

**London College of Music Examinations**

# Spoken English Syllabus

Speaking and Presenting in English

Qualification specifications for:

Early Learning (Individual), Early Learning (Group), Steps, Grades

Valid from:

2017–2021



# Contents

	<b>Page</b>
London College of Music .....	4
London College of Music Examinations .....	4
Drama & Communication Examiners .....	4
<b>1. Syllabus introduction</b>	
1.1 Changes to this syllabus .....	5
1.2 Coverage of this syllabus .....	5
1.3 Validity of this syllabus .....	5
1.4 Availability of examinations and entry details .....	5
1.5 Duration of examinations .....	6
1.6 Candidates with particular needs .....	6
1.7 Regulation .....	6
<b>2. Spoken English Early Learning</b>	
2.1 Overview .....	7
2.2 Spoken English Early Learning (Individual) .....	7
2.3 Spoken English Early Learning (Group) .....	9
<b>3. Spoken English Steps</b>	
3.1 Overview .....	10
3.2 Spoken English Steps .....	10
<b>4. Spoken English Grades</b>	
4.1 Overview .....	12
4.2 Spoken English Grades .....	14
<b>5. Awarding and reporting</b>	
5.1 Issue of results and certificates .....	27
<b>6. Regulations and information</b> .....	27

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# London College of Music

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The London College of Music (LCM) is one of the largest specialist Music and Performing Arts institutes in the UK. It has a long history of music education dating back to 1887, when it was situated in Great Marlborough Street, London, where the college began as an examination body. Since then, the examinations wing of LCM has expanded into the areas of speech and drama and of communication. In 1991 LCM became part of Thames Valley University, which was renamed the University of West London in 2011.

The London College of Music offers an impressive range of innovative courses, respected worldwide and delivered with creativity and passion by practising industry experts. Courses include Performance and Composition, Popular Music Performance and Recording, Music Technology, and Musical Theatre. Grade and Diploma Examinations are also offered in a very wide range of Music subjects from classical to jazz and pop, both instrumental and vocal, and in Acting, Oral Communication and Personal and Professional Communication.

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## London College of Music Examinations

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External examinations have been awarded by the London College of Music since the institution's founding in 1887. These were at first in Music, which broadened substantially the range of awards available. Since then, a large set of Drama and Communication examinations has been added, in subjects including speech & drama, acting, oral communication, verse speaking and professional communication. Examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres, and are unique in the graded examinations sector in being awarded by a university.

LCM's graded examinations in most subjects are regulated by Ofqual, which serves as a UK governmental stamp of approval and quality assurance, confirming parity of standards with other similar examination boards. The resulting mapping of LCM Examinations onto the RQF (Regulated Qualifications Framework) means that candidates applying to UK universities through the UCAS system can increase their points tariff if they have been awarded a Pass or higher at Grades 6–8 in an accredited subject.

LCM Examinations are distinctive, both in the qualifications offered and in the administration and running of the exams. We have retained the well-known traditional atmosphere and qualities of the London College of Music: informality, friendliness and approachability, although set in a fully professional and modern context. We are small enough that enquiries to the head office can be dealt with speedily and efficiently, and we are able to get to know many of our representatives and teachers personally by name. Examiners pride themselves on being friendly and approachable, ensuring candidates are put at their ease and are thus able to perform to their full potential; yet they are professional, applying thorough and objective assessment criteria in forming their judgements.

Graded and diploma syllabuses are available free of charge via our website or on request from the LCM Examinations office.

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## Drama & Communication Examiners

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**Philip Aldred** BEd FLCM

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**Jayne Lindgren** LLAM

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[This list was correct at the time of printing.]

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# 1. Syllabus introduction

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## 1.1 Changes to this syllabus

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From Winter 2017 the ESOL examinations have been renamed ‘Spoken English’.

Spoken English Grades: there is no longer an option to choose from a double and a single award – candidates will do all the components at each grade in the exam and receive one certificate.

The information about the preparation of each component for every grade can now be found in the Guidelines for Teachers which is available to download from the website.

## 1.2 Coverage of this syllabus

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This London College of Music Examinations syllabus is designed to prepare students for the following examinations awarded by University of West London Qualifications:

- Spoken English Early Learning (Individual) – Stages 1–3
- Spoken English Early Learning (Group) – Stages 1 & 2
- Spoken English Steps – Steps 1–3
- Spoken English Grades – Grades 1–8

**Grades 1–8 in Spoken English only are regulated by Ofqual in England and by Qualifications Wales. Please see section 1.6 for regulated qualification titles and numbers.**

## 1.3 Validity of this syllabus

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This syllabus is valid for four years, with a two session overlap – from the Winter session of 2017 until the Spring session of 2022, subject to renewal.

## 1.4 Availability of examinations and entry details

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Practical examinations take place throughout the year according to location.

In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (May/June for Scotland and Ireland, March/April for England and Wales), Summer (June/July) and Winter (November/December). The dates when each year’s sessions begin and end are published in the preceding Autumn. Completed entry forms, together with full fees, must be submitted to the representative of the chosen examination centre on or before the closing date, as listed on entry forms. The representative is responsible for devising the timetable.

In addition, LCM conducts examinations at schools, colleges and teaching studios on a private centre basis, provided the practical grade entries total at least five hours’ examining time, and any venue-related costs are covered by the applicant. The co-ordinating teacher is responsible for timetabling the examination day. Some flexibility is possible, and teachers are invited to contact LCM Examinations to discuss the arrangements in advance.

