

## Secondary English Test

# Speaking Practice Test – Answer Key

## Part One

**Areas assessed:** task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation and fluency.

<b>5: B1 (or above)</b>	Likely to be above A2 level. All features of A2 are met.
<b>4: A2.2</b>	Responses to all three questions show the following features: <ul style="list-style-type: none"><li>• On topic.</li><li>• Some simple grammatical structures used correctly but basic mistakes systematically occur.</li><li>• Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable. Mispronunciations are noticeable and frequently place a strain on the listener.</li><li>• Frequent pausing, false starts and reformulations but meaning is still clear</li></ul>
<b>3: A2.1</b>	Responses to two questions show the following features: <ul style="list-style-type: none"><li>• On topic.</li><li>• Some simple grammatical structures used correctly but basic mistakes systematically occur.</li><li>• Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable.</li><li>• Mispronunciations are noticeable and frequently place a strain on the listener.</li></ul>

	<ul style="list-style-type: none"> <li>• Frequent pausing, false starts and reformulations but meaning is still clear.</li> </ul>
<b>2: A1.2</b>	<p>Responses to at least two questions show the following features:</p> <ul style="list-style-type: none"> <li>• On topic.</li> <li>• Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.</li> <li>• Vocabulary is limited to very basic words related to personal information.</li> <li>• Pronunciation is mostly unintelligible except for isolated words.</li> <li>• Frequent pausing, false starts and reformulations impede understanding.</li> </ul>
<b>1: A1.1</b>	<p>Response to one question shows the following features:</p> <ul style="list-style-type: none"> <li>• On topic.</li> <li>• Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.</li> <li>• Vocabulary is limited to very basic words related to personal information.</li> <li>• Pronunciation is mostly unintelligible except for isolated words.</li> <li>• Frequent pausing, false starts and reformulations impede understanding.</li> </ul>
<b>0: A0</b>	<p>No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).</p>

## Part Two

**Areas assessed:** task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation fluency and cohesion.

<b>5: B2 (or above)</b>	Likely to be above the B1 level.
<b>4: B1.2</b>	<p>Responses to all three questions are on topic and show the following features:</p> <ul style="list-style-type: none"> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.</li> <li>• Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.</li> <li>• Some pausing, false starts and reformulations.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>3: B1.1</b>	<p>Responses to two questions are on topic and show the following features:</p> <ul style="list-style-type: none"> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.</li> <li>• Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener. Some pausing, false starts and reformulations.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>2: A1.2</b>	<p>Responses to at least two questions are on topic and show the following features:</p> <ul style="list-style-type: none"> <li>• Uses some simple grammatical structures correctly but systematically makes basic mistakes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.</li> <li>• Mispronunciations are noticeable and put a strain on the listener.</li> <li>• Noticeable pausing, false starts and reformulations.</li> <li>• Cohesion between ideas is limited. Responses tend to be a list of points.</li> </ul>
<b>1: A2.1</b>	<p>Response to one question is on topic and shows the following features:</p> <ul style="list-style-type: none"> <li>• Uses some simple grammatical structures correctly but systematically makes basic mistakes.</li> <li>• Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable. Mispronunciations are noticeable and put a strain on the listener.</li> <li>• Noticeable pausing, false starts and reformulations.</li> <li>• Cohesion between ideas is limited. Responses tend to be a list of points.</li> </ul>
<b>0</b>	<p>Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).</p>

## Part Three

**Areas assessed:** task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion.

<b>5: B2 (or above)</b>	Likely to be above the B1 level.
<b>4: B1.2</b>	<ul style="list-style-type: none"> <li>• Responses to both questions show the following features:</li> <li>• On topic.</li> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.</li> <li>• Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.</li> <li>• Some pausing, false starts and reformulations.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>3: B1.1</b>	<p>Response to one question shows the following features:</p> <ul style="list-style-type: none"> <li>• On topic.</li> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Sufficient range and control of vocabulary for the task. Errors occur when expressing complex thoughts.</li> <li>• Pronunciation is intelligible but inappropriate mispronunciations put an occasional strain on the listener.</li> <li>• Some pausing, false starts and reformulations.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>2: A2.2</b>	<p>Responses to at least two questions show the following features:</p> <ul style="list-style-type: none"> <li>• On topic.</li> <li>• Uses some simple grammatical structures correctly but systematically makes basic mistakes.</li> <li>• Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.</li> <li>• Mispronunciations are noticeable and put a strain on the listener.</li> <li>• Noticeable pausing, false starts and reformulations.</li> <li>• Cohesion between ideas is limited. Responses tend to be a list of points.</li> </ul>

