



Nro. De Control : .....

## LEVEL 6

### PART 5 - SPEAKING

--	--

Estimated time needed : 15 minutes

The oral part is divided into two steps : a monologue and a discussion in pairs. The whole paper lasts about ten minutes, involving a pair of candidates and two examiners. One examiner is the interlocutor and the other one , is an assessor. The speaking component contributes 20 % of the mark of the whole test.

#### A) MONOLOGUE :

This part takes 5 minutes. It is an individual task. Candidates will be presented with a controversial issue and they will have to express their points of view based on a question, situation or picture. The interlocutor will ask questions on the subject for clarification or to expand on the candidates' ideas.

#### B) PROBLEM – SOLVING ACTIVITY

This part takes 5 minutes. It is an interactive task and candidates are expected to discuss the solution to a situation in pairs.

**PART A**OPTION 1

- People argue whether it is better to take part in sports, even when you are a mediocre player, than simply to be a spectator. What are your views ? Are there points that could be made on both sides of the argument ?

OPTION 2

- Read Tom's story :

“ I was in love with a girl called Gloria. Eventually, I asked her to marry me but she refused. I was very upset and felt I needed a change, so I decided to go abroad for a short holiday. I chose Luzern as I had friends there.

One day, I went for a trip on the lake in a little pleasure boat. I was sitting on the deck, when a dark pretty girl took the seat next to mine. I got into a conversation and we immediately fell in love.

Now, two months after, we are making plans to get married but I don't know how to tell my parents since they are quite racist and they adore my old fiancée. What shall I do ?

OPTION 3

- Give each member a pair of pictures (different but related to the same topic) and tell them to compare and contrast them saying how they feel about sports like these and discuss which sport they would prefer to practice.

**PART B**

- Tell the students to imagine they are going camping with friends on a small island and show them the map. They will have to talk to each other and decide which location marked A,B,C and D would be most suitable for setting up camp and why. Then tell them to discuss the advantages and disadvantages of each location until they come to a consensus.

**Speaking Level 6  
Assessment Criteria**

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 candidates are expected to engage with the tasks 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.

The whole test takes between ten and twelve minutes.

- **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.