



University of West London
London College of Music Examinations

Spoken English
Guidelines for Teachers

by John Beilby

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INTRODUCTORY NOTE

The Spoken English syllabus is available online:

<http://lcme.uwl.ac.uk/subjects/drama-communication/esol>

They were prepared by John Beilby, Senior Examiner, as a development of the concept and format as established by Stephen Hazell, former Chief Examiner in Drama and Communication.

EARLY LEARNING

OVERVIEW

The Early Learning syllabus is designed for children in kindergartens, in nurseries and in infant school reception classes, as well as for older learners beginning to develop their skills in spoken English. It aims to provide encouragement and a basis for assessment in interactive oral and communication skills.

The assessment report will be compiled during the examination and couched in positive terms. The report will not include marks but will award Pass, Merit or Distinction.

EARLY LEARNING (INDIVIDUAL) ASSESSMENTS

Stage 1

The teacher is welcome to sit in on this assessment and to help, as necessary.

Exchange greetings with the examiner. The examiner will welcome the candidate and ask his/her name. Just a simple "Hello, my name is....." is all that is needed but longer responses are welcome.

1. Performance

Show and tell the examiner what it is like being your favourite animal.

Choose an interesting animal and think about what your animal eats, what it likes doing, and where it lives. Think of key words associated with these activities and practise including them in a sentence, for example:

"I am a **horse**, I like to eat **grass** and to **gallop** in the **field** where I live."

"I am a **mouse**, I love to eat **cheese** and to **squeak** and **scamper** around the **house**."

"I am a **lion**, I like to **roar** and **hunt** other **animals** in the **jungle**."

Candidates are encouraged to include actions and movement associated with the chosen animal and key words, using the available space. The use of simple props and costume is permitted but not necessary.

2. Discussion

The examiner will:

(a) talk with you about your favourite animal;

Practise responses to such questions as:

"Why do you like horses?"	(eg)	"I like horses because they are big and strong."
"Would you like to ride a horse?"		"Yes, I would like to ride a horse."
"What do horses like to eat?"		"Horses like to eat grass."
"What sounds do mice make?"		

“Tell me two things you like about mice?”

“Do you have a pet mouse?”

“What do lions like to do?”

“Why are lions your favourite animals?”

“Can you roar like a lion?”

(b) ask you some simple general questions about yourself.

Practise responses to such questions as:

“Tell me your name again?”

“How old are you?”

“Do you have a brother or a sister?”

“What do you like to eat?”

Stage 2

The teacher is welcome to sit in on this assessment and to help, as necessary.

Exchange greetings with the examiner.

1. Performance

Show and tell the examiner what it is like to play your favourite game.

Choose a game you really enjoy playing. Imagine you are telling someone who has never played the game before! Think about some of the rules and best ways to play. Practise saying things like: “...is my favourite game. Some of the rules are....This game is fun because....” Act out how to play your game.

Think of key words associated with the game and practise including them in sentences, for example:

“**Hide and Seek** is my favourite game. **Two** people **play**. One **player** has to **hide** and the other one has to **find** him/her. This game is **fun** because I like to find **places** to **hide away**.”

Candidates should act out their chosen game, either as they are describing it, or at the end of their spoken description.

2. Discussion

The examiner will:

(a) talk with you about the game you chose;

Practise responses to such questions as:

“Why do you like to play hide and seek?” (eg) “I can play it with my friend.”

“Where do you play hide and seek?” “We play at my house.”

“Who usually wins?” “My friend!”

“Do you like to hide or seek/look?” “I like to hide.”

(b) ask you some simple general questions about things you like.

Practise responses to such questions as:

“What other games do you like to play?”

“Do you watch TV?” “Which programme do you like?”

“My favourite colour is blue – which is your favourite?”

“Do you like music?”

Stage 3

The teacher is welcome to sit in on this assessment and to help, as necessary.

Exchange greetings with the examiner.

1. Performance

Show and tell the examiner what it is like being ONE of the following: a bus driver, a nurse, a teacher, a shop worker, a farm worker OR you can choose a different occupation of your own.

Choose an occupation. Think about some of the things the worker does in the job and practise including them in sentences. For example,

"I am a bus driver. I climb into my seat and drive the children to school. I stop when the bell rings once and start when the bell rings twice. My bus is big and red and can go fast."

Act out your occupation. Simple costume and/or props may be used but are not an examination requirement.

