

Sample lesson plan for *Speaking for IELTS* Unit 7

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

Teacher preparation: none

Part 1: Vocabulary (30 mins)

FOCUS Exercises 1–3 review phrases for talking about likes and dislikes and collocations connected to hobbies. Exercise 4 focuses on different ways of expressing frequency. Exercise 5 provides practice for Speaking exam Part 1: Introduction and interview. Exercise 6 provides practice for Speaking exam Part 2: Individual long turn.

Spot check 1:

To check learners' recall of vocabulary connected to hobbies.

1. Refer learners to the Exam tip box at the top of page 58. Have each student choose a hobby or activity that they enjoy doing. Ask them to write down as many useful words and phrases associated with the activity as they can in one minute.
2. Divide the class into groups of four. Group members take it in turns to read out their list of phrases – without mentioning the name of the hobby they are talking about.
3. After everyone has read out their list, group members guess which hobby each person was describing and add any other useful words, phrases and collocations they can think of to each list.

Spot check 2:

To provide practice in using frequency phrases.

1. Review Language exercise 4 and the Exam tip box underneath. Ask learners (individually) to write down six frequency phrases without showing them to anyone else. They shouldn't be the same phrases as those in Exercise 4, but should use similar language, e.g. *every (other) + time period*; *several times a + time period*; *once / twice / three times a + time period*.
2. Have learners mingle and ask each other questions about their habits and hobbies. The idea is for each student to try to elicit as many of the time phrases on their list from other learners by asking the right questions, e.g. if they have written: '*once a year*', they might ask questions such as: '*How often do you go on holiday?*' If another student uses the time

phrase they have written, they write his or her name next to the phrase.

3. When learners have managed to elicit all the phrases, they sit down in groups and exchange information about what they found out about other learners.

Part 2: Grammar (50–60 mins)

FOCUS These exercises train learners to use the present perfect simple and continuous more confidently. Exercises 7 & 8 review and practise the present perfect simple. Exercises 9–11 clarify when to use the present perfect continuous. Exercise 12 provides practice for Speaking exam Part 3: Two-way discussion.

Exercise 7

Ask learners to do the exercise following the instructions in the book and compare their answers in pairs. If necessary, go over any rules for the present perfect that the learners have trouble understanding and add more example sentences.

Note: don't spend too long explaining rules unnecessarily. It may be more helpful for learners if you monitor how well the learners do the exercises in this section to find out where they need help. This will enable you to target remedial work more specifically to their needs.

Exercise 8

Tell learners to do the exercise following the instructions in the book, recording themselves if possible. If they have problems with correct use of tenses, repeat the exercise; this time, they should ask and answer the questions in pairs and listen out for whether their partner uses the present perfect correctly.

Typical mistakes: Even if they know the rules for using the present perfect, some learners may have trouble remembering when to change to the past simple tense, e.g. when reporting news. Remind them that we use the past simple with specific times in the past, such as: *yesterday*, *last night*, *two hours ago*, etc.

Exercise 9

Have learners read the explanation of the differences between the present perfect simple and continuous and go over any of the rules or examples that they do not fully understand.

Exercise 10

This exercise checks understanding of the rules given in Exercise 9. Have learners do step 1 individually and step 2 in pairs. Use step 3 to focus on natural pronunciation.

Typical mistakes: Learners may have difficulty with the fact that there is no single correct answer for every item. There IS a clear answer for items 2 and 3: the simple aspect must be used here as these are state verbs. However, items 1, 4 and 5 are more ambiguous. Item 1 could use either aspect (see Rule 1); item 4 is more likely to be the simple aspect because of the focus on result (see Rule 3); item 5 is more likely to be continuous because the focus is on duration (see Rule 4).

Exercise 11

Instruct learners to do the exercise following the instructions in the book. Elicit a few sample answers and go over any common mistakes.

Exercise 12

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.

Typical mistakes: If you have spent a long time focusing on the present perfect, some learners may over-use this tense in their answers to the Part 3 questions, particularly where they are answering questions such as: *Do people have more free time now than in the past?* Remind them that the most appropriate tenses here are the present simple for present habits and *used to* or the past simple to talk about the past.

Part 3: Pronunciation (40 mins)

FOCUS Exercises 13 & 14 focus on helping learners to pronounce words using strong and weak forms, including the schwa. Exercise 15 trains learners to check and work on their pronunciation of individual words.

Exercise 13

Draw attention to the Exam tip box at the top of page 62. Then play the recording and have learners practise repeating the schwa sound.

Exercise 14

Have learners do the exercise following the instructions for each step, listening several times if necessary before checking answers. For step 3, instruct them to work in pairs to listen to and correct each other's pronunciation.

Typical mistakes: As well as pronouncing full vowel sounds (instead of using the schwa), some learners may add extra syllables to some words, e.g. gar-den-ing. If this happens, ask them to listen to the recording and count the number of syllables they hear.

Exercise 15

Tell learners to read and follow the instructions in the book carefully. When they have identified 10 key content words, they should check the stressed syllables and use of the schwa with a good dictionary. Have them practise saying the words and phrases, and help by modelling words if necessary. If you are short of time, learners can re-record themselves at home.

Part 4: Exam technique (40 mins)

FOCUS Exercises 1 & 2 focus on ways of asking politely for repetition. Exercises 3–5 introduce and practise ways to indicate lack of understanding.

Exercise 1

Introduce the topic by discussing/eliciting what learners say when they don't hear or understand something in English. Then direct their attention to the Exam tip box. Play the recording and have learners discuss their ideas in pairs before reading the comments in the answer key.

Exercise 2

Have learners read the information about polite intonation before they listen to the recording and discuss which version sounds polite. They should then work in pairs to practise saying the sentences as instructed in step 2. It may be worth pointing out that native speakers often use a rising intonation at the end of a polite request – as falling intonation can sound like an order.

Exercise 3

Have learners listen and repeat the question as instructed. If necessary, write the question on the board using arrows to show the intonation.

Exercise 4

Instruct learners to listen and write down the question they hear. Have them check answers and practise asking the question in pairs.

Exercise 5

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