Unit 5: Exercise 1

In this unit, you will learn about expressing agreement and disagreement and answering follow-up questions in the IELTS Speaking test.

Read the information. Decide which words and syllables (shown in bold CAPITALS) should be stressed. Choose the correct answers.

Questions that require you to give your opinion on something are common in the IELTS Speaking test. Make sure you can use a wide variety of ways of expressing your opinion and not just the most common ways (*I think, in my opinion,* etc.). Remember that using a wider range of vocabulary will help you to achieve higher marks for Lexical Resource and Fluency and Coherence.

When you learn new phrases, make sure you learn the pronunciation as well as the meaning, especially the words and syllables that are stressed. For example:

*In **MY** op**IN**ion*
*From **MY** per**SPEC**tive*

1. I would have to say that
   - I would **HAVE** to **SAY** that
   - I **WOULD** have to **SAY** that
2. if you ask me
   - if **YOU** ask **ME**
   - if you **ASK ME**
3. it seems to me
   - it **SEEMS** to **ME**
   - **IT** seems to **ME**
4. as far as I'm concerned
   - as **FAR** as **I'M** concerned
   - **AS FAR** as I'm concerned
5. speaking for myself
   - **SPEAK**ing for **My**self
   - **SPEAK**ing for myself
6. as I see it
   - **AS** I see **IT**
   - As **I** see it
7. in my estimation
   - **IN MY** estimation
   - in **MY** estimation
8. by my reckoning
   - by **MY RECK**oning
   - **BY** my **RECK**oning

LIVEWORKSHEETS

Unit 5: Exercise 2

Read the information. Then look at the phrases in the box. What are their functions? Complete the table with the phrases.

Questions that ask you to agree or disagree with a proposition are common in the IELTS Speaking test. Some questions may explicitly ask if you agree or disagree with an idea, but many will ask *Yes / No* questions, e.g. *Do you think ...?*

For this reason, it is important to be able to express your agreement or disagreement in a number of different ways, whether it be full agreement, partial agreement or disagreement. Learn phrases that native speakers use in these situations and practise using them before you do your Speaking test.

Make sure you clearly explain why you agree or disagree when answering these questions. Partial agreement is a good way to give extended answers in the Speaking test, because it allows you to talk about both sides of a question.

Yes, I would say so. to some extent Absolutely. That's not how I see it.

That's not the case. I couldn't agree more. Without a doubt.

I'd say the exact opposite (is true). up to a point I would say it depends.

Not at all. It's hard to say.

expressing clear agreement	expressing clear disagreement	expressing partial agreement or disagreement

LIVEWORKSHEETS

Unit 5: Exercise 4

Read the IELTS Speaking Part 3 questions and responses. Choose the most appropriate phrases for agreeing and disagreeing to complete the responses.

1. **Examiner:** Should history be a compulsory subject at school?
Student: Absolutely/Definitely not/Well, there are two ways of looking at this . I think that if we are going to understand the world we live in, we have to understand where we came from. For example, there is a lot of conflict in the world at the moment, and history gives us a context, a way to understand how these conflicts started and why it is so difficult to resolve them. I would add that history as a subject shows us the mistakes that mankind has made, and if we are going to learn from these mistakes and not repeat them, then it makes sense to study history all our lives. So yes, I think it should be compulsory.

2. Examiner: Many people would argue though that we need to change the way that history is taught in schools. Do you agree?
Student: Certainly not/Up to a point/Without a doubt . By that I mean, I can understand why some people don't like studying history; all those names and dates can be difficult to remember. Perhaps a different approach, something more interactive or twenty-first-century, can help bring history to life for students who feel this way. But on the other hand, when I learnt history at school, I loved the classes, and I am sure that many other students did, too. I am not sure we should change everything just because some students find it difficult. So, maybe I will change my mind about your first question and say that history shouldn't be a compulsory subject. Maybe it isn't for everyone.

3. **Examiner:** Let's talk about family history. Do you think it is important to know your own family history?
Student: It depends on how you look at it/No, not at all/Yes, I would say so . As I said, I prefer history as a larger subject that explains how the world works. But on the other hand, I guess for some people it's really important, or at least really interesting, to know where they are from and what their family past is. I think that's fine, but personally speaking, it doesn't interest me.

