

Cambridge English Key

Assessment commentary and marks

Commentary on Cambridge English: Key Speaking test: Luis and Gustavo

Video can be found at https://www.youtube.com/watch?v=7D8_X5PzUpQ

	Luis	Gustavo
Grammatical and vocabulary	2	4
Pronunciation	4	5
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NOTES

Luis

Grammar and Vocabulary: 2

Luis shows sufficient control of some simple grammatical forms and appropriate vocabulary (*I'm student, my school is very good, everybody play football, basketball, it's fantastic, yes*) but there are examples of limited control as well, as most of his responses in Part 1 are brief (*Mexico, 3 days, yes, very good*) and often consist of isolated words and phrases (*my teachers and my friends, yes, my school*). He can communicate in a simple way (*my school is big, my teachers happy and very very intelligent*) but uses limited structures and vocabulary (*Yes, is very good, the people is happy (P1), from Canada (P2)*). In Part 2 he does not attempt to form questions accurately, relying exclusively on the prompts on his card (*the library, where? the library, opening times?*) When answering, he occasionally attempts to make minor changes to the words on the card (*the teacher is English and French*) but most of his answers come straight from the card (*from Canada, ICC College*), and this is not always successful (*he was (wants) to have football club afternoon school*).

Pronunciation: 4

Luis is easy to understand and speaks clearly throughout the test. He has some control of phonological features at utterance and word level (*My school is very **good**, is **big**, my teacher's **happy** and very very **intelligent***). He stresses most words correctly (*fantastic, computers*). He relies on rising intonation rather than question word order when asking his questions, although this is not consistent, as the final question has falling intonation (*the library computers*) so sounds like a statement. His individual sounds are generally accurate although there are a few problems: times (*tames*), big (*bih*), library (*leebrary*) and some spelling (*R = air, I = ee*).

Interactive communication: 3

Luis is generally able to maintain communication in simple exchanges with both the interlocutor and his partner. In Part 1 his answers are mostly appropriate but limited to short utterances (*at the High School, December*), but his answer to 'What do you think of Cambridge?' (*I don't know*) is not appropriate, and needs a follow-up question. In Part 2 the interaction breaks down when he gives an inappropriate answer to the question 'When did he start?' (*ICC College*) although he responds appropriately when he realises his mistake (*oh, sorry, I don't know*). He needs the Interlocutor to point to the relevant part of the card to answer the question. He also struggles with finding the answer to the final question and formulating his response. He communicates all his questions to his partner, but relies heavily on the prompt card throughout.

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Global achievement: 3

Luis can convey basic meaning in very familiar situations in most of the test but is not able to extend his answers. He gives brief but relevant answers to the Interlocutor's questions in Part 1. In Part 2 he is not able to produce well-formed questions although he answers most of his partners' questions adequately, although he relies heavily on the prompt cards.

Gustavo

Grammar and Vocabulary: 4

Gustavo shows a good degree of control of simple grammatical forms *I would like to be a lawyer, No, I'm staying at Oakington, so it's a little far of here (P1), And what does he teach?, When did he start? Yes, they have computers on the fourth floor (P2)*. Sometimes he demonstrates only sufficient control *I don't know... I like, I come here by tax, my mother is an acted (P1), Is he play sports? (P2)*. He uses appropriate vocabulary when talking about everyday situations (*law, lawyer, vet, studying at school*) but does not show evidence of a range.

Pronunciation: 5

Gustavo speaks slowly and clearly and his meaning is almost always conveyed. He has some control of word and sentence stress and weak forms (*I'm form Brazil, My father is a lawyer, he is younger and studying at school*) and his individual sounds are generally accurate (*C-E-L-A-N-O, Oakington, nine thirty am to 5 pm*). He is less clear with his mother's job (*acted*) and some vowel sounds (*stooody* for study, *twent* for twenty and *moosum* for museum). He shows appropriate intonation for his questions (*And what does he teach?* – rising, *When did he start?* (falling)) and when asking for repetition (*How? Can you repeat?* - rising).

Interactive communication: 5

Gustavo is able to maintain communication in simple exchanges both with the interlocutor and his partner. He does not need prompting or support. He is able to ask for repetition and produce several utterances when talking about his family. He reacts naturally to his partner when exchanging information about the new teacher (*OK, and where's he from?*) and prefaces some of his answers with a communicative *Yes* and *No* where necessary (*No, videos one pound per week*).

Global achievement: 4

Gustavo is able to handle communication in everyday situations and speaks fairly naturally with generally appropriate, though limited vocabulary. Although his utterances are generally short, he always conveys his meaning. There is some attempt at expansion and he is generally accurate, especially with his questions in Part 2.