

1

READING

Leisure Activities

Section aims:

- ▶ To teach students a procedure to follow when first approaching a passage.
- ▶ To introduce and practise the skills of skim reading to understand main ideas and scan reading to locate information within the text.
- ▶ To practise a number of task types – matching headings to paragraphs; summary completion; short-answer questions.

1 Introduction

Aims: To introduce the topic of leisure activities and to act as a lead-in to the reading text about stress and holidays.

To introduce some of the vocabulary that arises later in the unit.

- A** ▶ Direct students' attention to the photo and ask them questions to orientate them to the topic such as:
Where do you think this photo was taken? Has anyone been to somewhere similar? What can you do on this kind of holiday?
- ▶ Put the students into pairs and have them discuss the questions with their partner.
- B** ▶ Explain to students that the words in the language box will appear in the reading passage. Have them work individually or in pairs to group the words into the three categories.

ANSWER KEY

calm: relaxed, utterly unstressed

quite stressed: a little frustrated, pretty anxious, somewhat nervous, slightly edgy

stressed: really stressed out, incredibly uptight

Support

- ▶ Check that students understand the meaning of the words *calm*, *stressed* and *worried* by asking them to plot the three words on the following scale (drawn on the board):

☺ _____ ☹

(*calm* = ☺, *stressed* = ☹ and *worried* would be approx ½ the way along the scale near ☹)

Challenge

- ▶ To practise using intensifiers, point out the words *somewhat*, *really*, *a little*, *pretty*, *slightly*, *incredibly* and *utterly* from the language box and ask students the following question: *What function do these words have?*

Elicit that they make the adjective that follows them more, or less, intense. In fact, they are known grammatically as 'intensifiers' or 'submodifiers'.

- ▶ Ask students to rank these words (1–7) in order of intensity from weak to strong.

ANSWER KEY

1/2 a little, slightly; 3 somewhat; 4 pretty; 5 really; 6/7 incredibly, utterly

- ▶ Ask students if they know any other intensifiers.
Suggested answers: *quite*, *very*, *rather*, *totally*, *reasonably*
- ▶ Ask students to add these words to the list above and rank them.

ANSWER KEY

1/2 a little, slightly; 3/4 somewhat/reasonably*; 5 quite; 6/7 pretty, rather; 8/9 really/very; 10/11/12 totally/incredibly/utterly

Note: *somewhat* is usually followed by an adjective with a negative connotation; *reasonably* is followed by one with a positive meaning (e.g. *calm*).

- C** ▶ Ask students to read though the instructions and then have them close their eyes for a minute so they can imagine different situations where they have felt these emotions. Give them a minute or so to take down a few notes. Then put them into pairs to compare and discuss.

In the exam

Use the information in the *In the exam* box to introduce the IELTS reading module. Either have the students read the information to themselves, or read it aloud while students follow. After students have read the information, ask them to close their books, then ask questions to check their comprehension, for example: *How long is the Reading paper? How many questions are there?* etc.

2 Approaching the text

Aims: To teach a procedure students can follow when they first approach an IELTS reading passage.

To show how students can predict the content of the passage by looking first at the title, photo, caption and first paragraph.

To show students how an initial skim read can achieve a general understanding of the text.

- A** ▶ Explain to students the standard procedure for first approaching IELTS reading passages, i.e. before starting to read the passage, they should look first at the title, subtitle, any photos or illustrations and the first paragraph. Explain to them that IELTS is all about speed reading and that they will need to read in a particular way which will no doubt be different to the way they normally read in their own language. Making initial predictions about the content of the passage will help them to read and understand the passage more quickly.
- ▶ Ask students to read the instructions and do the task.

ANSWER KEY

Holidays can be stressful.

- B** ▶ Ask students to skim the passage to decide the main theme. Emphasise to students that you want them to *skim* the text rather than read it in detail. To ensure that they only skim, give students only two or three minutes to do the task. Refer students to the *express tip* box on page 12 for a brief definition of skim reading. Ask the class whether their predictions in the previous section were correct.

