

PAPER 5 SPEAKING

GENERAL DESCRIPTION

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|----------------------------|---|
| Paper format | The Speaking test contains four parts. |
| Timing | 15 minutes. |
| No. of parts | 4. |
| Interaction pattern | Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or by providing cues for candidates. The other acts as assessor and does not join in the conversation. |
| Task types | Short exchanges with the interlocutor and with the other candidate; a one-minute 'long turn'; a collaborative task involving the two candidates; a three-way discussion. |
| Task focus | Exchanging personal and factual information, expressing and finding out about attitudes and opinions. |
| Marks | Candidates are assessed on their performance throughout the test. |

STRUCTURE AND TASKS

PART 1

| | |
|-----------------------------|--|
| Task type and format | Conversation between the candidates and the interlocutor. The candidates are asked to respond to one another's questions about themselves and to respond to the interlocutor's questions. |
| Focus | General interactional and social language. |
| Timing | 3 minutes. |

PART 2

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|-----------------------------|--|
| Task type and format | Individual 'long turns' with brief responses from the second candidate. Each candidate in turn is given visual prompts. They talk about the prompts for about one minute; the second candidate responds as specified. |
| Focus | Organising a larger unit of discourse by describing, comparing and contrasting, and speculating. |
| Timing | One-minute 'long turn' for each candidate. |

PART 3

| | |
|-----------------------------|--|
| Task type and format | Two-way conversation between the candidates. The candidates are given visual and spoken prompts, which are used in a decision-making task. At the end of this part, candidates are asked to report on the outcome of their discussion. |
| Focus | Negotiating and collaborating, discussing, evaluating, speculating, expressing and justifying opinions, agreeing and/or disagreeing, decision-making and/or selecting. |
| Timing | 4 minutes. |

PART 4

| | |
|-----------------------------|---|
| Task type and format | Discussion on topics related to the collaborative task. The interlocutor leads a discussion to explore further the topics or issues of the collaborative task. |
| Focus | Exchanging information, expressing and justifying opinions, agreeing and/or disagreeing. |
| Timing | 4 minutes. |

The four parts of the Speaking test

Format

The paired format of the CAE Speaking test (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but friendly environment, their ability to use their spoken language skills effectively in a range of contexts. The test takes 15 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment of each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to, and making an assessment of, the candidates' oral proficiency.

At the end of the Speaking test, candidates are thanked for attending, but are given no indication of the level of their achievement.

The standard format is two examiners and two candidates, and, wherever possible, this will be the form which the Speaking test will take. In cases where there is an uneven number of candidates at a centre, the last Speaking test of the session will be taken by three candidates together instead of two. The test format, test materials and procedure will remain unchanged but the timing will be longer: 23 minutes instead of 15. A 1:1 test format will only be allowed in exceptional circumstances and emergencies.

The Speaking test consists of four parts, each of which is assessed. Each part of the test focuses on a different type of interaction: between the interlocutor and each candidate, between the two candidates, and among all three. The patterns of discourse vary within each part of the test.

■ PART 1 – INTERVIEW

This part tests the candidate's ability to use general interactional and social language.



Sample task and assessment criteria: pages 60 and 63.

This part of the test gives candidates the opportunity to show their ability to use general interactional and social language and talk about their interests, studies, careers, etc. Candidates are expected to respond to the interlocutor's and their partner's questions, and to listen to what their partner has to say.

In this part of the test, the interlocutor asks candidates for some information about themselves. Candidates then ask each other questions using prompts given by the interlocutor. The interlocutor then asks the candidates to offer their opinion on certain topics.

■ PART 2 – LONG TURN

This part tests the candidates' ability to produce an extended piece of discourse.



Sample task and assessment criteria: pages 60–61 and 63.

In this part of the test, candidates are given the opportunity to speak for one minute without interruption. Each candidate is asked to comment on and react to a different set of pictures or photographs. Candidates may be asked to describe, compare, contrast, comment, identify, eliminate and hypothesise or speculate. Tasks may be completely different for each candidate, or they may be 'shared', e.g. when there is a group of three candidates. Shared tasks set candidates the same task but each candidate receives different visual stimuli.

Candidates can show their ability to organise their thoughts and ideas, and express themselves coherently in appropriate language. Candidates should pay attention while their partner is speaking, as they are asked to comment briefly (for about 20 seconds) after their partner has spoken. Candidates should be made aware, however, that they should not speak during their partner's long turn.

Candidates will always be asked to speculate about something which relates directly to the focus of the visuals. They will never be asked merely to describe the visuals.