For centres outside the UK and Ireland there is some flexibility as to the timing of examination sessions. Candidates and teachers should consult their representative, who in turn will consult the appropriate LCM office.

## 1.5 Duration of examinations

Spoken English Early Learning (Individual)	Spoken English Early Learning (Group)	Spoken English Steps	Spoken English Grades 1–3	Spoken English Grades 4–5	Spoken English Grade 6	Spoken English Grade 7	Spoken English Grade 8
10 mins	10 mins	10 mins	20 mins	25 mins	30 mins	30 mins	35 mins

## 1.6 Candidates with particular needs

Information on assessment, examination and entry requirements for candidates with particular needs is published in the document *Equality of Opportunity, Reasonable Adjustments and Special Consideration*, available free of charge via the LCM Examinations website or on request from the LCM Examinations office.

## 1.7 Regulation

LCM's graded examinations in Spoken English are regulated in England by Ofqual (formerly QCA), and by the corresponding authority in Wales (Qualifications Wales). They have been placed on the Regulated Qualifications Framework (RQF) at Levels 1, 2 and 3.

The table below shows the qualification number, title and credit value of each grade. The awarding organisation is **University of West London Qualifications (UWLQ)**.

Please contact us, or consult the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>), for further details, including unit numbers.

Qualification Number	Qualification Title	Guided Learning Hours	Credit	Total Qualification Time
603/1085/6	UWLQ Level 1 Award in Graded Examination in Spoken English (Grade 1)	24	12	120
603/1087/X	UWLQ Level 1 Award in Graded Examination in Spoken English (Grade 2)	36	16	160
603/1089/3	UWLQ Level 1 Award in Graded Examination in Spoken English (Grade 3)	36	20	200
603/1091/1	UWLQ Level 2 Certificate in Graded Examination in Spoken English (Grade 4)	48	26	260
603/1093/5	UWLQ Level 2 Certificate in Graded Examination in Spoken English (Grade 5)	48	30	300
603/1095/9	UWLQ Level 3 Certificate in Graded Examination in Spoken English (Grade 6)	60	34	340
603/1097/2	UWLQ Level 3 Certificate in Graded Examination in Spoken English (Grade 7)	60	38	380
603/1099/6	UWLQ Level 3 Certificate in Graded Examination in Spoken English (Grade 8)	96	50	500

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# 2. Spoken English Early Learning

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## 2.1 Overview

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This syllabus is designed for children in kindergartens in nurseries and infant school reception classes, as well as older learners beginning to develop their skills in spoken English, to provide encouragement and a basis for assessment in interactive oral and communication skills.

The assessment report will be compiled during the examination and couched in positive terms. The report will not include marks but will award Pass, Merit or Distinction. A single report is completed for Group assessments.

The teacher is welcome to sit-in on individual assessments and is expected to take an active role in group assessments.

All candidates who complete the assessment will receive a certificate.

## 2.2 Spoken English Early Learning (Individual)

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### Stage 1 (Individual)

Exchange greetings with the examiner.

#### 1. Performance

Show and tell the examiner what it is like being your favourite animal.

*Purpose: To show that you can speak simple English with some enjoyment of your subject.*

#### 2. Discussion

The examiner will:

- (a) talk with you about your favourite animal;
- (b) ask you some simple general questions.

*Purpose: To show you can respond in conversation giving basic facts about yourself.*

### Stage 2 (Individual)

Exchange greetings with the examiner.

#### 1. Performance

Show and tell the examiner what it is like to play your favourite game.

*Purpose: To show you can speak simple English with enjoyment of your topic.*

#### 2. Discussion

The examiner will:

- (a) talk with you about the game you chose;
- (b) ask you some simple general questions.

*Purpose: To show you can respond in conversation about things you like.*

# Stage 3 (Individual)

Exchange greetings with the examiner.

## 1. Performance

Show and tell the examiner what it is like being *one* of the following: a bus driver, a nurse, a teacher, a shop worker, a farm worker OR you can choose a different occupation of your own.

*Purpose: To show that you can speak simple English with enjoyment of your subject.*

## 2. Discussion

The examiner will:

- (a) talk with you about the occupation you chose;
- (b) ask you some simple general questions.

*Purpose: To show you can respond in conversation about your life outside your home.*

## 2.3 Spoken English Early Learning (Group)

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The teacher may prefer to enter candidates as a group. A group of between 5 and 9 in number is considered suitable. Each candidate should wear a large name badge. Teachers are expected to take an active part in the group work and are invited to work 'in role' in all sections of the assessment.

There are two Stages.

### Stage 1 (Group)

Exchange greetings with the examiner. The children will introduce themselves, one by one. This can be in the form of a game or by a more formal introduction, aided by the teacher.

#### 1. Performance

Take part in a group performance of a poem or action rhyme, from memory.

Action and simple costumes may be included.

*Purpose: To show that you can speak clearly and with interest to an audience, in time with other children.*

#### 2. Discussion

The examiner will talk with the children about the presentation.

*Purpose: To show that you can respond in conversation, and can take turns in speaking.*

### Stage 2 (Group)

Exchange greetings with the examiner. The children will introduce themselves, one by one. This can be in the form of a game or by a more formal introduction, aided by the teacher.

