## APPENDIX H
### CRITERION-REFERENCED RATING SCALE FOR THE SPEAKING SUBTEST

<table>
<thead>
<tr>
<th>Student Name: ..........</th>
<th>Student Roll Number: ................</th>
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<table>
<thead>
<tr>
<th>Rating</th>
<th>SYNTACTIC STRUCTURES</th>
<th>Rating</th>
<th>VOCABULARY</th>
<th>Rating</th>
<th>COHESION</th>
<th>Rating</th>
<th>PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Zero Knowledge</td>
<td>Range: zero range – no use of even the simplest structures. Accuracy: not relevant</td>
<td>0 Zero Knowledge</td>
<td>Range: no evidence of knowledge of vocabulary – inadequate even for the simplest speech. Accuracy: not relevant</td>
<td>0 Zero Knowledge</td>
<td>Range: no evidence of knowledge of cohesive links and no ability to produce adequate speech. Accuracy: not relevant</td>
<td>0 Zero Knowledge</td>
<td>Range: inadequate even to make the simplest intelligible speech. Accuracy: not relevant</td>
</tr>
<tr>
<td>1 Limited Knowledge</td>
<td>Range: small range including a few simple structures. Accuracy: poor to moderate; if a small range of simple and appropriate structures (formal and informal) are attempted, accuracy may be poor</td>
<td>1 Limited Knowledge</td>
<td>Range: small range lacking in vocabulary necessary to perform the communicative task. Accuracy: vocabulary items frequently used imprecisely (limited success in negotiating meaning).</td>
<td>1 Limited Knowledge</td>
<td>Range: small range of cohesive markers. Accuracy: utterances largely incoherent. Relationships between utterances frequently confusing</td>
<td>1 Limited Knowledge</td>
<td>Range: small range of clear, intelligible pronunciation. Accuracy: comprehension hindered by pronunciation problems (must be frequently asked to repeat and explain)</td>
</tr>
<tr>
<td>2 Moderate Knowledge</td>
<td>Range: medium range – uses basic structures with rare use of complex structures. Accuracy: moderate to good accuracy within range; if structures outside of the controlled range are attempted, accuracy may be poor</td>
<td>2 Moderate Knowledge</td>
<td>Range: moderate range of relevant and appropriate vocabulary – sufficient to speak simply. Accuracy: vocabulary items sometimes used imprecisely (must frequently be asked to explain and paraphrase)</td>
<td>2 Moderate Knowledge</td>
<td>Range: moderate range of explicit cohesive devices. Accuracy: utterances largely relevant and adequate but the relationships between them could often be more explicitly marked</td>
<td>2 Moderate Knowledge</td>
<td>Range: moderate range of clear, intelligible pronunciation. Accuracy: pronunciation largely clear and intelligible but may at times cause misunderstanding, could be clearer and more intelligible</td>
</tr>
<tr>
<td>3 Extensive Knowledge</td>
<td>Range: large range with few limitations; uses a full range of basic structures, uses complex structures. Accuracy: good accuracy; a few minor errors which do not affect the accuracy of the meaning conveyed</td>
<td>3 Extensive Knowledge</td>
<td>Range: large range of general and specific, relevant and appropriate vocabulary. Accuracy: vocabulary items adequate to cover the assigned task and are seldom used imprecisely</td>
<td>3 Extensive Knowledge</td>
<td>Range: wide range of explicit cohesive devices including complex subordination. Accuracy: utterances highly relevant and adequate; occasional incoherent utterances do not affect accuracy of response</td>
<td>3 Extensive Knowledge</td>
<td>Range: wide range of clear, intelligible pronunciation. Accuracy: pronunciation clear and intelligible, occasional pronunciation problems do not affect flow of speech and understanding</td>
</tr>
<tr>
<td>4 Complete Knowledge</td>
<td>Range: evidence of unlimited range of correct and appropriate (formal and informal) structures. Accuracy: evidence of complete control or accuracy; uses all range of syntactic structures (errors occasional and marginal)</td>
<td>4 Complete Knowledge</td>
<td>Range: evidence of complete range of relevant and appropriate vocabulary. Accuracy: evidence of complete control or accuracy of usage (including specialized vocabulary)</td>
<td>4 Complete Knowledge</td>
<td>Range: evidence of complete range of cohesive devices and high ability to produce relevant and adequate speech. Accuracy: evidence of complete accuracy of use</td>
<td>4 Complete Knowledge</td>
<td>Range: evidence of complete range of clear and intelligible pronunciation. Accuracy: evidence of complete control or accuracy of use (pronunciation very clear and highly intelligible)</td>
</tr>
</tbody>
</table>
Appendix I
The Proposed Admission Test