ANSWER KEY

The article is aimed at a general readership. You might see this article in a newspaper.

3 Skim reading for main ideas

Aims: To teach students how to understand the main ideas of the passage by focussing on the topic sentence of each paragraph as they skim the passage a second time.

To teach students how to identify the main idea of each paragraph by separating it from supporting information.

Express tip

Read out the advice in the box while students follow in their books.

- A** ▶ Ask students to read the instructions to the task. Explain that understanding the main ideas of the passage will enable students to locate answers to questions much more quickly – it provides them with what is sometimes referred to as a ‘map of the text’. Explain that each paragraph should have a topic sentence/main idea: this text with eight paragraphs should have eight main ideas.
- ▶ Ask students to read through the instructions and then do the task.

ANSWER KEY

Paragraph E: ‘To answer these questions we now have a formula to calculate the amount of holiday time needed to recover from the stress of preparing for what should be our annual period of rest and recuperation.’

Paragraph F: ‘Ms Quilliam points out that today’s pressurised lifestyles mean that going on holiday is a lot more stressful.’

Paragraph G: ‘So according to Ms Quilliam, the secret to a stress-free holiday is planning, choosing the right kind of holiday and having realistic expectations.’

Paragraph H: ‘The results of a survey commissioned by Lloyds TSB bank and carried out by Ms Quilliam have confirmed her theories; today’s holidaymakers really are stressed out.’

B Express tip

Read out the advice in the box while students follow in their books.

- ▶ Explain to students that identifying topic sentences is the first step to identifying the main ideas of the passage. The second step is to summarise each paragraph in their own words. This will require particular attention to the topic sentence, but will also draw on points in the rest of the paragraph. By summarising the paragraph students will further their understanding of each main idea.
- ▶ Ensure students have identified the correct topic sentences for paragraphs E–H before doing this task. As a model, do a paragraph summary for paragraph E as a class. For the remaining paragraphs, ask students to write summaries individually or in pairs.
- ▶ Ask students to read through the paragraph summaries and decide which of each pair is correct, *a* or *b*.

ANSWER KEY**1 A a; B a; C b; D b****2 Suggested answers:****Paragraph E:** 'There is a formula for calculating the number of hours needed on holiday to recover from the stress of organising the holiday.'**Paragraph F:** 'Today's complex holiday preparations mean holidays are more stressful than they used to be.'**Paragraph G:** 'If you plan carefully, choose the right sort of holiday for you and do not have too high expectations you can have a stress-free holiday.'**Paragraph H:** 'A survey showed that most people get stressed on the run-up to their holiday.'

- C** ▶ Ask students to analyse the example of paragraph B by asking them to match the supporting ideas to the relevant parts of the paragraph in the passage. Supporting ideas include examples, further explanation, supporting evidence, etc. It should be kept in mind, however, that not all non-topic sentences in a paragraph are supporting ideas. Some might be 'bridge sentences', used to connect the paragraph to the main idea of the previous or following paragraph.
- ▶ Once students are clear about the difference between main and supporting ideas, put them into pairs to find the supporting ideas for the remaining paragraphs. Make sure students write their answers as 'mini summaries' as in the model, and do not simply copy out chunks of text from the passage.

ANSWER KEY**Suggested answers:****Paragraph A:** Examples of travel arrangements**Paragraph C:** Examples of changes in mood**Paragraph D:** Explanation of why it takes a while to stop feeling stressed on holiday**Paragraph E:** Explanation of the formula**Paragraph F:** Examples of today's complex travel arrangements**Paragraph G:** Examples of good planning**Paragraph H:** Detailed breakdown of survey results**Support**

- ▶ If students are not able to move beyond copying out sections of the text to paraphrasing in their own words, then work through each paragraph as a class.

