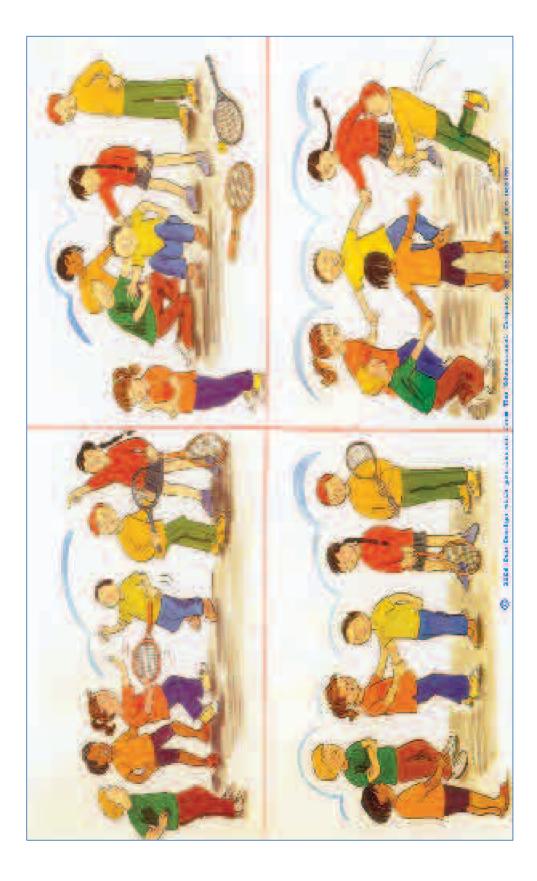# SET 2:   Speaking

Notes for teachers

- All levels of this test are based on the picture sequence on page 118

- The question prompts for teachers are provided as an integral part of the test.

- Additional prompts are provided, such as *If necessary indicate street*

- Teachers should restrict interaction to the prompts provided.

- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.

- If a teacher feels uncertain about carrying out the test while scoring the pupils' performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.

- The timing of these tests is determined by strict adherence to the prompts provided. If a pupil has obvious difficulty responding, then the test should end at that point. The pupil's current level of proficiency may be taken as the point at which he/she was unable to answer two or more questions in succession.

Set 2: SPEAKING

Level A1

This test, at all levels, is based on the picture on page 118

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
Vocabulary	• Seems to recognize what is being pointed at • Does not always produce the correct word/phrase • May require assistance if production is not forthcoming or choice of vocabulary is difficult to understand	• Recognizes what is being pointed at • May produce a word/phrase that is less than fully correct	• Recognizes what is being pointed at • Produces the correct word/phrase
Pronunciation	• Pronunciation is very difficult to understand without reference to the picture prompt • May require assistance if production is unintelligible	• Pronunciation is recognizable without reference to the picture prompt • Pronunciation less than fully correct	• Pronunciation is correct, though it may be strongly coloured by the pupil's first language

(Introduction)

We are going to talk about some of these pictures. *(indicate 4 pictures within poster on page 118)*
I will ask you some questions and you will answer.
Try to say as much as you can for each answer.
Are you ready? *(check that pupil is ready to start)*

1. **Look at this boy.** *(point to boy with black hair holding tennis racket in top left-hand picture)*
   What colour is his T-shirt? *(point to T-shirt)*
   What colour are his trousers? *(point to trousers)*
   What colour is his hair? *(point to hair)*

Put tick (✓) in relevant box when pupil responds.		A1.1 1 point	A1.2 2 points	A1.3 3 points
	Vocabulary			
	Pronunciation			

2. **Look at this girl's clothes.** *(point to girl with long black hair in top right hand picture)*
   What is this? *(point to jumper)*
   What is this? *(point to skirt)*
   What are these? *(point to shoes)*

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

3.   **Look at this picture.** *(indicate bottom left hand picture)*
      How many children can you see? *(indicate picture)*
      How many children are wearing trousers? *(indicate picture)*
      How many children are shaking hands? *(indicate picture)*

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

4.   **Look at this picture again.** *(indicate top left hand picture)*
      What kind of hair does this girl have? *(point to girl with brown hair pulling tennis racket)*
      What kind of hair does this boy have? *(point to boy with red hair)*
      What colour is this boy's hair? *(point to boy with blond hair)* **Who is he standing beside?**
      (if necessary, point to girl wearing shorts)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

5.   **Look at this picture once more.** *(indicate top left hand picture)*
      Where are the children playing? *(indicate children)*
      What game do these children want to play? *(point to 3 children with tennis rackets in picture)*
      Now look at this picture. *(indicate top right hand picture)*
      What do they need for this game? *(point to tennis rackets and tennis ball in picture)*

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

Set 2: SPEAKING

Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
Vocabulary	• Produces some of the required items of vocabulary • May have difficulty remembering words • May require assistance if choice of vocabulary is difficult to understand	• Produces most of the required items of vocabulary • Only occasional difficulty. • May make some errors	• Produces all the required items of vocabulary without difficulty or serious error
Grammar	• Can produce structured phrases and simple sentences, but hesitantly and with obvious errors • May require assistance if production is not forthcoming or if the structure produced is difficult to understand	• Can produce structured phrases and simple sentences without hesitation but with some errors	• Can produce structured phrases and sentences without hesitation or serious error
Pronunciation	• Pronunciation is only partly accurate • Phrases/sentences are often difficult to understand • May require assistance if aspects of production are unintelligible	• Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand	• Pronunciation is accurate and phrases/sentences are easily understood • The accent may still be markedly "foreign"

(Introduction)
> **We are going to talk about these pictures.** *(indicate 4 pictures on page 118)*
> **I will ask you some questions and you will answer.**
> **Try to say as much as you can for each answer.**
> **Try to say whole sentences if you can.**
> **Are you ready?** *(check that pupil is ready to start)*

1. **Look at this picture.** *(indicate top left hand picture)*
   What is this girl doing? *(point to girl with brown hair pulling tennis racket)*
   What is happening to this boy? *(point to boy with black hair)*
   What is this girl shouting? *(point to girl with long black hair)*

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

Put tick (✓) in relevant box when pupil responds.