At this stage, the candidate will be able to speak and act out at the same time.

2. Discussion

The examiner will:

(a) talk with you about the occupation you chose;

Think about why you chose that particular occupation and what is special about it.

Practise responses to such questions as:

<i>"Why do you like buses?"</i>	(eg)	<i>"I like buses because they are big".</i>
<i>"Do you ride a bus to school?"</i>		<i>"Yes, I ride a yellow bus to school."</i>
<i>"Why is the bus driver important?"</i>		<i>"The bus driver takes me to school."</i>
<i>"Tell me something a bus driver does".</i>		<i>"The bus driver stops when the bell rings"</i>

(b) ask you some simple general questions about your life outside the home.

Be ready to answer such questions as:

"What is the name of your best friend?"
"What is the name of your school?"
"Which subject do you like at school?"
"Who is your favourite teacher?"

ASSESSMENT CRITERIA FOR (INDIVIDUAL) STAGES

All candidates who complete the assessment will be awarded a certificate. In order to pass with MERIT, the candidate will:

- *be confident, with good eye contact*
- *be clear and fluent in speech*
- *use a variety of appropriate vocabulary*
- *use suitable body movement and action*
- *need little or no prompting in conversation*

and to pass with DISTINCTION will:

- *be confident, with good eye contact, concentration and focus*
- *be clear, fluent and expressive in speech*
- *use a good variety of appropriate vocabulary*
- *be expressive and 'in character' with body movement and action*
- *be able to maintain the conversation*

EARLY LEARNING (GROUP) ASSESSMENTS

A group of between 5 and 9 in number is considered suitable and each candidate should wear a large name badge. Before the Performance begins, the children will introduce themselves. TEACHERS are expected to take an active part in the group work in both sections of the assessment. The examiner will sit to one side to observe the Performance leaving the teacher to initiate activities and control the group. For the Discussion it is helpful to have the children sitting in a circle with the teacher. The examiner will join the circle. The Report will be compiled as the assessment progresses, mentioning especially the strengths of the 'ensemble'.

Stage 1

Exchange greetings with the examiner. The children will introduce themselves, one by one. This can be in the form of a game or by a more formal introduction, aided by the teacher.

1. Performance

Take part in a group performance of a poem or action rhyme, from memory.

The teacher chooses a poem or action rhyme which lends itself well to group performance. (An action rhyme is a rhyme that is accompanied with body movements, such as jumping, clapping, stretching and acting out actions). The poem/rhyme chosen could have different children performing different lines and/or actions, a stronger child leading, some solo or small group lines, the group performing all together, and so on. For example:

Dance your fingers

(Have the children mimic your – or a leader's – actions, dancing fingers in the air and on the body. The rhythmic nature of this rhyme and the emphasis on 'dancing' lend themselves to further movement ideas.)

*Dance your fingers up,
Dance your fingers down,
Dance your fingers to the side,
Dance them all around.*

*Dance them on your shoulders,
Dance them on your head,
Dance them on your tummy,
And put them all to bed. (Rest head on hands at side of face, to finish.)*

Five fat peas

*Five fat peas in a pea pod pressed,
(children hold hand in a fist)
One grew, two grew, so did all the rest.
(put thumb and fingers up one by one/add voices through the line)
They grew and grew
(Voices getting louder and raise hands very slowly)
And did not stop
Until one day
The pod went POP!
(POP extra loud and children clap hands together)*

The rhyme could be repeated using different actions.

2. Discussion

The examiner will talk with the children about the presentation.

Often the examiner will begin by thanking everyone and asking a general opening question such as “Did you enjoy that?” It can be helpful if the children raise their hands if they wish to respond, but understandable if some call out in their enthusiasm! The examiner will gently broaden the discussion to include who did what, which parts were harder to get right, which actions were the most fun, and so on. The examiner will try to include as many children as possible and the teacher is encouraged to support and help the examiner, especially with any shy children.

Stage 2

Exchange greetings with the examiner. The children will introduce themselves, one by one. This can be in the form of a game or by a more formal introduction, aided by the teacher.

1. Performance

Take part in a story that is led by your teacher.

The story might be a scene from an existing story for children, or one prepared/devised by the teacher to suit the particular group of children. The use of simple costumes and props may be included but are not an examination requirement.

