The Official Cambridge Guide to IELTS

Speaking

학습목표

- **In this unit you will practise :**
  - dealing with problems
  - pronunciation and intonation
  - running words together (chunking)
  - assessing your level

Part 3 – Dealing with problems

1.1 Watch five extracts from different interviews and decide which of the problems (A-D) each candidate is experiencing. There may be more than one possible answer and you may use any letter more than once.

Problems

A the candidate doesn't understand the question
B the candidate hasn't heard the question properly
C the candidate has made a mistake
D the candidate isn't sure how to answer

1. Emanuele :
2. Saida :
3. Melanie :
4. Saida :
5. Melanie :

Part 3 – Dealing with problems

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B the candidate hasn't heard the question properly
C the candidate has made a mistake
D the candidate isn't sure how to answer

1. Emanuele : D
2. Saida : A/D
3. Melanie : C
4. Saida : C
5. Melanie : C

Part 3 – Dealing with problems

1.2 Watch again and notice how the candidate responds to the problem. Choose the correct letter (A-D).

Candidate's response to the problem

A the candidate stays silent
B the candidate attempts an answer but is hesitant
C the candidate asks a question to check
D the candidate corrects himself / herself

Part 3 – Dealing with problems

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B - A - C - C - C

Part 3 – Dealing with problems

1.3 Which of these ways of dealing with problems do you think could give you a lower mark? Why?

Part 3 – Dealing with problems

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A

It shows a lack of language. Keep talking and ask a question in you are not sure what to say.

Part 3 – Dealing with problems

1.4 What did the examiner do in extracts 1 and 2 to help keep the candidate talking?

Part 3 – Dealing with problems

1.4 What did the examiner do in extracts 1 and 2 to help keep the candidate talking?

Extract 1: the examiner gives an example to help Emanuele.

Extract 2: the examiner rephrases the question.

Part 3 – Dealing with problems

1.5 Here are some useful phrases you can use to deal with problems in the test. Match the phrases to the problems (A-D) in 1.1. You can use any of the phrases more than once.

Sorry, I meant to say …
I honestly have no idea.
I've never really thought about that before.
I'm sorry, could you repeat the question?
I'm not really sure what you mean.

Part 3 – Dealing with problems

1.5

A the candidate doesn't understand the question

→I'm sorry, could you repeat the question?

→I'm not really sure what you mean.

B the candidate hasn't heard the question properly

→I'm sorry, could you repeat the question?

→I'm not really sure what you mean.

Part 3 – Dealing with problems

1.5

C the candidate has made a mistake

→Sorry, I meant to say …

D the candidate isn't sure how to answer

→I honestly have no idea.

→I've never really thought about that before.

Part 3 – Dealing with problems

2 Pronunciation, intonation and ‘chunking’

The fourth criterion your examiner will use to assess your English level is Pronunciation.

This includes :

- pronouncing individual sounds clearly.
- using intonation and stress to help communicate your ideas.
- ‘chunking’ (running your words together naturally and clearly – not in a robotic way.)

Part 3 – Dealing with problems

2.1 To help you identify which English sounds you may have a problem with, listen and circle the word that you hear.

1 it / eat
2 look / luck
3 full / fool
4 bad / bed
5 workmen / workman
6 fur / far
7 board / bird
8 spot / sport
9 ankle / uncle
10 stairs / stars
11 heart / hot
12 knee / near
13 chest / chased
14 crawl / cruel
15 con / coin
16 could / code
17 fur / fair
18 back / bike
19 can't / count
20 day / they
21 breathe / breeze
22 depend / defend
23 bland / brand
24 sort / thought
25 close (adj) / close (v)
26 save / shave
27 hair / air
28 bet / vet

Part 3 – Dealing with problems

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12 knee / **near**
13 chest / **chased**
14 crawl / **cruel**
15 con / **coin**
16 **could** / code
17 fur / **fair**
18 back / **bike**
19 **can't** / count
20 **day** / they
21 breathe / **breeze**
22 depend / **defend**
23 **bland** / brand
24 **sort** / thought
25 close (adj) / **close (v)**
26 save / **shave**
27 hair / **air**
28 bet / **vet**

Part 3 – Dealing with problems

2.2 Listen and practise saying all of the words correctly.

Part 3 – Dealing with problems

2.3 Read one word from each pair in 2.1 to a friend and ask them to write down the word they hear. Did they write the correct word?

Part 3 – Dealing with problems

2.4 Put the words into the correct column depending on how the ending is pronounced.

based	played	laughed	changed	waited
arrived	acted	chased	increased	learned
hoped	wanted	poured	decided	washed

/t/	/d/	/ɪd/

Part 3 – Dealing with problems

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/t/	/d/	/ɪd/
based	played	waited
laughed	changed	acted
chased	arrived	wanted
increased	learned	decided
hoped	poured	
washed		

Part 3 – Dealing with problems

2.5 Listen and check your answers.

2.6 Listen again and practise saying the words aloud.

Part 3 – Dealing with problems

2.7 Watch extracts from Saida and Melanie's talks. What problems can you hear with individuals sounds?

Part 3 – Dealing with problems

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Saida: She has problems with th /0/, which she pronounces /z/.

