

Sample lesson plan for *Get Ready for IELTS Speaking Unit 4*

Student preparation for this class: Have students complete Part 1: Language Development 1–6. (30 mins)

Teacher preparation: none.

Part 1: Language Development (45 mins)

Focus: Exercises 1–3 introduce words for places and activities in cities; Exercises 4–6 introduce phrases to describe cities; Exercises 7 & 8 focus on syllables and word stress; Exercises 9–10 focus on the difference between *There is* and *There are*; Exercise 11 is revision.

Spot check 1:

To check the learners' recall of names for places and activities in cities, write the 16 words from Exercises 1 & 3 on the board (from *football stadium* to *theatre*).

1. Ask learners to tell you which word(s) go with the sentences you say to them, e.g. '*You can buy clothes here*' (possible answers: *shopping mall*), '*You can swim here*' (*river, beach*).
2. Once students have become confident with this, ask them to choose two words themselves and write two sentences for these words.
3. Divide the class into groups of three or four. The group members listen to the sentences and guess the words.

You can make the game harder by removing the words from the board after the students have finished writing their own sentences. Give them time to have another look before you do so.

Spot check 2:

To check the learners' recall of words to describe cities, put the following grid on the board:

the people are...	it has ...	it is near...	it is famous for ...

1. As a group, fill in the grid for the city or town where you are.
2. Then have learners work in pairs to describe a place that they have visited, e.g. on holiday.

Exercises 7 & 8

1. Work through the exercises. After checking the answers, ask students to listen again to the words on the recording (track 19) and repeat together.
2. Then ask them to say some of the longer words individually, paying attention to pronunciation and sentence stress.

Typical mistakes: Learners may not make a distinction between the long /i:/ sound in *beach*, and the short /i/ vowel in *bridge*. Also make sure they use the correct stress pattern in *hotel* and *café* as they may have these words in their own language, but with a different stress pattern.

Exercises 9 & 10

1. Work through the exercises. After checking the answers, draw the learners' attention to the Watch out! box. Elicit some more examples of uncountable nouns.
2. Have students work in different pairs to talk about a place they have visited, asking and answering questions with '*Is there ...*' (e.g. *a harbour*)?' and '*Are there ...*' (e.g. *many skyscrapers*)?

Exercise 11

Have learners do this exercise and check the answers. Correct pronunciation where necessary.

Part 2: Skills development (45 minutes)

Focus: These exercises focus on Parts 1 and 2 of the Speaking test. Exercises 1–6 train learners to talk about everyday topics and to give longer answers at a natural speed; exercises 7–9 practise planning and organising ideas when talking about a specific topic.

Exercise 1

1. Have learners read the Exam tip before doing the exercise. Then ask them to read Exercise 1 and make notes individually and compare their answers in pairs.
2. Discuss the good and bad points of the answer with the class and explain that Exercises 2–6 will give them a chance to improve it.

Exercises 2 & 3

Have learners work individually on the notes, and then in pairs to record their answers if possible.

Exercises 4–6

1. Play the recording (track 22). Ask students to stay in the same pairs to do exercises 4 & 5.
2. Exercise 6 can be set for homework, and students could volunteer to answer the question, *How would you describe your hometown?* at the start of the next lesson, in front of the whole class.

Typical mistakes: Students tend to speak unnaturally slowly. Once they have practised and have gained confidence, they will speak more naturally. However, you need to monitor their performance to make sure that they speak clearly and at a natural pace.

Exercise 7

1. Draw learners' attention to the Exam tip box at the top of page 32. With their books closed, have them answer questions about what they have just read, e.g. *How long should you speak?*, *How many topics do you need to speak about?*, *How fast should you speak?*, *How long do you have to think and plan?*
2. Then have students discuss the notes in Exercise 7 in groups of three.

Exercises 8–10

Have students work through Exercises 8 & 9, recording their answers if possible. They can use the checklist on page 33 for Exercise 10. Peer evaluation would also be useful here.

Typical mistakes: Students often tend to write sentences, rather than notes. If they do this, draw their attention to the short notes in Exercise 7. Point out that there are useful headings (e.g. *'description of country'*), grammatical notes (*'there's...'*), and vocabulary notes (*'meet friends, play sports'*).

EXTENSION ACTIVITY

To raise awareness of the content of Part 2 exam questions, ask students to study the topic cards on pages 32 (Exercise 7) and 33 (Exercise 3). Elicit the similarities and differences. Ask them to write a similar question and then work in pairs to ask and answer each other's questions. (30 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 33 before they do the exercises, as well as after.