

## About *Speaking for IELTS*

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*Collins English for Exams* series has been designed to be easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exercises are carefully arranged from simpler to more difficult
- All units follow the same basic structure to breed familiarity and confidence
- Answer key is clear and comprehensive

Because these fundamentals are in place, classroom teachers can focus on maintaining motivation, providing individual feedback, and facilitating pair and group work so that more interactive practice can take place. This resource will explain how the material works and how it can be adapted to make the most of the classroom learning context.

Each chapter in *Speaking for IELTS* provides opportunities to practise parts 1, 2 and 3 of the Speaking test. Audio CDs provide numerous sample responses, which can be used not only to check answers but also inductively to get learners thinking about what constitutes effective exam performance.

Each chapter has a similar structure, which can form the basis of regular classroom routines. It will provide 3–4 hours of content, 2 of which we recommend doing in class and 1–2 of which will make ideal homework tasks.

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### Vocabulary

We recommend that the majority of vocabulary exercises be done at home before the lesson.

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary (*activate schemata*) without eating up classroom time.
- As repeated exposure to new vocabulary is required for mastery, the first 5–15 minutes of the lesson can be spent doing a 'spot check' of a selection of the vocabulary covered at home. Make these activities game-like, as suggested in the lesson plans, so that they can serve as ice-breakers.
- The remaining exercises throughout the chapter give ample opportunity to apply vocabulary learning to practice exam tasks.

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### Grammar

Most chapters contain a section covering the features of spoken grammar most useful for the test.

- Most exercises can be done individually and checked in pairs or small groups. Pair and group work trains learners to reflect on and explain how they have approached the task. This will help get them used to giving reasons for their choices – an important skill for the IELTS speaking exam.

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### Pronunciation

Each chapter provides pronunciation input and exercises that tackle the areas most likely to 'impose strain' on the listener.

- Use pair and group work to maximise student talking time.

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### Exam technique

Each chapter provides information and practice exercises covering key exam strategies.

- Throughout the units, a test-teach-test approach is taken: learners try exam practice exercises, receive additional input and opportunity for self-reflection, and then repeat the exercises incorporating what they have learned.
- We strongly recommend using pair work to increase fluency and confidence.
- Wherever possible, use audio recorders to facilitate learners' self-reflection.

## Sample lesson plan for *Speaking for IELTS* Unit 1

**Student preparation for this class:** Have students complete Vocabulary Exercises 1–11 before the class. Ask them to write their responses to Exercise 3 on a separate piece of paper and explain that they will be sharing their answers with other class members during the lesson. (approximately 2 hours)

**Teacher preparation:** none

### Part 1: Vocabulary (40 mins in class)

**FOCUS** Exercises 1–3 introduce common adjectives used to describe character and train learners to recognise positive and negative connotation; Exercises 4–6 introduce expressions for describing relationships and give examples of how they are used in context; Exercises 7–11 show how adjectives can be modified and allow for further practice in describing people.

#### Spot check 1 (10 mins):

To check learners' recall of adjectives for describing character:

1. Divide the class into groups of five or six and designate one member of each group to act as facilitator.
2. Facilitators gather in their group's responses to Exercise 3, shuffle them, and without giving away the names, read them aloud.
3. The other group members listen and guess who wrote which description.
4. Group members clarify for each other the meanings of any words that are unclear.

#### Spot check 2 (10 mins):

Pair learners up and ask them to speak for 3–4 minutes each about their relatives using the material they prepared at home (Exercises 10 & 11). Ask listeners to provide feedback on the speaker's use of vocabulary to modifying adjectives, expand on each characteristic, and describe negative traits.

### Exercise 12

**FOCUS** Exercises 12 & 13 provide practice for Speaking exam Part 1: Introduction and interview and Part 2: Individual long turn.

Direct learners' attention to the Exam information box at the top of page 11. Have learners work in small groups to brainstorm questions on the topic of family that they might ask someone they were getting to know. Highlight good examples on the board. Play the recording and note whether any of the questions were anticipated. Learners then role play the interview in pairs.

### Exercise 13

Draw learners' attention to the Exam information box directly above the exercise. Spend a few minutes discussing how learners feel about the task: What difficulties do they anticipate? How might they deal with them? Ask learners to read the Part 2 question and, if necessary give them examples of the type of notes they might make. Give them a minute to make their own notes then pair them up to role play the exercise.

**Typical mistakes:** Learners may use preparation time to write a scripted answer rather than notes. Remind them that they must speak spontaneously. The response requires the speaker to manipulate a variety of tenses (present, past and present perfect). Note any difficulties they may have and address them in the next section.

### Part 2: Grammar (20 mins)

**FOCUS** Exercises 14–16 train learners to use appropriate tenses.

### Exercise 14

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

**Typical mistakes:** The present perfect is likely to cause the most difficulty as it may have no direct equivalent in learners' L1, or it may be confused with the simple past. Explain that in question 1, the present perfect refers to a time that began in the past and continues until the present.

### Exercise 15

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

**Typical mistakes:** Some learners may not recognise that in item 2 'd = would and that, with the infinitive, it is used to refer to a past habit.

### Exercise 16

Learners to do the exercise in pairs. Listeners should give feedback on their partner's use of tenses.

