

## IT English Oral Exam

Task:	Pair-work & spontaneous speech; You discuss a decision-making or problem-solving situation based on pictures. In the end, you must come to an agreement. You will get the written task and the pictures on a separate piece of paper. The topics all come from your daily life and can include topics like: workplace, hobbies, school, holidays, food, entertainment, etc.
Duration:	about 5 minutes
Date:	1 / 2 November 2021 <sup>1</sup>

### Your mark:

	Aussprache & Sprachfluss	Wortschatz	Grammatikalische Korrektheit	Qualität & Dichte der Information; Kohärenz
	<i>Der/die KandidatIn</i>	<i>Der/die KandidatIn verfügt über</i>	<i>Der/die KandidatIn verwendet</i>	<i>Der/die KandidatIn</i>
<b>Pte</b>				
<b>4</b>	hat eine sehr gute Aussprache, ist problemlos verständlich. spricht sehr flüssend und aktiv; Pausen beeinträchtigen das Gespräch wenig.	hat einen vielfältigen und reichhaltigen Wortschatz.	ein vielfältiges grammatikalisches Repertoire mit nur wenigen (Grund-)Fehlern; macht sich sehr gut verständlich.	spricht sehr ausführlich und gehaltvoll; verknüpft die Gedanken logisch und macht Zusammenhänge sehr klar.
<b>3.5</b>				
<b>3</b>	macht wenige Aussprache-fehler, die manchmal zu Verständigungsproblemen führen. spricht satzorientiert; Pausen beeinträchtigen das Gespräch wenig.	einen sachdienlichen Wortschatz	ein sachdienliches grammatikalisches Repertoire mit einigen (Grund-)Fehlern; macht sich gut verständlich.	spricht ausführlich und gehaltvoll; verknüpft die Gedanken meist logisch und macht Zusammenhänge gut nachvollziehbar.
<b>2.5</b>				
<b>2</b>	macht einige Aussprache-fehler, die manchmal zu Verständigungsproblemen führen. spricht meist satzorientiert; Pausen beeinträchtigen teilweise das Gespräch.	einen sachdienlichen Wortschatz mit bemerkbaren Lücken.	ein grundlegendes grammatikalisches Repertoire mit vielen Fehlern; macht sich im Allgemeinen verständlich.	spricht in eher kurzen, wenig detaillierten oder differenzierten Aussagen; verknüpft Gedanken lose und macht Zusammenhänge teilweise deutlich.
<b>1.5</b>				
<b>1</b>	hat eine Aussprache, welche die Verständigung nur unvollständig ermöglicht. spricht in kurzen Sätzen und Stichworten; Pausen beeinträchtigen öfters das Gespräch.	einen lückenhaften Wortschatz.	ein einfaches grammatikalisches Repertoire mit sehr vielen Fehlern; macht sich schlecht verständlich.	spricht ein Minimum, ohne Details, verknüpft Gedanken kaum und macht Zusammenhänge selten deutlich.

<sup>1</sup> Should one of you be ill: e-mail in advance (u.conzetti@bbzbl-it.ch); the exam for both is going to take place in the following week.

**Training 1: Agreeing and Disagreeing**

Find expressions for the respective columns. Try to find at least 3 different ones for each.

Giving opinions	Agreeing	Disagreeing	Asking for opinions
in my opinion ... i think (that) ... i guess (that) ... it might be ...	the same i agree sure i think so , too right exactly	i disagree i don't think so i'm not sure about that i'm not convinced	how about you what do you think what's your opinion do you agree  are you sure about that  do you have anything to add

**Training 2: Fluent Speech**

*Beginning a discussion:*

- Where shall we begin?
- Let's talk about x first.
- How about....?

*Trying to convince your partner:*

- One big (dis)advantage of x is that...
- But we have to remember that...
- Don't forget that x is....
- Another thing is that...

*What is the better gadget for school: a laptop or a tablet?* – Student A tries to convince his/her partner that the laptop is the better choice; student B tries to convince his/her partner that the tablet is the better choice.

- Decide who is student A and who is student B. You have 5 minutes to brainstorm ideas for your individual position. Feel free to look up words. Use the space below for your notes.
- Get together and try to convince each. Use the Vocabulary from above and try to speak as fluently as possible.

i can do everything, from edit pdf's to virtualize other operating systems

it is lika a normal pc and maybe very powerful

if it is convertable, i can use it like a tablet and this is the best option

**Training 3: the Exam – an Example**

A friend of yours wants to learn a new language. He has a small amount of money to spend. The pictures show different ways of learning a language. Discuss each of them and decide what your friend should do. Don't forget to include clear reasons for your choices.



Here's an example of Pietro and Maria doing this task. Complete the gaps in their conversation using the phrases below. Write the correct letters in the spaces.

- Maria: So, our friend wants to learn a new language?  
Pietro: ..... F .....  
Maria: No, he can't. Let's start by talking about which of them will be useful for him.  
Pietro: ..... E .....  
Maria: OK. Shall we start with this one, the dictionary?  
Pietro: ..... G .....  
Maria: Yes, I agree, and it's also good for checking and spelling. But what about a textbook?  
They're useful, too.  
Pietro: ..... C .....  
Maria: Possibly. Or he may get one free when he pays for the course.  
Pietro: ....A.....

*Use five of these phrases to complete Pietro's part of the conversation:*

- A. Oh yes, that's a good point.
- B. I don't like them very much.
- C. Yes, they are, but maybe he won't need one because he'll have a teacher.
- D. Would you like a dictionary or a textbook?
- E. OK, then afterwards we can decide which one he should buy.
- F. That's right, and he's only got £20 to spend, so he can't buy all these things, can he?
- G. Yes, I think he should buy one of those, because it's very useful if you don't know what words mean.