



ثانوية التكنولوجيا التطبيقية  
Applied Technology High School

**IELTS  
Speaking**

**Lesson Plans**

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***\*Note – All materials in this document originate from the IELTS.org website. The information was made freely available to teachers and students.***

## IELTS Speaking Overview Activity

<b>Aim:</b>	to establish knowledge about the format of IELTS Speaking
<b>Target Audience:</b>	teachers
<b>Relevance to IELTS:</b>	Speaking
<b>Organisation:</b>	either individuals, pairs or groups
<b>Materials needed:</b>	Worksheet

- 1) Give each participant a copy of the gap-fill text, possibly initially without any answers available. Ask them to fill in the missing information as they think correct. Set a reasonable time limit.
- 2) If necessary, supply the random list of answers and allow participants a little more time to complete the text.
- 3) If participants have been working individually, allow them time to compare their answers before going through them all together and establishing a clear framework.

## IELTS Speaking Overview Activity - Worksheet

Find out how much you know about IELTS Speaking by filling in the gaps using words or numbers from the box.

IELTS Speaking is usually between (1) \_\_\_\_\_ and (2) \_\_\_\_\_ minutes long.

Speaking tests are (3) \_\_\_\_\_ on cassette.

### Part 1

This part lasts about (4) \_\_\_\_\_ minutes. The examiner checks the candidate's (5) \_\_\_\_\_ and asks questions about some (6) \_\_\_\_\_ topics.

### Part 2

Part 2 lasts about (7) \_\_\_\_\_ minutes. The (8) \_\_\_\_\_ is given a (9) \_\_\_\_\_ with a topic and some prompts printed on it and has (10) \_\_\_\_\_ minute to prepare a talk. S/He is given (11) \_\_\_\_\_ and (12) \_\_\_\_\_ so that s/he can make (13) \_\_\_\_\_ to help him/her. S/He talks about the topic for (14) \_\_\_\_\_ minutes.

### Part 3

In Part 3 the (15) \_\_\_\_\_ and the (16) \_\_\_\_\_ discuss the topic in Part 2 in a more (17) \_\_\_\_\_ way. This part lasts about (18) \_\_\_\_\_ minutes.

Choose from:

candidate (x2) – familiar – pencil – card – recorded – abstract – paper – identity notes – examiner – one – two – three to four – four to five (x2) – eleven
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## **IELTS Speaking Overview Activity – Answers**

- 1) eleven
- 2) fourteen
- 3) recorded
- 4) four to five
- 5) identity
- 6) familiar
- 7) three to four
- 8) candidate
- 9) card
- 10) one
- 11) & 12) pencil / paper (either order)
- 13) notes
- 14) two
- 15) & 16) examiner / candidate (either order)
- 17) abstract
- 18) four to five

## DOs and DON'Ts Activity

<b>Aim:</b>	to raise students' awareness of what to do in IELTS Speaking
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking
<b>Organisation:</b>	pairs/groups of 3 then whole class
<b>Materials needed:</b>	Worksheet

- 1) Ask students to think of things they should or shouldn't do in IELTS Speaking.
- 2) Hand out the worksheet. Ask students to read the statements and decide if the advice they give is good or bad, marking them with ticks or crosses. Students should then work in pairs or 3s, so that they can discuss their answers together.
- 3) Go through the answers with the class, allowing further discussion as appropriate to your class.

### Notes/Variations:

Cut the statements up into separate strips, and ask students to sort them into DOs and DON'Ts. If you make several sets on card or laminate them, they can be re-used more often. Using different coloured card for each set makes it easier to check the sets afterwards and keep them together.

## DOs and DON'Ts Activity - Worksheet

Here is some good and bad advice about IELTS Speaking. If you think the sentence gives good advice, mark it with ✓ and if you think it is bad advice, mark it with X.

1	It's better not to say a lot in Part 1, so that there's plenty of time for the other parts.	
2	Be friendly when you talk to the examiner – it will help you feel less nervous.	
3	In Part 2 it's a good idea to underline the important words on the task card.	
4	Listen when the examiner asks you questions so that you're sure what to say.	
5	In Part 2, read everything on the task card carefully to help you prepare your long turn.	
6	It's useful to learn some things to say, for example about your home or your family, because then you can say them without thinking.	
7	If you make a mistake, don't correct it, just carry on talking.	
8	You should practise talking about lots of different things for 2 minutes.	
9	If the examiner tells you to stop talking in Part 2 it doesn't mean you've done something wrong.	
10	It's a good idea to learn expressions that help you to keep talking while you think of an answer.	

