



A2 Annotated responses

This document can be used for exam preparation for Skills for English: SELT at A2 level.

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Introduction

About Skills for English

In a Skills for English test, test takers can show their knowledge of the English language for a range of purposes, including working, studying, or living in an English-speaking country. The test is available in 6 levels, from A1 (Basic user) to C2 (Proficient user). The qualification is assured by the Scottish Qualifications Authority (SQA), an international leader in education and qualifications development, and powered by PSI, a global leader in workforce solutions with over 75 years' experience delivering testing programs to help people achieve success in their academic, personal, and work lives.

The one-session test is entirely computer based, and booking is simple with a choice of delivery channels and locations. Reading and Listening tests are automatically marked during the test session; Speaking and Writing tests are marked by trained and qualified examiners after test takers have finished the test.

About the A2 test

Tests at A2 level are made up of 2 separate tests: Speaking and Listening.

The result for the A2 test is simple: Pass or Fail for each test and overall. To achieve an overall result of Pass, test takers must pass both the Speaking and the Listening tests.

How to use this document

This document can be used to help test takers prepare for the Skills for English: SELT Speaking test at A2 level. It includes a sample of an A2 Speaking test with transcripts showing examples of test taker responses to each question. The test taker responses also have comments from senior examiners to explain how each test taker performed. You can see the kind of questions that test takers may be asked at A2 level, but please remember that in the actual test they may be asked about other topics.

These sample questions are taken from Practice Test 2, which is available on our website as an online practice test and a downloadable pdf:

<https://skillsforenglish.com/test/selt/selt-practice-tests/>

The A2 Speaking Test

There are 3 parts to the Speaking test.

In Part 1, test takers will answer questions about themselves (not assessed).

In Part 2, test takers will answer questions on 2 topics.

In Part 3, test takers will respond to prompts set around a specific scenario, such as describing an event to a friend or making a booking.

There is no live interlocutor or examiner present; the computer delivers the questions as pre-recorded audio clips and the test taker's answers are recorded.

Examiners listen to the test takers' performances in both Parts 2 and 3 and allocate a mark based on their whole performance across both parts of the test.

Test takers are permitted to take notes during the Speaking test.

A2 Speaking sample test and performances

Overall comment about test takers' performances

Test taker A:	Test taker B:
In the responses below, test taker A does not provide sufficient evidence of A2 level of competence. See responses and comments from senior examiners for more information.	In the responses below, test taker B is an example of a good A2 test taker. See responses and comments from senior examiners for more information.

A2 Speaking: Part 1

In Part 1, there are 5 questions about the test taker. These 5 questions are the same for all levels (A1 to C2).

In Part 1, the test taker responses are recorded but not assessed. Part 1 transcripts are not included in this document.

The questions in Part 1 are as follows:

1. What is your name?
2. Can you spell your first name, please?
3. Where are you from?
4. What is your date of birth?
5. What do you do?

A2 Speaking: Part 2

In Part 2 there are questions about 2 topics. Test takers answer 5 questions about each topic. Test takers will have 15 seconds to answer each question. Test taker responses are recorded. Test takers will hear each question once, followed by a beep.

TEST TAKER TIP: Learn words and phrases needed to talk about your life, such as your family and friends, where you live, your hobbies, and your likes and dislikes.

Questions and Responses: Your hometown

Note: the words in the blue boxes are recorded instructions the test taker hears.

Now I am going to ask you some questions about your hometown. Remember to answer the questions after each beep. You will hear each question once. You will have 15 seconds to answer each question.

1. Tell me about your hometown.

Test taker A:	Test taker B:
I am ... I live ... I am live in France. I have little 'ouse [house] wiz [with] little garden. There is eight hundred metres and I have with one hundred twenty metres. I have a kitchen, a bathroom ... one bathroom, and three bedroom ... three bedroom and a swimming pool.	Where do I live? I live in La-Fare-Les-Oliviers. I've got a house with a swimming pool there. The town is not very big, but there are some shops, like a supermarket and a shoe shop, and there is a school. I work in the town.

2. What is your favourite place to visit in your hometown? Why?

Test taker A:	Test taker B:
I like ... I like very ze [the] ... to go to the sea ... to the sea. I like curry [?] ... carry [?] to swim ... to swim ... I like also golf. I ave [have] a ...I like ... I play golf.	I love going to Cassis, which is near my hometown. It's the best place to be near the sea. We can look around the sea and go to the beach, and sometimes go swimming. It is a beautiful place and I like the restaurants there.

