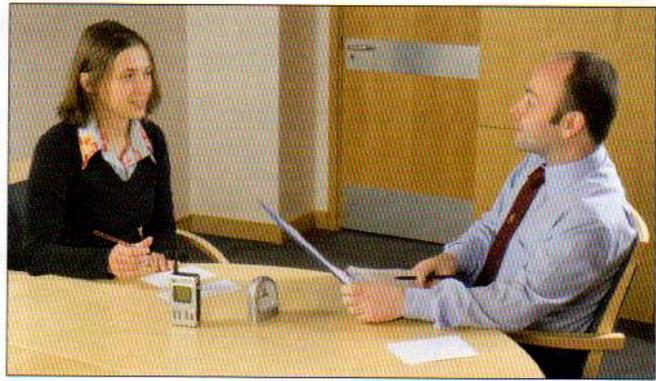


The Speaking module

The IELTS Speaking test takes the form of a one-to-one interview. There are three parts to the Speaking test. These allow you to demonstrate your spoken English skills through a number of tasks. The tasks are designed so that you can use a range of language on a variety of topics. The whole interview takes between 11 and 14 minutes. Here is an overview of the Speaking test format showing the three parts and the approximate timing of each.



Interaction	
Part 1 Introduction and interview 4–5 minutes	You will have the chance to speak on familiar topics. The examiner will ask you a number of straightforward questions about yourself and about familiar topics, and you should find these easy to answer. This is an opportunity to overcome any nerves and demonstrate your basic fluency.
Part 2 Short talk 3–4 minutes	You will be asked to talk for 1 or 2 minutes on a topic chosen by the examiner. You will have a minute to prepare and then you will have to speak on the topic without stopping. The topic will be based on your personal experiences and feelings, so your talk should be lively and interesting.
Part 3 Two-way discussion 4–5 minutes	You will be asked more abstract questions, broadly linked to the topic introduced in Part 2, and you will be encouraged to discuss these more fully. This is where you can demonstrate control of language, your ability to express abstract ideas, and to support your opinions appropriately. You should aim to give longer replies than you did to the Part 1 questions.
11–14 minutes	

The examiner's role

IELTS examiners have been specially trained to rate spoken English on the IELTS scale. They will be clear and encouraging so that you can do your best on the day of the test. They know that you may be nervous but they can only assess what they hear, so they will expect you to speak up and to produce plenty of language.

The examiners rate your language on a scale of **1–9** in four broad areas: fluency, vocabulary, grammar and accuracy, and pronunciation. This book provides guidance in these four areas and explains how they are assessed in the Speaking test.

The candidate's role

It is important that you listen carefully to what you are asked and provide full and extended answers to the questions. However, you must stick to the topic and avoid rehearsed language or answers which do not relate to the questions.

There are four areas (called the *assessment criteria*) which the examiner will focus on during the Speaking test. You will be rated on the IELTS scale in each of these four areas.

- 1 Look at the table and the box below. The table on the left shows the four Speaking assessment criteria and the box on the right shows a list of skills or strategies that you need to use when you are speaking. Match each of these skills and strategies, **A–R**, to one of the four assessment criteria. The first four have been done for you.

Assessment criteria	Skills and strategies
Fluency	A C
Vocabulary	B
Grammar and accuracy	D
Pronunciation	

Skills and strategies
A ✓ Use linking words
B ✓ Choose appropriate words
C ✓ Correct yourself
D ✓ Use articles correctly
E Use the right tense
F Emphasise words to convey meaning
G Get the stress right on long words
H Be able to keep going and talk on the topic
I Find a way to say something when you don't have the right word
J Be able to join your ideas
K Use complex spoken sentences
L Use a variety of words and expressions
M Get the word order right
N Speak clearly
O Produce sounds so that they can be understood
P Choose words that go well together
Q Use idiomatic language
R Use conditionals correctly

- 2 Work with a partner. Together, discuss these questions.
- a Which of the four areas of assessment do you find most difficult when speaking English?
 - b What do you think are the most important skills for a good speaker to have?
- Exercises to practice these skills can be found throughout the Workbook.

Speaking

1 Responding to personal questions

- What is **Part 1** of the Speaking test like?
- What sort of topics will I be asked to talk about in **Part 1**?

Part 1 of the test lasts four to five minutes. The examiner will introduce him or herself to you and ask you your name. You must show some photo identification.

The examiner will then ask you several questions on a number of different topics, such as your interests, studies or working life, family, accommodation, etc. You need to give a clear reply and to show that you can develop your answers. However, you are not expected to talk for a long time.

Answering questions on familiar topics

The questions in **Part 1** are always based on familiar topics which relate to your own everyday experience. You should not find it difficult to think of an answer.

-  Take one minute to complete the table below. Write appropriate information about yourself in the spaces in each column. You only need to write two or three words in each column.

Home town and family	Hobbies	Favourite food	Languages spoken
	 tennis		

- Use the four topics in the table to ask questions to other students in your class. When you form the questions, you should use the **simple present tense**, e.g. *Where **do** you live?* *How many languages **can** you speak?* Make notes of two or three words on their answers.



