



UNIVERSITY OF
WEST LONDON

LONDON COLLEGE OF MUSIC EXAMINATIONS

ESOL Syllabus

Speaking and Presenting in English

- ESOL Early Learning (Individual)
- ESOL Early Learning (Group)
- ESOL Steps 1-3
- ESOL Grades 1-8

2014 - 2017



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ESOL Steps 1-3

ESOL Grades 1-8

2014 - 2017

LCM Examinations

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London College of Music

The London College of Music (LCM) is one of the largest specialist Music and Performing Arts institutes in the UK. It has a long history of music education dating back to 1887, when it was situated in Great Marlborough Street, London, where the college began as an examination body. Since then, the examinations wing of LCM has expanded into the areas of speech and drama and of communication. In 1991 LCM became part of Thames Valley University, which was renamed the University of West London in 2011.

The London College of Music offers an impressive range of innovative courses, respected worldwide and delivered with creativity and passion by practising industry experts. Courses include Performance and Composition, Popular Music Performance and Recording, Music Technology, and Musical Theatre. Grade and Diploma Examinations are also offered in a very wide range of Music subjects from classical to jazz and pop, both instrumental and vocal, and in Acting, Oral Communication and Personal and Professional Communication.

London College of Music Examinations

External examinations have been awarded by the London College of Music since the institution's founding in 1887. These were at first in Music, which broadened substantially the range of awards available. Since then, a large set of Drama and Communication examinations has been added, in subjects including speech & drama, acting, oral communication, verse speaking and professional communication. Examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres, and are unique in the graded examinations sector in being awarded by a university.

LCM's graded examinations in most subjects are regulated by Ofqual, which serves as a UK governmental stamp of approval and quality assurance, confirming parity of standards with other similar examination boards. The resulting mapping of LCM Examinations onto the QCF (Qualifications and Credit Framework) means that candidates applying to UK universities through the UCAS system can increase their points tariff if they have been awarded a Pass or higher at Grades 6-8 in an accredited subject.

LCM Examinations are distinctive, both in the qualifications offered and in the administration and running of the exams. We have retained the well-known traditional atmosphere and qualities of the London College of Music: informality, friendliness and approachability, although set in a fully professional and modern context. We are small enough that enquiries to the head office can be dealt with speedily and efficiently, and we are able to get to know many of our representatives and teachers personally by name. Examiners pride themselves on being friendly and approachable, ensuring candidates are put at their ease and are thus able to perform to their full potential; yet they are professional, applying thorough and objective assessment criteria in forming their judgements.

Graded and diploma syllabuses are available free of charge via our website or on request from the LCM Examinations office.

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[This list was correct at the time of printing.]

1. Syllabus introduction

1.1 Coverage of this syllabus

This London College of Music Examinations syllabus is designed to prepare students for the following examinations awarded by University of West London Qualifications:

- ESOL Early Learning (Individual) – Stages 1-3
- ESOL Early Learning (Group) – Stages 1 & 2
- ESOL Steps – Steps 1-3
- ESOL Grades – Grades 1-8

1.2 Validity of this syllabus

This syllabus is valid from 1 January 2014 until 31 December 2017.

1.3 Availability of examinations and entry details

Practical examinations take place throughout the year according to location.

In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (March/April), Summer (June/July) and Winter (November/December). The dates when each year's sessions begin and end are published in the preceding Autumn. Completed entry forms, together with full fees, must be submitted to the representative of the chosen examination centre on or before the closing date, as listed on entry forms. The representative is responsible for devising the timetable.

In addition, LCM conducts examinations at schools, colleges and teaching studios on a private centre basis, provided the practical grade entries total at least five hours' examining time, and any venue-related costs are covered by the applicant. The co-ordinating teacher is responsible for timetabling the examination day. Some flexibility is possible, and teachers are invited to contact LCM Examinations to discuss the arrangements in advance.

For centres outside the UK and Ireland there is some flexibility as to the timing of examination sessions. Candidates and teachers should consult their representative, who in turn will consult the appropriate LCM office.

1.4 Duration of examinations

ESOL Early Learning (Individual)	ESOL Early Learning (Group)	ESOL Steps	ESOL Grades 1-3	ESOL Grades 4-5	ESOL Grade 6	ESOL Grade 7	ESOL Grade 8
8 mins	20 mins	8 mins	10 mins	12 mins	14 mins	16 mins	18 mins

Double Awards at Grades 1-8 will double the time allowance.

1.5 Candidates with particular needs

Information on assessment, examination and entry requirements for candidates with particular needs is published in the document *Equality of Opportunity, Reasonable Adjustments and Special Consideration*, available free of charge via the LCM Examinations website or on request from the LCM Examinations office.

2. ESOL Early Learning

2.1 Overview

This syllabus is designed for children in kindergartens in nurseries and infant school reception classes, as well as older learners beginning to develop their skills in spoken English, to provide encouragement and a basis for assessment in interactive oral and communication skills.

The ASSESSMENT REPORT will be compiled during the examination and couched in positive terms. The report will not include marks but will award Pass, Merit or Distinction. A single report is completed for Group assessments.

The TEACHER is welcome to sit-in on individual assessments and is expected to take an active role in group assessments.

All candidates who complete the assessment will receive a CERTIFICATE.

2.2 ESOL Early Learning (Individual)

Stage 1 (Individual)

Exchange greetings with the examiner.

1. Performance

Show and tell the examiner what it is like being your favourite animal.

Preparation: Choose an interesting animal. Think about what your animal eats, what it likes doing, and where it lives. Practise saying things like: "I am a tiger. I like to hunt. I live in the forest." Act out being your animal.

Purpose: To show that you can speak simple English with some enjoyment of your subject.

2. Discussion

The examiner will:

- (a) talk with you about your favourite animal;
- (b) ask you some simple general questions.

Preparation: Say what you like about your favourite animal. Be ready to answer questions such as: "How old are you? Do you have a brother or sister?"

Purpose: To show you can respond in conversation giving basic facts about yourself.

Stage 2 (Individual)

Exchange greetings with the examiner.

1. Performance

Show and tell the examiner what it is like to play your favourite game.

Preparation: Choose a game you really enjoy playing. Imagine you are telling someone who has never played the game before! Think about some of the rules and best ways to play. Practise saying things like: "... is my favourite game. Some of the rules are... This game is fun because..." Act out how to play your game.

Purpose: To show you can speak simple English with enjoyment of your topic.

2. Discussion

The examiner will:

- (a) talk with you about the game you chose;
- (b) ask you some simple general questions.

Preparation: Think about why this game is your favourite and about what makes it fun. Be ready to answer questions such as: "What food do you like to eat? Which is your favourite colour?"

Purpose: To show you can respond in conversation about things you like.

Stage 3 (Individual)

Exchange greetings with the examiner.

1. Performance

Show and tell the examiner what it is like being *one* of the following: a bus driver, a nurse, a teacher, a shop worker, a farm worker OR you can choose a different occupation of your own.

Preparation: Choose an occupation. Think about the things that the worker does in the job. Practise saying things like: "I am a nurse. I make people feel better. I give pills and I use a thermometer." Act out your occupation.

Purpose: To show that you can speak simple English with enjoyment of your subject.

2. Discussion

The examiner will:

- (a) talk with you about the occupation you chose;
- (b) ask you some simple general questions.

Preparation: Think about why you chose that particular occupation and what is special about it. Be ready to answer questions such as: "What is the name of your best friend? What subject do you like at school?"

Purpose: To show you can respond in conversation about your life outside your home.

2.3 ESOL Early Learning (Group)

The teacher may prefer to enter candidates as a group. A group of between 5 and 9 in number is considered suitable. Each candidate should wear a large name badge. Teachers are expected to take an active part in the group work and are invited to work 'in role' in all sections of the assessment.

There are two Stages.

Stage 1 (Group)

Exchange greetings with the examiner. The children will introduce themselves, one by one. This can be in the form of a game or by a more formal introduction, aided by the teacher.

1. Performance

Take part in a group performance of a poem or action rhyme, from memory.

Action and the use of simple costumes may be included.

Preparation: The teacher will choose a poem or action rhyme which lends itself well to group performance. (Think about ways of creating variety in sound, linked to the 'story'.) Act out the story.

Purpose: To show that you can speak clearly and with interest to an audience, in time with other children.

2. Discussion

The examiner will talk with the children about the presentation.

Preparation: Think about how you helped the performance. Was it fun taking part?