2. **Look at this picture.** *(indicate top right hand picture)*
What is this boy doing here? *(point to boy with black hair)*
What are his friends saying to him? *(indicate children who are helping the boy)*
What is this girl thinking about? *(point to girl with brown hair in corner)*

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. **Look at this picture.** *(indicate bottom left hand picture)*
What is the girl saying to the boy? *(point to girl with brown hair and boy with black hair who are shaking hands)*
How does the boy feel now? *(point to boy with black hair)*
What do their friends think? *(indicate other children in the picture)*

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. **Look at this picture.** *(point to bottom right hand picture)*
What are the children doing together? *(indicate children)*
Why are the children happy now? *(indicate children)*
What are these two children trying to do? *(point to girl wearing shorts and boy with red hair)*

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. **Now let's talk about you.** *(indicate reference to pupil's own experience)*
I want you to tell me about one of your friends.
What is your friend's name?
What does he/she look like?
Tell me about something that you did together with your friend.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

Set 2: SPEAKING

Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
Vocabulary	• Uses mostly familiar vocabulary learnt in class • Occasionally has difficulty remembering a word or phrase • May require assistance if choice of vocabulary is difficult to understand	• Can go beyond familiar vocabulary learnt in class • Rarely has difficulty remembering a word or phrase	• Frequently goes beyond vocabulary learnt in class • Uses relevant vocabulary with ease and confidence
Grammar	• Uses appropriate sentence-length structures • Still makes errors and may be hesitant • May require assistance if no response is forthcoming or if the structure produced is difficult to understand	• Uses appropriate sentence-length structures fluently but not always accurately • Meaning is clear despite errors	• Uses appropriate sentence-length structures fluently, with confidence, and mostly accurately
Pronunciation	• Pronunciation of individual words sometimes inaccurate and intonation sometimes difficult to understand • May require assistance if aspects of production are unintelligible	• Pronunciation of individual words generally accurate, • Intonation may occasionally be difficult to understand	• Pronunciation of individual words generally accurate and intonation easy to understand • There may still be strong traces of a "foreign" accent

(Introduction)

    We are going to talk about these pictures. *(indicate pictures on page 118)*
    I will ask you some questions and you will answer.
    Try to say as much as you can for each answer.
    Try to use whole sentences in your answers.
    Are you ready? *(check that pupil is ready to start)*

1.   **Look at these pictures.** *(indicate both top pictures and bottom left picture))*
    A teacher wants to know what happened outside.
    Tell the teacher what happened first. *(indicate top left picture)*
    Tell the teacher what happened next. *(indicate top right picture)*
    Then tell the teacher what happened after that. *(indicate bottom left picture)*

Put tick (✓) in relevant box when pupil responds.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

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2. **Look at this picture again.** *(indicate top left picture)*
   Why do you think the girl did this? *(point to girl with brown hair pulling tennis racket)*
   What would <u>you</u> say to her? *(point to girl with brown hair in top right picture)*
   Do you think she will do this bad thing again? *(point to girl with brown hair in bottom left picture)* **Why?/Why not?**

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. **These children can play different games.** *(indicate four pictures)*
   What about you? *(indicate reference to pupil's own experience)*
   Tell me how to play a game that you like at school.
   How can you make sure that everyone has fun when you play this game?
   What would you do if someone started fighting?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. **Now tell me about someone who has helped you at school. How did this person help you?**
   If you had a problem at school, who would you talk to? Why would you talk to this person?
   If a new child came to your class, what could you tell him or her about your school?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. **Tell me about a day when you felt really happy at school.**
   Tell me about a day when you felt a bit sad at school.
   What should we do to make our school a friendly, happy place?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

Set 2: SPEAKING

Scoring and rating

Ticks (✔) should be entered in the grids that follow each question EITHER as the test is taking place OR by recording the test and rating a pupil's performance afterwards.

The scoring points are indicated at the top of each grid.

Level A1 – maximum total of 30 points.
Levels A2 and B1 – maximum total of 45 points.

Test level	Number of points	Pupil's level of proficiency (✔)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

	Number of points	Pupil's proficiency	The next stage
Level A1	1–14	A1.1	Continue at this level.
	15–25	A1.2	Continue at this level.
	26–30	A1.3	Progress to level A2.
Levels A2 and B1	1–22	A2.1 or B1.1	Continue at this level.
	23–38	A2.2 or B1.2	Continue at this level.
	39–45	A2.3	Progress to level B1.
Level B1	39–45	B1.3	Pupil has reached the objective of language support. When this has been reached for all 4 skills, the pupil is ready for full integration into the mainstream.