

WHAT'S IN THE International English Language Testing System?

1 LISTENING	40 QUESTIONS	30 MINUTES
2 READING	40 QUESTIONS	60 MINUTES
3 WRITING	I & II TASKS	60 MINUTES
4 SPEAKING	3 SECTIONS	15 MINUTES

IELTS TEST TYPES

IELTS Academic

The IELTS Academic test is suitable for those wanting to study in an English-speaking environment or university (higher education). You can also take IELTS Academic for professional registration purposes.

The test measures if you are ready to begin studying in English. It features vocabulary that is familiar within an academic setting.

IELTS General Training

The IELTS General Training test is suitable for those applying to study below degree level. This includes an English-speaking school or college. It can also be taken for work experience or other employment training.

IELTS General Training is also required for migration to Australia, Canada, New Zealand and the UK. The test features everyday English language skills that you will need in social and workplace environments.

British Council and the IDP IELTS

By and large, there is no major **difference in the British Council IELTS** and the **IDP IELTS**, as the exam format and the questions are the same on a particular date of the exam. If both entities are conducting an exam in certain parts of the world on a particular date, the entire exam has the same content.

The British Council is UK based and conducts the IELTS exam in over 140 countries across the globe with wide exam date availability in a year.

IDP (International Development Program of Australian Universities and Colleges and schools) is Australia based entity which conducts the IELTS exam in a similar manner as British Council.

The nine Bands and their descriptive statements are:

9 Expert User

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

8 Very Good User

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

7 Good User

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

6 Competent User

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

5 Modest User

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

4 Limited User

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

3 Extremely Limited User

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

2 Intermittent User

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

1 Non User

Essentially has no ability to use the language beyond possibly a few isolated words.

0 Did not attempt the test

No assessable information provided

LISTENING

30 Minutes - 40 Questions **MARKING**

Listening	
Correct Answers	Band Score
39-40	9
37-38	8.5
35-36	8
32-34	7.5
30-31	7
26-29	6.5
23-25	6
18-22	5.5
17-17	5
13-15	4.5
11-12	4

IELTS LISTENING paper 30 Minutes - 40 Questions

The paper has FOUR PARTS, with ten questions in each part. The questions are in the same order as the information in the recording

1. Telephone Conversation – Social Context
2. Directions – Social Context
3. Discussions – Educational or Training Context
4. Speeches – Academic Context

ACCENTS

You will hear different accents, including British, Australian, New Zealand and North American, are used.

INSTRUCTIONS

You should read the instructions very carefully as the number of words or numbers you may use to fill the gaps can change.

A word limit is given, for example, 'NO MORE THAN TWO WORDS AND/OR A NUMBER'.

You will lose the mark for writing more than the word limit.

Contracted words such as 'they're' will not be tested.

Hyphenated words such as 'check-in' are counted as single words.

Types of Question

Question Type 1 – Multiple choice

Question Type 2 – Matching

Question Type 3 – Plan/map/diagram labeling

Question Type 4 – Form/note/table/flow chart/summary completion

Question Type 5 – Sentence completion

Question Type 6 – Short-answer questions

POINTS TO NOTE

1. Answers will have a word count limit
2. Time to read questions before the record starts
3. Answers must be grammatically correct
4. All letters can be written in capital letters (MR. DANIEL HUTSON).
5. The record is played only once
6. Scores are calculated by correct answer – no negative marks
7. For multiple choice write the letter that represents the answer
8. Look for keywords: verbs, nouns, prepositions etc.
9. Answers can come quickly or with intervals
10. Keep your eyes on the next question too
11. Short forms may be written to save time
12. If there is a gap don't get panic keep looking for key words
13. Careful if the speaker do self-correction
14. Listen for plural forms
15. If you miss an answer, forget it move to the next question
16. Write what you hear, do not reformulate words

Listening Tips: Basic: <https://www.youtube.com/watch?v=q8qmJeBxk4Q>

Listening Tips: Plural Nouns: <https://www.youtube.com/watch?v=lrLWiteBdnw>

Listening Tips: Multiple Choice: <https://www.youtube.com/watch?v=AkW0leF46cA>

Listening Tips: Predicting Answer: <https://www.youtube.com/watch?v=6jygyopp40>

Listening Tips: Time: <https://www.youtube.com/watch?v=UKdZALEoa4o>

Listening Tips: Names: <https://www.youtube.com/watch?v=Ovx8wZKxTSM>

Listening Tips: Numbers: <https://www.youtube.com/watch?v=HYp08TMG5uw>

READING

ACADEMIC READING PASSAGES

Texts come from books, journals, magazines, newspapers and online resources, written for a non-specialist audience.

