

### Sample lesson plan for *Get Ready for IELTS Speaking* Unit 10

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–11. (45 mins)

**Teacher preparation:** none

#### Part 1: Language development (45 mins)

**Focus:** These exercises introduce language for talking about health. Exercises 1-4 introduce words and phrases associated with healthy activities; Exercises 5-8 focus on language to give explanations; Exercises 9 & 10 focus on the pronunciation of contractions; Exercise 11 focuses on grammar: *should/shouldn't*.

##### Spot check 1:

To check learners' recall of vocabulary for describing healthy activities:

1. Ask the students to close their books. Divide them into groups of three or four. Put the following table on the board:

do	play

2. They write down as many healthy activities you can 'do' or 'play' as they can in two minutes. They receive two points if the word or phrase was mentioned in Unit 10 and one point for any other words or phrases they have found. They lose a point for anything that is not in the correct column or that is not a healthy activity.
3. When the two minutes are up, have a look at the lists (to avoid cheating). Ask the teams to take it in turns to read out one of their words. Write the words on the board and give the teams points. Congratulate the winning team at the end.

The following words and phrases will score two points each:

do	play
yoga	table tennis
tae kwon do	brain training games
	board games
	sports
	a musical instrument
	chess

##### Spot check 2:

To check learners' ability to use vocabulary for giving explanations, to use *should and shouldn't*, and to practise the pronunciation of contractions:

1. Ask students to stay in the same groups as for Spot check 1. Tell them they have another chance to win.
2. Write the following on the board:
  - a. *People should play ... . It's a ... idea because it keeps their mind ... .*
  - b. *It's important to stay ... . Doing ... can help but people ... do too much of it when they start.*
  - c. *It's quite ... when you first start an activity but you ... keep going. After all the hard work you'll feel more ... .*
3. Students fill in the gaps with suitable words. The first group to finish with all gaps filled in correctly wins.
4. Groups take it in turns to read out one of their answers. There is at least one contraction in each answer, so check that these are pronounced correctly.

**Note:** the following are some possible answers, but accept any others that make sense.

- a. *board games/chess, good/great, active/busy*
- b. *healthy/fit/active, sports/ yoga, shouldn't*
- c. *challenging/difficult, should, relaxed/healthy*

#### Part 2: Skills development (45 mins)

**Focus:** These exercises focus on Parts 1 and 3 of the speaking test. Exercises 1-3 focus on giving relevant information and opinions when answering questions in Part 1; Exercises 4-9 focus on identifying question types in Part 3.

##### Exercises 1–3

1. Ask the learners to read the Exam information at the top of page 71.
2. Ask students to follow the instructions for Exercise 1 and check the answers. Ask students to explain why the correct answers are the best option.
3. Have students work in pairs and follow the instructions for Exercises 2 and 3.

**Typical mistakes:** Students are often nervous at the start of the exam and are happy when they hear a question they understand. This can lead to giving an answer too quickly and it may not be completely relevant. Draw the students' attention to the Exam tip at the bottom of page 71, which reminds them to focus on relevant points only. Tell them to make sure they understand the whole question, e.g. in Exercise 1, Question 3, they need to give an answer to the question *when?* and talk about seeing both friends and family. Encourage them to repeat the question they hear in their heads, to make sure they don't need to ask the question to be repeated, and to think about *all* the aspects before giving an answer. Phrases they have already learnt, such as *Let me see* can give them time to think.

#### Exercises 4–9

1. Draw the students' attention to the Exam tip on page 72.
2. Work through Exercises 4–9 with the students, one at a time. Ask students to do Exercises 4 & 5 individually. Ask them to compare their answers to Exercise 5 in pairs before playing the recording (track 59).
3. Ask students to work in pairs to do Exercises 6–9.
4. Ask them to follow the instructions for Exercises 7 & 8, to record themselves if possible, and to listen to each other's answers and assess them.
5. Play the recording (track 60) for Exercise 9. Have students listen to a partner's answers and give feedback on whether their answers were relevant or not.

**Typical mistakes:** Students may 'dive' into the answer too quickly. If you notice that this is happening a lot, draw the group's attention to the answers in Exercise 5. There is a pattern: an immediate response (*Definitely/That's a difficult question/ That's interesting*), which may include a phrase to get some time to think (*That's interesting/let me see*), and then the actual answer with an explanation, examples and conclusions.

#### EXTENSION ACTIVITY

To provide further speaking opportunities and to practise using a range of vocabulary about a topic:

1. Give students some time to write down three questions, asking for someone's opinion about healthy living.

e.g. *In your opinion, is yoga a sport? Do you think that there should be a maximum number of junk food restaurants in any local area?*

2. Have students walk around and ask three different people one of their questions.
3. After they have answered, they can give feedback to each other about the answers (on relevance, length of answer and use of vocabulary). (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 73 before they do the exercises as well as after.