<b>1: A2.1</b>	<p>Response to one question shows the following features:</p> <ul style="list-style-type: none"> <li>• On topic.</li> <li>• Uses some simple grammatical structures correctly but systematically makes basic mistakes.</li> <li>• Vocabulary will be limited to concrete topics and descriptions. Inappropriate lexical choices for the task are noticeable.</li> <li>• Mispronunciations are noticeable and put a strain on the listener.</li> <li>• Noticeable pausing, false starts and reformulations.</li> <li>• Cohesion between ideas is limited. Responses tend to be a list of points.</li> </ul>
<b>0: A1 or below</b>	<p>Performance not sufficient for A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).</p>

## Part Four

**Areas assessed:** task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, pronunciation, fluency and cohesion.

<b>6: C2</b>	Likely to be above C1 level.
<b>5: C1</b>	<ul style="list-style-type: none"> <li>• On topic. Presentation is clear and well-structured, highlighting and expanding on important points and providing clear explanations and relevant supporting detail.</li> <li>• Incorporates all of the information points in the poster into the presentation. Highlights and expands on important points, giving reasons in support of or against particular points of view and giving the advantages and disadvantages of various options.</li> <li>• Uses a range of complex grammar constructions accurately. Some minor errors occur but do not impede understanding.</li> <li>• Uses a range of vocabulary to discuss the topic in the poster in his/or own words. Some awkward usage or slightly inappropriate lexical choices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pronunciation is clearly intelligible.</li> <li>• Backtracking and reformulations do not fully interrupt the flow of speech.</li> <li>• A range of cohesive devices are used to clearly indicate the links between ideas.</li> </ul>
<b>4: B2.2</b>	<ul style="list-style-type: none"> <li>• On topic. Develops a coherent message.</li> <li>• Incorporates most (80%) of the information points in the poster into the presentation. Provides sufficient reasons and supporting information to support opinions and describes the advantages and disadvantages of various options.</li> <li>• Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.</li> <li>• Sufficient range of vocabulary to discuss the topic of the poster, and to use synonyms and paraphrase to present some of the information in the poster in his/her own words. When vocabulary is borrowed from the poster it is used appropriately. Inappropriate lexical choices do not lead to misunderstanding.</li> <li>• Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding.</li> <li>• Some pausing while searching for vocabulary but this does not put a strain on the listener.</li> <li>• A limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>
<b>3: B2.1</b>	<ul style="list-style-type: none"> <li>• On topic. Presents a coherent message.</li> <li>• Incorporates at least half of the information points in the poster into the presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</li> <li>• Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.</li> <li>• Sufficient range of vocabulary to discuss the topic of the poster, and to use synonyms and paraphrase to present some of the information in the poster in his/her own words. When vocabulary is borrowed</li> </ul>

	<p>from the poster it is used appropriately. Inappropriate lexical choices do not lead to misunderstanding.</p> <ul style="list-style-type: none"> <li>• Pronunciation is intelligible. Mispronunciations do not put a strain on the listener or lead to misunderstanding.</li> <li>• Some pausing while searching for vocabulary but this does not put a strain on the listener.</li> <li>• A limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>
<b>2: B1.2</b>	<ul style="list-style-type: none"> <li>• Not fully on topic and/or</li> <li>• Presentation limited to a series of linear points describing the information in the poster. Incorporates most of the information points into the presentation, but without providing sufficient reasons or further explanation.</li> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Limitations in vocabulary make it difficult to deal fully with the task. Relies on the vocabulary provided in the poster to describe the information points. Use of vocabulary borrowed from the poster not always appropriate.</li> <li>• Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener.</li> <li>• Noticeable pausing, false starts, reformulations and repetition.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>1: B1.1</b>	<ul style="list-style-type: none"> <li>• Not fully on topic and/or</li> <li>• Presentation limited to a series of linear points describing the information in the poster. Only incorporates some of the information points into the presentation, and does not provide reasons or further explanation.</li> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> </ul>



	<ul style="list-style-type: none"> <li>• Limitations in vocabulary make it difficult to deal fully with the task. Relies on the vocabulary provided in the poster to describe the information points. Use of vocabulary borrowed from the poster not always appropriate.</li> <li>• Pronunciation is intelligible but occasional mispronunciations put an occasional strain on the listener.</li> <li>• Noticeable pausing, false starts, reformulations and repetition.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated</li> </ul>
<b>0: A1/A2</b>	Performance not sufficient for B1, or no meaningful language, or the responses are completely off-topic (memorised or guessing).