## Part 3: Pronunciation (20 mins)

### FOCUS

Exercises 17–20 train learners to pronounce strong and weak forms of prepositions.

### Exercise 17

Do the exercise following the instructions in the book.

### Exercise 18

As you go through the exercise, have the whole class repeat each item in chorus, then spot check by nominating a few learners to repeat the sentences individually.

**Typical mistakes:** Some learners mistakenly believe that weak forms are 'sloppy' speech. Direct their attention to the Exam tip box at the bottom of page 12.

### Exercise 19

Follow the instructions for Exercise 18 above.

### Exercise 20

Have learners do the exercise individually then work in pairs to check their answers and practise repetitions. Before directing their attention to the Exam tip box at the bottom of page 13, elicit other examples of weak forms by reading aloud sentences 1–4 and asking learners to underline words that are pronounced weakly. e.g. Has she been waiting for long?

## Part 4: Exam technique (40 mins)

### FOCUS

Exercises 1–3 train learners to recognise different aspects of vocabulary knowledge, and in particular register. Exercise 4 provides practice for Speaking exam Part 3: Two-way discussion.

### Exercise 1

Ask learners to do the exercise individually and check their answers in pairs.

**Typical mistakes:** Learners who have greater exposure to American English may be unfamiliar with items 1 & 3. They may recognise US equivalents, e.g. mate = buddy, bloke = guy.

### Exercise 2

Ask learners to do the exercise individually and check their answers in pairs.

### Exercise 3

Have learners do the exercise in groups of 3 with each member researching one of the items listed and reporting their findings to the rest of the group. Alternatively, assign the exercise for homework.

### Exercise 4

Direct learners' attention to the Exam information box at the top of page 15. Spend a few minutes discussing how learners feel about the task: What difficulties do they anticipate? How might they deal with them? Instruct learners to do the exercise in pairs. Listeners should give feedback on the range and appropriacy of their partner's vocabulary. If you are short of time, learners can listen to the sample answer at home and record themselves answering the questions a second time.

## Sample lesson plan for *Speaking for IELTS* Unit 2

**Student preparation for this class:** Have students complete Vocabulary Exercises 1–10 before the class (approximately 90 mins).

**Teacher preparation:** none

### Part 1: Vocabulary (30 mins)

**FOCUS** Exercises 1–6 introduce words and phrases related to sports and fitness; Exercises 7–9 introduce words and phrases related to health and diet; Exercise 10 provides practice for Speaking exam part 1: Introduction and interview.

#### Spot check 1 (10 mins):

To check learners' sport and fitness related vocabulary:

1. Divide the class into groups of five or six.
2. Ask each group member to take turns reading aloud the terminology for one of the sports they have chosen for Exercise 6 without giving the name of the sport.
3. The other group members listen and guess the sport.
4. Group members clarify for each other the meanings of any words that are unclear.

#### Spot check 2 (10 mins):

Pair learners up to role play Speaking exam Part 1 using the questions in Track 09 audio script.

**FOCUS** Exercise 11 provides practice for Speaking exam Part 2: Individual long turn.

Direct learners' attention to the Exam information box at the top of page 19. Spend 2–3 minutes brainstorming types of competitions (not sport related). Give them a minute to make their own notes then pair them up to role play the exercise, recording it if possible.

### Part 2: Pronunciation (25 mins)

**FOCUS** Exercises 12–18 focus on expressing enthusiasm.

#### Exercise 12

Take 2–3 minutes discussing learners' experience of Exercise 11 role play: How enthusiastic did your partner seem when talking about the competition they witnessed? How did she/he express their enthusiasm (or lack of enthusiasm)? Then do Exercise 12 following the instructions in the book.

#### Exercise 13

Have learners read the information in the box, then discuss it briefly as a class: Is enthusiasm in your language/culture expressed in similar ways? In what ways it is similar and/or different?

#### Exercise 14

Pair students up and do the exercise following the instructions in the book.

**Typical mistakes:** Learners who feel self-conscious or find this way of expressing enthusiasm alien may respond by laughing or declining to take part. Draw learners' attention to the Exam tip box below. Keep the exercise fun and light-hearted.

#### Exercise 15

As you go through the exercise, have the whole class repeat each item in chorus, then spot check by nominating a few learners to repeat the sentences individually.

#### Exercise 16

Ask student to pair up with the partner they worked with for Exercise 11 and listen to the recording they made of their practice. Give them a few minutes to discuss what they hear: How enthusiastic do they sound? To what extent did they use intonation to express their enthusiasm? What words and expressions did they use to convey excitement?

#### Exercise 17

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

#### Exercise 18

Pairs repeat the Part 2 role play in Exercise 11 incorporating the language and intonation patterns they have learned so far in the unit.

**Part 3: Expressing opinions (30 mins)**

**FOCUS** Exercises 19–21 introduce a variety of expressions that can be used to express opinions. Exercise 22 provides practice for Speaking exam Part 3.

**Exercise 19**

Elicit phrases equivalent to *I think* and write them on the board. Compare these with the examples in the book. Have learners work in small groups to complete sentences 1–4.

**Exercise 20**

Model the pronunciation of expressions a–h. If time allows, have students create sentences using a selection of the expressions; if not proceed directly to the next exercise.

**Exercise 21**

Have learners share their opinions in pairs or small groups.