Ask what the type of supporting evidence is, for example: *Looking at Sentence 2 of Paragraph A. Is the supporting evidence here a list of facts, examples or an explanation?*

- ▶ Ask students to summarise the information in their own words. Tell students to start their summary with the words *Examples of ...* Finally, ask a good student to write his/her answer on the board and then proceed to analyse and correct it together with the class. Elicit answers as much as possible by asking questions: *Is this the correct spelling here? Is the grammar correct here? Are all the words necessary? Is any information missing?, etc.*

Extension:***Analysing a newspaper article***

Aim: *To provide further practice in identifying topic sentences, and main and supporting ideas.*

Preparation

- ▶ Before class, find a short newspaper article, consisting of eight to ten paragraphs on the topic of leisure activities (sports/hobbies/entertainment/holidays, etc.) or stress (work stress/causes of stress/dealing with stress, etc.) Choose a well-written text, with one main idea per paragraph. Make enough copies of the article in order to provide at least one copy per pair or small group of students.

Procedure

- ▶ Divide the class into pairs or small groups and give one copy of the article to each group. Have each group analyse the paragraphs in the article to identify topic sentences, and then the main idea in each paragraph as well as any supporting ideas. You may wish to do the first paragraph as a class. If time is short, assign only a few paragraphs to each group.
- ▶ When the groups are finished, elicit answers as a class and discuss.

- D** ▶ Ask students to read the instructions to the task, then do the task individually. Put students into pairs to compare and explain their answers. Ask one student to come to the front of the class to explain his/her answer using the board as an aid.

ANSWER KEY**Example answer:**

$$\frac{(P (20 \text{ hours}) \times S(4: \text{slightly edgy}))}{H(10: \text{medium stress})} = R (8 \text{ hours' rest required})$$

4 Scan reading for keywords

Aims: To practise identifying keywords within exam questions.

To introduce the skill of scan reading to locate specific information in the text using keywords from the questions.

To teach students to recognise paraphrases and synonyms.

- A** ▶ Make sure students understand the terms *scan reading*, *keyword*, *paraphrase* and *synonym*. Suggested definitions are:

Scan reading: running your eyes quickly over the text to find specific information.

Keyword searching: scan reading for keywords.

Students are identifying the keywords in the questions and searching through the text to find keyword matches.

Paraphrase/Synonym: word or words which have a similar meaning. A synonym refers to a single word (e.g. a synonym for *tutor* is *teacher*). A paraphrase refers to more than one word – an expression or sentence: *This PC has crashed* is a paraphrase of *This computer has stopped working*. Synonyms and paraphrases are important for keyword searching as there is often not an exact match between the keyword in the exam question and the target word in the text – often students will need to match the keyword with a synonym or paraphrase instead.

Express tip

Read out the advice in the box while students follow in their books. Demonstrate by physically acting out the difference between reading and scan reading. Exaggerate movements of the head from left to right with the book in front of you to show what reading is, i.e. reading each line of the text from left to right. Then show students what scan reading is by placing your index finger on the page and pulling it vertically down – your eyes moves *down the page, not across*. An alternative method of scan reading is to sweep your eyes diagonally across the page.

This is perhaps best illustrated on the board. Students who are unfamiliar with scan reading will find this ‘unnatural’ at first so you’ll need to persist. Like any skill this may seem very awkward and difficult in the beginning but will become second nature with continued practice.

- ▶ Stress that the students are not to read the text, only scan through to look for the word.

ANSWER KEY

‘Quilliam’ appears six times.

- B** ▶ Ask students to read the sentences, paying attention to the underlined words. Ask them to think of synonyms or paraphrases for the underlined words. Next have them scan the passage to find the section of text each sentence is taken from. When they have found the relevant sections in the passage, ask students to underline the appropriate paraphrase (or exact keyword match) in the passage.
- ▶ Explain that keyword searching by scan reading the text tells you where the answer is; it doesn’t tell you what the answer is.

ANSWER KEY

Underlined words: **1** fantasise, everyday grind; **2** expert; **3** more than a quarter

- C** ▶ Now direct students to read that specific part of the passage in detail to complete the gaps in the sentences.

ANSWER KEY

Gap completion: **1** (long) break; **2** body language; **3** recover

- D** ▶ Remind students that the key to keyword searching is knowing what word to search for – in the previous exercise (4B) the questions already had the keywords correctly identified and underlined. This exercise is more difficult as students first have to underline the keyword before scan reading and answering the question. Ask students to work individually to identify and underline the correct keyword(s) in each sentence and then compare their answers.

