

A full-page photograph of a young woman with long, straight brown hair, smiling warmly at the camera. She is wearing a brown, textured knit sweater over a blue and white plaid shirt. The background is a plain, light-colored wall. The image is partially overlaid with a red vertical bar on the left and a dark grey horizontal bar across the middle.

IELTS Focus: Speaking










Student Book

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Computer or paper: Your IELTS, your choice

Whether you take IELTS on paper or computer, you can be confident that you are taking the same trusted English language test.

	Computer-delivered IELTS	Paper-based IELTS
Delivery	Listening  Reading  Writing 	Listening  Reading  Writing 
	Speaking  Face-to-face Speaking test with a certified IELTS examiner.	
Results available	3-5 days	13 days
Booking & registration	Look for a computer icon  when booking your test at <i>IELTSregistration.com</i>	Look for a paper icon  when booking your test at <i>IELTSregistration.com</i>
Test availability	Up to 7 days a week*	Up to 48 days per year (Thursdays and Saturdays)
Length of the test	Listening (30 minutes)** Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)	Listening (30 minutes) Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)







* Please check with your local test centre for the available computer-delivered IELTS sessions.

** In the computer-delivered Listening test, the timings are slightly different from the paper-based test. This is because the paper-based test requires users to transfer answers to an answer sheet. This step becomes redundant when answering directly on a computer.

- Before the start of each part of the Listening test you will have some time to read the questions.
- After the end of each part of the Listening test you will have some time to review your answers.
- At the end of the Listening test, you will have 2 minutes to check your answers.

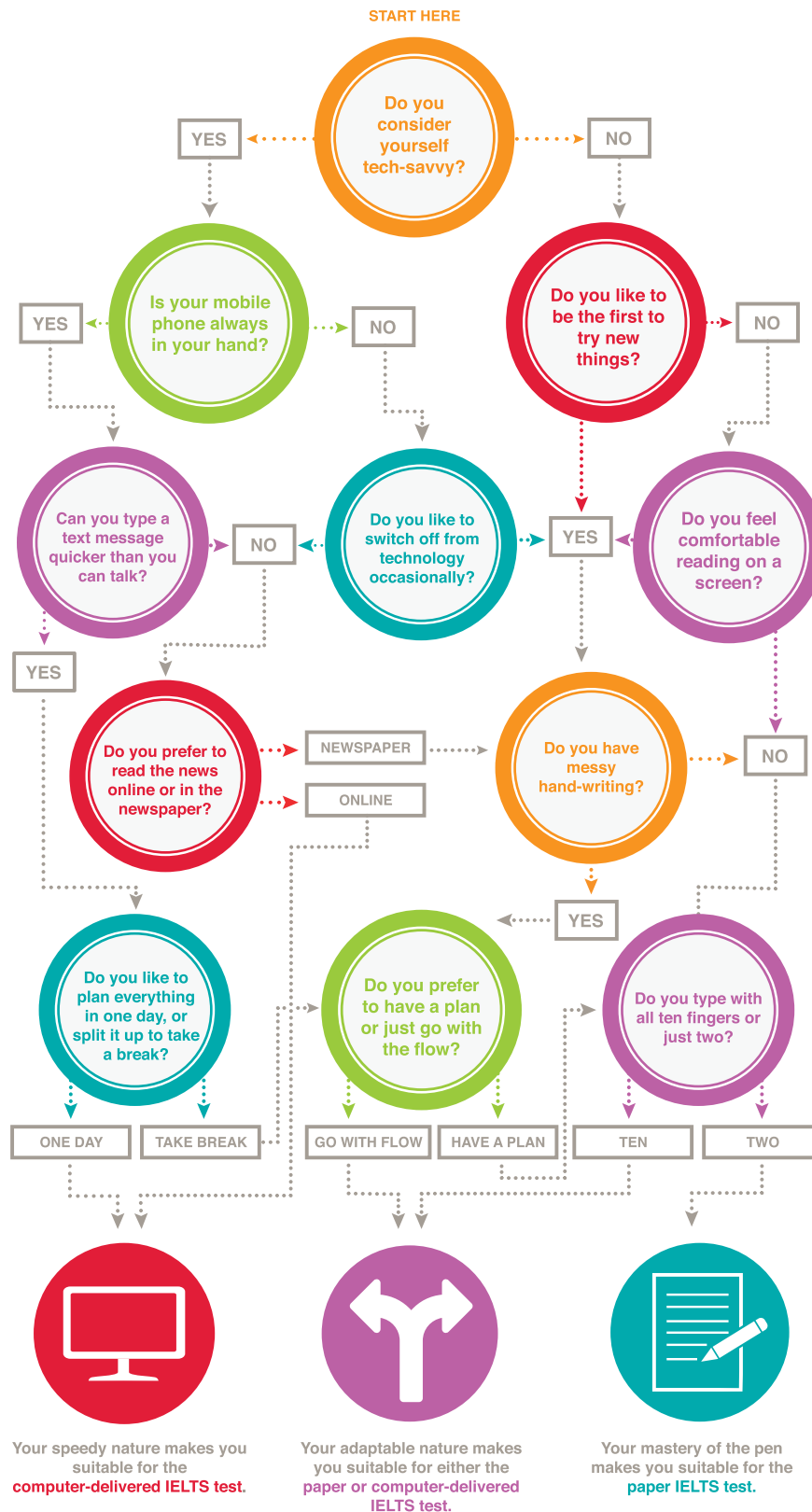
The timing of the Listening test is between 30 - 34 minutes.