Select (or devise) a story (or scene from a story) you think would work well, one with characters that have strong personalities and clear roles. In the preparation stages you can talk with the children about the characters, what happens in the story, where it takes place, what the problem is and how it is solved. What happens at the beginning? The middle? The end?

Stories which include opportunities to explore different feelings – anger, sadness, fright, happiness, caring, pride, and so on – allow the children to develop the drama through facial expression, body language and vocal variety. Many stories will have action opportunities within them. Even the simplest piece of costume can enhance the character and add to the sense of fun and self-worth of the child.

The children should be able to contribute most of the teacher-led story speaking in chorus and with simple dialogue supported by action. There might be a small group of children narrating the story (with

the teacher) and the others (characters) contributing simple dialogue at key points, but all should be involved in the drama of the story, including appropriate movement.

2. Discussion

The examiner will talk with the children about the story and their part in it.

The focus of the discussion will be on the children's enjoyment, preparation, what happens to characters in the story and the nature of the individual characters:

"Did you enjoy acting out the story?"

"Did you know the story already?"

"Who was the kind/nasty character?"

"Which part of the story was happy/sad/scary?"

"Which was your favourite line?"

"Who made the costumes?"

ASSESSMENT CRITERIA FOR (GROUP) STAGES

All candidates taking part will receive a certificate. In order to pass with MERIT, the group will:

- be focussed on the task
- work well as a team
- respond readily to the teacher, and to the examiner in discussion
- enjoy themselves as well as giving enjoyment
- give a fluent, well prepared performance
- show good evidence of engaging with the dramatic elements in the story

In order to pass with DISTINCTION, the group will:

- be alert, well organized and focused on the task
- work well as a group with sympathetic awareness of one another
- respond with enthusiasm and accuracy to the teacher, and to the examiner in discussion
- enjoy themselves as well as giving enjoyment
- give an imaginative and well characterized performance
- show strong evidence of engaging with the dramatic elements in the story.

STEPS

OVERVIEW

Steps examinations are a valuable bridge from Early Learning to Grade examinations. They are designed for young people who have acquired a basic competence in simple English but are at the beginning of extending their range of vocabulary and grammatical forms. The preparation for the examination will enable them to acquire a performance confidence, the beginnings of presentational skills, and the capacity to hold a conversation, in elementary English, with the examiner.

For those who learn English from early years, the Steps will be appropriate for their first years in a full school setting, but the examinations are equally appropriate and valuable for the development of speakers who start learning at a later stage.

The assessment report will be compiled during the examination and couched in positive terms. Marks will be awarded in the usual way: 65 % is the Pass level, 75 % Merit and 85 % Distinction.

Step 1

The teacher may be present for this examination.

Exchange greetings with the examiner. The candidate may initiate the greeting, otherwise the examiner will give a welcome and wait for a response.

1. Performance

EITHER perform a poem for the examiner, from memory, chosen from the Step 1 material in the LCM Anthology, OR perform an own choice prose piece of a similar standard, from memory.

All of the Step 1 poems in the Anthology give good opportunities for the development of understanding of English and the use of expression in speech. Preparation will include investigating the story of the poem, the characters, vocabulary, the rhythm and mood. It is helpful to practise performing to others and getting their reaction: *Could you hear me? Was I too quick/slow?*

'Slugs' by John Kitching has a clear rhythm and plenty of interesting 'doing' words such as *crawl, watching, scurry, popping* to explore and act out. Slugs and beetles are distinctive creatures in their appearance and habits and to explore this will add further understanding.

*Slugs, slugs
Crawl through the grass,
Watching all the beetles
As they scurry past.*

*Slugs, slugs
Crawl so slow,
Leaving tracks of silver
Wherever they go.*

*Slugs, slugs
Crawl along the wall.
Popping little horns out,
Make no sound at all.*

'Teddy Bear' by Tricia Hawcroft could be thought to be about longing and loneliness. Most children would like another toy, or a teddy bear, but the poignant last line here, '*For a teddy bear for some folks is always a best friend*' is a clue to the way the poem might be approached. Again, the rhythm is apparent and there are opportunities for emphasis on key words such as *wish, share, any, always, friend*.

*I wished I had a teddy bear
That I could call my own,
Someone who would share with me
My thoughts when I'm alone.
He need not be a big one
And colour I don't mind,
Fat or thin, old or new
A bear of any kind.
I'd always keep him with me
Until the very end
For a teddy bear for some folks
Is always a best friend.*

It is not expected that the candidate will 'act out' on the day, but the use of gesture, and facial expression (common in our every day communication) is appropriate.

