

Social media: giving short answers

By the end of the lesson I will be able to:

- understand the Lexical Resource assessment criteria.
- give short answers.
- use vocabulary for talking about technology.
- answer questions from Parts 1, 2 and 3 of the Speaking test.



INTRODUCTION

1. Look at the infographic and discuss the questions below with a partner.



1. How long do you spend on social media every day?
2. What device do you use when you go online?
3. Do you think that social media posts can affect people's careers?
4. Have you ever blocked anyone on social media?
5. Have you ever bought something because of people's recommendations on social media?



GET TO KNOW IELTS

- 2. These assessment criteria describe candidates with scores of 5 and 6 for Lexical Resource. Read the question and answers below. What score do you think Candidates A and B would get?**

IELTS level 5 candidates...

manage to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility.

IELTS level 6 candidates...

have a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies.

Question: Do you enjoy using technology?

Answer: Candidate A

Yes, I do. I use technology a lot. I use a wide range of technology. I use technology in my social life and in my private life. I think I use technology too much.

Answer: Candidate B

I use technology a lot. I spend hours surfing online, chatting on my phone and going online to socialise. I could not live without my gadgets. I'm probably dependent on these devices.

Candidate A score: _____

Candidate B score: _____

- 3. 🔊 Listen to the answer to this question. What high level vocabulary does the candidate use?**

Question: Do you use the internet for your studies?

- 4. 🔊 Listen to the answer to this question. Work with a partner and brainstorm words that could be used to express the answer more clearly.**

Question: Have you ever bought anything online?

- 5. Work in pairs. Take it in turns to ask and answer these questions from activities 2, 3 and 4.**

1. Do you enjoy using technology?
2. Do you use the internet for your studies?
3. Have you ever bought anything online?



IELTS SKILLS

6. Listen and write down the responses to these questions.

1. Question: Do you think modern technology is useful?

Answer: _____

2. Question: Do people rely on modern technology too much?

Answer: _____

3. Question: Would you agree that the rapid development of digital technology has had a positive impact on the world of work?

Answer: _____

7. Work in pairs. Expand the short responses in activity 6 into full answers.

8. Using short responses can help you make your answers easier to understand. Take it in turns to ask and answer the questions below in pairs. Start each answer with one of the short responses from the box. Then give more information to provide a full answer.

Definitely	No, I don't	Absolutely	Possibly
Perhaps	Yes, I do	Very rarely	Always

1. Do you agree that some people use technology for communication too much?
2. How has modern technology had a positive effect on our lives?
3. Do you think life was better before modern technology?
4. Has technology increased unemployment?
5. Do you think technology will make people's lives better in the future?



USEFUL LANGUAGE FOR IELTS

9. Look at the Part 2 task card below. Think of words you could use when talking about this topic.

Describe a website you like to use.

You should say:

- what it is
- how often you use it
- what you can do on the website

and explain why you like using it.

10. Look at the words in activity 11. Did you think of any of these words when doing activity 9?

11. Match the words to the definitions.

- | | |
|---------------------|---|
| 1. app (noun) | A. To put a comment, photo or video online |
| 2. browse (verb) | B. To give your opinion on something |
| 3. bookmark (verb) | C. To communicate with others |
| 4. download (verb) | D. To record the address of a website for quick access |
| 5. post (verb) | E. To move something from the internet to your computer |
| 6. review (verb) | F. A group of people who are the same in some way |
| 7. interact (verb) | G. A piece of software used on a smartphone |
| 8. community (noun) | H. To search online |

12. Complete the sentences with words from activity 11.

1. I think I _____ one or two new sites a week. When I find a good site, I like to go back to it.
2. I _____ a lot of music and occasionally a film or two.
3. Whenever I go on holiday or eat out, I like to _____ it online. I find the ones other people write helpful when I choose somewhere to go.
4. A lot of people share ideas on my university's website. There's a big online _____.
5. I don't _____ comments very often but I like reading the ones other people write.
6. I _____ with a lot of people online. It's a good way to stay in contact with my friends.
7. I access my favourite news website via an _____ on my phone.
8. I _____ a lot online. I look at news and research all sorts of things.



IELTS PRACTICE

- 13. Work in pairs. Take it in turns to ask and answer the questions, following the instructions provided on the examiner scripts. Student A will be the examiner first and Student B will be the candidate.**



SELF-STUDY

Watch this video about the Lexical Resource assessment criteria and note any advice given.

