

Master IELTS Speaking

Course Material and Supplements

*For Academic and General
Training Candidates*

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Cert TESOL, Academic IELTS 9.0

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What's the test like?

The speaking test will take about 11 to 14 minutes to complete. There are three sections in total. These are as follows:

- **Part 1 – Introduction and interview.** This lasts for about 4 to 5 minutes. In this section, the Examiner will introduce him/herself and ask you questions about yourself.
- **Part 2 – Individual long turn.** Part 2 lasts for about three to four minutes. In this section, you will be asked to prepare and give a short talk for about one to two minutes on a given subject.
- **Part 3 – Two-way discussion.** Part 3 lasts for 4 to 5 minutes. In this section, you will be asked to have a short discussion linked to the subject you spoke about in part 2.

Assessment

Overall, you will be assessed on your:

- fluency and coherence
- vocabulary
- range of grammar and accuracy
- pronunciation.

This means that all of your preparation must concentrate on these areas. Check the IELTS speaking band descriptor for a more detailed description of the criteria the examiner will use to assess your speaking.

Part1 - Introduction and interview

During Part 1, the Examiner will introduce him/herself and ask you some questions about yourself. This is the start of the test, and it will set the scene for the remainder.

Think of the Examiner as being just like your teacher. In fact, most examiners are usually teachers, so they'll understand how you feel, because some of their own students will feel the same. They're not there to catch you out. Indeed, they'll want you to do well and will do everything that they can to make you feel comfortable.

The Examiner has a set of questions. When you're asked a question, try to answer it without repeating the whole question in your answer. For example:

If you are asked 'What's the most interesting thing about your hometown?'

Don't reply 'The most interesting thing about my hometown is...'

Just say 'It's...'

Then, you can expand on your answer, if possible, by adding something like: 'Most people find this interesting because...'

You can then add a synonym of the words used by the Examiner. So, instead of interesting say something like: 'Most people find this fascinating because...'

So, don't try to 'fill up' your answer by repeating the question back to the Examiner and try to add a little 'extra' to show off your English. Remember, it's a conversation with the Examiner. He/she will want to see if you are fluent and coherent. They can't do this if you just repeat back large chunks of a question! Examiners are looking for your own ideas.

The topics are usually very familiar and the Examiner normally asks you about yourself. Try to give examples and create ideas, willingly. Never say, 'I don't know.'

Giving Full Answers

Impress the examiner with your ability to give full answers to his or her questions. To avoid simple yes or no answers or short responses generally, try using the **REDS** method to add detail to your initial response:

- Give a **Reason**
- Offer an **Example**
- Give **Details**
- **Speculate**

REDS in Action:

Question: What job would you like to do?

Answer (Reason): I've always wanted to be a vet. I love animals and I think it would be a very rewarding job.

Question: What skills do you need for this job?

Answer (Example): I think you need to be sensitive to people's feelings. If you're dealing with their sick or injured pets, you need to be honest but also appreciate how they might be feeling.

Question: Where do you come from?

Answer (Detail): I come from Mashad in Iran. It's well known as a religious centre and is really crowded most of the year.

Question: Do you often go out to restaurants?

Answer (Speculate): Unfortunately, since I had my baby, no. If I had the chance I'd really like to eat out more often, especially in Chinese or Italian restaurants.

Sample Part One Questions

Family

- Do you have a large family or a small family?
- Can you tell me something about them?
- How much time do you manage to spend with members of your family?
- What sorts of things do you like to do together?
- Did/Do you get on well with your family? [Why?]

Accommodation

- What kind of accommodation do you live in? What's it like?
- Have you always lived there?
- What are the main advantages of this [accommodation]?
- What changes would you like to make to improve it?
- Would it be easy for you to move to another accommodation?
- Do many people in your country live in such accommodation?

Neighbourhood

- Which part of town do you live in?
- What's it like?
- What kind of shops are there in your neighbourhood?
- Do you get along well with your neighbours?
- What's difficult about living there?

Education (students)

- What do you study?
- What is special about this subject?
- Is there anything you find difficult about it?
- Where do you study...? What's your university/college like?