#### 1. Performance

Take part in a story that is led by your teacher.

The story might be an existing story for children, or one prepared/devised by the teacher to suit the particular group of children. Movement and the use of simple costumes may be included.

*Purpose: To show that you can communicate with an audience with your contribution to the performance.*

#### 2. Discussion

The examiner will talk with the children about the story and their parts in it.

*Purpose: To show that you respond in a helpful way in conversation, and can also allow others to speak.*

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# 3. Spoken English Steps

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## 3.1 Overview

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Step examinations are a very valuable bridge from Early Learning to Grade examinations. They are designed for young people who have acquired a basic competence in simple English but are at the beginning of extending their range of vocabulary and grammatical forms. The preparation for the examinations will enable them to acquire a performance confidence, the beginnings of presentational skills, and the capacity to hold a proper conversation, in elementary English, with the examiner.

For those who learn English from early years, the Steps will be appropriate for their first years in a full school setting, but the examinations are equally appropriate and valuable for the development of speakers who start learning at a later age.

The assessment report will be compiled during the examination and couched in positive terms. Marks will be awarded in the usual way: 65 % is the Pass level, 75 % Merit and 85 % Distinction.

Certificates will be issued to all candidates who achieve at least the Pass grade.

## 3.2 Spoken English Steps

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### Step 1

Exchange greetings with the examiner.

#### 1. Performance

40 marks

Perform a rhyme, or short poem, or prose piece for the examiner, from memory, chosen from the Step 1 material in the LCM Anthology (also available on the website as a free download).

*Purpose: To show your ability to hold an audience with a performance.*

#### 2. Presentation

40 marks

Tell the examiner three things about your favourite food(s).

*Purpose: To show you can present personal information clearly, using simple English.*

#### 3. Discussion

20 marks

Reply to the examiner, who will ask about parts of the body.

*Purpose: To show your vocabulary development and your ability to respond to questions.*

## Step 2

Exchange greetings with the examiner.

### 1. Performance

40 marks

Perform a rhyme, or short poem, or prose piece for the examiner, from memory, chosen from the Step 2 material in the LCM Anthology (also available on the website as a free download).

*Purpose: To show your ability to hold an audience with a performance that is clear and enjoyable.*

### 2. Presentation

40 marks

Tell the examiner four things about your school.

*Purpose: To show you can present social information clearly, using simple English.*

### 3. Discussion

20 marks

Reply to the examiner, who will ask about the room and things in it.

*Purpose: To show your vocabulary development and your ability to interact with the examiner.*

## Step 3

Exchange greetings with the examiner.

### 1. Performance

40 marks

Perform a rhyme, or short poem, or prose piece for the examiner, from memory, chosen from the Step 3 material in the LCM Anthology (also available on the website as a free download).

*Purpose: To show your ability to hold an audience with a performance that is clear, tells the story and shows your enjoyment of the piece.*

### 2. Presentation

40 marks

Tell the examiner five things about a favourite possession (which may be brought in for the occasion).

*Purpose: To show you can present related pieces of information clearly, using simple English.*

### 3. Discussion

20 marks

Reply to the examiner, who will ask about your family.

*Purpose: To show your vocabulary development and that you can interact positively with the examiner.*

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# 4. Spoken English Grades

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## 4.1 Overview

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This syllabus covers the complete range of Spoken English examinations from Early Learning to Grade 8 – from absolute beginners to advanced speakers who can engage fluently and confidently with native speakers. Each new Stage, Step or Grade that you take represents a further advance towards full command of English.

### 4.1.1 Content: levels of achievement

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**Early Learning and Steps** represent the Entry Level. Candidates will arrive at a point where they can talk about themselves and their family and other immediate personal experience. The level of English is simple, and hesitation and some mistakes are expected. This is what the Common European Framework (see Benchmark below) calls the Breakthrough level.

**Grades 1–3** expand the range of topics: these include friends, spare-time activities and food at Grade 1; the wider family, sports and holidays at Grade 2; school activities, occupations at Grade 3. Grasp of sentence structure will have improved but minor errors can naturally occur. This is the Common European Framework level called Waystage.

**Grades 4–5** move on to wider topics such as: travelling (transport, famous places, dealing with situations that might arise) and personal responses (hobbies, celebrity figures, entertainment). Hesitations in finding the way to deal with complex topics will occur. This is the Common European Framework level called Threshold.

**Grades 6–7** ask for thematic discussion of a country at Grade 6 (usually the candidate's own), e.g. climate, family life, education, customs and ceremonies; and for the presentation of a topic of personal interest at Grade 7. The command of English will now be reasonably fluent and adventurous in conversation, with occasional pauses following from the committed level of communication. This is the Common European Framework level called Vantage.

**Grade 8** looks for the ability to handle topics of major importance: environmental issues are used here to provide focus. The use of English will be fluent, spontaneous, working at a high level of language accuracy, and communicating clearly. This is the Common European Framework called Operational Proficiency.

*Achieving success in our range of grades leads to the ability to work with full success in academic and business contexts.*

### 4.1.2 Format: distinctive features

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Structure of Grade Examinations – the four elements:

#### PERFORMANCE AND PRESENTATION

**1. Performance:** this is a remembered piece of literature or factual material. It is called performance because we stress that it is important for students of English to enjoy holding the attention of an audience. This will be a crucial advantage to their future academic and professional careers. This emphasis is growing globally every year.