PART A: THE WRITTEN PART

1. READING SUBTEST

Task 1

Instructions
In this task, you are required to read a passage. There are fifteen questions after the passage. Each question has three responses. Circle the letter that corresponds to the correct choice. You have approximately forty five minutes to read the passage and answer the questions.

1 Dr. William C. Stokoe, Jr., was hired by Gallaudet University in the mid-1950s. He became the chairman of the English Department. After he was at Gallaudet and saw the way deaf people communicated, Dr. Stokoe became interested in sign language. Sign language was the way most students at Gallaudet communicated, and Dr. Stokoe was fascinated. He was a hearing person, and signs were new to him.

Dr. Stokoe decided to propose a study of sign language. Many other teachers were not interested, though, and thought Dr. Stokoe was crazy to think about studying sign language. Even deaf teachers were not very interested in the project. Dr. Stokoe did not give up when other people were indifferent. Instead, he started the Linguistics Research Program in 1957. Stokoe and two assistants worked on this project during the summer and after school.

Carl Croneberg and Dorothy Casterline, both deaf, were Dr. Stokoe's assistants. The three researchers made films of deaf people signing. The deaf people in the films did not understand what the research was about and were just trying to be nice to Dr. Stokoe. Many people thought the whole project was silly, but humored Dr. Stokoe anyway.

Stokoe and his team studied the films of signing. They analyzed the films and tried to see patterns in the signs. The results of the research were surprising. They found that the signs followed specific rules. They found that the rules were used by all of the signers and were linguistic rules.

Dr. Stokoe was the first linguist to test American Sign Language as a real language. It passed all of the tests! Dr. Stokoe published the results in 1960, but not many people paid attention to them. Dr. Stokoe was still alone - he was the only linguist who believed that sign language was more than gestures. He knew it was a language of its own and not just another form of English.
Questions

1. Who does the phrase “the three researchers” (Line 13) refer to?
   a. Dr. Stokoe’s research assistants.
   b. The deaf people in the film.
   c. Dr. Stokoe and his assistants.

2. The word “silly” (Line 15) can be replaced by:
   a. Unsurprising.
   b. Unimportant.
   c. Unavoidable.

3. The word “surprising” (Line 18) can be replaced by:
   a. Disappointing.
   b. Encouraging.
   c. Unsatisfactory.

4. What does the pronoun “them” (Line 23) refer to?
   a. The results of the tests.
   b. Dr. Stokoe and his assistants.
   c. The tests on American Sign Language.

5. What does the second paragraph say about the teachers at Gallaudet University?
   a. They were all deaf.
   b. They were interested in Dr. Stokoe’s project.
   c. They thought Dr. Stokoe’s idea was stupid.

6. Which of the following is implied by the second paragraph:
   a. American Sign Language had not been studied before at Gallaudet University.
   b. None of the teachers at Gallaudet University used sign language.
   c. Dr. Stokoe received much support with his project.

7. According to the information in the third paragraph, the deaf people in the films:
   a. Were singers.
   b. Did not know sign language.
   c. Helped Dr. Stokoe with his study.

