

Sample lesson plan for *Speaking for IELTS* Unit 11

Student preparation for this class: Have learners complete Vocabulary exercises 1–3 before the class. (40–50 mins)

Teacher preparation: none

Part 1: Vocabulary (30 mins)

FOCUS Exercises 1 & 2 review and provide practice in using words and phrases connected with holiday types and activities. Exercise 3 provides practice in talking about positive and negative impacts of tourism.

Spot check 1:

To check learners' recall of words and phrases related to holiday types and activities and practise thinking about Part 1 questions.

1. Review what type of questions learners will hear in Part 1 of the Speaking exam. Have them look at the Part 1 questions in the audio recording transcripts for: Unit 8 (Track 13), Unit 9 (Track 20), and Unit 10 (Track 30). Establish that they are generally questions about the candidate's own country or town, cultural background and experiences. Establish that answers don't need to be very long.
2. Write the seven words and expressions in bold from Vocabulary exercise 1 on the board (*a package deal, backpacking*, etc.)
3. Divide learners into pairs and give them five minutes to write six or seven of their own Part 1 questions using the words and phrases on the board.
4. Have each pair ask their questions to another pair and listen to their answers.
5. In feedback, discuss what sorts of questions learners find easier/harder to answer.

Spot check 2:

To provide practice in talking about the impact of tourism.

1. Pair learners up and ask them to speak for 3–4 minutes each about the impact of tourism in their town or country using the material they researched and practised at home (Vocabulary exercise 3).
2. Ask listeners to provide feedback on the speaker's use of vocabulary connected with the positive and/or negative impact of tourism.

Part 2: Grammar (50–60 mins)

FOCUS Exercises 4 & 5 focus on appropriate short answers that can introduce more detail. Exercise 6 provides practice for Speaking exam Part 1: Introduction and interview. Exercises 7 & 8 train learners to express themselves indirectly through definitions and descriptions. Exercise 9 provides practice for Speaking exam Part 2: Individual long turn.

Exercise 4

Elicit/remind learners that although it is not usually appropriate to give one-word answers in the Speaking exam, it may be appropriate to give short answers – particularly when they then go on to give more details. Ask a question, e.g. *Are you feeling tired?* And elicit possible short answers: *Yes, I am; No, I'm not; Yes, just a little*, etc. Have learners read through the seven tips and then have some practice of the examples.

Exercise 5

This exercise provides practice in responding to questions with short answers. Have learners listen and answer according to the instructions in the book.

Typical mistakes: Some learners may confuse auxiliaries in their answers, e.g. *Yes, I do. / Yes, I would*. Help to avoid this by reminding them to listen carefully to the verbs at the start of the questions and to think: is it necessary to use an auxiliary verb in the answer, and if so, which one?

Exercise 6

Ask learners to do the exercise following the instructions in the book. If it is not possible to record them, have them work in pairs and give each other feedback. After they listen to the sample answers, you could give them additional practice by having them role play the interview in pairs, trying to use a wider range of short answers in their responses.

Exercise 7

Have a brief discussion about what you can do in the exam if you need to explain a concept, but don't know the word for it in English. Elicit that you can explain or describe the concept using other language, and that you will still get good marks for this. Ask learners to read the Exam tip box before trying the activities. Learners do the matching task and then check answers in pairs, discussing what they think is being defined in each sentence. Then have them do step 2 of the activity according to the instructions in the book.

Typical mistakes: To avoid mistakes with item 7 in step 2, use feedback to step 1 to highlight the fact that descriptions starting with: *It's used for ...* need to be followed by a gerund rather than an infinitive verb form.

Exercise 8

Ask learners to choose another four or five vocabulary items from the unit to add to the words in the exercise, e.g. *backpacking, round-the-world trip*. Have learners do this exercise in groups of four. They should take turns to describe a word while the others try to guess it. You could set a time limit to make the activity more competitive.

Exercise 9

Ask learners to do the exercise following the instructions in the book. Have them record themselves or have them work in pairs and give each other feedback. If you are short of time, learners can listen to the sample answer at home.

Part 3: Pronunciation (30 mins)

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These exercises help learners give extra stress to words that are not normally stressed when correcting or contrasting information, or when expressing strong feelings.

Exercise 10

Before doing the exercise, recap briefly on what type of words are normally stressed in a sentence, e.g. content words/words that introduce new information. Point out that sometimes we stress function words and have learners read the introduction above the exercise. Have learners discuss the sentences in pairs and try to decide which word is stressed in each one. Then play the recording for them to check their answers and practise saying the sentences. Follow up by eliciting why function words are stressed in these examples, i.e. they are either contrasting and comparing something, or the speaker is correcting a misunderstanding.

Exercise 11

This exercise involves learners using extra stress to correct information on the recording. Have them complete the exercise following the instructions in the book.

Typical mistakes: Using additional stress may be unfamiliar to speakers of syllable-timed languages where words are stressed at regular intervals. If your learners don't put sufficient stress on the key words, you may need to drill the sentences, exaggerating the stressed words so they are able to hear them clearly, or replacing the words with a sound, e.g. *da da DA da* for *I'm from BELgium*.

Exercise 12

Have learners read the explanation and study the examples. Check understanding of the different functions of *do* when it is stressed by eliciting a few more examples. Ask learners to complete step 2 according to the instructions in the book and listen to check their answers. Have them repeat the sentences on the recording, copying the stress and intonation and then use the Exam tip box to clarify that it is important not to over-use this device.

Part 4: Language: Cause and effect (30 mins)

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Exercise 13 provides practice in using different linking words to introduce cause and effect. Exercise 14 provides practice for Speaking exam Part 3: Two-way discussion.

Exercise 13

Introduce the language by writing a sentence starter on the board: *There's heavy traffic on the coast road in summer ...* Then have learners discuss how this could be completed with a cause, e.g. *because everyone goes to the beach*; or an effect, e.g. *so it takes a long time to get to the beach*.

Have learners do the exercise following the instructions in the book. It might be worth pointing out that some of the less familiar linking phrases tend to be used in more formal English, e.g. *... were brought about by ...* and *... stems from ...*.

Typical mistakes: Learners may sometimes confuse cause with effect, especially where there is a passive form, such as in: *The severe delays were brought about by the volcanic eruption*. Before they do the third part of the exercise, it might be useful to write up the sentences on the board in two groups, those where the linking expression follows the cause (sentences **a, c** and **e**) and those where the linking expression follows the effect (sentences **b, d** and **f**).

Exercise 14

Draw learners' attention to the Exam tip box. Then ask them 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 answer at home, paying particular attention to how language from Unit 11 is used, particularly cause and effect linking words.

Part 5: Exam technique (30 mins)

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These exercises help learners reflect on their own speaking skills needs, and give useful advice on what they can do to work on specific areas and sub-skills when they revise for the speaking exam.

Exercise 1

Introduce the quiz, clarifying that there are no correct answers and that the idea is for learners to reflect on

their own strengths and weaknesses in speaking, so they should try to give honest answers. Have learners do the quiz individually and then compare answers in pairs or small groups.

Exercise 2

Have learners read the advice for each of the five answers they gave. Have whole class feedback, discussing which answers were the most common for each question, and evaluating the advice given.