

Speaking skills


1 The Speaking Test – Part 1

In this unit you will practise:

- getting ready to speak
- using the correct tense
- talking about familiar topics
- Grammatical Range and Accuracy

1 Getting ready to speak

The test has three different parts (Part 1, Part 2 and Part 3) and the examiner will use a script. This helps to make sure that the Speaking tests all follow the same pattern.

- 1.1**  **Video 1** Watch the video and focus on what the examiner says. Complete part of the examiner's script below.

Can you tell me your 1 , please?

Thank you. And what 2 ?

And can you tell me 3 ?

Can I see your 4 , please?

Thank you, OK, that's fine.

Now, in this first part, I'd like to ask you 5

Let's talk about 6

- 1.2** What do you need to bring to the Speaking test?

- 1.3** Watch again and this time, focus on Sanem, the candidate. As you watch, answer the questions below.

- 1 Choose the best adjectives to describe Sanem: shy, anxious, friendly, tense, calm, abrupt, confident.
- 2 Which **TWO** descriptions below (A–E) apply to Sanem?
 - A She often looks down and avoids looking at the examiner.
 - B She makes good eye contact with the examiner.
 - C Her body language shows she is listening carefully.
 - D Her body language shows how nervous she is.
 - E The way she is sitting makes her seem a little rude.



Test Tip Make good eye contact with the examiner from the moment you enter the room, and answer in a polite and friendly way. Your body language is an important part of communicating.

The Speaking test is a formal situation, so it is important to use appropriate body language.

- 1.4** Put a tick (✓) or a cross (X) to show which of these would be appropriate in the Speaking test.
- A chewing gum because it helps you to stay calm
 - B drinking from a bottle of water
 - C checking your mobile phone
 - D using your mobile phone to time your interview
 - E wearing jeans and a T-shirt
 - F asking the examiner your score at the end of the test
 - G shrugging your shoulders to show you don't know or understand
 - H asking to leave the room for a moment during the test



Test Tip Make sure you arrive early for your test, so that you are not hurrying and have time to relax. If possible, visit the test centre before the day of your test, so that you are familiar with where you need to go.

- 1.5** If you can, video yourself being interviewed and think about your own body language. Are there any things you can improve?

2 Part 1 – talking about familiar topics


Part 1 will last for approximately five minutes. The examiner will ask you about familiar topics such as your family, or likes and dislikes.

- 2.1** Look at the questions below on the topic of home, and think about how you would answer them.

Let's talk about where you live.

- What do you like most about your home town/city? [Why?]
- Is your home town/city a popular place for tourists to visit? [Why/Why not?]
- Do you think your home town/city has changed much in recent years? [Why/Why not?]

- 2.2** At the end of each question, there are follow-up questions in brackets. Why do you think the examiner sometimes uses them?

- 2.3**  **Video 2** Watch a candidate called Emanuele answering the questions. As you listen, decide which statement below applies to Emanuele's answers.

- A His answers are a little too short – the examiner needs to ask follow-up questions.
- B He is clearly giving a prepared speech.
- C He answers naturally and fully.



Test Tip The Speaking test should be a natural conversation. If you try to give a prepared speech, the examiner will interrupt you and ask you a different question.


2.4 Practise by answering the questions below. Record yourself if possible. Don't use any notes or learn a prepared answer.

- What food is typical of your home country? [Why do you think that is?]
- Are there any special festivals or celebrations in your town/city? [Can you tell me about that?]
- What advice would you give to a visitor to your town/city? [Why?]

2.5 Listen back to your answers. Did you answer the questions fully? Would an examiner need to have used the questions in brackets?

3 Using the right tense – Grammatical Range and Accuracy

Your examiner will use four different criteria to assess your speaking level. One of these is Grammatical Range and Accuracy. To achieve a high score in this criterion, you need to use a range of tenses and structures accurately. In Part 1 of the Speaking test, you will be asked questions about two or three familiar topics. The questions will feature a variety of tenses.

3.1  **Video 3** Watch a candidate called Saida answering questions about writing and music. As you listen, complete the examiner's questions below. You may need to watch more than once.