What are your hobbies?

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- ⌚ Take one minute to complete the table below. Write appropriate information about yourself in the spaces in each column. You only need to write two or three words in each column.

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	 tennis		

- Use the four topics in the table to ask questions to other students in your class. When you form the questions, you should use the **simple present tense**, e.g. *Where **do** you live?* *How many languages **can** you speak?* Make notes of two or three words on their answers.

What **are** your hobbies?



Speaking 1

- 3 Report back to the class, telling them what you learned about the people you interviewed.



Kumiko lives in Kyoto and has one brother. Her favourite food is sashimi but she quite likes Australian meat pies. She speaks Japanese fluently, of course, and English quite well.

- 4 ⌚ Take one minute to complete the table below with appropriate information about your past. Again, you only need to write two or three words in each column. Then use the four topics to ask questions to other students and make short notes of their answers.

First house or apartment	A friend from primary school	Entertainment	Past holidays/travel
	 Young Jun		 Thailand

What **was** your favourite TV programme when you **were** young?



Did you **live** in a house or an apartment when you **were** growing up?

Expanding your answers

It is important to give a full answer that flows naturally. So you need to learn strategies to help you to keep going.

- 5 Think about what you did last weekend and then make a list of at least five activities like the one in the example below.

- checked email
- played football
- got take-away noodles
- ate at a friend's house
- hired a DVD

- 6 There is a lot more that you can say about activities like these. Use the question words in the box to *EXPAND ON* (i.e. give additional details for) each of your activities. Here is an example of how you could expand on a topic.

What?
Who?
When?
Why?
How?
Where?

What did you do last weekend?

I went to an Internet café on Saturday to check my emails. It's near where I live and only costs \$1.80 an hour. I had lots of messages from ...

- You don't need to repeat the words in the question, but it's a good idea to make a link, e.g. *last weekend – on Saturday*.
- 7 Work with a partner. Take turns to tell each other about what you did last weekend. Try to keep talking for about one minute. If necessary, ask other questions to find out more information and help your partner expand on his or her answer.
- 8 Work with a new partner. Together, repeat exercise 7. Practise your expansion strategy until providing more information to your listener becomes automatic!

IELTS Speaking test practice

Part 1

- 9  Read the question below and take a minute to think about your answer.

What important things did you do last year?

Talk to your partner about this question. Use one of these opening expressions from the box below to help you start talking.

Opening expressions to get going

- One of the most important things I did was to ...
- I did a number of important things such as ...
- Last year was an important year because I ...
- Of all the things I did ...

Test tip

If you give very short answers, you will lose marks. Aim to give two to four spoken sentences for each answer.

Speaking

2 Becoming more fluent

- What is meant by *fluency*?
- How can I become more fluent?

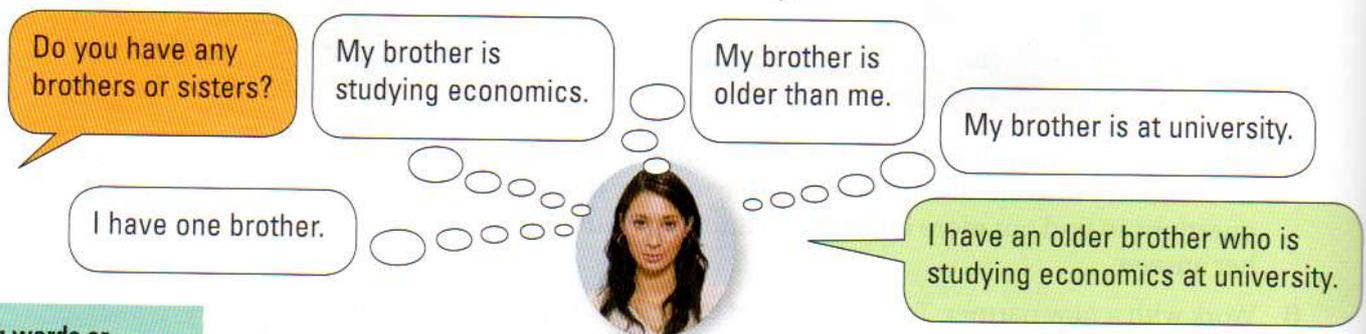
Fluency in speech is the ability to maintain a flow of language without unnatural hesitation, by linking your ideas.

If you can present a number of well-connected ideas and avoid using a lot of hesitation and repetition, the examiner will find your answers interesting and will be able to follow them more easily.

Linking your ideas

One way to keep going is to answer questions by providing some extra information and linking this information to your first response.

- 1 Read this student's ideas and then notice how she links them together to form a cohesive (i.e. clear and logical) answer to the examiner's question. Try saying her answer out loud so that it flows naturally.



Linking words or phrases

because, and, if

which, although, as

because, but, also

at the moment, but, one

even though, and, so

because, with

and, but, or, either

- 2 Now join the sets of ideas 1–7 below in the same way. Use the linking words provided.

