



Apêndice C

Exemplo do exame do IELTS

C.1 EXEMPLO DE UM TESTE COMUNICATIVO BASEADO EM TAREFAS – IELTS – INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM.¹

Disponível em: <<http://iteslj.org/Articles/kitao-Testing.html>>.

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Speaking/Listening

Information gap. An information gap activity is one in which two or more tests work together, though it is possible for a confederate of the examiner rather than a test to take one of the parts. Each test is given certain information but also lacks some necessary information. The task requires the tests to ask for and give information. The task should provide a context in which it is logical for the tests to be sharing information.

The following is an example of an information gap activity.

Student A

You are planning to buy a tape recorder. You don't want to spend more than about 80 pounds, but you think that a tape recorder that costs less than 50 pounds is probably not of good quality. You definitely want a tape recorder with auto reverse, and one with a radio built in would be nice. You have investigated three models of tape recorder and your friend has investigated three models. Get the information from him/her and share your information. You should start the conversation and make the final decision, but you must get his/her opinion, too.

(information about three kinds of tape recorders)

¹ O IELTS – International English Language Testing System é o exame internacional solicitado pela maioria das universidades do Reino Unido, Austrália e Nova Zelândia, além de ser reconhecido também em universidades canadenses e americanas. O IELTS também é muito utilizado por quem quer migrar ou trabalhar na maioria dos países de língua inglesa.

Student B

Your friend is planning to buy a tape recorder, and each of you investigated three types of tape recorder. You think it is best to get a small, light tape recorder. Share your information with your friend, and find out about the three tape recorders that your friend investigated. Let him/her begin the conversation and make the final decision, but don't hesitate to express your opinion.

(information about three kinds of tape recorders)

This kind of task would be evaluated using a system of band scales. The band scales would emphasize the testee's ability to give and receive information, express and elicit opinions, etc. If its intention were communicative, it would probably not emphasize pronunciation, grammatical correctness, etc., except to the extent that these might interfere with communication. The examiner should be an observer and not take part in the activity, since it is difficult to both take part in the activity and evaluate it. Also, the activity should be tape recorded, if possible, so that it could be evaluated later and it does not have to be evaluated in real time.

Role Play. In a role play, the testee is given a situation to play out with another person. The testee is given in advance information about what his/her role is, what specific functions he/she needs to carry out, etc. A role play task would be similar to the above information gap activity, except that it would not involve an information gap. Usually the examiner or a confederate takes one part of the role play.

The following is an example of a role play activity.

Student

You missed class yesterday. Go to the teacher's office and apologize for having missed the class. Ask for the handout from the class. Find out what the homework was.

Examiner

You are a teacher. A student who missed your class yesterday comes to your office. Accept her/his apology, but emphasize the importance of attending classes. You do not have any extra handouts from the class, so suggest that she/he copy one from a friend. Tell her/him what the homework was.

Again, if the intention of this test were to test communicative language,

the testee would be assessed on his/her ability to carry out the functions (apologizing, requesting, asking for information, responding to a suggestion, etc.) required by the role.

Testing Reading and Writing

Some tests combine reading and writing in communicative situations. Testees can be given a task in which they are presented with instructions to write a letter, memo, summary, etc., answering certain questions, based on information that they are given.

Letter writing. In many situations, testees might have to write business letters, letters asking for information, etc.

The following is an example of such a task.

Your boss has received a letter from a customer complaining about problems with a coffee maker that he bought six months ago. Your boss has instructed you to check the company policy on returns and repairs and reply to the letter. Read the letter from the customer and the statement of the company policy about returns and repairs below and write a formal business letter to the customer.

(the customer's complaint letter; the company policy)

The letter would be evaluated using a band scale, based on compliance with formal letter writing layout, the content of the letter, inclusion of correct and relevant information, etc.

Summarizing. Testees might be given a long passage--for example, 400 words--and be asked to summarize the main points in less than 100 words. To make this task communicative, the testees should be given realistic reasons for doing such a task. For example, the longer text might be an article that their boss would like to have summarized so that he/she can incorporate the main points into a talk.

The summary would be evaluated, based on the inclusion of the main points of the longer text.

Testing Listening and Writing/Note Taking

Listening and writing may also be tested in combination. In this case, testees are given a listening text and they are instructed to write down certain

information from the text. Again, although this is not interactive, it should somehow simulate a situation where information would be written down from a spoken text.

An example of such a test is as follows.

You and two friends would like to see a movie. You call the local multiplex theater. Listen to their recording and fill in the missing information in the chart so that you can discuss it with your friends later.

Theater Number	Movie	Starting Times
1	Air Head	
2		4:00, 6:00, 8:00
3		4:35, 6:45, 8:55
4	Off Track	