■ PART 3 – COLLABORATIVE TASK

This part tests the candidates' ability to engage in a discussion and to work towards a negotiated outcome of the task set.



Sample task and assessment criteria: pages 62 and 63.

The candidates are given oral instructions and provided with a visual stimulus, e.g. several photographs, artwork or computer graphics, to form the basis for a task which they carry out together. Candidates are expected to work towards a negotiated completion of the task and are assessed on their ability to negotiate and collaborate with each other while doing this. At the end of this part of the test, candidates are asked to report on the outcome of their discussion.

The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. There is no right or wrong answer to the task and candidates can agree to differ.

■ PART 4 – DISCUSSION

This part tests the candidates' ability to engage in a discussion based on the topics or issues raised in the collaborative task in Part 3.



Sample task and assessment criteria: pages 62 and 63.

In this part of the test, the interlocutor directs the interaction by asking questions which encourage the candidates to widen the scope of the topics or issues introduced in Part 3. The questions often focus on more abstract issues as the discussion develops.

This part of the test gives candidates an opportunity to show that they are capable of discussing topics and certain issues in more depth than in the previous parts of the test.

Preparation

General

■ It is essential that students are able to participate in pair and group activities effectively, showing sensitivity to turn-taking and responding appropriately to their partners. Pair and group activities should, therefore, be a regular feature of classroom learning.

■ Students should be given extensive practice in listening carefully to instructions and remembering what they are asked to do.

■ Students should be encouraged to react to pictures, photographs and graphics, etc. rather than merely describe them.

■ Students should know exactly what to expect in each part of the test and they should be equipped with the right kind of language for each part, e.g. giving personal information, exchanging information/opinions, giving reasons, speculating, agreeing and disagreeing politely, justifying and negotiating.

■ Students should be encouraged to speak clearly so that they can be heard and understood, and paraphrase effectively when they do not know or cannot remember a word. Students should be made aware that different varieties of standard English accents in the UK and elsewhere in the world are acceptable.

■ It is useful to give students a 'mock' Speaking test before the examination so that they have an idea of how long each part of the test will be, and how they can maximise the time available to show the examiners what they can do.

■ Students should be aware that if they are uncertain about what they have to do, they can ask for the instructions to be repeated but to do this too often will leave them less time to concentrate on the task itself.

■ Students should be advised not to wait too long before they begin to speak. A short pause to gather their thoughts is acceptable, but anything longer than this will give them less time to produce a sample of language.

■ Students should realise that producing a one-word answer will not give them the opportunity to show their range of language, etc. so they should expand on their answers and responses wherever possible.

N.B. In some centres candidates from the same school are paired together. However, where candidates from a number of different schools are entered at the same centre, some candidates may find that they are paired with a candidate from another school. Students should check with the centre through which they are entering for the local procedure.

By part

■ PART 1

■ In this part of the test, examiners will ask candidates a range of questions about their everyday life, for example sports they enjoy, travel and holidays, work experience and so on. Encourage students to respond promptly with answers which are complete and spontaneous. Rehearsed speeches should be avoided as these might be inappropriate for the question asked.

■ Encourage your students to look for opportunities to socialise with English speakers. In class, they could role-play social occasions in which they meet new people, e.g. parties, long train journeys, joining a new class, starting a new job.

■ Students could be put into small groups to brainstorm questions from the categories above. The different groups could then answer each other's questions.

■ The questions asked in Part 1 may relate to past experiences, present activities, or future plans. Make your students aware of the different structures required to respond to these questions appropriately.

■ Students should be made aware that they are expected to react naturally to their partners and not rehearse speeches for this part of the test. They should show sensitivity to each other's contributions, invite their partners to participate, and not dominate the interaction. It is essential to demonstrate in class what is required in this part of the test.

■ Encourage students to reformulate the interlocutor's prompt in the second section of Part 1. For example:

Interlocutor: Now I'd like you to ask **each other** something about your reasons for learning English.

X Candidate 1: Anna, what are your reasons for learning English?

✓ Candidate 1: Anna, why did you decide to start studying English?

■ Train students to 'think on their feet' and answer a question quickly even if they have never thought about that particular subject before. For example:

Interlocutor: What will you be doing in 10 years' time?

X Candidate 1: Oh. er. I've never ... I don't know.

✓ Candidate 1: I will probably be working for a very large international company and hopefully earning a lot of money, or I might be married with children of my own.

