IELTS Speaking: Exchanges, Long Turns and Pronunciation

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

Make speech clear across the whole test

Criterion	Observe in speech
Fluency and coherence	Continuity and connected ideas, not speed alone.
Vocabulary	Relevant words and clear descriptions when a word is missing.
Grammar	Useful structures, time forms and accuracy.
Pronunciation	What a listener can understand.

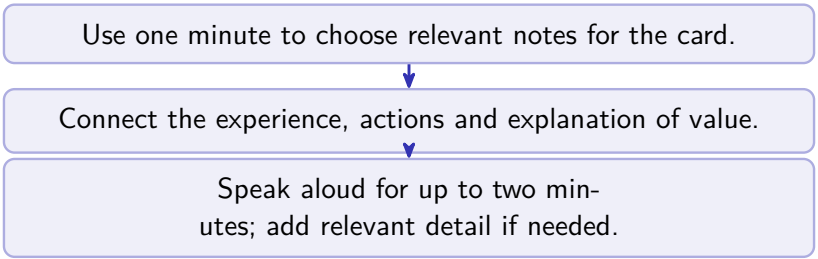
Use the evidence

The examiner considers performance across all three parts, not a single word.

Extend the answer to the actual familiar question

1. **Question** Answer the actual familiar question.
2. **Detail** Add a relevant reason, example or exception.
3. **Language** Use the needed time frame; avoid a fixed memorised script.

Prepare a connected long turn



Develop a wider discussion

Discussion demand	**What to develop**
Comparison	Explain a real difference and when it matters.
Possible cause	Give a reason with appropriate limits.
Future possibility	Explain benefit and uncertainty.
Evaluation	Give a supported judgement and conditions.

Diagnose pronunciation from your own speech

Observed difficulty	**Focused listener check**
Final sounds / endings	Can the listener hear the intended word, time and number?
Sound contrast	Which word did the partner hear without seeing the notes?
Stress / pauses	Can the listener follow connected groups of meaning?

Use the evidence

Choose from your own recording; changing your accent is not the aim.

Use exam practice without score guarantees

Useful practice

Listen to the question and speak at a workable pace.

Repair a mistake once, then continue the message.

Unsupported score claims

A timer does not guarantee half a band.

One correction or interruption cannot establish the whole result.

Give the listener one useful detail

Little information

How did you learn to repair your bicycle?

Practice.

A clear event

My uncle showed me how to check the tyre.

Then I tried while he watched.

Understand the examiner-controlled clock

Part	Clock / control
1	Familiar questions, about 4–5 minutes.
2	One minute preparation; up to two minutes speaking; brief follow-up.
3	Related discussion, about 4–5 minutes.

Use the evidence

The examiner controls time; a stop does not reveal your band.

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

Original practice card

Describe a useful skill you learned from another person.

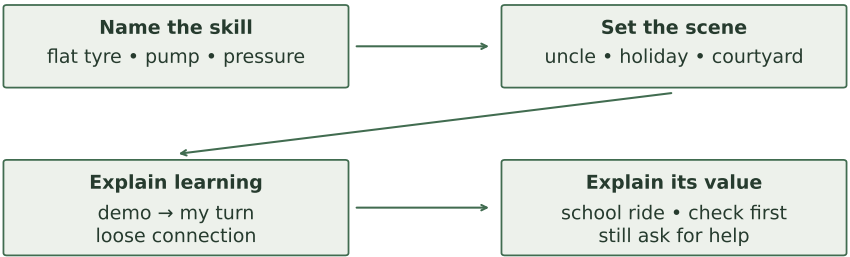
Say what it was, who helped you and how you learned it. Explain why it has been useful to you.

Notice

Choose your own manageable experience before preparing notes.

Connect notes into a speaking route

One route through the bicycle skill card



Connected prompts support speech; they are not a compulsory order.

Skill → person and setting → learning actions and difficulty → practical value and limit.

Long-turn model: paragraph 1

Complete bicycle long turn · 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

Complete bicycle long turn · 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

Complete bicycle long turn · 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

Complete bicycle long turn · 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

1. **Past** My uncle taught me during the spring holiday.
2. **Development** Loose connection $\rightarrow$ stop and check $\rightarrow$ secure connection.
3. **Present** I can now do a basic check before riding; I still ask for help.

Decision

Past learning and present value need not use the same tense.

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

Personal evidence

One experience can illustrate an idea.

It does not prove every learner behaves the same way.

A precise wider claim

Use may or in some cases where the claim needs limits.

Match reasons and examples to the actual discussion question.

Paraphrase a word that disappears

Missing word

Pressure gauge disappears from memory.

A clear description can preserve the story.

