

# IELTS Speaking

## Part 2 + 3

# Each lesson has

- **Part 2**
  - Ideas
  - Advanced vocabulary
  - Model answer
  - Language analysis
- **Part 3**
  - Technique
  - Model answers



Topic from the IELTS Question Bank

# Success







# IELTS Speaking

## Part 2

## Part 2 Cue Card

**Describe a friend or a person who encouraged you to achieve a goal.**

**You should say:**

- Who this person is**
- What this person encouraged you to do**
- How this person helped you**

**And explain why this encouragement helped you.**

## Similar Part 2 questions

Describe a person who has interesting ideas or opinions.

Describe a famous person from another country you'd like to meet.

Describe a person who you enjoyed working / studying with.

Describe a person who speaks a foreign language well.



# 1. Ideas

## **Certainly talk about...**

Friends, family, colleagues, classmates...

Choose someone who has **encouraged**, rather than inspired and motivated.

So they have taken (repeated) action to encourage you

## **So better not...**

A famous person who's book, film, work has motivated or inspired you.



# Study Goals

Pass an exam

Read a number of books

Join a club

# Work goals

## Develop a **professional** skill

- Public speaking
- Reach a sales target
- Reach marketing target

## Develop a **soft** skill

- Presentation
- Team work
- Communication

# New Year's Resolution

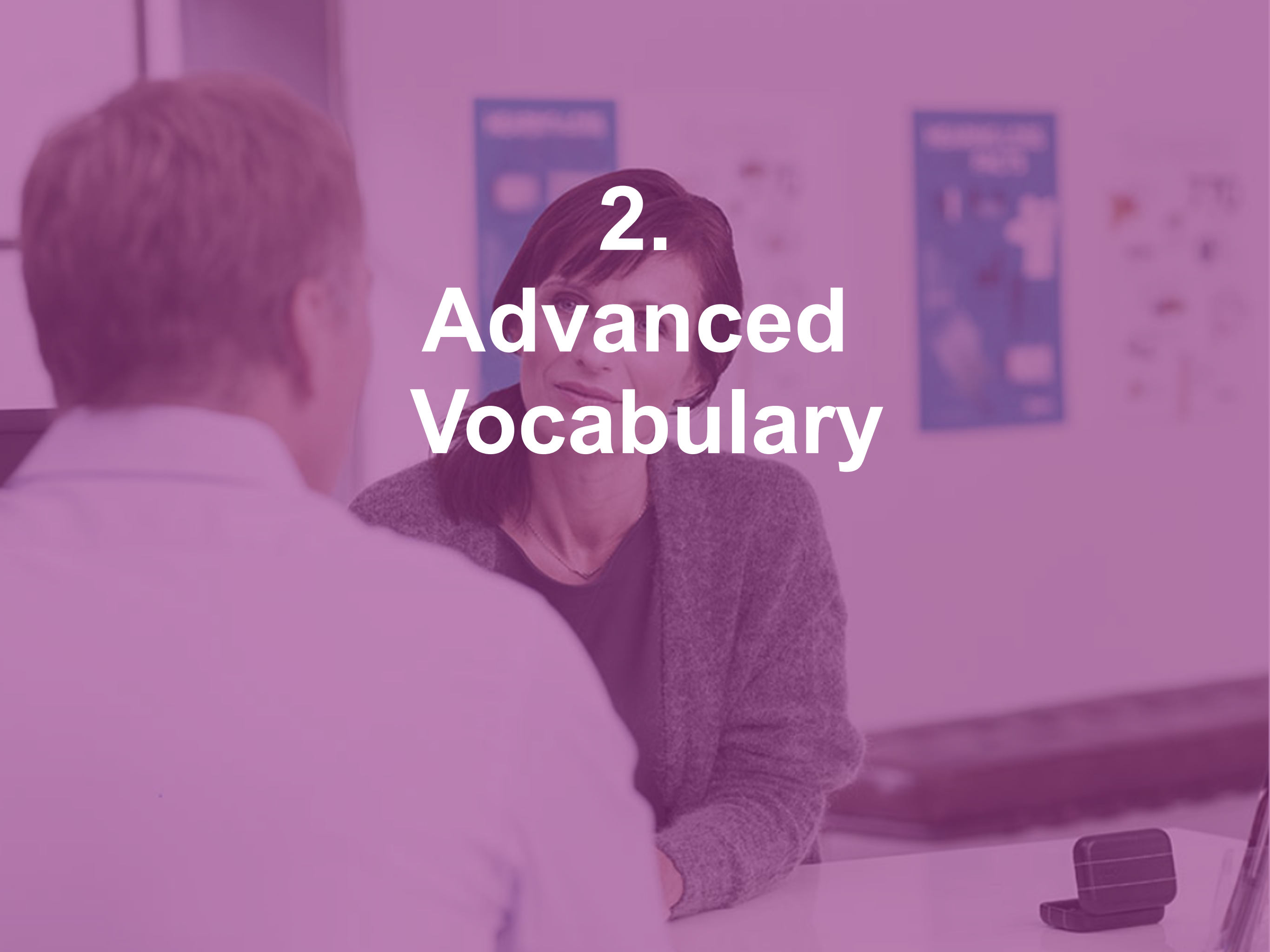
Lose weight

Go to the gym

Quit smoking

Eat healthier food

Spend more time with family

A woman with dark hair, wearing a grey blazer over a dark top, is seated at a desk and looking towards a man whose back is to the camera. The man is wearing a white shirt. The background shows an office environment with blue posters on the wall. The entire image has a light purple overlay.

