

<b>PAPER 3: SPEAKING</b>		<b>PET (B1)</b>
<b>PARTS</b>	The paper contains 4 parts	
<b>TIMING</b>	10- 12 minutes per pair of candidates	
<b>INTERACTION PATTERN</b>	Standard format: two examiners and two candidates. One examiner acts as interlocutor and manages the interaction. The other acts as assessor and does not join in the conversation.	
<b>TASK TYPES</b>	<ul style="list-style-type: none"> <li>- Short exchanges with the interlocutor.</li> <li>- Collaborative task involving both candidates.</li> <li>- A 1-minute long turn.</li> <li>- A follow up discussion.</li> </ul>	
<b>MARKS</b>	- Candidates are assessed on their <u>performance throughout</u> the test	
<b>STRUCTURE AND TASKS</b>	PART 1	TASK TYPE AND FORMAT <b>Each candidate interacts with the interlocutor.</b> The <u>interlocutor asks</u> the candidates questions in turn.
		FOCUS <u>Giving information</u> of a factual personal kind. The candidates respond to questions about <b>present</b> circumstances, <b>past</b> experiences and <b>future</b> plans.
		TIMING 2 -3 minutes
	PART 2	TASK TYPE AND FORMAT <u>Simulated situation.</u> Candidates <b>interact with each other.</b> Visual stimulus is given to the candidates.
		FOCUS Using <b>functional language</b> to make and respond to <b>suggestions</b> , discuss alternatives, make recommendations and <b>negotiate agreement.</b>
		TIMING 2-3 minutes
	PART 3	TASK TYPE AND FORMAT <u>Extended turn</u> A colour photograph is given to <b>each candidate in turn</b> and they are asked to talk about it for <b>approximately a minute.</b> Both photographs relate to the same topic.
		FOCUS <b>Describing photographs</b> and managing discourse, using appropriate vocabulary, in a longer turn.
		TIMING 3 minutes
	PART 4	TASK TYPE AND FORMAT <u>General conversation.</u> Candidates <b>interact with each other.</b> The topic of the conversation develops the same theme established in Part 3.

		<p><b>FOCUS</b>          The candidates <b>talk together</b> about their <b>opinions</b>, likes/dislikes, <b>preferences</b>, <b>experiences</b>, habits, etc.</p> <p><b>TIMING</b>          3 minutes</p>
<b>ASSESSMENT</b>	GRAMMAR AND VOCABULARY	<ul style="list-style-type: none"> <li>- Accurate and appropriate use of grammatical forms and vocabulary.</li> <li>- Performance is viewed in term of the <b>overall effectiveness</b> of the language used in dealing with the tasks.</li> </ul>
	DISCOURSE MANAGEMENT	<ul style="list-style-type: none"> <li>- Extent, relevance, <b>coherence and cohesion</b> of each candidate's individual contribution.</li> <li>- Candidate's ability to build and <b>maintain a coherent flow</b> of language without undue hesitation, either within a single utterance or over a string of utterances.</li> <li>- How <b>relevant</b> the contributions are to what has gone before.</li> </ul>
	PRONUNCIATION	<ul style="list-style-type: none"> <li>- Candidate's ability to produce comprehensible utterances to fulfill the task requirements. This includes intonation, stress and individual sounds.</li> <li>- Overall intelligibility of the candidate's pronunciation.</li> <li>- Different varieties of English (British, North American, Australian...) are acceptable, provided they <b>are used consistently throughout the test</b>.</li> </ul>
	INTERACTIVE COMMUNICATION	<ul style="list-style-type: none"> <li>- Candidate's ability to use language to achieve meaningful communication. This includes <b>initiating and responding</b>, the ability to use interactive strategies to <b>maintain or repair communication</b>, and sensitivity to the norms of <b>turn-taking</b>.</li> </ul>