**Typical mistakes:** Make sure learners use noun phrases or gerunds after prepositions in phrases c *I'm (strongly) against* and d *I'm (strongly) in favour of...*

**Exercise 22**

Pair learners up to role play Speaking exam Part 3 using the questions in Track 14 audio script. If time allows, have them listen to the sample response and note useful vocabulary.

**Part 4: Collocations (20 mins)**

**FOCUS** Exercises 23–25 introduce common collocations related to health and fitness.

**Exercise 23**

Ask learners to do the exercise individually and check their answers in pairs.

**Exercise 24**

Ask learners to complete the table with collocations from Exercise 23. Learners can search for additional collocations at home. If time allows, give a few additional examples orally and ask learners to indicate the form, e.g. *sedentary lifestyle* (adjective + noun) *alcohol consumption* (noun + noun).

**Exercise 25**

Have pairs repeat Exercise 22 role play incorporating any useful vocabulary they have learned.

**Part 5: Exam technique (15 mins)**

**FOCUS** This exercise trains learners to plan their answers for Part 2.

**Exercise 1**

Draw learners' attention to the Exam tip at the top of page 23 and the paragraph that introduces the exercise. Ask learners to answer questions a–d individually and check their answers in pairs. Give learners one minute to prepare their own notes. Then pair them up to role play the exercise, recording it if possible. At the end of the lesson, learners should listen to their recording and compare it to the recording they made of Exercise 11 at the beginning. What improvements have they made?

**Homework (30 mins)**

Remind students to complete Exercise 24 and bring their collocations to the next lesson.

## Sample lesson plan for *Speaking for IELTS* Unit 3

**Student preparation for this class:** Have students complete Vocabulary Exercises 1–7 before the class including vocabulary research for the Exam tip on page 26. (approximately 2 hours)

**Teacher preparation:**

1. Photocopy Vocabulary spot check 1 hand out (sufficient for 1 per student).
2. For Grammar exercise 9, prepare cards or slips of paper, each with one of the jobs 1–8 listed in the exercise. Prepare enough sets of cards for one set per group of 3–4 students. (20 mins)

### Part 1: Vocabulary (up to 15 mins in class)

**FOCUS** Exercises 1–4 introduce vocabulary related to studies and work; Exercise 5 provides practice in using the right form of a word for the context; Exercises 6 & 7 provide practice in Speaking exam Part 1: Introduction and interview and Part 2: Individual long turn.

**Spot check 1 (3 mins):**

Distribute Vocabulary spot check 1 hand out. Challenge learners to make as many matches as they can in two minutes then quickly go over the answers as a class.

**Spot check 2 (10–12 mins):**

Pair learners up to role play and record (if possible) Speaking exam Part 1, using the questions in Tract 16 audio script, and Part 2, using the notes they prepared for Vocabulary exercise 7.

### Part 2: Grammar (45 mins)

**FOCUS** Exercises 8–11 introduce learners to common expressions and grammar structures used for speculating, including modal verbs and conditionals. In Exercises 12 & 13, learners use these structures to practise Speaking exam Part 2: Individual long turn and Part 3: Two-way discussion.

**Exercise 8**

Instruct learners to do the exercise following the instructions in the book and compare their answers in pairs. Go over the expressions listed in the second half of the page.

**Typical mistakes:** If learners use *will* when they should use *would*, point out that *will* expresses near certainty and that *would* is more typically used for speculating. Learners may also incorrectly use *mustn't* rather than *can't* to indicate that something probably isn't the case.

**Exercise 9**

Place face down in front of each group of 3–4 a set of cards with jobs 1–8. Group members take turns picking the top card and speaking for 1 minute.

**Exercise 10**

Do the exercise together as a class. Give additional examples orally so learners can identify the type (e.g. *If I move abroad, I'll have to find another job. If I'd had a different boss, I'd have been promoted by now. If I were unemployed, I'd be quite depressed.*) Ask questions to check usage (e.g. *If you have free time tonight, what will you do? If you hadn't chosen to study X, what subject would you have chosen instead?*)

**Exercise 11**

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

**Typical mistakes:** Learners may need help understanding how to use *unless*, i.e. that it requires an affirmative verb. Word order for sentence 4 is also likely to pose a problem. Explain that the adverb or adjective must immediately follow *no matter how*.

**Exercise 12**

Ask student to pair up with the partner they worked with for Vocabulary spot check 2 and listen to the recording they made of their practice (if available). They should listen for their use of language for speculation and note where they might have used expressions or structures covered in the grammar section. Have them repeat the exercise incorporating the language features learned.

**Exercise 13**

Pairs role play and record (if possible) Speaking exam Part 3 using the questions in Tract 18 audio script. If time allows, have them listen to the sample response in the book and note useful vocabulary.

**Part 3: Pronunciation (35 mins)**

**FOCUS** Exercises 14–17 train learners to recognise and use the correct word stress. In Exercises 18, learners apply this learning to practise Speaking exam Part 3: Two-way discussion.

**Exercise 14**

Do the exercise following the instructions in the book and draw learners' attention to the Exam tip box.

**Exercise 15**

Have learners work in groups with each member investigating one of the rules and sharing their responses. Gather examples of additional words and share them with the class.

**Exercise 16**

Learners continue working in groups of three following the instructions in the book. Spot check their accuracy by circulating among the groups and inviting individual learners to repeat selected sentences.

