

Test section – Speaking Part 2

Improving grammatical range and accuracy

Activities

1. Spot the mistake
2. Brainstorming tenses
3. Using discourse markers to extend responses

Aims

- to help students develop their response in the long turn by using a variety of tenses
- to help students develop their grammatical range by using a variety of discourse markers

Learning outcomes

- Students will have practised developing and extending their long turn through the use of different tenses and discourse markers.

Information about this section of IELTS

Part 2 tests the ability to talk about a topic, develop ideas about a topic, and the use of relevant vocabulary and grammar. The examiner will give the test taker a 'task card' with written prompts and will ask them to talk about the topic for one to two minutes including the bullet points on the card. The test taker will have one minute to prepare for the talk and will be given a piece of paper and a pencil to make notes. These notes can be referred to during the talk. The examiner will tell the test taker when to begin speaking and when to stop. At the end of the talk, the examiner will ask one or two very brief follow-up questions. This part lasts 3-4 minutes.

Time	50-70 minutes
Level	B1-B2
Class	Suitable for groups / large classes; F2F / Online
Interaction	Pair or group work
Materials	Worksheets x2 attached

Activity 1: Spot the mistake

Material: Worksheet 1

Time: 15-20 minutes

Procedure:

- introduce the focus of the lesson: Speaking Part 2 (the long turn).
- students can work in pairs or work alone.
- photocopy the worksheet, double-sided, for each student.
- tell students to read the sentences, paying particular attention to the verbs (Ex 1).
- tell students there is one mistake with the verb forms in each sentence and that they should find and correct it.
- put students into pairs or small groups to compare their answers.
- go through the answers with the whole class.
- give students a few minutes to think about and discuss which mistakes they often make with verb tenses (Ex 2).
- explain that to get a good score in Grammatical Range and Accuracy, students will need to show the examiner that they can use a variety of different tenses and verb forms.

Answers

1 The house **belongs** to my parents.

2 Suddenly, I realised that someone **was** following me.

3 I've **known** her since I was a small child.

4 We often **went / used to go** to the seaside for our holidays.

5 It was the first time I **had been** to India.

6 I promised I **would give** it to her the next day.

7 The city **was** destroyed hundreds of years ago.

8 I knew that she **was** coming.

Activity 2: Improving grammatical range: brainstorming for tenses

Material: Worksheet 1

Time: 20-30 minutes

Procedure

- write the following on the board:

a) *Describe a subject you liked or didn't like at school.*

b) *Describe something you would like to buy.*

- put students into pairs or small groups and tell them to think about what tenses and verb forms they could use with the 2 topics on the board.
- elicit ideas from the class and write them on the board.

Possible answers:

a) past simple, past continuous, past perfect, present perfect, would, used to

b) conditionals (if I had ..., I would); present simple, present perfect (I have always wanted ...); modals

- write the following list of verb forms on the board:

past simple

past perfect

past continuous

modal

used to

present perfect

- elicit sentences for example (a) and write them on the board.

*I **was** 12 years old.*

*I **had just started** secondary school.*

*I **was having** problems with maths.*

*I **had** never **liked** maths.*

*During maths lessons, I **would** sit and stare out of the window.*

*I **used to** get my brother to help me with my homework.*

*To this day, I **have** never **understood** Calculus!*

- tell students to work in pairs. They can choose 2 topics from the worksheet (Ex 3).
- in pairs students have one minute to brainstorm the tenses they could use to talk about their chosen topics and to make notes.
- give them 1 to 2 minutes to talk about the topic using those tenses (Ex 4).
- go around and monitor use of tenses.

Activity 3: Extending grammatical range: complex / compound sentences

Material: Worksheet 2

Time: 15-20 minutes

Procedure

- remind students that the test criteria include grammatical range as well as accuracy, that is, students should try to use complex and compound sentences.
- tell students they should look at the sentences paying particular attention to the words / phrases in bold and the grammar forms that follow (Ex 1).
- students should underline the correct form which follows the word / phrase in bold.
- students can compare their ideas in pairs or you can elicit the answers from the whole class.

Answers

1 I enjoy learning English **despite** of the difficult grammar / the difficult grammar.

2 I'd like to go to Australia **because of** the wildlife / I like the wildlife.

3 I know a lovely place **where** we can have a picnic / is good for a picnic.

4 My first teacher, **who** she was very nice / was very nice, was Mrs Adams.

5 My English is quite good, **so** that I can understand American movies. / I can understand American movies.

6 Doing IELTS can be challenging, **but** the speaking test is difficult / the speaking test isn't difficult.

7 I am learning Mandarin Chinese **although** it is difficult / it is easy.

8 I'm taking IELTS **because** I want to go abroad to study/ going abroad to study.

9 The school subject **which** it was hardest / was hardest for me was Chemistry.

10 **If** I work hard, I do well. / I will do well.

- to encourage speaking practice, students continue working in pairs and take turns to complete the sentences **orally** – they should **not** write – about themselves, where possible (Ex 2).

Speaking Part 2

Worksheet 1

Spot the mistake

1 *Work with a partner. Read the sentences paying special attention to the verbs. Find and correct one mistake in each sentence.*

1 The house is belonging to my parents.

2 Suddenly, I realised that someone is following me.

3 I know her since I was a small child.

4 We were often going to the seaside for our holidays.

5 It was the first time I went to India.

6 I promised I give it to her the next day.

7 The city had been destroyed hundreds of years ago.

8 I knew that she is coming.

2 *Continue working with your partner. Talk about the types of mistakes in exercise 1. Do you make any of these mistakes with verbs and tenses? Do you make different mistakes?*

3 *Work with a partner. Choose a Part 2 topic from below. You have 1 minute to brainstorm the tenses you could use to talk about this topic and to make notes.*

1 Describe an important event in your childhood.

2 Describe a job you would like to have in the future.

3 Describe your experience of city life.

4 Describe how you stay healthy.

5 Describe your favourite television programme.

6 Describe your shopping habits.

7 Describe a place you would like to visit one day.

8 Describe a teacher who has had a strong influence on you.

4 *Work in pairs. You have 2 minutes to talk about your topic. Remember to use a variety of tenses.*

Speaking Part 2

Worksheet 2

1 *Underline the correct form to complete the sentences.*

1 I enjoy learning English **despite** of the difficult grammar / the difficult grammar.

2 I'd like to go to Australia **because of** the wildlife / I like the wildlife.

3 I know a lovely place **where** we can have a picnic / is good for a picnic.

4 My first teacher, **who** she was very nice / was very nice, was Mrs Adams.

5 My English is quite good, **so** that I can understand American movies. / I can understand American movies.

6 Doing IELTS can be challenging, **but** the speaking test is difficult / the speaking test isn't difficult.

7 I am learning Mandarin Chinese **although** it is difficult / it is easy.

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9 The school subject **which** it was hardest / was hardest for me was Chemistry.

10 **If** I work hard, I do well. / I will do well.

2 Work in pairs. Take turns to make and **say** sentences that are true for you. Do not write your answers, just say them to your partner.

1 I enjoy learning **despite**

2 I'd like to go to **because of**

3 I know a lovely place **where**

4 My first teacher, **who**

5 I understand English quite well, **so**

6 Doing IELTS isn't easy **but**

7 I am learning **although**

8 I'm taking IELTS **because**

9 The school subject **which**

10 **If** I work hard,