

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)

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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)

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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.