New ECPE Speaking Test:

Functional Language

&

Candidate Guidelines

Functional Language

The new ECPE Speaking Test has been designed to elicit spoken language representative of Level C2 of the CEFR. Candidates work in pairs to complete a decision-making task.

In the new ECPE Speaking Test candidates are evaluated in three main areas:

- Discourse and Interaction (Development, Functional Range, and Listening Comprehension)
- Linguistic Resources (Range and Accuracy)
- Delivery and Intelligibility

This booklet provides candidates with a useful list of functional language that they will need to display throughout the Speaking Test. However, candidates need to be cautioned that they also need to use the functional language correctly and appropriately and to pay attention to what language follows such expressions. The guidelines at the end of this booklet describe how candidates should conduct themselves during the Speaking Test.

Functional Language

Asking Yes/No Questions about interests and likes

- Are you interested in/ keen on …?
- Do you like/enjoy …?
- Do you take much interest in …?
- Do you have any favorite …?
- Have you got any favourite …?

Answering Yes/No Questions about interests and likes

- Yes, actually/ as a matter of fact I do/I am
- Oh, I love … !
- Well, as a matter of fact …
  actually/ to be honest …
- I prefer …
- I am rather more into/ interested in …
- No, I don't particularly enjoy …

Asking WH- Questions about interests and likes

- What are / is your favorite …?
- What kind of … do you like (best)?
  enjoy most?
  enjoy?

- What kind of … are you interested in?
  keen on?

Answering WH-Questions about interests and likes

- I am rather interested in …
  quite keen on …

- I rather like …
  quite enjoy …

- Oh, I like … very much.

Asking for opinions

- What do you think about/of …?
- How do you find/feel about …?
- What are you views concerning …?
  feelings regarding …?
- What do/would you suggest?
- What/How about …?
- What would you say about/ to …?
- How does the idea of … appeal to you?
- Would/Will it be a good idea if/to …?
- Wouldn't/Don't you agree that …?

Expressing Opinions

- Personally/Frankly I think that …
- What I think is that …
- It's (quite) clear (to me) that …
- I feel …
- It's obvious that …
- In my opinion …
- As far as I am concerned …
- The way I look at it …
- It seems / appears to me …
- If you ask me …
- As far as I can tell …
- To my mind …
- To the best of my knowledge …
- I'm quite sure that …

Functional Language

Asking for clarification

- Could you explain what you mean by … ?
- What do you mean?
- I'm sorry but I'm not clear about …
- I'm not sure I understand that/follow you.

Giving clarification

- Well, what I'm trying to say is that …
  all saying
- What I really meant was …
  mean is …
- What I'm really saying/trying to say is …
- Sorry, let me explain it more clearly …
  in another way …
  better …
- Let me put it in another way …

Expressing Agreement

- I couldn't agree more.
- I agree entirely.
- That's exactly what I think.
- I'd go along with you on that.
- I think you have an interesting point.

Expressing disagreement

- I honestly don't see why …
- I don't think there is any need to …
- I'm not sure I quite agree/I'll go along with you there/on that.
- I don't think it would be advisable to …
- Yes, but on the other hand …
- Yes, but you've got to remember that …
- Well, to be quite honest …
- I am afraid that …
- Isn't it possible that …?
- What will happen if …?

Expressing doubt

- I take/see your point but …
- I see what you mean but …
- I agree with you on the whole but …
- But don't you think/see that …?
- That's true I suppose but …
- That's an interesting point of view/comment but …
- Well, you have a point there but …
- Might it not also be true that …?

Dealing with doubts and objections

- You needn't worry about …
- Look at it in another way …
- This may seem impossible/improbable to you but …

Functional Language

Introducing a point

- I'm sure/convinced that …
- It seems quite clear/obvious that …
- Wouldn't you agree/admit/say that …
- The first/basic problem seems to be/ is …

Introducing an opposite point

- I take/see your point but …
- Possible/True, Yes, but …
- On the other hand …
- Looking at it from another point of view …

Buying time: fillers

- Well …
- Um … / er …
- Actually …
- You know/ see …
- I see.
- I/ you mean …
- As a matter of fact …
- Let's see (now).
- Now let me think/see.
- I'll have to think about it.

- Frankly, …
- To be (quite) honest/frank, …
- In fact, …
- I wonder …
- The thing is …
- It's like this, you see …
- What I'm trying to say is …
- What I would say is …
- Let's put it this way …
- I'll tell you what …

Saying things in other words/ Defining

People

- It's a   person   who works in   …
          someone   you can find in …
          somebody   who is known for …
                       who   …

Places

- It's   a place   where   …

Time

- It's   the time   when   …

Things

- It's   something   similar to   …
                       like   …
                       made of   …
- It's   a kind/ type   of   …
- It's   a thing   that is used   to …
          an object   for …
- People use it   to   …
                   for

Giving Reasons

- This is why we have decided . . .
- The main reason is . . .
- Another equally important reason …
- Our decision is …
- Therefore, we strongly believe …

Highlighting

- In fact, …
- As a matter of fact …
- In particular / Particularly …

Pinpointing the reference (for Examiner 2)

- You mentioned …
- Could I go back to the point you made about … ?
- I was interested in your comments on …
- You stated that …

Candidate Guidelines

- ✓ Listen carefully to your partner/examiner

- ✓ Try to respond appropriately to your partner/examiner

- ✓ Provide coherent and elaborate responses throughout

- ✓ Speak at a normal rate of delivery throughout

- ✓ Seek and provide clarification when necessary

- ✓ Ask for information to be repeated when necessary

- ✓ Try to display a range of appropriate vocabulary and grammar structures

- ✓ Avoid looking at your partner's handout during Stages 2-3

- ✓ Organize and connect well the features under each option

- ✓ Paraphrase the features of each one of your options by using your own language as much as possible

- ✓ Avoid repeating language already produced or provided

- ✓ Try to use appropriate register

- ✓ Try to self-correct