



STAGE 3 SPEAKING
SAMPLE B

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. Who is this? (point to one of the people)
2. Would you like to become a teacher?
3. Which of these jobs do you think is the most dangerous? Why?

Thank you.

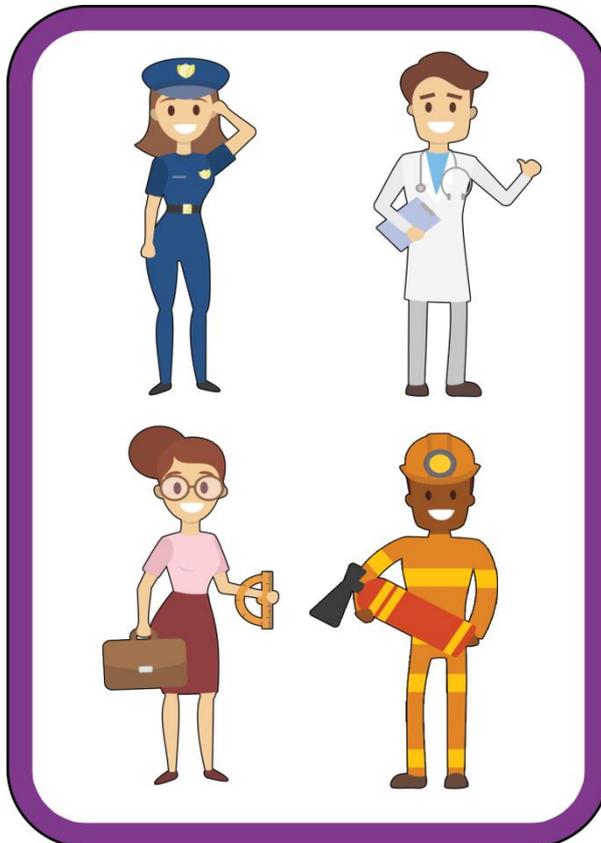
Additional guidance:

If the Candidate does not know the job of the first person, try pointing to another one. If the Candidate does not know the job of the second person, tell them the job 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. 'Which person has the most dangerous job here?')

CANDIDATE CARD 1



EXAMINER CARD 2

Look at this picture. This is Anna, Mike and Ben.

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:

What about their age?

And what about the clothes?

What about how tall they are?

What about their hair?

CANDIDATE CARD 2

ANNA



MIKE



BEN



EXAMINER CARD 3

Look at these pictures. In the first picture, the children are outside. It is winter and there is a lot of snow. They are talking about what to do. Now tell me, what happens next?

Thank you.

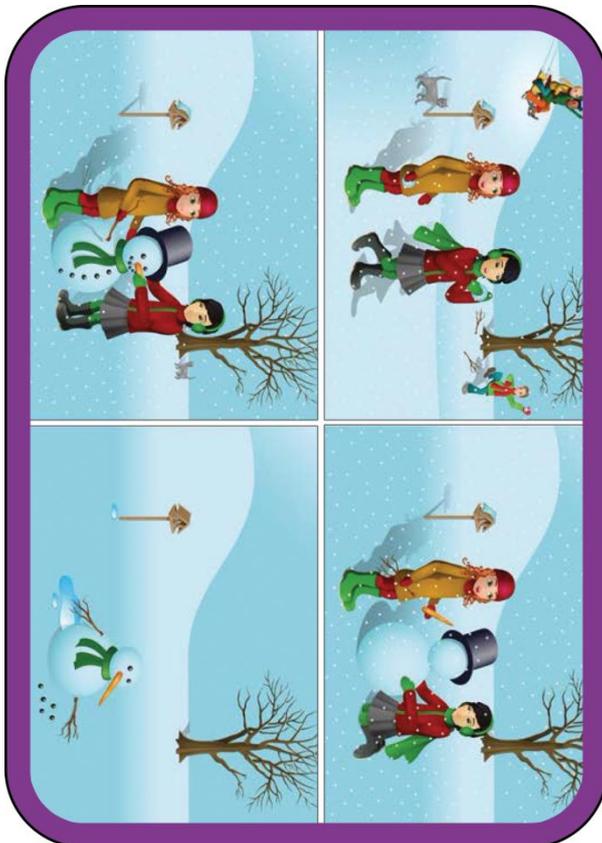
Additional guidance:

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

Use open questions as much as possible, e.g. What are the children doing here? And what is happening here? What can you see in this picture? Move on to closed questions for weaker Candidates, e.g.

What are the children building?
What are they putting on the snowman?
What is the weather like here?
Is the snowman OK in this picture?

CANDIDATE CARD 3



EXAMINER CARD 4

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

What is your favourite hobby?

Do you prefer reading or watching television?

Can you play a musical instrument?

Are you good at singing?

Tell me about what you do with your friends.

What hobbies do your friends have?

Would you like to learn to dance?

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 your last summer holiday.

Now ask me a question about my last holiday.

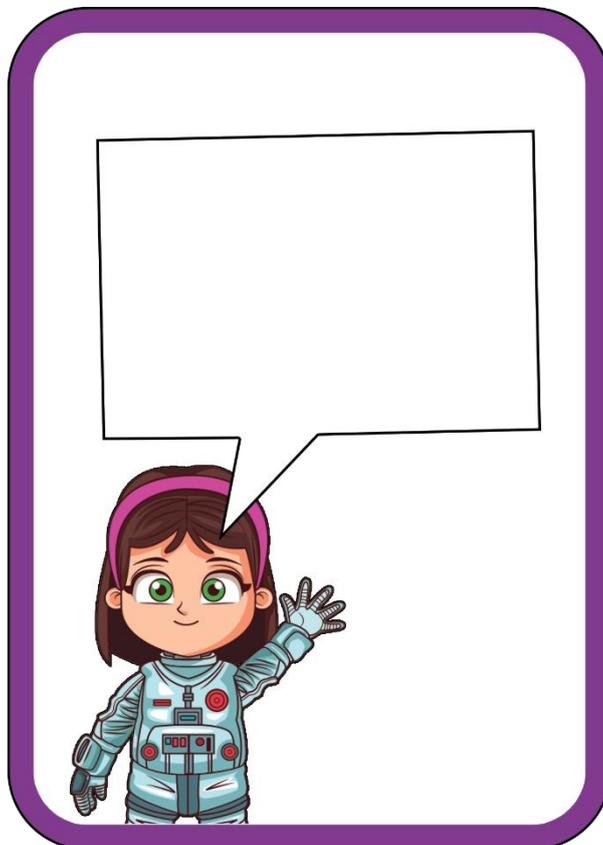
Thank you.

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 B**

