



**English Language Exams
by Doing Business In English**

IELTS

SPEAKING GUIDE

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IELTS Speaking

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This booklet aims to provide support for IELTS candidates, it is not a replacement for working with a qualified tutor. IELTS is managed and examined by the British Council that has many office around the world that can provide more specialist guidance.

Further resources on English language exams, working in English, job search and business development can be found on the Doing Business LinkedIn, Facebook, Instagram, Threads, Bluesky, Mastodon pages, YouTube channel and website.



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How the Test Works

The speaking test is often thought to be the easiest part of the exam, but this is not true. Each of the 4 tests have the same level of difficulty, but depending on your experience and ability you will find one part of the exam easier than others depending on your language skills.

The test is 10 – 16 minutes long, the same questions are asked to every candidate on that day but their length of answer determines the total time of the test. There are 3 parts in the exam.

- Part 1 lasts 4 - 6 minutes, the candidate answers short questions about themselves and everyday topics.
- Part 2 lasts 3 - 4 minutes, the candidate makes a two-minute presentation, normally based on their own experience, about a topic given by the examiner.
- Part 3 lasts 4 – 6 minutes, the candidate is asked questions and talks about some topics with the examiner that follow on from Part 2.

There is 1 examiner, who will ask them questions and because of the complexities of the scoring may spend most of the time with their head down focused on their marking paper.

The test is recorded, this is because there must be a recording of what actually happens in case you want to challenge the result later.

Candidates must listen carefully and follow the examiner's instructions, in addition candidates must ensure they speak very politely and clearly, only answering the questions asked.

Sometimes the candidate will not understand the examiner, in these situations the candidate must do all they can not to panic, instead ask 'I am sorry, please could you repeat the question?'



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Band Scoring

There are four criteria in the evaluation of the IELTS speaking test.

- (1) grammatical range and accuracy
- (2) fluency and coherence
- (3) lexical resource
- (4) pronunciation.

An average is taken from the 3 criteria, each criteria accounts for 25% of the marks.

A detailed explanation of how the speaking test is marked is presented by the British Council in the following.

[IELTS Speaking Band Descriptors \(britishcouncil.org\)](https://www.britishcouncil.org)

For most candidates the work required to move up half a point becomes disproportionately more difficult as their score increases, eg moving from 7 to 7.5 is more difficult than 6 to 6.5. This means that most candidates find the most efficient way to increase their overall score is to disproportionately focus on the criteria within speaking they find most difficult.



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IELTS Speaking Preparation

There is no substitute for creating a plan for speaking as part of your overall preparation, what is clear is that effective preparation and disciplined practice are critical. Candidates who do not get the chance to talk daily in English and have less overall experience talking in English normally have to plan more time than others to achieve the same score in speaking.

Many candidates find speaking the hardest competency, often at school they did a lot of reading, listening, grammar and writing because that is how most education works. When faced with the exam they prefer to practice where they feel comfortable but more writing, reading and grammar will not help speaking. There simply is no substitute for speaking practice!

Using a variety of resources is most effective, this booklet includes details of websites, YouTube channels, apps, podcasts and our 'English Exams by Doing Business In English' guides.

One of the most effective ways of preparing is to watch lots of videos of other candidates taking the test and scoring your target score or higher. This is done most effectively if watched and cross referenced to other resources such as test, grammar and vocabulary guides. Simply search in YouTube 'IELTS speaking exam/test (7)' and a range of videos will be available.

There are some things you can do to improve your speaking but there is no substitute for positive and negative feedback from someone who understands the IELTS test. Every candidate needs feedback on what they need to start doing, improve and do more.

Practice tests are important and useful but they are not everything, in addition work on improving vocabulary and grammar because they both account for 50% of the total score of the speaking task.

When doing practice tests record and transcribe yourself, this will help you understand your mistakes and then improve on them. In addition for Part 2 practice how to use the 1 minute preparation time effectively.



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IELTS Speaking Test Tips - General

Please understand you do not need to have a native-like accent to get a high score, your accent is not an issue, but your pronunciation does. This means it does not matter where you sound like you are from, what matters is that you are understandable. The examiner focuses on the candidates' pronunciation of individual sounds, intonation and word stress. It is possible when practicing, to concentrate on making sure your pronunciation is as clear as possible. Online dictionaries can help with pronunciation, they have a little speaker sign which when pressed allows you to hear the word pronounced correctly.