2. Presentation

Tell the examiner three things about your favourite food(s).

Think of some of the things you like to eat and the reasons why you like them so much. Preparation could include making a list of favourites and next to each one giving the reasons, or finding pictures of different foods and putting them together in tasty combinations!

In the assessment, the examiner will introduce this section by inviting the candidate to say three things about his/her favourite food(s). This is a presentation (not a discussion) so the examiner will simply listen. For example,

"My favourite food is ice-cream. My favourite flavour is chocolate. I like to eat ice-cream on hot days because it keeps me cool. Ice-cream melts quickly."

3. Discussion

Reply to the examiner who will ask about parts of the body.

Think about facial features – eyes, nose, mouth – as well as arms, hands, legs and feet. How many fingers and how many toes?

Use of a picture, drawing or cut-outs can all help to make this fun – placing the ears correctly on a cut-out head, attaching the toes to the feet, etc. 'Point-to' games are useful here, too.

For the assessment, the examiner will use either a picture/drawing, or pointing. For example,

Examiner points to the eyes of the girl in the picture: *"What are these?"*

Candidate replies: *"Those are her eyes."*

Examiner asks: *"How many toes do you have on one foot?"*

Candidate replies: *"I have five toes on one foot."*

Examiner, pointing to the picture: *"Can you show me her hands?"*

Candidate points to the hands, saying: *"Here are her hands." (or) "These are her hands."*

Step 2

Exchange greetings with the examiner.

1. Performance

EITHER perform a poem for the examiner, from memory, chosen from the Step 2 material in the LCM Anthology, OR perform an own choice prose piece of a similar standard, from memory.

The Step 2 material in the Anthology is a little longer, in some cases, and more complex in others, providing real opportunities for story-telling and the use of greater expressive subtlety. (See notes under Step 1.)

'Yes' by Mary Ann Hoberman has an intimate and conversational feel between mother and child and lists some of the different situations in which the child finds him/herself saying 'yes'. Preparation could include exploring these and how we might react differently to them, and the effect of these reactions on how we say 'yes'! There are good acting-out opportunities, linking facial expression and gesture to different 'yes' scenarios:

Yes
Yes
I like yes
I like it when I ask for things
And when you say yes
Yes
Yes
Let's take a walk
Let's bake a cake
Let's sing a song
Yes
Yes
And yet sometimes
I don't like yes
Like when you say
You've made a mess
Please clean it up
Or
Time for bed
Or
Time to go
And then I guess
That I like yes
A little less
Yes?
Yes.

'The Loo at the top of the stairs' by Enid Barraclough explores the theme of being frightened within a seemingly comic situation and a clear story-line. We have all been frightened at some time and, often, by something harmless and inoffensive! Think of some scenes to act out:

Alone in the house... a sudden noise in another room... approaching the room nervously... only to find the open window rattling in the breeze!... closing the window... the relief...

How is the story in the poem different? How do we react when we are nervous, or frightened? What happens to our body language and movement? Our voices?

*I don't like the Loo at the top of the stairs,
It's white, and it looks like a ghost!
I know that it isn't, but that doesn't help –
It's the Loo that I'm frightened of most.*

*If someone forgets and leaves the door wide
I can see it up there in the gloom;
I think I'll be brave and go up the stairs
And pass by that dark little room.*

*I go up each step till I'm just half way
But that is the most I can do –
I make a dash down and wait in the Hall
Till the door is shut fast on the Loo!*

2. Presentation

Tell the examiner four things about your school.

Think about what the examiner might find interesting about your school, especially anything unusual or personal to you. You could include any extra activities you take part in.

Preparation could include making a list of special things about your school and deciding which four would provide the most interesting, varied and comprehensive account.

In the assessment, the examiner will introduce this section by inviting the candidate to say four things about his/her school. This is a presentation (not a discussion) so the examiner will simply listen.

3. Discussion

Reply to the examiner, who will ask about the room and things in it.

Think about some of the features, furniture and items likely to be in the exam room and practise including them in sentences.

Examiner: "How many windows can you see?"

Candidate: "I can see four windows." (or) "There are four windows in this room."

Examiner: "What am I holding?"

Candidate: "You are holding a pen."

Examiner: "What is this?"

Candidate: "That is a book."

