



Anglia Examinations

First Step Level

Speaking Test

2019 Set 2

Instructions for Assessors

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LOCATION: a quiet place in the school.

DURATION: 5 – 8 minutes.

PARTICIPANTS: Two or three students; assessor; usher/safety monitor.

MATERIALS NEEDED: pictures or objects as supplied from the First Step syllabus word list.

RECORDING: The examination is to be recorded as an MP3. The recording is sent to Anglia Examinations HQ at Chichester College in the UK for moderation.

Before the candidates have entered the room, record their full names, numbers and the examination level 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: a minute or less

The candidates answer the assessor's questions.

The assessor says to each candidate separately,

- 'Hello. My name is Xxxx. What is your name?'

Assessor repeats candidate's name and says, 'Thank you.'

- 'How old are you?'

Assessor repeats candidate's age and says, 'Thank you.'

Task 2a: 1-2 minutes

The assessor points to five objects for the candidate to say the word, e.g. a flower, a ball. The assessor says,

‘Now, [<name>]. Listen to the questions. What is it?’

The assessor asks each candidate five questions.

If the candidate gets it right, say, ‘Good’. If they get it wrong or say nothing, simply give the right answer calmly and kindly and move on to another question.

e.g.

A: What is it, [<name>]? (points to a ball)

C: A ball.

A: Good. What is this? (points to a chair)

C: A table.

A: It’s a chair. What is this? (points to a cake)

C: A cake.

A: Good. What is this? (points to a window)

C: A door.

A: It’s a window. What is this, [<name>]? (points to a flower)

C: A flower.

A: Good.

Task 2b: 1-2 minutes

The assessor asks yes/no questions, the candidate responds.

The assessor says,

‘Now listen to the questions, [<name>]. Say “yes” or “no”. OK?’

The assessor asks each candidate five questions.

e.g. Is it a cat? Is this red? Is this a fish?

If the candidate gets it right, say, ‘Good’. If they get it wrong or say nothing, simply give the right answer calmly and kindly and move on to another question.

e.g.

A: [<name>] Is it a cat?

C: Yes.

A: (Cheerfully) No. It’s a dog. Is this red?

C: Yes.

A: Good. Is this blue?

C: Yes.

A: Good. Is this a television?

C: Yes.

A: Good. Is this yellow?

C: No.

A: It’s yellow. Thank you.

Task 3: 2-3 minutes

The assessor chooses five groups of words consisting of number; colour; object.

The candidate points at, or picks up the objects or cards,
e.g. [give me] four yellow planes; [can you find] three black cats?
[And now] two blue doors; (holding out your hand) two white beds.

The assessor asks each candidate five questions.

The assessor says, 'Now listen to the questions and give me the cards. OK?'

If the candidate gets it right, say, 'Good'. If they get it wrong, partly wrong, or say nothing, simply pick up the right cards calmly and kindly and move on to another question.

e.g.

A: [<name>] Find three black cats.

C: (finds three black cats)

A: Good. Now find four yellow planes, [<name>].

C: (looks confused)

A: Planes (shows a plane), Give me four, yellow, planes.

C: (doesn't do it)

A: Here: (picks up four yellow planes.) Now, [<name>] find two red balls.

C: (finds two red balls)

A: Good. Now find two blue pens.

C: (finds two green pens)

A: OK - two *green* pens. Here are two blue pens. Now find two blue doors.

C: (finds two blue doors)

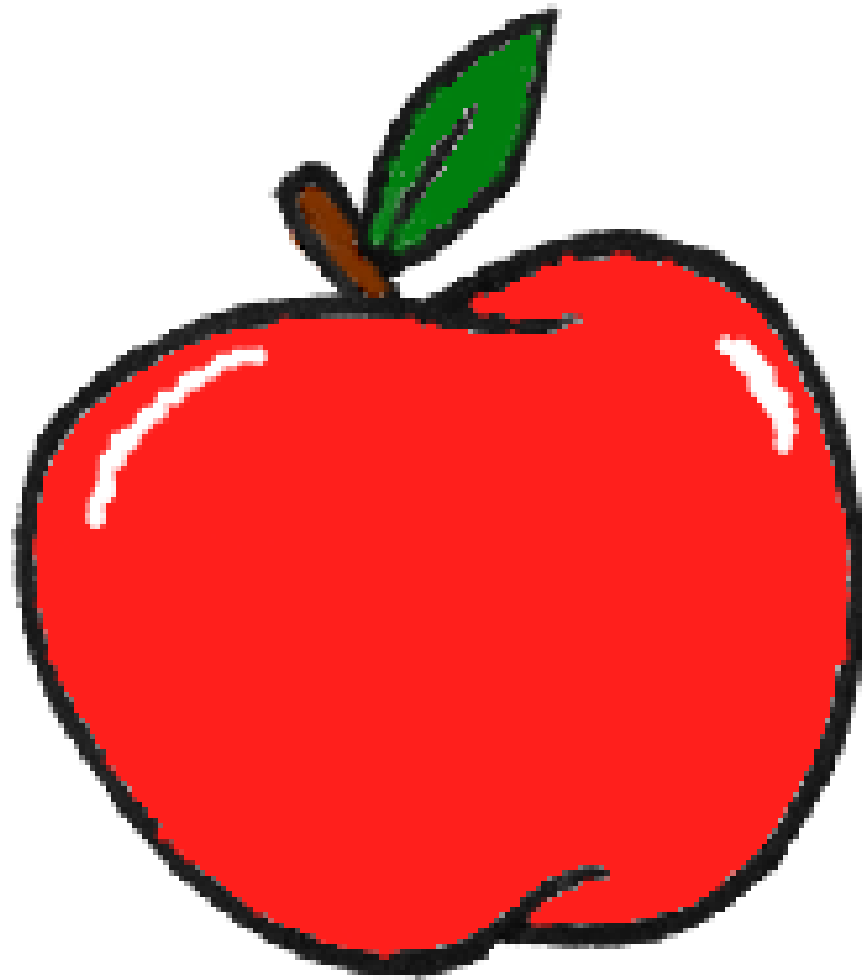
A: Good.

Assessor: at the end of the test, say, 'Well done. This is the end of the test. Goodbye.'

NB

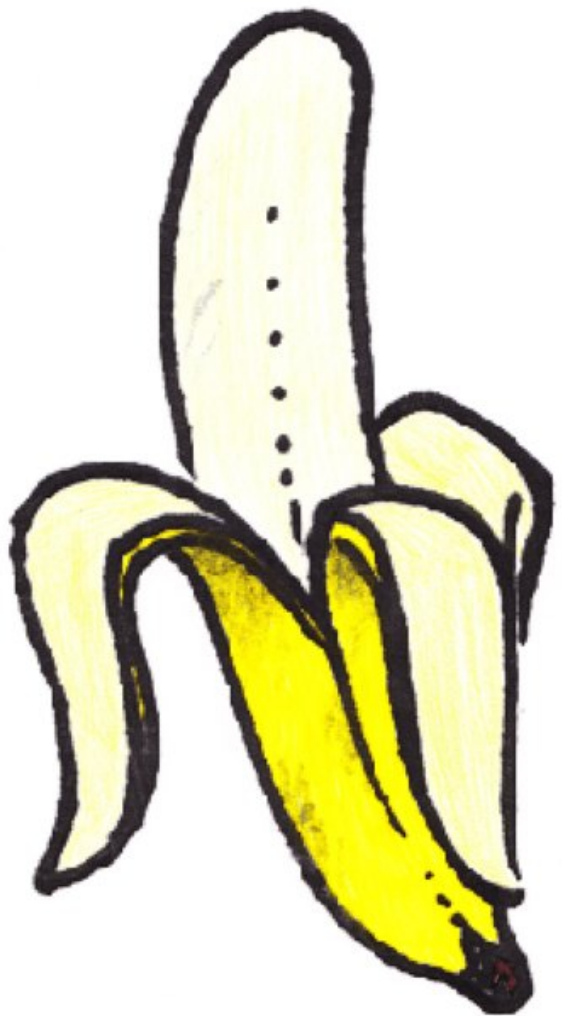
This is not a compulsory word-for-word script but a strong recommendation for how the test should be conducted. If circumstances mean that the words should be slightly changed to get the best from the candidate, as an assessor you have the right to do this. Conversations often do not run exactly as planned 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.

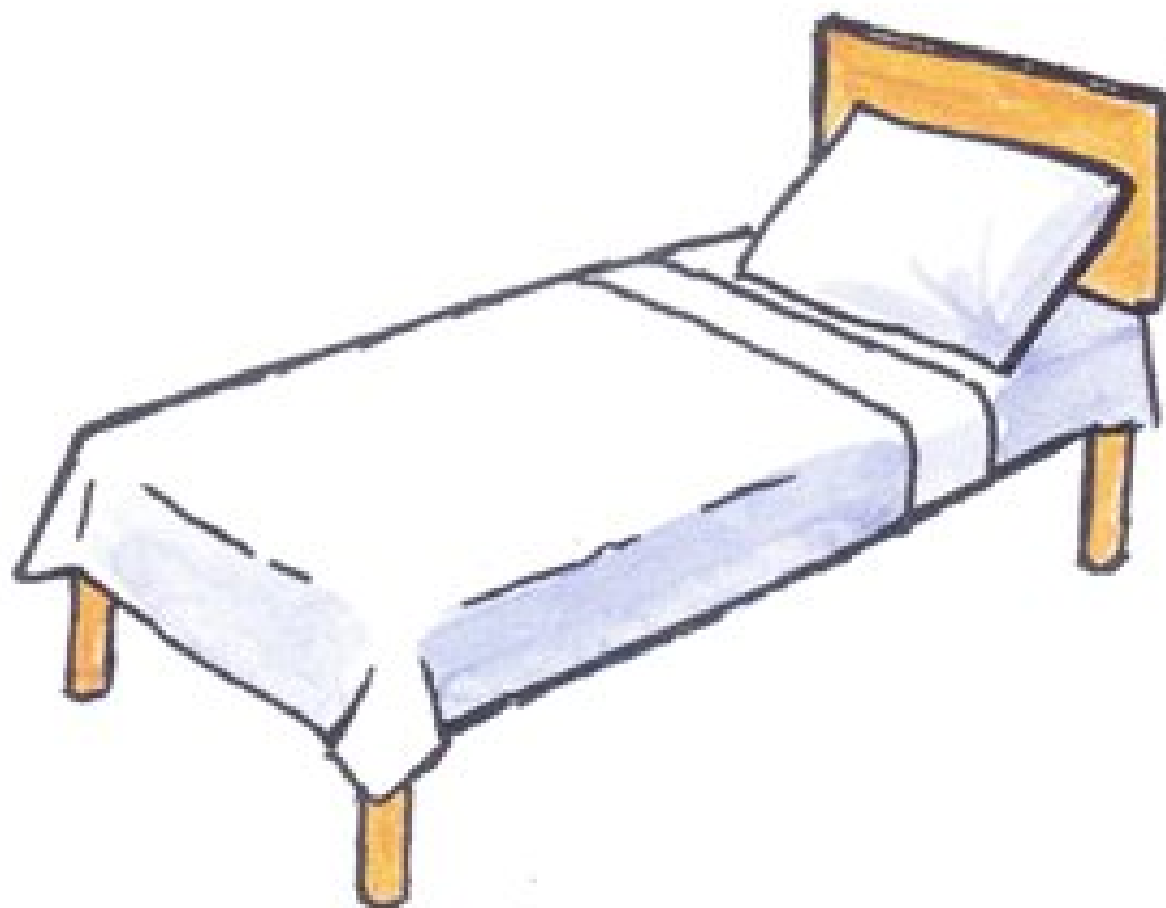
However, remember that First Step is a receptive level. Candidates are not expected to answer any questions at length or to know any language above level. Keep all meta-language very simple. Name the candidate frequently. Do not be tempted to chat or add extra information about yourself, for example. This confuses the candidate and takes valuable testing time.