- ▶ After students have underlined the correct keyword and identified the appropriate match in the passage, they are ready to complete the gaps in the sentences.

Express tip

Read out the advice in the box while students follow in their books.

ANSWER KEY

Keywords: **1** swimming costume, formal clothes; **2** psychological symptoms; **3** research

Gap completion: **1** reading material; **2** anxiety, irritability, mild depression; **3** Lloyds TSB bank

5 Matching headings to paragraphs

Aims: To introduce and practise the exam task type: matching headings to paragraphs.

To consolidate skills introduced in this unit.

For this task – exam strategy

Read through the *for this task – exam strategy* box aloud and ask students to follow in their books. Point out that they will already have done all the preparatory work for this question type in the preceding skills sections by having already identified the topic sentence, summarised each paragraph in their own words and distinguished the main idea from the supporting info and subsidiary ideas.

Exam practice

Questions 1–8

- ▶ Ask students to work alone to answer Questions 1–8.
- ▶ On completion, ask students to compare their answers with a partner, or check answers as a class.

ANSWER KEY

1 Answer: iii

Note ‘First there’s the flight to arrange, then the hotel or villa to book ..., the beach outfit, evening wear and reading material.’

2 Answer: ii

Note ‘... making our dream holiday a reality is what makes the stress really kick in ...’

3 Answer: x

Note ‘... stress creates actual changes in the body’s hormonal balance, which in turn leads to a changed psychological state.’

4 Answer: ix

Note ‘... if we get stressed before the holiday, we may not be able to relax ... often for several days after our arrival.’

5 Answer: vi

Note ‘... we now have a formula ... The formula ... is calculated thus ...’

6 Answer: vii

Note ‘Ms Quilliam points out that today’s pressurised lifestyles mean that going on holiday is a lot more stressful.’

7 Answer: v

Note ‘... the secret to a stress-free holiday is planning, choosing the right kind of holiday and having realistic expectations.’

8 Answer: i

Note ‘The results of a survey ... have confirmed her theories. More than 83 per cent ...’

6 Summary completion

Aim: To introduce and practise summary completion questions.

For this task – exam strategy

- ▶ Read through the box and ask students to follow in their books. Remind students of their previous skills work identifying main ideas and the preceding exam question type – matching headings to paragraphs. Point out that they should be using their understanding of the organisation of the text in order to quickly locate the part of the text that relates to the summary.

Exam practice

Questions 9–13

- ▶ Ask students to answer the questions individually and compare their answers with a partner on completion.
- ▶ When eliciting answers from students as a class, focus on keywords and paraphrases as a means of navigating through the passage and summary. For example, the synonym in the passage for the keyword *mathematical equation* is *formula*. Identifying this word quickly is the important stepping stone to finding the answer to Question 9.

ANSWER KEY**9 Answer:** devised**Note** 'The formula, devised by Ms Quilliam, ...'**10 Answer:** pressurised lifestyles**Note** '... today's pressurised lifestyles mean that going on holiday is a lot more stressful.'**11 Answer:** realistic expectations**Note** '... the secret to a stress-free holiday is ... having realistic expectations.'**12 Answer:** (any) unfinished work**Note** 'This means concluding any unfinished work in the office ...'**13 Answer:** tell their bosses**Note** 'Amazingly, a tiny minority of travellers ... actually forgot to tell their bosses they were going on holiday!'**7 Short-answer questions****Aim:** To introduce and provide practice of short-answer questions.**For this task – exam strategy**

- ▶ Read through the *for this task – exam strategy* box and ask students to follow in their books. As with summary completion questions, point out to students the link with the preceding skills sections, i.e. understanding of text organisation/main ideas to locate the relevant part of passage and using keyword matching between questions and passage.

Exam practice**Questions 14–16**

- ▶ Ask students to answer the questions individually and compare their answers with a partner on completion.

