

## About *Get Ready for IELTS Speaking*

*Collins Get Ready for IELTS* series has been designed to help learners at a pre-intermediate level (equivalent to band 3 or 4) to acquire the skills they need to achieve a higher score. It is easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exam information and study tips are presented in an easy-to-read format
- Exercises are carefully arranged from simpler to more difficult
- Review units allow for systematic revision
- Answer key is clear and comprehensive

With these fundamentals in place, classroom teachers can focus on learner training, facilitating pair and group work, and providing feedback. This resource will explain how best to use the material and how it can be adapted to make the most of the classroom learning context. It shows you how you can maintain interest and motivation, deal with common errors, and create an interactive learning environment.

Each chapter in *Get Ready for IELTS Speaking* has a similar three-part 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.

### Part 1: Language development

We recommend that selected exercises be done at home before the lesson.

- This preparation will introduce learners to the vocabulary, pronunciation, and grammar structures they need to speak with increasing range and accuracy.
- ‘Watch out!’ boxes highlight common pitfalls.
- As repeated exposure to new vocabulary, sounds and structures is required for mastery, the first 15 minutes of the lesson can be spent doing a ‘spot check’ of a selection of the material covered at home. The remaining language development exercises can be done with the teacher in class.

### Part 2: Skills development

Part 2 of each unit focusses on key exam skills.

- Each chapter provides an explanation of what makes a good IELTS answer along with exercises of increasing difficulty.
- The lesson plans provided for each unit concentrate on this section and offer approximately 90 minutes of material, including suggestions for optional extension activities.
- Most exercises can be done in pairs to maximise opportunities for speaking practice and peer feedback.
- Listening exercises and sample answers are provided on the audio CD along with full audio scripts.

### Part 3: Exam practice

This can be done in class or given as homework.

- This section provides realistic exam practice and allows learners to integrate the skills they have learned.
- A checklist summarises the key learning points in the unit and gives learners a framework for assessing their development.

## Sample lesson plan for Get Ready for IELTS Speaking Unit 1

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–14. (1 hour)

**Teacher preparation:** none

## Part 1: Language development (45 mins)

**Focus:** These exercises introduce language for talking about family. Exercises 1–3 introduce words for family members; Exercise 4 & 5 focus on pronunciation of *ð*; Exercises 6–10 introduce vocabulary for describing people; Exercises 11 & 12 focus on possessive adjectives; Exercises 13–15 provides practice in describing family members.

## Spot check 1:

To check learners' recall of adjectives for describing character:

1. Ask each student to write three sentences describing him or herself using the adjectives in Language development exercise 6.
2. Divide the class into groups of five or six and designate one member of each group to act as facilitator.
3. Facilitators gather in their group's responses, shuffle them, and without giving away the names, read them aloud.
4. The other group members listen and guess who wrote which description.

## Spot check 2:

To check learners' recall of possessive adjectives:

1. Write your own responses to the questions in Language development exercise 13 on the board leaving gaps in place of all of the possessive adjectives.
2. Learners work in pairs to fill the gaps.

## Exercise 15

Pair learners up and ask them to speak for 4–5 minutes each about their family. Ask listeners to provide feedback on the speaker's use of vocabulary for describing people, pronunciation of *ð*, and use of possessive adjectives.

## Part 2: Skills development (45 mins)

**Focus:** These exercises focus on Part 1 of the speaking test: Introduction and interview. Exercises 1 & 2 focus on understanding the examiner's instructions. Exercises 3–8 train learners to practice effectively: to assess their performance and identify strategies for improvement.

## Exercise 1

Go over the Exam information on Section 1 of the speaking test at the top of page 11. Have learners do the exercise individually and check their answers. To follow up:

1. Divide the class into five groups.
2. Ask each group to come up with as many questions as they can for one of the topics a–e.
3. Ask a spokesperson for each group to share their questions with the class.

**Typical mistakes:** Watch out for omission of the auxiliary verb *do*, e.g. *Where you live?* Some learners may also fail to use interrogative word order with the verb *be*, e.g. *You are a student?*

## Exercise 2

Learners do the exercise following the instructions in the book.

## Exercises 3 &amp; 4

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

## Exercises 5 &amp; 6

Have learners continue working in pairs to practise answering the question. Listeners provide feedback using the framework in Exercise 6. If possible, have them record their responses.

**Typical mistakes:** Learners may have difficulty with the pronunciation of *ð* in *father* and the pronunciation of final *-s* in words such as *works* and *he's*. Some learners may forget to use the indefinite article with occupations, e.g. *He is doctor*.

## Exercise 7

Give learners a few minutes to identify and practise at least one way of improving their response, then have them repeat the exercise in pairs, recording their answers if possible. Ask them to listen to their first and second attempts and note any improvements.

**Exercise 8**

Have learners practice answering one other question from Exercise 2 following the same procedure.

**EXTENSION ACTIVITY**

To provide further practice in answering Speaking test Part 1 questions.

1. Ask each student in the class to choose one of the questions they generated in the follow up activity for Skills development exercise 1.
2. Have learners stand up and circulate asking one another other their questions. Instruct them to change partners after every minute. (10–15 mins)

**Part 3: Exam practice (20–30 mins)**

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 13 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Speaking Unit 2*

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–8. (50 mins)

**Teacher preparation:** Photocopy hand out for Language development spot check 1 and cut into individual images. Do the same for the Language development spot check 2 hand out (Create sufficient sets of each hand out for learners to work in groups of 4). (25 mins)

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about leisure activities. Exercises 1 & 2 introduce phrases and verb-noun collocations associated with leisure activities; Exercise 3 introduces adjectives; Exercises 4–7 focus on expressing preferences; Exercises 8 & 9 review the present simple tense.

**Spot check 1:**

To check learners' recall of leisure related verb-noun collocations and vocabulary for expressing preferences:

1. Write on the board the six expressions in the box from Language development exercise 6.
2. Divide the class into groups of four and designate one member of each group to act as facilitator.
3. Place face down in front of each group images from Language development spot check 1 hand out.
4. The three speakers in each group take it in turns to pick the top card and say whether they like or dislike the activity using one of the phrases on the board and the correct verb-noun collocation (if necessary), e.g. I love going shopping.
5. Facilitators monitor accuracy referring to the answer key for Language development exercise 2.

**Spot check 2:**

To check learners' use of the present simple tense:

1. Keep learners in the same groups of four but designate another person in each group to act as facilitator.
2. Shuffle and distribute to each group one set of personal pronoun cards.
3. The three speakers in each group take it in turns to pick an image card and a pronoun card and make a sentence using the present simple tense and a time expression from the Watch out box at the bottom of page 16. If the pronoun card has a (+), the sentence should be in the affirmative, e.g. *She plays football every Saturday*. If the card has a (-), the sentence should be negative, e.g. *I don't watch TV on Sundays*.
4. Facilitators monitor accuracy referring to the table in Language development exercise 8.

**Exercise 9**

Learners pair up and take turns asking each other the questions in Exercise 8.

**Typical mistakes:** Watch out for incorrect prepositions of time and very short answers. Encourage learners to elaborate on their responses by adding detail and commentary, e.g. for question 3: *I really like going out for walks. I go out every weekend. It's relaxing.*

**Part 2: Skills development (45 mins)**

**Focus:** These exercises focus on Part 2 of the speaking test: Individual long turn. Exercises 1–3 focus on understanding the examiner's instructions and the task card; Exercises 4 & 5 train learners to prepare their response; Exercise 5 provides an opportunity for speaking practice.

**Exercise 1**

Go over the Exam information on Part 2 of the speaking test at the top of page 17; then play the recording. Give learners a few minutes to talk about how they feel about doing this part of the test.

**Exercises 2 & 3**

Learners do the exercises following the instructions in the book and compare their answers in pairs. Invite learners to suggest follow-up questions the examiner might ask, e.g. *Who are your favourite players and why do you like them?*

**Exercise 4**

Learners do the exercise individually.

**Typical mistakes:** Make sure that learners do not write whole sentences at this stage. Encourage them to write one or two key words for each line. Point out that in the actual exam they will not have time to write whole sentences.

**Exercise 5**

Have learners continue working individually to expand their notes into sentences.

**Typical mistakes:** Check that learners use the gerund after verbs such as enjoy and prefer.

**Exercise 6**

Have learners do the exercise in pairs, recording their responses if possible. The listener keeps time and asks one or two follow-up questions. At the end, have them give each other feedback using the checklist on page 19 as a framework.

