



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 EQUALLY and are judged throughout all 3 parts of the speaking test.

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

Fluency and Coherence	Lexical Resource (<i>Vocabulary</i>)
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 (<i>Vocabulary</i>)	7	
Pronunciation	6	= 24, which divided by 4 equals 6
Fluency and Coherence	4	Band Score 6

Improving Band Score

Fluency and Coherence

Mark Up for...	Mark Down for...
<ul style="list-style-type: none"> + speaking naturally <i>(try copying the speed of your examiner)</i> but ONLY if the pronunciation is good + expanding answers with relevant information/details and using correct tenses and connectors + answering the questions directly 	<ul style="list-style-type: none"> - long, awkward pauses - not answering the question completely/correctly

Lexical Resource (Vocabulary)

Mark Up for...	Mark Down for...
<ul style="list-style-type: none"> + using a wide range of vocabulary + using appropriate words + correct usage of collocations and phrasal verbs 	<ul style="list-style-type: none"> - using unfamiliar vocabulary words or using words incorrectly - always using common and simple vocabulary

Grammar

Mark Up for...	Mark Down for...
<ul style="list-style-type: none"> + knowing how to use the basic verb tenses well + making complex sentences, using <u>conjunctions</u> and <u>connectors</u> + making complex structures 	<ul style="list-style-type: none"> - inconsistent tenses - always using simple sentences - constructing complex sentences incorrectly

Pronunciation

Mark Up for...

- + easy to understand pronunciation
- + speaking CLEARLY so that every word can be understood
- + proper intonation to emphasize a certain meaning or idea
- + basic word pronunciation
- + linked sounds and connected speech
(not pronounced sound for sound)

Mark Down for...

- repeatedly mispronounced words
- very fast or very long answers
(poor pronunciation or no coherence)

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 elaborate and give the necessary details.
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 offer examples to help your explain a statement.
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."

Questions

Topic: MONEY

1.) Do parents in your country think it's important for their children to save money?

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

2.) Who do you think places more importance on saving money, men or women?

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

3.) What do young people spend their money on?

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

Topic: CULTURE

1.) Do you think people from the countryside forget their local culture when they move to the city?

Why?

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

2.) How can people be encouraged to preserve their culture?

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

3.) Is it important to learn other peoples' cultures?

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

Answers

Topic: MONEY

1.) Do parents in your country think it's important for their children to save money?

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

EXAMPLE:

(OPINION) *"Many of them encourage their children to start a savings plan while they are young.*

(REASON / EXAMPLE) *That way, if relatives or the parents give them extra money for special occasions, they can spend some of it and save the rest for some time in the future.*

(EXAMPLE) *Most banks have special children/young people savings accounts, and of course most children understand the simple concept of a piggy bank. It's how my grandmother taught me to save."*

WORDS and PHRASES

- | | | | |
|--------------------|-----------------------------|-------------------------|-----------------------|
| <i>young</i> | <i>start</i> | <i>children</i> | <i>special</i> |
| <i>encourage</i> | <i>positively</i> | <i>relative</i> | <i>parent</i> |
| <i>extra money</i> | <i>savings plan</i> | <i>savings account</i> | <i>of course</i> |
| <i>some time</i> | <i>save the rest for...</i> | <i>special occasion</i> | <i>simple concept</i> |
| <i>piggy bank</i> | | | |

2.) Who do you think places more importance on saving money, men or women?

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

EXAMPLE:

(OPINION / REASON) *"I'm not sure. I have friends who save money and friends who just spend all their money. I don't think there are more men than women who save or the other way round.*

(EXAMPLE / COMPARISON) *Maybe women are more impulsive when it comes to shopping and spending money. But, for example, my girlfriends and I often spend money on clothes, but my brother always seems to be buying gadgets and computer stuff. He might save money for a few months and then spend it all, but I save some of the money I earn every month and never spend it. So we have different habits. It's difficult to say if men or women think saving money is more important."*

WORDS and PHRASES

<i>impulsive</i>	<i>shopping</i>	<i>spend</i>	<i>gadget</i>	<i>habit</i>	<i>difficult</i>	<i>different</i>
<i>not sure...</i>	<i>spend all ... money</i>	<i>or the other way round</i>	<i>often spend</i>	<i>computer stuff</i>		
<i>few...</i>	<i>save some of...</i>	<i>difficult to say...</i>	<i>more ... than ...</i>	<i>always seems...</i>		
<i>spend it all...</i>	<i>every...</i>					

3.) What do young people spend their money on?