**Exercise 17**

Learners continue working in groups of three on the first part of the exercise then play the recording to the whole class. As you go through the items, have the whole class repeat each word in chorus, then spot check with selected individuals.

**Typical mistakes:** Learners may put *interesting* in column 4 if they do not recognise the silent *-e*. Point out that spelling is not always a reliable guide to the pronunciation of syllables.

**Exercise 18**

Ask students to pair up with the partner they worked with for Exercise 13 and listen to the recording they made of their practice (if available). They should listen for their pronunciation of multi-syllable words and note words they need to check and practise. If time allows, have them repeat the exam practice exercise, focussing on pronunciation.

**Typical mistakes:** Depending on their L1, learners may have difficulty with a variety of words. Consonant clusters (e.g. *fr-* and *-str-* in *frustrating*) may be particularly challenging.

**Part 4: Exam technique (25 mins)**

**FOCUS** Exercises 1–3 train learners to give answers that are the right length.

**Exercise 1**

Ask learners to do the exercise individually and check their answers in pairs. Give them a few minutes to discuss their own tendencies by answering the questions: Do your own answers tend to be too brief or too long? Why?

**Typical mistakes:** Learners who answer too briefly often interpret questions literally and/or are anxious about making mistakes. Point out that the examiner's questions are intended to elicit speech and that examiners focus on what candidates *can* do with language rather than simply on their mistakes. Learners who give excessively long responses may also be anxious or come from cultures where it is more common for speakers to hold forth at length. Point out that the examiner is interested in the quality of the interaction as well as in the language produced. Clarify turn-taking norms in English speaking cultures.

**Exercise 2**

Have students to pair up with the partner they worked with for vocabulary spot check 2 and listen again to the recording they made of their practice (if available). Ask them to evaluate the length of their responses and if time allows, repeat the exam practice exercise.

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**PHOTOCOPIABLES**

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**Vocabulary spot check 1**

Match the words 1–10 with words a–j to form common collocations and compound nouns.

- |             |                 |
|-------------|-----------------|
| 1. arts     | a. fees         |
| 2. bread    | b. subjects     |
| 3. career   | c. job          |
| 4. job      | d. boss         |
| 5. lay      | e. satisfaction |
| 6. office   | f. off          |
| 7. over     | g. winner       |
| 8. own      | h. minded       |
| 9. self     | i. time         |
| 10. tuition | j. employed     |

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### Vocabulary spot check 1 answer key

1. **b.** arts subjects
2. **g.** breadwinner
3. **h.** career-minded
4. **e.** job satisfaction
5. **f.** lay off
6. **c.** office job
7. **i.** overtime
8. **d.** own boss
9. **j.** self-employed
10. **a.** tuition fees

## 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.

### 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)

##### FOCUS

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)

### FOCUS

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)

### FOCUS

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

## 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.

## 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.

## Sample lesson plan for *Speaking for IELTS* Unit 8

**Student preparation for this class:** Have learners complete Vocabulary exercises 1–7 before the class. (approximately 60 mins)

**Teacher preparation:** For Vocabulary spot check 2, make sufficient copies of the hand out so there is one set of sentences per pair of students. Cut up and bundle sets together. (15 mins)

### Part 1: Vocabulary (30–40 mins)

#### FOCUS

Exercises 1 & 2 introduce words and phrases for talking about remembering. Exercises 3–5 focus on words and phrases connected with childhood. Exercise 6 provides practice for Speaking exam Part 1: Introduction and interview. Exercise 7 provides practice for Speaking exam Part 2: Individual long turn.

#### Spot check 1:

To review words and phrases connected with remembering, do the following activity.

1. Draw a three-column table on the board and write these three words at the top of each column: (1) *memories*; (2) *remember*; (3) *memorable*. Elicit that column 1 is for nouns, 2 is for verbs and 3 is for adjectives.
2. Ask learners to write more words (including those from Vocabulary exercises 1 & 2) in each column, e.g. *impression*; *reminisce*; *rose-tinted*. All the words and expressions they write should be connected with remembering.
3. Learners compare their table with a partner. Each pair should choose three of the words and make questions with them, e.g. *Who made a big impression on you when you were younger? What do you reminisce about when you meet old friends? Do you think we look at childhood through rose-tinted glasses?*
4. Pairs discuss their questions with another pair.

#### Spot check 2:

To provide additional practice in discussing attitudes to children and child care, have a pyramid debate.

1. Have learners work with a partner. Distribute the Vocabulary spot check 2 sentence strips to each pair and have them read the statements.
2. Learners give their opinions on the four statements and order them according to how controversial they think they are (1 = least controversial and 4 = most controversial).

3. Follow up by asking each pair to team up with another pair and compare the way they ordered the statements. They should discuss the statements as a group of four and change their ranking order if necessary.
4. Ask each group of four to team up with another group to form a group of eight. Once again, they should try to reach a consensus and decide on a final order for the statements.
5. Have feedback as a whole class and see if everyone agrees on the order of statements. Point out that there are no correct answers.

### Part 2: Pronunciation (50–60 mins)

#### FOCUS

Exercises 8–10 focus on the pronunciation of past tense *-ed* endings. Exercise 11 focuses on helping learners to pronounce diphthongs.