At this level, the examiner will expect the candidate to be able to respond to 'follow-up' questions. For example,

Examiner: "What colour is this pencil?"

Candidate: "The pencil is red."

Examiner: "How many red pencils are there in the box?"

Candidate: "There are three red pencils in the box."

Step 3

Exchange greetings with the examiner.

1. Performance

EITHER perform a poem for the examiner, from memory, chosen from the Step 3 material in the LCM Anthology, OR perform an own choice prose piece of a similar standard, from memory.

Choose a poem or prose piece which you enjoy. Practise reading it out loud to your teacher, family and friends. Try it in different ways to find the best way of enhancing the character of the piece. Act out the story.

'School' by Tricia Hawcroft is a fun poem about a first day at school, describing it in some detail. As with many poems for children, there is a 'twist' at the end! All school-age children will be able to identify with at least some of the feelings and events here. There are good acting-out possibilities and opportunities to talk about what happened on our first day and how we felt.

*I had to learn my letters
And numbers too they said,
I had to get up early
But I wished I'd stayed in bed.*

*The other kids were noisy
And some of them were bad,
The teacher shouted loud at us
We must have made her mad.*

*And once the day was over
I acted really cool,
But now I know for certain
I really don't like school.*

*I have to go again it seems
And so I shed some tears,
Mum smiled and said that I could leave
After about twelve years.*

'I'm just going out for a moment' by Mike Rosen is a conversation between two people – we can guess a parent and child. There is a good opportunity here to practise different voices/vocal sounds to help differentiate the two characters. How might the character with the longer lines sound – patient, annoyed, frustrated, all of these at different points in the poem? The 'Why' character could be 'winding-up' the other person, or just inquisitive. Inflection and pace will need some thought.

I'm just going out for a moment.

Why?

To make a cup of tea.

Why?

Because I'm thirsty.

Why?

Because it's hot.

Why?

Because the sun's shining.

Why?

Because it's summer.

Why?

Because that's when it is.

Why?

Why don't you stop saying why?

Why?

2. Presentation

Tell the examiner five things about a favourite possession (which may be brought in for the occasion).

Choose a possession and think of different ways of describing it, for example its purpose, features, shape, colours, and why it is a favourite. By all means bring in the possession to show the examiner and remember to speak in sentences and tell the examiner five things about it.

3. Discussion

Reply to the examiner who will ask about your family.

Think about the different members of your family, including family pets!
The examiner will ask some questions but it is also good if the candidate initiates some of the discussion.

Examiner: "How many family members do you live with?"

Candidate: "There are four of us."

Examiner: "Who are they?"

Candidate: "My mum, dad, baby sister and me."

Examiner: "How old is your baby sister and what is her name?"

Candidate: "My sister is six months old and her name is Karen."

Examiner: "Would you like to ask me a question?"

Candidate: "Yes, thank you. Do you have any children?"

ASSESSMENT CRITERIA FOR STEPS

1. Performance

BELOW PASS

- Incomplete performance
- Lack of understanding of text
- Lack of audibility

PASS

- Complete performance with only minor inaccuracies which do not significantly interrupt continuity
- Awareness of meaning of text

MERIT

- Accurate and confident performance
- Good awareness of meaning of text
- Some appropriate movement

DISTINCTION

- Fluent performance which demonstrates understanding of the piece
- Good awareness of phrasing
- Sound intonation
- Appropriate movement

2. Presentation

BELOW PASS

- Incomplete presentation
- Lack of understanding of presentation material
- Lack of audibility

PASS

- Complete presentation
- Adequate audibility
- Awareness of content needs

MERIT

- Confident and purposeful presentation
- Good awareness of content needs

DISTINCTION

- Fluent, confident and clear presentation
- Sound intonation
- Very good awareness of content needs

3. Discussion

BELOW PASS

- Inability to respond to examiner's questions

PASS

- Ability to understand vocabulary used by the examiner and respond

MERIT

- Some fluency and adaptability in responses

DISTINCTION

- Fluent, adaptable responses displaying a good level of vocabulary

ACKNOWLEDGEMENTS

'Slugs' by John Kitching reprinted by permission of Trevor Dickinson.

'School' and 'Teddy Bear' by Tricia Hawcroft reprinted by permission of the author.