Still the world's leading high-stakes test with no change to:

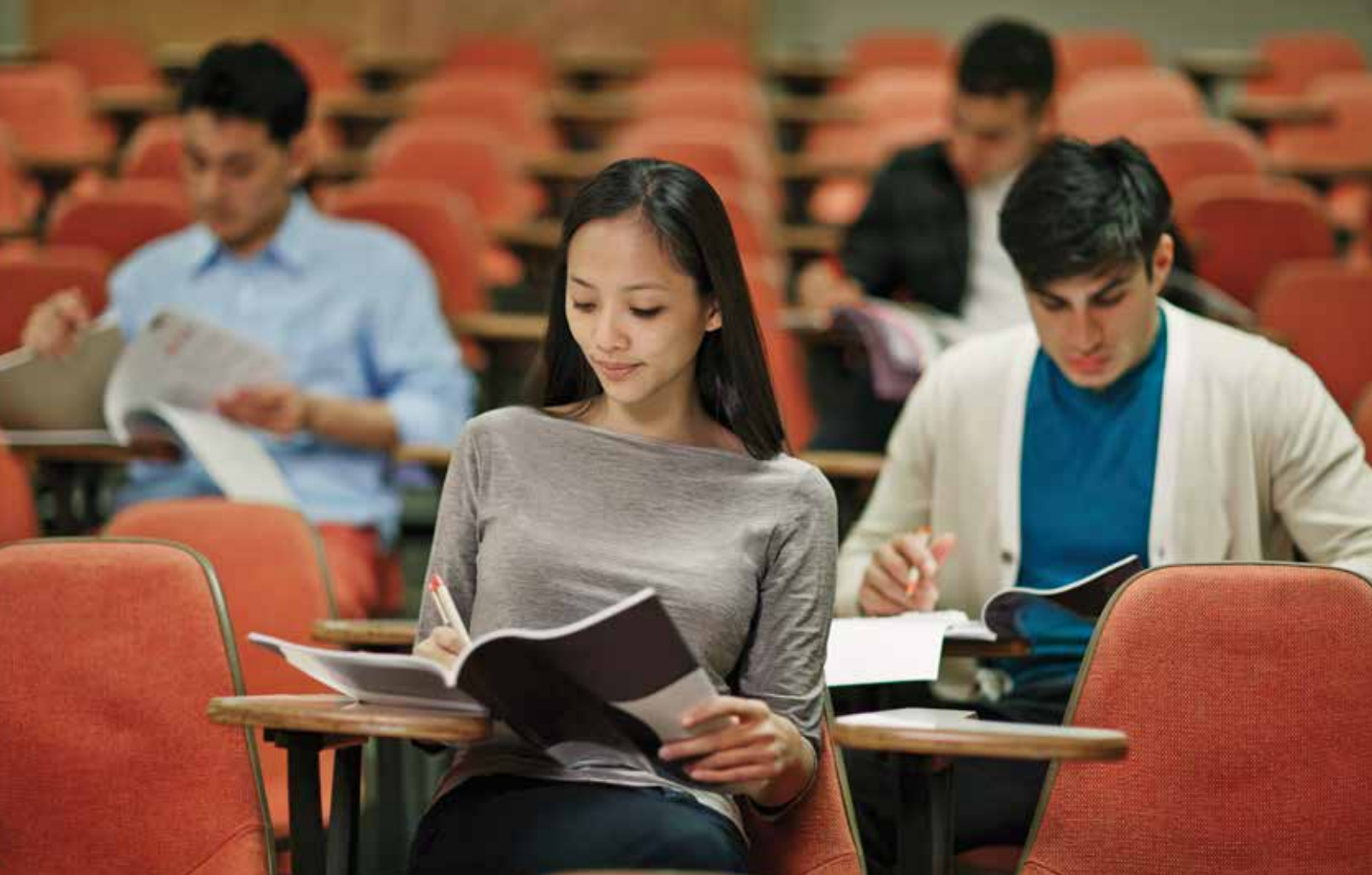
-  Content
-  Test timings
-  Question types
-  Marking
-  Security arrangements
-  Speaking test delivery (face-to-face)

Which IELTS is best for you?

Computer-delivered IELTS or paper-based IELTS?
The choice is yours, let's explore.




* Please note that this flowchart is for reference purposes only. Choose the best option based on your preferences.



Pre-course Speaking Assessment (Optional)

Your teacher will arrange for you to complete IDP's Speaking Assist, if it is included in the course. With Speaking Assist you can improve your IELTS Speaking band score by taking part in a practice speaking interview. With practice test feedback and expert coaching, IELTS Speaking Assist will enhance your speaking skills to improve your test performance. You will receive your personalized feedback report within 3 business days. Discuss this report with your teacher so that you understand clearly your strengths and ways to improve your IELTS Speaking skills.

If you're a self study student preparing for IELTS, we recommend checking out the free [IELTS Speaking sample tests](#). 

Quiz: How much do you know about the IELTS Speaking Test?

Before you start the quiz, first tell us how you rate your speaking skills.

How do you rate your speaking skills on a scale of 1-10? (10 = highest; 1 = lowest)

1 2 3 4 5 6 7 8 9 10

1. How long is the IELTS Speaking Test?
 - a. 5-10 minutes
 - b. 11-14 minutes
 - c. 15-20 minutes
2. How many parts are there in the Speaking Test?
 - a. 1
 - b. 2
 - c. 3
3. In which part of the test does the Examiner ask about familiar topics such as your home, studies, work, family and interests?
 - a. Part 1
 - b. Part 2
 - c. Part 3
4. In which part of the test does the Examiner ask about more abstract issues and ideas?
 - a. Part 1
 - b. Part 2
 - c. Part 3
5. In which part of the test does the Examiner give you a topic to talk about?
 - a. Part 1
 - b. Part 2
 - c. Part 3
6. In Part 2, how long can you think and take notes before you begin speaking?
 - a. 1 minute
 - b. 2 minutes
 - c. 3 minutes
7. In your talk in Part 2, how long should you speak?
 - a. Less than one minute
 - b. Up to two minutes
 - c. 2-3 minutes
8. Why are IELTS Speaking tests recorded?
 - a. Because Examiners like to listen to the recordings more than once
 - b. Because Examiners sit and score them together after the test
 - c. Because another Examiner might need to score your test
9. Is it a good idea to memorize your answers?
 - a. Yes
 - b. No
10. If you wear smart clothes for the Speaking test, will the Examiner give you a higher score?
 - a. Yes
 - b. No
11. If the Examiner agrees with your opinions, will you get a higher score?
 - a. Yes
 - b. No
12. Can you wear a watch during the Speaking test?
 - a. Yes
 - b. No
13. If you don't like a question, can you ask the Examiner for a different one?
 - a. Yes
 - b. No
14. Can the Examiner tell you your score at the end of the test?
 - a. Yes
 - b. No
15. Is it possible to get half a band score on the Speaking Test, such as a 5.5?
 - a. Yes
 - b. No



Writing Task 1

- You have just started a course in college. Write a letter to the manager of the nearest private club.
- Write a letter to the manager of the nearest private club.
 - introduce yourself
 - say why you are interested in this sport
 - ask some questions about the club (e.g. membership fees)

Write at least 150 words.
You do not need to write any addresses.