**Part 3: Exam practice (20–30 mins)**

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 19 before they do the exercise as well as after.

### PHOTOCOPIABLES

#### Language development spot check 1



**PHOTOCOPIABLES****Language development spot check 2**

<b>I (+)</b>	<b>You (+)</b>	<b>He (+)</b>
<b>She (+)</b>	<b>We (+)</b>	<b>They (+)</b>
<b>I (-)</b>	<b>You (-)</b>	<b>He (-)</b>
<b>She (-)</b>	<b>We (-)</b>	<b>They (-)</b>



Sample lesson plan for *Get Ready for IELTS Speaking* Unit 3

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–6. (45 mins)

**Teacher preparation:** none

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about special occasions. Exercises 1 & 2 introduce words associated with festivities; Exercises 3 & 4 introduce connecting words; Grammar exercise 5 & 6 cover the past simple tense; Exercises 7–9 focus on pronunciation of past simple verbs and *-ed*.

**Spot check 1:**

To check learners' recall of vocabulary associated with special occasions:

1. On the board list the verbs: *celebrate, give, make, visit, watch, wear* and the nouns: *family, presents, costumes, traditional food, New Year, fireworks*.
2. Have learners work in groups of three to write six sentences, each containing one of the verbs and one of the nouns listed on the board. See which group can make the most correct sentences in the shortest time.

**Spot check 2:**

To provide practice using the past simple tense, play knots and crosses using irregular verbs from the unit.

1. Present on the board within a 3 x 3 grid the verbs: *be, eat, get, go, have, meet, see, sing, and wear*.
2. Divide the class into two teams: 'noughts' (o) and 'crosses' (x).
3. Teams take turns to select a word and use it in a sentence in the past simple tense.
4. If the team uses the word correctly, they win the square (in adjudicating, focus on correct use of the verb, ignore other errors that do not significantly impede comprehension).
5. The team that is able to win 3 consecutive squares (horizontally, vertically or diagonally) wins the game.

**Exercise 7**

Introduce learners to the different pronunciations of *-ed*. If they have difficulty, point out that /t/ is pronounced with the tongue further forward in the mouth.

**Exercise 8**

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

**Typical mistakes:** Some learners may fail to add an extra syllable when required. Point out that *-ed* forms an extra syllable when added to words ending with a /t/ or /d/ sound.

**Exercise 9**

Learners do the exercise individually then check their answers in pairs. Have each person in the pair read aloud to his/her partner either passage 1 or passage 2, focussing on pronunciation.

**Part 2: Skills development (45 mins)**

**Focus:** These exercises focus on Part 3 of the speaking test: Two-way discussion. Exercises 1–4 focus on understanding the examiner's questions; Exercises 5 & 6 train learners to give relevant answers of an appropriate length; Exercise 6 & 7 provide an opportunity to practise.

**Exercises 1 & 2**

Go over the Exam information on Part 3 of the speaking test at the top of page 23 and the Exam tip at the bottom. Spend a few minutes discussing how learners feel about this part of the test. Then do the exercises together as a class.

**Exercises 3 & 4**

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

**Typical mistakes:** Learners may have difficulty hearing unstressed words such as *an* and *of*. Point out that, in most cases, hearing the words that are stressed will give them a good enough understanding of the question.

**Exercises 5 & 6**

Have learners continue working in pairs with one person evaluating response a and the other evaluating response b. Pairs share their answers, then compare them with the answer key.

**Exercise 7**

Give learners 5–10 minutes to prepare their answers. Once they have completed their sentences, give them a minute to write notes.



### Exercise 8

Have learners do the exercise in pairs using their notes. The listener gives feedback using the questions in Exercise 6 as a framework.

**Typical mistakes:** Some learners may give short answers in order to avoid the risk of making mistakes. Point out that the examiner will focus more on what they *can* do with English than on the mistakes that they make.

### EXTENSION ACTIVITY

To provide further practice in answering Speaking test Part 3 questions:

1. Elicit as many questions based on the stem *do you think* as you can.
2. Ask each student in the class to choose one of the questions.
3. Have learners stand up and circulate asking one another other their questions. Instruct them to change partners after every minute. (20 mins)

### Part 3: Exam practice (20–30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 25 before they do the exercise as well as after.

### Sample lesson plan for *Get Ready for IELTS Speaking* Review 1

**Student preparation for this class:** Have students complete Review 1 (20 mins).

**Teacher preparation:** Photocopy Language development Spot check 1 hand out, one for each student and one for yourself. (5 mins)

**Focus:** Exercises 1 & 2 revise family words and adjectives to describe people; Exercise 3 revises possessive adjectives; Exercises 4–7 revise words for free time activities; Exercise 8 revises words to describe special occasions; Exercise 9 practises connecting ideas and Exercise 10 revises the past simple.

#### Spot check 1 (25 mins)

To check the learners' recall of vocabulary and language from Units 1-3, have them prepare and give short talks describing an interesting place.

1. Ask learners to work in pairs.
2. Tell them that they will have 5 minutes to describe an interesting place that they know well. Ask them to talk about their visit(s) to this place. They need to describe the people that went with them to this place, the people they met there, the activities that they did there, the special occasions that happen(ed) there, etc.
3. Write the different headings from the hand out on the board. Tell the learners that they will need to use as many words as possible for each heading and ask them for an example of each.
4. Give them 5 minutes to make notes and plan their talks.
5. Give them the hand out. Their partner listens and writes down the words they hear from each category.
6. Have feedback on the words and phrases that they used. Check which pair managed to get the most words and congratulate them.

## Language development spot

	vocabulary				grammar		
	family words	adjectives to describe people	free time activities	words about special occasions	verbs in the simple past	possessive adjectives	connecting words
example	sister	creative	going to the beach	watching a parade	went	our	but

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 4

**Student preparation for this class:** Have students complete Part 1: Language Development 1–6. (30 mins)

**Teacher preparation:** none.

**Part 1: Language Development (45 mins)**

**Focus:** Exercises 1–3 introduce words for places and activities in cities; Exercises 4–6 introduce phrases to describe cities; Exercises 7 & 8 focus on syllables and word stress; Exercises 9–10 focus on the difference between *There is* and *There are*; Exercise 11 is revision.

**Spot check 1:**

To check the learners' recall of names for places and activities in cities, write the 16 words from Exercises 1 & 3 on the board (from *football stadium* to *theatre*).

1. Ask learners to tell you which word(s) go with the sentences you say to them, e.g. '*You can buy clothes here*' (possible answers: *shopping mall*), '*You can swim here*' (*river, beach*).
2. Once students have become confident with this, ask them to choose two words themselves and write two sentences for these words.
3. Divide the class into groups of three or four. The group members listen to the sentences and guess the words.

You can make the game harder by removing the words from the board after the students have finished writing their own sentences. Give them time to have another look before you do so.

**Spot check 2:**

To check the learners' recall of words to describe cities, put the following grid on the board:

the people are...	it has ...	it is near...	it is famous for ...

1. As a group, fill in the grid for the city or town where you are.
2. Then have learners work in pairs to describe a place that they have visited, e.g. on holiday.

**Exercises 7 & 8**

1. Work through the exercises. After checking the answers, ask students to listen again to the words on the recording (track 19) and repeat together.
2. Then ask them to say some of the longer words individually, paying attention to pronunciation and sentence stress.

**Typical mistakes:** Learners may not make a distinction between the long /i:/ sound in *beach*, and the short /i/ vowel in *bridge*. Also make sure they use the correct stress pattern in *hotel* and *café* as they may have these words in their own language, but with a different stress pattern.

**Exercises 9 & 10**

1. Work through the exercises. After checking the answers, draw the learners' attention to the Watch out! box. Elicit some more examples of uncountable nouns.
2. Have students work in different pairs to talk about a place they have visited, asking and answering questions with '*Is there ...*' (e.g. *a harbour*)?' and '*Are there ...*' (e.g. *many skyscrapers*)?

**Exercise 11**

Have learners do this exercise and check the answers. Correct pronunciation where necessary.

**Part 2: Skills development (45 minutes)**

**Focus:** These exercises focus on Parts 1 and 2 of the Speaking test. Exercises 1–6 train learners to talk about everyday topics and to give longer answers at a natural speed; exercises 7–9 practise planning and organising ideas when talking about a specific topic.

**Exercise 1**

1. Have learners read the Exam tip before doing the exercise. Then ask them to read Exercise 1 and make notes individually and compare their answers in pairs.
2. Discuss the good and bad points of the answer with the class and explain that Exercises 2–6 will give them a chance to improve it.

