

PART 1 Introduction and Interview

LESSON OVERVIEW

This lesson looks at Part 1 of the Speaking Test. In this part, the examiner introduces him/herself and checks the candidate's identity. The examiner then asks the candidate general questions on familiar topics; for example, home, work, studies, hobbies. Part 1 lasts four to five minutes during which time the candidate should give information and opinions on a range of everyday topics, experiences, situations or objects. At the end of Part 1 the candidate should be used to talking to the examiner and feel more relaxed.

- **Part A** of the lesson gives an overview of Part 1 and checks understanding of key points.
- **Part B** gives students the opportunity to answer Part 1 sample questions, then listen to a model candidate answering the same questions and assess their own performance.
- **Part C** gives useful tips and tactics for Part 1 of the Speaking Test.
- **Part D** provides skill-building exercises and finishes with a realistic IELTS practice task.

A About the task

- 1 You can ask students to read this section for homework before the class or ask them to read it in class. Before reading the information about Part 1, you may want to ask students what they already know about this section. Put the following key words on the board to help generate some ideas if necessary:
 - timing?
 - topics?
 - number of questions?
 - type of answers?

Elicit a few of the basic rules set out with bullet points about the Part 1 task.

Ask students to read the notes a student made on Speaking Part 1 at the bottom of the page and decide if they are true (T) or false (F).

Ask them to work in pairs and check their answers. Conduct feedback with the whole class.

▷ Alternative idea

Ask students to read through the notes first and decide whether they are true or false, then read the text 'About the task' to check.

If Part A was set as homework, elicit from students what they can remember about it. Use the key words on the board to help jog memories if needed. Then check through the answers to the True/False task.

Answers

- 1 TRUE
- 2 FALSE. (This is supposed to be the easiest part of the test because part of its purpose is to help candidates settle in and feel at ease.)
- 3 FALSE. (You will be asked a series of questions about different topics.)
- 4 TRUE
- 5 FALSE. (Candidates should actually try to extend their answers by giving a reason, explanation or example.)

B Sample questions

Tell students they are going to practise a Part 1 Speaking task and then listen to a candidate answer the same questions.

Put the three headings from the IELTS Practice Task (WORK/STUDY, HEALTH/FITNESS, WEATHER) on the board and brainstorm some possible Part 1 questions around the class. Then tell students to look at the box on page 265 to check if any of the questions are the same or similar to the ones they thought of.

- 2 Tell students to work in pairs and ask and answer the questions for the IELTS Practice Task. You may want to do the first two or three questions with open pairs and check that the answers are slightly extended, not just one-word answers. Monitor pairs closely in order to give the students some feedback when they finish. Highlight what they did well as well as areas to work on in relation to the four criteria they will be marked on in the test, for example,
 - grammar (present simple, past simple, articles, singular/plural forms etc.)
 - vocabulary (wrong word/form/collocation)
 - pronunciation (word stress, sentence stress, intonation)
 - fluency and coherence (hesitation, linking ideas, making sense).

▷ Extra idea

Before class, copy the eleven questions from the task onto large strips of paper. In class, put the three headings on the board, then distribute the questions to all the students and ask them to come to the board and stick the papers under the correct heading. This helps check understanding of the questions. The papers could then be re-distributed to the students and they could mingle for ten minutes asking and answering the questions. The question strips could also be used at the listening stage – get students to order them on the board or on the floor in the sequence they hear them on the CD.

● Speaking Test video 1 (Part 1)

Tell students that they are now going to watch a video of a candidate answering the same questions. Set a gist question in order to give students a reason to

listen, for example, *What part of the world do you think the candidate is from?* (Answer: the Middle East). Ask students: *Are the candidate's answers similar to or different from yours?* Before students listen again, they could make a few notes about what detail they remember for each of the questions, then listen to confirm if their notes are correct and add more detail.

Note: There is further practice of this Part 1 Speaking test interview in Speaking Video Worksheet 1, on page 343 of the Student's Book. Teaching notes for Video Worksheet 1 and the videoscript are on pages 218–221 of the Teacher's Book.

