



STAGE 2 SPEAKING

SAMPLE A

INTRODUCTION

The Speaking examination is a face-to-face examination with two Candidates and one Examiner present. It takes the form of a board game.

The rules of the game are explained by the Examiner in the Candidates' first language. If the Examiner does not speak the Candidates' first language, or the Candidates do not share the first language, an additional person appointed by the school may explain the format of the examination.

Candidates take turns to roll a dice and move along the board, answering questions about the images they see and taking part in 'challenges' which are presented on the game cards. There are five types of challenge, each focusing on one or more specific language skills.

The challenges are used in a specific order by the Examiner. As they play, the Candidates answer a simple question about the image on the square they land on, e.g. What is it? What colour is it? What number is it? prior to being given a challenge. Once all the challenges have been completed, the Candidates keep rolling the dice in turn and answering simple questions about the images until one of them has completed the game.

All five challenges are unprepared, i.e. the Candidates do not know the questions they will be asked or the images they will be given in advance of the examination.



EXAMINER CARD 1

Look at this picture.

1. What is this? (point to one of the animals)
2. Can (insert name of one of the animals) fly?
3. Do (insert name of one of the animals) live in your country?

Thank you.

Additional guidance:

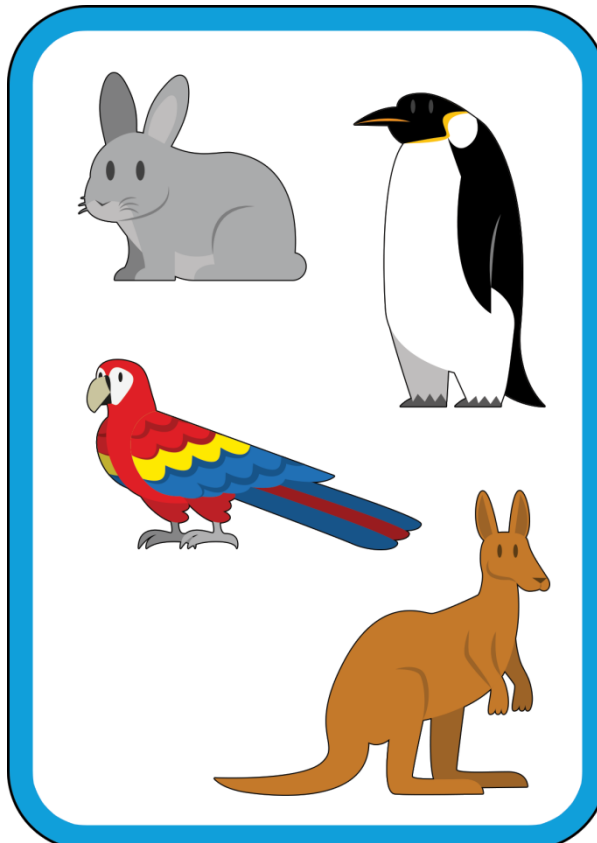
If the Candidate does not provide the correct answer to Q1, select another animal and repeat the question.

If the Candidate does not know the name of the second animal, provide the answer and proceed with Q2 and Q3.

If the Candidate does not understand Q2 and/or Q3, repeat the questions.

Reformulation is allowed if necessary (e.g. 'Have we got kangaroos here in Italy?')

CANDIDATE CARD 1



EXAMINER CARD 2

OK, let's talk about food.

