

## Exam format

Total exam time: 15 minutes

### The exam consists of three assessed phases:

- ▶ Candidate-led discussion of a topic prepared by the candidate (up to 5 minutes)
- ▶ Interactive phase (up to 4 minutes)
- ▶ Conversation on two subject areas selected by the examiner (up to 5 minutes).

## Candidate performance

In addition to the items listed for the previous grades, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

### Communicative skills

#### In the Topic phase

- ▶ Show understanding by responding appropriately to the examiner
- ▶ Communicate a variety of facts, ideas and opinions, and account for these, about a chosen topic linked across a series of extended turns
- ▶ Engage the examiner in discussion of the topic
- ▶ Be prepared to ask and answer questions about the content of the topic
- ▶ Handle interruptions or requests for clarification throughout the discussion of the topic

#### In the Interactive phase

- ▶ Take control over the interaction
- ▶ Maintain the discourse by asking for information and making comments
- ▶ Help the discussion along by inviting comment from the examiner
- ▶ Take and give up turns when appropriate to do so
- ▶ Where appropriate to the individual task, make use of the language functions listed opposite

#### In the Conversation phase

- ▶ Show understanding by responding appropriately to the examiner
- ▶ Share responsibility for the maintenance of the interaction with the examiner
- ▶ In case of a breakdown in communication, show awareness and take basic steps to remedy it

## Language requirements

### Language functions

- ▶ Giving advice and highlighting advantages and disadvantages
- ▶ Making suggestions
- ▶ Describing past habits
- ▶ Expressing possibility and uncertainty
- ▶ Eliciting further information and expansion of ideas and opinions
- ▶ Expressing agreement and disagreement

### Grammar

- ▶ Second conditional
- ▶ Simple passive
- ▶ *Used to*
- ▶ Relative clauses
- ▶ Modals and phrases used to give advice and make suggestions, eg should/ought to, could, you'd better
- ▶ Modals and phrases used to express possibility and uncertainty, eg may, might, I'm not sure
- ▶ Discourse connectors, eg because of, due to

### Lexis

- ▶ Vocabulary specific to the topic area
- ▶ Vocabulary specific to the subject areas
- ▶ Appropriate words and expressions to indicate interest and show awareness of the speaker, eg Really? Oh dear! Did you?
- ▶ Simple fillers to give time for thought, eg well..., um...
- ▶ Phrases and expressions relating to the language functions listed above

### Phonology

- ▶ The correct pronunciation of vocabulary specific to the topic and subject areas
- ▶ Rising intonation to indicate interest and surprise as appropriate
- ▶ Falling intonation to indicate the end of a turn
- ▶ Intonation and features of connected speech beyond sentence level

## Subject areas for the Conversation phase

Two subject areas will be selected by the examiner from the list below.

- ▶ Education
- ▶ National customs
- ▶ Village and city life
- ▶ National and local produce and products
- ▶ Early memories
- ▶ Pollution and recycling

Please note, Grade 7 candidates should **not** select their topic from the list of subject areas above (see guidance notes on page 31 of the full exam specification).

Grade 7 communicative skills and language requirements have been mapped to CEFR level B2.1.