

**DEPARTMENT FOR CURRICULUM  
LIFELONG LEARNING AND EMPLOYABILITY  
Directorate for Learning and Assessment Programmes  
Educational Assessment Unit  
Annual Examinations for Middle Schools 2019  
English - YEAR 7**

**SPECIMEN - YEAR 7**

**ENGLISH ORAL PAPER**

**Task 1 – Role-play**

*Includes Mark scheme*

**Teacher's Paper**

**Instructions to Examiner**

**(15 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. Read out the role-play situation to the candidate.
5. Use a normal speaking voice and try to make your spoken interaction sound as natural as possible.
6. You may repeat the question or reply to the candidate but do not improvise.
7. Do not rephrase questions.

**Task 2**

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

**Awarding of marks**

11. Refer closely to the Marking Criteria to enable you to arrive at a fair assessment of the candidate's ability to use spoken English.
12. A global mark out of 15 is to be awarded after both tasks have been completed.

## Teacher's Paper

**Warmer task – Not Assessed (1 minute)**




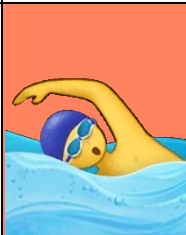






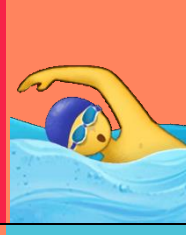



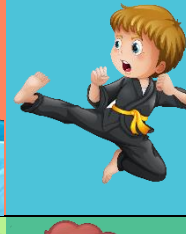





Good morning, \_\_\_\_\_.

Please, take a seat.

How are you today?

Are you ready?

# ENERGY Sport Centre TIME TABLE

	MON	TUE	WED	THU	FRI	SAT	SUN
11am to 12pm				Closed	Closed		Closed
1pm to 2pm							
3pm to 4pm							
5pm to 6pm							
6pm to 7pm							

## Teacher's Paper

### Task 1A – ROLE PLAY (4 minutes)

Read out to the student:

**You and your friend are having a telephone conversation about a new sport centre.**

**Look at the Energy Sport Centre timetable below to answer your friend's questions.**

**In this situation the teacher will play the role of your friend.**

**Teacher:** Hello Alex! Last Monday you said you had just visited the Energy Sport Centre. What was it like?

**Student:** (1)

**Teacher:** I'd like to try one of the sessions there. I'm free all Tuesday afternoon till 6.00pm. What activities are on offer at that time?

**Student:** (2)

**Teacher:** I like tennis and swimming but am not too keen on football. What about you? Have you attended any other sessions on weekdays? What do you think of them?

**Student:** (3)

**Teacher:** What about the weekend? What activities are there on offer?

**Student:** (4)

**Teacher:** Could you please book the Saturday 3.00pm basketball session for me when you're at the centre?

**Student:** (5)




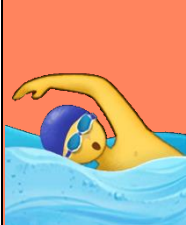
















## Student's Paper

### Task 1A – ROLE-PLAY

**Read the situation in the box below and continue the conversation by replying to the teacher's questions.**

You and your friend are having a telephone conversation about a new sport centre. Look at the Energy Sport Centre timetable below to answer your friend's questions. In this situation the teacher will play the role of your friend.

# ENERGY Sport Centre TIME TABLE

	MON	TUE	WED	THU	FRI	SAT	SUN
11am to 12pm				Closed	Closed		Closed
1pm to 2pm							
3pm to 4pm							
5pm to 6pm							
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**Annual Examinations for Middle Schools 2019**

**English Oral- Marking Criteria**

Marks 13-15	Excellent	<ul style="list-style-type: none"> <li>- Has full operational command of the language;</li> <li>- Is able to speak naturally and at length with some pauses typical of natural spoken language;</li> <li>- Shows a high level of accuracy in the use of basic and some complex sentence structures and patterns;</li> <li>- Displays a wide range of vocabulary when speaking about a variety of topics</li> <li>- Is idiomatically accurate;</li> <li>- Expands on input;</li> <li>- Uses clear pronunciation throughout with the correct intonation and stress.</li> <li>- Achieves set tasks competently;</li> <li>- Interacts with ease in a variety of situations and uses appropriate discourse markers.</li> </ul>
10-12	Very Good	<ul style="list-style-type: none"> <li>- Has very good command of the language;</li> <li>- 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;</li> <li>- Shows consistent control over basic sentence structures and patterns;</li> <li>- Makes some mistakes in the use of complex structures, that do not, however, interfere with communication;</li> <li>- Generally displays a wide range of vocabulary;</li> <li>- Generally shows a good level of idiomatic accuracy;</li> <li>- Uses clear pronunciation and generally correct intonation and stress with some mistakes that do not, however, interfere with communication;</li> <li>- Achieves set tasks relatively well.</li> </ul>
7-9	Fairly good to good	<ul style="list-style-type: none"> <li>- Has generally effective command of the language;</li> <li>- Uses pauses that rarely interfere with meaning;</li> <li>- Generally displays control over basic grammatical structures and patterns;</li> <li>- Displays a more limited range of vocabulary;</li> <li>- Interacts fairly well with a sufficient degree of naturalness;</li> <li>- Uses generally clear pronunciation that rarely interferes with communication;</li> <li>- Achieves set tasks generally well with an occasional need for prompting.</li> </ul>
4-6	Slightly inadequate	<ul style="list-style-type: none"> <li>- Shows frequent hesitations that occasionally prevent communication;</li> <li>- Makes some basic mistakes in simple structures;</li> <li>- Uses adequate vocabulary range though strictly limited to familiar contexts;</li> <li>- Uses short responses and needs frequent prompting;</li> <li>- Pronounces common words properly but has problems with unfamiliar words;</li> <li>- Achieves set tasks at the simplest level.</li> </ul>
1-3	Weak	<ul style="list-style-type: none"> <li>- Can use only limited language in familiar contexts;</li> <li>- Can produce very short, isolated utterances with frequent hesitations and a distracting use of fillers, most of which are in L1;</li> <li>- Needs continual prompting;</li> <li>- Commits frequent basic errors in simple sentence structures;</li> <li>- Displays a range of vocabulary that is limited to the most common words;</li> <li>- Responds slowly, hesitantly and inappropriately to verbal cues;</li> <li>- Makes frequent use of L1 when searching for the right words;</li> <li>- Does not achieve task.</li> </ul>