



# **Anglia Examinations**

## **Primary Level**

## **Speaking Test**

## **2019 Set 2**

# **Instructions for Assessors**

**LOCATION:** a quiet place in the school.

**DURATION:** 5–8 minutes.

**PARTICIPANTS:** two candidates; assessor; usher.

**MATERIALS NEEDED:**

- A** There are 14 word strips supplied – four words on each strip, one of which is the odd-one-out, OR the examiner may bring solid objects with which to conduct all or some of this part of the test. The word strips should be cut out on the dotted lines.
- B** Pictures supplied.

**RECORDING:** the examination is to be recorded as an MP3. The recording is sent to Anglia Examinations, Chichester College, for moderation.

**Before** the candidates have entered the room, record their full names and numbers clearly onto the MP3. (This can be done while the candidates are in the room, but be careful if you record their names and then immediately ask them again what their names are. At this age, they will realise there is no information gap, wonder why you are asking again, and may not want to role-play just for the test.)

**After** the examination, the usher should ensure that the candidates do not return to the area where candidates yet to take the test are still waiting.

### **Task 1:** Introduction, 1–2 minutes. **Introductory warm-up**

The assessor welcomes and reassures the candidates. It is recommended you say,

‘Hello. My name is xxxxx. This is the Primary Speaking test. Are you OK? Good, let’s begin.’

The assessor encourages the candidates to introduce themselves. If the candidate has clearly prepared a short introduction and sets off to recite it, allow him/her to go through it and ask a question at the end. Be prepared to kindly interrupt if this goes on for too long. Otherwise, conduct the introduction with two or three simple, specific question prompts from the following:

- Name (What is your name?)
- What is your Anglia number?
- Age (How old are you?)
- Family (How many people are there in your family? How old is your brother? Have you got a sister? What is her name?)
- Pets (Have you got a pet? What is its name?)
- 'Favourite' food, colour, animal, etc. (What is your favourite food? Do you like tomatoes?)

**Task 2:** 2 minutes *maximum*.

- The assessor shows the candidates one of the word sets, says all four words aloud and then asks which is the odd-one-out/different one, and why.
- The assessor shows several sets of these to the candidates and asks them in turn to:
  - say each of the four words aloud.
  - say which is the odd-one-out, and why.

The assessor says,

'I have some words here. There are four words on each piece of paper. Three of the words go together. One word is different. Which word is different and why? Here is an example. 'Cat, dog, cake, fish. The cake is the odd-one-out/different word because it's food. It's not an animal.'

'Now, [<name>]. Can you read these words, please? Which is the odd-one-out/different one? Why?'

**Task 3:** 3 minutes *maximum*.

The assessor has the pictures face down on the table. The candidate picks one.

The assessor says,

'Now, [<name>]. There are two pictures on the table. Which picture do you want?'

Each candidate picks one.

The assessor points to some objects *and* actions for the candidates to name in turn. Taking turns, the candidates find some more. Each of the candidates may pick another card or stay with the first, according to how well it is going.

e.g.

A: OK, [<name>]. Now, where is the picture? (points to whole picture)

C: A town.

A: Good. It's in a town. What is this boy doing?

C: [He's] reading.

A: Thank you. What's this? (points to dog)

C: It's .....um.....um.....

A: Is it a cat?

C: No. ....um....

A: It's a dog. Now, what is the dog doing?

C: It's running.

A: Good. How many people can you see in the picture?

C: I can see six people.

A: Thank you. What other things can *you* see in the picture?

If the candidate does not produce the right answer, the assessor gives it. The assessor should not emphasise the fact that a candidate fails to produce the right answer. Then the assessor goes on with the test and asks the next question.

### **Task 3a: Optional Extension (where appropriate) 2–3 minutes *maximum*.**

The assessor may ask any or all of the children to perform a chant, rhyme, song or poem they know.

When the test is over, thank the candidates and say, 'Goodbye'.

### **NB**

This is not a compulsory word-for-word script but a strong recommendation for how the test should be conducted. If circumstances mean that the words should be slightly changed to get the best from the candidate, as an assessor you have the right to do this. Conversations often do not run exactly as planned and some flexibility is allowed to keep the test as stress-free and natural as possible. The Anglia Examinations moderators will take account of this when monitoring the recording.

However, remember to keep all meta-language very simple. Name the candidate frequently. Do not be tempted to chat or add extra information about yourself, for example. This confuses the candidate and takes valuable testing time.

**sun**

**rain**

**wind**

**ball**

**cousin**

**star**

**uncle**

**aunt**

**Tuesday**

**August**

**January**

**March**

**jacket**

**melon**

**skirt**

**dress**

**hippo**

**giraffe**

**horse**

**shop**

**cherry**

**pencil**

**strawberry**

**peach**

**flower**

**fishing**

**tennis**

**baseball**

**train**

**helicopter**

**taxi**

**carrot**

**rubber**

**teacher**

**doctor**

**farmer**

**cheese**

**salad**

**biscuit**

**window**

**square**

**classroom**

**circle**

**triangle**

**office**

**cinema**

**t-shirt**

**café**

**boat**

**book**

**magazine**

**newspaper**

**guitar**

**piano**

**drum**

**wardrobe**













## MARKING CRITERIA ANGLIA SPEAKING TEST JUNIOR, PRIMARY AND PRELIMINARY (A1) LEVELS

	COMMUNICATION / CONTENT	PRONUNCIATION	RANGE OF VOCABULARY / GRAMMATICAL ACCURACY
<b>D</b>	The student can comfortably respond to the examiner's questions.	Clearly understandable throughout the test.	The student is clearly at ease with the basic words and grammatical structures of the level.
<b>M</b>	The student understands the examiner most of the time and gives a correct answer to at least half the questions.	Sufficiently adequate to be understandable.	The student knows the basic words and grammatical structures of the level. There may be a few errors.
<b>P</b>	The student understands a good proportion of the questions, and gives some right answers.	Poor, but understandable at least half the time.	The student knows the most basic words and grammar needed for the level although there are obvious errors / omissions.
<b>R</b>	A combination of not answering and answering wrongly, making communication impossible.	The student cannot be understood most of the time.	The student knows insufficient basic words or grammar to participate in the test.
<b>U</b>	No communication in English taking place at all.		