

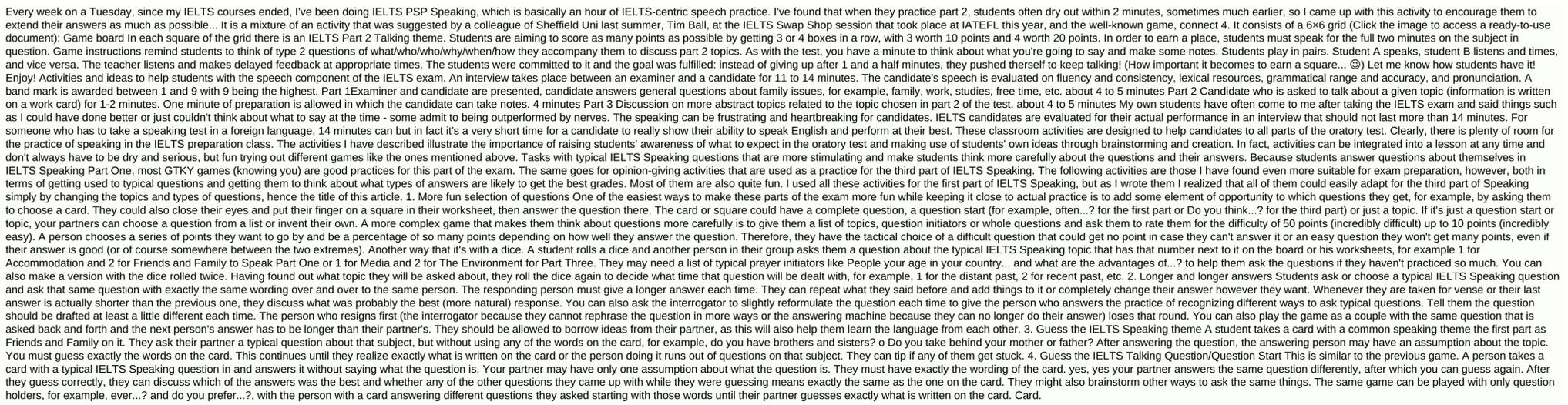


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Every week on a Tuesday, since my IELTS courses ended, I've been doing IELTS PSP Speaking, which is basically an hour of IELTS-centric speech practice. I've found that when they practice part 2, students often dry out within 2 minutes, sometimes much earlier, so I came up with this activity to encourage them to extend their answers as much as possible... It is a mixture of an activity that was suggested by a colleague of Sheffield Uni last summer, Tim Ball, at the IELTS Swap Shop session that took place at IATEFL this year, and the well-known game, connect 4. It consists of a 6x6 grid (Click the image to access a ready-to-use document):



