

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.

PHOTOCOPIABLES

Vocabulary spot check 1

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

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|-------------|-----------------|
| 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 |

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