ANSWER KEY**14** during the trip**Note** '... ensuring the little ones are sufficiently entertained during the trip.'**15** all inclusive (holiday)**Note** 'If you feel it's all too much, then book an all inclusive holiday ...'**16** a travel rep**Note** '... you have a travel rep on hand to help you with any problems.'**Extension:****Reverse reading comprehension****Aim:** To provide extended practice of short-answer questions with authentic material.**Preparation**

Download from the Internet a number of appropriate magazine or newspaper articles, one for every two or three students. Make sure the articles are not too long (8–10 paragraphs) and are on an interesting topic for students, linked to the theme of leisure activities.

Procedure

- ▶ Put students into pairs (or groups of three) and hand them a magazine or newspaper article (each pair or group will have a different article).
- ▶ Ask students to read through the articles in their pairs or groups using appropriate IELTS reading techniques, (see sections *Approaching the text and Skim reading for main ideas*). Answer any vocabulary questions.
- ▶ Once students have read and understood the text, have them write five short-answer comprehension questions. Ask students to write down the questions on a separate piece of paper with the answers on the back. Go around checking that the questions are meaningful (i.e. they have a definite answer) and are grammatically correct.
- ▶ Ask students to pass their article and accompanying questions to another pair/small group, who will need to read the article (using IELTS reading techniques) and answer the questions (scan reading for keywords). Groups continue passing the articles to new groups until all the students have seen all the articles or until enthusiasm wanes. This activity should take 30–60 minutes depending on size of class.

1

SPEAKING

Section aims:

- ▶ To introduce the types of questions students might encounter in Parts 1 and 2 of the Speaking exam, and give them the opportunity to develop their own answers.
- ▶ To promote fluency by encouraging students to extend their answers and give additional information in Part 1 of the exam.
- ▶ To demonstrate how candidates can organise their ideas in Part 2 of the Speaking exam.
- ▶ To practise Speaking Part 1: Introduction and interview and Part 2: Individual long turn.

1 Introduction

Aims: To introduce students to the types of everyday questions they are likely to be asked in Part 1 of the Speaking exam.

To help students get to know each other.

- ▶ Explain that students are going to find out something about their classmates. Elicit some typical questions that you might ask someone when you first meet them. You should try to elicit questions belonging to the five categories in Section 2. You could write up the categories and get students to supply possible questions. When you elicit questions, get students to give you a likely 'follow-up' question, e.g. *Where are you from? How long have you been living there? Do you have any brothers or sisters? Do you get on with them?*
- ▶ Ask students to try to find out a little about another student. Encourage them to use questions from a range of categories as well as follow-up questions. To extend the activity, ask them to change partners and speak with another student.

Support

- ▶ If students need some help coming up with questions, write some typical questions jumbled up on the board/ on a photocopy and ask students to put them in the right order. Some typical questions might be: *What's your name? Where do you come from? How long have you lived there? Do you like living there? Have you got any brothers or sisters? Do you get on with them? Have you got a job? What are you studying at the moment? What would you like to do after your studies?*

In the exam

Read the information in the *In the exam* box while students follow in their books. Draw attention in particular to the marking criteria. Explain the marking

criteria: *fluency* (students should try to avoid long pauses and hesitations); *coherence* (the ideas should be easy to follow and have a logical flow to them); *lexical resource* (students should use a range of words accurately, including some lower frequency words); *grammatical range and accuracy* (students should accurately demonstrate a use of a wide range of grammar structures); *pronunciation* (it is not important for students to sound like native speakers, but comprehension should not be impaired by poor pronunciation).

2 Giving personal information

Aims: To give students a chance to hear some candidates answering typical Part 1 questions.

To practise answering typical Part 1 questions.

- ▶ Tell the class that they are going to hear seven exam candidates answering the examiner's questions. Explain that they won't hear the examiner's actual questions; they will only hear the answers. Students should predict what questions the candidates were asked and write down their predictions. This may be done in pairs.
- ▶ Play the recording. If necessary, pause the recording after each speaker to give students time to write. Ask students to compare their answers, then check as a class.
- ▶ Throughout the Speaking sections in the book, you should try to maximise the opportunities students get to practise the different parts of the exam. After giving feedback, put the students into pairs to role-play the exam. One student should act out the role of examiner; the other should play the role of student.

