

## 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.