

INTERNATIONAL ENGLISH LANGUAGE COMPETENCY ASSESSMENT (IELCA)

SPEAKING – SAMPLE PAPER

**LRN Entry Level 3 Certificate in ESOL
International (IELCA CEF B1)**

**LRN Level 1 Certificate in ESOL International
(IELCA CEF B2)**

**LRN Level 2 Certificate in ESOL International
(IELCA CEF C1)**

**LRN Level 3 Certificate in ESOL International
(IELCA CEF C2)**

(CEFR Level B1-C2)

*IELCA - INTERNATIONAL ENGLISH LANGUAGE COMPETENCY ASSESSMENT

Time - 11 minutes

Notes to examiner

The following assessment is a **strict rubric** that cannot be changed. Sentences or vocabulary items **must not** be reformulated while attempting to communicate activities and concepts to candidates. Structures and vocabulary used have been carefully written to cover Entry Level 3 – Level 3¹ and correlated to The Common European Framework of Languages (CEFR) from CEFR B1 – C2.

Examiners are advised to accompany commands and assist understanding of responses by using a variety of non verbal communication prompts such as pointing to images, nodding, smiling, pausing / allowing enough time for candidates to produce sufficient responses.

Examiners must stay within the rubric and facilitate candidates who may be performing below or above the level expected through using the support prompts in the rubric. For those candidates above or at the required level, support prompts must only be used when required.

Examiners must assess ability in line with the Mark Scheme.

¹ Entry Level 3 – Level 3 = covers levels B1 / Intermediate, B2 / Upper Intermediate, C1 / Advanced and C2 / Proficiency on the CEFR

Paper format

<p>Section 1</p> <p>Introductory transaction</p> <p>2 minutes</p>	<p>This section is pitched to cover the range of Entry Level 3 Level 1 (B1 - B2 CEFR)</p> <p>The main purpose of this section is to assess the candidate's ability to sustain a straightforward transaction related to one of a variety of subjects within his/her field of interest with reasonable fluency and to presenting ideas as a linear sequence of points.</p> <p>The candidate is expected to be able to:</p> <ul style="list-style-type: none"> • recognise, use and discriminate between open and closed, direct and indirect questions. • understand and use a range of vocabulary in relation to the topic areas. • give clear, systematically developed descriptions and accounts, with appropriate highlighting of significant points, and relevant supporting detail. • give clear, detailed descriptions and accounts on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. <p>Familiar topics are such as:</p> <ul style="list-style-type: none"> • Family & family life • Hobbies and pastimes • The weather • Leisure activities • Home & neighbourhood • News, lifestyle and current affairs • Everyday routines • Jobs & work • Ways of travelling • Education • Media • Travel
<p>Section 2</p> <p>The individual turn</p> <p>4 minutes</p>	<p>This section is pitched to cover the range of Level 1 – Level 2 (B2 – C1 CEFR)</p> <p>The main purpose of this section is to assess the candidate's ability to produce utterances that provide clear, systematically developed description / presentation of ideas, with appropriate highlighting of significant points and relevant supporting detail. This is supported by examiner prompts where necessary.</p> <p>The candidate is expected to be able to:</p> <ul style="list-style-type: none"> • give a clear, detailed description and presentation on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples • give a clear, detailed description and presentations on complex subjects without interruption, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

	<p>Presentation tasks set are such as:</p> <ul style="list-style-type: none"> • Justifying the benefits of watching television • Presenting the importance of having regular leisure time • Recounting what he / she usually does or did on holiday • Explaining how bringing up children is different nowadays • Giving opinion on what the best age to be is and why • Detailing how advertisements can spoil the appearance of towns and cities <p>Candidates have one minute to think about what they want to say and make notes if necessary.</p> <p>Candidates are expected to be able to offer a full account / presentation and justify opinions where necessary.</p>
<p>Section 3</p> <p>Discussion</p> <p>4 minutes</p>	<p>This section is pitched to cover the range of Level 1 – Level 3 (B2 – C2 CEFR)</p> <p>The main purpose of this section is to assess the candidate’s ability to engage in a transaction that demonstrates ability to express ideas of a complex nature and to maintain the flow of communication through sustaining discourse.</p> <p>Candidates are expected to demonstrate ability to:</p> <ul style="list-style-type: none"> • use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. • communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances presented. • interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. • highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments (B2). • express him/herself fluently and spontaneously, almost effortlessly showing a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. • Demonstrating little effort when searching for expressions or avoidance strategies <p>The area of discussion serves as an extension to the topics presented in section 2. Examples of typical questions are such as:</p> <ul style="list-style-type: none"> • What are the advantages and disadvantages of having a lot of television channels to choose from? • Do you think taking part in sport is more or less popular than it used to be? Why do you think this is? • What are the advantages of travelling in a group rather than independently? • How important are grandparents in bringing up children? Explain the reasons for your answer. • Are there any things people can do to ensure that they live as long as possible?

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| | <ul style="list-style-type: none">• Are you influenced by advertisements? If so, in what way? If not, why not? |
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More information regarding language functions and topics covered can be found in the LRN International English Language Competency Assessment mark scheme and specification document.

Section 1 – Introductory Questions

( 2 min)

Examiner

Good morning / afternoon. My name is and today we're going to talk for about 11 minutes.

1. What's your name?
2. Where are you from?
3. Where do you live?
4. Do you like living in *name town / village / city*?
5. What do / don't you like about living here?

6. If I was a tourist, what would you tell / advise me to see / visit?
7. What do you think (name of town/city) will be like in 10 years' time?

Support prompts if necessary

(Do / don't depending on the answer)

Why?

Why do you think that?

Section 2 – Individual Turn

( 4 min)

Examiner

Now I'm going to ask you to talk about a topic for about 2 minutes.

Here is your topic.

Examiner show prompt to candidate pause

You have 1 minute to think about this. You can make notes if you wish. Your notes will not be marked.

“Do you think that there is a **best age** to be and what do you think different ages can offer people?”

Thank you

Examiner:

What has been the best age for you so far?

Support prompts

For example: is being a teenager better than being a child / adult (depending on candidate age)

Section 3 – discussion

( 5 min)

Examiner:

1. Tell me how elderly / old people are treated in (country of candidate)?
2. What position do they have in society?
3. How could the life of elderly people / old people be improved?
4. What do you think children's responsibilities are towards their parents as their parents get older?
5. What do you think is more important – quantity or quality of life?
6. Would you like to live forever?

Why do you think this is?

For example: are they settled?

What status do they have? Are they considered as important?

Can you explain why? For example: Do they have an obligation to look after them?

Quantity meaning more years and quality meaning more enjoyment for your years

Why? Why not?

Thank you. That is the end of the test.