<http://tinyurl.com/z5xszg2>

Student A – Examiner script and instructions

Ask Student B these Part 1 questions.

Let's talk about technology.

1. What modern technology do you use every day?
2. What technology do you use for your work or study?
3. Is there any modern technology that you couldn't live without?

Tear off the Part 2 task card and give it to Student B. Give them one minute to prepare. Then ask them to speak for one to two minutes. Stop them after two minutes if necessary.

Then ask Student B these Part 3 questions.

Let's talk about the effects of social media.

1. Why do you think social media has become so popular?
2. People often argue with each other on social media sites. Why do you think this happens?
3. Do you think social media will continue to become more popular in the future?

[Tear here]

Part 2 – Task card

Describe a social media site that you know about.

You should say:

- what the site is called
- what service it provides
- why you think it is popular

and explain what the advantages and disadvantages of using this site are.

Student B – Examiner script and instructions

Ask Student A these Part 1 questions.

Let's talk about the internet.

1. How much time do you spend online each day?
2. What things do you like to do online?
3. Has the amount of time you spend online increased or decreased recently?

Tear off the Part 2 task card and give it to Student A. Give them one minute to prepare. Then ask them to speak for one to two minutes. Stop them after two minutes if necessary.

Then ask Student A these Part 3 questions.

Let's talk about online shopping.

1. Why do you think some people don't like to buy things online?
2. Are there any things that it is better to buy in a shop rather than online?
3. What effect does online shopping have on shops in towns and cities?

[Tear here]

Part 2 – Task card

Describe an online shopping site that you know about.

You should say:

- what the site is called
- what products you can buy from it
- why you think it is popular

and explain what the advantages and disadvantages of using this site are.

The environment: giving structured responses

By the end of the lesson I will be able to:

- understand the Fluency and Coherence assessment criteria.
- give structured responses to questions.
- use vocabulary for linking ideas.
- approach Parts 1 and 3 of the Speaking test more confidently.



INTRODUCTION

1. Discuss these questions about lifestyle choices in small groups.

Do you normally ...

1. take the car to the supermarket or walk there?
2. buy food produced in your local area or food from abroad?
3. throw plastic bottles away or wait until you find a recycling bin?
4. save food that isn't eaten or throw it away?
5. buy rechargeable batteries you can use again or batteries that are only used once?
6. buy paper books or download books from the internet?

2. Which of the two actions in each question from activity 1 are better for the environment?



GET TO KNOW IELTS

3. The table below describes candidates with IELTS band scores of 5 and 6 for fluency. Which column describes Band 5 speakers and which describes Band 6 speakers? Write 5 or 6 in the gaps.

A. Band ____ speakers ...	B. Band ____ speakers ...
may use some linking words too much.	use a range of linking words but not always appropriately.
usually keep speaking but depend on repetition, self-correction or slow speech.	are willing to speak at length, though may use occasional repetition, self-correction or hesitation.

4. ⏮ Listen to four speakers answering questions from activity 1. Decide why each speaker has an IELTS level of 5 for fluency.



USEFUL LANGUAGE FOR IELTS

5. Match each linking expression (1–8) to its use (A–H).

- | | |
|-------------------|--|
| 1. As a result | A. to say something is usually true |
| 2. That's because | B. to say something surprising |
| 3. For instance | C. to give an example |
| 4. I mean | D. to give a reason |
| 5. Generally | E. to talk about a consequence |
| 6. Actually | F. to clarify (say something in a clearer way) |
| 7. Basically | G. to return to the main idea |
| 8. Anyway | H. to give just the important information |

6. Fill the gaps in the Speaking Part 1 dialogue with suitable linking words from activity 5. More than one answer may be possible.

Examiner: Let's talk about the countryside. Do you like visiting the countryside?

Candidate: 1. _____, I don't really. I know that sounds surprising. There are many reasons but, 2. _____, I just prefer the city environment. 3. _____, I enjoy the noise and the lights.

Examiner: When is the best time to visit the countryside?

Candidate: Well, I think that depends on the country. In Europe, the summer is better. 4. _____ there are lots of plants and flowers then and it's warm.

Examiner: Do you prefer forests or open spaces?

Candidate: Er ... forests. 5. _____, I'm not sure about forests but I like trees. I used to climb them as a child, you see? 6. _____, I have lots of good memories of forests.

Examiner: Is the countryside changing much where you live?