- 1 I need to learn English. English is very important for me. English will help me to get an interesting job. I want to work in the tourist industry.
- 2 I work in a bank. Working in a bank can be quite interesting. The nature of the job is changing. Many people do their banking on the Internet.
- 3 My favourite sport is tennis. Tennis is a lot of fun to play. I enjoy watching tennis.
- 4 I live in an apartment. The apartment is very small. I hope to live in a larger apartment next year.
- 5 Fast food is very popular in many countries these days. Fast food is bad for our health. Fast food is expensive. I think cooking at home is more sensible.
- 6 My school was very large. There were hundreds of children at my school. It was impossible to know everyone at the school.
- 7 I love movies. I like watching TV. I don't like live theatre. I don't like opera.

- 3 What questions do the sets of ideas 1–7 in exercise 2 answer? For example: *1 Why are you studying English?*
- 4 Work with a partner. Take turns to give your own answers to the questions for 1–7.

IELTS Speaking test practice

Part 1

In the Speaking test you may be asked to answer questions on some of the topics below.

- 5 Choose one of the topics to talk about. Think about how you can expand on your chosen topic.

- your interests
- clothes and fashion
- entertainment
- the climate in your country
- travel plans
- your education

e.g. *football → supporting my local team → playing with friends*

- 6 Write your chosen topic and your additional ideas on a piece of paper and then give it to your partner.
- 7 With your partner, take turns to ask each other general questions about the main topic, using the notes as a prompt. For example:



Can you tell me about the climate in your country?



Test tip
When the examiner asks you a question in Part 1, make sure you answer that question. Don't start talking about something else.

Then ask specific questions to draw out the information in the notes.

Does the weather affect what people wear in your country?

How often do you watch or listen to the weather forecast?

Do you prefer a hot or cold climate?



Try to use some of the linking words and phrases on the previous page.

Using vocabulary to link and expand your ideas

In **Part 1** of the IELTS test you will have to respond by giving full and rounded answers. This means you need to know how to use a range of vocabulary.

8 Match the Speaking Part 1 questions 1–8 to the answers a–h which follow.

1 What is the best way to stay healthy?	2 Are you a student or do you work?	3 What kind of music are you interested in?	4 What is your favourite time of the year?
5 How do you feel about living in a big city?	6 Do you prefer watching DVDs at home or going to the cinema?	7 How do people get to work in your home town?	8 What is the most important festival in your country?

a I prefer staying at home. I'm not very keen on crowds and also, it's much cheaper than going to the movies.	b Both, in fact. I have a part-time job. But it's not the job I want to do when I finish my course. It's just a way of earning some extra money while I'm studying.
c I think <u>walking</u> is good for you, as well as <u>watching what you eat</u> . So I try to <u>take some exercise</u> every day and on top of that I <u>eat</u> lots of <u>fruit and vegetables</u> .	d At first I didn't like being in London, because of the crowds, but now I'm used to it and I think it will be quite hard to go back to my quiet little village.
e By public transport normally. We still have trams in my city and as they're really efficient, a lot of people use them.	f Well ... I really enjoy listening to songs, particularly songs from my country. And I like to have music playing when I'm studying. In fact, I can't study without music.
g New Year is a very important celebration. For instance, in our family we all get together to enjoy each other's company. It's a very special occasion.	h Um ... that's hard to answer. I suppose I like summer best of all because I love the warm weather, and I have lots of good memories of summer holidays with my family.

■ Your answer will be better if you don't simply repeat the words that the examiner uses. Try to vary your vocabulary by using words with a similar meaning to key words in the question.

9 Read the responses **a–h** again and underline the content words which link back to the question. The first one has been done for you.

- 10 Use a different colour to underline the linking words which join the two ideas grammatically.

Main idea

I think walking is good for you as well as watching what you eat.

Additional information

So I try to take some exercise every day and on top of that I eat lots of fruit and vegetables.

IELTS Speaking test practice

Part 1

How to approach the task

- Listen carefully to each question so that your answer is relevant to the topic.
 - Ask the examiner to repeat the question if you do not understand it.
 - Give a short but full reply using the correct tense.
 - Try to use different vocabulary from the examiner.
- 11 ⌚ Work with a partner. Take three or four minutes to ask each other questions 1–8 in exercise 8 and give your answers. Make sure you give some additional information and try to link it back to the main idea of your answer. If possible, record your answers.
- 12 If you were able to record your answers, draw a table like the one below and then listen to your recording. Try to complete the table as you listen to your answers.

Main idea in question	First part of answer	Linking words in second part of answer
① How to <u>stay healthy</u>	Walking is <u>good</u> for you	So... and on top of that
② Studying or working	Part-time job	But...
③		

Speaking

3 Preparing your talk

■ What do I have to do in Speaking **Part 2**?

In **Part 2** of the test, you will be asked to give a short talk for one to two minutes on a topic chosen by the examiner. The examiner will remain silent while you are speaking, but *will* stop you when the time is up.

■ How can I make the best use of my preparation time?

You will have a minute to think about what you are going to say, and it is important to use this time to note down some helpful points and relevant vocabulary. This will help you structure your talk.

Understanding the topic

Below is an example of a topic for Speaking **Part 2**. The **Part 2** topic will usually focus on a familiar or personal area.

