

Oral Communication 2 – Lesson 22

Worksheet 1 – Do I sound okay? – Speaking Exam

Some IELTS students have just practiced Speaking Part 2. Their classmates listened and gave some feedback.

Read what the students say. Can you suggest answers to their questions?

Aman

I saw my classmate yawning while I was talking. When she gave me feedback she said I sounded really boring. My story was great, so why was she bored?

I felt very nervous. I don't think I made many mistakes, but I had problems remembering words. My classmate told me that I didn't say very much. Why did I say so little?

Anna

Fabio

I had loads to say and I was worried I wouldn't be able to say it all. Actually, in the end I ran out of things to say and my classmate looked a bit confused. Why did he look confused?

Listen to your teacher and check if you were right.

- Aman's problem _____
- Anna's problem _____
- Fabio's problem _____

What advice would you give to the students?

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Worksheet 2 – Do I sound okay? – Speaking Exam

1. Aman's problem = **flat intonation**
2. Anna's problem = _____
3. Fabio's problem = _____

Look at the advice below and match it to a student's problem.

A Don't forget to vary your voice. Practice using your voice to express how you feel about what you are saying. Example: 1 – flat intonation

B Force yourself to pause between 'chunks' of language e.g. 'I can't drive...(pause)...so sometimes ...(pause)...I take a taxi ...(pause)...or get a lift from a colleague...(pause)...'

C If you can't think of a word, paraphrase (= say it in another way), e.g. 'I noticed some beautiful...???...tropical birds' (= parrots).

D Record and listen to yourself practicing a Speaking part 2 task. Could people get an idea of how you're feeling without listening to the words?

E Take a deep breath before you start speaking and try to relax.

F Give yourself time to think by using 'fillers', e.g. 'Let me see...', 'What I mean is...', 'What's the word?...'

G Don't forget to put stress on 'content' words when you're speaking. This makes it easier to follow your message.

H Try to pause at natural places. For example, instead of 'I can walk pretty...quickly when I'm in a...rush', group 'chunks' of language together: 'I can walk...pretty quickly...when I'm in a rush.'

I Listen to recordings of native English speakers and try to copy their intonation.