

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 6

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–11. (45 mins)

**Teacher preparation:** Photocopy the hand out for Language development spot check 1 (create sufficient copies for learners to work in groups of three). Have enough board pens so that there is one for each group of three students. You also need something to stick paper up with.

Do the same for the Language development spot check 2 hand out (one copy for each student). (15 mins)

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about the weather. Exercises 1–3 introduce words related to weather; Exercises 4 & 5 introduces phrases to talk about the weather; Exercises 6–8 focus on the pronunciation of vowel sounds; Exercises 9 & 10 focus on the difference between *can* and *can't*; Exercise 11 is revision.

**Spot check 1:**

To check learners' pronunciation of words to describe weather and to help them remember them:

1. Tell students they are going to do a 'running dictation'. The first group to write all the sentences (related to the weather, months and seasons) on the board will be the winner.
2. Divide the students up in groups of three or four. Each group chooses a group member to write sentences on the board. The other students stand in their groups at the back of the classroom.
3. Stick up a hand-out at the back of the class for each group.
4. Ask group members to take it in turns to memorise one sentence and to run to the front of the class to tell their team member what it was. If they have forgotten something, they need to run to the back of the room again, memorise the rest, and run to the front again.
5. When the sentence is on the board, they run back to the others and touch the next person on the shoulder. This person can now start to run with the next sentence.
6. Make sure you know in which order the groups finish, but end the game when all the groups are ready. Congratulate the winning group.

7. Ask the students who have written down the sentences on the board to read them out in turn and check for any spelling mistakes. Congratulate any groups whose writers did well.

**Spot check 2:**

To practise the use of *can* and *can't*:

1. Give each student the hand out for Spot check 2. Ask them to put the words in the right order by writing the sentences underneath.
2. Ask students to read their sentences out loud. Make sure that they pronounce them clearly: they need to put emphasis on the verb that follows *can* /kæn/ but when they say *can't* /kɑ:nt/, the stress is on *can't* itself.

Answers:

1. You can swim outside in summer.
2. In cold weather, you can't go out.
3. When it's sunny, you can sit outside.
4. You can go skiing when it snows.
5. You can't play tennis outside when it is rainy.
6. The weather can change quickly in the mountains.

**Part 2: Skills development (45 mins)**

**Focus:** These exercises focus on Parts 1 & 2 of the speaking test. Exercises 1-4 work on the learners' ability to understand general questions, give relevant answers and to expand their answers; Exercises 5-9 focus on giving fluent and organized answers and on including extra information using relevant language.

**Exercises 1 & 2**

1. Go over the Exam information about Parts 1 & 2 of the speaking test at the top of page 43 and the Exam tip under Exercise 2.
2. Ask learners to do Exercises 1 & 2 on their own and check their answers by playing the recording (track 29).

**Typical mistakes:** The types of questions listed in Exercise 1 are asked in the first part of the exam and are meant to be easy. However, students are likely to be nervous at this point which may weaken their listening skills. Tell them to try to listen to the whole question rather than just react to key words, e.g. *What do you like doing when it's hot?* does not ask about feelings (*like*) about (*hot*) weather, but about activities (*doing*). Tell them that it is better to ask for a question to be repeated than to start talking about one or two words they managed to hear.

### Exercise 3

Have learners do the exercise individually and check the answers.

### Exercise 4

Have students work in pairs to ask each other the questions.

### Exercises 5–7

1. Ask a student to read out the question on the card in Exercise 5. Give learners time to read the example answer, then ask if they can see what the problem is (a or b).
2. Ask them to fill in the extra information given in Exercise 6 and check that they have put it in the correct places.
3. Have them to do Exercise 7 individually and then practise the answers in pairs. Go round to check the sentences.

### Exercises 8–9

1. After giving learners time to prepare, have them work in pairs to practise answering the question. If possible, have them record their responses.
2. Listeners provide feedback using the Progress check on page 45.

**Typical mistakes:** Students' answers are often too short. This can be because of lack of vocabulary, but it can also be because they are happy that they have understood the question and want to show their understanding by giving an answer quickly. Tell them that the Speaking test is not like a game show where a quick and correct answer matters. Instead, it is more like a talk show: the questions should be seen as a chance for a student to talk for a while and to show their language ability. Try practising this at the beginning of classes; e.g. when you ask the students about their weekend, insist that they expand their answers. Remind them that this is a useful habit and good practice for the exam.

### EXTENSION ACTIVITY

To provide further practice in answering questions about the weather:

1. Ask students to write down three questions they could ask each other about the weather. If they are from different countries, they could choose questions that ask for descriptions of the weather and the seasons. If they are from the same country, they could focus on asking about likes/dislikes and activities.
2. Students mill around the room and ask different people their questions. If the answer is not exactly what the student has asked for or they think it is too short, they need to ask it again. (10–15 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 45 before they do the exercise as well as after.

**PHOTOCOPIABLES**

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**Language development spot check 1**

1. In my country, it's often rainy or wet.
2. The monsoon season is from September to November.
3. Winter can last from December to February.
4. I hate it when it's snowy and cold.
5. It gets windy and stormy in March or April.
6. It's very hot and sunny in the dry season.
7. Summer is my favourite season.
8. Cold weather makes me feel really happy.
9. It's often windy in September and October.
10. There's lots of wind in autumn.

**PHOTOCOPIABLES**

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**Language development spot check 2**

1. swim outside summer can you in
2. in out weather go cold can't you
3. when you sunny can it's outside sit
4. when can snows you it go skiing
5. rainy tennis it is outside when you play can't
6. can in weather the quickly the change mountains