

Paper 3: Speaking

Paper Format

This paper contains 2 parts.

The standard format for Paper 3 is two candidates and two examiners.

One examiner acts as an assessor and does not join in the conversation. The other acts as both assessor and interlocutor and manages the interaction either by asking questions or setting up the tasks.

Task Types

Short exchanges with the examiner and an interactive task involving both candidates.

Timing

8–10 minutes per pair of candidates.

Marks

Candidates are assessed on their performance throughout the test.

There are a total of 25 marks in Paper 3, making 25% of the total score for the whole examination

Part	Task Type and Format	Task Focus	Timing
1	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control level of input.	Language normally associated with meeting people for the first time, giving information of a factual personal kind. Bio-data type questions to respond to.	5–6 minutes
2	Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.	Factual information of a non-personal kind related to daily life.	3–4 minutes

Preparing for the Speaking Test

Introduction

The KET Speaking Test has two parts and lasts 8 to 10 minutes, involving two examiners and a pair of candidates. One examiner is an interlocutor while the other, who takes no part in the interaction, is an assessor. The speaking component contributes 25% of the marks for the whole test.

It is important that the speaking skill is developed alongside the other language skills. This may best be done by making English the language of classroom management, and by encouraging students to communicate with each other and with the teacher in English.

Candidates should be able to respond appropriately to questions asking for simple information about themselves. They should, for example, be able to give their name (including spelling it), country of origin, job or subject of study, give information about their family, home town, school, free time activities and talk simply about their likes and dislikes.

Simple role plays in which students are required to ask and answer questions will provide useful practice. Such role plays should focus on everyday language and situations and involve questions about daily activities and familiar experiences, or feature exchanging information about such things as charges and opening times of, for example, a local sports centre.

Practising for the KET speaking component will help students prepare for possible real life situations. This will encourage students to use the spoken language, increase their confidence in their language ability and help them develop a positive attitude towards the language learning process.

Part 1

This takes 5 to 6 minutes. In this part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example name, place of origin, occupation, family, etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

Part 2

This takes 3 to 4 minutes. In this part, the two candidates interact with each other. This involves asking and answering questions about factual information of a non-personal kind. Prompt cards are used to stimulate questions and answers which will be related to daily life, leisure activities and social life (including references to places, times, services, where to go, how to get there, what to eat, etc.).

Assessment

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 KET level. The assessor awards marks according to three

analytical criteria: Grammar and Vocabulary, Pronunciation and Interactive Communication. The interlocutor awards a global achievement mark.

Grammar and Vocabulary

This refers to the candidate's ability to use vocabulary, structure and paraphrase strategies to convey meaning. Candidates at this level are only expected to have limited linguistic resources, and it is success in using these limited resources to communicate a message which is being assessed, rather than range and accuracy.

Pronunciation

This refers to the intelligibility of the candidate's speech. First language interference is expected and not penalised if it does not affect communication.

Interactive communication

This refers to the candidate's ability to take part in the interaction appropriately. Hesitation while the candidate searches for language is expected and not penalised so long as it does not strain the patience of the listener. Candidates are given credit for being able to ask for repetition or clarification if necessary.

Global achievement

This is based on the analytical criteria and relates to the candidate's performance overall.

Typical minimum adequate performance

A typical minimum adequate performance at KET level can be summarised as follows:

The candidate's linguistic resources and paraphrase strategies are limited but are generally adequate to convey the intended meaning. Speech may sometimes be difficult to understand and there is hesitation, but generally appropriate interaction takes place.

Marking

Standardisation of marking is maintained both by regular examiner co-ordination sessions and by visits to centres by Team Leaders to monitor examiners' performance. During training sessions, examiners watch and discuss sample speaking tests recorded on video in order to establish a common standard of assessment. These sample speaking texts are selected to demonstrate a range of nationalities and different levels of competence and are pre-marked by a team of Senior Team Leaders and Team Leaders.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader. Team Leaders give advice and support to Oral Examiners as required.

The Team Leaders are responsible to a Senior Team Leader in consultation with the local administration, and Senior Team Leaders are appointed by Cambridge ESOL.

CPE**LEVEL C2****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'.

CAE**LEVEL C1****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.

FCE**LEVEL B2****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.

PET**LEVEL B1****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.

KET**LEVEL A2 (Waystage)****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.

Pre-Waystage Level**Zero**

Frame and Sample Material for Speaking Part 2

NB. Please see 'Preparing for the Speaking Test' on page 48 for guidance on preparing candidates for Part 1.

Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, here is some information about a museum.
Candidate B, you don't know anything about the museum,
so ask A some questions about it. Now B, ask A your questions
about the museum and A, you answer them.

Candidate A - your answers.

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Candidate B - your questions.

MUSEUM

- ◆ what / see?
- ◆ open / weekends?
- ◆ student ticket? £?
- ◆ car park?
- ◆ buy / postcard?

There is a variety of acceptable questions which may be produced using this material. For example:

What can I see at the museum?
 Is it open at the weekend?
 How much is a student ticket?
 Is there a car park?
 Can I buy a postcard there?

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The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a library.

Candidate B, here is some information about a bookshop.
Candidate A, you don't know anything about the bookshop,
so ask B some questions about it. Now A, ask B your questions
about the bookshop and B, you answer them.

Candidate B - your answers.

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Candidate A - your questions.

BOOKSHOP

- ◆ address ?
- ◆ big / small ?
- ◆ closed / Sundays ?
- ◆ sell / travel books ?
- ◆ telephone number ?

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