

About *Speaking for IELTS*

Collins English for Exams series has been designed to be easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exercises are carefully arranged from simpler to more difficult
- All units follow the same basic structure to breed familiarity and confidence
- Answer key is clear and comprehensive

Because these fundamentals are in place, classroom teachers can focus on maintaining motivation, providing individual feedback, and facilitating pair and group work so that more interactive practice can take place. This resource will explain how the material works and how it can be adapted to make the most of the classroom learning context.

Each chapter in *Speaking for IELTS* provides opportunities to practise parts 1, 2 and 3 of the Speaking test. Audio CDs provide numerous sample responses, which can be used not only to check answers but also inductively to get learners thinking about what constitutes effective exam performance.

Each chapter has a similar 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.

Vocabulary

We recommend that the majority of vocabulary exercises be done at home before the lesson.

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary (*activate schemata*) without eating up classroom time.
- As repeated exposure to new vocabulary is required for mastery, the first 5–15 minutes of the lesson can be spent doing a 'spot check' of a selection of the vocabulary covered at home. Make these activities game-like, as suggested in the lesson plans, so that they can serve as ice-breakers.
- The remaining exercises throughout the chapter give ample opportunity to apply vocabulary learning to practice exam tasks.

Grammar

Most chapters contain a section covering the features of spoken grammar most useful for the test.

- Most exercises can be done individually and checked in pairs or small groups. Pair and group work trains learners to reflect on and explain how they have approached the task. This will help get them used to giving reasons for their choices – an important skill for the IELTS speaking exam.

Pronunciation

Each chapter provides pronunciation input and exercises that tackle the areas most likely to 'impose strain' on the listener.

- Use pair and group work to maximise student talking time.

Exam technique

Each chapter provides information and practice exercises covering key exam strategies.

- Throughout the units, a test-teach-test approach is taken: learners try exam practice exercises, receive additional input and opportunity for self-reflection, and then repeat the exercises incorporating what they have learned.
- We strongly recommend using pair work to increase fluency and confidence.
- Wherever possible, use audio recorders to facilitate learners' self-reflection.

Sample lesson plan for *Speaking for IELTS* Unit 1

Student preparation for this class: Have students complete Vocabulary Exercises 1–11 before the class. Ask them to write their responses to Exercise 3 on a separate piece of paper and explain that they will be sharing their answers with other class members during the lesson. (approximately 2 hours)

Teacher preparation: none

Part 1: Vocabulary (40 mins in class)

FOCUS Exercises 1–3 introduce common adjectives used to describe character and train learners to recognise positive and negative connotation; Exercises 4–6 introduce expressions for describing relationships and give examples of how they are used in context; Exercises 7–11 show how adjectives can be modified and allow for further practice in describing people.

Spot check 1 (10 mins):

To check learners' recall of adjectives for describing character:

1. Divide the class into groups of five or six and designate one member of each group to act as facilitator.
2. Facilitators gather in their group's responses to Exercise 3, shuffle them, and without giving away the names, read them aloud.
3. The other group members listen and guess who wrote which description.
4. Group members clarify for each other the meanings of any words that are unclear.

Spot check 2 (10 mins):

Pair learners up and ask them to speak for 3–4 minutes each about their relatives using the material they prepared at home (Exercises 10 & 11). Ask listeners to provide feedback on the speaker's use of vocabulary to modifying adjectives, expand on each characteristic, and describe negative traits.

Exercise 12

FOCUS Exercises 12 & 13 provide practice for Speaking exam Part 1: Introduction and interview and Part 2: Individual long turn.

Direct learners' attention to the Exam information box at the top of page 11. Have learners work in small groups to brainstorm questions on the topic of family that they might ask someone they were getting to know. Highlight good examples on the board. Play the recording and note whether any of the questions were anticipated. Learners then role play the interview in pairs.

Exercise 13

Draw learners' attention to the Exam information box directly above the exercise. Spend a few minutes discussing how learners feel about the task: What difficulties do they anticipate? How might they deal with them? Ask learners to read the Part 2 question and, if necessary give them examples of the type of notes they might make. Give them a minute to make their own notes then pair them up to role play the exercise.

Typical mistakes: Learners may use preparation time to write a scripted answer rather than notes. Remind them that they must speak spontaneously. The response requires the speaker to manipulate a variety of tenses (present, past and present perfect). Note any difficulties they may have and address them in the next section.

Part 2: Grammar (20 mins)

FOCUS Exercises 14–16 train learners to use appropriate tenses.