**Exercises 2 & 3**

Have learners work individually on the notes, and then in pairs to record their answers if possible.

**Exercises 4–6**

1. Play the recording (track 22). Ask students to stay in the same pairs to do exercises 4 & 5.
2. Exercise 6 can be set for homework, and students could volunteer to answer the question, *How would you describe your hometown?* at the start of the next lesson, in front of the whole class.

**Typical mistakes:** Students tend to speak unnaturally slowly. Once they have practised and have gained confidence, they will speak more naturally. However, you need to monitor their performance to make sure that they speak clearly and at a natural pace.

**Exercise 7**

1. Draw learners' attention to the Exam tip box at the top of page 32. With their books closed, have them answer questions about what they have just read, e.g. *How long should you speak?*, *How many topics do you need to speak about?*, *How fast should you speak?*, *How long do you have to think and plan?*
2. Then have students discuss the notes in Exercise 7 in groups of three.

**Exercises 8–10**

Have students work through Exercises 8 & 9, recording their answers if possible. They can use the checklist on page 33 for Exercise 10. Peer evaluation would also be useful here.

**Typical mistakes:** Students often tend to write sentences, rather than notes. If they do this, draw their attention to the short notes in Exercise 7. Point out that there are useful headings (e.g. *'description of country'*), grammatical notes (*'there's...'*), and vocabulary notes (*'meet friends, play sports'*).

**EXTENSION ACTIVITY**

To raise awareness of the content of Part 2 exam questions, ask students to study the topic cards on pages 32 (Exercise 7) and 33 (Exercise 3). Elicit the similarities and differences. Ask them to write a similar question and then work in pairs to ask and answer each other's questions. (30 mins)

**Part 3: Exam practice (20–30 mins)**

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 33 before they do the exercises, as well as after.

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 5

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1 & 2 and 6–9. (30 mins)

**Teacher preparation:** none

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about TV and radio programmes. Exercises 1 & 2 introduce words and phrases for types of programmes; Exercises 3–5 introduce words and phrases to describe programmes; Exercises 6–8 focus on adverbs of frequency; Exercise 9 is revision.

**Spot check 1:**

To check learners' recall of words to describe types of programme:

1. Put the following table on the board:

	a presenter	questions	information about things that really happen(ed)	guests	characters
game shows					
soap operas					
the news					
talk shows					
documentaries					

2. Ask students: 'Which type of programme can have (word from the top row)?'. Students have to answer with a word from the column on the left. Put a tick (✓) in the right places in the table, e.g. *game shows*, *the news*, *talk shows* and *documentaries* can have a presenter, so there should be four ticks in the 'presenter' column.
3. Ask individual students questions about the words on the left e.g. 'Do you watch the news?' 'What is your favourite soap opera?'

**Exercises 3–5**

1. Ask students to do Exercises 3 & 4 and compare answers in pairs.
2. Draw the learners' attention to the Watch out! box on page 35. Ask them to do Exercise 5 and go round to check for mistakes. Ask some students to read out their sentences.

**Spot check 2:**

To practise adverbs of frequency and word order:

1. Ask learners to think about the types of television programmes they watch.
2. Show them what you want them to do by writing the following sentences on the board:

*I often watch documentaries. They are usually about animals. I sometimes watch programmes about people too. I rarely watch documentaries about places. They are always boring.*

3. Draw the learners' attention to the Watch out! box on page 36 and ask them where the adverbs and verbs are in the sentences on the board.

4. Ask them to use the underlined adverbs of frequency to write down five sentences of their own about the programmes they watch. If they ask, tell them that they are allowed to re-use some of the sentences from Exercise 5, but they must make sure that all five adverbs are used.
5. Then ask learners to work in pairs and to check that the sentences are correct by reading them out to each other and checking the order of the verbs and adverbs.

## Part 2: Skills development (45 mins)

**Focus:** These exercises focus on Part 2 of the speaking test where learners will speak about a topic. Exercises 1–3 focus on key words and talking from notes; Exercises 4–7 focus on organizing answers and provide opportunity for speaking practice.

### Exercises 1 & 2

Go over the Exam information about Part 2 of the speaking test at the top of page 37. Have learners do the exercises individually and check their answers.

**Typical mistakes:** If students talk about a programme (or other topic) they like very much, they tend to get enthusiastic and pay less attention to the way they speak and to the organization of their answer. Draw students' attention to the Exam tip at the bottom of page 37 and tell them that it is important that they follow the order on the card: it will keep them focussed on the task. It will also make it easier for the examiner to follow what they are saying, because it is what the listener expects to hear.

### Exercise 3

1. Ask a volunteer to read the example answer. Ask students briefly what they think of the answer before doing the True/False tasks. Hopefully, they will see that this is a better answer than the one in Exercise 2.
2. Have learners compare their answers to the True/False questions in pairs.

### Exercise 4

Give students time to find the answers individually before checking them.

**Typical mistakes:** When making notes, learners may write too much about the key words or write sentences that are too long. When they are doing Exercise 5, give them one minute only to plan and check their answers to see if they managed to plan well in that time. Discuss the importance of concise, clear notes.

### Exercises 5–7

1. Ask learners to continue working in pairs to practise answering the question.
2. Have listeners provide feedback using the Progress check on page 39. If possible, have them record their responses.
3. Give learners a few minutes to identify and practise at least one way of improving their response, then have them repeat the exercise in pairs, recording their answers if possible. Ask them to listen to their first and second attempts and note any improvements.

### EXTENSION ACTIVITY

To provide practice in answering Speaking test Part 3 questions:

1. Ask students to write three follow-up questions for this task card, based on what their partner said.
2. Have learners ask their partners the follow-up questions, and to answer the questions they are asked. (10 mins)

## Part 3: Exam practice (20–30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 39 before they do the exercise as well as after.



Sample lesson plan for *Get Ready for IELTS Speaking* Unit 6

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–11. (45 mins)

**Teacher preparation:** Photocopy the hand out for Language development spot check 1 (create sufficient copies for learners to work in groups of three). Have enough board pens so that there is one for each group of three students. You also need something to stick paper up with.

Do the same for the Language development spot check 2 hand out (one copy for each student). (15 mins)

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about the weather. Exercises 1–3 introduce words related to weather; Exercises 4 & 5 introduces phrases to talk about the weather; Exercises 6–8 focus on the pronunciation of vowel sounds; Exercises 9 & 10 focus on the difference between *can* and *can't*; Exercise 11 is revision.

**Spot check 1:**

To check learners' pronunciation of words to describe weather and to help them remember them:

1. Tell students they are going to do a 'running dictation'. The first group to write all the sentences (related to the weather, months and seasons) on the board will be the winner.
2. Divide the students up in groups of three or four. Each group chooses a group member to write sentences on the board. The other students stand in their groups at the back of the classroom.
3. Stick up a hand-out at the back of the class for each group.
4. Ask group members to take it in turns to memorise one sentence and to run to the front of the class to tell their team member what it was. If they have forgotten something, they need to run to the back of the room again, memorise the rest, and run to the front again.
5. When the sentence is on the board, they run back to the others and touch the next person on the shoulder. This person can now start to run with the next sentence.
6. Make sure you know in which order the groups finish, but end the game when all the groups are ready. Congratulate the winning group.

7. Ask the students who have written down the sentences on the board to read them out in turn and check for any spelling mistakes. Congratulate any groups whose writers did well.

**Spot check 2:**

To practise the use of *can* and *can't*:

1. Give each student the hand out for Spot check 2. Ask them to put the words in the right order by writing the sentences underneath.
2. Ask students to read their sentences out loud. Make sure that they pronounce them clearly: they need to put emphasis on the verb that follows *can* /kæn/ but when they say *can't* /kɑ:nt/, the stress is on *can't* itself.

**Answers:**

1. You can swim outside in summer.
2. In cold weather, you can't go out.
3. When it's sunny, you can sit outside.
4. You can go skiing when it snows
5. You can't play tennis outside when it is rainy.
6. The weather can change quickly in the mountains.

**Part 2: Skills development (45 mins)**

**Focus:** These exercises focus on Parts 1 & 2 of the speaking test. Exercises 1-4 work on the learners' ability to understand general questions, give relevant answers and to expand their answers; Exercises 5-9 focus on giving fluent and organized answers and on including extra information using relevant language.

