

*ОГЭ-2020*

## SPOKEN PRODUCTION

### OVERALL SPOKEN PRODUCTION

**PROSIGN**

|               |  |
|---------------|--|
| <b>C2</b>     | Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.                                    |
| <b>C1</b>     | Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.                     |
| <b>B2</b>     | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.  |
|               | Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. |
| <b>B1</b>     | Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.                          |
| <b>A2</b>     | Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.       |
| <b>A1</b>     | Can produce simple mainly isolated phrases about people and places.  |
| <b>Pre-A1</b> | Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).   |

## SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

PROSIGN

|        |   |
|--------|---|
| C2     | Can give clear, smoothly flowing, elaborate and often memorable descriptions.   |
| C1     | Can give clear, detailed descriptions of complex subjects.<br>Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.   |
| B2     | Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.<br>Can describe the personal significance of events and experiences in detail.  |
| B1     | Can clearly express feelings about something experienced and give reasons to explain those feelings.<br>Can give straightforward descriptions on a variety of familiar subjects within his field of interest.<br>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.<br>Can give detailed accounts of experiences, describing feelings and reactions.<br>Can relate details of unpredictable occurrences, e.g. an accident.<br>Can relate the plot of a book or film and describe his/her reactions.<br>Can describe dreams, hopes and ambitions.<br>Can describe events, real or imagined.<br>Can narrate a story.   |
| A2     | Can tell a story or describe something in a simple list of points.<br>Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.<br>Can give short, basic descriptions of events and activities.<br>Can describe plans and arrangements, habits and routines, past activities and personal experiences.<br>Can use simple descriptive language to make brief statements about and compare objects and possessions.<br>Can explain what he/she likes or dislikes about something.<br>Can describe his/her family, living conditions, educational background, present or most recent job.<br>Can describe people, places and possessions in simple terms.<br>Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects).<br>Can briefly talk about what he/she plans to do at the weekend or during the holidays. |
| A1     | Can describe him/herself, what he/she does and where he/she lives.<br>Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.   |
| Pre-A1 | Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance.<br>Can say how he/she is feeling using simple words like 'happy', 'tired', accompanied by body language.   |



## SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)

**PROSIGN**

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|---------------|---|
| <b>C2</b>     | <i>No descriptors available; see C1</i>   |
| <b>C1</b>     | <p>Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.</p> <p>Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.</p>  |
| <b>B2</b>     | <p>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p> <p>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</p> <p>Can construct a chain of reasoned argument.</p> <p>Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>                     |
| <b>B1</b>     | <p>Can develop an argument well enough to be followed without difficulty most of the time.</p> <p>Can give simple reasons to justify a viewpoint on a familiar topic.</p> <p>Can express opinions on subjects relating to everyday life, using simple expressions.</p> <p>Can briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.</p> |
| <b>A2</b>     | <p>Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.</p> <p>Can present his/her opinion in simple terms, provided listeners are patient.</p>  |
| <b>A1</b>     | <i>No descriptors available</i>   |
| <b>Pre-A1</b> | <i>No descriptors available</i>   |



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| C2     | Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.  |
| C1     | Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.<br>Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.  |
| B2     | Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.<br>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.  |
| B1     | Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.<br>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  |
| A2     | Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.<br>Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.<br>Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.<br>Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. |
| A1     | Has a very basic range of simple expressions about personal details and needs of a concrete type.<br>Can use some basic structures in one-clause sentences with some omission or reduction of elements.  |
| Pre-A1 | Can use isolated words and basic expressions in order to give simple information about him/herself.  |



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| C2     | Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.  |
| C1     | <p>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies.</p> <p>Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words.</p> <p>Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well.</p> <p>Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialisation.</p>  |
| B2     | <p>Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialisation with other specialists.</p> <p>Has a good range of vocabulary for matters connected to his/her field and most general topics.</p> <p>Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</p> <p>Can produce the appropriate collocations of many words in most contexts fairly systematically.</p> <p>Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.</p> |
| B1     | <p>Has a good range of vocabulary related to familiar topics and everyday situations.</p> <p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</p>   |
| A2     | <p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs.</p> <p>Has a sufficient vocabulary for coping with simple survival needs.</p>   |
| A1     | Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.  |
| Pre-A1 | No descriptors available   |

## GRAMMATICAL ACCURACY

**PROSIGN**

|               |   |
|---------------|---|
| <b>C2</b>     | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).  |
| <b>C1</b>     | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.  |
| <b>B2</b>     | Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  |
|               | Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.<br>Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. |
| <b>B1</b>     | Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.  |
|               | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.   |
| <b>A2</b>     | Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.   |
| <b>A1</b>     | Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.   |
| <b>Pre-A1</b> | Can employ very simple principles of word order in short statements.  |



## Overall phonological control

Intelligibility has been a key factor for discriminating between levels. The focus is on how much effort is required from the interlocutor to decode the speaker's message. Descriptors from the two more detailed scales are summarised in more global statements and explicit mention of accent has been used at all levels. Key concepts operationalized in the scale include the following:

- ▶ intelligibility: how much effort is required from the interlocutor to decode the speaker's message;
- ▶ the extent of influence from other languages spoken;
- ▶ control of sounds;
- ▶ control of prosodic features.



## UNDERSTANDING AN INTERLOCUTOR

PROSIGN

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| C2     | Can understand any interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a less familiar accent.  |
| C1     | Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.  |
| B2     | Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.  |
| B1     | Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  |
| A2     | Can understand enough to manage simple, routine exchanges without undue effort.<br>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.   |
|        | Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.   |
| A1     | Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.   |
|        | Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.   |
| Pre-A1 | Can understand simple questions which directly concern him/her, for example about name, age and address or similar things, if the person is asking slowly and clearly.<br>Can understand simple personal information ( e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated.<br>Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary. |

# Your attitude to...

1. My attitude to ... is positive / negative ... .
2. I think ... is a positive thing / ... plays an important role in ... .
3. Personally, I enjoy doing ... .



# Your attitude to...

1. My attitude to ... is positive / negative ... + WHY?
2. I think ... is a positive thing /  
... plays an important role in ... + WHAT?
3. Personally, I enjoy doing ... + HOW OFTEN?

