

NEW ZEALAND COLLEGE OF HIGHER EDUCATION  
INSPIRING CREATIVE MINDS

 **Thinkin Cafe**  
CAFE FOR ACADEMICS

 idp

**IELTS**

Kru. **Jaem**

FROM NEW ZEALAND  
IELTS



**AUCKLAND  
IELTS SPEAKING**



04-September-2023



## TODAY'S AGENDA

### Part One: Introduction to IELTS Speaking

- IELTS Academic and General
- IELTS Speaking
- Rubrics
- Brainstorming
- Techniques

### Part Two: Practical

- IELTS Speaking Part One
- Part One Grammar
- Personal and Random Questions

## STUDENT SHEETS







## PART ONE: INTRODUCTION

- IELTS Academic and General
- Speaking Format
- Rubrics
- Brainstorming
- Techniques



## IELTS AND IELTS SPEAKING

1. **Speaking:** The speaking test assesses your ability to communicate effectively in spoken English. It consists of a one-on-one interview with an examiner and is divided into three parts, including an introduction, a monologue, and a discussion.
2. **Writing:** The writing component requires you to express your thoughts and ideas in written English. It includes two tasks: one where you summarize and interpret information, and another where you express your opinion on a given topic.
3. **Listening:** This section evaluates your ability to understand spoken English in various contexts. It includes a range of audio recordings, and test-takers answer questions based on what they hear.
4. **Reading:** In this section, you read a series of texts and answer questions to assess your comprehension skills. The texts are typically taken from academic or everyday sources.

**Speaking Test Format:** The Speaking test is divided into three parts and takes approximately 11-14 minutes to complete.



## FORMAT: PART 1

**Part 1: Introduction and Interview (4-5 minutes):** In this part, the examiner introduces themselves and asks you to introduce yourself. You will then answer some questions about familiar topics such as your hometown, hobbies, work or studies, and personal preferences. This part aims to assess your ability to provide basic personal information and engage in a conversation.

### SPEAKING

#### PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

#### EXAMPLE

##### Sleep

- How many hours do you usually sleep at night?
- Do you sometimes sleep during the day? [Why/Why not?]
- What do you do if you can't get to sleep at night? [Why?]
- Do you ever remember the dreams you've had while you were asleep?



## FORMAT: PART 2

**Part 2: Long Turn (3-4 minutes):** In this part, you will be given a cue card with a topic and a set of prompts. You will have 1 minute to prepare and take notes, and then you will need to speak for 1-2 minutes on the topic provided. This part assesses your ability to speak at length on a given topic.

### PART 2

Describe a time when you met someone who you became good friends with.

You should say:

- who you met
- when and where you met this person
- what you thought about this person when you first met

and explain why you think you became good friends with this person.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.



## FORMAT: PART 3

**Part 3: Discussion (4-5 minutes):** In this final part, the examiner will ask you questions related to the topic from Part 2. You will engage in a more extended discussion and demonstrate your ability to express opinions, provide reasons, and discuss abstract ideas.

### PART 3

#### *Discussion topics:*

##### **Friends at school**

#### *Example questions:*

How important is it for children to have lots of friends at school?

Do you think it is wrong for parents to influence which friends their children have?

Why do you think children often choose different friends as they get older?

##### **Making new friends**

#### *Example questions:*

If a person is moving to a new town, what is a good way for them to make friends?

Can you think of any disadvantages of making new friends online?

Would you say it is harder for people to make new friends as they get older?



