EEC LEARNING — IELTS SCORE REPORT

# Describe a time you gave a speech.

IELTS Speaking Part 2 · practice

STUDENT
Aarav

QUESTION TYPE
Speaking Part 2

PART
Part 2

MARKED ON
09 Nov 2026

## The question

PART 2 · CUE CARD

**Describe a time you gave a speech.**

**You should say:**

- when it was
- who you gave the speech to
- what the speech was about
- and explain how you felt about giving this speech.

*You will have to talk about the topic for 1 to 2 minutes. You have 1 minute to think about what you are going to say.*

BAND
**6.0**

INDICATIVE BAND · IELTS BAND SCALE

## Competent user

Your Part 2 turn lasts almost two minutes and covers every point on the cue card in a clear order. Delivery is the weak point: seven fillers, six repeated words and three pauses of two seconds or more. Your pronunciation is clear and easy to follow.

| Part 2 | 269 | 137 wpm | 6.5 |
|---|---|---|---|
| PART | WORDS SPOKEN | SPEAKING RATE | NEXT BAND TARGET |

FIX THIS FIRST

**Fluency & Coherence — band 5.5**

Your lowest criterion; raising it lifts your band faster than anything else. Start here: Replace 'um' with a silent breath or a short phrase such as 'Well' or 'Let me think'. Retell this story and count your fillers; aim for fewer than four in two minutes.

Generated by EEC Learning. Machine-marked practice scores are an estimate and are not an official test result.

## Your criteria

### Fluency & Coherence

FIX FIRST 5.5 / 9

You speak at length, but your fluency is repeatedly interrupted by fillers ('um' and 'uh' 7 times), repeated words ('a, a welcome speech', 'the, the guests', 'were, were shaking') and mid-sentence restarts. Three pauses of two seconds or more break the flow, and nearly all your connectives are simple ('so', 'but', 'and').

### Lexical Resource

6.0 / 9

You have enough vocabulary to talk about the topic at length and to paraphrase when you do not know a word, but the range is limited and the same words return ('very', 'speech', 'people'). There is almost no idiom or less common vocabulary.

### Grammatical Range & Accuracy

6.0 / 9

You use a mix of simple and complex structures with some flexibility, and errors do not stop communication. They are frequent, though: a tense slip after a past verb ('I will forget'), a reporting-verb error ('said me'), article errors ('on a paper', 'on the stage') and an odd verb form ('first time to speak').

### Pronunciation

STRONGEST 6.5 / 9

Your pronunciation is clear and easy to follow, and the examiner would rarely need to listen twice. The 'th' sound ('three', 'thanks') and a few word stresses ('achievements', 'professor', 'audience') reduce clarity at times, and your intonation is fairly flat when you tell the funny moment.

## How you spoke

Measured from your recording. These figures explain your bands; they never change them.

SPEAKING RATE — STRONG

**137** wpm

**Band 7+ target:** 120–170 wpm

137 words per minute is inside the natural 120–170 range, so rate did not hold your band back.

SUSTAINED SPEECH — FAIR

**8.2** words per run

**Band 7+ target:** 10+ words

You say about 8 words before you pause or add a filler; band 7 speech runs for ten or more.

PAUSE FREQUENCY — FAIR

**16.3** pauses/min

**Band 7+ target:** 12 or fewer

32 pauses in two minutes (16.3 a minute): each one costs fluency, and the count is above the target of 12.

PAUSE DISTRIBUTION — FAIR

**27** % of time silent

**Band 7+ target:** 20% or less

27% of the recording is silence, above the 20% target, with 3 pauses of two seconds or more (at 0:27, 0:55, 1:24).

REPETITIONS & REPAIRS — NEEDS WORK

**6** count

**Band 7+ target:** 2 or fewer

Six words repeated or restarted ('a, a', 'the, the', 'were, were'); this held Fluency at 5.5.

RESPONSE LENGTH — STRONG

**269** words

You filled almost the whole two minutes, which is a strength.

Generated by EEC Learning. Machine-marked practice scores are an estimate and are not an official test result.

### WORDS A LISTENER FOLLOWS

FAIR

**94** %

**Band 7+ target:** 97%+

A listener follows nearly every word.

### VOWEL SOUNDS

FAIR

**74** /100

**Band 7+ target:** 80+

Vowel sounds are mostly clear, with a few shortened vowels in unstressed syllables.

