

Healthy living: asking for clarification

By the end of the lesson I will be able to:

- understand the Grammatical accuracy assessment criteria.
- ask for clarification where necessary.
- use verb phrases for describing healthy habits and routines.
- approach all parts of the Speaking test more confidently.



INTRODUCTION

1. Look at the pictures and make notes to answer the questions.



A. Go on a diet



B. Walk to school or work



C. Join a gym

1. Why might people do these things?

2. Have you tried any of them?

3. Which would be the easiest for you?

Now use your notes to discuss the questions with a partner.



USEFUL LANGUAGE FOR IELTS

2. Match the words from column A to the words from column B.

A	B
eat	fresh air
work	vitamins
go	plenty of sleep
cut out	break from work/study
take	small portions
get	out
stretch	jogging
get some	junk food
do/play	some sport
take a	your muscles

3. Using ideas from the table in activity 2, what advice would you give someone who is ...

1. very tired?
2. stressed in their job?
3. unwell?
4. aching?
5. a bit overweight?

4. Write the questions for these answers.

1. _____

I go to the gym twice a week and I work out for half an hour.

2. _____

Yes, I used to take vitamins and I played sports for hours.

3. _____

I'd prefer to do more exercise. I don't think I could cut out chips and cake.

4. _____

No, I probably won't do any. I have to study this weekend.

5. Work in pairs. Ask and answer the questions in activity 4.



GET TO KNOW IELTS

6. Listen to two candidates speaking.

1. Which question from activity 4 did candidate 1 answer? _____
2. Which question from activity 4 did candidate 2 answer? _____
3. Which candidate did you find easier to understand? _____

7. Correct these sentences from the recording in activity 6. Two of the sentences contain two mistakes.

Candidate 1

1. I don't know how much exercise do I do.
2. I would walk to school more often if it is close.
3. Taking the car is easiest option though.

Candidate 2

1. I have two friends which they are on a diet.
2. My friends are always eating little food even they are very hungry.
3. Sport is good for you that eating little food.

8. Read the descriptions of the grammatical accuracy of candidates at IELTS level 5 and 6. Then decide if the three statements below about band 6 candidates are true (T) or false (F)?

IELTS level 5 candidates ...

produce basic sentence forms with reasonable accuracy. Complex structures usually contain errors and may cause some comprehension problems.

IELTS level 6 candidates ...

may make frequent mistakes with complex structures though these rarely cause comprehension problems.

1. They don't make mistakes frequently. T/F
2. They make a few mistakes in basic sentences. T/F
3. They avoid mistakes that cause communication problems. T/F

9. Which candidate's sentences from activity 7 (Candidate A or B) would probably not cause comprehension problems?



IELTS SKILLS

10. Reorder the words to make clarification questions. The first one has been done for you.

- | | |
|--|-----------------------------|
| 1. does mean 'gym' What? | _____ What does 'gym' mean? |
| 2. Excuse this, I don't understand me word. | _____ |
| 3. differently Could put the question you? | _____ |
| 4. talk Is it if OK I about ...? | _____ |
| 5. you say that Could again, please? | _____ |
| 6. by what Could you explain you mean 'gym'? | _____ |
| 7. that you Could say different in a way? | _____ |

11. Which questions in activity 10 can be used to ask ...

1. a speaker to repeat the question?
2. a speaker to explain a word they have said?
3. a speaker to say the question differently?
4. someone to explain a written instruction?

12. Which questions could you use in each part of the Speaking test? (In Part 1, the examiner can only repeat the question or explain single words. In Part 3, the examiner can also say the question differently.)



IELTS PRACTICE

13. In pairs follow the role play instructions for Student A and Student B on the following two pages.



SELF-STUDY

How do you respond when you are asked a difficult question? Watch the video and make a note of the language used by the candidate.

<http://tinyurl.com/z6hatep>

Student A – Examiner script and instructions

Student A

1. You are the candidate. Look at the Part 2 speaking task below. Ask Student B to explain the underlined word.
2. Now spend one minute preparing to speak. Start talking when Student B tells you to begin. Stop when Student B says thank you .

Describe a situation where you felt anxious.

You should say:

- what you were doing
- who you were with
- when you started to feel calmer

and explain why this situation made you feel anxious.