## DOs and DON'Ts Activity List

✓	Talk to the examiner – you'll feel more involved in the conversation.
✓	Listen carefully to the questions you're asked so that your answers are relevant.
✓	Answer the questions you're asked with some detail so that your answers are long enough.
✓	Practise speaking for 2 minutes for the long turn in Part 2.
✓	Use the preparation time in Part 2 to think about what is written on the card.
✓	Use the instructions and prompts on the card in Part 2 to help you to organise your long turn.
✓	Practise ways of delaying answers to give yourself time to think in Part 3.
✓	Talk to the examiner – you'll feel more involved in the conversation.
✓	Pay attention to any examples that are provided.
✓	Explain your opinions and give examples to support them.

✗	Don't learn answers by heart.
✗	Don't give very short answers except when the examiner interrupts you at the end of the 2 minutes in Part 2. At this point the examiner needs to move on to Part 3 of the test and only expects a short answer to his/her questions.
✗	Don't talk about something different from what's on the card in Part 2.
✗	Don't worry if the examiner stops you in Part 2. It means you have spoken enough, and s/he has to keep to the timing of the test.
✗	Don't worry if you can't think of a word, try to paraphrase and get round it.
✗	Don't write on the task card.
✗	Don't worry if you realise you've made a mistake. It's OK to correct yourself. If you can't correct yourself, forget it and carry on.
✗	Don't ask the examiner if what you say is correct.

## DOs and DON'Ts Activity – Answers

1	It's better not to say a lot in Part 1, so that there's plenty of time for the other parts.	✗
2	Be friendly when you talk to the examiner – it will help you feel less nervous.	✓
3	In Part 2 it's a good idea to underline the important words on the task card.	✗
4	Listen when the examiner asks you questions so that you're sure what to say.	✓
5	In Part 2, read everything on the task card carefully to help you prepare your long turn.	✓
6	It's useful to learn some things to say, for example about your home or your family, because then you can say them without thinking.	✗
7	If you make a mistake, don't correct it, just carry on talking.	✗
8	You should practise talking about lots of different things for 2 minutes.	✓
9	If the examiner tells you to stop talking in Part 2 it doesn't mean you've done something wrong.	✓
10	It's a good idea to learn expressions that help you to keep talking while you think of an answer.	✓

## Lexical Sets

<b>Aim:</b>	to develop topic-related vocabulary
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking
<b>Organisation:</b>	small groups
<b>Materials needed:</b>	paper ; pens ; dictionaries

- 1) Ask students to think of topics which are likely to come up in each part of IELTS Speaking. Write their ideas on the board.
- 2) Divide the class into groups of 3 or 4, and give them one of the ideas on the board.
- 3) Give each group some paper and pens, if possible in a number of colours, and explain that they are to produce a vocabulary poster for their topic to be displayed in the classroom as a reference for the class to use. The teacher should provide dictionaries, either for each group or as a central resource, and should monitor the activity offering help as needed.
- 4) Students should then brainstorm as many words as they can relevant to their topic, checking any uncertainties, such as spelling, in the dictionary. Then they should decide together how to organise their words logically, e.g. into grammatical categories, and visually, e.g. using mind maps.
- 5) When they are happy with the content and organisation, each group should make their poster. Remind students that if the posters have space for further words to be added as they come up in later classes, they will be a more useful resource.
- 6) As the posters are completed, they should be put on the wall, and students can then look at other groups' collections of words.

## Word Partners

<b>Aim:</b>	to develop students' collocational competence and to increase spoken fluency and lexical appropriacy in IELTS Speaking
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking
<b>Organisation:</b>	whole class and groups
<b>Materials needed:</b>	board ; prompt cards

- 1) Prepare some typical collocations of verb/noun e.g.

*An exam:* take, enter, revise for, pass, fail, etc

- 2) You slowly tell the students the verbs and they have to offer possible collocates as you pause. Start with the more open ones, moving to more fixed ones. Students raise their hands only when they think they have the right noun. They must not shout it out to allow others their chances.

Example:

Take

Enter

Revise for AN EXAM

Pass

Fail

- 3) Get students to repeat these collocations, chorally and individually. Then get them to sequence them chronologically in pairs/groups and discuss differences, to ensure some production of the collocations.

