the silent letters in pairs. Then have them listen to check their answers.

**Typical mistakes:** Learners may have difficulty identifying both silent letters and elision of sounds, particularly where a whole syllable is dropped as a result of the silent letter, e.g. restaurant /restrɒnt/. Help learners focus on this by asking them to listen to the recording and identify the number of syllables they hear.

### Exercise 12

Draw attention to the Exam tip box before learners do the exam practice. Ask them 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, paying particular attention to the candidate's pronunciation.

## Part 3: Grammar (40 mins)

### FOCUS

These exercises train learners to use the passive and causative forms. Exercises 13–15 focus on different ways of using the passive. Exercise 16 provides practice in forming sentences using the causative *have*.

### Exercise 13

Lead in by writing a passive sentence on the board, e.g. *A lot of new offices have been built in my town.* Elicit what the structure is and discuss when we normally use the passive voice, e.g. when we talk about processes and developments or when we want to distance ourselves and make something impersonal. Point out that, although the passive is used more in writing than in speaking, it can be useful in the speaking exam to show range. Have learners read the explanation and example sentences and then re-write the two sentences that can be used in the passive. Point out that there is more than one possible answer. Ask them to check and discuss their answers in pairs. Have them repeat the correct answers, paying attention to the word stress.

### Exercise 14

Have learners read through the information and examples and then complete the sentences. Remind them that although they use their own ideas, they need to write something that contrasts/disagrees with the idea in the first half of the sentence. Follow up by asking learners to work in pairs or small groups and read their sentences aloud to each other and discuss their opinions.

**Typical mistakes:** Learners are often keen to use the passive to show they can use a range of structures. Check carefully that they do not overuse these structures when stating their own views, e.g. *I am argued that it is better to live in the city.*

### Exercise 15

Have learners read the explanation and practise saying the example sentences. After they re-write the sentences they should check answers in pairs.

### Exercise 16

To introduce the causative *have*, ask learners who they pay to do things for them, e.g. cleaners, hair dressers, manicurists, window cleaners, etc. Direct attention to the explanation and examples and elicit a few more examples using: *I'm having my hair / house / car / ...* Elicit a few sample answers after they have re-written sentences **a–d**. Have them work in pairs to do step 2. If your learners are unable to think of any services they have had done recently, tell them to imagine they are a famous person or celebrity and imagine what services they are likely to require.

**Typical mistakes:** Make sure that learners are aware of the different tenses needed in the exercise. They may find it challenging to use the *going to* future and present perfect with the causative *have*, because they need to include more than one verb and the past participle, e.g. *We've had our house painted. We're going to have our house cleaned.* If necessary, highlight the more complex forms on the board.

## Part 4: Exam technique (40 mins)

### FOCUS

Exercises 1–3 introduce and practise language for paraphrasing in order to repeat or clarify information. Exercise 4 introduces and practises different ways of introducing examples. Exercise 5 reviews paraphrasing language.

### Exercise 1

Introduce the topic by discussing what learners do when they want to reformulate something in their first language. Point out that in the exam, they won't necessarily lose marks for saying something incorrectly if they can then reformulate or correct themselves. Instruct learners to do the exercise following the instructions in the book. Have a brief class discussion about possible answers to step 2 and compare ideas with the suggestion in the answer key.

### Exercise 2

Instruct learners to do the exercise following the instructions in the book. Help them identify the word with main stress in each phrase (*mean* and *another*) Have a brief class discussion about the answer to step 2 and compare with the answer key.

### Exercise 3

Have learners listen to and repeat the sentence on the recording. Encourage them to identify the main stress (on *other*) and to link the words together.

### **Exercise 4**

Instruct learners to do the exercise individually and compare suggestions in pairs before playing the recording. Point out that there is often more than one possible place to use the phrases.

### **Exercise 5**

Elicit the various useful phrases from this section and write them on the board in model sentences. Model or go over the stress and intonation of each one, encouraging repetition.