- | | | |
|---|----------------------|---|
| 1 | What different types | ? |
| 2 | Do you prefer | ? |
| 3 | Do you write | ? |
| 4 | Do you like to | ? |
| 5 | Let's talk about | ? |

3.2 What tense should you use to answer each question? Listen again to see if Saida showed a range of tenses.

3.3 Look at these extracts from Saida's answers. Three of them contain a grammatical error. Find the mistakes and correct them.

- 1 I prefer to email.
- 2 If you send a letter by yourself, it means you are very appreciate this person.
- 3 It depends on the situation. For example, for my studies, I prefer to type on a computer, but for my essays, I prefer to write by hand.
- 4 I think less, because technology nowadays are really go fast.
- 5 Not actually.
- 6 I listen to music because it gives me energy.



Test Tip It's important to listen carefully to the examiner's questions so that you can answer in the correct tense. When answering yes / no questions, it is important to answer the question and then give reasons for your answer. Don't simply answer Yes or No.

Here are some other familiar topics that you may be asked about.

- computers
- hobbies
- reading
- studying
- food
- music

3.4 Try to say one sentence about your past, present and future experiences of each of the topics above. Pay attention to tenses.



Study Tip Spoken language is different to written language, and you may make more grammatical mistakes when you are speaking because there is less thinking time. Try recording yourself as you give the answers to the questions in these units. Then, write out your answers to see the type of mistakes you are making.


3.5 Think about how you would answer these questions.

- 1 Do you like to read the newspaper? [Why/Why not?]
- 2 Did you enjoy studying when you first started school? [Why/Why not?]
- 3 Would you like to do any further study? [Why/Why not?]
- 4 Do you often go out at the weekends?
- 5 Have you always liked the same kind of music? [Why/Why not?]

3.6 Which of the answers in the box can be used with questions 1–5?

Not really.	Yes, I do.	No, I didn't.	No, I haven't.
Yes, I have.	Yes, there is.	No, there aren't.	
Yes, I would.	No, I wouldn't.	Yes, I did.	No, I don't.

The answers in the box are a good start, but you need to give more detail and explain your answer.

3.7  **Video 4** Watch Emanuele giving full answers to the following questions about music. As you listen, make a note of the information that he gives, and the different tenses that he uses. Correct any mistakes you hear.

- 1 Let's talk about music. How often do you listen to music?
- 2 Why?
- 3 So, do you prefer to buy CDs or download music from the internet?
- 4 Have you always liked the same kind of music?
- 5 And is there a musical instrument that you would like to learn to play?

3.8 Answer each of the questions in 3.5 and 3.7 for yourself using an appropriate answer from the box. Give specific details.

Speaking skills


2 Part 2 – Giving a talk

In this unit you will practise:

- understanding the task
- improving your Fluency and Coherence
- keeping going
- organising your notes and your talk

1 Understanding the task

In Part 2 of the Speaking test, you will be asked to talk about a specific topic. The examiner will give you a booklet showing your question, and the ideas you need to talk about. You will have time to make notes first.

1.1  **Video 5** Watch the video and answer the following questions.

- 1 How long should you speak for?
- 2 How long will you have to make notes?
- 3 Will you need to bring paper and a pen?
- 4 Can you write on the booklet?
- 5 How will you know when to stop talking?

There are four instructions on your booklet telling you what to talk about. It is important to address each one. You will usually be asked to choose a person, place, time or thing and explain why you chose them. Also, you may be asked to describe one or two specific examples and talk about your own feelings or reactions.

1.2 Look at the task that Emanuele was given.

Describe a time when you helped someone.

You should say:

- who you helped and why
- how you helped this person
- what the result was



and explain how you felt about helping this person.

Before your talk, you will be given extra paper to make notes on. You need to make sure your notes cover **each** of the points listed. Writing down the key words in the task will help you to organise your thoughts and ideas.

