



SPEAKING EXAMINATION – FREE CONVERSATION

Students are grouped into three for each group, yet scoring is taken based on individual performance.

They will be involved in a quite lengthy conversation based on the topic cards provided by the teacher.

Each group will have approximately 10-15 minutes.

The topics may include:

- Appearance and stereotype
- TV programs
- Problems and solutions
- Helping each other
- Places (Now and then)
- Neighborhood
- Dangerous situation

The procedure is as follows:

- 1) A group enters the room and each members sits in a circle.
- 2) A set of cards is put faced down, in the middle of the group.
- 3) One person takes a card, reads out the sentence, respond to it, and invites others to share or ask follow-up questions.
- 4) Others should be involved to talk, comment on, respond to, or argue the topic being discussed.
- 5) After that, other person takes his turn and does the same thing. It goes on to the last person who will also do the same thing.
- 6) When there is still time and some cards are not taken yet, procedures no. 3 – 5 are repeated.
- 6) The teacher stops the discussion when it reaches 15 minutes (maximum).
- 7) During the discussion, teacher may not intervere.

RUBRIC FOR SPEAKING EXAMINATION

	5	4	3	2	1
FLUENCY	Speaks smoothly, with little hesitation that does not interfere with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speaks with some hesitation, which often interferes with communication.	Hesitates too often when speaking, which often interferes with communication.	Most of the time hesitates, so ideas cannot be addressed clearly.
PRONUNCIATION	Pronunciation and intonation are almost always very clear/accurate.	Pronunciation and intonation are usually clear/accurate with few problem areas.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Frequent problems with pronunciation and intonation.	Poor and frequent problems with pronunciation and intonation.
COMMUNICATION	Stays on tasks and communicates effectively; almost always responds appropriately and always tries to develop the interaction.	Stays on tasks most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction.	Tries to communicate, but sometimes does not respond appropriately or clearly.	Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly.	Serious problem in communicating thoughts; cannot respond appropriately or clearly.
VOCABULARY	Uses a variety of vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses limited vocabulary and expressions.	Uses only basic vocabulary and expressions.	Lacks vocabulary and makes frequent errors in word choice.
GRAMMAR	Uses a variety of structures with only occasional grammatical errors.	Uses a variety of structures but makes some errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses basic structures, and makes frequent errors.	Can't use basic structures.