

Sample lesson plan for Get Ready for IELTS Speaking Unit 1

Student preparation for this class: Have students complete Part 1: Language development exercises 1–14. (1 hour)

Teacher preparation: none

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about family. Exercises 1–3 introduce words for family members; Exercise 4 & 5 focus on pronunciation of *ð*; Exercises 6–10 introduce vocabulary for describing people; Exercises 11 & 12 focus on possessive adjectives; Exercises 13–15 provides practice in describing family members.

Spot check 1:

To check learners' recall of adjectives for describing character:

1. Ask each student to write three sentences describing him or herself using the adjectives in Language development exercise 6.
2. Divide the class into groups of five or six and designate one member of each group to act as facilitator.
3. Facilitators gather in their group's responses, shuffle them, and without giving away the names, read them aloud.
4. The other group members listen and guess who wrote which description.

Spot check 2:

To check learners' recall of possessive adjectives:

1. Write your own responses to the questions in Language development exercise 13 on the board leaving gaps in place of all of the possessive adjectives.
2. Learners work in pairs to fill the gaps.

Exercise 15

Pair learners up and ask them to speak for 4–5 minutes each about their family. Ask listeners to provide feedback on the speaker's use of vocabulary for describing people, pronunciation of *ð*, and use of possessive adjectives.

Part 2: Skills development (45 mins)

Focus: These exercises focus on Part 1 of the speaking test: Introduction and interview. Exercises 1 & 2 focus on understanding the examiner's instructions. Exercises 3–8 train learners to practice effectively: to assess their performance and identify strategies for improvement.

Exercise 1

Go over the Exam information on Section 1 of the speaking test at the top of page 11. Have learners do the exercise individually and check their answers. To follow up:

1. Divide the class into five groups.
2. Ask each group to come up with as many questions as they can for one of the topics a–e.
3. Ask a spokesperson for each group to share their questions with the class.

Typical mistakes: Watch out for omission of the auxiliary verb *do*, e.g. *Where you live?* Some learners may also fail to use interrogative word order with the verb *be*, e.g. *You are a student?*

Exercise 2

Learners do the exercise following the instructions in the book.

Exercises 3 & 4

Learners do the exercises following the instructions in the book and compare their answers in pairs.

Exercises 5 & 6

Have learners continue working in pairs to practise answering the question. Listeners provide feedback using the framework in Exercise 6. If possible, have them record their responses.

Typical mistakes: Learners may have difficulty with the pronunciation of *ð* in *father* and the pronunciation of final *-s* in words such as *works* and *he's*. Some learners may forget to use the indefinite article with occupations, e.g. *He is doctor.*

Exercise 7

Give learners a few minutes to identify and practise at least one way of improving their response, then have them repeat the exercise in pairs, recording their answers if possible. Ask them to listen to their first and second attempts and note any improvements.

Exercise 8

Have learners practice answering one other question from Exercise 2 following the same procedure.

EXTENSION ACTIVITY

To provide further practice in answering Speaking test Part 1 questions.

1. Ask each student in the class to choose one of the questions they generated in the follow up activity for Skills development exercise 1.
2. Have learners stand up and circulate asking one another other their questions. Instruct them to change partners after every minute. (10–15 mins)

Part 3: Exam practice (20–30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 13 before they do the exercise as well as after.