DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Annual Examinations for Middle Schools 2023

YEAR 7 ENGLISH ORAL PAPER TIME: 10 minutes

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 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.

TASK A

Teacher's Paper

Warmer task (1 minute) **Not assessed**

The Examiner tells the student:

Good morning/afternoon. Please take a seat. In this part of the task you are not going to be assessed. I am going to ask you some questions.

- ***What's your name?***
- ***Which class are you in?***
- ***How are you today?***
- ***What's your favourite subject and why?***

Task 1: Role-play (about 3 minutes) **5 marks**

Thank you. In this part of the exam, you are to address the prompts in the role play provided and react as naturally as possible according to the context presented in this scenario. Try to elaborate and to talk as much as possible. The full role play should not take less than three minutes. Before you start, make sure you have read the prompts carefully and plan what you wish to say.

Task 1A – ROLE-PLAY

DO	DON'T
In the morning	
During school break	
During sports activities	
At home	

Teacher's Paper

Task 1A – ROLE-PLAY (4 minutes)

Read out to the student:

You and your friend are discussing how to keep yourselves strong and healthy. You would like some ideas on how to be healthier. Look at the table on your sheet to continue the conversation. In this situation, the teacher will play the role of your friend.

Teacher:	Hi. It's high time I started taking care of my health. Since you're quite health conscious, I thought you could give me some ideas on healthier eating habits. For instance, I usually skip breakfast. Should I?
Student:	(1)
Teacher:	What about during break time at school? What should I eat then?
Student:	(2)
Teacher:	When we do sport I get really thirsty, of course. Any drinks that would help me quench my thirst?
Student:	(3)
Teacher:	What about dinnertime? I always watch my favourite TV programme while having dinner. Should I change that habit too?
Student:	(4)
Teacher:	I really do need to change my eating habits, don't I? Maybe we can exchange some healthy recipes next time. What do you think?
Student:	(5)

The Examiner tells the student:

Thank you. Now we shall proceed to the third and final part of the exam.

Task 2 – Visual Prompt/s (about 3 minutes) **10 marks**

The Examiner tells the student, while placing the pictures in front of him/her:

"In this part of the task, I am going to ask you some questions about four visual prompt/s related to the topic of WORK. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible. Look at the visual prompts."

Task 2A – VISUAL PROMPTS (4 minutes)

- ***What can you see in each of these photos? Describe each photo briefly.***
- ***The first two pictures show desk jobs. What are the advantages and disadvantages of working at a desk all day?***
- ***The last two pictures show jobs that require travelling. What are the advantages and disadvantages of having to travel as part of your job?***
- ***Which of these jobs do you think are most interesting? Why?***
- ***What would you like to do for a living when you are old enough to work?***

If the student is unable to maintain discourse for **ONE or TWO** minutes, the **teacher should pose just ONE prompt to assist the student. If the student** is still unable to proceed, then the **teacher** should bring the **task** to an end. **After the student has concluded the tasks, the teacher** says: ***Thank you. May I have the paper back, please? This is the end of the speaking examination.***

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TASK B

Teacher's Paper

Warmer task (1 minute) **Not assessed**

The Examiner tells the student:

Good morning/afternoon. Please take a seat. In this part of the task you are not going to be assessed. I am going to ask you some questions.

- ***What's your name?***
- ***Which class are you in?***
- ***How are you today?***
- ***What's your favourite subject and why?***

Task 1: Role-play (about 3 minutes) **5 marks**

Thank you. In this part of the exam, you are to address the prompts in the role play provided and react as naturally as possible according to the context presented in this scenario. Try to elaborate and to talk as much as possible. The full role play should not take less than three minutes. Before you start, make sure you have read the prompts carefully and plan what you wish to say.

Task 1B – ROLE-PLAY

DO	DON'T
In the morning	
During school break	
After school	
At the weekend	

Teacher's Paper

Task 1B – ROLE-PLAY (4 minutes)

Read out to the student:

You and your friend are discussing how to keep yourselves fit and strong. You would like some ideas on how to be healthier. Look at the table on your sheet to continue the conversation. In this situation, the teacher will play the role of your friend.

Teacher:	Hi. It's high time I started taking care of my health. Since you're quite the keep-fit buff, I thought you could give me some ideas on leading a more active life without spending too much. What exercise can I do in the morning?
Student:	(1)
Teacher:	What about during break time at school?
Student:	(2)
Teacher:	After school, when I finish my homework, I always try to do something fun. Do you have any suggestions on what I can do?
Student:	(3)
Teacher:	I always spend hours watching my favourite TV programmes at the weekend. I know that's not healthy. What can I do instead?
Student:	(4)
Teacher:	I really do need to change my routine then. Maybe we can do some of these activities together. What do you think?
Student:	(5)

The Examiner tells the student:

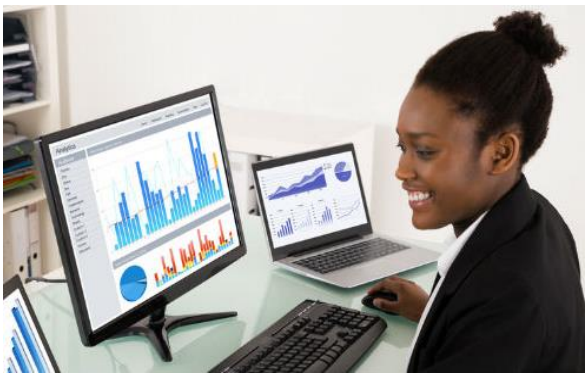
Thank you. Now we shall proceed to the third and final part of the exam.

Task 2 –Visual Prompt/s (about 3 minutes) **10 marks**

The Examiner tells the student, while placing the pictures in front of him/her:

"In this part of the task, I am going to ask you some questions about four visual prompt/s related to the topic of WORK. May I remind you to please speak up so that I may hear you and remember to answer questions as fully as possible. Look at the visual prompts."

Task 2B – VISUAL PROMPTS (4 minutes)



- ***What can you see in each of these photos? Describe each photo briefly.***
- ***The first two pictures show jobs that are considered to be dangerous. What challenges would these workers have to face in their jobs?***
- ***The last two pictures show jobs that are not considered risky. What are the advantages and disadvantages of having jobs that do not involve risk?***
- ***Which of these jobs do you think are most interesting? Why?***
- ***What would you like to do for a living when you are old enough to work?***

If the student is unable to maintain discourse for **ONE or TWO** minutes, the **teacher should pose just ONE prompt to assist the student. If the student** is still unable to proceed, then the **teacher** should bring the **task** to an end. **After the student has concluded the tasks, the teacher** says: ***Thank you. May I have the paper back, please? This is the end of the speaking examination.***