



Spoken Part

> **TEACHER GUIDE**

The purpose of the Teacher Guide

This guide is for teachers preparing learners for the LANGUAGECERT Young Learners ESOL Fox exam.

It aims to familiarise teachers with all parts of the Spoken exam and provides class activities for authentic practice.

In addition, it includes useful tips for each part of the exam, as well as general speaking tips.

Familiarising learners with the format and content of the exam, as well as providing targeted practice, can significantly enhance their performance on Test Day.

You can download free Young Learners ESOL Fox practice tests from the LANGUAGECERT website.

Visit: [languagecert.org](https://www.languagecert.org)



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About the Young Learners ESOL Fox exam

The Young Learners ESOL Fox exam comprises a Written and a Spoken exam and is at approximately pre-A1 level.

This means that learners taking the exam:

- › will have studied English for approximately 100 guided learning hours.
- › will have a vocabulary of approximately 450 words (see the Vocabulary List on [our website](#)).
- › will be familiar with some basic English grammatical structures, e.g. *'He lives in ...'*, *'They don't like ...'*, *'What are you playing?'* (see the Grammar Syllabus on [our website](#)).
- › will be able to demonstrate English language ability in listening, reading, writing and speaking.

The Fox (pre-A1) Written exam consists of:

- › a **Listening test** (three parts), with a duration of approximately ten minutes.
- › a **Reading test** (four parts) and a **Writing test** (two parts), with an overall duration of 50 minutes.

The Fox (pre-A1) Spoken exam consists of:

- › a **Speaking test** (three parts), with a duration of approximately five minutes.

Getting to know the Fox Speaking test



The Speaking test consists of **three parts**.



The overall duration of the test is **approximately five minutes**.

The table below summarises the key features of the test (tasks presented and what the learner is required to do).

PART	TASK	WHAT THE LEARNER IS REQUIRED TO DO
1-3	Interact with an examiner and: answer simple questions about themselves, their daily lives and their likes and dislikes; answer simple questions about pictures of people, animals, objects and everyday scenes	Answers questions



HOW THE SPEAKING TEST IS MARKED

The Examiner uses the following four assessment criteria to evaluate the test taker's response:

- › **Task Fulfilment:** The extent to which the test taker's response addresses the task in a direct manner and provides an answer that is relevant and meaningful.
- › **Accuracy and Range of Grammar:** The extent to which the test taker's response is grammatically accurate, appropriate and adequate.
- › **Accuracy and Range of Vocabulary:** The extent to which the test taker's response is lexically accurate, appropriate and adequate.
- › **Fluency and Pronunciation:** The extent to which the test taker's responses are intelligible, with appropriate pausing and intonation.

Test takers are awarded up to 4 marks per criterion (maximum total marks = 16).

4 marks > excellent

3 marks > very good

2 marks > satisfactory

1 mark > below level

Note: If the test taker fails to provide a sufficient sample of language or attempt the tasks, no marks are awarded.

› The Speaking test



> How to prepare learners for Speaking Part 1 :

Answering personal questions

Learners will be asked three questions about themselves.

- > Clarify that the Examiner will ask learners three questions about themselves.
- > Tell learners they should listen carefully to the questions the Examiner asks to make sure they respond appropriately.
- > Explain that the first two questions will always be the same – *'What's your name?'* and *'How old are you?'*
- > Provide learners with plenty of practice answering questions about themselves, e.g. *their age, family, school, friends, favourite animal or food.* (For a complete list of topics, see the Vocabulary List on [our website.](#))
- > Try the practice activity below to familiarise learners with the task and for targeted test practice.



TEST ACTIVITY

This activity provides practice for the Speaking Part 1 task.

Step 1

Tell learners you will ask them a few questions about themselves, similar to those they will be asked in the test. Reassure them that if they can't remember certain words, you will be there to help.

Step 2

Ask volunteers the questions below, following up with the additional questions in brackets if they struggle to understand first time:

- › *What's your name? (Is your name ...?)*
- › *How old are you? (Are you [12]?)*
- › *Where do you live? (Do you live in [name of town]?)*
- › *What's your favourite colour? (Is your favourite colour [red]?)*
- › *Where's your school? (Is your school in [name of town]?)*
- › *How many people live in your home? (Are there [five] people in your home?)*

Note: On Test Day, learners may be asked the back-up questions in brackets if they are unable to respond to the Examiner's initial questions.

Step 3

Write the following questions (and back-up questions) on the board. Put learners in pairs and have them practise asking and answering the questions with their partner. Monitor learners to ensure their answers are clear, accurate and appropriate. Be ready to provide help if necessary and make a note of any areas where they may need further support and guidance.

- › *What's your dad's/mum's name? (Is his/her name ...?)*
- › *What's your best friend's name? (Is your best friend's name ...?)*
- › *How old is your best friend? (Is your best friend [12] years old?)*
- › *Where does your best friend live? (Does your best friend live in [name of town]?)*
- › *How many people live in your best friend's home? (Are there [four] people in your best friend's home?)*
- › *What's your favourite animal? (Is your favourite animal a [dog]?)*

Note: While practising for this part of the Speaking test, there is no need to show learners a sample of Part 1 from a practice paper (the Examiner will simply ask a few questions orally and will not use any pictures or cards).

How to prepare learners for Speaking Part 2:

Answering questions about pictures of people, animals and objects

Learners will be given two pictures to look at. They answer three questions about each one.