Purpose: To show that you can respond in conversation, and can take turns in speaking.

Stage 2 (Group)

Exchange greetings with the examiner. The children will introduce themselves, one by one. This can be in the form of a game or by a more formal introduction, aided by the teacher.

1. Performance

Take part in a story that is led by your teacher.

The story might be an existing story for children, or one prepared/devised by the teacher to suit the particular group of children. Movement and the use of simple costumes may be included.

Preparation: The teacher will choose (or devise) a short story with various characters and a strong story-line. (The children should be able to contribute most of the teacher-led story, speaking in chorus and with simple dialogue, and supported by action.) Act out the story.

Purpose: To show that you can communicate with an audience with your contribution to the performance.

2. Discussion

The examiner will talk with the children about the story and their parts in it.

Preparation: Think about the character that you played and about practising your words. Was it fun taking part?

Purpose: To show that you respond in a helpful way in conversation, and can also allow others to speak.

3. ESOL Steps

3.1 Overview

Steps examinations are a very valuable bridge from Early Learning to Grade examinations. They are designed for young people who have acquired a basic competence in simple English but are at the beginning of extending their range of vocabulary and grammatical forms. The preparation for the examinations will enable them to acquire a performance confidence, the beginnings of presentational skills, and the capacity to hold a proper conversation, in elementary English, with the examiner.

For those who learn English from early years, the Steps will be appropriate for their first years in a full school setting, but the examinations are equally appropriate and valuable for the development of speakers who start learning at a later age.

The ASSESSMENT REPORT will be compiled during the examination and couched in positive terms. Marks will be awarded in the usual way: 65 % is the Pass level, 75 % Merit and 85 % Distinction.

CERTIFICATES will be issued to all candidates who achieve at least the Pass grade.

3.2 ESOL Steps

Step 1

Exchange greetings with the examiner.

1. Performance

40 marks

Perform a rhyme, or short poem, or prose piece for the examiner, from memory, chosen from the Step 1 material in the LCM Anthology.

Preparation: Choose a piece which you enjoy. Practise reading it out loud to your teacher, family and friends and to yourself! Act out the story.

Purpose: To show your ability to hold an audience with a performance.

2. Presentation

40 marks

Tell the examiner three things about your favourite food(s).

Preparation: Think of some of the things you like to eat and the reasons why you like them so much.

Purpose: To show you can present personal information clearly, using simple English.

3. Discussion

20 marks

Reply to the examiner, who will ask about parts of the body.

Preparation: Think about facial features – eyes, nose mouth – as well as arms, hands, legs and feet. How many fingers and how many toes?

Purpose: To show your vocabulary development and your ability to respond to questions.

Step 2

Exchange greetings with the examiner.

1. Performance

40 marks

Perform a rhyme, or short poem, or prose piece for the examiner, from memory, chosen from the Step 2 material in the LCM Anthology.

Preparation: Choose a piece which you enjoy. Practise reading it out loud to your teacher, family and friends and to yourself! Act out the story.

Purpose: To show your ability to hold an audience with a performance that is clear and enjoyable.

2. Presentation

40 marks

Tell the examiner four things about your school.

Preparation: Think about what the examiner might find interesting about your school, especially anything unusual or personal to you. You could include any extra activities you take part in.

Purpose: To show you can present social information clearly, using simple English.

3. Discussion

20 marks

Reply to the examiner, who will ask about the room and things in it.

Preparation: Think about some of the furniture and items likely to be in the exam room – desks, chairs, books, pens, or pictures.

Purpose: To show your vocabulary development and your ability to interact with the examiner.

Step 3

Exchange greetings with the examiner.

1. Performance

40 marks

Perform a rhyme, or short poem, or prose piece for the examiner, from memory, chosen from the Step 3 material in the LCM Anthology.

Preparation: Choose a piece which you enjoy. Practise reading it out loud to your teacher, family and friends and to yourself! Try it in different ways to find the best way of enhancing the character of the piece. Act out the story.

Purpose: To show your ability to hold an audience with a performance that is clear, tells the story and shows your enjoyment of the piece.

2. Presentation

40 marks

Tell the examiner five things about a favourite possession (which may be brought in for the occasion).

Preparation: Choose a possession and think of different ways you can describe it and why it is your favourite.

Purpose: To show you can present related pieces of information clearly, using simple English.

3. Discussion

20 marks

Reply to the examiner, who will ask about your family.

Preparation: Think about the different members of your family, including family pets!

Purpose: To show your vocabulary development and that you can interact positively with the examiner.

4. ESOL Grades

4.1 Overview

This syllabus covers the complete range of ESOL examinations from Early Learning to Grade 8 – from absolute beginners to advanced speakers who can engage fluently and confidently with native speakers. Each new Stage or Step or Grade that you take represents a further advance towards full command of English.

4.1.1 Content: levels of achievement

Early Learning and Steps represent the Entry Level. Candidates will arrive at a point where they can talk about themselves and their family and other immediate personal experience. The level of English is simple, and hesitation and some mistakes are expected at this level. This is what the Common European Framework (see Benchmark below) calls the Breakthrough level.

Grades 1-3 expand the range of topics: these include friends, spare-time activities and food at Grade 1; the wider family, sports and holidays at Grade 2; school activities, occupations at Grade 3. Grasp of sentence structure will have improved but minor errors can naturally occur. This is the Common European Framework level called Waystage.

Grades 4-5 move on to wider topics such as: travelling (transport, famous places, dealing with situations that might arise) and personal responses (hobbies, celebrity figures, entertainment). Hesitations in finding the way to deal with complex topics will occur. This is the Common European Framework level called Threshold.

Grades 6-7 ask for thematic discussion of a country at Grade 6 (usually the candidate's own), e.g. climate, family life, education, customs and ceremonies; and for the presentation of a topic of personal interest at Grade 7. The command of English will now be reasonably fluent and adventurous in conversation, with occasional pauses following from the committed level of communication. This is the Common European Framework level called Vantage.

Grade 8 looks for the ability to handle topics of major importance: environmental issues are used here to provide focus. The use of English will be fluent, spontaneous, working at a high level of language accuracy, and communicating clearly. This is the Common European Framework called Operational Proficiency.

Achieving success in our range of grades leads to the ability to work with full success in academic and business contexts.

4.1.2 Format: distinctive features

Structure of Grade Examinations – the four elements:

PERFORMANCE AND PRESENTATION

1. Performance: this is a remembered piece of literature or factual material. It is called performance because we stress that it is important for students of English to enjoy holding the attention of an audience. This will be a crucial advantage to their future academic and professional careers. This emphasis is growing globally every year.

2. Presentation: this again stresses the relationship with an audience, but now the purpose is to be clear with information and illustration while still engaging the listeners.

SPOKEN SKILLS

3. Sight Reading: this is a good test of how quickly the candidate can assess language patterns, and hence the meaning and structure of a passage, and is at the same time a valuable reading skill when communicating in groups.

4. Interaction: this brings to fulfilment the importance of listening as well as speaking, and for being able to make relevant and confident responses in conversation.

To summarise, there is a distinctive stress in our examinations on qualities we believe will give students an advantage in using English in their future activities: not only accuracy and confidence, but also personal expressiveness and a deep awareness of various audiences.

4.1.3 Syllabus descriptions: aids to preparation

Our descriptions are quite lengthy because they intend to offer additional helpful perspective on the examinations. Each grade description contains within each element:

- 1. Preparation:** some reassuring thoughts about activities that will help the candidate to approach the examination with confidence.
- 2. Purpose:** an outline of the main qualities that the examiner will be looking for during the examination – effectively an additional guide to preparation, providing an overall perspective that can guide and inspire the student's approach.

4.1.4 Benchmark

LCM Examinations ESOL syllabuses are carefully aligned with the Common European Framework of Reference for Languages (CEFR). This in turn correlates with important qualification levels within the British educational system, including such tests as IELTS.

4.1.5 Associated resources

PASSAGES GUIDES online. These passages show the language level for each grade, with particular relevance to the Performance element work. Candidates may use these passages or choose their own piece at a similar level.

There are PRESENTATION SHEETS for Grades 2 and 3. These are aimed at helping the student with preparation. They are a guide. It is not a requirement that you should complete them, we simply hope they will be of use.

4.1.6 Assessment

The ASSESSMENT REPORT will be compiled during the examination. Marks will be awarded in the usual way: 65 % is the Pass level, 75 % Merit and 85 % Distinction.