- 4) Now you can change to Noun/Noun collocations

Example: WORK

Workplace, homework, housework, workstation, nightwork etc.

(These could be compounds i.e. fixed collocations.)

House

Home

Night WORK

Piece

Part-time

- 5) Make sure they mark the word stress on the first syllable and get them to produce the correct collocation from your definitions.
- 6) Students now work in pairs creating lists of likely collocates and then test other pairs, or they can stand up and mingle.
- 7) Students write up on the board some examples of their 'word lobsters' i.e. 5 possible collocates of a particular word.
- 8) You can erase some and get students to shout out missing words as a kind of drill.

- 9) Encourage students to record vocabulary in the same way, adding collocates as they come across them.

## Word Stress

<b>Aim:</b>	to improve candidates' production of correct word stress and to maximise intelligibility
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking
<b>Organisation:</b>	whole class and groupwork
<b>Materials needed:</b>	Worksheet ; cards

- 1) Write on the board a typical word family and elicit the number of syllables, mark each with a • or ▪ depending on whether strong or weak and show how stress can change:  
  
E.g.   • . .   . • . .   . . • . .  
         analyse analysis analytical
- 2) Drill students and give examples of sound equivalents e.g. de DA de de = analysis.
- 3) Elicit a sound, (e.g. DA de de) and indicate which word it is on the board.
- 4) Then students can come up to the board and choose a word from other students' sounds.
- 5) Give out worksheet and ask students to mark syllables and check sounds. Alternatively, students can match words to syllable marks. Check any contentious ones e.g. where number of syllables may be in dispute i.e. secretary, personal. It is important that all students are practising aloud their 'de DA de de's here!
- 6) Give students two cards, one with a word, the other with symbols only, but not the matching one. They mingle, saying their sound to others individually until they find their matching word, which they then take.
- 7) They then continue mingling until everyone has a matching pair of cards. This can get quite noisy but this stage must conclude with all students finding their word.

### Notes/Variations:

It is important to make sure the students have the cards the right way up, so don't forget to mark them in some way, e.g. with an arrow underneath the sounds.

You could begin the activity with some work on words with similar stress patterns, such as *-tion/-sion*, where stress falls on the previous syllable, to help students notice how to apply these patterns.

## Word Stress – Worksheet

For syllables with a strong stress, mark •, and for a weak stress, mark ▪.

As an example, the first row is done for you.

	politics	politician	political	
<b>Stress</b>	• . .	• . • .	. • • .	
	personnel	personal	personality	
<b>Stress</b>				
	admin	administrative	administration	administrator
<b>Stress</b>				
	compete	competitive	competition	
<b>Stress</b>				
	demo	demonstrate	demonstration	demonstrative
<b>Stress</b>				
	explore	exploratory	exploration	
<b>Stress</b>				
	employ	employer	employee	
<b>Stress</b>				
	product	production	productivity	
<b>Stress</b>				
	industry	industrial	industrialisation	
<b>Stress</b>				

## Sentence Stress

<b>Aim:</b>	to improve sentence stress
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking
<b>Organisation:</b>	open class and groups
<b>Materials needed:</b>	board

- 1) Write up on the board a sentence which exemplifies/exaggerates the rhythmic features of stress timed language, e.g.

•	•	•	•	•	•	•	•	•	•	•	•
<i>It's</i>	<i><u>not</u></i>	<i>what</i>	<i>you</i>	<i><u>say</u></i>	<i>but</i>	<i>the</i>	<i><u>way</u></i>	<i>that</i>	<i>you</i>	<i><u>say</u></i>	<i>it</i>

- 2) Teacher beats the rhythm and drills students.
- 3) Discuss and analyse the strong/weak forms, elision, and assimilation with the students. Use of IPA here would help, if students are familiar with it.

/snp?wɒtʃu:seɪbʌ?ðəweɪðətʃəseɪjɪ?/

- 4) This is then broken down into chunks with clear pauses:

/snp?/    /wɒtʃəseɪ/    /bʌ?ðəweɪ/    /ðətʃəseɪjɪ?/

- 5) You can do further awareness raising activities reading out sentences and dictating them to students, with selective repetition. Students write the sentences down.

