Teacher’s Paper

Instructions to Examiner (10 marks)

1. Each candidate is given either Task 1A or Task 1B, and either Task 2A or Task 2B.
2. Use each task with approximately half the candidates. It is the responsibility of the examiner to inform the invigilator which papers should be handed to the student preparing for the examination.
3. Greet the candidate and hand out the candidate’s paper. (Candidate has previously prepared himself/herself outside the classroom for a maximum of 10 minutes)

Task 1
4. Ask all the candidates a minimum of three questions.
5. Choose different combinations of questions from the list so that, by the end of the examination, all the questions will have been used.
6. If the candidate’s responses are brief, ask more than three questions.
7. Make sure that the candidate is engaged in conversation for long enough (approximately 4 minutes) to enable you to make an accurate and fair assessment of his/her speaking skills.
8. Do not rephrase or improvise questions.

Task 2
9. The candidate should attempt to answer all the questions/prompts on the task card.
10. Candidates can be prompted to answer any question/prompt they do not attempt.
11. Do not rephrase or improvise questions.

Awarding of marks
12. Refer closely to the Marking Criteria to enable you to arrive at a fair assessment of the candidate’s ability to use spoken English.
13. A global mark out of 10 is to be awarded after both tasks have been completed.
Teacher’s Paper

Task 1 A

Examiner: Look at the pictures. I will be asking you some questions about them.

The examiner allows the candidate approximately 1 minute to look at the pictures. The examiner will then ask questions from the list below to keep the candidate talking for 3 minutes.

If candidates get stuck or give a limited answer to a question, the examiner will repeat the question once. The examiner is to avoid rephrasing the question or asking a different question.

1. What can you see in the pictures?
2. Describe one of the children in the pictures. What is he/she doing?
3. Describe the woman in Picture A. What is she doing?
4. Look at picture A. How do you think the young people are feeling? What makes you think so?
5. Look at picture B. What is happening here?
6. Do you enjoy working together with other children? Why?
7. In what ways do the pictures remind you of your own experiences in primary and secondary school?
8. What subjects do you like most and why?
9. What do you like, or don’t like, about the classrooms in the pictures?
Teacher’s Paper

Task 1 B

Instructions to Examiner

Examiner: Look at the pictures. I will be asking you some questions about them.

The examiner allows the candidate approximately 1 minute to look at the pictures. The examiner will then ask questions from the list below to keep the candidate talking for 3 minutes.

If candidates get stuck or give a limited answer to a question, the examiner will repeat the question once. The examiner is to avoid rephrasing the question or asking a different question.

1. What can you see in the pictures?
2. Describe one of the children in the pictures. What is he/she doing?
3. How do you think the young people are feeling? What makes you think so?
4. Do you have a pet? If yes, describe it and what you do together. If no, would you like to have a pet? Why?
5. Do you agree that ‘a dog is man’s best friend”? Why?
6. Why do people keep pets?
7. Animals should be treated well. How do you take care of your pet?
8. If you could have any animal as a pet, which animal would you choose and why?
9. Would you like to help at an animal sanctuary?
Teacher’s Paper

Task 2 A - Long Turn

The examiner reads out the task card below to the student:

Describe a school visit to an interesting place which you really enjoyed.

These questions may help you.

Where did you go?

When did you go?

What did you see there?

How long did the visit last?

How did you get there and back?

What was the best thing about the visit?

The examiner says: “You will have to talk about the topic for about 1 minute. You have 1 minute to think about what to say before you start.”

The examiner hands the task card to the student.

The examiner is to make sure that the task card is handed back at the end of the examination.
Task 2 B - Long Turn

The examiner reads out the task card below to the student:

Talk about your favourite TV programme.
You should say:
what your favourite show/programme is
how often you watch the programme
what it is about
who your favourite personality/character is
what the personality/character is like
why you like this show

The examiner says: ‘You will have to talk about the topic for about 1 minute. You have 1 minute to think about what to say before you start.’