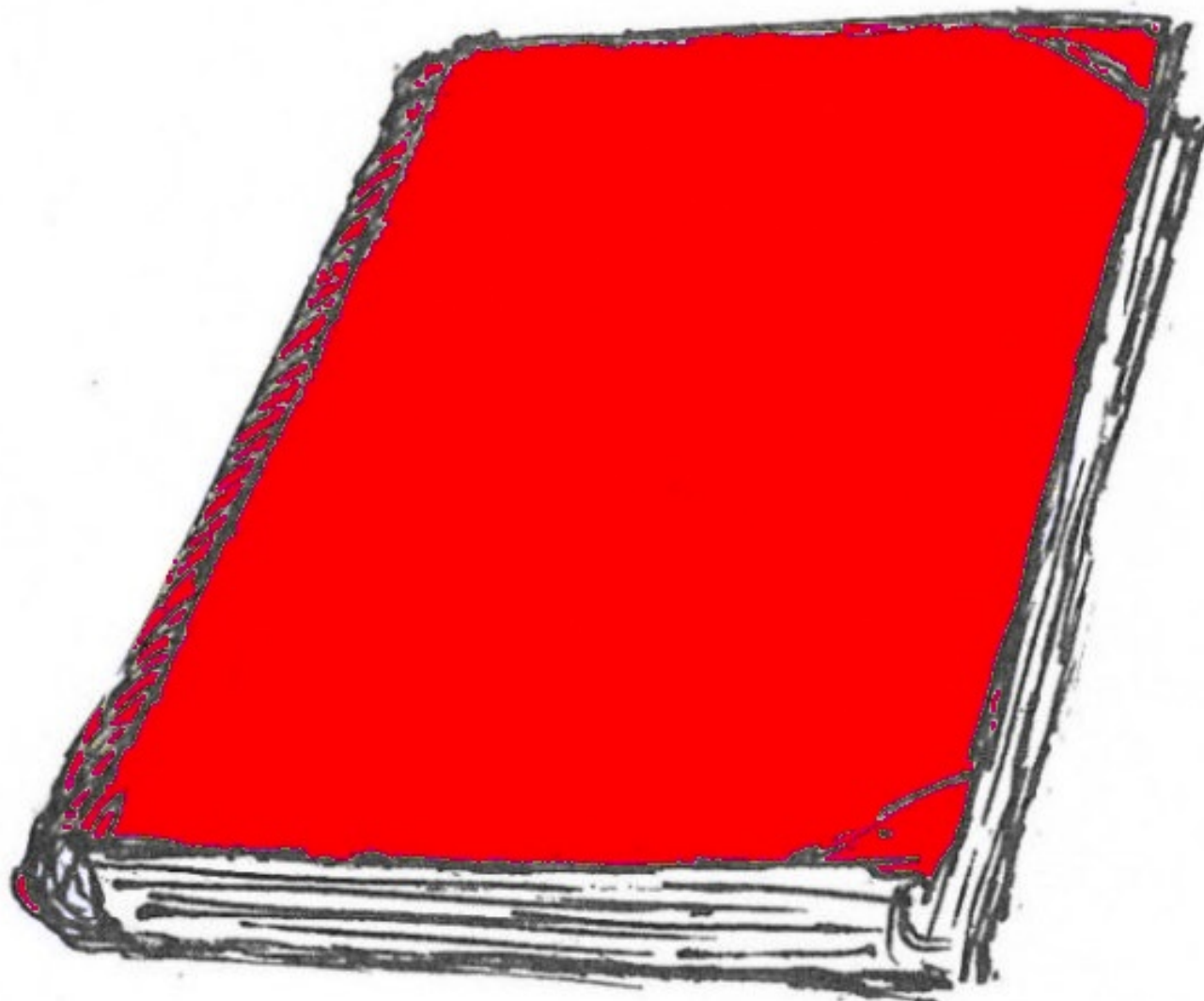






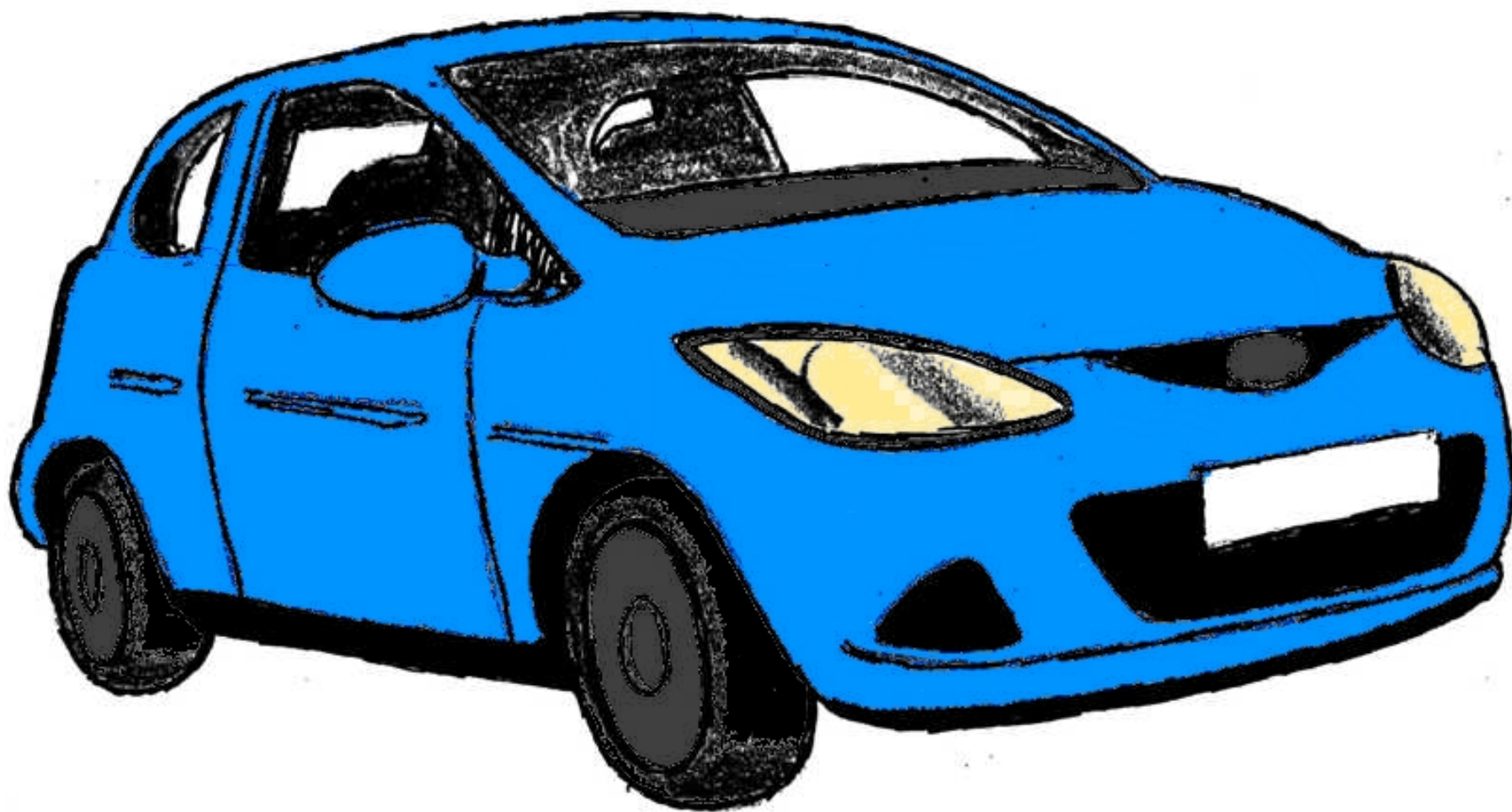






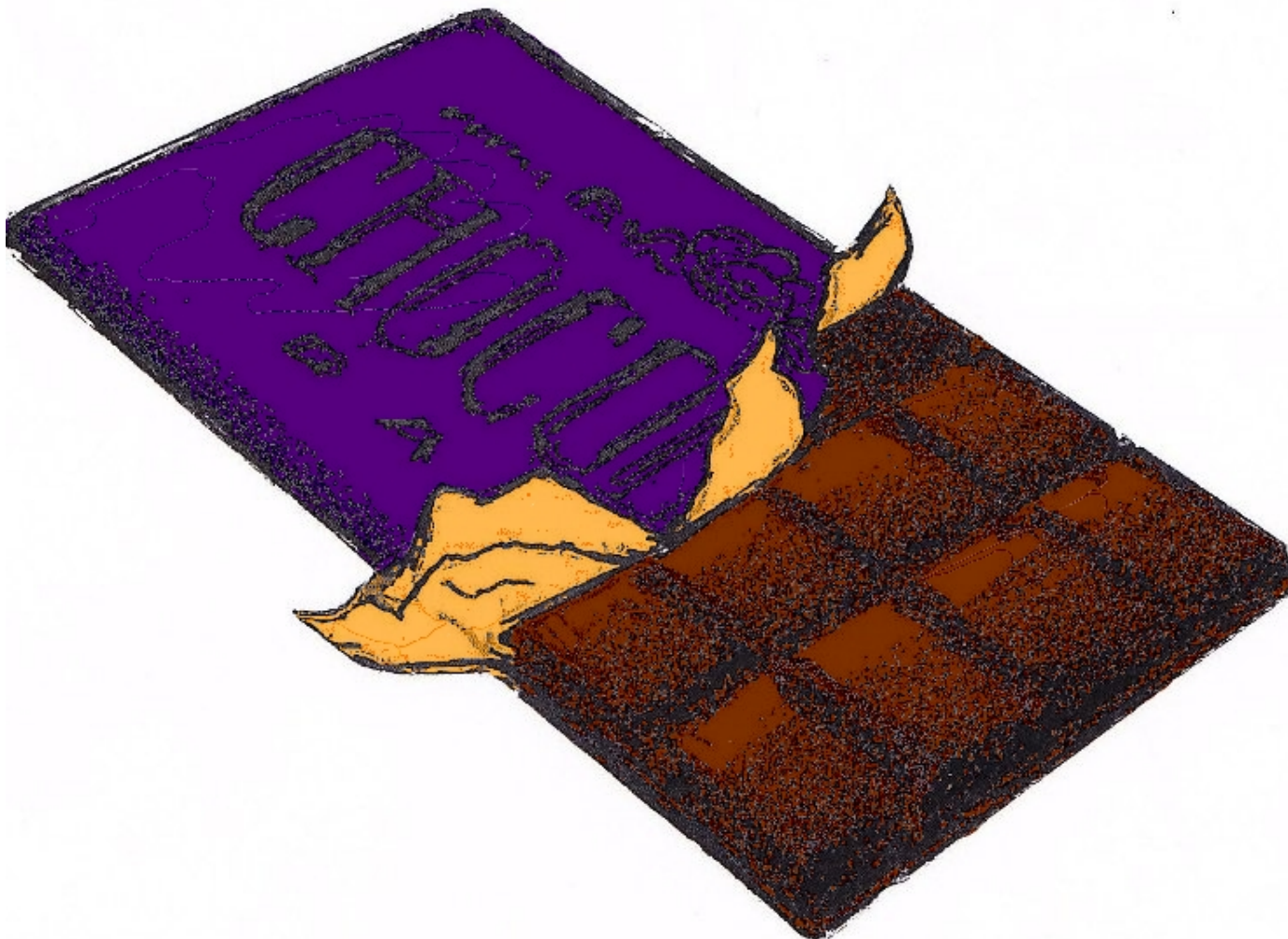


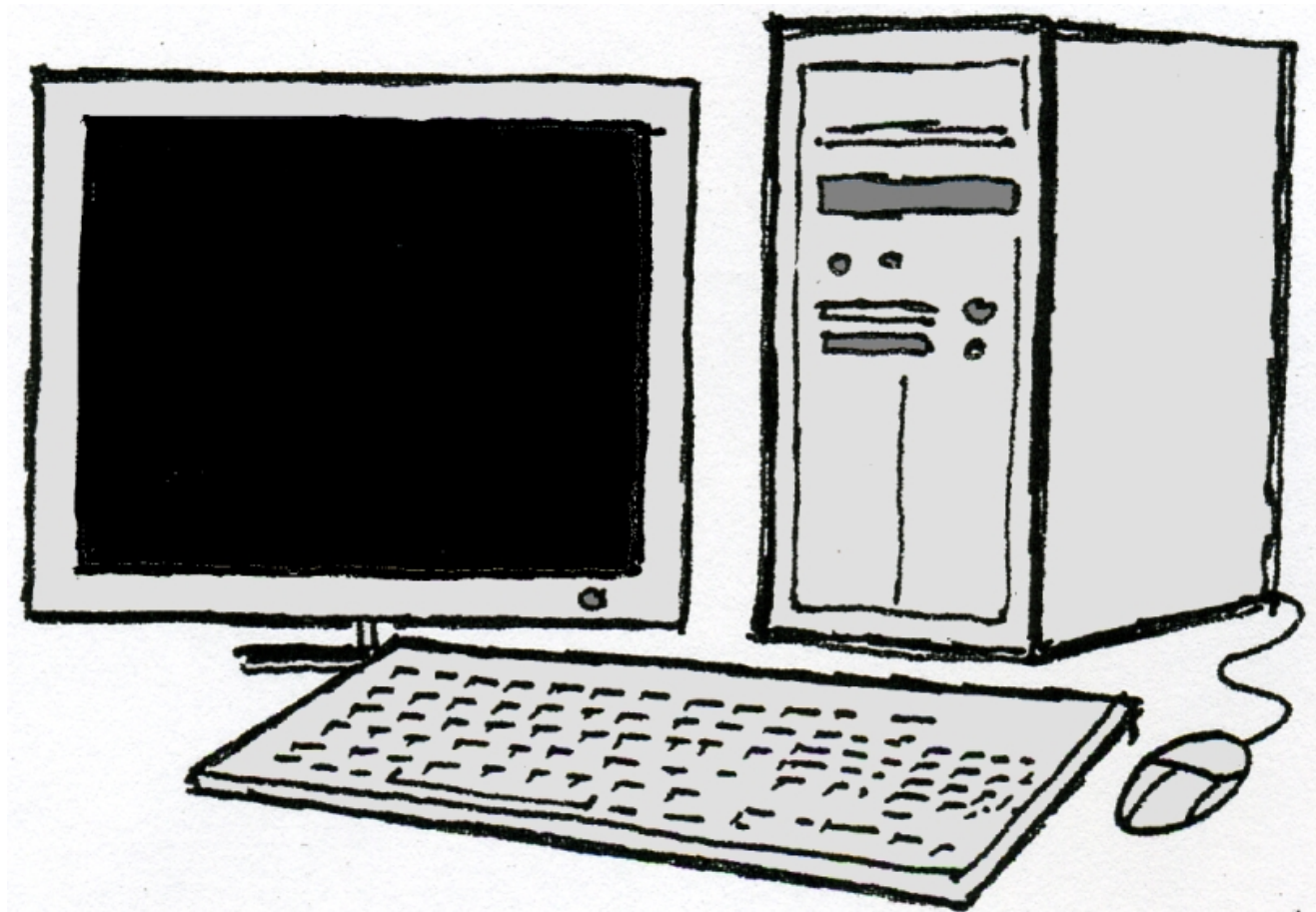


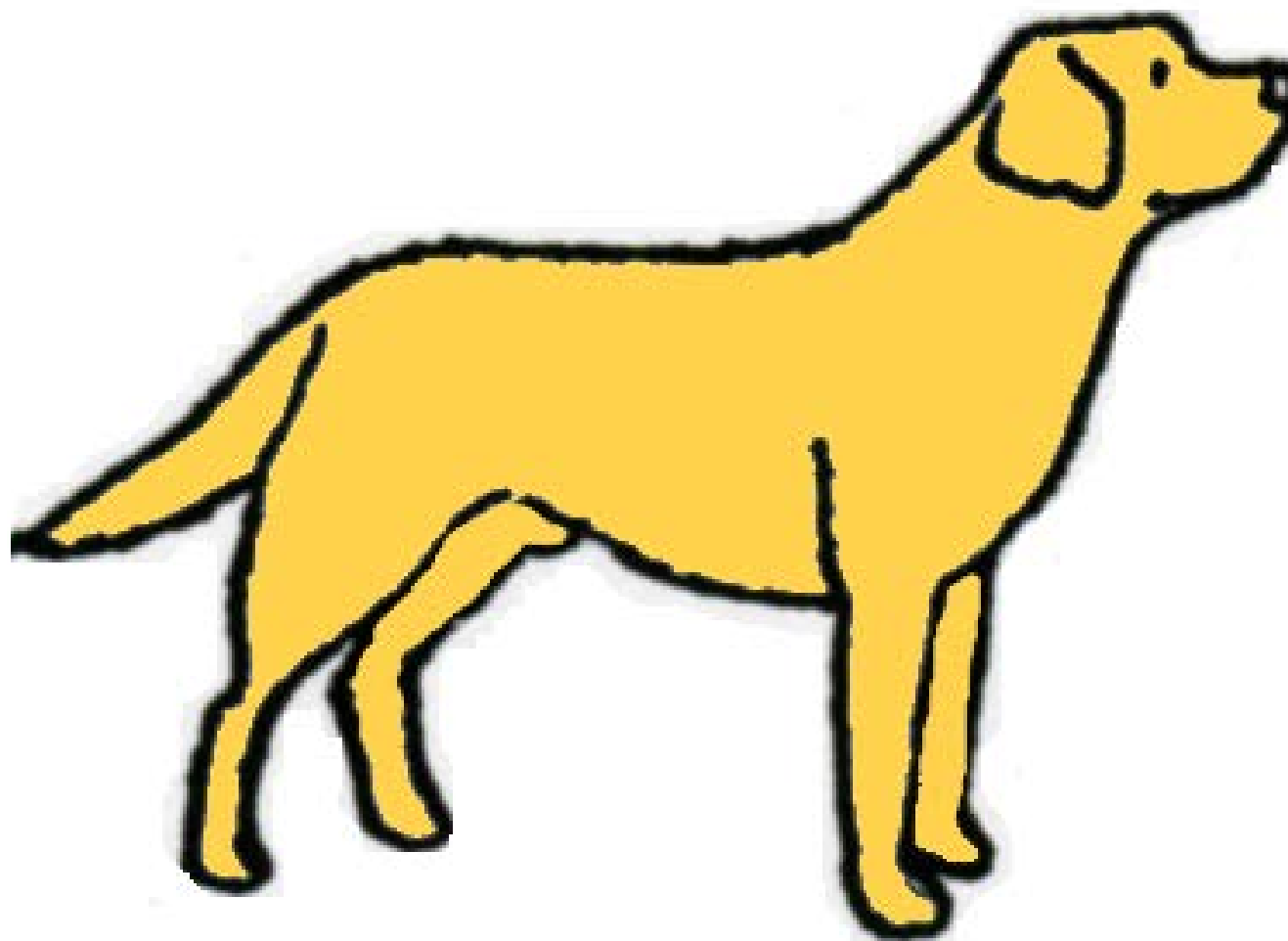


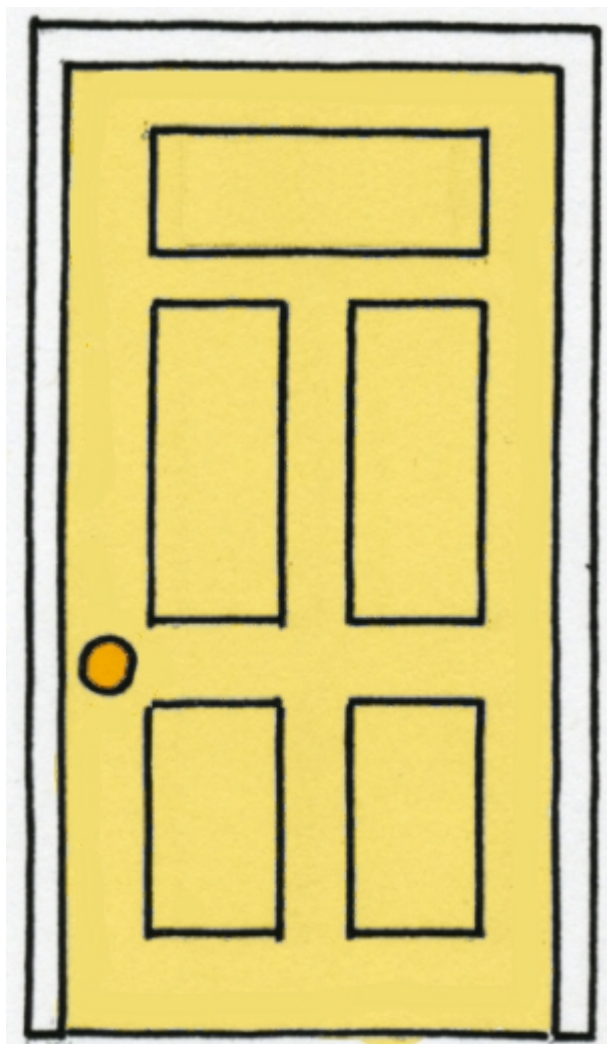


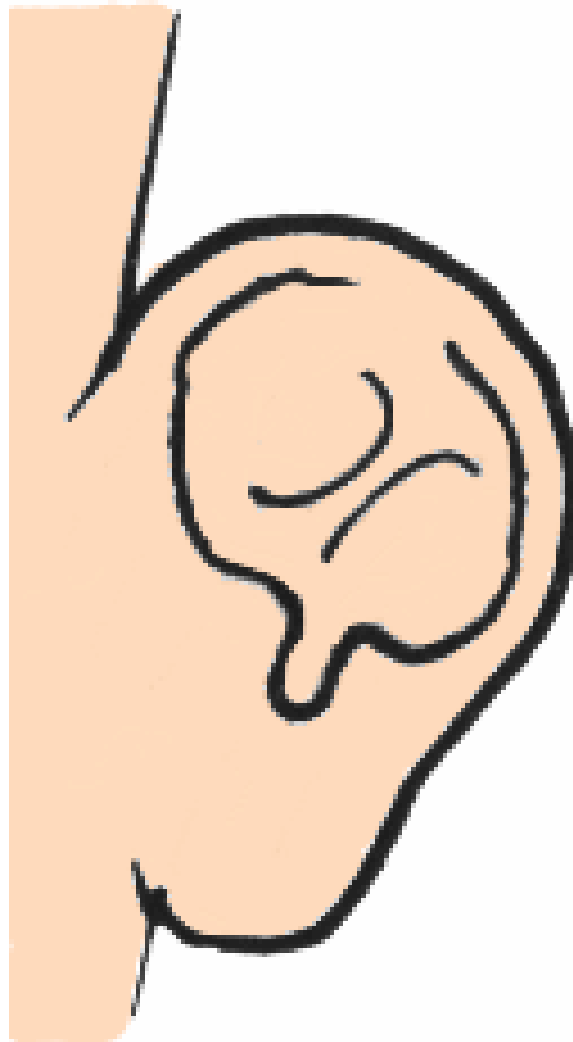


