

### Sample lesson plan for *Speaking for IELTS* Unit 4

**Student preparation for this class:** Have learners complete Vocabulary exercises 1–8 before the class. (approximately 90 mins)

**Teacher preparation:** none

#### Part 1: Vocabulary (20–30 mins)

##### FOCUS

Exercises 1 & 2 introduce words and phrases related to the environment. Exercises 3–7 introduce words and phrases related to weather and climate. Exercise 8 provides practice for Speaking exam Part 1: Introduction and interview.

##### Spot check 1:

To check learners' recall of vocabulary related to the environment.

1. Divide the class into groups of four or five.
2. Have each group make a list of ideas (from memory) of ways to help the environment.
3. Stop the activity after five minutes and have each group read out their ideas to the class.
4. The winning group is the one that has the most ideas.

##### Spot check 2:

Pair learners up to role play and record (if possible) Speaking exam Part 1 using the questions in the Track 22 audio script.

#### Part 2: Grammar (40 mins)

##### FOCUS

These exercises focus on using a range of more complex sentence structures. Exercises 9–11 introduce learners to different types of cleft sentences. Exercises 12 & 13 provide practice in using conjunctions to make complex sentences. Exercises 14–16 provide practice in forming sentences with subordinate clauses.

##### Exercise 9

Have learners read the explanation and go over the example cleft sentences at the top of the page. Instruct learners to do the exercise following the instructions in the book and, after checking answers, elicit a few more examples of sentences using the patterns: *It's ... that I can't stand* and *What I want to do is ...*

##### Exercise 10

Instruct learners to do the exercise following the instructions in the book and compare their answers in pairs.

##### Exercise 11

Instruct learners to do the exercise following the instructions in the book and have them compare their answers in pairs. Direct attention to the Exam tip box at the bottom of the page. For further practice, have them work in pairs to ask more questions, e.g. *What do you do when it's hot? Where do you spend the summer?* and respond using cleft sentences.

##### Exercise 12

Ask learners to read the Part 2 question and the examples of complex sentences with conjunctions. Elicit some examples of sentences with *although* and *since* and write them on the board, emphasising the position of the conjunctions.

##### Exercise 13

Have learners complete the exercise individually then work in pairs to check their answers.

##### Exercise 14

Have learners read the information about subordinate clauses before completing the exercise individually. Follow up by eliciting a few example sentences and modelling the correct pronunciation, drawing attention to the rising intonation of the subordinate clause. Have learners practise the correct intonation by reading their sentences aloud to a partner.

**Typical mistakes:** Learners often have problems with syntax following subordinating conjunctions and may be unsure whether to use a clause or a noun phrase. If necessary, point out the patterns with different conjunctions, e.g. *Although I drive to work... BUT Rather than driving to work ...*

##### Exercise 15

Prepare learners for discussing the Part 2 question by eliciting briefly what sort of things they can talk about. Give them a minute to make their own notes, then pair them up to role play the exercise, recording it if possible.

##### Exercise 16

Play the recording and follow up with a discussion of whether the answers given by this student were similar or different to their own in Exercise 15. If time allows, have learners look through the audio script and underline examples of complex sentences, e.g. cleft sentences, sentences with conjunctions or subordinate clauses.

### Part 3: Pronunciation (45 mins)

**FOCUS**

Exercises 17–22 train learners to differentiate between long and short vowel sounds and pronounce them correctly.

**Exercise 17**

Have learners do the exercise following the instructions in the book.

**Exercise 18**

Have learners do the exercise as for Exercise 17. Ask learners if there are any sounds that they find difficult to distinguish from each other and go over these as necessary.

**Typical mistakes:** Depending on their first language, many learners find it very hard to hear the difference between short and long vowel sounds. Reassure them that this is natural and that they will practise differentiating them in the next exercise. It is also common for learners to have trouble distinguishing between short vowel sounds such as: /e/ *pet* and /æ/ *pat*; /ʊ/ *put* and /ʌ/ *putt*. Model each sound and encourage them to copy it, looking closely at the different shape of your mouth for each sound.

**Exercise 19**

Have learners do the exercise following the instructions in the book, listening several times if necessary. Follow up by having learners work in pairs to practise saying each word and listening to how clearly their partner differentiates the long and short vowel sounds.

**Exercise 20**

If it is not possible for learners to work with an English-speaking friend, have them do this exercise in pairs following the instructions in the book. Afterwards, discuss which words they found most difficult to differentiate.

**Exercise 21**

Demonstrate how the pronunciation of English words does not always match their spelling by writing a few words on the board that have the same pronunciation

but different spelling, e.g. *there*, *their*, *they're*. Clarify that these are examples of words that are not phonetic. Pair students up to do the exercise following the instructions in the book. Point out that it is useful to remember these common spelling patterns and direct attention to the Exam tip box.

**Typical mistakes:** Learners frequently mispronounce the vowel sounds in words like *foot* (short vowel sound) and *food* (long vowel sound) because the pronunciation is not clear from the spelling. Suggest that they should remember and note down examples of non-phonetic words using phonemic script.

**Exercise 22**

If learners are unable to do the exercise as suggested, they should listen to their recording and discuss the questions with the same partner they worked with in Exercise 15.

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

**FOCUS**

Exercise 1 trains learners to use information from news articles and other sources to improve the depth of their answers. Exercise 2 provides practice for Speaking exam Part 3: Two-way discussion.

**Exercise 1**

Direct learners' attention to the Exam information box at the top of page 39. Spend a few minutes discussing how learners feel about the article and explain any problematic vocabulary. Have learners report back on their research / discuss the topic in pairs or small groups.

**Exercise 2**

Instruct learners to do the exercise in pairs, taking turns to play the part of the candidate. Listeners should give feedback on the fluency and depth of their partner's answers. If you are short of time, learners can listen to the sample answers at home and record themselves answering the questions a second time.