1.3 Fill in the notes below using key words from 1.2.

Notes: a time when I helped someone

- Who I helped
- How
- How I felt
- 1
- 2

- 1.4**  **Video 6** Check your answers to 1.3, set a timer and watch Emanuele giving his talk. As you listen, make notes on what he says about each of the points in the task.
- 1.5** How long did Emanuele speak for? Look at the notes you made from Emanuele's talk. What would you add to make his talk longer?
- 1.6**  **Video 7** Some candidates run out of ideas after only one minute. Watch Saida's response. How does the examiner help?


If you run out of ideas after only one minute, you can


- look quickly at your notes.
- look at the question again (did you miss any details out?).
- refer back to an earlier point in your talk and add more.
- keep talking while you think.

- 1.7** The words in the box are useful to help you keep talking. Complete phrases 1–6 with a suitable word from the box. You may use any of the phrases more than once.

add	mentioned	said	described	as
else	forgot			

- 1 _____ I said earlier ...
- 2 At the beginning I _____ ...
- 3 I don't think I've _____ ...
- 4 Now, what _____ can I say?
- 5 I'd just like to _____ something about ...
- 6 One thing I _____ to mention ...


- 1.8**  **Video 8** Watch Sanem completing the task in 1.2. Does she cover all of the points in the task?

- 1.9**  **Video 9** Watch Sanem and Emanuele, talking at the end of Part 2. Write down the question the examiner asks.

- 1 Sanem's rounding-off question: _____ ?
- 2 Emanuele's rounding-off question: _____ ?


- 1.10** It is important to answer all of the questions fully. Watch again and make a note of how the candidates extend their answer.

 **Test Tip** As you talk, you should only look at your notes briefly. **Don't** read directly from your notes. Notice how each of the candidates in the videos keeps eye contact with the examiner.

 **Test Tip** If you run out of ideas after one minute, give yourself a fresh start by looking at your notes or looking at the task in the booklet again.

2 Improving Fluency and Coherence

Two of the criteria your examiner will use to assess your speaking are **Coherence** and **Fluency**. Coherence means how easy it is for the listener to follow and understand your ideas. Just as in writing, your notes can help you to organise and link your ideas in a logical way.

2.1  **Video 10** Watch Melanie giving her talk. As you listen, look back at the task in 1.2.

- 1 How does Melanie begin her talk?
- 2 Fill in the blanks in Melanie's first sentences.

You _____ a time when I

To that aim,

Aniseto.

- 3 How does she use the information in the question to help organise her ideas?

One way of linking your ideas is by using words and phrases like *after that*, *because of this*, *but*, *also*, etc. We also connect ideas using pronouns.

2.2 Below there are some examples of good coherence from Melanie's talk. The words and phrases she uses to connect her ideas are in bold. Complete extracts 1–8 with endings A–H.

- A I decided to take English lessons.
- B I helped him.
- C I could help him a little.
- D he couldn't speak English at all.
- E it wasn't just for him, it was also for me.
- F it wasn't a good thing.
- G he was very friendly.
- H I've chosen to talk about Aniseto.


- 1 You asked me to describe a time when I helped someone.
To that aim ...
- 2 I went to visit my uncle just as a tourist **but then** ...
- 3 I met a Venezuelan boy **and** ...
- 4 I'm not very good at English **but** ...
- 5 So, **that's it**, **that's how** ...
- 6 I wanted to do that **because** ...
- 7 I could practise my English **too, so** ...
- 8 Some people say that **now** he has a French accent, **so maybe** ...

2.3 Watch again to check your answers.

2.4 It is important to use a variety of language. Do you think Melanie uses a variety of connecting words and phrases or does she repeat the same ones?

2.5 Melanie also connects her ideas using pronouns. Look again at the sentence endings A–H and highlight all of the pronouns.

Fluency refers to the speed of your delivery and how hesitant you are. Candidates who are hesitant often say *er ...* a lot.

2.6  **Video 11** Watch Saida's talk and think about coherence and fluency.

- 1 What words and phrases does Saida use to link her ideas?
- 2 What other connecting words could Saida have used?
- 3 Does she use pronouns?
- 4 Does Saida talk fluently, or is she quite hesitant?