Education (graduates)

- Do you have higher education?
- What have you studied at university?
- What did you like about your studies?
- Was there anything you found difficult?

Job

- What's your job?
- Is it a common job in your country?
- What are your working hours like?
- Do you get a lot of vacation and off time?
- Are you thinking of changing your job?

Cold weather

- Have you ever been in very cold weather? [When?]
- How often is the weather cold where you come from?
- Are some parts of your country colder than others? [Which parts?]
- Would you prefer to live in a hot place or a cold place? [Why?]

Laughing

- What kinds of things make you laugh?
- Do you like making other people laugh? [Why/Why not?]
- Do you think it's important for people to laugh? [Why/Why not?]
- Is laughing the same as feeling happy, do you think? [Why/Why not?]

Keeping in contact with people

- How do you usually contact your friends? [Why?]
- Do you prefer to contact different people in different ways? [Why?]
- Do you find it easy to keep in contact with friends and family? [Why/Why not?]
- In your country, did people in the past keep in contact in the same ways as they do today? [Why/Why not?]

Daily Routine

- What would you like to change in your daily routine?
- Are all your days the same?
- Tell me about your typical weekday and your typical weekend.
- What is the balance of work/study and free time in your normal day?

Visitors

- What would you suggest a visitor should see and do in your country?
- Are there any traditional arts or music you would recommend?
- Tell me about the kind of foreign visitors or tourists who go to your country.
- In what ways has tourism changed your country?

Festivals

- Tell me about the most important festival in your country.
- What special food and activities are connected with this festival?
- What do you most enjoy about it?
- Do you think festivals are important for a country? [Why?]

Dancing

- Do you enjoy dancing? [Why/Why not?]
- Has anyone ever taught you to dance? [Why/Why not?]
- Tell me about any traditional dancing in your country.
- Do you think that traditional dancing will be popular in the future? [Why/Why not?]

Musical instruments

- Which instrument do you like listening to most? [Why?]
- Have you ever learned to play a musical instrument? [Which one?]
- Do you think children should learn to play a musical instrument at school? [Why/Why not?]
- How easy would it be to learn to play an instrument without a teacher? [Why?]

Traffic where you live

- How do most people travel to work where you live?
- What traffic problems are there in your area? [Why?]
- How do traffic problems affect you?
- How would you reduce the traffic problems in your area?

Your friends

- Do you prefer to have one particular friend or a group of friends? [Why?]
- Are your friends mostly your age or different ages? [Why?]
- What do you like doing most with your friend/s?
- The last time you saw your friends, what did you do together?
- What makes a friend into a good friend?
- Do you think it's important to keep in contact with friends you knew as a child? [Why/Why not?]

Food and cooking

- What kinds of food do you like to eat?
- What kind of new food would you like to try? [Why?]
- Do you like cooking? [Why/Why not?] What was the last meal you cooked?
- Do you prefer home-cooked food or food from restaurants? [Why?]

Leisure

- Do you have any hobbies or interests? [What are they?]
- How did you become interested in (*whatever hobby/interest the candidate mentions*)?
- What is there to do in your free time in (*candidate's hometown/village*)?
- How do you usually spend your holidays?
- Is there anywhere you would particularly like to visit? [Why?]

Your favourite place

- What place do you most like to visit?
- How often do you visit this place? Why do you like it so much?
- Is it popular with many other people?
- Has it changed very much since you first went there? [In what way?]

Your country

- Which part of your country do most people live in?
- Tell me about the main industries there.
- How easy is it to travel around your country?
- Has your country changed much since you were a child?

Colour

- What's your favourite colour? [Why?]
- Do you like the same colours now as you did when you were younger? [Why/Why not?]
- What can you learn about a person from the colours they like?
- Do any colours have a special meaning in your culture?

Entertainment

- Do you prefer relaxing at home or going out in the evening? [Why?]
- When you go out for an evening, what do you like to do?
- How popular is this with other people in your country?
- Is there any kind of entertainment you do not like? [Why/Why not?]

Clothes

- How important are clothes and fashion to you? [Why/Why not?]
- What kind of clothes do you dislike? [Why?]
- How different are the clothes you wear now from those you wore 10 years ago?
- What do you think the clothes we wear say about us?

