

What is IELTS Speaking Part 3 Discussion Format?

Worksheet

IELTS Speaking Part 3 discussion is a 4–6 minute two-way conversation between you and the examiner. The examiner asks deeper, more abstract questions about the Part 2 topic, testing your ability to think, explain and interact naturally.

Questions

1. What is the key difference between Part 2 and Part 3?

- A) Part 2 is a conversation; Part 3 is a monologue
- B) Part 2 is a 2-minute solo speech; Part 3 is a 4–6 minute discussion
- C) Part 3 uses a cue card
- D) Part 2 tests grammar; Part 3 does not

2. What criterion is unique to Part 3?

- A) Fluency & coherence
- B) Lexical resource
- C) Interactive communication
- D) Pronunciation

3. What type of questions are typical in Part 3?

- A) Simple factual questions about your life
- B) Abstract, follow-up questions requiring deeper thought and explanation
- C) Grammar or vocabulary drills
- D) Identical questions to Part 2

4. What should you do if you don't understand a Part 3 question?

- A) Stay silent
- B) Ask the examiner to clarify or rephrase
- C) Give a generic answer without understanding
- D) Answer a different question

5. Part 2 was about a memorable trip. Examiner asks: 'Why do you think people enjoy travelling?'

6. Part 2 was about learning a skill. Examiner asks: 'What role should education play in developing skills?'

7. Part 2 was about a special meal. Examiner asks: 'How important is food in culture?'

8. Define: How long is IELTS Speaking Part 3?

9. Define: What type of questions are asked in Part 3?

10. Define: Is Part 3 a conversation or a solo speech?

Answer Key

1. B) Part 2 is a 2-minute solo speech; Part 3 is a 4–6 minute discussion — Part 2 is individual; Part 3 is interactive two-way discussion with the examiner.
2. C) Interactive communication — Interactive communication—the ability to engage naturally in conversation—is assessed only in Part 3.
3. B) Abstract, follow-up questions requiring deeper thought and explanation — Part 3 questions are more abstract and exploratory, inviting you to discuss ideas, implications and general themes.
4. B) Ask the examiner to clarify or rephrase — Asking for clarification is natural and shows interactive communication. It's better than guessing and answering incorrectly.
5. Pause 1–2 sec to think. Answer with a thesis: 'I believe people travel for several reasons.' Elaborate: Give 2–3 reasons with explanations (e.g., 'Firstly, travel opens your mind to new cultures. Secondly, it's an escape from routine.') ≈60 sec. Link back: 'From my trip to Greece, I experienced both these benefits.' End: 'That's why travel is so valuable.'
6. Think briefly: organize your thoughts on formal vs informal learning. State your view: 'I think education should combine structured teaching with real-world practice.' Justify with examples: Discuss school, online courses, apprenticeships. Counter potential objections: 'Some might say formal education alone is enough, but...' Conclusion: 'Both are necessary for comprehensive skill development.'
7. Pause and think: gather thoughts on cultural significance of food. Offer a nuanced response: 'Food is deeply important to culture for several reasons.' Explain: (1) Identity and tradition, (2) Social cohesion, (3) Heritage transmission. Give examples: 'My family's birthday dinners reflect our traditions and bring us together.' Reflect: 'Through food, we preserve and share our heritage.'
8. 4–6 minutes of two-way discussion with the examiner.
9. More abstract, follow-up questions related to the Part 2 topic, requiring deeper thinking and explanation.
10. A conversation—the examiner asks questions and you respond; it's interactive, not a monologue.

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