You should be careful when writing your answers on the answer sheet because you will lose marks for incorrect spelling and grammar.

GENERAL READING PASSAGES

- 2 short passages and a long, increasing in length and difficulty
- More general /everyday style texts, they are not too long and are factual rather than descriptive.
- Texts related to social survival (advertisements, notices etc.); workplace survival (job descriptions, employment contracts etc.); general texts (newspapers, magazines, travel brochures etc.)

Number of Passages : 3; about 2500 words in 1 hour
Number of questions : 40
Marking : Each correct answer receives 1 mark.

Reading Academic		Reading General	
Correct Answers	Band Score	Correct Answers	Band Score
39-40	9	40	9
37-38	8.5	39	8.5
35-36	8	37-38	8
33-34	7.5	36	7.5
30-32	7	34-35	7
27-29	6.5	32-33	6.5
23-26	6	30-31	6
19-22	5.5	27-29	5.5
15-18	5	23-26	5
13-14	4.5	19-22	4.5
10-12	4	15-18	4
8-9	3.5	12-14	3.5
6-7	3	9-11	3
4-5	2.5	6-8	2.5

TYPES OF QUESTIONS

Question Type 1 – Identifying information (True/False/Not given)

Question Type 2 – Identifying writer's views/claims (Yes/No/Not given)

Question Type 3 – Matching information

Question Type 4 – Matching headings

Question Type 5 – Sentence completion

Question Type 6 – Summary/note/table/flow chart/Diagram completion

Question Type 7 – Short-answer questions

Question Type 8 – Multiple Choices

TECHNIQUES

1. **Skimming** - to get general topic content and layout

a. Read the first sentence, if needed the last sentence, if needed a sentence in the middle

b. Observe Key words: Proper nouns, dates, figures, bold/capital letters, italics, inverted commas, brackets, quotation marks, Question Marks and Hyphenated words

2. Reading Question – What the question is asking for, What is the information question gives, What are the keywords – Locate the paragraph where the answer may be found.

3. **Scanning** - Read the sentences carefully, analyse if necessary, Don't be misled by a word, Match meaning rather than words.

True or False: https://www.youtube.com/watch?v=WYI9PX7Ua_Q

Improving Score: https://www.youtube.com/watch?v=Q_iv4wRuZpM

Top 10 Tips: <https://www.youtube.com/watch?v=4PDgVEhfKso>

Three Reading Strategies: <https://www.youtube.com/watch?v=N0ePX99GM70>

Yes, No, Not given: <https://www.youtube.com/watch?v=WQT8NsGRQ4o>

Jay 15 Tips: <https://www.youtube.com/watch?v=KadZ3KYzM0I>

WRITING

Marking

Task Achievement (Task 1)	Presenting accurate information Providing an overview Highlighting key features / stages Supporting detail with data
Task Response (Task 2)	Addressing the task (answering the questions) Giving relevant main points which are supported & developed Giving a clear position (stating an opinion when asked) Providing a conclusion www.ieltsliz.com
Coherence and Cohesion	Organising information /ideas into paragraphs Having one central idea in each paragraph (T2) Using a range of linking devices
Lexical Resource	Using a range of words & paraphrasing Using collocations Spelling Avoid errors
Grammar Range & Accuracy	Using a range of sentence structures Using a range of grammar tenses Punctuation Avoiding errors

TASK 1 - REPORT

In Task 1, you have to describe some visual information in your own words.
You need to write at least **150 WORDS** in about **20 MINUTES**.

