

### Sample lesson plan for *Speaking for IELTS* Unit 6

**Student preparation for this class:** Have learners complete Vocabulary exercises 1–6 before the class. Ask them to write their responses to the ranking activity in Exercise 5 on a separate piece of paper and explain that they will be sharing their answers with other class members during the lesson. (60–90 mins)

**Teacher preparation:** none

#### Part 1: Vocabulary (30 mins)

**FOCUS** Exercises 1–3 introduce words and phrasal verbs related to technology. Exercises 4 & 5 provide practice in discussing Internet habits and potential online dangers. Exercise 6 provides practice for Speaking exam Part 1: Introduction and interview.

##### Spot check 1:

To review vocabulary from Exercises 1–4, pair learners up and ask them to speak for 3–4 minutes each about how they use technology and the Internet. Then have them discuss their answers for Exercise 5 and compare the order in which they ranked online dangers.

##### Spot check 2:

Pair learners up to role play Speaking exam Part 1 using the questions in Track 38 audio script.

#### Part 2: Vocabulary (20 mins)

**FOCUS** Exercise 7 raises awareness of common meanings of phrasal verb particles and practises using phrasal verbs in the context of technology. Exercise 8 provides practice for Speaking exam Part 2: Individual long turn.

##### Exercise 7

Introduce the topic by eliciting some phrasal verbs with *turn*, i.e. *turn on*, *turn off*, *turn up*, *turn down*, *turn away*. See if learners can make sentences with them. Ask a few questions to the class about the particles, e.g. *Which particle has the meaning of start/stop/increase? What's the opposite of turn up the volume?*

Draw learners' attention to the common meanings in the table. Have them read each row and see if they can add more examples for each one. Then direct them to do Exercise 7 individually and check their answers in pairs.

##### Exercise 8

Prepare learners for discussing the Part 2 question. Ask them to read the question carefully. Remind them to use phrasal verbs where possible in their answer. 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. Students should give each other feedback afterwards.

#### Part 3: Pronunciation (45 mins)

**FOCUS** Exercises 9–14 focus on sentence stress and train learners to recognise stressed words and weak forms in sentences. In Exercise 15, learners practise using appropriate rhythm and stress in Speaking exam Part 3: Two-way discussion.

##### Exercise 9

This exercise is designed to help learners understand the rhythm of a stress-timed languages like English. Draw learners' attention to the Exam tip box at the top of the page and then have them read the instructions for the exercise. Play the recording to demonstrate the rhythm or model it yourself before trying it with the class.

##### Exercise 10

Instruct learners to do the exercise following the instructions in the book. After they have listened and repeated the weak forms, encourage them to practise the chant several times in groups or as a class. Draw their attention to the Exam tip under the exercise.

**Typical mistakes:** If your learners have trouble using the weak forms and keeping to the rhythm, it may be because they are thinking too much about each word. Try choral drilling each line of the chant as a single unit and use a 'backchaining' technique, i.e. drill from the end of the line: *FOUR ... and then a FOUR ... THREE and then a FOUR ... and then a THREE and then a FOUR*, etc.

##### Exercise 11

Have learners read through the explanation and look at the table showing content and function words. If you have time, read out or play a section of Track 2 audio to show how content words and new information carry the main stresses:

*Although I live **abroad now**, my **mum's family** is from **Paris** and my **dad's family** is from **Toulouse**. So I'm from a very **French** family. I would say I come from quite a **small family**, really.*

**Exercise 12**

Instruct learners to do the exercise according to the instructions. Before playing the recording, draw attention to the note about the possibility of stressing function words. Briefly discuss answers and compare them with the answer key. Emphasise that the words that take the main stress will depend to some extent on the context and on whether the word/topic has already been mentioned.

**Typical mistakes:** Some learners can find it hard to pick out all the stressed words; they may spend too long thinking about each word and whether it is stressed or not. If this is the case, reassure them that they don't need to think too much about individual words. It is more useful to listen to the full sentence and just pick out the word(s) that carry the main or tonic stress.

**Exercise 13**

Have learners do the exercise following the instructions in the book. If time is short, ask learners to do part 3 as homework.

**Exercise 14**

Have learners do the exercise according to the instructions. They should work at their own speed to listen and repeat each sentence so that they get used to the stress patterns and get a feel for the rhythm of the language.

**Exercise 15**

Instruct learners to do the exercise in pairs, taking turns to play the part of the candidate. Listeners should give feedback on the rhythm and use of correct stress patterns 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 (50 mins)****FOCUS**

These exercises focus on helping learners give coherent answers. Exercises 1–4 train learners to organise the different parts of their answer in a logical way. Exercises 5–9 focus on the way that pronouns can help to make responses more cohesive.

**Exercise 1**

Explain that Exercises 1–4 will help learners organise their answers in Parts 2 and 3 of the Speaking exam and then draw learners' attention to the Exam tip box at the top of the page. Check that learners have a clear idea of the meaning of *keyhole surgery* by eliciting what it might be used for. Have learners reorder the sentences and compare answers in pairs. Then have them do parts 2 and 3 and follow up by eliciting other signposting words.

**Exercise 2**

Tell learners to do the exercise following the instructions in the book, recording themselves if possible.

**Typical mistakes:** Exercises 2 & 4 require learners to listen and answer spontaneously, rather than allowing time to plan their answer – as they have to do in Part 3 of the exam. At first, your learners may find it hard to think 'on their feet', e.g. to come up with advantages and disadvantages of online shopping, particularly if they have never tried it. If so, urge them to begin by explaining their (lack of) experience of the topic to give themselves thinking time – and then to mention possible advantages/disadvantages.

**Exercise 3**

Have learners listen to and discuss the answer. If they are unfamiliar with the phrase that links the ideas [*But then again ...*] have them practise reading out the sentence with the same stress and intonation as on the recording.

**Exercise 4**

Follow the same procedure as in Exercise 2. Then elicit or introduce the phrases: *On the one hand ... on the other hand ...* modelling them with appropriate stress and practising as necessary.

**Exercise 5**

Exercises 5–9 train learners to use pronouns to avoid sounding repetitive. Direct attention to the Exam tip box at the bottom of page 54 and then have learners complete the chart and check answers in pairs.

**Exercise 6**

Learners complete the exercise following the instructions in the book and compare their answers in pairs.

**Typical mistakes:** Even higher level students may sometimes use pronouns incorrectly, particularly: *he/she; him/her; his/hers* – which can be confusing for the listener. Encourage your learners to monitor their use of these pronouns and try to self-correct if necessary.

**Exercise 7**

Discuss the question about over-use of pronouns and elicit ideas of what the speaker could have said, e.g. *She Her mum / Kate / Both of them really enjoyed it.*

**Exercise 8**

Learners do the exercise following the instructions in the book and compare their answers in pairs.

**Exercise 9**

Have learners listen to and compare the answers on the recording. Then let them answer the question, recording their answer if possible. Summarise this section by drawing attention to the Exam tip box at the bottom of page 55 and going through the tips.