Candidate: That's a good question. 7. _____, I don't read articles on the environment so I'm not sure. 8. _____, I think there's probably more litter there nowadays. In fact, I often see it from the car window.

7. 🎧 Listen to the completed dialogue from activity 6 and check your answers.

8. Ask and answer the questions from activity 6 in pairs. Give answers that are true for you and try to use at least one linking expression in each answer.



9. Read the question and answer below. Put the things that the candidate does into the correct order (1–4). The first one has been done for you.

Question: What can governments do to help us save water?

Answer: They could increase water prices. I mean, that would make us think twice before wasting water.

For example, we might turn taps off rather than leave them running while we brush our teeth or perhaps make sure the washing machine is full before turning it on. So, yeah, I think a price increase would certainly help.

- A. Give an example or two _____
- B. Give a short answer 1 _____
- C. Answer the question again _____
- D. Explain the answer _____

10. Put the lines from the answers to questions 1 and 2 in the correct order.

Question 1: Why do supermarkets put so much packaging on food?

Answer:

- A. Vegetables might be grown in Kenya and sold in Chicago. _____
- B. It's necessary to put some kind of protection around food. _____
- C. To protect it, I think. _____
- D. A lot of food travels around the world before it gets into the supermarkets. _____

Question 2: Some people think we shouldn't cut down any trees. Do you agree?

Answer:

- A. Wood is an important material and provides jobs for many people. _____
- B. If we don't cut down too many trees, I think it's OK. _____
- C. No, not really. _____
- D. We use wood to make paper and the furniture industry employs lots of skilled workers. _____

11. Choose one question and write an answer to it, using the structure suggested in activity 9.

1. Do you think supermarkets should give customers free plastic bags?
2. Should we have holidays closer to home in order to save fuel?
3. What can we do to use less electricity in our homes and offices?



IELTS PRACTICE

12. Discuss the following questions in your own language.

1. What is the biggest environmental problem where you live?
2. What kind of materials can be recycled?
3. Is it important to have parks and green spaces near houses?
4. Do you think cars should be banned from the centre of cities?
5. Why do some areas have more pollution than others?
6. Do you believe in global warming?

13. Ask and answer the questions from activity 12 in English.



SELF-STUDY

Read an article about ecotourism. Then make a comment about it on the webpage, making sure to give a structured response.

<https://learnenglish.britishcouncil.org/en/magazine/ecotourism>

The future: maintaining rhythm in speech

By the end of the lesson I will be able to:

- put stress on the correct syllables of words.
- use vocabulary for making predictions and talking about the future accurately.



INTRODUCTION

1. Read the predictions below. Discuss with a partner which ones you agree with and why.

In the future ...

- | | |
|---|---|
| 1. there will be cures for most diseases. | 4. new technology will mean that people no longer have to work. |
| 2. there won't be any poor countries. | 5. there will be no borders between countries. |
| 3. we will only use renewable energy. | |



GET TO KNOW IELTS

2.  Listen and match these questions to the answers that you hear from Candidates A and B.

- | | |
|--|-----------------|
| 1. What are you going to do at the weekend? | Candidate _____ |
| 2. What do you think you will be doing in ten years' time? | Candidate _____ |

3.  Listen again. Which candidate ...

- | | |
|--|-----------------|
| 1. puts stress on the incorrect syllables? | Candidate _____ |
| 2. pronounces syllables and letters that should be silent? | Candidate _____ |

4. In pairs, decide which of the candidates that you listened to in activities 2 and 3 was most difficult to understand.



IELTS SKILLS

5. Look at the Part 2 task card. Spend one minute planning how you would respond to this task.

Describe something that you hope to achieve in the future.

You should say:

- what this aim is
- when you started thinking about it
- how you will achieve it

and explain why it is important for you.

6.  Listen to the recording. What aim does the candidate have?

7. Listen to the recording  The table shows the stress patterns of five words from the recording. Listen again and write the five words from the box in the correct columns of the table.

charity athletics prepare practise kilometres

A. 	B. 	C. 	D. 	E. 
<i>morning</i>	<i>enjoy</i>	<i>marathon</i>	<i>impossible</i>	<i>ambition</i>
1. _____	2. _____	3. _____	4. _____	5. _____
_____	_____	_____	_____	_____

8. Read what the candidate from activity 7 says next. Add one more word from the candidate's response to each column of the table (more than one answer is sometimes possible).

I first began to plan this run in September as an experiment. I want to see how well I can do but I won't have a fast time. I just want to challenge myself, and the atmosphere at events like this is always amazing!