'I'm Just Going Out for a Moment' from 'Wouldn't You Like to Know' by Michael Rosen © 1977 Andre Deutsch reprinted by permission of Peters Fraser & Dunlop (www.petersfraserdunlop.com) on behalf of Michael Rosen.

Preparation for Spoken English Grades

Spoken English: Grade 1

1. Performance

Choose a passage from a children's story, or a poem published in English. You can choose your own, or use one of the passages from the Passages Guide. The Guide will show you the level of text suitable for this grade. You will need to look up and learn any new vocabulary and ask your teacher to help you with the pronunciation.

2. Presentation

Practise talking in English about some interesting objects or pictures to your teacher and family and friends. Choose a picture or object that you can say several things about, and practise giving a short presentation about this. You will need to look up and learn some new vocabulary to help you.

3. Sight Reading

Choose some stories at your reading level to practise sight reading to your teacher, family and friends. Remember to take a short pause at a comma, and stop and take a quick breath at a full stop. Check the meaning and pronunciation of any words that are new to you and learn them. When you practise, hold the book in one hand so you can see it clearly, but low enough to make sure the listener can see you when you look up from time to time.

4. Interaction

Practise asking and answering questions about these topics with your teacher and your family friends. You may need to look up and learn some new vocabulary to help you.

Spoken English: Grade 2

1. Performance

Choose a short passage from a story or a children's story, a magazine or newspaper article, or a poem published in English. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level of text suitable for this grade. You will need to look up and learn any new vocabulary and ask your teacher to help you with the pronunciation.

2. Presentation

Practise talking with your teacher about some books you have read and enjoyed. Use the 'Grade 2 Presentation Sheet' to help you to plan your talks.

You may need to look up and learn some new vocabulary to help you. You may use your plan to help you in the examination, but you must look at the examiner for most of the time.

3. Sight Reading

Choose some stories and articles at your reading level to practise sight reading to your teacher, family and friends.

Remember to take a short pause at a comma, and stop and take a quick breath at a full stop!

Check the meaning and pronunciation of any words that are new to you and learn them. When you practise, hold the book in one hand so you can see it clearly, but low enough to make sure the listener can see you when you make eye contact.

4. Interaction

Practise looking at family photographs of places you have visited, and activities you have done with the family. Answer questions about these with your teacher and your family and friends. You may need to look up and learn some new vocabulary to help you.

Spoken English: Grade 3

1. Performance

Choose a passage from a fictional or factual story, a children's story, a newspaper or journal article, or a poem published in English. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level and length of text suitable for this grade.

2. Presentation

Practise talking with your teacher about some books you have read and enjoyed. Use the 'Grade 3 Presentation Sheet' to help you to plan your talk. Practise using notes and not sentences on your planning sheet.

You may need to look up and learn some new vocabulary to help you. You may use your plan to help you in the examination, but you must look at the examiner for most of the time.

3. Sight Reading

Choose some stories and articles at this reading level to practise sight reading.

Remember to take a short pause at a comma, and stop and take a quick breath at a full stop!

Check the meaning and pronunciation of any words that are new to you and learn them. When you practise, hold the book in one hand so you can see it clearly, but low enough to make sure the listener can see you when you make eye contact. Practise sight reading to your teacher, family and friends. You can also practise in front of a mirror and make eye contact with yourself!

4. Interaction

Practise looking at pictures of jobs and work and of school or college activities and describing and answering questions about these with your teacher and your family and friends. Think about the kind of job you would like to do when you leave school, or the kind of job you do, and what you have to do in this job. You may need to look up and learn some new vocabulary to help you.

Spoken English: Grade 4

1. Performance

Practise with passages of the kind listed above. Decide on the one you like best. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level and length of text suitable for this grade. When practising your final choice, remember to enjoy making it clear and interesting for the listener.

2. Presentation

Practise talking about travel with your teacher, friends or family. Describe the journey itself; the action or activities you did and any problems you had. Describe the places you visited or saw on your journey. Write down and learn any new vocabulary or language that you need to use in you talk.

3. Sight Reading

Choose a variety of texts, both fiction and non-fiction, at your reading level. Read them through to get an idea of them, and then practise reading them aloud. Do this as often as you can.

Remember to take a short pause at a comma, and stop and take a quick breath at a full stop. This will help you to read ahead to see where you can pause. Also ask your teacher for the meaning, pronunciation and stress of any new vocabulary. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the listener can see you when you make eye contact. Practise sight reading to your teacher, family and friends. You can also practise in front of a mirror and make eye contact with yourself.