1 Read the topic and the points which follow, and then do the exercises.

A

Describe a place you have lived in that you particularly liked.

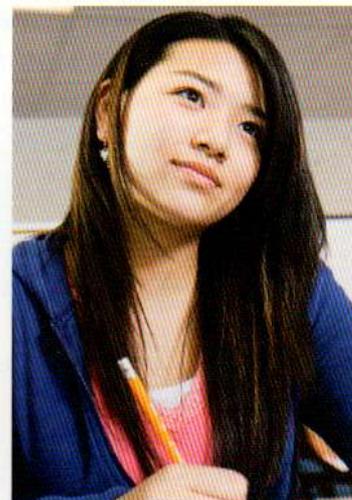
You should say:

when you lived there

who you lived with

what was most memorable about this place

and explain why you liked it so much.



Test tip

Make sure you write something during your minute. Use the time to make notes on key ideas to prompt you while you are speaking. Only make notes, not full sentences.

How to approach the task

- Read all the instructions carefully and make a note of the key words, e.g. *Describe, place, particularly liked*.
- Decide which place you are going to describe. If you have lived in a number of different places, then you will need to make a quick decision.
- Try to think of something to say that your listener might find interesting or want to know.
- Make sure you mention something about each of the three points on the card.
- Jot down some key ideas, drawing on your own experience. Don't be afraid to say how you feel about something.
- Jot down any useful vocabulary or expressions that you can use in your talk.

Here is an example of how to start making notes.

when

feelings – why I liked it

where

who with

memorable

NOTES	
• Perth, Australia - student hostel	
• 2 years ago	
• other overseas students	
• very friendly place, beautiful gardens & sporting facilities	

Test tip
Don't waste time by just repeating the words in the task. The examiner will notice this and not give you credit for it.

IELTS Speaking test practice Part 2

While you are speaking, your partner should time you and write down the key points in your talk, and then compare these with your notes.

- Give your talk on topic **A** to your partner. Make sure you speak for more than a minute. When it is your turn to listen, time your partner's talk and write the key points he or she makes. Below is a list of possible ways to begin your talk on this topic.

I'd like to talk about ...
 I've chosen to talk about ...
 I'm going to talk about ...
 I've lived in quite a few places, but one place I particularly liked was ...
 I've really only ever lived in ... so I'll talk about that.

- Look at the key points your partner wrote during your talk and then compare them with your own notes. Did you use all your notes in your talk?

Brainstorming ideas for Part 2

- Look at the Speaking **Part 2** tasks **B–E** below and follow this strategy for each of them in turn.

How to approach the task

- Read the task carefully to make sure you fully understand the topic and the three points.
- Make a note of the key words.
- Decide whether you will need to talk about the past, the present or the future.
- Make a note of at least *two* key ideas for each of the three points in each task.
- Make a note of any key vocabulary that you could use.

B
Describe the member of your family who is the most successful.

You should say:
 who this person is
 how often you see each other
 what this person does
 and explain why he/she is successful.

NOTES

- my father
- once a month

Key vocabulary

success goals management
 working life personal life
 context of work worthwhile rewarding

Speaking 3

C

Describe a job that you would like to do in the future.

You should say:

- why you are attracted to this job
- how much training would be necessary
- what kind of personal qualities it would require
- and explain why you would like to do this job.

D

Describe a tourist trip that you have been on which you particularly enjoyed.

You should say:

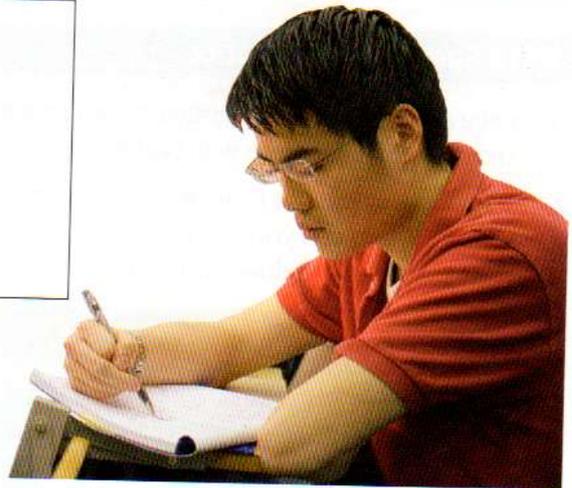
- where you went
- why you took the trip
- what you remember most about the trip
- and explain why you particularly enjoyed this trip.

E

Describe a city that you would like to visit in the future.

You should say:

- where the city is
- how you would travel there
- what you would do there
- and explain why you would like to visit this city.



Checking your notes

Test tip

Practise giving your talk with a clock or watch in front of you. As you must talk for between one and two minutes in the exam, you need practice at judging this time. If you don't keep talking for at least a minute, you will be wasting a valuable opportunity to show off your skills. You may, of course, look at your watch during the test.

- 5 Work with a partner. Swap your notes on the topics **B–E**. Use this checklist to decide how well your partner's notes prepare him or her for this part of the test.

