Lesson Plan: Speaking

This lesson plan accompanies Cambridge IELTS 11 Academic Speaking Test 4.

This lesson is suitable for intermediate level students who are familiar with the IELTS test format.

Lesson Goals

1. To enable students to practise giving extended answers in Part 1 of the speaking test.
2. To raise students’ awareness of the marking criteria for the speaking test.
3. To introduce strategies and tips to help students plan for Part 2 of the speaking test.
4. To enable students to practise giving a talk in Part 2 of the speaking test.

Activity (see brackets for resources required) | Time needed | Interaction
--- | --- | ---
Warmer (Resource 1 for display to class) | 4 mins | T-S

- Display (or dictate) the following words and ask students which word they collocate with: Christian / family / first / full / maiden / middle / pet. (Answer = name)
- In pairs, ask students to discuss the meanings.
- Elicit and answer questions about their meanings or display the definitions.

Main activity 1 (Resource 2 for display and copies for individuals) | 16 mins | T-S

- Display exercise 1 from Resource 2 and ask students to rearrange the words to make a question.
  Answer: 1. How did your parents choose your name?
- Give out Resource 2 and tell students to do exercise 1 and 2 in pairs. Check answers.
  Answers: 2. Does your name have any special meaning?
  3. Is your name common or unusual in your country?
  4. If you could change your name, would you?
- Elicit from students how they should try to answer the questions in Part 1 of the test in order to get a decent band score.
  Points to elicit:
  o They should answer in a natural manner.
  o They should use informal language.
  o They should give extended answers (about two or three sentences).
- Students then take turns to ask and answer the questions in exercise 1. Students can record the answers on their mobile phones and then listen to the recordings together to identify
strengths and areas they need to develop for Part 1. They can change partners and repeat the exercise if time allows.

- Give feedback on use of good language and get students to correct any common errors on the whiteboard after monitoring the students.

<table>
<thead>
<tr>
<th>Main activity 2 (Resource 3 Cut-Ups and Answer for pairs or small groups, Resource 4 for individuals, Resource 5 for individuals and display)</th>
<th>25 mins</th>
</tr>
</thead>
</table>
| - Elicit from students what happens in Part 2 of the *IELTS* speaking test. Points to elicit:  
  - Students are given a topic card with prompts on it.  
  - They have to talk about a person, an object, a place or an event.  
  - They have one minute to make notes.  
  - They have to speak for one to two minutes.  
- Distribute Resource 3 Cut-Ups. Put students in small groups and ask them to put the cut-ups in the right order. Check answers as a class. Answer: 3 6 4 1 7 8 2 5  
- Distribute Resource 3 Answer. Ask students to discuss how the talk is structured and if it is organised logically and easy to understand (answers will vary). Then distribute the *IELTS* speaking feedback sheet (Resource 4) and ask groups to identify some examples of language from the sample answer that match the criteria on the speaking feedback sheet (answers will vary).  
- Next display the sentence stems from the topic card in Part 2 (p.102 of *IELTS 11 Academic* Speaking Test 4). Ask students to work in their groups and try to predict what the missing information is from looking at the sample answer. Describe a _________you watched that was particularly interesting.

You should say:

- what___________
- why___________
- what___________

and explain why _______________________

- Display the Part 2 topic card and remind students they cannot ask for help from the examiner in Part 2. Give out the good/bad tips from Resource 5 and give two minutes for students to...
decide on their answers. Make sure they give reasons for their answers. Feedback with teacher.

- Students then get one minute to plan their talk ahead of working with a partner to role play Part 2 of the test as examiners/candidates.
- Display the following on the whiteboard:
  - Instructions for examiners:
    - Do not speak
    - Make eye contact
    - Think of a follow up question
  - Prompts for candidates:
    - Clear and confident start
    - Tenses to use?
    - Use your notes
    - Natural ending?