- › Tell learners that the Examiner will give them two pictures to look at and that they will be asked three questions about each one (a total of six questions).
- › Explain that the Examiner's questions will be based on what learners can see in the pictures, as well as personal questions related to the pictures.
- › Give learners plenty of practice identifying objects, people and animals and answering simple questions about them, e.g. *'What's this?'*, *'What are these?'*, *'Do you like ...?'*, *'What's your favourite ...?'*, *'What do you have for ...?'*, *'Is it ...?'*, *'Are these ...?'*, *'What colour ...?'*, *'Have you got ...?'*.
- › Try the practice activity below to familiarise learners with the task and for targeted test practice.



TEST ACTIVITY

This activity provides practice for the Speaking Part 2 task.

Step 1

Show the class pairs of pictures from Part 2 of a practice paper, e.g.:



Sample pictures taken from Fox Speaking Part 2 Practice Paper 3

Point to the first picture and ask simple questions about it (if learners struggle, you can ask them the back-up questions in brackets), e.g.:

- › *What are these? (Are these socks?)*
- › *What colour are they? (Are they pink?)*
- › *Are you wearing socks? (Are these your socks?)*

Step 2

Do the same with the second picture – point to it and ask simple questions, e.g.:

- › *What's this? (Is it a kite?)*
- › *Have you got a kite? (Do you like this kite?)*
- › *What's your favourite toy? (Do you like playing with a ball?)*

How to prepare learners for Speaking Part 3:

Answering questions about pictures of everyday scenes

Learners will be given pictures of everyday scenes. They answer questions about the pictures.

- › Tell learners they will be shown three pictures of everyday scenes and asked questions about them.
- › Explain that the first five questions focus on what the learner can see in the pictures, and the following three ask personal questions related to the pictures.
- › Give learners plenty of practice identifying objects, people and animals and answering simple questions about them and everyday topics (such as daily life, food, sport and family), e.g. *'What's this?', 'What colour is it?', 'How many ... is/are there?', 'What is ... doing?', 'What is ... wearing?', 'Have you got ...?', 'Who is ...?'*.
- › In class practice, use the scene cards from our practice papers to familiarise learners with the types of pictures they will see on Test Day.
- › Try the practice activity below to familiarise learners with the task and for targeted test practice.



TEST ACTIVITY

This activity provides practice for the Speaking Part 3 task.

Step 1

Show the class one of the scene picture cards from a practice paper and ask them what they can see. (example answers: *a family having breakfast (a man, a woman, two children) / a table / bread / chairs / plates / fruit*)



Sample picture taken from Fox Speaking Part 3 Practice Paper 3

Step 2

Point to one of the objects in the picture (e.g. *a plate on the table*) and ask:

- › *What's this? (Is it a plate?)*
- › *What colour is it? (Is it yellow?)*
- › *How many plates are there? (Are there four plates?)*

Note: Follow up each question with the additional question in brackets if learners struggle to understand first time.

Step 3

Point to one of the people in the picture (e.g. *the man*) and ask:

- › *What's the man wearing on his arm? (Is he wearing a watch?)*

Point to another person in the picture (e.g. *the boy*) and ask:

- › *What's the boy doing? (Is he eating a banana?)*

Step 4

Now ask learners some personal questions related to the picture, e.g.:

- › *Where do you eat breakfast? (Do you eat breakfast in the kitchen?)*
- › *What do you eat for breakfast? (Do you eat bread for breakfast?)*
- › *Who makes your breakfast? (Does your mum or your dad make your breakfast?)*



General speaking tips

These tips provide useful strategies for tackling the different Speaking tasks and will help learners approach the test with confidence.

- › Remind learners that they will be tested individually, not alongside another test taker.
- › Clarify that the Speaking test has three parts.
- › Reassure learners that they only need to produce short answers for each question.
- › Practise the type of instructions learners will hear on Test Day, e.g. *'Look at ...', 'Find ...', 'Tell me ...'*.
- › Give learners practice with useful interaction language, such as *'Sorry, can you say that again, please?', 'I don't understand', 'I don't know', 'Can you please repeat it?'*
- › Reassure learners that they will not be penalised for asking the Examiner to repeat a question.
- › Foster a supportive atmosphere in class where learners feel comfortable and confident speaking.
- › Remember that fun speaking activities and language games can help review the language taught.
- › While preparing learners for their Speaking test, refer to the support materials available on our website (www.languagecert.org).

Ensuring learners are ready for the Speaking test

Here are a few questions to remind learners of what to expect in the Speaking test (you may wish to add some of your own).

- › How many parts does the Speaking test have? *(answer: three parts)*
- › What do you do in Part 1? *(answer: answer three simple questions about yourself)*
- › What do you do in Part 2? *(answer: answer questions about objects, animals or people on a picture card and personal questions related to them)*
- › What do you do in Part 3? *(answer: respond to simple questions related to a scene card and then answer personal questions related to the topic)*

Helpful resources and contact information

Our website provides teachers and test takers with free resources to prepare for all parts of the LANGUAGECERT Young Learners ESOL Fox exam.

Written and Spoken exams resources:

- Handbook for Teachers
- Vocabulary List
- Grammar Syllabus
- Official Practice Papers
- Teacher Guide (Listening, Reading, Writing, Speaking)

More support provided:

- Books
- FAQs
- Live and pre-recorded webinars

To access these resources, visit: www.languagecert.org/en/preparation

Further information

For more information about the LANGUAGECERT Young Learners ESOL exams, visit our website www.languagecert.org or contact our Customer Services team.



To find out more about LANGUAGECERT and access
online exam preparation materials, visit:
www.languagecert.org

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