■ Encourage students to practise Part 1 in groups of three. One student could be the interlocutor and the other two the candidates, and they could then reverse roles. Materials from past papers can be used for this activity.

■ Advise students to try and use a variety of tenses, language and structures in this part of the test. This will create a good impression and give them confidence to tackle the other parts of the test.

■ PART 2

■ Give students practice in talking for one minute on a set subject, or 'holding the floor' in a classroom situation so that they can organise their thoughts and ideas quickly during this long turn.

■ Students need to be clear about what is considered an adequate response, e.g. their responses need to go beyond the level of pure description and contain a speculative element. For example:

X Candidate 1: In the first picture, the scene looks modern, in the other, it looks old-fashioned.

✓ Candidate 1: Both pictures of the building portray a calm and peaceful setting, but the older scene suggests that there was more traffic on the river at the time, whereas the more modern image ...

■ Read out some tasks from past papers, then hand over the corresponding sets of visuals and see if students can remember what they have to do. Tell them to listen for the introductory rubric, e.g. 'You will each have the same set of pictures to look at. They show people doing different jobs.' Students should then listen for a further three aspects: the first is always 'describe' or 'compare and contrast', the second is introduced by the word 'saying', and the third by the word 'and', e.g. 'I'd like you to **compare and contrast** two or three of these pictures, **saying** what the people might be thinking about **and** how difficult it might be for them to do these jobs.'

■ Give students practice using tasks with differing numbers of visuals. Some CAE tasks have five visuals, others four, three or two. When there are four or more, candidates will be asked to compare and contrast two or three. When there are three or fewer, candidates will be asked to talk about them all.

■ Tell students not to waste precious time saying, 'I'm going to talk about the picture in the top left-hand corner and the one in the bottom right-hand corner.' This is not necessary

and most students tend to make grammatical mistakes when trying to describe where the pictures are. In addition, if they run out of time, they have restricted their choice of pictures and may feel they cannot talk about the others. Tell students simply to start talking about their chosen pictures. Comparing and contrasting them will be enough to identify which pictures they are talking about.

■ Tell students not to adopt 'closure' techniques such as, 'That's it! I've finished!' They should keep talking until the interlocutor says, 'Thank you.' In this way, they will maximise the time available for their one-minute long turn.

■ Build up a bank of pictures which you can use for practice in the classroom. Encourage students to react to the pictures without giving them a specific task. This will help them to look at pictures in more depth, and train them to think of something to say if they run out of ideas during the examination itself.

■ Make sure that students have plenty of practice in organising their ideas coherently. Useful phrases to link ideas and compare and contrast pictures will help them. They can build up their own lists of suitable phrases throughout the course, thus ensuring that they have a range of language and structures to draw upon when necessary.

■ PART 3

■ Encourage students to make use of conversation 'fillers', e.g. 'Well, now, let me see ...', which they can call upon (sparingly) to give themselves time to think, and to make use of strategies which invite their partner to contribute to the discussion, e.g. 'Would you agree ... ?'

■ Each time you do a Part 3 task in class, read the task aloud to students and see if they can remember what they have to do. It will help students to know that there is always a 'set up' rubric, e.g. 'Here are some pictures of ...' or 'I'd like you to imagine that ...' After the visual stimulus is handed over, the interlocutor will outline the task, which has two distinct prongs, e.g. 'Talk to each other about how these things are threatening the world we live in, and then decide which two are the biggest threat.' Although the completion of the task is not essential, as the interlocutor will ask them to summarise what they have decided at the end of the task, it is advisable for students to attempt to reach the specified outcome within the time allotted. If they do not listen carefully to the task, or remember what they have to do, they may be depriving themselves of the opportunity to demonstrate their command of a wide range of linguistic resources and communication strategies.

■ Warn students not to reach their decision in the first minute or so of the test. If students begin by saying, 'Well, I think we should choose this one and this one', they leave themselves with nothing to talk about for the remainder of the time. Train them to discuss each piece of visual stimulus in detail before reaching a decision. The core of the task is in the evaluation of the visuals, not in simply saying 'We have

chosen these two.' 4 minutes is a long time and students need strategies for making the most of the time available.

- Doing timed tasks in class will help students make the best use of the 4 minutes available for Part 3.

- Students should be encouraged to react to as great a variety of visual stimuli as possible and express ideas and opinions of their own. Simply agreeing or disagreeing with their partner, or echoing what their partner has said, will not enable them to show what they can do. They should always expand on what they say, e.g. instead of saying, 'Yes, I agree', a better response might be, 'Yes, I certainly do agree that this is a very serious problem, as you so rightly pointed out. But it is one we could do something about. It might be easier to solve than some of the others, don't you think?'