CERTIFICATES will be issued, in the name of University of West London: London College of Music Examinations, to all candidates who achieve at least the Pass grade.

4.1.7 Online resources

Additional passages for the Passages Guides and further Guidance Notes on preparation will be uploaded from time to time.

4.2 ESOL Grades

Grade 1

Double Award in Spoken English, Performance and Presentation Skills **Award in Performance and Presentation Skills** **Award in Spoken English Skills**

There are three distinct qualifications for each Grade and a certificate will be issued to successful candidates for each qualification: (i) Candidates entering for the Award in Performance and Presentation will offer sections P1 and P2, (ii) Candidates entering for the Award in Spoken English Skills will offer sections S1 and S2 and (iii) Candidates entering for the Double Award will offer all four sections: P1, P2, S1 and S2.

This grade is for candidates whose English level is at the beginning of stage 2 (A2) Common European Framework of Reference for Languages.

Students will be rewarded for their performance and their enjoyment of using the language they have learnt so far in English. They will not be penalised for minor errors in language and vocabulary such as are to be expected at this Grade 1 stage of language acquisition.

Award in Performance and Presentation Skills

10 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

P1 Performance

25 marks

Perform your chosen English piece from memory for the examiner.

The piece must be published in English and be a children's story or a poem. Please bring a copy of your piece to give to the examiner.

Preparation: *Choose a passage from a children's story, or a poem published in English. You can choose your own, or use one of the passages from the Passages Guide. The Guide will show you the level of text suitable for this grade. You will need to look up and learn any new vocabulary and ask your teacher to help you with the pronunciation.*

Purpose: *The purpose is to show your ability to interest an audience with your performance in your second language. Your storytelling should be expressive and your pronunciation clear. You should aim to tell the story well, show your enjoyment of speaking in English, and focus on your understanding of the piece you have chosen.*

P2 Presentation

25 marks

Give your presentation talk to the examiner on the picture or object that you have brought with you.

Preparation: *Practise talking in English about some interesting objects or pictures to your teacher and family and friends. Choose a picture or object that you can say several things about, and practise giving a short presentation about this. You will need to look up and learn some new vocabulary to help you.*

Purpose: *The purpose is to give a short presentation which will interest your listener and to show that you can begin to explain your own ideas at this starting level.*

Award in Spoken English Skills

10 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

S1 Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a simple passage to sight read. You will have up to two minutes to read it to yourself quietly. You may ask the examiner for the meaning or pronunciation of any words you do not know.

When you are ready the examiner will tell you to begin. Remember to look up at him or her from time to time.

***Preparation:** Choose some stories at your reading level to practise sight reading to your teacher, family and friends. Remember to take a short pause at a comma, and stop and take a quick breath at a full stop. Check the meaning and pronunciation of any words that are new to you and learn them. When you practise, hold the book in one hand so you can see it clearly, but low enough to make sure the listener can see you when you look up from time to time.*

***Purpose:** The purpose is to show that you can understand the meaning of a simple text quickly, and read quite fluently and confidently in English at this level.*

S2 Interaction

30 marks

Bring a photograph of your family to show the examiner.

Respond to the questions the examiner asks.

The examiner will ask you some simple questions about your family, the kind of food you like to eat, your hobbies and what you like to do on holiday or at the weekends. You can talk to the examiner as to a friendly teacher or a family friend.

You can ask the examiner to explain any questions or words that you do not understand.

***Preparation:** Practise asking and answering questions about these topics with your teacher and your family friends. You may need to look up and learn some new vocabulary to help you.*

***Purpose:** The purpose is to show that you can respond sensibly to simple questions and enjoy using your English skills to give information about yourself.*

Examples of questions:

- How many people are in your family?
- Who are they?
- Tell me about this person.
- What do you like to do at the weekends / in the holidays?
- What do you like to do when you are with your friends?
- What hobbies do you have?
- What is your favourite food? Why?
- Is there any food you don't like? Why?
- Who does the cooking in your house?
- What jobs do you do in the house?

Double Award in Spoken English, Performance and Presentation Skills

20 minutes, to include time for the examiner to write a report

THE EXAMINATION

Complete sections S1, S2, P1 and P2 as in the Awards detailed above.

Grade 2

Double Award in Spoken English, Performance and Presentation Skills **Award in Performance and Presentation Skills** **Award in Spoken English Skills**

There are three distinct qualifications for each Grade and a certificate will be issued to successful candidates for each qualification: (i) Candidates entering for the Award in Performance and Presentation will offer sections P1 and P2, (ii) Candidates entering for the Award in Spoken English Skills will offer sections S1 and S2 and (iii) Candidates entering for the Double Award will offer all four sections: P1, P2, S1 and S2.

This grade is for candidates whose English level is progressing well in stage 2 (A2) of the Common European Framework of Reference for Languages.

Students will be rewarded for their performance and their enjoyment of using the language they have learnt so far in English. They will not be penalised for minor errors in language and vocabulary such as are to be expected at this Grade 2 stage of language acquisition.

Award in Performance and Presentation Skills

10 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

P1 Performance

25 marks

Perform your chosen English piece from memory for the examiner.

The piece must be published in English, and be a poem or a children's story or a magazine or newspaper article.

Please bring a copy of your piece to give to the examiner.

Preparation: *Choose a short passage from a story or a children's story, a magazine or newspaper article, or a poem published in English. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level of text suitable for this grade. You will need to look up and learn any new vocabulary and ask your teacher to help you with the pronunciation.*

Purpose: *The purpose is to show your ability to interest an audience with your performance in English. You should tell the story well, showing your understanding of it. You can also convey the feeling of the passage. Your pronunciation should be clear.*

P2 Presentation

25 marks

Give a short presentation to the examiner on a book you have enjoyed reading.

Please bring the book to show to the examiner.

Preparation: *Practise talking with your teacher about some books you have read and enjoyed. Use the 'Grade 2 Presentation Sheet' to help you to plan your talks.*

You may need to look up and learn some new vocabulary to help you. You may use your plan to help you in the examination, but you must look at the examiner for most of the time.

Purpose: *The purpose is to give a short presentation which will interest your listener, and to show that you can make your own ideas clear and can refer to details in your book.*

Award in Spoken English Skills

10 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

S1 Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a short passage to sight read. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning or pronunciation of any words you do not know.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

***Preparation:** Choose some stories and articles at your reading level to practise sight reading to your teacher, family and friends.*

Remember to take a short pause at a comma, and stop and take a quick breath at a full stop!

Check the meaning and pronunciation of any words that are new to you and learn them. When you practise, hold the book in one hand so you can see it clearly, but low enough to make sure the listener can see you when you make eye contact.

***Purpose:** The purpose is to show the examiner that you are familiar with the sentence structure and most of the words, and that you can read quite fluently and confidently at this level.*

S2 Interaction

30 marks

Respond to the questions the examiner asks.

The examiner will show you some photographs or pictures about everyday activities and ask you some questions about these. The discussion will also include questions about the kind of activities you do with your family and friends, and about what you like and dislike in the activities.

You can talk to the examiner as you would to a friendly teacher or a family friend. You can ask the examiner to explain a question or a word that you do not understand.

***Preparation:** Practise looking at family photographs of places you have visited, and activities you have done with the family. Answer questions about these with your teacher and your family and friends. You may need to look up and learn some new vocabulary to help you.*

***Purpose:** The purpose is to show that you can play a positive part in discussion about everyday activities and likes and dislikes and that you are beginning to enjoy using your English skills in dialogue.*

Examples of questions:

- Tell me about the picture.
- What can you see?
- Where are they? How do you know?
- What do you think will happen next?
- Who does the cooking / cleaning / shopping in your family?
- Can you cook / play tennis / swim? – Who taught you?
- Tell me about something your family likes to do together at the weekends.
- What is your favourite activity? Why?
- Tell me about your last holiday.
- Tell me what you did on your last birthday.
- Which is your favourite room in your house? Tell me about it.

Double Award in Spoken English, Performance and Presentation Skills

20 minutes, to include time for the examiner to write a report

THE EXAMINATION

Complete sections S1, S2, P1 and P2 as in the Awards detailed above.

Grade 3

Double Award in Spoken English, Performance and Presentation Skills Award in Performance and Presentation Skills Award in Spoken English Skills

There are three distinct qualifications for each Grade and a certificate will be issued to successful candidates for each qualification: (i) Candidates entering for the Award in Performance and Presentation will offer sections P1 and P2, (ii) Candidates entering for the Award in Spoken English Skills will offer sections S1 and S2 and (iii) Candidates entering for the Double Award will offer all four sections: P1, P2, S1 and S2.