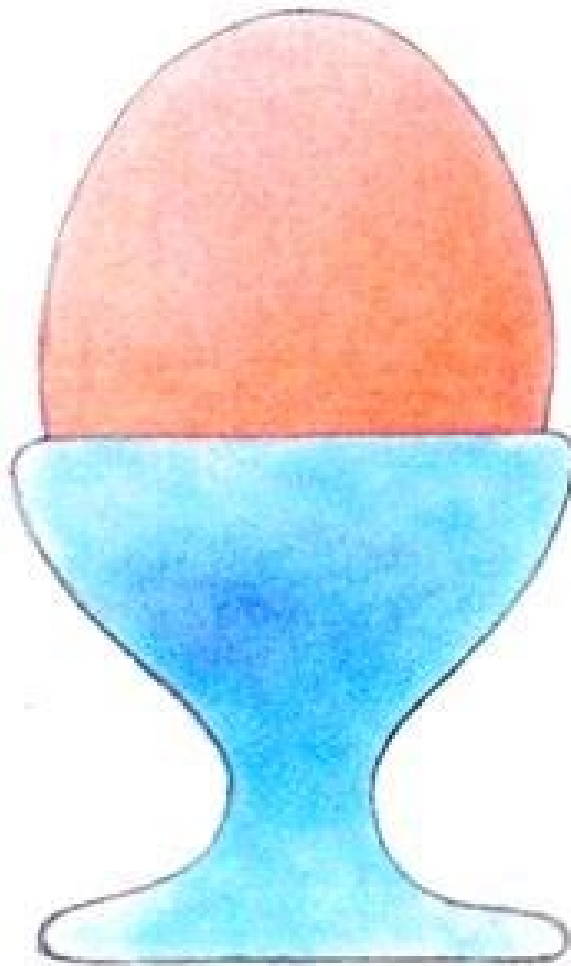




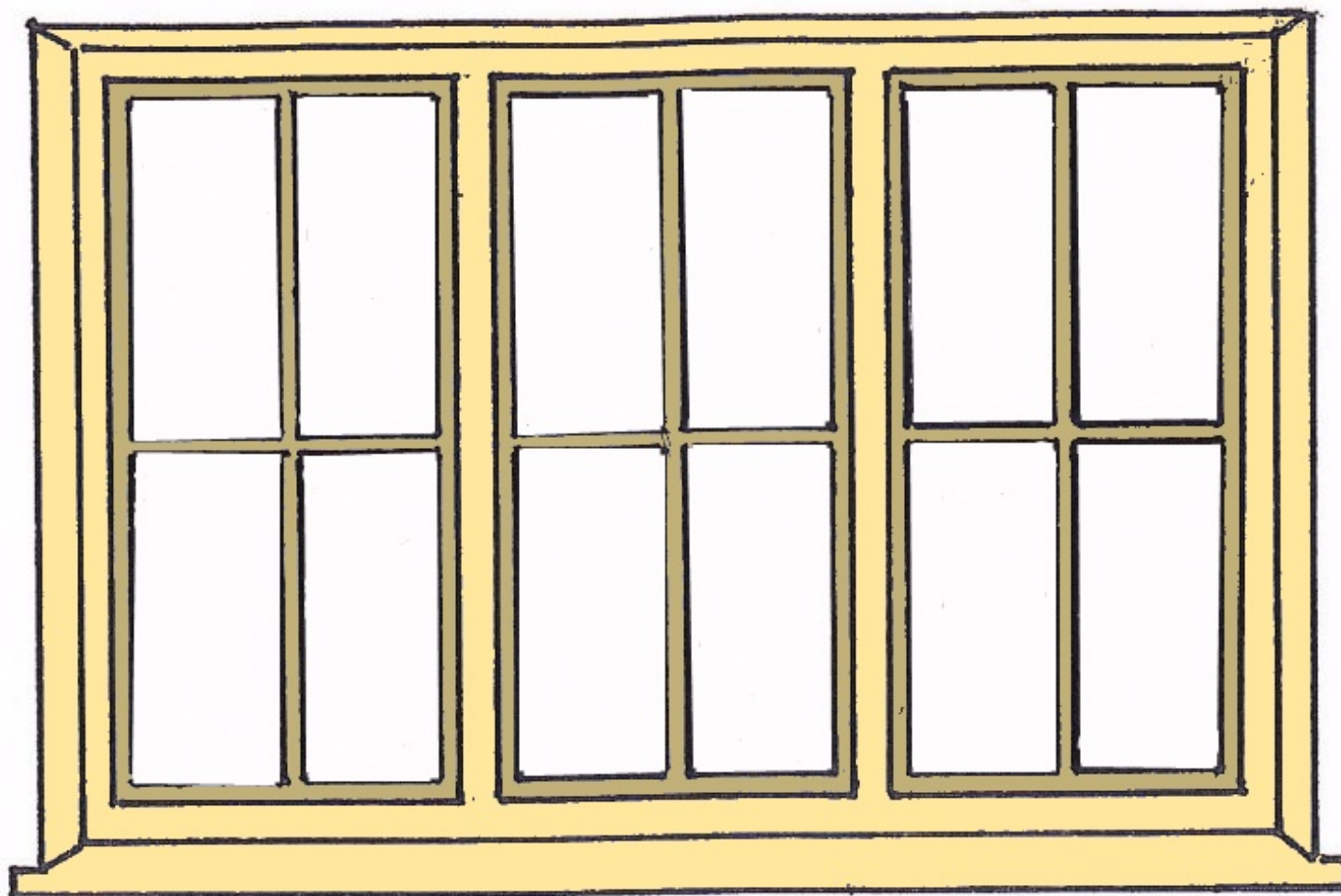






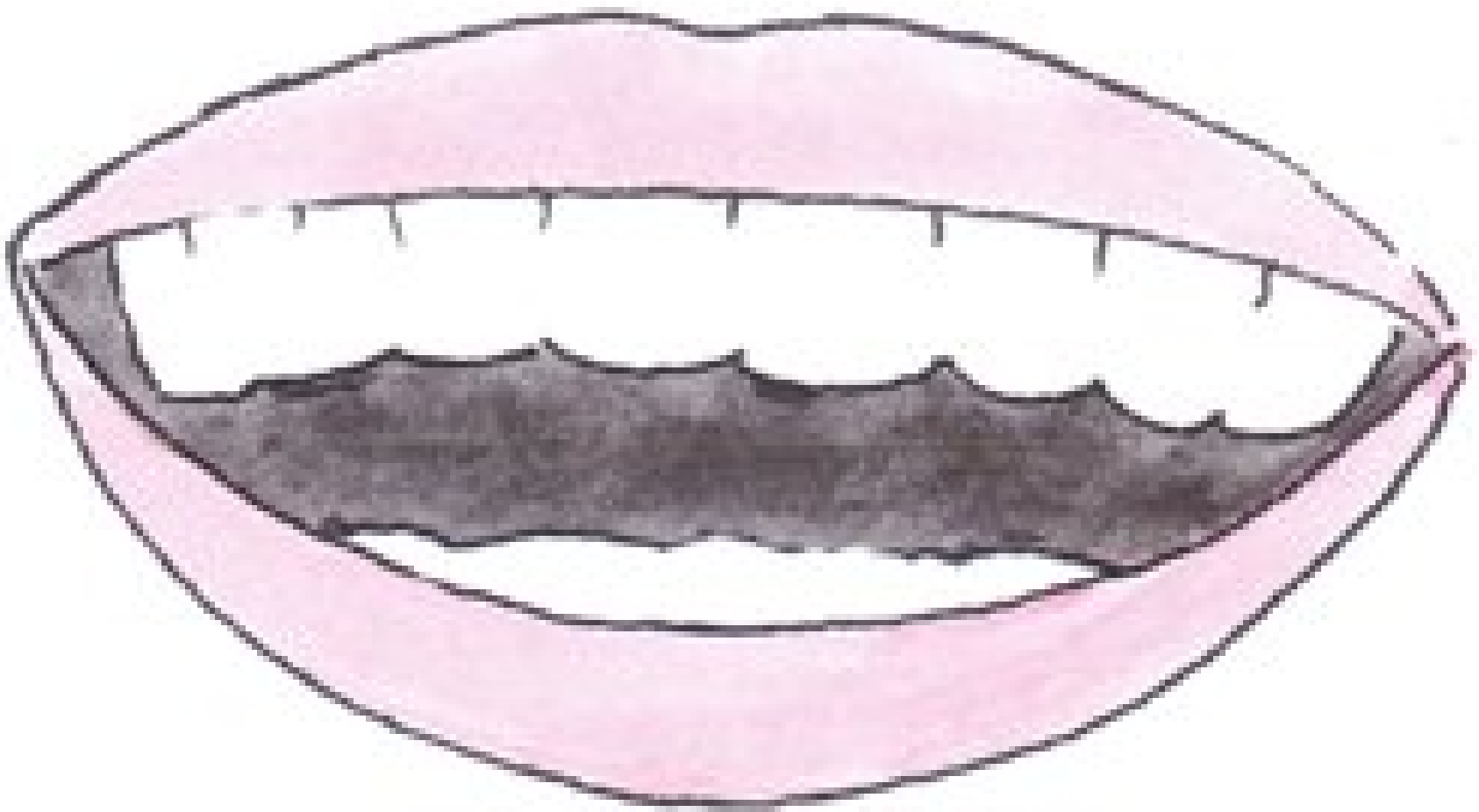




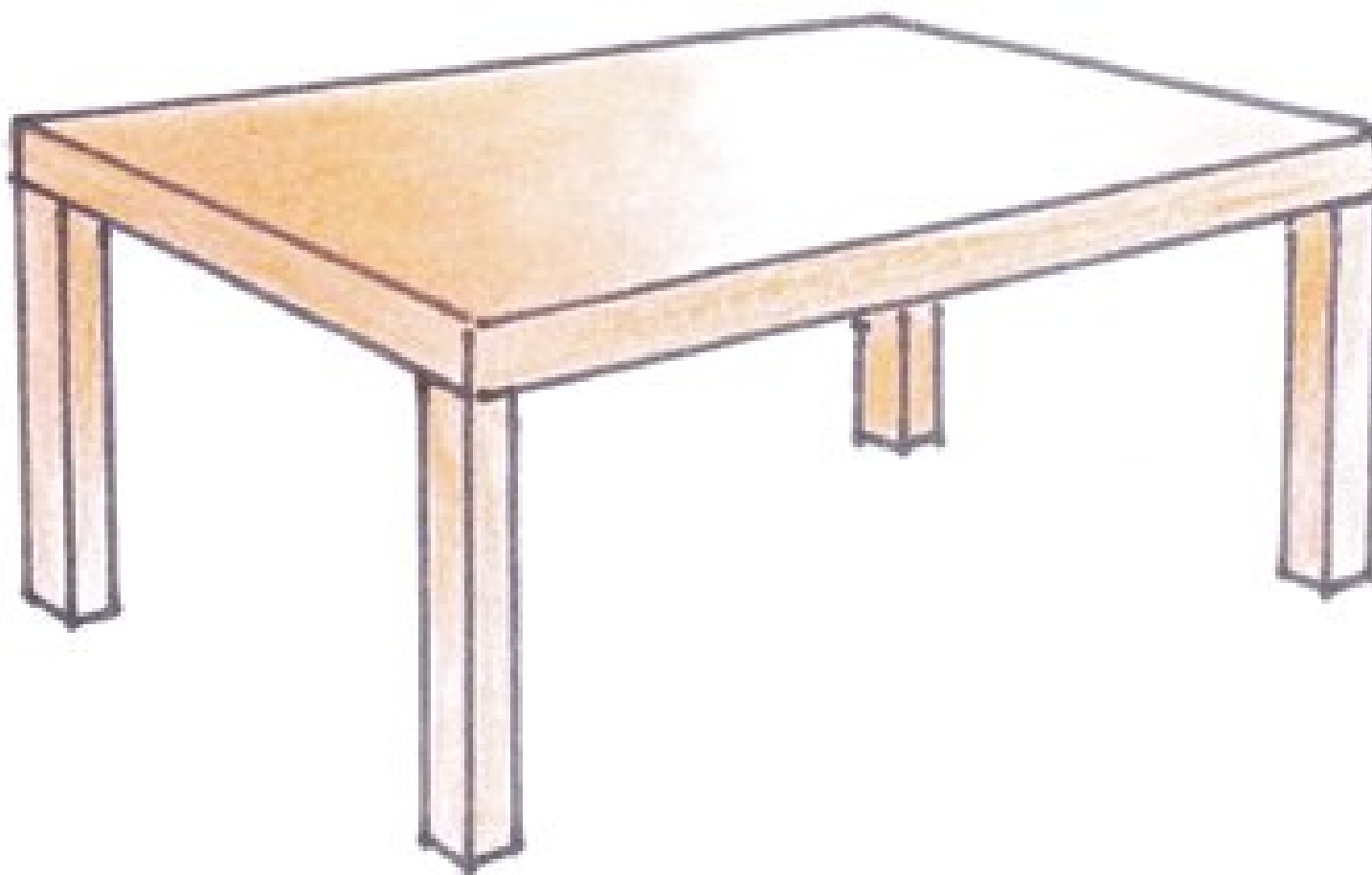


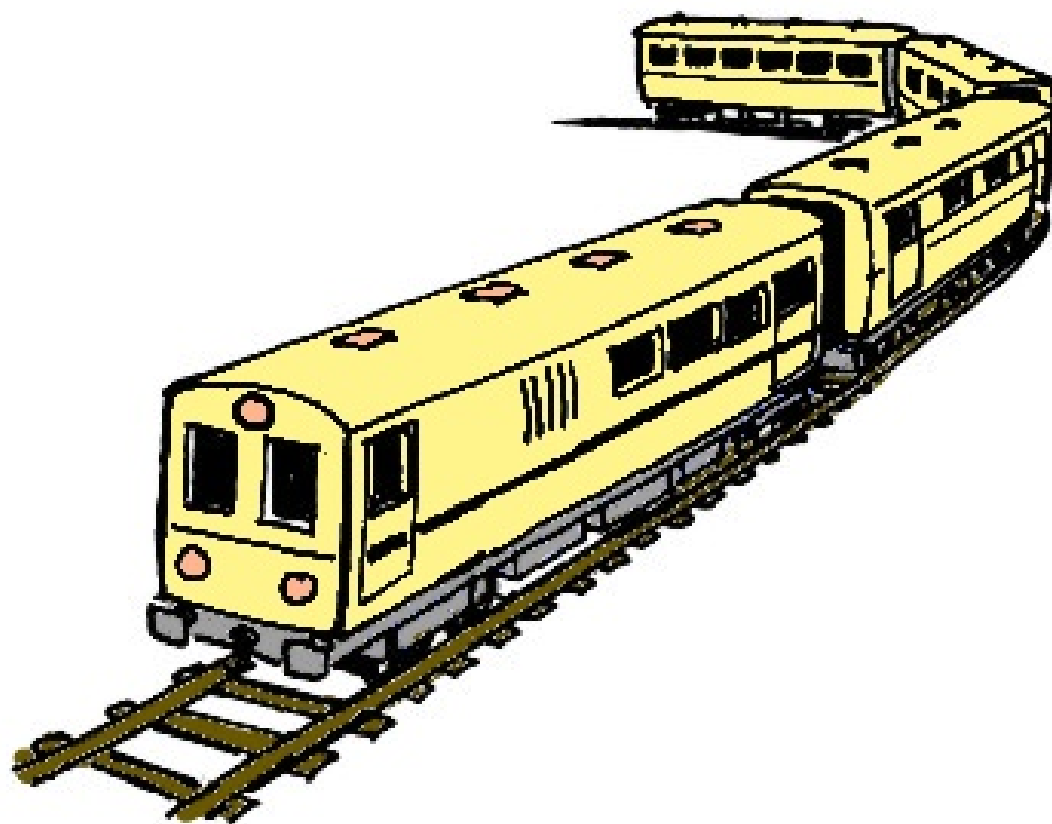


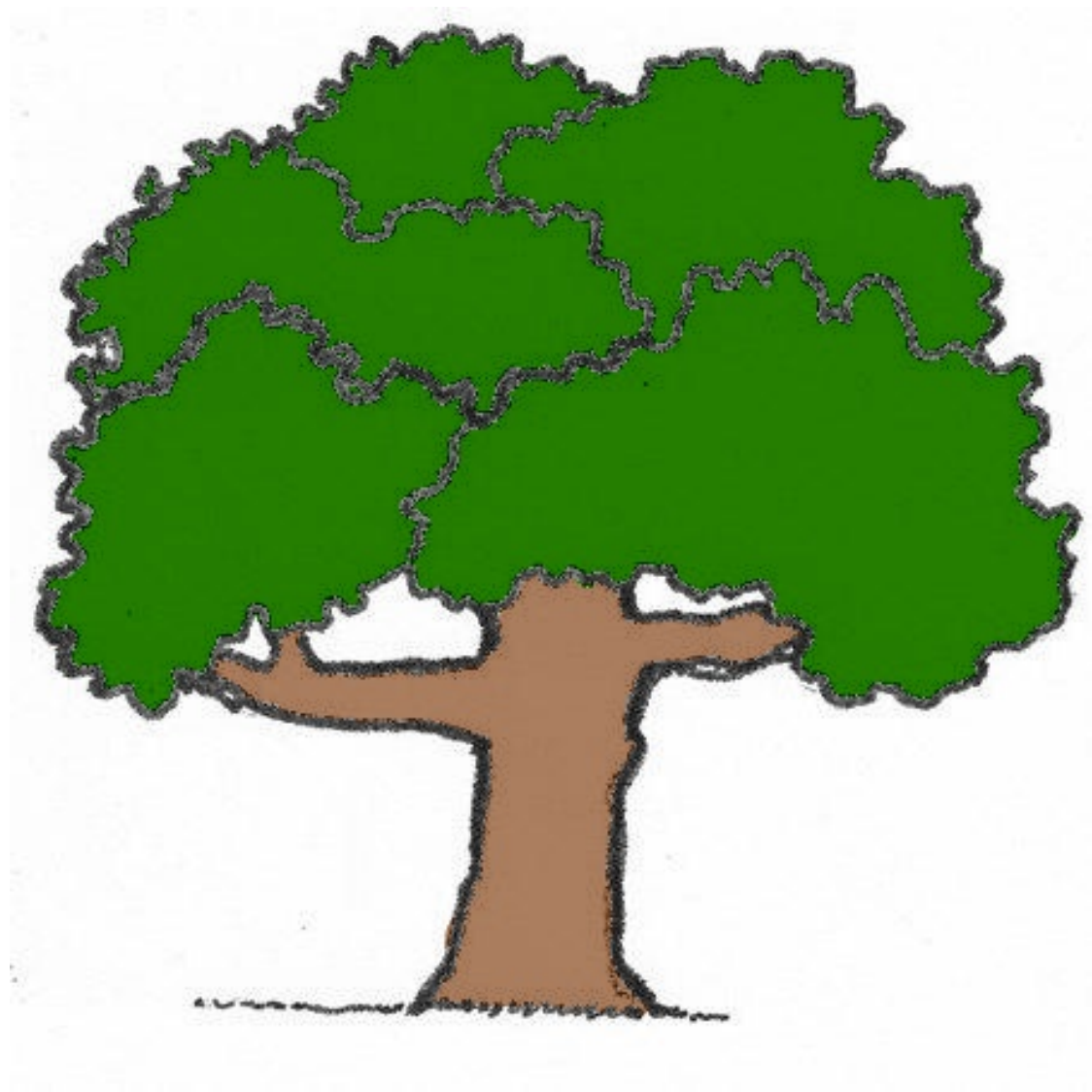