**2. Presentation:** this again stresses the relationship with an audience, but now the purpose is to be clear with information and illustration while still engaging the listeners.

#### SPOKEN SKILLS

**3. Sight Reading:** this is a good test of how quickly the candidate can assess language patterns, and hence the meaning and structure of a passage, and is at the same time a valuable reading skill when communicating in groups.

**4. Interaction:** this brings to fulfilment the importance of listening as well as speaking, and for being able to make relevant and confident responses in conversation.

*To summarise, there is a distinctive stress in our examinations on qualities we believe will give students an advantage in using English in their future activities: not only accuracy and confidence, but also personal expressiveness and a deep awareness of various audiences.*

### **4.1.3 Syllabus descriptions: aids to preparation**

Our descriptions are comprehensive to help candidates understand what qualities the examiner will be looking for in the examination – in effect, they form an additional guide for the candidate's preparation.

For guidance on preparation see the Guidelines for Teachers which can be found on the website.

### **4.1.4 Benchmark**

LCM Examinations Spoken English syllabuses are carefully aligned with the Common European Framework of Reference for Languages (CEFR). This in turn correlates with important qualification levels within the British educational system, including such tests as IELTS.

### **4.1.5 Associated resources**

Passages guides online. These passages show the language level for each grade, with particular relevance to the Performance element work. Candidates may use these passages or choose their own piece at a similar level.

There are presentation sheets for Grades 2 and 3. These are aimed at helping the student with preparation. They are a guide. It is not a requirement that you should complete them, we simply hope they will be of use.

### **4.1.6 Assessment**

The assessment report will be compiled during the examination. Marks will be awarded in the usual way: 65 % is the Pass level, 75 % Merit and 85 % Distinction.

Certificates will be issued, in the name of University of West London: London College of Music Examinations, to all candidates who achieve at least the Pass grade.

### **4.1.7 Online resources**

Additional passages for the Passages Guides and further Guidance Notes on preparation will be uploaded from time to time.

## 4.2 Spoken English Grades

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### Spoken English: Grade 1

Candidates entering for the Level 1 Award in Spoken English: Grade 1 will offer all four components.

*This grade is for candidates whose English level is at the beginning of stage 2 (A2) Common European Framework of Reference for Languages.*

*Students will be rewarded for their performance and their enjoyment of using the language they have learnt so far in English. They will not be penalised for minor errors in language and vocabulary such as are to be expected at this Grade 1 stage of language acquisition.*

Exchange polite appropriate greetings with the examiner.

#### 1. Performance

25 marks

Perform your chosen English piece from memory for the examiner.

The piece must be published in English and be a children's story or a poem. Please bring a copy of your piece to give to the examiner.

You can choose your own, or use one of the passages from the Passages Guide. The Guide will show you the level of text suitable for this grade. You will need to look up and learn any new vocabulary and ask your teacher to help you with the pronunciation.

*Purpose: to show your ability to interest an audience with a performance in your second language. The storytelling should be expressive and pronunciation clear. You should show your enjoyment of speaking in English, and focus on your understanding of the piece chosen.*

#### 2. Presentation

25 marks

Give your presentation talk to the examiner on the picture or object that you have brought with you.

*Purpose: to give a short presentation which will interest your listener and to show that you can begin to explain your own ideas at this starting level.*

#### 3. Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a simple passage to sight read. You will have up to 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning or pronunciation of any words you do not know.

When you are ready the examiner will tell you to begin. Remember to look up at him or her from time to time.

*Purpose: to show that you can understand the meaning of a simple text quickly, and read fluently and confidently in English at this level.*

#### 4. Interaction

30 marks

Bring a photograph of your family to show the examiner.

Respond to the questions the examiner asks.

The examiner will ask you some simple questions about your family, the kind of food you like to eat, your hobbies and what you like to do on holiday or at the weekends. You can talk to the examiner as you would to a friendly teacher or a family friend.

You can ask the examiner to explain any questions or words that you do not understand.

*Purpose: to show that you can respond sensibly to simple questions and enjoy using your English skills to give information about yourself.*

*Example questions can be found in the Guidelines for Teachers available on the website.*

# Spoken English: Grade 2

Candidates entering for the Level 1 Award in Spoken English: Grade 2 will offer all four components.

*This grade is for candidates whose English level is progressing well in stage 2 (A2) of the Common European Framework of Reference for Languages.*

*Students will be rewarded for their performance and their enjoyment of using the language they have learnt so far in English. They will not be penalised for minor errors in language and vocabulary such as are to be expected at this Grade 2 stage of language acquisition.*

Exchange polite appropriate greetings with the examiner.

## 1. Performance

25 marks

**Perform your chosen English piece from memory for the examiner.**

The piece must be published in English, and be a poem or a children's story or a magazine or newspaper article.

You must bring a copy of your piece to give to the examiner.

*Purpose: to show your ability to interest an audience with your performance in English. You should tell the story well, showing your understanding of it. You can also convey the feeling of the passage. Your pronunciation should be clear.*

## 2. Presentation

25 marks

**Give a short presentation to the examiner on a book you have enjoyed reading.**

You must bring the book to show to the examiner.