3 Organising your notes and your talk

Making notes can help you to plan your ideas and to give you a fresh start during your talk. Your notes will help you to

- start you thinking about the topic.
- organise your ideas (improve your coherence).
- keep going during your talk (improve your fluency).

3.1 Read this Part 2 task and look at two different candidates' notes.

Describe a person who has been an important influence in your life.
 You should say
 who this person is and how long you have known him or her
 why you chose this person
 how this person has influenced your life
 and explain how you feel about him or her.

Candidate 1

Who and how long? older brother / 36 years old / a lawyer / lives in America / not see often / known him all my life

Why I chose him when young had problems at school / learning difficulties / his dream – to be a lawyer / failed many times / finally succeeded

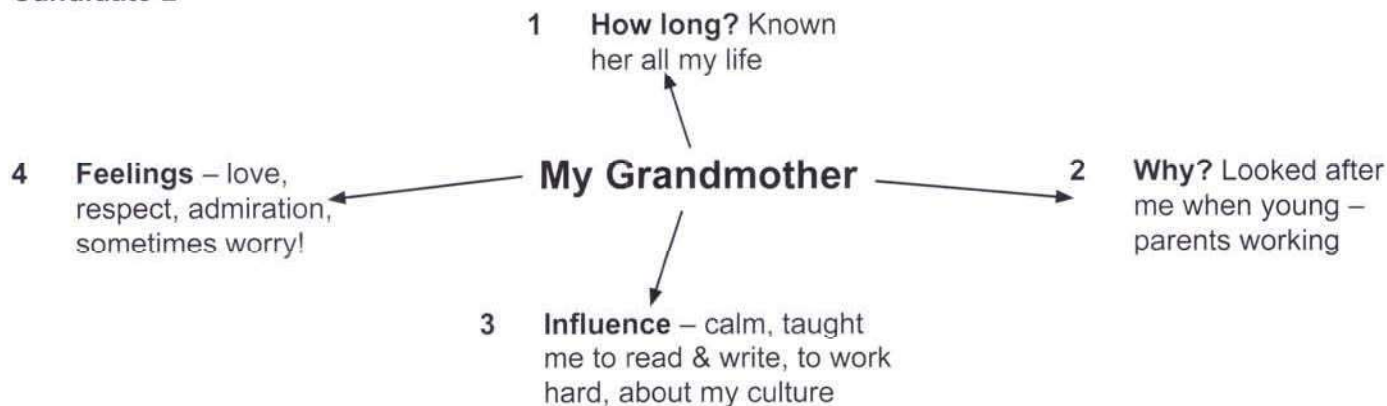
How he has influenced my life taught me to keep going / have a clear goal / don't give up / last year: I failed important test / disappointed but didn't give up / trying again soon

My feelings grateful / admiration / proud



Test Tip When you are making your notes, try not to write too much. It is important to use this time to think and note down ideas or words, but you also need to be able to quickly look at your notes during your talk and easily find your next idea. Try to find a way that helps you do this (e.g. organise your ideas clockwise on your page, rather than in a random order).

Candidate 2



3.2 Think about your own notes.

- 1 When you make notes, do you write them
 - A in a list?
 - B scattered randomly on the page?
 - C in a mind map or diagram?
- 2 Do you write
 - A single words?
 - B long phrases?
 - C whole sentences?
- 3 Try to decide which style of notes would be most helpful for you during the exam.

3.3 Use the two sets of notes in 3.1 to give a talk about the different people. Use all of the details, and time yourself. Concentrate on connecting your ideas and use the ideas below to help you.

- I've decided to talk about ...
- I've known him/her ...
- I chose him/her because ...
- I think s/he has influenced my life by ...
- When I think of him/her, I feel ...

3.4 Choose the style of notes you feel most comfortable with and write detailed notes about a person who has influenced you. Then, give a talk about him or her. Make sure you time yourself. Record or video yourself if possible.

3.5 Were your notes helpful? Did you write too much or not enough?

3.6 Answer the rounding-off question below. Try to expand on your answers in the same way as Sanem and Emanuele did.

- Who do you think has the most influence in your life: your family or your friends? Why?