Example:

<p>•   •   •   •   •   •   •   •   •   •</p> <p><i>What I'm <u>trying</u> / to point <u>out</u> / is the <u>opposite</u> view.</i></p>	
<i>Whatever you say</i>	<i>I just can't believe it.</i>
<i>As far as I know</i>	<i>it's the other way round.</i>

- 6) Students mark the number of syllables on the sentences indicating main stress and word groups, and then confer with partners. For feedback you can put the stress/syllable marks on the board and students come up to write the matching sentences. Some oral repetition of sentences would be useful.

- 7) Try alternate stresses to show how meaning can change based on stress pattern.

## Giving Information

<b>Aim:</b>	to raise awareness of likely topics in Part 1 and practise answering questions on them
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking Part 1
<b>Organisation:</b>	whole class then pairs or groups of 3
<b>Materials needed:</b>	paper

- 1) Elicit from students as many topics as they can think of which are likely to come up in Part 1 (such as those listed in Part 1, Understanding the Task Answers and Discussion). Write their ideas on the board.
- 2) Divide your class into pairs or groups of 3, and give each pair/group one of the ideas on the board. With large classes you may have to have more than one pair/group working on the same idea.
- 3) Ask each pair/group to think of at least 6 questions about their topic. Depending on your class, ask them to write them down or make notes, so that each student has a copy for the next stage.
- 4) Put the students into new pairs to ask each other their questions.

### Notes/Variations:

With larger groups the final stage could also be done in groups of 3, with each student observing and then commenting on the interviewee's performance. You may like to focus this on particular aspects, e.g. hesitation, intonation or length of response, depending on what you have recently been working on with the class.

This activity could follow Lexical Sets, where students work on topic-based vocabulary development.

## Interview Role-Play

<b>Aim:</b>	to encourage students not to rely on yes/no answers
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking Part 1
<b>Organisation:</b>	whole class then small groups
<b>Materials needed:</b>	magazine photographs

- 1) Collect a number of magazine photographs, either of famous people who your students know, or of unknown people, for example from advertisements, whose lifestyle can be inferred.
- 2) Explain to the students that they are going to answer questions as if they were one of these people, but whatever the question, they cannot answer with 'yes' or 'no'. If necessary, discuss briefly with the class why yes/no answers are ill-advised.
- 3) Select a photograph that you can use to demonstrate the activity. Show the students the photograph. Explain that you are the person in the photograph, and ask the students to ask you questions about your life.
- 4) Demonstrate alternative ways of avoiding yes/no with your answers, e.g.  
  
St: Do you live in Hollywood?  
T: I don't live in Hollywood.  
or:  
St: Do you live in Hollywood?  
T: I used to, but now I live in Italy.
- 5) Point out that neither answer uses 'no', and ask students to decide which is better and why.
- 6) Give each student a photograph, and ask them to think about the kind of life that person has. This could be done in pairs, so that students can help each other think of ideas. Make sure students realise they can invent what they don't know, especially if the photographs are of famous people.
- 7) Divide the class into small groups, separating pairs who worked together in the previous stage. Tell students to ask each other questions to find out as much as possible about each other's 'life'. Reinforce the point that they must not use 'yes' or 'no' in their answers.

### Notes/Variations:

If you do not have appropriate photographs, you could simply use a list of famous people who your students know enough about, adopting a famous role for yourself for stages 3 and 4 and adapting the other stages appropriately.

## Game – Talk About Anything

<b>Aim:</b>	to give students practice in thinking quickly of things to say about topics in Part 1
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking Part 1, Variation: Parts 2 & 3
<b>Organisation:</b>	groups of 4 – 5
<b>Materials needed:</b>	Worksheet ; timers/watches/clocks

- 1) Divide your class into groups of 4 – 5.
- 2) Give each group a set of about 20 cards. They put the cards face down between them.
- 3) Tell students how to play this game: each student in turn picks up a card and tells the others the topic written on it. S/He then talks about the topic for 15-20 seconds, timed by one of the group. One or two of the listeners should then ask the speaker a question about what has been said.
- 4) If possible, allow enough time for each student to speak on 3 topics.
- 5) To round off the activity, ask the class which topics they found easiest and most difficult to talk about, perhaps recording their reactions so that you can give them more difficult topics later.

### Notes/Variations:

The cards take time to make, so make sure the students don't write on them – then you can re-use them.

You may like to precede this activity with [Lexical Sets](#), where students work on topic-based vocabulary development.

This can be adapted for Part 2, by extending the speaking time and perhaps giving more detailed prompts, or for Part 3, by putting more abstract topics on the cards.