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

EXAMPLE:

(OPINION / EXAMPLE) *"I suppose the most popular would be clothes, music, electronic gadgets and I guess girls spend more on makeup and stuff like that.*

(REASON / EXAMPLE) *Depending on how old they are, they might spend a lot of money socializing or going out, or maybe they have a specific hobby: a favorite sport or something similar which they spend their money on. Of course, as well as spending their money on things they like and want, they probably have to spend some of their money on transport, food and other basic necessities of life each month."*

WORDS and PHRASES

- similar* *stuff* *makeup* *sport* *favorite*
- clothes* *usually* *different* *suppose* *socializing*
- gadgets* *transport* *music* *depending* *hobby*
- specific*
- spend some of...* *basic necessity* *a lot of...* *spend more on...*
- spend their money on...* *going out* *most popular*

Topic: CULTURE

1.) Do you think people from the countryside forget their local culture when they move to the city? Why?

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

EXAMPLE:

(OPINION / REASON) *"Sometimes, I think they lose some of the activities and habits because life in the cities is quite different. Nevertheless, many people try to observe their old way of life the same as it was before they moved to the city.*

(REASON / EFFECT) *It's different if you've been brought up in the city. We don't observe all the traditions, but we know about them. Sometimes it's not possible if you're working in a modern company, so we may enjoy some celebrations while adapting actual rituals in order to be more convenient and less time consuming."*

WORDS and PHRASES

less activity celebration observe tradition company lose exist
adapt modern habit

quite different life in the city old way of life brought up in...

actual ritual more convenient working in... first move

time consuming

2.) How can people be encouraged to preserve their culture?

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

EXAMPLE:

(OPINION) *"Well, I think people should be reminded of the importance of their culture.*

(REASON) *That culture is their unique identity. They should be encouraged and reminded of what makes them distinctive and diverse. Culture is their roots. It is what makes them who they are.*

(OPINION / EFFECTS) *I think that teaching young children about our history and culture is a great way of doing it. If we don't do this then we might lose some of our culture in a few generations. Even if we don't observe all of the traditional activities that our ancestors did, it's important to know about them and their significance in our culture."*

WORDS and PHRASES

<i>importance</i>	<i>remind</i>	<i>encourage</i>	<i>distinctive</i>	<i>diverse</i>	<i>roots</i>	<i>teach</i>
<i>history</i>	<i>observe</i>	<i>lose</i>	<i>might</i>	<i>ancestor significance</i>		
<i>unique identity</i>	<i>great way of...</i>		<i>few generations</i>	<i>traditional activity</i>		

3.) Is it important to learn other peoples' cultures?

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

EXAMPLE:

(OPINION / REASON) *"Absolutely. Particularly if you will be dealing with people from that culture. I think that it is very important to learn about other cultures so that you can understand the people who belong to those cultures.*

(REASON / EXAMPLE) *My only caveat is that you shouldn't learn a little about a culture and then decide that you are an expert on it and start lecturing the members of that culture. For example, I belong to a U.S. subculture and have had people "explain" my culture to me more often than I care for.*

(OPINION / REASON) *That being said, I think that learning about other people's cultures and being willing to accept where your knowledge ends is a good thing and generally leads to more good things."*

WORDS and PHRASES

- | | | | | |
|------------------------------------|---------------------|--|--------------------|-------------------|
| <i>particularly</i> | <i>caveat</i> | <i>expert</i> | <i>decide</i> | <i>understand</i> |
| <i>absolutely</i> | <i>lecture</i> | <i>member</i> | <i>subculture</i> | <i>explain</i> |
| <i>typically</i> | <i>accept</i> | <i>generally</i> | | |
| <i>deal with...</i> | <i>more often</i> | <i>that being said... be willing to...</i> | <i>leads to...</i> | |
| <i>where ... knowledge ends...</i> | <i>belong to...</i> | <i>than ... care for...</i> | | |