



**Anglia Examinations**  
**First Step Level**  
**Speaking Test**  
**Early Summer 2015**  
**Instructions for Examiners**

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CHICHESTER COLLEGE, WESTGATE FIELDS, CHICHESTER, WEST SUSSEX, PO19 1SB, ENGLAND

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**LOCATION:** a quiet place in the school.

**DURATION:** 5–7 minutes.

**PARTICIPANTS:** 3 students; examiner; usher.

**MATERIALS NEEDED:** pictures or objects as supplied from the First Step syllabus word list.

**RECORDING:** the examination is to be recorded and saved in MP3 format. The recording is sent to Anglia Examinations, Chichester College, for moderation.

**BEFORE** the candidates enter the room, record their full names, numbers and level of examination clearly.

**AFTER** the examination, the usher must ensure that the candidates do not return to the area where candidates yet to take the test are still waiting.

### Task 1 Introduction:

The students answer the examiner's questions.

- My name is X. What is your name? .....
- How old are you? .....

### Task 2a:

The examiner points at an object, the candidate says the word, e.g. a flower, a ball.

### Task 2b:

The examiner asks yes / no questions, the candidate responds, e.g. Is it a cat? Is this red?  
Is it a fish? Is this green?

### Task 3:

The examiner says a group of words consisting of number; colour; object.

The candidate points at, or picks up the objects or cards,  
e.g. [give me] four yellow planes; [can you find] three black cats?  
[And now] two blue doors; (holding out your hand) two white beds.

When the test is over, thank the student and say, 'Well done'.



## MARKING CRITERIA ANGLIA SPEAKING TEST FIRST STEP LEVEL

	COMMUNICATION / CONTENT	PRONUNCIATION	RANGE OF VOCABULARY / GRAMMATICAL ACCURACY
D	The student can comfortably participate in the activities.	Clearly understandable throughout.	The student is clearly at ease with most of the basic words and minimal structures of the level.
M	The student can participate in the activities with significant prompting.	Sufficiently adequate to be understandable.	The student knows some of the basic words and grammatical structures of the level.
P	The student can only participate in the activity with a lot of help and prompting.	Poor, but understandable at least some of the time.	The student knows a few of the most basic words and grammar needed for the level.
R	The student cannot get going in the activity in spite of seeming to try.	The student cannot be understood most of the time.	The student knows too few words to participate in the test.
U	Student says <i>nothing</i> or virtually nothing in English.		





























































