Checklist for notes

	✓	✗
Has he or she noted the key words from the question?		
Has he or she written something for each point?		
Are there any words which express feelings?		
Is there any useful vocabulary related to the topic?		
Can you improve the notes in any way?		

IELTS Speaking test practice

Part 2

- 6 Work with a partner. Take turns to give a talk on one of the four topics, **B–E**, in exercise 4. Choose a topic to give to your partner. While you are listening, use the checklist from exercise 5 to say how well your partner covers the points during his or her talk. Try to talk for two minutes.

Speaking

4 Giving your talk

- How can I do well in **Part 2**?
- What strategy should I adopt if I don't know much about the topic?

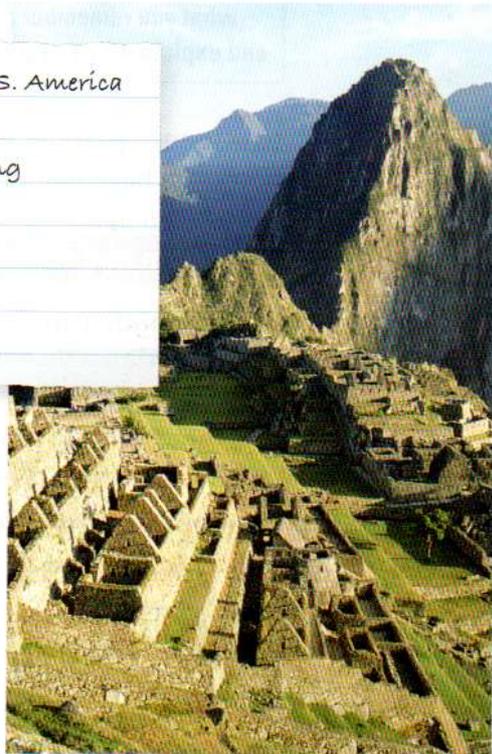
Use the card to guide you through your talk so that you stick to the topic and say something about each of the three points on the card, using relevant vocabulary. Make sure you have a good idea of how long two minutes lasts so that you can begin and end your talk appropriately.

You should always be prepared to use your imagination if you haven't had much experience of the topic.

Using your notes

- 1 Look at this student's notes for one of the **Part 2** topics, A–E, from Unit 3. Which topic has she chosen?

- Inca trail : 4 days camping, trekking S. America
- interesting archaeological sites
- always wanted to go ... Spanish-speaking
- made good friends
 - sense of relief
 - satisfaction
 - breathtaking views



- 2  35 Listen to the student giving her talk based on the notes she made. As you listen, answer the questions 1–7.

- 1 What information does she start her talk with?
- 2 What tenses does she use mostly?
- 3 What words are specifically related to the topic?
- 4 What words does she use to express her feelings?
- 5 Does she speak for long enough?
- 6 Does she cover all three points?
- 7 How does she deal with the last part of the task?

Speaking 4

- 3 Listen again and complete a table like the one below with examples in the student's talk of strategies (A–R) from the *Skills and strategies* box on page 138. The first two have been done for you.

A	Use linking words	... even though you have all the luxuries
B	Choose appropriate words	altitudes of ...
C		

- 4  Try giving a two-minute talk of your own on this subject. Follow the procedure for making your own notes and then time your talk.

IELTS Speaking test practice

Part 2

- 5  Take one minute to prepare a short talk on the **Part 2** topic below. Follow the procedure for making your own notes and time your talk.

Describe a family holiday you have been on which you particularly enjoyed.

You should say:

where you went

how you travelled there

what you remember most about the holiday

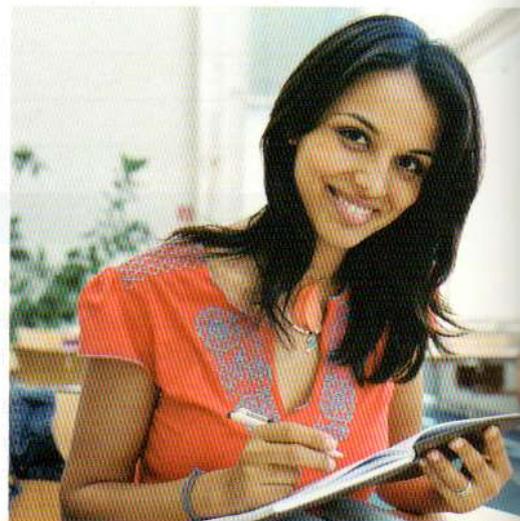
and explain why you particularly enjoyed this holiday.

- 6 Work with a partner. Take turns to give a two-minute talk on this topic, using the notes you have made. Time each other's talks.

Using rhythm and timing to help your talk flow

- 7 Look at another student's notes for one of the other **Part 2** topics, A–E, from Speaking Unit 3 on pages 146–148. Which topic are these notes for?

- father / daughter
- what does 'success' mean?
- regular meetings - breakfast once a week
- manages retirement homes
 - personally rewarding
 - professionally satisfying
 - worthwhile



Speaking

5 Understanding abstract and analytical questions

- What sort of questions will I get in Speaking **Part 3**?
- What sort of answer is the examiner expecting me to give?