TYPES OF QUESTIONS **GRAPHS, CHARTS, PROCESSES, MAPS**

1. Line Graph
2. Bar Graph
3. Table
4. Pie Charts
5. Flow Charts
6. Natural Process
7. Artificial Process
8. Maps

WRITING STRUCTURE - **INTRODUCTION, OVERALL, BODY PARAGRAPHS**

Introduction - Paraphrase Question information

Answers questions such as What, Where and When

The bar chart below shows the percentage of people who ate five portions of fruit and vegetables per day in the UK from 2001 to 2008.

The bar chart illustrates the proportion of women, men and children consuming five servings of fruit and vegetables each day in 8 years from 2001 to 2008 in the UK.

OVERALL

An overall is simply a summary of the most important points in a graph, chart, process or map. It is normally 2-3 sentences long and should be the second paragraph.

1. SELECTING THE MAIN FEATURES - looking out for:

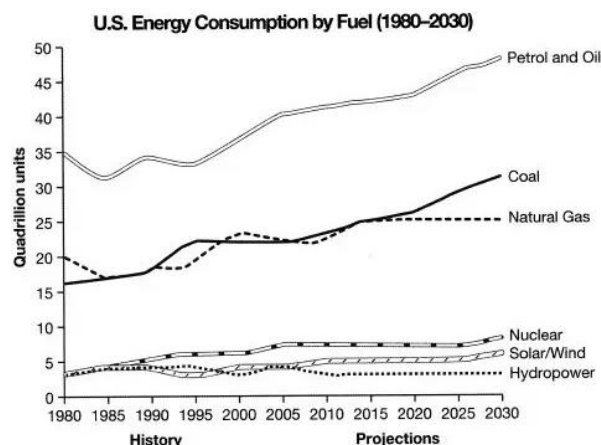
- What does the data do (**go up / down / fluctuate/stable**)?
 - **Peaks/lows/intersect/overtake**
 - **Highest/lowest values /changes/unchanged**
 - How many steps or stages are there in total?
 - Where does it begin and ends?
 - What are the major / complicated steps?
 - What are the major changes?
 - What things remained unchanged?
 - How the changes affected overall?
- } GRAPHS & CHARTS
- } PROCESSES
- } MAPS

IELTS Writing Task 1 is all about describing the **main features** and **making comparisons**. You don't need to describe everything.

2. DIVIDING AND GROUPING

Before writing overall, spend some time examining the data and figuring out how you can divide it into **groups of common trends on the basis of similarities and dissimilarities** to manage writing. This would give you an order in which you may arrange your paragraphs.

Example



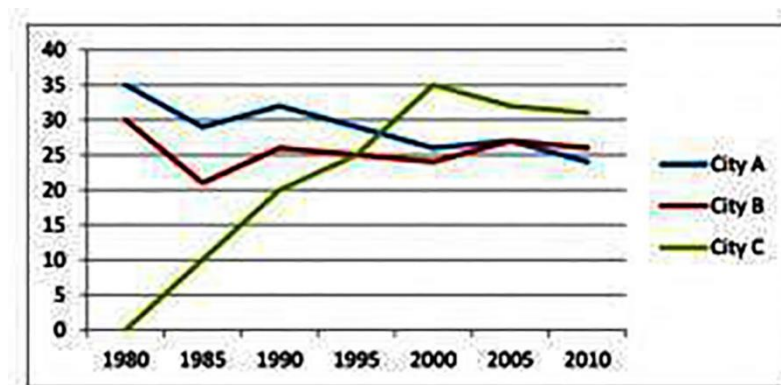
Overall, fossil fuels have been the dominant type and will continue this trend into the future. Nuclear and renewable energy sources have represented a small but significant proportion of total energy use, and despite small projected gains, they are projected to continue doing so.

Body Paragraphs

Give details of the selected main features with statistics and data in comparison with one another.

The graph shows the information about the international conferences in three capital cities in 1980 – 2010.

Summarize the information by selecting and reporting the main features, and make comparison relevant.



The line graph compares three capital cities in terms of the number of international conferences hosted between 1980 and 2010.

Overall, it is clear that the number of international conferences in City A and City B declined over this period. In contrast, in City C the number of such conferences saw a rapid increase until the year 2000.

In 1980, there were 35 international conferences in City A, compared with 30 in City B. Despite similar fluctuations, these figures then decreased in general, until in 2005 both cities hosted 27 conferences. By 2010, conferences in City B had overtaken the number in City A, with 26 and 24 international conferences respectively.