**Exercises 1 & 2**

1. Go over the Exam information about Parts 1 & 2 of the speaking test at the top of page 43 and the Exam tip under Exercise 2.
2. Ask learners to do Exercises 1 & 2 on their own and check their answers by playing the recording (track 29).

**Typical mistakes:** The types of questions listed in Exercise 1 are asked in the first part of the exam and are meant to be easy. However, students are likely to be nervous at this point which may weaken their listening skills. Tell them to try to listen to the whole question rather than just react to key words, e.g. *What do you like doing when it's hot?* does not ask about feelings (*like*) about (*hot*) weather, but about activities (*doing*). Tell them that it is better to ask for a question to be repeated than to start talking about one or two words they managed to hear.

### Exercise 3

Have learners do the exercise individually and check the answers.

### Exercise 4

Have students work in pairs to ask each other the questions.

### Exercises 5–7

1. Ask a student to read out the question on the card in Exercise 5. Give learners time to read the example answer, then ask if they can see what the problem is (a or b).
2. Ask them to fill in the extra information given in Exercise 6 and check that they have put it in the correct places.
3. Have them to do Exercise 7 individually and then practise the answers in pairs. Go round to check the sentences.

### Exercises 8–9

1. After giving learners time to prepare, have them work in pairs to practise answering the question. If possible, have them record their responses.
2. Listeners provide feedback using the Progress check on page 45.

**Typical mistakes:** Students' answers are often too short. This can be because of lack of vocabulary, but it can also be because they are happy that they have understood the question and want to show their understanding by giving an answer quickly. Tell them that the Speaking test is not like a game show where a quick and correct answer matters. Instead, it is more like a talk show: the questions should be seen as a chance for a student to talk for a while and to show their language ability. Try practising this at the beginning of classes; e.g. when you ask the students about their weekend, insist that they expand their answers. Remind them that this is a useful habit and good practice for the exam.

### EXTENSION ACTIVITY

To provide further practice in answering questions about the weather:

1. Ask students to write down three questions they could ask each other about the weather. If they are from different countries, they could choose questions that ask for descriptions of the weather and the seasons. If they are from the same country, they could focus on asking about likes/dislikes and activities.
2. Students mill around the room and ask different people their questions. If the answer is not exactly what the student has asked for or they think it is too short, they need to ask it again. (10–15 mins)

### Part 3: Exam practice (20–30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 45 before they do the exercise as well as after.

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**PHOTOCOPIABLES**

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**Language development spot check 1**

1. In my country, it's often rainy or wet.
2. The monsoon season is from September to November.
3. Winter can last from December to February.
4. I hate it when it's snowy and cold.
5. It gets windy and stormy in March or April.
6. It's very hot and sunny in the dry season.
7. Summer is my favourite season.
8. Cold weather makes me feel really happy.
9. It's often windy in September and October.
10. There's lots of wind in autumn.

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**PHOTOCOPIABLES**

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**Language development spot check 2**

1. swim outside summer can you in
2. in out weather go cold can't you
3. when you sunny can it's outside sit
4. when can snows you it go skiing
5. rainy tennis it is outside when you play can't
6. can in weather the quickly the change mountains

Sample lesson plan for *Get Ready for IELTS Speaking Review 2*

**Student preparation for this class:** Have students complete Review 2 (20 mins).

**Teacher preparation:** none.

**Focus:** Exercises 1 & 2 revise words to describe cities; Exercise 3 revises *There is/are(n't)*; Exercises 4-6 revise words and phrases related to TV programmes; Exercise 6 also revises adverbs of frequency; Exercises 7 & 8 revise words and phrases to describe the weather; Exercise 9 revises *can/can't*.

**Spot check 1 (15 mins)**

To check the learners' recall of words related to places in cities and their ability to use adverbs of frequency, *There +be* and *can*:

1. Divide the class into groups of at least 4 students.
2. Tell learners that they will take it in turns to describe a well-known place in a city (e.g. a museum, park, tower, bridge, etc). They have to give enough information so that others in the group can guess the place, but it should not be too easy.
3. Write the following words and phrases on the board and tell them that they have to use them all before the others are allowed to start guessing:
  - *there is(n't)*
  - *there are(n't)*
  - *you can('t)*
  - *often*
  - *never*
  - *I (don't) really like it because*
4. Give them one minute to prepare and then ask them to take it in turns to describe their place.
5. The first person to guess the correct place gets a point. Continue playing until everyone in the group has described a place.

**Spot check 2 (10 mins)**

To check the learners' recall of words related to TV programmes and to give them more speaking practice.

1. Ask students to write the questions for Exercise 5, numbers 1, 2, 4 and 6. Check the answers (1. *What is it about?* 2. *Where is it set?* 4. *Who does it star?* 6. *What do you like best about it?*)
2. Ask the learners to work in pairs. They ask each other the questions about a soap opera, TV series or film they have watched. They need to say one to three sentences per answer.

**Spot check 3 (10 mins)**

To check the learners' recall of words related to weather.

1. Have students work in groups of 3 or 4. Ask them to write down as many words as possible related to 'weather'. Give them two minutes to do this. The group with the most words wins.
2. Ask the winning group to take it in turns to dictate their words and write these on the board; ask students from other groups to spell some of them.
3. At the end, check if any of the other groups have words left that are not on the board yet and add these. If any difficult or unusual words are on the board, ask the students for explanations.

Sample lesson plan for *Get Ready for IELTS Speaking Unit 7*

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–12 (55 mins)

**Teacher preparation:** none

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about studying. Exercises 1 & 2 introduce words associated with academic subjects; Exercises 3–6 focus on word stress; Exercises 7–9 focus on collocations; Exercises 9–12 focus on the present continuous.

**Spot check 1:**

To check learners' recall of words for academic subjects and practise the correct pronunciation:

1. Write the following on the board, one at a time:

- *mthmtcs*
- *lw*
- *rt*
- *mdcn*
- *ngnrng*
- *chmstr*
- *hstr*
- *bsnss stds*
- *ltrtr*

2. Tell students that these are academic subjects with missing vowels. Give a point to the student who can shout out the complete word first.
3. Ask them to repeat the word so everybody can hear it and give an extra point for correct pronunciation.
4. Ask a number of students to repeat the correct pronunciation.

**Spot check 2:**

To practise the present continuous:

1. Write the table following on the board:

The present continuous		
subject	verb	rest of the sentence
1. I		
2. My teacher	[not]	(think about)
3. My classmates		(live)
4. My classmate and I		(work)
		(study)
		(sit)
		(write)
		(do)
		...

2. Ask students to work in pairs to write true sentences about the four subjects, using the present continuous. They can choose one of the verbs on the board or use one of their own. Give them an example sentence e.g.  
*My classmate and I are doing an exercise at the moment.*  
*My teacher is not sitting down at the moment.*
3. Check the sentences, making sure that they have included the verb *to be* in its correct form.

**Part 2: Skills development (45 mins)**

**Focus:** These exercises focus on Part 2 of the speaking test where learners speak about a topic, and Part 3, where they have a longer discussion. Exercises 1–6 focus on giving relevant answers and using a range of vocabulary in Part 2; Exercises 7–11 focus on expressing an opinion clearly in Part 3.

**Exercises 1–6**

1. Go over the Exam information about Part 2 of the speaking test at the top of page 51.
2. Have learners do Exercises 1–4 individually, one exercise at a time. You will need to play the recordings (track 35 and track 36). Check their answers as you go along.
3. Draw the learners' attention to the Exam tip at the bottom of page 51.
4. Have them record their answers for Exercise 5 if possible and work in pairs for Exercise 6.

**Typical mistakes:** Students often know that they should not repeat words but do not have the vocabulary to avoid doing this. Challenge them regularly when you hear them use words like *nice, good, OK*, etc. when they express opinions in class. Others in the group can help and suggest synonyms, and you could show the class how to use a thesaurus. Encourage the students to write the synonyms in a vocabulary note book.

### Exercises 7 & 8

1. Draw the students' attention to the Exam information on page 52.
2. Ask students to do Exercises 7 & 8 individually. You will need to play the recording (track 37).
3. Draw the students' attention to the Exam tip on page 52 and ask for some more examples of adverbs (e.g. *sadly*) to make sure they have understood.

### Exercises 9–11

1. Ask students to do Exercises 9 & 10 individually and record their answers if possible.
2. Have them work in pairs to check their answers for Exercises 10 & 11.