4. **Examiner:** Many people are now using online services that test their DNA to find out their cultural origins. Do you think this is a good idea?
Student: Sure/That's not how I see it/To some extent, yes . I know people who have done this, and the test results say that they come from many different countries, places they didn't expect. Perhaps if people realise that their origins are more international than they thought, then it might help reduce racism. The thing is, I am not convinced that these tests are scientifically accurate. I don't really understand how they can accurately come up with all this information about your origins from your DNA. I have looked at the science behind it, and I am not convinced it is valid. But that is just my opinion.

LIVEWORKSHEETS

Unit 5: Exercise 5

Match the phrases with the definitions.

make (something) more real or exciting increase the interest of / involve more
feel angry because you are forced to do something you don't want to
ensure (something) continues to exist something that is designed to make a user participate
a continuous flow of money an activity that fully involves you
computerised sounds and images that simulate places or situations
dependence (on) something

1. bring (something) to life	
2. immersive experience	
3. keep (something) alive	
4. a steady stream of income	
5. resent	
6. reliance on (something)	
7. engage	
8. interactive	
9. virtual reality	

LIVEWORKSHEETS

Unit 5: Exercise 6

Read the three questions (A–C). Then read the phrases below. Which questions would the phrases be used to answer? Choose the correct answers.

A What do you think the benefits of visiting historical monuments are?
B Who should be responsible for maintaining historical sites?
C How do you think history will be taught in schools in the future?

1. virtual reality would be a huge benefit for students now
   - A
   - B
   - C
2. keep history alive and documented
   - A
   - B
   - C
3. incredibly immersive experience
   - A
   - B
   - C
4. part of me does resent having to pay quite so much to go see them
   - A
   - B
   - C
5. there'll be more reliance on digital learning
   - A
   - B
   - C
6. presentations to engage students a bit more
   - A
   - B
   - C
7. a steady stream of income
   - A
   - B
   - C
8. it brings it (history) to life
   - A
   - B
   - C
9. I'd hope that there'd be more interactive school visits
   - A
   - B
   - C
10. you see what people would have seen
    - A
    - B
    - C

LIVEWORKSHEETS

Unit 5: Exercise 7

Read the information. Then match the grammar descriptions in the box with the underlined sections in a speaker's responses. There are six grammar descriptions that you don't need.

Grammatical Range and Accuracy (GRA) is one of the marking criteria for the IELTS Speaking test. It is worth 25% of your final mark, so make sure you are able to correctly use both basic and higher level grammar, and look for opportunities to use more complex grammar in the Speaking test. To achieve a mark of 7.5 or higher, you should be able to confidently and correctly use common grammar such as all verb tenses and conditional verb patterns. You will gain more marks if you can include more complex grammar like inversions and participle clauses.

Also, many students, even higher level ones, make persistent errors when they speak, such as omission of the plural *-s / -es,* omission of articles, incorrect word order or incorrect prepositions. It is a good idea to identify and correct these common errors, so ask your teacher to help you with this.

defining relative clause	first conditional	future continuous	future perfect
inversion	modal verb in the past	non-defining relative clause	participle clause
passive voice with modal	past perfect continuous	present perfect continuous	
second conditional	third conditional	verb + -ing verb pattern	

1. If I could visit any moment from history, I'd definitely choose the construction of the pyramids in Egypt _____ . I'd love to know how they were built and see Egypt at the height of the pharaohs.
2. I think history should be taught _____ in a more interactive way. Personally speaking, I find just reading about history incredibly boring, but I love documentaries, especially ones about the ancient world.
3. I'd definitely recommend visiting _____ Warwick Castle in the UK. It is in amazing condition and offers a lot of exhibits and displays, which helps you imagine how different life was back then.
4. I think we'll be talking _____ about Brexit, which is the name given to the UK leaving the European Union, _____ for many years, so I would single that one out as a key historical event in the future.
5. Not only does history help us understand the world we live in today _____ , it also helps us understand our own national identity.
6. Yes, I am very interested in history. In fact, recently I have been reading _____ a book about the history of mankind. It's fascinating stuff.
7. Definitely. Historical sites are part of our cultural heritage and they won't survive unless we look after them _____ . Governments are responsible for protecting culture as well as people.

LIVEWORKSHEETS

Unit 5: Exercise 8

Read the IELTS Speaking Part 2 task card. Then read the student's response. Correct the underlined grammar mistakes.