This grade is for candidates whose English level is at the top of stage 2 (A2) of the Common European Framework of Reference for Languages.

Students will be rewarded for their performance and enjoyment of using the language they have learnt so far in English. They will not be penalised for minor errors in language and vocabulary such as are to be expected at this Grade 3 stage of language acquisition.

Award in Performance and Presentation Skills

10 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

P1 Performance

25 marks

Perform your chosen English piece from memory for the examiner.

The piece must be published in English and be a story or poem or a newspaper or journal article.

Please bring a copy of your piece for the examiner.

Preparation: Choose a passage from a fictional or factual story, a children's story, a newspaper or journal article, or a poem published in English. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level and length of text suitable for this grade.

Purpose: The purpose is to show your ability to keep your audience's attention with your performance in English. Your storytelling should be expressive and your pronunciation clear. You should tell the story well and show your enjoyment of speaking in English, and show your understanding of the piece.

P2 Presentation

25 marks

Give a presentation in English to the examiner on a book you have enjoyed reading. It can be fiction or factual.

This book must be in English and you must bring this book to your presentation.

Preparation: Practise talking with your teacher about some books you have read and enjoyed. Use the 'Grade 3 Presentation Sheet' to help you to plan your talk. Practise using notes and not sentences on your planning sheet.

You may need to look up and learn some new vocabulary to help you. You may use your plan to help you in the examination, but you must look at the examiner for most of the time.

Purpose: The purpose is to give a presentation which will interest your listener, and to show your ability to refer to details in the book while maintaining a continuous presentation.

Award in Spoken English Skills

10 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

S1 Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a short passage to sight read. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning or pronunciation of any words you do not know.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

Preparation: Choose some stories and articles at this reading level to practise sight reading.

Remember to take a short pause at a comma, and stop and take a quick breath at a full stop!

Check the meaning and pronunciation of any words that are new to you and learn them. When you practise, hold the book in one hand so you can see it clearly, but low enough to make sure the listener can see you when you make eye contact. Practise sight reading to your teacher, family and friends. You can also practise in front of a mirror and make eye contact with yourself!

Purpose: The purpose is to show the examiner that you are familiar with the sentence structure and most of the words, and that you read fluently and confidently and with interest at this level.

S2 Interaction

30 marks

Respond to questions and take part in a discussion with the examiner.

The examiner will show you some pictures of people doing work or taking part in school or college activities and will ask you questions about these, including about any experience you may have of them. You should talk to the examiner in a conversational way.

You can ask the examiner to explain any questions or words that you do not understand.

Preparation: Practise looking at pictures of jobs and work and of school or college activities and describing and answering questions about these with your teacher and your family and friends. Think about the kind of job you would like to do when you leave school, or the kind of job you do, and what you have to do in this job. You may need to look up and learn some new vocabulary to help you.

Purpose: The purpose is to show that you respond and contribute in a helpful way in discussion.

Examples of questions:

- Who is this man / woman?
- What is he / she doing?
- Tell me what a carpenter / doctor / teacher / waiter / waitress / cook does in their job?
- What job do you want to have when you leave school? / What is your job?
- What do you need to do in this job?
- Tell me about your school.
- What are the activities you like?
- What do you dislike?
- What is your favourite subject? Why?
- Why do you enjoy that?
- Tell me about a teacher you like.
- What qualities does this teacher have?

Double Award in Spoken English, Performance and Presentation Skills

20 minutes, to include time for the examiner to write a report

THE EXAMINATION

Complete sections S1, S2, P1 and P2 as in the Awards detailed above.

Grade 4

Double Award in Spoken English, Performance and Presentation Skills **Award in Performance and Presentation Skills** **Award in Spoken English Skills**

There are three distinct qualifications for each Grade and a certificate will be issued to successful candidates for each qualification: (i) Candidates entering for the Award in Performance and Presentation will offer sections P1 and P2, (ii) Candidates entering for the Award in Spoken English Skills will offer sections S1 and S2 and (iii) Candidates entering for the Double Award will offer all four sections: P1, P2, S1 and S2.

This grade is for candidates whose English level is equivalent to the beginning level of stage B1 of the Common European Framework of Reference for Languages in Speaking as summarised here:

Spoken Interaction:

- can deal with most situations likely to arise whilst travelling in an area where the language is spoken
- can enter unprepared in conversation on topics that are familiar, of personal interest or relevant to everyday life (e.g. family, hobbies, work, travel and current events)

Spoken Production:

- can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions
- can briefly give reasons and explanations for opinions and plans
- can narrate a story or relate the plot of a book or film and describe reactions

Students will be rewarded for their performance and enjoyment of using the language they have learnt so far in English. They will not be penalised for errors in language and vocabulary which do not generally interfere with overall understanding. In the Interaction section, there may be occasions when the candidates find it difficult to express themselves. This is to be expected at this stage of language acquisition.

Award in Performance and Presentation Skills

12 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

P1 Performance

25 marks

Perform your chosen English piece from memory for the examiner.

The piece must be published in English, and be a story (fiction or factual), a biography, a newspaper or journal article, or a poem published in English.

Please bring a copy of your piece for the examiner.

Preparation: Practise with passages of the kind listed above. Decide on the one you like best. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level and length of text suitable for this grade. When practising your final choice, remember to enjoy making it clear and interesting for the listener.

Purpose:

- to demonstrate that you understand the text you have chosen
- to demonstrate that you can perform the story with confidence and enjoyment in your second language with expression and clear pronunciation
- to demonstrate that you understand simple English phrasing and word/sentence stress at this level

P2 Presentation

25 marks

Give a presentation in English to the examiner on a journey you have been on. This can be a family holiday, an adventure holiday or a journey with a purpose.

You may use your notes to help you, but you must know your talk well enough to be able to make frequent eye contact with the examiner.

Preparation: Practise talking about travel with your teacher, friends or family. Describe the journey itself; the action or activities you did and any problems you had. Describe the places you visited or saw on your journey. Write down and learn any new vocabulary or language that you need to use in you talk.

Purpose:

- to demonstrate that you have the language and vocabulary to talk about travel and describe events and feelings or reactions in detail in English
- to demonstrate that you can organise and present a talk with reasonable fluency using simple phrases to describe experiences and events
- to demonstrate that you can link your ideas together into a logical sequence of events

Award in Spoken English Skills

12 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

S1 Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a passage to sight read at the Grade 4 reading level. This could be from a fiction story or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning and pronunciation of up to three words that you do not know before you begin to read.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

Preparation: Choose a variety of texts, both fiction and non-fiction, at your reading level. Read them through to get an idea of them, and then practise reading them aloud. Do this as often as you can.

Remember to take a short pause at a comma, and stop and take a quick breath at a full stop. This will help you to read ahead to see where you can pause. Also ask your teacher for the meaning, pronunciation and stress of any new vocabulary. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the listener can see you when you make eye contact. Practise sight reading to your teacher, family and friends. You can also practise in front of a mirror and make eye contact with yourself.

Purpose:

- to build your language skills and confidence through reading aloud in English
- to demonstrate your understanding of simple phrasing and how sentences are formed in English
- to demonstrate your ability to read reasonably fluently at this level and interest your audience

S2 Interaction

30 marks

Ask the examiner questions and respond to the questions the examiner asks you.

(including 1 minute preparation and 1 minute of questions by the candidate)

The examiner will show you some photographs or pictures of travel. These may include famous places and different kinds of scenery, types of transport, activities or problems that could happen when you travel. The examiner will give you one minute to look at these. Then you have one minute to ask the examiner any questions about the pictures to help you to discuss them. When the two minutes are up, the examiner will ask you some questions about these. You should talk to the examiner like a friendly teacher or a family friend who wants to discuss the topic of travel with you.

You can ask the examiner to repeat or explain any questions you don't understand.

Preparation: Practise looking at pictures and photographs of travel and discussing them with your teacher and your family and friends. Ask them questions about vocabulary and activities and learn the new vocabulary. Take a turn at being the examiner and ask your teacher questions about the pictures. Ask him or her to describe things in detail and ask them to tell you about the kinds of problems that have happened to them when they travelled. You may need to look up and learn some new vocabulary to help you.

