### Name: Kobra Zavar Mousavi

**Question 2 TPO 43:**

* **She awarded > she was awarded (passive)**
* **Permanent (pronunciation)**
* **Great explanation! Well done. You just sounded a bit hesitant with some pauses here and there so make sure to work on that.**

**Your Estimated Score: 24 /30**

**Question 2 TPO 44:**

* **The handwriting > handwriting (no article)**
* **Schoolworks > schoolwork (uncountable)**
* **Their own word > their own words (plural)**
* **Computer (stress pattern)**
* **Addition (pronunciation)**

**Your Estimated Score: 24 /30**

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| **Independent Tasks Strengths** | * **You develop the topic well – you give a well-organized response that directly answers the question.** |
| **Independent Tasks Weaknesses** | * **Grammatical mistakes are made** * **Mispronunciations** * **There are difficulties with word stress and sentence intonation!** |

**Question 3:**

* **Committee (pronunciation)**
* **The student know > the students know (plural)**
* **Most deserving to > most deserving of (preposition)**
* **Administration (pronunciation)**
* **Involved into the group (pronunciation)**
* **Interested to > interested in (preposition)**
* **Volunteer > volunteers (plural)**

**Your Estimated Score: 22/30**

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| **Question 3 Strengths** | * **You develop the topic well – you summarize the situation mentioned in the passage, state the main speaker’s opinion, and summarize his/ her supporting reasons.** |
| **Question 3 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!** |

**Question 6:**

* **Forest fire> forest fires (plural)**
* **Predator (pronunciation)**
* **Their hiding place> their hiding places (plural)**
* **Preys > prey**
* **Until catch up > until they catch up (form a full clause)**
* **Fire forest > forest fires (word order)**
* **Development (pronunciation)**
* **Fire occur > fire occurs (agreement)**
* **The trees are died> the trees died (intransitive verbs)**
* **The trees’ nourishment > the trees as nourishment (preposition)**

**Your Estimated Score:21 /30**

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| **Question 6 Strengths** | * **Develop the topic well – you answer the question clearly by mentioning details and examples from the lecture.** |
| **Question 6 Weaknesses** | * **Grammatical mistakes are made frequently.** * **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 question 3, it is really important to show your good command of English listening and speaking by providing as many details as possible! In question 3, 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 question 6, 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.**
* **Avoid talking either too fast or too slowly! Unnatural pauses and hesitations and showing pacing difficulties may make it difficult to understand your ideas and their coherence! This might affect your score! Therefore, talk more fluently to get a good score! Remember, the key is REGULAR practice! One should talk at a natural pace (smoothly- neither very fast nor very slowly) in order to get a high score.**
* **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:22 /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. |