26 Q FOCUS ON A RANGE OF TENSES

There is a photocopiable worksheet of this activity on page 250. Ask students to look at the audioscript and highlight/underline some of the language that the candidate Faris uses. Ask them to find examples of: present simple (e.g. *I try to eat healthy foods*), present continuous (e.g. *I'm studying engineering*), past continuous (*I was always playing with my brothers*), present perfect (*I guess it has changed a little*), a past comparative form (*It's hotter than it used to be*).

- 1 present simple: *general truths, habits, regular routines*
- 2 present continuous: *a present activity with duration*
- 3 past continuous: *a past habit in this example*
- 4 present perfect: *connecting a past time/event to the present time*
- 5 comparatives: *comparing things in the past with an adjective*

Ask students which tense is most common and elicit that the present simple is the most common. Even though this seems to be an 'easy' tense, it's very common to make mistakes with it, so students need to be careful!

Note: information about all of the tenses and structures can be found in the Grammar Resource Bank so ask students to review areas they are still unsure about.

C Tips and tactics

You can ask students to read this section for homework before the class or ask them to read it in class.

This task gives students information about what to do and what not to do in Part 1 of the Speaking test. First, brainstorm ideas with the class about what they think they should and shouldn't do in this part of the test. Write their ideas on the board for reference later in the lesson.

- 3 Read through questions **a**, **b** and **c** with the whole class so students know why they are reading and what they need to discuss. Allow them four or five minutes for reading and thinking before putting them into pairs to discuss the questions. Tell students to read all seven tips and tactics and clarify any queries they may have. Ask for feedback from the class about which tips and tactics are the most useful (perhaps make a class top three), then refer back to this in future lessons to remind students of useful strategies.

▷ Extra idea

Go back to the ideas brainstormed on the board at the beginning of this section and briefly discuss which of their ideas are the same as in the book and add any of the students' useful ideas to the list.

D Skills-building exercises


Tell students that this part of the lesson helps them with specific vocabulary and grammar that is useful for Part 1, and gives them practice opportunities.

- 4 Candidates often have to talk about their home in Part 1. Tell students to look at the photograph and describe what they see. Ask some general questions: *What type of home is it?* (a modern flat/apartment in a high-rise building) *Describe the room.* (It's a modern tidy living room with a large TV screen on the wall, glass tables, a large window with a view of the city and a wooden floor) etc. Give students five or six minutes to ask and answer the questions in the box in pairs about their own home. Monitor closely and write down some of the good language as well as problematic language they produce in order to focus on it later in the lesson. Language to monitor for might be:

Vocabulary: *words/phrases/collocations/chunks of language connected to the topic of home*

Grammar: *expressions of likes and dislikes, present perfect, third conditional*

Organisation: *well expanded answers*

- 5  35 Focus students on the vocabulary in the box before listening to the conversation between a candidate and an examiner. To check comprehension of the words, ask students to give a heading to each column, for example:
1st column: *types of home* (although garden doesn't fit this heading)
2nd column: *rooms/areas in a home*
3rd column: *furniture*
4th column: *adjectives to describe accommodation*
Some students will have questions about the meaning of words in the 4th column. Encourage peer teaching if possible, then give students the three definitions below and get them to match. Draw students' attention to the nouns that the adjectives collocate with:

1 large, plenty of room to move around in

(*spacious*) **a spacious house / apartment / room**

2 unpleasant because it's not big enough for the people in it (*cramped*) **a cramped room / kitchen**

3 dirty or untidy (*messy*) **a messy room / house / bedroom**

Asking whether the words have a positive or negative meaning is also a good way of checking comprehension (*cramped, messy* = negative, *spacious* = positive).

Students will now hear some of the vocabulary in context. Play the recording and ask students to tick words in the box that they hear.

Answers

The candidate uses the following words: house, apartment, bedroom, bed, desk, cramped, balcony, dream home, spacious

Audioscript 35

Examiner: Let's talk about your home. Do you live in a house or an apartment?

