



# LESSONS for IELTS



## ADVANCED SPEAKING

New Oriental Education & Technology Group IELTS Research Institute



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH

**NTV**

Công ty TNHH  
Nhân Trí Việt

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## Lessons for IELTS Advanced Speaking

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## Dear Student,

As an advanced speaker who would like to use English fluently and accurately, you have made an excellent choice by deciding to use the IELTS Advanced Speaking Course.

The IELTS Speaking test can be challenging even for the most advanced speakers because, at higher levels, it requires not only accuracy but also flexibility, appropriacy, subtlety, and fluency.

This course provides advanced-level students with language and practice activities which will lead to higher band scores in the IELTS Speaking test. The course also contains tips and advice for engaging in a conversation-style test, where the skills of listening to the questions and responding appropriately are very important.

The course includes practice activities for Parts 1, 2, and 3 of the IELTS Speaking test. However, the main focus will be on Parts 2 and 3. You are advised to use the activities in Part 1 as a speaking warm-up for each lesson. These parts will give you a powerhouse of vocabulary and ideas that you can use to make your own answers for typical IELTS Speaking test questions.

In each unit, the focus in **Part 1** is on:

- breadth of coverage
- natural answers and language
- listening to the questions and answering appropriately
- fluency, speed, and quick reactions

The exercises in **Part 2** focus on:

- coherence and linking ideas
- giving examples
- personalising your story
- describing your reactions, feelings, and emotions
- avoiding hesitation and repetition

In **Part 3**, the focus is on:

- complex language to express sophisticated ideas
- academic vocabulary
- developing ideas
- thinking quickly

The examiner may ask you to clarify or develop your ideas in Part 3 of the test. Therefore, you need to demonstrate flexibility and control of language as you discuss possibilities and ideas, as these skills are key to gaining a higher-level score in the IELTS Speaking test. This course provides extensive practice of these important language areas within a conversational context so that you will feel confident to speak naturally, fluently, and accurately in the test situation.

This course is your pathway to success.

**Pam Watson**  
IELTS Expert

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# IELTS

## Speaking



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## Part 1

## Teacher Tip

It is important to listen carefully to the examiner's questions. Should you give an opinion, state a preference, or say what you usually do?

 Exercise 1

Work in pairs. Read the following IELTS questions and alternative answers and decide which is the better answer and why.

1. When do you usually read books?

Answer 1	Answer 2
Because I like reading books, I read mostly love stories and sometimes the newspaper.	Well, I don't have a lot of time for reading novels, but I like to read for a little while before I go to sleep every night.

2. Do you prefer going to the movies or watching videos at home?

Answer 1	Answer 2
Well, I like videos because I can stop the movie and have a snack whenever I want, but it's more exciting on the big screen.	I watch home videos in the weekends when I have free time, and I go to the movies in the holidays with my friends.

 Exercise 2

Now, you practise.

Work with two other people.

Each person should choose six questions from the Part 1 Question Appendix on pages 126-127. Choose different types of questions.

Take turns to be the examiner, student, and timekeeper.

- **Examiner:** Choose one person from your group and ask one of your chosen questions.
- **Student:** You have up to 20 seconds to speak on this topic.
- **Timekeeper:** Say 'stop' after 20 seconds.

After each answer, think about the following:

1. Did you answer the question you were asked?
2. Did you give a brief reason or example for your answer?

### Exercise 3



Read the questions below and match them to the answers you hear. Note: The answers will not be played in the same order as the questions, so listen carefully.

Write the number of the correct answer in the space provided.

Now, look at the tapescript on page 129. Underline the specific words which answer the questions and **mark** the reasons and examples in the answers.

Then, write your own answer for each question.

Practise the questions and your own answers with a partner.

#### Food

Questions	Answers	Your Answers
What's your favourite type of food?		
Have you always enjoyed this type of food?		
Is this type of food popular in your country?		
Would you say that popular foods have changed much in your country over the last 20 years?		

### Exercise 4

Look at the following sample questions and answers. Then, practise asking and answering the questions with a partner, giving your own answers to the questions.

#### Travel

1. Are you interested in travel at all?
  - Yes, I am. I'd love to go abroad and learn more about different cultures and people. I have only been to Asian countries, never to Europe or South America, for example.
2. Who would you prefer to go on holiday with, family or friends?
  - I'd prefer to go with friends. When I was younger, I enjoyed holidays with my family, but now, I'd like to go with people my age who enjoy the same things as me.



3. If you had to travel a long distance, how would you prefer to travel?

- By plane is really the best just because it's quicker, though it would have been really interesting to travel by boat or train in the past. You could see much more of the countryside then and make the travelling part of the holiday.

### Home Town

4. What would you say are some of the best things about your home town?

- Well, my home town has lots for young people to do. There are shops and movie theatres, karaoke bars, games arcades ... roller skating, and other things I can't think of right now ... we're never bored.

5. Do you think it's a good place for young people to live?

- Yes, it's a great place and young people are very happy here. In fact, a lot of young people come here from the country areas when they are ready for university.