Candidates who are able to practice with native speakers clearly do have an advantage, if practice is not available in your network or by hiring an online teacher, using internet resources can help and are often free of charge.

Many candidates become paranoid about hesitating, becoming totally focused on fluency and fluency is important but so is coherence, which requires being logical and making sense. Therefore, attempting to avoid hesitation is good but so is ensuring answers are both logical and organized. Talking and talking in a disorganized illogical manner is fluent but in an IELTS speaking test will not be seen as coherent so will result in a low score.

Many candidates speak English too quickly, academic studies have shown that languages are spoken at different speeds. English is a slower language and this means many candidates actually should be slowing down and this reduces hesitation by creating time.

[Why are some languages spoken faster than others? \(economist.com\)](http://economist.com)

Often when candidates speak too quickly, what they are saying becomes difficult for the examiner to understand. Clarity is critical for both fluency and pronunciation scores.

Hesitations can be positive if they appear under control and with confidence, actually they are normal in most native communication. Candidates can use filler phrases to give the impression hesitations are under control, such as;

- Just a second please, the word I am looking for is
- To put it a different way, I believe
- Well, let me consider that one second, actually yes I do agree.....
- You see.....



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All answers but be appropriate, clear, relevant and developed effectively but they do not have to be true and honest. Answers can be made up, should be believable and will never be checked for accuracy.

Try to avoid fillers such as ahh, ehh, like, umm..., yeah, you know and umm..., in many languages these are acceptable but not in English.

Deliberately pausing to think is effective and buys time if done in a positive confident manner using the following.

- I have never thought about that before, actually.....
- Please let me consider that for a second
- That's a complex question, please let me try to answer it
- That's an interesting point
- That's a fascinating question, at this point I would suggest that
- I do appreciate that many people believe that is the case, however I researched

Vocabulary is being assessed by the examiner, correct and appropriate use of vocabulary will increase scores but using complex words that you have trouble pronouncing and are not directly will lower your score.

Many candidates forget grammar, they focus on the other areas and then their grammar score creates a problem by lowering their average. Some candidates who write with great grammar struggle to apply it when speaking in tests due to the pressure or they simply have not focused on it when speaking. The examiner expects to hear a range of complex and simple sentences, scoring 6.5 or above is very difficult without doing this.

When constructing sentences the following points will help develop sentence structure, content and consequently scores.

- Comparing and contrasting, e.g. both, on the one hand / on the other hand, whereas, which and while
- Connectors structure speech in an organized manner, e.g. as a result/consequently/therefore, in order to/such that, in addition/furthermore and firstly/secondly/lastly.
- Drawing conclusions, e.g. in conclusion, all in all, in summary and the bottom line is.
- Linking words for ideas, e.g. nevertheless, obviously, alternatively and especially.



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- Concession words can be used when contrasting two different aspects of the same person, thing or situation, e.g. although, despite, even though, however, and nevertheless.
- When giving examples linking devices can be used for this purpose, e.g. for instance, for example, such as, in particular and namely.
- Showing similarity can be done with conjunctions and transitions, e.g. likewise, similarly and in the same way.
- Showing results can be done with devices, e.g. therefore, as a result, thus, consequently and as a consequence.
- Talking about the future can be done by starting with phrases, e.g. It's likely that ..., It's unlikely that ..., I imagine that ..., The chances are that ..., It is predicted that ..., My guess is that ..., It is possible that ..., It is probable that ... or I envisage that

Many candidates put themselves under pressure to create 'clever answers that demonstrate a real understanding of the topic', this is totally unnecessary and will never increase scores. IELTS is an English test and subject knowledge is of no importance, candidates must try to answer every questions whether they understand them or not. The examiner is marking how you have spoken rather than what you have said.

Sometimes candidates will not understand a question, when this happens it is acceptable to politely ask the examiner to repeat the question or to ask it in a different way. The following phrases could be used.

- I am sorry I am not quite sure I have understood. Please could you repeat the question?
- Sorry, I don't think I know what you mean. Please could you repeat the question?

Longer answers will score higher if the quality is maintained as long as it is not inappropriately long, the answer if longer must be clear, coherent and using the required level of vocabulary and grammar.

