

## Test Center

# PTE General Speaking Test Guide

Please read this booklet thoroughly before commencing any speaking tests as it contains very important information

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Version 2

## 1. Introduction

The Pearson Test of English General speaking test consists of a timed interaction between a test taker and an interlocutor.

The interaction should ideally be recorded in MP3 format, and returned to Pearson via Secure File Transfer (SFT). For access to this system, please consult the "Pearson secure file transfer user guide" at [www.pearsonpte.com/pte-general](http://www.pearsonpte.com/pte-general). Alternatively, it can be recorded on a CD/USB, which is sent to Pearson Language Tests (PLT) at the end of the testing session.

The purpose of this guide is to familiarize you with the format of the test and to describe the roles of the interlocutor (or interviewer) and the assessor.

## 2. The format of the test

At levels A1 and 1 the test has three sections. At levels 2-5 it has four sections:

- Section 10: Sustained monologue  
The test taker speaks about matters of personal information and interest to the interlocutor.
- Section 11: Discussion (does not apply to levels A1 and 1)  
The test taker engages in a discussion with the interlocutor on a given topic.
- Section12: Describe picture  
The test taker has to respond to a visual stimulus.
- Section 13: Role play  
The test taker conducts a conversation with the interlocutor in which the test taker and interlocutor are given specific roles and a specific situation.

The time limit for each section is given in the speaking test paper. The total time limit depends on the level, as follows:

Level	Duration
A1	5 minutes
1	5minutes
2	7 minutes
3	7 minutes
4	8 minutes
5	8 minutes

## 3. The role of the interlocutor

The principal function of the interlocutor is to ensure that the test takers have the opportunity to perform the various communicative tasks required by the test to the best of their ability and without undue stress, so that the assessor has a representative sample of their production on which to base a judgment. This is an important responsibility. It entails:

- Managing the interaction according to the instructions set out in the speaking test paper and according to certain general principles outlined here;
- Giving the test takers adequate opportunities to speak;

- Keeping to the time limits.

The interlocutor must also ensure that the interaction is recorded properly.

This guide will cover the interlocutor's responsibilities in the order in which they arise.

### *Be prepared*

Read through the test paper before you start. Note that there are two alternative sections 12 and 13, A and B. Students with odd test taker numbers must do 12A and 13A, students with even test taker numbers must do 12B and 13B.

Make sure you know what the time limits are for the sections of the test.

Remind yourself of the marking criteria for each section of the test. In Section 10, for example, the assessor has to evaluate the test taker's ability to deliver a sustained monologue, so it is important that you give him or her the opportunity to do this. Decide which prompt you will use in Section 10.

Rehearse mentally what you will say in the role play.

### *General dos and don'ts*

DO use language and delivery appropriate to the level of the test (not necessarily the level of the test taker!). Broadly speaking:

- At levels L1 and 1 speak slowly and clearly in short sentences emphasizing key words;
- At levels 2 and 3 speak clearly at natural speed, as appropriate when speaking to a stranger who may not speak your language fluently;
- At levels 4 and 5 speak in a completely natural way making no concessions to the fact that the test taker is not a native speaker.

DO let the test taker do the talking as much as possible. The less you intervene the more test taker talking time there will be.

DO maintain a relaxed posture so that test taker does not feel rushed.

DO acknowledge the test taker's contributions by nods and affirmative gestures (back-channeling), but avoid giving reinforcing messages that the test taker might interpret as evaluating their performance: "Right", "OK" and "Thank you" are permissible; not "good!" or "excellent!"

DO, when you ask a question, give the test taker time to reply.

DON'T correct the test taker's mistakes (you are not teaching!)

DON'T suggest answers, provide vocabulary or expand on the test taker's responses. The more test taker talking time the better.

DON'T interrupt. However there are three exceptions to this general rule:

- In the discussion (Section 11), where you may need to interrupt in order to make your point and to move the discussion on;
- In the role play if the situation requires it;
- If at any time the test taker deviates from the topic (in some cases this may be the test taker's way of introducing a favorite topic or a prepared speech).

### ***What to do if the TT does not understand a prompt***

If the test taker asks for repetition in an appropriate way ("Pardon?", "Could you repeat that, please."), repeat once verbatim. Otherwise, or if they still don't understand, reformulate **once** in a manner appropriate for the next lowest level (e.g. in a B1 test reformulate the prompt in a way suitable for an A2 test taker). If they still do not understand move straight on to the next prompt or (if already on the last prompt in a section) the next section.

