



Final Speaking Exam Task Sheet *

WHEN: Week 13/14, Dec 6 – Dec 17, 2021 (details of time will be released in due course)
WHERE: This assessment will take place on Zhumu
TIMING: Approximately 10 minutes per student.
WHO: Students will attend the exam individually. You will be observed by one EAP teacher.
DEADLINE FOR UPLOADING PPT: **Friday 13:00, 3rd Dec (Week 12). Submit on LMO.**

Task: This assessment accounts for **40%** of your final module score and is divided into 2 parts:

- Part 1 (40%) Individual presentation
- Part 2 (60%) Face-to-face interview

Learning outcomes assessed: A,B, and D.

Part One: Individual Presentation

You will give an individual presentation for **maximum 5 minutes** based on the survey project you conducted. In your presentation you should:

- **Introduce** your survey project briefly *.
- **Describe** some survey results. Use **at least** one graph, table, or chart **to do so**. You do not need to describe **all** the results from the survey. Select results that are interesting or informative **.
- **Recommend** ways to improve your project **based on the results you have presented**.
- **Conclude** the presentation with an appropriate conclusion.

* For the introduction part, here are some suggestions (note that you don't need to do ALL of these): you could give an overview of the survey project and/or introduce why you chose the topic, your research aims and questions, and the respondents, materials and procedure of your research.

** You are also suggested to both describe and interpret your data in the 'Description' part.

Part Two: Face-to-face Interview

When you have finished your presentation, **you will be interviewed** by the examiner for **up to 5 minutes**. You will be asked several follow-up questions, which include:

- questions about your presentation and/or the survey project/giving a presentation
- Reflection on EAP SKILLS
- questions related **to TED TALKS covered** in the semester, which include:
 - The power of smiling
 - Half a million secrets
 - How to listen
 - Technology work buddies



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Core Task Requirements

Part 1 (Presentation):

- Speak for up to 5 minutes.*
- You must finish the introduction, description and recommendation parts within 5 minutes.**
- You must use at least one graph, table or chart in the description part of the presentation.

* The teacher will stop you at 5 minutes.

**You will be penalized if you are NOT able to cover these three parts within five minutes. Thus, it is important to manage your time well. You will NOT be penalized if you are unable to finish a conclusion to the presentation within five minutes.

Part 2 (Interview):

- Respond to at least 3 questions (at least **ONE** from each type above)

Key information and advice for Part 1:

- On the test day, teachers will download the PPTs from LMO and then share them in Zhumu. **You will NOT be allowed to refer to notes during your presentation.**
- If a student has not uploaded a PPT to the dropbox before the deadline, they will **NOT** be permitted to use a PPT during presentation. After the LMO deadline has passed, your PPT **cannot** be deleted, changed or uploaded again.
- The first page of your PPT **must** include (a) your full name written in English/Pinyin, (b) your student ID number. You must have your student ID card/passport/national ID/driving license (photo ID) with you. **No proof of ID means the test cannot be taken.**
- You need to have a reference slide if information from sources is used.
- Please note **if you are late**, you will **NOT be allowed to take the test and will receive a mark of zero for this assessment.** Therefore, it is suggested that you arrive 15 minutes in advance and wait in the waiting room on Zhumu.
- You should demonstrate the presentation skills you have learned this year such as:
 - Use of visuals (e.g. referring to the PPT, describing pictures or graphs)
 - Use of voice (e.g. good intonation, sentence stress) and appropriate pacing
 - Signposting language
 - Logical organisation of ideas
 - Developing ideas with examples and details



Key information and advice for Part 2:

- Before the exam, you should review topics and materials covered during the semester.
- During the exam, you should answer each question as fully as possible and in as much detail as possible.
- If you don't understand the question or a word in the question, you can ask the examiner to repeat the question or ask for clarification.
- The examiner will ask at least three questions. This means that the teacher may stop you while you are speaking in order to move on to another question.
- If you say very little, the examiner may encourage you to speak more with additional questions, such as 'Can you say more about that?'

***This is a draft and therefore subject to change.**

The examiners will use descriptors like the ones below to give you a score for the Speaking exam:



SPEAKING COURSEWORK DESCRIPTOR*



	Task (Presentation)		Fluency & Cohesion	Vocabulary	Grammar	Pronunciation
40	The PPT is clear and sophisticated. Ideas are academic, sophisticated and may demonstrate critical thinking, with successful referencing to source materials.	15	Speaks fluently and is fully prepared for the task, rarely having to hesitate to search for ideas. Cohesive features are used in a way that attracts no attention.	Conveys finer shades of meaning precisely. Rare errors occur only as slips.	Rare errors occur only as slips.	Is effortless to understand. Sustains flexible use of prosodic features to convey finer shades of meaning, and errors are rare and non-systematic. "Native-like" pronunciation is not necessary.
32	The PPT is clear and effectively supports the delivery of the presentation. A range of relevant ideas are developed with evidence of academic support from outside sources.	12	Hesitations and reformulations sound natural. Cohesive features are varied and sound natural. Misuse is rare.	Can sometimes convey finer shades of meaning precisely. Most sentences are error free.	Most sentences are error free.	Is easy to understand throughout. Can vary prosodic features to convey meaning, with only occasional systematic errors.
24	The PPT is used with at least one graph/table/chart. It is clear and supports the delivery of the presentation. Ideas are relevant and developed with some evidence of academic support from outside sources. Minor irrelevancies or omissions do not compromise the message. There is a conclusion.	9	Speaks at length without noticeable effort. Hesitations and reformulations usually sound natural. Cohesive features often sound natural rather than mechanical.	Uses a range of topic-specific, less common, and perhaps idiomatic vocabulary. There are no signs of having to restrict what s/he wants to say. Errors that do persist are minor.	Uses a range of structures to express ideas clearly and appropriately. Error-free sentences are frequent. Errors that do persist are minor.	Is almost always easy to understand, but there may be consistent mispronunciation of a particular word/sound. Can vary prosodic features to convey meaning, but with some systematic errors.
16	The presentation includes the introduction, description and recommendation parts. Ideas are generally relevant and developed, but there may be some irrelevancies or omissions.	6	Produces long stretches of language at an even speed. Hesitations and reformulations often sound natural. Cohesive features sometimes sound natural rather than mechanical.	Lexical range is wide enough to allow reformulation. Uses some topic-specific and less common vocabulary as well as some correct collocations. There is not much sign of having to restrict what s/he wants to say. Errors may be present, but they do not reduce clarity.	Uses a range of complex structures. There may be frequent errors with these, but simple sentences are often accurate. Errors do not reduce clarity.	Mispronunciation of individual words/sounds may be noticeable, but rarely reduces clarity of meaning. Can often vary prosodic features to convey meaning, but with systematic errors.
8	One or more of the following items may be missing in the presentation: the introduction, the description part, and the recommendation part. Ideas are relevant, but some are more developed than others.	3	Produces stretches of language at an even speed, but with some unnatural sounding hesitations. May overuse cohesive features or use them mechanically.	Lexical range is wide enough to discuss given topics without relying on frequent repetition. Topic-specific vocabulary is used to good effect. Errors may be frequent, but they rarely reduce clarity.	Uses a mix of structures. Errors, especially with complex structures, may be frequent but rarely reduce clarity.	The speaker can generally be understood, although errors with word and syllable stress and the mispronunciation of individual words/sounds are present throughout. Prosodic features are generally controlled.



	Task (Interview)		Fluency & Cohesion	Vocabulary	Grammar	Pronunciation
40	Ideas are academic, sophisticated and may demonstrate critical thinking.	15	Speaks fluently and is fully prepared for the task, rarely having to hesitate to search for ideas.	Conveys finer shades of meaning precisely. Rare errors occur only as slips.	Rare errors occur only as slips.	Is effortless to understand. Sustains flexible use of prosodic features to convey finer shades of meaning, and errors are rare and non-systematic. "Native-like" pronunciation is not necessary.
32	A range of relevant ideas are provided and fully developed.	12	Hesitations and reformulations sound natural. Cohesive features are varied and sound natural. Misuse is rare.	Can sometimes convey finer shades of meaning precisely. Most sentences are error free.	Most sentences are error free.	Is easy to understand throughout. Can vary prosodic features to convey meaning, with only occasional systematic errors.
24	Responses fully address all questions. Ideas are relevant and mostly developed. Minor irrelevancies or omissions do not compromise the message.	9	Speaks at length without noticeable effort. Hesitations and reformulations usually sound natural. Cohesive features often sound natural rather than mechanical.	Uses a range of topic-specific, less common, and perhaps idiomatic vocabulary. There are no signs of having to restrict what s/he wants to say. Error-free sentences are frequent. Errors that do persist are minor.	Uses a range of structures to express ideas clearly and appropriately. Error-free sentences are frequent. Errors that do persist are minor.	Is almost always easy to understand, but there may be consistent mispronunciation of a particular word/sound. Can vary prosodic features to convey meaning, but with some systematic errors.
16	Responses adequately address at least 3 questions, although some details may be tangential. Ideas are generally developed using explanations and/or examples, but there may be some irrelevancies or omissions.	6	Produces long stretches of language at an even speed. Hesitations and reformulations often sound natural. Cohesive features sometimes sound natural rather than mechanical.	Lexical range is wide enough to allow reformulation. Uses some topic-specific and less common vocabulary as well as some correct collocations. There is not much sign of having to restrict what s/he wants to say. Errors may be present, but they do not reduce clarity.	Uses a range of complex structures. There may be frequent errors with these, but simple sentences are often accurate. Errors do not reduce clarity.	Mispronunciation of individual words/sounds may be noticeable, but rarely reduces clarity of meaning. Can often vary prosodic features to convey meaning, but with systematic errors.
8	Responses address at least 3 questions, but may not be relevant. Ideas may be limited with some attempts to develop ideas.	3	Produces stretches of language at an even speed, but with some unnatural sounding hesitations. May overuse cohesive features or use them mechanically.	Lexical range is wide enough to discuss given topics without relying on frequent repetition. Topic-specific vocabulary is used to good effect. Errors may be frequent, but they rarely reduce clarity.	Uses a mix of structures. Errors, especially with complex structures, may be frequent but rarely reduce clarity.	The speaker can generally be understood, although errors with word and syllable stress and the mispronunciation of individual words/sounds are present throughout. Prosodic features are generally controlled.