

Sample lesson plan for *Speaking for IELTS* Unit 10

**Student preparation for this class:** Have learners complete Vocabulary exercises 1–6 before the class. (approximately 60 mins)

**Teacher preparation:** none

**Part 1: Vocabulary (30 mins)****FOCUS**

Exercises 1 & 2 introduce words and phrases connected with festivals and celebrations. Exercises 3–5 introduce words and phrases connected with history and heritage and provide practice in researching information to talk about culture and heritage in the exam. Exercise 6 provides practice for Speaking exam Part 1: Introduction and interview.

**Spot check 1:**

To check learners' recall of words and phrases related to festivals, celebrations and heritage, have them create mind maps.

1. Divide learners into groups of four and give each group a large piece of paper with the heading(s): *festivals and celebrations* and/or *heritage*. Note: you may prefer to focus on one or both of these areas depending on your learners' abilities and interests.
2. Tell learners that each group is going to brainstorm words and phrases connected with the topic(s). Discuss ways of organising the mind map, e.g. they could group the vocabulary they think of as parts of speech (e.g. nouns, verbs and adjectives), or by sub-topics, e.g. festival-types, activities, people, food, etc.
3. Give each group five minutes to brainstorm the topic(s) and three minutes to complete their mind map.
4. Have each group swap their completed mind maps with another group and then discuss what could be added.

**Spot check 2:**

To provide practice in talking about heritage systems.

1. Pair learners up and ask them to speak for 3–4 minutes each about heritage using the material they prepared and practised at home (Vocabulary exercise 5).
2. Ask listeners to provide feedback on the speaker's use of vocabulary connected with heritage and historical sites.

**Part 2: Pronunciation (40–50 mins)****FOCUS**

Exercise 7 raises awareness of how linking improves fluency. Exercise 8 focuses on how different sounds are linked. Exercise 9 provides practice in using linking and weak forms. Exercise 10 provides practice for Speaking exam Part 2: Individual long turn.

**Exercise 7**

Have learners read through the audio script for Track 31/32, and then do the exercise following the instructions in the book. If it is not possible to record their answers, have them do the reading exercise in pairs and give each other feedback on which recording they sound most like. Follow up with a brief class discussion about which recording sounds most fluent and why, before referring learners to the commentary in the answer key.

**Exercise 8**

Instruct learners to look at step 1 and listen to the recording before reading the rule. They then listen and complete the rules in step 2 and practise all the phrases in step 3. Follow up by writing a few more phrases on the board, e.g. *go on*; *two eyes*; *law and order*; *we own it*. Have learners identify the intrusive sound /j/, /w/ or /r/ and practise saying the phrases with correct linking.

**Exercise 9**

Ask learners to do the exercise following the instructions in the book. If it is not possible to record their answers, have them work in pairs and give each other feedback. If you are short of time, learners can do step 4 at home.

**Typical mistakes:** Learners may worry because they are not able to link words that begin and end with consonants. They may be tempted to insert an extra vowel here in order to link words, e.g. *without doubt* and *excited to*. Clarify that these words do not link together, but that the final consonant of the first word can be softened to make it easier to say the sound at the start of the second word.

**Exercise 10**

Ask learners to do the Part 2 exam practice following the instructions in the book, recording their answers if possible. If you are short of time, learners can listen to the sample answer at home, paying particular attention to the candidate's range of vocabulary and use of linking.

### Part 3: Grammar (40 mins)

#### FOCUS

These exercises review different ways of talking about the future. Exercises 11–14 raise awareness of the functions and pronunciation of different future forms (present continuous, *going to* and *will*). Exercise 15 provides practice in using the different forms. Exercise 16 clarifies the use of the future perfect. Exercise 17 provides practice for Speaking exam Part 3: Two-way discussion.

#### Exercise 11

Lead in by asking learners about any up-coming festivals or events in their own country and whether they have made any plans. Ask them to do the exercise following the instructions in the book. For step 2, it may be useful to highlight or demonstrate the two different ways of underlining, e.g. by writing two example sentences on the board: *I'm sitting in class.* *I'm meeting my mum later.*

**Typical mistakes:** Learners may mistake: *I'm looking forward to* as referring to the future. Remind them that the looking forward is now, but the event itself is in the future.

#### Exercise 12

Have learners listen to and repeat the examples, focusing on the use of contractions. Point out that the pronunciation of the contracted form of *is* depends on whether the sound that precedes it is voiced: /z/ or voiceless: /s/.

#### Exercise 13

Have learners study the examples. Check understanding of the different uses of *be going to* and then listen to how they are said before practising them. Point out that although it is important to understand the reduced form of *going to*: /gənə/, it is not essential for them to use this form.

**Typical mistakes:** Learners often find it hard to distinguish between the present continuous for future arrangements and *be going to* for plans. If this is the case, have them look again at the sentences using *going to* and establish that unlike the examples in Exercise 11, these are not arrangements.

#### Exercise 14

Have learners study the examples and discuss/check understanding of the function of *will* in each sentence. Then listen to how they are said before practising them.

**Typical mistakes:** The dark /l/ sound in the contracted form of *will* can be problematic for learners of some nationalities. Have them practise repeating the example sentences several times and spot check by circulating among the groups and inviting individual learners to repeat the examples with contractions.

#### Exercise 15

This exercise checks learners' understanding of the tenses covered in the previous three exercises. Ask them to do step 1 of the exercise individually and check answers in pairs. Have them practise the dialogue, taking care to pronounce the contracted forms of the auxiliary correctly. Then have them do step 2 following the instructions in the book. Point out that they can choose to talk about other future plans if they prefer.

#### Exercise 16

Ask learners to read the explanation and complete the sentence before they listen to check their answer. If they are unfamiliar with the future perfect, have them practise saying the sentence on the recording before they practise making their own sentences in step 2. Ask them to compare their ideas with a partner, and then draw attention to the Exam tip box.

#### Exercise 17

Ask learners to do the exercise following the instructions in the book, recording their answers if possible. If you are short of time, learners can listen to the sample answers at home, paying particular attention to the candidate's pronunciation.

### Part 4: Exam technique (40 mins)

#### FOCUS

These exercises help learners predict and prepare for possible questions for Part 3 of the exam.

#### Exercise 1

Introduce the topic by drawing attention to the information in the Exam tip box. Spend a few minutes discussing Part 3. What topics do they anticipate? How might they deal with them? Instruct learners to look at the mind map and suggest additional ideas. Have them do the brainstorming task in pairs or small groups.

#### Exercise 2

Instruct learners to do the exercise following the instructions in the book carefully. Have them look through the audio recording transcripts and find/read the Part 3 questions. Elicit typical question forms and write some example prompts on the board, e.g. *Do you think ...?; How can we...?; What, in your opinion, is the best way to ...?; What do you think will happen if ...?* Have learners practise answering their questions in

pairs and follow up by eliciting and discussing some interesting examples of questions.

### Exercise 3

Have learners listen to and repeat the sentence on the recording. Encourage them to identify the main stress (on *other*) and to link the words together.

### Exercise 4

Instruct learners to do the exercise individually and compare suggestions in pairs before playing the recording. Point out that there is often more than one possible place to use the phrases.

### Exercise 5

Elicit the various useful phrases from this section and write them on the board in model sentences. Model or go over the stress and intonation of each one, encouraging repetition.