6. Does your home town have many tourist attractions?

- There are quite a few tourist attractions. There's an old, traditional part of town to see and a silk factory, and I think the tourists enjoy the markets. I don't really know much about the tourist activities in my own town because I live here all the time!

7. Is there anything you'd like to change about your home town?

- Yes, the traffic is a problem. It's getting more and more congested on the roads. We need to build more roads and encourage people to use public transport rather than private cars.

## Part 2

### Teacher Tip

If you want your talk to be coherent, convincing, and engaging, it is important that you link your ideas well. There are a number of ways in which you can link ideas, for example:

- using conjunctions like: and, but, so ...
- emphasising ideas
- repeating key words or phrases
- using pronouns to refer to ideas
- using synonyms when repeating ideas

However, **do not overuse** linking words in your talk.

Memorising them and using them too often will make your talk sound unnatural and will not give you a better mark in the test.

## Exercise 5

Look at the following two paragraphs.

With a partner, discuss which paragraph is more coherent and why.

**Mark** the words/phrases which make one paragraph more coherent than the other.

Try to find an example of at least three of the points mentioned in the Teacher Tip on the previous page.

### Paragraph A

I would like to talk about my father. I have known my father since I was born. I cannot remember meeting him. I have memories of him from when I was a little girl. We have a photo which shows him and me feeding the ducks in Trafalgar Square in London. I look about 2 years old in the photo. He is kneeling down beside me. We are surrounded by pigeons. We both look so happy. That photo typifies our relationship.

### Paragraph B

The person I'd like to talk about is my father. Of course, I have known him since I was born and I can't remember meeting him, but I have memories of him from when I was a little girl. We have a much cherished photo in our family which shows him and me feeding the ducks in Trafalgar Square in London, and I look about 2 years old then. He is kneeling down beside me, and we are surrounded by pigeons in that photo, and we both look so happy! In many ways, that photo typifies our relationship.

## Exercise 6

Read the task card below.

Then, read the sample answer.

Underline all the words and phrases which make this talk coherent (which link the ideas together to make this talk sound natural and fluent).

### Task Card

Describe someone whom you have known for a long time.

You should say:

who the person is and his / her relationship to you

where or how you met him / her

how long you have known the person

and explain how he / she has affected or changed your life.

The person I'd like to talk about is my father. Of course, I have known him since I was born and I can't remember meeting him, but I have memories of him from when I was a little girl. We have a much cherished photo in our family which shows him and me feeding the ducks in Trafalgar Square in London, and I look about 2 years old then. He is kneeling down beside me, and we are surrounded by pigeons in that photo, and we both look so happy! In many ways, that photo typifies our relationship – he is showing me something, and I am happy and interested, and that was often how it was when I was growing up. He was the parent who played with us and answered our questions, and he always helped us with our school-work. I remember he would never tell me the answer; he always explained and made me work it out myself, and I used to get so cross! Then, suddenly, I would get it and rush away shouting 'thanks' until the next time.

My dad has been a huge influence on my life. I always remember a conversation from when I was about 10 or so, when he said that the greatest virtue in life was unselfishness. He certainly lived that philosophy himself and set his children that example in his own life. I guess the most obvious time was when my mum was sick. For the last two years of her life, she couldn't really get out of bed, and he looked after her, almost single-handedly. Not many people could have managed that, but he did it without complaint.

He was also a lot of fun, though, and he used to play cards and games like hide-and-seek with us and make silly jokes. He did the same with his grandchildren, too, and my children will always remember 'silly granddad' playing croquet with them on the lawn. I think I am very lucky to have a father whom I admire so much and who has had such a strong influence on my life.

## Exercise 7

Use the **bold** language in the answer to the above exercise to plan your own answer on this topic. Use the structure indicated in **bold italics**. Work with a partner, speaking and listening to each other's responses to this topic. Then, practise further at home.

## Part 3

### Focus on the Question

#### Teacher Tip

In Part 3 of the Speaking test, the examiner will be asking you more detailed and abstract questions relating to the topic from Part 2. You may be asked to describe, explain, compare, talk about reasons and results, and speculate about the future.

It is important to listen carefully to the questions and understand what you are being asked to do.

Look at the following Part 3 questions. They are all asking you to use the same functional language. Decide whether they are asking you to compare or evaluate or describe.

1. Do you think there is a difference between young people's and older people's friendships?
2. Do you think friendships have changed since computers became so popular?
3. Do young people and older people make contacts and friendships in the same way?
4. Are friendships between boys and between girls the same?
5. Do boys and girls have the same kind of friendships?
6. Have friendships changed between your parents' time and today?

## Developing Ideas – Language

### Teacher Tip

When you discuss the topic in Part 3, you need to use frame-working language which is appropriate for the type of question you have been asked.

Look at the following questions and answers and underline all the language of comparison and contrast which is used to framework the answers.