Describe a special occasion in your life.
You should say
- where the special occasion took place
- when this special occasion took place
- who else was there

and explain how you felt on this special occasion.

The special occasion I choose to talk about is when I passed my driving test. This happened three years ago, and I sat the test itself in my hometown of Perugia. Already I had passed the theory test a few week beforehand, because in Italy you do the theory test first and then the practical test comes a short time afterwards. So, on the day of the practical test I was driving to the test centre with the instructor from my driving school. I remember I feel incredibly nervous on the day of the test and even the night before.

All I could think was, if I will pass, I can be much more independent. I had already saved up enough money for buy a small car, and so now all I needed was to pass the test. Anyway, my instructor and I arrived and met the examiner, which looked incredibly serious. I don't think she smiled even once the whole time. That only made me more nervous. The test itself, well, to be honest, I can't remember too much of it. I think I was concentrating so hard on get everything right that, well, my mind was too busy to remember, I don't know.

However, I do remember what happened at the end. When the instructor told me I had passed, I screamed with happiness, that made the instructor jump with surprise, and then I gave her a hug. When I got out of the car, I saw that my dad was there, too, waited with my instructor. So, I ran over to them and hugged them, too. And then my Dad pulled some keys out of his pocket and pointed to a brand-new car that was parked in the car park. It took me a second or two to realise that the car was for me. At that point, I burst into tears – happy tears, of course. It was an amazing surprise. Not only I had passed, but I also had the car I wanted. And I even got to drive home in my new car.

How did I feel at that moment? I guess a mixture of pride that I had passed, and also relief. Just imagine how embarrassing it would have been if I haven't passed. But fortunately, I did. A perfect day, really.

LIVEWORKSHEETS

Unit 5: Exercise 9

Read the information. Then read the responses to some follow-up questions for the IELTS Speaking Part 2 task in Exercise 8. Match the follow-up questions in the box with the responses.

Remember that after you finish your IELTS Speaking Part 2 response, the examiner will ask you one or two quick follow-up questions related to your response. These questions are usually quite simple, so you do not have to focus on giving a long, complex answer like you do in Part 3. Just speak for about 15–20 seconds.
Do many people drive in your country? Do you enjoy driving? Do you still have the same car? How often do you drive? Is the driving test difficult in your country?

1. Yes and no. You see, when I started university, I realised that I didn't really need my car to get around. A bicycle is more convenient. So, my brother is currently borrowing it, because he needs a car to drive to work every day. But technically, I am still the owner.

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2. It depends. Certainly not during the rush hour, when there is a lot of traffic congestion, but I love getting out of the city and driving in the countryside with some good music to listen to.

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3. Definitely. I think that these days, most families in Italy have at least one car and, as a result, there is a lot of traffic on the roads. There are also a lot of people who use mopeds to get around.

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4. Right now, hardly ever. I'm at university and it's much easier and cheaper to get around by bicycle. I only drive during the holidays, when I return home, but even then I share my car with my brother.

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5. Well, personally I thought it was hard, but friends of mine from other countries have told me that it is more difficult where they are from. For example, I've heard that the examiners are very strict for the English version and most people fail the first time.

LIVEWORKSHEETS

Unit 5: Exercise 10

You are going to do IELTS Speaking Parts 2 and 3. You will need some paper and a pencil.

Record your answer.

Part 2

Describe a special occasion in your life.

You should say:
- where the special occasion took place
- when this special occasion took place
- who else was there

and explain how you felt on this special occasion.

Part 3

1. How do people celebrate public events in Vietnam?

2. How do you prepare for an activity?

3. Should the event be prepared in advance?

4. Do you think it is important to celebrate events?

LIVEWORKSHEETS

Unit 5: Exercise 11

You are going to do IELTS Speaking Parts 2 and 3. You will need some paper and a pencil.

Record your answer.

Part 2

Describe an interesting person from history.

You should say:
- who the person was
- what historical event(s) they were involved in
- where or how you learned about this person

and say why you found this person so interesting.

Part 3

1. What lessons can we learn from studying the past?

2. What events have happened recently that you think will be remembered as important in history?

3. Do you think museums are the best way to get children and young people interested in history?

4. Do you think it is important for literature and films about past events to be historically accurate?

LIVEWORKSHEETS