#### Exercise 8

Play the recording and then direct learners to look at the spelling rules. Have them put their fingers on their throats before saying the three words to discover the way that the voiced consonant sounds vibrate.

#### Exercise 9

Have learners complete the table following the instructions. If they find it difficult to decide where to put the verbs, encourage them to discuss their ideas with a partner. Play the recording for them to check answers and practise repetition.

**Typical mistakes:** Some learners may struggle to pronounce the past tense forms of verbs that contain consonant clusters, e.g. *breathed* /*bri:ðd*/ and *asked* /*a:skt*/. Have them practise saying the consonant clusters so that they are less likely to add an extra syllable /*ed*/ for the *-ed* endings.

#### Exercise 10

Instruct learners to do the exercise following the instructions in the book. Afterwards, have feedback: elicit and go over common mispronunciations, e.g. with *happened* and *moved*.

#### Exercise 11

Spend some time looking at the table and see if learners can identify the correct sound of each diphthong. It may be useful to model the diphthongs and tell learners to look at the correct mouth shapes and movements for each one. Play the recording and practise the sounds, going over any sounds that learners have trouble repeating.

For step 2, have learners check both spelling and pronunciation of the words they add. Point out that these are common spelling patterns – not rules. There are exceptions to the patterns that are shown here, e.g. words with the spelling *-ow*. Remind them of words such as *row* /rau/ (argument) and *row* /rəu/ (line) that are pronounced differently, but have the same spelling.

### Part 3: Grammar (90 mins)

#### FOCUS

These exercises train learners to use a range of past tenses more confidently and accurately. Exercise 12 introduces structures for talking about the past. Exercise 13 reviews and practises *used to* and *would* for talking about past habits and states. Exercises 14 & 15 clarify when to use the past simple and past continuous. Exercises 16 & 17 clarify the past perfect and provide practice in using narrative tenses. Exercise 18 provides practice for Speaking exam Part 3: Two-way discussion.

#### Exercise 12

Review the topic of childhood memories by asking whether learners spent time with their grandparents as children. Have learners do the exercise following the instructions in the book and then discuss answers in pairs. Elicit some of the tenses/structures which they identified; explain that they will have the opportunity to listen to the story several more times as they look more closely at each different structure.

#### Exercise 13

This exercise focuses on the meaning and pronunciation of *used to* and *would*. Direct learners to follow the instructions in the book for each step. Emphasise that native speakers drop the /d/ of *used* and use linking and weak forms so that it sounds like /ju:stə/; they also often use the contracted form of *would* – *I'd*.

**Typical mistakes:** If learners have studied the structure *be used to + -ing*, they may confuse this with *used to* and produce incorrect sentences such as: *I am used to live in the city*. If so, highlight the form for talking about past states and habits: *subj + used to + bare infinitive* which is the focus here. If necessary, point out that the *be used to* structure is followed by a gerund or noun and is only used for present habits/familiarity.

#### Exercise 14

Before learners do step 1, clarify that the past simple can be used to talk about past habits and states as an alternative to *used to*. Remind them that they should aim to use a range of tenses and structures in their answers to exam questions. Have learners check

answers to step 1 and then work in pairs to find and discuss the mistakes in step 2. Draw attention to the Exam tip box at the top of page 69 and set the recording task for homework.

#### Exercise 15

Have learners do the exercise following the instructions for step 1 in the book, reading the rules for the past continuous and finding the example. Then play the recording a third time and practise pronunciation. Use step 3 to check that learners can apply the rules correctly. Have them discuss and justify their answers in pairs before checking with the answer key.

#### Exercise 16

Instruct learners to read the explanation of how the past perfect is formed and used. If additional clarification is needed, highlight the order of events in the example sentences using a timeline; ask questions to check understanding, e.g. *How many events were there? Which happened first?* Have learners complete steps 2 and 3 of the exercise and then discuss answers in pairs.

**Typical mistakes:** Some learners lack awareness of the past perfect because they don't hear it in normal speech. This is because native speakers generally use the weak or contracted form of the auxiliary verb *had* (see Grammar exercise 16 step 2), and it is not always easy to hear the auxiliary or past participle. Tell learners to listen carefully for the /d/ and /t/ sounds and to be careful not to confuse the contraction *he'd* with *he would*, i.e. *He'd tripped* = past perfect but *He'd trip* = he would trip.

#### Exercise 17

Draw attention to the Exam tip box at the bottom of the page. If learners were able to record their answers to Vocabulary exercise 7, have them follow the instructions in the book. Otherwise, have them repeat the task in pairs and listen to their partner's answer, giving feedback on the range and accuracy of tenses used.

**Typical mistakes:** A common mistake that learners make is to overuse the past perfect after it has been taught. Remind learners that the past perfect is only used when more than one past event is described, and to emphasise that one event or action is 'more past' than another. Note the difference between standard narrative: *I had breakfast and then went to work*, and one where the first action needs emphasising: *I'd already had breakfast so didn't feel hungry on the train to work*.

#### Exercise 18

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.

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

**FOCUS**

This section provides tips for developing fluency in the Speaking exam.

Direct attention to the Exam tip box at the top of the page. Then ask learners to discuss situations where they have problems with fluency, e.g. when they are in a tense or formal situation; when they are talking about unfamiliar topics etc. Have them read through the tips and decide which ones are most helpful.