Put two minutes on the countdown clock and start the activity. After two minutes stop the students and get the examiners to ask a follow up question. Students then change roles and repeat. Students can record themselves on their mobile phones and then listen to the recordings together, identifying both strengths and areas they need to develop for Part 2 of the speaking test.

- After monitoring the students, give feedback on use of good language and get students to correct any common errors on the whiteboard.

<table>
<thead>
<tr>
<th>Extension Activity (Resource 4 for individuals)</th>
<th>15 mins</th>
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<tbody>
<tr>
<td>• After both students have presented their Part 2, they can discuss how they felt about their performance, using the speaking feedback sheet (Resource 4) to help them. Ask students to tell you about any problems they had and write them on the board.</td>
<td>5 mins</td>
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<tr>
<td>• Give advice on how they can overcome these problems.</td>
<td>2 mins</td>
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<tr>
<td>• Give students another minute to add/delete/change their notes and then repeat the task with different student pairings.</td>
<td>5 mins</td>
</tr>
<tr>
<td>• After monitoring the students, give feedback on use of good language and get students to correct any common errors on the whiteboard.</td>
<td>3 mins</td>
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</tbody>
</table>
Resource 1

These adjectives all collocate with which noun?

- maiden
- pet
- middle
- full
- first
- Christian
- family

Work with a partner and discuss the meanings of the collocations, then check with your teacher.

Definitions

- **Christian name** - the same as a first name
- **Family name** – a name shared by members of a family (also surname, last name)
- **First name** – a name given to a person at birth
- **Full name** – your whole name, including your first, middle and family name.
- **Maiden name** – the original family name of a married woman who now uses her husband’s family name instead.
- **Middle name** – a second name that some people have between their first name and their family name.
- **Pet name** – an informal friendly name for a member of your family (or lover). This is slightly different in meaning to a nickname.
Cambridge English

Resource 2

IELTS Academic Speaking Part 1

Topic: Names

Exercise 1

Rearrange the words to make questions. The capital letters and punctuation should help you.

1. your / How / did /父母 / choose / name? / your
   _________________________________________________________

2. name / meaning? / your / have / any / special / Does
   _________________________________________________________

3. name / unusual / your / or / country? / Is / your / in / common
   _________________________________________________________

4. name, / you? / change / could / If / would / your / you
   _________________________________________________________

Exercise 2

Match questions 1-4 to answers A-D below.

A Yes it does. I think it means “to carry Christ in your heart”. It’s also the name of the patron saint of travellers – Saint Christopher. My mum gave me a Saint Christopher necklace for good luck when I travelled to Thailand for the first time.

B I definitely wouldn’t want to change my name – I like it. And also, if I changed it, I know my Mum would hit the roof! She’s a very emotional woman!

C I’m not sure who gave me my name... I think it was probably my Mum’s choice because she’s the only one who calls me “Christopher”. Everybody else calls me either “Chris” or “Cottee”. Cottee’s my nickname. I know my older brother James was named after my great-grandfather who was Scottish.

D I think Chris is a pretty common name. I’ve got quite a few friends called Chris. I don’t think it’s an unusual name at all.

Exercise 3

Ask and answer questions 1-4 with a partner. Remember to use informal language and give extended answers.

Practice makes perfect!
**IELTS Academic Speaking Part 2**

1. What’s even more incredible was that they went on to win The European Cup at their first attempt the following year.

2. This film was really interesting because it shows how football has changed so much over the last thirty or so years and it also reveals how Brian Clough used unorthodox methods to get his players to perform so well for him.

3. I’d like to tell you about a really fascinating documentary I watched recently called “I believe in miracles.”

4. Basically, he totally transformed the club from a mediocre second division team into a really exciting one which won promotion straight away and became champions of England the next season.

5. It’s a great film for anyone who likes football, no matter which club you support.

6. It tells the story of Nottingham Forest football club in the early nineteen eighties when they appointed a very outspoken but extremely charismatic manager called Brian Clough.

7. I heard about the film from a friend, and when I watched it I was totally absorbed in it because I can vividly remember them winning the European Cup when I was about 10 years old.