# 2. Advanced Vocabulary



## Facing difficulties


- I was **having a hard time**
- It wasn't **taking off**
- It wasn't **happening for me**
- I **got a sinking feeling**
- I was (totally, utterly, completely) **fed up**
- I was ready to **throw in the towel**
- I was **sick and tired** of it

## Encouraging people

- He told me **to hang in there**
- She **gave me a pep talk**
- He **urged** me not to give up
- He **nudged** me to...
- She really **lifted my spirits**


## Persistence

- I decided to **keep going**
- I resolved to **keep at it**
- I **got back on the right track**
- I decided to **give it my best shot**
- I was **on a roll**

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# 3. Model Answer



A woman with dark hair, wearing a grey blazer over a dark top, is seated at a white table and looking towards a man whose back is to the camera. The man is wearing a white shirt. The background shows a white wall with several blue posters or notices. The entire image has a light purple overlay.

# 4. Language Analysis

**I'm going to tell you all about** Mark and how he encouraged me to keep going with my reading club, **this was quite a while back**, a couple of years after graduating from university.

**Introduction is to the point**

*I'm going to tell you about ....*

**Indicating time**

*This was **quite a while back***

Mark was a friend I had met at university, and **he was a total bookworm**. You couldn't **tear him away from** his books. I guess that was what brought us together; our love of reading.

### **Describing personality**

*He was a total **bookworm***

*= he loved reading books*

### **Idiomatic expression**

*You **couldn't tear him away from...***

*= he loves ....*

I've always loved reading, I read books **like nobody's business**.  
Night and day. So, after uni, I decided to set up a book club to  
share new books and ideas with other people.

**Idiomatic expression**

***do something like nobody's business***

= do something a lot, to a high  
standard



The trouble was, only a handful of people ever came, **turning up in dribs and drabs**. So, it wasn't really **taking off**. As you can imagine, I **got a real sinking feeling** that this was a waste of time.

### **Idiomatic expressions**

***Turn up in dribs and drabs***

*= appear slowly a few people at a time*

***It wasn't taking off***

*To take off = to be successful (a business, project, product)*

***I got a sinking feeling***

*= feel that everything is going wrong*

**Despite** that, Mark told me not to give up hope. He **nudged me** to keep going. And he quoted his Dad to me, **of all people**.  
**It turns out, in times of despair**, his Dad used to say, 'I will, until.'  
Simple as that. Meaning 'I will continue, until this works'.

### **Linking words / Cohesive phrases**

**Despite...** = *without being affected by*

**It turns out** = *it just so happens, it seems*

### **Vocabulary**

**To nudge someone** = *to encourage someone*

**Of all people** = *the least expected person*

**In times of despair** = *in difficult times*

And so, I decided **to keep at it**, for as long as it took.

**Sure enough**, as if by magic over the following weeks, more and more people came and suddenly the reading club **was on a roll**.

### **Idiomatic expressions**

*to keep at it = to continue doing*

*to be on a roll = having great success*

### **Linking words / Cohesive phrases**

*Sure enough = confirm something was true*

**Looking back**, I think Mark's words were integral to it all coming together.  
And I was forever grateful.

**Linking words / Cohesive phrases**

***Looking back** = remembering something  
that happened*

# IELTS Speaking

## Part 3





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# 1. Technique

- Say...

...what you think (opinion)


...why (reason)

...result (consequences)

...give a short example





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## 2. Model Answers

1. How can you motivate children to study?
2. Why do some people become demotivated?



How can you motivate children to study?

Well, I suppose you have to **understand their interests, what makes them tick**, and then leverage that to get them engaged. For example, kids usually like games, so if you wanted to teach them a language like English, then you could get them to practice through playing a game like Minecraft.

Without their **buy-in**, it's hard to get children learning, you certainly can't force them to learn. You can force them to study, but not to learn.

Spoken English

**Same thing twice, different way**

*understand their interests, what  
makes the tick*

**Idiomatic expression**

*their buy-in*

*= their agreement and acceptance*



How can you motivate children to study?

Well, **I suppose** you have to understand their interests, what makes them tick, and then leverage that to get them engaged. **For example**, kids usually like games, so if you wanted to teach them a language like English, then you could get them to practice through playing a game like Minecraft.

**Without** their buy-in, it's hard to get children learning, you certainly can't force them to learn. **I mean**, you can force them to study, but not to learn.

Give an opinion

*I suppose...*

Give an example

*For example...*

*I mean...*

Give reason / consequences

*Without....*

Why do some people become demotivated?

I guess this happens to everyone at some time or another, especially with long-term activities. We all need positive feedback on the things we do, and when we don't get that, it can be tempting **to give up and throw in the towel.**

You either want someone telling you that you are doing the right thing, or some kind of encouraging result like a hitting a sales target or losing 5 kilos on your diet. Anything **to keep you going, to help you stick at it.**

Spoken English

**Same thing twice, different way**

*to give up and throw in the towel*

*to keep you going, to help you stick at it*

Why do some people become demotivated?

I **guess** this happens to everyone at some time or another, especially with long-term activities. We all need positive feedback on the things we do, and **when we don't get that**, it can be tempting to give up and throw in the towel.

You either want someone telling you that you are doing the right thing, or some kind of encouraging result **like** a hitting a sales target or losing 5 kilos on your diet. Anything to keep you going, to help you stick at it.

Give an opinion

*I guess...*

Give an example

*Like...*

Give reason / consequences

*And when we don't get that....*

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