Lesson 1

Learning outcomes:
- students will be familiar with the format of the IELTS speaking test
- students will have analysed what is required of them in Part 1 of the test in terms of topics and lexical resource
- students will have practised a range of 'typical' Part 1 questions.

Activity 1: What do you know about the IELTS speaking test?

Material: handout 1 (m/c questions)
Time: 15 minutes
Procedure:
- make a copy of handout 1 for each student (or project questionnaire on screen)
- put students into pairs or small groups to discuss and answer the questions
- elicit the answers from the class
- go over key points of the speaking test

Answers: 1 b, 2 a, 3 a, 4 c, 5 c, 6 b, 7 a, 8 c

Length of test: 11-14 minutes
3 parts
part 1 – questions on personal/everyday topics (4-5 mins)
part 2 – a 2-minute talk on a give topic with 1 minute preparation time (3-4 mins)
part 3 – a discussion based on the topic in part 2, in which candidates will be expected to express opinions, to speculate and to discuss on a more abstract level (4-5 mins)
The test is recorded in case the candidate's performance needs to be re-marked.

Activity 2: Part 1 topics

Material: A3 paper and board pens (optional)
Time: 10-15 minutes
Procedure:
- put students into small groups
- write 'personal/everyday topics' on the board
- elicit an example of an everyday topic e.g. home and family
- tell students they have 60 seconds to brainstorm and write down as many possible topics as they can
- when the time is up, find out which group has the most topics. Get a student from the group to write the list on the board. If other groups have different ideas, add these to the list.
- either tell students to make a copy of the list on the board, or write the list on an A3 piece of paper and display in the classroom.
- The list can form the basis of further practice of Part 1 in future lessons.

Possible answers:
my family, hobbies, work, studies, home and accommodation, my town, my country, learning English, important festivals, food, music, ambitions, transport, TV, reading, travelling, music
Activity 3: model answers

Material: handout 2
Time: 15-20 minutes

Procedure:
- make a copy of handout 2 for each student (or project on screen)
- give students about 5-10 minutes to read the questions and answers and to discuss which answers are good/bad and why.
- elicit the answers from the class and discuss the reasons.

1. a) about right length and amount of information
   b) too short
   c) probably too long and too much information. It doesn’t sound like a natural response to the question.

2. a) Just lists places. Again, not very natural-sounding.
   b) too short
   c) about the right length and amount of information

3. a) about right length and amount of information
   b) probably too long and too much information. It doesn’t sound like a natural response to the question.
   c) too short

summarise the main points: Students should . . .
- give natural replies, neither too long nor too short
- not list things
- try not to give one word answers
- not rehearse/memorise answers

- students continue working in pairs and ask and answer the questions about themselves (closed pairs)
- call on two students in the class to ask and answer a question (open pairs)
- repeat open pairs as necessary

Activity 4: developing vocabulary

Material: handout 3
Time: 20 minutes

Procedure:
- tell students that the speaking test is assessed by 4 criteria: fluency & coherence, lexical resource, grammatical range & accuracy, and pronunciation. This exercise is designed to help students to think about appropriate vocabulary for the topics that arise in Part 1 of the test.
- make a copy of handout 3 for each student.
- put students into pairs to complete the task.
- when some pairs have finished, ask them to write their lists on the board. The rest of the class check their answers.
- tell faster finishers to think of more vocabulary items to add to each list. Add all these to the lists on the board.
- you may wish to extend this exercise (for homework) by writing other topics from Activity 2, e.g. family, hobbies, food etc. on the board. Students can brainstorm these for appropriate vocabulary.
Activity 5: practise of Part 1 and feedback

Material: handout 4
Time: 20-30 minutes

There are a number of different ways in which this activity can be done. A procedure can be chosen that suits the size of the class, and/or the number of times the teacher wishes to practise the activity.

