

# Cambridge English First *for Schools*

**Sample Material for Special Requirements Versions of  
Speaking Tests**

*Examinations from 2015*



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

# Introduction

## What happens?

For most examinations, blind candidates and candidates with visual difficulties may choose to take the speaking test **alone** or **with a partner**.

All tests have two examiners, the Assessor and the Interlocutor, even though the candidate is taking the test alone.

The partner may be:

- another candidate who is visually impaired
- a 'dummy partner' (a colleague or friend who is not taking the examination, has a similar level of English as the candidate, and is familiar with the format of the Speaking Test). The dummy partner can be either visually impaired or sighted.

## Who are Special Requirements versions for?

On the following pages are sample materials for both single and paired candidate formats, which include:

- Standard visual material
- Enlarged visual material
- Enlarged written prompts.

Enlarged print versions with written prompts are for candidates with visual difficulties, and candidates who have a physical disability which makes it difficult for them to read normal-sized print or focus on pictures/photographs.

Brailled material will be supplied for blind candidates, or those with severe visual impairments who prefer to work from Braille. **Sample brailled material is not provided here, but note that brailled written prompts are the same as those used in enlarged material.**

Braille users should also note that written prompts for Part 2 and Part 3 tasks are brailled on separate Braille sheets.

## What material is used with candidates who are visually impaired?

Most Speaking Tests like *Cambridge English: First for Schools* use pictures, photographs or other visuals as a stimulus for interaction. For visually-impaired candidates, a special version of the speaking test is produced.

Candidates can opt to use standard or enlarged visuals, written prompts (enlarged) or written prompts which have been brailled.

The following is an example of how the visual input might be adapted as a written prompt for *Cambridge English: First for Schools* Speaking:

Visual input (as used in the original task):



Written prompt format for visually impaired and blind candidates (using Braille):

**Five people are walking on skis in the snow towards a mountain in the distance. They are wearing warm clothes and carrying heavy backpacks.**

All printed text is enlarged to a uniform font size and type (Arial 18 point bold – see example above).

Candidates should use the written prompts as a starting point and say as much as they can about the situation/scene described in the written prompts and associated topic.

Examiners are given adapted scripts (called 'interlocutor frames') to use with the material. There are different interlocutor frames for candidates taking the test alone and for candidates taking the test with a partner. These interlocutor frames are designed to keep the test as close as possible to the standard *Cambridge English: First for Schools* Speaking test in terms of structure and candidate experience.

## The single candidate format

Candidates can opt to take the test alone if preferred, or in circumstances where a partner may not be appropriate. In both cases, a single candidate version of the test can be provided using:

### Visual material

- Standard visual material
- Enlarged visual material

### Written prompts

- Enlarged written prompts
- Braille prompts

## What happens in the single candidate format test?

Special interlocutor frames are prepared. In some parts of the test, the interlocutor takes the part of the other candidate.

Interlocutors, while playing the role of the candidate's partner, will not dominate or monopolise the conversation and will always use vocabulary at CEFR B2 level. Interlocutors restrict themselves to minimal prompts and questions sufficient to keep the conversation going in a reasonably natural way and 'open' questions are used to encourage the candidate to continue speaking (e.g. *'What do you think about this?'*).

Additional questions are provided where appropriate in order to compensate for the shortened nature of the test.

## What about timing?

For both paired and single candidate format tests, interlocutors allow candidates additional time to process texts or questions before replying, or to read and think about written material. The amount of additional time is at the discretion of the examiner, but candidates are always given sufficient time to read and process tasks. Approximate timings are shown in the following sample interlocutor frames.

If you have any questions about how Special Requirements speaking tests are carried out, please contact the Cambridge English Language Assessment Helpdesk:

Tel: +44 1223 553997

Email: [helpdesk@cambridgeenglish.org](mailto:helpdesk@cambridgeenglish.org)

# Single candidate format Visual material

**For candidates using:**

- Standard visual material
- Enlarged visual material

## Part 1

approximately 2 minutes

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your name is?

Can I have your mark sheet, please?

Thank you.

Where are you from?

First we'd like to know something about you.

*Select one or more questions from any of the following categories, as appropriate.*

### People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? ..... (What do you like about him/her?)
- Who do you spend time with after school? ..... (What do you do together?)
- Tell us about a good teacher you've had.