In Speaking **Part 3** you will be asked some abstract or analytical questions. These will be broadly linked to the topic introduced in **Part 2**.

The examiner will be expecting you to provide more discursive answers. You cannot get a high mark if you only provide short answers, so you need to have plenty of ideas on the topics and you need to make these clear to the examiner.

Understanding Part 3 questions

After you have given your talk, the examiner will tell you that he or she is going to ask some questions related to the **Part 2** topic. In Unit 3, you practised ways of preparing a **Part 2** talk on a number of different topics. The questions **1–6** below are all linked broadly to the **Part 2** topics, **A–E**, in Speaking Unit 3.



1 How important is it to enjoy your work? Why?

2 Having somewhere to live is a basic right. So should the state provide cheap housing for people who don't earn a lot of money? Why?

3 In what ways do we measure personal achievement in our society?

4 What are some of the advantages of living in a large city?

5 Does tourism bring mainly positive or negative things to a country?

6 Workers in this country are usually entitled to four weeks' paid holiday. What are the benefits of ensuring that people have paid holidays?

- 1 Read questions **1–6** and match them to the **Part 2** topics **A–E** in Unit 3 on pages 146–148.
- 2 Underline the key words in these questions which provide a link to the topics **A–E**.
- 3 Rephrase the questions in your own words to make sure you understand them.

- 4  38 Listen to six students give an answer to the six questions on the previous page. As you listen, complete the *Answer given* column of the table below with the opinions or points that the students make and any reasons or examples they give.

Student	Answer given	Linkers used
1	very important / we do it for many years / more motivated	For one thing / another reason is
2		
3		
4		
5		
6		

Test tip

Giving reasons for your opinions will help you give a fuller answer.

- 5 Listen again. Complete the *Linkers used* column of the table with the words that are used to link the speaker's reasons and examples to the opinions and points they make.
- 6 Work with a partner. Take turns to ask and answer questions 1–6 in exercise 1.

Making your ideas clear

You need to introduce your ideas and link them together. This will signal each of your ideas clearly for your listener and make your answer flow well.

- 7 Imagine your examiner has asked you this question after a **Part 2** talk about the weather. Take one minute to think of an appropriate answer.

Let's move on to the broader subject of climate. To what extent do you think the climate of a country affects the kind of houses or homes that are built?

- 8 Look at the example of a possible answer to this question. Underline the words which:
- introduce an opinion
 - link the opinion to the evidence for that opinion.

Well ... in my view, climate probably has a lot to do with the way we design our houses. So ... for instance, in countries where it snows a lot, you find houses with something like a steep roof ... so that the snow can't settle there, and ... you know ... damage the roof. But in warm climates, I think the houses are often built to keep the sun out ...



Test tip

Don't be afraid to say what you think. It's important to express opinions in the discussion. However, make sure you can explain why you think your opinion is correct by giving reasons.

- 9 Work with a partner. Take turns to answer the question in exercise 7. Try to use some of the words and phrases in the boxes below to help you. If possible, record your answer.

Ways to begin your answer

When you are sure or agree with the suggestion

I think / I don't (really) think ...
 I believe / I don't (really) believe ...
 Personally, I think ...
 In my opinion / In my view ...
 It seems to me that ...

When you would like to put an alternative viewpoint

I'm not sure (that) ...
 I'm afraid I think ...
 Well, I don't know for sure but ...
 Possibly, but ...
 I tend to think / believe ...

Exploring the theme

Your examiner will ask you a number of questions based on one theme. In the example question about the weather, the theme is global climate.

Test tip

It is important to say something, so make up an answer if you have no experience of the topic.

- 10 Look at the next question on this theme. How would you begin an answer to this question if you have never lived in a cold climate?

What do you think are some of the advantages of living in a cold climate?

- 11 Take a few minutes to think of some possible answers to the question above. Then see how many ideas your class has produced. Link some of these ideas together to form an answer.
- 12 Repeat exercises 10 and 11 but this time for a **warm climate**.
- 13 Try answering another question on this theme. If possible, record your answer.

Many people believe the Earth's climate is changing because we are burning too many fossil fuels. What can governments do about this?

- 14 What other areas could the examiner ask you about on the topic of climate?

Answering the question

You need to be sure that you answer the examiner's question and not a different question on the same theme.

15 Match each of the questions 1–4, below, to one of the answers, A–D, which follow.

Questions

- 1 Should young people be allowed to leave school when they like?
- 2 What age do you think people should be allowed to leave school?
- 3 Should students who are disruptive in class be barred from going to school?
- 4 Should senior school students in their last year at school have to attend school all day or only when they have classes?

Answers

- A I think they should be able to leave school when they don't have any lessons, because by that age ... they should be responsible enough to organise their time.
- B Um ... probably not, because then they run the risk of becoming even more difficult. I think the school should try to find out why it's happening, rather than trying to get rid of them.
- C I don't think so, because young people get bored at school and so many of them would choose to leave at 13 or 14 if they didn't have to be there.
- D I think it should be 16. I don't think they should be forced to stay on after that if they don't like it. They might be better off learning a trade or something of that sort.