- Conduct 'mock' Part 3 practice giving each student a different role card, e.g. Student A could constantly interrupt Student B, or Student B could be instructed to say almost nothing at all, or give one-word responses, thus forcing Student A to keep talking, or be constantly inviting their partner to speak. This will provide invaluable training in sensitivity to turn-taking and in managing and developing the interaction.

■ PART 4

- Encourage students to talk about topical issues and issues of general interest and express an opinion about them so that they can participate fully in the last part of the test. They are asked questions by the interlocutor and they are expected to develop the discussion, rather than simply give one-word answers.

- Tell students that they are not being assessed on their ideas, but examiners can only assess candidates on the language they produce, and those candidates who fail to make a contribution will not do well. Reading an English newspaper, or listening to or watching the international news on a regular basis will help give candidates ideas they may be able to use in Part 4 of the test.

- Set up a regular debating lesson in class. Students A and B could be given a short time to argue either for or against an issue. The other members of the class could then be invited to express their own ideas. This will encourage students to have the confidence to express their ideas in public, and comment on issues they may never have thought about before.

- After doing a Part 3 task, ask students what kinds of questions they think they may be asked. In groups, they could produce three or four and then compare them with those produced by other students. This will help them to be prepared for what they might be asked in Part 4 of the test.

- At this stage of the test, the worst thing that can happen is a long silence. Train students to react almost immediately to what they are asked to talk about or to give themselves a little time by 'thinking aloud', e.g. 'Well, that is something I've never actually thought about but, on reflection, I would say that ...'

- Students may be getting tired by this stage in the test. It is important that they are given practice sessions of 15 minutes so that they know exactly what it is like to do a Speaking test for this length of time. The impression they make at the end of the test is equally as important as the one they have made throughout the rest of the test. Regular participation in a complete test will train students not to lose their level of concentration as the end of the test approaches.

PAPER 5: SPEAKING

Parts 1 and 2

For Oral Examiners' Use Only

PART 2 (4 minutes)

CAE PAPER 5

Test Material 1

1. A visit (Compare, contrast and speculate)

Interlocutor

In this part of the test, I'm going to give each of you the chance to talk for about a minute, and to comment briefly after your partner has spoken.

First, you will each have the same set of pictures to look at. They show people making different kinds of visits.

Hand over the **same set of pictures to each candidate**.

(Candidate A), it's your turn first. I'd like you to compare and contrast two or three of these situations, saying why the people might be making these visits, and how important the visits might be for the people involved.

Don't forget, you have about one minute for this.

All right? So, (Candidate A), would you start now, please?

⌚ Approximately one minute.

Candidate A

Interlocutor

Now, (Candidate B), can you tell us which visit you think would be the most memorable?

⌚ Approximately twenty seconds.

Candidate B

Retrieve pictures.

Interlocutor

Thank you.

Test Material 2

2. Approaches to learning (Compare, contrast and speculate)

Interlocutor

Now, I'm going to give each of you another set of pictures to look at. They show people learning in different situations.

Hand over the **same set of pictures to each candidate**.

Now, (Candidate B), it's your turn. I'd like you to compare and contrast two or three of these pictures, saying how the atmosphere is different in each situation, and what the benefits of each method of learning might be.

Don't forget, you have about one minute for this.

All right? So, (Candidate B), would you start now, please?

⌚ Approximately one minute.

Candidate B

Interlocutor

Thank you.

Now, (Candidate A), can you tell us which method of learning you think is the most effective?

⌚ Approximately twenty seconds.

Candidate A

Retrieve pictures.

Interlocutor

Thank you.

For Oral Examiners' Use Only

PART 1 (3 minutes / 5 minutes for groups of three)

CAE PAPER 5

Interlocutor

Good morning (afternoon/evening). My name is and this is my colleague,
And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know a little about you.

(Select one or two questions and ask candidates in turn, as appropriate.)

- Where do you both/all live?
- How long have you been studying English?
- Have you been studying English together?
- What countries have you visited?

Now I'd like you to ask **each other** something about

(Select one or two prompts in any order, as appropriate.)

- things you particularly like about living in this country.
- entertainment and leisure facilities in this area.
- your reasons for studying English.
- a change you would like to make to your life in the future.

(Ask candidates one or more further questions in any order, as appropriate.)

- How important do you think English is in this country?
- How would you feel about going to live abroad permanently?
- What interesting events have happened in your life recently?
- Who do you think has had the greatest influence on your life so far? (Why?)
- What are your earliest memories of school?