Exercise 14

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

Typical mistakes: The present perfect is likely to cause the most difficulty as it may have no direct equivalent in learners' L1, or it may be confused with the simple past. Explain that in question 1, the present perfect refers to a time that began in the past and continues until the present.

Exercise 15

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

Typical mistakes: Some learners may not recognise that in item 2 'd = *would* and that, with the infinitive, it is used to refer to a past habit.

Exercise 16

Learners to do the exercise in pairs. Listeners should give feedback on their partner's use of tenses.

Part 3: Pronunciation (20 mins)

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Exercises 17–20 train learners to pronounce strong and weak forms of prepositions.

Exercise 17

Do the exercise following the instructions in the book.

Exercise 18

As you go through the exercise, have the whole class repeat each item in chorus, then spot check by nominating a few learners to repeat the sentences individually.

Typical mistakes: Some learners mistakenly believe that weak forms are 'sloppy' speech. Direct their attention to the Exam tip box at the bottom of page 12.

Exercise 19

Follow the instructions for Exercise 18 above.

Exercise 20

Have learners do the exercise individually then work in pairs to check their answers and practise repetitions. Before directing their attention to the Exam tip box at the bottom of page 13, elicit other examples of weak forms by reading aloud sentences 1–4 and asking learners to underline words that are pronounced weakly. e.g. *Has she been waiting for long?*

Part 4: Exam technique (40 mins)

FOCUS

Exercises 1–3 train learners to recognise different aspects of vocabulary knowledge, and in particular register. Exercise 4 provides practice for Speaking exam Part 3: Two-way discussion.

Exercise 1

Ask learners to do the exercise individually and check their answers in pairs.

Typical mistakes: Learners who have greater exposure to American English may be unfamiliar with items 1 & 3. They may recognise US equivalents, e.g. *mate* = *buddy*, *bloke* = *guy*.

Exercise 2

Ask learners to do the exercise individually and check their answers in pairs.

Exercise 3

Have learners do the exercise in groups of 3 with each member researching one of the items listed and reporting their findings to the rest of the group. Alternatively, assign the exercise for homework.

Exercise 4

Direct learners' attention to the Exam information box at the top of page 15. Spend a few minutes discussing how learners feel about the task: What difficulties do they anticipate? How might they deal with them? Instruct learners to do the exercise in pairs. Listeners should give feedback on the range and appropriacy of their partner's vocabulary. If you are short of time, learners can listen to the sample answer at home and record themselves answering the questions a second time.

Sample lesson plan for *Speaking for IELTS* Unit 2

Student preparation for this class: Have students complete Vocabulary Exercises 1–10 before the class (approximately 90 mins).

Teacher preparation: none

Part 1: Vocabulary (30 mins)

FOCUS Exercises 1–6 introduce words and phrases related to sports and fitness; Exercises 7–9 introduce words and phrases related to health and diet; Exercise 10 provides practice for Speaking exam part 1: Introduction and interview.

Spot check 1 (10 mins):

To check learners' sport and fitness related vocabulary:

1. Divide the class into groups of five or six.
2. Ask each group member to take turns reading aloud the terminology for one of the sports they have chosen for Exercise 6 without giving the name of the sport.
3. The other group members listen and guess the sport.
4. Group members clarify for each other the meanings of any words that are unclear.

Spot check 2 (10 mins):

Pair learners up to role play Speaking exam Part 1 using the questions in Track 09 audio script.

FOCUS Exercise 11 provides practice for Speaking exam Part 2: Individual long turn.

Direct learners' attention to the Exam information box at the top of page 19. Spend 2–3 minutes brainstorming types of competitions (not sport related). Give them a minute to make their own notes then pair them up to role play the exercise, recording it if possible.

Part 2: Pronunciation (25 mins)

FOCUS Exercises 12–18 focus on expressing enthusiasm.

Exercise 12

Take 2–3 minutes discussing learners' experience of Exercise 11 role play: How enthusiastic did your partner seem when talking about the competition they witnessed? How did she/he express their enthusiasm (or lack of enthusiasm)? Then do Exercise 12 following the instructions in the book.

Exercise 13

Have learners read the information in the box, then discuss it briefly as a class: Is enthusiasm in your language/culture expressed in similar ways? In what ways it is similar and/or different?

Exercise 14

Pair students up and do the exercise following the instructions in the book.

Typical mistakes: Learners who feel self-conscious or find this way of expressing enthusiasm alien may respond by laughing or declining to take part. Draw learners' attention to the Exam tip box below. Keep the exercise fun and light-hearted.