9. Work with a partner. Take it in turns to respond to the task card in activity 5. Note down any words that your partner mispronounces or stresses incorrectly.



USEFUL LANGUAGE FOR IELTS

10. Write the words from the box into the correct columns. Two answers have been done for you.

shortly after/before	by the early	eventually	previously
constantly	recently	not until	

Close to now or a fixed point in time	Always	Up to that time	Before	At the start of a period of time	When something finally happens
shortly after/ before recently					

11. Complete these answers to Part 3 questions with words from activity 10.

1. _____ you travel abroad do you really understand other cultures.
2. _____ most jobs will be done by machines and robots but this won't happen for a long time.
3. _____ noughties cheap air travel was common and people frequently went abroad.
4. _____ very few people worked from home but now quite a lot of people do.
5. Technology is _____ changing so it is difficult to say how it will affect work in the future.
6. _____ people arrive in a new country, even after just a few hours, they are changed by the experience.
7. _____, in the last year or so, people have started to take holidays in their own country more.



IELTS PRACTICE

12. Look at these Part 3 questions. Ask and answer the questions with a partner. Try to include words from activity 10 in your answers.

1. How do you think the way people study will change in the future?
2. Some people say that working from home in the future will be common. Do you agree?
3. How will technology change work in the future?
4. Do you think travelling to another country can change the way people think?
5. How have holidays changed this century?
6. How do you think travel will change in the future?
7. Are there many environmental problems in your country?
8. What can people do to help deal with these problems?
9. Which problems do you think will get worse in the future?



SELF-STUDY

Watch these short videos on IELTS interview skills and make a note of the tips that they give.

<http://tinyurl.com/onmc22l>

Speaking practice test

By the end of the lesson I will be able to:

- confidently do a full IELTS Speaking practice test.
- plan how to deal with areas of weakness.



IELTS SKILLS

1. Answer the questions about the Speaking test.

- What information will the examiner ask you to give at the beginning of the test?
A. Your school B. Your full name C. Your date of birth
- When the examiner asks where you are from, you should say ...
A. Your town or city B. Your country C. Your address
- In Part 1 of the test, what will the examiner not ask you?
A. Questions about work or study B. Questions about home or family C. Questions about abstract issues
- When answering Part 1 questions, how long should your responses be?
A. 15 seconds B. One minute C. As long as possible
- In Part 2, how long will you have to speak for?
A. One minute B. One to two minutes C. As long as you want
- In Part 2, how will you know when to stop speaking?
A. You can check your watch B. You will hear a timer go off C. The examiner will stop you
- What will the examiner do immediately after you stop speaking in Part 2?
A. Ask another question B. Introduce Part 3 C. Give you feedback
- When answering Part 3 questions, how long should your responses be?
A. 25 seconds B. One minute C. As long as possible

- 2. Decide which assessment criteria each piece of advice refers to. The first one has been done for you. Label them as follows:**

Fluency: F

Lexical Resource: L

Grammatical Range and Accuracy: G

Pronunciation: P

- | | |
|--|-------------------|
| 1. Don't speak too quickly. | <u> P </u> |
| 2. Remember to use linking words, e.g. <i>also</i> , <i>so</i> , and <i>however</i> . | <u> </u> |
| 3. Don't forget to use past tense endings and the verb <i>be</i> . | <u> </u> |
| 4. Try to use some higher level words. | <u> </u> |
| 5. Extend your sentences with clauses starting with <i>which ...</i> or <i>if ...</i> , etc. | <u> </u> |
| 6. Practise speaking aloud just before the exam. | <u> </u> |
| 7. Extend your responses by giving extra information. | <u> </u> |
| 8. Don't repeat words too often. | <u> </u> |
| 9. Don't pause for more than a couple of seconds. | <u> </u> |
| 10. Vary your intonation and stress. | <u> </u> |
| 11. Try not to repeat the words the examiner uses. | <u> </u> |
| 12. Respond in the same tense that the examiner uses. | <u> </u> |

- 3. Which piece of advice from activity 2 do you think is most useful? What other strategies will you use in the test?**



IELTS PRACTICE

- 4. Do the practice test in groups, following the instructions provided.**
- 5. In groups, give feedback to each other. What do you need to improve to do better in the Speaking test?**

Ask the candidate these Part 3 questions. Spend no more than four minutes on this part of the test.

Let's talk about using the internet.