Every answer must be precise and direct, do not include anything unrelated, focus on how the question was asked – did the examiner ask why, what, who, how, where or when? Generally talking about the topic will result in a low mark.



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Discourse makers are spoken frequently, discourse words are words such as well, okay, right and so, these words often can be used in the speaking test to answer a question. They let the examiner know that the candidate has considered the question and is ready to answer. All four are acceptable to use in the IELTS speaking tests, candidates should be careful not to keep using the same one for every question.

Most candidates make a few mistakes, this does not prevent a high score being achieved and the examiner is not looking for perfection at any score level. Small mistakes do not need to be corrected, corrections often prevent fluency and coherence, but big mistakes do need correcting.

When candidates smile, they not only look more confident but they sound better. By smiling nerves are calmed helping pronunciation. Opening the mouth wide is critical for the sound to come out clearly, helping the tone of voice to be more friendly.

Syllable stress, words are made from syllables, when there are two or more, one of them will be stressed more heavily than the others. The basic rules are as follows:

Two syllable nouns and adjectives - stress the first syllable.

Two syllable verbs - stress the second syllable.

Two syllable words which are both a noun and a verb - building on from the above rules, the noun is stressed on the first and the verb is stressed on the last syllable.

Three syllable words ending in ly and er such as happily and narrower the first syllable is stressed.

With words ending with ic, sion, and tion such as anarchic, illusion and separation the second-to-last syllable is stressed.

Words ending in al, cy, gy, phy and ty such as directional, decency, responsibility, sociology, photography the third-to-last syllable is stressed.

Compound nouns are words formed from two nouns such as handball, whiteboard and milestone stress is on the first noun.

Compound adjectives often have hyphens, such as in full-time and stress-free, here stress is on the second word.



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Variation in how you speak helps the examiner understand what you are saying, adding emphasis, pausing, change in tone, repetition of key words or phrases and volume improve your score. When practicing experiment with variation and listen to candidates on YouTube taking IELTS speaking tests to see how they do this.

Do not just practice speaking, practice preparing to speak for Part 2, candidates can use old questions and then practice the 1 minute preparation time to improve their effectiveness in identifying what to say during the 2 minutes.



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Checklists – Produce Aswell as Understand

Grammar

Tenses

Modal verbs

Conditionals

Clauses

Complex sentences

Conjunctions and Linking words

Passives and causatives

Vocabulary

Phrasal verbs

Phrases & Idioms

Use of adjectives and adverbs



IELTS Speaking Test Tips – Part 1

In part 1 the examiner asks simple questions on common topics that everyone in the world can answer, nobody will have an unfair advantage. Everyday around the world candidates take the same exam and the test is designed very carefully such that everyone is equally able to answer each question.

How to Answer

1 Pause to think.

2 Give a full answer - the examiner wants to listen to you speak. Answers should be at least 2-3 sentences long, if it can be answered with yes/no/I agree then say 'yes that is the case because..... / no that would not happen because / I agree because'. When you feel confident that you can make a 5-7 sentence answer do as long as the longer answer does not lower the overall quality.

3 Answer each question directly - do not talk about anything unrelated or ask the examiner a question. Focus on how the question was asked, did the examiner ask – why / what / who / how / where or when?

4 Where appropriate paraphrase the question, if the examiner asks 'How would you improve your hometown?' answer by starting with, 'That is an interesting question, I would start with changing'

5 Use a range of tenses – use past, present and future tenses plus in simple, continuous, perfect and perfect continuous forms.

6 Use a range of sentence structure – use both simple and complex sentence structures.

7 Slow down and avoid the following fillers: "Like, You know, Umm..., Ahh..., Ehh..., Well."

8 Change the tone of your voice – do not speak in a monotone, vary the stress, pause, use repetition and intonation to add emphasis.

9 Correct big mistakes but not small mistakes.

10 React naturally to the questions – if you cannot hear or understand, tell the examiner and they will help by repeating the question or rephrasing it.