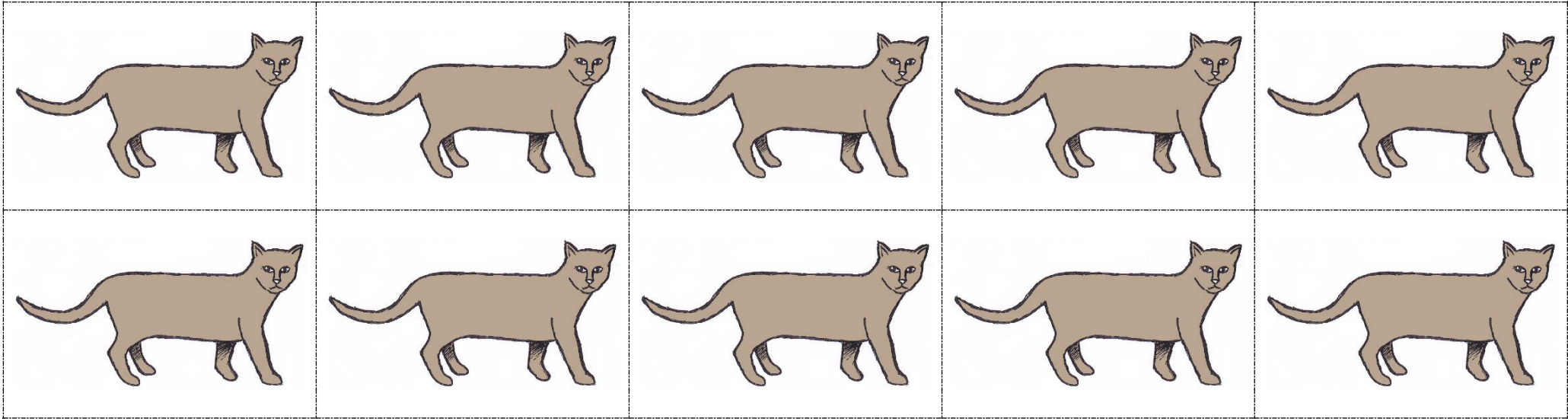


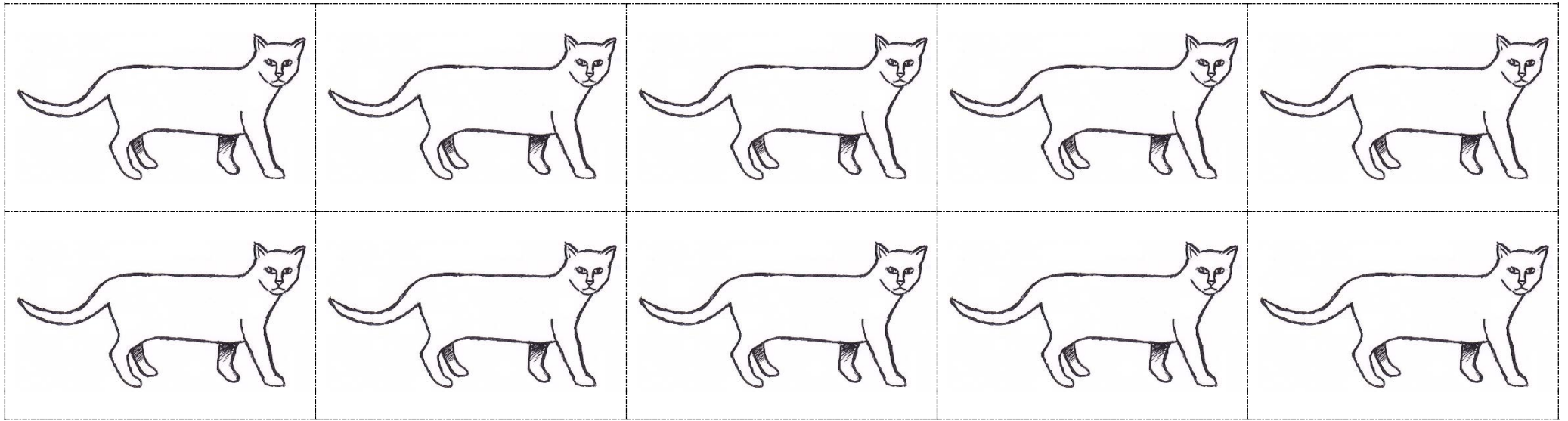


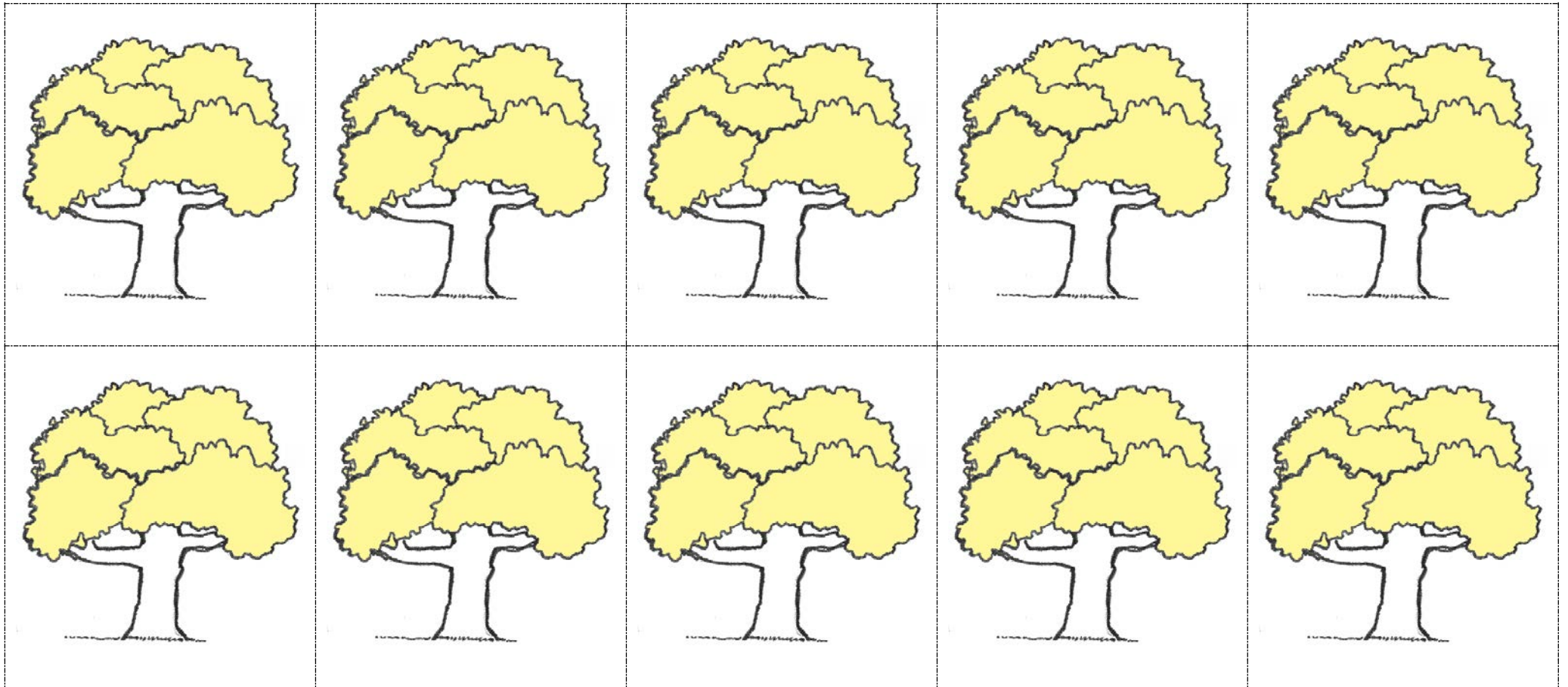


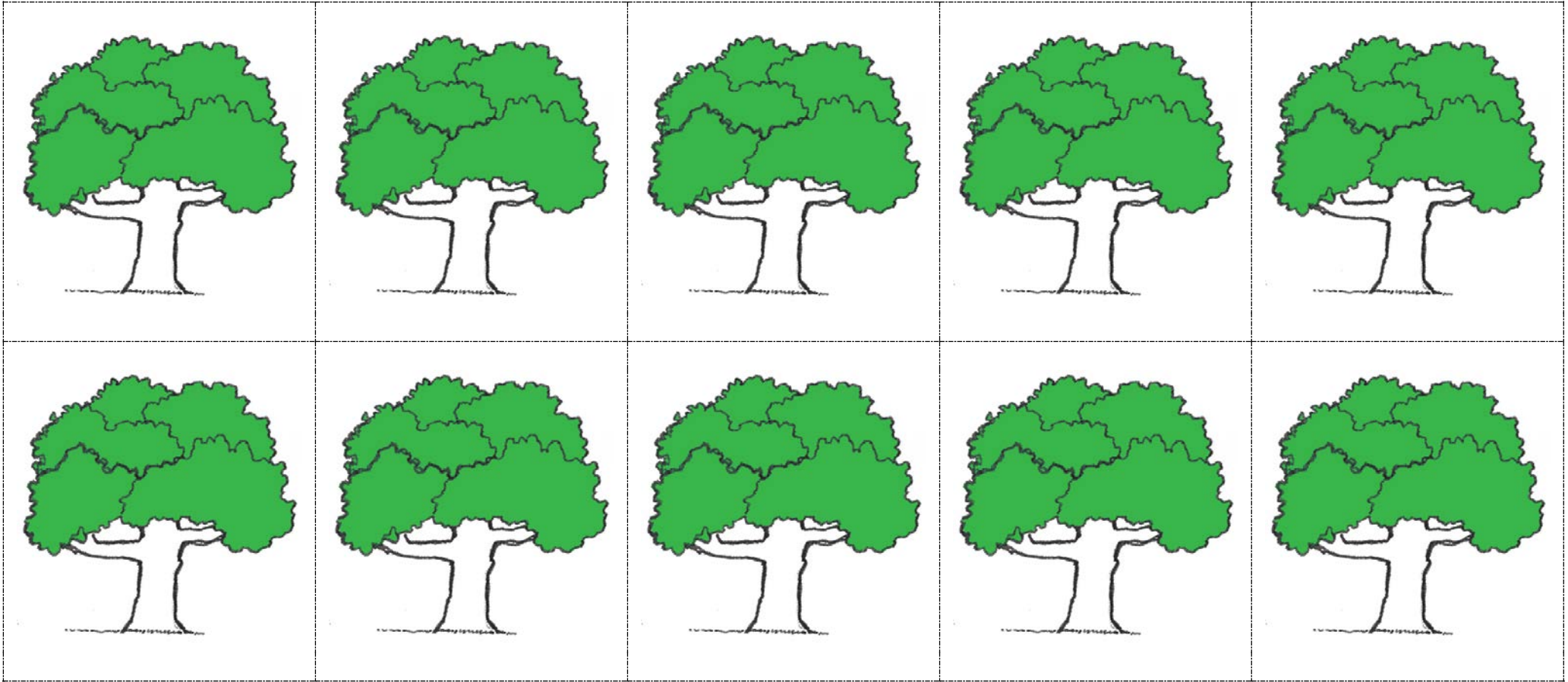


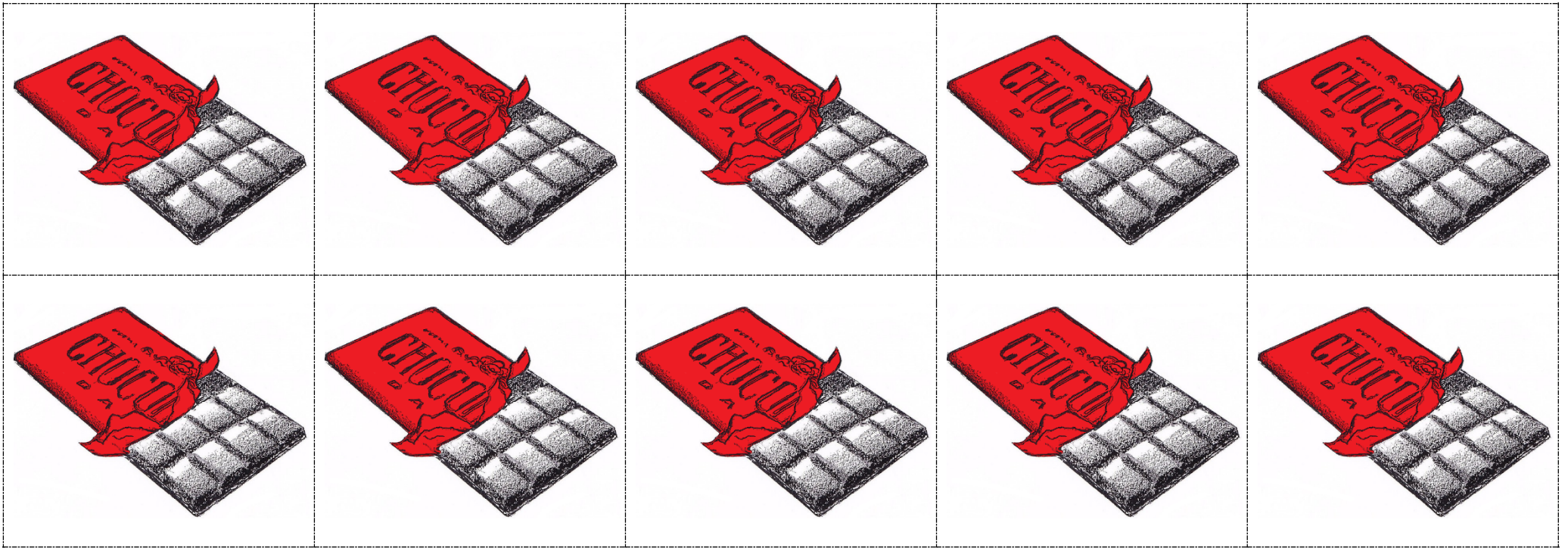


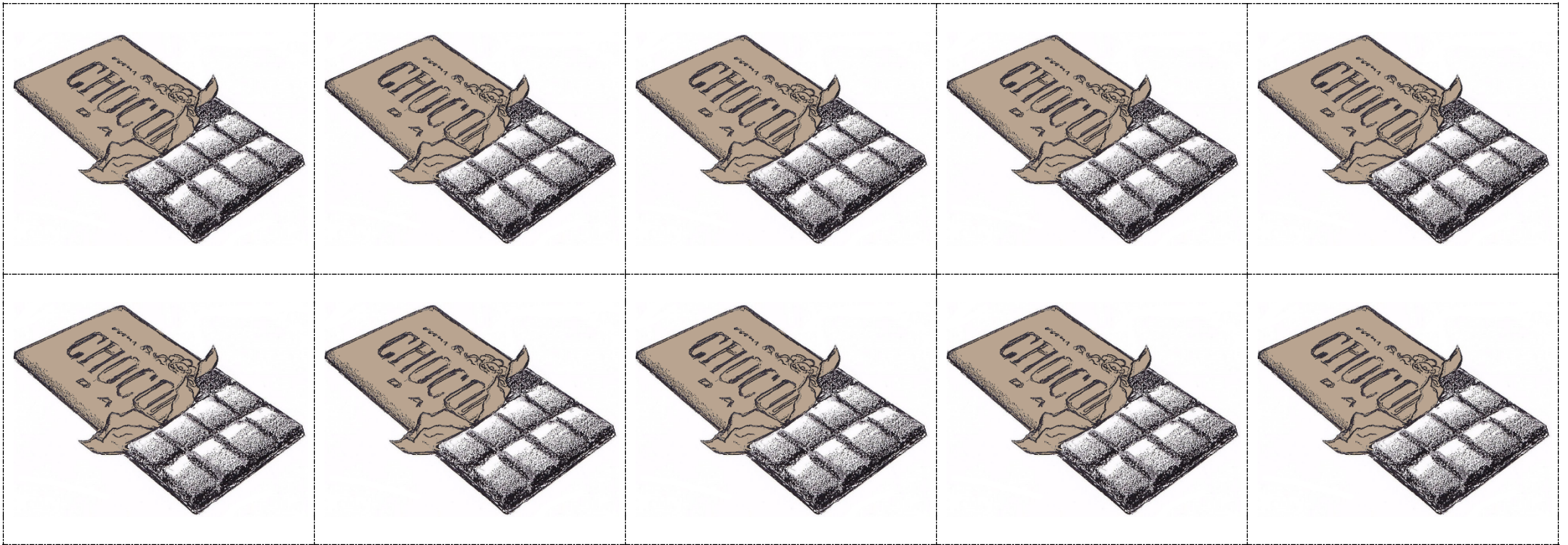


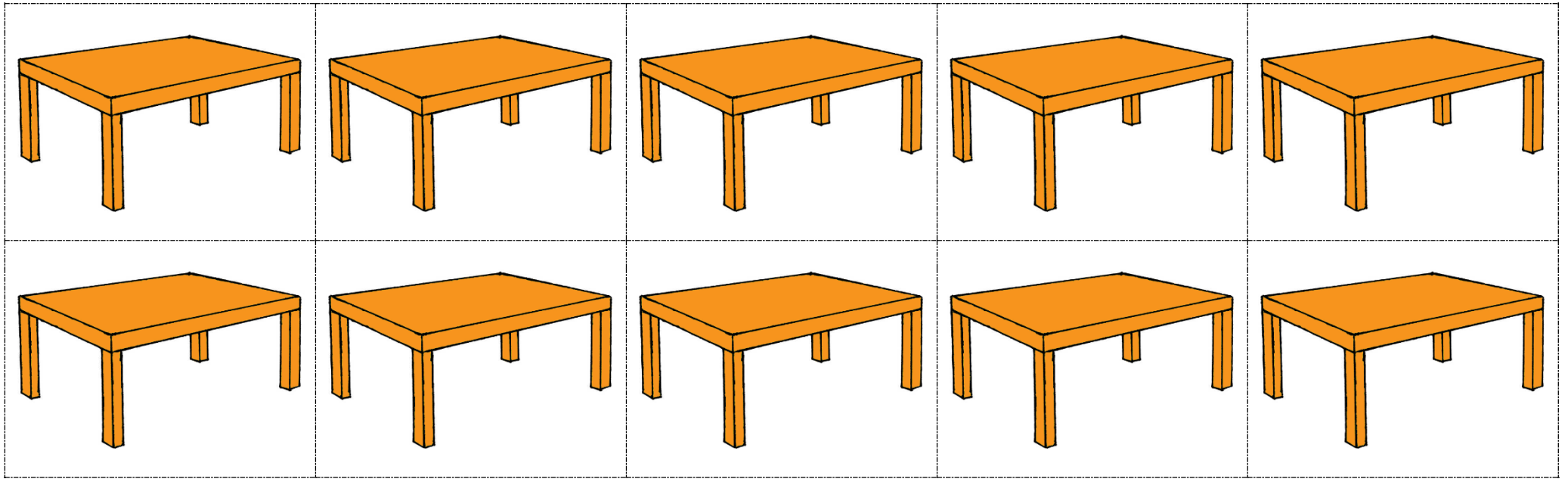