**Typical mistakes:** Learners may find it difficult to give answers that are four sentences or more long. If they have problems, you can make the following suggestions:

- think about question words, especially *why*, and how they would answer them
- include both advantages and disadvantages
- give examples where possible

For example, the framework for question a in Exercise 7 could be: 'I think it is a great idea to live with your family when you are studying. [why?] Firstly, this is because (they can support you) , e.g. (they can talk to you, make you feel better ...). Secondly, (they can save you time) e.g. (they can cook dinner for you, do your washing). [any disadvantages or exceptions?] But sometimes they live too far away, or living with them makes it harder to study, e.g. (when there are small kids in the house). Also, ...'

### EXTENSION ACTIVITY (10 MINS)

To provide practice in thinking about synonyms to use in Parts 2 and 3 of the speaking test:

1. Divide students in groups of three or four. Write the words on the left on the board.
2. Ask students to write as many synonyms as they can for each of the examples (some suggestions are given here on the right). The group with the highest total wins.
3. Check students' answers and discuss any differences in style and meaning.

<b>a good joke</b>	<i>funny</i>
<b>a good story</b>	<i>interesting</i>
<b>a good idea</b>	<i>great, brilliant</i>
<b>a good answer</b>	<i>correct, right</i>
<b>a good day</b>	<i>successful, pleasant, fun</i>
<b>a nice day</b>	<i>pleasant, warm, fine</i>
<b>a nice hotel</b>	<i>welcoming, beautiful, comfortable</i>
<b>a nice t-shirt</b>	<i>pretty, lovely, beautiful</i>
<b>a nice boy</b>	<i>friendly, sweet</i>

### Part 3: Exam practice (20–30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 53 before they do the exercise as well as after.



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

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–12. Ask them to use a dictionary and write down definitions of words they do not know. (55 mins)

**Teacher preparation:** none

#### Part 1: Language development (45 mins)

**Focus:** These exercises introduce language for talking about work. Exercises 1–4 introduce words and phrases associated with jobs; Exercises 5–8 focus on language to describe jobs; Exercises 9–12 focus on grammar: *Have to*.

##### Spot check 1:

To check learners' recall of language for talking about jobs and work:

1. Ask learners to stand up and form a circle. Get them all to clap and say 'one, two, three'. After 'three' (i.e. after the third clap), the first player needs to say a word or phrase related to the topic of work (e.g. *journalist, work experience*). If the player can do this, they all clap again and after 'three' the person to the left of the first player has to say a word or phrase about the topic. If a player can't think of a word or they repeat one that has already been said, they have to leave the circle. Play continues until only one person is left standing. That person is the winner.
2. You can ask learners to check their books afterwards, to see what other words and phrases they could have included.

##### Spot check 2:

To get students to practise *have to*:

Write the following on the board:

	at the age of 10		now	
	had to	not	have to	not
[teacher's name]				
-				
-				
-				

1. Fill in the table with your own examples first (see suggestion below). Explain that this is about what you have to do now and what you had to do in the past (when you were 10), and what you don't have to do now and didn't have to do then. Ask students for their own examples and write the students' names on the left.

	at the age of 10		now	
	had to	not	have to	not
[teacher's name]	walk to school	help in the house	do the dishes	do the cooking
- Amira				
- Hang				
- Clara				
...				

2. Ask students to make sentences (verbal and/or written) with the information on the board, e.g. *When she was 10, my teacher had to walk to school but s/he didn't have to help in the house. Now s/he has to do the dishes but s/he doesn't have to do the cooking; When she was 10, Amira had to do lots of homework, but Hang didn't have to do homework at that age.*

Check that the students are using the correct forms of (*not*) *have to*.

#### Part 2: Skills development (45 mins)

**Focus:** These exercises focus on Part 3 of the speaking test where learners will have a longer discussion about a topic they have talked about in Part 2. Exercises 1–3 focus on answering the examiner's questions correctly; Exercises 4–12 focus on how to speak naturally, fluently and coherently.

##### Exercises 1 & 2

1. Go over the Exam information at the top of page 57. Check that the students have understood what *coherently* and *fluently* mean.
2. Have learners do Exercises 1 & 2 individually and check their answers.

##### Exercises 3 & 4

Work through the exercises with the students and check the answers. Draw the students' attention to the Exam tip about useful phrases at the bottom of page 57.

**Typical mistakes:** The useful phrases from Exercises 3 & 4 may be difficult to pronounce. Make sure students pronounce *That's an interesting question* slowly and with the correct intonation and sentence stress, that they can pronounce the *θ* in *think* well enough to be understood, and that they use the same *əʊ*-sound in *suppose* and *pros*.

### Exercises 5 & 6

1. Have learners do the exercises individually and then compare answers in pairs before you check the answers.
2. Have the students repeat the useful phrases and help them with their pronunciation.

### Exercises 7–12

1. Work through the exercises with the students, one at a time. Ask learners to work individually on Exercises 7, 9 & 10. If possible, have them record their responses.
2. They can work in pairs for Exercises 8 & 11, taking it in turns to listen to their partner's responses and to give feedback. You can ask students to give feedback to each other using the questions in Exercise 11 and/or to use the progress check on page 59.

**Typical mistakes:** Students may worry that examiners will not like it if they ask them to repeat something. Draw their attention to the Exam tip on page 58 and reassure them that in real life we often ask for information to be repeated: it is a normal part of a conversation such as the one in Part 3. Therefore, examiners will expect to be asked to repeat information when necessary. It will not go against the student; it would be much worse to give an answer that is not relevant.

### EXTENSION ACTIVITY

To provide further practice in speaking coherently and fluently:

1. Write the following on the board:

Would you like to be a ...	journalist? personal assistant? police officer? nurse? businessman/businesswoman? a teacher? ...
I would (n't) like to be a ... because ... and because ...	

2. Tell learners that in this exercise it is important that they answer the question using vocabulary to describe jobs and that they give an answer that is easy to follow and understand. They should also speak without pauses and try not to repeat themselves. Encourage them to use the useful phrases from Exercises 3 & 6 to help them do this.
3. Ask a student to choose one of the questions, to read it out loud and to add the name of another student at the end. That student has to give an answer to the question, and then ask a new question to another student.

Give feedback on the fluency and coherence of the students' answers. (15 mins)

### Part 3: Exam practice (20-30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 59 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 9

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–12. (50 mins)

**Teacher preparation:** Photocopy hand out for Language development spot check 1 and cut up and separate so that there are one set of words for each team. (10 mins)

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about holidays and travel. Exercises 1–3 introduce words and phrases associated with holidays; Exercises 4–6 focus on language to describe holidays and travel; Exercises 6–8 focus on grammar: *Be going to*; Exercises 9–12 practise pronunciation: unstressed syllables and sentence stress.

**Spot check 1:**

To check learners' recall of vocabulary associated with holidays:

1. Divide the class into two teams and ask them to sit with their team members with books closed. Tell them they will play a game in which they have to guess types of holidays.
2. Show one team member from the first team a word (see hand out below) and ask them to draw a picture on the board to describe it. They cannot write any words down, say anything or use gestures. Their team has one minute to guess what it is they have drawn. If their team cannot guess the correct word, the other team can try. Give one point per correct guess.
3. Teams take it in turns to send a member to the board. The winning team is the one with most points.

At the end of the game, practise the pronunciation of the types of holidays with the whole class.

**Spot check 2:**

To check learners' ability to use *be going to* and *I'd like*:

1. Ask students to talk about their holiday plans in pairs, using *going to*. They can use the table in Exercise 6 that they have filled in, and add other examples, e.g. *I'm going to visit local festivals*; *I'm going to sit on the beach*.
2. Ask some students to repeat their holiday plans in front of the whole group. Write some of the sentences with *I'm going to* on the board.

3. Draw the students' attention to the *Watch out!* box on page 62. Ask if they have holiday plans for next year (or the year after) yet; most students probably won't have clear plans. Ask students who say they have no plans for next year what they would like to do. Check that they are using *I'd like* and not *I'm going to* for hopes rather than plans. Write some of the sentences with *I'd like to* on the board.

**Spot check 3:**

To check learners' ability to use weak forms of vowels (using the /ə/ sound) and correct sentence stress:

1. Use the sentences that you wrote on the board during Spot check 2.
2. Ask the class to tell you what the key words are. Point out which words remain unstressed.
3. Ask students to read out a sentence in turn, and check for the pronunciation of unstressed vowels and the overall sentence stress.

**Part 2: Skills development (45 mins)**

**Focus:** These exercises focus on Parts 1, 2 and 3 of the speaking test. Exercises 1–7 focus on using a range of vocabulary; Exercises 8–11 focus on useful phrases.