Speaking skills


3 Part 3 – Talking about abstract topics

In this unit you will practise:

- talking about abstract topics
- agreeing and disagreeing
- giving your personal opinion
- improving your Lexical Resource score


1 Talking about abstract topics

In Parts 1 and 2 of the Speaking test, the topics and questions are familiar and personal. In Part 3, the topics and questions are more general and more abstract. The questions gradually become more difficult.

- 1.1**  **Video 12** Listen to how the examiner introduces Part 3. Complete the paragraph below. You may need to watch more than once.

We've been talking about **1** _____, and I'd like to
2 _____ one or two more **3** _____.
So, let's consider first of all **4** _____.

The examiner has a list of topics and ideas to guide them, but they will also adapt their questions to your answers.

- 1.2**  **Video 13** Watch and complete the questions the examiner asks.


- A** Can you tell me some of the practical things _____ ?
- B** Why should _____ ?
- C** You live in quite a small town ... Do you think _____ ?
- D** So why don't they _____ ?
- E** Let's go on and think about _____ .
Some people don't _____ ?
- F** Do you think that the _____ ?
- G** But doesn't that sometimes mean that _____ ?
- H** So, Emanuele, do you think that some people _____ ?



Test Tip Listen carefully to the examiner's questions to make sure that you answer them fully and appropriately.



Test Tip In each part of the test, it is very important to answer all of the questions as fully as possible so that the examiner can assess your language. This will also help improve your score. Make sure to expand on your answers as much as possible.

1.3  **Video 13** Watch Emanuele answering the questions from 1.2. Match the extracts 1–8 from his answers to questions A–H.

- 1 I think governments should create ... the right base.
- 2 But sometimes I understand that it's difficult to help some people.
- 3 You may have a problem some day and if there is someone that can help you, it's a good thing.
- 4 I think the most common action you can do would be to lend him something he doesn't have.
- 5 Life in cities is quite stressful.
- 6 I think that everyone should help each other first, then the government can create the structure and can act in the right way to allow people to be helpful.
- 7 I think it depends on the country. For example, the experience I had here in England showed me that people are much more helpful here.
- 8 You should always try to be helpful because you can't base your attitude on a past experience.

1.4 Emanuele gave full answers to the questions. Look at these techniques for expanding on your answers in Part 3.

Techniques

- A stating or explaining your own view
- B giving relevant examples
- C explaining how or why something happens
- D saying what would, could, should or might happen
- E suggesting a solution to a problem
- F explaining another side to the issue

1.5 Match the sentence beginnings 1–6 to the correct technique A–F in 1.4. You may use any letter more than once.

- | | |
|---------------------------------|---|
| 1 For instance,
when we ... | 4 On the other hand,
some people believe ... |
| 2 If that happened,
then ... | 5 This happens
because ... |
| 3 Well, I think ... | 6 One way of dealing
with this is ... |

1.6 Match techniques A–F with Emanuele's answers 1–8 above.

1.7 The questions in Part 3 often ask for your opinion. Look at the questions 1–5 and answer them in your own words. Make sure you expand on your answer using techniques from 1.4.

- 1 Do you think it's more important to earn a large salary or to be happy in your job?
- 2 Do you think some people spend too much time on their computers these days? (Why?)
- 3 Do you think the government should try to control the internet, or should people be able to write whatever they want?
- 4 Pollution is a problem in many countries. What do you think governments can do about it?
- 5 Do you think newspapers and books will eventually disappear?



Test Tip For Part 3, it is important to have your own opinion. Try to read newspapers and watch the news to keep up with current issues.

2 Agreeing and disagreeing

2.1 Sometimes the examiner will give you an opinion and then ask 'Would you agree with that?' Look at the following responses to this question. Put the different answers into the correct column according to their meaning.