Overview of the Speaking Test

The Speaking Test is 11-14 minutes long.

There is one Examiner and one Candidate.

Speaking tests can take place the week before or after the main test day.

The Speaking test assesses the test taker's use of spoken English.

All speaking tests are recorded.

The Speaking test consists of 3 different parts.

Part 1 (4-5 minutes)

Test takers answer general questions about themselves and a range of familiar topics, such as their home, family, work, studies and interests.

Part 2 (3-4 minutes)

Test takers are given a card which asks them to talk about a particular topic. They have one minute to prepare before speaking for up to two minutes. The examiner may then ask one or two questions on the same topic to finish this part of the test.

Part 3 (4-5 minutes)

Test takers are asked further questions connected to the topic in Part 2. These questions give the test taker an opportunity to discuss more abstract issues and ideas.

Test takers are expected to use different language functions during the test, such as:

- Giving personal information
- Expressing likes and dislikes
- Comparing and contrasting
- Expressing, explaining and justifying opinions
- Summarising
- Speculating

Adapted from www.ielts.org



How IELTS Speaking is scored

The IELTS Speaking Test is scored by trained and certificated IELTS Examiners. Examiners award scores based on detailed descriptors that describe spoken performance at 9 band levels. The public version of these descriptors is on page 9.

The Examiner awards scores in 4 different areas or criteria. These 4 scores are averaged to give you an overall score in Speaking. The 4 criteria are:

Fluency and Coherence

Fluency means speaking with normal levels of continuity, rate and effort.

Coherence means linking ideas together to speak in an organized, coherent way:

- Logical sequencing of ideas
- Clear marking of stages in your speaking [e.g. *First, After that, Finally*]
- Using cohesive devices within and between sentences to link ideas e.g. pronouns

Adapted from www.ielts.org

Lexical Resource

Lexical Resource includes **range** and **accuracy** of vocabulary used.

Range includes:

- the variety of words used and how appropriate they are for the topics
- being able to paraphrase (get round a vocabulary gap when you don't know a specific word)

Accuracy includes:

- the precision of words used to express meaning and attitudes

Grammatical Range and Accuracy

This includes the **range** and **accuracy** of grammar.

Range includes:

- how long and complex the spoken sentences are
- the variety of different sentence structures and subordinate clauses

Accuracy includes:

- how many errors there are
- how these errors affect understanding

Pronunciation

This means the ability to speak clearly in order to be understood and express ideas. It includes:

- the amount of effort needed for the listener to understand
- the amount of spoken language that the listener cannot understand
- the amount of difficulty in understanding caused by the speaker's first language

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech is effortless to understand 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skillfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> Speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
0	<ul style="list-style-type: none"> does not attend 			



Part 1 Introduction and interview

Video: Chidi from Nigeria, Band 5.5

Watch a video of Chidi from Nigeria in Part 1 of the Speaking test. She was awarded a band 5.5. The Examiner asks her questions about where she lives, her family, and learning English. Watch this Part 1 interview and check *Yes*, *No* or *I don't know* in the Feedback Chart below.

Feedback Chart

Speaking criteria	Description of test taker performance	Yes	No	I don't know
Fluency and Coherence	The test taker can keep going without too many pauses.			
Fluency and Coherence	The test taker links her ideas well.			
Lexical Resource	The test taker uses a variety of different words.			
Grammatical Range and Accuracy	The test taker uses a variety of different sentence types.			
Pronunciation	The test taker is easy to understand.			

Video and Examiner comments sourced from the IELTS Scores Guide page 77. Feedback Chart based on the Speaking Band Descriptors (public version).

After you watch the video, compare your answers with a partner and then discuss with your teacher.

Practice: Introduction and interview

Now, in pairs you are going to practice the same part 1 topics.

Student A: You are the Examiner. Ask your partner the questions on the 3 topics below.

Student B: Close your book. Listen and answer your partner's questions.

You have 4-5 minutes for this. When you finish, exchange roles.

Where You Live

- What is your town or village like?
- What type of jobs do most people have in your town?
- What can people do in their free time in your town?
- What do you like about your town?
- How has your town changed over the past twenty five years?
- If you could change one thing about your town, what would it be?

Your family

- Do you have a large family or a small family?
- What do you like best about your family? Why?
- What are some things you enjoy doing together as a family?
- Where does your family live?
- Do you live together?
- Has your family moved to a different place since you were a child?

Learning English

- Do you like learning English?
- How do you learn English best?
- What is your best skill in English? Why?
- What skill do you find most difficult? Why?
- Why is learning English important for you?
- Do you know many people who speak English? Why?



Practice: using the right verb tense

In the Speaking test, you should notice which verb tense the Examiner uses for each question and answer in the same verb tense.

Look at the Examiner's questions below and fill in the missing information. Which verb tense does the Examiner use in each question? Then, write one possible answer using the same verb tense.

Question	Which verb tense?	Possible Answer
Where do you live?		
Did you enjoy playing football when you were a child?		
Which different countries have you travelled to?		
What are you going to do in the future?		

Now with a partner practice using the right verb tense to answer the Examiner's questions about shopping below.

Let's talk about shopping.

When do you usually go shopping?