3. Now Student B will ask you some questions. Follow the instructions for each question:

Question 1: Listen and ask Student B to repeat the question, then respond.

Question 2: Listen and ask Student B to explain the word *preoccupied*.

Question 3: Listen and ask Student B to phrase the question more simply.

Question 4: Listen and answer the question.

4. You are now the examiner. When Student A asks, explain that took up means started.
5. Wait one minute, then tell Student B to begin speaking.
6. After two minutes, say thank you and ask Student B the questions below. Follow the instructions after each question.

Question 1: How much exercise should we do? (Repeat the question when Student B asks you to.)

Question 2: Which type of exercise is easiest to take up? (Say the question in different words when Student B asks you to repeat it, e.g. *Which type of exercise can you start with little time or preparation?*)

Question 3: Are people more physically active than they were in the past?

Question 4: How do people's lifestyles change as they grow older? (When Student B asks you to explain the word *lifestyles*, say this means *the way we live*.)

Student B – Examiner script and instructions

Student B

1. You are the examiner. When Student A asks, explain that **anxious** means **worried**.
2. Wait one minute, then tell Student A to begin speaking.
3. After two more minutes, say thank you and ask Student A these questions. Follow the instructions after each question.

Question 1: Is it ever good to be anxious? (Repeat when Student A asks you to.)

Question 2: Do you think people are more preoccupied nowadays than they used to be? (When asked, say *preoccupied* means *anxious* or *worried*.)

Question 3: How do our sources of anxiety change as we grow older? (When Student B asks you to phrase the question more simply, say *Do old people and young people worry about different things?*)

Question 4: What's the most effective way of relaxing?

4. You are now the candidate. Look at the Part 2 speaking task below. Ask Student A to explain the underlined words.
5. Now spend one minute preparing to speak. Start talking when Student A tells you to begin. Stop when Student A says thank you .

Describe a time when you took up a healthy activity.

You should say:

- what the activity was
- how you heard about it
- who you did it with

and explain why you decided to take it up.

6. Now Student A will ask you some questions. Follow the instructions for each question:

Question 1: Listen and ask Student A to repeat the question, then respond.

Question 2: Listen and ask Student A to phrase the question more simply.

Question 3: Listen and answer the question.

Question 4: Listen and ask Student A to explain the word *lifestyles*.

Travel: avoiding breakdowns in speech

By the end of the lesson I will be able to:

- understand the Fluency and Coherence assessment criteria.
- avoid repetition, hesitation and self-correction.
- extend a talk when running out of ideas.
- use vocabulary and narrative tenses for telling stories.



INTRODUCTION

1. Look at the four different types of holiday and discuss the questions with a partner.



A. City break



B. Beach holiday



C. Camping



D. Skiing

1. Which type of holiday do you prefer?
2. What things would you do on your ideal holiday?
3. What's the best holiday you've ever had? What made it so great?



GET TO KNOW IELTS

2.  Listen to part of a candidate's response to the task below. What problems do you notice with the response?

Describe a holiday you recently had.

You should say:

- where you went
- how you got there
- what you did when you got there

and explain why you did or didn't enjoy it.

3. The assessment criteria below describe candidates with scores of 5 and 6 for Fluency and Coherence. What score do you think the candidate from activity 2 would get?

IELTS level 5 candidates ...

- usually maintain flow of speech but uses repetition, self-correction and/or slow speech to keep going
- may over-use certain connectives and discourse markers
- produce simple speech fluently, but more complex communication causes fluency problems.

IELTS level 6 candidates ...

- are willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation
- use a range of connectives and discourse markers but not always appropriately.



IELTS SKILLS

4.  Listen to the expressions the speaker uses to keep going and fill the gaps.

1. As I was _____ ...
2. That reminds me of a _____ occasion ...
3. Let me tell you a little _____ about ...
4. As I _____ ...
5. As I mentioned _____ ...

5.  Listen to a candidate who is not able to keep going. Work in groups and try to think of a way to extend each response.