## Game – Talk About Anything – Worksheet

My Street	My Hobby	My Home
My Family	Music I Like	The Weather Today
Our School	Our Teacher	My Last Birthday
This Room	Next Weekend	My Town
Breakfast This Morning	Lunch	Dinner Yesterday

## Keep Going!

<b>Aim:</b>	to practise maintaining a long turn Variation – to practise fillers and devices to give thinking time
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking Part 2
<b>Organisation:</b>	whole class or groups
<b>Materials needed:</b>	board

- 1) Elicit random words from students, in any way you prefer (e.g. words beginning with the first letter of the day you do it), and write them anywhere on the board. (They needn't be very interesting words – it's better if they aren't!)
- 2) When you have a few more words than students in your class, tell the students to choose one word each, but don't tell them why. Write the name of the student next to 'their' word.
- 3) When everyone has a word, tell them that they have to speak about their topic for 1 minute, however little they think there is to say.

### Notes/Variations:

This can also be a useful exercise following work on hesitation devices, when you can add the extra instruction that they give as little information as possible, but still keep going. However, make sure they understand that this variation is to practise using hesitation devices, not what they should do in the test itself.

If you have a lot of words on the board at the beginning, or they look too easy to talk about, ask the students to choose the most interesting words, and then rub them out.

## Hopes and Experiences

<b>Aim:</b>	to provide practice in using tenses appropriately and consistently in long turns
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking Part 2
<b>Organisation:</b>	small groups
<b>Materials needed:</b>	none

- 1) Ask students to note down something which has happened to them, and something which they hope will happen in the future.
- 2) Give them a minute or two to think about what they could say about these two experiences/events. Remind them that they will need to be careful about their use of tenses.
- 3) Divide the class into groups of 3 or 4, and ask them to tell each other about the past experiences they have chosen. They can then discuss what each has said, for example by comparing their experiences or by discussing issues relating to memories of the past or hopes for the future.
- 4) Repeat the process with the hoped-for experience.
- 5) To round off the activity, each group could feedback to the class the most interesting points from their discussion.

### Notes/Variations:

Although you could ask the students to think of the events before the class, they might be tempted to over-prepare or even learn a speech.

## Just a Minute

<b>Aim:</b>	to give practice in finding alternative ways of saying things
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking Parts 2 & 3
<b>Organisation:</b>	whole class or groups
<b>Materials needed:</b>	board ; stopwatch

- 1) Explain the game: students must talk for 1 minute about a topic, but must not repeat any content words, i.e. nouns, verbs except for other auxiliary verbs, adjectives, adverbs. If they want to repeat an idea, they must think of different ways of saying the same thing. The others must listen carefully; if they hear a repeated word, they must shout 'Stop', and say which word they heard twice.
- 2) Write a suitable topic on the board, and ask a confident student to begin speaking about it, perhaps allowing him/her a few seconds to think first. Tell the others to listen as carefully as they can, and stop the speaker when s/he repeats a content word.
- 3) The student who noticed the repetition then talks about the same topic, for the remaining seconds. If s/he also repeats a word, the topic is passed on again in the same way as before.
- 4) Scoring the game: the student who is speaking at the end of the minute gets 1 point, with 1 extra point if s/he keeps the topic for the whole minute.
- 5) The teacher should act as time-keeper and referee if needed. Be careful to stop and start the stopwatch promptly at interruptions and re-starts.
- 6) At the end of each topic, elicit alternatives used, and write them on the board.

### Notes/Variations:

If the class is large, this would be better played in groups, but each group will need a reliable time-keeper.

## Using Linking Words

<b>Aim:</b>	to give practice in using linking words appropriately to produce more complex and cohesive utterances
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking Parts 2 & 3
<b>Organisation:</b>	whole class then groups of about 6
<b>Materials needed:</b>	board

- 1) Write on the board or elicit from students a number of linking words and phrases with the same core meaning as *and* (addition), *but* (contrast/concession) and *so* (cause and effect), leaving an empty space in the middle of the board.
- 2) Ask students to group them according to meaning, and check they know the use of each.
- 3) In the empty space you have left on the board, write or elicit a few topics of general interest, e.g. education, food, entertainment, sport, holidays, the environment.
- 4) Point to a topic at random, and give students time to think of one statement to make about it. Then nominate three or four students to say their sentences out loud, for you to write them on the board.
- 5) Ask students to suggest ways of connecting two of these sentences, using linking words from the board.
- 6) Divide the class into groups, and give them a few minutes to repeat this process, grouping sentences which express the same function (concession/cause etc.).
- 7) Elicit from each group the linked sentence they are most pleased with.
- 8) If time allows, repeat stages 6 and 7 with a new topic.