1. What is this? (point to the cake)
2. I like cakes. What about you?
3. Are cakes healthier than fruit?

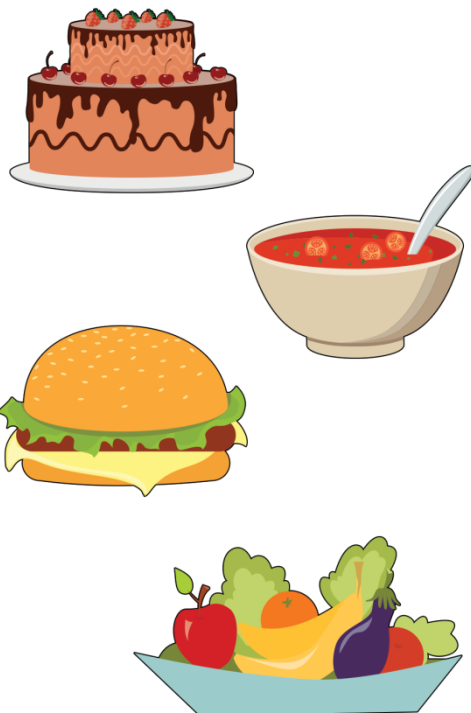
Thank you.

Additional guidance:

If the Candidate does not provide the correct answer to Q1, ask an alternative question which is closed and offers two options, e.g. 'Is it a cake or a sandwich?'

If the Candidate does not understand Q2 and/or Q3, repeat them more slowly. Reformulation is allowed if necessary.

CANDIDATE CARD 2



EXAMINER CARD 3

Look at this picture.

Tell me what you can see in the picture.

Thank you.

Additional guidance:

If necessary, prompt to elicit at least three separate pieces of information, including information about one of the actions.

CANDIDATE CARD 3



EXAMINER CARD 4

This is John (point to the picture of the boy).
Tell me about what John does in the morning.

Thank you.

Additional guidance:

If necessary, ask specific questions about each activity to elicit a response, e.g. 'What does John do at 7 o'clock in the morning?' OR 'What time does John wake up?'

'What does he do next?' OR 'What does he do at 8 o'clock?'

'What does John do last?' OR 'What time does John eat breakfast?'

CANDIDATE CARD 4



EXAMINER CARD 5

Now we are going to talk about you.

Tell me something about your best friend.

(Wait for the Candidate to provide three pieces of information)

Now ask me a question about my friend.

Thank you.

Additional guidance:

If the Candidate does not start answering the first question independently, ask them additional questions to elicit a response, for example:

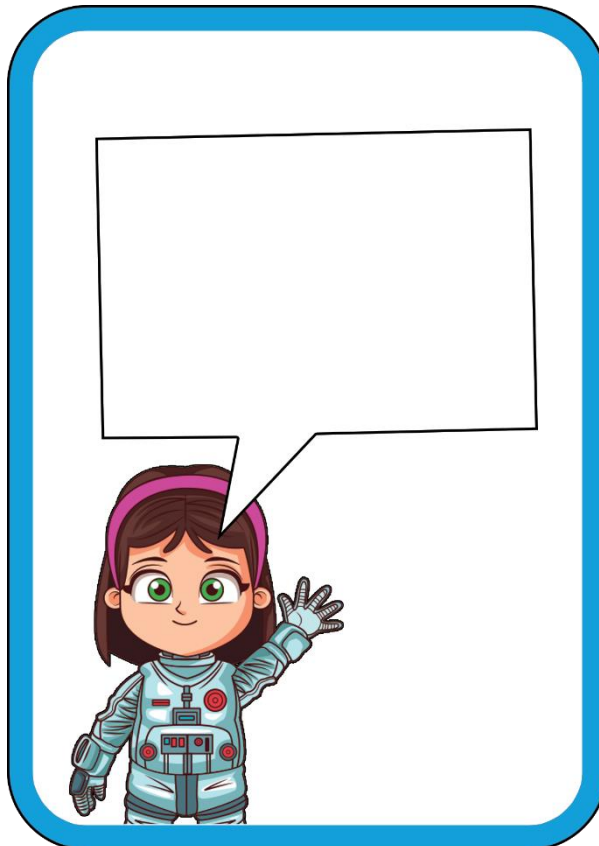
What is the name of your best friend?

How often do you see him / her?

How old is your best friend?

Do you go to the same school? etc.

CANDIDATE CARD 5



STAGE 2 - GAME BOARD SAMPLE A