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Specifics for Part 1

- 1 Use phrases when you need time to think – “That’s a really interesting question”
- 2 Use prompt phrases – “On consideration, I think that
- 3 Use phrases to begin the points of your answer – “First of all....”
- 4 Use linking phrases – “....., on the other hand
- 5 Use phrases to help develop your idea – “Another reason why I travel is”
- 6 Use idioms if you are confident that you are using them correctly – “we were on the same page on that issue.”
- 7 Use conclusion phrases in longer answers – “Therefore in conclusion....”
- 8 Repetition, make sure you do not overuse basic words or connectors (and, because, but, so) but do use repetition if it is the key word in the answer e.g. if asked about a dream holiday an answer could start with ‘My dream holiday would be to ...’ followed with details and then the answer could finish with ‘so my dream holiday would be in with’
- 9 Stress key words appropriately e.g. ‘I am *absolutely confident* we do not need’
- 10 Try to use intonation at key points, raise and drop your voice e.g. ‘Did you accept that?’ – raise voice on ‘that’



IELTS Speaking Test Tips – Part 2

In part 2 of the test, you prepare and make a short talk of 1-2 minutes on a subject provided by the examiner on a task card. On the card there will be several points that you should try to cover in your talk. What is critical is that you only talk about the topic, if you do not answer all the questions, it is ok, but the questions can help you keep creating content. For many candidates this is the most intimidating part of the test, some candidates are lucky to have had prior experience of speaking in public and making presentations that help them. Learning how to use the preparation time, make the presentation and practicing effectively can make a huge difference.

How to Answer

1 Using the preparation time, in addition to the questions on the task card ask yourself why, what, who, how, where or when in connection with the topic? Do not try to write down full sentences but do write down key words and put them in the order of the points. Once you have the content note down how to.

- Paraphrase the question
- Add a time perspective by including a variety of tenses, include a sentence in both the past, present and future.
- Include a negative and a positive statement
- Include a modal verb and a sentence with a conditional (if statement)
- Be descriptive by adding adjectives and adverbs
- Include 1 or 2 phrasal verbs
- Include a phrase and/or an idiom

2 When you do not have any personal experience of the topic, think of someone you know who does and explain this in your talk. In the preparation time plan the ideas and how you will connect them together to create a coherent presentation.

3 Timing, structure the answer in your notes and mind, remembering you plan to talk for 120 seconds. The presentation needs an opening (10-15 seconds), 3 or 4 points subject to what is on the card (3x30 seconds or 4x22 seconds) and a conclusion or close (10-15 seconds). This is difficult at first but by timing yourself when practicing you will get better. If you talk for over 120 seconds the examiner will stop you and you will not be penalized, it is best that you try to speak until the examiner stops you.



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4 Only correct big mistakes, it is ok to make small grammatical mistakes, even candidates who make a few small mistakes can still get a band 9. Some candidates are so focused on avoiding small mistakes that they do not do all the good things that score points and are not able to score above 6.

5 Use a range of tenses – use past, present and future tenses plus in simple, continuous, perfect and perfect continuous forms.

6 Use a range of sentence structure – use both simple and complex sentence structures.

Specifics for Part 2

1 Use introductory prompt phrases in the opening such as ‘Today, I am going to talk about...., I would like to tell you about, good afternoon or today I am giving a presentation about’

2 In the main parts of the presentation use phrases such as ‘First of all...., to begin with, one of the key dynamics is’

3 Develop key ideas with phrases such as ‘An additional reason why I prefer, for instance, I particularly believe in, another issue is that, one of the possible outcomes is or this is true because’

4 When making multiple points use phrases to begin the points of your answer – “Firstly, secondly, thirdly and lastly....’

5 Stress key words appropriately e.g. ‘I am *absolutely confident* we do not need’

6 Use linking phrases – “....., on the other hand”

7 Use adjectives and adverbs to make the presentation more impactful and descriptive, this will also help your vocabulary score.

8 Use idioms if you are confident that you are using them correctly – “we were on the same page on that issue.”



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9 Repetition, make sure you do not overuse basic words or connectors (and, because, but, so) but do use repetition if it is the key word in the answer e.g. if asked about a dream holiday an answer could start with 'My dream holiday would be to' followed with details and then the answered could finish with 'so my dream holiday would be in with'

10 Try to use intonation at key points, raise and drop your voice e.g. 'Did you accept that?' – raise voice on 'that'. Some candidates tell a story in the presentation and focus of intonation to make it more engaging and descriptive that will help score more highly.