Thank you.

PAPER 5: SPEAKING

Part 2

1



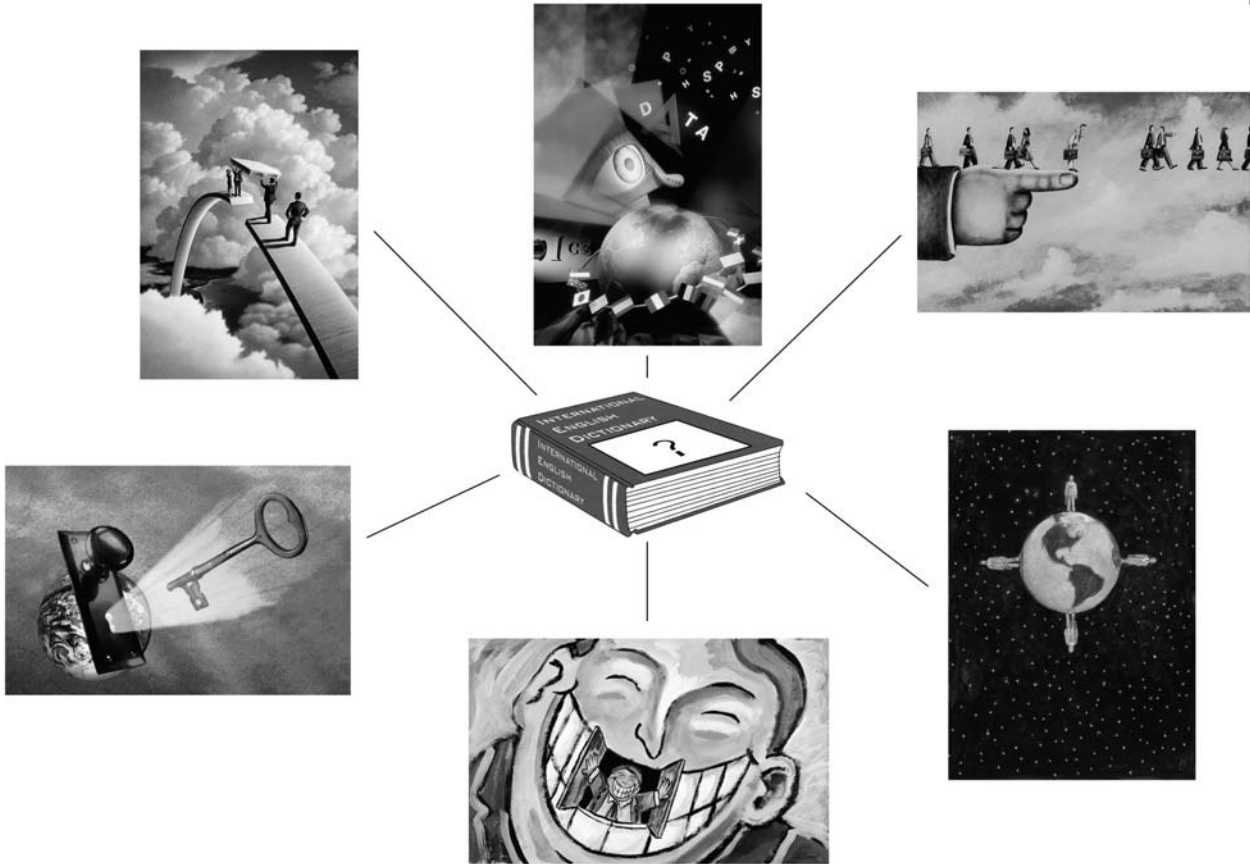
2



PAPER 5: SPEAKING

Parts 3 and 4

21



21. International English dictionary (Discuss, evaluate and select)

Test Material 21

PART 3

Interlocutor

Now, I'd like you to discuss something between/among yourselves, but please speak so that we can hear you.

I'd like you to imagine you are choosing a cover for a new international English dictionary. Here are some suggestions for the cover picture.

Place picture sheet 21 in front of the candidates.

Talk to each other about what message these pictures communicate about the dictionary, and then decide which picture would be most successful in appealing to people worldwide.

You have about four minutes for this. (Six minutes for groups of three.)



Approximately four minutes. (Six minutes for groups of three.)

Thank you.

So, which picture have you chosen?

Retrieve picture sheet 21.

.....

