

Self-study C2 exam  
**SPEAKING CRITERIA**

<b>C2 (ALS)</b>	<b>DISCOURSE MANAGEMENT AND USE OF ACADEMIC REFERENCES</b>	<b>INTERACTIVE COMMUNICATION</b>	<b>GRAMMATICAL RESOURCE</b>	<b>LEXICAL RESOURCE WITH ACADEMIC ELEMENTS AND PRONUNCIATION</b>
<b>5</b>	<p>Produces extended stretches of language with flexibility and ease and very little hesitation. All content is relevant to the task, coherent, varied, detailed, and the communicative purposes are completely fulfilled. Demonstrates complete command of the conventions of academic debate and conveys excellent knowledge of the topic, including references to academic publications. Target academic sources and terms are fully and explicitly communicated. Complex ideas are expressed in an effective and convincing way and with sufficient flexibility and ease. Uses a wide range of cohesive devices and discourse markers.</p>	<p>Interacts with ease by skilfully interweaving his/her contributions into the group discussion. Initiates and responds appropriately, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome Acknowledges responses of other speakers. Does not try to dominate the discussion.</p>	<p>Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips. Corrects minor mistakes instantly after they occur.</p>	<p>Uses a wide range of vocabulary suited to academic debates, including target nomenclature, terms, and less common lexis, effectively, with fluency, precision, sophistication and style. Is intelligible. Phonological features are used effectively to convey and enhance meaning. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly</p>
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>			
<b>3</b>	<p>Produces extended stretches of language with ease and little hesitation. Minor irrelevances and/or omissions may be present, but the communicative purposes are sufficiently fulfilled. Contributions are coherent and varied. Demonstrates command of the conventions of academic debates and conveys sufficient knowledge of the topic, including at least a few references to academic publications. Target academic sources and terms are on the whole mentioned. Uses a range of cohesive devices and discourse markers.</p>	<p>Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome. Acknowledges responses of other speakers. Does not try to dominate the discussion.</p>	<p>Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common and structures, or occur as slips.</p>	<p>Uses a range of vocabulary suited to academic discourse, including target nomenclature, terms, and less common lexis, effectively and precisely. Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. Errors, if present, are related to less common words.</p>
	<i>Performance shares features of Bands 1 and 3.</i>			
<b>1</b>	<p>Produces stretches of language with some hesitation. Major irrelevances and misinterpretation of the task may be present and the communicative purposes are not fully fulfilled.</p>	<p>Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops simple exchanges, despite some difficulty. Keeps the</p>	<p>Uses a range of simple and some complex grammatical forms with control and flexibility. Occasional errors may be present but they do</p>	<p>Uses a limited range of appropriate vocabulary suited to academic discourse. Occasionally uses less common lexis and target terms. Is intelligible.</p>

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	<p>Demonstrates some command of the conventions of academic debates and conveys minimal knowledge of the topic by reference to academic publications. Target academic sources and terms are minimally communicated. Only straightforward ideas are communicated. Uses some cohesive devices and discourse markers.</p>	<p>interaction going with very little prompting and support. Acknowledges responses of other speakers. Does not try to dominate the discussion.</p>	<p>not impede communication.</p>	<p>Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.</p>
<p>○</p>	<p>Performance is totally irrelevant and shows no knowledge of the topic and source texts. Target academic sources and terms are not communicated.</p>	<p><i>Performance below Band 1.</i></p>		