



## Test Format | Part 2 (Long Turn)

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- 3 to 4 minutes (including 1-minute preparation time)
- you will be given a task card: you will have 1 minute to write notes down and get ready, then you will have 2 minutes to speak about the subject without interruption
- the examiner will ask a follow up question or two after your talk

## Criteria

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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:

<b>Fluency and Coherence</b>	<b>Lexical Resource (Vocabulary)</b>
<b>Grammatical Range and Accuracy</b>	<b>Pronunciation</b>

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

### Lexical Resource (Vocabulary)

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

### Grammar

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

**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

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- There are no 'right' answers to the questions asked, concentrate on how you deliver your answer.
- Practice answering the questions, but do not learn or memorize the answers. Examiners can tell if you have memorized your answers.
- Use the 1 minute of preparation time wisely. Write down all the important keywords and phrases. Organize your thoughts, make sure you have prepared your signposting so that you can move from one topic to another easily.
- Follow the flow of the questions. It will show how well you can change from one topic to another.
- You are given two uninterrupted minutes to talk about the topic. Try to consume the whole two minutes. It's better to go over the two minutes than below.
- If you are not sure how to do it:
  - ▶ once you have spoken about one topic, check the next topic to discuss
  - ▶ take a short pause, relax and think about what to say next
  - ▶ look up at the examiner, make eye contact
  - ▶ signpost so that the examiner knows you will be talking about a new topic
- 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 you 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

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1.) Talk about an advertisement which made you want to buy a certain product.

You should say:

- what the product was
- what was shown in the advertisement
- what you liked about the advertisement/product and why
- why the product was important to you.

2.) Describe a subject that you think should be removed from school education programs.

You should say:

- what the subject is
- why you think it is unnecessary for children to study it
- what you would replace it with

3.) Talk about your favorite drink.

You should say:

- the name of the drink
- what the taste is like
- when you drink it
- what you like most about it.

4.) Describe a situation when you were late.

You should say:

- when it was
- why you were late
- how you felt about it

## Answers

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1.) Talk about an advertisement which made you want to buy a certain product.

You should say:

- what the product was
  - what was shown in the advertisement
  - what you liked about the advertisement/product and why
  - why the product was important to you.
- 

Words and Phrases:

*website*

*"Let me tell you about an ad I saw a few weeks ago. It was on the Internet and it was advertising a service to buy and sell gold online. It's something one of my friends told me about some time ago, but I never really thought about it seriously. The image used in the ad was what caught my attention first. It was an image of a gold bar, and it just looked so beautiful.*

*some ... research*

*little by little*

*think about ... seriously*

*investment*

*price varies*

*caught my attention*

*online*

*information*

*service*

*some time ago*

*I clicked on the ad and it linked me to a website which sold gold. I didn't really know much about this so I read all the information on the page and they were selling gold bullion, gold coins and other gold products. I had no idea that you could buy all these different gold products online. The price varies, but you could buy gold for less than \$100. I thought it seemed like a good idea and I considered it to be a good investment for the future.*

*Anyway, I didn't do anything about it at the time, but I did decide to do some more research about the subject. I visited some other websites and read a lot more about buying, selling, and investing in gold. I learned so much and began to get really interested in the topic. Eventually, I decided to buy some gold rounds and coins, simply because I liked the design, and I learned that the price of gold is relatively low at the moment so it seemed like a good time to buy.*

*This was last week, and they delivered my order a couple of days ago. I think I must have spent about 20 minutes just looking at these gold items when I first opened them. They were so beautiful and I had never bought anything gold before in my life so it was a really special moment. Now I have a plan to try and buy some more gold every month, little by little."*

2.) Describe a subject that you think should be removed from school education programs.