8. Which word or phrase in the last paragraph can be replaced by “made known”?
   a. Paid attention.
   b. Published.
   c. Believed.

9. According to the passage, Dr. Stokoe was:
   a. Deaf.
   b. 55 years old.
   c. A linguist.
10. The main idea of the passage is:
   a. American Sign Language has its own linguistic rules which are different from those of the English language.
   b. Dr. Stokoe was not a popular linguist at Gallaudet University but his study on sign language earned him respect and popularity.
   c. Dr. Stokoe was the first to study sign language and establish it as a language of its own.

11. The title of the passage is:
   a. The Life of Dr. William C. Stokoe.
   b. American Linguistics in the mid-1950s.
   c. American Sign Language Comes Out of the Closet.

12. Which of the following is NOT mentioned in the passage?
   a. Dr. Stokoe’s study of sign language was a success.
   b. The students and teachers at Gallaudet University did not like Dr. Stokoe.
   c. Dr. Stokoe was an American.

13. According to the passage, Dr. Stokoe’s greatest discovery was that:
   a. American sign language had its own patterns and linguistic rules.
   b. American Sign Language was a very easy language.
   c. American sign language would replace English one day.

14. The writer suggests that:
   a. No one today believes that sign language is more than gestures.
   b. American Sign Language is no longer used today.
   c. More people believe today that American Sign Language is a language of its own.

15. Which of the following can be INFERRED from the passage?
   a. Dr. Stokoe was a popular linguist.
   b. Dr. Stokoe’s experiment reduced the number of deaf students.
   c. Dr. Stokoe lost his job because his study failed.

Task 2

Instructions
In this task, you are required to read another passage. There are also fifteen questions after the passage. Each question has three responses. Circle the letter that corresponds to the correct choice. You have approximately forty-five minutes to read the passage and answer the questions.
"Jo, I'm anxious about Beth."

"Why, Mother, she has seemed unusually well since the babies came."

"It's not her health that troubles me now, it's her spirits. I'm sure there is something on her mind, and I want you to discover what it is."

"What makes you think so, Mother?"

"She sits alone a good deal, and doesn't talk to her father as much as she used. I found her crying over the babies the other day. When she sings, the songs are always sad ones, and now and then I see a look in her face that I don't understand. This isn't like Beth, and it worries me."

"Have you asked her about it?"

"I have tried once or twice, but she either evaded my questions or looked so distressed that I stopped. I never force my children's confidence, and I seldom have to wait for long."

Mrs. March glanced at Jo as she spoke, but the face opposite showed no emotions. After sewing thoughtfully for a minute, Jo said, "I think she is growing up, and so begins to dream dreams, and have hopes and fears and fidgets, without knowing why or being able to explain them. Why, Mother, Beth's eighteen, but we don't realize it, and treat her like a child, forgetting she's a woman."

"So she is. Dear heart, how fast you do grow up," returned her mother with a sigh and a smile.

"Can't be helped, mom, so you must resign yourself to all sorts of worries, and let your birds hop out of the nest, one by one. I promise never to hop very far, if that is any comfort to you."

"It's a great comfort, Jo. I always feel strong when you are at home, now Meg is gone. Beth is too feeble and Amy too young to depend upon, but when the tug comes, you are always ready."

"Why, you know I don't mind hard jobs much, and there must always be one scrub in a family. Amy is splendid in fine works and I'm not, but I feel in my element when all the carpets are to be taken up, or half the family fall sick at once. Amy is distinguishing herself abroad, but if anything is amiss at home, I'm your man."

"I leave Beth to your hands, then, for she will open her tender little heart to her Jo sooner than to anyone else. Be very kind, and don't let her think anyone watches or talks about her. If she only would get quite strong and cheerful again, I shouldn't have a wish in the world."

"Happy woman! I've got heaps of problems myself."
"My dear, what are they?"

