

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 8

Student preparation for this class: Have students complete Part 1: Language development exercises 1–12. Ask them to use a dictionary and write down definitions of words they do not know. (55 mins)

Teacher preparation: none

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about work. Exercises 1–4 introduce words and phrases associated with jobs; Exercises 5–8 focus on language to describe jobs; Exercises 9–12 focus on grammar: *Have to*.

Spot check 1:

To check learners' recall of language for talking about jobs and work:

1. Ask learners to stand up and form a circle. Get them all to clap and say 'one, two, three'. After 'three' (i.e. after the third clap), the first player needs to say a word or phrase related to the topic of work (e.g. *journalist, work experience*). If the player can do this, they all clap again and after 'three' the person to the left of the first player has to say a word or phrase about the topic. If a player can't think of a word or they repeat one that has already been said, they have to leave the circle. Play continues until only one person is left standing. That person is the winner.
2. You can ask learners to check their books afterwards, to see what other words and phrases they could have included.

Spot check 2:

To get students to practise *have to*:

Write the following on the board:

	at the age of 10		now	
	had to	not	have to	not
[teacher's name]				
-				
-				
-				

1. Fill in the table with your own examples first (see suggestion below). Explain that this is about what you have to do now and what you had to do in the past (when you were 10), and what you don't have to do now and didn't have to do then. Ask students for their own examples and write the students' names on the left.

	at the age of 10		now	
	had to	not	have to	not
[teacher's name]	walk to school	help in the house	do the dishes	do the cooking
- Amira				
- Hang				
- Clara				
...				

2. Ask students to make sentences (verbal and/or written) with the information on the board, e.g. *When she was 10, my teacher had to walk to school but s/he didn't have to help in the house. Now s/he has to do the dishes but s/he doesn't have to do the cooking; When she was 10, Amira had to do lots of homework, but Hang didn't have to do homework at that age.*

Check that the students are using the correct forms of (*not*) *have to*.

Part 2: Skills development (45 mins)

Focus: These exercises focus on Part 3 of the speaking test where learners will have a longer discussion about a topic they have talked about in Part 2. Exercises 1–3 focus on answering the examiner's questions correctly; Exercises 4–12 focus on how to speak naturally, fluently and coherently.

Exercises 1 & 2

1. Go over the Exam information at the top of page 57. Check that the students have understood what *coherently* and *fluently* mean.
2. Have learners do Exercises 1 & 2 individually and check their answers.

Exercises 3 & 4

Work through the exercises with the students and check the answers. Draw the students' attention to the Exam tip about useful phrases at the bottom of page 57.

Typical mistakes: The useful phrases from Exercises 3 & 4 may be difficult to pronounce. Make sure students pronounce *That's an interesting question* slowly and with the correct intonation and sentence stress, that they can pronounce the *θ* in *think* well enough to be understood, and that they use the same *əʊ*-sound in *suppose* and *pros*.

Exercises 5 & 6

1. Have learners do the exercises individually and then compare answers in pairs before you check the answers.
2. Have the students repeat the useful phrases and help them with their pronunciation.

Exercises 7–12

1. Work through the exercises with the students, one at a time. Ask learners to work individually on Exercises 7, 9 & 10. If possible, have them record their responses.
2. They can work in pairs for Exercises 8 & 11, taking it in turns to listen to their partner's responses and to give feedback. You can ask students to give feedback to each other using the questions in Exercise 11 and/or to use the progress check on page 59.

Typical mistakes: Students may worry that examiners will not like it if they ask them to repeat something. Draw their attention to the Exam tip on page 58 and reassure them that in real life we often ask for information to be repeated: it is a normal part of a conversation such as the one in Part 3. Therefore, examiners will expect to be asked to repeat information when necessary. It will not go against the student; it would be much worse to give an answer that is not relevant.

EXTENSION ACTIVITY

To provide further practice in speaking coherently and fluently:

1. Write the following on the board:

<i>Would you like to be a ...</i>	<i>journalist? personal assistant? police officer? nurse? businessman/businesswoman? a teacher? ...</i>
<i>I would (n't) like to be a ... because ... and because ...</i>	

2. Tell learners that in this exercise it is important that they answer the question using vocabulary to describe jobs and that they give an answer that is easy to follow and understand. They should also speak without pauses and try not to repeat themselves. Encourage them to use the useful phrases from Exercises 3 & 6 to help them do this.
3. Ask a student to choose one of the questions, to read it out loud and to add the name of another student at the end. That student has to give an answer to the question, and then ask a new question to another student.

Give feedback on the fluency and coherence of the students' answers. (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 59 before they do the exercise as well as after.