Purpose:

- to demonstrate that you can follow clearly spoken English and be able to ask for help, meaning or repetition if necessary
- to demonstrate that you can connect phrases in a simple way to describe experiences and give reasons and explanations
- to demonstrate that you can respond to questions and hold a conversation on a familiar topic using a wide range of simple language
- to demonstrate that you enjoy using the language that you have learned so far and can paraphrase when you need to

Examples of questions you may want to ask the examiner:

- Can you tell me where this is?
- What country is this, please?
- Can you tell me the word for this activity?
- What are they doing?
- What do people do in this place?
- What's this called?
- What's happening?
- Why is he looking angry?

Double Award in Spoken English, Performance and Presentation Skills

24 minutes, to include time for the examiner to write a report

THE EXAMINATION

Complete sections S1, S2, P1 and P2 as in the Awards detailed above.

Grade 5

Double Award in Spoken English, Performance and Presentation Skills **Award in Performance and Presentation Skills** **Award in Spoken English Skills**

There are three distinct qualifications for each Grade and a certificate will be issued to successful candidates for each qualification: (i) Candidates entering for the Award in Performance and Presentation will offer sections P1 and P2, (ii) Candidates entering for the Award in Spoken English Skills will offer sections S1 and S2 and (iii) Candidates entering for the Double Award will offer all four sections: P1, P2, S1 and S2.

This grade is for candidates whose English level is equivalent to clear competence in stage B1 of the Common European Framework of Reference for Languages in Speaking as summarised here:

Spoken Interaction:

- *can deal with most situations likely to arise whilst travelling in an area where the language is spoken*
- *can enter unprepared in conversation on topics that are familiar, of personal interest or relevant to everyday life (e.g. family, hobbies, work, travel and current events)*

Spoken Production:

- *can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions*
- *can briefly give reasons and explanations for opinions and plans*
- *can narrate a story or relate the plot of a book or film and describe reactions*

Students will be rewarded for their performance and enjoyment of using the language they have learnt so far in English. They will not be penalised for errors in language and vocabulary which do not generally interfere with overall understanding. In the Interaction section, there may one or two occasions when the candidates find it difficult to express themselves. This is to be expected at this stage of language acquisition.

Award in Performance and Presentation Skills

12 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

P1 Performance

25 marks

Perform your chosen English piece from memory for the examiner.

Please bring a copy of your piece for the examiner.

Preparation: *Choose a passage from a fiction or factual story, biography, newspaper or journal article, a monologue or a poem published in English. This will tell you the level and length of text suitable for this grade. Practise with passages of the kind listed above. Decide on the one you like best. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level and length of text suitable for this grade. When practising your final choice, remember to enjoy the passage and to go at the right pace for the listener.*

Purpose:

- *to demonstrate through performance that you understand the mood and purpose of the text you have chosen*
- *to demonstrate that you can perform with confidence and enjoyment in your second language*
- *to demonstrate appropriate body language and eye contact*
- *to demonstrate through the rhythm of your speech that you are developing an understanding of phrasing, word and sentence stress, pitch patterns and intonation*

P2 Presentation

25 marks

Give a presentation in English to the examiner on a famous person from your country.

This could be someone from the past or someone who is still alive. It could be someone from a sport, someone from the arts, e.g. a musician or singer or artist, an educator, a doctor, someone who solved a social problem or someone from any field that interests you.

You must bring some visual aids for your presentation. (There will be a board to display these.)

Preparation:

You should include:

- *introducing the person you have chosen to present*
- *giving a short history of the person's life that will help the examiner to learn the reasons why the person became famous*
- *a short explanation of what s/he does / did*
- *what has changed because of this person*

Research this person and the skill or achievement that s/he is famous for. Practise presenting and discussing what you have discovered with your teacher, friends or family. Prepare your presentation and practise it. You may use notes to help you, and simple visual aids, but you must know your talk well enough to be able to make frequent eye contact with the examiner.

Purpose:

- *to demonstrate that you can prepare and present a clear, detailed description of a famous person and their activities and achievements*
- *to demonstrate that you can explain a viewpoint and give reasons*
- *to demonstrate that you can hold the interest of your audience with your awareness of body language, vocal skills (pitch, pace, pause stress and intonation)*
- *to demonstrate that you can prepare and use visual aids to help your presentation*
- *to present a topic with enjoyment and enthusiasm in English*

Award in Spoken English Skills

12 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

S1 Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a short passage to sight read at the Grade 5 reading level. This could be from a fiction story or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning and pronunciation of up to three words that you do not know before you begin to read.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

Preparation: *Choose a variety of stories and articles to practise sight reading. Remember to take a short pause at a comma, and stop and take a quick breath at a full stop. This will help you to read ahead and see where you can pause. Also ask your teacher for the meaning, pronunciation and stress of any new vocabulary. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the listener can see you when you make eye contact. Try to practise aloud every day either alone or in front of your teacher, family and friends. You can also practise in front of a mirror and make eye contact with yourself.*

Purpose:

- to build your language skills and confidence through reading aloud in English
- to demonstrate your understanding of phrasing and how sentences are formed in English through your ability to present information from a text spontaneously without preparation
- to demonstrate that you can use your performance and vocal skills to tell a story and hold the interest of your audience
- to enjoy lifting a story off the page and telling a story in English

S2 Interaction

30 marks

Discuss topics related to fame with the examiner.

Bring pictures of four famous people from your country. The examiner will use them to start the discussion. You will then be asked wider questions about the topic.

Questions might include:

- What do you think are the benefits / drawbacks of fame? Why?
- Tell me about another famous person from your culture.
- Do you think famous people like footballers and film stars should earn a lot of money? Why / why not?
- What do you think are some of the qualities that make a good leader?
- What would you like to be famous for?
- What would you have to do to become famous?

You can ask the examiner to repeat or explain any questions you don't understand.

Preparation: Practise looking at pictures and photographs of famous people from different fields and discussing them with your teacher and your family and friends. Ask them questions about vocabulary and grammar and learn these new language details. Take a turn at being the examiner and ask your teacher questions about the people. Ask him or her to describe things in detail and ask them to tell you about the kinds of problems or qualities that famous people might have. You may need to look up and learn some new vocabulary to help you.

Purpose:

- to demonstrate that you can interact with a degree of fluency and spontaneity with native speakers
- to demonstrate that you can take an active part in discussion in a familiar context, giving your opinions and justifying them
- to demonstrate that you understand turn-taking, inflection, pace and pausing
- to demonstrate that you understand the importance of body language, gesture and eye contact
- to enjoy interacting with a native speaker with enjoyment and confidence

Double Award in Spoken English, Performance and Presentation Skills

24 minutes, to include time for the examiner to write a report

THE EXAMINATION

Complete sections S1, S2, P1 and P2 as in the Awards detailed above.

Grade 6

Double Award in Spoken English, Performance and Presentation Skills **Award in Performance and Presentation Skills** **Award in Spoken English Skills**

There are three distinct qualifications for each Grade and a certificate will be issued to successful candidates for each qualification: (i) Candidates entering for the Award in Performance and Presentation will offer sections P1 and P2, (ii) Candidates entering for the Award in Spoken English Skills will offer sections S1 and S2 and (iii) Candidates entering for the Double Award will offer all four sections: P1, P2, S1 and S2.

This grade is for candidates whose English level is equivalent to the beginning level of stage B2 of the Common European Framework of Reference for Languages in Speaking as summarised here:

Spoken interaction:

- *can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible*
- *can take an active part in discussion in familiar contexts, accounting for and sustaining views*

Spoken Production:

- *can present clear, detailed descriptions on a wide range of subjects related to his / her field of interest*
- *can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options*

Students will be rewarded for their performance and enjoyment of using the language they have learnt so far in English. They will not be penalised for errors in language and vocabulary which do not generally interfere with overall understanding. In the Interaction section, there may be one or two occasions when the candidate finds it difficult to express him/herself and may paraphrase or ask for help This is to be expected at this stage of language acquisition.

Award in Performance and Presentation Skills

14 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

P1 Performance

25 marks

Perform your chosen English piece from memory for the examiner.

Please bring a copy of your piece for the examiner.