### Things you like

- What's your favourite subject at school? ..... (Why do you like it?)
- Do you like reading? ..... (What do you like to read?) ..... (Why?)
- Do you enjoy using the internet in your free time? ..... (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

### Places you go to

- Do you like your school? ..... (Why? / Why not?)
- Are there any nice places to go in (*candidate's area*)? ..... (What are they?) ..... (Why do you like them?)
- Have you been anywhere nice recently? ..... (Where did you go?) ..... (Why?)
- Where would you like to go for your next holiday? ..... (Why would you like to go there?)

## 1 Spending time outside

## Part 2

approximately 3 minutes

**Interlocutor** In this part of the test, I'm going to give you two photographs. I'd like you to talk about your photographs on your own for about a minute.

Here are your photographs. They show **people spending time outside in different situations.**

*Place **Part 2** booklet, open at **Task 1**, in front of candidate.*

I'd like you to compare the photographs, and say **what you think the people are enjoying about spending time outside in these situations.**

*Allow candidate adequate time to look at the task.*

All right? Would you like to start?

### Candidate

 *approximately*  
*1 minute*

.....

**Interlocutor** Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*

*Select any of the following questions to encourage further discussion.*

- **Do you enjoy having picnics? ..... (Why? / Why not?)**
- **How important is it to have good weather when spending time outside? ..... (Why?)**
- **How often do you like to spend time outside with your friends? ..... (Why?)**

### Candidate / Interlocutor

 *approximately*  
*1 minute*

.....

**Interlocutor** Thank you.

**What are the people enjoying about spending time outside in these situations?**



**What are the people enjoying about spending time outside in these situations?**

**1**



**Part 3**

**Interlocutor** Now, we're going to talk about something together for about two minutes.

**I'd like you to imagine that a school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes and a question for us to discuss. First you have some time to read the task.**

*Place Part 3 booklet, open at Task 21, in front of the candidate. Allow candidate adequate time to read the task.*

**Candidate /  
Interlocutor**



*approximately 2  
minutes*

Now, we're going to talk about **why students might want to learn to do these skills.**  
Can you start?

.....

**Candidate /  
Interlocutor**



*approximately 1  
minute*

Thank you. Now, we're going to decide **which two would be the easiest to learn to do well.** Can you start?

.....

*Prompts to be used if necessary:*

- **How important do you think it is to speak another language? ..... (Why?)**
- **What do you think is the best way to learn to cook? ..... (Why?)**
- **Why do you think some people like horse-riding?**

**Interlocutor**

Thank you. (Can I have the booklet, please?) *Retrieve Part 3 booklet.*

**Part 4**

**Interlocutor**

*Use the following questions, in order, as appropriate:*

- **Do you think classes like these would be popular with students? ..... (Why? / Why not?)**
- **How important do you think it is for people to try new activities? ..... (Why?)**
- **Why do you think some people don't like to try new things?**
- **A lot of people enjoy doing sport after school. Do you think this is a good thing? ..... (Why? / Why not?)**
- **What do students enjoy doing after school in (candidate's country)? ..... (Why?)**
- **Do you think it's better to go out and do things after school or is it better to stay at home? ..... (Why?)**

Thank you. That is the end of the test.

**Why might students want to learn to do these skills?**

- 1 speak another foreign language**
- 2 play a musical instrument**
- 3 cook a meal**
- 4 play a sport**
- 5 ride a horse**

# **Single candidate format Written prompts**

**For candidates using:**

- Enlarged written prompts
- Braille prompts\*

**\*Braille prompts will have the same wording as the enlarged written prompts.**

## Part 1

approximately 2 minutes

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your name is?

Can I have your mark sheet, please?

Thank you.

Where are you from?

First we'd like to know something about you.

*Select one or more questions from any of the following categories, as appropriate.*

### People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? ..... (What do you like about him/her?)
- Who do you spend time with after school? ..... (What do you do together?)
- Tell us about a good teacher you've had.

### Things you like

- What's your favourite subject at school? ..... (Why do you like it?)
- Do you like reading? ..... (What do you like to read?) ..... (Why?)
- Do you enjoy using the internet in your free time? ..... (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

### Places you go to

- Do you like your school? ..... (Why? / Why not?)
- Are there any nice places to go in (*candidate's area*)? ..... (What are they?) ..... (Why do you like them?)
- Have you been anywhere nice recently? ..... (Where did you go?) ..... (Why?)
- Where would you like to go for your next holiday? ..... (Why would you like to go there?)

## 1 Spending time outside

## Part 2

approximately 3 minutes

**Interlocutor** In this part of the test, I'm going to give you two descriptions. I'd like you to talk about your descriptions on your own for about a minute.

