

Sample lesson plan for *Get Ready for IELTS Speaking Review 2*

Student preparation for this class: Have students complete Review 2 (20 mins).

Teacher preparation: none.

Focus: Exercises 1 & 2 revise words to describe cities; Exercise 3 revises *There is/are(n't)*; Exercises 4-6 revise words and phrases related to TV programmes; Exercise 6 also revises adverbs of frequency; Exercises 7 & 8 revise words and phrases to describe the weather; Exercise 9 revises *can/can't*.

Spot check 1 (15 mins)

To check the learners' recall of words related to places in cities and their ability to use adverbs of frequency, *There +be* and *can*:

1. Divide the class into groups of at least 4 students.
2. Tell learners that they will take it in turns to describe a well-known place in a city (e.g. a museum, park, tower, bridge, etc). They have to give enough information so that others in the group can guess the place, but it should not be too easy.
3. Write the following words and phrases on the board and tell them that they have to use them all before the others are allowed to start guessing:
 - *there is(n't)*
 - *there are(n't)*
 - *you can('t)*
 - *often*
 - *never*
 - *I (don't) really like it because*
4. Give them one minute to prepare and then ask them to take it in turns to describe their place.
5. The first person to guess the correct place gets a point. Continue playing until everyone in the group has described a place.

Spot check 2 (10 mins)

To check the learners' recall of words related to TV programmes and to give them more speaking practice.

1. Ask students to write the questions for Exercise 5, numbers 1, 2, 4 and 6. Check the answers (1. *What is it about?* 2. *Where is it set?* 4. *Who does it star?* 6. *What do you like best about it?*)
2. Ask the learners to work in pairs. They ask each other the questions about a soap opera, TV series or film they have watched. They need to say one to three sentences per answer.

Spot check 3 (10 mins)

To check the learners' recall of words related to weather.

1. Have students work in groups of 3 or 4. Ask them to write down as many words as possible related to 'weather'. Give them two minutes to do this. The group with the most words wins.
2. Ask the winning group to take it in turns to dictate their words and write these on the board; ask students from other groups to spell some of them.
3. At the end, check if any of the other groups have words left that are not on the board yet and add these. If any difficult or unusual words are on the board, ask the students for explanations.

Sample lesson plan for *Get Ready for IELTS Speaking Unit 7*

Student preparation for this class: Have students complete Part 1: Language development exercises 1–12 (55 mins)

Teacher preparation: none

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about studying. Exercises 1 & 2 introduce words associated with academic subjects; Exercises 3–6 focus on word stress; Exercises 7–9 focus on collocations; Exercises 9–12 focus on the present continuous.

Spot check 1:

To check learners' recall of words for academic subjects and practise the correct pronunciation:

1. Write the following on the board, one at a time:

- *mthmtcs*
- *lw*
- *rt*
- *mdcn*
- *ngnrng*
- *chmstr*
- *hstr*
- *bsnss stds*
- *ltrtr*

2. Tell students that these are academic subjects with missing vowels. Give a point to the student who can shout out the complete word first.
3. Ask them to repeat the word so everybody can hear it and give an extra point for correct pronunciation.
4. Ask a number of students to repeat the correct pronunciation.

Spot check 2:

To practise the present continuous:

1. Write the table following on the board:

The present continuous		
subject	verb	rest of the sentence
1. I	(think about)	
2. My teacher	[not] (live)	... at the moment.
3. My classmates	(work)	
4. My classmate and I	(study)	
	(sit)	
	(write)	
	(do)	
	...	

2. Ask students to work in pairs to write true sentences about the four subjects, using the present continuous. They can choose one of the verbs on the board or use one of their own. Give them an example sentence e.g. *My classmate and I are doing an exercise at the moment.* *My teacher is not sitting down at the moment.*
3. Check the sentences, making sure that they have included the verb *to be* in its correct form.

Part 2: Skills development (45 mins)

Focus: These exercises focus on Part 2 of the speaking test where learners speak about a topic, and Part 3, where they have a longer discussion. Exercises 1–6 focus on giving relevant answers and using a range of vocabulary in Part 2; Exercises 7–11 focus on expressing an opinion clearly in Part 3.

Exercises 1–6

1. Go over the Exam information about Part 2 of the speaking test at the top of page 51.
2. Have learners do Exercises 1–4 individually, one exercise at a time. You will need to play the recordings (track 35 and track 36). Check their answers as you go along.
3. Draw the learners' attention to the Exam tip at the bottom of page 51.
4. Have them record their answers for Exercise 5 if possible and work in pairs for Exercise 6.