Preparation: *Choose a passage from a fiction or factual story, biography, newspaper or journal article, a monologue or a poem published in English. You can choose your own text, or use one of the passages from the Passages Guide. This will tell you the level and length of text suitable for this grade. Practise with passages of the kind listed above. Decide on the one you like best. When practising your final choice, remember to enjoy the passage, to tell its story or message clearly and to carry yourself naturally.*

Purpose:

- *to demonstrate that you can understand a more complex text and perform with confidence and enjoyment in your second language*
- *to demonstrate that you can perform with appropriate expression and clear pronunciation*
- *to demonstrate that you understand the mood and message though the rhythm, phrasing, word stress, sentence stress intonation and tone of your performance*
- *to demonstrate that your gesture and body language shows an understanding of how posture influences voice and speech*

P2 Presentation

25 marks

Give a presentation in English to the examiner on the country you live in OR the country you were born in.

You should include:

- a short introduction, which can include the geography, climate and any important background information that will help us to understand both the country and the people
- a description of the country itself, which may include places of interest
- the people or peoples of the country
- the culture of the country, which can include religion / beliefs, food, architecture and the kind of homes people live in, work, clothes, art, music, festivals, etc
- some advantages and disadvantages of living there (you can include examples from your own experience)

You must bring some visual aids for your presentation. (There will be a board to display these.)

Preparation: Talk to your teacher and family about your country (or the country of your birth) so that you have a good idea of what the theme of your talk will be. Do the research. Practise talking while introducing your visual aids so that you keep plenty of eye contact with the listeners. Make sure to keep up the energy while speaking and to stand in a relaxed manner, introducing your subject to listeners in a friendly fashion.

Purpose:

- to demonstrate that you can interact in a more complex presentation situation with a native speaker with a degree of fluency without much searching for expressions
- to demonstrate that you can hold the interest of your audience with your awareness of body language, vocal skills (pitch, pace, pause stress and intonation)
- to show that you can prepare and use appropriate visual aids with ease and confidence
- to demonstrate that you can develop points and give an appropriate conclusion
- to enjoy presenting a topic with enjoyment and enthusiasm in English

Award in Spoken English Skills

14 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

S1 Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a passage to sight read at the Grade 6 reading level. This could be from a fiction story or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning and pronunciation of up to three words that you do not know before you begin to read.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

Preparation: Choose some articles, monologues, and a variety of texts (both fiction and non-fiction) to practise sight reading. Practise aloud several times a day, both by yourself and for others.

Remember to take a short pause at a comma, and stop and take a quick breath at a full stop. This will help you to read ahead and see where you can pause. Ask for help with the meaning, pronunciation and stress of any new vocabulary. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the listener can see you when you make eye contact. You can also practise in front of a mirror and make eye contact with yourself.

Purpose:

- to build your language skills and confidence through reading aloud in English
- to use language flexibly and effectively to lift a story off the page
- to demonstrate that you can perform with confidence and enjoyment in your second language
- to demonstrate your understanding of phrasing and how more complex sentences are formed
- to demonstrate that you can use your performance and vocal skills to lift an unprepared text from the page with spontaneity and hold the interest of your audience

S2 Interaction

30 marks

Discuss topics relating to the country where you live (or the country where you were born).

Bring four pictures that illustrate important aspects of this topic. The examiner will use these to open the discussion and will move on to wider questions about the topic.

Questions might include:

- *How does the climate / geography of the country affect the way people live?*
- *What advice would you give to someone who was thinking of coming to work in your country?*
- *What happens to elderly people in your country?*
- *Who does most of the housework or cooking in most families? Why?*
- *What kind of jobs do most people do? Why?*
- *At what age do people usually marry in your country? Why?*
- *How do they choose their husband / wife?*
- *Describe the wedding ceremony and give reasons for the customs.*
- *If you could pass a new law in your country to solve a problem, what would it be?*

Preparation: Think about the kinds of questions you would ask if you were thinking of living in a new country, and practise asking and answering them with your teacher, friends and family. If you've chosen your own country, think about what's special about your country, and how you would answer questions about life in your country. Ask your teacher for help with vocabulary and grammar and learn these new items.

Purpose:

- *to demonstrate that you can interact with a degree of fluency and spontaneity, without much searching for expressions in a more complex topic with a native speaker*
- *to demonstrate that you can use language flexibly to develop points*
- *to demonstrate that you understand turn-taking, and more complex inflection, pace and pausing whilst taking an active part in the discussion*
- *to demonstrate that you understand the importance of body language, gesture and eye contact in interaction*
- *to enjoy interacting in a more complex topic with a native speaker*

Double Award in Spoken English, Performance and Presentation Skills

28 minutes, to include time for the examiner to write a report

THE EXAMINATION

Complete sections S1, S2, P1 and P2 as in the Awards detailed above.

Grade 7

Double Award in Spoken English, Performance and Presentation Skills **Award in Performance and Presentation Skills** **Award in Spoken English Skills**

There are three distinct qualifications for each Grade and a certificate will be issued to successful candidates for each qualification: (i) Candidates entering for the Award in Performance and Presentation will offer sections P1 and P2, (ii) Candidates entering for the Award in Spoken English Skills will offer sections S1 and S2 and (iii) Candidates entering for the Double Award will offer all four sections: P1, P2, S1 and S2.

This grade is for candidates whose English level is equivalent to clear competence at stage B2 of the Common European Framework of Reference for Languages in Speaking as summarised here:

Spoken interaction:

- *can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible*
- *can take an active part in discussion in familiar contexts, accounting for and sustaining views*

Spoken Production:

- *can present clear, detailed descriptions on a wide range of subjects related to his / her field of interest*
- *can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options*

The focus is on enjoyment of the process of communication and candidates will not be penalised for errors in language and vocabulary. At this grade, candidates will be able to communicate with some fluency and are expected to take risks with language. They will be rewarded for this. Candidates may still hesitate while they search for language, particularly in the Interaction and Discussion sections. This is to be expected at this grade and they will not lose marks for this.

Award in Performance and Presentation Skills

16 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

P1 Performance

25 marks

Perform your chosen piece(s) from memory for the examiner.

Please bring a copy of your piece(s) for the examiner.

Choose one longer passage or two short contrasting passages from these types:

- a fiction or factual story
- a biography, newspaper or journal article
- a monologue from a play
- a poem

Preparation: *Remember that you are now working at a competent level in your use of English, and so the stress is increasingly on your ability to communicate fully and with appropriate expression. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level and length of text suitable for this grade. Practise the performance of your chosen passage(s) with an audience of friends and for your teacher. Ask them whether they have understood both the meaning and the feeling of what you are saying, and whether you seem both relaxed and focused in your delivery. Choose pieces to perform that will show your ability to handle a good range of vocabulary and some complexities of thought.*

Purpose:

- to demonstrate that you can understand a more complex text in English
- to demonstrate that you can perform with confidence and enjoyment in your second language
- to demonstrate that you can perform with appropriate expression and clear pronunciation
- to demonstrate that you understand the mood and message through the rhythm, phrasing, word stress, sentence stress, intonation and tone of your performance
- to demonstrate that your gesture and body language shows an understanding of how posture influences voice and speech production

P2 Presentation

25 marks

Give a presentation in English to the examiner on a topic of your choice that really interests you.

You must bring some simple visual aids to help with your presentation. (There will be a board to display these.)

The topics could be:

- a topic you have studied at school, e.g. a period of history, or a science or art topic
- a job or career, a topic on health, an important news story, a sport
- a charity or a cause that you support
- any other educational, work, or social topic that interests you

Preparation: Together with your teacher, choose a topic that really interests you and about which you have several ideas. Bear in mind how important it is to keep the attention of the listener. Perhaps structure your talk around interesting questions that arise rather than just a list of points of interest. Explore some vocabulary relevant to your topic. Explain your ideas with feeling.

A good presentation often contains a 'story' that people can relate to. This could be an example from your own country, a true event, or perhaps a true story about an individual or community.

Purpose:

- to demonstrate that you have the language and fluency necessary to communicate your ideas to a native speaker
- to demonstrate that you can hold the interest of an audience with your understanding and use of body language and vocal skills (tone, pitch, pace pause, stress and intonation)
- to demonstrate that you understand that a good presentation involves an introduction, development and conclusion
- to demonstrate that you have confident presentation skills, showing enthusiasm and enjoyment in English

Award in Spoken English Skills

16 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

S1 Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a passage to read at the Grade 7 level. This could be from a work of fiction or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning or pronunciation of up to three words that are new to you before you start to read.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to make eye contact from time to time.

