Test Format | Part 3 *(The Discussion)*

- between 4 to 5 minutes

- the examiner will ask further questions which are connected to the topics in part 2

- this part is the opportunity to talk about more abstract issues and ideas

Criteria

Each of the four criteria counts equally. Around the beginning of Part 1, the examiner will write down a band score for each of the four criteria *(it means that the examiner already has an idea of what your band score more or less is)*.

Then those numbers will be marked up or down during the test.

All the criteria count <u>EQUALLY</u> and are <u>judged throughout all 3 parts</u> of the speaking test.

The examiner then uses well defined criteria to assess your ability in the following areas:

Fluency and Coherence	Lexical Resource *(Vocabulary)*
Grammatical Range and Accuracy	Pronunciation

At the end of the test, the interviewer calculates the average of the four scores
and that number will represent your final speaking band score.

example:

Grammatical Range and Accuracy	7	
Lexical Resource *(Vocabulary)*	7	
Pronunciation	6	= 24, which divided by 4 equals 6
Fluency and Coherence	4	Band Score 6

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Improving Band Score

Fluency and Coherence

Mark Up for...	Mark Down for...
+ speaking naturally *(try copying the speed of your examiner)* but ONLY if the pronunciation is good **+** expanding answers with relevant information/details and using correct tenses and connectors **+** answering the questions directly	**-** long, awkward pauses **-** not answering the question completely/correctly

Lexical Resource (*Vocabulary*)

Mark Up for...	Mark Down for...
+ using a wide range of vocabulary **+** using appropriate words **+** correct usage of collocations and phrasal verbs	**-** using unfamiliar vocabulary words or using words incorrectly **-** always using common and simple vocabulary

Grammar

Mark Up for...	Mark Down for...
+ knowing how to use the basic verb tenses well **+** making complex sentences, using conjunctions and connectors **+** making complex structures	**-** inconsistent tenses **-** always using simple sentences **-** constructing complex sentences incorrectly

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Pronunciation

Mark Up for...	Mark Down for...
+ easy to understand pronunciation	**-** repeatedly mispronounced words
+ speaking CLEARLY so that every word can be understood	**-** very fast or very long answers *(poor pronunciation or no coherence)*
+ proper intonation to emphasize a certain meaning or idea	
+ basic word pronunciation	
+ linked sounds and connected speech *(not pronounced sound for sound)*	

NO NEED FOR "American" OR "British" ACCENT

REMINDERS

- There are no 'right' answers to the questions asked; concentrate on how you give your answer.

  - Practice answering the questions, but do not learn or memorize the answers.
    Examiners can tell if you   have memorized your answers.

  - Always try to explain what you mean, even if you can't find the specific word. Paraphrase.

  - Always give Reasons, Effects, Comparisons, Supporting Examples, Experiences.

  - Avoid always giving personal information and examples, this should be an abstract discussion.

  - If the examiner asks a question that you don't understand, take control of the situation.
    Responding like this will show evidence of your communication skills.

    ▶ If the examiner uses a word or phrase that you don't understand:
       "Sorry but could you explain what you mean by ..."
       "I'm not familiar with that word/expression. Could you please explain what you mean?"

    ▶ If you didn't hear a part of the question:
       "Excuse me, I didn't quite catch that. Could you say that again?"
       "I'm sorry, but would you mind repeating that?"

    ▶ If you want to clarify what the examiner asked:
       "Do you mean ...."
       "When you say ...., do you mean/are you asking ....?"

  - Make sure you <u>elaborate</u> and give the <u>necessary details</u>.
    for example:
    "One of my many hobbies is taking pictures. (Don't stop here! Add more details/information!)
    I find taking pictures fun and challenging. It is also a great way of keeping precious memories."

  - ALWAYS <u>offer examples</u> to help your <u>explain a statement</u>.
    for example:
    "I need it for my studies. (Don't stop here! Add more details/information!) I've been offered
    a place at a university in New York to continue my studies on Business Management, but I need to prove my
    level of English is good enough.

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Questions

Topic: INTERNET

1.)   Do you think the usage of the internet is different among different age groups?

Give your opinion: add reasons, supporting examples, effects, comparisons, experiences.