City C held no international conferences in 1980. However, it was the venue for 20 conferences in 1990, and by the year 2000 this figure had risen dramatically to 35. The number then remained higher than in the other two cities, although it fell slightly to 31 conferences by the end of the period.

164 words

TENSES

Using the appropriate tenses in IELTS writing task 1 is essential if you want to get a high band score.

The key is to look at the title of the chart and the information contained on both axes to establish what time frame is used. This will help you establish what tense you should use.

WORDS to describe graphs

To express the movement of the line, you may use the following vocabulary:

Verbs: rise, increase, grow, go up to, climb, boom, peak,

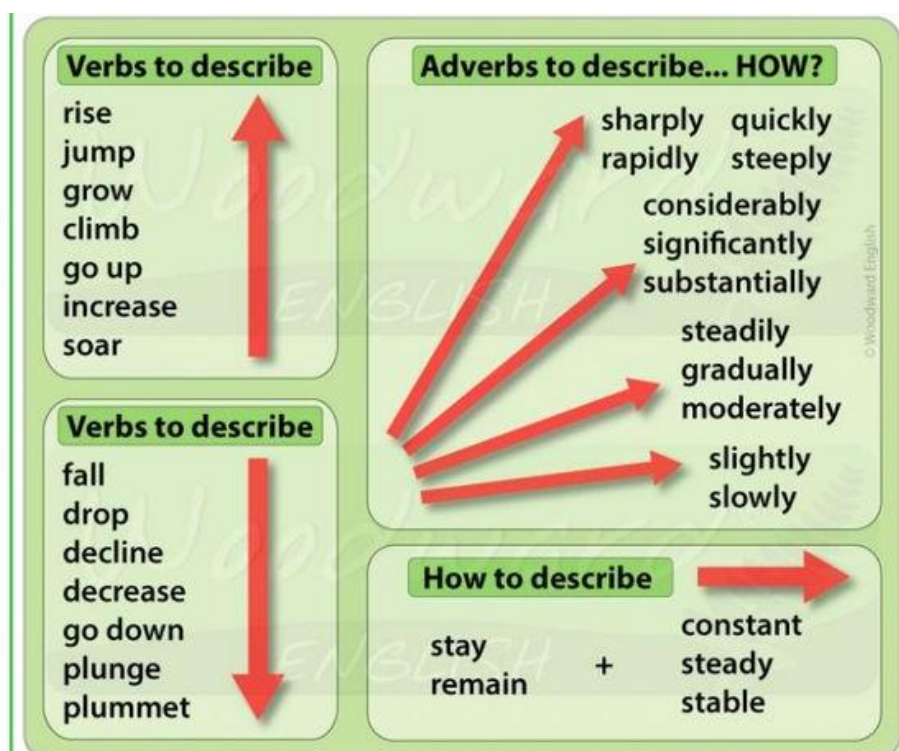
fall, decline, decrease, drop, dip, go down, reduce,

level up, remain stable, no change, remain steady, stay constant, maintain the same level
crash, collapse, plunge, plummet.

Adjectives: sharp, rapid, huge, dramatic, substantial, considerable, significant, slight, small, minimal, massive.

Adverbs: dramatically, rapidly, hugely, massively, sharply, steeply, considerably, substantially, significantly, slightly, minimally, markedly.

There is also a list of adverbs to describe the *speed of a change*: rapidly, quickly, swiftly, suddenly, steadily, gradually, and slowly.



Sequence Words and Phrases

1. The First Stage

- “First,”
- “In the first stage,”
- “At/In the beginning,”
- “The first stage is when...”
- “The process begins/starts/commences when...”
- “The process begins with” + <noun/noun phrase>

2. Middle Stages

- “Next,”
- “Then,”
- “Before,”
- “After,”
- “After this/that,”
- “Afterwards,”
- “In the following stage,”
- “In the stage after/following this,”
- “In the stage that follows,”

3. The Last Stage

- “Finally,”
- “Ultimately,”
- “Eventually,”
- “The last/final stage is when...”
- “The process ends when”
- “The process ends with”

Fractions

73%- nearly three quarters

51%- just over a half

49%- just under a half

32%- nearly a third

3%- a tiny fraction

50%- exactly a half

26%- roughly one quarter

49%- around a half

24%- almost a quarter

77%- approximately three quarters

Proportions

70%- a large proportion

71%- a significant majority

15% a small minority

3%- an insignificant minority

Different Kinds of Map Question

There are three main types of map question:

1. Describe one map in the present day.
2. Describe two maps- one in the present and one in the future.
3. Describe two maps- one in the past and one in the present.