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### PHOTOCOPIABLES

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#### Vocabulary spot check 2

1. Parents should have child benefit taken away if they do not send their children to pre-school.
2. Mothers should be able to ask for more child-friendly working hours.
3. Parents should never allow children under 12 years old to be latchkey children.
4. Child labour should not be banned in very poor countries.

### Sample lesson plan for *Speaking for IELTS* Unit 9

**Student preparation for this class:** Have learners complete Vocabulary exercises 1–9 before the class. (approximately 80 mins)

**Teacher preparation:** For Vocabulary spot check 1, write the following topics in a 3x3 grid on the board for pairs to copy. Alternatively, write them on a sheet of blank paper and make enough copies for each pair to have one grid:

<i>shops</i>	<i>people and</i>	<i>transportation</i>
<i>and restaurants</i>	<i>communities</i>	
<i>cultural activities</i>	<i>houses and</i>	<i>jobs</i>
	<i>architecture</i>	
<i>history/recent</i>	<i>night life</i>	<i>problems</i>
<i>changes</i>		

(5–10 mins)

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

**FOCUS** Exercises 1–4 focus on words, phrases and collocations for describing places (houses, villages and cities) and changes to places. Exercise 5 provides practice for Speaking exam Part 1: Introduction and interview. Exercises 6–8 provide practice in identifying and using common suffixes to make nouns, adjectives and verbs. Exercise 9 provides practice for Speaking exam Part 2: Individual long turn.

##### Spot check 1:

To provide practice in talking about different aspects of learners' home town(s), play noughts and crosses game using the topics in the grid on the board.

- Review the Exam tip box under Vocabulary exercise 5 on page 74.
- Divide the class into pairs to play the game. One person in each pair represents 'noughts' (O) and the other is 'crosses' (X).
- Have one person from each pair copy the grid from the board into their notebook.

<i>shops</i>	<i>people and</i>	<i>transportation</i>
<i>and restaurants</i>	<i>communities</i>	
<i>cultural activities</i>	<i>houses and</i>	<i>jobs</i>
	<i>architecture</i>	
<i>history/recent</i>	<i>night life</i>	<i>problems</i>
<i>changes</i>		

- Pairs take it in turns to select a topic and talk about it in relation to their home town. They must say at least three things about the topic.

- If the student is able to speak fluently and accurately about the topic, they win the square and draw either a nought or a cross.
- The student that is able to win three consecutive squares (horizontally, vertically or diagonally) wins the game.

##### Spot check 2:

To practise using different types of suffix, divide learners into teams of four to six and do a suffix race.

- Review the suffixes that learners can remember from Vocabulary exercises 6–8. Draw attention to the Exam tip box above Vocabulary exercise 6. Draw six columns on the board and write a heading for each as follows:  
*-ness -ism -ment -y -ful -ate*
- Choose a letter and ask each team to try to think of a word beginning with that letter to fit into each column, e.g. A: *awareness, alcoholism, abandonment, arty, awful, activate*.
- The first team to think of a word for each column shouts 'stop'.
- Have the team read out their words. If they are all correct, they score a point. Elicit alternative words from other teams.
- Choose other letters and have more rounds (avoid letters e, j, k, q, v, x, y and z).

#### Part 2: Pronunciation (30 mins)

**FOCUS** These exercises raise awareness of words with silent letters that are often mispronounced. Exercise 10 focuses on English words that are not pronounced as expected. Exercise 11 practises the pronunciation of common English words with silent letters. Exercise 12 provides practice for Speaking exam Part 3: Two-way discussion.

##### Exercise 10

Introduce the topic of English towns and cities by asking whether learners can name any themselves. Have learners do the exercise following the instructions in the book. Note that this is an awareness raising exercise. Although learners listen to the recording of the place names twice, they do not need to worry about pronouncing the names of these towns themselves.

##### Exercise 11

Instruct learners to read through the ten words and identify the silent letters in pairs. Then have them listen to check their answers.

**Typical mistakes:** Learners may have difficulty identifying both silent letters and elision of sounds, particularly where a whole syllable is dropped as a result of the silent letter, e.g. restaurant /restrɒnt/. Help learners focus on this by asking them to listen to the recording and identify the number of syllables they hear.

### Exercise 12

Draw attention to the Exam tip box before learners do the exam practice. 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 answers at home, paying particular attention to the candidate's pronunciation.

## Part 3: Grammar (40 mins)

### FOCUS

These exercises train learners to use the passive and causative forms. Exercises 13–15 focus on different ways of using the passive. Exercise 16 provides practice in forming sentences using the causative *have*.

### Exercise 13

Lead in by writing a passive sentence on the board, e.g. *A lot of new offices have been built in my town.* Elicit what the structure is and discuss when we normally use the passive voice, e.g. when we talk about processes and developments or when we want to distance ourselves and make something impersonal. Point out that, although the passive is used more in writing than in speaking, it can be useful in the speaking exam to show range. Have learners read the explanation and example sentences and then re-write the two sentences that can be used in the passive. Point out that there is more than one possible answer. Ask them to check and discuss their answers in pairs. Have them repeat the correct answers, paying attention to the word stress.

### Exercise 14

Have learners read through the information and examples and then complete the sentences. Remind them that although they use their own ideas, they need to write something that contrasts/disagrees with the idea in the first half of the sentence. Follow up by asking learners to work in pairs or small groups and read their sentences aloud to each other and discuss their opinions.

