

## Test section – Speaking Part 3

# Overview and practice

### Activities

1. Finding ‘thinking’ time
2. Using other perspectives
3. Part 3 Speaking practice

### Aims

- to enable students to find time to think about the question before answering
- to help students find ideas and responses to Part 3 questions
- to give students practice with Part 3 and to give and receive feedback

### Learning outcomes

- Students will be able to use fixed phrases to buy thinking time.
- Students will be able to look at questions from different perspectives to help come up with answers.
- Students will have practised a range of Part 3 questions.

### Information about this section of IELTS

Speaking Part 3 is a discussion with the examiner. The examiner will ask a broader range of questions based loosely on the topic in Speaking Part 2. The questions require test takers to expand answers further with explanation and examples from the world in general. This part lasts between 4 and 5 minutes.

<b>Time</b>	60-75 minutes (depending on amount of speaking practice)
<b>Level</b>	B1+
<b>Class</b>	Suitable for groups / large classes F2F / Online
<b>Interaction</b>	Pair or group work
<b>Materials</b>	Worksheets x3 attached

### **Activity 1: Review of Speaking Part 3**

**Material:** None

**Time:** 5-10 minutes

**Procedure:**

- elicit what students remember about Part 3 of the Speaking section (a discussion based loosely on the topic in Part 2, in which candidates will be expected to express opinions, to speculate and to discuss on a more abstract and academic level i.e. moving from the personal to general, 4-5 mins).
- put students into groups and give them 2 minutes to brainstorm and discuss possible difficulties they might have or have had with this part of the Speaking section.
- elicit their ideas and write them on the board (Possible: no opinion on the subject, no knowledge or experience of the subject, not knowing what is coming next / difficult to anticipate, more complex language is needed to express opinions or more nuanced ideas).
- put students back into their groups and give them another 2 minutes to think of some solutions.
- elicit these and put them on the board and add the following items if the students have not already stated them:
  - buying thinking time (by using opening phrases)
  - looking at the questions from other perspectives (what would other people or sections of society think?)
  - developing confidence in using certain fixed expressions for giving opinions, speculation.

### **Activity 2: Buying time to think**

**Material:** List of Part 3 questions cut up (attached)

**Time:** 20 minutes

**Procedure:**

- explain that sometimes the questions in Part 3 of the Speaking section may ask about things students have not thought about much, don't know much about, or just haven't thought about recently. Explain that being able to have a little thinking time before they begin to answer can help this situation.
- write the following phrases on the board.
- to get the correct sentence rhythm, stress the highlighted syllables.

That's **interesting!** Let me **think** . . .  
I'm not **sure** how to **answer that**, but . . .  
I've **never really thought** about it **before**, but perhaps . . .  
That's quite **difficult** to **answer**. Um . . .

- you may wish to drill the phrases so that students are confident saying them with the correct rhythm.
- brainstorm for other useful phrases/starters to buy time for thinking.
- put students into pairs or small groups for the activity.
- give a pile of cut-up Part 3 questions to each pair or group.
- tell the class that they should take turns to turn over a card and to answer the question using an opening phrase from the board.
- you may wish to get some feedback by nominating students in the class and reading a question to them for them to answer.

### Activity 3: Different points of view

**Material:** Worksheet

**Time:** 20-25 minutes

#### Step 1 Procedure:

- photocopy worksheet double-sided, 1 for each student.
- write the following Part 3 question on the board: *Is tourism generally a good thing?*
- ask: *who are some of the people affected by tourism?* (Possibly: owners and workers in local industries and travel businesses, unemployed people looking for work etc.).
- write the students' ideas on the board.
- students copy the list from the board onto their worksheets.
- elicit what other ways the question could be approached (Possibly: social / economic / local / national / international / global).
- go through the list of useful phrases with the class.

#### Step 2 Procedure:

- put students into pairs.
- each pair chooses 2 or 4 questions from the other side of the worksheet (depending on time) to brainstorm in the same way as procedure 1.

- in their pairs, students practise answering their question in 3 different ways, that is, another person's point of view, a different perspective, and their own experience or opinion.
- for feedback, ask the questions and ask students to volunteer their answers.

#### **Activity 4:** Part 3 Speaking practice

**Material:** Part 3 question cards (attached) and feedback sheets (attached)

**Time:** 15-20 minutes

#### **Procedure:**

- photocopy and cut up the list of Part 3 questions and the feedback sheets so that there is one question card and one feedback sheet for each student. You could just use 2 topics for the whole class, and use the other topics for further/later practice.
- put students into pairs A and B and give each student a question card. Make sure that the students A and B have different topics.
- write these questions on the board:
  - Why do you think that?*
  - What do you mean by that?*
  - Can you give me an example of that?*
- explain that when you say 'start' student A should look at his/her card and start asking student B the questions on it.
- tell student A that if their partner finds it difficult to answer the questions or answer very briefly, student A can prompt them with the questions on the board.
- student B answers the questions. Student A should make notes on the feedback sheet.
- say 'stop' after 4 to 5 minutes.
- students swap roles, student B asks student A questions. Student B should make notes on the feedback sheet.
- give students a few moments to give each other their feedback.

If there is time, students could practise with another topic, or you could use the questions cards to ask individual students questions in open class.

## Speaking Part 3

## Worksheet

*To be cut up*

Is there a need for museums in society?

Do you think that travelling is less exciting than it used to be?