3. What can tourists do in your hometown?

Test taker A:	Test taker B:
The joist [tourists] can do more things. There is a ... you can go to a ... to a Marseilles ... with nice ... a nice town. A nice town with ... <i>oui</i> [yes]. There is museum and a little place.	If they like running or riding on a bike, there are a lot of beautiful places to go in nature. They can also taste some wine because there's a lot of grapes around, and olive oil. They can go to Aix-en-Provence and Cassis easily in the car.

4. Tell me about something you would like to change in your hometown. Explain why.

Test taker A:	Test taker B:
I don't know because I am ... I am well. I am ... my life is very well. In the morning I feel happy.	We live near a petrol ... <i>usine</i> [factory] ... a big building where they make cars ... and it is not good for the health. The smoke comes from the building into the air near where we live. It is not a good situation for the town and for the people, but I don't think we can change that.

5. What do you think your hometown will be like in the future?

Test taker A:	Test taker B:
Village in the future? I don't know about ... what the question ... what you want to say ... what you want to tell to me. The village is changing ... is changing now, because he have little ... little habitation, I will say habitation, because forty years ago was a big town.	In the future ... maybe lots more people will arrive because some people who live in the big town, they would like to go in a smaller town, and people want to live in a quiet area and I think La-Fare-Les-Oliviers would be a good place.

Questions and Responses: What you do every day

Now I am going to ask you about what you do every day. Remember to answer the questions after each beep. You will hear each question once. You will have 15 seconds to answer each question.

1. Tell me what you usually do in the morning.

Test taker A:	Test taker B:
In ze [the] morning, is depends the morning. Monday morning I go play golf, after ... the rest of the weeks, with my wife and we take ... we took ... we took the breakfast togeser [together] after I work ... I work in my garden and I go to the <i>piscine</i> [swimming pool].	Okay, in the morning I wake up at six sixty [thirty] and I get my breakfast and after that I go to work. Sometimes I take my bicycle to go to work. And when I'm off, I stay at home and do some jobs in the house and spend time with my family.

2. What did you do yesterday evening?

Test taker A:	Test taker B:
Yesterday evening? Yesterday evening we are with some friends ... and I will go to a concert and we take a long time. Because the concert is not more good ... I don't know if is more good.	Yesterday evening I ate a meal with my family. We made some burgers and salad. Then we went to a concert in the village with my family and we listened to some music, and after that we went home.

3. What are you going to do this weekend?

Test taker A:	Test taker B:
This week, I don't know. I go to see the my little baby ... the baby of my girl ... and because I am ... perhaps I ... I don't have a project to go to working, because it's too 'ot [hot] to working.	For the next weekend, we are going to friend's 'ouse [house] in Biot. That is ... this friend was a friend of mine when we were children, when I was young, and I haven't seen her for a long time. It will be with pleasure that we will go to visit her.

4. What did you like doing in your free time when you were younger?

Test taker A:	Test taker B:
I play with my baby of my girl... ... we did ... and we go to ... we went to the concer [concert] with my girl and have a ... what, I don't know ... very great bits... to play music ... <i>oui</i> [yes].	When I was younger, with friends again, we went fishing at a little area by the sea, and we went to the beach. When I was younger, I liked running and playing football. Actually, I still like running now. I also tried gymnastics when I was young, but I was not very good.

5. Do you prefer spending your free time with other people or alone? Explain why.

Test taker A:	Test taker B:
No, I sink [think] ... I sink to go with other people is more ... is bring me some different ... is different that to be alone, because we can charge ... when talk with other people ... in the past.	Usually with my family because my family is very important for me and I love my family. But sometimes I like to stay alone because I need to take a rest.

Comments

Test taker A:	Test taker B:
<p>The test taker has answered most of the questions but their answers are not always fully related to the question. For example, when they are asked about their plans for the weekend, they talk about this <u>week</u>, not this <u>weekend</u>. Sometimes they are not sure what the question means. For example, when they are asked about their hometown in the future: <i>Village in the future? I don't know about ... what the question ... what you want to say ...</i></p> <p>The test taker tries to give longer answers but sometimes the meaning of what they are saying is unclear: <i>...because we can charge ... when talk with other people ... in the past.</i></p>	<p>The test taker answers all the questions. All answers are related to the questions and they give lots of extra information, for example <i>I've got a house with a swimming pool, It's the best place to be near the sea.</i></p> <p>This test taker always uses simple grammar accurately, especially past and present simple and <i>will</i> for future tenses. They also use some complex structures well, for example: <i>I haven't seen her for a long time...</i> (present perfect), <i>... a big building where they make cars ...</i> (relative clauses), and verb + verb structures: <i>want to live ...</i>, <i>would like to go.</i></p> <p>There are a few errors but these do not affect the message, for example, <i>go in a</i></p>

In general, the test taker uses the present simple and *can* accurately, although they often use present simple when they should use past or future tenses, *This week ... I go to see...* They occasionally use past simple correctly, *we took the breakfast togeser [together]*.