Here are your descriptions. They describe **people spending time outside in different situations**.

*Place **Part 2** booklet, open at **Task 1**, in front of candidate.*

I'd like you to compare the descriptions, and say **what you think the people are enjoying about spending time outside in these situations**. First you have some time to read the descriptions.

*Allow candidate adequate time to read the task.*

All right? Would you like to start?

### Candidate

 *approximately  
1 minute*

.....

### Interlocutor

Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*

*Select any of the following questions to encourage further discussion.*

- **Do you enjoy having picnics? ..... (Why? / Why not?)**
- **How important is it to have good weather when spending time outside? ..... (Why?)**
- **How often do you like to spend time outside with your friends? ..... (Why?)**

### Candidate / Interlocutor

 *approximately  
1 minute*

.....

### Interlocutor

Thank you.

**What are the people enjoying about spending time outside in these situations?**

### **DESCRIPTION 1**

**Some teenage children are sitting at tables under a tree in a park having a picnic. There are different kinds of food on the table, and the children are eating and drinking. The sun is shining and the children are talking to each other and smiling.**

### **DESCRIPTION 2**

**Four teenage girls are walking along a street in pairs, past a café with outdoor tables. They are dressed in fashionable clothes and carrying shopping bags. One girl is speaking on her phone, and another is looking at a shop window. The sun is shining.**

**Part 3**

**Interlocutor** Now, we're going to talk about something together for about two minutes.

**I'd like you to imagine that a school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes and a question for us to discuss. First you have some time to read the task.**

*Place Part 3 booklet, open at Task 21, in front of the candidate. Allow candidate adequate time to read the task.*

**Candidate /  
Interlocutor**



*approximately 2  
minutes*

Now, we're going to talk about **why students might want to learn to do these skills.**  
Can you start?

.....

**Candidate /  
Interlocutor**



*approximately 1  
minute*

Thank you. Now, we're going to decide **which two would be the easiest to learn to do well.** Can you start?

.....

*Prompts to be used if necessary:*

- **How important do you think it is to speak another language? ..... (Why?)**
- **What do you think is the best way to learn to cook? ..... (Why?)**
- **Why do you think some people like horse-riding?**

**Interlocutor**

Thank you. (Can I have the booklet, please?) *Retrieve Part 3 booklet.*

**Part 4**

**Interlocutor**

*Use the following questions, in order, as appropriate:*

- **Do you think classes like these would be popular with students? ..... (Why? / Why not?)**
- **How important do you think it is for people to try new activities? ..... (Why?)**
- **Why do you think some people don't like to try new things?**
- **A lot of people enjoy doing sport after school. Do you think this is a good thing? ..... (Why? / Why not?)**
- **What do students enjoy doing after school in (candidate's country)? ..... (Why?)**
- **Do you think it's better to go out and do things after school or is it better to stay at home? ..... (Why?)**

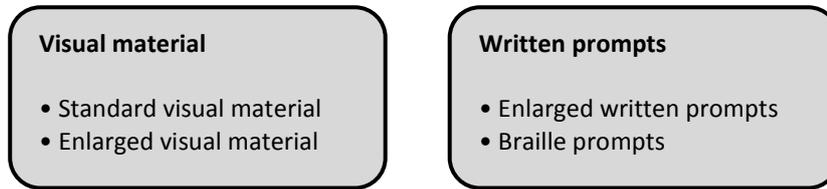
Thank you. That is the end of the test.

**Why might students want to learn to do these skills?**

- 1 speak another foreign language**
- 2 play a musical instrument**
- 3 cook a meal**
- 4 play a sport**
- 5 ride a horse**

## The paired candidate format

A paired version of the test materials can be provided using:



### What happens in the paired candidate format test?

Special interlocutor frames are prepared for blind and visually impaired candidates taking speaking tests with a partner.

Blind candidates can take the test with another candidate who is blind or with a 'dummy' (non-assessed) partner. Both partners must use written prompts (in Braille or print versions).

Visually impaired candidates can take the test with another candidate who is visually impaired or with a 'dummy' (non-assessed) partner. Both partners must use material in the same format.

As far as possible, the paired format for the speaking test procedure will be similar to that of the standard speaking test. Some further time is given for candidates to look at/read materials but the structure of the test is the same as in the standard test.