8. They show clips of the matches and interview the players about their memories - some of their anecdotes are really funny.
I’d like to tell you about a really fascinating documentary I watched recently called “I believe in miracles.”

It tells the story of Nottingham Forest football club in the early nineteen eighties when they appointed a very outspoken but extremely charismatic manager called Brian Clough. Basically, he totally transformed the club from a mediocre second division team into a really exciting one which won promotion straight away and became champions of England the next season. What’s even more incredible was that they went on to win The European Cup at their first attempt the following year.

I heard about the film from a friend, and when I watched it I was totally absorbed in it because I can vividly remember them winning the European Cup when I was about 10 years old. They show clips of the matches and interview the players about their memories - some of their anecdotes are really funny.

This film was really interesting because it shows how football has changed so much over the last thirty or so years and it also reveals how Brian Clough used unorthodox methods to get his players to perform so well for him.

It’s a great film for anyone who likes football, no matter which club you support.
# IELTS Academic Speaking Part 2

**IELTS Speaking Feedback Sheet**

Give your partner a score of 0-3 for each skill: 0=Not at all, 1=A little, 2=Sometimes, 3=Always

<table>
<thead>
<tr>
<th>Do your partner...</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
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</thead>
<tbody>
<tr>
<td>Fluency and Coherence</td>
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<tr>
<td>Avoid silence or hesitation?</td>
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<tr>
<td>Speak at length on each topic?</td>
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<tr>
<td>Use words to connect ideas?</td>
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<tr>
<td>Lexical Resource</td>
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<tr>
<td>Use a wide range of vocabulary?</td>
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<td>Use idioms and collocation?</td>
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<tr>
<td>Paraphrase?</td>
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<tr>
<td>Grammatical Range and Accuracy</td>
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<tr>
<td>Speak in complex sentences?</td>
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<tr>
<td>Use a variety of grammatical forms?</td>
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<tr>
<td>Avoid grammatical mistakes?</td>
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<tr>
<td>Pronunciation</td>
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<tr>
<td>Pronounce words accurately?</td>
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<tr>
<td>Join sounds together?</td>
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<tr>
<td>Vary intonation?</td>
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<tr>
<td>Speaking Score (Total divided by 4)</td>
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<tr>
<td>Comments</td>
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IELTS Academic Speaking Part 2

Read the statements below and decide if they are **good** or **bad** ideas for Part 2 of the IELTS speaking test. Give reasons for your answers.

1. Read the topic card carefully.
2. Ask the examiner for help if you don’t understand a word on the topic card.
3. Write full sentences in the minute you are given to prepare.
4. Do not make any notes before you speak.
5. Use the prompts on the topic card to help you organize your talk.
6. Draw a mind map or make a list.
7. Write down key vocabulary (about 10-15 words) to use in your talk.
8. Read from the topic card when you give your talk.
9. Paraphrase the language on the topic card to introduce your talk.
10. Start your talk with a clear and confident introduction.
11. Finish your talk in less than a minute.
12. Say “finished!” when you’ve finished your talk.
SPEAKING

PART 1
The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE
Names
• How did your parents choose your name(s)?
• Does your name have any special meaning?
• Is your name common or unusual in your country?
• If you could change your name, would you? [Why/Why not?]

PART 2
Describe a TV documentary you watched that was particularly interesting.

You should say:
what the documentary was about
why you decided to watch it
what you learnt during the documentary and explain why the TV documentary was particularly interesting.

PART 3
Discussion topics:
Different types of TV programmes
Example questions:
What are the most popular kinds of TV programmes in your country? Why is this?
Do you think there are too many game shows on TV nowadays? Why?
Do you think TV is the main way for people to get the news in your country? What other ways are there?

TV advertising
Example questions:
What types of products are advertised most often on TV?
Do you think that people pay attention to adverts on TV? Why do you think that is?
How important are regulations on TV advertising?

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