Fruits

- Do you eat fruits?
- How often do you eat fruits?
- Where do you buy your fruits from?
- Do you think it's important for people to eat fruits? [Why/Why not?]

Books

- Do you like reading books?
- What kind of books do you like to read? [Why?]
- Where do you like to read? [Why?]
- Do others in your family read books too?
- Do you usually buy your books from a special place? [Where?]

Telephone calls

- How often are you on the phone?
- Do you like calling friends or family more often? [Why?]
- Did you call your friends a lot when you were a child?
- Do you think children should have to pay their own telephone bills? [Why/Why not?]

Technology at home/office

- How often do you use electric appliances at home/office?
- How do you think they help you with your chores?
- Are there any other advantages?
- Are there any drawbacks to using these appliances?
- Do you think people should use electric appliances more often or less often than they do now? [Why/Why not?]

Part 2 - Individual long turn

During Part 2, you'll be given a topic on a task card. You'll be given about one minute to prepare. Then you'll be required to speak for about two minutes on the topic, by yourself. During this time, the Examiner won't interrupt you and won't ask you any questions.

Use the time to plan what you're going to say! A lot of candidates don't plan what they're going to say. You won't impress the Examiner if you start speaking immediately without planning, whatever your level of English. Always make a brief written plan, as this will help to keep you on the subject. By following the plan, you won't wander away from the points you're being asked about. The point is, if your talk isn't organised, you'll lose marks. Remember, you're being tested on your fluency and coherence. Coherence means that you must follow a logical and clear argument when you speak.

Don't worry if you have to make up what you are going to say. You're not being tested on the factual content of what you say, but more on how you say it in English. Keep to the point, and make what you say relevant. Being relevant is just as important as being fluent. In fact, you won't be able to say more than about 200 to 250 words in the two minutes you have available. So, never worry that you won't be able to fill the time! Two minutes will go really quickly... if you have a plan.

Also, don't worry if you don't get around to covering all the details mentioned in the task card. In other words, if your speech is cut short by the examiner at the end of the two minutes when you are still talking about, say, the third point on the card and have not yet addressed the last question, you would not be penalised for this. The prompts on the task card are to give you ideas to help you sustain the long turn. You are assessed on the sample of language you give rather than on whether you use all the prompts.

The task card usually asks you to describe something and then give reasons for your choice. So, for each point, write only one or two words for each prompt. In total, you should only write about 20 words in your plan.

During your planning, try the following:

- Write notes and don't write whole sentences.
- Write the points in a list and in order.
- Make a gap between, or draw a line between, words relating to description and explanation.
- Use nouns, verbs, adverbs and adjectives for your notes.

As you speak, look at the list that you've made so that you can organise your answer. This will ensure that you answer all parts of the task. Think about connecting words and phrases that will guide you as you speak. However, don't try to write these down in the notes; you won't have enough time. Try to practise your organisation as much as you can before taking the test. Practise making notes and then using them to help you speak. Learn how to build what you say, around your brief notes.

Don't try to learn set phrases before taking the test, as this will just sound false. But, do learn words and phrases that will prompt and guide you when planning your talk. One good way to practise is to record yourself. By making a plan, and then recording yourself for two minutes, you can see how much you need to write down to fill two minutes. Remember, only use headings in your planning notes. Don't try to write full sentences; you simply won't have the time.

Here's a list of prompt words that you can use to help you prepare:

- Introductory phrases - when you start your talk:
 - I'm going to talk about...
 - I'd like to talk about...
 - I want to talk about...
 - What I'm going to talk about is...
 - I'm going to describe...

- Developing phrases - when you want to expand your argument:
 - First of all...
 - Secondly,...
 - Additionally,...
 - Another thing...
 - Another reason why...
 - Furthermore...

- Background phrases - when you want to add some detail:
 - It's near...
 - It happened...
 - It took place...
 - It's been going on for/since...
 - At that time...

- Impression phrases - when you want to say something that made an impression on you:
 - ... impressed me
 - ... motivated me

- ... moved me
 - ... disturbed me
 - ... touched me deeply
 - ... had an effect on me
 - ... affected me
 - ... influenced me.
-
- Things you like phrases - when you want to describe or talk about things you like:
 - I like... most of all
 - I enjoy...
 - I love doing...
 - ... really appeals to me because...
 - I take great pleasure in...