### ***Keep to the time limits***

It is important to provide the assessor with a sufficient sample of the test taker's production to enable him or her to make a judgment. If necessary continue to prompt the test taker until the time is up. On the other hand try not to overrun. If you take too much time, then your tests will get behind schedule and there will be pressure to rush later test takers. If there is an assessor present you may ask him or her to keep an eye on the clock for you and to give you a discreet signal near the end of each section.

### ***Points relating to the sections of the test***

#### **Section 10: Sustained monologue**

Greet the test taker in a friendly manner. Introduce yourself and ask the test taker to state his or her name.

After you have delivered the main prompt the test taker should speak for:

- 15 - 20 seconds at Level A1
- 20 - 30 seconds at Level 1
- 40 - 50 seconds at Level 2
- 50 - 60 seconds at Level 3
- 60 - 90 seconds at Levels 4 and 5

Let the test taker speak for all of this time. Don't interrupt. If they pause, give time to resume (prompt with "Is there anything you would like to add?") Only use follow up prompts if they have finished speaking and the time allocated for this part of the test has not expired. Even when delivering the follow-up prompts, give the test taker the opportunity to speak for an extended turn if they are able to.

#### **Section 11: Discussion**

The interaction in this section should resemble a real exchange of views rather than a sequence of questions and answers. After the first question ("What do you think?"), the objective is not to elicit the test taker's opinions but to argue against them, and to give the test taker the opportunity to defend his or her position. Always make statements. Avoid asking questions. Keep up your side as you would in a real discussion by challenging the points put forward by the test taker and by expressing your opinion politely but assertively.

If the test taker hedges at the beginning ("it depends..."), adopt one position strongly yourself.

Allow the discussion to take its course. Use the prompts selectively to sustain the discussion if a particular line of argument peters out.

If the test taker goes on too long, or wanders off the topic, interrupt politely. You should aim to produce at least three exchanges during the time given.

#### **Section 12: Describe picture**

The aim of this section is to assess the ability of the test taker to speak continuously in response to a visual stimulus. At levels A1 and 1 use the prescribed follow-up prompt or prompts to sustain the interaction.

At levels 2 to 3 the interlocutor script for this section always contains two prompts: one asking the test taker to respond to the picture in a relatively straightforward way (e.g. to describe what they see), and the other to expand on their reaction in some way (e.g. to express and justify a preference, or at levels 4 and 5 to consider the appropriateness of the picture for some imagined purpose). The test taker should be allowed up to half of the allotted time to respond to the first prompt before you move on to the second.

### **Section 13: Role play**

This consists of a two-way conversation in a given situation. The aim is to assess the test taker's ability to perform language functions that may be required in situations other than a speaking test.

After reading the instructions and saying "I start/You start", go into role. There is no need to overact, but make a distinct shift of tone of voice and register (if appropriate) to signal that you are no longer the examiner. At the end of the role play switch back to examiner mode, thank the test taker and signal the end of the test.

At levels A1 and 1 the test taker has simple instructions for carrying out a sequence of conversational moves. You should keep to the script as far as possible and guide the test taker if necessary.

At levels 2 to 5 the test taker is given an objective to pursue and a degree of freedom as to how to achieve it. Use the suggested prompt selectively to sustain the interaction by co-operating or challenging the test taker, as appropriate.

#### *At the end of the interaction*

- Thank the test taker and tell them that this is the end of the test.
- Stop the CD/mp3 recording.
- The assessor, if present, will need time to record the marks for the test taker. He or she may ask your opinion about these.<sup>▲</sup>

## **4. The role of the assessor**

The assessor takes no part in the test. His/her role is to listen to the test taker's performance and to allocate marks in accordance with the marking criteria on the following pages. Before the testing session the assessor should become very familiar with the criteria and their performance descriptors for the level at which they are testing.

#### *Using the Marking Criteria*

It should always be remembered that the criteria relate only to the level in question and that flawed expression of features of language above the level should not be penalised.

As the test progresses, the assessor should listen for evidence to indicate how well each criterion is being met. It is advisable to consider first how the test taker's performance matches the descriptor for a mark of 3 as this indicates that their performance clearly matches the descriptor. It can then be considered whether the test taker's performance is above or below that level and, if so, by how much and award the corresponding mark out of 5. (For level 5 test takers the assessor can only give a mark of 3 or less.) The assessor must award one mark for the individual trait of each section of the speaking test as well as five overall marks on qualitative aspects of spoken language.