## Two Minutes

<b>Aim:</b>	to illustrate the time available in part 2 of the IELTS speaking test
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking part 2
<b>Organisation:</b>	either individuals, pairs or groups
<b>Materials needed:</b>	Clock, watch, or online timer

- 1) Students discuss the time available for the three different parts of the speaking test and the total time available. Do they think this is a long or short time? If they have done the test before, did the time pass quickly or slowly?  
  
Part 1: 4-5 minutes; Part 2: 3-4 minutes; Part 3: 4-5 minutes.  
  
Total: 11-14 minutes.
- 2) In part two of the test the candidates will be asked to speak for 1-2 minutes on a given topic. The teacher might want to ask students how they view this. Are they anxious about having to speak without being asked direct questions? Do they welcome the relative freedom of the task? Are they confident they can pace themselves appropriately over a period of 1-2 minutes?
- 3) Teacher tells students they must calculate a period of 2 minutes. Ask students to take off their watches, put away mobile phones etc. or any other device showing the time. Cover any clock in the classroom. The teacher gives the students a starting point and tells them to put up their hands when they think 2 minutes has passed. They can use any technique they like to try to measure 2 minutes, but may not look at any time piece. No talking.

## Tenses

<b>Aim:</b>	to highlight the different time references in speaking part 2, to illustrate appropriate language for candidates to use in their answers, and to provide practice at using the appropriate language
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking part 2
<b>Organisation:</b>	either individuals, pairs or groups
<b>Materials needed:</b>	Whiteboard; worksheet

- 1) in pairs or groups, students brainstorm what they can remember about part 2 of the speaking test: e.g. nature of task, timing, topics etc.
- 2) Hand out the worksheet showing three example questions from part 2 of the speaking test. Ask students to discuss the following (or write on the whiteboard):
  - How are the questions similar?
  - How are they different?
  - What sorts of language would be required?

Possible Answers:

- All are asking the candidate about his/her own life and experience and hopes etc. And all are similarly structured with a general topic followed by bullet points to help the candidate explore the question.
- The time reference is different in each case: a past event; a present routine; a possible future event.

A requires use of mostly past tenses except for last bullet

B requires use of mostly present tenses to describe routines

C requires language for imaginary future, e.g. would, might, could etc.

- 3) Practice. Students work in pairs or groups of three. One student attempts to answer one of the questions on the worksheet. Their partners check their answers for tense errors. There are many ways this could be done. The checkers could write down every erroneous verb form they hear. Then the speaker could try a second time with the list in front of him/her. Or the checkers could tap the desk with a pencil each time they hear an incorrect verb, prompting the speaker to self correct.

## Tenses – Worksheet

- A) Think of something you made or created yourself, e.g. clothing, music, artwork, jewellery etc.

You should say:

- what the item was and when you made it
- how easy or difficult it was to make
- why you wanted to make it
- how you feel about the item now

- B) Think of something you often like to do in the evenings.

You should say:

- what it is and how long it takes
- when you started doing it and why you like to do it
- what things might prevent you from doing it
- how you feel if you don't do it

- C) Is there a qualification that you would like to get one day?

- What is the qualification?
- How easy or difficult would it be to get it?
- How would it be useful or important to you?
- What are the chances you will get it?

## In My Opinion

<b>Aim:</b>	to raise students' awareness of the importance of relevancy when answering part 1 questions.
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking part 1
<b>Organisation:</b>	pairs or groups
<b>Materials needed:</b>	none

- 1) Prepare three or four typical final questions for Part 1 e.g.
  - Why do you think music is important to people?
  - Do you think it is important for young people to play sport? Why/why not?
- 2) Divide your board into four sections i.e.