You can also use synonyms of words which appear on the task card given to you by the Examiner. For example, if you see the word 'benefits', think of synonyms such as 'payback', 'profit', 'advantages', 'positive aspects' and so on. By using synonyms in this way, you'll show the Examiner that you're fluent in your use of English and that you're capable of using extra words.

Try to prepare your own examples of synonyms for common words. A good method of doing this is making a list of common words and then, using a word processing package on a PC, making an equivalent list of synonyms.

Sample Topic One

Useful Vocabulary

Useful vocabulary and expressions

- turning point
- crucial (adj.)
- decisive (adj.)
- important (adj.)
- graduation (n.)
- marriage (n.)
- marry (v.)
- getting married
- divorce (n.)
- divorce (v.)
- birth (n.)
- promotion (n.)
- death (n.)
- die (v.)
- give up (n.)

I guess my second year at high school was a crucial year for me. 1999 was a turning point in my life.

2001 marked the beginning of my professional career.

I was hired by a large company.

I was accepted in university for a course in metallurgy.

I got married in the summer and I moved to Tehran with my wife in September.

I was promoted to sales manager in late November that year.

In May, my first child was born and we named her Anahita.

2008 was a great year for me because I gave up smoking and started a new job.

My father-in-law passed away in the winter and left us a sizable fortune!

My father was diagnosed with cancer and we had to move into my parents' house to look after him.

I think the events of this year made me stronger emotionally.

At the end of that year, I was on the road to success in my career.

The financial accomplishments I had in 1998 helped me develop a better life for my family.

Talk about an important year in your life.

You should say:

how old you were

what important things you remember from that year

where these things happened

and say why you think that year was important.

Exam Remedy: Preparing Notes

In the second section you will have one minute to prepare. Use this time to prepare notes to support yourself during the talk. These notes must be very brief and only contain the main points of your answer.

You can use bullet lists to organise your ideas:

2000

- 18
- 1. Driving certificate-Eslami Institute
2. Started university-Birjand
- 1. Could drive
2. University is important
3. Met my closest friend there
4. started to live independently

Note: Avoid writing full sentences in your notes. Write keywords or phrases only.

Sample Topic Two

Useful Vocabulary	ruins (n.)
ancient (adj.)	statue (n.)
historical (adj.)	inscription (n.)
pre-historic (adj.)	monument (n.)
antique (adj.)	west/east/south/north of Iran
palace (n.)	western/eastern/southern/northern parts of Iran
castle (n.)	It is located in the western province of Ilam.
fort (n.)	It is situated 20 kilometres to the west of Mashad, a major city in the northeast of Iran.
amazing (adj.)	It is in Naghshe Jahan square in the city of Isfahan.
breath-taking (adj.)	Its historical value is undeniable.
impressive (adj.)	Pasargad is definitely one of the most interesting historical sites in the region.
tomb (n.)	Persepolis is a symbol of Iranian historical and cultural heritage.
burial place	These inscriptions are remnants of the ancient Maad civilisation.

Describe an interesting historic place.

You should say:

what it is

where it is located

what you can see there now

and explain why this place is interesting

Part 3 (Discussion) Questions

How do people in your country feel about protecting historic buildings?

Do you think an area can benefit from having an interesting historic place locally? In what way?

What do you think will happen to historic places or buildings in the future? Why?

How were you taught history when you were at school?

Are there other ways people can learn about history, apart from at school? How?

Do you think history will still be a school subject in the future? Why?

