

Sample lesson plan for *Speaking for IELTS* Unit 5

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

Teacher preparation: For Vocabulary spot check 1, make sufficient copies of the hand out so there is one set of phrases and definitions per group of three or four students. Cut up and bundle sets together. (15 mins)

Part 1: Vocabulary (30 mins)

FOCUS

Exercises 1 & 2 introduce words and phrases and collocations related to language. Exercises 3 & 4 introduce phrases with the word *touch* that link to communication. Exercise 5 gives practice in word building using vocabulary connected with globalisation. Exercise 6 provides practice for Speaking exam Part 1: Introduction and interview.

Spot check 1:

To check learners' recall of vocabulary connected to language and communication.

1. Distribute the cut-up Vocabulary spot check 1 handout to each group.
2. Challenge each group to match as many words and phrases with their definitions as they can in two minutes.
3. Follow up by asking learners to shuffle the word/phrase cards and put them face down on the desk. Players take it in turns to pick up a card (without showing it to the other group members) and give a definition of the word or phrase in their own words.
4. The other players guess the word/phrase on the card.

Spot check 2:

Pair learners up to role play Speaking exam Part 1 using the questions in the Track 31 audio script.

Part 2: Grammar (50–60 mins)

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These exercises help focus on different ways to make comparisons and give opinions. Exercises 7–10 train learners to use a range of comparison structures. Exercise 11 gives practice in using attitude markers. Exercise 12 & 13 provide practice for Speaking exam Part 2: Individual long turn.

Exercise 7

Have learners look at the model comparative and superlative sentences and read through the different forms in the table before they try the exercise. Learners write sentences individually, and compare answers in pairs, with each student giving feedback on their partner's use of comparatives and superlatives.

Typical mistakes: Some learners may make mistakes with articles when using comparative and superlative forms, e.g. *Sending emails is easiest way to stay in touch, but meeting face-to-face is the more personal.* If your learners have this problem, refer them back to the forms highlighted in the table. It can also be useful to write a few incorrect sentences on the board and encourage them to identify and correct the errors.

Exercise 8

Instruct learners to read the example sentences using *much* and *a bit*, and then elicit similar ideas for sentences using *significantly*, *slightly*, *marginally* and *far*. Have them do the exercise following the instructions in the book and compare their modified sentences in pairs.

Exercise 9

Have learners read the explanation and go over the examples with them. 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 pattern: *The more/fewer/less/better ... the more/fewer/less/better.*

Exercise 10

Elicit sentences using *(not) as + adjective + as* and write them on the board. Compare these with the examples in the book. Have learners work alone or in pairs to write six sentences. Monitor and choose examples of sentences to write and highlight on the board.

Exercise 11

Have learners read through the clarification of attitude markers and look carefully at the examples. Model the pronunciation of the seven other markers (**a-g**) with attention to the stress on each one. Instruct learners to do the exercise individually and check their answers in pairs. Point out there is more than one correct answer for some items. Follow up by having learners read the list of other attitude markers and the Exam tip box.

Typical mistakes: Although the position of attitude markers in a sentence is generally flexible, it is sometimes awkward or incorrect to put longer markers in the middle or at the end of a sentence. For example: *Even more importantly, you must practise speaking English.* is more standard than: *You must, even more importantly, practise speaking English.* and: *You must practise speaking English even more importantly.* is incorrect. If your learners are uncertain, advise them that the safest place for attitude markers is at the start of the sentence.

Exercise 12

Prepare learners for discussing the Part 2 question. Ask them to read the question carefully. Remind them to try to use comparative structures and attitude markers. Give them a minute to make their own notes and then pair them up to role play the exercise, taking turns to speak for up to two minutes and recording their answers if possible.

Exercise 13

Have learners do the exercise following the instructions in the book: they should listen to the model answer and then look at the audio script to focus on the language.

Part 3: Pronunciation (40 mins)

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Exercises 14 & 15 help learners to work on the pronunciation of consonants and consonant clusters. In Exercise 16, learners apply this learning to practise Speaking exam Part 3: Two-way discussion.

Exercise 14

Before playing the recording, spend some time looking at the consonant chart and see if learners can identify the relationship between the pairs of consonants. As they read through stages 1–3, be prepared to give additional clarification about how/where in the mouth different sounds are formed and the difference between voiced and unvoiced consonants. It may be preferable for your learners to work individually on stage 4 – especially if you have a multi-lingual class. However, if you have a monolingual group, it might be useful to elicit common problems with specific consonants and have learners work on these sounds before doing stage 5 in pairs.

Exercise 15

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 well their partner manages the consonant clusters.

Typical mistakes: Many learners have a problem with 'th' sounds in English and may struggle to say *sixth* and *three*. Encourage them to practise the sound /θ/ by putting the tip of their tongue between their front teeth, but also point out that it is not necessary to perfect this sound for a high score in the Speaking exam.

Exercise 16

Instruct learners to do the exercise in pairs, taking turns to play the part of the candidate. Listeners should give feedback on the pronunciation of consonants in 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.

Part 4: Exam technique (40 mins)

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Exercises 1 & 2 introduce and practise language for giving yourself time to think. Exercises 3 & 4 introduce and practise language for contradicting and confirming information.

Exercise 1

Introduce the topic by discussing how learners give themselves time to think when they are speaking in their first language. Instruct learners to do the exercise following the instructions in the book and then compare answers in pairs. Then direct their attention to the Exam tip box.

Exercise 2

Have learners read the phrases and practise saying them. Then ask them to work in pairs to practise asking and answering the question: *Which language do you think is generally considered the most beautiful?*

Exercise 3

Say or write an incorrect statement on the board and see if learners can correct it using appropriate contradiction language. Instruct learners to do the exercise following the instructions in the book and to look at the audio script as they listen to the recording. Play Track 37 again so that learners can focus on the intonation and then practise using the phrases.

Exercise 4

Instruct learners to do the underlining individually. Then elicit the expressions and model the pronunciation. If there is time, have learners work in pairs to practise the conversation.

PHOTOCOPIABLES

Vocabulary spot check 1

mother tongue	1. the language that you learn from your parents when you are a baby
multilingual	2. able to speak more than two languages very well
fluent	3. able to speak a language easily and correctly
rusty	4. not as good at something as you used to be because you have not done it for a long time
pick up	5. learn something without effort over a period of time
a minority language	6. a language that is spoken by only a small proportion of people in a country
get by	7. speak a language well enough to communicate about basic things
a global language	8. a language that is spoken internationally
a second language	9. a language that you speak well but that is not your native language
a widely spoken language	10. a language that is used by many people