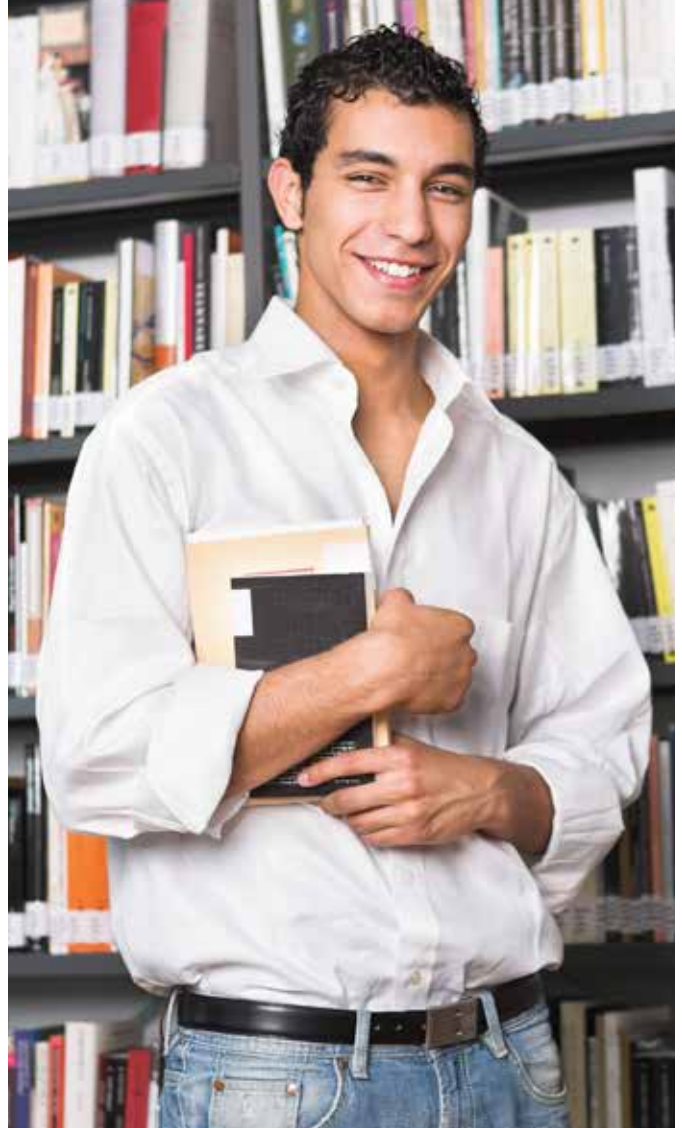
How often do you go shopping?

Have you used the internet to buy things?

Did you enjoy going shopping when you were a child?

Do you think you will do much shopping in the future?

If you could buy anything you wanted, what would you buy?



Practice: extending your answers

In Part 1 you should give the right amount of information to answer the Examiner's questions - not too much, not too little. One word answers, such as *Yes*, *No*, *Maybe* are not enough. On the other hand, talking so much that the Examiner can't ask you other questions is too much! Responses of two to four sentences are about right for each question in Part 1.

One way to extend your answers is by using the AREA strategy:

How to extend your answers

Do you like speaking English?

- A** nswer the question: *Yes/ No*
- R** eason: *Because.... I like speaking English because I'm good at it.*
- E** xample/ Explanation: *For example, my teacher always tells me that I speak English clearly.*
- A** nswer again: repeat what you said but in different words. *As I said, I love talking in English whenever I can.*

Now, use the Part 1 prompts again (Where you live, your family, learning English and shopping). This time, practice extending your answers using the AREA strategy above.

**Tip!**

You must bring the same identification (ID) to the IELTS Speaking test as you registered with. If you bring different ID, you will not be allowed to take the Speaking Test.

**Video: Aashish from Nepal, Band 7.5**

Watch a video of Aashish from Nepal in Part 1 of the Speaking test. He was awarded a band 7.5. The Examiner asks him questions about work, friends, food and cooking. Watch this Part 1 interview and check *Yes*, *No* or *I don't know* below.

Speaking criteria	Description of test taker performance	Yes	No	I don't know
Fluency and Coherence	The test taker can keep going without too many pauses.			
Fluency and Coherence	The test taker links his ideas well.			
Lexical Resource	The test taker uses a variety of different words.			
Grammatical Range and Accuracy	The test taker uses a variety of different sentence types.			
Pronunciation	The test taker is easy to understand.			

Video and Examiner comments sourced from the IELTS Scores Guide page 82.

Feedback Chart based on the Speaking Band Descriptors (public version).

After you watch the video, compare your answers with a partner and then discuss with your teacher.



If you don't understand the Examiner's question, ask him or her to repeat:

I'm sorry, could you ask that question again?

I didn't catch that. Do you mind repeating it?

Practice: extending your answers

Now, in pairs you are going to practice the same Part 1 topics.

Student A: You are the Examiner. Ask your partner the questions on the 3 topics below.

Student B: Close your book. Listen and answer your partner's questions. Practice answering in the same verb tense as in the questions. Try to extend your answers to 2-4 sentences.

When you finish, exchange roles.

Work

- Tell me about your job.
- How long have you had this job?
- Why did you choose this type of work?
- What do you most enjoy about your job? [Why?]
- What do you not like? [Why?]
- Do you plan to change jobs in the future?

Friends

Let's move on to discuss friends.

- Are your friends mostly your age or different ages?
- Do you usually see your friends during the week or at the weekend?
- What did you do together the last time you saw your friends?
- In what ways are your friends important to you?
- Do you only make friends with people who are the same as you?
- Would you like to make more friends with people from different countries?

Food and Cooking

Let's move on to talk about food and cooking.

- What kind of food do you like to eat?
- What kind of new food would you like to try?
- Do you like cooking?
- Did you learn to cook when you were a child?
- What was the last meal you cooked?
- If you could learn to make one type of food, what would it be?



Practice: paraphrasing - talking about likes and dislikes

In Part 1 there are questions about your likes and dislikes. What verbs do you usually use in your answer? If you tend to use the same verb [*I like...*] or [*I don't like...*], try to use a variety of different verb phrases instead. Finding a different way to say the same thing is called paraphrasing.

Tip!

You can increase your Lexical Resource score if you use a variety of different words and expressions in the Speaking Test.

Look at the verbs and verb phrases in the box below. Put them in the correct column on the next page to express likes, dislikes, or neutral feelings. Write an example sentence for each one.

I love	I'm a big fan of	It's okay	I have mixed feelings about		
I don't mind	I don't really have any strong feelings about				
I don't really like	I'm not into it	I'm not a big fan of	I'm not that keen on	I'm quite	
keen on	I hate	I'm really into	I can't stand	I really like	

Describing Likes, Dislikes and Neutral Feelings

Like	Neither Like Nor Dislike	Dislike

Paraphrasing practice

Now, in pairs practice asking and answering questions about your likes and dislikes.