*Purpose: to give a short presentation which will interest the listener, and to show that you can make your own ideas clear and can refer to details in your book.*

## 3. Sight Reading

20 marks

**Read to the examiner the passage you are given.**

The examiner will give you a short passage to sight read. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning or pronunciation of any words you do not know.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

*Purpose: to show the examiner that you are familiar with the sentence structure and most of the words, and that you can read fluently and confidently at this level.*

## 4. Interaction

30 marks

**Respond to the questions the examiner asks.**

The examiner will show you some photographs or pictures about everyday activities and ask you some questions about these. The discussion will also include questions about the kind of activities you do with your family and friends, and about what you like and dislike in the activities.

You can talk to the examiner as you would to a friendly teacher or a family friend. You can ask the examiner to explain a question or a word that you do not understand.

*Purpose: to show that you can play a positive part in discussion about everyday activities and likes and dislikes and that you are beginning to enjoy using your English skills in dialogue.*

**Example questions can be found in the Guidelines for Teachers available on the website.**

# Spoken English: Grade 3

Candidates entering for the Level 1 Award in Spoken English: Grade 3 will offer all four components.

*This grade is for candidates whose English level is at the top of stage 2 (A2) of the Common European Framework of Reference for Languages.*

*Students will be rewarded for their performance and enjoyment of using the language they have learnt so far in English. They will not be penalised for minor errors in language and vocabulary such as are to be expected at this Grade 3 stage of language acquisition.*

Exchange polite appropriate greetings with the examiner.

## 1. Performance

25 marks

**Perform your chosen English piece from memory for the examiner.**

The piece must be published in English and be a story or poem or a newspaper or journal article.

You must bring a copy of your piece for the examiner.

*Purpose: to show your ability to keep your audience's attention with your performance in English. The storytelling should be expressive and your pronunciation clear. You should tell the story well and show your enjoyment of speaking in English, and show understanding of the piece.*

## 2. Presentation

25 marks

**Give a presentation in English to the examiner on a book you have enjoyed reading. It can be fiction or factual.**

This book must be in English and you must bring this book to your presentation.

*Purpose: to give a presentation which will interest your listener, and to show your ability to refer to details in the book while maintaining a continuous presentation.*

## 3. Sight Reading

20 marks

**Read to the examiner the passage you are given.**

The examiner will give you a short passage to sight read. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning or pronunciation of any words you do not know.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

*Purpose: to show the examiner that you are familiar with the sentence structure and most of the words, and that you read fluently and confidently and with interest at this level.*

## 4. Interaction

30 marks

**Respond to questions and take part in a discussion with the examiner.**

The examiner will show you some pictures of people doing work or taking part in school or college activities and will ask you questions about these, including about any experience you may have of them. You should talk to the examiner in a conversational way.

You can ask the examiner to explain any questions or words that you do not understand.

*Purpose: to show that you respond and contribute in a helpful way in discussion.*

*Example questions can be found in the Guidelines for Teachers available on the website.*

# Spoken English: Grade 4

Candidates entering for the Level 2 Certificate in Spoken English: Grade 4 will offer all four components.

*This grade is for candidates whose English level is equivalent to the beginning level of stage B1 of the Common European Framework of Reference for Languages in Speaking as summarised here:*

*Spoken Interaction:*

- *can deal with most situations likely to arise whilst travelling in an area where the language is spoken*
- *can enter unprepared in conversation on topics that are familiar, of personal interest or relevant to everyday life (e.g. family, hobbies, work, travel and current events)*

*Spoken Production:*

- *can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions*
- *can briefly give reasons and explanations for opinions and plans*
- *can narrate a story or relate the plot of a book or film and describe reactions*

*Students will be rewarded for their performance and enjoyment of using the language they have learnt so far in English. They will not be penalised for errors in language and vocabulary which do not generally interfere with overall understanding. In the Interaction section, there may be occasions when the candidates find it difficult to express themselves. This is to be expected at this stage of language acquisition.*

Exchange polite appropriate greetings with the examiner.

## 1. Performance

25 marks

**Perform your chosen English piece from memory for the examiner.**

The piece must be published in English, and be a story (fiction or factual), a biography, a newspaper or journal article, or a poem published in English.

You must bring a copy of your piece for the examiner.

***Purpose is to show that:***

- *you understand the text you have chosen*
- *you can perform the story with confidence and enjoyment in your second language with expression and clear pronunciation*
- *you understand simple English phrasing and word/sentence stress at this level*

## 2. Presentation

25 marks

**Give a presentation in English to the examiner on a journey you have been on. This can be a family holiday, an adventure holiday or a journey with a purpose.**

You may use your notes to help you, but you must know your talk well enough to be able to make frequent eye contact with the examiner.

***Purpose is to show that:***

- *you have the language and vocabulary to talk about travel and describe events and feelings or reactions in detail in English*
- *you can organise and present a talk with reasonable fluency using simple phrases to describe experiences and events*
- *you can link your ideas together into a logical sequence of events*

### 3. Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a passage to sight read at the Grade 4 reading level. This could be from a fiction story or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning and pronunciation of up to three words that you do not know before you begin to read.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

**Purpose:**

- to build your language skills and confidence through reading aloud in English
- to show your understanding of simple phrasing and how sentences are formed in English
- to show your ability to read reasonably fluently at this level and interest your audience

### 4. Interaction

30 marks

Ask the examiner questions and respond to the questions the examiner asks you.

