

Please encourage the students to use the tips below as you practice with them.

Part 1 Speaking Exam Tip(s)!

1. Answer using full sentences [e.g. **What are your hobbies?** "Make models." X "I make model airplanes with my father." ✓]
2. Speak loudly.
3. Don't be shy.
4. Ask the teacher to say the question again if you did not hear the first time.
5. Try to answer all the questions the teacher asks about you.

Part 2 Speaking Exam Tip(s)!

1. Listen to the teacher's instructions.
2. Look at the pictures and think about the topic.
3. Talk about the topic and pictures with your friend.
4. Ask your friend some questions about the topic and the pictures.
5. Try to answer any questions the teacher asks you.

Speaking Part 1

Please note: Part 1 should last at least 1.5 minutes, but no longer than 2 minutes.

Move on to Part 2 once this amount of time has passed.

Teacher's Script

Teacher: Good morning/afternoon. My name is _____ (and this is _____). He/She is just going to listen to us.)

[To Student A] Now, what's your *full* name?

Thank you.

[To Student B] And what's your *full* name?

Thank you.

In this first part, I'm going to ask each of you some questions about things you have learned in class.

- Choose from any of the questions below at random (for example, 4, 10, 2, 8). Try and get a range of curriculum topics in each exam.
- Ask Student A the initial question.
- If they cannot answer the initial question, ask the back-up question (in brackets underneath the question). This counts as support in the rubric.
- After Student A answers, ask them the follow-up question.
- After Student A answers the follow-up question, ask Student B 'And you?' or 'What do you think?'
- After this response, ask Student B a new initial question and repeat the process; alternate between Student A and Student B.
- Use 'why/what?' to elicit more from one-word answers.

#	Initial Question [Back-up Question]		Follow-up Question
1	What are some outdoor activities you do? [What activities do you do outdoors?]	1A	What are activities you do both indoors and outdoors?
2	I like long holidays because we don't get any homework. Do you agree? [Do you like school holidays?]	2A	Do you like doing your homework in the school holidays?
3	Have you written a letter/an email to someone? If so, who? [Who have you sent a letter to?]	3A	Why did you write to him/her?
4	You are taking a day trip to the park with your friends. What will you do? [What do you do at the park?]	4A	What will your friends do at the park?
5	Have you got any uncles or aunts? [Do you have an uncle?]	5A	What are they like? Describe them.
6	Who is a person that you admire? [Who do you like?]	6A	What is this person good at?
7	How do you feel when you are ill? [Have you been sick recently?]	7A	What do you do when you are sick?
8	What are some common illnesses you have in the winter? [When were you last sick?]	8A	What advice would a doctor give if someone has a stomachache?

#	Initial Question [Back-up Question]		Follow-up Question
9	What types of foods are unhealthy? [Are fruits and vegetables unhealthy?]	9A	What should you eat to keep your body healthy?
10	What colour is your favourite food? [Do you like green food?]	10A	What is another food item that is the same colour?

Speaking Part 2 Version 1

Please note: Part 2 should last at least 1.5 minutes, but no longer than 2 minutes.

Teacher's script

Teacher: Now, in this next part I would like you to talk about something together for about two minutes.

Here is a picture of a beach. Talk to each other about what you will bring to the beach.

Show students Source 1.

Please note: Allow students to have an initial discussion based on the initial prompt above. Use the follow-up questions to help the students to develop their ideas when/if this discussion comes to an end.

Follow-up questions

- Question 1** Do you like to go to the beach? Why?
- Question 2** What do you like to do at the beach?
- Question 3** What other activities do you like to do?

Please note: Use any of these back-up questions if the students are unable to start an initial conversation.

Back-up questions

- Question 1** What do you see at the beach?
- Question 2** What kind of food do you bring when you go to the beach?
- Question 3** Is this a school day? Why not?

Speaking Part 2 Version 2

Please note: Part 2 should last at least 1.5 minutes, but no longer than 2 minutes.

Teacher's script

Teacher: Now, in this next part I would like you to talk about something together for about two minutes.

Here are some pictures of doctors helping people at a hospital. Talk to each other about what a doctor does.

Show students Source 2.

Please note: Allow students to have an initial discussion based on the initial prompt above. Use the follow-up questions to help the students to develop their ideas when/if this discussion comes to an end.