11 Start the closing or conclusion with phrases such as 'to sum up, to conclude or in conclusion.'



IELTS Speaking Test Tips – Part 3

Part 3 of the speaking test assesses your ability to answer questions following on from the topic in Part 2. In Part 3 the examiner expects you to describe things in more depth than Part 1, as part of this, comparing and contrasting ideas plus generalizing and draw conclusions is important. Simply repeating your ideas from part 2 will not answer the questions in Part 3. This section requires answers that are 5-7 sentences long, or longer if quality can be maintained, so practice is critical.

How to Answer

Suggested structure for Part 3 of the speaking test.

- Ideas, explain your ideas and opinions.
- Detail, provide explanation and background.
- Specifics, give an example or examples.
- Alternatives, where appropriate talk about different ideas and opinions.

Q: Do many young people spend too much time on social media?

A: That is a really interesting question, I agree that the balance of time spent by young people on social media compared to other activities is neither good for them nor society. (Idea)

I notice that their screen times is constantly increasing whereas sports is reducing, I particularly believe there is a health risk to this generation. Whenever I see my nieces and nephews they have a mobile phone or iPad with them, or both. I appreciate that when the weather is bad nobody wants to go out in the wet and cold but I do not think this excuses the switch there has been to screens. (Detail)

In many countries it has become a concern that modern technology and the Internet can be addictive and is contributing to the obesity epidemic. (Specifics)

Despite this many people think that change is always good, they do not see the current trend as more concerning than that of the past. I am *absolutely* convinced society needs to immediately address this worrying trend. (Alternative)



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Try to make sure you speak clearly and at a volume that is easy to hear, the questions asked will normally not be Yes/No type questions so should encourage a longer answer. If a question can be answered with yes/no/I agree then say ‘yes that is the case because..... / no that would not happen because / I agree because’ When you feel confident that you can make a 7-10 sentence answer do as long as the longer answer does not lower the overall quality.

Answer each question directly - do not talk about anything unrelated or ask the examiner a question. Focus on how the question was asked, did the examiner ask – why / what / who / how / where or when?

Where appropriate paraphrase the question, if the examiner asks ‘How would you improve your hometown?’ answer by starting with, ‘That is an interesting question, I would start with changing’

Use a range of tenses – use past, present and future tenses plus in simple, continuous, perfect and perfect continuous forms.

Use a range of sentence structure – use both simple and complex sentence structures.

Slow down and avoid the following fillers: “Like, You know, Umm..., Ahh..., Ehh..., Well.”

Change the tone of your voice – do not speak in a monotone, vary the stress, pause, use repetition and intonation to add emphasis.

Correct big mistakes but not small mistakes.

React naturally to the questions – if you cannot hear or understand, tell the examiner and they will help by repeating the question or rephrasing it.



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Specifics for Part 3

Here are some example phrases you could use in this part of the test (and other parts):

- 1 Use phrases to begin the points of your answer – “First of all....”
- 2 When expressing opinions use phrases such as ‘as far as I’m concerned....., I definitely support, from our perspective that is or what they are arguing is.....’
- 3 Compare and contrast with phrases such as ‘both (x) and (y), on the one hand and on the other hand, whereas,which..... orwhile.....’
- 4 Present conclusions with phrases such as ‘all in all, the bottom line is, in conclusion or to sum up.’
- 5 Use phrases when you need time to think – “That’s a really interesting question”
- 6 Use prompt phrases – “On consideration, I think that”
- 7 Use linking phrases – “....., on the other hand”
- 8 Use phrases to help develop your idea – “Another reason why I travel is”
- 9 Use idioms if you are confident that you are using them correctly – “we were on the same page on that issue.”
- 10 Repetition, make sure you do not overuse basic words or connectors (and, because, but, so) but do use repetition if it is the key word in the answer e.g. if asked about a dream holiday an answer could start with ‘My dream holiday would be to’ followed with details and then the answered could finish with ‘so my dream holiday would be in with’
- 11 Stress key words appropriately e.g. ‘I am *absolutely confident* we do not need
- 12 Try to use intonation at key points, raise and drop your voice e.g. ‘Did you accept that?’ – raise voice on ‘that’



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Website Resources

IELTS Speaking Topics In 2023: The Ultimate Guide

[IELTS Speaking Topics In 2023: The Ultimate Guide - IELTS Advantage](#)

IELTS.NET

[Speaking » IELTS.NET](#)