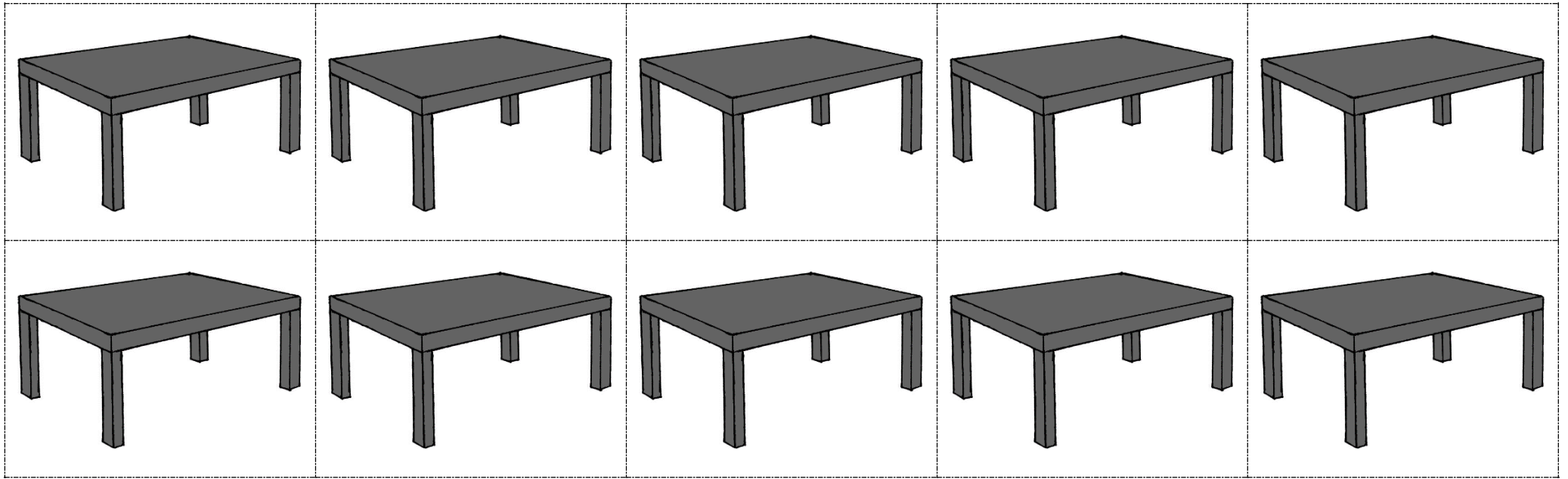


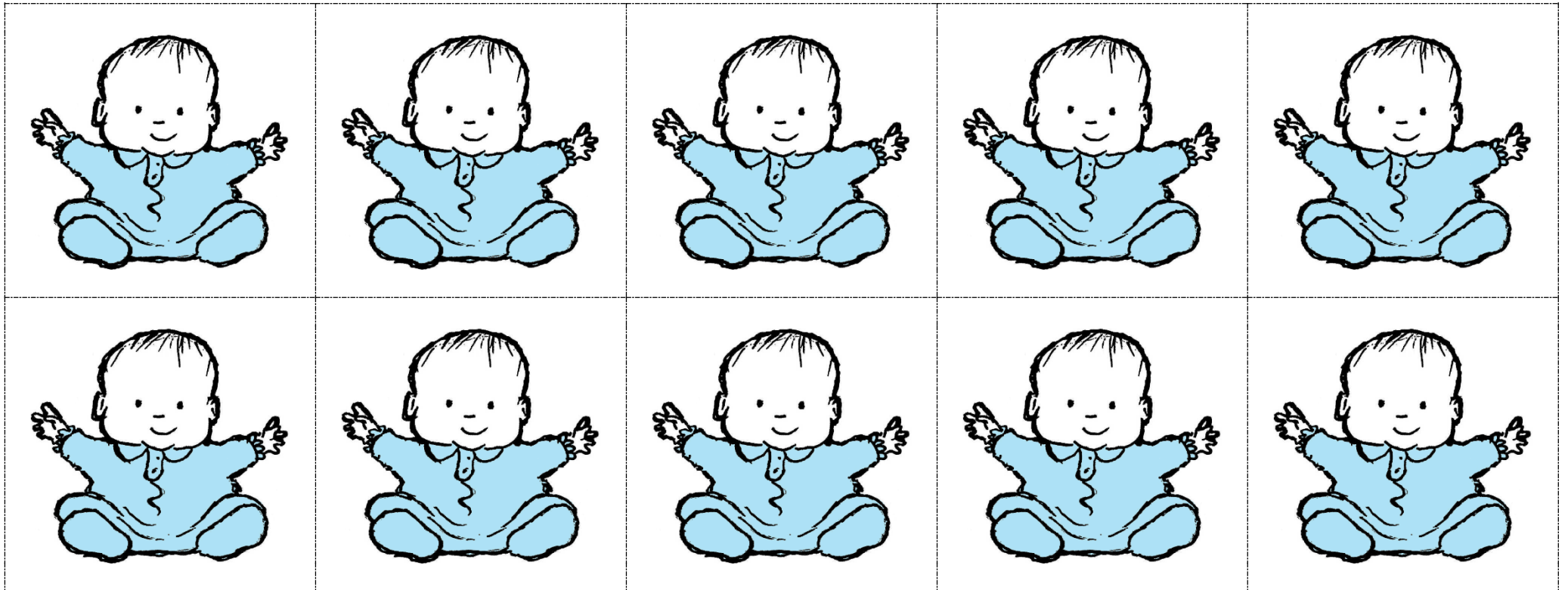


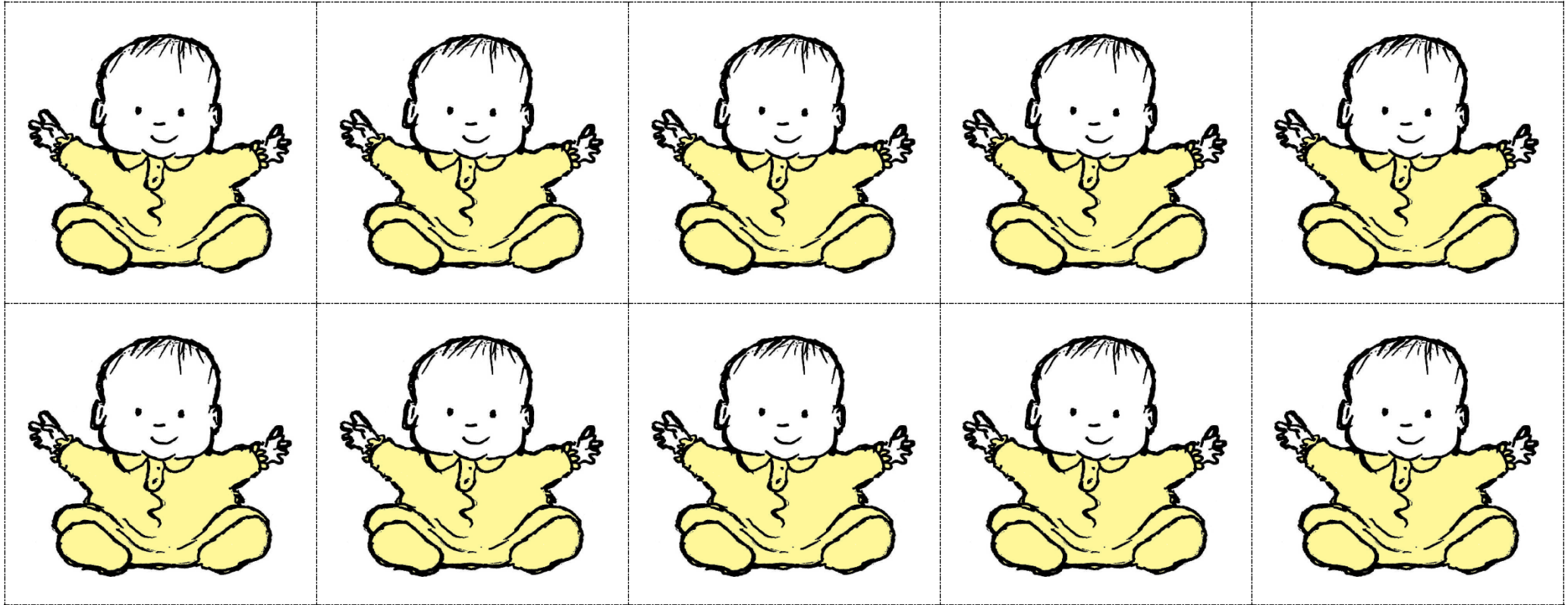














MARKING CRITERIA ANGLIA SPEAKING TEST FIRST STEP LEVEL

	COMMUNICATION / CONTENT	PRONUNCIATION	RANGE OF VOCABULARY / GRAMMATICAL ACCURACY
D	The student can comfortably participate in the activities.	Clearly understandable throughout.	The student is clearly at ease with most of the basic words and minimal structures of the level.
M	The student can participate in the activities with significant prompting.	Sufficiently adequate to be understandable.	The student knows some of the basic words and grammatical structures of the level.
P	The student can only participate in the activity with a lot of help and prompting.	Poor, but understandable at least some of the time.	The student knows a few of the most basic words and grammar needed for the level.
R	The student cannot get going in the activity in spite of seeming to try.	The student cannot be understood most of the time.	The student knows too few words to participate in the test.
U	Student says <i>nothing</i> or virtually nothing in English.		