

## Fachprüfung Sprachbeherrschung.

### Dear students,

We would like to give you some further information about dates and registration for the *Fachprüfung Sprachbeherrschung*.

### 1. Dates 2018/19 (reminder)

As mentioned in the previous information sheet, there will be three opportunities during this summer and the coming winter term to take the examination.

1a. oral exam	-	12.09.2018	09.00 – 16.10	PHDL rooms to be announced
		13.09.2018	09.00 – 16.10	PHDL rooms to be announced
1b. written ex.	-	14.09.2018	09.00 – 12.00	PHOÖ HS 1
2a. oral exam	-	18.12.2018	09.00 – 16.00	PHDL rooms to be announced
		19.12.2018	09.00 – 16.00	PHDL rooms to be announced
2b. written ex.	-	20.12.2018	09.00 – 12.00	PHOÖ HS 1
3a. oral exam	-	12.02.2019	09.00 – 16.00	PHDL rooms to be announced
		13.02.2019	09.00 – 16.00	PHDL rooms to be announced
3b. written ex.	-	14.02.2019	09.00 – 12.00	PHOÖ HS 1

### 2. Registration

Registration will be via the PH Online course “**FASBEN4SBP**” (Stainthorpe/Keplinger).

Registration is possible as soon as your marks for the required prerequisite courses (Modules E B 5 & E B 6) have been put into PH Online.

**n.b.** This includes your mark for the course E B 6.2 PS Written Production II (4<sup>th</sup> semester).

Registration deadlines: You must register by August 31<sup>st</sup> at the latest for the September date.

### 3. Examination format and assessment

The examination will consist of:

- a. writing, 25%, text types are argumentative essay, descriptive text, letter or email of complaint, as well as a blog response. Students may use one monolingual dictionary for the writing task
- b. language in use, 25%, grammar & vocabulary
- c. speaking, 50% a short talk on one of the 100 topics. The list of topics will be posted shortly. Students may use one monolingual dictionary for preparation and flash cards for their talks.

**n.b** To obtain a positive mark, both parts (oral and written) must be positive. Assessment will be based on level C1 of the CEFR.

### 4. Recommended literature

#### Advanced Grammar

Swan, M. & Walter, C. (2011). *Oxford English grammar course*. Oxford, UK: Oxford University Press

Hall, D., & Foley, M. (2012). *My grammar lab advanced C1/C2*. Harlow, Essex: Pearson Longman. (check PHOÖ library)

Leech, G. (2004). *Meaning and the English verb*. Third Edition. Harlow, Essex: Pearson Longman.

Hewings, M. (2005). *Advanced grammar in use*. Cambridge: Cambridge University Press.

Harrison, M. (2013). *Proficiency test-builder 2013. Students book + key pack*. London: Macmillan.

#### Listening & Speaking

Mann, M., & Taylore-Knowles, S. (2008). *Destination C1 & C2. Grammar and Vocabulary with Answer Key*. London: Macmillan Publishers Limited.

#### Written Production 1&2

McCarthy, M. & O'Dell, F. (2016). *Academic vocabulary in use*. Cambridge: Cambridge University Press.

McCarthy, M. & O'Dell, F. (2017). *English vocabulary in use – Advanced*. Cambridge: Cambridge University Press.

Oshima, A. & Hogue, A. (2017) *Longman academic writing series 4: essays*, Fifth Edition. New York: Pearson Education, Inc.

## 5. Speaking Task

### *TOPIC*

In this part of the C1 test, you have to present the above topic individually within a maximum of 5 minutes. You may use a monolingual dictionary for your preparation, and you may use flash cards during your talk. In your talk, you are expected to present the subject of your choice with an adequate degree of complexity and depth. Your talk will be assessed according to the coherence and structure of your presentation, your range and accuracy, as well as your fluency and pronunciation. You are expected to demonstrate an adequate level of language competence in each of these categories. The assessment categories, along with their descriptors, are given below.

You now have 15 minutes to prepare.

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### Assessment Scale

Presentation	Coherence	Range	Accuracy	Fluency	Pronunciation
<ul style="list-style-type: none"> <li>- can present complex subjects clearly, well-structured, and in detail</li> <li>- can develop, expand, and integrate subthemes</li> <li>- can provide relevant examples</li> <li>- can speculate or hypothesise</li> <li>- can provide appropriate conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- can produce clear and well-structured speech,</li> <li>- shows controlled use of organisational patterns, connectors and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>- can employ a broad range of language</li> <li>- can express themselves clearly and in appropriate style</li> <li>- can use a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say</li> </ul>	<ul style="list-style-type: none"> <li>- can consistently maintain high degree of grammatical accuracy</li> <li>- errors are rare, difficult to spot and generally corrected when they do occur</li> </ul>	<ul style="list-style-type: none"> <li>- can express themselves fluently, spontaneously, almost effortlessly</li> <li>- interrupted only by conceptually difficult subject</li> </ul>	<ul style="list-style-type: none"> <li>- can employ the full range of phonological features in the TL with sufficient control to ensure intelligibility throughout</li> <li>- can articulate virtually all the sounds of the TL</li> <li>- some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility at all</li> </ul>