Band Booster IELTS
ONE-TO-ONE IELTS TUTORING WITH MIKE

EXAMPLE

PRACTICE SUMMARY · CLASS

IELTS Speaking Practice Summary

A plain-words summary of one speaking sample: example estimate bands, what to work on and what comes next.

SAMPLE

SAMPLE REPORT
Fictional example
not a real student
Every band is an example estimate.

LEARNER
Sample student

PERIOD
EXAMPLE: one speaking sample · 1 sample on file

SAMPLES
S1 Speaking sample

OVERALL
Not given: an overall needs all parts of the test in one sample. Never averaged across samples.

YOUR BANDS

Practice bands

Your practice bands

Criterion	S1 Example lesson
FC · Fluency and Coherence	**6.0** example estimate
LR · Lexical Resource	**5.5** example estimate
GRA · Grammatical Range and Accuracy	**5.0** example estimate
PR · Pronunciation	not rated
Overall	not given

These are practice bands for practice answers. They are not an official IELTS result. A different marker, or the same marker on a different day, can give a different band. Nothing here is averaged across samples.

The four criteria at a glance

Fluency and coherence

6.0 example estimate

STRENGTH

Keeps going in long answers and signposts them (the main reason is that, let me give you an example).

NEXT FOCUS

Open short Part 1 answers with the answer itself, then add one reason.

Lexical resource

5.5 example estimate

STRENGTH

Reaches for topic words on purpose, such as a home-cooked meal.

NEXT FOCUS

Choose the exact word, not the nearest one.

Grammatical range and accuracy

5.0 example estimate

STRENGTH

Notices a slip and repairs it: she don't, she doesn't like spicy food.

NEXT FOCUS

Add the -s after he, she and it, and keep one tense through a short story.

Pronunciation

Mike's note

STRENGTH

An even pace, with enough movement in the voice to keep answers lively.

NEXT FOCUS

Sound the last consonant of words like worked and stopped, and place the strong beat correctly in longer words such as development.

How to read this sample

- Every band here is an example estimate for a fictional student, written to show the format.
- Pronunciation has no band: Mike's notes on it are on the Pronunciation pages.
- No overall is given: Part 3 of this speaking sample was shortened, and an overall needs every part in one sample.
- One speaking sample on its own: nothing here compares one lesson with another.

SAMPLE

STRENGTHS AND NEXT STEPS

Strengths and growth edges

IN PLAIN WORDS

EXAMPLE ONLY, fictional data. In this speaking sample the answers keep going and are signposted, and the student uses topic words on purpose. The next steps are the -s on verbs after he, she and it, and one tense all the way through a short story. The drills below are short and can be done between lessons.

What is going well

FC S1

Long turns that keep going, with signposts

"[example] The main reason is that" (S1) · *"[example] Let me give you an example"* (S1)

EXAMPLE: Signposting a long turn gives the listener a map, and the higher bands rest on it.

LR S1

Reaches for topic words on purpose

"[example] a home-cooked meal" (S1) · *"[example] fresh ingredients"* (S1)

EXAMPLE: The work now is choosing the exact word, not finding more words.

LR GRA S1

Notices and repairs own slips

"[example] she don't, she doesn't like spicy food" (S1)

EXAMPLE: Catching a slip mid-sentence is a habit worth keeping as the answers get longer.

Where to grow next

GRA S1

The -s on verbs after he, she and it

"[example] My brother cook dinner on Sundays" (S1) · *"[example] She live near the market"* (S1)

EXAMPLE: These slips sit in plain, short sentences, which makes them easy to drill.

GRA S1

One tense through a short story

"[example] Last weekend we visit my aunt and we are eating together" (S1)

EXAMPLE: It appears whenever an answer gets longer.

LR S1

The exact word, not the nearest one

"[example] I made a big meal for my friends" (S1)

EXAMPLE: A closer word (prepared, hosted) lifts the whole sentence.

SAMPLE

PRONUNCIATION

Pronunciation: evidence and next steps

IN PLAIN WORDS

Mike's note (example): the pace stays even and the voice has enough movement to keep each answer lively. Two things to work on: sounding the last consonant of a word, and the strong beat in longer words.

Your pronunciation at a glance

Aspect	Level	What I found
Sounds	Mostly clear	Mike's note: the last sound of words such as worked and stopped is sometimes missing before a consonant.
Word stress	Mostly clear	Mike's note: longer words such as development sometimes carry the strong beat in the wrong place.
Rhythm and pace	Clear	Mike's note: an even pace in every answer, with no long stops.
Intonation	Mostly clear	Mike's note: the voice has movement in Parts 1 and 2 and sounds flatter in Part 3.
Clarity	Mostly clear	Mike's note: easy to follow; a few word endings are soft.

Pace: words a minute in each answer

example estimate



Spoken pace, measured from the word timings. A steady pace is easier to follow.