1. Do boys and girls have the same kind of friendships?
  - I think that girls tend to have more intense and verbal relationships than boys do. Boys often bond by doing physical things together, whereas girls like to gossip and spend more time texting or chatting on the phone than boys do. Girls also argue much more often than boys, and they frequently change their alliances while boys are less obsessed with their friends.
2. Have friendships changed between your parents' time and today?
  - I think that the fundamental nature of friendship today is very similar to the past. People still make friends with their neighbours and at work, and they still value these friendships and want to nurture them. However, there are certainly some small differences. For example, people can communicate more easily over long distances today, so they can maintain their friendships for longer periods even when they move country or city.

Brainstorm other ways that you can compare and contrast in English. Then, check your ideas with the list in the vocabulary bank.

Work with a partner. Ask and answer the other comparing questions from exercise above. Try to use a variety of language for comparison and contrast.

## Developing Ideas – Brainstorming

*The topic for this part is friendship. Discuss the following set of general questions related to friendship. Note down some ideas for answering these questions and some examples from your experience.*

1. Describe some of the common ways that people make lasting friendships with others.

Think about the Internet, school, clubs, family, other places ... and some examples.

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2. What factors will influence whether or not people make friends?

Think about personality, how long they spend together, shared interests, other factors ... and some examples.

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3. Do you think it is common for childhood friendships to last into adulthood? (Why / Why not?)

Think about why people would break friendships. Why would they keep them? E.g. going overseas, getting married, new friends ... and some examples.

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4. Do you think friendships have changed since computers became so popular? (In what ways?)

Think about the Internet, social networking sites, online chat, and others. Are face-to-face friendships still important as well? What are the differences between face-to-face friends and online friends?

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5. How do you think these trends might change in the future?

Think about other computer options or new technology, maybe you think friendships will not change ...

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*Work with a partner. Ask and answer the questions above, using your notes to help you.*

## Developing Ideas – Vocabulary Bank

Practise these useful phrases with a partner. Add your own information to make them into complete sentences and use these to create your own response to the speaking task.

### Useful Expressions

I'm (less / more) interested in + noun / gerund (+ than) ...

I find + noun / gerund + interesting.

I don't mind + noun / gerund / whether I / if I ...

I'm too lazy / tired / busy / active to + base verb ...

You can make someone / something part of the event.

#### Talking about Past Memories

I can't remember + noun / gerund ...

I remember + he / she / noun + would always ...

That is / was how it was when ...

I always remember when ...

#### Comparison and Contrast

##### Comparison

###### comparative adjectives

Girls have more intense relationships than boys.

Girls are more communicative than boys.

Girls are friendlier than boys.

They maintain friendships for longer periods (than) ...

###### more + noun

Girls spend more time chatting than boys.

They have more money (than) ...

###### comparative adverbs

(much) more often (than)

more frequently (than)

more easily (than)

###### using (much) more to modify a verb

Girls argue much more.

They talk more.

###### using similar (to)

They have similar feelings.

Relationships today are similar to those of the past.

##### Contrast

###### using different (from)

Girls are different from boys.

They have different points of view.

Friendships are different now.

###### using the coordinating conjunction but

Girls like conversation, but boys like action.

###### using linking words such as however, on the one hand ... on the other hand

Girls like gentle play; however, boys prefer rough play.

On the one hand, girls are often talkative; on the other hand, boys are frequently silent.

###### using subordinating conjunctions such as while and whereas

Boys do physical things, whereas girls like to gossip.

Girls have lots of friends, while boys have just a few.

## Topic-Related Vocabulary

Ways That People Make Friends	Friendship
join a sports club become a member of an exclusive club attend a social function go to a charity function play a sport	a close / intimate / lasting / lifelong / long-standing friendship develop / form / renew / destroy / spoil a friendship a friendship between a friendship with
Influence of Technology	Factors That Influence Friendship
participate in social networking subscribe to a social networking site chat with instant messaging participate in a forum use online communication tools contribute to a blog / wiki send regular e-mails	trust dishonesty betrayal time commitment loyalty

## Techniques for Gaining a Higher IELTS Band Score

In this section, we will identify and discuss some common problem areas which can prevent candidates from gaining higher scores in the IELTS Speaking test.

*Look at the samples below: the first one is a typical IELTS Part 3 answer, but the second one is much better and would get a higher score.*

Do you think that there is a difference between young people's and older people's friendships?

### Answer 1:

- Yes, I do. I think young people usually make friends quickly, and they can be friends with someone if they only know them for a short time. Old people develop friendships more slowly, and they are slower to make friends, but young people are faster, I think. Young people can be friends with others after they only know them for a short time. Old people know their friends for a long time; they are slower.

### Answer 2:

- Yes, I think this is true. One difference that I have noticed is that young people tend to make friends quite quickly. Maybe this is because their lives aren't settled yet, and they move around to different places to study, and maybe they also have more time for making new friendships than older people because they don't have so many responsibilities. Kids at school, for example, spend a lot of time chatting to each other between classes or texting on their phones. Old people, in my view, tend to keep their friends longer, and they don't make so many new friends. Perhaps this is because they have a lot of shared memories or experience with their friends, like watching