**Typical mistakes:** Learners are often keen to use the passive to show they can use a range of structures. Check carefully that they do not overuse these structures when stating their own views, e.g. *I am argued that it is better to live in the city.*

### Exercise 15

Have learners read the explanation and practise saying the example sentences. After they re-write the sentences they should check answers in pairs.

### Exercise 16

To introduce the causative *have*, ask learners who they pay to do things for them, e.g. cleaners, hair dressers, manicurists, window cleaners, etc. Direct attention to the explanation and examples and elicit a few more examples using: *I'm having my hair / house / car / ...* Elicit a few sample answers after they have re-written sentences **a–d**. Have them work in pairs to do step 2. If your learners are unable to think of any services they have had done recently, tell them to imagine they are a famous person or celebrity and imagine what services they are likely to require.

**Typical mistakes:** Make sure that learners are aware of the different tenses needed in the exercise. They may find it challenging to use the *going to* future and present perfect with the causative *have*, because they need to include more than one verb and the past participle, e.g. *We've had our house painted. We're going to have our house cleaned.* If necessary, highlight the more complex forms on the board.

## Part 4: Exam technique (40 mins)

### FOCUS

Exercises 1–3 introduce and practise language for paraphrasing in order to repeat or clarify information. Exercise 4 introduces and practises different ways of introducing examples. Exercise 5 reviews paraphrasing language.

### Exercise 1

Introduce the topic by discussing what learners do when they want to reformulate something in their first language. Point out that in the exam, they won't necessarily lose marks for saying something incorrectly if they can then reformulate or correct themselves. Instruct learners to do the exercise following the instructions in the book. Have a brief class discussion about possible answers to step 2 and compare ideas with the suggestion in the answer key.

### Exercise 2

Instruct learners to do the exercise following the instructions in the book. Help them identify the word with main stress in each phrase (*mean* and *another*) Have a brief class discussion about the answer to step 2 and compare with the answer key.

### Exercise 3

Have learners listen to and repeat the sentence on the recording. Encourage them to identify the main stress (on *other*) and to link the words together.

### Exercise 4

Instruct learners to do the exercise individually and compare suggestions in pairs before playing the recording. Point out that there is often more than one possible place to use the phrases.

### Exercise 5

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

### Sample lesson plan for *Speaking for IELTS* Unit 10

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

**Teacher preparation:** none

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

##### FOCUS

Exercises 1 & 2 introduce words and phrases connected with festivals and celebrations. Exercises 3–5 introduce words and phrases connected with history and heritage and provide practice in researching information to talk about culture and heritage in the exam. Exercise 6 provides practice for Speaking exam Part 1: Introduction and interview.

##### Spot check 1:

To check learners' recall of words and phrases related to festivals, celebrations and heritage, have them create mind maps.

1. Divide learners into groups of four and give each group a large piece of paper with the heading(s): *festivals and celebrations* and/or *heritage*. Note: you may prefer to focus on one or both of these areas depending on your learners' abilities and interests.
2. Tell learners that each group is going to brainstorm words and phrases connected with the topic(s). Discuss ways of organising the mind map, e.g. they could group the vocabulary they think of as parts of speech (e.g. nouns, verbs and adjectives), or by sub-topics, e.g. festival-types, activities, people, food, etc.
3. Give each group five minutes to brainstorm the topic(s) and three minutes to complete their mind map.
4. Have each group swap their completed mind maps with another group and then discuss what could be added.

##### Spot check 2:

To provide practice in talking about heritage systems.

1. Pair learners up and ask them to speak for 3–4 minutes each about heritage using the material they prepared and practised at home (Vocabulary exercise 5).
2. Ask listeners to provide feedback on the speaker's use of vocabulary connected with heritage and historical sites.

#### Part 2: Pronunciation (40–50 mins)

##### FOCUS

Exercise 7 raises awareness of how linking improves fluency. Exercise 8 focuses on how different sounds are linked. Exercise 9 provides practice in using linking and weak forms. Exercise 10 provides practice for Speaking exam Part 2: Individual long turn.

##### Exercise 7

Have learners read through the audio script for Track 31/32, and then do the exercise following the instructions in the book. If it is not possible to record their answers, have them do the reading exercise in pairs and give each other feedback on which recording they sound most like. Follow up with a brief class discussion about which recording sounds most fluent and why, before referring learners to the commentary in the answer key.

##### Exercise 8

Instruct learners to look at step 1 and listen to the recording before reading the rule. They then listen and complete the rules in step 2 and practise all the phrases in step 3. Follow up by writing a few more phrases on the board, e.g. *go on*; *two eyes*; *law and order*; *we own it*. Have learners identify the intrusive sound /j/, /w/ or /r/ and practise saying the phrases with correct linking.

##### Exercise 9

Ask learners to do the exercise following the instructions in the book. If it is not possible to record their answers, have them work in pairs and give each other feedback. If you are short of time, learners can do step 4 at home.

**Typical mistakes:** Learners may worry because they are not able to link words that begin and end with consonants. They may be tempted to insert an extra vowel here in order to link words, e.g. *without doubt* and *excited to*. Clarify that these words do not link together, but that the final consonant of the first word can be softened to make it easier to say the sound at the start of the second word.

