



The Speaking Test

The test lasts about 14 minutes

It is a one-to-one interview

There are 3 parts:

- 1) question and answer on personal topics (4-5 mins)
- 2) unassisted short talk on a given topic of at least 1 min up to 2 mins .
(a total of 3-4 mins inc 1 min preparation time)
- 3) two-way discussion on more abstract issues (4-5 mins)

The test is recorded in case the candidate's performance needs to be re-marked.

Speaking Criteria

Fluency and coherence

This refers to the speed, flow, order and progression, the ability to link ideas and use language to form coherent, connected speech

Lexical resource

This refers to the range and precision of vocabulary with which meaning is expressed, and attitude conveyed. It includes the ability to get round a vocabulary gap by expressing the idea in a different way.

Grammatical range and accuracy

This refers to the range of structures available to the candidate and how accurately and appropriately s/he can use them. Assessment takes into account the length and complexity of utterances as well as the effect of grammatical errors on communication.

Pronunciation

This refers to the candidate's ability to produce comprehensible utterances and to use a range of pronunciation features to communicate meaning. Assessment takes into account the amount of strain caused to the listener, and the noticeability of L1 influence.

Part 1 Tips

- 1 This first section is supposed to put candidates at ease. So, relax and try to answer the questions naturally!**
- 2 Don't answer with just 'yes' or 'no'. Try to give more information but don't overdo it either.**
- 3 Don't prepare answers in advance – the examiner can always tell!**

Part 2 Individual long turn

Examiner will give the candidate a card on which there is a topic and prompts

The candidate will have up to 1 minute to prepare to talk

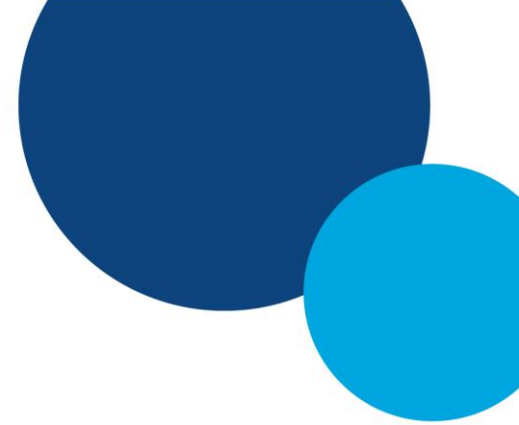
Paper and pencils are provided for candidates to make notes

Examiner will ask candidate to start talking once the 1 minute preparation time is up

Candidate should speak on the topic for 2 minutes and must include all the bulleted parts

Examiner will ask 1 or 2 questions at the end of the candidate's long turn

This section lasts 3-4 minutes



Part 2 Example Question

INSTRUCTIONS

Please read the topic below carefully. You will be asked to talk about it for 1 to 2 minutes.

You have one minute to think about what you are going to say.
You can make some notes if you wish.

A Museum you have visited

Describe a museum or art gallery that you have visited

You should say:

- where it is**
- why you went there**
- what you particularly remember about it**



Part 2 Tips

For section 2, underline key words in the task.

Write one- or two-word notes.

Write down some time phrases e.g. 10 years ago / in the future / at present to remind yourself to vary the tenses

Remember you don't have to tell the truth

If you can't remember an important word, try to paraphrase

It is fine to correct yourself (native speakers do it all the time)

Listen to the examiner's follow-up questions – notice what tense the question is in, and reply with a short yes/no answer in the same tense



Part 3 Example question

Part 2

Describe a museum or art gallery that you have visited

You should say:

- where it is**
- why you went there**
- what you particularly remember about it**

Part 3

Is there a need for museums in society?

How can museums be made more appealing for young people?

Is graffiti art or vandalism?

How has art changed over the last thirty years?

How will art be different in the future?

Why do peoples definitions of art differ?



Part 3 Strategies for not having an opinion

- Rephrase the question to ‘buy’ some thinking time.

Interviewer: *Should the state provide cheap housing for low-income earners?*

Candidate: *So, you’re asking if the government should be responsible for housing poor people?*

- Define/question the terms used

Candidate: *It depends what you mean by low-income.*

- Use expressions such as:

- Let me think, . . .
- I’m not sure about how to answer that, but . . .
- I’ve never really thought about it, perhaps . . .
- That’s quite difficult to answer . . .



Part 3 Strategies for not having an opinion

Use a different perspective

Look at the question/issue from someone else's point of view.

Interviewer: *Should the state provide cheap housing for low-income earners?*

Candidate: *I've not thought about it. But if I were a local inhabitant / tax payer / someone on a low income, . . .*



Part 3 Strategies for dealing with not finding the right words

Paraphrasing

I don't remember the exact word but . . .

It's a bit like . . .

It's similar to . . .

It's not exactly..... but

I mean, a sort/kind/type of . . .

It's a thing you . . .



Part 3 Language to help to express possibility and opinion

It's possible

It's likely

It's not impossible

Maybe / Perhaps / Most probably

There's a good chance

For me, it is important

Personally, I believe

From my experience,



Part 3 Tips

Rephrase the question in part 3 and think of key words

Signpost your ideas: use set phrases and linking words/phrases

Be willing to expand on your points

Don't stop speaking to search for a word – paraphrase

Remember, the examiner is not assessing your opinion, only how it is expressed