*From: Lala*

*To: IELTS Prep Group*

*Subj: IELTS Speaking Lesson 2*

**Lesson Objective**

* The student shall be able to use “power words” as part of their oral vocabulary, read and comprehend business language and demonstrate effective oral communication skills
* First portion

**1. Power Words**

**Evaluation Criteria**

* Ability to understand the definition of the word and how to use in context within a complex statement/sentences

**Phrasal verbs**

* + - 1. Our car **broke down** at the side of the highway in the snowstorm.

*a. get upset b. stop functioning (vehicle, machine) c. divide into smaller parts*

* + - 1. The woman **broke down** when the police told her that her son had died.

*a. get upset b. stop functioning (vehicle, machine) c. divide into smaller parts*

* + - 1. Our teacher **broke** the final project **down** into three separate parts.

*a. get upset b. stop functioning (vehicle, machine) c. divide into smaller parts*

* + - 1. My boyfriend and I **broke up** before I moved to America.

*a. end a relationship b. Start laughing (informal)*

* + - 1. The kids just **broke up** as soon as the clown started talking.

 *a. end a relationship b. Start laughing (informal)*

* + - 1. The firemen had to **break into** the room to rescue the children.

*a. wear something a few times so that it doesn't look/feel new*

*b. interrupt c. Enter forcibly*

* + - 1. I need to **break** these shoes **in** before we run next week.

*a.wear sthg a few times so that it doesn't look/feel new*

*b. interrupt c. Enter forcibly*

* + - 1. The TV station **broke in** to report the news of the president's death.

*a.wear sthg a few times so that it doesn't look/feel new*

*b. interrupt c. Enter forcibly*

* + - 1. My mother walks out of the room when my father **brings up** sports.

*a. start talking about a subject b. raise a child c. vomit*

10. He drank so much that he **brought** his dinner **up** in the toilet.

*a. start talking about a subject b. raise a child c. vomit*

* Second Portion

**2. Timed Speaking**

**Evaluation Criteria**

The student shall be asked additional questions upon completion of their timed speaking session.

* Fluency and coherence
* Lexical resource
* Grammatical range and accuracy
* Pronunciation

**Task: The student can choose to either do the exercise 1 or do the exercise 2.**



**Exercise 1:**

A school in your area wants to open a store for students. Talk about the type of things the shop should sell and which things will be the most popular. Explain why and discuss your opinions.

Here are some pictures with some ideas to help you.

**PART A**



**PART B**

Make plans for a day out with your friends. In your city, there are some interesting places to visit. Decide which three places you are going to go to. Decide which you will go to first. Explain why and discuss your opinions.







**Exercise 2: Speaking topic**

* Explain what means to you the following proverbs or quotations and give real life examples:

1. “People are always looking but not seeing; hearing but not listening.” – Anonymous

2. “Don't you think that it's better to be extremely happy for a short while – even if you lost it – than to be just okay for your whole life?” – Audrey Niffenegger

3. “Treasures are meant to be found.” – Li'l Wayne

4. “People who deserve nothing are handed everything.” -- Anonymous

5. “We cry to remember and smile to forget.” -- Ones M. Mihai

6. “Life is too short to blend in.” -- Paris Hilton

7. “Nothing that’s worthwhile is ever easy.” -- Nicholas Sparks