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 leaners 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 & 4**

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

**Exercises 5 & 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.

**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?
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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
# Language development spot check 2

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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.