Various buildings and features and verbs we could describe their change.

Buildings– demolished, knocked-down, flattened, replaced, renovated, built, constructed, reconstructed, developed, extended, expanded, relocated, converted and modernized.

How to Describe General Changes

As this is an IELTS writing task 1 question we must write an overview and this is where we talk generally about the main changes that have occurred between the two maps.

1. Over the period, the area witnessed dramatic changes.
2. From 1995 to 2005, the city centre saw spectacular developments.
3. The village changed considerably over the time period.
4. During the 10 year period, the industrial area was totally transformed.
5. Over the past 20 years, the residential area was totally reconstructed.
6. Over the time period, the old docks were totally redeveloped.
7. Between 1995 and 2005, the old houses were rebuilt.
8. The central business district was completely modernized during the time period.

Pick two or three of the most noticeable differences in the map and write a general statement for each. This will be your overview paragraph.

How to Describe Locations

You will also be expected to describe where things are maps and describe where changes have occurred.

You can use 'to the left' and 'to the right', but a better way is to use 'north', 'south', 'east' and 'west'.

You will also be expected to use prepositions of place, e.g. at/in/on/by/beside/to/off/from, to describe where things are.

1. Line graph: <https://ieltsliz.com/ielts-writing-task-1-line-graph-model-score-9/>
2. Bar graph: <https://ieltsliz.com/ielts-model-answer-bar-chart-october-2018/>
3. Pie Chart: <https://ieltsliz.com/ielts-pie-chart-task-1-model-score-9/>
4. Table: <https://ieltsliz.com/ielts-table-band-9-model-answer/>
5. Natural Process: <https://ieltsfocus.com/2021/08/12/writing-task-1-natural-process/>
6. Artificial Process: <https://ieltsliz.com/ielts-diagram-model-answer-score-9/>
7. Flow Chart: <https://www.total-ielts.com/ielts-academic-writing-task-1-flowchart>
8. Process Chart: <https://www.qposter.com/2015/10/process-diagram-ielts-writing-task-1.html>
9. Map: <https://ieltsliz.com/ielts-map-model-answer/>
10. Combination: <https://www.ieltsessaybank.com/the-graph-and-table-below-give-information-about-water-use-worldwide/>

General WRITING

You get 20 minutes to complete this task and must write at least 150 words.

Letters are in one of the following styles:

- Formal (to someone you do not know)
- Semi-formal (to someone you know formally)
- Informal (to friend or family)

WRITING STRUCTURE

Salutation

Dear Sir/Madam, Dear Mr. Second Name, Dear Friend,

Introduction and Purpose

I am writing this letter with regard to...

I am writing to bring to your attention...

I am writing to inform you that...

I am writing to express my dissatisfaction with.....

Body Paragraphs

I would be grateful if you would...

I would like you to...

I am entitled to request that you....

I was wondering if it would be at all possible to....

I would like to suggest that....

Ending

I look forward to hearing from you.

I look forward to receiving your response.

I await your prompt service.

I thank you for your consideration.

Please respond at the earliest convenience.

Sign off

Yours faithfully, / Yours sincerely, / Yours lovingly,

STYLE	CHARACTERISTICS	OPENING	ENDING
Formal	To someone you have not met, whose name you don't know	Dear Sir / Madam	Yours faithfully

formal	To someone you may or may not have met, whose last name you know & use	Dear Mr Brown, Dear Ms Stone	Yours sincerely
Informal	To someone you know well, whose first name you know and use	Dear John Dear Anita	Best regards Warm wishes

Letter Writing Tips

1. Identify the type of letter
2. Open and close the letter correctly
3. Identify the main purpose of the letter
4. Learn and use standard written phrases
5. Learn the correct spelling of commonly used words
6. Stay on topic
7. Include all three bulleted points
8. Open an informal letter with a general, friendly paragraph
9. Open a formal and semi-formal letter with a formal sentence
10. Make sure you write at least 150 words