16 Class activity

Look at these two **Part 3** questions on the theme of employment and then follow the instructions, 1–5, which follow.

What is the difference between a job and a career?

Is it right that a footballer should earn more than a nurse?

- 1 Think of some more questions that you could ask on this theme.
- 2 Write each of your questions on a separate piece of paper and put them all in a hat with the two questions above.
- 3 Take turns to go to the front of the class and take a question from the hat. Each student should try to answer the question as soon as they read it.
- 4 As you listen to each other's answers, make notes and be prepared to ask at least one question after each student has answered.
- 5 When every student in the class has answered, discuss these questions.
 - a Who did you agree with and why?
 - b Which answers explored areas of the question you hadn't thought about?
 - c Did any answers challenge or change your opinion?
 - d Were the answers relevant to the topic?

6 Giving a reasoned response

- How can I make my language accurate and appropriate for a formal discussion?
- How important is it to have a personal view on the topic?

This is your opportunity to demonstrate your language **skills** as well as your ability to express an opinion and justify **your** ideas. Think about what the examiner is asking you and use appropriate phrases and structures for your answer.

It is very important; having a view helps you develop a relevant, coherent answer. In **Part 3** you will be expected to give your personal views but you may also have to give a counter- or opposite view.

Using the right language

Each question that the examiner asks is designed to encourage you to use language for different purposes. It helps to consider what type of question you have been asked. For example, the examiner may ask you to give an explanation or make a suggestion.

- 1 Work with a partner. Together, read questions 1–5 and decide what each one asks you to do from the options (a–e) below.
 - a give an explanation
 - b make a suggestion
 - c compare two things
 - d make a prediction about the future
 - e agree or disagree with something

2 Books and young people

'Many children seem to prefer playing computer games to reading. What can we do to encourage young people to read more?'

4 Health education

'We hear a lot about advances in medicine but do you think governments should spend money on expensive medical treatment and surgery?'

1 City life and rural life

'People who live in cities often like to spend time in the countryside at weekends. How is the countryside different from the city?'

3 Books and young people

'You mentioned you liked the cinema. But when a book is made into a film, sometimes the audiences are quite disappointed. Why do you think this is?'

5 Studying at university

'We've been talking about technology in education and the growing popularity of online university courses. Do you think that university lecturers and professors will become redundant one day or will there always be a teaching role for them?'

- 2 Make a note of some ideas that you could use to answer questions 1–5.
- 3 With your partner, discuss which of the words and phrases in the table below you would use for the questions on the previous page. Add some more expressions of your own if you can.

Giving an explanation	Making a suggestion	Comparing two things	Making a prediction about the future	Agreeing or disagreeing with something
Firstly, One reason is That's why I think So Consequently, That's why As a result of Because of It's possibly due to It may be because of It may come from the fact that	I think we should It would be a good idea to What about ... ? One idea would be to One thing we could do would be to	I think ... is preferable to better than more comfortable than less useful than I prefer My favourite ... is If you compare ... with	It's quite likely that It's possible that It's not very likely that It's unlikely that I doubt whether ... will happen. In the long run In the future, I think In years to come By the year By the time we are	Yes, absolutely (because) Certainly, yes, (because) Yes, I think we should actually, (because) Yes, I personally like ... (because) Not really (because) To be honest, no, (because) I'm not sure that I agree with I don't really think I'm afraid I can't agree with that idea (because)

IELTS Speaking test practice

Part 3

- 4 Follow these instructions for a detailed discussion of the themes in the five questions in exercise 1.
- Take turns to be the examiner and ask your partner the questions.
 - When it is your turn to answer, try to give reasons for all your ideas.
 - When it is your turn to be the examiner, ask at least one more question about the ideas and reasons your partner gives.
 - Try to establish a genuine discussion on each topic.
 - If possible, record your discussions and then listen to them, using the check list on page 79 in Speaking Unit 4 of the Workbook.



Giving two sides of an argument

Sometimes the examiner may invite you to give both sides of an argument.

5 Read this question and the two views on it.

To what extent is it important for everyone to have a university education?

Some people don't want to study beyond school.

Very – we should all have equal opportunities.

6 Now answer the examiner's question using the two views to help you. Begin with: *While I agree that everyone ...*. Try using some of the expressions in the box.

While ... may be true, I also think ...
 Although ...
 It's true that ... but on the other hand ...
 Some people think ... However, I think ...
 Certainly / Obviously ... but ...

■ You can also make your own argument clearer by presenting a counter-view. For example:

Is it important to teach children to save money?

your opinion

I think so. Obviously, you don't want them to become obsessed with money, but it's important that they appreciate the value of money.

the counter-view

your argument

7 Go back to questions 1–5 in exercise 1 and see whether you can answer some of them with a counter-view.

Speculating

The examiner may ask you to think about the future and consider possibilities.

8 Work with a partner. Together, look at the list of jobs and professions on the left below and then discuss briefly what kind of person would be suited to each of these jobs.

