



Nro. De Control :

LEVEL 5

PART 5 - SPEAKING

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There are two examiners: an interlocutor and an assessor. The interlocutor directs the test providing cues to the candidates, 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 oral test takes about twelve minutes.

- **Section 1 - Conversation**

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 interlocutor encourages the candidates to give information about themselves, to talk about past experiences, present circumstances and future plans. The focus is on general interactional and social language.

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:

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|----------|---------------------------|-----------|
| Homelife | Personal Experiences | Education |
| Work | Leisure and Entertainment | The Media |
| Travel | The environment | Science |

Example of Conversation: Homelife.

Interlocutor and Student A/B
Greetings and Introductions. Could you tell me something about the area where you grew up? What did you like about living there? How much time do you spend at home nowadays? What do you most enjoy doing when you are at home? Could you describe your home to

me?

- **Section 2 - Sustained Monologue**

It lasts **1 minute** 'long turn' for each candidate, plus 1 minute for each candidate to get ready for the speech. The interlocutor gives the candidates a visual or written prompt with a situation to talk about in turns. The candidate will express opinions, give reasons, back up points of view, etc.

- **Section 3 - Discussion on a given topic**

It lasts **4 minutes**. The two candidates will be given a visual or written prompt that leads to a discussion. The candidates will interact exchanging information, agreeing/disagreeing, suggesting, speculating, making decisions, expressing and justifying opinions, etc. 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 also includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of 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.

- **Coherence**

The logical arrangement of utterances to form spoken discourse and to develop arguments or themes.

- **Extent**

The appropriate length of individual contributions (long or short) to develop the discourse and deal with the task.

- **Relevance**

The relevance of contributions to the tasks and to preceding contributions in the discourse.

- **Pronunciation**

Refers to the ability to produce comprehensible utterances to fulfil the task requirements. 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 oral 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.

Section 2

- In this part you need to give not only your point of view, but you should also back up your ideas.

When planning to move house, you've got to take too many things into consideration:

- setting a limit to what you can afford
- getting a mortgage
- finding the house that suits your needs
- finding the best value
- being able to get a bargain
- getting the best location for the whole family, according to their likes and dislikes, or your own convenience...
- the kind of payment
- the possibility of needing another job, new school for the children, another car, ...

Section 3

- Exchange views with your partner about : “*Work or School?*”

Give your opinions, agree or disagree, defend your points of view, make comments, tell about your personal experiences. These questions are a guide to your conversation:

- Which is better? Work or school?
- How could we make one or the other more worthwhile?
- What are the advantages and disadvantages of being a student and a worker?
- What are the dangers of being at work today? How is IT (Information Technology) interfering with our jobs and own life?
- How good could life be if robots were in control?
- If you came up with a quick and unexpected decision, would you become a student again? Why would you? Why wouldn't you?