**Exercises 1 & 2**

1. Go over the Exam information at the top of page 63. Ask students to give you some topics that might be covered in the IELTS exam (e.g. *family, free time, special occasions*).
2. Have learners do Exercise 1 individually and compare answers in pairs. Check the pronunciation of the answers.
3. Put three of the words from the answers in Exercise 1 on the board (e.g. *accommodation, colleague, parade*) and ask all the learners to write down three sentences. Each sentence has to include one of the words so that they can show their understanding of it. Ask students to read out one of their sentences.
4. Draw learners' attention to the Exam tip on page 63. Have learners do Exercise 2 in pairs without writing any sentences down. Ask them to help each other with their sentences where necessary.

**EXTENSION ACTIVITY**

To raise awareness of the importance of vocabulary learning and revise some topic vocabulary:

1. Ask learners to revise vocabulary from Units 1-9 for homework, and to be ready for a test. You could ask them to use the Glossary at the back of the book (from page 129). Tell them they will need to be able to use the words in a sentence of their own.
2. In the next lesson, you could give them a written test, by dictating 10 of the words and asking them to use them in a sentence. Alternatively, you could check their learning verbally: write words on the board and ask individual students to choose one, pronounce it and use it in a sentence. (20 mins)

**Exercises 3 & 4**

Ask students to follow the instructions for Exercise 3 and record their answers if possible. Have them work in pairs to help each other with Exercise 4.

**Typical mistakes:** Students sometimes don't have a strategy for learning vocabulary. This is a good time to help them with this. If students had difficulty with Exercise 2 (where they had to use the words in a sentence) tell them that it is important that they write the words down in a notebook, with an example sentence in English. Ask them how they note and study vocabulary and how often they study. Give them advice about organised note making and about studying little and often.

**Exercises 5–7**

1. Draw the students' attention to the Exam tip on page 64 and then have them do Exercise 5. Work through the exercises with the students, one at a time.
2. Ask learners to do Exercises 6 & 7 in pairs, helping each other and recording their answers if possible. Help them with vocabulary and pronunciation.

**Exercises 8–11**

1. Work through the exercises with the students, one at a time.
2. Learners do Exercises 8 & 9 individually, following the instructions in the book.
3. Ask learners to do Exercises 10 & 11 in pairs, helping each other and recording their answers if possible. Help them with vocabulary and pronunciation.

**Typical mistakes:** Questions 1 & 4 ask students to compare the present and the past. This requires them to use a mixture of present and past tenses. Remind them of this beforehand and check that they are using correct tenses. As students often use the present tense where they should use the past, listen out for this. You could tell them you will pull your right hand toward your right shoulder, to indicate the past - this way you don't need to stop them talking and they can correct themselves.

**EXTENSION ACTIVITY**

To provide further speaking opportunities and to practise using a wide range of vocabulary about a topic:

1. Divide students into two groups. Tell them that they are going to have a 5-minute group discussion. Group 1 will have to talk about Question 2 from Track 53 and Group 2 about Question 3.

Write these questions on the board:

*Group 1: Many people think it is a good idea to go on holiday in your own country. Do you agree?*

*Group 2: In your opinion, is it important to speak the language of the country you are visiting?*

2. Give the groups 5 minutes to prepare. They need to use the time to come up with some ideas and with relevant words and phrases before they start. They also need to divide roles: tell them that they need to have about half of the group agreeing with the question and the other half disagreeing (they may have to 'act' this), as this will create a more lively discussion.
3. Ask each of the groups to debate while the other group listens. Ask each group to give feedback to the other one about vocabulary and phrases used. (30 mins)

**Part 3: Exam practice (20-30 mins)**

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 65 before they do the exercises as well as after.

### PHOTOCOPIABLES

#### Language development spot check 1

#### Types of holidays

Team 1

Team 2

<b>beach holiday</b>	<b>honeymoon</b>
<b>round-the world trip</b>	<b>safari</b>
<b>family holiday</b>	<b>coach tour</b>
<b>city break</b>	<b>cruise</b>
<b>activity holiday</b>	<b>learning holiday</b>

### Sample lesson plan for *Get Ready for IELTS Speaking* Review 3

**Student preparation for this class:** Have students complete Review 3 (20 mins).

**Teacher preparation:** none.

**Focus:** Exercises 1–3 revise words related to studying; Exercise 3 also revises the present continuous; Exercises 4–6 revise vocabulary for jobs; Exercise 6 also revises grammar: *(don't) have to*; Exercises 7–9 revise words and phrases to describe holidays; Exercise 9 also revises grammar: *(not) going to*.

#### Spot check 1 (15 mins)

To check the learners' recall of words related to studying, jobs and holidays:

- Put the following on the board:

medicine	festival	salary
volunteer	tuition	scholarship
nurse	sightseeing	grades

- Divide the class into two teams and decide (e.g. by tossing a coin) who goes first. Tell the class they will be playing Noughts and Crosses. Show on the board what a Nought (O) and a cross (X) look like. Most students will realise they know the game.
- The first team (the Noughts team) chooses a word and has to come up with a good definition. Check that it is a good definition and make sure the words are pronounced correctly. Put a Nought over the word if the definition is right. If it is wrong, the word stays in the game.
- The Crosses team then has a turn. If they get it right, put a cross over the word.
- The winning team is the one that can make a line on the board with their noughts or their crosses. The line can be horizontal, vertical or diagonal.

If there are words left that neither team can define, check the pronunciation and help with the definitions.

#### Spot check 2 (15 mins)

To check the learners' ability to use tenses correctly.

- Tell learners they are getting another chance at Nought and Crosses. Wipe off the previous words and replace them with the following:

visit (present continuous)	going to (-)	have to (+)
have to (-)	has to (+)	prepare (present continuous)
going to (+)	give (present continuous)	learn (present continuous)

- Ask the teams to use the verbs in a true and correct sentence. The (+) refers to a positive sentence, the (-) to a sentence with *not* in it. Encourage the learners to use time indications (e.g. *At the moment, my sister and I are studying for our IELTS exams.*)
- Play and score in the same way as before, but this time give points for grammatically correct sentences. Check that the sentences are true for the students by asking a few extra questions if you like (e.g. *Oh, you have to do a lot of homework for David? How often do you have to do homework for him?/ Really? Your brother is visiting France at the moment? I thought he was here yesterday with you?*)

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 10

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–11. (45 mins)

**Teacher preparation:** none

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about health. Exercises 1-4 introduce words and phrases associated with healthy activities; Exercises 5-8 focus on language to give explanations; Exercises 9 & 10 focus on the pronunciation of contractions; Exercise 11 focuses on grammar: *should/shouldn't*.

**Spot check 1:**

To check learners' recall of vocabulary for describing healthy activities:

1. Ask the students to close their books. Divide them into groups of three or four. Put the following table on the board:

do	play

2. They write down as many healthy activities you can 'do' or 'play' as they can in two minutes. They receive two points if the word or phrase was mentioned in Unit 10 and one point for any other words or phrases they have found. They lose a point for anything that is not in the correct column or that is not a healthy activity.
3. When the two minutes are up, have a look at the lists (to avoid cheating). Ask the teams to take it in turns to read out one of their words. Write the words on the board and give the teams points. Congratulate the winning team at the end.

The following words and phrases will score two points each:

do	play
yoga	table tennis
tae kwon do	brain training games
	board games
	sports
	a musical instrument
	chess

**Spot check 2:**

To check learners' ability to use vocabulary for giving explanations, to use *should* and *shouldn't*, and to practise the pronunciation of contractions:

1. Ask students to stay in the same groups as for Spot check 1. Tell them they have another chance to win.
2. Write the following on the board:
  - a. *People should play ... . It's a ... idea because it keeps their mind ... .*
  - b. *It's important to stay ... . Doing ... can help but people ... do too much of it when they start.*
  - c. *It's quite ... when you first start an activity but you ... keep going. After all the hard work you'll feel more ... .*
3. Students fill in the gaps with suitable words. The first group to finish with all gaps filled in correctly wins.
4. Groups take it in turns to read out one of their answers. There is at least one contraction in each answer, so check that these are pronounced correctly.

**Note:** the following are some possible answers, but accept any others that make sense.

- a. *board games/chess, good/great, active/busy*
- b. *healthy/fit/active, sports/ yoga, shouldn't*
- c. *challenging/difficult, should, relaxed/healthy*

**Part 2: Skills development (45 mins)**

**Focus:** These exercises focus on Parts 1 and 3 of the speaking test. Exercises 1-3 focus on giving relevant information and opinions when answering questions in Part 1; Exercises 4-9 focus on identifying question types in Part 3.

