



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 (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

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."*

Topic: MOBILE PHONE

1.) Is it a good or a bad thing to have a mobile phone? Why?

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

2.) Do old and young people use mobile phones in the same way?

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

3.) What can be done to prevent students from becoming inattentive in class?

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

Topic: FACEBOOK

1.) What do you think about making friends on Facebook?

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

2.) Does Facebook change the meaning of friendship?

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

3.) What is a true friendship in your opinion?

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

Answers

Topic: MOBILE PHONE

1.) Is it a good or a bad thing to have a mobile phone? Why?

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

EXAMPLE:

(OPINION / REASON) *"I don't think it's a case of whether it's good or bad. It's part of everyday life now. that's how we communicate and do business.*

(EXAMPLE) *Moreover, people search for information and shop online using their mobiles, they use Internet banking and play games, so you could say that this is an indispensable gadget.*

(REASON) *In general, it's a really important thing, just like having a car. It would be difficult to function in today's world without it."*

WORDS and PHRASES

<i>whether</i>	<i>difficult</i>	<i>communicate</i>	<i>without moreover</i>
<i>communicate for...</i>	<i>a case of...</i>	<i>do business</i>	<i>many other things</i>
<i>part of life</i>	<i>banking</i>	<i>really important</i>	<i>in general...</i>
<i>search for information</i>	<i>shop online</i>	<i>just like having...</i>	<i>gadget</i>

2.) Do old and young people use mobile phones in the same way?

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

EXAMPLE:

(*OPINION* / *EXAMPLE*) *"No, I think that older people tend to still call someone when they want to talk. Younger people prefer to send texts. I'm not sure if older people use as many apps or functions of their mobile phones as young people do."*

(*REASON* / *COMPARISON*) *I am sure that older people still see the mobile phone as basically a way to communicate with another person. Younger people use it as part of living, as an everyday tool to enable them to do various things."*

WORDS and PHRASES

- | | | | |
|------------------------------|--------------------------|-----------------------|--------------------------|
| <i>function</i> | <i>prefer</i> | <i>generally</i> | <i>tend</i> |
| <i>take as many pictures</i> | <i>call someone</i> | <i>younger people</i> | <i>send text</i> |
| <i>older people</i> | <i>I am sure that...</i> | <i>basically</i> | <i>as part of living</i> |
| <i>a way to communicate</i> | <i>everyday tool</i> | <i>enable</i> | <i>apps</i> |

3.) What can be done to prevent students from becoming inattentive in class?

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

EXAMPLE:

(OPINION) *"It's very simple. The school should have a strict policy on mobile phones in the classroom.*

(REASON / EXAMPLE) *Students shouldn't be permitted to have their phones on when they are in class, but they should be allowed to use them between classes and during the break.*

(EFFECT) *Schools should at least require that mobile phones are muted while students are in class, so nobody gets distracted by them ringing."*

WORDS and PHRASES

- | | | | |
|-------------------------|-------------------|----------------------|------------------------|
| <i>nobody</i> | <i>classroom</i> | <i>require</i> | <i>distract</i> |
| <i>policy</i> | <i>allow</i> | <i>mute</i> | <i>permit</i> |
| <i>during the break</i> | <i>in class</i> | <i>because of...</i> | <i>between classes</i> |
| <i>or at least...</i> | <i>in lessons</i> | <i>policy</i> | |

Topic: FACEBOOK

1.) What do you think about making friends on Facebook?

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

EXAMPLE:

(**OPINION** / **REASON**) *"It's fun! It's so easy to meet new people! It's normal nowadays to have a lot of friends on Facebook and other social media."*

(**COMPARISONS**) *It's more interesting than just having friends where you live. But it's different, obviously, because you don't see them or go places with them. It's still great, because you can conveniently catch up with whatever is going on with them."*

WORDS and PHRASES

- | | | | |
|-------------------------|--------------------------|-------------------------|---------------------|
| <i>nowadays</i> | <i>meet</i> | <i>different</i> | <i>normal</i> |
| <i>easy</i> | <i>obviously</i> | <i>conveniently</i> | <i>fun</i> |
| <i>more interesting</i> | <i>new people</i> | <i>social media</i> | <i>than just...</i> |
| <i>catch up with...</i> | <i>go places with...</i> | <i>going on with...</i> | |

2.) Does Facebook change the meaning of friendship?

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

EXAMPLE:

(OPINION / REASON) *"No, not really. I still hang out with my friends and we go out during the weekends and do stuff together. Facebook friends are different.*

(COMPARISON) *In the past, people used to write letters to people in other countries; they would be called pen pals. I guess you could think of Facebook as something similar, but much more advanced."*

WORDS and PHRASES

<i>obviously</i>	<i>similar</i>	<i>advance think of...</i>	<i>could</i>
<i>during the weekends</i>	<i>go out</i>	<i>write ...</i>	<i>in the past</i>
<i>hang out</i>	<i>used to...</i>	<i>something similar</i>	<i>do much more</i>
<i>do stuff</i>	<i>much more advanced</i>	<i>pen pals</i>	

3.) What is a true friendship in your opinion?

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

EXAMPLE:

(OPINION / EXAMPLE) *"It's having a relationship with another person with which you have something in common. Maybe you went to the same school or you're interested in the same things. You share time and experiences together and that creates a bond."*

(EXAMPLE / OPINION) *Long term friendship usually means there is trust and confidence between the two people and they are willing to help each other if necessary. But I suppose that everyone has their own definition of friendship and what it means to them."*

WORDS and PHRASES

<i>confidence</i>	<i>bond</i>	<i>trust</i>	<i>necessary</i>
<i>having a relationship interested in...</i>	<i>usually means</i>	<i>same things</i>	
<i>share time</i>	<i>there is also...</i>	<i>but I suppose that...</i>	<i>willing to...</i>
<i>same school</i>	<i>each other</i>	<i>between the...</i>	<i>long term</i>
<i>creates</i>	<i>own definition</i>	<i>something in common</i>	<i>everyone</i>
<i>experiences together</i>			