

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 9

Student preparation for this class: Have students complete Part 1: Language development exercises 1–12. (50 mins)

Teacher preparation: Photocopy hand out for Language development spot check 1 and cut up and separate so that there are one set of words for each team. (10 mins)

Part 1: Language development (45 mins)

Focus: These exercises introduce language for talking about holidays and travel. Exercises 1–3 introduce words and phrases associated with holidays; Exercises 4–6 focus on language to describe holidays and travel; Exercises 6–8 focus on grammar: *Be going to*; Exercises 9–12 practise pronunciation: unstressed syllables and sentence stress.

Spot check 1:

To check learners' recall of vocabulary associated with holidays:

1. Divide the class into two teams and ask them to sit with their team members with books closed. Tell them they will play a game in which they have to guess types of holidays.
2. Show one team member from the first team a word (see hand out below) and ask them to draw a picture on the board to describe it. They cannot write any words down, say anything or use gestures. Their team has one minute to guess what it is they have drawn. If their team cannot guess the correct word, the other team can try. Give one point per correct guess.
3. Teams take it in turns to send a member to the board. The winning team is the one with most points.

At the end of the game, practise the pronunciation of the types of holidays with the whole class.

Spot check 2:

To check learners' ability to use *be going to* and *I'd like*:

1. Ask students to talk about their holiday plans in pairs, using *going to*. They can use the table in Exercise 6 that they have filled in, and add other examples, e.g. *I'm going to visit local festivals*; *I'm going to sit on the beach*.
2. Ask some students to repeat their holiday plans in front of the whole group. Write some of the sentences with *I'm going to* on the board.

3. Draw the students' attention to the *Watch out!* box on page 62. Ask if they have holiday plans for next year (or the year after) yet; most students probably won't have clear plans. Ask students who say they have no plans for next year what they would like to do. Check that they are using *I'd like* and not *I'm going to* for hopes rather than plans. Write some of the sentences with *I'd like to* on the board.

Spot check 3:

To check learners' ability to use weak forms of vowels (using the /ə/ sound) and correct sentence stress:

1. Use the sentences that you wrote on the board during Spot check 2.
2. Ask the class to tell you what the key words are. Point out which words remain unstressed.
3. Ask students to read out a sentence in turn, and check for the pronunciation of unstressed vowels and the overall sentence stress.

Part 2: Skills development (45 mins)

Focus: These exercises focus on Parts 1, 2 and 3 of the speaking test. Exercises 1–7 focus on using a range of vocabulary; Exercises 8–11 focus on useful phrases.

Exercises 1 & 2

1. Go over the Exam information at the top of page 63. Ask students to give you some topics that might be covered in the IELTS exam (e.g. *family, free time, special occasions*).
2. Have learners do Exercise 1 individually and compare answers in pairs. Check the pronunciation of the answers.
3. Put three of the words from the answers in Exercise 1 on the board (e.g. *accommodation, colleague, parade*) and ask all the learners to write down three sentences. Each sentence has to include one of the words so that they can show their understanding of it. Ask students to read out one of their sentences.
4. Draw learners' attention to the Exam tip on page 63. Have learners do Exercise 2 in pairs without writing any sentences down. Ask them to help each other with their sentences where necessary.

EXTENSION ACTIVITY

To raise awareness of the importance of vocabulary learning and revise some topic vocabulary:

1. Ask learners to revise vocabulary from Units 1-9 for homework, and to be ready for a test. You could ask them to use the Glossary at the back of the book (from page 129). Tell them they will need to be able to use the words in a sentence of their own.
2. In the next lesson, you could give them a written test, by dictating 10 of the words and asking them to use them in a sentence. Alternatively, you could check their learning verbally: write words on the board and ask individual students to choose one, pronounce it and use it in a sentence. (20 mins)

Exercises 3 & 4

Ask students to follow the instructions for Exercise 3 and record their answers if possible. Have them work in pairs to help each other with Exercise 4.

Typical mistakes: Students sometimes don't have a strategy for learning vocabulary. This is a good time to help them with this. If students had difficulty with Exercise 2 (where they had to use the words in a sentence) tell them that it is important that they write the words down in a notebook, with an example sentence in English. Ask them how they note and study vocabulary and how often they study. Give them advice about organised note making and about studying little and often.

Exercises 5–7

1. Draw the students' attention to the Exam tip on page 64 and then have them do Exercise 5. Work through the exercises with the students, one at a time.
2. Ask learners to do Exercises 6 & 7 in pairs, helping each other and recording their answers if possible. Help them with vocabulary and pronunciation.

Exercises 8–11

1. Work through the exercises with the students, one at a time.
2. Learners do Exercises 8 & 9 individually, following the instructions in the book.
3. Ask learners to do Exercises 10 & 11 in pairs, helping each other and recording their answers if possible. Help them with vocabulary and pronunciation.

Typical mistakes: Questions 1 & 4 ask students to compare the present and the past. This requires them to use a mixture of present and past tenses. Remind them of this beforehand and check that they are using correct tenses. As students often use the present tense where they should use the past, listen out for this. You could tell them you will pull your right hand toward your right shoulder, to indicate the past - this way you don't need to stop them talking and they can correct themselves.

EXTENSION ACTIVITY

To provide further speaking opportunities and to practise using a wide range of vocabulary about a topic:

1. Divide students into two groups. Tell them that they are going to have a 5-minute group discussion. Group 1 will have to talk about Question 2 from Track 53 and Group 2 about Question 3.

Write these questions on the board:

Group 1: Many people think it is a good idea to go on holiday in your own country. Do you agree?

Group 2: In your opinion, is it important to speak the language of the country you are visiting?

2. Give the groups 5 minutes to prepare. They need to use the time to come up with some ideas and with relevant words and phrases before they start. They also need to divide roles: tell them that they need to have about half of the group agreeing with the question and the other half disagreeing (they may have to 'act' this), as this will create a more lively discussion.
3. Ask each of the groups to debate while the other group listens. Ask each group to give feedback to the other one about vocabulary and phrases used. (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 65 before they do the exercises as well as after.

PHOTOCOPIABLES**Language development spot check 1****Types of holidays**

Team 1

Team 2

beach holiday	honeymoon
round-the world trip	safari
family holiday	coach tour
city break	cruise
activity holiday	learning holiday