



Anglia Examination Syndicate Limited



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INTERNATIONAL ENGLISH LANGUAGE / BUSINESS EXAMS FOR SPEAKERS OF OTHER LANGUAGES

**Speaking Test – November/ December 2005**

**Primary Plus**

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 students to talk about some of the following topics:

name	age	family
pets	friends	hobbies and interests
routines	favourite food / colour / animal / type of music...	

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

**Hello! My name’s ... (examiner’s name) and I’m your examiner today. What are your names?** (looking at both candidates in turn)

**Thank you! Can I please have your ID cards and entry slips? ... Thank you.** Examiner checks FULL name and ID card number on entry lists/ entry slips, and amends, if necessary. Examiner returns ID cards and entry slips to both candidates.

**For the first part of the test, I’m going to ask you some questions.**

(Candidate A),

- **How old are you?**
- **When’s your birthday?**
- **Have you got many friends?**
- **Who’s your best friend?**

- **Where does he/ she live?**
- **What time does he/ she get up on Saturday morning?**
- **What (activities) does he/ she do in the morning?**
- **Does he/ she play any sports? Which ones?**
- **Can you play any sports? Which ones?**

**Thank you!**

(Candidate B),

- **How many people are there in your family?**
- **How old is your mother/ father/ ...?**
- **What does your mother/ father/ ... look like?**
- **Has he/ she got a job? Where does he/ she work?**
- **What time does he/ she come back home in the evening?**
- **What does he/ she do in the evening?**
- **What hobbies has he/ she got?**
- **What are your hobbies?**
- **How often do you ...?**

**Thank you!**

## **Core Task 2**

**4 minutes per candidate**

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The examiner has several pictures facing down on the table. Both candidates agree to pick only one picture each.

### **Core Task 2A**

**2 minutes per candidate**

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The examiner asks the candidates questions about the scene shown in the picture.

The examiner places the previously selected picture in front of the candidates, on the table.  
(ref. pic.: **father + little girl in red dress**; ref. num.: **Pri1A**)

(Candidate B), **This is my friend** (pointing to girl in red dress). **Look at my friend and tell me...** (gesture to signal "look")

- **What colour is her hair?**
- **What's she wearing?**
- **What's that in her hand?**

**Thank you!**

(Candidate A), **this is my friend Michael** (pointing to father). **Look at him and tell me...**  
(gesture to signal "look")

- **Has he got long hair?**
- **What's he wearing?**
- **What's he doing?**

**Thank you!**

### **Core Task 2B**

**2 minutes per candidate**

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**Information-gap activity.** Candidate A asks candidate B about his / her picture character using the prompts given. Candidate B answers using the information provided. Then they swap roles and the task is repeated.

The picture of the father and the little girl must be left on the table. Now the examiner gives the candidates their task cards.

(Candidate A), **I'd like you to ask Candidate B questions about the girl** (pointing to girl in red dress).

(Candidate B), **you now have to answer Candidate A's questions about the girl in the red dress.** The examiner points to both parts of task cards to aid comprehension of instructions.

(Candidate A), **can you start please?**

Candidate A: **what's her name?**

(Candidate B), **can you answer, please?**

Candidate B: **Her name's Malenie.**

Interaction continues until all questions and answers have been exhausted.

The same procedure, but with a different task card, is repeated with Candidate B, who asks the questions this time.

When interaction stops, **Thank you!**

**Task 3** (optional)

**1 minute per candidate**

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The examiner shows both candidates, in turn, one / two of the word sets and asks them which is the odd one out, and why.

The object of this task 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.

(Candidate B), **can you choose a number between 1 and 10?**

(Candidate A), **can you choose a number between 1 and 10, but not (Candidate B's choice).**

The examiner places the odd-one-out grid in front of the candidates, on the table.

**OK, (Candidate B), look at the words in number .... Which one is different?**

After Candidate B's reply, **OK, and why is it different from the rest?**

After Candidate B's reply, **thank you!**

The same procedure is now repeated with Candidate A.

**That's the end of the test. Well done. Thank you! Bye bye!**