

IELTS Speaking: Exchanges, Long Turns and Pronunciation

Original speaking practice and worked responses; no examiner band predictions.

Make speech clear across the whole test

- Fluency and coherence; vocabulary; grammar; pronunciation.
- The examiner considers performance across all three parts.
- A single word, correction or interruption does not determine a band.

Extend the answer to the actual familiar question

- Give a direct answer and a relevant reason or detail.
- Prepare flexible ideas rather than a complete memorised script.
- Use the time frame the question needs.

Prepare a connected long turn

- One minute for notes; speak for up to two minutes.
- Use the card to choose and organise relevant details.
- Past events can connect to present results.

Develop a wider discussion

- Explain reasons, compare features and evaluate possibilities.
- Use may, often or in some cases when the claim needs limits.
- Keep the response relevant instead of forcing one sentence pattern.

Diagnose pronunciation from your own speech

- Check final sounds, endings, contrasts, stress and useful pauses.
- Learners with the same first language have different needs.
- Practise understanding rather than replacing your accent.

Use exam practice without score guarantees

- Prepare topics, listen to the question and speak at a useful pace.
- Repair a mistake once, then continue the message.
- A timer helps diagnosis; it does not guarantee a half-band gain.

Give the listener one useful detail

- Practice tells little about learning a bicycle skill.
- My uncle showed me; then I tried while he watched.
- The examples teach choices rather than promise bands.

Understand the examiner-controlled clock

- Part 1: familiar questions, about 4–5 minutes.
- Part 2: one minute preparing; up to two minutes speaking.
- Part 3: related discussion, about 4–5 minutes.

Answer a present-habit question

- What do you usually do after school?
- I usually go for a short walk before starting my homework.
- It helps me rest after sitting in lessons all day. If it is raining, I stay inside and listen to music instead.

Answer a past-experience question

- Did you enjoy cooking when you were younger?
- Not really. I found it difficult because I often burned the food.
- My grandmother taught me to make a simple soup, and that made cooking less frightening.

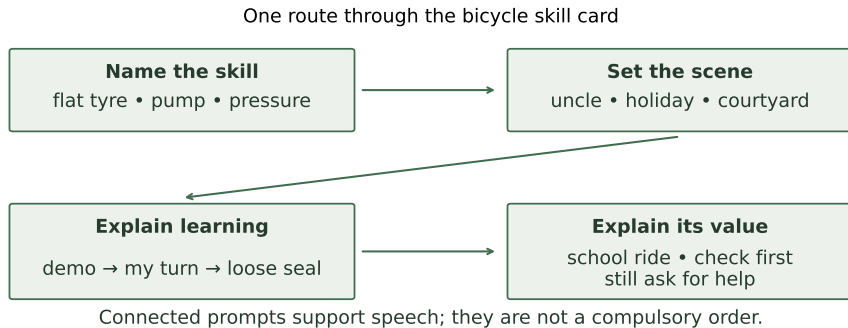
Combine a future wish with present information

- Is there a skill you would like to learn?
- I would like to learn to swim properly. At the moment I can move through the water, but I get tired quickly.
- I hope to join a small class during the next school holiday.

Choose an experience for the original skill card

- Describe a useful skill you learned from another person.
- Say what it was, who helped and how you learned it.
- Explain why it has been useful to you.

Connect notes into a speaking route



- Name the skill; set the scene; explain learning; show its value.
- Short cues support flexible speech rather than a complete script.

Long-turn model: paragraph 1

- A useful skill I learned was how to check and inflate a bicycle tyre.
- My uncle taught me during the spring holiday last year. I rode to school quite often, but I used to ask someone else whenever a tyre felt soft.

Long-turn model: paragraph 2

- We worked in the courtyard outside his flat. First, he showed me how to read the pressure range on the side of the tyre.
- He explained that the right pressure depends on the tyre, so I should not copy a number from another bicycle. Then he connected the pump and showed me the pressure gauge.

Long-turn model: paragraph 3

- After that, it was my turn. I attached the pump badly at first, and air escaped around the connection.
- He asked me to stop and check it instead of pumping faster. On my second attempt, the connection was secure, and I could watch the gauge while I pumped. We also checked whether the tyre was losing air again afterwards.

Long-turn model: paragraph 4

- The skill has been useful because I can now do a basic check before riding to school. It also taught me to look for the cause of a problem before rushing to fix it.
- I still ask for help if a tyre keeps losing air or seems damaged. Learning this small skill did not make me an expert, but it made me more confident about looking after my bicycle.

Develop an event into an explained result

- Past: my uncle taught me; present: I can now check a tyre.
- Actions, a difficulty and a response connect the story.
- Speak with a timer; add relevant detail rather than rush.