Team A	Team B	Team C	Team D

- 3) Divide students into teams of (ideally) three students.  
Teams each nominate one person who is going to write in their column on the board.
- 4) Tell students you are going to ask them a Part 1 question.  
Teams have to answer the question by brainstorming reasons for (or against) it e.g.  
Question: Why do you think music is important to people?  
Answer: It helps them relax  
Answer: It might give them a sense of identity
- 5) Make sure students know the rules:
  - A team's answers/reasons must be relevant to the question
  - A team cannot give the same answer/reason twice.
  - A team cannot copy another team's answer/reason from the board.
- 6) Set a time limit e.g 3 minutes, then ask your first Part 1 question.  
Teams start brainstorming/writing reasons on the board.
- 7) When the time limit is up, teams B, C and D decide if team A's reasons are relevant. For each relevant reason, team A gets 1 point. For irrelevancy or repetition, they get a minus point. (remind teams B, C and D that team A will be deciding on their reasons, too! Some teacher adjudication may be necessary!)
- 8 Repeat this process with Team B's answers/reasons, then team C's and D's.
- 9 Repeat stages 6 - 8 with the other Part 1 questions you have prepared.

## Bluff Your Way

<b>Aim:</b>	To encourage students to extend and develop their contributions to a Part 2 task.
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking part 2
<b>Organisation:</b>	pairs or groups
<b>Materials needed:</b>	none

- 1) Choose a Speaking Test Part 2 task e.g.

Describe a book or television programme which has made a strong impression on you.

You should say:

- what kind of book or television programme it is
- when you read the book or saw the film
- what it is about
- why it made an impression on you.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you are going to say. You can make some notes if you wish.

- 2) Hand out the task to students and allow them time to read it, and make brief notes.
- 3) In pairs, students A + B take turns to respond to the task and give the description. (if possible, ensure that the pairs are not within immediate hearing range of other pairs)
- 4) Each pair decides whose description - either A's or B's - they are going to retell to the class. They have 5 minutes to confer with their partner, confirming details or requesting more information. (This is a game of bluff - so the person whose story has NOT been chosen must be sufficiently confident about the other person's description)
- 5) Bring a pair to the front of the class. Nominate another student to choose either A or B to provide the description.
- 6) A or B provides the description in the given time (1 - 2 minutes).
- 7) When the description is finished, other class members put further questions to both A and B to ascertain who is telling the truth e.g.  
 "A - where did you come across the book?"  
 "B - what was the name of the central character?"  
 "A - did it have a happy or sad ending?"
- 8) A and B should respond to the questions convincingly and - in the case of the person who is bluffing - quite spontaneously.
- 9) When the questions run out, get the other students to say who is telling the truth and who is bluffing.

## Making Connections

<b>Aim:</b>	To encourage students to link and organize their Part 3 responses so that the listener/examiner perceives cohesion.
<b>Target Audience:</b>	students
<b>Relevance to IELTS:</b>	Speaking part 3
<b>Organisation:</b>	pairs or groups
<b>Materials needed:</b>	none

- 1) Choose a Speaking Test Part 3 Task e.g.
  - In what ways can tourism affect a country?
  - Is increasing tourism always beneficial to a country?
  - How do you think tourism will develop in your country?
- 2) Create a model answer for one element of the task and highlight the phrases that show consequence, addition, concession, and exemplification, e.g.

That's an interesting question and it's something that's often in the media. Um, for a start, it can be good for the economy. For instance, when foreign tourists spend their money, this can help the local economy - or depending on how much a country depends on tourism - even the national economy. And, er, besides this, it can also provide employment opportunities. One good example would be the hotel and restaurant industries - they may need to hire lots of staff to help deal with all the tourists. Um, having said this, one of the downsides of tourism is that ..if people start building lots of hotels and setting up tourist attractions in areas of natural beauty - then those areas become spoilt. Then what happens is that the tourists stop coming after a while - and you end up with a lot of ugly hotels and unemployment again. So I'd say that tourism has its pros and cons.

- 3) Students read the model answer and guess what the question was.
- 4) Ask students to say which phrase is used for consequence, addition, concession, and exemplification
- 5) Handout cut up set of phrases to pairs of students e.g (appropriate phrases will depend on the task you have chosen)

One good example would be	As well as this,
Besides this,	For instance
As a result,	Nevertheless,
Having said this,	Then what happens is that

- 6) Students match phrases with similar meaning.
- 7) Set up game: (*probably best done through demonstration rather than explanation!*)

*"Student A, mix up the phrases and place them face down on the desk.*

*Read the questions I give you. (give A the tourism questions above or any other Part 3 task you like)*

*You are going to ask B the questions and as he/she talks, turn over a phrase which B must then use. Then, after a few seconds, turn over another phrase, and repeat this until four or five phrases have been turned over and used."*

*"Student B, listen to A's questions and respond. When A shows you a phrase, you need to use it as quickly as possible."*