### What about timing?

For both paired and single candidate format tests, interlocutors allow candidates additional time to process texts or questions before replying, or to read and think about written material. The amount of additional time is at the discretion of the examiner, but candidates are always given sufficient time to read and process tasks. Approximate timings are shown in the following sample interlocutor frames.

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Email: [helpdesk@cambridgeenglish.org](mailto:helpdesk@cambridgeenglish.org)

# **Paired candidate format Visual material**

**For candidates using:**

- Standard visual material
- Enlarged visual material

## Part 1

approximately 2 minutes

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

*Select one or more questions from any of the following categories, as appropriate.*

### People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? ..... (What do you like about him/her?)
- Who do you spend time with after school? ..... (What do you do together?)
- Tell us about a good teacher you've had.

### Things you like

- What's your favourite subject at school? ..... (Why do you like it?)
- Do you like reading? ..... (What do you like to read?) ..... (Why?)
- Do you enjoy using the internet in your free time? ..... (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

### Places you go to

- Do you like your school? ..... (Why? / Why not?)
- Are there any nice places to go in (*candidate's area*)? ..... (What are they?) ..... (Why do you like them?)
- Have you been anywhere nice recently? ..... (Where did you go?) ..... (Why?)
- Where would you like to go for your next holiday? ..... (Why would you like to go there?)

**1 Ways of learning**

**2 A day out**

**Part 2**

approximately 4 minutes

**Interlocutor**

In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **students learning in different ways**.

Place **Part 2** booklet, open at **Task 1**, in front of Candidate A.

I'd like you to compare the photographs, and say **what might be good for the students about learning in these ways**.

Allow candidate adequate time to look at the task.

All right?

**Candidate A**

🕒 approximately  
1 minute

.....

**Interlocutor**

Thank you.

(Candidate B), **do you prefer learning things on your own or with friends? ..... (Why?)**

**Candidate B**

🕒 approximately  
30 seconds

.....

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Now, (Candidate B), here are your photographs. They show **friends having a day out together**.

Place **Part 2** booklet, open at **Task 2**, in front of Candidate B.

I'd like you to compare the photographs, and say **what the friends are enjoying about their day out**.

Allow candidate adequate time to look at the task.

All right?

**Candidate B**

🕒 approximately  
1 minute

.....

**Interlocutor**

Thank you.

(Candidate A), **which of these things would you prefer to do on a day out? ..... (Why?)**

**Candidate A**

🕒 approximately  
30 seconds

.....

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**What might be good for the students about learning in these ways?**

**1**





**What might be good for the students about learning in these ways?**

**1**



**What are the friends enjoying about their day out?**



**Part 3**

**Interlocutor** Now, I'd like you to talk about something together for about two minutes.

**Here are some reasons why many students go on school trips** and a question for you to discuss. First you have some time to read the task.

*Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow candidates adequate time to read the task.*

Now, talk to each other about **whether it's a good idea for students to go on school trips**.

**Candidates** .....



*approximately  
2 minutes*

**Interlocutor** Thank you. Now you have about a minute to decide **which two things are the most important for teachers to think about when they organise school trips for their students**.

**Candidates** .....



*approximately  
1 minute*

**Interlocutor** Thank you. (Can I have the booklet, please?) *Retrieve **Part 3** booklet.*

**Part 4**

**Interlocutor** *Use the following questions, in order, as appropriate:*

- **Do you think school trips should take place on a school day or at the weekend? ..... (Why?)**
- **If you go on a school trip, is it better to visit a city, or go to the countryside? ..... (Why?)**
- **What can students do in class after going on a school trip? ..... (Why?)**
- **What's a good place for students to visit in (candidate's country)? ..... (Why?)**
- **What's the most interesting thing about visiting other countries? ..... (Why?)**
- **If you could go anywhere in the world, where would you go? ..... (Why?)**

*Select any of the following prompts, as appropriate:*

- **What do you think?**
- **Do you agree?**
- **How about you?**

Thank you. That is the end of the test.

**Is it a good idea for students to go on school trips?**

- 1 learning about the world**
- 2 doing something different**
- 3 entertainment**
- 4 help with lessons**
- 5 getting on with people**

# Paired candidate format

## Written prompts

For candidates using:

- Enlarged written prompts
- Braille prompts\*

\*Braille prompts will have the same wording as the enlarged written prompts.

## Part 1

approximately 2 minutes

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

*Select one or more questions from any of the following categories, as appropriate.*

### People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? ..... (What do you like about him/her?)
- Who do you spend time with after school? ..... (What do you do together?)
- Tell us about a good teacher you've had.

