

Sample lesson plan for *Get Ready for IELTS Speaking Unit 7*

Student preparation for this class: Have students complete Part 1: Language development exercises 1–12 (55 mins)

Teacher preparation: none

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about studying. Exercises 1 & 2 introduce words associated with academic subjects; Exercises 3–6 focus on word stress; Exercises 7–9 focus on collocations; Exercises 9–12 focus on the present continuous.

Spot check 1:

To check learners' recall of words for academic subjects and practise the correct pronunciation:

1. Write the following on the board, one at a time:

- *mthmtcs*
- *lw*
- *rt*
- *mdcn*
- *ngnrng*
- *chmstr*
- *hstr*
- *bsnss stds*
- *ltrtr*

2. Tell students that these are academic subjects with missing vowels. Give a point to the student who can shout out the complete word first.
3. Ask them to repeat the word so everybody can hear it and give an extra point for correct pronunciation.
4. Ask a number of students to repeat the correct pronunciation.

Spot check 2:

To practise the present continuous:

1. Write the table following on the board:

| The present continuous | | |
|------------------------|---------------|----------------------|
| subject | verb | rest of the sentence |
| 1. I | (think about) | |
| 2. My teacher | [not] (live) | ... at the moment. |
| 3. My classmates | (work) | |
| 4. My classmate and I | (study) | |
| | (sit) | |
| | (write) | |
| | (do) | |
| | ... | |

2. Ask students to work in pairs to write true sentences about the four subjects, using the present continuous. They can choose one of the verbs on the board or use one of their own. Give them an example sentence e.g. *My classmate and I are doing an exercise at the moment.* *My teacher is not sitting down at the moment.*
3. Check the sentences, making sure that they have included the verb *to be* in its correct form.

Part 2: Skills development (45 mins)

Focus: These exercises focus on Part 2 of the speaking test where learners speak about a topic, and Part 3, where they have a longer discussion. Exercises 1–6 focus on giving relevant answers and using a range of vocabulary in Part 2; Exercises 7–11 focus on expressing an opinion clearly in Part 3.

Exercises 1–6

1. Go over the Exam information about Part 2 of the speaking test at the top of page 51.
2. Have learners do Exercises 1–4 individually, one exercise at a time. You will need to play the recordings (track 35 and track 36). Check their answers as you go along.
3. Draw the learners' attention to the Exam tip at the bottom of page 51.
4. Have them record their answers for Exercise 5 if possible and work in pairs for Exercise 6.

Typical mistakes: Students often know that they should not repeat words but do not have the vocabulary to avoid doing this. Challenge them regularly when you hear them use words like *nice, good, OK*, etc. when they express opinions in class. Others in the group can help and suggest synonyms, and you could show the class how to use a thesaurus. Encourage the students to write the synonyms in a vocabulary note book.

Exercises 7 & 8

1. Draw the students' attention to the Exam information on page 52.
2. Ask students to do Exercises 7 & 8 individually. You will need to play the recording (track 37).
3. Draw the students' attention to the Exam tip on page 52 and ask for some more examples of adverbs (e.g. *sadly*) to make sure they have understood.

Exercises 9–11

1. Ask students to do Exercises 9 & 10 individually and record their answers if possible.
2. Have them work in pairs to check their answers for Exercises 10 & 11.

Typical mistakes: Learners may find it difficult to give answers that are four sentences or more long. If they have problems, you can make the following suggestions:

- think about question words, especially *why*, and how they would answer them
- include both advantages and disadvantages
- give examples where possible

For example, the framework for question a in Exercise 7 could be: 'I think it is a great idea to live with your family when you are studying. [*why?*] Firstly, this is because (they can support you), e.g. (they can talk to you, make you feel better ...). Secondly, (they can save you time) e.g. (they can cook dinner for you, do your washing). [*any disadvantages or exceptions?*] But sometimes they live too far away, or living with them makes it harder to study, e.g. (when there are small kids in the house). Also, ...'

EXTENSION ACTIVITY (10 MINS)

To provide practice in thinking about synonyms to use in Parts 2 and 3 of the speaking test:

1. Divide students in groups of three or four. Write the words on the left on the board.
2. Ask students to write as many synonyms as they can for each of the examples (some suggestions are given here on the right). The group with the highest total wins.
3. Check students' answers and discuss any differences in style and meaning.

| | |
|-----------------------|--|
| a good joke | <i>funny</i> |
| a good story | <i>interesting</i> |
| a good idea | <i>great, brilliant</i> |
| a good answer | <i>correct, right</i> |
| a good day | <i>successful, pleasant, fun</i> |
| a nice day | <i>pleasant, warm, fine</i> |
| a nice hotel | <i>welcoming, beautiful, comfortable</i> |
| a nice t-shirt | <i>pretty, lovely, beautiful</i> |
| a nice boy | <i>friendly, sweet</i> |

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 53 before they do the exercise as well as after.