4. Interaction

Practise looking at pictures and photographs of travel and discussing them with your teacher and your family and friends. Ask them questions about vocabulary and activities and learn the new vocabulary. Take a turn at being the examiner and ask your teacher questions about the pictures. Ask him or her to describe things in detail and ask them to tell you about the kinds of problems that have happened to them when they travelled. You may need to look up and learn some new vocabulary to help you.

Spoken English: Grade 5

1. Performance

Choose a passage from a fiction or factual story, biography, newspaper or journal article, a monologue or a poem published in English. This will tell you the level and length of text suitable for this grade. Practise with passages of the kind listed above. Decide on the one you like best. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level and length of text suitable for this grade. When practising your final choice, remember to enjoy the passage and to go at the right pace for the listener.

2. Presentation

- You should include:
- introducing the person you have chosen to present
- giving a short history of the person's life that will help the examiner to learn the reasons why the person became famous
- a short explanation of what s/he does / did
- what has changed because of this person
- Research this person and the skill or achievement that s/he is famous for. Practise presenting and discussing what you have discovered with your teacher, friends or family. Prepare your presentation and practise it. You may use notes to help you, and simple visual aids, but you must know your talk well enough to be able to make frequent eye contact with the examiner.

3. Sight Reading

Choose a variety of stories and articles to practise sight reading. Remember to take a short pause at a comma, and stop and take a quick breath at a full stop. This will help you to read ahead and see where you can pause. Also ask your teacher for the meaning, pronunciation and stress of any new vocabulary. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the listener can see you when you make eye contact. Try to practise aloud every day either alone or in front of your teacher, family and friends. You can also practise in front of a mirror and make eye contact with yourself.

4. Interaction

Practise looking at pictures and photographs of famous people from different fields and discussing them with your teacher and your family and friends. Ask them questions about vocabulary and grammar and learn these new language details. Take a turn at being the examiner and ask your teacher questions about the people. Ask him or her to describe things in detail and ask them to tell you about the kinds of problems or qualities that famous people might have. You may need to look up and learn some new vocabulary to help you.

Questions might include:

- *What do you think are the benefits / drawbacks of fame? Why?*
- *Tell me about another famous person from your culture.*
- *Do you think famous people like footballers and film stars should earn a lot of money? Why / why not?*
- *What do you think are some of the qualities that make a good leader?*
- *What would you like to be famous for?*
- *What would you have to do to become famous?*

Spoken English: Grade 6

1. Performance

Choose a passage from a fiction or factual story, biography, newspaper or journal article, a monologue or a poem published in English. You can choose your own text, or use one of the passages from the Passages Guide. This will tell you the level and length of text suitable for this grade. Practise with passages of the kind listed above. Decide on the one you like best. When practising your final choice, remember to enjoy the passage, to tell its story or message clearly and to carry yourself naturally.

2. Presentation

Talk to your teacher and family about your country (or the country of your birth) so that you have a good idea of what the theme of your talk will be. Do the research. Practise talking while introducing your visual aids so that you keep plenty of eye contact with the listeners. Make sure to keep up the energy while speaking and to stand in a relaxed manner, introducing your subject to listeners in a friendly fashion.

3. Sight Reading

Choose some articles, monologues, and a variety of texts (both fiction and non-fiction) to practise sight reading. Practise aloud several times a day, both by yourself and for others.

Remember to take a short pause at a comma, and stop and take a quick breath at a full stop. This will help you to read ahead and see where you can pause. Ask for help with the meaning, pronunciation and stress of any new vocabulary. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the listener can see you when you make eye contact. You can also practise in front of a mirror and make eye contact with yourself.

4. Interaction

Think about the kinds of questions you would ask if you were thinking of living in a new country, and practise asking and answering them with your teacher, friends and family. If you've chosen your own country, think about what's special about your country, and how you would answer questions about life in your country. Ask your teacher for help with vocabulary and grammar and learn these new items.