You should say:

- what the subject is
  - why you think it is unnecessary for children to study it
  - what you would replace it with
- 

Words and Phrases:

<i>create</i>	<i>I'm going to <u>suggest</u> that art should be taken out of the school <u>curriculum</u>. In my experience, art lessons at school are just a waste of time.</i>
<i>suggest</i>	
<i>finally</i>	<i>There are a few reasons why I think that art lessons in schools are <u>unnecessary</u>. <u>Firstly</u>, I don't believe that drawing and painting are <u>essential skills</u> that children will need when they leave school. Children might find these <u>activities</u> enjoyable, but it's unlikely that they will need them in the working world.</i>
<i>lesson</i>	
<i>skill</i>	<i><u>Secondly</u>, children can draw, paint and make collages on their own time at home; parents can encourage this and they can even join in.</i>
<i>benefit</i>	
<i>curriculum</i>	<i><u>Finally</u>, remembering my own art <u>lessons</u> at school, I don't think we learnt any real art <u>skills</u>; the teachers left us alone to draw or <u>create</u> things, but they didn't <u>provide</u> much technical instruction.</i>
<i>provide</i>	
<i>firstly</i>	<i>Instead of art lessons, children could do more work on <u>core subjects</u> like math, science or languages. These subjects are more likely to help children later in life, when they enter the job market, and I think both children and their teachers would <u>benefit</u> if more time were <u>devoted</u> to these subjects.</i>
<i>essential skills</i>	
<i>core subjects</i>	
<i>unnecessary</i>	
<i>secondly</i>	
<i>devote</i>	
<i>activity</i>	

3.) Talk about your favorite drink.

You should say:

- the name of the drink
- what the taste is like
- when you drink it
- what you like most about it.

Words and Phrases:

*taste*

*"My favorite drink is Mountain Dew. I drink it almost every day, so you can say that I am almost addicted to it. My fridge is stocked with chilled cans of mountain dew. It all started*

*impressed*

*about three years ago, when I saw an ad on the TV. I was really impressed by the adventurous ad and I thought of trying it out. I was apprehensive at first, but I ended up*

*whole thing*

*drinking the whole thing! The taste was surprisingly good!*

*stocked with*

*It is easy to tell recognize Mountain Dew by the taste. It has a unique taste and it feels as if there is lemon in it. The drink tastes the best when it is chilled. I cannot describe it*

*surprisingly good*

*accurately, but you can get a good idea of its taste if you try it yourself. Since then, I have been drinking it daily.*

*easy to tell*

*I know this story is a little silly, but I remember when my cousin drank my last bottle. Now, I do not get mad at people easily nor is it difficult to annoy me. Anyway, my cousin drank my*

*apprehensive*

*last Mountain Dew without my permission. You can imagine how mad I was! Now, everyone*

*unique taste*

*knows that no one should drink my Mountain Dews.*

*tastes the best*

*chilled*

*try it out*

*good idea*

4.) Describe a situation when you were late.

You should say:

- when it was
- why you were late
- how you felt about it

Words and Phrases:

<i>errand</i>	<i>"About a week ago, I was late for an important <u>meeting</u> with one of my teachers at the university. We were <u>supposed to meet</u> at around 3pm to discuss a project I'm working on for one of the courses I am <u>attending</u>.</i>
<i>meeting</i>	
<i>appointment</i>	<i>Anyway, at lunchtime I had to go into the city and <u>take care of some errands</u>. One of the things I had to do was collect an item from my uncle's shop for my mother, but when I</i>
<i>wait</i>	<i>arrived my uncle wasn't there and his assistant didn't know anything about the matter, so I had to <u>wait</u>.</i>
<i>delay</i>	
<i>arrive early</i>	<i>Eventually, my uncle <u>arrived at the shop</u>, but I had been <u>waiting</u> for nearly an hour. When I left, I thought I might be able to <u>make it to the university on time</u>, but then the bus I was on got <u>stuck in a traffic jam</u>, and I lost even more time.</i>
<i>make it to</i>	
<i>suppose to</i>	<i>By the time I finally arrived at the university and went to my teacher's office, he had already left. I was almost an hour late for our <u>appointment</u>, so I can't blame him for not <u>waiting any longer</u>.</i>
<i>attend</i>	
<i>take care of</i>	<i>I saw him the next day and I apologized to him. He understood the situation and we arranged to <u>meet early</u> this week. Of course, I made sure that I <u>arrived early</u> this time, so there was no problem. I felt bad about arriving late because I like my teacher and he had</i>
<i>control</i>	<i>offered to help me. I learnt that you can't <u>control</u> everything and that sometimes <u>delays</u> happen and you just have to accept the situation."</i>
<i>arrive</i>	
<i>stuck in</i>	
<i>on time</i>	
<i>meet early</i>	