



Nro. De Control : .....

**LEVEL 4**

**PART 5 - SPEAKING**

	<b>20</b>
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There are two examiners: an interlocutor and an assessor. The interlocutor directs the test, while the assessor takes no part in the interaction. They can change roles during the course of an examining session.

The candidates are examined in pairs. When there is an uneven number of candidates, the final group will be a group of three.

The whole test takes between ten and twelve minutes.

- **Guided interview:**

It lasts 2/3 minutes. Each candidate interacts with the interlocutor. It is a general conversation giving information about a factual personal kind, used as a warm-up to overcome the initial nervousness. The interlocutor asks the candidates questions addressing them in turns. The questions are about likes and dislikes, present circumstances, past experiences and future plans.

Candidates should be told not to give one-word answers and to extend their answers giving reasons and examples.

This part assesses the candidates' ability to take part in spontaneous communication in an everyday setting. The topics covered are.

- Name                      Job/Studies/Subjects                      Holidays                      Pets
- Nationality/Country/Home town/Neighbourhood/House                      Family
- Free time activities/Hobbies/Sports/Entertainment                      Likes/Dislikes
- Past activities/ Experiences/Childhood memories/Last weekend or Holiday
- Future plans (personal/professional/studies)

- **Simulated situation:**

It lasts 2/3 minutes. The two candidates interact in a simulated situation where they are asked to make or respond to suggestions, discuss alternatives, make recommendations and negotiate agreement.

It is not a role-playing activity because they will be giving **their own** views and opinions about an imaginary situation , rather than assuming an unfamiliar role. They are expected to engage in the task independently, negotiating turns and eliciting opinions from

each other. They will speak to each other and the interlocutor will only intervene if there is a complete breakdown in the interaction.

- **Photograph description and general conversation:**

It lasts 6 minutes. Each candidate will be given a photograph and will describe it in detail, as if they were describing it to someone who could not see it. Then, they will also use this photograph as a starting point for a general conversation in which they will express their own likes and dislikes on the subject, personal experiences, interests and enthusiasms; give reasons for their views and references, elicit opinions from each other, pick up on their partners' points of view and show interest in what their partners are saying.

The candidates are expected to engage with the task independently, negotiating turns and keeping the conversation going on. The interlocutor may subtly intervene only in the event of a complete breakdown in the interaction.

- **Assessment**

Candidates will be assessed on their use of appropriate language and interactive strategies ( language skills ), not on their ideas, personality, intelligence or knowledge of the world.

Candidates will be assessed on their own individual performance and not in relation to each other.

The interlocutor awards one mark for global achievement across all parts of the test, and the assessor gives marks according to analytical criteria, taking into account Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication.

- **Grammar and Vocabulary:**

Refers to accurate and appropriate use of grammatical forms and vocabulary. It includes the range of grammatical forms and vocabulary. It is important the overall effectiveness of the language used in dealing with the tasks.

- **Discourse Management:**

Refers to the coherence, extent and relevance of each candidates' contribution. The candidates' ability to maintain a coherent flow of language and to make relevant contributions is assessed.

- **Pronunciation:**

Refers to the ability to produce comprehensible utterances. It includes stress, rhythm and intonation, as well as sounds. Examiners assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

- **Interactive communication:**

Refers to the candidates' ability to use language to achieve meaningful communication. This includes initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

- **Global Achievement:**

It refers to the candidate's overall effectiveness in dealing with the tasks in the whole test. It is an independent impression mark from the interlocutor's perspective. The interlocutor gives one global mark for each candidate's performance across all parts of the test.

- **Guided Interview: warm-up. ( 2/3 minutes ). Example:**

Interlocutor and Student A	Interlocutor and Student B
Greetings and Introductions. What's your surname? How do you spell it? Where do you come from? Do you work or are you a student? What do you do/study? Do you enjoy studying English? Why (not)? What did you do last weekend? Thank you.	Greetings and Introductions. What's your surname? How do you write it? Where do you live? Have you got a job? What job do you do?What subject do you study? What did you enjoy doing when you were a child? Thank you.

- **Simulated Situation. ( 2/3 minutes).**

The interlocutor will describe a situation to both candidates:

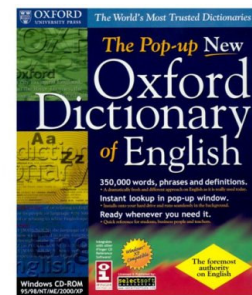
A friend of yours is planning to spend 6 months in **England** to improve her English. Talk together about the things she will **need** in England, and decide which are the most important things **to take / bring** with her.

Each student will be given a picture with some ideas to help them. They are given some time to assimilate the information.

- **Photograph Description and General Conversation. ( 6 minutes)**

The students will describe a picture each about reading and writing. Then they will talk together about the different kinds of reading and writing they did when they were younger or children, and the kinds they do now.

PICTURES FOR THE SIMULATED SITUATION



**PICTURES FOR DESCRIPTION**

**STUDENT A**



Then engage in a conversation about the topic with your partner.

**PICTURES FOR DESCRIPTION**

**STUDENT B**



Then engage in a conversation about the topic with your partner.