

**DESIGNING & TEACHING  
IELTS SPEAKING  
PREPARATION  
COURSES**

**Ebrahim Tahasoni**

**Cert. TESOL, Academic IELTS 9.0  
[www.tahasoni.com](http://www.tahasoni.com)**

# TEST FORMAT

## ○ Test Format

- 11 to 14 minutes
- One-to-one interview
- Recorded
- Three Parts
  - Part I – 4 to 5 minutes (Introduction & Familiar Questions)
  - Part II – 2 to 3 minutes (Individual Long-Turn)
  - Part III – 5 to 6 minutes (Discussion)

# PART 1

## ○ Introduction & Interview

- 4 – 5 minutes
- Basic Introduction about yourself and some familiar topics
  - Your home
  - Your neighborhood
  - Your hometown
  - Your family
  - Your job
  - Your studies
  - Your interests
  - Your activities and hobbies
  - Your preferences

# PART 2

## ◎ Individual Long-Turn

- 2 – 3 minutes
- Talk for 1 to 2 minutes on a subject selected by the examiner
  - Prompts given to facilitate the content
  - 1 minute to prepare the talk
  - Notes allowed while preparing
  - No interruptions while delivering the talk

# PART 3

## Discussion

- 5 – 6 minutes
- Questions related to the topic in Part 2
- 1 or 2 general questions
- Follow up questions asked based on your responses
- Extensive discussion on issues related to the topic
- Ability to express abstract ideas and support opinions appropriately
- Similar to the essay in writing task 2

# SPEECH FUNCTIONS

## ○ Example of speech functions

- Providing personal information
- Providing non-personal information
- Expressing opinions
- Explaining
- Suggesting
- Justifying opinions
- Speculating

# SPEECH FUNCTIONS

## ◉ Example of speech functions

- Expressing a preference
- Comparing
- Summarising
- Conversation repair
- Contrasting
- Narrating and paraphrasing
- Analysing

## SPEAKING: BAND SCORE COMPONENTS

2.1. Four criteria: equally weighted

2.1.1. Fluency & Coherence

2.1.2. Lexical Resource

2.1.3. Grammatical Range & Accuracy

2.1.4. Pronunciation



## 2.1.1. FLUENCY & COHERENCE

- ◉ Repetition of ideas
- ◉ Speed & Length  
(e.g, slow speech? long turns?)
- ◉ Hesitation/Speaking with noticeable effort  
(e.g., “how to say..uh...?”)
- ◉ Overuse of certain connectives  
(e.g, “eh”, “and then”, “and also”)

## 2.1.2. LEXICAL RESOURCE

- Paraphrasing

i.e., express the same ideas by using different words/expressions

- Range & appropriacy

- Idiomaticity

## 2.1.3. GRAMMATICAL RANGE & ACCURACY

- ◉ Variety & complexity
- ◉ Error types: systematic or “slip of the tongue”?
- ◉ Errors → comprehension problems?
- ◉ Number of error-free sentences

## 2.1.4. PRONUNCIATION

- ◉ Intelligibility
- ◉ Mispronunciations → strain to the listeners?
- ◉ Degree of L1 (first language) influence
- ◉ Range of phonological features (e.g., stress for emphasis)

# SPEAKING CONTEXTS

## □ IELTS

- ♦ Part 1: everyday interaction
- ♦ Part 2: extended talk  
topic development
- ♦ Part 3: express ideas/opinions  
on broad topics

## □ Academic Settings

- ♦ interactive/informational  
classes/labs  
study groups  
office hours
- ♦ semi-formal  
academic seminars
- ♦ formal  
presentations

# IMPLICATIONS FOR INSTRUCTION

## ◎ **Fluency**

- Extended talk
- Topic development

## ◎ **Coherence**

- Talking straight
- Linking

# IMPLICATIONS FOR INSTRUCTION

## ◉ Lexical Resource

- Common useful words
- Flexibility
- Paraphrasing
- Idiomatic language

## ◉ Grammatical range

- Develop accuracy (*but don't impede fluency*)

# IMPLICATIONS FOR INSTRUCTION

## ◎ Pronunciation

- No messing with accents!
- Focus on word stress
- Promote correct intonation
- Promote especial sentence stress patterns
  - Emphatic stress
  - Contrastive stress



# IMPLICATIONS FOR INSTRUCTION

## ◎ Pronunciation (cont.)

- No messing with accents!
- Focus on word stress
- Promote correct intonation
- Promote especial sentence stress patterns
  - Emphatic stress
  - Contrastive stress

# TEACHING PRONUNCIATION

## THE IPA - BRITISH ENGLISH

ɪ READ	ɪ SIT	ʊ BOOK	uː TOO	ɪə HERE	eɪ DAY		
e MEN	ə AMERICA	ɜː WORD	ɔː SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑː PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

# TEACHING PRONUNCIATION

## THE IPA - AMERICAN VOWELS

	<b>b__d</b>	<b>IPA</b>		<b>b__d</b>	<b>IPA</b>
1	bead	i:	9	bode	oʊ
2	bid	ɪ	10	bood	u:
3	bayed	eɪ	11	bud	ʌ
4	bed	ɛ	12	bird	ɜːr
5	bad	æ	13	bide	aɪ
6	bod(y)	ɑː	14	bowed	aʊ
7	bawd	ɔː	15	Boyd	ɔɪ
8	budd(hist)	ʊ			

