

**SUPPORT FILE**

**CAMBRIDGE ASSESSMENT ENGLISH**

**FLYERS SPEAKING**

**NOTES ON PROCEDURES AND  
EXAMINER'S SCRIPT**

**SAMPLE TEST**

(For the information of teachers preparing children to take a Special Requirements version of Flyers Speaking. Copies of the candidate materials are also available for downloading.)

This version is for:

- children who are blind and **can read Braille**
- children who are partially-sighted (and **can read enlarged text**)

## Flyers – Speaking Test – Notes and Procedures

### **SPECIAL REQUIREMENTS VERSION**

#### General Notes:

This version of the Flyers Speaking Test is for:

- children who are blind and **can read Braille**
- children who are partially-sighted and **can read enlarged text**.

#### Frequently-asked Questions:

#### **What happens to pictures or visuals when a blind or partially-sighted child is taking this Speaking Test?**

Each Speaking test **differs** from the regular Flyers Speaking test in that there are no pictures and all written input for the candidate is in Braille (or enlarged written prompts).

Each test has four parts.

**Part 1:** Part 1 consists of 'Introductory Questions'.

**Part 2:** Part 2 is an 'Odd-one-out' task similar to the standard Flyers Part 3 Odd-one-out task, but with written (Braille / large print) words as input rather than pictures.

**Part 3:** Part 3 is an 'Information Exchange' task, similar to the standard Flyers Part 2.

**Part 4:** Part 4 consists of 'Personal Questions'.

Examiners use the script which follows (Pages 4 – 7).

#### **Do examiners need to be able to read Braille when examining blind children?**

No. Words in Braille for Parts 2 and 3 are supplied on separate sheets, clearly labelled. The examiner will give the child a Braille sheet, making sure they can locate the word(s) on the sheet.

For partially-sighted children, words for Parts 2 and 3 are supplied in a separate candidate booklet.

#### **Will any changes be made to the room layout for testing a blind child? If so, what might they be?**

Centres are asked to ensure that the room is large enough for the child to move around in and sit down at the table easily, that the table is reasonably close to the door and any potential trip hazards are removed.

#### **What guidelines are given to examiners when examining blind children?**

- Examiners are asked to find out, before the test, what assistance, if any, the child needs in getting around. If necessary, they will guide them to the table, etc, rather than just walk in front of them. They will allow the child to take their arm and let them know when they are approaching the table, and where the chair is.
- Examiners will introduce themselves clearly. Generally, they will speak first.
- They will say the child's name when asking questions and giving instructions.
- They will expect blind children to touch things, in order to orientate themselves.

- If they need to change their position, or the position of anything in the room (furniture, for example), they will tell the child what changes they are making.
- They will not speak unnaturally slowly.
- They will not make assumptions about what a blind child can or cannot do.

**How much extra time will examiners give blind or partially-sighted children, and when should they have this extra time?**

Examiners will give children extra time **throughout** the Speaking Test to process spoken instructions and to produce their utterances. The amount of extra time is at the examiner's discretion.

**Will examiners make any allowances or mark blind or partially-sighted children more leniently?**

No, once the Special Arrangements are in place, blind or partially-sighted children will be marked in exactly the same way as other candidates.

*Script for Examiners:*

**Sample Test Part 1 Introductory questions**

To do	To say	Response (Variations possible)	Back-up
Usher brings candidate in.	Usher to Examiner: Hello, this is (child's name).		
	Hello. My name's (examiner's name).	<i>Hello</i>	
	What's your name?	(child's name)	Is your name (child's name)?
	What's your surname?	<i>Silver</i>	What's your family name?
	How old are you?	<i>10</i>	Are you 10?
	When's your birthday?	<i>18 August</i>	Is your birthday in August?
	Where do you live?	<i>(in)(name of street / town / area etc.</i>	Do you live in (name of town)?
	Do you live in a house or a flat / apartment?	<i>(in a) house</i>	Do you live in a house?
	How do you go to school?	<i>by car</i>	Do you go to school by car?
	What time do you go home?	<i>(at) 4 o'clock</i>	Do you go home at 4 o'clock?
	How many children are there in your class?	<i>30</i>	Are there 30 children in your class?
Who do you sit next to in class?	<i>my friend</i>	Do you sit next to your friend?	