At the end of the test, the marks for each criterion should be totalled and this provides the overall speaking score. For example, a test taker at level A1 who scored 3 for Sustained Monologue, 3 for Thematic Development, 3 for Sociolinguistic Appropriateness, 2 for Fluency, 3 for Interaction, 2 for Range, 2 for Accuracy and 4 for Phonological Control would get a total mark of 22 out of 40.

## **Marking Criteria Grid for PTE General SPEAKING TEST**

### Marking Scale for Levels A1 - 4:

- 1 = A score of 'one' is given if the performance is below the level of the CEF descriptor.
- 2 = A score of 'two' is given if the performance is just at the level of the CEF descriptor.
- 3 = A score of 'three' is given if the performance clearly matches the CEF descriptor of the relevant level.
- 4 = A score of 'four' is given if the performance is almost at the level of the next CEF descriptor.
- 5 = A score of 'five' is given if the performance is above the level of the CEF descriptor.
- 0 = A score of 'zero' is used for SILENCE or IRRELEVANT or NON-ENGLISH material.

### Marking Scale for Level 5:

- 1 = A score of 'one' is given if the performance is below the level of the CEF descriptor.
- 2 = A score of 'two' is given if the performance is just at the level of the CEF descriptor.
- 3 = A score of 'three' is given if the performance clearly matches the CEF descriptor of the relevant level.
- 0 = A score of 'zero' is used for SILENCE or IRRELEVANT or NON-ENGLISH material.

### Maximum Score for Levels A1 - 5:

40 = levels A1 - L1 (3 sections, 8 item traits, 5 score points max per item)

45 = levels L2 - L4 (4 sections, 9 item traits, 5 score points max per item)

27 = level L5 (4 sections, 9 item traits, 3 score points max per item)

### Please Note:

1. The levels are cumulative, that is everything that applies to one level also applies to the next higher one.
2. An A1 test taker can fail the test and therefore can be below Level A1.
3. To award score points 2/4/5 appropriately, assessors must be familiar with the marking criteria of the level above and below.
4. There is no level above Level 5. Therefore, score points '4, 5' are not used.
5. When in doubt between two scores, use the 'best fit' criterion and if still in doubt give the LOWER score.
6. An asterisk (\*) shows where the original wording of the CEF descriptor was altered or additions were made in order to accommodate the specific skill tested in PTE General.
7. Only relevant sections of the CEF descriptors became part of the marking criteria. If a descriptor was abbreviated, this is indicated by (*abbr.*).
8. If no CEF descriptor was available, alternatives were used. This is indicated by a footnote <sup>(1)</sup>.

### Possible Marking Issues and Solutions

Issue	Solution
Task Engagement Scale (yes/no)	<p>If a test taker remains silent or is very limited in his/her oral production, then there is no engagement and the section (individual item trait) will receive a score of zero.</p> <p>If the test taker is clearly reciting a prepared/learnt off-topic text, then there is no engagement and the section (individual item trait) will receive a score of zero.</p> <p>Interlocutors are instructed to subtly intervene and put the test taker back on track. If the test taker is still not engaging with the prompt or the interlocutor fails to put the test taker back on track, give the latter the benefit of the doubt.</p> <p>Base your assessment of the qualitative aspects on the sections the test taker engaged with.</p>
Unintelligible responses (technical issues, too quiet)	Flag and refer to team leader / chief examiner.
Unintelligible responses (accents)	Flag and refer to team leader / chief examiner. Must be marked down for Phonological Control.
Interlocutor's failings	The response given must be assessed as heard irrespective of an interlocutor's failing.
Time keeping	Assessors must check whether the overall time is within the set timeframe of the level. If the speaking test is too short to be assessed flag and refer it to the team leader / chief examiner.

**Level A1 Total Score Points: Max 40**

Sections of PTE G Speaking Test	Task Engagement <i>Gatekeeper</i>	Individual Traits	Score for Individual Traits		
Section 10 Long turn	yes/no	<u>Sustained Monologue</u> Can describe him/herself, what s/he does and where s/he lives.	1, 2, 3, 4, 5		
Section 12 Responding to a visual stimulus	yes/no	<u>Thematic Development</u> <sup>1)</sup> Can describe something using isolated words or simple phrases.	1, 2, 3, 4, 5		
Section 13 Role play	yes/no	<u>Sociolinguistic Appropriateness</u> Can establish basic social contact by using the simplest everyday polite forms of: greeting and farewells, introductions, saying please, thank you, sorry, etc.	1, 2, 3, 4, 5		
Overall Qualitative Aspects (QA) of Spoken Language Use	<i>Fluency</i> Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	<i>Interaction</i> Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition and rephrasing by the Interlocutor* as well as repair by the test taker*.	<i>Range</i> Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	<i>Accuracy</i> Shows only limited control of a few simple grammatical and lexical* structures and sentence patterns in a memorized repertoire.	<i>Phonological Control (abbr.)</i> Pronunciation of a very limited repertoire of learnt words and phrases.
Score Points for QA	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