"I'll settle Beth's troubles, and then I'll tell you mine. And Jo finished the conversation with a wise nod which set her mother's heart at rest about her for the present at least.

Questions

1. Which one of the following words can NOT replace the word “anxious” (Line 1)?
   a. Concerned
   b. Pleased
   c. Worried

2. The phrase “unusually well” (Line 2) can be replaced by:
   a. Very well
   b. Very sick
   c. Unhealthy

3. The word “evaded” (Line 11) can be replaced by:
   a. Answered.
   d. Refused to answer.
   c. Liked.

4. The pronoun “she” (Line 13) refers to:
   a. Beth
   b. Jo
   c. Mrs. March

5. How many children does Mrs. March have?
   a. Two
   b. Three
   c. Four

6. Mrs. March is anxious about Beth because:
   a. Beth has been in bad health since the babies came.
   b. Beth has changed since the babies came.
   c. Beth has not talked to her father since the babies came.

7. What does Mrs. March ask Jo to do at the end of the dialogue?
   a. To watch Beth.
   b. To talk to Beth.
   c. To leave Beth alone.

8. What does Jo imply their mother should do now?
   a. Talk to their father about Beth.
   b. Try to understand and accept Beth.
   c. Make Beth do hard jobs.
9. What reaction did the mother show when Jo told her about Beth's age (Line 18)?
   a. Pleasant surprise.
   b. Disappointment.
   c. She showed no reaction.

10. Which of the following inferences can be made about Beth?
    a. She used to like her father very much.
    b. She used to be very happy.
    c. She used to be more silent.

11. Why did not Jo tell mother about her own problems?
    a. She thought mother was not wise enough.
    b. She thought it best to wait till after Beth is ok.
    c. She did not need help from anyone.

12. What does the mother wish for by the end of the dialogue?
    a. That Beth becomes strong and cheerful again.
    b. That Beth does not get strong and cheerful again.
    c. She made no wish.

13. Which of the following is NOT said about Beth?
    a. She is eighteen now.
    b. She is a mother now.
    c. She is weak now.

14. Which of the following is NOT said about Jo?
    a. She is strong.
    b. She is a nurse.
    c. She looks like a man.

15. According to the passage, which of the following statements is true?
    a. The father is not living with the family.
    b. Amy and Meg are not living with the family.
    c. Jo will soon move away from the family.

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2. WRITING SUBTEST

Task 1

Instructions
Below is a newspaper report of an incident which took place by a river. Re-write the report in your own English but imagine that you were present at the time of the incident and you are now making a written report of the incident to your teacher. Your report should be organized in paragraphs and should not exceed one page. You have twenty minutes to read the report and make your own report of the incident.
A young man was riding his bicycle across a river bridge when he heard someone shouting out for help. The young man hesitated for a minute because he was already late for work. He then quickly dismounted and dived fully clothed into the river. It was a ten-year-old boy whose foot had caught between two concrete posts under the bridge. The boy was crying out in fear and in pain. The young man tried to calm the boy down while trying to help him. A big crowd gathered by the river banks and were growing concerned about the man and the boy. The young man struggled to save the boy who had drunk a lot of water and fainted. He finally managed to free the boy’s leg and help him out of the river. The crowd cheered for the young man and applauded him for his courage. An ambulance took the boy straight away to the nearest village hospital where he was taken good care of. The young man ran back to the bridge, mounted his bicycle and rode away. The police and the media were looking for the man to thank him but he had disappeared into the trees.
Task 2

Instructions
For this task, you are required to write an essay in which you state your opinion on an issue, explain your opinion and defend it. The essay should not exceed one page and should be organized in coherent paragraphs. The time you should take to complete the essay is approximately 30 minutes.

Do you agree or disagree with the following statement?