Procedure 1

- students will work in pairs, so copy handout 4 – a copy of Student A and Student B for each pair. Also, copy the feedback questions for each student.
- students should not show their copy to their partner.
- tell students to look at the feedback questions and explain that they should tick the boxes as their partner is talking
- student A gives student B a co-ordinate, for example D2. Student B then acts as the interviewer and asks student A the questions in that box.
- student B then gives student A a co-ordinate, and student A asks him/her the questions in the box.
- when both students have asked and answered questions, they should take turns to give their partner feedback
- you may wish to collect the feedback sheets, or do class feedback by asking the questions
- there are enough topics for each student in the pair to answer questions 16 times and it can be used for future lessons

Procedure 2

- students work in groups of 3
- cut up the handout 4A into cards so that there is a pack of 16 topics for each group.
- photocopy a copy of the feedback questions for each student.
- give out a pack of topic cards face down to each group
- the first student turns over the top card and interviews the second student in the group.
- the third students listens to the answers and marks the feedback questions
- repeat this until each students has asked and answered the questions, and taken feedback notes
- allow 5-10 minutes for students to give each other the feedback
Handout 1: What do you know about the IELTS speaking test?

1. The speaking test lasts about
   a) 7-11 minutes
   b) 11-14 minutes
   c) 14-18 minutes

2. There are
   a) 3 parts to the test.
   b) 4
   c) 5

3. In the first part you will be asked questions on:
   a) personal topics
   b) academic subjects
   c) topics in the news

4. In the next part of the test you will:
   a) choose your own topic to talk about
   b) choose between 2 topics you are given to talk about
   c) be given 1 topic to talk about

5. In this part, you will have
   a) no time to prepare
   b) 30 seconds to prepare
   c) 60 seconds to prepare

6. You will then talk for a maximum of
   a) 1 minute
   b) 2 minutes
   c) 3 minutes

7. In the last part of the test you will
   a) further discuss the topic from part 2
   b) discuss your reasons for taking IELTS
   c) discuss your plans and ambitions

8. The speaking test is recorded
   a) so you can have a copy
   b) because it is always marked twice
   c) in case it needs to be re-marked
Handout 2: Good and bad answers

Work in pairs or small groups. Look at the answers to typical questions from Part 1 of the Speaking Test. Which answers (a, b or c) are best? Why?

1 Do you come from a small family or a large family?
   a) Large. There are my parents, me, and my 2 brothers and 2 sisters.
   b) Large.
   c) Large. There’s my mother, Anna. She’s a teacher. My father, Paul, is an engineer. I have 2 older brothers, Phil and Dave. They're at university. And then my 2 younger sisters, Chris and Helen. They’re still at school.

2 What is the area like where you live?
   a) It’s boring. There isn’t anything to do. There are no shops, or parks, or cinemas, or restaurants, or discos or sports centres.
   b) It’s boring.
   c) It’s quite boring. There isn’t much to do – no shops or cinemas or anything.

3 What do you find most difficult about learning English?
   a) The grammar, especially the tenses. Sometimes I don’t know the right one to use.
   b) The grammar. The tenses are very difficult and I don’t know when to use the present perfect or the past tense or when to use the continuous or simple, or when to use ‘will’. Very difficult.
   c) The grammar.

2 Work in pairs. Ask and answer the 3 questions in exercise 1 about yourself.
Handout 3: Vocabulary for Part 1

Add words from the box to the topics below.

<table>
<thead>
<tr>
<th>beach holiday</th>
<th>documentaries</th>
<th>book online</th>
<th>eco-tourism</th>
<th>crime</th>
<th>fantasy</th>
<th>crowded</th>
<th>job satisfaction</th>
<th>current affairs</th>
<th>long-haul flight</th>
<th>part-time</th>
<th>salary</th>
<th>thrillers</th>
</tr>
</thead>
<tbody>
<tr>
<td>look for a job</td>
<td>pedestrian precincts</td>
<td>public transport</td>
<td>made redundant</td>
<td>movies</td>
<td>romantic</td>
<td>sport</td>
<td>package holiday</td>
<td>rush hour</td>
<td>suburbs</td>
<td>salary</td>
<td>thrusters</td>
<td></td>
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<tr>
<td>sci-fi</td>
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</tbody>
</table>

Holidays and travel

*beach holiday*

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Cities and transport

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TV programmes

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............................