Candidate: Oh, I live in an apartment, with my family: my mother and father, and my younger sister.

Examiner: How long have you lived there?

Candidate: We moved into this place when I was about ten years old. I remember I was so excited to finally have my own bedroom, with my own bed, and a desk for me to do my homework on.

Examiner: Is there anything you don't like about living there?

Candidate: Um, not really, although it is a bit cramped. It would be nice to have a bit more space – a bigger balcony, for example.

Examiner: What sort of accommodation would you like to live in?

Candidate: Well, my dream home would be a house, not an apartment. In my city most people live in big apartment blocks, but I think it would be nice to live somewhere a bit more spacious. And if I could, I'd like to buy a house near the sea, because I love going to the beach.

- 6** Exercise 6 gives students the chance to assess their performance in Exercise 4 with the model answer in Exercise 5. The focus is on fluency and coherence: giving enough information and connecting ideas so that they make sense. Ask students to do this exercise briefly in pairs or in open class. If many students comment that the speaker's answers were longer than theirs, look at the audioscript on the DVD-ROM together to see how she extends and connects her ideas.

▷ Extra idea

Get students to write a 'Next time I will ...' statement for Part 1. For example, 'Next time I will try to use more vocabulary', or 'Next time I will try to hesitate less.' This will give them a goal for improvement and also jog their memory when they practise Part 1 again in a future lesson.

- 7** This exercise focuses on common errors in the Speaking test. Ask students to read through the three exchanges and then work in pairs and discuss the error in each one.

Answers

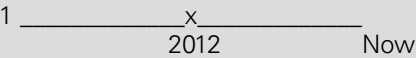
- The candidate should have said more when answering this question, such as saying why she likes living there so much.
- The candidate should have used past simple rather than present perfect here, because she said exactly when this happened. The candidate should have said *I moved*.
- This question requires you to speak hypothetically. The candidate has made a small error with the second conditional here. The candidate should have said when *if I lived ... I would buy*.

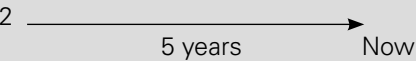
Q FOCUS ON PRESENT PERFECT VS PAST SIMPLE

Write two sentences on the board (adapt with your own information) and two timelines:

A) I've lived in this area for 5 years.

B) I moved here in 2012.

1 

2 

Ask the students to work in pairs and match each sentence to a timeline, and name of each tense is.

Answer

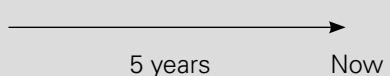
Sentence A matches timeline 2. This is a sentence in the present perfect. The present perfect connects the past and the present, in this case, because the sentence is describing the length of time since moving to the area till now.

Sentence B matches timeline 1. This is a sentence in the past simple tense. The past simple is used to talk about a specific point in time in the past, in this case, the year when I moved to this area.

Build up the information on the board so that the students can make a record in their notebooks.

The present perfect

Example sentence: *I've lived in this area for 5 years.*

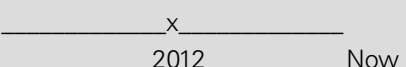
Timeline 2: 

Form: *have/has* + past participle

Meaning: to connect past time to present time, in this example because the speaker is still living in the same area.

The past simple

Example sentence: *I moved here in 2012.*

Timeline 1: 

Form: regular verb *+ -ed* / irregular forms

Meaning: to talk about a specific time in the past

► For more information and practice of tenses see Grammar Resource Bank, Student's Book, pages 303–308.


▷ Extra idea

It is common in Speaking Part 1 to talk about personal belongings such as bags, shoes, clothing, electronic devices and so on. Get students to ask and answer questions using past simple / present perfect forms. For example, 'How long have you had your bag?' 'Oh, I've had it for about a year.' 'Where did you buy it?' 'I bought it from my favourite shop at the mall.' 'How long have you had your shoes?' 'I've had them for ages, about five years!'