6. Work in groups of three and follow the steps below.

1. Take it in turns to speak about one of the topics (A–C) for one minute.
 2. The two students who are not speaking should listen and stop you if they think you speak too slowly, hesitate or repeat yourself too much.
 3. The winner is the person that speaks for the longest before being stopped.
- A. Your favourite holiday destination
B. A place you would like to visit
C. The worst place you have visited



USEFUL LANGUAGE FOR IELTS

7. Read an extract from a Part 2 response and underline the past tenses.

On the first day, our plane had been delayed so we didn't arrive at the hotel until late. We just went out to dinner and then went back to the hotel. In the morning, while we were eating breakfast, we planned what we wanted to do for the next few days. My friend had been there before so he had a few ideas of things to do. Years ago, he used to live in France so he could speak the language quite well.

8. Put the verbs in italics into the correct past form.

The service in the restaurant was very slow. By the time the food **1.** (_____ *arrive*) we **2.** (_____ *wait*) for over an hour. It also **3.** (_____ *taste*) very good – it was far too salty. Once we **4.** (_____ *eat*) we **5.** (_____ *decide*) to go for a walk. It was really good actually. In England the shops aren't open very late but there you **6.** (_____ *can*) shop until midnight. I think we **7.** (_____ *shop*) for three or four hours.



IELTS PRACTICE

9. Work in pairs. Follow these steps and respond to the task below.

1. Spend one minute reading the task card and planning what you will say.
2. Take it in turns to do the task. Try to speak for one to two minutes.
3. The person who is not speaking should time the speaker's response and listen for hesitation, repetition and slow speech.

Describe an interesting city you have been to.

You should say:

- where it is
- how you got there
- what you did there

and explain why you found it so interesting.

10. Part 3 questions are related to the topic in Part 2. Try to predict questions you might be asked that are related to the topic of the task in activity 9.

11. Work in pairs. Listen to the questions and take turns to say your responses to them out loud.



SELF-STUDY

Watch this video and make a note of the tips for improving your fluency and coherence.

<http://tinyurl.com/ht6u9p3>

Gifts: effective pronunciation

By the end of the lesson I will be able to:

- understand the Pronunciation assessment criteria.
- describe objects and experiences using precise adjectives.
- use body language to improve effectiveness of speech.
- approach Parts 2 and 3 of the Speaking test more confidently.



INTRODUCTION

1. Look at these gifts. Which one would you most like to receive? Are any of these gifts things that you would not like to receive?



A. Hot air balloon experience



B. Smart watch



C. Dinner for two people at a famous restaurant



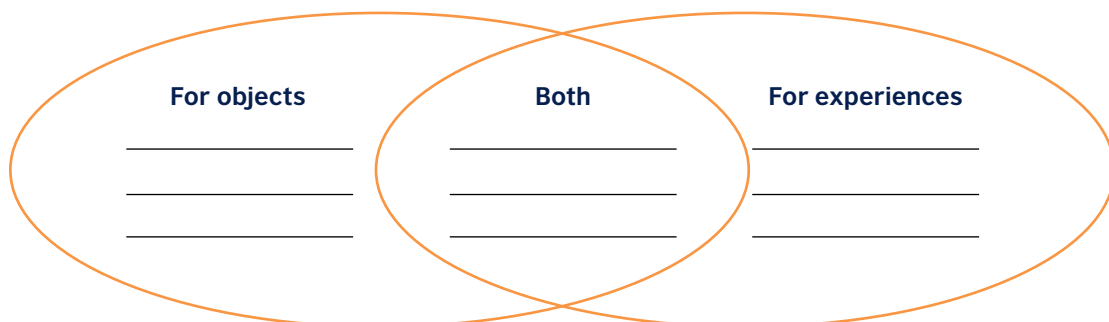
D. Perfume or aftershave



USEFUL LANGUAGE FOR IELTS

2. Put these adjectives in the correct part of the diagram below.

- | | | |
|---------------|-----------------|--------------|
| 1. colourful | 4. entertaining | 7. stylish |
| 2. decorative | 5. exclusive | 8. thrilling |
| 3. enjoyable | 6. fashionable | 9. valuable |



3. Improve these sentences from a Part 2 IELTS response by replacing the words in bold with an adjective from activity 2.

