

E₆

Practice Test

Speaking

ASSESSMENT OF LEVEL

Year 6 of Primary Education

ENGLISH LITERACY



Instrucciones generales



- La duración máxima prevista será de **15 minutos** por cada **pareja de estudiantes evaluados**. Los estudiantes estarán en su clase de referencia con su profesor/a habitual e irán saliendo en parejas (grupos de 3 si el número es impar) según indique el tribunal. La composición de las parejas será determinada por el tutor/a del grupo y/o el profesor/a especialista en inglés, teniendo en cuenta para su conformación dos criterios esenciales: **equiparación del nivel de inglés y afinidad personal** entre los estudiantes emparejados.

- Para la evaluación oral del alumno/a, el tribunal establece una pequeña conversación espontánea con el fin de rebajar la expectación ante la prueba. En todo momento, la máxima del tribunal es evaluar la producción oral en las mejores condiciones, por lo que en ocasiones, el tiempo de prueba de cada pareja variará, dando tiempo suficiente a todos los estudiantes para sentirse cómodos en la entrevista y dar lo mejor de sí mismos.

- La prueba consta de tres partes:
 - (1) **Cuestiones orales directas:** cada estudiante responderá individualmente a una serie de cuestiones formuladas por el tribunal. *El tribunal dispone de un listado de preguntas posibles para cada tipo de nivel competencial.*
[Véase página 5]

 - (2) **Relato de una historia basada en imágenes:** cada estudiante narrará una historia basándose en una serie de imágenes. *El tribunal dispone de una serie de imágenes diferentes y de una colección de 6-9 preguntas de apoyo para usarlas dependiendo de la "falta información" detectada en la narración del estudiante.*
[Véanse páginas 6-7]

 - (3) **Actividad en parejas:** la pareja de estudiantes deberá dialogar acerca de una situación descrita por el tribunal (con el apoyo de una serie de imágenes con algunas ideas referidas a la situación).
[Véanse páginas 8-9]

- El tribunal **valorará cuatro destrezas comunicativas:** gramática y vocabulario, manejo del discurso, pronunciación e interacción oral.
[Véanse las escalas de valoración en la página 11]

Parte 1: ORAL TEST QUESTIONS

1 Starter

A1

Questions

- How old are you?
- Do you like reading?
- ...

2 Elementary

A2

Questions

- What do you do with your friends at school?
- What are your plans for your next holidays?
- ...

3 Pre-intermediate

B1

Questions

- Where would you like to go on holidays and why?
- What do you think about homework?
- ...

4 Intermediate

B1 to B2

Questions

- Do you like watching the news? Why or why not?
- How do you think transport will change in the future?
- ...

5 Upper Intermediate

B2

Questions

- What qualities do you appreciate in a teacher?
- If one of your friends wanted to start living in a healthier way, what would you suggest? How would you help him/her?
- ...

Parte 2: TELL A PICTURE STORY

(Ficha Story)

Examiner script:

(talking to child A)

Now, I'm going to show you a story. Listen to me carefully. I am going to start with the first picture. (examiner reads Example Picture Story 1) Now take your time and have a look at the rest of the pictures. When you are ready you can start telling me the story. (examiner waits up to 30")

Examiner gives an OK/Good!/etc. when students gives answer.

EXAMPLE PICTURE STORY [Ver imágenes en la Ficha Story]

Kevin is talking on the phone. He is inviting his friends for dinner next Friday with his wife Carol.

Backup questions (examiner chooses back up questions depending on “missing info” in child’s retelling). Choose from:

2 CAPTION Why is the cat watching Kevin and the woman cooking?

3 CAPTION What is the cat doing now?

What are Kevin and Carol doing?

4 CAPTION Who has arrived at the house?

5 CAPTION Why is Carol surprised?

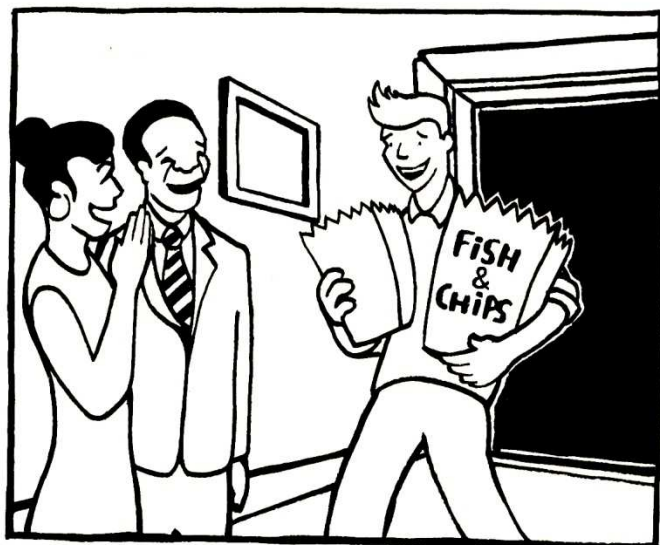
What has happened to the fish?