PART 4

Interlocutor

Select any of the following questions as appropriate:

- How important are reference books such as dictionaries for students? (Why?)
- Some people say we read less nowadays than we used to. What's your opinion?
- How do you think we can encourage young people to read more?
- In the future, do you think we will all speak the same language? (Why (not)?)
- How has modern technology helped people to communicate with each other?

Thank you. That is the end of the test.

Check that all test materials have been replaced in the file.

Assessment

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. Both examiners assess the candidates according to criteria which are interpreted at CAE level. The assessor awards marks according to four analytical criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication.

The interlocutor awards a Global Achievement mark, which is based on the analytical scales.

These criteria should be interpreted within the overall context of the Cambridge Common Scale for Speaking on page 64, where CAE is at Level C1.

■ Grammar and Vocabulary

This refers to the 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.

RANGE: The active use of a range of grammatical forms and vocabulary.

ACCURACY: The accurate use of grammatical forms and syntax.

APPROPRIACY: The appropriate use of vocabulary to deal with the tasks.

■ Discourse Management

This refers to the candidate's ability to link utterances together to form coherent monologue and contributions to dialogue. The utterances should be relevant to the tasks and to preceding utterances in the discourse. The discourse produced should be at a level of complexity appropriate to CAE level and the utterances should be arranged logically to develop the themes or arguments required by the tasks. The extent of the contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse in order to achieve the task.

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 tasks.

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

■ Pronunciation

This refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. This includes stress, rhythm and intonation as well as individual sounds. Examiners put themselves in the position of the non-ESOL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

STRESS AND RHYTHM: The appropriate use of strong and weak syllables in words and connected speech, the linking of words, and the effective highlighting of information-bearing words in utterances.

INTONATION: The use of a sufficiently wide pitch range and the appropriate use of intonation to convey intended meanings.

INDIVIDUAL SOUNDS: The effective articulation of individual sounds to facilitate understanding.

Different varieties of English, e.g. British, North American, Australian, etc. are acceptable, provided they are used consistently throughout the test.

■ Interactive Communication

This refers to the candidate's ability to take an active part in the development of the discourse, showing sensitivity to turn-taking and without undue hesitation. It requires the ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. It also refers to the deployment of strategies to maintain and repair interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

INITIATING AND RESPONDING: The ability to participate in a range of situations and to develop the interaction by initiating and responding appropriately.

HESITATION: The ability to participate in the development of the interaction without undue hesitation.

TURN-TAKING: The sensitivity to listen, speak, and allow others to speak, as appropriate.

■ Global Achievement Scale

This scale refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the CAE Speaking test. The global mark is an independent, impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective.

■ Typical minimum adequate performance

Develops the interaction with contributions which are mostly coherent and extended when dealing with the CAE level tasks. Grammar is mostly accurate and vocabulary appropriate. Utterances are understood with very little strain on the listener.

Marking

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required.

The Team Leaders are responsible to a Senior Team Leader, who is the professional representative of Cambridge ESOL for the Speaking tests. Senior Team Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session in the UK. Team Leaders are appointed by the Senior Team Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both annual examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on video and then conduct practice tests with volunteer candidates in order to establish a common standard of assessment.

The sample tests on video are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.

Cambridge ESOL Common Scale for Speaking

The Cambridge ESOL Common Scale for Speaking has been developed to help users to:

- interpret levels of performance in the Cambridge Tests from beginner to advanced
- identify typical performance qualities at particular levels
- locate performance in one examination against performance in another.

The Common Scale is designed to be useful to test candidates and other test users (e.g. admissions officers or employers).

The description at each level of the Common Scale aims to provide a brief, general description of the nature of spoken language ability at a particular level in real-world contexts. In this way the wording offers an easily understandable description of performance which can be used, for example, in specifying requirements to language trainers, formulating job descriptions and specifying language requirements for new posts.

LEVEL C2 MASTERY

CERTIFICATE OF PROFICIENCY IN ENGLISH:

Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

LEVEL C1 EFFECTIVE OPERATIONAL PROFICIENCY

CERTIFICATE IN ADVANCED ENGLISH:

Good operational command of the spoken language

- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

LEVEL B2 VANTAGE

FIRST CERTIFICATE IN ENGLISH:

Generally effective command of the spoken language

- Able to handle communication in familiar situations.
- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.
- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

LEVEL B1 THRESHOLD

PRELIMINARY ENGLISH TEST:

Limited but effective command of the spoken language

- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

LEVEL A2 WAYSTAGE

KEY ENGLISH TEST:

Basic command of the spoken language

- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.