- | | |
|--|--|
| 1 Oh no, not at all. | 6 I completely disagree. |
| 2 Well, I think there are valid points for both. | 7 I can see your point, but ... |
| 3 I totally agree with that. | 8 Yes, I think that's absolutely right. |
| 4 I think I would probably have to say no. | 9 Actually, I think it depends on the situation/country/person |
| 5 To a certain extent, yes. | 10 It seems to me that there are two sides to consider. |



Test Tip Don't be afraid to disagree with the opinions the examiner expresses. These are not necessarily what the examiner thinks or believes. It is simply a chance for you to showcase your language and ideas.

Strongly disagree	Disagree to some extent	Neither agree nor disagree	Agree to some extent	Strongly agree

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2.2 Look at the statements 1–5 and decide whether you agree.

- 1 Video games in general are a lot more violent nowadays.
- 2 People should be made to retire earlier so that younger people have a better chance of getting a job.
- 3 Robots will play a more important role in our lives in the future.
- 4 We don't do enough to protect the environment.
- 5 Everyone should take some sort of further education.

3 Improving your Lexical Resource score

Another of the criteria your examiner will use to assess your speaking is called **Lexical Resource**. You will score well if you use a wide range of vocabulary and don't limit yourself to basic words and phrases. During the Speaking test, try not to repeat the same words too often and use some idiomatic expressions if you can.

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3.1 Create idiomatic expressions by completing phrases 1–6 with endings A–F.

- | | |
|----------------------------------|----------------------------|
| 1 I felt as though I didn't have | A louder than words. |
| 2 I couldn't keep | B a bit of a slave driver. |
| 3 Actions speak | C a care in the world. |
| 4 My boss was | D by its cover. |
| 5 My sister and I are like | E a straight face. |
| 6 You can't judge a book | F two peas in a pod. |


3.2 Match the completed expressions in 3.1 with the correct meaning.

- A I was made to work very hard.
- B We're very similar.
- C Appearances can be deceiving.
- D I was very relaxed.
- E What we do matters more than what we say.
- F I found it difficult not to laugh.

3.3 Below are some words/phrases that Emanuele used in Part 3. Are they basic or higher-level vocabulary? Circle the higher-level words.

holiday	help	it depends on	experience
attitude	small	base (something) on	
create the structure		personal responsibility	children
act in the right way		allow people to	everybody deserves
bad	more or less	house	

3.4 Emanuele was given a score of 7 for Lexical Resource. Why do you think that is?

3.5  **Video 13** Watch again and tick the words/phrases in 3.3 as you hear them.

3.6 Look again at the questions in 1.2 and answer them yourself.


Speaking skills

4 Checking, correcting and assessing

In this unit you will practise:

- dealing with problems
- pronunciation and intonation
- running words together (chunking)
- assessing your level

1 Dealing with problems

- 1.1**  **Video 14** Watch five extracts from different interviews and decide which of the problems (A–D) each candidate is experiencing. There may be more than one possible answer and you may use any letter more than once.

Problems

- A the candidate doesn't understand the question
- B the candidate hasn't heard the question properly
- C the candidate has made a mistake
- D the candidate isn't sure how to answer

- | | |
|-------------|------------|
| 1 Emanuele: | 4 Saida: |
| 2 Saida: | 5 Melanie: |
| 3 Melanie: | |

- 1.2** Watch again and notice how the candidate responds to the problem. Choose the correct letter (A–D).

Candidate's response to the problem

- A the candidate stays silent
- B the candidate attempts an answer but is hesitant
- C the candidate asks a question to check
- D the candidate corrects him/herself

- 1.3** Which of these ways of dealing with problems do you think could give you a lower mark? Why?
- 1.4** What did the examiner do in extracts 1 and 2 to help keep the candidate talking?



Test Tip Listen carefully to the examiner's questions to make sure that you answer them fully and appropriately. Don't be too shy to ask for help in the interview if you need it.

1.5 Here are some useful phrases you can use to deal with problems in the test. Match the phrases to the problems (A–D) in 1.1. You can use any of the phrases more than once.

Sorry, I meant to say ... I'm sorry, could you repeat the question?
 I honestly have no idea. I'm not really sure what you mean.
 I've never really thought about that before.