Compare a person with a video

- Is learning from a person different from learning from a video?
- Yes. A person can notice a mistake and respond immediately, which is useful for a practical skill.
- A video has another advantage: you can pause and watch the same step again. For example, I might watch a demonstration before asking a teacher to check my attempt. So I think the methods can work together rather than one being better for every learner.

Explain a possible cause of giving up

- Why do some people give up when learning a new skill?
- One reason may be that they expect progress too quickly. If the first attempt goes badly, they may think they have no ability.
- Small tasks can help. Someone learning to cook could master one simple dish before trying a full meal. However, time or money can also be a problem, so motivation is not the only explanation.

Discuss a possible technological future

- How might technology change the way people learn practical skills?
- People may get more immediate guidance while they practise. For example, a program could show a learner which stage to try next.
- That could make some skills easier to begin, especially without a teacher nearby. But practical safety checks may still need a trained person, so I would not expect technology to replace all teaching.

Evaluate practical lessons in school

- Should schools spend more time teaching practical skills?
- I think some practical lessons would be useful, especially skills students need in daily life. Learning to plan a budget, for instance, could help them make careful choices later.
- The difficulty is deciding what to remove from an already full timetable. I would support a small regular programme, but I would want schools to check what students actually learn.

Keep personal evidence and general claims distinct

- One experience can illustrate an idea; it cannot prove everyone behaves the same way.
- May or in some cases can make the position more precise.
- Match reasons and examples to the actual comparison or judgement.

Paraphrase a word that disappears

- Pressure gauge: the small display that shows the air pressure.
- Keep the story going with a clear description.
- Describe a stapler, measuring jug or charger without naming it.

Clarify briefly and repair once

- Sorry, could you repeat the question?
- Do you mean skills for work or everyday life?
- I learned it last year. Now I can do a basic check.

Make the final word recognisable

- Say desk without adding a separate final vowel.
- Try: The desk is near the door.
- A less strongly released consonant does not require a loud extra beat.

Hear three regular past endings

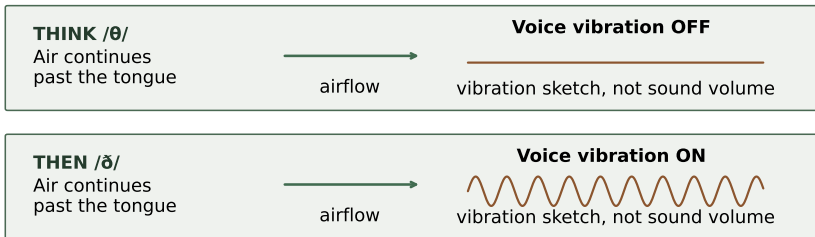
- Walked: /t/, one syllable; lived: /d/, one syllable.
- Needed: /ɪd/, two syllables, with an added vowel.
- After /t/ or /d/: /ɪd/; otherwise voiceless /t/, voiced /d/.

Hear number and third-person endings

- Walks: /s/; bags: /z/; boxes: /ɪz/.
- Only boxes adds a syllable in this set.
- She walks home with two bags.

Separate airflow from voice vibration

Two th sounds: same gentle tongue contact, different voice



- Think begins /θ/: voiceless; then begins /ð/: voiced.
- Air continues past gentle tongue contact near the upper front teeth.

Use meaningful listener checks

- Try light, night and right in the same sentence frame.
- For /v/, lower lip meets upper front teeth; for /w/, round the lips.
- Vest and west form a real-word contrast.

Notice moving stress in word families

- PHOtograph; phoTOGraphy; photoGRAPHic.
- eCONomy; ecoNOMic.
- Capitals mark the stressed syllable, not essay spelling.

Use sentence focus and groups of meaning

- The BLUE book: a colour contrast; the blue BOOK: an object contrast.
- After the first attempt / I checked the connection.
- Context affects emphasis and rising or falling voice.

Review decisions 1–4: meaning and preparation

- 1 One yes cannot establish the whole band; 2 answer the past question first.
- 3 Choose useful grouped cues rather than a memorised introduction.
- 4 Past learning can lead to present benefits.

Review decisions 5–8: develop and repair

- 5 Add a relevant step or result; 6 compare feedback with replay.
- 7 Describe the pressure display if its name disappears.
- 8 Repair learned, then continue with a present result.

Review decisions 9–12: sounds and transfer

- 9 Walked /t/, lived /d/, needed /ɪd/; needed adds a syllable.
- 10 Boxes /ɪz/ adds a syllable; 11 practise thin versus sin.
- 12 Change the card and use your own experience.

Record, diagnose and retry a fresh response

- Prepare one minute and speak aloud for up to two minutes.
- Listen for meaning first; choose one specific difficulty.
- Ask a listener for the main point, then practise a different card.

Check yourself

- Answer a fresh familiar question, then a new long-turn card.
- Develop one related comparison with a reason and a limit.
- Check what a listener understood, then record one next action.