Follow-up questions

- Question 1** What do you want to be when you grow up? Why/Why not?
- Question 2** Do you think a doctor's job is easy or difficult? Why?
- Question 3** What should a doctor be like? Use adjectives to describe their personality.

Please note: Use any of these back-up questions if the students are unable to start an initial conversation.

Back-up questions

- Question 1** Do you want to be a doctor when you grow up? Why/Why not?
- Question 2** Why is the girl touching the button with one hand?
- Question 3** Should doctors be friendly/kind/patient?





	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> Questions answered Support required from examiner Interaction maintenance 	<ul style="list-style-type: none"> Range and accuracy of vocabulary Range and accuracy of grammatical structures 	<ul style="list-style-type: none"> Clarity of phonemes, syllables, words Rhythm and stress 	<ul style="list-style-type: none"> Mid-response language-related hesitation/repetition/ pace of speech Pace
4	<ul style="list-style-type: none"> Answers all questions clearly and without back-up and expands without the need to ask 'why?' or 'what?' Does not need the examiner to repeat or explain questions [apart from possibly 1 or 2 misunderstandings which are quickly fixed]. Interacts effectively with their colleague in Part 2—asking questions, giving relevant answers if asked, and sharing the conversation or supporting their colleague if needed. 	<ul style="list-style-type: none"> Uses full sentences for most answers, with some linking between them. Uses a good range of vocabulary appropriately and a number of different grammatical structures, including a range of verb tenses and modals used accurately. Any mistakes in vocabulary or grammar have no impact on communication of meaning. 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear to understand in any context. Phonemes and syllables are generally clear and accurate. Appropriate word stress and sentence stress in most cases, with examples of weak forms and/or contractions. 	<ul style="list-style-type: none"> Very little hesitation or repetition in answers, except in some more complex longer sentences or phrases. Answers are generally spoken at a clear but natural pace.
3	<ul style="list-style-type: none"> Answers most questions clearly, occasionally needing back-up questions and expands on a few without the need for 'why/what?' Needs support from the examiner a few times, through some repetition and explanation. Mostly interacts effectively with their colleague in Part 2 but may only ask one or two questions, give one or two irrelevant responses or attempt to dominate the conversation at times. 	<ul style="list-style-type: none"> Uses full sentences for at least half their answers, with isolated evidence of linking between them. Uses appropriate vocabulary for most questions. Uses a range of grammatical structures, including different verb tenses and modals though with some errors. Makes a few mistakes in vocabulary or grammar which make 1 or 2 answers difficult to understand. 	<ul style="list-style-type: none"> Most answers are clear enough to be understood but occasional mispronunciations make one or two hard to understand except by a teacher. Most phonemes and syllables pronounced clearly. Some examples of appropriate use of weak forms and/or contractions but rhythm may be inconsistent. 	<ul style="list-style-type: none"> Some hesitation in answers but not hindering communication. Some answers are delivered at a quite slow (or overly fast) pace.
2	<ul style="list-style-type: none"> Answers only about half the questions adequately, even after back-up. Generally does not expand on answers unless prompted to with 'why/what?' Needs support from the examiner for more than half of the questions, through some repetition and explanation. Lapses in interaction skills with their colleague means limited student-student conversation in Part 2. Candidate may not ask any questions unless prompted, may not attempt to involve their partner or may not answer their partner's questions. 	<ul style="list-style-type: none"> Most answers are not adequately formed sentences, with very little or no evidence of linking between them. Vocabulary insufficient for the tasks – repeating basic words or using words inappropriately. Basic grammatical errors impeding comprehension in several answers. 	<ul style="list-style-type: none"> Pronunciation makes some answers difficult to understand except by a teacher. Several inaccuracies in pronouncing phonemes or syllables. Almost no evidence of stress-timing in speech. 	<ul style="list-style-type: none"> Hesitation in many answers requires some patience from the listener. Answers generally use slow pace.
1	<ul style="list-style-type: none"> Can only answer 1 or 2 basic questions adequately even with support and back-up questions. Requires a lot of repetition and explanation. Does not show that they can participate in effective conversation with a classmate. 	<ul style="list-style-type: none"> Can say a few words and phrases in English. Not able to maintain a conversation. Consistent errors in vocabulary/ grammar make the majority of speech hard to understand. 	<ul style="list-style-type: none"> Many basic errors in pronunciation, making them difficult to understand on numerous occasions. 	<ul style="list-style-type: none"> Very hesitant and slow answers, making following the discourse very difficult and/or frustrating.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			