

Sample lesson plan for *Get Ready for IELTS Speaking Unit 2*

Student preparation for this class: Have students complete Part 1: Language development exercises 1–8. (50 mins)

Teacher preparation: Photocopy hand out for Language development spot check 1 and cut into individual images. Do the same for the Language development spot check 2 hand out (Create sufficient sets of each hand out for learners to work in groups of 4). (25 mins)

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about leisure activities. Exercises 1 & 2 introduce phrases and verb-noun collocations associated with leisure activities; Exercise 3 introduces adjectives; Exercises 4–7 focus on expressing preferences; Exercises 8 & 9 review the present simple tense.

Spot check 1:

To check learners' recall of leisure related verb- noun collocations and vocabulary for expressing preferences:

1. Write on the board the six expressions in the box from Language development exercise 6.
2. Divide the class into groups of four and designate one member of each group to act as facilitator.
3. Place face down in front of each group images from Language development spot check 1 hand out.
4. The three speakers in each group take it in turns to pick the top card and say whether they like or dislike the activity using one of the phrases on the board and the correct verb-noun collocation (if necessary), e.g. I love going shopping.
5. Facilitators monitor accuracy referring to the answer key for Language development exercise 2.

Spot check 2:

To check learners' use of the present simple tense:

1. Keep learners in the same groups of four but designate another person in each group to act as facilitator.
2. Shuffle and distribute to each group one set of personal pronoun cards.
3. The three speakers in each group take it in turns to pick an image card and a pronoun card and make a sentence using the present simple tense and a time expression from the Watch out box at the bottom of page 16. If the pronoun card has a (+), the sentence should be in the affirmative, e.g. *She plays football every Saturday.* If the card has a (-), the sentence should be negative, e.g. *I don't watch TV on Sundays.*
4. Facilitators monitor accuracy referring to the table in Language development exercise 8.

Exercise 9

Learners pair up and take turns asking each other the questions in Exercise 8.

Typical mistakes: Watch out for incorrect prepositions of time and very short answers. Encourage learners to elaborate on their responses by adding detail and commentary, e.g. for question 3: *I really like going out for walks. I go out every weekend. It's relaxing.*

Part 2: Skills development (45 mins)

Focus: These exercises focus on Part 2 of the speaking test: Individual long turn. Exercises 1–3 focus on understanding the examiner's instructions and the task card; Exercises 4 & 5 train learners to prepare their response; Exercise 5 provides an opportunity for speaking practice.

Exercise 1

Go over the Exam information on Part 2 of the speaking test at the top of page 17; then play the recording. Give learners a few minutes to talk about how they feel about doing this part of the test.

Exercises 2 & 3

Learners do the exercises following the instructions in the book and compare their answers in pairs. Invite learners to suggest follow-up questions the examiner might ask, e.g. *Who are your favourite players and why do you like them?*

Exercise 4

Learners do the exercise individually.

Typical mistakes: Make sure that learners do not write whole sentences at this stage. Encourage them to write one or two key words for each line. Point out that in the actual exam they will not have time to write whole sentences.

Exercise 5

Have learners continue working individually to expand their notes into sentences.

Typical mistakes: Check that learners use the gerund after verbs such as enjoy and prefer.

Exercise 6

Have learners do the exercise in pairs, recording their responses if possible. The listener keeps time and asks one or two follow-up questions. At the end, have them give each other feedback using the checklist on page 19 as a framework.

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 19 before they do the exercise as well as after.

PHOTOCOPIABLES

Language development spot check 1



PHOTOCOPIABLES

Language development spot check 2

I (+)	You (+)	He (+)
She (+)	We (+)	They (+)
I (-)	You (-)	He (-)
She (-)	We (-)	They (-)