

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 3

Student preparation for this class: Have students complete Part 1: Language development exercises 1–6. (45 mins)

Teacher preparation: none

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about special occasions. Exercises 1 & 2 introduce words associated with festivities; Exercises 3 & 4 introduce connecting words; Grammar exercise 5 & 6 cover the past simple tense; Exercises 7–9 focus on pronunciation of past simple verbs and *-ed*.

Spot check 1:

To check learners' recall of vocabulary associated with special occasions:

1. On the board list the verbs: *celebrate, give, make, visit, watch, wear* and the nouns: *family, presents, costumes, traditional food, New Year, fireworks*.
2. Have learners work in groups of three to write six sentences, each containing one of the verbs and one of the nouns listed on the board. See which group can make the most correct sentences in the shortest time.

Spot check 2:

To provide practice using the past simple tense, play knots and crosses using irregular verbs from the unit.

1. Present on the board within a 3 x 3 grid the verbs: *be, eat, get, go, have, meet, see, sing, and wear*.
2. Divide the class into two teams: 'noughts' (o) and 'crosses' (x).
3. Teams take turns to select a word and use it in a sentence in the past simple tense.
4. If the team uses the word correctly, they win the square (in adjudicating, focus on correct use of the verb, ignore other errors that do not significantly impede comprehension).
5. The team that is able to win 3 consecutive squares (horizontally, vertically or diagonally) wins the game.

Exercise 7

Introduce learners to the different pronunciations of *-ed*. If they have difficulty, point out that /t/ is pronounced with the tongue further forward in the mouth.

Exercise 8

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

Typical mistakes: Some learners may fail to add an extra syllable when required. Point out that *-ed* forms an extra syllable when added to words ending with a /t/ or /d/ sound.

Exercise 9

Learners do the exercise individually then check their answers in pairs. Have each person in the pair read aloud to his/her partner either passage 1 or passage 2, focussing on pronunciation.

Part 2: Skills development (45 mins)

Focus: These exercises focus on Part 3 of the speaking test: Two-way discussion. Exercises 1–4 focus on understanding the examiner's questions; Exercises 5 & 6 train learners to give relevant answers of an appropriate length; Exercise 6 & 7 provide an opportunity to practise.

Exercises 1 & 2

Go over the Exam information on Part 3 of the speaking test at the top of page 23 and the Exam tip at the bottom. Spend a few minutes discussing how learners feel about this part of the test. Then do the exercises together as a class.

Exercises 3 & 4

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

Typical mistakes: Learners may have difficulty hearing unstressed words such as *an* and *of*. Point out that, in most cases, hearing the words that are stressed will give them a good enough understanding of the question.

Exercises 5 & 6

Have learners continue working in pairs with one person evaluating response a and the other evaluating response b. Pairs share their answers, then compare them with the answer key.

Exercise 7

Give learners 5–10 minutes to prepare their answers. Once they have completed their sentences, give them a minute to write notes.

Exercise 8

Have learners do the exercise in pairs using their notes. The listener gives feedback using the questions in Exercise 6 as a framework.

Typical mistakes: Some learners may give short answers in order to avoid the risk of making mistakes. Point out that the examiner will focus more on what they *can* do with English than on the mistakes that they make.

EXTENSION ACTIVITY

To provide further practice in answering Speaking test Part 3 questions:

1. Elicit as many questions based on the stem *do you think as you can*.
2. Ask each student in the class to choose one of the questions.
3. Have learners stand up and circulate asking one another their questions. Instruct them to change partners after every minute. (20 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 25 before they do the exercise as well as after.