The test taker uses basic words correctly, for example: *wife, garden, baby, hot*. However, they sometimes use their first language: *piscine* [swimming pool], and the meaning of some words is unclear: *I like curry, very great bits, charge*.

Poor pronunciation also makes the test taker difficult to understand at times: *too 'ot* [hot], *jooist* [tourists].

smaller town (to), ...we are going to friend's 'ouse (a friend's house).

They use a good range of vocabulary to give very clear information, for example: *stay at home, a friend of mine, health, smoke, air*. Although the test taker uses one word from their own language (*usine* - factory), they give a definition to explain the meaning.

The test taker also uses a range of linking words, for example, *and, because, actually*.

A2 Speaking: Part 3

In Part 3, the test taker will respond to prompts or questions set around a specific scenario. They can either limit their responses to the prompts or give further information.

They will have 35 seconds to answer each prompt or question on the role card. They have 1 minute to look at the role card before they start speaking. Test taker responses are recorded.

TEST TAKER TIP: Learn words and phrases you would need in everyday situations in an English-speaking country, such as shopping, taking the bus, or ordering some food in a café.

Task

Role Card: Speaking with a doctor

1. Hello. What seems to be the problem?
2. When did the problem start?
3. How did the problem start?
4. What have you done to help the problem?
5. When can you come for your next appointment?

Responses

Test taker A:	Test taker B:
<ol style="list-style-type: none">1. My problem now is that I can ... I don't ... I don't know what I will say ... umm ... when I ... the morning, when I wake up, I don't know when you say, I ... <i>tousse</i> [cough] ... I don't know how you can tell that2. The problem at doctor.3. When start?	<ol style="list-style-type: none">1. Hello. I am very tired and I've got a headache, and sometimes I've got a hot fever and I need to have some medicine.2. I think the problem started yesterday, because I swim ... swam a lot and after that I felt cold ... and that was yesterday morning.

<p>4. I see two days ago a doctor ... a doctor ... she gave me medicinal to 'elp [help] me ... maybe they didn't ... I don't see any make.</p> <p>5. When can you come for the next ...? I sink [think] I can see for one month ... one month later ... one month later to see with the medicinal is.</p>	<p>3. The problem started yesterday, because I swam and after that I took a cold. I was feeling okay before I went swimming so I think the swimming was the problem.</p> <p>4. I took some medicine at yesterday lunchtime and after that I was good, but in the morning today the headache came again and I have some fever.</p> <p>5. When? I can come back again to the doctor on Thursday or Friday, but only after three o'clock in the afternoon.</p>
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Comments

Test taker A:	Test taker B:
<p>The test taker answers three questions, and adds some extra information when answering questions four and five. However, they are unable to understand or respond to questions two and three.</p> <p>The test taker uses simple grammar correctly, for example: <i>when I wake up ... I ... tousse [cough], she gave me medicinal</i>. However, they make a lot of mistakes with tense and word order, for example, <i>I see two days ago a doctor</i>.</p> <p>The test taker uses simple vocabulary correctly: <i>wake up, morning, one month later</i>. However, sometimes incorrect word choices make it difficult to understand what the test taker wants to say, for example: <i>tousse [cough]</i>,</p>	<p>The test taker answers all the questions and sometimes adds extra information, for example when they are asked when the problem started, they say: <i>The problem started yesterday, because I swim ... swam a lot and after that I took a cold</i>.</p> <p>The test taker always uses present and past simple correctly. They also use some complex grammar correctly, for example: <i>I think (the) swimming was the problem, I need to have some medicine</i>. They are also able to notice and correct mistakes that they make: <i>I swim ... swam a lot</i>.</p> <p>There is a range of vocabulary which is used correctly: <i>tired, headache, fever, medicine</i>. Sometimes the test taker makes mistakes, for example: <i>took a</i></p>

<p><i>medicinal</i> (medicine), <i>I don't see any make</i> (I don't feel better?). They do not use linking words.</p> <p>At times, the pronunciation also makes the test taker difficult to understand: '<i>elp</i> [help], <i>sink</i> [think]</p>	<p><i>cold</i> (<u>got</u> a cold), but the meaning is clear.</p> <p>They use a range of linking words correctly, for example, <i>and</i>, <i>because</i>, <i>before</i>, <i>after that</i>.</p>
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