Sample Answer Notes

Pasargad

- Burial place of King Cyrus
- 80km from Shiraz, S-Iran
- 1. Cyrus's tomb
2. Castle remains
- 1. Symbol of Iranian heritage
2. Great king, yet very simple tomb

Sample Topic Three

Useful Vocabulary

visit (v.)
 located (p.p.)
 situated (p.p.)
 famous (adj.)
 climate (n.)
 weather (n.)
 cuisine (n.)
 countryside (n.)
 downtown (n.)
 suburb (n.)
 public transportation

Shiraz is located in south-central Iran, about 920 kilometres south of Tehran.
 I went there last summer to visit my uncle.
 My trip to Tehran was of business nature.
 I went there on business.
 Isfahan is famous for Zayanderood, a beautiful river that runs through the city.
 Shiraz is host to millions of visitors and tourists every year.
 There are many museums to visit.
 The people are very hospitable and friendly.
 The restaurants are fantastic and the local cuisine is excellent.
 What interested me most about this city was that it was very clean and orderly despite all the traffic.
 I guess what I liked most about Tabriz was the weather.
 Getting around was quite easy.
 The city had a fantastic countryside with a river and many farms.

Describe a city you have visited which has impressed you.

You should say:

- where it is located
- why you visited it
- what is there to see
- and what you liked about it.

Part 3 (Discussion) Questions

- What are the main facilities in a large modern city?
- How do you compare a modern city with a small town?
- Do you prefer to live in a large modern city? Why?
- What are the advantages and disadvantages of living in large cities?
- Why, in your opinion, do people migrate from small towns to large cities?
- How stressful is life in large cities nowadays? Has this always been this way?
- How do you think cities will change in the future?

Sample Topic Four

Useful Vocabulary

novelist (n.)	major author
author (n.)	short story
popular (adj.)	My favourite author is Jules Verne, a French science-fiction writer who lived in the 19th century.
character (n.)	She usually wrote about human connections and relationships.
detective (n.)	His stories are mostly concerned with crime and criminals.
crime (n.)	She could develop highly-complicated characters.
thriller (v.)	The plots are very exciting and thrilling.
romance (n.)	His stories are quite imaginable and convincing.
science-fiction (n.)	The reason why I'm a real fan of his is that he focused on delicate human emotions such as love.
fiction (n.)	In this masterpiece, he describes the life of a British businessman in India.
novel (n.)	The endings of his novels are fantastic and unpredictable.
masterpiece (n.)	
contemporary (adj)	

Talk about your favourite writer (author).

Talk about:

who he/she is

what he/she usually writes about

what his or her best work is

and why you like this author.

Part 3 (Discussion) Questions

How interested are people in reading where you live?

How have the reading habits of people in your society changed in the past 20 years?

Do you think writers should be allowed to express their ideas in any way they desire?

Are people nowadays reading more books than they did before?

What kind of books do people mostly read in their free time in your country?

Does people's interest in books change as they get older? How?

Sample Topic Five

Useful Vocabulary

publicity (n.)
 commercial (n.)
 advertisement (n.)
 ad (n.)
 promotion (n.)
 promote (v.)
 advertise (n.)
 business (n.)
 plot (n.)
 private business
 non-profit organisation

A commercial I enjoy watching is an ad for a new car from Ford.
 This commercial advertises a new toothbrush from Oral-B.
 Sanford is a privately-owned business and makes markers and pens as well as other school or office stationary.
 The commercial compares their product with ordinary products from other companies.
 The commercial demonstrates the capabilities of a new tool.
 The director has employed special effects and animation to display the effects of this new product.
 The plot is very amusing.
 The comparison is made in a very interesting way.
 This commercial has a moral lesson.

Describe a TV commercial you like very much.

You should talk about:

- which business or organisation sponsors it
- what it is about
- whether it has been successful
- and why you like it very much.

Part 3 (Discussion) Questions

- To what extent do you think people’s decisions are affected by advertisement through the mass media?
- What are the advantages and disadvantages of advertising?
- What should people do in order not to be deceived by misleading advertisements?
- What kind of advertisement is the most popular where you live?
- In your opinion, is enough attention paid to marketing in your country?
- What are the most important marketing strategies in your country?

Sample Topic Six

Useful Vocabulary

festival

festivities

celebration

parade

carnival

party

firecrackers/crackers

fireworks

bonfire

chant (n)

chant (v)

It is held on the last Tuesday night of the Iranian year.

It is observed on the 30th of the Iranian month of Azar.

This night marks the end of the winter.

This is the longest night of the year.

People go out to the streets and the countryside.

People of all ages indulge in the festivities of the day.

