

## Set 3 – Speaking

### Level A1

All Speaking tests are based on the pictures on page 128.

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	Seems to recognize what is being pointed at but does not produce the correct word/phrase.	Recognizes what is being pointed at and produces a word/phrase that is less than fully correct.	Recognizes what is being pointed at and produces the correct word/phrase.
<b>Pronunciation</b>	Pronunciation is very difficult to understand without reference to the picture prompt.	Pronunciation is recognizable without reference to the picture prompt, but less than fully correct.	Pronunciation is correct, though it may be strongly coloured by the pupil's first language.

### Introduction

Look at these two pictures. (*Indicate pictures.*)

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 student is ready to start.*)

1. Look at this picture. (*Point to picture 1 – “reading a book”.*)

What is this? (*Point to book which girl on left is holding.*)

What do you call these things for storing books? (*Point to several shelves.*)

How many students are in this picture? (*Point to students in picture 1.*)

Put tick (✓) in relevant box when student responds.		A1.1 1 point	A1.2 2 points	A1.3 3 points
	<b>Vocabulary</b>			
	<b>Pronunciation</b>			

2. What room are these students in? (*Point to students in picture 1.*)

What is this girl doing? (*Point to girl holding book.*)

Why is this girl smiling? (*Point to girl on right.*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

3. Now look at this picture. (Point to picture 2 – “the school play”.)

Look at this girl. (Point to girl on right.) Is her dress short?

What is this boy wearing? (Point to boy wearing jacket.)

What is this girl wearing? (Point to girl wearing dark dress.)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

4. These students are performing a play on the stage. (Point to picture 2 again.)

How many of the students are standing up?

Now look at some of the things on the stage. (Indicate stage in picture 2.)

What can you see behind this girl? (Point to girl with dark dress.)

What is this boy standing beside? (Point to boy with waistcoat.)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

5. Now think about your own books.

What kind of books do you have in your schoolbag today?

Which of these books do you like best?

What do you call someone who performs in a play?

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

## Set 3 – Speaking

### Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
<b>Vocabulary</b>	Produces some of the required items of vocabulary, but with hesitation. May have difficulty remembering words.	Produces most of the required items of vocabulary, with only occasional hesitation. May make some errors.	Produces all the required items of vocabulary without hesitation or serious error.
<b>Grammar</b>	Can produce structured phrases and simple sentences, but hesitantly and with obvious errors.	Can produce structured phrases and simple sentences without hesitation but with some basic errors.	Can produce structured phrases and sentences without hesitation and can correct errors if they are pointed out.
<b>Pronunciation</b>	Pronunciation is only partly accurate and phrases/sentences are often difficult to understand.	Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand.	Pronunciation is accurate and phrases/sentences are easily understood, though the accent may still be markedly "foreign".

### Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Try to use whole sentences and say as much as you can.

Are you ready? (*Check that student is ready to start.*)

**1.** Look at this picture. (*Point to picture 1 – "reading a book".*)

This girl is reading a poem in a poetry book. (*Point to girl holding book in picture 1.*)

What is a poem?

What kind of books do you like to read?

Tell me one thing that you read about in school last week.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

2. These students enjoy reading. (Point to students in picture 1.)

Why is it good to be able to read?

Do you think it is easy to read in English? Why? / Why not?

When you are reading, what do you do if you find a word that you don't understand?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

3. Look at this picture. (Point to picture 2 – “the school play”.)

What can you tell about this character? (Point to boy in wheelchair.)

What kind of a person do you think this character is? (Point to girl on right.) Why do you think so?

How do the students know what words to say in the play?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

4. Now look at the stage. (Point to stage in picture 2.)

What kind of a room can you see on this stage?

The play tells a story set over one hundred years ago. (Point to picture 2 again.)

How can you tell that it shows life long ago?

Do you think that this play tells a sad story or a happy story? (Indicate picture 2.) Why do you think so?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

5. Look at the two pictures again. (Indicate picture 1 and picture 2.)

Tell me three differences between the two pictures.

Which picture do you prefer? (Indicate picture 1 and picture 2 again.) Why?

Which do you think is more interesting, reading a book or watching a play? Why do you think so?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

## Set 3 – Speaking

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	Uses mostly familiar vocabulary learnt in class. Occasionally has difficulty remembering a word or phrase.	Can go beyond familiar vocabulary learnt in class. Rarely has difficulty remembering a word or phrase.	Uses relevant vocabulary with ease and confidence.
<b>Grammar</b>	Uses simple structures without serious hesitation but still makes errors. Can correct some errors when they are pointed out.	Uses simple structures fluently; makes errors but can mostly correct them when they are pointed out.	Uses simple structures fluently, with confidence, and mostly with accuracy. Can correct errors immediately when they are pointed out.
<b>Pronunciation</b>	Pronunciation of individual words sometimes inaccurate and intonation sometimes hesitant. May not be able to correct errors in the pronunciation of individual words when they are pointed out.	Pronunciation of individual words generally accurate, but intonation may be difficult to understand. Can correct errors in the pronunciation of individual words when they are pointed out.	Pronunciation of individual words generally accurate and intonation easy to understand, though there may still be strong traces of a “foreign” accent. Can correct errors of pronunciation and intonation when they are pointed out.

### Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Use whole sentences and say as much as you can.

Are you ready? (*Check that student is ready to start.*)

1. Look at this picture of students reading a book. (*Point to picture 1 “reading a book”.*)

Now think about an interesting book that you have read.

What happened in the story?

What were the main characters like?

Why did you like this book?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

2. These students have to read a lot for their English class. (Point to picture 1.)

Do you think that young people read enough today? Why / Why not?

Books give us lots of information. What other things have you used to get information?

Do you think that people will read more or fewer books in the future? Why do you think so?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

3. Look at this picture. (Point to picture 2 – “the school play”.)

This play is called “The Woman in White”.

Looking at this scene, (Point to students in play.) what do you think the play might be about?

What might this character (Point to boy in wheelchair.) be saying to this one (Point to girl on right.)?

What do you think will happen next in the play?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

4. Look at this picture again. (Point to picture 2.)

The students at this school had to make a lot of preparations for their play. (Indicate stage and students in picture 2.)

What kind of things did they have to do?

Do you think that school plays are a good idea? Why / Why not?

This boy would like to become an actor when he leaves school. (Point to boy in jacket.) What do you think he should do?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

5. If you could write a book, what would you write about? Why?

If you were an actor or actress, would you rather work in theatre plays or in TV drama? Why?

Which would you prefer to be, a successful writer or a famous actor or actress? Why?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			