6 CAPTION Where does Kevin go to get dinner?

Feedback

Well done / Very good / That’s right / Fantastic / OK / Excellent

Ficha Story



Parte 3: ACTIVIDAD EN PAREJAS

[Ver imágenes en la Ficha Imágenes 3]

Interlocutor *[to both students]:*

*I'm going to describe a situation to you.
You're both going on a three-day school walking trip in the countryside.
Talk together about the things you will need, and decide which are the most important things to take with you.
Here is a picture with some ideas to help you.*

I'll say that again.

*I'm going to describe a situation to you.
You're both going on a three-day school walking trip in the countryside.
Talk together about the things you will need, and decide which are the most important things to take with you.
Here is a picture with some ideas to help you.*

All right? Talk together

Candidates complete the task without intervention.

Prompt only if necessary, by repeating parts of the question.

Interlocutor *[to both students]:*

Imagine you can take all the things you can see in the picture except for one. Which object do you think is less necessary?

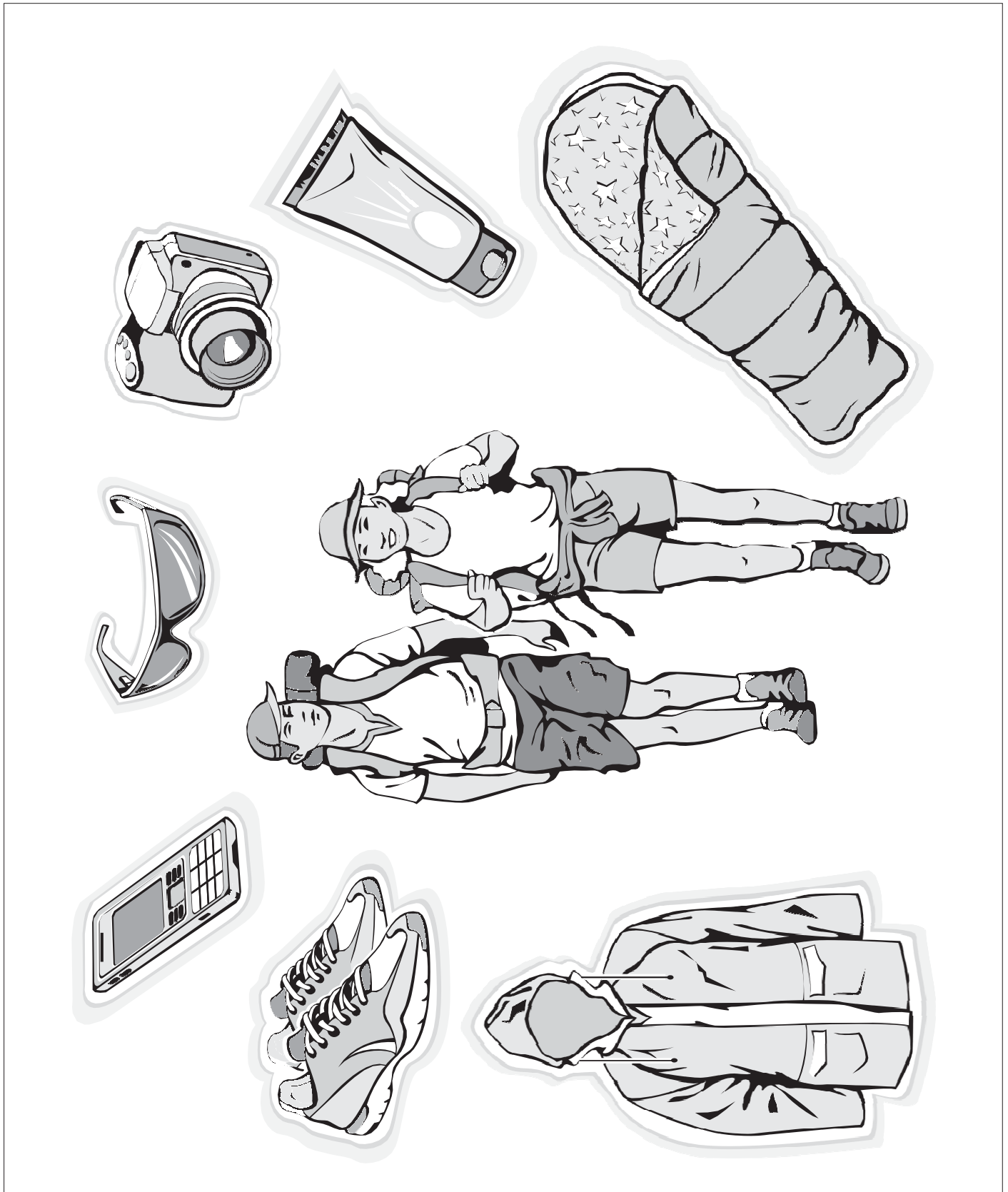
Candidates complete the task without intervention.

Prompt only if necessary, by repeating parts of the question.

Interlocutor *[to both students]:*

Thank you.

Ficha Imágenes 3



ASSESSMENT CRITERIA: SPEAKING

(Escala de valoración)

Marks	35. Grammar and Vocabulary	36. Discourse Management	37. Pronunciation	38. Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