Paraphrase and check

The small display that shows the air pressure.

Describe a stapler, measuring jug or charger; ask a partner to identify it.

Clarify briefly and repair once

Purpose	Useful language
Hear it again	Sorry, could you repeat the question?
Check meaning	Do you mean skills for work or everyday life?
Repair and continue	I learned it last year. Now I can do a basic check.

Make the final word recognisable

Listener check: desk

The desk is near the door.

Notice

Keep desk recognisable without adding a separate final vowel or loud extra beat.

Hear three regular past endings

Word	Ending	Syllables
walked	/t/	One; no extra ed beat.
lived	/d/	One.
needed	/ɪd/	Two; added vowel after /t/ or /d/.

Use the evidence

Other voiceless sounds → /t/; other voiced sounds → /d/.

Hear number and third-person endings

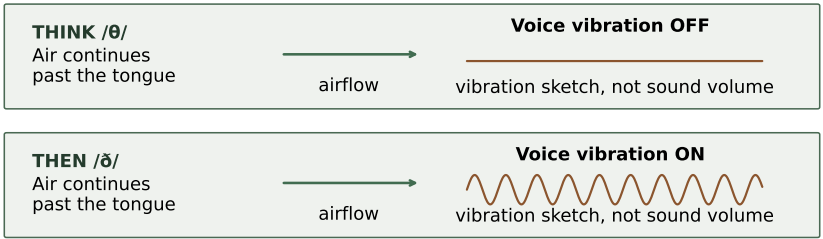
Word	Ending	Listener check
walks	/s/	No added **syllable**.
bags	/z/	No added syllable.
boxes	/ɪz/	Added syllable.

Use the evidence

She walks home with two bags. Keep number and grammar audible.

Separate airflow from voice vibration

Two th sounds: same gentle tongue contact, different voice



Think /θ/: voiceless. Then /ð/: voiced. Air continues past gentle tongue contact.

Use meaningful listener checks

Contrast	Meaningful partner check
light / night / right	I heard the word ____. Partner identifies it without seeing notes.
/v/ versus /w/	Lower lip touches upper teeth / lips rounded.
vest / west	Use a real-word contrast, not very / wery.

Notice moving stress in word families

Family	Stressed syllable
photograph	PHOtograph
photography	phoTOGraphy
photographic	photoGRAPHic
economy / economic	eCONomy / ecoNOMic

Use the evidence

Capitals mark pronunciation emphasis; verify new words with dictionary audio.

Use sentence focus and groups of meaning

Sentence focus

I borrowed the BLUE book: contrast colour.

I borrowed the blue BOOK: contrast the object.

Groups of meaning

After the first attempt / I checked the connection.

Pause between meaningful groups; context shapes rising and falling voice.

Review decisions 1–4: meaning and preparation

Review decision	Explained answer
1: One yes gives a band?	No; performance across criteria and parts matters.
2: Past question, only future answer?	Answer the past question first.
3: Prepared speech or cues?	Grouped cues support this story.
4: Only past tense?	No; past learning can lead to present value.

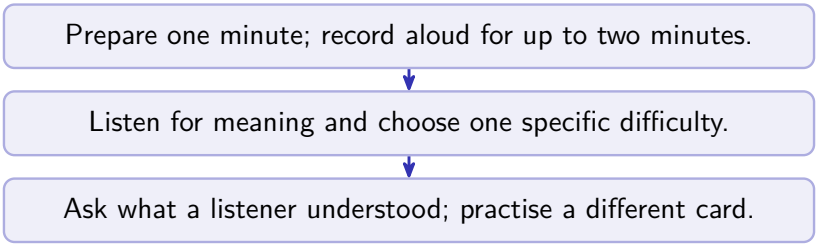
Review decisions 5–8: develop and repair

Review decision	Explained answer
5: More relevant detail?	Explain a learning step, difficulty or present result.
6: Videos better because I like them?	Compare feedback with replay, not preference alone.
7: Missing pressure gauge?	Describe the display showing air pressure.
8: Repair learn it last year	I learned it last year. Now I can do a basic check.

Review decisions 9–12: sounds and transfer

Review decision	Explained answer
9: Past endings	walked /t/; lived /d/; needed /ɪd/, added **syllable**.
10: Number endings	boxes /ɪz/ adds a syllable.
11: thin heard as sin	Practise /θ/ versus /s/ in context.
12: Perfect model recitation	Use a new card and your own experience.

Record, diagnose and retry a fresh response



Check yourself

1. **Fresh question** Answer a familiar question and a new long-turn card.
2. **Discussion** Develop a related comparison with a reason and a limit.
3. **Listener evidence** Record what was understood and one next practice action.