Part 1 of the Speaking Test gives you the chance to relax, and get to know a little bit about your partner. In this part you answer questions from the examiner about yourself and you listen to your partner doing the same.

- You go into the room with your partner and hand over your marksheets (which you’ve been given earlier).
- The examiner introduces herself/himself and also introduces the assessor.
- The examiner asks each of you in turn some questions about yourselves.
- The examiner chooses questions from a selection in her/his script.
- You are given an equal chance to speak. The examiner may ask you questions alternately, or (s)he may put a few questions to you, then a few to your partner.
- There is no need for you to talk to each other in this part, but sometimes a reaction or comment is natural. The examiner controls this interaction.
INFORMATION

In Part 2 of the Speaking Test, you will have a chance to speak without interruption for about one minute.

- The examiner will give you a pair of photographs and (s)he will tell you to let your partner see the photos as well. Then (s)he will ask you to compare and contrast them and give some personal reaction to them. You will only have one minute to do this.
- Your partner will listen during that minute and then will be asked a question to which (s)he should make a short response or comment. 'Short' means short - a one or two sentence response is enough! (Only 20 seconds is allowed here.) Don't be surprised if the photos are taken away while this takes place - it's to stop your partner referring in detail to the pictures.
- Then the same thing happens with your partner: (s)he speaks about two different photos for a minute. You listen, and respond briefly at the end. Don't interrupt when your partner is speaking.
Paper 5 Parts 3 and 4 (3 & 4 minutes)
Speaking - Two- and three-way discussion

**INFORMATION**

For Part 3 of the Speaking Test, the examiner will give you and your partner a sheet on which there will be several pictures or illustrations. You will be asked to talk about something together for about three minutes and to come to a decision.

- The examiner will give you your instructions and then will say nothing more until the three minutes are finished, unless you need further guidance.
- After the three minutes (s)he will then ask you some questions which make up Part 4 of the Speaking Test. Part 4 lasts approximately four minutes.

To do well in Part 3 you need to do a number of things:

- Say what you think and why you think this.
- Ask your partner for her/his opinion.
- Listen to your partner and follow up on things (s)he says, e.g. add something more or a contrast, or agree or disagree.
- Make suggestions or give information.
- Speculate, e.g. say what might happen, or how this could affect someone.
- Come to a decision.
SUGGESTED APPROACH

1. Listen to the examiner’s instructions.
2. If you’re not sure what to do, or don’t understand something, ask for clarification.
3. Be aware of the timings of the different parts, and know when you should speak, listen, interact with you partner, interact with the examiner etc.
4. It’s a speaking test, not a listening test. So speak as much as possible when it’s appropriate. Don’t just give one-word answers. The assessor needs some language to assess.
5. However, you must be sensitive to turn-taking. There has to be a balance between saying too little and saying too much.
6. The examiner’s responsibility is to give clear instructions and to manage the interview; your responsibility is to bring the instructions/task to life - to put flesh on the bones!
7. Think about your body language, particularly when you are talking with your partner. Turn towards each other a little, look at your partner when (s)he is speaking. Look interested.
8. There are no right and wrong answers to the tasks.
FUNCTIONAL PHRASES

ASKING FOR CLARIFICATION

Sorry, I'm not sure what you mean.
I don't (really) understand.
Can I ask a question?
Do you want me to...?
Can you say that again please? I'm not (quite) sure what I have to do.

CORRECTING YOURSELF

I don't think I explained that very well!
What I mean is...
What I meant was...
What I'm trying to say is...
IF YOU DON'T KNOW THE WORD FOR SOMETHING
i don't know what you call it, but...
(followed by some attempt to describe or define the object)
It's like a...
You use it to open...
It's used for opening...
It's used to open...
It's what you do when you... (if you don't know the verb)

COMPARE AND CONTRAST
(EXPRESSING SIMILARITY OR DIFFERENCE)

They both show, have etc.
They’re quite similar because they both show, have etc.
There are... in both of them.
Both of them have got... in them.
There are some differences. One... and the other...
The top one looks more... than the bottom one.
The one on the left is/shows/has... but the one on the right is...
This one is not as... as the other one.
It's quite difficult to compare them.
FUNCTIONAL PHRASES

EXPRESSING YOUR LIKES, DISLIKES, PREFERENCES

I (really) like/love/enjoy tennis / walking by the sea.
I don't (really) like football.
I'm not very keen on baseball.
I much prefer reading.
I'd prefer something to eat / to go swimming.
I'd (much) rather stay at home.
My favourite pastime is walking.
The thing/one I like best is cooking.

EXPRESSING YOUR OPINIONS/FEELINGS/REACTIONS

I don't think he's very happy / she's going to buy anything.
I'm not sure whether he would enjoy it / people believe...
I think it'd be better if they chose... / we didn't go...
I think we should pay less / choose...
It makes me angry/worried/smile/want to...
I find it really interesting/awful.
It looks a bit strange/difficult.
She looks as if she's enjoying it / she hasn't slept.
FUNCTIONAL PHRASES

AGREEING OR DISAGREEING WITH YOUR PARTNER (PTS 3 & 4)

I agree.
That sounds like a good idea.
That’s a great idea!
(You’re) right!
(That’s) true.

I’m not sure about that.
I don’t (really) agree.

Yes, but...

INVOLVING YOUR PARTNER (PT 3)

What do you think?
Do you think we should...?
Why don’t we...?
Perhaps we should...
Let’s decide about... first, shall we?
What shall we do first?
FUNCTIONAL PHRASES

EXPRESSING 'FOR' AND 'AGAINST' VIEWS

The good/bad thing(s) is/are...
One advantage/disadvantage is...
On the other hand... (to introduce a contrast to something that's already been said)

SPECULATING

He could/might be on holiday / explaining something.
I think this would be good for him / might not help in the situation / could cause problems.
What'll happen if we don’t go?
What would happen if people didn’t do anything?
What if there was no opportunity to change?

REACHING A CONCLUSION WITH YOU PARTNER (PT 3)

(What) have we decided then?
So, let's decide which one...
I think that's it, don't you?