Types of novels

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Work

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## Handout 4: Tell me about

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Tell me about your friends.</strong> Do you spend a lot of time with</td>
<td><strong>Tell me about transport on your hometown.</strong> How do you usually</td>
<td><strong>Tell me about your reading habits.</strong> Do you read a lot?</td>
<td><strong>Tell me about television programmes.</strong> Do you watch TV a lot?</td>
</tr>
<tr>
<td></td>
<td>them? What do you do together? Where do you meet? How do you</td>
<td>travel around your town? Is the public transport system good? In</td>
<td><strong>What types of books do you enjoy? Why?</strong> What are you reading at</td>
<td>**What type of programmes do you prefer? What is your favourite</td>
</tr>
<tr>
<td></td>
<td>keep in contact with your friends?</td>
<td>what ways? How could it be improved?</td>
<td>the moment? Do you read books in English?</td>
<td>programme? Where else do you get the news?</td>
</tr>
<tr>
<td>2</td>
<td><strong>Tell me about festivals in your country.</strong> What days are</td>
<td>**Tell me about your holidays. Do you generally go away for your</td>
<td>**Tell me about your studies. How long have you been learning</td>
<td>**Tell me about sports. What sports or exercise do you enjoy</td>
</tr>
<tr>
<td></td>
<td>food on these days?</td>
<td>enjoy doing on your holidays?</td>
<td>use English in future studies or in a job?</td>
<td>to take up? Why (not)?</td>
</tr>
<tr>
<td>3</td>
<td><strong>Tell me about shopping.</strong> Do you enjoy going shopping? Why (not)</td>
<td>**Tell me about your hometown. Is it a big or a small place? What</td>
<td>**Tell me about your home. Do you live in a flat or a house? What</td>
<td>**Tell me about food in your country. Is there a national dish?</td>
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<tr>
<td></td>
<td>? How much time do you spend shopping? Do you shop online? What do</td>
<td>sort of jobs or industries are there? Does it have places to</td>
<td>are some good things about your home? Are there any bad things?</td>
<td>What is it? Do you enjoy cooking? Why (not)? If yes, what sort of</td>
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<td></td>
<td>you buy that you don’t buy from ordinary shops?</td>
<td>spend your free time in? Do you enjoy living there? Why (not)?</td>
<td>Which is better, living in a house or a flat? Why?</td>
<td>things do you cook? If no, who does the cooking in your home?</td>
</tr>
<tr>
<td>4</td>
<td><strong>Tell me about your plans for the future.</strong> Do you plan to do</td>
<td>**Tell me about your hobbies and interests. What do you do in your</td>
<td>**Tell me about your family. Do you come from a large or a small</td>
<td>**Tell me about your taste in music. Do you enjoy listening to</td>
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<td></td>
<td>more studies? What sort of job would you like? Why? What is</td>
<td>free time? Why do you like doing these things? Do your friends</td>
<td>family? Do you spend a lot of time with your family? What do you</td>
<td>music? What sort of music do you listen to? Do your friends like</td>
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<tr>
<td></td>
<td>more important to you, job satisfaction or a high salary? Why?</td>
<td>share the same interests? Are there any hobbies you would like to</td>
<td>do together? How do you celebrate birthdays in your family?</td>
<td>the same music? What about your family? Do they enjoy your music?</td>
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The United Kingdom’s international organisation for cultural relations and educational opportunities. A registered charity: 209131 (England and Wales) SC037733 (Scotland).
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<td>sort of jobs or industries are there? Does it have places to</td>
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<td>Tell me about television programmes. Do you watch TV a lot?</td>
<td>Tell me about your friends. Do you spend a lot of time with them?</td>
<td>Tell me about your plans for the future. Do you plan to do more</td>
<td>Tell me about your family. Do you come from a large or a small</td>
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<td>What is it? Do you enjoy cooking? Why (not)? If yes, what sort</td>
<td>doing? How often do you do it? Is there a sport you would like</td>
<td>of books do you enjoy? Why? What are you reading at the moment?</td>
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<td>of things do you cook? If no, who does the cooking in your</td>
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<td>home?</td>
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</table>
Feedback questions

Name: ..........................................

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Did your partner answer all the questions?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2 Did they speak English all the time?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3 Did they speak too quickly?</td>
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<td>☐</td>
<td>☐</td>
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<td></td>
<td>too slowly?</td>
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<tr>
<td></td>
<td>at about the right pace?</td>
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<td>☐</td>
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<td>4 Were the answers too short?</td>
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<td>☐</td>
<td>☐</td>
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<td></td>
<td>too long?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>about the right length?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>5 Did your partner use appropriate vocabulary?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>6 If they didn’t know the correct word, did they manage to explain or describe what they meant?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7 If they made a grammar mistake, did they try to correct themselves?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
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