(Including 1 minute preparation and 1 minute of questions by the candidate)

The examiner will show you some photographs or pictures of travel. These may include famous places and different kinds of scenery, types of transport, activities or problems that could happen when you travel. The examiner will give you one minute to look at these. Then you have one minute to ask the examiner any questions about the pictures to help you to discuss them. When the two minutes are up, the examiner will ask you some questions about these. You should talk to the examiner as you would to a friendly teacher or a family friend who wants to discuss the topic of travel with you.

You can ask the examiner to repeat or explain any questions you don't understand.

**Purpose is to show that:**

- you can follow clearly spoken English and be able to ask for help, meaning or repetition if necessary
- you can connect phrases in a simple way to describe experiences and give reasons and explanations
- you can respond to questions and hold a conversation on a familiar topic using a wide range of simple language
- you enjoy using the language that you have learned so far and can paraphrase when you need to

**Example questions can be found in the Guidelines for Teachers available on the website.**

# Spoken English: Grade 5

Candidates entering for the Level 2 Certificate in Spoken English: Grade 5 will offer all four components.

*This grade is for candidates whose English level is equivalent to clear competence in stage B1 of the Common European Framework of Reference for Languages in Speaking as summarised here:*

*Spoken Interaction:*

- *can deal with most situations likely to arise whilst travelling in an area where the language is spoken*
- *can enter unprepared in conversation on topics that are familiar, of personal interest or relevant to everyday life (e.g. family, hobbies, work, travel and current events)*

*Spoken Production:*

- *can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions*
- *can briefly give reasons and explanations for opinions and plans*
- *can narrate a story or relate the plot of a book or film and describe reactions*

*Students will be rewarded for their performance and enjoyment of using the language they have learnt so far in English. They will not be penalised for errors in language and vocabulary which do not generally interfere with overall understanding. In the Interaction section, there may one or two occasions when the candidates find it difficult to express themselves. This is to be expected at this stage of language acquisition.*

Exchange polite appropriate greetings with the examiner.

## 1. Performance

25 marks

**Perform your chosen English piece from memory for the examiner.**

You must bring a copy of your piece for the examiner.

***Purpose is to show:***

- *through performance that you understand the mood and purpose of the text you have chosen*
- *that you can perform with confidence and enjoyment in your second language*
- *appropriate body language and eye contact*
- *through the rhythm of your speech that you are developing an understanding of phrasing, word and sentence stress, pitch patterns and intonation*

## 2. Presentation

25 marks

**Give a presentation in English to the examiner on a famous person from your country.**

This could be someone from the past or someone who is still alive. It could be someone from a sport, someone from the arts, e.g. a musician or singer or artist, an educator, a doctor, someone who solved a social problem or someone from any field that interests you.

You must bring some visual aids for your presentation. (There will be a board to display these.)

***Purpose:***

- *to show that you can prepare and present a clear, detailed description of a famous person and their activities and achievements*
- *to show that you can explain a viewpoint and give reasons*
- *to show that you can hold the interest of your audience with your awareness of body language, vocal skills (pitch, pace, pause stress and intonation)*
- *to show that you can prepare and use visual aids to help your presentation*
- *to present a topic with enjoyment and enthusiasm in English*

### 3. Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a short passage to sight read at the Grade 5 reading level. This could be from a fiction story or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning and pronunciation of up to three words that you do not know before you begin to read.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

**Purpose:**

- *to build your language skills and confidence through reading aloud in English*
- *to show your understanding of phrasing and how sentences are formed in English through your ability to present information from a text spontaneously without preparation*
- *to show that you can use your performance and vocal skills to tell a story and hold the interest of your audience*
- *to enjoy lifting a story off the page and telling a story in English*

### 4. Interaction

30 marks

Discuss topics related to fame with the examiner.

Bring pictures of four famous people from your country. The examiner will use them to start the discussion. You will then be asked wider questions about the topic.

*You can ask the examiner to repeat or explain any questions you don't understand.*

**Purpose:**

- *to show that you can interact with a degree of fluency and spontaneity with native speakers*
- *to show that you can take an active part in discussion in a familiar context, giving your opinions and justifying them*
- *to show that you understand turn-taking, inflection, pace and pausing*
- *to show that you understand the importance of body language, gesture and eye contact*
- *to enjoy interacting with a native speaker with enjoyment and confidence*

**Example questions can be found in the Guidelines for Teachers available on the website.**

# Spoken English: Grade 6

Candidates entering for the Level 3 Certificate in Spoken English: Grade 6 will offer all four components.

*This grade is for candidates whose English level is equivalent to the beginning level of stage B2 of the Common European Framework of Reference for Languages in Speaking as summarised here:*

*Spoken interaction:*

- can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible*
- can take an active part in discussion in familiar contexts, accounting for and sustaining views*

*Spoken Production:*

- can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest*
- can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options*

*Students will be rewarded for their performance and enjoyment of using the language they have learnt so far in English. They will not be penalised for errors in language and vocabulary which do not generally interfere with overall understanding. In the Interaction section, there may be one or two occasions when the candidate finds it difficult to express him/herself and may paraphrase or ask for help. This is to be expected at this stage of language acquisition.*

Exchange polite appropriate greetings with the examiner.

## 1. Performance

25 marks

Perform your chosen English piece from memory for the examiner.

You must bring a copy of your piece for the examiner.

