

Cambridge English
Preliminary
for Schools

*Sample material for **Special Requirements** versions of
Speaking Tests*

General Notes

What happens?

There are three formats available for *Cambridge English: Preliminary for Schools* candidates with special requirements.

The **single-candidate format version**, using **written prompts**, is for:

- **All blind candidates using Braille;**
- Visually impaired (partially-sighted) candidates **who wish to use enlarged written prompts;**

The **single-candidate format version**, using **visual prompts**, is for:

- Visually impaired (partially-sighted) candidates **who wish to use enlarged visual material (pictures, etc) and take the test alone.**
- Other sighted candidates who may need to take the test without a partner; e.g. candidates with a speech impediment, or those in prisons, detention centres; closed orders, etc.

The **paired candidate version**, using **visual material only**, is for:

- Visually impaired (partially-sighted) candidates **who wish to use enlarged visual material and take the test with a partner.**

The special PAIRED FORMAT version of *Cambridge English: Preliminary for Schools* Speaking is not appropriate for blind candidates. A single candidate version using brailled written prompts is available.

Partially-sighted candidates use standard or enlarged visual material when taking this paired format version of *Cambridge English: Preliminary for Schools*. If partially-sighted candidates wish to use written prompts, they must take the single candidate format version.

Who can visually impaired (partially-sighted) candidates have as their partner?

Visually impaired candidates may take this Speaking test with:

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

What material is used with candidates taking each format?

If the candidate is taking the test alone (in the single candidate format version), they will either use (1) enlarged visual material or (2) written sentences or texts (in Braille or enlarged print, as required). These act as a stimulus for the various tasks.

If candidates are taking the test with a partner, they will only use enlarged visual material – these are the original visuals for the selected tasks, enlarged.

On the following pages are sample materials for single candidate format tests including examples of enlarged written prompts.

Enlarged 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. Printed texts are enlarged to a uniform font size and type (Arial 18 point bold).

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 in this document but note that brailled written prompts are the same as those used in enlarged material.**

Braille users should also note that written prompts are brailled on separate Braille sheets.

What happens in the single candidate format version?

Specially adapted scripts for the examiner (called interlocutor frames) are supplied. If candidates are using written prompts, please note that Parts 3 and 4 differ in content from the standard test.

In some parts of the test, the interlocutor takes the part of the other candidate. In these parts, interlocutors restrict themselves to saying enough to keep an interaction going without dominating. Additional questions are prepared where appropriate in order to compensate for the shortened nature of the test.

What about Timing and the Role of the Interlocutor?

Interlocutors allow candidates additional time to process texts or questions before replying, or to read and think about written material.

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 playing the role of the candidate's partner, interlocutors restrict themselves to minimal prompts and questions sufficient to keep the conversation going in a reasonably natural way.

What happens in the paired candidate format version?

Test content follows that contained in the standard test but candidates use enlarged **visual** material.

Additional time is given to candidates to read materials and produce their utterances but the structure of the test is identical to that used in the standard test.

The following *Cambridge English: Preliminary for Schools* sample material includes:

- A complete sample test in **single candidate** format using **written prompts** (Test 1).
- A complete sample test in **single candidate** format using **visual prompts** (Test 2).

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

Single candidate format
Sample Material – Test 1

For use with enlarged **written***
prompts

[*Braille prompts will have the same wording as the enlarged written prompts]

Part 1 (2-3 minutes approx.)

Part 1 - Phase 1

Interlocutor

Good morning / afternoon / evening.
Can I have your mark sheet, please?

(Interlocutor hands over the mark sheet to the Assessor.)

I'm and this is
He / she is just going to listen to us.

Now, what's your name?
Thank you.

What's your surname?
How do you spell it? [*Back-up prompt: How do you write your family / second name?*]
Thank you.

(Interlocutor asks the following questions.)

Back-up prompts

Where do you live / come from?

Do you live in ... ?

Do you study English at school?

Do you have English lessons?

Do you like it?

Thank you.

Part 1 - Phase 2

Interlocutor

(Selects one or more questions from a list – see examples below – to ask the candidate. Candidate's name is used throughout).

Back-up prompts

Tell us about your English teacher.

Who is your English teacher?

What type of animals do you like?

Do you like animals? Which animals?

How often do you use a mobile phone? Why (not?)

Do you use a phone? When?

Tell us what you did last weekend.

What did you do last weekend?

Thank you.

In the next part, we are going to talk to each other.

Speaking Test 1 (Learning about music)

Part 2 (5 minutes approx.)

Interlocutor

I'm going to describe a situation to you.

A teacher wants her students to learn more about **music**. She will invite someone who **works** with music to come to the class. We're going to talk together about the **different** people she could invite and then I'd like you to decide which job would be the most **interesting** to hear about.

Here's a list of ideas to help you.

*Place **Part 2** booklet, open at **Task 1** list, or equivalent Braille sheet, in front of the candidate.*

Jobs with music:

- violin player
- manager of a music shop
- drummer in a band
- dancer
- singer on TV
- disc jockey
- violin maker

Give candidate time to read list.

I'll say that again.

A teacher wants her students to learn more about **music**. She will invite someone who **works** with music to come to the class. We're going to talk together about the **different** people she could invite and then I'd like you to decide which job would be the most **interesting** to hear about.

All right. Would you like to start?

Candidate/ Interlocutor

⌚ 3 minutes

Additional prompts if required:

Would you like to have a job with music? (Why / Why not?)

What kind of music do you like? Tell me about it.

Tell me about your favourite singer.

Is it useful to learn to play a musical instrument? (Why / Why not?)