Young people dance around, holding hands and chanting songs.

Bonfires are lit here and there.

It's a day/night of national pride and happiness.

The reason why I like this day/night is that...

I love this festival because...

I always find this a very delightful and enjoyable celebration.

The reason why this festival holds such significance is that...

The reason why this is such an important festival is that...

Describe a festival that is important in your country.

You should say:

when the festival occurs

what you did during it

what you like or dislike about it

and explain why this festival is important.

Part 3 (Discussion) Questions

Why do you think festivals are important events in the working year?

Would you agree that the original significance of festivals is often lost today? Is it good or bad, do you think?

Do you think that new festivals will be introduced in the future? What kind?

What role do the media play in festivals, do you think?

Do you think it's good or bad to watch festivals on TV? Why?

How may globalisation affect different festivals around the world?

Sample Topic Seven

Useful Vocabulary

once

when

greatly

to some extent

in many ways

in a way

somehow

suddenly

nostalgic (adj.)

homesick (adj.)

happy

delighted/delighting

flattered/flattering

amazed/amazing

confused/confusing

depressed/depressing

embarrassed/embarrassing

irritated/irritating

annoyed/annoying

frightened/frightening

One of the things I can remember most clearly is my first day at school.

I remember once I was thrown out of the class for being mischievous.

One Friday morning, when I was 8 years old, my parents took me to the zoo.

This happened about/nearly 20 years ago when I was 9.

When I was at school, I used to chatter with my classmates during class time.

I had barely learnt how to speak then.

It was really frightening.

I was quite frightened.

This experience influenced my life in a number of ways.

This incident greatly affected my later life.

Describe a memory of your childhood.

You should say:

when it happened

what exactly happened

whether you remember it as a pleasant or unpleasant memory and explain how it affected your later life.

Part 3 (Discussion) Questions

What kinds of memories are more pleasant for people?

Are pleasant memories linked to anything special in people's lives? How?

Does our interpretation of certain memories (such as incidents at school) change as we grow older?

How do memories affect our choices in our lives?

What kinds of memories can you remember more clearly? Is it the same for other people you know?

Why do people talk about their memories for others?

What kinds of memories do people tend to share with others? Why?

Are there any special events in your country where people talk about their memories for others? How?

Sample Topic Eight

Useful Vocabulary

stationary store

shoe store

grocery store

clothing store

boutique (n.)

florist (n.)

downtown (n.)

business district

shopping centre

department store

chain store

shopping mall

interior (n.)

exterior (n.)

interior design

windows (n. pl.)

muzak (n.)

promotion (n.)

sale (n.)

bargain (v.)

bargain (n.)

One of the stores I love to shop from is a small boutique, called "Rangarang", which sells designer items and posh clothes.

There's a nice grocery store about half a block from my house, which is one of my favourite places to shop at.

The store has a beautiful decoration.

The store interior is painted in blue and is decorated with stripes of coloured cloth.

The windows are full of colourful items like ties and shirts.

The shopkeeper is very kind and tactful.

The salespeople are polite and helpful.

I usually buy my groceries there every week.

My family and I love to buy our clothes at this boutique.

Talk about a favourite shop or store.

You should say:

where it is and what it looks like

what it sells

what you like to buy there

and say why you like the shop so much.

Part 3 (Discussion) Questions

How do people decide on where to shop from in your country?

How popular are department stores and malls in your country?

Why do people tend to shop from malls and supermarkets in large cities?

Are large supermarkets a threat to smaller shops? How?

What are the advantages of shopping from large department stores? Are there any disadvantages?

In what ways can shops improve their service quality?

Sample Topic Nine

Useful Vocabulary

Splendid (adj.)

exotic (adj.)

distant (adj.)

forest (n.)

beach (n.)

spa (n.)

sunny/windy/cloudy/warm

cold/cool/humid/snowy/foggy

snow-covered mountains

ski slopes

go skiing

play volleyball

relax (v.)

meditate (v.)

go fishing

go horseback riding

read books

go shopping

collect seashells

My best choice for a holiday resort is Kish Island in the Persian Gulf.

I usually travel to Sar-Eyn to spend my holidays.

It's a 2-hour ride from Tabriz in Western Iran.

