

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 5

Student preparation for this class: Have students complete Part 1: Language development exercises 1 & 2 and 6–9. (30 mins)

Teacher preparation: none

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about TV and radio programmes. Exercises 1 & 2 introduce words and phrases for types of programmes; Exercises 3–5 introduce words and phrases to describe programmes; Exercises 6–8 focus on adverbs of frequency; Exercise 9 is revision.

Spot check 1:

To check learners' recall of words to describe types of programme:

- Put the following table on the board:

	a presenter	questions	information about things that really happen(ed)	guests	characters
game shows					
soap operas					
the news					
talk shows					
documentaries					

- Ask students: 'Which type of programme can have (*word from the top row*)?' Students have to answer with a word from the column on the left. Put a tick (✓) in the right places in the table, e.g. *game shows*, *the news*, *talk shows* and *documentaries* can have a presenter, so there should be four ticks in the 'presenter' column.
- Ask individual students questions about the words on the left e.g. 'Do you watch the news?' 'What is your favourite soap opera?'

Exercises 3–5

- Ask students to do Exercises 3 & 4 and compare answers in pairs.
- Draw the learners' attention to the Watch out! box on page 35. Ask them to do Exercise 5 and go round to check for mistakes. Ask some students to read out their sentences.

Spot check 2:

To practise adverbs of frequency and word order:

- Ask learners to think about the types of television programmes they watch.
- Show them what you want them to do by writing the following sentences on the board:

I often watch documentaries. They are usually about animals. I sometimes watch programmes about people too. I rarely watch documentaries about places. They are always boring.

- Draw the learners' attention to the Watch out! box on page 36 and ask them where the adverbs and verbs are in the sentences on the board.

4. Ask them to use the underlined adverbs of frequency to write down five sentences of their own about the programmes they watch. If they ask, tell them that they are allowed to re-use some of the sentences from Exercise 5, but they must make sure that all five adverbs are used.
5. Then ask learners to work in pairs and to check that the sentences are correct by reading them out to each other and checking the order of the verbs and adverbs.

Part 2: Skills development (45 mins)

Focus: These exercises focus on Part 2 of the speaking test where learners will speak about a topic. Exercises 1-3 focus on key words and talking from notes; Exercises 4-7 focus on organizing answers and provide opportunity for speaking practice.

Exercises 1 & 2

Go over the Exam information about Part 2 of the speaking test at the top of page 37. Have learners do the exercises individually and check their answers.

Typical mistakes: If students talk about a programme (or other topic) they like very much, they tend to get enthusiastic and pay less attention to the way they speak and to the organization of their answer. Draw students' attention to the Exam tip at the bottom of page 37 and tell them that it is important that they follow the order on the card: it will keep them focussed on the task. It will also make it easier for the examiner to follow what they are saying, because it is what the listener expects to hear.

Exercise 3

1. Ask a volunteer to read the example answer. Ask students briefly what they think of the answer before doing the True/False tasks. Hopefully, they will see that this is a better answer than the one in Exercise 2.
2. Have learners compare their answers to the True/False questions in pairs.

Exercise 4

Give students time to find the answers individually before checking them.

Typical mistakes: When making notes, learners may write too much about the key words or write sentences that are too long. When they are doing Exercise 5, give them one minute only to plan and check their answers to see if they managed to plan well in that time. Discuss the importance of concise, clear notes.

Exercises 5-7

1. Ask learners to continue working in pairs to practise answering the question.
2. Have listeners provide feedback using the Progress check on page 39. If possible, have them record their responses.
3. Give learners a few minutes to identify and practise at least one way of improving their response, then have them repeat the exercise in pairs, recording their answers if possible. Ask them to listen to their first and second attempts and note any improvements.

EXTENSION ACTIVITY

To provide practice in answering Speaking test Part 3 questions:

1. Ask students to write three follow-up questions for this task card, based on what their partner said.
2. Have learners ask their partners the follow-up questions, and to answer the questions they are asked. (10 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 39 before they do the exercise as well as after.