Exercise 15

As you go through the exercise, have the whole class repeat each item in chorus, then spot check by nominating a few learners to repeat the sentences individually.

Exercise 16

Ask student to pair up with the partner they worked with for Exercise 11 and listen to the recording they made of their practice. Give them a few minutes to discuss what they hear: How enthusiastic do they sound? To what extent did they use intonation to express their enthusiasm? What words and expressions did they use to convey excitement?

Exercise 17

Learners do the exercise following the instructions in the book and check their answers in pairs.

Exercise 18

Pairs repeat the Part 2 role play in Exercise 11 incorporating the language and intonation patterns they have learned so far in the unit.

Part 3: Expressing opinions (30 mins)

FOCUS Exercises 19–21 introduce a variety of expressions that can be used to express opinions. Exercise 22 provides practice for Speaking exam Part 3.

Exercise 19

Elicit phrases equivalent to *I think* and write them on the board. Compare these with the examples in the book. Have learners work in small groups to complete sentences 1–4.

Exercise 20

Model the pronunciation of expressions a–h. If time allows, have students create sentences using a selection of the expressions; if not proceed directly to the next exercise.

Exercise 21

Have learners share their opinions in pairs or small groups.

Typical mistakes: Make sure learners use noun phrases or gerunds after prepositions in phrases c *I'm (strongly) against* and d *I'm (strongly) in favour of...*

Exercise 22

Pair learners up to role play Speaking exam Part 3 using the questions in Track 14 audio script. If time allows, have them listen to the sample response and note useful vocabulary.

Part 4: Collocations (20 mins)

FOCUS Exercises 23–25 introduce common collocations related to health and fitness.

Exercise 23

Ask learners to do the exercise individually and check their answers in pairs.

Exercise 24

Ask learners to complete the table with collocations from Exercise 23. Learners can search for additional collocations at home. If time allows, give a few additional examples orally and ask learners to indicate the form, e.g. *sedentary lifestyle* (adjective + noun) *alcohol consumption* (noun + noun).

Exercise 25

Have pairs repeat Exercise 22 role play incorporating any useful vocabulary they have learned.

Part 5: Exam technique (15 mins)

FOCUS This exercise trains learners to plan their answers for Part 2.

Exercise 1

Draw learners' attention to the Exam tip at the top of page 23 and the paragraph that introduces the exercise. Ask learners to answer questions a–d individually and check their answers in pairs. Give learners one minute to prepare their own notes. Then pair them up to role play the exercise, recording it if possible. At the end of the lesson, learners should listen to their recording and compare it to the recording they made of Exercise 11 at the beginning. What improvements have they made?

Homework (30 mins)

Remind students to complete Exercise 24 and bring their collocations to the next lesson.

Sample lesson plan for *Speaking for IELTS* Unit 3

Student preparation for this class: Have students complete Vocabulary Exercises 1–7 before the class including vocabulary research for the Exam tip on page 26. (approximately 2 hours)

Teacher preparation:

1. Photocopy Vocabulary spot check 1 hand out (sufficient for 1 per student).
2. For Grammar exercise 9, prepare cards or slips of paper, each with one of the jobs 1–8 listed in the exercise. Prepare enough sets of cards for one set per group of 3–4 students. (20 mins)

Part 1: Vocabulary (up to 15 mins in class)

FOCUS Exercises 1–4 introduce vocabulary related to studies and work; Exercise 5 provides practice in using the right form of a word for the context; Exercises 6 & 7 provide practice in Speaking exam Part 1: Introduction and interview and Part 2: Individual long turn.

Spot check 1 (3 mins):

Distribute Vocabulary spot check 1 hand out. Challenge learners to make as many matches as they can in two minutes then quickly go over the answers as a class.

Spot check 2 (10–12 mins):

Pair learners up to role play and record (if possible) Speaking exam Part 1, using the questions in Tract 16 audio script, and Part 2, using the notes they prepared for Vocabulary exercise 7.

Part 2: Grammar (45 mins)

FOCUS Exercises 8–11 introduce learners to common expressions and grammar structures used for speculating, including modal verbs and conditionals. In Exercises 12 & 13, learners use these structures to practise Speaking exam Part 2: Individual long turn and Part 3: Two-way discussion.

Exercise 8

Instruct learners to do the exercise following the instructions in the book and compare their answers in pairs. Go over the expressions listed in the second half of the page.

Typical mistakes: If learners use *will* when they should use *would*, point out that *will* expresses near certainty and that *would* is more typically used for speculating. Learners may also incorrectly use *mustn't* rather than *can't* to indicate that something probably isn't the case.

