

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 12

Student preparation for this class: Have students complete Part 1: Language development exercises 1–13. (50 mins)

Teacher preparation: if you decide to do the extension activity, you will need to print a copy of the hand out for each student.

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about possessions. Exercises 1–5 introduce words and phrases to describe objects; Exercises 5–8 focus on language to describe objects; Exercises 9 & 10 focus on pronunciation: *Linking words*; Exercises 11–13 focus on grammar: *Present Perfect with for and since*.

Spot check 1:

To check learners' recall of phrases for describing objects:

1. Have learners do Exercise 5 on page 81 again, but for an (other) object they own and like.
2. Ask learners to read the description they wrote in Exercise 8, and the phrases from Exercise 6 again.
3. Divide the class into groups of three or four. With books closed, have them describe both of their objects to the rest of the group. (They describe the object they wrote about at home and the one they have just written notes about.) They should be careful not to name the objects. The others have to guess what the objects are.

Spot check 2:

To check the learners' ability to link words:

1. Ask a few learners from each group to volunteer to repeat one of the descriptions from Spot check 1 for the whole group - again without naming the object. Draw their attention to the Exam tip at the bottom of page 81 before they start.
2. Pay attention to the way they link their consonant and vowel sounds, give feedback and, if necessary, further practice (say and repeat).

Spot check 3:

To check learners' ability to use the present perfect with *for* and *since*:

1. Ask learners to stay in their groups. Write the following questions on the board:

a. What important object have you owned since you were a child?

OR

What object have you wanted since you were little?

Answer: I ...

b. What object have you used for years?

OR

What object have you only had for a short while?

Answer: I ...

2. Have the students ask each other two questions, one from (a) and one from (b). Ask them to start their answers with 'I' (not with the object) and to use *for* or *since* in their sentences.

(e.g. *I've had my first school bag since I was 6, I've wanted a TV in my bedroom since I was little, I've used my travel bag for years, I've had my new phone for 2 days now*).

Make sure that they are using the present perfect correctly.

Part 2: Skills development (45 mins)

Focus: These exercises give tips and offer practice in a range of skills that are necessary in Parts 1, 2 and 3 of the speaking test. Exercises 1 & 2 focus on fluency and coherence; Exercises 3 & 4 focus on using a range of grammar; Exercises 5 & 6 focus on using a range of vocabulary; and Exercises 7 & 8 focus on good pronunciation.

Exercises 1 & 2

1. Draw the learners' attention to the Exam information at the top of page 83.
2. Ask students to do Exercise 1, about coherence and fluency, in pairs, and check their answers.
3. Get students to record their answers to Exercise 2 if possible. Ask them to work in pairs to listen to each other's answers and give feedback about the notes and the useful phrases they wrote down. They should also say whether they thought the delivery was at a natural pace.

Exercises 3 & 4

1. Have students do Exercises 3 & 4, about grammar, in pairs. Get them to record their answers if possible.
2. They can listen to each other's answers and give feedback about whether they used appropriate tenses for the question and used a range of appropriate grammatical phrases and tenses.

Exercises 5 & 6

1. Ask students to do Exercises 5 & 6, about vocabulary, in pairs. Get them to record their answers if possible.
2. They can listen to each other's answers and give feedback on whether they used appropriate topic vocabulary, and did not repeat themselves.

Typical mistakes: Some students may take a long time to decide which photograph they should describe. Tell them that they waste useful time if they do not make a quick decision. Advise them to think of photographs which are related to vocabulary topics they are confident about, e.g. if they are good at talking about words related to possessions or holidays, they should think of photographs that relate to one of these topics.

Exercises 7 & 8

1. Ask students to do Exercises 7 & 8, about pronunciation, in pairs. Get them to record their answers if possible.
2. They can listen to each other's answers and give feedback about word stress, sentence stress, intonation and the pronunciation of sounds.

EXTENSION ACTIVITY

To provide further speaking opportunities and to raise awareness of their strengths and weaknesses in the area of grammar, vocabulary, fluency and pronunciation:

1. Have students work with a different partner. Ask them to listen to each other's answers for one of the questions from Exercise 6 on page 84 (live or on the recording they made) and fill in the grid (see handout). They put a tick (✓) in the 'Yes' column if something has been done well, or a tick in the 'Not always' column if something could be improved.
2. They work together on tips to help improve any problem areas (e.g. 'practise saying /θ/ or /ð/ rather than t', 'try not to let intonation go up at the end of sentences'). They swap papers at the end of the activity so that they can take home their own tips. (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 85 before they do the exercises as well as after.

PHOTOCOPIABLES

<i>my partner ...</i>	yes	not always	<u>tips:</u>
spoke without pauses			
gave an organised answer			
used a range of grammatical phrases and tenses			
used mostly correct grammar			
used a range of vocabulary			
used correct vocabulary			
spoke clearly with suitable intonation			
pronounced most words correctly			
used correct word and sentence stress			