

face2face Oral Placement Test

Teacher's Guide

If you have time and the facilities to interview students, you can use this Oral Placement Test together with the Written Placement Test to establish the overall linguistic competence of each student. See also NOTE FOR TESTERS (2) below.

The questions are designed to match the kind of questions which might naturally arise in a conversation between two people meeting for the first time, while also eliciting information which will be useful to the tester when it comes to placing the student in a class (e.g. the student's current or future job, language needs, previous learning experience, etc.).

Each question is designed to correspond to a 'can do' statement in one of the **face2face** Student's Book *Progress Portfolios*. These 'can do' descriptors are based on *The Common European Framework of Reference*, making **face2face** fully compatible with the CEF.

There are 36 questions in total:

- Question Bank 1: 12 questions corresponding to **face2face** Starter and Elementary (CEF Levels A1 and A2)
- Question Bank 2: 12 questions corresponding to **face2face** Pre-intermediate and Intermediate (CEF Level B1)
- Question Bank 3: 12 questions corresponding to **face2face** Upper Intermediate and Advanced (CEF Levels B2 and C1)

The questions should be selected in such a way that the conversation flows as naturally as possible. For each question asked, the tester should award a score from 0 to 3. The criteria for awarding the scores are as follows:

| Criteria | Score |
|--|-------|
| The student does not understand the question, even if it is repeated. | 0 |
| Evidence of simple understanding, but short (words or phrases only) and/or inaccurate answers, frequent hesitation, limited range of vocabulary with little or no evidence of ability to extend answers, and pronunciation which seriously impedes understanding. | 1 |
| Clear evidence of comprehension and ability to form longer answers when appropriate, with non-impeding errors, only occasional hesitation, and ability to self-correct if necessary, but complex vocabulary and grammatical structures are avoided except in obviously well-rehearsed utterances. Pronunciation is generally intelligible, with limited strain on the listener. | 2 |
| Evidence of full understanding, with complete answers and hesitation occurring only naturally whilst an appropriate response is being formulated. Some non-impeding inaccuracy and unnatural language choices, but an obvious ability to extend answers and use complex vocabulary and grammatical structures when appropriate. Fully intelligible pronunciation with no significant strain on the listener. | 3 |

TIME SAVING TIP!

If after asking the student the questions from **face2face Question Bank 1**, it's clear that the student has a far higher communicative competence, try jumping ahead to **face2face Question Bank 3**. Then follow the instructions from 6 below.

NOTE FOR TESTERS (1)

- Relevant and useful information provided by students in answer to questions should be noted in the appropriate box on the *Mark Sheet*, to be referred to later when placing the student and passed on to the teacher if necessary. If there is time, you can ask follow-up questions to find out more about each student.
- Allow a maximum of 5 minutes to test each student.

Procedure

- 1 Ask the student the first **three** questions from **face2face Question Bank 1**. Write the answer to each question in the appropriate box on the Mark Sheet but do not give a score for these questions.
- 2 Ask the student questions **4–7 from Question Bank 1**.
- 3 If the total score for these questions is 0–6, place the student at the start of **face2face Starter**.
- 4 If the total score for these questions is 7–12, go on to ask **four more questions from Question Bank 1**.
- 5 If the total score for these questions is 0–6, place the student at the start of **face2face Elementary**.
- 6 If the total score for these questions is 7–12, ask **four questions from questions 13–18 in Question Bank 2**.
- 7 If the total score for these questions is 0–6, place the student at the start of **face2face Pre-intermediate**.
- 8 If the total score for these questions is 7–12, ask **four questions from questions 19–24 in Question Bank 2**.
- 9 If the total score for these questions is 0–6, place the student at the start of **face2face Intermediate**.
- 10 If the total score for these questions is 7–12, ask **four questions from questions 25–30 in Question Bank 3**.
- 11 If the total score for these questions is 0–6, place the student at the start of **face2face Upper Intermediate**.
- 12 If the total score for these questions is 7–12, ask **four questions from questions 31–36 in Question Bank 3**.
- 13 If the total score for these questions is 0–6, place the student at the start of **face2face Advanced**.

NOTE FOR TESTERS (2)

Finally, ask the student what they think their overall level of English is at that moment, prompting them if necessary with the names of the **face2face** levels as stated in the *Self-Assessment* table on the *Mark Sheet*. Tick the appropriate box in the table.

The students' *Oral Placement Test* results should be used in conjunction with their *Written Placement Test* results in order to determine the level at which they should begin their course. If the results of the two tests indicate different levels, the tester will need to make a decision based on the following factors:

- the student's needs and level of motivation
- how long the student has been studying English
- where and how the student has studied English in the past
- the student's confidence and self-assessment (bearing in mind that this is highly subjective)
- the length of the course on which the student has enrolled
- the make-up and dynamics of any existing classes in which the student may be placed