



# B2/C1 - Assessing English Proficiency

## Speaking



### **EXERCISE 1** READ THE ANSWERS OF THREE CANDIDATES BEING INTERVIEWED BY A RECRUITER. WHAT IS THE QUESTIONS THEY ARE ANSWERING?

1. I faced a challenge at work when I couldn't meet a project deadline due to unexpected issues. To solve it, I communicated with my team, explained the situation, and together, we adjusted the timeline. We worked extra hours and delegated tasks more efficiently.
2. I had a problem at work when my computer stopped working. I asked a colleague for help, and they showed me how to restart it.
3. I encountered a significant challenge at work involving a complex client issue. To resolve it, I conducted a thorough analysis of the problem, collaborated with cross-functional teams, and implemented a multifaceted solution. Additionally, I engaged in proactive communication with the client, managing expectations effectively and ensuring a positive outcome.

ASSESS THE ENGLISH LEVEL OF EACH CANDIDATE USING THE CEFR SCALE (A1-C2). EXPLAIN YOUR DECISION.

### **EXERCISE 2** ANSWER THE QUESTIONS BELOW.

1. How often do you assess the English level of the candidates?
2. How do you normally do it?
3. Do you think your method of assessment is efficient?
4. Could it be improved? How?

### **EXERCISE 3** NAME THE FOUR BASIC LANGUAGE SKILLS.



HOW CAN YOU ASSESS SPEAKING AND LISTENING?



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### EXERCISE 4 MATCH THE THREE WAYS OF SPEAKING AND LISTENING TO THE REASONS (A-C).

1. Small talk
2. Open-ended questions
3. Behavioural job interview questions

- a. It can show how well the scholar can explain a work / research-related experience from the past and how a scholar has handled setbacks, pressure, teamwork, etc.
- b. It tests the ability to use everyday English and function independently in the community.
- c. It allows an interviewee to develop a two- three-minute response.

WHAT POSITIVE AND NEGATIVE ASPECTS OF A CANDIDATE CAN YOU OBSERVE DURING EACH ASSESSMENT?

### EXERCISE 5 DISCUSS WAYS IN WHICH YOU CAN ASSESS READING AND WRITING SKILLS OF A CANDIDATE. THEN READ THE SUGGESTIONS BELOW AND COMPARE YOUR ANSWERS.

Exchange a few emails.

Give a writing assignment.

Talk about past writing projects.

Read an article before the meeting and discuss it once you meet up.

WHICH OF THE METHODS IS THE MOST EFFECTIVE? WHY?

DO YOU THINK THAT READING AND WRITING SKILLS ARE AS IMPORTANT AS SPEAKING AND LISTENING? WHY (NOT)?

### EXERCISE 6 CHECK IF YOU CAN RECOGNIZE THE LEVEL OF CANDIDATES. MATCH THE LEVELS TO THE ABILITIES REQUIRED AT EACH LEVEL.

A1	A2	B1	B2	C1	C2
a. Can understand the main ideas of complex texts. They can interact with some fluency and communicate easily, and express their opinions.	b. Can easily understand almost everything they hear and read. They can express themselves fluently and spontaneously with precision in complex situations.	c. Can communicate using frequently used expressions in everyday situations. They interact in simple and direct exchanges of information and can describe things around them and things they need.	d. Can communicate using familiar everyday expressions and very basic phrases. They can introduce themselves and answer simple questions about personal details.	e. Can understand a wide range of long, complex texts. They can interact and express themselves fluently and spontaneously and use language flexibly and effectively in social, academic and personal situations.	f. Can understand information about familiar topics. They can communicate in most situations whilst travelling in an English-speaking area.



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**EXERCISE 7** MATCH THE QUESTIONS TO THE ENGLISH LEVELS USING THE CEFR SCALE (A1-C2)

1. How do you handle disagreements or conflicts with colleagues?
2. Can you tell me your name and where you're from?
3. Can you propose a creative solution to a common problem in your field?
4. Describe a typical day at your previous job.
5. Where do you see yourself professionally in the next five years?
6. What is your favourite hobby or activity?
7. Explain a complex idea or process in your field to someone with no background knowledge.
8. Discuss a recent development in your industry and its potential impact on your current role.
9. Describe a project you've led and the strategies you employed to ensure its success.

**EXERCISE 8** IN PAIRS, ANSWER THE QUESTIONS FROM EXERCISE 7.

# Teacher's notes

## Exercise 1. Lead-in

5 mins

Show the three answers to the class. As a group, discuss what question all three candidates are answering.

*Answer: Could you tell me about the time you had a problem at work? How did you solve it?*

Students analyse the questions individually and decide the CEFR level of each answer. Collect the feedback and justify the answers.

*Answer: 1.B1+, 2.A2, 3.C1*

## Exercise 2. Pair discussion

7 mins

Students work in pairs and discuss the answers to the questions about assessing the level of candidates in job interviews. At the end of the task, elicit a few answers and provide speaking feedback.

## Exercise 3. Extra information

3 mins

Ask students to think of the four basic language skills. Students write the answers below the pictures.

*Answers: listening, speaking, reading, writing*

You can mention that listening and reading are receptive skills while speaking and writing are productive skills. As a group, discuss different ways in which students can assess the speaking and listening of candidates.

## Exercise 4. Speaking and listening assessment

5 mins

Look at the three ways of the speaking and listening assessment. Discuss if students use any of them in job interviews. Follow this activity by matching the reasons behind using each of the methods.

*Answers: 1.b, 2.c, 3a*

Briefly discuss the positive and negative aspects of candidates that can be observed in these ways.

*Suggested answers: giving irrelevant answers to the questions (lack of understanding), asking to repeat questions (misunderstanding or wanting to be accurate), unnatural way of speaking, inappropriate intonation, correct and easy-to-understand pronunciation.*

## Exercise 5. Reading and writing assessment

5 mins

Brainstorm ways of reading and writing assessment. Read a few suggestions shown in the boxes and compare them with the answers provided by students. Discuss which of the methods provided in the boxes is the most effective and why. As a group, decide whether assessing the reading and writing skills is as important as assessing the speaking and listening skills.

## Exercise 6. Understanding the CEFR scale

4 mins

As a group, discuss if students feel confident when assessing the language level of interviewees. Explain that each level corresponds to a set of abilities. Students work individually and match the level to the abilities (a-f). In pairs, discuss and compare the answers before showing the correct matches.

*Answers: A1 - D, A2 - C, B1 - F, B2 - A, C1 - E, C2 - B*

**TOTAL TIME: ~45 mins**

# Teacher's notes

## **Exercise 7. Checking the understanding of the CEFR scale**

**6 mins**

Explain that in the next part, students can see a list of questions that are appropriate for different levels. Students work individually and match the levels to the questions (A1-C2). Compare the answers and justify the choices.

Answers: 1.B2, 2.A1, 3.C2, 4.A2, 5.B1, 6.A1, 7.B2, 8.C1, 9.C1

## **Exercise 8. Checking the understanding of the CEFR scale**

**7 mins**

Students work in pairs, taking turns asking and answering questions posed in exercise 7

## **Error correction**

**3 mins**

Provide speaking feedback.