Game board In each square of the grid there is an IELTS Part 2 Talking theme. Students are aiming to score as many points as possible by getting 3 or 4 boxes in a row, with 3 worth 10 points and 4 worth 20 points. In order to earn a place, students must speak for the full two minutes on the subject in question. Game instructions remind students to think of type 2 questions of what/who/why/when/how they accompany them to discuss part 2 topics. As with the test, you have a minute to think about what you're going to say and make some notes. Students play in pairs. Student A speaks, student B listens and times, and vice versa. The teacher listens and makes delayed feedback at appropriate times. The students were committed to it and the goal was fulfilled: instead of giving up after 1 and a half minutes, they pushed themselves to keep talking! (How important it becomes to earn a square... ☺) Let me know how students have it! Enjoy! Activities and ideas to help students with the speech component of the IELTS exam. An interview takes place between an examiner and a candidate for 11 to 14 minutes. The candidate's speech is evaluated on fluency and consistency, lexical resources, grammatical range and accuracy, and pronunciation. A band mark is awarded between 1 and 9 with 9 being the highest. Part 1 Examiner and candidate are presented, candidate answers general questions about family issues, for example, family, work, studies, free time, etc. about 4 to 5 minutes Part 2 Candidate who is asked to talk about a given topic (information is written on a work card) for 1-2 minutes. One minute of preparation is allowed in which the candidate can take notes. 4 minutes Part 3 Discussion on more abstract topics related to the topic chosen in part 2 of the test. about 4 to 5 minutes My own students have often come to me after taking the IELTS exam and said things such as I could have done better or just couldn't think about what to say at the time - some admit to being outperformed by nerves. The speaking can be frustrating and heartbreaking for candidates. IELTS candidates are evaluated for their actual performance in an interview that should not last more than 14 minutes. For someone who has to take a speaking test in a foreign language, 14 minutes can but in fact it's a very short time for a candidate to really show their ability to speak English and perform at their best. These classroom activities are designed to help candidates to all parts of the oratory test. Clearly, there is plenty of room for the practice of speaking in the IELTS preparation class. The activities I have described illustrate the importance of raising students' awareness of what to expect in the oratory test and making use of students' own ideas through brainstorming and creation. In fact, activities can be integrated into a lesson at any time and don't always have to be dry and serious, but fun trying out different games like the ones mentioned above. Tasks with typical IELTS Speaking questions that are more stimulating and make students think more carefully about the questions and their answers. Because students answer questions about themselves in IELTS Speaking Part One, most GTKY games (knowing you) are good practices for this part of the exam. The same goes for opinion-giving activities that are used as a practice for the third part of IELTS Speaking. The following activities are those I have found even more suitable for exam preparation, however, both in terms of getting used to typical questions and getting them to think about what types of answers are likely to get the best grades. Most of them are also quite fun. I used all these activities for the first part of IELTS Speaking, but as I wrote them I realized that all of them could easily adapt for the third part of Speaking simply by changing the topics and types of questions, hence the title of this article. 1. More fun selection of questions One of the easiest ways to make these parts of the exam more fun while keeping it close to actual practice is to add some element of opportunity to which questions they get, for example, by asking them to choose a card. They could also close their eyes and put their finger on a square in their worksheet, then answer the question there. The card or square could have a complete question, a question start (for example, often...? for the first part or Do you think...? for the third part) or just a topic. If it's just a question start or topic, your partners can choose a question from a list or invent their own. A more complex game that makes them think about questions more carefully is to give them a list of topics, question initiators or whole questions and ask them to rate them for the difficulty of 50 points (incredibly difficult) up to 10 points (incredibly easy). A person chooses a series of points they want to go by and be a percentage of so many points depending on how well they answer the question. Therefore, they have the tactical choice of a difficult question that could get no point in case they can't answer it or an easy question they won't get many points, even if their answer is good (or of course somewhere between the two extremes). Another way that it's with a dice. A student rolls a dice and another person in their group asks them a question about the typical IELTS Speaking topic that has that number next to it on the board or his worksheets, for example 1 for Accommodation and 2 for Friends and Family to Speak Part One or 1 for Media and 2 for The Environment for Part Three. They may need a list of typical prayer initiators like People your age in your country... and what are the advantages of...? to help them ask the questions if they haven't practiced so much. You can also make a version with the dice rolled twice. Having found out what topic they will be asked about, they roll the dice again to decide what time that question will be dealt with, for example, 1 for the distant past, 2 for recent past, etc. 2. Longer and longer answers Students ask or choose a typical IELTS Speaking question and ask that same question with exactly the same wording over and over to the same person. The responding person must give a longer answer each time. They can repeat what they said before and add things to it or completely change their answer however they want. Whenever they are taken for vense or their last answer is actually shorter than the previous one, they discuss what was probably the best (more natural) response. You can also ask the interrogator to slightly reformulate the question each time to give the person who answers the practice of recognizing different ways to ask typical questions. Tell them the question should be drafted at least a little different each time. The person who resigns first (the interrogator because they cannot rephrase the question in more ways or the answering machine because they can no longer do their answer) loses that round. You can also play the game as a couple with the same question that is asked back and forth and the next person's answer has to be longer than their partner's. They should be allowed to borrow ideas from their partner, as this will also help them learn the language from each other. 3. Guess the IELTS Speaking theme A student takes a card with a common speaking theme the first part as Friends and Family on it. They ask their partner a typical question about that subject, but without using any of the words on the card, for example, do you have brothers and sisters? o Do you take behind your mother or father? After answering the question, the answering person may have an assumption about the topic. You must guess exactly the words on the card. This continues until they realize exactly what is written on the card or the person doing it runs out of questions on that subject. They can tip if any of them get stuck. 4. Guess the IELTS Talking Question/Question Start This is similar to the previous game. A person takes a card with a typical IELTS Speaking question in and answers it without saying what the question is. Your partner may have only one assumption about what the question is. They must have exactly the wording of the card, yes, yes your partner answers the same question differently, after which you can guess again. After they guess correctly, they can discuss which of the answers was the best and whether any of the other questions they came up with while they were guessing means exactly the same as the one on the card. They might also brainstorm other ways to ask the same things. The same game can be played with only question holders, for example, ever...? and do you prefer...?, with the person with a card answering different questions they asked starting with those words until their partner guesses exactly what is written on the card. Card.

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