Exercise 9

Place face down in front of each group of 3–4 a set of cards with jobs 1–8. Group members take turns picking the top card and speaking for 1 minute.

Exercise 10

Do the exercise together as a class. Give additional examples orally so learners can identify the type (e.g. *If I move abroad, I'll have to find another job. If I'd had a different boss, I'd have been promoted by now. If I were unemployed, I'd be quite depressed.*) Ask questions to check usage (e.g. *If you have free time tonight, what will you do? If you hadn't chosen to study X, what subject would you have chosen instead?*)

Exercise 11

Have learners do the exercise individually then work in pairs to check their answers.

Typical mistakes: Learners may need help understanding how to use *unless*, i.e. that it requires an affirmative verb. Word order for sentence 4 is also likely to pose a problem. Explain that the adverb or adjective must immediately follow *no matter how*.

Exercise 12

Ask student to pair up with the partner they worked with for Vocabulary spot check 2 and listen to the recording they made of their practice (if available). They should listen for their use of language for speculation and note where they might have used expressions or structures covered in the grammar section. Have them repeat the exercise incorporating the language features learned.

Exercise 13

Pairs role play and record (if possible) Speaking exam Part 3 using the questions in Tract 18 audio script. If time allows, have them listen to the sample response in the book and note useful vocabulary.

Part 3: Pronunciation (35 mins)**FOCUS**

Exercises 14–17 train learners to recognise and use the correct word stress. In Exercises 18, learners apply this learning to practise Speaking exam Part 3: Two-way discussion.

Exercise 14

Do the exercise following the instructions in the book and draw learners' attention to the Exam tip box.

Exercise 15

Have learners work in groups with each member investigating one of the rules and sharing their responses. Gather examples of additional words and share them with the class.

Exercise 16

Learners continue working in groups of three following the instructions in the book. Spot check their accuracy by circulating among the groups and inviting individual learners to repeat selected sentences.

Exercise 17

Learners continue working in groups of three on the first part of the exercise then play the recording to the whole class. As you go through the items, have the whole class repeat each word in chorus, then spot check with selected individuals.

Typical mistakes: Learners may put *interesting* in column 4 if they do not recognise the silent *-e*. Point out that spelling is not always a reliable guide to the pronunciation of syllables.

Exercise 18

Ask students to pair up with the partner they worked with for Exercise 13 and listen to the recording they made of their practice (if available). They should listen for their pronunciation of multi-syllable words and note words they need to check and practise. If time allows, have them repeat the exam practice exercise, focussing on pronunciation.

Typical mistakes: Depending on their L1, learners may have difficulty with a variety of words. Consonant clusters (e.g. *fr-* and *-str-* in *frustrating*) may be particularly challenging.

Part 4: Exam technique (25 mins)**FOCUS**

Exercises 1–3 train learners to give answers that are the right length.

Exercise 1

Ask learners to do the exercise individually and check their answers in pairs. Give them a few minutes to discuss their own tendencies by answering the questions: Do your own answers tend to be too brief or too long? Why?

Typical mistakes: Learners who answer too briefly often interpret questions literally and/or are anxious about making mistakes. Point out that the examiner's questions are intended to elicit speech and that examiners focus on what candidates *can* do with language rather than simply on their mistakes. Learners who give excessively long responses may also be anxious or come from cultures where it is more common for speakers to hold forth at length. Point out that the examiner is interested in the quality of the interaction as well as in the language produced. Clarify turn-taking norms in English speaking cultures.

Exercise 2

Have students to pair up with the partner they worked with for vocabulary spot check 2 and listen again to the recording they made of their practice (if available). Ask them to evaluate the length of their responses and if time allows, repeat the exam practice exercise.

PHOTOCOPIABLES

Vocabulary spot check 1

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

- | | |
|-------------|-----------------|
| 1. arts | a. fees |
| 2. bread | b. subjects |
| 3. career | c. job |
| 4. job | d. boss |
| 5. lay | e. satisfaction |
| 6. office | f. off |
| 7. over | g. winner |
| 8. own | h. minded |
| 9. self | i. time |
| 10. tuition | j. employed |

Vocabulary spot check 1 answer key

1. **b.** arts subjects
2. **g.** breadwinner
3. **h.** career-minded
4. **e.** job satisfaction
5. **f.** lay off
6. **c.** office job
7. **i.** overtime
8. **d.** own boss
9. **j.** self-employed
10. **a.** tuition fees