*University Education in Yemen should be free of charge to all students.*
3. LISTENING SUBTEST

Task 1

Instructions
In this task, you will hear ten short statements (sentences and questions). On your answer sheet, you will find three responses for each statement. The correct response is either a repetition of the statement, a paraphrase of the statement or an answer to the question. Listen carefully to the statements and circle the letter that corresponds to the correct response. Each statement will be read out twice for you (the time gap between the two readings is five seconds).

1. **When did Sami come here?**
   a. By bus.
   c. To study English.
   d. Last night.

2. **Why are you going home?**
   a. Yes, I am.
   b. In ten minutes.
   c. To help my mother.

3. **Do you want to be a teacher like your father?**
   a. No, I do not know the teacher.
   b. No, my father is not coming.
   c. Yes, I do.

4. **Do you have any idea when the final exam is?**
   a. I passed that exam.
   b. Next Monday.
   c. The teacher said it will be easy.

5. **I like those cubs.**
   a. I like those cuffs.
   b. I like those cups.
   c. I like those cubs.

6. **This is my fate.**
   a. This is my fight.
   b. This is my fate.
   c. This is my fat.

7. **Do you know where I can find Professor Ashok?**
   a. I think he is a very good professor.
   b. Maybe he has a class.
   c. No, I am not.

8. **Hanan missed the poetry class.**
   a. Hanan did not come to the poetry class.
   b. Hanan did not like the poetry class.
   c. Hanan wanted to do more poetry.
9. You can say anything about the drama class but I just love it.
   a. I do not say anything in the drama class.
   b. I enjoy the drama class.
   c. I do not know why I do not love drama.

10. I find linguistics easier than literature.
    a. So do I.
    b. Neither do I.
    c. No. they are different.

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**Task 2**

**Instructions**

In this task, you will hear six mini-dialogues. After each mini-dialogue, you will hear a third voice asking a question. On your answer sheet, you will find three choices. Listen carefully and circle the letter that corresponds to the correct choice. Each mini-dialogue will be read out twice (the time gap between the two readings is five seconds).

1. **A:** I am sorry I cannot attend your class today. I do not feel ok.
   **Voice B:** Do not worry. Just take good care of yourself.
   **Third voice:** “Who are the two speakers?”
   **Written:**
   a. Two students.
   b. Two teachers.
   c. A teacher and a student.

2. **Student A:** I will get down here. How about you?
   **Student B:** I will get down at the last stop.
   **Third voice:** “Where are the two students?”
   **Written:**
   a. In the library.
   b. On the bus.
   c. In the classroom.

3. **Male teacher:** Fuad is doing very well in the translation class.
   **Female teacher:** But he needs to do well in the other classes too.
   **Third voice:** “What does the female teacher mean?”
   **Written:**
   a. Fuad is not doing well in the translation class.
   b. Fuad is doing well in all the classes.
   c. Fuad is not doing so well in the other classes.

4. **Student A:** I missed yesterday’s French class and I was wondering if you could help me with it during the lunch break?
   **Student B:** I would love to but I always have my lunch at home, you know.
   **Student A:** How about after the grammar class?
   **Student B:** Sure.
   **Third voice:** “When will the two students meet?”

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Written:  
a. During the lunch break.  
b. After the French class.  
c. After the grammar class.

5. Student A: How about going to the college cafeteria for lunch before the next class starts?  
Student B: Does not sound a bad idea but I do not have any money on me.  
Student A: I do not have either.  
Third voice: “What will these students probably do now?”
Written:  
a. They will go to the cafeteria to have lunch.  
b. They will go to a bigger restaurant where there is better food.  
c. They will just wait for the next class.

6. Male student: I do not think the teacher will believe me if I talk to her?  
Female student: Go ahead and give it a try.  
Third voice: “What does the female student suggest?”
Written:  
a. That her classmate talks to the teacher.  
b. That her classmate does not talk to the teacher.  
c. That she will speak to the teacher for him.