### STRESS & RHYTHM

FAIR

**68** /100

**Band 7+ target:** 80+

Stress is mostly natural, but a few words ('achievements', 'professor') are stressed on the wrong syllable.

### VOCABULARY DEPTH

NEEDS WORK

**3** less-common words

**Band 7+ target:** 6+

Only a few less-common words were used.

### VOCABULARY DIVERSITY

FAIR

**52** % distinct

**Band 7+ target:** 60%+

Some repetition of 'very', 'speech' and 'people' lowers diversity.

### GRAMMATICAL ACCURACY

FAIR

**5** errors/100 words

**Band 7+ target:** 3 or fewer

About five errors per 100 words, mostly tense, articles and reporting verbs.

### GRAMMATICAL COMPLEXITY

FAIR

**24** % complex clauses

**Band 7+ target:** 30%+

Complex clauses are present but make up under a third of the clauses.

### DISCOURSE COHERENCE

FAIR

**4** distinct connectors

**Band 7+ target:** 5+

Four different connectors; the story order is clear.

## More about your delivery

Extra counts from your recording, to practise with. They are not used for your band.

### FILLERS (UM, UH)

**7**

3.6 per minute.

### REPEATED WORDS

**6**

The same word said twice in a row, such as “I I think”.

### STALLS OF 2 SECONDS OR MORE

**3**

Silences long enough for a listener to notice.

### WORDS BETWEEN PAUSES

**8**

On average, how many words you said before a pause or a filler.

### HESITATIONS

**29**

Moments where your speech slowed or stopped mid-idea, as heard by the speech analyser.

### FALSE STARTS

**3**

Times you began a word or phrase, stopped and started again.

Generated by EEC Learning. Machine-marked practice scores are an estimate and are not an official test result.

LONGEST SMOOTH STRETCH

**32**

The most words you said in a row without a break.

## To reach the next band

Weakest criterion first — work down the list.

### Fluency & Coherence

NOW 5.5 · AIM 6.0

- Replace 'um' with a silent breath or a short phrase such as 'Well' or 'Let me think'. Retell this story and count your fillers; aim for fewer than four in two minutes.
- Use the one minute of preparation to write three key words for each cue-card point, so you do not need to search for words while you speak.
- Record yourself, mark every repeated word and say the sentence again without the repeat.

### Lexical Resource

NOW 6.0 · AIM 6.5

- Learn five collocations for speaking in public (deliver a speech, face the audience, stage fright, a round of applause, rehearse in advance) and use two of them in your next answer.
- Replace 'very nervous' with 'extremely nervous' or 'terrified', and 'very proud' with 'delighted'.
- Use one idiom each day in practice, for example 'butterflies in my stomach', in a sentence about this topic.

### Grammatical Range & Accuracy

NOW 6.0 · AIM 6.5

- Practise reporting speech: 'my professor told me that…', 'I was afraid that I would forget…'.
- Check articles with school nouns: 'on stage', 'at the function', 'on paper'.
- After each practice answer, listen back, note three errors, fix them and say the correct sentence aloud.

### Pronunciation

NOW 6.5 · AIM 7.0

- Practise the 'th' sound with minimal pairs (three/tree, thanks/tanks) for two minutes each day.
- Mark the stress on new words in your dictionary and say them aloud: achievement, professor, audience.
- Retell the story and raise your pitch on the important word in each sentence (the joke, the pride) to show emphasis.

## What worked

### Fluency & Coherence

BAND 5.5

- You kept going for almost two minutes and covered all four points on the cue card (when, who, what, how you felt).
- Your story has a clear order: the background, your preparation, the day itself, then your feelings.

### Lexical Resource

BAND 6.0

- Topic words are accurate and natural: 'annual day function', 'welcome speech', 'front row', 'achievements'.
- You paraphrase well when needed: 'a small joke', 'felt more relaxed', 'felt very proud'.

Generated by EEC Learning. Machine-marked practice scores are an estimate and are not an official test result.

### Grammatical Range & Accuracy — BAND 6.0

- You use past tenses consistently to tell the story ('was asked', 'prepared', 'looked', 'laughed').
- You mix simple and complex sentences: 'when I went on the stage', 'because I was very nervous', 'so I felt more relaxed'.

