

## Test section – Speaking Part 3

# Using linking devices

### Activities

1. Matching questions and answers
2. Identifying the use of linking devices
3. Part 3 Speaking practice

### Aims

- to raise awareness and give practice of appropriate linking devices for Speaking Part 3

### Learning outcomes

- Students will be able to identify appropriate linking devices for comparing, commenting on, speculating, explaining, and generalising.
- Students will have practised a number of Part 3 questions using the linking devices.

### 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>	30-60 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: Matching**

**Material:** Worksheet 1

**Time:** 5-10 minutes

**Procedure:**

- make a copy of the worksheet for each student. You may wish to copy Worksheet 2 on the back.
- introduce the focus of the activity – Speaking Part 3.
- put students into pairs and give them 5 minutes to match Part 3 questions 1-4 with a test taker’s responses.
- get class feedback.

**Answers**

1 c, 2 d, 3 b, 4 a

- tell students to read the responses again and to discuss, with their partner, what the words and phrases in bold have in common (all linking devices).

**Activity 2: Identifying the use of linking devices**

**Material:** Worksheet 2

**Time:** 20-30 minutes

**Procedure:**

- make a copy of Worksheet 2 for each student.
- put students into pairs or small groups.
- tell students to look at each word or phrase in bold on Worksheet 1 and put it into the table under its correct use/function.
- get class feedback.

**Answers**

Speculating	Giving reasons	Hedging (buying time to think)
If . . . . , it could . . . . . . it might . . . it's possible that it's(un) likely that	Another reason is because of due to owing to	Well that's really difficult to say. I haven't really thought about that before . . .

in all probability	so that	That's an interesting question.
<b>Giving results</b>	<b>Expressing opinions</b>	<b>Referring to time</b>
As a result so consequently	I think I suppose I (do) believe in my opinion	nowadays ago in the past now
<b>Giving examples</b>	<b>Comparing/contrasting</b>	<b>Generalising</b>
For example such as for instance	healthier however whereas	generally overall in many cases in general

- give the pairs/groups 5 minutes to brainstorm other possible linking words or phrases.
- write the table on the board and ask a student from each group to come up and write in the linking devices they had brainstormed.
- go through these (correcting where necessary) and tell the students to add these new linking devices to their worksheet. (Some possible answers are in red, in the table above.)

### Activity 3: Speaking Part 3 practice

**Material:** Worksheet 3

**Time:** 10 minutes per pair for each topic

**Procedure:**

- make a copy of Worksheet 3 for each student.
- put students into pairs.
- tell them to take turns to ask and answer the questions about food from Worksheet 1. The student reading out the questions should make notes on the linking devices their partner uses and give their partner feedback.
- allow about 10 minutes for each pair including feedback time.
- go around and monitor and make notes on the use of linking devices.
- get class feedback on the use of linking devices.

## Follow-up

- get students to answer the sets of questions on Worksheet 2 that they did not answer in class time, and to record their answers on their phone/computer.
- tell them to transcribe their responses (including *uhms* and *ers*) word-for-word and to analyse them.

Did I give reasons / examples?

Did I make comparisons and contrasts?

Did I speculate?

Did I use the appropriate linking devices?

## Matching

Read and match these Part 3 questions with the test taker's responses.

- 1 In what way have people's food-shopping habits changed over the last decade?
- 2 How have these changes in food-shopping habits affected the shops themselves?
- 3 Do you think that people's eating habits have changed recently?
- 4 To what extent will these changes continue in the future?

a **Well, that's really difficult to say.** If the present trend continues, it **could** result in lower prices and that might encourage more people to eat that way. **Another reason is** that many people are worried about the environment and I **think** that this also **might** affect the choices they make about the food they buy.

b Well I **suppose** there's the change I've mentioned to order delivery of ready meals but I also **think** there has been a shift to **healthier** eating too, and in people's wish to eat locally-sourced and ethically-produced food. Obviously, this isn't a change everybody has made but I **do believe** there is more emphasis among some people on good food rather than just quick food.

c Well, **in my opinion** the most obvious change in many countries is that it is much easier **nowadays** to order food online than it was, say, 10 years **ago**. **As a result**, people more and more order either cooked meals or the ingredients for cooking at home rather than going to the shops. Also, I **think** younger people **generally** prefer to spend their time socialising rather than preparing food **so** delivered ready meals are the answer.

d I'd say that **overall** physical shops have been affected quite badly. **For example**, many main street food shops, **such as** butchers and greengrocers have had to close down **because of** the lack of customers. **In the past**, these shops would have had regular customers but **now** many of them are empty.

**Speaking Part 3**

**Worksheet 2**

**Identifying the use of linking devices**

*Put the linking devices in bold from the responses in Worksheet 1 into the correct column describing their use.*

<b>Speculating</b>	<b>Giving reasons</b>	<b>Hedging (buying time to think)</b>
<b>Giving results</b>	<b>Expressing opinions</b>	<b>Referring to time</b>
<b>Giving examples</b>	<b>Comparing/contrasting</b>	<b>Generalising</b>

*Work with a partner or in small groups. Can you add any more words and phrases?*

## Speaking Part 3

## Worksheet 3

## Speaking practice

- 1 *Work with a partner. Take turns to ask and answer the 4 questions about food with your own ideas.*
  
- 2 *Choose one of the topics below and ask your partner the questions. Listen carefully to their answers. Did they use linking devices?  
Now, answer your partner's questions.*

Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time?

Let's talk about the role of advertising.

- Do you think advertising influences what people buy?
- Do you think the form of advertising has changed over recent years?

Let's talk about celebrations more generally.

- Why do you think celebrations are important in society?
- Do you think celebrations are experienced differently by the different generations?

Let's talk now about international events.

- Do you think international events help to promote cooperation and collaboration between countries?
- Do you think we will see changes in the future to international events? And if so, what sort of changes might we see?

<https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/speaking/part-3>