## Sample Test Part 2 Odd one out

To do	To say	Response	Back-up
Hand child Test 1 Part 2 example task material. Allow time to read.	Now (child's name), read these four words. One is different.  A book is different. A lemon, a pineapple and an orange are fruit. You eat them. You don't eat a book. You read it.		
Retrieve example material and hand over Set 1 material. Allow time to read.	Now, you tell me about these words. Which one is different? (Why?)	Child suggests a difference (any plausible difference is acceptable).	An eagle, a swan and a parrot are all ...? (birds) And a tortoise is an ...? (animal)
Retrieve Set 1 material and hand over Set 2 material. Allow time to read.	Which one is different? (Why?)		An ocean, a stream and a river are all ...? (water) And a cave? (a place)
Retrieve Set 2 material and hand over Set 3 material. Allow time to read.	Which one is different? (Why?)		Geography, History and English are all ...? (subjects at school) And a festival? (not a subject at school)
Retrieve Set 3 material and hand over Set 4 material. Allow time to read.	Which one is different? (Why?)		A castle, a skyscraper and a hotel are all kinds of ...? (building) And a fridge is ...? (not a building)
Retrieve material.			

### Sample Test Part 3 Information exchange

To do	To say	Response	Back-up
Hand child Test 1 Part 3A task material. Allow time to read.	<p>Now (child's name), we're going to talk about two children, Robert and Sarah. They go to a restaurant every Sunday with their families. Here is some information about Robert's favourite restaurant. Please read it.</p> <p>I don't know anything about Robert's favourite restaurant, so I'm going to ask you some questions.</p> <p>What's the name of Robert's favourite restaurant? Where is the restaurant? What does Robert like eating there? Is the restaurant cheap or expensive? What time does the restaurant open?</p>	<p><i>The Black Cat</i></p> <p><i>(in) North Street pasta</i></p> <p><i>(It's) expensive.</i></p> <p><i>(at) 12 o'clock</i></p>	<p>(Repeat question if necessary. Prompt using back-up.)</p> <p>Is it the Black Cat?</p> <p>Is it in North Street? Does he like eating pasta? Is it expensive?</p> <p>Does it open at 12 o'clock?</p>
Retrieve Part 3A material and hand over Part 3B material. Allow time to read.	<p>Now, you don't know anything about Sarah's favourite restaurant, so you ask me some questions. Use these words to help you.</p>		<p>(Prompt using prompt words.)</p>
Child asks questions and examiner answers.	<p>It's called Rainbows.</p> <p>She likes pizza.</p> <p>in Hill Street</p> <p>at 12.30</p> <p>It's cheap.</p>	<p>What's the name of Sarah's favourite restaurant? What does she like eating there? Where is the restaurant? What time does the restaurant open? Is the restaurant cheap or expensive?</p>	<p>name?</p> <p>like eating?</p> <p>where?</p> <p>time / open?</p> <p>cheap / expensive?</p>
Retrieve material.			

### Sample Test Part 4 Personal questions

To do	To say	Response (Variations possible)	Back-up
	<p>Now (child's name), let's talk about presents.</p> <p>When do you get presents?</p> <p>Who gives you presents?</p> <p>What presents do you usually get?</p> <p>What do you say when someone gives you a present?</p> <p>Tell me about a special present you got.</p>	<p><i>(on) my birthday</i></p> <p><i>my family</i></p> <p><i>money</i></p> <p><i>Thank you!</i></p> <p><i>I got a puppy.</i> <i>It's small and very noisy.</i> <i>My grandparents gave it to me.</i></p>	<p>Do you get presents on your birthday?</p> <p>Do your family give you presents?</p> <p>What do people usually give you?</p> <p>Do you say 'Thank you'?</p> <p>What special present did you get? What does <i>the puppy</i> look like? Who gave it to you?</p>
	<p>OK, thank you (child's name). That's the end of the test. Goodbye.</p>	<p><i>Goodbye.</i></p>	