7. Teacher: The first exam is over. Do not worry about it so much. I want you to focus on the second exam now and do well in it.  
Student: But I did so badly.  
Third voice: “Why is the student concerned?”
Written:  
a. Because he missed the first exam.  
b. Because he failed the first exam.  
c. Because he did not do well in the first exam.

8. Student: Good morning, Sir.  
Teacher: Good What? (with a rising tone)  
Third voice: “How does the teacher react?”
Written:  
a. Angrily.  
b. Happily.  
c. Sadly.

Task 3

Instructions
In this task, you will hear two mini-talks. After each talk, you will hear a second voice asking two questions on the talk. On your answer sheet, you will find three choices for each question. Listen carefully and circle the letter that corresponds to the correct choice. Each mini-talk will be read out twice for you (the time gap between the two readings is five seconds).

Question A
When I was going home from college yesterday, I met with an accident. I was crossing the road when a red car came from nowhere and ran over me. The car driver did not stop. I tried to note down the car plate number but I could not move my right hand. It had broken. When another driver saw me lying on the road, he pulled over and took me to the nearest hospital. The doctor said I would have to stay in hospital for a week. I called my family and they came to the hospital in ten minutes. My father thanked the car driver and reported the accident to the police.

Second voice: “When did the accident take place?”
Written:
  a. Ten minutes ago.
  b. Last week.
  c. Yesterday.

Second voice: “Who reported the accident to the police?”
Written:
  a. The car driver.
  b. The doctor.
  c. The father.

Question B

Learning a foreign language is not an easy thing. The meanings communicated by all languages may be similar but the vocabulary and the structures are always different. As learners of English, you would need to learn a lot of English vocabulary and structures. For me, there are two ways you can do this. The first way is reading. You should read as much as you can in English. It will expand your vocabulary and expose you to new structures. The Second way is listening. You should listen as much as you can to English. Listening to people speak can also increase your vocabulary and knowledge of structures.

Second voice: What are the two ways the speaker suggested for learning vocabulary and structures?
Written:
  a. Learning meanings and structures.
  b. Reading and Speaking.
  c. Reading and Listening.

Second voice: What is the purpose of the talk?
Written:
  a. To show the students how difficult English is.
  b. To teach the students ways to improve their English.
  c. To discuss the importance of English.
PART B: THE SPOKEN PART

4. SPEAKING SUBTEST

The speaking subtest consists of two tasks. The first task is an oral interview task and the second a description of a picture. In both tasks, the interviewer examines how clear and intelligible the candidate’s pronunciation is. Apart from this common aim, each task has its own specific aims.

Task 1

Oral Instructions

For this task, you are required to interact with me (the interviewer). I will be asking you a few questions about you and about things you know. You can also ask me questions if you like. You will be given about ten minutes for the interview.

The oral interview task will have three stages. Two aims are common to the three stages of the oral interview task. These are

1. determining whether or not (and to what degree) the candidate can understand spoken English, and
2. determining whether or not (and to what degree) the candidate can use correct structures and appropriate vocabulary in his/her responses.

Each of the three stages, however, has a stage-specific aim and testing procedure.

a) The warm-up Stage

Aim: To determine whether or not (and to what degree) the candidate can function in social situations.

Testing Procedure: After greeting the candidate and calling him/her by their first name, the interviewer should first introduce himself/herself and the other interviewer to the candidate. This should put the candidate at ease and make him/her feel a bit relaxed. The interviewer would then ask a series of questions to achieve the aim of the stage. Possible questions include:

- How are you?
- Which city do you come from?
- Which secondary school did you graduate from?
- How big is your family?
- What does your father/big brother do?
- Where does he work?
- Does he like his job?
- What job would you like to have in the future?
- How old are you?
- Have you ever been abroad? If yes, where?
- If no, which country would you like to visit the most?
- What is your favorite pastime activity?
- How often do you read/play football (depending on nature of the pastime activity)?
- Was English your favorite subject at school? Why?
- Did the teacher speak English all the time with you?
Do you speak English anywhere? At home, at work?
If yes, who do you speak English with? How often?
If no, why?
If I want you to speak with me in English, which of the following topics would you like to talk about in English? Interviewer offers a list of topics to the candidate. Possible topics include:
- My secondary school English teacher.
- My secondary school English books.
- English programs on the Yemeni TV channel.
- Yemeni English newspapers.
- Why I like English.
- Why I want to study English at university.
- A book/story I read in English.
- The importance of Education in life.
- The differences between private and government schools.
- A person I like very much.
- What Yemen should do to improve the teaching of English.
- The qualities of a good English teacher.

During this stage, the interviewer should speak at slow to normal conversation speed. If the candidate does not understand what is said, the interviewer should repeat the question at a slower speed and in a simpler syntax. The aim of this stage is only to ‘break the ice’ and to prepare the candidate for the subsequent stages of this task and for the second task of the speaking subtest. If a candidate struggles with a question, the interviewer should skip it and move on to the next question in order to minimize the candidate’s nervousness.

b) Initial Questions Stage
Aim: To determine whether or not (and to what degree) the candidate can respond to short questions.
Testing Procedure: After the candidate has selected a topic he/she is comfortable with, the interviewer asks a series of yes/no and wh-questions related to the topic. For the purpose of illustration, we would assume here that a hypothetical candidate chose to talk about “Why I want to study English at university”. Possible short questions would include:
- Do you want to study English at university?
- Do you find English easy?
- What areas of English do you find difficult?
- How do you think you can improve them?
- Do you think your school prepared you well for university?
- How do you think the English department can help you improve your English?
- What is the aim for which you want to join the English department?
- What do you wish to do after college?
• Why did you choose university and not for example language institutes? You can also study English there, cannot you?

b) Extended Response Questions Stage

Aim: to determine whether or not (and to what degree) the candidate can produce long answers on topics within his/her area of interest.

Testing Procedure: The initial question stage serves to activate the candidate’s schematic knowledge of the selected topic. At this stage, the interviewer moves on to questions which elicit fairly long answers. Again for the purpose of illustration, we would continue with the hypothetical candidate who chose to talk about “Why I want to study English at university”. Possible extended response questions would include:

• What were the problems of learning English at the school level?
• In what ways do you expect the university to take care of those problems?
• In what ways do you think learning English at the university is different from learning English at language institutes?
• What jobs do you think the university can prepare you for?
• Is there anything else you want to say about why you want to learn English at university?

The interviewer’s speed will depend on the level of comprehension shown by the candidate. If the candidate takes too long to answer a question, the interviewer should move on to the next in order to cut down the candidate’s uneasiness and in order not to cut into the time for the next task. The interviewer may terminate the interview at any stage when he/she feels an accurate picture of the candidate’s English language proficiency has been drawn but should not make the candidate feel he/she underperformed or that the interview did not go well.

Task 2

Oral Instructions
For this task, you are required to describe a picture. You will be given three pictures to choose one from. You can take 30 seconds to look at the picture before you start describing it. You will be given approximately two minutes to make the description.

This task has three aims: These are:
1. To determine whether or not (and to what degree) the candidate can organize language into a coherent discourse, and
2. To determine whether or not (and to what degree) the candidate can use specialized vocabulary, and
3. To determine whether or not (and to what degree) the candidate can explain himself and cope with interruptions.
Testing Procedure:

The interviewer presents three pictures to the candidate and asks him/her to pick the one they think they can describe well. The candidate will be asked to look at the picture for thirty seconds and then describe it in about two minutes. During the description, the interviewer will, at appropriate stages, interrupt the candidate, and pretend he/she did not follow the candidate and ask for a re-description or an explanation. After the description the interviewer will ask the candidate one or two questions which aim to elicit knowledge of specialized vocabulary related to the picture.

Total Mark = 8
Pass Mark = 4