Preparation: Choose a variety of articles and fiction texts to work on. Practise aloud several times a day, both for yourself and for others. Remember to break the text up into sense phrases as you read ahead. Remember to take a short pause at the end of each phrase, at commas, and a longer one at full stops. Ask for help with the meaning and pronunciation of new vocabulary. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the examiner can see you when you make eye contact. You can also practise in front of a mirror to make eye contact with yourself.

Purpose:

To build your reading skills, language skills, fluency and confidence through reading aloud in English, and to demonstrate:

- that you can perform with confidence and enjoyment in your second language
- your understanding of phrasing and how more complex sentences in English are formed
- that you can use your performance and vocal skills to lift an unprepared text from the page with confidence and hold the interest of the audience

S2 Interaction

30 marks

Discuss a topic that is significant for you. The topic is free choice. Simply as an example it can be drawn from health or social issues, from voluntary work, from an historical event, from the arts or literature, etc

Bring six pictures that help to explain your topic. The examiner will use some of these to initiate the discussion, which will broaden out to further interaction about your ideas.

Questions might include:

- What made you choose this topic?
- Tell me about when you first became interested in ?
- Tell me more about this picture.
- I particularly enjoyed your explanation of Can you tell me more about that?
- How did you feel when you first saw / heard about ?
- Do your friends and family share your interest? Why / Why not?
- Where did you get most of your information from?
Tell me about some of your other interests

Preparation: Practise asking and answering these questions with your teacher, friends and family. Think about the reasons and explain them. Consider in particular what in your life and/or education drew you so strongly to this topic. Think of questions you would ask someone else about their special interest. Ask for help with vocabulary and grammar and learn these new language elements.

Purpose:

- to demonstrate that you can interact at length with a native speaker, on a topic of your choice
- to demonstrate that you can use language flexibly to develop points, give explanations and exchange ideas
- to demonstrate that you understand turn-taking, and use inflection, pace and pausing whilst taking part in an active discussion
- to demonstrate that you understand the importance of body language, gesture and eye contact in interaction and you can maintain these for most of the time
- to enjoy interacting in a more complex topic with a native speaker

Double Award in Spoken English, Performance and Presentation Skills

32 minutes, to include time for the examiner to write a report

THE EXAMINATION

Complete sections S1, S2, P1 and P2 as in the Awards detailed above.

Grade 8

Double Award in Spoken English, Performance and Presentation Skills **Award in Performance and Presentation Skills** **Award in Spoken English Skills**

There are three distinct qualifications for each Grade and a certificate will be issued to successful candidates for each qualification: (i) Candidates entering for the Award in Performance and Presentation will offer sections P1 and P2, (ii) Candidates entering for the Award in Spoken English Skills will offer sections S1 and S2 and (iii) Candidates entering for the Double Award will offer all four sections: P1, P2, S1 and S2.

This grade is for candidates whose English level is equivalent to competence at stage C1 of the Common European Framework of Reference for Languages in Speaking as summarised here:

Spoken Interaction:

- *can express yourself fluently and spontaneously without much obvious searching for expressions*
- *can use language flexibly and effectively for social and professional purposes*
- *can formulate ideas and opinions with precision and relate your contribution skilfully to the opinions of others*

Spoken Production:

- *can present clear, detailed descriptions of complex subjects*
- *can integrate sub-themes*
- *can develop particular points*
- *can give an appropriate conclusion*

The focus is on enjoyment of performance and success in communication. Candidates will not be penalised for small errors in language and vocabulary. Candidates are expected to have a high level of fluency at this grade. Any hesitation in the Interaction section will be due to searching for thoughts, rather than language.

Award in Performance and Presentation Skills

18 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

P1 Performance

25 marks

Perform your chosen pieces from memory for the examiner.

Please bring a copy of your pieces for the examiner.

Choose two contrasting passages from the types listed below:

- a fiction or factual story
- a biography, newspaper or journal article
- a monologue from a play
- a poem

You can choose your own texts or use the suggestions from the Passages Guide. The Guide will indicate the level and length of text suitable for this grade.

Preparation: *At this level, think of your choice of pieces as a contrast of feelings and ideas which will both appeal to your listeners and make them think. Here you can show your communication skills at their best. Therefore practise your performance and when it's in good shape, show it to friends or family, and listen carefully to their critique. Your gestures and facial expression and vocal control should now be working together, so take advice from your teacher. Above all, show your enthusiasm and enjoyment in the use of English.*

Purpose: To demonstrate that:

- you can select and appreciate the language of two contrasting texts in English
- you can perform with confidence, skill and enjoyment in your second language
- you can perform with appropriate expression and clear pronunciation
- you can deliver the mood and message of each piece through rhythm, phrasing, word stress, sentence stress, intonation and tone
- gesture and body language shows a practical understanding of how posture influences voice and speech production, throughout your performance

P2 Presentation

25 marks

Give a prepared presentation to the examiner on an environmental problem of your choice that really concerns you.

For example: water depletion, resource depletion, global warming, disposal of rubbish, deforestation, species extinction, overpopulation.

You should bring some simple visual aids to help with your presentation. (There will be a board to display these.)

Preparation: Your presentation can include information on the causes of the problem, the consequences of the problem and possible solutions to the problem. As you do your research, think about how to select and present this information. You will have a lot of facts. Remember that a good presentation often contains a 'story' that people can relate to as well. As you do your research, think about how to select and present this information. You will have a lot of facts – but don't forget narratives and a structure.

Remember a good speaker must practise his/her presentation many times.

Purpose:

- to demonstrate that you have the language and fluency necessary to communicate complex ideas to a native speaker
- to demonstrate that you can hold the interest of an audience with your use of body language and vocal skills (tone, pitch, pace, pause, stress) to demonstrate that you can give an effective, creative presentation on a global issue in English
- to show that your use of English is now fluent and used with skill and enjoyment

Award in Spoken English Skills

18 minutes, to include time for the examiner to write a report

THE EXAMINATION

Exchange polite appropriate greetings with the examiner.

S1 Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a passage to read at the Grade 8 level. This could be from a work of fiction or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly.

When you are ready the examiner will tell you to begin.

Preparation: Choose a variety of articles and fiction texts to work on. Practise aloud several times a day, both for yourself and for others. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the examiner can see you when you make eye contact. You can also practise in front of a mirror to make eye contact with yourself.

Purpose:

- to confirm your reading skills, language skills, fluency and confidence through reading aloud in English
- to use English fluently in conveying the meaning and narrative of the passage
- to demonstrate that you can perform with confidence and enjoyment in your second language
- to demonstrate your understanding of phrasing and how more complex sentences in English are formed
- to demonstrate that you can use your performance and vocal skills to enhance your hold on the attention of the listeners

S2 Interaction

30 marks

Engage in a wide discussion of an important global environmental with the examiner.

Bring pictures (eight or so) and/or objects that illustrate environmental concerns. The examiner will discuss these materials with you, and will then engage in an interactive discussion where you will initiate some of the ideas to engage with.

Questions might include:

- *What is your strongest feeling about this environmental problem?*
- *Do you have personal experience of the issues?*
- *Show me a picture that above all tells the story behind your concern.*
- *Do you feel that people in general are sufficiently aware of environmental issues?*
- *Can you give me some examples of how badly this issue affects your country?*
- *What are people doing about this in your country?*
- *What do you think individual people can do to help to solve the situation?*
- *Would you agree that environmental damage is as often done from necessity as from carelessness?*
- *What sources did you use?*
- *What makes you hopeful?*

Preparation: Encourage your friends to ask you questions about your topic – information questions, and questions about your own views. Ask yourself questions from the point of view of different groups – different social and national groups, for example. Think of difficult questions and decide on how you would answer them – not having your own solution to the world's problems is allowed, as long as you can show you're thinking about them! Rehearse the scientific evidence and its specialist vocabulary. Enjoy the imagined interaction with the examiner.

Purpose:

- *to demonstrate that you can interact at length with a native speaker, on a topic of your choice*
- *to demonstrate that you can use language flexibly to develop points, give explanations and exchange ideas*
- *to demonstrate that you understand turn-taking, and use inflection, pace and pausing whilst taking part in an active discussion*
- *to demonstrate that you understand the importance of body language, gesture and eye contact in interaction and you can maintain these for most of the time*
- *to enjoy interacting at a high language level with a native speaker*

Double Award in Spoken English, Performance and Presentation Skills

36 minutes, to include time for the examiner to write a report

THE EXAMINATION

Complete sections S1, S2, P1 and P2 as in the Awards detailed above.