Formal and Informal Vocabulary examples

- *You will be collected at the airport = I'll pick you up at the airport*
- *The next available appointment is on Thursday = how about we meet up on Thursday?*
- *I would like to invite you to visit my house on.... = Why don't you pop round to my place on*
- *I highly recommend that you come in August = it'd be great if you came in August*
- *Please respond at the earliest convenience = Get back to me as soon as you can*
- *Unfortunately I will not be able to attend on ... = Sorry, but I won't be able to make it on*

Common contraction word list

<https://www.grammarly.com/blog/contractions/>

There are 7 common Task 1 letter topics:

1. An Apology: <https://ieltsliz.com/ielts-apology-letter-gt/>
2. Letter of Complaint: <https://ieltsliz.com/ielts-complaint-letter-model/>
3. A Request: <https://www.ieltsjacky.com/ielts-sample-letters.html>

4. Letter of Explanation: <https://yourielts.net/prepare-for-ielts/ielts-writing/general/ielts-general-writing-task-1-letter-sample-answers>

5. Letters of Application : <https://www.writinglab.io/ielts/>

Resignation: <https://edubenchmark.com/blog/ielts-sample-letter-10-leaving-current-job/>

6. Letters to Make an Arrangement: <https://www.ieltsjacky.com/ielts-letter-sample.html>

7. An Invitation: <https://ieltsliz.com/ielts-invitation-letter/>

TASK 2 - ESSAY

In Task 2, you are given a point of view, argument or problem which you need to discuss.

You need to write at least 250 words in about 40 minutes.

You must not write your answers as notes or bullet points.

You are allowed to write notes on the question paper.

Task Response (Task 2)	Addressing the task (answering the questions) Giving relevant main points which are supported & developed Giving a clear position (stating an opinion when asked) Providing a conclusion www.ieltsliz.com
Coherence and Cohesion	Organising information /ideas into paragraphs Having one central idea in each paragraph (T2) Using a range of linking devices
Lexical Resource	Using a range of words & paraphrasing Using collocations Spelling Avoid errors
Grammar Range & Accuracy	Using a range of sentence structures Using a range of grammar tenses Punctuation Avoiding errors

WRITING STRUCTURE – INTRODUCTION, BODY PARAGRAPHS AND CONCLUSION

Today's schools should teach their students how to survive financially in the world today. To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your knowledge or experience.

INTRODUCTION

General Statement – introducing the subject matter

Paraphrasing of background information – rewriting

Thesis Statement – your answer to the question (task)

In schools, students learn to analyse literature, calculate using trigonometry and understand how photosynthesis works, but often students are inexperienced and helpless after graduation when encountering the real world. It is therefore argued that schools should teach their students how to survive financially in the world.

BODY PARAGRAPHS

Topic Sentence – your argument /reason (what)

Explanation – why and how

Example – a well-known incident, fact, survey result or information

conclusion – end result

This topic is difficult, though. Many educators believe that a school is supposed to teach students in subjects that they will most probably not encounter again post-graduation, so that teachers can develop open-minded and well-informed individuals. At the same time, it can be argued that schools should impart skills that would be applicable in everyday life. Mathematics, for example, is supposed to not only communicate actual mathematics skills, but also teach logic to students. However, schools are supposed to prepare the youths for their lives following high school. Currently this goal is not fully met, as often students are unable to handle their finances sensibly and therefore can often face significant problems. Schools that teach students how to survive financially could change this.

CONCLUSION

Paraphrasing of background information

Emphasize of the main points (your arguments, reasons or opinion)

Expression of hope, challenge or application

In conclusion, training school students in financial matters would be very useful. Adding new content to the syllabus would require a significant amount of money, but the entire community would benefit from students being better prepared for adult life.

TYPES OF QUESTIONS

1. Do you agree or disagree?

You can agree or disagree not both. 2 paragraphs in each, reasons for your opinion.
A provisional paragraph may be written.