The examiner hands the task card to the student.

The examiner is to make sure that the task card is handed back at the end of the examination.
Task 1 A

Instructions to Students

Look at the pictures for about a minute. The teacher will ask you some questions about them.

Picture A

Picture B
Student’s Paper

Task 1 B

Instructions to Students

Look at the pictures for about a minute. The teacher will ask you some questions about them.

Picture A

Picture B
Task 2 A - Long Turn

Describe a school visit to an interesting place which you really enjoyed.

**These questions may help you.**

Where did you go?

When did you go?

What did you see there?

How long did the visit last?

How did you get there and back?

What was the best thing about the visit?
Task 2 B - Long Turn

Talk about your favourite TV programme.

You should say:

what your favourite show/programme is
how often you watch the programme
what it is about
who your favourite personality/character is
what the personality/character is like
why you like this show
**Annual Examinations for Secondary Schools 2014**

**English Oral – Marking Criteria**

| Marks 9 - 10 | Excellent | - Has full operational command of the language;  
|             |           | - Is able to speak naturally and at length with some pauses typical of natural spoken language;  
|             |           | - Shows a high level of accuracy in the use of basic and some complex sentence structures and patterns;  
|             |           | - Displays a wide range of vocabulary when speaking about a variety of topics  
|             |           | - Is idiomatically accurate;  
|             |           | - Expands on input;  
|             |           | - Uses clear pronunciation throughout with the correct intonation and stress;  
|             |           | - Achieves set tasks competently;  
|             |           | - Interacts with ease in a variety of situations and uses appropriate discourse markers.  
| 7 - 8      | Very Good | - Has very good command of the language;  
|            |           | - Is able to speak at length with relative ease though there are some pauses for grammatical and lexical repair that do not hinder effective communication;  
|            |           | - Shows consistent control over basic sentence structures and patterns;  
|            |           | - Makes some mistakes in the use of complex structures, that do not, however, interfere with communication;  
|            |           | - Generally displays a wide range of vocabulary;  
|            |           | - Generally shows a good level of idiomatic accuracy;  
|            |           | - Uses clear pronunciation and generally correct intonation and stress with some mistakes that do not, however, interfere with communication;  
|            |           | - Achieves set tasks relatively well.  
| 5 - 6      | Fairly good to good | - Has generally effective command of the language;  
|            |           | - Uses pauses that rarely interfere with meaning;  
|            |           | - Generally displays control over basic grammatical structures and patterns;  
|            |           | - Displays a more limited range of vocabulary;  
|            |           | - Interacts fairly well with a sufficient degree of naturalness;  
|            |           | - Uses generally clear pronunciation that rarely interferes with communication;  
|            |           | - Achieves set tasks generally well with an occasional need for prompting.  
| 3 - 4      | Slightly inadequate | - Shows frequent hesitations that occasionally prevent communication;  
|            |           | - Makes some basic mistakes in simple structures;  
|            |           | - Uses adequate vocabulary range though strictly limited to familiar contexts;  
|            |           | - Uses short responses and needs frequent prompting;  
|            |           | - Pronounces common words properly but has problems with unfamiliar words;  
|            |           | - Achieves set tasks at the simplest level.  
| 1 – 2      | Weak      | - Can use only limited language in familiar contexts;  
|            |           | - Can produce very short, isolated utterances with frequent hesitations and a distracting use of fillers, most of which are in L1;  
|            |           | - Needs continual prompting;  
|            |           | - Commits frequent basic errors in simple sentence structures;  
|            |           | - Displays a range of vocabulary that is limited to the most common words;  
|            |           | - Responds slowly, hesitantly and inappropriately to verbal cues;  
|            |           | - Makes frequent use of L1 when searching for the right words;  
|            |           | - Does not achieve task.  

*(English Summative Oral Assessment 2013)*