**Exercises 1–3**

1. Ask the learners to read the Exam information at the top of page 71.
2. Ask students to follow the instructions for Exercise 1 and check the answers. Ask students to explain why the correct answers are the best option.
3. Have students work in pairs and follow the instructions for Exercises 2 and 3.



**Typical mistakes:** Students are often nervous at the start of the exam and are happy when they hear a question they understand. This can lead to giving an answer too quickly and it may not be completely relevant. Draw the students' attention to the Exam tip at the bottom of page 71, which reminds them to focus on relevant points only. Tell them to make sure they understand the whole question, e.g. in Exercise 1, Question 3, they need to give an answer to the question *when?* and talk about seeing both friends and family. Encourage them to repeat the question they hear in their heads, to make sure they don't need to ask the question to be repeated, and to think about *all* the aspects before giving an answer. Phrases they have already learnt, such as *Let me see* can give them time to think.

### Exercises 4–9

1. Draw the students' attention to the Exam tip on page 72.
2. Work through Exercises 4–9 with the students, one at a time. Ask students to do Exercises 4 & 5 individually. Ask them to compare their answers to Exercise 5 in pairs before playing the recording (track 59).
3. Ask students to work in pairs to do Exercises 6–9.
4. Ask them to follow the instructions for Exercises 7 & 8, to record themselves if possible, and to listen to each other's answers and assess them.
5. Play the recording (track 60) for Exercise 9. Have students listen to a partner's answers and give feedback on whether their answers were relevant or not.

**Typical mistakes:** Students may 'dive' into the answer too quickly. If you notice that this is happening a lot, draw the group's attention to the answers in Exercise 5. There is a pattern: an immediate response (*Definitely/That's a difficult question/ That's interesting*), which may include a phrase to get some time to think (*That's interesting/let me see*), and then the actual answer with an explanation, examples and conclusions.

### EXTENSION ACTIVITY

To provide further speaking opportunities and to practise using a range of vocabulary about a topic:

1. Give students some time to write down three questions, asking for someone's opinion about healthy living.  
*e.g. In your opinion, is yoga a sport? Do you think that there should be a maximum number of junk food restaurants in any local area?*
2. Have students walk around and ask three different people one of their questions.
3. After they have answered, they can give feedback to each other about the answers (on relevance, length of answer and use of vocabulary). (15 mins)

### Part 3: Exam practice (20–30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 73 before they do the exercises as well as after.

### Sample lesson plan for *Get Ready for IELTS Speaking* Unit 11

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–12. (45 mins)

**Teacher preparation:** none

#### Part 1: Language development (45 mins)

**Focus:** These exercises introduce language for talking about important events. Exercises 1–3 introduce words and phrases associated with important events; Exercises 4–6 focus on language to describe feelings; Exercises 7 & 8 focus on pronunciation: *Giving emphasis*; Exercises 9–12 focus on grammar: *Comparing*.

##### Spot check 1:

To check learners' use of adjectives to describe feelings (ending in *-ed* and *-ing*) and to revise vocabulary related to events and activities:

- Put the words in bold on the board in a table as follows:

	<b>boring</b>	<b>exciting</b>	<b>relaxing</b>	<b>tiring</b>
<b>event</b>	<i>your</i>	<i>getting</i>	<i>doing</i>	<i>learning</i>
<b>or</b>	<i>cousin's</i>	<i>your first</i>	<i>yoga</i>	<i>to drive</i>
<b>activity</b>	<i>graduation</i>	<i>job</i>		<i>a car</i>

- Ask students to give you examples of event or activities that they have found boring, exciting, relaxing or tiring. Fill in an example on the board for each category, as in the table above.

- Then ask students to work in pairs to add two more examples of their own for each column. Go round and check some of the answers.

- Write the following questions on the board:

- What was it like when you got your first job? It was ...
- How do you feel when you do yoga? It makes me feel ...

Ask students the questions and make sure they understand the difference (1: *exciting*, 2: *excited*). Ask some more questions of the class. Students may have different answers, e.g. some may feel that yoga is boring, while others may think it is relaxing or tiring. Accept all answers with the correct ending.

- Ask students to continue the exercise in pairs, using the examples they put in their own table.

##### Spot check 2:

To check learners' use of comparatives and superlatives and to revise vocabulary from previous units:

- Ask students to give you three examples of each of the following categories: (1) sports, (2) healthy activities, (3) types of holidays, (4) jobs, (5) academic subjects, (6) types of TV programmes, (7) free time activities.

Write them in a table on the board, with the categories on the left, e.g.:

<b>(1) sports:</b>	<i>football</i>	<i>tennis</i>	<i>swimming</i>
<b>(2) healthy activities:</b>	<i>playing board games</i>	<i>eating healthy foods</i>	<i>doing sports</i>

- Dictate the following questions:

- Which sport is the most exciting? And the most tiring?
- Which job is the most interesting? And the most important?
- Which academic subject is the most interesting? And the most difficult?
- Which type of TV programme is the best? And the most boring?
- Which activity is the most difficult? And the most satisfying?

- Ask a few students questions (a). They have to give an answer that is true for them/

You could put the following table of example answers on the board to help the students:

- \_\_\_\_\_ is more exciting than \_\_\_\_\_, but \_\_\_\_\_ is the most exciting.

For example:

- Football* is more exciting than *swimming*, but *tennis* is the most exciting.
- Tennis* is more tiring than *swimming*, but *football* is the most tiring.

- Ask students to choose three of the questions (a-e) and to walk around the classroom to ask three students a different question and to answer one of theirs. You can make this harder by removing the example sentences after a while.

## Part 2: Skills development (45 mins)

**Focus:** These exercises focus on using a range of grammar in Parts 1, 2 and 3 of the speaking test. Exercises 1–4 focus on using the best tenses; Exercises 5–9 focus on tenses and grammatical phrases.

## Exercises 1–4

1. Draw the learners' attention to the Exam information at the top of page 77 and the Exam tip.
2. Ask students to follow the instructions and do Exercises 1 on their own.
3. Play the recording (Track 67) and ask the students to do Exercise 2.
4. Have them record their answers to Exercise 3, if possible.
5. They should work in pairs on Exercise 4 so that they can listen to each other's answers and discuss the tenses where necessary.

**Typical mistakes:** Students often use the present tense with a time indication in the past (*Yesterday, I go...*). Try to give them plenty of practice of past tenses in your classes, e.g. by asking them about their weekend. Before they answer, remind them to use appropriate tenses. You may want to use non-verbal ways to get them to self-correct when they use a present tense, e.g. by pulling your right hand towards your right shoulder a few times.

## Exercises 5–7

1. Work through Exercises 5 & 6 with the students, following the instructions.
2. Learners could work in pairs for Exercise 7, listening and giving feedback to each other's answers. Students record their answers, if possible.

**Typical mistakes:** Some students may make mistakes when using irregular past tenses. If learners need to learn some more irregular past tenses, you could give them a list with past forms (available in most grammar books) to study for homework, e.g. *do/did/done, begin/began/begun*.

## Exercises 8 &amp; 9

1. Ask students to follow the instructions and do Exercise 8 individually.
2. Draw their attention to the Exam tip at the bottom of page 78, before they do Exercise 9. Students could work in pairs to give each other feedback and record their answers if possible.

## EXTENSION ACTIVITY

To provide further speaking opportunities and to practise using correct tenses:

1. Ask students to work in groups of three. Give them some time to think about an exciting or funny event that happened to them at school. Tell them they will need to talk about it for two minutes.  
  
You could give them an example of your own, e.g. when you were a pupil, you had a classmate who hid a teacher's books, and the teacher had an unusual reaction ...
2. The other two students have to listen carefully and ask a follow-up question each, starting with *what, when, how, where, or why* (e.g. *How old were you when this happened? Why do you think the teacher did not punish the student?*).

Encourage them to help each other remember to use past tenses (where appropriate). (15 mins)

## Part 3: Exam practice (20–30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 79 before they do the exercises as well as after.

Sample lesson plan for *Get Ready for IELTS Speaking* Unit 12

**Student preparation for this class:** Have students complete Part 1: Language development exercises 1–13. (50 mins)

**Teacher preparation:** if you decide to do the extension activity, you will need to print a copy of the hand out for each student.