<https://ieltsliz.com/ielts-agree-disagree-essay-sample-answer/>

2. To what extent do you agree or disagree?

1. you can agree to a larger extent

2 paragraphs for reasons to agree. 1 paragraph for reasons to disagree

2. You can agree partially

1 paragraph for reasons to agree 1 paragraph for reasons to disagree

3. You can agree somewhat

1 paragraph for reasons to agree 2 paragraphs for reasons to disagree

<https://ieltsliz.com/ielts-sample-essay/>

3. Discuss both views

2 Paragraphs in each, reasons for holding such a view.

<https://www.ielts-blog.com/?s=discuss+both+views>

4. Discuss both views and give your opinion

3 Paragraphs 1 reasons for first view 2 reasons for second view 3 your view. If your view is one of the discussed views you can mention it in the conclusion.

<https://ieltsliz.com/ielts-discussion-essay-model-answer/>

5. What are the advantages and disadvantages?

2 Paragraphs, First advantages and 2 disadvantages

<https://ieltsliz.com/ielts-advantage-disadvantage-model-essay/>

6. Do the advantages outweigh the disadvantages?

If outweighs - 2 advantage paragraphs and 1 disadvantage paragraph.

If doesn't - 1 advantage paragraph and 2 disadvantage paragraphs.

<https://www.ielts-blog.com/?s=advantages+outweigh>

7. What are the causes/problems and effects /solutions?

<https://ieltsliz.com/ielts-solution-essay-band-9-model-answer/>

8. Is it a positive or negative change?

Take a position then write 2 or 3 paragraphs in each argument to justify your opinion

<https://ieltsliz.com/positive-or-negative-development-ielts-model-essay/>

Listing	Giving examples	Generalizing
firstly, secondly, thirdly	for example	in general
first, furthermore, finally	for instance	generally
to begin, to conclude	as follows:	on the whole
next	that is	as a rule
Reinforcement	in this case	for the most part
also	namely	in most cases
furthermore	in other words	usually
moreover	Result/consequence	Highlighting
what is more	so	in particular
in addition	therefore	particularly
besides	as a result/consequence	especially
above all	accordingly	mainly
as well (as)	consequently	Reformulation
in the same way	because of this/that	in other words
not only ... but also	thus	rather
Similarity	hence	to put it more simply
equally	for this/that reason	Alternatives
likewise	so that	alternatively
similarly	in that case	rather
correspondingly	under these circumstances	on the other hand
in the same way	Deduction	the alternative is
Transition to new point	then	another possibility would be
now,	in other words	Contrast
as far as x is concerned	in that case	instead
with regard/reference to	otherwise	conversely
as for ...	this implies that ...	on the contrary
it follows that	if so/not	in contrast
turning to	Stating the obvious	in comparison
Summary	obviously	Concession (unexpected)
in conclusion	clearly	even though
to conclude	naturally	however
in brief	of course	however much
to summarise	as can be expected	nevertheless
overall	surely	still
therefore	after all	yet

SPEAKING

The Speaking test is a face-to-face interview between the candidate and an examiner. The Speaking test is recorded.

MARKING

Fluency	Talking at length Talking without pauses or hesitations Talking without self-correction Able to be understood Using linking devices
Lexical Resource	Using a range of words & paraphrasing Using collocations www.ieltsliz.com Using less common vocabulary Avoiding errors
Grammar Range & Accuracy	Using a range of sentence structures Using a range of grammar tenses Avoiding errors
Pronunciation	Able to be understood throughout the test Able to use intonation Accent does not affect understanding Accurate word and sound pronunciation

There are three parts to the test, and each part follows a specific pattern of tasks in order to test your speaking ability in different ways.

9 Band Speaking: <https://www.youtube.com/watch?v=BP4EvLtwMo>

Part 1 – Introduction and interview

In this part, the examiner introduces him/her and checks your identity. Then the examiner asks you general questions on some familiar topics, such as home, family, work, studies or interests. Part 1 is 4–5 minutes long.

Part 2 – Long turn

Part 2 is the individual long turn. The examiner gives you a task card which asks you to talk about a particular topic. The card tells you what points you should include in your talk and instructs you to explain one aspect of the topic. You have one minute to prepare your talk, and the examiner will give you a pencil and paper to make notes.

Describe a website you often browse

You should say:

- What is it
- How long have you been using it
- Detailed information about the website

and explain why you often browse this website.

