

FEEDBACK ON MOCK SPEAKING TEST

Candidate number	Overall score
001-17012017	6.5

The feedback includes analysis of:

- fluency and organisation (how natural and connected responses are)
- vocabulary (comments on the use of vocabulary and analysis of mistakes)
- grammar (analysis of grammatical structures and mistakes)
- pronunciation (focus on pronunciation features and how understandable speech is)

It also contains:

- a band (mark) for each criterion and
- what to do to get a higher band for each criterion above
- strategies to use during the exam
- summary of the whole test

Analysis

Fluency and Organisation / Band - 7.0

The candidate gives extended and rather well-developed answers to the questions. She is able to speak fluently and maintain conversation naturally in Part 1 and 3. However, fluency reduces in Part 2 when quite a few pauses are made and are filled with 'ehm'.

A variety of simple and a lot of complex linkers are used effectively throughout the test (*and, but, because, apart from, also, otherwise, however, as well, firstly, secondly, first of all, for example*) with some used inappropriately (e.g. *due to, also*)

To get a higher band for Fluency and Organisation:

- ✓ work on keeping answers fluent, especially in Part 2
- ✓ learn to use phrases that help connect responses in Part 2 better and avoid pauses (e.g. *What I'm trying to say, well, you know*)
- ✓ make sure linking phrases are used appropriately
- ✓ use a wider variety of linking phrases and
- ✓ better organise answers in Speaking Part 3

Vocabulary / Band 7.0

A range of vocabulary is a strong feature. The candidate uses a variety of vocabulary including some less common words and expressions to discuss familiar and abstract topics with flexibility (*involve, essential, stylish, access, improve, catwalk*), especially adjectives (*important, essential, crucial; gorgeous, fantastic, beautiful*). Good examples of collocations are demonstrated (*totally different, slave of the latest fashion*). Paraphrasing is used effectively; however, occasionally vocabulary from examiners' questions is repeated.

Sometimes there are difficulties with word use: '*mentality*' instead of '*mentally*'; '*you can distinct between*' ... (should be '*distinguish*'); '*enjoyed it very well*' (should be '*very much*') and repetitions (e.g. *important*).

To get a higher band for Vocabulary:

- ✓ learn and use higher level and less frequently used vocabulary including collocations
- ✓ paraphrase examiner's questions to show variety of vocabulary
- ✓ avoid repetitions

Grammar / Band 6.0

The candidate uses a variety of different structures (simple and complex) with lots of examples of complex grammatical structures. Verb tenses, modal verbs and articles are accurate although with occasional troubles (or slips) with present and past simple:

- 'I've bought it about one month ago' -> I bought it about one month ago.
- 'its depend on me' -> it depends on me

A number of clauses including first conditional with *if*, time clauses with *when* and other types of subordinate clauses are used to a good effect. This makes sentences longer and enables the candidate to give better developed responses.

Despite this, control of simpler grammar is not constant, especially with prepositions and verbs with/without prepositions:

- 'don't mind about it' -> don't mind it
- 'don't care of' -> don't care about
- 'in my point of view' -> from my point of view
- 'judge about you' -> judge you

Control of grammar reduces in Speaking Part 3, where the candidate makes a few lapses and mistakes:

- 'so good question' -> such a good question
- 'let me gathering my thoughts' -> let me gather my thoughts
- 'for a school teachers' -> for school teachers

Attention should be paid to occasional troubles with word order ('I've bought recently a...') or awkward/unclear expressions that might confuse the listener at times ('I've got have more time'; 'it can be encouraged students go to school').

To get a higher band for Grammar:

- ✓ use a wider variety of advanced structures (other types of conditionals, inversion, adverbs such as *hopefully, interestingly*; future in the past, participles, etc.)
- ✓ control prepositions and phrases with prepositions
- ✓ pay attention to word order and clarity of own expressions.

Pronunciation / Band 6.0

The candidate's pronunciation is generally clear. Although there is influence of a native accent, it does not create difficulty understanding. Intonation is rather monotonous and flat, and pauses interrupt the flow of language (especially in Part 2) that makes it unnatural.

The candidate should be more careful with individual sounds (both vowels and consonants) and the pronunciation of individual words:

- working
- everything
- want
- encourage

- learn
- variety

Sometimes stress is not appropriate (as in various).

To get a higher band for Pronunciation:

- ✓ pay attention to the pronunciation of vowels and consonants
- ✓ check the pronunciation of new words
- ✓ practice using intonation appropriately

Strategies during the exam:

- ask your examiner to repeat a question if you don't understand it
- use your time wisely in Speaking Part 2 (e.g. quickly choose a situation to talk about and think of answers to each question on the card)
- make sure you speak until the examiner stops you in Part 2
- if you don't know how to answer a question in Part 3, use phrases that can help you 'buy time', e.g. 'This is an interesting question.'
- stop if you don't know what else to say in Speaking Part 3.

Summary

The candidate is able speak fluently and maintain a conversation using a good variety of linkers to connect ideas. Vocabulary is another strength that leads the candidate to a higher band. Despite having a good range of complex structures in her speech, she should focus more on the accuracy of language (prepositions, word order and occasional mistakes). Use of more advanced grammar will be an advantage. Pronunciation is something to work on either, more precisely, intonation, to make it more natural and reduce pauses, and pronunciation of sounds and particular words.