### Things you like

- What's your favourite subject at school? ..... (Why do you like it?)
- Do you like reading? ..... (What do you like to read?) ..... (Why?)
- Do you enjoy using the internet in your free time? ..... (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

### Places you go to

- Do you like your school? ..... (Why? / Why not?)
- Are there any nice places to go in (*candidate's area*)? ..... (What are they?) ..... (Why do you like them?)
- Have you been anywhere nice recently? ..... (Where did you go?) ..... (Why?)
- Where would you like to go for your next holiday? ..... (Why would you like to go there?)

**1 Ways of learning**

**2 A day out**

**Part 2**

approximately 4 minutes

**Interlocutor** In this part of the test, I'm going to give each of you two descriptions. I'd like you to talk about your descriptions on your own for about a minute, and also to answer a question about your partner's descriptions.

(Candidate A), it's your turn first. Here are your descriptions. They describe **students learning in different ways**.

Place **Part 2** booklet, open at **Task 1**, in front of Candidate A.

I'd like you to compare the descriptions, and say **what might be good for the students about learning in these ways**. First you have some time to read the descriptions.

Allow candidate adequate time to read the task.

All right?

**Candidate A**

 approximately .....

1 minute

**Interlocutor** Thank you.

(Candidate B), **do you prefer learning things on your own or with friends? ..... (Why?)**

**Candidate B**

 approximately .....

30 seconds

**Interlocutor** Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Now, (Candidate B), here are your descriptions. They describe **friends having a day out together**.

Place **Part 2** booklet, open at **Task 2**, in front of Candidate B.

I'd like you to compare the descriptions, and say **what the friends are enjoying about their day out**. First you have some time to read the descriptions.

Allow candidate adequate time to read the task.

All right?

**Candidate B**

 approximately .....

1 minute

**Interlocutor** Thank you.

(Candidate A), **which of these things would you prefer to do on a day out? ..... (Why?)**

**Candidate A**

 approximately .....

30 seconds

**Interlocutor** Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**What might be good for the students about learning in these ways?**

### **DESCRIPTION 1**

**Some older students are sitting around a table in a classroom looking at a newspaper together. One student is pointing at a headline in the newspaper. The others are taking notes.**

### **DESCRIPTION 2**

**Some young students are sitting in two lines in a classroom full of computers. They are all facing in the same direction and looking at the computer screen in front of them. There are books on the desks beside the computers.**

**What are the friends enjoying about their day out?**

### **DESCRIPTION 1**

**Two girls are walking along a path in front of an old castle. One girl is talking to her friend and the other is looking at her camera. They are wearing T-shirts and jeans and the sun is shining.**

### **DESCRIPTION 2**

**Two girls are walking along a city street in front of some shops, with several heavy shopping bags over their arms. One girl is looking at her mobile phone and the other is holding an ice-cream and smiling. The sun is shining.**

**Part 3**

**Interlocutor** Now, I'd like you to talk about something together for about two minutes.

**Here are some reasons why many students go on school trips** and a question for you to discuss. First you have some time to read the task.

*Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow candidates adequate time to read the task.*

Now, talk to each other about **whether it's a good idea for students to go on school trips**.

**Candidates** .....

 *approximately  
2 minutes*

**Interlocutor** Thank you. Now you have about a minute to decide **which two things are the most important for teachers to think about when they organise school trips for their students**.

**Candidates** .....

 *approximately  
1 minute*

**Interlocutor** Thank you. (Can I have the booklet, please?) *Retrieve **Part 3** booklet.*

**Part 4**

**Interlocutor** *Use the following questions, in order, as appropriate:*

- **Do you think school trips should take place on a school day or at the weekend? ..... (Why?)**
- **If you go on a school trip, is it better to visit a city, or go to the countryside? ..... (Why?)**
- **What can students do in class after going on a school trip? ..... (Why?)**
- **What's a good place for students to visit in (candidate's country)? ..... (Why?)**
- **What's the most interesting thing about visiting other countries? ..... (Why?)**
- **If you could go anywhere in the world, where would you go? ..... (Why?)**

*Select any of the following prompts, as appropriate:*

- **What do you think?**
- **Do you agree?**
- **How about you?**

Thank you. That is the end of the test.

**Is it a good idea for students to go on school trips?**

- 1 learning about the world**
- 2 doing something different**
- 3 entertainment**
- 4 help with lessons**
- 5 getting on with people**