- 8** Write *clothing* on the board and elicit from students possible present simple questions that could be asked on the topic. Brainstorm some questions to the board. Then look at Exercise 8 at the example questions in the box. Students have a go and ask and answer the questions in pairs, remembering to extend their answers beyond a simple yes/no. Monitor for their 'likes and dislikes' language to refer back to in the next exercise.

▷ **Extra idea**

If you feel your students need a change of pace or something more active, divide the class into four groups, assign each group one of the four clothing questions, get them to memorise it, then ask them to stand up and mingle, asking and answering the questions.

- 9**  **36** Focus students on the language in the box. Ask them to read through the box and then help them understand any expressions they are unsure of, for example, '*I'm really into*' = informal, *be very interested in something*. Tell students they are going to listen to the same candidate as in Exercise 5 talking about clothing. For the first listening set a gist task, for example, *Are your clothing likes and dislikes similar or different to Aki?* Play the recording and then allow students to compare themselves to Aki for a couple of minutes. Conduct feedback in open class briefly. For the second listening, ask students to tick the expressions in the box that they hear Aki use.

Answers

The candidate uses the following expressions:
I (absolutely) love, I'm crazy about, I (really) like, I'm really into, I don't (really) like, I'm not that keen on

▷ **Alternative idea**

Highlight the features of connected speech in the expressions. For example linking the consonant at the end of one word with the vowel at the beginning of the next word: *, crazy_about, really_into, fan_of, keen_on, feelings_about, is_okay, I'm_a, not_a* etc.

Audioscript  **36**


- Examiner:** *Let's talk about clothing. Do you like going shopping for clothes?*
Candidate: *Yes, I do! I love it!*
Examiner: *Why?*
Candidate: *Well, I really like meeting my friends after class at a shopping centre or mall and just hanging out there, you know, window shopping, checking out all the latest fashions, trying clothes on ... that kind of thing.*
Examiner: *Is fashion important to you?*
Candidate: *Yes, I'm really into it. I spend all my money on clothes.*
Examiner: *What styles of clothes do you like wearing?*
Candidate: *Hmm, uh, let me see now ... Oh, yeah, at the moment I'm crazy about vintage clothing. I absolutely love those old styles.*
Examiner: *Are there any colours that you dislike wearing?*

Candidate: *Any colours ...? Oh, well, I'm not that keen on green, and I don't really like orange, either. I don't like buying clothes in those colours because they don't suit me.*

- 10** Do this exercise briefly with students in open class. Try to elicit examples of what Aki did well to reinforce the language with the students. If possible, refer back to some of the language they used when they 'had a go' in Exercise 8 and see if they can now improve on what they said.
- 11** Ask students to work in pairs and read through the three common errors and correct them, trying to explain what the error is and why. After a few minutes, conduct feedback with the whole class.

Answers

- 1** The candidate should have said 'Yes, I do' when giving a short answer to this question.
- 2** The candidate has made a collocation error. The adverb 'absolutely' cannot be used with 'like', only with 'love'. The candidate meant to say 'I absolutely love it'.
- 3** Although 'dislike' is possible, it is more natural to say 'I don't like it' or 'I hate it'.

- 12** Exercise 12 presents a typical Part 1 topic that requires the use of present simple, adverbs of frequency and a range of vocabulary for the topic. Students have a go first before focussing on these three areas in Exercise 13. Again, monitor as students answer the questions. Write down language that you think they will be able to fix later on.'
- 13**  **37** Focus students on the vocabulary in the box first. New phrases might be: *sleep in*=to sleep longer in the mornings than you usually do, *catch up with friends* = 'meet friends to discuss what has happened since the last time you met', *hang out* = 'to spend a lot of time in a particular place or with a particular group of people'. Students continue listening to Aki answer Part 1 questions. Again, for the first listening, the gist task could be 'Is there anything in Aki's routine that is similar to yours?' Students then discuss this briefly before listening again and ticking the expressions they hear.

▷ **Extra idea**

Put the weekday and weekend expression on large strips of paper and ask students to sort them out on the board. Putting them into groups will enable students to check comprehension as lots of discussion and peer teaching will be generated. Similarly, the adverbs of frequency could be put on papers for the students to quickly order, thereby checking comprehension.