- Use as many different verb phrases as you can to express your likes and dislikes.
- Use the same verb tense in your answer as in the question.
- Answer in 2-4 sentences.

Examiner's questions about like and dislikes

What do you like about living here?

Do you like cooking?

Is there anything in particular you like about your job?

Do you like listening to music?

Do you like travelling?

What do you like most about visiting other countries?

What was your favourite sport when you were a child?

Do you enjoy playing as much sport now as when you were younger?

Tip!

You will not be allowed into the IELTS Test if you are wearing a watch, so leave your watch at home on the test day. There will be a clock in the examination room. In the Speaking Test, the Examiner is responsible for timing each part of the test.

Speaking practice prompts for Part 1

Practice asking and answering the Part 1 prompts below using the strategies you have practiced in this unit.

Let's talk about your home town or village.

- What kind of place is it?
- What's the most interesting thing about your hometown/village?
- What kind of jobs do people in your town/village do?
- Would you say it's a good place to live? Why/why not?

Let's talk about the weekend.

- What do you usually do at the weekend?
- What do you think you'll do next weekend?
- Do you enjoy your weekends now more than when you were a child?
- How important is it for you to relax at the end of the week?

Let's talk about sports.

- What sports are popular in your country?
- What makes people interested in these games?
- Are they as popular as they used to be in the past?
- Did young people do more physical activities in the past?



Part 2 Individual Long Turn

Understanding the instructions

In Part 2 the Examiner will give you a topic. You are allowed one minute preparation time and then you have to give a talk for one to two minutes. The Examiner wants to see if you can keep talking for a full 2 minutes and how well you can organize your ideas and speak fluently on the topic. In this part of the Speaking Test:

- Read the topic that the Examiner gives you.
- Make notes on the notepaper to answer each of the bullet points.
- When the Examiner tells you, talk about the topic for between 1 and 2 minutes.
- Try to keep talking until the Examiner interrupts you.
- Answer one or two follow-up questions.

Part 2 instructions

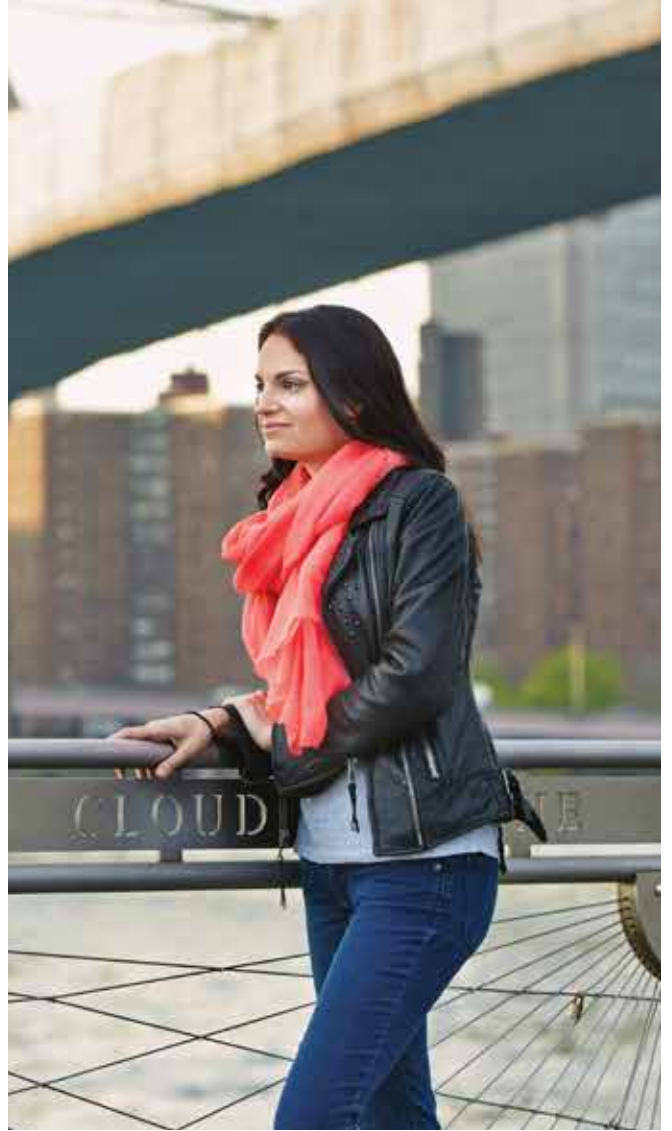
I'm going to give you a topic and you will have to talk about it for 1-2 minutes. Before you talk, you will have one minute to think about what you are going to say. You can make some notes if you wish. Do you understand? (pause)

Here's some paper and a pencil for making notes. And here's your topic. Please don't write anything on the booklet.

I'd like you to....

Tip!

Most people get a better score if they take a few notes during the one minute preparation time and use them.



Video: Tina from Vietnam, Band 5.0

You are going to watch a video of Tina from Vietnam in Part 2 of the Speaking test. She was awarded a band 5.0. The Examiner asks Tina to talk about her interests and hobbies. This is the topic that the Examiner gives her.

Describe your favourite hobby

You should say:

- What it is
- Why you enjoy it
- What benefits you can get from it

And explain why this hobby is important to you.

Part 2 – follow-up questions

- Do you think you will always be interested in this?
- Would it be easy for you to give it up?

Now, watch the video and check *Yes*, *No* or *I don't know* in the Feedback Chart below.

Feedback Chart

Speaking criteria	Description of test taker performance	Yes	No	<i>I don't know</i>
Fluency and Coherence	The test taker can keep going for 2 minutes without too many pauses.			
Fluency and Coherence	The test taker links her ideas well.			
Lexical Resource	The test taker uses a variety of different words.			
Grammatical Range and Accuracy	The test taker uses a variety of different sentence types.			
Pronunciation	The test taker is easy to understand.			

Video and Examiner comments sourced from the IELTS Scores Guide page 76.