1.1 LISTENING SCRIPT

1

Candidate 1: Yeah, I just have one brother. He has two children, er ... sons, Juan and José, that makes me the uncle! I really like playing with his children, but it's always good to give them back to him at the end of the day! When I'm older I'd like to have some children myself, maybe two boys and a girl. I think that having children ...

2

Candidate 2: I really enjoy speaking it, and I like it when I learn a new word which is very useful or is funny in some way. But it's very hard work and sometimes I feel like I don't get better, er ... I'm not making a lot of progress. I prefer studying economics, which is the subject I'm hoping to study when I go to university next year. You know, it's interesting to learn about ...

3

Candidate 3: Not really, I'm not very sporty. I prefer to spend time playing on my computer. In fact, I really enjoy video games. I got a new game recently – it's really great. You're a criminal and you have to drive your car really fast about a city, and then sometimes escape from the police. It's very exciting. Sometimes I play with my friends, but it's quite difficult to ...

4

Candidate 4: I work in McDonald's. It's a part-time job. It's very good because it gives me time to study and I meet people to practise my speaking, you know, talking with my colleagues ...

5

Candidate 5: I don't know exactly what I want to do, but when I'm older I'd like to work for an international agency – I think it would be a good job, interesting with lots of opportunity for travelling – but right now I have to study hard for the IELTS, to go to university, to get my degree ...

6

Candidate 6: I'm from São Paulo in Brazil. I've travelled to different cities with my job. I once went to Tokyo for a meeting. That was an amazing experience, so different from São Paulo. The people are ...

7

Candidate 7: I really enjoy science subjects: chemistry, physics and biology. My favourite was physics at school, but I'm planning to study computer science in the future.

ANSWER KEY

- 1 Do you have any brothers or sisters?
- 2 Do you enjoy studying English?
- 3 Do you do any sport?
- 4 Have you got a job?
- 5 What do you plan to do after you finish your studies?
- 6 Where are you from?
- 7 What's your favourite subject?

3 Providing additional information

Aims: To show how students can extend their answers to questions in Part 1 of the exam and sound more fluent.

To provide further speaking practice.

- A** ▶ Play the candidates' responses through a second time, this time having students listen for the extra information that they give to extend their answers. Ask students to make notes to complete the sentence beginnings in 1–7. Stress that it is not necessary to write down the answers word for word, but rather to get the main idea.

ANSWER KEY

- 1 I really like playing with his children, but it's always good to give them back to him at the end of the day! When I'm older I'd like to have some children myself, maybe two boys and a girl. I think that having children ...
- 2 But it's very hard work and sometimes I feel like I don't get better, er ... I'm not making a lot of progress. I prefer studying economics, which is the subject I'm hoping to study when I go to university next year. You know, it's interesting to learn about ...
- 3 I got a new game recently – it's really great. You're a criminal and you have to drive your car really fast about a city, and then sometimes escape from the police. It's very exciting. Sometimes I play with my friends, but it's quite difficult to ...
- 4 It's very good because it gives me time to study and I meet people to practise my speaking, you know, talking with my colleagues ...

- 5 I think it would be a good job, interesting with lots of opportunity for travelling – but right now I have to study hard for the IELTS, to go to university, to get my degree ...
- 6 I've travelled to different cities with my job. I once went to Tokyo for a meeting. That was an amazing experience, so different from São Paulo. The people are ...
- 7 My favourite [subject] was physics at school, but I'm planning to study computer science in the future.

Express tip

Read out the advice in the box while students follow in their books. Explain that students shouldn't be afraid of giving the wrong answer in any part of the Speaking exam; there are no right or wrong answers. Candidates should try to relax and speak freely without worrying. They should focus more on sounding interesting, saying something that will catch the examiner's interest – this may be one of many interviews that the examiner has conducted today! Giving extended answers is an important way of doing this.