Pitch range in each answer (semitones)

example estimate



How far the voice moves up and down. A wider range sounds livelier; a narrow one sounds flat. It says how varied, not how right.

example estimate Pauses of 1 second or more: EXAMPLE: Part 1, family, 0; EXAMPLE: Part 2, a meal, 1; EXAMPLE: Part 3, food, 2; EXAMPLE: Part 3, shopping, 1.

This section is an estimate from the speaking sample, made by software and checked against my listening. It is not an official result and not a score, and no band is given for pronunciation.

SAMPLE

SAMPLE Sample report: fictional example, not a real student

PRONUNCIATION

Pronunciation: words and sounds to work on

Words and sounds to work on

Taken from your own answers. They are the places where the software was unsure, so they are the places I listen for first; I may confirm or drop any of them.

Word endings

EXAMPLE: final consonants in words

worked · stopped · helped

How it sounds: worked ends in k-t, stopped and helped in p-t. Sound the final t, even when a consonant comes next.
Practice: Say each word slowly three times, sounding every final consonant, then put each word in a sentence.

Word stress

EXAMPLE: stress in develop and development

develop · development

How it sounds: de-VEL-op has the strong beat on the second part, and de-VEL-op-ment keeps it there.
Practice: Tap the table at the strongest beat of each word as you say it, then use both words in a single sentence.

MY NOTES FROM LISTENING

Mike's note (example): sound the last consonant before the next word begins. Practise worked, stopped and helped slowly, then use each one in a sentence at your usual speed.

SAMPLE

SAMPLE Sample report: fictional example, not a real student

WHAT WE ARE WORKING ON

Priorities

1 Add the -s to verbs after he, she and it GRA

HEARD

"[example] My brother cook dinner on Sundays" (S1)

WHY IT MATTERS

EXAMPLE: plain sentences about family and friends come up in every Part 1, so this slip is heard often.

DRILL, RE-ANSWER, HOMEWORK

EXAMPLE: ten cards, each with he, she or it and a verb. Say each card as a full sentence about someone you know, then answer two Part 1 questions about family with three of the cards.

Success check: EXAMPLE: every he, she or it verb carries its -s across the Part 1 answers in the next full speaking sample.

2 Keep one tense through a short story GRA

HEARD

"[example] Last weekend we visit my aunt and we are eating together" (S1)

WHY IT MATTERS

EXAMPLE: it limits the grammar mark in longer answers, where the story is longest.

DRILL, RE-ANSWER, HOMEWORK

EXAMPLE: tell a three-sentence story about last weekend in the past tense, then change one detail and tell it again. Speak for ninety seconds and count each slip you hear yourself make.

Success check: EXAMPLE: every verb in a story about the past is in the past tense in the next full speaking sample.

3 Choose the exact word LR

HEARD

"[example] I made a big meal for my friends" (S1)

WHY IT MATTERS

EXAMPLE: one closer word per sentence is a small change with a clear effect.

DRILL, RE-ANSWER, HOMEWORK

EXAMPLE: five topic cards: for each, write the nearest word and a closer one (made, prepared), then put both into a spoken sentence.

Success check: EXAMPLE: three topic words chosen on purpose in the Part 2 answer, next full speaking sample.

Practice rhythm

EXAMPLE: a rhythm for practising the drills above between lessons.

DAILY, 10 MINUTES
EXAMPLE: speak one drill aloud for a round and count the slips.

TWICE A WEEK
EXAMPLE: practise Parts 1, 2 and 3 with question cards not used before.

ONCE A WEEK, IN THE LESSON
EXAMPLE: look at the counts together and let the student say what they show.

SAMPLE

NEXT STEPS

Session plan options

One lesson a week

1 lesson a week

#	Suggested week	Focus	Homework
1	Week 1	EXAMPLE: telling a story in the past tense	EXAMPLE: tell the story twice and count slips
2	Week 2	EXAMPLE: -s after he, she and it	EXAMPLE: ten verb cards
3	Week 3	EXAMPLE: exact words for a topic	EXAMPLE: five topic cards
4	Week 4	EXAMPLE: Part 3 with a theme not met before	EXAMPLE: speak for two minutes and count slips

Two lessons a week

2 lessons a week

#	Suggested week	Focus	Homework
1	Week 1	EXAMPLE: telling a story in the past tense	EXAMPLE: tell the story twice and count slips
2	Week 1	EXAMPLE: -s after he, she and it	EXAMPLE: ten verb cards
3	Week 2	EXAMPLE: exact words for a topic	EXAMPLE: five topic cards
4	Week 2	EXAMPLE: Part 3 with a theme not met before	EXAMPLE: speak for two minutes and count slips

The weeks are suggestions to choose between. Nothing is booked until it is booked on the booking page.

ABOUT THIS SAMPLE

EXAMPLE: this is a sample. The student is fictional and the bands are example estimates, written to show the format of a written report. It is not a real student and not a real result.

Estimates in reports are for practice and are not official IELTS results. See the Terms: bandboosterielts.com/terms.html.

SAMPLE