



Classroom Activities for Developing IELTS Speaking Skills

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Getting to Know You

Let's find out more about each other!

- You are going to introduce yourself to your partner for 1 – 2 minutes.
- You will have a minute to prepare what you would like to say, and you can make some notes in the space below.
- Your partner will time you and will remain silent while you are introducing yourself but may stop you when the time is up by asking you a follow up question.

Partner A

Your one minute preparation time starts now.

Introduce yourself to your partner and tell them about the place that you come from.

You should say:

- Where the place is
- What it is famous for or known for
- Your most vivid memory of that place

Partner B

Your one minute preparation time starts now.

Introduce yourself to your partner and tell them about your studies/job.

You should say:

- What you do
- How long you have been studying/working
- What you like most and least about your studies/job

How much do you know?

Read the following text and fill in the gaps using words or numbers.

IELTS Speaking is usually between (1) and (2) minutes long. Speaking tests are (3) on a portable device.

Part 1 lasts about (4) minutes. The examiner introduces him/herself, checks the candidate's (5) and asks questions about some (6) topics.

Part 2 lasts about (7) minutes. The (8) is given a (9) with a topic and some prompts printed on it and has (10) minute to prepare a talk. S/he is given (11) and (12) so that h/she can make (13) to help him/her. H/she talks about the topic for (14) minutes.

In **Part 3** the (15) and the (16) discuss the topic from Part 2 in a more (17) way. This part lasts about (18) minutes.

Now check your answers in the Information for Candidates booklet

Improving Answers

Aim: to raise awareness of the need to give interesting answers and to avoid one-word responses.

Improve these answers by adding some more information.

Interviewer: Where do you come from?
Candidate: Burgas.

Interviewer: What do you do in your spare time?
Candidate: I enjoy reading.

Interviewer: Tell me about your family?
Candidate: I'm married.

Interviewer: What is your job?
Candidate: I'm an engineer.

Interviewer: What do you like most about your job?
Candidate: My colleagues.

Noughts and Crosses

<i>when</i>	<i>where</i>	<i>why</i>
<i>how</i>	<i>what</i>	<i>do</i>
<i>were</i>	<i>is</i>	<i>are</i>

Put students into 2 teams. Together they write 3 questions for each box above.

e.g. **Why** are you taking the IELTS exam?

What do you enjoy doing at the weekends?

Team A name a box and nominate a candidate

Team B read out a question

Team A candidate responds to question

Team B decide if the answer is adequate or not (Teachers is final arbiter)

If adequate answer, team A win the box.

If inadequate, the box remains open

Continue activity until one team gets a line of 3 boxes (horizontally, vertically or diagonally)

Teacher should keep a note of answers for post-activity discussion / correction.

Tell us about

Aims: to encourage fluency and to increase confidence in ability to speak at length

This can be done as a board game in small groups, or just 'turn over' and speak in pairs or small groups.

The first few times you do this activity, get students to speak for just 15 seconds. Get their partner or other people in the group to time them, and stop them at the end of the 15 seconds. (Being stopped in full flow, increases confidence.) Build up the length each time you do the activity.

Tell us about . . . your most valuable possession.	Tell us about . . . a person who has had an important influence on you.	Tell us about . . . your best friend.
Tell us about . . . the best holiday you have ever had.	Tell us about . . . an important festival in your country.	Tell us about . . . your greatest achievement.
Tell us about . . . a film you have seen recently.	Tell us about . . . a book you have read recently.	Tell us about . . . your favourite food.
Tell us about . . . an interesting journey.	Tell us about . . . the worst place you have ever been to.	Tell us about . . . the type of music you enjoy.
Tell us about . . . a teacher you remember for being	Tell us about . . . a sport or hobby you do in your free time.	Tell us about . . . where you would take a visitor to your city.
Tell us about . . . tourism in your country.	Tell us about . . . hobbies and pastimes you had as a child.	Tell us about . . . student life and universities in your

Just a Minute

Procedure

1. Pick a card and look at the topic on it.
2. You will have 30 seconds to prepare a one-minute talk.
3. There are two rules:
 - You cannot repeat any *content words**
 - You cannot hesitate for more than two seconds
4. Scoring (optional):
 - 1 point = S talks for one minute
 - 2 points = S talks for one minute without hesitations of more than 2 seconds
 - 3 points = S talks for one minute, without hesitations and without repeating *content words**

* *Content words*: If asked to talk about 'A museum you have visited', content words would include 'museum', 'visit', 'artefacts' etc. Students should use synonyms and paraphrase, rather than repeat content words.

Possible topics

A teacher who has had an important influence on you.

Festivals in your country.

Your favourite relative

Food in your country

A typical wedding

A book you would recommend

Television programmes in your country

Different Perspectives

1. *Should the state provide cheap housing for low-income earners?*

Produce an answer from the perspective of:

- a low-income earner
- a tax payer
- a local MP

2. *Does tourism only have a positive effect on a country?*

Produce an answer from the perspective of:

- a local tradesperson
- a tourist
- an environmentalist

Useful language

Opening the discussion

Well, in my view there's / there are one/two main . . .

I think it depends on . . .

It's difficult to say because . . .

There are a number of points/issues/questions . . .

I would say that . . .

Adding information

What's more . . .

Perhaps I should also mention . . .

Plus the fact that . . .

Generalising

As a rule, . . .

Generally, . . .

Again and again . . .

Illustrating your point

For instance, . . .

Take for example . . .

To give you an idea

Asking for repetition

Sorry, I didn't catch that.

Could you say that again please?

Activities for developing paraphrasing / defining / describing skills

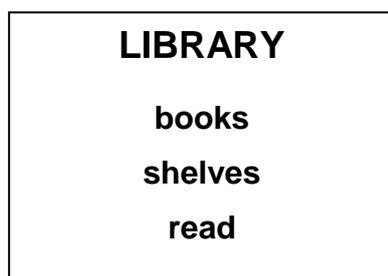
1. Communicative crosswords

There are many of these in vocabulary resource books. Two students have different parts of the same crossword. Each student writes a definition / description of a word written in their crossword. Their partner listens to the definition and tries to guess the word. The pair continues until both of them have completed the crossword.

2. Taboo

This is a registered game and can be bought for use with students. It is just as easy to make up your own version, or get the students to do so. This also ensures that the vocabulary that is practised is relevant to the students.

On pieces of card or paper, write the word that the student must explain to their colleagues and a list of 3-5 (depending on how difficult you want to make it) words they are not allowed to use in their explanation.



3. Don't say the word

Similar to *Taboo* except in this activity, the whole class is explaining words to their colleagues.

Place 2 chairs at the front of the room, with the back to the whiteboard. Divide the class into 2 teams and get one volunteer from each team to sit in the 'hot seat'.

On the board, write a word for Team A and a different word for Team B. When you say go, everyone tries to define/explain/describe the word to their colleague in the hot seat. They are not allowed to use the word on the board.

The first person to guess the word wins the point and 2 new volunteers take the places of the first two.