Feedback Chart based on the Speaking Band Descriptors (public version).

After you watch the video, compare your answers with a partner and then discuss with your teacher.

Tip!

At the beginning of Part 2 the Examiner will ask you: *Do you understand?*

If you don't understand, ask the Examiner to explain again:

Sorry, can you explain the instructions again?



Practice: taking notes

Now, in pairs you are going to practice the same Part 2 topic. It is important in Part 2 to take a few notes in the one-minute preparation time. You do not have time to write much, but a few key words and phrases will help you to keep talking, to cover the points, and to sound more organized.

How to take notes in Part 2

- Write on the notepaper (not on the booklet)
- Write key words only for each of the bullet points.
- Do not try to write complete sentences.
- Don't worry about the time. The Examiner will tell you when it is time to begin speaking.

Read the Part 2 topic below.

Describe your favourite hobby

You should say:

- What it is
- Why you enjoy it
- What benefits you can get from it

And explain why this hobby is important to you.

Practice taking some notes about this topic below.

What?	
Why I enjoy it?	
What benefits?	
Why important to me?	



Practice: giving your talk

Begin with an introduction sentence that tells the Examiner what you plan to speak about:

I'd like to tell you about....
I'm going to talk about....
What I want to talk about is....
I've decided to talk about...

Now, use your notes to tell your partner about your favourite hobby. Try to keep talking for 2 minutes. Your partner will listen, complete the Feedback Chart below and tell you to stop speaking after 2 minutes. Your teacher may ask you to record yourselves using your mobile phone or a recording website (like vocaroo.com). Then, exchange roles. Discuss how well you did at the end.

Feedback Chart

Speaking criteria	Description of test taker performance	Yes	No	I don't know
Fluency and Coherence	The test taker can keep going for 2 minutes without too many pauses.			
Fluency and Coherence	The test taker links his/her ideas well.			
Lexical Resource	The test taker uses a variety of different words.			
Grammatical Range and Accuracy	The test taker uses a variety of different sentence types.			
Pronunciation	The test taker is easy to understand.			

Feedback Chart based on the Speaking Band Descriptors (public version).

Practice: extending your talk

In Part 2, your goal is to keep talking for the full 2 minutes until the Examiner tells you to stop. However, many test takers run out of things to say after about one minute! Here are two strategies you can use to help you keep talking:

1. Past-Present-Future: Whatever your topic is, you should be able to relate it to the past, the present and the future.

For example, imagine you are talking about a famous football player. Think what you can say about this topic that relates to the past, present and future, like this:

Past-Present-Future

- Past
He has helped his team mates win a lot of games. For example, last year he...
- Present
At the moment he plays for AC Milan....
- Future
In the future I think he will probably transfer to Barcelona....

2. Advantages-Disadvantages: Another strategy is to think of some good and bad aspects related to your topic:

Advantages-Disadvantages

- Advantages
One of the advantages is that he's a good role model for young people. They see him doing good things for charity, so they try to do good things too.
For example, ...
- Disadvantages
A disadvantage is that most people will never be successful football players like him, so they might be disappointed in life.

Practice

Practice the Part 2 topic below. Take it in turns to role play the Examiner and the test taker. You have one minute to take notes below and 2 minutes to give your talk. Try to keep talking for the full two minutes. Your partner will fill in the Feedback Chart on the next page and discuss it with you afterwards.

Describe a famous person such as your favourite sports figure or actor.
You should say:

- Who this person is
- What he or she does
- Why you like him/her so much

And explain why this person is so famous.

Follow-up question:

If you met this famous person, what would you do and say?

Adapted from the IELTS Scores Guide page 73.

Notes

Feedback Chart

Speaking criteria	Description of test taker performance	Yes	No	I don't know
Fluency and Coherence	The test taker can keep going for 2 minutes without too many pauses.			
Fluency and Coherence	The test taker links his/her ideas well.			
Lexical Resource	The test taker uses a variety of different words.			
Grammatical Range and Accuracy	The test taker uses a variety of different sentence types.			
Pronunciation	The test taker is easy to understand.			

Feedback Chart based on the Speaking Band Descriptors (public version).

Practice

Practice the Part 2 topic below. Take it in turns to role play the Examiner and the test taker. You have one minute to take notes and 2 minutes to give your talk. Try to keep talking for the full two minutes. Your partner will fill in the Feedback Chart and discuss it with you afterwards.

Describe a special gift or present you gave to someone.
You should say:

- Who you gave the gift to
- What the gift was
- Where you got it from

And explain why this gift was special.

Follow-up question: When do people usually give gifts in your country?

Notes

Feedback Chart

Speaking criteria	Description of test taker performance	Yes	No	I don't know
Fluency and Coherence	The test taker can keep going for 2 minutes without too many pauses.			
Fluency and Coherence	The test taker links his/her ideas well.			
Lexical Resource	The test taker uses a variety of different words.			
Grammatical Range and Accuracy	The test taker uses a variety of different sentence types.			
Pronunciation	The test taker is easy to understand.			

Feedback Chart based on the Speaking Band Descriptors (public version).

Practice

Practice the Part 2 topic below. Take it in turns to role play the Examiner and the test taker. You have one minute to take notes and 2 minutes to give your talk. Try to keep talking for the full two minutes. Your partner will fill in the chart and give you some feedback.

Describe a teacher who has influenced you in your education.

You should say:

- Where you met this teacher
- What subject he or she taught
- What was special about him or her

And explain why this person influenced you so much.

Sourced from the IELTS Scores Guide page 73.