1. I have a small pot from Greece, which isn't very useful but is **pretty**. _____
2. My favourite magazine tells you about all the most **recent** clothing styles. _____
3. The clowns we saw at the circus were so **fun**. _____
4. We had a very **nice** ride on the boat. _____
5. I like the design of this car: it looks really **cool**. _____
6. We went for a **great** ride in an F1 racing car! _____
7. I was angry when I lost the pen because it was **not cheap**. _____
8. All my clothes were black so I decided to ask for something **bright**. _____
9. Only a few people know about the restaurant. It's quite **expensive and stylish**. _____

4. Choose a picture from activity 1 and describe it to your partner using adjectives from activity 2. Your partner will guess which picture you are describing.



GET TO KNOW IELTS

5. ⏮ Listen to four pairs of candidates demonstrating features of pronunciation. Decide whether the following things are done by Candidate A or Candidate B.

- Recording 1: Which speaker pauses between groups of words? A/B
- Recording 2: Which speaker connects their words? A/B
- Recording 3: Which speaker's voice rises and falls? A/B
- Recording 4: Which speaker stresses words at regular intervals? A/B

6. Practice saying the sentences from activity 5 using correct pronunciation.

1. On my birthday last April I got a book from my sister and a lovely coat from my mother.
2. Grandma sends us money instead of a present.
3. The views from the balloon were amazing. We flew over forests, valleys and beautiful lakes.
4. I wanted a bike but they gave me a pen.

7. The sentences below describe the pronunciation of a candidate at IELTS level 6. Complete the sentences using the words from the box.

control	range	effective
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Uses a 1. _____ of pronunciation features with mixed 2. _____

Shows some 3. _____ use of pronunciation features but this is not sustained.



IELTS SKILLS

8. Read the following task. Tell your partner what gift you would choose to talk about.

Describe a gift you received that was special for you.

You should say:

- what the gift looked like
- who gave it to you
- what you did when you received it

and explain why the gift was special for you.

9. Read this response to the task in activity 8. Add a forward slash (/) where you think there should be pauses, and underline words (or parts of words) that you think should be stressed (spoken more strongly).

I'm going to tell you about this shirt that was given to me as a gift when I was fifteen. I laughed when I opened it because it wasn't particularly stylish. It had wide red and black stripes and it was at least a size too big. It made me look like a character from a cartoon. It was given to me by my brother ...

10.  Listen to a candidate giving the response from activity 9. Did they use pauses and stress where you marked them? Practise reading the response aloud while paying attention to these pronunciation features.

11. Read the suggestions for speaking more effectively in the IELTS Speaking test. Choose the correct option (a or b).

1a. Lean back in your chair.

1b. Sit upright in your chair.

2a. Look down at the task.

2b. Look up at the examiner.

3a. Smile while you're speaking.

3b. Look serious while you're speaking.

4a. Make eye contact with the examiner.

4b. Avoid eye contact with the examiner.

12. Do the task from activity 8 in pairs. Ignore the advice from activity 11 for the first minute, then follow the advice for the second minute. Ask your partner if they noticed a difference in the way that you spoke.



IELTS PRACTICE

13. Ask and answer the questions. Try to use a range of pronunciation features while you speak.

1. Do men and women like the same kinds of gifts?

5. What kind of presents do people give at weddings?

2. Do you think it's important to give expensive presents?

6. Do our tastes in presents change as we grow older?

3. Is it better to receive useful or entertaining presents?

7. Do we spend too much on gift giving?

4. Is it more enjoyable to give or receive presents?



SELF-STUDY

Watch this video. What five pieces of advice are given for improving pronunciation?

<http://tinyurl.com/jb2svhb>

Friends and family: paraphrasing

By the end of the lesson I will be able to:

- understand the Lexical Resource assessment criteria.
- paraphrase language used in questions.
- use vocabulary for talking about home, family and friends.
- answer Part 2 and Part 3 questions on the topic of family and friends.



INTRODUCTION

1. Look at the opinions and discuss the questions below with a partner.

- A. Researchers have found that people can only have meaningful relationships with a maximum of about 150 people at any one time.
 - B. Social media and other technology mean that families do not have such close relationships as they did in the past.
 - C. Friends have become more important to many people than family.
1. How many people are you connected to on social media? How many of these people are your close friends?
 2. How close are you to your family? Do you think that families are as close nowadays as they were in the past?
 3. What are the different ways that friends support each other?

2. Look at the task card below. Connect each line of the candidate's notes to the different parts of the task. The first one has been done for you.

