



Anglia Examination Syndicate Limited



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INTERNATIONAL ENGLISH LANGUAGE / BUSINESS EXAMS FOR SPEAKERS OF OTHER LANGUAGES

Speaking Test – November/ December 2005

Children’s Oral Exam – Level II

NOTE: This sample test frame will not be shown to the candidates.

Conducting the test

Core Task 1

2 minutes per candidate

The examiner welcomes and reassures the candidates. The examiner encourages the candidates to talk about some of the following topics:

name	age
family	pets
friends	likes and dislikes
ability	habits and routines

* The examiner may use visual aids to clarify meaning.

* Lots of question prompts are used at this level.

The usher/ teacher shows the children into the examination room, introduces them to the examiner and gives the examiner the candidates’ ID cards and exam entry slips. The examiner checks FULL name and ID card number on entry lists/ exam entry slips, and amends, if necessary. The examiner returns ID cards and exam entry slips to the usher/ teacher.

Suggested Examiner’s lines **in bold**:

Hello! What’s your name? (addressing Candidate A)

The examiner now asks Candidate A a few/ all of the questions below:

- **How are you today, (Candidate A)?**
- **How old are you?**

- **Do you like pets?**
- **What pets do you like?**
- **Have you got any pets?**
- **What's your hamster's name?**
- **What colour is Luna?**
- **Where is she now?**
- **What can she do?**

Thank you!

The examiner should not ask the candidate to use full answers at any time, unless (s)he does not hear the candidate's answer, in which case the examiner will cup her/ his ears with both hands and say:

Can you repeat that please?

The examiner now asks candidate B a few/ all of the questions below:

- **How are you this morning/ afternoon, (Candidate B)?**
- **How old are you?**
- **How many brothers and sisters have you got?**
- **How old are your brothers?**
- **What are their names?**
- **Where is Lucas now?**
- **Does Lucas like hamburgers?**
- **What food doesn't he like?**
- **Can Lucas speak English?**

Thank you!

Core Task 2
7.5 minutes in total

The examiner has several pictures facing down on the table. The candidates pick one each.

Core Task 2A
1 minute per candidate

The examiner gives each candidate a set of 2 / 3 **question words** (e.g.: what, where, how many, ...) mounted on card. Each candidate is expected to ask the child sitting on his/ her right questions about a picture, using the beginnings given. Naturally, the partner has to answer back.

Core Task 2B
1.5 minutes per candidate

The examiner elicits further information about each candidate's picture.

Suggested Examiner's lines **in bold**:

The examiner puts the previously selected picture on the table, in front of the candidates- (**ref. pic.:** dining-room/ mother and boy eating; **ref. num.:** COII1A).

The examiner puts the list of question words on the table, next to candidate B. The examiner then invites candidate B to ask candidate A a question about the picture. This question must begin with the question word pointed to by the examiner. To aid comprehension, the examiner may use gestures to clarify instructions and check understanding, not to help the candidate with the target language being tested.

(Candidate B), Can you start please?

- What...?

Candidate A's answer

- How many...?

Candidate A's answer

- Is that...?

Candidate A's answer

Thank you!

The examiner repeats the same procedure with candidate A.

(Candidate A), Can you start please?

- Where...?

Candidate B's answer

- How old...?

Candidate B's answer

- What colour...?

Candidate B's answer

Thank you!

Core Task 3

3 minute in total

Core Task 3A

2 minutes in total

The examiner gives one of the candidates a set of simple commands and asks him / her to perform these tasks, E.G.: **stand up please, ...open the blue door, ...sit down now, ...give me the green pencil please,... thank you very much!**

One candidate at a time now has to give the child sitting on the right a new set of 3 / 4 simple commands. Naturally, the partner has to perform these new tasks.

Suggested Examiner's lines **in bold**:

(Candidate A), stand up please. Go and open the door. Close the door now. Come and sit down. Please, put the blue pen next to the red book. Thank you very much!

(Candidate B), stand up please. Walk to the big table. Please, put three green pencils in the pencil-case. Now put the pencil-case under the chair. Come and sit down. Thank you very much!

(Candidate B), it's your turn now. Ask (Candidate A) to do 3 things for you, please.

Thank you!

Core Task 3B

1 minute in total with all three candidates

This task should be simultaneously conducted with both/ all candidates. The object of this part is to give weaker students the opportunity to get a higher score. At this stage, be ready to allocate bonus points for signs of successful production of the Target Language. Tasks may include 1 / 2 of the following:

songs	chants	rhymes	short poems
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The examiner repeats the same procedure with Candidate A.

The examiner now asks both candidates to sing a song they know in English. If the candidates do not understand what they are expected to do, the examiner starts singing one song the candidates are supposed to know. This song must be decided upon, prior to the start of the Speaking Test, and in consultation with the candidates' teacher.

When the song finishes, or the candidates stop singing,... **Thank you very much! Well done!**

Bye bye!

END OF TEST