5. Awarding and reporting

5.1 Issue of results and certificates

A written report will be compiled for each examination. Candidates will be informed of the result of examinations as soon as possible, and not later than four weeks after the examination date, by post. Representatives are not allowed to issue results over the telephone.

Certificates are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this.

This time is necessary to ensure that all results are properly standardised and have been checked by LCM Examinations.

6. Regulations and information

1. **Validity:** This syllabus will be used for examinations until 31 December 2017.
2. **Examination dates (Public centres):** Practical examinations take place throughout the year according to location. In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (March/April), Summer (June/July) and Winter (November/December). The dates when each year's sessions begin and end are published in the preceding autumn. Overseas candidates should contact their local representative for details of examination dates. Please contact the LCM Examinations office or consult the website (www.uwl.ac.uk/lcmexams) for details of your nearest representative.
3. **Examination dates (Private centres):** Examinations are conducted at schools, colleges and private teaching studios where preparation for LCM Examinations supports and complements the course, provided there are sufficient entries to make the visit viable, and any venue-related costs are covered by the applicant. Exams may be held at any time at private centres. The co-ordinating teacher is responsible for timetabling the examination day. Contact LCM Examinations for further details.
4. **Entry procedure:** Closing dates for entry, for each examination session, are listed on entry forms. Overseas candidates should consult their local representative for closing dates. Entries must be submitted to the local representative of the Centre where the candidate wishes to take the exam; NOT centrally to the LCM Examinations office. Entries may not be submitted by fax. Please note that, while LCM Examinations will make every effort to accommodate requests for practical exam dates, no guarantee can be made that such requests will be met.
5. **Late entries:** These may be accepted up to seven days after the last date of entry. Each entry must be accompanied by the current late fee for each candidate. No entry will be accepted if it is received at a later date.
6. **Conditions of entry:** LCM Examinations reserves the right to refuse entry to any candidate without giving a reason. The right to postpone or cancel the entry of any candidate is reserved. Entries are accepted subject to the regulations stated in this syllabus. Entry for examination constitutes an agreement on the part of the candidate to abide by the regulations.
7. **Fees:** A complete table of current UK examination fees is printed on the examination entry forms each year. Overseas fees are obtainable from the regional representative. Cheques, bankers' drafts, etc. must be made payable to University of West London. Fees cannot be refunded, nor entries postponed to a later examination session. Candidates not attending examinations for which they have entered, unless for a reason covered under the Special Consideration policy (see *Regulation 22*), will forfeit their fees.
8. **Pre-requisite qualifications (approved prior learning):** Candidates may enter for any graded examination without having taken any preceding examination.
9. **Substitutions:** Only candidates officially entered will be accepted for examination. Substitution of a candidate in place of a candidate originally entered will not be allowed.
10. **Transfers:** Transfer of candidates from one centre to another will not be considered unless there are exceptional circumstances which have been approved prior to the transfer by LCM Examinations *in writing*. An administration charge will be made.
11. **Examination appointments:** An Attendance Notice detailing the date, time and venue of the examination will be issued to each candidate, via the correspondence address on the entry form, not later than two weeks before the date of the examination. This should be retained by the candidate, and handed to the attendant on the day of the examination. LCM Examinations should be informed immediately if there are any errors on the Attendance Notice. An incorrect grade or subject cannot be changed on the day of the exam, and spelling corrections will incur a fee if notified after the issue of the certificate. Candidates should arrive at the venue no later than 15 minutes before the scheduled time of the examination.
12. **Conditions at public centres:** A quiet room will be provided. Every effort will be made to ensure that the candidate is not disturbed by outside noise. The room will be of a moderate size, but with sufficient room to enable candidates to perform effectively. A waiting room will be provided, and a warm-up room where available.
13. **Examination procedure:** The examination components will normally be conducted in the order shown in the syllabus, unless the candidate requests otherwise. For sight reading components, candidates will be given approximately one minute's preparation time, during which they may study and try out short sections of the extract, but they may not perform the complete extract until asked to do so by the examiner.
14. **Admission to the examination room:** Practical examinations are conducted in closed conditions. No-one, apart from the candidate and the examiner(s), is allowed into the examination room *with the following exception*: an approved person, such as a parent or teacher, or a language interpreter, where this concession has been granted prior to the examination as the result of a request for reasonable adjustments for a candidate with particular needs (see *Regulation 23*);
15. **Stopping candidates:** Examiners may, at their discretion, stop a candidate at any part of a practical examination if the candidate has exceeded the time allowed for that part of the examination.

16. **Exemptions:** No exemptions are allowed from any part of any examination. Where an examination component is not attempted, a mark of 0 will be awarded. However, where all elements of a component are at least attempted, a mark of at least 33% will be awarded for that component.
17. **Recording of examinations:** A random selection of examinations is recorded for purposes of archiving, standardisation and examiner training. LCM Examinations undertakes not to disseminate such recordings in any way whatsoever beyond these purposes. The recording equipment used is unobtrusive and does not affect the examination procedure. Such recordings may not be used or referred to at any stage in connection with any enquiry, appeal or complaint about the examination, either by the candidate or by LCM Examinations.
18. **Examination results and certificates:** A written report will be compiled for each examination. Candidates will be informed of the result of practical examinations as soon as possible, and not later than four weeks after the examination date, by post. Theory results will be sent several weeks after the written examination date. Representatives are not allowed to issue results over the telephone. Certificates for successful candidates are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this. Replacements of lost or destroyed certificates can normally be provided, subject to proof of the result, the applicant's identity, and payment of the appropriate current fee.
19. **Graded qualifications:** Certificates issued for graded examinations are not intended to imply that the holder is qualified to teach, nor do they give the holder the right to use any letters after his or her name.
20. **Enquiries and appeals:** Information about lodging enquiries and appeals against results is contained in the document *LCM Examinations Appeals Procedure*, available via our website or on request from the LCM Examinations office. Initial enquiries must be made in writing, enclosing a copy of the examiner's marksheet.
21. **Equal opportunities:** Entry for examinations is available, and assessment is carried out, on an equal and fair basis to all candidates, regardless of origin, status or background. The full policy is contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available via our website or from the LCM Examinations office.
22. **Special consideration (including absence through illness):** Candidates who are unable to take an examination at the scheduled time, for medical reasons, are invited to submit a signed doctor's letter indicating the reason, and accompanied by the Attendance notice, to the LCM Examinations office. The letter must be submitted within two weeks of the examination date, and must make clear that the candidate was incapacitated on the day of the scheduled examination. The candidate will then be permitted to re-enter for the same examination on payment of half the current fee. Candidates who are unwell on the day of the examination, but elect to take the exam nonetheless, will not be granted any special consideration in terms of assessment, and will not be eligible for a half-fee re-entry. Candidates who are unable to take an examination for compassionate reasons (eg. death of a relative) are also covered under this policy. The full policy is contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available via our website or on request from the LCM Examinations office.
23. **Reasonable adjustments (candidates with particular needs):** LCM Examinations is particularly sensitive to the requirements of candidates with particular needs, and encourages them to enter for examinations. There is a wide range of special procedures which can be put in place for such candidates. Full details and accompanying documentation **MUST** be included at the time of entry; examiners are not able to consider such documents if submitted for the first time on the day of the examination. Full details of this policy are contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available via our website or on request from the LCM Examinations office.
24. **Language:** All examinations are conducted in English.
25. **Syllabus requirements and infringements:** It is the candidate's responsibility to obtain, and comply with, the current syllabus. Where candidates are entered for examinations by teachers, the teacher should ensure that candidates are entered in accordance with the current syllabus requirements. Where there are variations without prior agreement, marks may be adjusted or deducted, and in serious cases, candidates may be disqualified.
26. **Changes to syllabuses:** LCM Examinations follows a policy of consistent improvement and development and may, without notice, update its regulations, syllabuses and other publications. Where a repertoire piece not published by LCM Examinations is taken out of print by the publisher, LCM Examinations will seek to provide an alternative as soon as possible. Where alterations, additions and/or deletions to syllabuses take place, LCM Examinations cannot accept responsibility for informing candidates and teachers of such changes except through *Forté* (the LCM Examinations newsletter) and the normal reprinting process.
27. **Availability of syllabuses:** A wide range of examinations and subjects is offered, across the full range of Drama and Communication, and Music. All syllabuses are available free of charge via our website, from the LCM Examinations office, and from local representatives.