It's located about 55 kilometres north of Tehran on the coast of the Caspian sea.

There are exotic beaches and the sun always shines.

The weather is splendid, usually warm and sunny all year round.

The slopes are usually covered with snow all winter long.

I often go there to relax.

We can go fishing and horseback riding all day long.

Talk about your favourite holiday resort.

You should say:

where it is

when you last visited there

what you can do there

and explain why you like this place very much.

Part 3 (Discussion) Questions

What sorts of holidaymakers tend to visit your country?

What are some of the major tourist attractions in your country?

What is the attitude of people in your country towards tourism and visitors from other countries?

How has the attitude of people in your country changed towards tourism in the past 20 years?

What are some of the advantages of tourism for local people? Are there any disadvantages?

How do you think international tourism can affect globalisation?

What are some of the consequences of travelling for foreign visitors to other countries?

What financial consequences do foreign visitors have on local economies?

Sample Topic Ten

Useful Vocabulary

Admire (v.)
 respect (v.)
 look up to (v.)
 sceptical (adj.)
 fabulous (adj.)
 admirable (adj.)
 approve of (v.)
 make great friends
 study (v.)
 review lessons
 watch films
 go shopping
 chat (v.)
 talk on the phone

Sanaz has been one of my best friends for the past three years.
 I have known Mehdi for about fifteen years.
 My parents initially were sceptical about her, but as they got to know her more, they started to like her too.
 My parents look up to him very much and approve of our friendship.
 He is a wonderful friend and a brilliant student.
 We usually get together to review and study university lessons.
 We like to chat on the phone every now and then to catch up on each other.
 We go hiking and mountain climbing together on holidays.
 I admire her very much for a number of reasons.
 The reason why I respect him is that he has always been very hardworking and responsible in his career.

Describe a friend whom you admire very much.

Talk about:

how long you have known him or her
 whether your parents like him or her too
 what you do together

and explain what is very admirable about him or her.

Part 3 (Discussion) Questions

What do you think are the most important qualities for friends to have?
 Which are more important to people, their family or their friends? Why?
 What do you think causes friendship to break up?
 What other types of relationship, apart from friends or family, are important in people's lives today?
 Have relationships with neighbours where you live changed in recent years? How?
 How important do you think it is for a person to spend some time alone? Why/Why not?

Part 3 – Two-way discussion

The last part of the test is where you and the Examiner have a discussion linked to the subject from Part 2. There is no set format to this part of the test and the Examiner is free to develop conversation as he/she sees fit. Again, the Examiner isn't trying to catch you out. However, an Examiner will want to do things such as invite you to comment and expand on a theme.

Remember that the Examiner asks you a range of questions to encourage you to speak English.

Again, remember that this part of the test only lasts for four to five minutes. This means that the Examiner can only really ask you some six to eight questions. So, don't panic!

Here are some hints to help you:

- Listen carefully to the Examiner's questions.
- Try to be fluent and only correct yourself when it's easy to do so.
- Don't focus on your mistakes; move on.
- Try to go into detail when you explain your opinion.
- Give reasons for what you say.
- Keep to the topic.
- If you don't understand the question, ask for it to be repeated. Never answer a question you don't understand.
- Don't worry if you have to make up an answer. You are being marked on your ability to speak English, not the truth of the content!
- Don't speak quickly or slowly just speak clearly.
- Concentrate on the message you are trying to give.
- Don't worry about saying too much! The Examiner will stop you if he/she wants to.
- When you say something, try to qualify it and expand it to support your opinion or reason.
- Don't overuse words such as 'actually', 'moreover', 'what is more' and so on. This will come across as padding and won't demonstrate your use of English.
- If you have time for a conclusion try saying something like: '...and therefore I ...'
- Follow the Examiner's lead. He/she might change direction quickly by asking an unexpected question for you to comment on. For example: What about...? Here, you might answer something like: 'Well, that's possible, but I think that...'
- Don't try to use one breath to say everything. Pace yourself! Listen to how other people speaking English pace themselves during speech. You will find it useful to listen to spoken English, such as on radio programmes, to see how this is achieved.

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 	<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 skilfully, 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 			