**Name: kaveh esmaieli**

**Question 2:**

* **Able to do sports and going to cinema > able to do sports and go to the cinema (parallel structures)**
* **As I wanted to go yesterday out > as I wanted to go out yesterday (word order)**
* **If you have, … you would have > if you have,… you will have (conditional type I)**
* **Your reasoning is great. You just have to work more on your intonation ad fluency.**

**Your Estimated Score: 23 /30**

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| **Independent Task Strengths** | * **You develop the topic well – you give a well-organized response that directly answers the question.** |
| **Independent Task Weaknesses** | * **Lack of fluency: frequent pauses, hesitations, repetitions and corrections affect your score negatively.** * **There are difficulties with word stress and sentence intonation!** |

**Question 3:**

* **Although (pronunciation)**
* **What did the letter say? ALWAYS mention what’s in the reading passage whether the question asks you to do so or not. The reasons are optional, but the change/proposal itself should be mentioned.**
* **Although and but are not used together in one sentence.**
* **That during …> during (start another sentence here. Don’t use a relative clause)**
* **Project (pronunciation)**
* **Starts to work > is installed (better word choice)**
* **On the textbooks > in the textbooks (preposition)**

**Your Estimated Score: 21/30**

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| **Integrated task-**  **Campus Life Strengths** | * **Good fluency. Well done.** |
| **Integrated task-**  **Campus Life Weaknesses** | * **Grammatical mistakes are made frequently.** * **Some details are not restated adequately in your response.** * **Mispronunciations** * **There are difficulties with word stress and sentence intonation!** |

**Question 4:**

* **An ability helps> an ability that helps (relative clauses)**
* **Remember better > remember something better (missing object)**
* **At middle school**
* **Planets > plants**
* **They cannot > they could not (past)**
* **They can > they could (past)**
* **And what was the original place of learning? They were back at school < missing detail**

**Your Estimated Score: 22 /30**

**Question 6:**

* **Professor (pronunciation)**
* **Defensive way > the defensive adaptation (article – word choice)**
* **That covered its back > whose back is covered by (relative clauses – possessive case)**
* **Vital (pronunciation)**
* **They have flexible neck > they have flexible necks (plural)**
* **That is small animal that his skin covered by > the porcupine is a small animal whose skin is covered by (start another sentence – relative clauses)**
* **The predator don’t risk them that hurt by the quills> the predators will not risk getting hurt by getting close to the porcupine anymore (wording – gerund – passive voice)**

**Your Estimated Score: 21/30**

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| **Integrated task-**  **Academic Lectures**  **Strengths** | * **Develop the topic well – you answer the question clearly by mentioning details and examples from the lecture.** |
| **Integrated task-**  **Academic Lectures**  **Weaknesses** | * **Grammatical mistakes are made frequently.** * **Lack of fluency: frequent pauses, hesitations, repetitions and corrections affect your score negatively.** * **There are difficulties with word stress and sentence intonation!** |

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| Suggestions  Independent Tasks:   * Concentrate on speaking clearly with good pronunciation and intonation. * It is difficult to understand you if you speak word by word. Try to speak in "thought groups." * Take a reading passage and mark the thought groups first. Then read it aloud paying close attention to these groups of words and ideas. * Get a book on tape or get a transcript from a news report, interview or play. * Listen to the performance and mark the pauses, stress and intonation on the transcript. * Then read the transcript and try to imitate the pauses, stress and intonation patterns | Question 3:   * Practice speaking in "thought groups." It is difficult to understand you if you speak word by word. * Remember to pause after prepositional phrases and related thought groups. * Drop your voice and make your intonation go down to indicate that your thought is complete or that a sentence has ended. * Add emotion and feeling to what you are saying. Practice the same speech in your native language and pay attention to your hand movements and emotions. Use the same emotion when you give your response in English. | Question 6:  1. Practice speaking for a limited time on different academic topics.  2. Concentrate on speaking clearly with good pronunciation and intonation. |

* **In independent tasks, you are supposed to provide one core idea (your response) and one reason or TWO to support your response! Providing specific details such as personal examples and adequate explanation will bring you a top score! However, in your responses, some ideas are not supported adequately with specific details/ examples! Prepare a list of pre-fabricated reasons and examples to help you develop fluency, employ a variety of vocabulary and grammatical structures and talk with more confidence!**
* **In integrated task- Campus Life, it is really important to show your good command of English listening and speaking by providing as many details as possible! In this question, the reading passage is important, and the ideas in the listening passage are REALLY important! Therefore, in order to score high on the test, make sure you include as MANY DETAILS as possible to ensure that you score high in the task!**
* **In integrated tasks- academic lectures, they check if you can summarize the major points presented in the lectures. Check the class instructions to learn how to effectively present the key points. You are not necessarily required to paraphrase the information. If you can cover the major ideas within the time limit, you will get a good score.**
* **Fluency is the ability to express oneself easily and articulately. Hence, if a speaker constantly struggles to find appropriate words, takes long pauses while speaking and uses too many filler words, then it implies that he/she lacks fluency.**