1. What kind of things is it easier to do on the internet?
2. What are the advantages of learning on the internet?
3. Are there any things it is better to do offline?

Let's talk about internet availability.

4. Why do some countries not have good access to the internet?
5. What would life be like if you could never use the internet?
6. Should the government make sure there is internet access everywhere?

Thank you. That's the end of the test.

[Tear here]

Part 2 – Task card

Describe a time when you were annoyed because you couldn't use the internet.

You should say:

- where you were
- why the internet wasn't available
- what you did instead of using the internet

and explain why you felt annoyed about it.

Student A – Examiner script and instructions

Ask Student B these questions.

Good morning/afternoon. Can you tell me your full name?

Wait for the candidate to respond.

Can you tell me where you're from?

Wait for the candidate to respond.

Now, let's start with some questions about yourself.

Ask the candidate these Part 1 questions. Spend no more than four minutes on this part of the test.

1. Do you study or have a job?
2. Why did you choose that course/job?
3. Do you enjoy your course/job?
4. How long will you continue to do this course/job for?

Let's talk about colours.

5. What colour clothes do you normally wear?
6. Has your favourite colour changed since you were a child?
7. Do any colours have special meanings in your culture?
8. What's the best colour for decorating a house?

Now let's talk about cars.

9. Can you drive?
10. Do many people drive where you live?
11. What's the best thing about travelling by car?
12. What kind of car would you like to buy?

Now, I'd like you to speak about a topic. Before you begin speaking you will have one minute to plan what you are going to say. During that time, you can make notes if you like. Is that clear?

Wait for the candidate to respond.

Good. Take a pen and a sheet of paper. Now, here is your topic.

Tear off the Part 2 task card and give it to your partner.

I'd like you to talk about a time when you were annoyed because you couldn't use the internet.

Wait for one minute.

OK? So, remember, I'll tell you when to stop. Please start speaking now.

Allow the candidate to speak for two minutes. Support the candidate by listening to them with interest.

Thank you. Do you think people often find themselves in this kind of situation?

Wait for the candidate to respond.

Now, I'm going to ask you a few more questions about this topic.

Student B – Examiner script and instructions

Ask Student C these questions.

Good morning/afternoon. Can you tell me your full name?

Wait for the candidate to respond.

Can you tell me where you're from?

Wait for the candidate to respond.

Now, let's start with some questions about yourself.

Ask the candidate these Part 1 questions. Spend no more than four minutes on this part of the test.

1. Do you live in a large or small town at the moment?
2. How long have you lived there?
3. Is it an exciting place to live?
4. What town would you most like to live in?

Let's talk about the weather.

5. Are you enjoying today's weather?
6. Do you have a favourite kind of weather?
7. Recently, has it been hotter or colder than usual?
8. Would you travel somewhere because you like the weather?

Now let's talk about shopping.

9. Do you have a favourite shop?
10. What was the last thing you went shopping for?
11. Do you buy more things online or in shops?
12. Will you go shopping this weekend?

Now, I'd like you to speak about a topic. Before you begin speaking you will have one minute to plan what you are going to say. During that time, you can make notes if you like. Is that clear?

Wait for the candidate to respond.

Good. Take a pen and a sheet of paper. Now, here is your topic.

Tear off the Part 2 task card and give it to your partner.

I'd like you to talk about a special occasion when people visited your home.

Wait for one minute.

OK? So, remember, I'll tell you when to stop. Please start speaking now.

Allow the candidate to speak for two minutes. Support the candidate by listening to them with interest.

Thank you. Do you ever talk about this special occasion with your friends or family?

Wait for the candidate to respond.

Now, I'm going to ask you a few more questions about this topic.

Student B – Examiner script and instructions

Ask Student C these questions.

Good morning/afternoon. Can you tell me your full name?

Wait for the candidate to respond.

Can you tell me where you're from?

Wait for the candidate to respond.

Now, let's start with some questions about yourself.

Ask the candidate these Part 1 questions. Spend no more than four minutes on this part of the test.

1. Do you live in a large or small town at the moment?
2. How long have you lived there?
3. Is it an exciting place to live?
4. What town would you most like to live in?

Let's talk about the weather.

5. Are you enjoying today's weather?
6. Do you have a favourite kind of weather?
7. Recently, has it been hotter or colder than usual?
8. Would you travel somewhere because you like the weather?

Now let's talk about shopping.