2 Pronunciation, intonation and 'chunking'



Study Tip If you are unsure which individual sounds you are saying incorrectly, try reading a short passage from this book aloud and asking another student to write down what you say. Are there any words or sounds that they have difficulty understanding? Or, record yourself and listen back. How easy is it to write what you hear?

The fourth criterion your examiner will use to assess your English level is **Pronunciation**. This includes:

- pronouncing individual sounds clearly.
- using intonation and stress to help communicate your ideas.
- 'chunking' (running your words together naturally and clearly – not in a robotic way).

Individual sounds

Hearing the difference between sounds you find difficult can be the first step to **saying** them correctly.

2.1 **34** To help you identify which English sounds you may have a problem with, listen and circle the word that you hear.

- | | | |
|--|-----------------------------------|-----------------------------------|
| 1 <u>it</u> / <u>eat</u> | 2 <u>look</u> / <u>luck</u> | 3 <u>full</u> / <u>fool</u> |
| 4 <u>bad</u> / <u>bed</u> | 5 <u>workmen</u> / <u>workman</u> | 6 <u>fur</u> / <u>far</u> |
| 7 <u>board</u> / <u>bird</u> | 8 <u>spot</u> / <u>sport</u> | 9 <u>ankle</u> / <u>uncle</u> |
| 10 <u>stairs</u> / <u>stars</u> | 11 <u>heart</u> / <u>hot</u> | 12 <u>knee</u> / <u>near</u> |
| 13 <u>chest</u> / <u>chased</u> | 14 <u>crawl</u> / <u>cruel</u> | 15 <u>con</u> / <u>coin</u> |
| 16 <u>could</u> / <u>code</u> | 17 <u>fur</u> / <u>fair</u> | 18 <u>back</u> / <u>bike</u> |
| 19 <u>can't</u> / <u>count</u> | 20 <u>day</u> / <u>they</u> | 21 <u>breathe</u> / <u>breeze</u> |
| 22 <u>depend</u> / <u>defend</u> | 23 <u>bland</u> / <u>brand</u> | 24 <u>sort</u> / <u>thought</u> |
| 25 <u>close</u> (adj) / <u>close</u> (v) | 26 <u>save</u> / <u>shave</u> | 27 <u>hair</u> / <u>air</u> |
| 28 <u>bet</u> / <u>yet</u> | | |

2.2 **35** Listen and practise saying all of the words correctly.


2.3 Read one word from each pair in 2.1 to a friend and ask them to write down the word they hear. Did they write the correct word?

Make sure to focus on the way you pronounce word endings as well.


- 2.4** Put the words into the correct column depending on how the ending is pronounced.

based	played	laughed	changed	waited
arrived	acted	chased	increased	learned
hoped	wanted	poured	decided	washed

/t/	/d/	/Id/

- 2.5**  **36** Listen and check your answers.

- 2.6** Listen again and practise saying the words aloud.


- 2.7**  **Video 15** Watch extracts from Saida and Melanie's talks. What problems can you hear with individual sounds?

Stress, intonation, and running words together


Stress is used to accurately pronounce a word.

- 2.8** Which part of these words should be stressed? Underline the correct syllable.

contact	respect	equal	practice	depend
develop	environment	technique	expert	
difficult	expensive			

- 2.9**  **37** Listen and check your answers, then practise saying the words with the correct stress.

Stress is also used to give emphasis to a word and add extra meaning to it.

- 2.10**  **38** You will hear part of a talk about conducting a job interview. As you listen, follow the script below and underline the words that the speaker stresses to give emphasis.

Over the years // I've interviewed hundreds of candidates // for jobs at many different levels. // The point of every job interview is to make sure a candidate has the skills necessary to do the work. Hiring the wrong person can be an expensive mistake. But, apart from references, how can you determine if the candidate actually knows what he says he knows? A very effective way to sort out the good candidates from the bad is by asking 'How did you do that?' and 'Why did you do that?' at appropriate stages in the interview.

Intonation is an important part of your pronunciation. Good intonation stops your speech sounding too monotonous.

Chunking, or running words together, also helps to make your language sound more natural.