### Pronunciation — BAND 6.5

- Almost every word was understood without effort, and your vowel sounds are clear.
- Your speech is chunked into natural groups of words.

## Evidence from your answer

### Fluency & Coherence — BAND 5.5

- [0:20] “to give a, a welcome speech to all the, the guests” — Repeated words slow the sentence down.
- [0:48] “because I was, I was very nervous that I will forget” — Self-correction, then a tense slip.
- [1:27] “Um, how I felt about it? Actually, I felt very proud” — Gains thinking time but breaks the flow of your story.

### Lexical Resource — BAND 6.0

- [1:31] “I felt very proud after finishing” — A clear idea, but 'very' carries the emphasis; a stronger word ('delighted') would show range.
- [1:08] “I looked at the paper too much in the beginning” — Accurate, but plain; 'kept glancing at my notes' is more natural.

### Grammatical Range & Accuracy — BAND 6.0

- [0:49] “I was very nervous that I will forget” — After a past tense use 'would forget'.
- [1:38] “my professor said me that I did a good job” — 'Said' takes no object here: 'told me that I had done a good job'.
- [0:46] “I wrote everything on a paper” — 'Paper' is uncountable here: 'on paper'.

### Pronunciation — BAND 6.5

- [0:58] “three hundred people” — 'th' pronounced as 't'.
- [0:41] “some achievements of the students” — Stress belongs on the middle syllable: a-CHIEVE-ments.

## Why not the next band

### Fluency & Coherence — BAND 5.5

- Band 6.0 requires: is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation
- Your hesitation and repetition are frequent, not occasional: roughly one clause in three contains a filler or a repeated word, and each long pause comes where a new idea starts.

Generated by EEC Learning. Machine-marked practice scores are an estimate and are not an official test result.

### Lexical Resource

BAND 6.0

- Band 6.5 requires: uses vocabulary with some flexibility and shows some awareness of less common words and idiom
- Your words are accurate but common, there is no collocation such as 'deliver a speech' or 'face the audience', and 'very' does most of the work of expressing emphasis.

### Grammatical Range & Accuracy

BAND 6.0

- Band 6.5 requires: uses a mix of simple and complex structures with a good degree of accuracy; errors are rare
- About five errors per 100 words, spread across tense, articles and reporting verbs, so accuracy is not yet 'good'.

### Pronunciation

BAND 6.5

- Band 7.0 requires: shows all the positive features of band 6 and some, but not all, of the positive features of band 8
- Your pitch changes little between facts and feelings, and the 'th' sound is not yet reliable.

## How your words came through

Okay so um I would like to talk about a time when I gave a speech It was uh last year in March I think and it was in my college at the **annual** day **function** Um I was asked by my **professor** to give a a welcome speech to all the the guests and the parents who came for the **function** So the speech was about um our college and what we did in the whole year like the **projects** and uh the sports events and also some some **achievements** of the students I prepared it for almost two weeks and I wrote everything on a paper because I was I was very **nervous** that I will forget On the day there were about I think **three** hundred people in the hall and uh when I went on the stage my hands were were shaking a little bit I looked at the paper too much in the beginning but then I saw my friends in the front row and they were smiling so I felt more **relaxed** After **sometime** I could speak more slowly and I even made a small joke and people laughed Um how I felt about it Actually I felt very proud after finishing because it was my first time to speak in front of so many people and my **professor** said me that I did a good job But to be honest I was speaking too fast and I forgot to to say **thanks** to the **principal** So next time I want to **practise** more and look at the **audience** not at the paper

Measured from your recording. Amber: a listener would have to work at it. Red: unclear.

## Words to say again

- three — The 'th' sounded like 't'. Put the tip of your tongue between your teeth and push air out, as in 'think'.
- thanks — The same 'th' sound as in 'think': say 'thanks', not 'tanks'.
- achievements — Stress the middle syllable: a-CHIEVE-ments. Push the “chieve” part when you say it.
- audience — Stress the first syllable: AW-dee-ence. Push the “au” part when you say it.
- professor — Stress the second syllable: pro-FES-sor. Push the “fess” part when you say it.
- practise — The verb ends with a clear 's' sound, not a 'z' sound: PRAK-tis.

## Did you answer the question?

Yes. You answered every point on the cue card: when (last March), who (the guests and parents at the college function), what (the college's year) and how you felt (nervous, then proud).