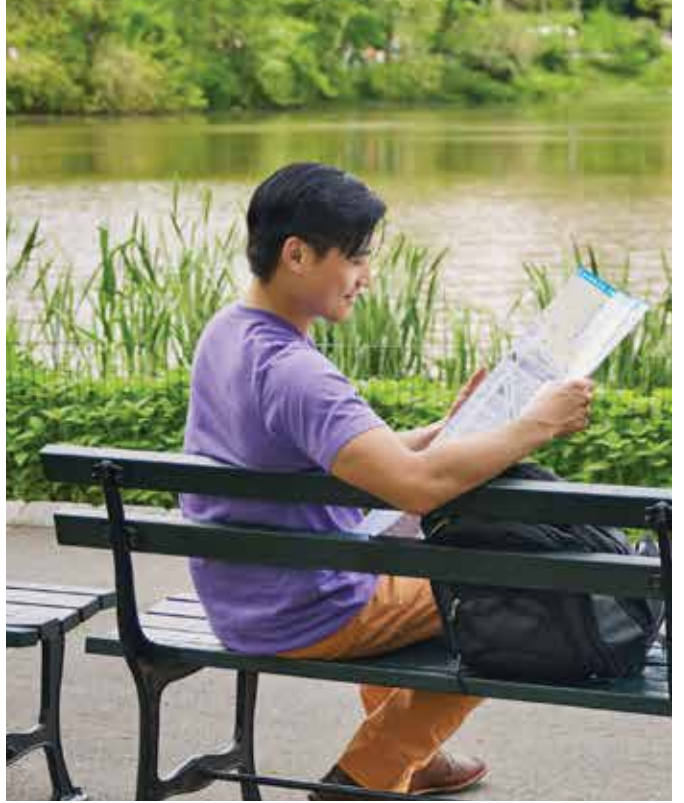
Follow-up question: Do you think teaching is an easy job?

Notes

Feedback Chart

Speaking criteria	Description of test taker performance	Yes	No	I don't know
Fluency and Coherence	The test taker can keep going for 2 minutes without too many pauses			
Fluency and Coherence	The test taker links his/her ideas well.			
Lexical Resource	The test taker uses a variety of different words.			
Grammatical Range and Accuracy	The test taker uses a variety of different sentence types.			
Pronunciation	The test taker is easy to understand.			

Feedback Chart based on the Speaking Band Descriptors (public version).



▶ Video: Michal from Poland, Band 6.5

You are going to watch a video of Michal from Poland in Part 2 of the Speaking test. He was awarded a band 6.5. The Examiner asks Michal to talk about a well-known person. Watch this Part 2 interview and check *Yes*, *No* or *I don't know* in the Feedback Chart below.

Feedback Chart

Speaking criteria	Description of test taker performance	Yes	No	I don't know
Fluency and Coherence	The test taker can keep going for 2 minutes without too many pauses.			
Fluency and Coherence	The test taker links his ideas well.			
Lexical Resource	The test taker uses a variety of different words.			
Grammatical Range and Accuracy	The test taker uses a variety of different sentence types.			
Pronunciation	The test taker is easy to understand.			

Video and Examiner comments sourced from the IELTS Scores Guide page 81.

Feedback Chart based on the Speaking Band Descriptors (public version).

After you watch the video, compare your answers with a partner and then discuss with your teacher.

Practice: Take a number!

Your teacher will put some numbered cards in a box (1-10). Each person draws a number (1-10). You will have one minute to prepare some notes on the topic below that matches the number you have drawn. After one minute is up, you will take it in turns to speak on your topic for 2 minutes.

Take a number!

1. Describe something new you are learning to do (what/why/where)
2. Talk about a person you admire (who/what/why)
3. Share information about your favourite website (what/why/how often)
4. Describe what you are looking forward to on your next holiday (why/how often)
5. Speak about an exciting sports game you saw (when/who/why)
6. Talk about an important goal for the future (what/why/who)
7. Tell about a favourite object (what/why/)
8. Talk about a favourite child in your family (who/why)
9. Tell about a wonderful holiday you took (where/why)
10. Talk about an interesting building you know about (what/where/why)

Notes



Part 3: Two-way discussion

Understanding the instructions

In Part 3 of the IELTS Speaking Test you will have a 4-5 minute conversation with the Examiner about some general and abstract ideas related to the topic in Part 2. The Examiner wants to see how well you can express and explain your ideas and opinions. You will need to show that you can discuss the ideas in detail. Read the instructions below:

Part 3 instructions

The Examiner says:

We've been talking about (the Part 2 topic), and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all...

The Examiner will then ask you some questions. In Part 3 you should:

- Answer in more detail than in Part 1.
- Avoid talking about yourself (you did that in Part 1).
- Talk about what most people do in your country or your culture or in general.

Tip!

If the Examiner uses a word that you don't understand, you can ask what it means:

Sorry, what does [that word] mean?



Video: Ali from Saudi Arabia, Band 5.5

You are going to watch a video of Ali from Saudi Arabia in Part 3 of the Speaking test. He was awarded a band 5.5. In Part 2, Ali spoke about a well-known person. Here in Part 3 the Examiner asks him some questions on related topics. While you watch the video, notice the types of questions the Examiner asks and decide how well you think Ali responds.

Examiner's questions

What kind of people become famous in your country?

Why do sports stars and movie stars become so popular?

What's different about people who became famous in the past with people who become famous these days?

Usually a person becomes famous for just a short time these days. Do you think in the past it was more difficult to become famous?

So what kind of people may become famous in the future?

Do people want to read about somebody interesting like a movie star or an athlete, or do they want to read about somebody who makes a big change in the world?

Video sourced from the IELTS Scores Guide page 77.



Practice: expressing opinions

In Part 3 of the Speaking test you must be prepared to explain your opinions about the topics in detail. Try to use a variety of language and expressions:

Language for expressing opinions

I think that

In my opinion

I believe

In my view

It seems to me that

It's clear that

I would say that

Now practice writing an answer for each question from Ali's interview using the same verb tense as the Examiner's question. Use a variety of expressions to explain your opinions. Then, with a partner practice asking and answering the questions.



Video: Maxim from Russia, Band 6.0

You are going to watch a video of Maxim from Russia in Part 3 of the Speaking test. He was awarded a band 6.0. In Part 2, Maxim spoke about a favourite hobby. Here in Part 3 the Examiner asks him some questions on related topics. While you watch the video, notice the types of questions the Examiner asks and decide how well you think Maxim responds.

Examiner's questions

Now, we've been talking about interests or hobbies, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all current and future hobbies.

What hobbies are popular in your country?

Why do you think.... is such a popular hobby?

Are there other reasons?

What kinds of hobbies do you think will be popular in future?

Do you think in your country active hobbies like sports will be popular in future compared with computers?

What's the balance between leisure and work in your country?