Answers

The candidate uses the following expressions:
go to work/school/university/the library; catch the train; sleep in; hang out with friends; go shopping; go for lunch; usually, often, during the week, at weekends, when I get the chance

Audioscript 37

- Examiner:** *Moving on now to talk about daily routines. Tell me about a typical day in your life.*
- Candidate:** *A typical day? Well, I'm a student, so I go to university classes during the week. I have to get up pretty early to catch the train. It takes about an hour for me to get to university from my home. After class, I usually go to the library to study. Oh, and as I said before, I often hang out with my friends before I catch the train home.*
- Examiner:** *What do you like to do at weekends?*
- Candidate:** *Oh, I try to relax, if I can. I try to sleep in, and then I might go shopping or go for lunch with a friend.*
- Examiner:** *Is there anything that you would like to change about your daily routine?*
- Candidate:** *No, not really. I'm pretty happy with it. Because I'm a university student, I still have quite a lot of free time, compared to some people. I mean, when I graduate and get a job, my life will become busier, I'm sure.*
- Examiner:** *How important is it for you to have time to relax?*
- Candidate:** *Well, as I was saying earlier, I try to relax when I get the chance, as I really think it's essential. Modern living is really stressful, so it's important to make the most of your downtime, in my view.*

- 14** In this exercise, students have a chance to assess their performance in Exercise 12 in terms of fluency and hesitation. Ask students to work in pairs and discuss their ideas for a minute. Then conduct whole class feedback briefly.

▷ Extra idea

If many students say they feel she is much more fluent and less hesitant than they are, get them to listen closely to one of Aki's sentences a few times and build up to saying it at the same time as the recording. This will help their speed and fluency and can be repeated with two or three more sentences. After this, students could have another go at the questions in Exercise 12 with a different partner.

- 15** The group of errors in Exercise 15 is related to adverbs of frequency, word order and tense. Put students into pairs and ask them to correct the three sentences, discussing what the error is and how to fix it.

Answers

- 1** I **have always** a lot. (The adverb goes before the verb so the candidate should have said 'I always have a lot.')
- 2** My baby sister **usually is** awake early. (The adverb goes after the verb to be so the candidate should have said 'My baby sister is usually awake early.')
- 3** Oh, I **am sometimes surfing** the Internet. (The candidate has used present continuous but this is incorrect. Use present simple to talk about habits and routines. The candidate should have said 'I sometimes surf the Internet.')

IELTS PRACTICE TASK

This task is intended to give students some realistic practice of a Part 1 Speaking task. Give students a minute to read through the questions. Give them a reason to read such as, 'What are the two most interesting questions for you?'

Put students into pairs, an A with a B. Remind them about the key points for Part 1: '*relax, extend your answers but don't necessarily talk for a long time on one question, talk about yourself and give personal examples.*'

Tell Student A to ask Student B questions first for up to five minutes. They should only choose two of the sets of questions and they need to ask 'why' to encourage their partner to extend their answers.

After five minutes, swap roles, this time Student B is asking Student A, again for four to five minutes.

At the end of the 'test' ask students to reflect on how they did and refer them to the checklist at the bottom of page 269. Also give them some feedback based on your monitoring of the task and help them to understand how they can improve their performance next time.

At this point use the video on the DVD-ROM of a candidate doing the same Part 1 test. Ask students to listen for what are the strong points about how she answers the question, for example, vocabulary, pronunciation, fluency etc.

After watching the DVD and discussing the speaker's strengths, students can practise answering the questions again with a different partner. They should try to improve their answers this time.

Note: at this point make use of Speaking Test video worksheets 1 and 2 on pages 343–348 in the Student's Book. The worksheets contain extra exercises to use with the video for all three parts of the Speaking Test. Teaching notes for the Speaking video worksheets and the videoscript are on pages 218–226 of the Teacher's Book.

▷ Self-evaluation

Ask students how they feel about Part 1 of the Speaking task. Ask them to complete the checklist. Further practice is available on the DVD-ROM.