Generated by EEC Learning. Machine-marked practice scores are an estimate and are not an official test result.

## Your action plan

1. Cut fillers first: practise this same Part 2 story three times and count 'um' and 'uh' each time. Aim for fewer than four in two minutes.
2. Use the one-minute preparation to note three key words per cue-card point, so you do not stop to search for words.
3. Add a second sentence to every Part 1 and Part 3 answer: a reason or an example, so that each answer is at least 3 to 4 sentences long.
4. Learn ten topic collocations a week (for example 'deliver a speech', 'face the audience') and use two in every answer.
5. Fix the three recurring grammar patterns: reporting verbs ('told me'), articles ('on stage', 'on paper') and the tense after 'was' ('would forget').

## Corrections

| YOU SAID | BETTER |
| --- | --- |
| “my professor said me that I did a good job” | **my professor told me that I had done a good job** |

**Why:** 'Tell' takes a person directly; 'say' does not. Also use the past perfect for an earlier action.

| YOU SAID | BETTER |
| --- | --- |
| “I was very nervous that I will forget” | **I was very nervous that I would forget** |

**Why:** After a past tense verb, 'will' changes to 'would'.

| YOU SAID | BETTER |
| --- | --- |
| “I wrote everything on a paper” | **I wrote everything on paper** |

**Why:** 'Paper' is uncountable when it means writing material.

| YOU SAID | BETTER |
| --- | --- |
| “when I went on the stage” | **when I went on stage** |

**Why:** The fixed phrase 'on stage' takes no article.

| YOU SAID | BETTER |
| --- | --- |
| “it was my first time to speak in front of so many people” | **it was the first time I had spoken in front of so many people** |

**Why:** 'The first time' is followed by a clause, not by 'to speak'.

Generated by EEC Learning. Machine-marked practice scores are an estimate and are not an official test result.

## Vocabulary to use

**deliver a speech**
give a formal talk to an audience

**face the audience**
stand in front of the people and speak to them

**stage fright**
strong nerves before performing in public

**a round of applause**
clapping from the audience

**rehearse in advance**
practise before the real event

**butterflies in my stomach**
a nervous, excited feeling

**break the ice**
make people feel relaxed at the start

**a boost of confidence**
a feeling that you can do something well

## Example sentences to borrow

PAST PERFECT — *By the time I walked on stage, I had rehearsed the speech about twenty times.*

SECOND CONDITIONAL — *If I could do it again, I would look at the audience instead of my notes.*

RELATIVE CLAUSE — *The moment that I remember best is when everyone laughed at my joke.*

REPORTING VERB — *My professor told me that I had delivered the speech with confidence.*

## Linkers that connect your ideas

CONTRAST — **whereas** — *At first I stared at my notes, whereas by the end I was looking at the audience.*

CAUSE — **because of** — *Because of the nerves, I spoke much faster than I planned.*

CONCESSION — **although** — *Although I was terrified, I managed to finish the speech.*

RESULT — **as a result** — *I rehearsed for two weeks and, as a result, I hardly needed my paper.*

## What you said

**YOU** Okay, so, um, I would like to talk about a time when I gave a speech. It was, uh, last year in March, I think, and it was in my college, at the annual day function. Um, I was asked by my professor to give a, a welcome speech to all the, the guests and the parents who came for the function.

**YOU** So the speech was about, um, our college and what we did in the whole year, like the projects and, uh, the sports events and also some, some achievements of the students. I prepared it for almost two weeks and I wrote everything on a paper because I was, I was very nervous that I will forget.

Generated by EEC Learning. Machine-marked practice scores are an estimate and are not an official test result.

**YOU** On the day there were about, I think, three hundred people in the hall, and, uh, when I went on the stage my hands were, were shaking a little bit. I looked at the paper too much in the beginning, but then I saw my friends in the front row and they were smiling, so I felt more relaxed. After sometime I could speak more slowly and I even made a small joke, and people laughed.

**YOU** Um, how I felt about it? Actually, I felt very proud after finishing, because it was my first time to speak in front of so many people, and my professor said me that I did a good job. But, to be honest, I was speaking too fast and I forgot to, to say thanks to the principal. So next time I want to practise more and look at the audience, not at the paper.

One practice answer, marked against what a single turn can evidence. The band is indicative and is not an IELTS test band.