Questions might include:

- *How does the climate / geography of the country affect the way people live?*
- *What advice would you give to someone who was thinking of coming to work in your country?*
- *What happens to elderly people in your country?*
- *Who does most of the housework or cooking in most families? Why?*
- *What kind of jobs do most people do? Why?*
- *At what age do people usually marry in your country? Why?*
- *How do they choose their husband / wife?*
- *Describe the wedding ceremony and give reasons for the customs.*
- *If you could pass a new law in your country to solve a problem, what would it be?*

Spoken English: Grade 7

1. Performance

Remember that you are now working at a competent level in your use of English, and so the stress is increasingly on your ability to communicate fully and with appropriate expression. You can choose your own text, or use one of the passages from the Passages Guide. The Guide will show you the level and length of text suitable for this grade. Practise the performance of your chosen passage(s) with an audience of friends and for your teacher. Ask them whether they have understood both the meaning and the feeling of what you are saying, and whether you seem both relaxed and focused in your delivery. Choose pieces to perform that will show your ability to handle a good range of vocabulary and some complexities of thought.

2. Presentation

Together with your teacher, choose a topic that really interests you and about which you have several ideas. Bear in mind how important it is to keep the attention of the listener. Perhaps structure your talk around

interesting questions that arise rather than just a list of points of interest. Explore some vocabulary relevant to your topic. Explain your ideas with feeling.

A good presentation often contains a 'story' that people can relate to. This could be an example from your own country, a true event, or perhaps a true story about an individual or community.

3. Sight Reading

Choose a variety of articles and fiction texts to work on. Practise aloud several times a day, both for yourself and for others. Remember to break the text up into sense phrases as you read ahead. Remember to take a short pause at the end of each phrase, at commas, and a longer one at full stops. Ask for help with the meaning and pronunciation of new vocabulary. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the examiner can see you when you make eye contact. You can also practise in front of a mirror to make eye contact with yourself.

4. Interaction

Practise asking and answering these questions with your teacher, friends and family. Think about the reasons and explain them. Consider in particular what in your life and/or education drew you so strongly to this topic. Think of questions you would ask someone else about their special interest. Ask for help with vocabulary and grammar and learn these new language elements.

Questions might include:

- *What made you choose this topic?*
- *Tell me about when you first became interested in ?*
- *Tell me more about this picture.*
- *I particularly enjoyed your explanation of Can you tell me more about that?*
- *How did you feel when you first saw / heard about ?*
- *Do your friends and family share your interest? Why / Why not?*
- *Where did you get most of your information from?*
Tell me about some of your other interests

Spoken English: Grade 8

1. Performance

At this level, think of your choice of pieces as a contrast of feelings and ideas which will both appeal to your listeners and make them think. Here you can show your communication skills at their best. Therefore practise your performance and when it's in good shape, show it to friends or family, and listen carefully to their critique. Your gestures and facial expression and vocal control should now be working together, so take advice from your teacher. Above all, show your enthusiasm and enjoyment in the use of English.

2. Presentation

Your presentation can include information on the causes of the problem, the consequences of the problem and possible solutions to the problem. As you do your research, think about how to select and present this information. You will have a lot of facts. Remember that a good presentation often contains a 'story' that people can relate to as well. As you do your research, think about how to select and present this information. You will have a lot of facts – but don't forget narratives and a structure.

3. Sight Reading

Choose a variety of articles and fiction texts to work on. Practise aloud several times a day, both for yourself and for others. When you practise, hold the book in your left hand so you can see it clearly, but not in front of your face to make sure the examiner can see you when you make eye contact. You can also practise in front of a mirror to make eye contact with yourself.

4. Interaction

Encourage your friends to ask you questions about your topic – information questions, and questions about your own views. Ask yourself questions from the point of view of different groups – different social and national groups, for example. Think of difficult questions and decide on how you would answer them – not having your own solution to the world's problems is allowed, as long as you can show you're thinking about them! Rehearse the scientific evidence and its specialist vocabulary. Enjoy the imagined interaction with the examiner.

Questions might include:

- *What is your strongest feeling about this environmental problem?*
- *Do you have personal experience of the issues?*
- *Show me a picture that above all tells the story behind your concern.*
- *Do you feel that people in general are sufficiently aware of environmental issues?*
- *Can you give me some examples of how badly this issue affects your country?*
- *What are people doing about this in your country?*
- *What do you think individual people can do to help to solve the situation?*
- *Would you agree that environmental damage is as often done from necessity as from carelessness?*
- *What sources did you use?*
- *What makes you hopeful?*

LCM Examinations
University of West London
St Mary's Road
Ealing
London W5 5RF

Tel: 020 8231 2364
Email: lcm.exams@uwl.ac.uk
www.uwl.ac.uk/lcmexams