

Introduction


The IELTS Speaking module lasts between eleven and 14 minutes and has three parts. The exam is recorded.

The examiner assesses your ability to communicate effectively in English and specifically assesses:

- fluency and coherence: how well you speak without hesitating and the organization of your answers
- lexical resource: the range of vocabulary you use
- grammatical range and accuracy: the range of grammar you use, for example, the range of structures and complex sentences using connecting words like *because*, *for instance*, *and so*, *but*, etc.
- pronunciation: how clear and intelligible you are when you speak

Part 1

Part 1 takes between four to five minutes. You will be asked general questions about a variety of familiar topics such as your family, your job/studies or your interests. You will be assessed on your ability to give opinions and information on these topics.

- 1  Work in pairs. Look at the two sets of Part 1 questions **A** and **B** and decide how you would answer each question. Then choose a set each and ask each other the questions.

A

Do you prefer to go out with one friend or a group of friends? Why?

What do you do when you go out?

Do you think it's important to keep in contact with friends you make at work or on courses? Why/Why not?

Why do some people stay friends for a long time?



B

What is your favourite form of art e.g. painting, sculpture, music, drama? Why?

Do you think art is important in our lives? Why?


Tell me about a traditional form of art from your country.

Do you think art will be popular in the future? Why/Why not?



- 2 Look at the following beginnings to possible answers to the four questions in set A. Decide which one is not suitable and why.
 - 1 I like friends.
 - 2 We tend to go to the cinema or the theatre, because ...
 - 3 Yes, sometimes, because ...
 - 4 There are many reasons, but perhaps the most important is ...
- 3 Using the correct sentence rhythm and stress helps your intelligibility, and good pronunciation leads to a higher score. You can help yourself relax as you speak by developing a rhythm and breathing properly. Look at sentence 2 above. You can create a rhythm by stressing the important words like verbs and nouns:

*We **tend to go** to the **cinema or theatre**, **because** ...*

Say these words and then read the sentence beginning. Take a shallow breath at the comma before the word *because*. Decide which words you should stress in sentence 4.
- 4 Work in pairs. To help you understand the examiner better, decide which nouns and verbs the examiner will stress in the questions in set A. Then do the same with the questions in set B.
- 5 Think of your own sentence beginnings for set B. Then decide which words to stress and practise saying the nouns and verbs as in exercise 3.
- 6  Take turns asking and answering the questions again, using a different set from the one you chose in exercise 1.

Ready for Speaking

Part 2

In Part 2 the examiner will give you a task card with a topic. You will be given one minute to think about the topic and make notes before you speak. You should speak for one to two minutes. When you have finished speaking, the examiner will ask one or two questions to round off the topic. You will be assessed on your ability to speak at length about a topic, organize your ideas and use appropriate language.

1. Work in pairs. Decide which task cards 1–6 the candidate notes a–f relate to.

1

Describe a place where you like to study.

You should say:

- where this place is
 - when you first visited this place
 - what this place is like
- and explain why you enjoy studying there.

2

Describe a charitable organization you admire.

You should say:

- how you first became aware of this organization
 - what this organization does
 - where this organization operates
- and explain why you admire the work of this charitable organization.

3

Describe a skill that you would like to learn.

You should say:

- what the skill is
 - when you would like to learn this skill
 - where you would like to learn this skill
- and explain why you would like to learn it.

4

Describe a meeting with someone that changed your life.

You should say:

- who this meeting was with
 - when this meeting happened
 - where this meeting happened
- and explain why this meeting changed your life.



5

Describe an advertisement that you like.

You should say:

- what this advertisement promotes
- where you saw this advertisement
- what the main features of this advertisement are
- and explain why you like this advertisement.

6

Describe a website that you like.

You should say:

- what this website is
- how often you visit this website
- what special features this website has
- and explain why you like this website.

a

maps
once a week
detailed maps
see world
learn
have fun

d

cafe
near college
month ago
cheerful
relaxing
friendly
great view

b

coffee
TV recently
story
funny
clever
thought provoking
memorable

e

musical instrument
soon
privately - class annoying
relaxing
healthy
helps concentration

c

friend
5 years ago
bus stop
funny/laugh

f

Oxfam
television appeals
relieves poverty
sickness
famine
everywhere
saves lives


2 Work in pairs. Decide how the words in the notes for the first two topics relate to each part of the topic.

Ready for Speaking

- 3 Look at the shortened version of a possible answer for the topic in task card 3. Underline the synonyms the speaker uses for the notes that he prepared.


The skill that I'd like to talk about is playing a musical instrument like the piano, and I'd like to learn it in the coming year. I know it's possible to go to a class to learn to play the piano, but I know I'd find that irritating. Learning to play the piano is one of those skills that'd be better to learn to acquire by paying for one-to-one tuition. I realize that it might be expensive, but it'd be very rewarding in other ways.

The reason I'd like to be able to take up the piano is because it's very soothing to play and to listen to. It's a wonderful feeling to lose yourself in the music as you are playing. I've got several friends who're very keen on music and I've listened to them many times. As well as helping to calm people down, playing an instrument like the piano is very good for the brain as it keeps it active. And it's good for your health, because it helps take away part of the stress of modern living. Friends have also told me that it improves their ability to focus, and so they play before they study or do any work, which I think would help me too.

- 4  Work in pairs. Each choose a card for your partner. Make your own notes or use the notes above. Then take turns talking about the topic on your cards. When you have finished speaking, give each other feedback using the checklist on page 210.

Part 3

In Part 3 you will have a discussion with the examiner, which will last between four to five minutes. The discussion will be linked to the topic in Part 2, but it is more abstract so you cannot talk about personal experiences. You will be assessed on your ability to communicate and justify views and discuss and analyze issues.

- 1  Work in groups. Look at the following Part 3 questions and discuss what you might include in your answers.

Advertising on the web

How useful do you think websites are for bringing information to people? What about training or advertising?

In what ways can websites be of advantage to small businesses?

In business terms, are people more influenced by what they see nowadays on the web than on television? In what ways?


Distance learning

How can the web be used for distance learning?

Should the training that is available on the web be regulated more?





How do people in your country feel about awarding degrees and diplomas based solely on learning over the Internet?



- 2  Work in groups of three. Take turns asking and answering the questions in exercise 1. The third student should use the checklist on page 210 and give feedback on criteria agreed by the student being examined.

Don't forget!

- Avoid talking about yourself.
- Explain your answer by giving reasons, examples, results, comparisons, recommendations, etc.

- 3  **2.6** Listen to an example of a candidate being examined in Parts 2 and 3.
- 4  **2.7** Listen again to Part 2. Look at exercise 3 in Part 2 on page 180. There are seven differences in words and phrases in the text and two extra pieces of information. Identify the differences and make notes about the additional information.
- 5  **2.8** Listen to Part 3. Number the examiner's questions **1–6** below in the order that they are asked.
- 1 How essential do you think it'll be for workforces in the future to be proficient technologically?
 - 2 Do you think it's important to keep acquiring new skills throughout one's life?
 - 3 Should preparation of children and young people for work focus on computing skills at the expense of practical skills?
 - 4 Do you think people will have to work longer in the future?
 - 5 How can people ensure that work does not control their lives?
 - 6 In what way do you think learning only computing skills can be a disadvantage in life?
- 6  Work in pairs. Take turns asking and answering questions **1–6** in exercise 5. When you have finished, give each other feedback using the checklist on page 210.