Thank you. *Retrieve Part 2 booklet/Braille sheet.*

JOBS WITH MUSIC:

violin player

manager of a music shop

drummer in a band

dancer

singer on TV

disc jockey

violin maker

Speaking Test 1 (Inviting friends round)

Part 3 (3-4 minutes approx.)

Interlocutor Now I'd like you to talk on your own about when **your** friends come to **your** home, and say what you **do** together.

Here's that written down.

*Place **Part 3** booklet, open at **Task 1** prompt or equivalent Braille sheet, in front of the candidate.*

Talk about when **your** friends come to **your** home, and say what you **do** together.

Give candidate time to read Task 1.

I'll say that again. I'd like you to talk about when **your** friends come to **your** home, and say what you **do** together.

Approximately one minute

Candidate *If there is a need to intervene, prompts rather than direct questions should be used.*

Interlocutor Thank you. Can I have the booklet/sheet please?

Retrieve Part 3 booklet/Braille sheet from candidate.

Part 4 (4 minutes approx.)

Interlocutor Now we're going to talk together about what we **eat** and **drink** when friends come to our home.

Would you like to start?

**Candidate/
Interlocutor**

⌚ 3 minutes

Now let's talk about visiting our **friends'** homes.

Would you like to start again?

Interlocutor Thank you. That's the end of the test.

Talk about when YOUR friends come to YOUR home, and say what you DO together.

Single candidate format
Sample Material – Test 2

For use with enlarged **visual** prompts

Part 1 (2-3 minutes approx.)

Part 1 - Phase 1

Interlocutor

Good morning / afternoon / evening.
Can I have your mark sheet, please?

(Interlocutor hands over the mark sheet to the Assessor.)

I'm and this is
He / she is just going to listen to us.

Now, what's your name?
Thank you.

What's your surname?
How do you spell it? [*Back-up prompt: How do you write your family / second name?*]
Thank you.

(Interlocutor asks the following questions.)

Back-up prompts

Where do you live / come from?

Do you live in ... ?

Do you study English at school?

Do you have English lessons?

Do you like it?

Thank you.

Part 1 - Phase 2

Interlocutor

(Selects one or more questions from a list – see examples below – to ask the candidate. Candidate's name is used throughout).

Back-up prompts

Tell us about your English teacher.

Who is your English teacher?

What type of animals do you like?

Do you like animals? Which animals?

How often do you use a mobile phone? Why (not?)

Do you use a phone? When?

Tell us what you did last weekend.

What did you do last weekend?

Thank you.

In the next part, we are going to talk to each other.

Speaking Test 2 (Science prize)

Part 2 (5 minutes approx.)

Interlocutor

I'm going to describe a situation to you.

A **teacher** wants to give a small prize to the student who does best in a **science quiz**. We're going to talk together about the **different** prizes the teacher could give and say which would be **best**.

Here's a picture with some ideas to help you.

*Place **Part 2 booklet**, open at **Task 2**, in front of candidate.
Give candidate time to look at picture.*

I'll say that again.

A **teacher** wants to give a small prize to the student who does best in a **science quiz**. We're going to talk together about the **different** prizes the teacher could give and say which would be **best**.

All right. Would you like to start?

Candidate/ Interlocutor

⌚ 3 minutes

Additional prompts if required:

Do you like learning about science? (Why / why not?)

What kinds of books do you like to read? (Why?)

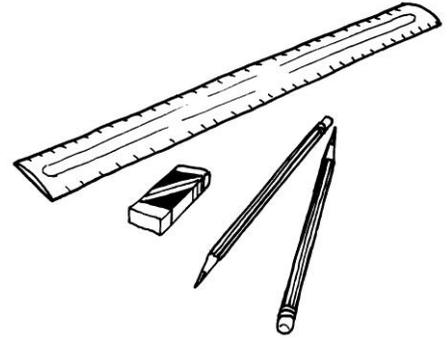
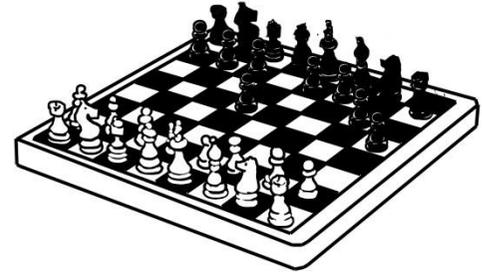
Tell me about your favourite movie.

Is it useful to have a calculator in class? (Why / Why not?)

Interlocutor

Thank you. *Retrieve Part 2 booklet*

Please note: the visual material is presented in A4 size in this document but the live task would be enlarged to A3 size.



Speaking Test 2 (First day of the school holidays)

Part 3 (4 minutes approx.)

Interlocutor Now I'd like you to talk on your own about something. I'm going to give you a photograph of people **enjoying the first day of their school holidays**.

*Place **Part 3 booklet**, open at **Task 2A** or **2B**, in front of candidate.*

Give candidate time to look at photograph.

Please tell us what you can see in the photograph.

Candidate

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Interlocutor

Thank you. Can I have the booklet please?

Retrieve Part 3 booklet from candidate.

Part 4 (4 minutes approx.)

Interlocutor Your photograph showed people **enjoying the first day of their school holidays**. Now we're going to talk together about the things **you** like to do on the first day of **your** school holidays and say **who** you like to do them with.

Would you like to start?

**Candidate/
Interlocutor**

⌚ 3 minutes

Additional questions:

Now let's talk about what we **don't** like about (school) holidays.
Now let's talk about something we did in the **last** (school) holidays.

Interlocutor

Thank you. That's the end of the test.

Please note: the visual material is presented in A4 size in this document but the live task would be enlarged to A3 size.

2A



2B