Gradding (IELTS)

www.gradding.com

IELTS Liz

[IELTS Liz – IELTS Preparation with Liz: Free IELTS Tips and Lessons, 2024](#)

IELTS Buddy

[IELTS Speaking Practice \(ieltsbuddy.com\)](http://ieltsbuddy.com)

IELTS Mentor

[IELTS Speaking Samples and Answers \(ielts-mentor.com\)](http://ielts-mentor.com)

Magoosh

[Complete Guide to IELTS Speaking - Magoosh Blog — IELTS® Exam](#)



English Language Exams by Doing Business In English

Video Resources

IELTS Speaking | Super Methods with Jay!

[IELTS Speaking | Super Methods with Jay! \(youtube.com\)](#)

Rachel's English

<https://www.youtube.com/user/rachelsenglish>

English Speaking Success (very good channel with lots of resources)

[English Speaking Success - YouTube](#)

IELTS Speaking Test – Topics for Part 1

<https://ieltsliz.com/ielts-speaking-part-1-topics/>

IELTS Speaking Test: Practice & Model Answers

[IELTS Speaking Part 1: Common Questions \(youtube.com\)](#)

IELTS Speaking Task 1 - How to get a high score

[IELTS Speaking Task 1 - How to get a high score \(youtube.com\)](#)

IELTS Speaking Test – Topics for Part 2

<https://ieltsliz.com/ielts-speaking-part-2-topics/>

IELTS Speaking Task 2: How to succeed

<https://www.youtube.com/watch?v=XyDrz6YAwww>



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IELTS Speaking Test – Topics for Part 3

<https://ieltsliz.com/ielts-speaking-part-2-topics/>

IELTS Speaking Test – Topics for Part 3

<https://ieltsliz.com/ielts-speaking-part-3-topics-2/>

Practice tests for part 3

<http://ielts-academic.com/2012/07/18/ielts-speaking-part-3-50-practice-questions-by-topic/>

Speaking sample questions for part 3

<https://www.ieltsbuddy.com/ielts-speaking-sample-questions.html>

IELTS Speaking Test – Topics for Part 3

<https://ieltsliz.com/ielts-speaking-part-3-topics-2/>

IELTS Pronunciation Speaking Lesson

[IELTS Pronunciation Speaking Lesson \(youtube.com\)](https://www.youtube.com/watch?v=...)

IELTS Speaking Test (L4)– English Pronunciation & Intonation – How to Improve your IELTS score

[IELTS Speaking Test \(L4\)– English Pronunciation & Intonation – How to Improve your IELTS score \(youtube.com\)](https://www.youtube.com/watch?v=...)

[Best Band 9 IELTS Speaking Tests 2025](https://www.youtube.com/watch?v=...)



English Language Exams by Doing Business In English

High Score Tips

Speaking tips for score 8 or 9

[Top 10 IELTS Speaking Tips to Score 8 or 9 Band \(geeksforspeakers.com\)](https://www.geeksforspeakers.com/2018/05/top-10-ielts-speaking-tips-to-score-8-or-9-band/)

IELTS Speaking Band 8.5 Full Test with Examiner's Feedback

[IELTS Speaking Band 8.5 Full Test with Examiner's Feedback | IELTS-Blog](https://ieltsblog.com/2018/05/ielts-speaking-band-8-5-full-test-with-examiner-s-feedback/)

How to Score Band 9

<https://ieltsliz.com/how-i-scored-9-in-ielts-speaking/>

The Difference Between a 7 and an 8 on IELTS Speaking

[IELTS Energy 192: The Difference Between a 7 and an 8 on IELTS Speaking | All Ears English Podcast](https://www.allears.com/podcast/ielts-energy-192-the-difference-between-a-7-and-an-8-on-ielts-speaking/)

IELTS Speaking Task 3: How to get a high score

<https://www.youtube.com/watch?v=TyYHs1-6Vls>

How do I get a Band 9 in IELTS Speaking?