*The purpose is to show that:*

- you can understand a more complex text and perform with confidence and enjoyment in your second language*
- you can perform with appropriate expression and clear pronunciation*
- you understand the mood and message through the rhythm, phrasing, word stress, sentence stress, intonation and tone of your performance*
- your gesture and body language shows an understanding of how posture influences voice and speech*

## 2. Presentation

25 marks

Give a presentation in English to the examiner on the country you live in OR the country you were born in.

You should include:

- a short introduction, which can include the geography, climate and any important background information that will help us to understand both the country and the people
- a description of the country itself, which may include places of interest
- the people or peoples of the country
- the culture of the country, which can include religion/beliefs, food, architecture and the kind of homes people live in, work, clothes, art, music, festivals, etc
- some advantages and disadvantages of living there (you can include examples from your own experience)

You must bring some visual aids for your presentation. (There will be a board to display these.)

**Purpose:**

- *to show that you can interact in a more complex presentation situation with a native speaker with a degree of fluency without much searching for expressions*
- *to show that you can hold the interest of your audience with your awareness of body language, vocal skills (pitch, pace, pause stress and intonation)*
- *to show that you can prepare and use appropriate visual aids with ease and confidence*
- *to show that you can develop points and give an appropriate conclusion*
- *to enjoy presenting a topic with enthusiasm in English*

### 3. Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a passage to sight read at the Grade 6 reading level. This could be from a fiction story or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning and pronunciation of up to three words that you do not know before you begin to read.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to look up at him or her from time to time.

**Purpose:**

- to build your language skills and confidence through reading aloud in English
- to use language flexibly and effectively to lift a story off the page
- to show that you can perform with confidence and enjoyment in your second language
- to show your understanding of phrasing and how more complex sentences are formed
- to show that you can use your performance and vocal skills to lift an unprepared text from the page with spontaneity and hold the interest of your audience

### 4. Interaction

30 marks

Discuss topics relating to the country where you live (or the country where you were born).

Bring four pictures that illustrate important aspects of this topic. The examiner will use these to open the discussion and will move on to wider questions about the topic.

**Purpose:**

- to show that you can interact with a degree of fluency and spontaneity, without much searching for expressions in a more complex topic with a native speaker
- to show that you can use language flexibly to develop points
- to show that you understand turn-taking, and more complex inflection, pace and pausing whilst taking an active part in the discussion
- to show that you understand the importance of body language, gesture and eye contact in interaction
- to enjoy interacting in a more complex topic with a native speaker

**Example questions can be found in the Guidelines for Teachers available on the website.**

# Spoken English: Grade 7

Candidates entering for the Level 3 Certificate in Spoken English: Grade 7 will offer all four components.

*This grade is for candidates whose English level is equivalent to clear competence at stage B2 of the Common European Framework of Reference for Languages in Speaking as summarised here:*

*Spoken interaction:*

- *can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible*
- *can take an active part in discussion in familiar contexts, accounting for and sustaining views*

*Spoken Production:*

- *can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest*
- *can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options*

*The focus is on enjoyment of the process of communication and candidates will not be penalised for errors in language and vocabulary. At this grade, candidates will be able to communicate with some fluency and are expected to take risks with language. They will be rewarded for this. Candidates may still hesitate while they search for language, particularly in the Interaction and Discussion sections. This is to be expected at this grade and they will not lose marks for this.*

**Exchange polite appropriate greetings with the examiner.**

## 1. Performance

**25 marks**

**Perform your chosen piece(s) from memory for the examiner.**

You must bring a copy of your piece(s) for the examiner.

Choose one longer passage or two short contrasting passages from these types:

- a fiction or factual story
- a biography, newspaper or journal article
- a monologue from a play
- a poem

***The purpose is to show that:***

- *you can understand a more complex text in English*
- *you can perform with confidence and enjoyment in your second language*
- *you can perform with appropriate expression and clear pronunciation*
- *you understand the mood and message through the rhythm, phrasing, word stress, sentence stress, intonation and tone of your performance*
- *your gesture and body language shows an understanding of how posture influences voice and speech production*

## 2. Presentation

**25 marks**

**Give a presentation in English to the examiner on a topic of your choice that really interests you.**

You must bring some simple visual aids to help with your presentation. (There will be a board to display these.)

The topics could be:

- a topic you have studied at school, e.g. a period of history, or a science or art topic
- a job or career, a topic on health, an important news story, a sport
- a charity or a cause that you support
- any other educational, work, or social topic that interests you

***The purpose is to show that you:***

- *have the language and fluency necessary to communicate your ideas to a native speaker*
- *can hold the interest of an audience with your understanding and use of body language and vocal skills (tone, pitch, pace pause, stress and intonation)*
- *understand that a good presentation involves an introduction, development and conclusion*
- *have confident presentation skills, showing enthusiasm and enjoyment in English*

### 3. Sight Reading

20 marks

Read to the examiner the passage you are given.

The examiner will give you a passage to read at the Grade 7 level. This could be from a work of fiction or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly. You may ask the examiner for the meaning or pronunciation of up to three words that are new to you before you start to read.

When you are ready the examiner will tell you to begin. Read it to the examiner and remember to make eye contact from time to time.

**Purpose:**

*To build your reading skills, language skills, fluency and confidence through reading aloud in English, and to show that:*

- *you can perform with confidence and enjoyment in your second language*
- *your understanding of phrasing and how more complex sentences in English are formed*
- *you can use your performance and vocal skills to lift an unprepared text from the page with confidence and hold the interest of the audience*

### 4. Interaction

30 marks

**Discuss a topic that is significant for you.** The topic is free choice. Simply as an example it can be drawn from health or social issues, from voluntary work, from an historical event, from the arts or literature, etc.

