



Practising IELTS Speaking Part 3

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A. TEACHERS' NOTES

Description

Time required:	50–60 minutes
Materials required:	<ul style="list-style-type: none">▪ Classroom Handout 1 (one copy per pair, cut into strips)▪ Classroom Handout 2▪ Dice, one per pair
Aims:	<ul style="list-style-type: none">▪ To prepare students for IELTS Speaking test Part 3 by▪ improving their understanding of how to improve their performance in IELTS Speaking test Part 3▪ practising agreeing and disagreeing in preparation for IELTS Speaking test Part 3

A1. Lesson Plan

1. Write two sentences on the board. One should be something that you think most students in the class agree with and one should be something that you think most students in the class disagree with. For example:

English is one of the most important languages in the world.

In ten years' time no one will use the internet or mobile phones.

Tell the students that you agree with one of the statements and disagree with the other.

Get students to identify which one is which and then elicit from them an expression used to agree and one to disagree and write them on the board next to the appropriate sentence. For example: "I completely agree that English is one of the most important languages in the world", "I really don't think that in ten years' time no one will use the internet or mobile phones".

Timing: 3 minutes

2. Draw a table like this on the board and ask students to copy this at the top of a clean page in their notebooks. Students think of others in pairs and to write them in the appropriate columns:

Expressions to agree	Expressions to disagree
I completely agree that...	I really don't think that...



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Invite students to the board to add their expressions in the appropriate column.

Elicit/Add other expressions if necessary (see *Lesson Plan: answer key* or any others of your own).

Students copy all of these expressions into their notebooks for use later in the lesson.

Ensure students understand the meaning, usage and pronunciation of any new phrases.

Timing: 10–15 minutes

3. Give out *A3 Classroom Handout 1* to each pair, cut into strips. Give each pair a die.

Lay the strips of paper face down on the table.

One student rolls the die, then picks up one strip of paper. If they roll an odd number, they must agree with the statement on the paper, regardless of their own personal belief. If they get an even number, they should disagree with the statement on the paper. They should:

- use a different expression each time from the list from Lesson Plan Step 2
- explain the reason/s why they agree or disagree, giving as much detail as possible.

Students take turns with their partner until they have worked through all of the statements.

Monitor, making notes of examples of good language use as well as areas of difficulty.

Remind students that expressing agreement and disagreement may be useful for both IELTS Speaking Part 3 and IELTS Writing Part 2.

Timing: 15 minutes

4. Explain that students are going to practise agreeing and disagreeing when responding to questions similar to those found in the IELTS Speaking test Part 3.

Give out *A4 Classroom Handout 2*.

Students work in pairs (A and B). They take turns asking and answering their questions, trying to use a range of expressions to introduce their opinions. The other student should record the expressions used to feedback to their partner at the end of the activity. Remind students to explain their answers in as much detail as possible and to give examples to support what they say, as they should do in the IELTS Speaking test.

If necessary, set a time limit of 10 minutes. Monitor, making notes of examples of good language use as well as areas of difficulty.



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When all the pairs have finished, or once the time limit is up, students give feedback to their partner on their use of the expressions to agree and disagree and also how well they explained and supported their ideas.

Timing: 10–15 minutes

5. Feed back on students' use of the phrases to agree and disagree and the examples of good language use you have noticed. Draw students' attention to areas of difficulty and to do remedial work on vocabulary, grammatical errors or appropriacy which occurred during the lesson.

Timing: 10–12 minutes



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A2. Lesson Plan – answer key

Expressions to agree	Expressions to disagree
I completely/totally agree (that...)	I (really) don't think that...
I completely/totally agree with...	I (really) don't think so.
I couldn't agree more.	Definitely not!
I think so too.	I disagree (completely/totally).
Yes, definitely/absolutely/for sure.	I can't say I agree with that...
Yes, I believe...	No, I don't believe...
I agree to some extent.	Basically no/not.
I partly agree (with...)	I don't completely agree with (you/that)...
I kind of agree.	Not, not really.
Yes, I'd suggest/say that ...	No, I wouldn't suggest/say that....



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A3. Classroom Handout 1

1. The best way to learn English is by living in an English speaking country.

.....

2. Traffic problems in most countries around the world will become worse in the future.

.....

3. Mobile phones will be as popular in the future as they are now.

.....

4. People should be able to live anywhere in the world that they want.

.....

5. Buying expensive clothes is a waste of money.

.....

6. People won't read books in the future.

.....

7. Marriage is old-fashioned.

.....

8. In the past children had more respect for their parents than children these days.

.....

9. Children grow up too quickly these days.

.....

10. Qualifications are always more important than experience when you are applying for a job.



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A4. Classroom Handout 2

Student A

Take turns with your partner to ask these questions, and answer your partner's questions. Try to use a range of different expressions to express your opinions.

Student A

1. Do you think people will work from home more in the future, rather than travelling to their place of work? Why? Why not?
2. In your opinion, is it better to phone someone or speak face-to-face?
3. Many people believe that it is more convenient to buy clothes on the internet rather than in a shop. What is your point of view? Why?
4. Many people prefer to buy a house or flat (apartment) rather than rent one. Do you agree that this is a good idea?
5. To what extent do you think it is better to live at home with your parents when you are studying at university?

Student B

Take turns with your partner to ask these questions, and answer your partner's questions. Try to use a range of different expressions to express your opinions.

Student B

1. Do you think it is better to receive a gift rather than give one to another person? Why/Why not?
2. In your opinion, do people have more free time now than in the past?
3. Many people are worried about the future of the natural environment. Do you think that this is a waste of time?
4. Do you think that families will continue to eat together in the future in your country?
5. In your opinion, does modern technology help us to save time or waste time?



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B. GUIDANCE FOR FOLLOW-UP ACTIVITIES

1. The expressions on *A2 Lesson Plan – answer key* for agreeing or disagreeing were thought up by a teacher. You could vary this lesson by working on different functions, for example, certainty/possibility/uncertainty. Look for other ideas in EFL/IELTS published materials.
2. The statements on *A3 Classroom Handout 1* and questions on *A4 Classroom Handout 2* can be replaced by other sentences or questions. You could:
 - make up statements/questions which are topical in the city/country where you are teaching
 - ask students to write their own controversial statements/questions to share/discuss with each other
 - use discussion points from IELTS preparation material or from the IELTS Speaking test Part 3
 - find opinions or topics from newspaper and journal articles, from news programmes or from the internet.