[How do I get a Band 9 in IELTS Speaking? - YouTube](https://www.youtube.com/watch?v=TyYHs1-6Vls)

IELTS Speaking Test | Band 9 | Must Watch Before Your Test

[IELTS Speaking Test | Band 9 | Must Watch Before Your Test - YouTube](https://www.youtube.com/watch?v=TyYHs1-6Vls)

[How to get a Band 8 or 9](#)

[IELTS Speaking - 📌 How to Get Band 8 or 9 \(ieltsadvantage.com\)](https://ieltsadvantage.com/ielts-speaking-how-to-get-band-8-or-9/)

IELTS Speaking test band score of 9 with feedback

[IELTS Speaking test band score of 9 with feedback - YouTube](https://www.youtube.com/watch?v=TyYHs1-6Vls)

IELTS Speaking Part 3 - Band 8 Strategy

https://www.youtube.com/watch?v=R_7wZcO1Qkw&app=desktop

Complete Guide to IELTS Speaking 2025 (for Band 9)

[Complete Guide to IELTS Speaking 2025 \(for Band 9\)](#)



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Tests

British Council

[Free Online IELTS Speaking Practice Tests | Take IELTS \(britishcouncil.org\)](https://www.britishcouncil.org/ielts/speaking-practice-tests)

Examword

<https://www.examword.com/ielts-practice/speaking-exam-question>

IELTS Mentor

[IELTS Speaking Samples and Answers \(ielts-mentor.com\)](https://www.ielts-mentor.com/ielts-speaking-samples-and-answers)

IELTS Advantage

[1000 IELTS Speaking Questions \(Updated 2024\) - IELTS Advantage](https://www.ielts-advantage.com/1000-ielts-speaking-questions)

IELTS Up

<https://ielts-up.com/speaking/ielts-speaking-practice.html>

IELTS Org

[IELTS | Sample test questions](https://www.ielts.org/ielts-sample-test-questions)

Courses

[IELTS Speaking Task 1 - How to get a high score \(youtube.com\)](https://www.youtube.com/watch?v=...)

[Ultimate IELTS 3-Hour Speaking Course \(youtube.com\)](https://www.youtube.com/watch?v=...)

[Speak Fluently in English in 30 days - Day 1 - Learn With Sam And Ash \(youtube.com\)](https://www.youtube.com/watch?v=...)



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App Resources

[IELTS Speaking Assistant - Apps on Google Play](#)

[CoSpeak: IELTS Speaking master - Apps on Google Play](#)

[The world's best way to improve your English pronunciation | elsaspeak](#)

[Learn English online with TV show clips, movie scenes, music, and more - FluentU](#)

[Forvo: the pronunciation dictionary. All the words in the world pronounced by native speakers](#)

<https://www.talkenglish.com/extralessons/english-learning-apps.aspx>

[VOA Learning English | Learn American English everyday by reading, listening, and watching](#)

[Speak English Fluently - Apps on Google Play](#)

[HelloTalk - Language Exchange - Learn Languages for Free](#)

[Home | Speakingpal](#)

[Accent Training on the App Store \(apple.com\)](#)

There are few specific App resources, most are focussed on general speaking. Therefore they may be able to help with aspects of your speaking but are not able to help with the specifics IELTS is looking for and rewarding.



English Language Exams by Doing Business In English

Podcasts

[IELTS Speaking for Success Podcast Series - Apple Podcasts](#)

ieltspodcast.com/ielts-speaking/

[IELTS VIP Podcast Podcast Series - Apple Podcasts](#)

[Unlocking the Secrets to IELTS Success! Tips from an Expert Examiner Podcast Series - Apple Podcasts](#)

[IELTS Podcast Podcast Series - Apple Podcasts](#)

[IELTSCast | Weekly shadowing exercises for IELTS Speaking Podcast Series - Apple Podcasts](#)

[Real IELTS Speaking Podcast Podcast Series - Apple Podcasts](#)

[Real Exam English - B2, C1, C2 Podcast Series - Apple Podcasts](#)

[IELTS, OET and UKMLA PLAB 2 Made Easy Podcast For Medical Professionals Podcast Series - Apple Podcasts](#)

[BEAT IELTS Podcast Series - Apple Podcasts](#)

[My IELTS Classroom Podcast Podcast Series - Apple Podcasts](#)

[IELTS Speaking Q&A Podcast Series - Apple Podcasts](#)

[IELTS Speaking Podcast Series - Apple Podcasts](#)

[Magoosh IELTS English Vocabulary & Dialogue | Podcast on Spotify](#)

[IELTS Podcast Series - Apple Podcasts](#)