9 Draw a table with three columns like the one on the right below. With your partner, make a list of *skills and abilities*, *personal qualities* and *educational requirements* that are necessary or useful to do the jobs and professions.

accountant	surgeon
advertising executive	journalist
airline pilot	lawyer
computer programmer	nurse
economist	politician
engineer	interpreter
fire fighter	

Skills and abilities	Personal qualities	Educational requirements

- 10 Take turns to ask each other questions. For example: *What kind of person would make a good airline pilot?* Try using expressions from the box below in your answers.

I would imagine that a *pilot* needs to *be able to think quickly*.
 I suppose people who take up *nursing* need to *be dedicated*. They also need to *be patient and understanding*.
 I'd say ...
 As far as I can see ...
 It's probably useful for a ... to be ...
 I think it's important/essential for a ... to be ...

IELTS Speaking test practice

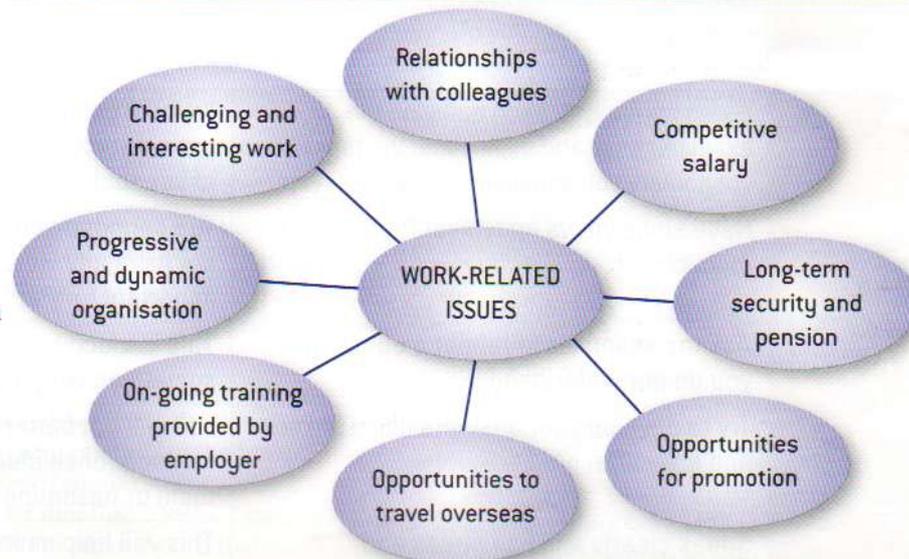
Part 3

How to approach the task

- Rephrase the question in your own words to help you to explore the issues raised, e.g. *Are homes built to suit the climate?*
- Think about what you are being asked to do: give an explanation, compare, speculate, etc.
- Decide whether any of the key words raise new questions, e.g. *Design of all buildings, or just houses?*
- Quickly develop a few ideas.
- Begin your answer with an appropriate expression.
- Make sure you can support or justify your opinion.

Extending a conversation

- 11 Look at the bubble diagram on what is important in a job. Take a moment to think about each of the issues shown here. Be prepared to make a useful comment about each of the issues. Make sure you have an opinion on all the ideas.



12 Class activity

- 1 Make up sets of eight cards based on the eight ideas in the bubble diagram.
- 2 Place a set of the cards face down on the table for each group.
- 3 Each student picks a card and must talk on the topic for 45 seconds. Replace the card on the bottom of the pile.

- 13 Make similar bubble diagrams with other broad themes. For example:

- Lifestyle
- Education
- Entertainment
- Health

Summary of IELTS Speaking strategies

	Approach	Reason
	Make sure you know what you have to do in the Speaking test and what you are being assessed on.	Even good candidates can lose marks because they are not prepared for the requirements of the different parts of the test.
Part 1	Use this part to develop your confidence and fluency.	The questions are about you and should be straightforward to answer.
	Give full answers but do not talk for too long.	Fuller answers are expected in Part 3.
	Do not memorise answers.	Your examiner will recognise prepared answers and you will not get credit for them.
Part 2	Use the preparation time wisely.	Useful notes will help you speak for longer.
	Refer to the task card as you talk.	The points on the task card are designed to help you structure your talk.
	Be aware of how long 2 minutes is.	You need to produce a rounded talk that is long enough, but not too long.
Part 3	Make sure you know what the discussion topic is.	Your answers need to be relevant to the topic.
	Re-phrase the questions in your mind, so that you know what the examiner expects.	The questions aim to get you to talk about things using a range of language functions.
	Support and extend your answers.	You must show that you can discuss the Part 3 topics fully.
All parts	Listen carefully to each question the examiner asks and think about the tenses and vocabulary you should use in your answer.	You will get better marks if your answer is grammatically correct and shows a range of vocabulary.
	Have some views on typical Part 1 and 3 topics.	You cannot discuss topics if you do not have any views. This is especially important for Part 3.
	Ask the examiner to repeat a question if you do not understand it.	This is much better than talking about something which is irrelevant to the topic.
	Try to develop your answers using linkers and structural markers.	You will get better marks for fluency if you can sequence ideas, rather than repeating them or hesitating over them.
	Speak clearly and use stress and intonation to help you get your points across.	This will help improve your marks for pronunciation. Even good speakers can lose marks if they speak much too quickly.