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| 1. **Speak, speak, and speak: There isn’t a magic pill for better speaking.** 2. **Reflect on your responses: The mere act of thinking about your performance will increase your confidence for the next time you speak.** 3. **Listen and read: When listening and reading, find new and interesting expressions, terms and synonyms, write down this new material and look up anything you’re not familiar with. All this will provide more “meat” for you to use next time you practice.** 4. **Prepare cheat sheets: Part of nervousness around speaking is the feeling of not knowing what to say. To combat this, prepare a cheat sheet.** 5. **Record your voice: Hearing yourself on tape shows you things you might not realize (maybe you tend to speak quickly when nervous, swallow your “S’s” or mumble). On the other hand, you could be pleasantly surprised to hear that your speaking is far better than you thought! For bonus points, take your recording to your teacher or to a native speaker friend and have them give you feedback.** 6. **Learn phrases rather than single words: Another tip to increase your fluency is to speak using a variety of phrases rather than individual words.** |

* **Pronunciation is one of the main criteria when they score your speaking! There might be some minor mispronunciations, but mispronunciations SHOULD NOT affect general intelligibility! Therefore, try to minimize the mispronunciations through attentive listening and working on your PRONUNCIATION as well as SENTENCE INTONATION! Listening to TPO passages and top scorers’ samples can help a lot! Sometimes we simply have to IMITATE the way they talk! Make a list of the mispronounced words in your responses and check them in a dictionary.**
* **There might be minor grammatical mistakes which are negligible! But frequent minor mistakes and big grammatical mistakes which might affect intelligibility can lower your score!**

**Estimated Speaking Score: 21/30**

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| **Speech Components**  **Speaking Rate (Fluency) Speaking Rate is a measure of how many words you speak per minute. Stronger speakers tend to speak faster. (But be careful—if you speak too fast, it may be difficult for others to understand you.)**  **Sustained Speech (Fluency) Sustained Speech is a measure of the average number of words you say without: (1) pausing or (2) using a filler word such as 'um.' Stronger speakers tend to say more words without pausing or using a filler word.**  **Pause Frequency (Fluency) Pause Frequency is a measure of how often you pause when speaking. Stronger speakers tend to pause less frequently. But, keep in mind that other aspects of pausing are also important—for example, pausing at the end of a sentence is better than pausing in the middle of an idea.**  **Repetitions (Fluency) Repetitions is a measure of how often you repeat a word or phrase, as in, "I need to go to, to go to the library." Stronger speakers tend to have fewer repetitions.**  **Rhythm (Pronunciation) Rhythm is a measure of whether syllables are stressed appropriately. Stronger speakers tend to put clear stress on appropriate syllables.**  **Vowels (Pronunciation) Vowels is a measure of how you pronounce vowels compared with the pronunciation of a native speaker. Specifically, it is a measure of vowel length. Stronger speakers tend to pronounce English vowels more like a native speaker.**  **Vocabulary Depth (Vocabulary) Vocabulary Depth is a measure of your vocabulary range. Stronger speakers tend to use a variety of words. A higher score indicates that you probably used words that are less common and/or are more precise.** |

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| **Speaking Raw Score** | **Speaking Converted Score** |
| **3.5-4.0** | **27-30** |
| **3.0-3.5** | **23-26** |
| **2.5-3** | **19-22** |
| **2.0-2.5** | **15-18** |
| **1.5-2.0** | **11-14** |
| **1.0-1.5** | **8-10** |

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| **Score** | **Descriptions** |
| **4** | **Delivery**  The speech must be clear, fluent, and well-paced. There may be a few minor issues with intonation or pronunciation that do not affect the listener's ability to understand easily.  **Language Use**  The speech must include a variety of simple and complex grammar structures and use vocabulary expressions effectively. If there are errors, they should be minor and must not confuse the listener.  **Topic Development**  The response must be well developed. The ideas should be clearly relevant to the task and include specific details. Some details may be incorrect or omitted. |
| **3** | **Delivery**  The speech must be generally clear and mostly fluent. There may be minor but obvious issues with intonation, pronunciation, and pacing. The listener may need to make an effort to understand.  **Language Use**  The speech must use grammar and vocabulary effectively and automatically most of the time. The use of grammar and vocabulary may be limited to relatively simple structures, and may include errors that cause minor confusion for the listener.  **Topic Development**  The response must be reasonably well developed. The ideas should be relevant to the task, but may be inaccurate, incomplete, or general rather than specific. |
| **2** | **Delivery**  The speech must be understandable if the listener concentrates. There may be serious issues with pronunciation, intonation, fluency, and pace. The listener may not understand all of the ideas.  **Language Use**  The speech will demonstrate a limited ability to use grammar and vocabulary. The listener will usually understand simple ideas, but complex ideas will cause confusion or misunderstanding.  **Topic Development**  The response must include some relevant information, but will have obvious mistakes and missing information. Key details will be missing, unclear, or wrong. Ideas may not be clearly connected to each other. |
| **1** | **Delivery**  The speech will have consistent problems with pronunciation, intonation, and pacing. There are likely to be long and frequent pauses within sentences and between sentences.  **Language Use**  The speech will use a very limited range of grammar and vocabulary. The listener may not understand even simple ideas.  **Topic Development**  The response will have very little relevant information. Most ideas will be unclear, wrong, or too general. There may be a lot of repetition, including repetition of words and phrases from the question. |