

## Test section – Speaking Part 1

# Developing fluency and coherence

### Activities

1. Identifying the use of linking words and phrases in context
2. Identifying the function of linking words and phrases
3. Practising Speaking Part 1 questions, and giving extended answers

### Aims

- to enable students to develop their ability to speak at length using a range of connectives / discourse markers

### Learning outcomes

- Students will be able to identify and use appropriate words and phrases for introducing opinions, reasons, results and facts, as well as linking ideas and expressing uncertainty.

### Information about this section of IELTS

In Part 1 of the Speaking Section, the examiner will introduce themselves and ask the test taker to do the same and to confirm their identity. The examiner will then ask general questions on familiar topics, e.g. home, work, studies and interests. This part lasts for 4-5 minutes.

<b>Time</b>	30-45 minutes depending on amount of speaking practice
<b>Level</b>	B1+
<b>Class</b>	Suitable for groups/large classes, F2F / Online
<b>Interaction</b>	Individual / pair work
<b>Materials</b>	Worksheet attached

## Warmer

### Procedure:

- write one of the sentences below on the board and elicit different responses from students. When you've elicited several responses for one sentence, move onto the next.

*I took my IELTS exam because...*

*I arrived on time for the exam, but...*

*I did well in the exam, so...*

## Activity 1: Matching

**Material:** Worksheet

**Time:** 5-10 minutes

### Procedure:

- make a copy of the worksheet for each student.
- introduce the focus of the activity – Speaking Part 1 and how to extend their answers.
- ask students to work alone and give them 5 minutes to complete the dialogues with answers from the box and then check in pairs.
- get class feedback.

## Answers

### Dialogue 1

Examiner Which relatives did you see most often when you were a child?

Test taker I used to see my grandparents four or five times a week because **4 I went there after school when my parents were still at work** but **2 I don't see them as often now**. Actually, **3 I miss their company a lot** so **4 I'm planning to go round more often in the future**.

### Dialogue 2

Examiner What kind of films do you like?

Test taker It depends, **\*3 if I want some excitement I'll see a horror movie**, but **\*4 if I've had a hard day, I might watch a comedy**. Actually, **1. I chose to watch a comedy last night so** I guess **2 yesterday was a hard day!**

\*Note: phrases 3 and 4 can be swapped over.

## Activity 2: Identifying the function of linking words and phrases

**Material:** Worksheet

**Time:** 5-10 minutes

**Procedure:**

- tell students that the words in bold are linking words and they are used to introduce further ideas. In the Speaking section it's important to extend answers as much as possible.
- ask students to work alone to identify the function of the words and phrases in bold from the previous activity, and then check in pairs.
- get class feedback.

**Answers**

1 but, 2 I guess, 3 Because, 4 So, 5 It depends, 6 Actually

**Follow up activity:** Speaking Part 1 practice

**Material:** Board

**Time:** 10-15 minutes

**Procedure:**

- put students into groups of 3-4.
- write some pre-prepared Part 1 style questions on the board (alternatively, print out the questions on cards).
- tell them one student must start answering the question, then the next student continues the same answer using the linking words or phrases, followed by the remaining students in the group doing the same until everyone has responded to the same question. This continues until a student hesitates for too long (10 seconds) or ideas are repeated.

**Example**

**Q1 What are your favourite colours?**

Student 1: I love red...

Student 2: ...**because** it's the colour of love...

Student 3: ...**I guess** green is also okay...

Student 1: ...**but** I still prefer red...

Student 2: ...**Actually**, all my clothes are red...

- allow about 10 minutes for each group.
- go around and monitor and make notes on the use of linking devices.
- get class feedback on the use of linking devices.

### Follow-up task

Using Speaking Part 1 questions, allow time for learners to practise in pairs by alternating the role of the examiner and the test taker. You can find practice questions on [takeielts.org](https://takeielts.org) or brainstorm possible questions as a class.

For examples of Speaking Part 1 questions, see

<https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/speaking/part-1>

## Speaking Part 1

## Worksheet

## What more can you say?

- 1 Below are two extracts of dialogues from an IELTS Speaking Test Part 1. Complete the test taker's answers with phrases from the box (1 – 4).

## Dialogue 1

Examiner Which relatives did you see most often when you were a child?

Test taker I used to see my grandparents four or five times a week because **but** \_\_\_\_\_. **Actually**, \_\_\_\_\_ **so** \_\_\_\_\_.

- 1 I'm planning to go round more often in the future
- 2 I don't see them as often now
- 3 I miss their company a lot
- 4 I went there after school when my parents were still at work

## Dialogue 2

Examiner What kind of films do you like?

Test taker **It depends**, \_\_\_\_\_, **but** \_\_\_\_\_. **Actually**, \_\_\_\_\_ **I guess** \_\_\_\_\_!

- 1 I chose to watch a comedy last night so
- 2 yesterday was a hard day
- 3 if I want some excitement, I'll see a horror movie
- 4 if I've had a hard day, I might watch a comedy

- 2 Which linking word (in **bold** above) is used to:

- 1 link together two different (or opposite) ideas? \_\_\_\_\_
- 2 introduce your opinion (e.g. I think)? \_\_\_\_\_
- 3 introduce a reason for something? \_\_\_\_\_
- 4 introduce the result of something? \_\_\_\_\_
- 5 say that something is not certain – it is decided by something else? \_\_\_\_\_
- 6 introduce a fact or a contrast to what's being said? \_\_\_\_\_