So do you think the balance is about right between work and leisure, or not?

Do you think this will change in the future? Why?

Video sourced from the IELTS Scores Guide page 78.

Then, with a partner practice asking and answering the questions above. Focus on using a variety of ways to express your opinion.

Practice: keeping the conversation general

In Part 1 of the Speaking test you spoke about yourself – what you like and what you dislike. However, in Part 3 of the Speaking test you should try to keep your responses general and abstract. In other words, tell the Examiner what you think most people in the world/your country/your culture do or believe. You can begin with an expression of opinion and add a general statement to it like this:

Your opinion	General statement
<i>I think that...</i>	<i>...most people these days ...</i>
<i>In my opinion...</i>	<i>...a lot of people nowadays...</i>
<i>I believe...</i>	<i>...in general, people today...</i>
<i>It seems to me that...</i>	<i>...overall, people in my country...</i>
<i>It's clear that...</i>	<i>...generally speaking, young/old people...</i>
<i>I would say that...</i>	<i>...the majority of people in my culture...</i>

Tip!

- Use the 3rd person plural verb
Most people think that ...✓
A lot of people believe that...✓
- Don't use a double subject
~~Most people they think that... X~~
Most people think that...✓

With a partner, take it in turns to ask and answer the questions on the Part 3 topics below. Use abstract and general language as much as you can, and be careful with your grammar.

Speaking Practice Prompts

Festivals

- Are there certain kinds of festival that are becoming more popular?
- What disadvantages might there be if these festivals become increasingly popular?
- In what ways do you think these festivals are celebrated differently now from the past?
- To what extent do you think this might change in the future?

Education

- Has the education system in your country changed compared to 50 years ago?
- What do you think the main changes are?
- What advantages does the current education system have compared to the past?
- In what ways do you think your current education system may change in the future?

Gift-giving

- Is it common in your country to give gifts?
- What has changed in regards to giving presents compared to the past?
- Do you think giving donations to charity instead of buying gifts for each other is becoming more popular in your country?
- What disadvantages do you think there are to giving donations instead of giving presents?



▶ Video: Khush from India, Band 8.0

You are going to watch a video of Khush from India in Part 3 of the Speaking test. She was awarded a band 8.0. In Part 2, Khush spoke about a famous person. Here in Part 3 the Examiner asks her some questions on related topics. While you watch the video, notice the types of questions the Examiner asks and decide how well you think Khush responds.

Examiner's questions

Now, we've been talking about a well-known person who you like or admire, and I'd like to discuss with you one or two more general questions related to this. Let's consider first of all being in the public eye. Famous people are watched by everybody. What are the advantages and disadvantages of that?

What is the media's role in reporting what famous people do?

Very often the media reports on the most trivial things, but people are fascinated by them. Why are they so fascinated?

Let's go on and talk about celebrity culture. How are famous people used by advertisers nowadays?

The use of famous people in advertising and other things... do you think that has a negative effect, especially on young people?

Do you think that famous people can influence public opinion beyond just selling things? They can make people vote differently or believe differently, for example?

Video sourced from the IELTS Scores Guide page 83.

Work in pairs to role-play the Examiner and the test taker using the questions from the table above.



Tips for the IELTS Speaking Test

Part 1

- Answer in the same verb tense as the question.
- Answer in 2-4 sentences.
- Use the AREA strategy to extend your responses.
- Use a variety of expressions to talk about your likes and dislikes.

Part 2

- Use the 1 minute preparation time to take some notes.
- Try to keep talking for the full 2 minutes.
- Use sequencers (*also / and / as well / but / after that.....*)
- Use Past-Present-Future and Advantages-Disadvantages strategies if necessary to help you keep talking

Part 3

- Keep your answers general - don't talk about yourself in Part 3.
- Try to talk in detail by supporting your ideas with examples & evidence.
- Questions will often have a range of tenses – answer in the correct tenses.

**Tip!**

- Ask the Examiner to explain if you don't understand a word: *What does xxxx mean?*
- Ask the Examiner to repeat if you don't understand a question: *Please can you say that again?*
- Use linkers and fillers to sound more natural: *first of all, well, actually, in fact.*
- Try to keep talking
- Just relax – the Examiners are very nice and they want you to do well!

But please ...

- Don't memorize what you're going to say.
- Don't give one word answers: *Yes...No...Maybe*
- Don't ask for a different topic.
- Don't say: *I don't know.*
- Don't ask the Examiner what score you got or how well you did! You will get your score 13 days after the main test day if you take paper-based IELTS or 3-5 days if you take computer-delivered IELTS.

Our official practice tools are designed to help you achieve the score you need.

Type	Features	Experience/ English level	Indicative band score	Personalised feedback	Expert tips to improve	New practice questions	Paid/free
IELTS Progress Check							
Practice test	<ul style="list-style-type: none"> The only official online practice test developed by IELTS Indicative band scores for every test section and an overall band score Marked by official IELTS markers Suitable for both computer-delivered and paper-based IELTS Personalised feedback in all assessment criteria for Writing and Speaking 		 + Marked by official IELTS markers	 + All assessment criteria for Writing/Speaking	 + Marker's comments		Paid
IELTS Master							
Online course	<ul style="list-style-type: none"> The IELTS online preparation is developed by Macquarie University in Australia Exclusive preparation tool for IDP test takers 20–25 hours of online study time 						Free (one skill) when you book a test with IDP. Upgrade to full course at 50% off
IELTS Masterclass							
Seminar (in person & webinar)	<ul style="list-style-type: none"> A 90-minute class for test takers aiming for a band score of 6 or above IELTS assessment criteria explained Insights into common IELTS mistakes and how to avoid them IELTS approved handouts, which include test questions and sample answers Time to ask questions in a fun and supportive environment 						Free
IELTS Advantage							
Webinar	<ul style="list-style-type: none"> A 40-minute webinar Everything you want to know about IELTS but were afraid to ask What to expect on the test day How your skills are assessed FAQs about Listening, Reading, Writing and Speaking tests 						Free

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Acknowledgements

IDP IELTS Middle East would like to thank all those who contributed to the production of these materials.

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Notes

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Notes

A series of horizontal dotted lines for taking notes.

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