2.)   Do you think the government should consider educating elderly people to become computer literate?

Give your opinion: add reasons, supporting examples, effects, comparisons, experiences.

3.)   How will communication change in the future?

Give your opinion: add reasons, supporting examples, effects, comparisons, experiences.

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engoo English Session

(*STUDENT'S COPY*)

Topic: MEMORY

1.)   Do you think memory is important?

Give your opinion: *add* reasons, supporting examples, effects, comparisons, experiences*.*

2.)   Do you think it's important to have a good memory?

Give your opinion: *add* reasons, supporting examples, effects, comparisons, experiences*.*

3.)   What are some of the benefits of having a good memory?

Give your opinion: *add* reasons, supporting examples, effects, comparisons, experiences*.*

Answers

Topic: INTERNET

1.) Do you think the usage of the internet is different among different age groups?

Give your opinion: *add* reasons, supporting examples, effects, comparisons, experiences.

EXAMPLE:

(OPINION)   *"Yes, very different.*

(EXAMPLE)   *For example, I use it for* <u>almost</u> *everything, every day. I do my* <u>banking</u> *on the internet.*

(EXPERIENCE)   *I use it to* <u>shop</u> *and* <u>find</u> *information, to do* <u>research</u> *for* <u>projects</u> *and I also use it for* <u>fun</u>
                          and <u>entertainment</u> *as well,* <u>not to mention</u> *keeping in touch with all my friends on Facebook*
                          .

(EXAMPLE)   *I think older people use the internet more for different things. For example, my parents*
                          use it to <u>email</u> *their friends and* <u>keep in touch</u> *with my sister who is studying in America*
                          <u>at the moment</u>. *They sometimes use* <u>video</u> *to call her, but* <u>mainly</u> *they like to share all*
                          their news via email.

(OPINION   <u>In general</u>, *I think most older people don't like* <u>spending so much time</u> <u>in front of</u> *a computer,*
/ COMPARISON)   <u>whereas</u> *younger people probably* <u>get most of</u> *their* <u>information</u> *and* <u>entertainment</u> <u>through</u>
                          the internet <u>either</u> *on their* <u>laptops</u> *or other* <u>mobile</u> <u>devices</u>."

WORDS and PHRASES

almost	*email*	*research*	*mainly*	*fun*	*whereas*
find	*project*	*information*	*video*	*mobile*	*device*
entertainment	*through*	*either*	*shop*	*laptop*	*banking*
keep in touch	*not to mention*	*at the moment...*	*got most of...*		
in front of...	*spend ... time*	*in general*			

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2.)   Do you think the government should consider educating elderly people to become computer literate?

Give your opinion: *add* reasons, supporting examples, effects, comparisons, experiences.

EXAMPLE:

(OPINION / REASON)   *"No, not really. I think it's a* personal *thing.*

(REASON / EXAMPLE)   Not everybody *wants to or needs to be computer literate, they just need to* learn the basics *of email and maybe* how to *pay things* online, *like bills.*

(OPINION / EXAMPLE)   *I think most kids are happy to* show *or* help *their parents if* necessary *and my* grandparents, *for example, just aren't* interested *in* searching the web *for information.*

They like to do things the way they have always done, by speaking to *a person and asking questions. They know how to use* email *though.*

(OPINION)   *It might be a* good idea *for the government to provide* basic *computer* classes *for anybody who wanted to learn, but I don't think there is a need to plan a* large scale national *computer literacy* curriculum *or* anything like that.*"

WORDS and PHRASES

personal	*online*	*interest*	*class*	*show*	*curriculum*
grandparents	*necessary*	*help*	*basic*	*national*	*email*
learn the basics		*anything like that*	*searching the web*	*large scale*	
not everybody		*by speaking to...*	*good idea*	*how to...*	

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3.)   How will communication change in the future?

Give your opinion: add reasons, supporting examples, effects, comparisons, experiences.