# TEACHING PRONUNCIATION


## ◎ Common problems with pronunciation:


- Challenging phonemes
  - /ɪ:/ as in /sɪ:t/ versus /ɪ/ as in /sɪt/
  - /u:/ as in /bu:t/ versus /ʊ:/ as in /bʊ:k/
  - /ʌ/ as in /kʌt/ versus /ɑ:/ as in /pɑ:t/
  - Schwa /ə/
  - Voiced dental fricative /ð/ (this)
  - Voiceless dental fricative /θ/ (thing)
- Word Stress
- Intonation


# TEACHING PRONUNCIATION


## FOCUS ON DIFFICULT PHONEMES


Get around in **ENGLISH** Lesson Seventy-two  
How to Pronounce the **th** sound


- 

1. PLACE TIP OF TONGUE BEHIND TOP TEETH
- 

2. BREATHE OUT
- 

3. RETRACT TONGUE
- 

4. VIBRATE AIR BEHIND TONGUE AND SAY:
- 

5. *"The Smiths wear thin clothes throughout the winter months"*
- 

6. CONSULT DENTIST

# TEACHING PRONUNCIATION

## STRESS PATTERNS: A SAMPLE LESSON

### Spotlight on Listening

People stress important words.

**NOTE:** Usually, (but not always) the words that are *not* stressed are the grammar words, (prepositions, auxiliaries, pronouns, articles, conjunctions and so on). See units 2 and 4.

NOTICE

What do you do?

What do you do?

Listen to the following. Circle the stress pattern you hear.

Track  
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1 a What do you teach?

b What do you teach?

2 a How many students do you have?

b How many students do you have?

3 a What are you doing tomorrow?

b What are you doing tomorrow?

4 a I learn a little.

b I learn a little.

Work with a partner. Practice saying these sentences.

# INSTRUCTIONS FOR EXAM TASKS

## PART ONE

- ⦿ Get students to think about their daily lives
- ⦿ Introduce possible topics
- ⦿ Calibrate answers
  - 2-4 sentences
  - Follow up with information
    - Reason
    - Example
    - Detail
    - Speculation
  - Compare answers across the class
  - Encourage remembering vs. improvising



# INSTRUCTIONS FOR EXAM TASKS

## PART TWO

- Introduce the task
  - Walkthrough: prompts
  - Cards cannot be changed
  - Asking for clarification is allowed
  - Follow-up questions
- What your students need
  - Self-esteem
  - Independence
  - Fluency practice and encouragement



# INSTRUCTIONS FOR EXAM TASKS

## PART TWO (CONT.)

- Promote correct thinking
  - Thinking in steps vs. thinking about the whole subject at the same time
  - Thinking about the details
  - Keeping your cool
  - Brainstorm
    - Classify topics
      - People
      - Objects and belongings
      - Events and experiences
      - Concepts and opinions
      - Etc.

# INSTRUCTIONS FOR EXAM TASKS

## PART TWO (CONT.)

### ⦿ Taking notes

- Organised manner
- Step-by-step approach
- Timing
- Extended practice: Assign as homework

### ⦿ Class practice

- Variety
- Teacher-Student
- Student-Student
- Students as examiners
- Feedback

### ⦿ Encourage recording/self-assessment

# INSTRUCTIONS FOR EXAM TASKS

## PART THREE

- Promote correct thinking
  - Develop ideas
    - Present
    - Extend
    - Support
  - Discourage listing
- Promote coherence
  - Talking in stages
  - Starters and fillers
  - Linkers and discourse markers
- Remember: requesting clarification is allowed

# TEACHING DISCOURSE MARKERS

## ○ Starters

- Oh,
- Uhmm,
- Well,
- You know,
- See,
- Let me see;
- Etc.

# TEACHING DISCOURSE MARKERS

## ◎ Starters with specific meanings

- Actually,
- To tell you the truth,
- In fact,
- Of course,
- Basically,
- Generally [speaking],
- Etc.

## ◎ Clarification

- I mean,
- In other words,
- Etc.

# TEACHING DISCOURSE MARKERS

## ⊙ Addition

- Also
- as well as
- Additionally
- and
- Etc.

## ⊙ Contrast

- but
- On the one hand/ On the other hand
- In spite of/Despite
- although
- Etc.

# TEACHING DISCOURSE MARKERS

## ⊙ Cause

- because
- as
- Since
- Etc.

## ⊙ Consequence

- so
- As a result
- Therefore
- This/which means
- Etc.

# TEACHING DISCOURSE MARKERS

## ◎ Common problems with linkers:

- Formal linkers
- Overuse
- Underuse
- Abuse



# AVAILABLE TEACHING RESOURCES

## ◎ CUP

- New Insight into IELTS
- Top Tips for IELTS
- Action Plan for IELTS

## ◎ OUP

- Objective IELTS

## ◎ Mcmillan

- IELTS Foundation
- IELTS Graduation
- Ready for IELTS
- Improve Your IELTS skills - Listening and Speaking

# AVAILABLE TEACHING RESOURCES

## ⦿ Longman

- Focus on IELTS
- Focus on Academic Skills for IELTS

## ⦿ Other

- Carol Catt
- Dr. Irvani
  - Good topic cards
- Anahid Ramezanee
  - Good part one questions
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