- B** ▶ Put the students into different pairs and have them repeat the role-play of Part 1 of the exam, using the questions generated in Section 2. You should give students time to think about how they can extend their answers from the responses given in Section A.

Challenge

- ▶ Ask students to discuss which of the extra information was relevant or irrelevant to the question. Explain that when extending your answer it is important to bear the original question in mind.

4 Introduction and interview

Aim: To provide additional practice of Part 1 of the Speaking exam.
To review the marking criteria for Part 1 of the Speaking exam.

For this task – exam strategy

Read the information in the box as students follow in their books. Draw students' attention again to the marking criteria used in this part of the exam, and make sure that they are clear on what each one means.

Exam practice

- ▶ Put students into pairs (candidate and examiner) and have them role-play this part of the interview before

changing roles. Explain that as this part of the exam is not too demanding, they should try to relax and 'settle in' a little.

- ▶ Instruct the student playing the role of the examiner to think of follow-up questions to ask the candidate. Have this student listen specifically for whether the candidate extends their answers and, if so, what extra information they give.
- ▶ You could also ask them to think about the criteria explained in the *In the exam* box and give feedback to each other before having a class round-up of what candidates did well in and what they need to work on. Be sensitive about exposing students' weaknesses in front of the class.

Support

- ▶ Your students may find it difficult to come up with follow-up questions. This is not important in the actual exam, as clearly this is the job of the examiner. However, it is useful if students are able to anticipate likely questions. Therefore, if students are struggling with this task, you could supply a list on the board for them to choose from.

5 Organising your talk

Aims: To provide exposure to a Part 2 topic card.

To provide a model of candidates doing Part 2 of the exam, which students can evaluate.

To get students to think about the organisation of the information they give in their answer.

To help students decide whether a particular piece of information is relevant to their answers.

- A** ▶ Explain to the class what is required in Part 2 of the Speaking exam and focus students' attention on the topic card. Before you look at a sample response to this card, you could ask students to discuss what they might talk about if they were presented with this card. Use the students' ideas as a way of showing students that there is no one correct answer to this task and that they simply need to draw on their own personal experience.
- ▶ Explain about the time allowed for students to make notes prior to the exam and ask students to look at the notes a candidate has made about a swimming competition.

- ▶ Have students decide in which order the points should go in order to follow the points on the card and have a coherent flow. Ask them to decide which information is not relevant to the points on the card. Ask students to compare their thoughts in pairs, then elicit answers from the class.

ANSWER KEY

Points 2 and 4 are irrelevant.

- B** ▶ Tell the class that they will now hear the candidate's response. Play the recording through once, and ask students to check their answers from the previous task. They should also listen for any extra information the candidate gives that is not mentioned in the notes.

ANSWER KEY

The correct order is: 1 I went to see my boyfriend in a swimming competition; 2 I wanted to support him; 3 There were lots of races; 4 He won the breaststroke (competition).

Extra information: he was feeling nervous; had seen (a swimming competition) on TV; he was very slow in the freestyle.

1.2 LISTENING SCRIPT

Candidate: OK, let's see. I want to tell you about the time I went to see my boyfriend take part in a swimming competition. It was part of a charity event – you know, making money for good causes. Anyway, why did I go? Well, I wanted to support him, to shout and cheer: it was his first big competition and he was feeling a little bit, er ... nervous. So, it was the first time I had been to such an event. I had seen it on the TV before of course, but when I saw it in real life it was very exciting indeed! I saw many different styles – crawl, this is freestyle, I think ... are they the same? And I saw breaststroke and backstroke and the butterfly. It was fantastic, you know? He was in the breaststroke competition and the freestyle. He was very slow in the freestyle, but the breaststroke competition, he won! It was very exciting and I felt very proud.

- C** ▶ Tell the class that they will now hear a second candidate answering the same card. Have students read the candidate's notes. As they listen, students should

note which information is included in the response and which has been omitted.

- ▶ Play the recording through once, then check the answers.

ANSWER KEY

The speaker forgets to mention that Stephan won second place in the high jump.