##### Exercise 10

Ask learners to do the Part 2 exam practice 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 the candidate's range of vocabulary and use of linking.

### Part 3: Grammar (40 mins)

#### FOCUS

These exercises review different ways of talking about the future. Exercises 11–14 raise awareness of the functions and pronunciation of different future forms (present continuous, *going to* and *will*). Exercise 15 provides practice in using the different forms. Exercise 16 clarifies the use of the future perfect. Exercise 17 provides practice for Speaking exam Part 3: Two-way discussion.

#### Exercise 11

Lead in by asking learners about any up-coming festivals or events in their own country and whether they have made any plans. Ask them to do the exercise following the instructions in the book. For step 2, it may be useful to highlight or demonstrate the two different ways of underlining, e.g. by writing two example sentences on the board: *I'm sitting in class.* *I'm meeting my mum later.*

**Typical mistakes:** Learners may mistake: *I'm looking forward to* as referring to the future. Remind them that the looking forward is now, but the event itself is in the future.

#### Exercise 12

Have learners listen to and repeat the examples, focusing on the use of contractions. Point out that the pronunciation of the contracted form of *is* depends on whether the sound that precedes it is voiced: /z/ or voiceless: /s/.

#### Exercise 13

Have learners study the examples. Check understanding of the different uses of *be going to* and then listen to how they are said before practising them. Point out that although it is important to understand the reduced form of *going to*: /gənə/, it is not essential for them to use this form.

**Typical mistakes:** Learners often find it hard to distinguish between the present continuous for future arrangements and *be going to* for plans. If this is the case, have them look again at the sentences using *going to* and establish that unlike the examples in Exercise 11, these are not arrangements.

#### Exercise 14

Have learners study the examples and discuss/check understanding of the function of *will* in each sentence. Then listen to how they are said before practising them.

**Typical mistakes:** The dark /l/ sound in the contracted form of *will* can be problematic for learners of some nationalities. Have them practise repeating the example sentences several times and spot check by circulating among the groups and inviting individual learners to repeat the examples with contractions.

#### Exercise 15

This exercise checks learners' understanding of the tenses covered in the previous three exercises. Ask them to do step 1 of the exercise individually and check answers in pairs. Have them practise the dialogue, taking care to pronounce the contracted forms of the auxiliary correctly. Then have them do step 2 following the instructions in the book. Point out that they can choose to talk about other future plans if they prefer.

#### Exercise 16

Ask learners to read the explanation and complete the sentence before they listen to check their answer. If they are unfamiliar with the future perfect, have them practise saying the sentence on the recording before they practise making their own sentences in step 2. Ask them to compare their ideas with a partner, and then draw attention to the Exam tip box.

#### Exercise 17

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, paying particular attention to the candidate's pronunciation.

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

#### FOCUS

These exercises help learners predict and prepare for possible questions for Part 3 of the exam.

#### Exercise 1

Introduce the topic by drawing attention to the information in the Exam tip box. Spend a few minutes discussing Part 3. What topics do they anticipate? How might they deal with them? Instruct learners to look at the mind map and suggest additional ideas. Have them do the brainstorming task in pairs or small groups.

#### Exercise 2

Instruct learners to do the exercise following the instructions in the book carefully. Have them look through the audio recording transcripts and find/read the Part 3 questions. Elicit typical question forms and write some example prompts on the board, e.g. *Do you think ...?; How can we...?; What, in your opinion, is the best way to ...?; What do you think will happen if ...?* Have learners practise answering their questions in

pairs and follow up by eliciting and discussing some interesting examples of questions.

### **Exercise 3**

Have learners listen to and repeat the sentence on the recording. Encourage them to identify the main stress (on *other*) and to link the words together.

### **Exercise 4**

Instruct learners to do the exercise individually and compare suggestions in pairs before playing the recording. Point out that there is often more than one possible place to use the phrases.

### **Exercise 5**

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

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)

### FOCUS

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)

### FOCUS

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)

#### FOCUS

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.

## Sample lesson plan for *Speaking for IELTS* Unit 12: Practice Test

**Student preparation for this class:** Ask learners to read page 7 of their books, which tells them how the test is marked. Ask them to use their books to revise any areas they have found difficult connected with grammar, pronunciation and/or useful vocabulary and language functions. (30 mins)

**Teacher preparation:** none

Your learners will benefit most if this test is done under exam conditions. Ideally a teacher should interview them, but if this is not possible, learners can also work in pairs. Interviews should be recorded. Learners should answer all three parts consecutively and keep to the time limits that are set out in the instructions. They have 11–14 minutes each in total.

Review page 7 of the book, which explains how the banding is calculated. Ask learners to work in pairs to listen to their recordings and give marks. Ask them to encourage each other rather than criticise their partner's answers, and to think about which IELTS band they may each have achieved for the following four areas (which have equal weighting): (1) fluency and coherence, (2) range of vocabulary, (3) range of grammar, (4) accuracy and pronunciation. If a lot of students had problems with particular questions, discuss any issues that arose and encourage them to listen to the sample answers.

### EXTENSION ACTIVITY (20 MINS)

Ask learners to write an action plan that states which areas they should work on, and which sections of the book they are going to use to revise. Leave sufficient time for them to hand it in for you to check over and then discuss as a class.