Melanie: She pronounces th /0/ as /d/ and pronounces uncle as ankle.

Part 3 – Dealing with problems

2.8 Which part of these words should be stressed? Underline the correct syllable.

contact	respect	equal	practice
depend	develop	environment	technique
expert	difficult	expensive	

Part 3 – Dealing with problems

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contact	respect	equal	practice
depend	develop	environment	technique
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Part 3 – Dealing with problems

2.9 Listen and check your answers, then practise saying the words with the correct stress.

Part 3 – Dealing with problems

2.10 You will hear part of a talk about conducting a job interview. As you listen, follow the script below and underline the words that the speaker stresses to give emphasis.

Over the years // I've interviewed hundreds of candidates // for jobs at many different levels. // The point of every job interview is to make sure a candidate has the skills necessary to do the work. Hiring the wrong person can be and expensive mistake. But apart from references, how can you determine if the candidate actually knows what he says he knows? A very effective way to sort out the good candidates from the bad is by asking 'How did you do that?' and 'Why did you do that?' at appropriate stages in the interview.

Part 3 – Dealing with problems

2.10

Over the years // I've interviewed **hundreds** of candidates // for jobs at **many** different levels. // The point of every **job** interview is to make sure a candidate has the **skills** necessary to do the **work**. Hiring the **wrong person** can be and **expensive** mistake. But apart from **references**, how can you determine if the candidate **actually** knows what he **says** he knows? A very **effective** way to sort out the **good** candidates from the **bad** is by asking 'How did you do **that**?' and '**Why** did you do that?' at appropriate stages in the interview.

Part 3 – Dealing with problems

2.11 The first few lines of the script above have // marks to show how the speaker chunks words and phrases together. Listen again and add // marks to show where the speaker naturally pauses.

Part 3 – Dealing with problems

2.11

Over the years // I've interviewed hundreds of candidates // for jobs at many different levels. // The point of every job interview is to make sure a candidate has the skills necessary to do the work. **//** Hiring the wrong person **//** can be and expensive mistake. But **//** apart from references, **//** how can you determine if the candidate actually knows **//** what he says he knows? A very effective way to sort out the good candidates from the bad **//** is by asking **//** 'How did you do that?' **//** and **//** 'Why did you do that?'**//** at appropriate stages in the interview.

Part 3 – Dealing with problems

2.12 Look at this extract from Sanem's video and say it aloud.

1 underline the words that you think should be stressed

2 use // marks to show which phrases or groups of words should be chunked together.

Part 3 – Dealing with problems

2.12

Every day. / I love music / yeah / I'm a fan of music / every type of music / especially rock music and classical music / and I like to search from the Internet, new groups, / new bands, / new type of genres. / Yeah, every day.

Part 3 – Dealing with problems

2.13 Watch the extract from Sanem's video.

1 Does she show a good use of stress and chunking?

No, she doesn't pause naturally between words or phrases and there are no examples of stress.

2 Does she show a good use of intonation or does she sound monotonous?

Her speech pattern is monotonous.

Part 3 – Dealing with problems

3 Assessing yourself and improving your score

Part 3 – Dealing with problems

3.1 Watch the whole of Saida's test. As you watch, look at the comments made by an examiner below and the score she received.

3.1

Criteria	Examiner comments	Band awarded
Fluency and Cohesion	Slow speech and frequent hesitation. A range of spoken discourse markers *(well; so; it depends; actually; I think so; first of all).*	5
Lexical Resource	Some good vocabulary *(architectural design, last two decades, cooperative and tolerant, look after their children, help people become healthy again),* but limited flexibility is demonstrated by lack of range, repetition of certain items *(cooperative and tolerant)* and inappropriacies *(it's very actual, some cookings and housekeeping works, she always says me).*	Between a 5 and 6 (so 5.5)

Grammatical Range and Accuracy	Quite accurate on basic forms, but little range. Some good examples of complex forms *(help people to become healthy again, try to encourage it, I prefer to write letters by myself,* my *mother asked* me *to* go *to her home and help),* but most of these involve infinitive structures. Examples of errors *(technology nowdays are really* go *fast, she become healthy, now I proud, they are more closer, think about yourselves/themselves).* However, in general, these do not impede communication.	Between a 5 and a 6 (so 5.5)
Pronunciation	At times, her slow speech interferes with chunking and rhythm and she has a problem with 'th'. However, control is variable and when more confident, she demonstrates good rhythm and chunking *(if I can help someone, explain some things which I want to say)* and has some good use of intonation and stress *(not only nurses, also teachers).*	6

Part 3 – Dealing with problems

3.2 Saida's overall score was 5.5. Look at the comments again and decide what Saida would need to do to improve her band scores for each of the criteria.

Part 3 – Dealing with problems

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Fluency and Cohesion: try to improve her fluency so she hesitates less

Lexical Resource: try to improve her accuracy

Grammatical Range and Accuracy: try to use a wider range of gammatical structures

Pronunciation: work on individual sounds

Part 3 – Dealing with problems

3.3 Look back at any of the videos or recordings you have made of yourself. Compare your own performance with Saida's. What areas do you need to improve in your own performance?

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