Extra information: sports day every year; many students competed in different races; selected to take part by sports teacher; one of the teammates dropped the baton; winners given medals and prizes.

Follow-up questions asked: Do you prefer to watch sport or take part? Are you good at football?

1.3 LISTENING SCRIPT

(C = Candidate; E = Examiner)

- C:** Er, let's see. I want to tell you about when I was at school. We had a sports day every year when many students competed in lots of different races and other things. Why did I go? Well, I used to be quite a fast runner in those days and so I had been selected to take part by a sports teacher of mine. I was chosen to run the 400-metre race where you have to give the baton to another person who is running – do you say 'relay race'? Unfortunately we didn't win as one of my teammates dropped the baton! So, what did I see? Well, if you weren't taking part in the competition you sat on the grass in the sunshine and enjoyed the other races and events! I saw many of my friends do things like the long jump and the high jump. At the end of the day all the winners were given medals and prizes. I really enjoyed it – it was fun because it was during the summer and I enjoyed not being in class and relaxing in the sunshine watching our mini Olympic games!
- E:** Do you prefer to watch sport or take part?
- C:** I like both, I think. I often play football with my friends and I like to watch it on TV, too.
- E:** Are you good at football?
- C:** I'm OK. I don't score many goals, but I enjoy it anyway.

Express tip

Read out the advice in the box while students follow in their books. Although it may seem an obvious thing to

say, students often make notes and then forget to look at them while they are speaking. Explain that it's OK to refer to the notes whilst speaking, but not to stop speaking for a long time to read what you've written before starting to speak again. Candidates need to be able to refer to their notes without pausing. Have them practise doing this so they can do it 'smoothly'.

- D** ▶ Ask students to make their own notes for the same task. Remind students of some of the ideas that the class came up with when they brainstormed ideas earlier in the section. Explain that while the examiner does not know if the response is based on a true event or not, the response will sound more authentic if it really happened.
- ▶ When students have made a set of notes, have them practise their talk with a partner and then change roles.

Support

- ▶ It is not important at this stage for students to make their notes within the one-minute time limit. Make students aware of the time limit, but give them two minutes to do this.

Challenge

- ▶ If you feel that you want to make the task more demanding, then ask the students to make notes based on the card before they look at the notes in the book. They can then compare their notes with the ones in the book and look for similarities or differences, or look to see whose notes contain useful vocabulary, are easy to follow or are relevant to the prompt card.

6 Individual long turn

Aim: To provide a full Speaking Part 2 practice, where students can consolidate the skills introduced in this unit

For this task – exam strategy

Go through the information in the box with the class. Draw students' attention to the one-minute time limit for note making. Impress upon students how little time this is: they have to go with their first idea and make notes quickly.

Express tip

Read out the advice in the box while students follow in their books. Explain that the card can be helpful in organising the structure of the talk. Tell students to put their finger on the point they are talking about and keep moving it through the points on the card as they 'move through' the talk.

Exam practice

- ▶ Put the students into pairs and assign roles of candidate and examiner.
- ▶ Have examiners give candidates one minute to make notes to help them respond to the task card.
- ▶ Encourage the examiner to assess the performance of the candidate by focusing on the criteria in the *for this task – exam strategy* box, *express tip* boxes as well as the *In the exam* box on page 15. When the candidate has spoken for two minutes or so, the examiner should interrupt with two or three short questions to bring the turn to a close.
- ▶ Have the examiner give feedback to the candidate based on the criteria before changing roles and repeating the activity.
- ▶ Monitor closely during this activity and try to include points students need to work on in the class discussion at the end.



IELTS Express Speaking DVD

- ▶ If you are using the *Speaking DVD* which accompanies *IELTS Express*, Section 1 – Overview and Section 2 – Part 1 of the DVD both relate to the content of this unit.
- ▶ It would be helpful to show the Overview before this lesson to give students a general idea of the content and format of the IELTS Speaking exam. The Part 1 section of the DVD could be shown at the end of the lesson to provide a recap and demonstration of the material covered in this unit.

For more information on the IELTS Express Speaking DVD and how to integrate it into your lessons, see page 110.