By using the points on the task card and making notes during the preparation time, you should be able to think of appropriate things to say, and have time to structure your talk so that you keep talking for 2 minutes.

Part 3 – Discussion

In Part 3, you and the examiner discuss issues related to the topic in Part 2 in a more general and abstract way and, where appropriate, in greater depth. Part 3 lasts 4–5 minutes.

7 COMMON QUESTION TYPES

The seven common question types that appear in IELTS speaking part 3 are:

1. **Opinion**– What do you think about ‘this’? Remember to say why you think that way and give examples.
2. **Evaluate**– What do you think about someone else’s opinion?
3. **Future**– What do you think will happen in the future?
4. **Cause and Effect**– What caused ‘this’ and/or what effects has ‘it’ had?
5. **Hypothetical**– Talk about imaginary or unreal situations.
6. **Compare and Contrast**– Talk about the difference and/or similarities between two things.
7. **Past**– How were things different in the past and how have they changed?

Opinion

One thing you should not do is start every sentence with ‘I think...’ or ‘In my opinion...’ The IELTS examiner will be looking for how you vary your language. Below are a number of ways you could do that:

- As I see it,
- Personally,
- For me,

If you feel very strongly about something you could use:

- I'm convinced that....
- I'm certain that....
- I'm sure that....

If you are less sure about your opinion you could give a weaker opinion by using:

- I guess that...
- I suppose that....
- I'd say that.....

Tips – Speaking

1. Give a full answer. Don't just give one word answers. Include more information. 2. Speak clearly and don't worry about your accent. Everyone has an accent when they speak English. The important point is that you enunciate the best you can so the examiner can understand you.

3. Use descriptive words. Don't use boring words like good, bad, nice, or okay. Use exciting words that convey emotion.

4. Speak up. This indicates self-confidence and command of the language. You have 11 minutes to display the best English you know in all the years that you have been learning English!

5. Keep a steady pace. Don't speak too fast or too slow.

6. Don't try to memorize answers to sample subjects. The examiner has enough experience to recognize that you are not speaking naturally and spontaneously.

7. Explain names or words which are in another language. Say the words clearly and give the meaning if any afterwards, so the examiner can follow your explanation.

8. Ask questions, if necessary, in Part 3 only. You cannot ask questions in Parts 1 and 2, but you can do so, if necessary in Part 3.

9. Stay on topic. Don't change the subject or the examiner will think you have misunderstood and may give you a lower mark.

10. Have daily discussions with friends. Take turns asking each other questions about current events and develop your ability to speak about various topics.

1. Tense: <https://www.grammarly.com/blog/verb-tenses/>
2. Voice: <https://www.grammarly.com/blog/active-vs-passive-voice/>
3. Kinds of Sentence: <https://prowritingaid.com/art/335/What-are-simple%2C-compound%2C-and-complex-sentences.aspx>
4. Correct use of Preposition:
<https://academicguides.waldenu.edu/writingcenter/grammar/prepositions#:~:text=To%20refer%20to%20a%20place,his%20phone%20on%20the%20bed.>
5. Adjectives of comparison:
<https://academicguides.waldenu.edu/writingcenter/grammar/comparisons>
6. Punctuation Rules: <https://dictionary.cambridge.org/grammar/british-grammar/punctuation>
7. Irregular verb forms: <https://www.gingersoftware.com/content/grammar-rules/verbs/list-of-irregular-verbs/>
8. Use of Articles: <https://www.grammarly.com/blog/articles/>
9. Linking Devices: https://libguides.staffs.ac.uk/academic_writing/linking
10. Auxiliary Verbs: https://www.grammarly.com/blog/auxiliary-verbs/?gclid=EAiaIQobChMIwMuyvrf_AIVqZpmAh3qIglyEAAYASAAEgJEYfD_BwE&gclsrc=aw.ds
11. Conditional Clauses: <https://grammar.collinsdictionary.com/easy-learning/what-are-conditional-clauses-in-english#:~:text=Conditional%20sentences%20consist%20of%20a,we%20don't%20leave%20now.>
12. Phrasal Verbs: <https://grammar.collinsdictionary.com/easy-learning/phrasal-verbs>