



Anglia Ascentis Language Examinations
Elementary Level
Speaking Test
Winter 2011/12
Instructions for Examiners

LOCATION: a quiet place in the school.

DURATION: 11–12 minutes.

PARTICIPANTS: 2 students; examiner; usher.

MATERIALS NEEDED:

1. The *students* choose 3 photographs or pictures each to bring to the exam, such as family or holiday photographs, or pictures from magazines. These pictures should be vetted by a teacher before the test for their suitability.
2. The list of Elementary topics for the students to interview each other about.

Task 1: 3 minutes *maximum*.

The examiner welcomes and reassures the students. The examiner invites each of the students in turn to talk about him/herself.

Task 2: 4 minutes *maximum*.

The examiner invites each of the students in turn to talk about the pictures he or she has brought to the exam.*

Task 3: 4 minutes *maximum*.

Each student chooses a topic from the list. They then interview each other on this topic.

Stay cheerful and encouraging, and when the test is over, thank the student and say, 'Goodbye'.

* If, for some very good reason, a student cannot produce pictures, the examiner should provide several magazines or pictures for him or her to choose from. This should only be an *emergency* procedure, however. Some examples of photographs have been included, please see picture A, B and C.

ELEMENTARY LEVEL
DISCUSSION TOPICS, WINTER 2011/12

- My best subject at school
- My favourite animal
- How I usually spend my summer holiday
- The best time of the day
- My favourite TV programme

Examiner: each student should choose one of these. Then they take it in turns to interview each other on their chosen topic. Start them off like this:

'Bas, what have you chosen? Your favourite place. OK. Now, Anne, ask Bas about his favourite place. Go on... that's right... What is the name of...'

Try to get them to ask each other questions – but if they get stuck, there are some suggestions for questions on the next page.

Suggestions for question prompts:

Task 1:

(The trick here is to keep an eye on the student's pictures and the topics for task 3 and make sure there is no overlap in this warm-up section).

How many brothers and sisters have you got?

Do you have a big house? Tell me about it.

Do you like the town/village where you live?

Task 2:

This looks like a very interesting picture. Tell me about it.

For a photograph:

Who's that? Who are those people?

When was it taken?

Who took it?

Tell me about the day it was taken.

Why did you choose *this* photograph?

Do you go there often? (e.g. picture of family at the beach)

For a picture from a magazine:

Where did you get it?

Why did you choose this picture? (e.g. picture of a famous person)

Would you like to be famous / a pop star / in a band? etc.

Task 3:

My best subject at school

If the candidate talks about the topic and the candidate's partner in the test is happy asking him or her some questions about it, there is no need to intervene. However, if help is needed, here are some possible prompts:

| Assessor prompt | Target candidate question: |
|--|--|
| 'Ask him / her what his / her best subject is.' | ' <i>What is your best subject?</i> ' |
| 'Ask him / her why he / she likes that subject.' | ' <i>Why do you like x?'</i> |
| 'Ask your friend how often he / she studies this subject.' | ' <i>How often do you study x?'</i> |
| 'Ask him / her when he/ she started studying x.' | ' <i>When did you start studying x?'</i> |
| 'Ask him / her if he/she likes the teacher.' | ' <i>Do you like the teacher?'</i> |

Extend the topic – What other subjects do you like at school? What is your worst subject at school? Why don't you like it?

My favourite animal

Possible teacher prompts:

Ask your friend what his / her favourite animal is. *'What is your favourite animal?'*

Ask him/her why he / she likes that animal. *'Why do you like x?' etc.*

Ask him / her where the animal is from. *'Where is x from?'*

Ask if he/she has ever seen this animal in the wild. *'Have you ever seen x in the wild?'*

Extend the topic – Do you have any pets? Does your family like animals? Can you describe your favourite animal?

How I usually spend my summer holiday

Possible teacher prompts:

Ask if he / she usually goes to another country. *'Do you usually go to another country in the summer?' or 'Do you usually stay in your country?'*

Ask who with. *'Who do you go on holiday with?'*

Ask where. *'Where do you usually go?'*

Ask what he / she does if he / she is at home. *'If you are at home during the holiday, what do you do?'*

Ask if he / she enjoys hot weather. *'Do you enjoy hot weather?'*

Ask if he / she sees friends. *'Do you see your friends?'*

Extend the topic – Would you like to be at home all the time? If not, why not? If so, why? Do you like hot weather?

The best time of the day

Possible teacher prompts:

Ask your friend what the best time of the day is and why he / she likes it. *'What's the best time of the day? Why do you like it?'*

Now ask what he / she usually does at that time of day. *'What do you usually do at that time of day?'*

'What time do you usually get up?'

'Do you prefer this time of day in the week or at the weekend?'

Extend the topic – Ask about their *least* favourite time of the day. Do you have a favourite day of the week? What is it?

My favourite TV programme

Possible teacher prompts:

Ask what his / her favourite TV programme is. *'What is your favourite TV programme?'*

Ask your friend why he / she likes that TV programme. *'Why do you like that TV programme?'*

'What kind of programme is it? Is it a cartoon? Does it have real actors?'

'How often do you watch this programme?'

'How long has this programme been on TV?' 'What is it about?' 'What do you like about it?'

Extend the topic - *'When did you start watching the programme?' 'How much time do you spend watching TV every day?' 'What other programmes do you watch on TV?'*







MARKING CRITERIA ANGLIA ASCENTIS SPEAKING TEST ELEMENTARY LEVEL

| | COMMUNICATION | CONTENT | PRONUNCIATION | VOCABULARY | GRAMMAR |
|----------|--|--|--|--|--|
| D | Communication is effective for the situation even though answers may be short and hesitation may be noticeable. Within the limitations of the level there is good interaction. | Shows the ability to speak adequately about the subjects. | Words are very well articulated and can easily be understood. | A good range of vocabulary appropriate for the tasks at this level. | The grammatical forms of the level are confidently used for most of the test. There will be inaccuracies and inappropriate uses when the candidate attempts grammatical forms outside the level. |
| M | There is active participation during the conversation, even if many prompts are needed and there is a lot of hesitation. | Has the ability to speak sufficiently about the subjects and can react adequately. | Good articulation but there may be some mistakes. | An adequate range of vocabulary is used to cover all the subjects discussed, though help may have to be given. | The candidate's use of the grammatical forms of the level is sufficient for all the tasks, although there may be errors |
| P | Some communication with the examiner takes place but it tends to be only on repeated prompts, only with short answers and with limited scope for active participation. | Can speak about the subjects in a basic way, but no more than that. | Words are sufficiently well pronounced to be understood even if there are many mistakes. | Vocabulary is very limited for the level, but is just sufficient to cover most of the subjects discussed. | There may be many obvious or even basic mistakes, but the use of grammatical forms appropriate to the level is adequate for understandable exchanges to take place. |
| R | Poor communication with the examiner. | Cannot speak intelligibly about the subjects. | Very poor articulation, virtually impossible to understand. | Vocabulary is not at all adequate for the situation. | The grammatical structures available to the candidate are insufficient. There are very few accurate structures observed at all. |
| U | Little or no communication in English takes place at all. | | | | |