9. Do you have a favourite shop?
10. What was the last thing you went shopping for?
11. Do you buy more things online or in shops?
12. Will you go shopping this weekend?

Now, I'd like you to speak about a topic. Before you begin speaking you will have one minute to plan what you are going to say. During that time, you can make notes if you like. Is that clear?

Wait for the candidate to respond.

Good. Take a pen and a sheet of paper. Now, here is your topic.

Tear off the Part 2 task card and give it to your partner.

I'd like you to talk about a special occasion when people visited your home.

Wait for one minute.

OK? So, remember, I'll tell you when to stop. Please start speaking now.

Allow the candidate to speak for two minutes. Support the candidate by listening to them with interest.

Thank you. Do you ever talk about this special occasion with your friends or family?

Wait for the candidate to respond.

Now, I'm going to ask you a few more questions about this topic.

Student C – Examiner script and instructions

Ask Student A these questions.

Good morning/afternoon. Can you tell me your full name?

Wait for the candidate to respond.

Can you tell me where you're from?

Wait for the candidate to respond.

Now, let's start with some questions about yourself.

Ask the candidate these Part 1 questions. Spend no more than four minutes on this part of the test.

1. Is the building that you live in new or old?
2. What do you like most about your home?
3. What is the neighbourhood that you live in like?
4. Will you move home one day?

Now I'd like to talk about times of the year.

5. What time of year do you like the most?
6. Does work or study become more difficult at different times of the year?
7. What month of the year do people go on holiday in your country?
8. Would you like to have your birthday at a different time of year?

Let's talk about games.

9. Do you enjoy playing games?
10. What was the last game you played?
11. Are there any people you don't enjoy playing with?
12. What game would you like your children to learn?

Now, I'd like you to speak about a topic. Before you begin speaking you will have one minute to plan what you are going to say. During that time, you can make notes if you like. Is that clear?

Wait for the candidate to respond.

Good. Take a pen and a sheet of paper. Now, here is your topic.

Tear off the Part 2 task card and give it to your partner.

I'd like you to talk about a talent you'd like to have.

Wait for one minute.

OK? So, remember, I'll tell you when to stop. Please start speaking now.

Allow the candidate to speak for two minutes. Support the candidate by listening to them with interest.

Thank you. Do you think you might develop this talent one day?

Wait for the candidate to respond.

Now, I'm going to ask you a few more questions about this topic.

Ask the candidate these Part 3 questions. Spend no more than four minutes on this part of the test.

Let's talk about special occasions in our lives.

1. What moments in our lives should we celebrate?
2. Why is it important to celebrate things?
3. Why do special occasions often involve eating?

Let's talk about national celebrations.

4. Why do countries hold national celebrations?
5. Are there any national celebrations which you think are unnecessary?
6. Should governments spend more or less on national celebrations?

Thank you. That's the end of the test.

[Tear here]

Part 2 – Task card

Describe a special occasion when people visited your home.

You should say:

- who came to your home
- why they came to your home
- what you did together

and explain why the occasion was so special.

Assessment grid (one copy per student)

Tick (✓) the boxes if the statements are true.

Part of the test:	1	2	3
Fluency			
The speaker uses a variety of linking words, e.g. <i>also</i> , and <i>because</i> .			
The speaker extends responses with plenty of extra information.			
The speaker avoids long pauses and slow speech.			
Vocabulary			
The speaker uses new language that you have been studying.			
The speaker doesn't often repeat words in the question or on the task card.			
The speaker doesn't use the same words many times.			
Grammar			
The speaker uses a variety of tenses (past, present and future).			
The speaker avoids making basic mistakes.			
The speaker extends sentences with words like <i>which</i> and <i>if</i> .			
Pronunciation			
I am generally able to understand the speaker's words.			
The speaker is quite easy to listen to.			
The speaker sounds quite interesting.			

Ask the candidate these Part 3 questions. Spend no more than four minutes on this part of the test.

Let's talk about natural talents.

13. Do you believe everyone has a talent?
14. Do you think men and women usually have different talents?
15. Which talents are most respected in your culture?

Let's talk about developing talents.

16. How can schools encourage children to find hidden talents?
17. Should governments spend more money on training talented people than on others?
18. Is it easier for children or adults to develop talents?

Thank you. That's the end of the test.

[Tear here]

Part 2 – Task card

Describe a talent you'd like to have.

You should say:

- what the talent is
- when you've seen other people using this talent
- how difficult it seems

and explain why you'd like to have it.