## PREPARATION

Practice  
Speaking Regularly

Study Sample  
Questions

Relaxation  
Techniques

Familiarize Yourself  
with Common  
Topics

Learn Useful  
Phrases



# RUBRICS

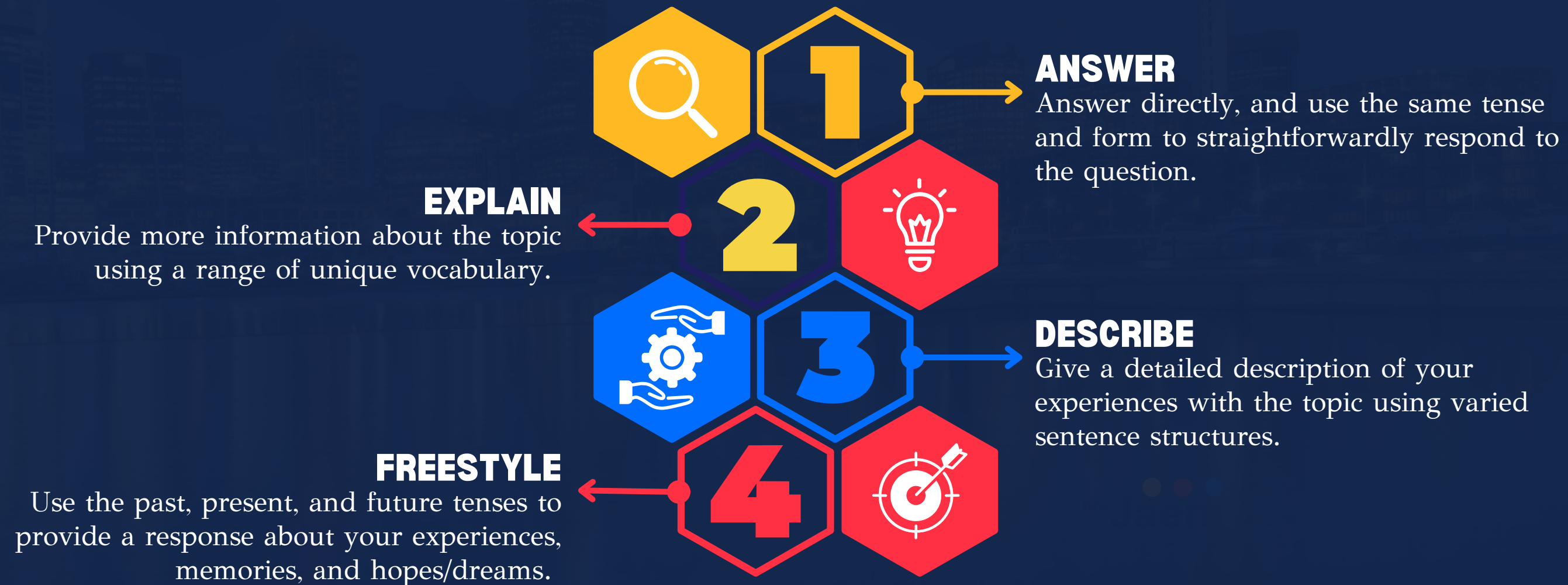
**Scoring:** You are scored on a band scale of 1 to 9, with 1 being a non-user and 9 being an expert user. The examiner assesses your speaking based on four criteria: fluency and coherence, lexical resource (vocabulary), grammatical range and accuracy, and pronunciation.

<b>IELTS™ SPEAKING: Band Descriptors (public version)</b>				
Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> <li>speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar</li> <li>speaks coherently with fully appropriate cohesive features</li> <li>develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary with full flexibility and precision in all topics</li> <li>uses idiomatic language naturally and accurately</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of structures naturally and appropriately</li> <li>produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of pronunciation features with precision and subtlety</li> <li>sustains flexible use of features throughout</li> <li>is effortless to understand</li> </ul>
8	<ul style="list-style-type: none"> <li>speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies</li> <li>uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures flexibly</li> <li>produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of pronunciation features</li> <li>sustains flexible use of features, with only occasional lapses</li> <li>is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>
7	<ul style="list-style-type: none"> <li>speaks at length without noticeable effort or loss of coherence</li> <li>may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>uses a range of connectives and discourse markers with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary resource flexibly to discuss a variety of topics</li> <li>uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>uses paraphrase effectively</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex structures with some flexibility</li> <li>frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	<ul style="list-style-type: none"> <li>shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8</li> </ul>
6	<ul style="list-style-type: none"> <li>is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex structures, but with limited flexibility</li> <li>may make frequent mistakes with complex structures though these rarely cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of pronunciation features with mixed control</li> <li>shows some effective use of features but this is not sustained</li> <li>can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>



## TECHNIQUE

### Kru. Jaem's 4-Step Technique







## PART TWO: PRACTICAL

- Grammar
- Collocations
- Personal and Random Questions





## GRAMMAR

- **Subject-Verb Agreement:** Ensure that your subject and verb agree in number (singular or plural). For example, "My family is supportive" (singular) and "My friends are helpful" (plural).
- **Tenses:**
  - Use present simple for facts and routines, e.g., "I live in a small town."
  - Use present continuous for current activities, e.g., "I am studying English."

- **Articles (a, an, the):** Use articles appropriately. For example, "I have a dog" or "I love the music."
- **Pronouns:** Use pronouns like "I," "you," "he," "she," "it," "we," and "they" correctly. Avoid pronoun errors, such as "He like it" instead of "He likes it."



## GRAMMAR

- **Prepositions:** Pay attention to prepositions, such as "in," "on," "at," "by," and "with," to ensure correct usage in phrases like "I'm interested in music" or "I'm good at math."
- **Sentence Structure:**
  - Use a variety of sentence structures to demonstrate your language skills. Mix simple and complex sentences for a more natural flow in your speech.
  - Avoid sentence fragments and run-on sentences.
- **Question Forms:** Be familiar with question forms and respond appropriately to different types of questions, whether they are yes/no questions or open-ended questions.