EXAMPLE:

(OPINION)   *"Well, I suppose there are* a number of ways *which we can already* envisage on the horizon*.*

(EXAMPLE)   *Google is* launching *its Glass which will* change *the way people communicate.*

(OPINION   Personally*, I think that we'll* adopt *using* voice messages   *more in the future as* opposed
/ COMPARIS ON)   *to sending* text messages simply because *it's* quicker *to* record *a* quick message *than
                  To text someone. But if some* smart person came up with *a way of sending* picture messages
                  sort of like *a* super advanced emoticon message*, it would be really interesting.*

(OPINION / REASON) *I guess that would probably be* instantly popular *with a lot of young people.
                  And of course there may be even more* advanced technology *introduced which we aren't*
                  aware of at the moment*, or which is still in the very* early stages *of being* developed*. It's*
                  a bit like *trying to* imagine *a* smartphone *before cellular phones were even* invented*:
                  impossible to* imagine *the* concept now*, but* anything could be *made* possible *in the future."*

WORDS and PHRASES

envisage	personally	change	opposed	develop
invent	imagine	concept	imagine	instantly
launch	record	quick	adopt	smartphone
on the horizon	a number of ways		super advanced	aware of...
simply because...	quick message		text message	came up with...
smart person	advanced technology		early stage	at the moment
voice message	anything could be possible			

Topic: MEMORY

1.)   Do you think memory is important?

Give your opinion: add reasons, supporting examples, effects, comparisons, experiences.

EXAMPLE:

(OPINION / REASON)   *"Yes, I do. If we couldn't* recall certain things*, life would be very* awkward *and* difficult.

(OPINION   *Althoug, there are also kinds of* recollections *which we* wish *we would forget,*
/ EXAMPLE)   *such as* embarrassment*,* pain *and* heartbreak*, these experiences are what* keeps us connected to others.

(REASON)   *Memories* hold a lot of important information *which we need* all the time*, every day."*

WORDS and PHRASES

difficult	awkward	embarrassment	pain	heartbreak
others	recollection	recall	wish	
important information		all the time	certain things	
connected to...		keeps us	hold a lot of...	

2.)   Do you think it's important to have a good memory?

Give your opinion: *add* reasons, supporting examples, effects, comparisons, experiences.

EXAMPLE:

(OPINION / REASON)   *"It can* certainly make things *easier. If you can remember things* easily *and not forget them, it can be very* beneficial.

(EXAMPLE / EFFECT)   Activities *such as* studying *and* learning seem much easier. *For example,* learning *English is much* easier *if you can remember all the vocabulary and grammar you* learn *and how to use it* correctly. *If you can* recall *things* easily, *it can* save you a lot of time instead of *having to* look up *information or ask someone else if they know.*

(REASON / EXAMPLE)   *It can also make life* generally easier *if you have a* good memory *for remembering* faces *and* names *when you* meet people, *or to* recall *a telephone number or some* useful information *without the need to* access *your phone or* write everything down *to* avoid *forgetting it."*

WORDS and PHRASES

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easy   certainly beneficial   seem   correctly recall   access

names   faces   generally   avoid   learn   study   activities

much easier   make things   look up   meet people

save ... a lot of time   write ... down   good memory   instead of...

3.)   What are some of the benefits of having a good memory?

Give your opinion: add reasons, supporting examples, effects, comparisons, experiences.

EXAMPLE:

(OPINION)   *"I guess some people think you are more intelligent, or* certainly smarter *than* most people, especially *if you have an* excellent memory *and can remember everything.*

(EXAMPLE)   *It can help you* avoid *embarrassing* social situations, *like forgeting someone's birthday, or people's names when you haven't seen them* for a long time. *It can also be* useful *in activities like* quizzes *or* competitions *which* rely on *general knowledge if you can remember the* relevant information *and answer the questions.*

(OPINION / REASON)   *And I* suppose *it's probably a* good thing *in* relation *to your* career *or* work *if you are able to* recall *information which is* relevant *without having to ask someone else for help, or to* refer *to a* reference *book or* something like that. *Not having to* look up stuff *can* save you loads of time."

WORDS and PHRASES
_____

smart   *avoid*   *certainly*   *quiz*   *competition*

suppose   *relevant*   *stuff*   *useful*   *recall*

work   *reference*   *refer*   *relation*   *career*

social situation   *most people*   *for a long time*   *rely on...*

good thing   *look up*   *excellent memory*   *save ... loads of time*

relevant information   *general knowledge*

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