<sup>1)</sup> There is no CEF descriptor for A1 *Thematic Development*. The used descriptor is adapted from the CEF descriptor for A2 *Thematic Development*.

**Level 1 Total Score Points: Max 40**

Sections of PTE G Speaking Test	Task Engagement <i>Gatekeeper</i>	Individual Traits	Score Points for Individual Traits		
Section 10 Long turn	yes/no	<p><b><u>Sustained Monologue: Describing experience (abbr.)</u></b></p> <p>Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. Can describe plans, arrangements, habits and routines, past activities and personal experiences. Can explain what s/he likes or dislikes about something.</p>	1, 2, 3, 4, 5		
Section 12 Responding to a visual stimulus	yes/no	<p><b><u>Thematic Development</u></b></p> <p>Can tell a story or describe something in a simple list of points.</p>	1, 2, 3, 4, 5		
Section 13 Role play	yes/no	<p><b><u>Sociolinguistic Appropriateness (abbr.)</u></b></p> <p>Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, and apologies.</p>	1, 2, 3, 4, 5		
<b>Overall Qualitative Aspects (QA) of Spoken Language Use</b>	<p><b><u>Fluency</u></b> Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</p>	<p><b><u>Interaction</u></b> Can answer questions and respond to simple statements. Can indicate when s/he is following but is rarely able to understand enough to keep conversation going of his/her own accord.</p>	<p><b><u>Range</u></b> Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.</p>	<p><b><u>Accuracy</u></b> Uses some simple grammatical* and lexical* structures correctly, but still systematically makes basic mistakes.</p>	<p><b><u>Phonological Control (abbr.)</u></b> Pronunciation is generally clear enough to be understood*.</p>
Score Points for QA	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

**Level 2 Total Score Points: Max 45**

Sections of PTE G Speaking Test	Task Engagement <i>Gatekeeper</i>	Individual Traits	Score Points for Individual Trait		
Section 10 Long turn	yes/no	<p><u>Sustained Monologue (describing experience) (abbr.)</u> 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 the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined.</p> <p>or</p> <p><u>Sustained Monologue (putting a case)</u> Can briefly give reasons and explanations for opinions, plans and actions.</p>	1, 2, 3, 4, 5		
Section 11 Discussion on a concrete issue	yes/no	<p><u>Turn taking (abbr.)</u> Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</p>	1, 2, 3, 4, 5		
Section 12 Responding to a visual stimulus	yes/no	<p><u>Thematic Development</u> Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p>	1, 2, 3, 4, 5		
Section 13 Role play	yes/no	<p><u>Sociolinguistic Appropriateness (abbr.)</u> Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p>	1, 2, 3, 4, 5		
<b>Overall Qualitative Aspects of Spoken Language Use</b>	<p><b><i>Fluency</i></b> Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p>	<p><b><i>Interaction</i></b> Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.</p>	<p><b><i>Range</i></b> Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events.</p>	<p><b><i>Accuracy</i></b> Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.</p>	<p><b><i>Phonological Control</i></b> Pronunciation is clearly intelligible even if * occasional mispronunciations occur.</p>
Score Points for QA	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

