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IELTS SPEAKING: Band Descriptors (public version)	
IELTS	
Band	Fluency and coherence
9	<ul style="list-style-type: none"> speaks fluently and coherently with full confidence and self-confidence; any hesitation is communicated rather than left to words or grammar; speaks fluently with fully appropriate cohesive features; develops topics fully and appropriately.
8	<ul style="list-style-type: none"> speaks fluently with only occasional hesitation or self-correction and communicates clearly without difficulty, with only occasional errors related to language; develops topics coherently and appropriately.
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence, with appropriate language-related hesitation at times, or may demonstrate language-related self-correction or hesitations; uses a range of connectives and discourse markers with some fluency; uses some paraphrase effectively.
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 hesitations; uses a range of connectives and discourse markers but not always spontaneously; usually maintains flow of speech but loses repetition, self-correction and discourse markers in long turns; may over-use certain connectives and discourse markers; produces simple speech fluency problems.
5	<ul style="list-style-type: none"> usually maintains flow of speech but loses repetition, self-correction and discourse markers in long turns; uses vocabulary with limited flexibility; attempts to use paraphrase but with mixed success.
4	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey limited meaning on unfamiliar topics and makes frequent errors in word choice; uses basic sentence forms with repetitive use of simple connectives and some hesitations in coherence.
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 continue a turn; pauses lengthy before most words.
2	<ul style="list-style-type: none"> only produces isolated words or incoherent utterances.
1	<ul style="list-style-type: none"> no communication possible;
0	<ul style="list-style-type: none"> does not speak

SPEAKING: Band Descriptors (public version)

Band	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics; uses idiomatic language naturally and accurately; uses idiomatic language with fully appropriate cohesive features; develops topics fully and appropriately. 	<ul style="list-style-type: none"> uses a wide range of structures flexibly and appropriately; produces consistently accurate structures from very characteristic of native speaker speech; uses a full range of pronunciation features with precision and subtlety; achieves flexible use of features throughout; is effective in intonation. 	
8	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to communicate clearly without difficulty, with only very occasional errors related to language; uses common and idiomatic vocabulary fluently, with occasional inaccuracies; uses a range of structures as required; uses paraphrase effectively. 	<ul style="list-style-type: none"> uses a wide range of structures flexibly; produces a majority of error-free sentences with only very occasional inaccuracies or less common systematic errors; is easy to understand throughout, L1 accent has minimal impact on intelligibility; uses a range of pronunciation features. 	
7	<ul style="list-style-type: none"> uses a wide vocabulary resource readily to discuss topics at length, though may lose coherence at times due to occasional repetition, self-correction or hesitations; uses a range of connectives and discourse markers but not always spontaneously; uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some grammatical mistakes present. 	<ul style="list-style-type: none"> uses a range of structures with some flexibility; produces more error-free sentences, though some grammatical mistakes persist; shows all of 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"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of hesitations; generally paraphrases successfully. 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with some frequent mistakes with complex structures; may have frequent mistakes with complex structures. Though these rarely cause comprehension problems; uses a range of pronunciation features with mixed control and some effective use of features but this is not sustained; can generally be understood throughout, though interpretation of individual words or sounds reduces clarity at times. 	
5	<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 wider range of more complex structures, but these usually contain errors and may cause some comprehension problems; 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"> is able to talk about familiar topics but can only convey limited meaning on unfamiliar topics and makes frequent errors in word choice; uses basic sentence forms with repetitive use of simple connectives and some hesitations in coherence. 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentence but subordinate structures are less often or are frequent and may lead to misunderstanding; uses a limited range of pronunciation features; differences in intonation but topics are frequent; inappropriate features are frequent and cause some difficulty for the listener. 	
3	<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"> attempted basic sentence forms but with limited accuracy, or errors on apparently familiar topics; makes numerous errors except in memorized expressions. 	<ul style="list-style-type: none"> shares some of the positive features of Bands 2 and 3 and some, but not all, of the positive features of Band 4.
2	<ul style="list-style-type: none"> cannot produce basic sentence forms. 	<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; 		
0	<ul style="list-style-type: none"> does not speak 		

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Page 1 of 1

Question 1

Describe a song you like.

You should mention:

What the song is about.

When you first heard it.

and explain why you like it.



Ainsi que pour déterminer l'enregistrement audio

Voir la correction ▾

CUE CARD SAMPLE 04

BY IELTSMATERIAL.COM

TOPIC: A COURSE
YOU LIKE TO STUDY

BAND 9.0 SAMPLE ANSWER

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The question examiner will decide the results at the end of the test. Eg: He's more disciplined than his older brother. It's an informal test. IELTS (1) & Model Answers IELTS Speaking Test (2) Video & Tips for IELTS Speaking All useful free IELTS speaking video lessons and language tips. Children always dream big and rarely let something look down on it, which is one of a million things I love about them. It is an inevitable reality that you have to face once choosing an office life, which is why I am lucky to be able to land a job in XYZ – where I have worked in the Marketing department sinceAnd absolutely enjoyment. The talking test is face to face with an examiner in a room. The responses of the models are to show options, skills and e IELTS Speaking of topics and questions Below are lists of common topics with questions that frequently appear in the conversation test. Because of the limited number of members, we know each other well, which improves mutual understanding, collaboration and flexibility. Keep someone informed and/or involved in something, such as a plan or project, in particular what it involves or concerns a specific group. Below are lists of common topics with questions that frequently appear in the conversation test. Because of the limited number of members, we know each other well, which improves mutual understanding, collaboration and flexibility. Here is an audio of the sample answers below. Since the fancier work is, more attention and privileges that can get, many children wanted to become movie stars, doctors or astronauts when they grow up. These are very legitimate dreams that could be achieved when they are determined, disciplined enough and above all, if they are still in the same job they choose 20 years earlier, perfectly understandable; able to be understood; understandable. Please listen for more clarity on the Speaking Test. IELTS Material - IELTS Practice Test Speaker 35 What do you like most about your job? It is recorded so that you can ask for an observation if you want later. It is cheaper, cheaper wise and time saving than anymeans of transport, at least to Ho Chi Minh City. Why did you choose this job? Grade degree ittencoc ah droN led analidni artuluc al :oipmese da etal eddi o itnemireggus aznes ituconos etnemattot ittencoc ah otetorp li erasrevnog o eresonoc non .erallimaf non .erallimaf non ottecnoc na .ensoprep erlta noc eneb erigaretni o eracimucom id Aticpac al :elanospretni Atliba .oirlahobacoV o liginoc .olleddom etospis .ednamod onognetc otlos id inozel el .areirrac id atlecs al iuc art ,omaidepner eho enoised ingo ni oitacifingis olour na acoig oraned li .itseu resses dA .ermes rep erarud "Áup etneiN .onroig nu illadrof in oilimil-iltum putras and id OEC nu eresse id erangos rep opmet li ertlo eragap ad ettellob "Áip arocna e eramas ad ehccob onnaH .orval la ecamnrofrep aim alla etnemovelon otiburtroe ah e onam id atatrop a otunve "Á ehc .gnivlos melbop id Aticpac allen e itneve ilged onitseitg allen azneirepse atrec and da emeismi staroligim etnemovelon "Á elanospretni Atliba aim al .aloucs a idouts of etnaruP emit-trap iorval id mulucirruc id artxe .Atitiva etlou a otacded opmet id oitore la eizarG .occir "Áip edner it ehc atsiuqca is ehc asoc acim!" 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