## GRAMMAR

- **Conditional Sentences:** If appropriate, use conditional sentences to express hypothetical situations. For instance, "If I had more time, I would travel more."
- **Reported Speech:** Use reported speech when discussing what someone else said or when paraphrasing. For example, "She said she was going to the store."
- **Negation:** Use negations like "not" or "never" when expressing negative ideas. For instance, "I don't like spicy food" or "I've never been to Paris."

## COLLOCATIONS

- The teacher shall provide a file of relevant IELTS Speaking Part One Collocation via the group LINE.





## EXAMPLE RESPONSES

### Question 1:

“On an average night, I typically get around 7 to 8 hours of sleep. I find that this amount of sleep allows me to feel well-rested and alert during the day. However, there are times when I might get a bit less sleep, especially if I have a busy schedule or some important tasks to complete. But I try to prioritize getting enough rest because I believe that a good night's sleep is crucial for both physical and mental well-being. It helps me recharge and stay productive throughout the day.”

### SPEAKING

#### PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

#### EXAMPLE

##### Sleep

- How many hours do you usually sleep at night?
- Do you sometimes sleep during the day? [Why/Why not?]
- What do you do if you can't get to sleep at night? [Why?]
- Do you ever remember the dreams you've had while you were asleep?

#### PART 2

Describe a time when you met someone who you became good friends with.

##### You should say:

- who you met
- when and where you met this person
- what you thought about this person when you first met

and explain why you think you became good friends with this person.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

#### PART 3

##### Discussion topics:

##### Friends at school

##### Example questions:

- How important is it for children to have lots of friends at school?
- Do you think it is wrong for parents to influence which friends their children have?
- Why do you think children often choose different friends as they get older?

##### Making new friends

##### Example questions:

- If a person is moving to a new town, what is a good way for them to make friends?
- Can you think of any disadvantages of making new friends online?
- Would you say it is harder for people to make new friends as they get older?



## EXAMPLE RESPONSES

### Question 2:

“I don’t usually sleep during the day because my daily schedule is usually quite busy, whether it’s due to work, study, or other commitments. This keeps me active during the day, and I reserve the nighttime for my regular sleep.

Also, I find it challenging to fall asleep during the day because I’m naturally more alert and active during daylight hours. Even if I were to try to take a short nap during the day, it’s often difficult for me to relax enough to actually fall asleep.

That being said, there are occasions when I might take a short power nap if I’m feeling exceptionally tired or if I’ve had a particularly exhausting day. However, this is relatively rare and usually limited to 20-30 minutes to avoid disrupting my nighttime sleep schedule.”

### SPEAKING

#### PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

#### EXAMPLE

##### Sleep

- How many hours do you usually sleep at night?
- Do you sometimes sleep during the day? [Why/Why not?]
- What do you do if you can’t get to sleep at night? [Why?]
- Do you ever remember the dreams you’ve had while you were asleep?

#### PART 2

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## EXAMPLE RESPONSES

### Question 3:

"Well, there are a few strategies I usually try if I find it difficult to fall asleep at night. Firstly, I like to avoid any stimulating activities or screens before bedtime. So, I might put away my phone or laptop and opt for some light reading or listening to soothing music instead. Creating a calm and comfortable sleep environment is also important to me. I ensure that my bedroom is dark, quiet, and at a comfortable temperature. If those steps don't work, I sometimes find it helpful to practice relaxation techniques like deep breathing or meditation because this can help ease my mind and make it easier to drift off to sleep. Also, I avoid consuming caffeine or heavy meals close to bedtime, as these can interfere with my ability to fall asleep.

Ultimately, if I still can't sleep after trying these methods, I might get up for a while and do something relaxing until I feel drowsy like reading a novel. The key for me is not to stress about it, as that can make it even harder to sleep. Instead, I try to remain calm and patient, knowing that sleep will come eventually."

### SPEAKING

#### PART 1

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#### EXAMPLE

##### Sleep

- How many hours do you usually sleep at night?
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##### Example questions:

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##### Making new friends

##### Example questions:

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## EXAMPLE RESPONSES

### Question 4:

"Yes, I do remember my dreams from time to time. It's not every night, but there are definitely occasions when I wake up with vivid memories of what I dreamt about during the night. I find it quite fascinating because some of these dreams can be very surreal and imaginative. For instance, just last week, I had a dream where I was flying over a beautiful landscape, and it felt so real.

On other occasions, I've dreamt about meeting old friends or exploring new places. I think dreams can offer a glimpse into our subconscious thoughts and feelings, so it's always interesting to recall and meditate on them if I do remember."

### SPEAKING

#### PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

#### EXAMPLE

##### Sleep

- How many hours do you usually sleep at night?
- Do you sometimes sleep during the day? [Why/Why not?]
- What do you do if you can't get to sleep at night? [Why?]
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#### PART 3

##### Discussion topics:

##### Friends at school

##### Example questions:

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