- 2.11** The first few lines of the script above have // marks to show how the speaker chunks words and phrases together. Listen again and add // marks to show where the speaker naturally pauses.

- 2.12** Look at this extract from Sanem's video and say it aloud.

- 1 underline the words that you think should be stressed
- 2 use // marks to show which phrases or groups of words should be chunked together.

EXAMINER: Let's talk about music. How often do you listen to music?

SANEM: Every day. I love music, yeah I'm a fan of music every type of music especially rock music and classical music and I like to search from the internet, new groups, new bands, new type of genres. Yeah, every day.

- 2.13**  **Video 16** Watch the extract from Sanem's video.

- 1 Does she show a good use of stress and chunking?
- 2 Does she show a good use of intonation or does she sound monotonous?




Study Tip A good way to practise intonation and fluency is by copying the rhythm of native speakers. Choose a recording from the listening section and play it at a low volume. Read aloud from the script and try to keep the same time and intonation patterns as the speaker on the recording.

3 Assessing yourself and improving your score



Study Tip Record yourself being interviewed, on video if possible, and try to assess your own performance. Decide which areas you need to work on and improve.

- 3.1**  **Video 17** Watch the whole of Saida's test. As you watch, look at the comments made by an examiner below and the score she received.

Criteria	Examiner comments	Band awarded
Fluency and Cohesion	Slow speech and frequent hesitation. A range of spoken discourse markers (<i>well; so; it depends; actually; I think so; first of all</i>).	5
Lexical Resource	Some good vocabulary (<i>architectural design, last two decades, cooperative and tolerant, look after their children, help people become healthy again</i>), but limited flexibility is demonstrated by lack of range, repetition of certain items (<i>cooperative and tolerant</i>) and inappropriacies (<i>it's very actual, some cookings and housekeeping works, she always says me</i>).	Between a 5 and 6 (so 5.5)
Grammatical Range and Accuracy	Quite accurate on basic forms, but little range. Some good examples of complex forms (<i>help people to become healthy again, try to encourage it, I prefer to write letters by myself, my mother asked me to go to her home and help</i>), but most of these involve infinitive structures. Examples of errors (<i>technology nowadays are really go fast, she become healthy, now I proud, they are more closer, think about yourselves/themselves</i>). However, in general, these do not impede communication.	Between a 5 and a 6 (so 5.5)
Pronunciation	At times, her slow speech interferes with chunking and rhythm and she has a problem with 'th'. However, control is variable and when more confident, she demonstrates good rhythm and chunking (<i>if I can help someone, explain some things which I want to say</i>) and has some good use of intonation and stress (<i>not only nurses, also teachers</i>).	6

- 3.2** Saida's overall score was 5.5. Look at the comments again and decide what Saida would need to do to improve her band scores for each of the criteria.
- 3.3** Look back at any of the videos or recordings you have made of yourself. Compare your own performance with Saida's. What areas do you need to improve in your own performance?

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–6

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

PRESTON PARK RUN	
Details of run	
Example	
Day of Park Run:	Saturday
Start of run:	in front of the 1
Time of start:	2
Length of run:	3
At end of run:	volunteer scans 4
Best way to register:	on the 5
Cost of run:	6 £



Test Tip Remember that you only hear the recording once.

Check how many words you can use for each answer.

Read through the notes to get an overall idea of their content.



Test Tip You can write a time in figures or words, but figures are quicker and easier.



Study Tip 3 The answer is a distance. Make sure you include the unit of measurement – you can write this in an abbreviated form, e.g. 'km' for kilometres or 'm' for miles.

Questions 7–10

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Volunteering	
Contact name:	Pete 7
Phone number:	8
Activities:	setting up course
9	the runners
10	for the weekly report



Test Tip If part of the answer is given (e.g. \$, £, etc.) remember not to repeat it in your answer.



Test Tip Names are often spelled out on the recording. Make sure you know how all the letters of the English alphabet are pronounced. Listen carefully and write down the letters as you hear them.



Test Tip Check that you have spelled all the answers correctly.