Describe a friend you like to spend time with.

You should say:

- when and how you met
- how often you see this friend
- what kind of personality your friend has and say why you like to spend time with this friend

and say why you like to spend time with this friend.

weekend
at primary school
fun to be with
loud

3. Imagine you have been given the task card from activity 2. Which friend would you describe?



GET TO KNOW IELTS

4. Look at the extracts from two candidates' responses to the task card in activity 2. Underline any words from the task card and circle any words that are paraphrased. An example has been done for you.

Candidate A

I met this friend when we were at primary school.

I often see this friend at the weekend.

Her personality is loud and funny.

I like to spend time with this friend because she's good fun to be with.

Candidate B

I first got to know him during secondary school.

We usually get together every week.

His character is quite different to mine. He's much quieter and more reserved.

We like to hang out together because we have similar interests.

5. The sentences below describe the Lexical Resource of candidates at IELTS level 5 and 6. Which of the candidates (A and B) from activity 4 would get a 5 and which would get a 6?

IELTS level 5. Attempts to use paraphrase but with mixed success _____

IELTS level 6. Generally paraphrases successfully _____



IELTS SKILLS

6. Listen to candidate B's full response to the task in activity 2. Write down how the following words are paraphrased.

1. Met: *got to know*, _____

4. Personality: *character*, _____

2. See: *get together*, _____

5. Spend time: *hang out*, _____

3. Friend: _____

7. Use the words in the box to paraphrase the sentences below. Change the sentence structure if you need to.

delicious	go to	enjoy	boring
fortunate	hard work	in contact	talking

- It's **difficult** finding the time to meet people. _____
- I keep **in touch** with a lot of people online. _____
- My mum's cooking is really **tasty**. _____
- We like to **visit** the park together. _____
- I think I'm **lucky** to have so many good friends. _____
- I spend a lot of time **chatting** online. _____
- I feel **bored** when I stay at home. _____
- It's **fun** to go out with my friends. _____



IELTS PRACTICE

8. Work in pairs. Respond to the task in activity 2 following the steps below.

1. Spend one minute reading the task card and planning what you will say.
2. Take it in turns to do the task. Try to paraphrase the words on the card whenever possible.
3. The person who is not speaking should note down any paraphrases the speaker uses.



USEFUL LANGUAGE FOR IELTS

9. Complete the definitions with the words from the box.

interested	enjoy	communication	feel
future	time	speak	

1. attitude (noun) The way you _____ about something
2. chat (verb) To _____ to someone
3. for fun (phrase) Because you _____ doing something
4. hang out (phrasal verb) To spend _____ with someone
5. into (preposition) _____ in something
6. look forward to (phrasal verb) To be excited about something in the _____
7. in touch (phrase) In _____ with someone

10. The sentences all contain words from activity 9 that are used incorrectly. Underline the incorrect words and write the correct words after the sentences. The first one has been done for you.

1. I really attitude meeting up with my friends every Friday evening. look forward to
2. I mostly use social media to stay chat with friends. I think we'd lose contact without it. _____
3. We mostly just go to cafes and in touch about films, music and other things. _____
4. I really enjoy spending time with her because she has such a positive into to life. _____
5. We're both really hang out computer games. _____
6. Look forward to, we like to drive to the coast and spend the day on the beach. _____
7. We like to for fun at the mall at the weekend – talking, shopping and going for a coffee. _____



IELTS PRACTICE

11. Look at these Part 3 questions. Work with a partner and paraphrase some of the key words.

1. How has social media changed our lives?
2. Some people think social media has had a negative impact on friendships – do you agree?
3. What do you think the most important quality in a friend is?
4. Would you say anyone in your family is also your friend?
5. Generally, are friends or family more important to people of your age?
6. Do you think you will have more or fewer friends in the future?

12. Work in pairs. Take it in turns to ask and answer the questions in activity 11.

13. Ask and answer the following questions with a partner.

1. Do you have any friends now from when you were very young?
2. Do you think the friends you have now will be your friends when you are a lot older?
3. Do you think it's more important to have a few close friends or to know many different people?



SELF-STUDY

Watch this video of a candidate doing Part 3 of the Speaking test. Does he use any language or techniques that you find useful?

<http://tinyurl.com/j28pvfj>