

Sample lesson plan for *Get Ready for IELTS Speaking Review 4*

Student preparation for this class: Have students complete Review 4 (20 mins).

Teacher preparation: none.

Focus: Exercises 1–3 revise words related to healthy activities; Exercise 3 also revises grammar: *should(n't)*; Exercises 4–6 revise language to talk about important events and feelings; Exercise 6 also revises comparisons; Exercises 7–9 revise words related to possessions; Exercise 7 also reviews the order of adjectives; Exercise 9 also revises the present perfect.

Spot check 1 (50 mins)

To check the learners' recall of vocabulary from Units 10–12 and to practise using grammar (*should*, comparisons, adjective order, present perfect), have students practise interviewing each other in pairs.

1. Ask learners to work in pairs. Tell them they are going to pretend to be a favourite celebrity, and will be interviewed by their partner about the following topics: (a) healthy activities, (b) important events, and (c) possessions.
2. Highlight the language they need to use by writing the following sentences on the board and asking them to fill in the gaps:

present perfect: I have my camera for three years.

should(n't): If you want to be healthy, you should ... but you shouldn't ...

order of adjectives: I have had a travel bag for five years.

comparisons: Getting your first job is than starting college.

3. Give the students 5–10 minutes to write 2 to 3 interview questions for each of the areas (a-c) above.
4. Ask students to imagine that they are a famous person they admire and know something about (dead or alive), e.g. an actor, a businessperson, a writer, a chef. Give them some time to think about what this person would say about their lives. They can make things up!
5. Students ask each other their questions and pretend to be the famous person when they give their answers. Ask students to perform the interviews in front of the whole class.

Spot check 2 (10 mins)

To revise adjectives for feelings, and to check the learners' ability to use comparisons:

After doing Spot check 1, put some adjectives on the board that learners have studied, e.g.:

famous, clever, confident, bored, happy, excited, nervous, relaxed, tired, creative, friendly, bossy, calm

Tell them they can also use some of their own.

Have students to work in pairs to compare their ideas about some of the famous people that were interviewed. Give an example sentence, e.g. *I think Bill Gates was more creative than Nicole Kidman, but in the interview Nicole was more confident; Shakespeare was more excited than the Queen, but the Queen had more expensive possessions.* Give students some time to think of sentences and then ask them to share their comparisons with the whole class.

Sample lesson plan for *Get Ready for IELTS Speaking Practice Test*

Student preparation for this class: Ask students to read page 7 of their books, which tells them how the marking of the test is done - the information about the Speaking test is at the bottom of the page. Ask learners to also read the Progress check questions at the end of each unit and to use their books to revise any areas they have found difficult (e.g. certain aspects of pronunciation, grammar, ...) (30 mins)

Teacher preparation: none

The students will benefit most if this test is done under exam conditions. Ideally a teacher would interview them but students can also work in pairs.

Record the oral interview. Students have 11–14 minutes each in total.

Part 1: 4–5 minutes (introductions and general questions)

Part 2: 3–4 minutes (1 minute to prepare, a 'long turn' where they talk for 1-2 minutes with some questions from the examiner)

Part 3: 4–5 minutes (two-way discussion where they are asked some more question about the topic in Part 2 so that they can discuss more abstract issues)

Ask students to look at page 7 of the book, which explains how marking is done.

Ask students to work in pairs to listen to their recordings. Ask them to encourage each other rather than criticise and to think about which IELTS band they each may have achieved for the following four areas (which have equal weighting): (1) fluency and coherence, (2) range of vocabulary, (3) range of grammar, (4) accuracy and pronunciation.

EXTENSION ACTIVITY

You could ask learners to write and hand in an action plan that states which areas they should work on, and which sections of the book they are going to use to revise. (10 mins)