**Level 3 Total Score Points: Max 45**

Sections of PTE G Speaking Test	Task Engagement Gatekeeper	Individual Traits	Score for Individual Traits		
Section 10 Long turn	yes/no	<p><i>Sustained Monologue (describing experience)</i> Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p style="text-align: center;"><b>or</b></p> <p><i>Sustained monologue (putting a case) (abbr.)</i> Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	1, 2, 3, 4, 5		
Section 11 Discussion on a concrete issue	yes/no	<p><i>Turn taking (abbr.)</i> Can initiate, maintain and end discourse appropriately with effective turn taking. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.</p>	1, 2, 3, 4, 5		
Section 12 Responding to a visual stimulus	yes/no	<p><i>Thematic Development</i> Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</p>	1, 2, 3, 4, 5		
Section 13 Role play	yes/no	<p><i>Sociolinguistic Appropriateness (abbr.)</i> Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can express him/herself appropriately in situations and avoid crass errors of formulation.</p>	1, 2, 3, 4, 5		
Overall Qualitative Aspects (QA) of Spoken Language Use	<p><i>Fluency</i> Can produce stretches of language with a fairly even tempo; although s/he can be hesitant as s/he searches for patterns and expressions. There are few noticeably long pauses.</p>	<p><i>Interaction</i> Can initiate discourse, take his/her turn when appropriate and end conversation when s/he needs to, though s/he may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.</p>	<p><i>Range</i> Has sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.</p>	<p><i>Accuracy</i> Shows a relatively high degree of grammatical and lexical* control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.</p>	<p><i>Phonological Control</i> Has acquired a clear, natural pronunciation and intonation.</p>
Score Points for QA	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

**Level 4 Total Score Points: Max 45**

Sections of PTE G Speaking Test	Task Engagement <i>Gatekeeper</i>	Individual Traits	Score for Individual Traits		
Section 10 Long turn	yes/no	<p><b><u>Sustained Monologue</u></b> 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.</p>	1, 2, 3, 4, 5		
Section 11 Discussion on an abstract issue	yes/no	<p><b><u>Turn taking</u></b> Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.</p>	1, 2, 3, 4, 5		
Section 12 Responding to a visual stimulus	yes/no	<p><b><u>Thematic Development</u></b> Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	1, 2, 3, 4, 5		
Section 13 Role play	yes/no	<p><b><u>Sociolinguistic Appropriateness (abbr.)</u></b> Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p>	1, 2, 3, 4, 5		
Overall Qualitative Aspects of Spoken Language Use	<p><b><u>Fluency</u></b> Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject may hinder a natural smooth flow of language.</p>	<p><b><u>Interaction</u></b> Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.</p>	<p><b><u>Range</u></b> Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what s/he wants to say.</p>	<p><b><u>Accuracy</u></b> Consistently maintains a high degree of grammatical and lexical* accuracy; errors are rare and difficult to spot and generally corrected when they occur.</p>	<p><b><u>Phonological Control</u></b> Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</p>
Score Points for QA	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

**Level 5 Total Score Points: Max 27**

Sections of PTE G Speaking Test	Task Engagement <i>Gatekeeper</i>	Individual Traits	Score for Individual Traits		
Section 10 Long turn	yes/no	<p><u>Sustained Monologue</u> Can give clear, smoothly flowing, elaborate and often memorable descriptions. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	1, 2, 3		
Section 11 Discussion on an abstract issue	yes/no	<p><u>Turn taking</u><sup>2)</sup> Can if necessary manipulate a discussion. Can get and or keep the floor even in hostile, emotional or contentious situations. Appropriately balances politeness and determination.</p>	1, 2, 3		
Section 11 Responding to a visual stimulus	yes/no	<p><u>Thematic Development</u><sup>3)</sup> Can give extended and clearly structured descriptions and narratives, effectively using a variety of organizational patterns which help listeners to easily follow the line of argument and distinguish main and secondary points.</p>	1, 2, 3		
Section 12 Role play	yes/no	<p><u>Sociolinguistic Appropriateness (abbr.)</u> Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.</p>	1, 2, 3		
Overall Qualitative Aspects of Spoken Language Use	<p><u>Fluency</u> Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.</p>	<p><u>Interaction</u> Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making, etc.</p>	<p><u>Range</u> Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.</p>	<p><u>Accuracy</u> Maintains consistent grammatical and lexical* control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).</p>	<p><u>Phonological Control</u><sup>4)</sup> Speech is immediately and certainly understood. Speaker uses assimilation, and deletions comparable to the continuous speech from a L1 speaker.</p>
Score Points for QA	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3

<sup>2)</sup> There is no CEF descriptor for *Turn Taking* level C2. Instead the descriptor from Stages of Attainments Scale (1976) was used, which was developed by English Language Teaching Development Unit of Oxford University Press (ELTDU OUP) in collaboration with SKF (Aktiebolaget Svenska Kullagerfabriken). <sup>3)</sup> There is no CEF descriptor for *Thematic Development* level C2. The descriptor was created by Prof Dr John H.A.L. De Jong. <sup>4)</sup> There is no CEF descriptor for *Phonological Control* level C2. An excerpt from the PTE Academic Pronunciation Scale was used instead.