

IELTS Speaking · Part 2: The Long Turn

A Two-Day Lesson Plan — Speaking Week, Days 2-3 · Teacher Notes

AMERICAN LANGUAGE CENTER — IELTS PREP

Companion student handouts: *Speaking → Day 2 → “Speaking Handout”* (Structure & the Planning Minute) and *Speaking → Day 3 → “Speaking Handout”* (Fluency, Range & Performing Under Time). Project or print these alongside the lesson.

Overview & rationale

Part 2 — the long turn — is the part candidates most often under-perform, usually in one of two ways: they **run short** (drying up well before two minutes) or they **memorise** a talk that sounds flat and drifts off the actual card. This unit treats Part 2 as a single skill built over two stages. **Day 2** secures *structure*: planning in a minute and shaping a talk that covers every bullet. **Day 3** develops *performance*: extending ideas to fill the full two minutes, widening vocabulary and grammar, staying fluent, and self-assessing. Each lesson is ~90 minutes and runs as paired, timed practice (use breakout pairs for online classes).

Lesson aims

By the end of the two days, students can:

- plan a cue card in **one minute** using keyword notes rather than full sentences;
- deliver a **structured** 1-2 minute long turn that covers all four bullets in order;
- extend** ideas to fill the full two minutes with varied vocabulary and grammar;
- manage hesitation and answer the examiner’s **rounding-off questions**;
- assess a long turn against the **four Speaking criteria**.

Materials

- Student Speaking Handouts (Day 2 & Day 3)
- Cue cards (bank below)
- Timers / phones
- Scrap paper + pencils
- Four-criteria checklist

Assessment criteria (reference)

Part 2 is marked on four equally-weighted criteria: **Fluency & Coherence**, **Lexical Resource**, **Grammatical Range & Accuracy**, and **Pronunciation**. All in-class marking is *practice guidance, not an official IELTS band* — say so to students.

DAY 2 — Structure & the Planning Minute (≈ 90 min)

Stage	Time	Procedure
Lead-in	10 min	Elicit what Part 2 involves; establish the format (cue card, 4 bullets, 1 min to plan with paper/pencil, 1-2 min talk, then 1-2 rounding-off questions). Ask the class why candidates lose marks here — draw out “drying up” and “memorising”.
Presentation: the planning minute	15 min	Contrast keyword notes with full sentences. Model a one-minute plan on the board for “Describe a person you admire” (one or two words per bullet; 2-3 ideas for the final “explain / why”). Stress: most planning time goes on the “why”.
Modelling the long turn	15 min	Deliver (or play) the model two-minute talk from the Day 2 handout. Students listen for the shape — open → bullets in order → develop the “why” → round off — and note the signpost phrases used.
Controlled practice	15 min	Students plan the same card in one minute (notes only), then compare plans in pairs. Circulate and check that notes are keywords, not sentences.
Freer practice (timed pairs)	25 min	A reads a card to B; B plans 1 min, talks ≤2 min while A times; A asks one rounding-off question. Swap. Re-pair and run a second card faster. Use Cards 1-3 from the bank.
Feedback & wrap	10 min	Spotlight 2-3 common issues; run the handout self-check; set homework (record one long turn).

Anticipated problems & solutions

- Students write sentences in prep.** Cap planning at 60 seconds and check notes; insist on keywords only.
- Talks end at 40 seconds.** Require all four bullets plus one concrete example on the “why”.
- Answers sound memorised.** Swap one bullet at the last moment to force genuine adaptation.

DAY 3 — Fluency, Range & Performance (≈ 90 min)

Stage	Time	Procedure
Warm-up / recap	10 min	Quick one-minute long turn on an easy card to recall yesterday’s structure. Elicit the open → bullets → why → round-off shape.
Presentation: extending	15 min	Teach the four extension moves — past/present/future, sensory detail, a mini-story, compare & contrast — and model them on one card so a thin point becomes a full one.
Language focus	15 min	Lexical resource: topic collocations + “paraphrase around” an unknown word. Grammatical range: narrative tenses for experiences; speculation/conditionals for abstract cards; relative clauses. Short drills on each.
Fluency & pronunciation	10 min	Filler/thinking phrases vs silence; light self-correction. Pronunciation: thought groups, stress on content words, varied intonation.
Performance round	25 min	Exam-condition pairs on harder cards (experience / journey / skill). Partner asks the rounding-off questions, then gives one comment per criterion (“keep” + “change”). Swap; re-pair for a faster second attempt.
Self-assessment & wrap	15 min	Students rate themselves on the four-criteria checklist; run the handout self-check; bridge to Part 3 (Day 4).

Anticipated problems & solutions

- **Long silences.** Drill the filler phrases; reward “keep going” over perfection.
- **Repetitive vocabulary.** Pre-teach 6-8 topic collocations; ban “good / nice / very”.
- **Flat delivery.** Drill stress on content words and practise chunking aloud.

Cue-card bank

Day 2 — concrete topics (structure focus)

- Describe a person you admire — *who / how you know them / what they’re like / why you admire them*
- Describe a place you like to spend time in — *where / how often / what you do / why you like it*
- Describe an object that is important to you — *what / how you got it / how you use it / why it matters*
- Describe a teacher who influenced you — *who / what they taught / what they’re like / how they influenced you*

Day 3 — range & abstraction (performance focus)

- Describe an experience that taught you something important — *what / when & where / who / what you learned*
- Describe a memorable journey you have taken — *where / who with / what happened / why memorable*
- Describe a skill you would like to learn — *what / how / how long / why*
- Describe a decision you had to make — *what / when / how you decided / whether it was right*

Four-criteria feedback checklist

Criterion	Look / listen for
Fluency & Coherence	Reached ~2 minutes? Logical order? Any long silences or repeated re-starts?
Lexical Resource	Varied, precise words and natural collocations? Paraphrased rather than froze when stuck?
Grammatical Range & Accuracy	A mix of simple and complex sentences? The right tenses for the card?
Pronunciation	Easy to follow? Natural stress and intonation, or flat and rushed?

Give one “keep” and one “change” per turn. This is practice feedback, not an official IELTS band.

Homework

Record one two-minute long turn per day on a fresh card, self-assess against the four criteria, and note one target to improve next time.