**Part 1: Language development (45 mins)**

**Focus:** These exercises introduce language for talking about possessions. Exercises 1–5 introduce words and phrases to describe objects; Exercises 5–8 focus on language to describe objects; Exercises 9 & 10 focus on pronunciation: *Linking words*; Exercises 11–13 focus on grammar: *Present Perfect with for and since*.

**Spot check 1:**

To check learners' recall of phrases for describing objects:

1. Have learners do Exercise 5 on page 81 again, but for an(other) object they own and like.
2. Ask learners to read the description they wrote in Exercise 8, and the phrases from Exercise 6 again.
3. Divide the class into groups of three or four. With books closed, have them describe both of their objects to the rest of the group. (They describe the object they wrote about at home and the one they have just written notes about.) They should be careful not to name the objects. The others have to guess what the objects are.

**Spot check 2:**

To check the learners' ability to link words:

1. Ask a few learners from each group to volunteer to repeat one of the descriptions from Spot check 1 for the whole group - again without naming the object. Draw their attention to the Exam tip at the bottom of page 81 before they start.
2. Pay attention to the way they link their consonant and vowel sounds, give feedback and, if necessary, further practice (say and repeat).

**Spot check 3:**

To check learners' ability to use the present perfect with *for* and *since*:

1. Ask learners to stay in their groups. Write the following questions on the board:

*a. What important object have you owned since you were a child?*

OR

*What object have you wanted since you were little?*

Answer: I ...

*b. What object have you used for years?*

OR

*What object have you only had for a short while?*

Answer: I ...

2. Have the students ask each other two questions, one from (a) and one from (b). Ask them to start their answers with 'I' (not with the object) and to use *for* or *since* in their sentences.

(e.g. *I've had my first school bag since I was 6, I've wanted a TV in my bedroom since I was little, I've used my travel bag for years, I've had my new phone for 2 days now*).

Make sure that they are using the present perfect correctly.

**Part 2: Skills development (45 mins)**

**Focus:** These exercises give tips and offer practice in a range of skills that are necessary in Parts 1, 2 and 3 of the speaking test. Exercises 1 & 2 focus on fluency and coherence; Exercises 3 & 4 focus on using a range of grammar; Exercises 5 & 6 focus on using a range of vocabulary; and Exercises 7 & 8 focus on good pronunciation.

**Exercises 1 & 2**

1. Draw the learners' attention to the Exam information at the top of page 83.
2. Ask students to do Exercise 1, about coherence and fluency, in pairs, and check their answers.
3. Get students to record their answers to Exercise 2 if possible. Ask them to work in pairs to listen to each other's answers and give feedback about the notes and the useful phrases they wrote down. They should also say whether they thought the delivery was at a natural pace.

### Exercises 3 & 4

1. Have students do Exercises 3 & 4, about grammar, in pairs. Get them to record their answers if possible.
2. They can listen to each other's answers and give feedback about whether they used appropriate tenses for the question and used a range of appropriate grammatical phrases and tenses.

### Exercises 5 & 6

1. Ask students to do Exercises 5 & 6, about vocabulary, in pairs. Get them to record their answers if possible.
2. They can listen to each other's answers and give feedback on whether they used appropriate topic vocabulary, and did not repeat themselves.

**Typical mistakes:** Some students may take a long time to decide which photograph they should describe. Tell them that they waste useful time if they do not make a quick decision. Advise them to think of photographs which are related to vocabulary topics they are confident about, e.g. if they are good at talking about words related to possessions or holidays, they should think of photographs that relate to one of these topics.

### Exercises 7 & 8

1. Ask students to do Exercises 7 & 8, about pronunciation, in pairs. Get them to record their answers if possible.
2. They can listen to each other's answers and give feedback about word stress, sentence stress, intonation and the pronunciation of sounds.

### EXTENSION ACTIVITY

To provide further speaking opportunities and to raise awareness of their strengths and weaknesses in the area of grammar, vocabulary, fluency and pronunciation:

1. Have students work with a different partner. Ask them to listen to each other's answers for one of the questions from Exercise 6 on page 84 (live or on the recording they made) and fill in the grid (see handout). They put a tick (✓) in the 'Yes' column if something has been done well, or a tick in the 'Not always' column if something could be improved.
2. They work together on tips to help improve any problem areas (e.g. *'practise saying /θ/ or /ð/ rather than t', 'try not to let intonation go up at the end of sentences'*). They swap papers at the end of the activity so that they can take home their own tips. (15 mins)

### Part 3: Exam practice (20-30 mins)

This can be done in class as pair work or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 85 before they do the exercises as well as after.

### PHOTOCOPIABLES

<i>my partner ...</i>	yes	not always	<u>tips:</u>
spoke without pauses			
gave an organised answer			
used a range of grammatical phrases and tenses			
used mostly correct grammar			
used a range of vocabulary			
used correct vocabulary			
spoke clearly with suitable intonation			
pronounced most words correctly			
used correct word and sentence stress			

Sample lesson plan for *Get Ready for IELTS Speaking Review 4*

**Student preparation for this class:** Have students complete Review 4 (20 mins).

**Teacher preparation:** none.

**Focus:** Exercises 1–3 revise words related to healthy activities; Exercise 3 also revises grammar: *should(n't)*; Exercises 4–6 revise language to talk about important events and feelings; Exercise 6 also revises comparisons; Exercises 7–9 revise words related to possessions; Exercise 7 also reviews the order of adjectives; Exercise 9 also revises the present perfect.

**Spot check 1 (50 mins)**

To check the learners' recall of vocabulary from Units 10–12 and to practise using grammar (*should*, comparisons, adjective order, present perfect), have students practise interviewing each other in pairs.

1. Ask learners to work in pairs. Tell them they are going to pretend to be a favourite celebrity, and will be interviewed by their partner about the following topics: (a) healthy activities, (b) important events, and (c) possessions.
2. Highlight the language they need to use by writing the following sentences on the board and asking them to fill in the gaps:

*present perfect:* I have ..... my camera for three years.

*should(n't):* If you want to be healthy, you should ... but you shouldn't ...

*order of adjectives:* I have had a ..... travel bag for five years.

*comparisons:* Getting your first job is ..... than starting college.

3. Give the students 5–10 minutes to write 2 to 3 interview questions for each of the areas (a-c) above.
4. Ask students to imagine that they are a famous person they admire and know something about (dead or alive), e.g. an actor, a businessperson, a writer, a chef. Give them some time to think about what this person would say about their lives. They can make things up!
5. Students ask each other their questions and pretend to be the famous person when they give their answers. Ask students to perform the interviews in front of the whole class.

**Spot check 2 (10 mins)**

To revise adjectives for feelings, and to check the learners' ability to use comparisons:

After doing Spot check 1, put some adjectives on the board that learners have studied, e.g.:

*famous, clever, confident, bored, happy, excited, nervous, relaxed, tired, creative, friendly, bossy, calm*

Tell them they can also use some of their own.

Have students to work in pairs to compare their ideas about some of the famous people that were interviewed. Give an example sentence, e.g. *I think Bill Gates was more creative than Nicole Kidman, but in the interview Nicole was more confident; Shakespeare was more excited than the Queen, but the Queen had more expensive possessions.* Give students some time to think of sentences and then ask them to share their comparisons with the whole class.



Sample lesson plan for *Get Ready for IELTS Speaking* Practice Test

**Student preparation for this class:** Ask students to read page 7 of their books, which tells them how the marking of the test is done - the information about the Speaking test is at the bottom of the page. Ask learners to also read the Progress check questions at the end of each unit and to use their books to revise any areas they have found difficult (e.g. certain aspects of pronunciation, grammar, ...) (30 mins)

**Teacher preparation:** none

The students will benefit most if this test is done under exam conditions. Ideally a teacher would interview them but students can also work in pairs.

Record the oral interview. Students have 11–14 minutes each in total.

Part 1: 4–5 minutes (introductions and general questions)

Part 2: 3–4 minutes (1 minute to prepare, a 'long turn' where they talk for 1-2 minutes with some questions from the examiner)

Part 3: 4–5 minutes (two-way discussion where they are asked some more question about the topic in Part 2 so that they can discuss more abstract issues)

Ask students to look at page 7 of the book, which explains how marking is done.

Ask students to work in pairs to listen to their recordings. Ask them to encourage each other rather than criticise and to think about which IELTS band they each may 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.

**EXTENSION ACTIVITY**

You could ask learners to write and hand in an action plan that states which areas they should work on, and which sections of the book they are going to use to revise. (10 mins)