Bring six pictures that help to explain your topic. The examiner will use some of these to initiate the discussion, which will broaden out to further interaction about your ideas.

**Purpose:**

- *to show that you can interact at length with a native speaker, on a topic of your choice*
- *to show that you can use language flexibly to develop points, give explanations and exchange ideas*
- *to show that you understand turn-taking, and use inflection, pace and pausing whilst taking part in an active discussion*
- *to show that you understand the importance of body language, gesture and eye contact in interaction and you can maintain these for most of the time*
- *to enjoy interacting in a more complex topic with a native speaker*

**Example questions can be found in the Guidelines for Teachers available on the website.**

# Spoken English: Grade 8

Candidates entering for the Level 3 Certificate in Spoken English: Grade 8 will offer all four components.

*This grade is for candidates whose English level is equivalent to competence at stage C1 of the Common European Framework of Reference for Languages in Speaking as summarised here:*

*Spoken Interaction:*

- *can express yourself fluently and spontaneously without much obvious searching for expressions*
- *can use language flexibly and effectively for social and professional purposes*
- *can formulate ideas and opinions with precision and relate your contribution skilfully to the opinions of others*

*Spoken Production:*

- *can present clear, detailed descriptions of complex subjects*
- *can integrate sub-themes*
- *can develop particular points*
- *can give an appropriate conclusion*

*The focus is on enjoyment of performance and success in communication. Candidates will not be penalised for small errors in language and vocabulary. Candidates are expected to have a high level of fluency at this grade. Any hesitation in the Interaction section will be due to searching for thoughts, rather than language.*

Exchange polite appropriate greetings with the examiner.

## 1. Performance

25 marks

**Perform your chosen pieces from memory for the examiner.**

Please bring a copy of your pieces for the examiner.

Choose two contrasting passages from the types listed below:

- a fiction or factual story
- a biography, newspaper or journal article
- a monologue from a play
- a poem

You can choose your own texts or use the suggestions from the Passages Guide. The Guide will indicate the level and length of text suitable for this grade.

***The purpose is to show that:***

- *you can select and appreciate the language of two contrasting texts in English*
- *you can perform with confidence, skill and enjoyment in your second language*
- *you can perform with appropriate expression and clear pronunciation*
- *you can deliver the mood and message of each piece through rhythm, phrasing, word stress, sentence stress, intonation and tone*
- *gesture and body language shows a practical understanding of how posture influences voice and speech production, throughout your performance*

## 2. Presentation

25 marks

**Give a prepared presentation to the examiner on an environmental problem of your choice that really concerns you.**

For example: water depletion, resource depletion, global warming, disposal of rubbish, deforestation, species extinction, overpopulation.

You should bring some simple visual aids to help with your presentation. (There will be a board to display these.)

**The purpose is to show that:**

- *you have the language and fluency necessary to communicate complex ideas to a native speaker*
- *you can hold the interest of an audience with your use of body language and vocal skills (tone, pitch, pace, pause, stress) to demonstrate that you can give an effective, creative presentation on a global issue in English*
- *your use of English is now fluent and used with skill and enjoyment*

### **3. Sight Reading**

**20 marks**

**Read to the examiner the passage you are given.**

The examiner will give you a passage to read at the Grade 8 level. This could be from a work of fiction or a non-fiction article or book. You will have 2 minutes to read it to yourself quietly.

When you are ready the examiner will tell you to begin.

**Purpose:**

- *to confirm your reading skills, language skills, fluency and confidence through reading aloud in English*
- *to use English fluently in conveying the meaning and narrative of the passage*
- *to show that you can perform with confidence and enjoyment in your second language*
- *to show your understanding of phrasing and how more complex sentences in English are formed*
- *to show that you can use your performance and vocal skills to enhance your hold on the attention of the listeners*

### **4. Interaction**

**30 marks**

**Engage in a wide discussion of an important global environmental problem with the examiner.**

Bring pictures (eight or so) and/or objects that illustrate environmental concerns. The examiner will discuss these materials with you, and will then engage in an interactive discussion where you will initiate some of the ideas to engage with.

**Purpose:**

- *to show that you can interact at length with a native speaker, on a topic of your choice*
- *to show that you can use language flexibly to develop points, give explanations and exchange ideas*
- *to show that you understand turn-taking, and use inflection, pace and pausing whilst taking part in an active discussion*
- *to show that you understand the importance of body language, gesture and eye contact in interaction and you can maintain these for most of the time*
- *to enjoy interacting at a high language level with a native speaker*

**Example questions can be found in the Guidelines for Teachers available on the website.**

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## **5. Awarding and reporting**

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### **5.1 Issue of results and certificates**

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A written report will be compiled for each examination. Candidates will be informed of the result of examinations as soon as possible, and not later than four weeks after the examination date, by post. Representatives are not allowed to issue results over the telephone.

Certificates are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this.

This time is necessary to ensure that all results are properly standardised and have been checked by LCM Examinations.

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## **6. Regulations and information**

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For examination regulations, please see the Regulations and Information document on the website ([lcme.uwl.ac.uk](http://lcme.uwl.ac.uk)).