

Speaking exam guidelines

General

The speaking exam includes two parts: sustained monologue and oral interaction. Students take the exam in pairs, formed by the examiner at the moment of the exam on alphabetical basis. For each pair Student A gives a presentation prepared in advance on a topic of his/her choice, producing some visual support. At the end of the presentation, Student B makes comments and/or asks questions on the content of A's presentation and A replies. When the interaction is over, the students swap roles. **The examiner can take part in the interaction as a moderator, as well as ask questions about the content (including pictures and headlines) and the language used in the article.**

There are different formats for the sustained monologue and oral interaction. Specific guidelines are provided below.

SECOND YEAR - 12.5 mins per students; 25 mins per pair

The exam tests students' speaking competence with regard to the following activity types:

1. Putting a case. Examples of topics students can choose is provided below:

- making a comparison, advantages and disadvantages. E.g. Public vs Private schools, living in a city centre vs the outskirts or countryside.
- what are the problems that children and teenagers have to deal with today compared to the past. (Think about social networks, cyberbullying etc.)
- what makes a shop successful (think about service, staff etc.,)
- a technological product or any product on the market (utility etc.,)
- the influence of American culture on Italian society (pros and cons)

Students' talk must be supported by visual aids and any relevant material which has been part of your research (bibliography, website links ...).

2. Book review.

Students present a book, providing both a description and an evaluation of it. This includes describing the book's over-all purpose, its structure, attempting to place it in a larger context by comparing it to other books of its kind.

If the book is fictional, the review will focus on the book's setting, plot, characters, use of language and voice. If the book is nonfiction, the review will focus on the major points (the argument) the author is putting forth and to the sources the author has drawn upon.

Books must be brought to the oral exam along with any relevant research that was done on the author, story etc. (bibliography).

For all these activities the presentation will be 5 minutes long and will be supported by visuals (slide, photocopies, images, the book itself...). It will be followed by a 5-minute interaction in which the other students and the examiner will ask question and/or make comments.

Students attending the speaking course will receive a mark resulting from continuous assessment. Non frequentanti have to get prepared for each activity type, and will be tested on one of them, at the discretion of the examiner.

The mark is out of 20 and is calculated taking into account:

- Grammatical and syntactic accuracy 4
- Lexical variety 4
- Pronunciation 4
- Fluency 4
- Understanding and interaction 4

TERZO ANNO - Speaking B2 - 15 mins per student; 30 mins per pair

Oral presentation based on a newspaper/magazine article (preferably editorials/comments), about 400-500 words long, published no earlier than a month before the exam.

Student A presents an article, highlighting the standpoint and the supporting arguments. S/he will then take position with regard to the views expressed in the article and give reason for that (10 Minutes)

Student B comments on the views presented by A and/or asks questions. (5 mins)

Student B presents an article, highlighting the standpoint and the supporting arguments. S/he will then take position with regard to the views expressed in the article and give reason for that (10 Minutes)

Student A comments on the views presented by B and/or asks questions. -(5 mins)

The mark is out of 20 and is calculated taking into account:

- Grammatical and syntactic accuracy - 4
- Lexical variety - 4
- Pronunciation - 4
- Fluency - 4
- Understanding and interaction - 4

Bibliografia

English File Digital - third edition - B2 Upper intermediate - student's book and workbook.

Framework descriptors:

Overall

B1 Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

B1+ Can give clear, detailed descriptions and presentations on a wide variety of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. (ON THE SPOT)

B2 Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. (METADISCOURSE, PREPARED IN ADVANCE)

Specific activity types

SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)	
C2	No descriptor available
C1	No descriptor available
B2	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can develop an argument well enough to be followed without difficulty most of the time. Can briefly give reasons and explanations for opinions, plans and actions.

SUSTAINED MONOLOGUE: Describing experience	
C2	Can give clear, smoothly flowing, elaborate and often memorable descriptions.
C1	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.
B1	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.

