



STAGE 3 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 it? (*point to one of the items*)
2. Have you ever been on a boat?
3. Which of these do you think is the fastest?

Thank you.

Additional guidance:

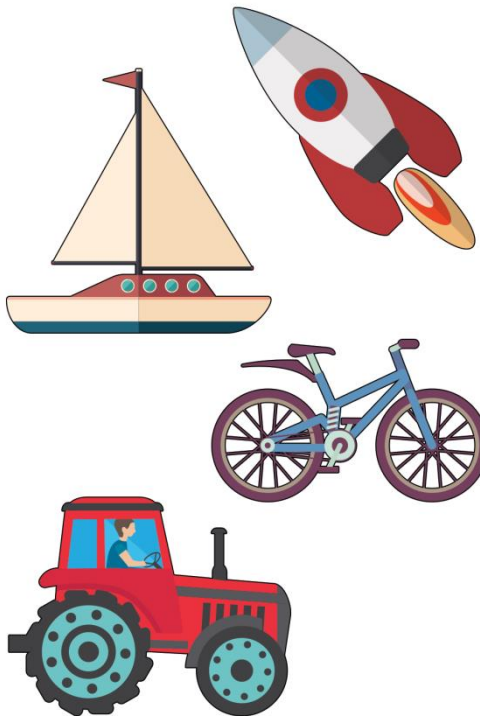
If the Candidate does not provide the correct answer to Q1, select another item and repeat the question.

If the Candidate does not know the name of the second item, 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. 'What goes fastest of all?')

CANDIDATE CARD 1



EXAMINER CARD 2

Look at this picture. This is Al, Joe and Tom. How are they different?

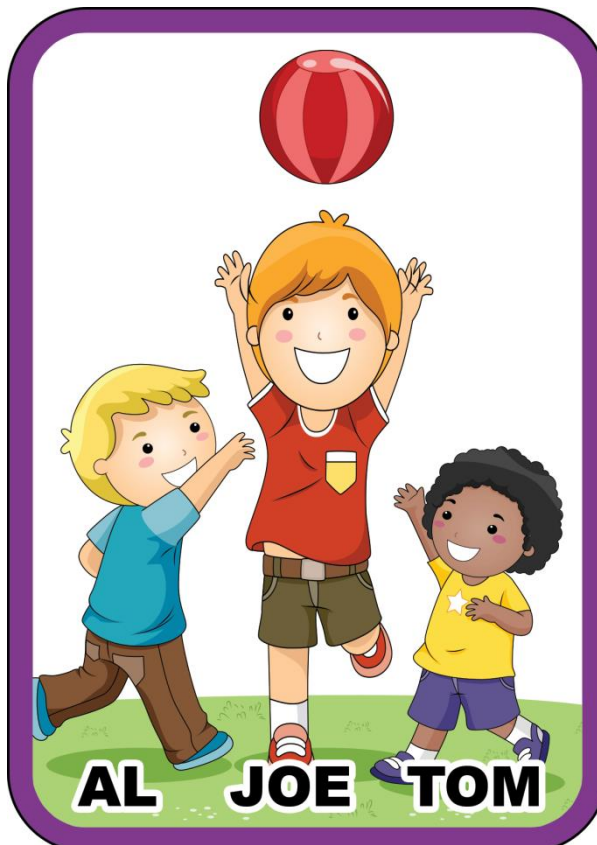
Thank you.

Additional guidance:

The Candidate should accurately describe at least three differences. If necessary, elicit answers by asking additional open questions, for example:

*How about their hair?
And what about the clothes?
What about how tall they are?*

CANDIDATE CARD 2



EXAMINER CARD 3

Look at these pictures. In the first picture, the girl is making a small house. Now, tell me, what happens next?

Thank you.

Additional guidance:

The Candidate should describe what they can see in the three pictures. If necessary, elicit the information by asking additional questions.

Use open questions as much as possible, e.g. What is she doing here? And what is happening here? What can you see in this picture?

Move on to closed questions for weaker Candidates, e.g. Is she painting the house? Is the house for a dog? Do you think the bird is happy?

CANDIDATE CARD 3



EXAMINER CARD 4

I'd like us to talk together about your school. (Choose 3 out of the questions below).

What is your favourite subject at school?

What time do you usually start school in the morning?

How do you get to school in the mornings?

Tell me an interesting thing about your school.

Tell me something about your school friends.

Thank you.

Additional guidance:

You can repeat any of the questions the Candidate does not understand.
Reformulation is allowed.

CANDIDATE CARD 4



EXAMINER CARD 5

Now we are going to talk about you.

Tell me about what you did last weekend.

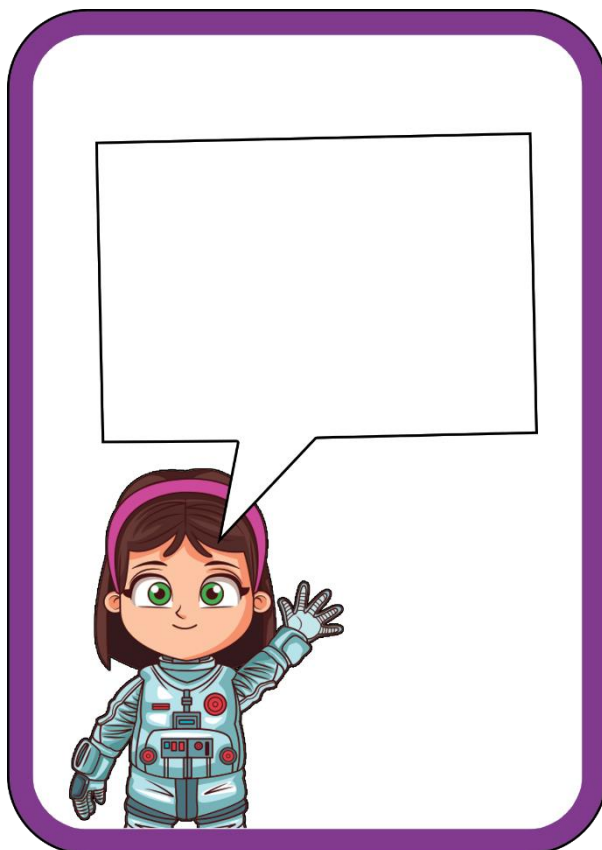
Now ask me a question about my weekend.

Thank you.

Additional guidance:

*Allow the Candidate to respond independently and state at least two different things they did. If necessary, elicit further contribution, e.g.
What else did you do?*

CANDIDATE CARD 5



STAGE 3 - GAME BOARD SAMPLE A

