BRITISH COUNCIL **IELTS**

Test section – Speaking Part 1

Grammatical range & accuracy and lexical resource

Activities

1. Upgrading answers (Warmer)
2. Matching replies
3. Improving answers
4. Part 1 practice

Aims

- to raise awareness of the need to use / practise using a wider range of grammar / lexis in Part 1 of the Speaking section

Learning outcomes

- Students will be aware of the need to demonstrate a wide range of lexical resource in the Speaking section.
- Students will have analysed sample responses to identify grammatical and lexical range.
- Students will have written sample responses.
- Students will have practised Part 1 style questions.

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.

Time	45 minutes
Level	B1+
Class	Suitable for groups / large classes, 1:1 F2F / Online
Interaction	Pair or group work
Materials	Worksheets x2 attached

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Board and board pens

Activity 1: Warmer

Material: Board and board pens

Time: 5 minutes

Procedure:

- tell students they are going to look at how to impress the examiner (elicit the meaning of impress if necessary) in Speaking Part 1.
- write the question: *What do you do to keep healthy*? on the board. Ask a student to ask you the question and give a short answer (e.g. I run.) Ask students if your answer would impress the examiner and why (not). (No. It's a very short answer, there is not enough use of language for the examiner to assess your English).
- elicit some longer / more impressive answers from students.
- elicit which criteria this might impact i.e. Grammatical Range and Accuracy, Lexical Resource.
- depending on your students' familiarity with the band descriptors, you may wish to spend more time looking closely at these two criteria. Elicit your students' target band scores and what the main points are under GRA and LR for their band. https://s3.eu-west-2.amazonaws.com/ielts-web-static/production/Guides/ielts-speaking-band-descriptors.pdf

Activity 2: Matching replies

Material: Worksheet 1

Time: 15 minutes

Procedure:

- hand out worksheet 1. Students work in pairs to match a reply from the left column (1 – 6) with a reply to the same question from the right (A – F).
- pairs decide which of the two replies is the most impressive and tick the reply which is better.
- students prepare to defend their choices based on the lexis and grammatical features of the replies.
- do answer 1 together as a class before allowing time for pairs to complete the analysis of the remaining responses.
- elicit ideas open class.

Answers: 1 D, 2 F, 3 A, 4 B, 5 E, 6 C

Suggested answers (other suggestions may be acceptable):

(1) **D** is better – see example on worksheet

2 (F) is better. Vocabulary – in F '*children'* is repeated, in 2 it's substituted with '*toddler / kids'*. '*Nice'* and '*bad'* from F are substituted with '*entertaining'* and '*naughty'* which are less common and more specific lexical items. '*spend (lots of) time around'* is a natural use of collocation.

(3) **A** is better in its use of less common and more natural expressions. '*to be really into'* is a natural use of less formal language and a good synonym for '*like*'. '*Tops and accessories'* are more specific lexical terms and more appropriate than listing items of clothing. '*I've got loads of'* is a very natural use of less formal language which is highly appropriate for speaking.

4 (B) is better as it demonstrates a wider range of grammatical structures with a greater mix of simple and complex sentences. Compare, '*I've been playing… since*…' to the over reliance of present simple in B. In the use of less common, more natural phrases '*I'm a big fan of*', 4 also shows a wider lexical resource than B, '*my favourite'.*

5 (E) is better as it demonstrates a wider range of grammatical structures. Compare the uses of past simple, used to and present simple with E's over-reliance on past simple. Lexical resource is also more specific '*neighbourhood'* and natural quantifiers are used: '*a bit', 'loads'.*

(6) **C** is better as the speaker uses a range of very specific adjectives to describe food i.e. '*savoury, sweet, spicy, greasy'.* In 6, the speaker provides examples of food with little description. C also uses a wider range of verbs, i.e. '*love, prefer, tend to (choose), avoid'.* Point out the use of verb patterns in both responses: tend / try + infinitive.

Activity 3: Improve the answer

Material: Worksheet 2

Time: 15-20 minutes

Procedure:

- draw attention to worksheet 2.
- pairs work together to upgrade the 3 replies.

- whilst on task, monitor to offer suggestions or pick up areas for feedback.
- elicit the possible questions that were asked for these replies.
- change pairs.
- new pairs ask and answer the questions with their prepared responses.
- whilst on task, monitor for delayed feedback.

Suggested answers:

Example: Do you ever shop online?

1. What is your favourite sport?

2. How well do you know your neighbours?

3. Where do you think you'll go for your next holiday?

Feedback

Material: Board and board pens

Time: 5 minutes

Procedure:

- whilst students are on previous task, begin to record any areas for feedback i.e., errors or good use of language.
- elicit corrections.
- elicit peer feedback on the responses that students heard.

Follow-up task

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

Topics include:

home, music, work / study, free time, sports, food

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Speaking Part 1   **Worksheet 1**

Grammatical Range and Accuracy & Lexical Resource

1   *Match a reply on the left (1 – 6) with a reply to the same question on the right (A – F). Example: 1 = D*

2   *Now decide which reply is better. Think about grammar and vocabulary.*

Example: The grammar to express future is more impressive than 1, e.g. D = 'to be planning to' and 'to be due to' (in 1 = 'will' is repeated). There's also some good vocabulary in D, e.g. 'take a degree in…'

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1 I think I'll study Engineering next year. I will decide after my exams.

A I'm really into green. I've got loads of green tops and accessories because people say it suits me.

2 I spend lots of time around children because I've got two – well one is only a toddler. My kids are very entertaining but they can also be naughty.

B My favourite sport is football. I play football every week in the summer.

3 I like blue. I often wear blue clothes like t-shirts, shorts, socks…

C I love all kinds of food. I prefer savoury dishes to sweet ones. In restaurants I tend to choose spicy meals.

4 I'm a big fan of tennis. I've been playing every week since I was about 10 years old.

D I'm planning to take a degree in Engineering. I'm due to start the course in September next year.

5 I still live in the same neighbourhood I grew up in. It used to be a bit boring but now there are loads of shops and restaurants.

E I grew up in Wakra. I lived in a small house. Wakra was boring.

6 I really like food. My favourite food is chicken and rice. I don't like vegetables very much but I try to eat them because they're healthy.

F I often play with children because my sister has 3 children. They are nice children but sometimes they are bad.

Speaking Part 1   Worksheet 2

Grammatical Range and Accuracy & Lexical Resource

1   Work in pairs. Try to improve the following replies from IELTS test takers.

Example: I sometimes buy things on the internet, like clothes. You can buy the
*   new styles and they are cheap.*

I shop on the internet quite regularly, usually for work clothes. The stuff that's available on the internet is usually more up-to-date and often less expensive than in the shops.

1. My favourite sport is football. I like watching it and playing it.

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2. I know my neighbour, she is very nice. We met in 2018 and she helped me when I was sick.

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3. My next holiday will be in Europe. It will be my first holiday in Europe. I want to visit important places and museums.

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2   What questions do you think the Examiner asked?

1………………………………………………………………………………………
2………………………………………………………………………………………
3………………………………………………………………………………………

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