

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 11

Student preparation for this class: Have students complete Part 1: Language development exercises 1–12. (45 mins)

Teacher preparation: none

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about important events. Exercises 1–3 introduce words and phrases associated with important events; Exercises 4–6 focus on language to describe feelings; Exercises 7 & 8 focus on pronunciation: *Giving emphasis*; Exercises 9–12 focus on grammar: *Comparing*.

Spot check 1:

To check learners' use of adjectives to describe feelings (ending in *-ed* and *-ing*) and to revise vocabulary related to events and activities:

- Put the words in bold on the board in a table as follows:

	boring	exciting	relaxing	tiring
event	<i>your</i>	<i>getting</i>	<i>doing</i>	<i>learning</i>
or	<i>cousin's</i>	<i>your first</i>	<i>yoga</i>	<i>to drive</i>
activity	<i>graduation</i>	<i>job</i>		<i>a car</i>

- Ask students to give you examples of event or activities that they have found boring, exciting, relaxing or tiring. Fill in an example on the board for each category, as in the table above.

- Then ask students to work in pairs to add two more examples of their own for each column. Go round and check some of the answers.

- Write the following questions on the board:

- What was it like when you got your first job? It was ...*
- How do you feel when you do yoga? It makes me feel ...*

Ask students the questions and make sure they understand the difference (1: *exciting*, 2: *excited*). Ask some more questions of the class. Students may have different answers, e.g. some may feel that yoga is boring, while others may think it is relaxing or tiring. Accept all answers with the correct ending.

- Ask students to continue the exercise in pairs, using the examples they put in their own table.

Spot check 2:

To check learners' use of comparatives and superlatives and to revise vocabulary from previous units:

- Ask students to give you three examples of each of the following categories: (1) sports, (2) healthy activities, (3) types of holidays, (4) jobs, (5) academic subjects, (6) types of TV programmes, (7) free time activities.

Write them in a table on the board, with the categories on the left, e.g.:

(1) sports:	<i>football</i>	<i>tennis</i>	<i>swimming</i>
(2) healthy activities:	<i>playing board games</i>	<i>eating healthy foods</i>	<i>doing sports</i>

- Dictate the following questions:

- Which sport is the most exciting? And the most tiring?*
- Which job is the most interesting? And the most important?*
- Which academic subject is the most interesting? And the most difficult?*
- Which type of TV programme is the best? And the most boring?*
- Which activity is the most difficult? And the most satisfying?*

- Ask a few students questions (a). They have to give an answer that is true for them/

You could put the following table of example answers on the board to help the students:

- _____ is more exciting than _____, but _____ is the most exciting.*

For example:

- Football is more exciting than swimming, but tennis is the most exciting.*
- Tennis is more tiring than swimming, but football is the most tiring.*

- Ask students to choose three of the questions (a-e) and to walk around the classroom to ask three students a different question and to answer one of theirs. You can make this harder by removing the example sentences after a while.

Part 2: Skills development (45 mins)

Focus: These exercises focus on using a range of grammar in Parts 1, 2 and 3 of the speaking test. Exercises 1–4 focus on using the best tenses; Exercises 5–9 focus on tenses and grammatical phrases.

Exercises 1–4

1. Draw the learners' attention to the Exam information at the top of page 77 and the Exam tip.
2. Ask students to follow the instructions and do Exercises 1 on their own.
3. Play the recording (Track 67) and ask the students to do Exercise 2.
4. Have them record their answers to Exercise 3, if possible.
5. They should work in pairs on Exercise 4 so that they can listen to each other's answers and discuss the tenses where necessary.

Typical mistakes: Students often use the present tense with a time indication in the past (*Yesterday, I go...*). Try to give them plenty of practice of past tenses in your classes, e.g. by asking them about their weekend. Before they answer, remind them to use appropriate tenses. You may want to use non-verbal ways to get them to self-correct when they use a present tense, e.g. by pulling your right hand towards your right shoulder a few times.

Exercises 5–7

1. Work through Exercises 5 & 6 with the students, following the instructions.
2. Learners could work in pairs for Exercise 7, listening and giving feedback to each other's answers. Students record their answers, if possible.

Typical mistakes: Some students may make mistakes when using irregular past tenses. If learners need to learn some more irregular past tenses, you could give them a list with past forms (available in most grammar books) to study for homework, e.g. *do/did/done, begin/began/begun*.

Exercises 8 & 9

1. Ask students to follow the instructions and do Exercise 8 individually.
2. Draw their attention to the Exam tip at the bottom of page 78, before they do Exercise 9. Students could work in pairs to give each other feedback and record their answers if possible.

EXTENSION ACTIVITY

To provide further speaking opportunities and to practise using correct tenses:

1. Ask students to work in groups of three. Give them some time to think about an exciting or funny event that happened to them at school. Tell them they will need to talk about it for two minutes.

You could give them an example of your own, e.g. when you were a pupil, you had a classmate who hid a teacher's books, and the teacher had an unusual reaction ...

2. The other two students have to listen carefully and ask a follow-up question each, starting with *what, when, how, where, or why* (e.g. *How old were you when this happened? Why do you think the teacher did not punish the student?*).

Encourage them to help each other remember to use past tenses (where appropriate). (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 79 before they do the exercises as well as after.