Is tourism generally a good thing?

Should young people be made to stay on at school until they are 18?

Are young children today being made to grow up too quickly?

Do you think electronic equipment is better for communication than being face-to-face?

Has shopping on the Internet, e-shopping, increased consumerism?

Should private cars be banned from city centres to help reduce pollution?

Do you think television brings members of a family together or separates them?

Why are more and more people becoming unhealthily overweight, or obese, particularly in western countries?

## Speaking Part 3

## Worksheet

## Different points of view

1 Add more people, perspectives and personal points of view to the lists below.

Is tourism generally a good thing?

**People**

Who are affected by tourism?

*a hotel worker*

**Perspectives**

How can we analyse the question?

*from an environmental perspective*

**Personal**

What do I or those around me think?

*my experience of tourism*

## Useful phrases

**I don't really know, but if** I worked in a hotel, I would think tourism was a good thing because . . .

**I'm not sure, but from an** economic **perspective**, tourism produces a lot of money.

**From my own experience, I think** tourism is a good thing because . . .

**Speaking Part 3**

**Worksheet**

*2 Work in pairs. Choose two of the Part 3 questions below. Make notes on the people who may be concerned, the different perspectives that could be used, and any personal responses to the question.*

Is there a need for museums in society?

Should young people be made to stay on at school until they are 18?

Are young children today being made to grow up too quickly?

Should private cars be banned from city centres to help reduce pollution?

Do you think that travelling is less exciting than it used to be?

Do you think electronic equipment is better for communication than being face-to-face?

Has shopping on the Internet, e-shopping, increased consumerism?

Do you think television brings members of a family together or separates them?

Why are more and more people becoming unhealthily overweight, or obese, particularly in western countries?

*3 In your pairs, answer the question with three different perspectives using the phrases from exercise 1.*

**Speaking Part 3****Worksheet*****To be cut up*****Electronics**

- Do you think electronic equipment is better for communication than being face-to-face?
- What electronic equipment do people have in their homes in your country?
- How has this changed over the past few years?
- How do you think people would spend their time if they didn't have this equipment?
- Some people believe that very soon, all new housing will be 'smart' housing, that is heating, lighting, opening and closing etc. will all be controlled from a mobile phone. How realistic do you think this prediction is?

**Education**

- Should young people be made to stay on at school until they are 18?
- Do you think schools should encourage memorising facts and information rather than creativity?
- How has education changed in your country in the last 20 years?
- Many people can foresee a time, when all classes will be delivered via a computer rather than in a classroom. Do you think this will happen in your country?
- How important is it to a country to have a well-educated population?

**Children and young people**

- Are young children today being made to grow up too quickly?
- What effects do you think advertising has on children?
- Some people believe that as children develop more quickly these days, they should be considered as full adults from the age of 16. Do you agree or disagree?
- Do you think there is more pressure on young people today than in the past?
- In some countries around the world, there seems to be an increasing gap between young people and older people. To what extent is this true of your country?



**Speaking Part 3****Worksheet****Museums and art**

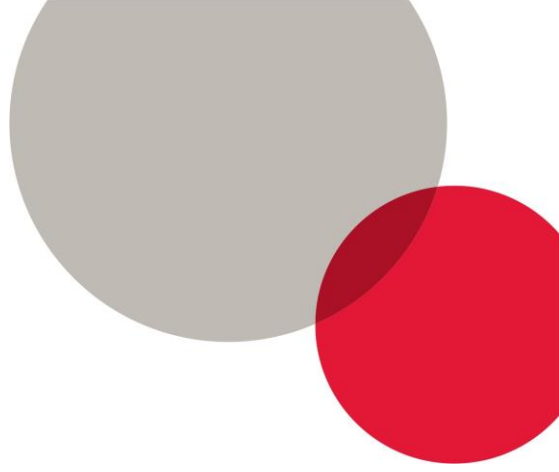
- Is there a need for museums in society?
- How can more people be encouraged to visit museums?
- In some countries, graffiti is accepted as an art form. Do you think graffiti is art?
- Some forms of art, such as ballet and opera, are very expensive to see. Should the state sponsor these art forms so that they are more accessible to ordinary people?
- How do you think art and the presentation of art will change in your country in the future?

**Tourism and travel**

- Is tourism generally a good thing?
- How has tourism to your country changed over the last 20 years?
- Has the typical family holiday changed in your country over the past few years? Why?
- Why do you think people want to travel?
- Some people say that in only a few years' time, holidays in space will be affordable for ordinary people. Do you think this is likely?

**Transport and cities**

- Should private cars be banned from city centres to help reduce pollution?
- Do you think that making more areas of cities into pedestrian-only zone increases or decreases business in local shops?
- How has public transport changed in your country in your lifetime?
- Some people believe that public transport systems should be run by private companies not national or local governments. Do you agree or disagree?
- How do you think the way we travel to work will change in the future?


**Speaking Part 3**
**Worksheet**
***To be cut up***

<b>Feedback questions</b>	Yes	Usually	Sometimes	No
Did your partner answer the questions				
clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fully?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
without hesitating too much?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your partner				
paraphrase/describe/define words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
try to correct any grammar mistakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Feedback questions</b>	Yes	Usually	Sometimes	No
Did your partner answer the questions				
clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fully?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
without hesitating too much?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your partner				
paraphrase/describe/define words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
try to correct any grammar mistakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>