

Cambridge

English Qualifications

B1 Preliminary for Schools

Sample Material for Special Arrangements Versions of Speaking Tests

Examinations from 2020



**Cambridge Assessment
English**

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 Arrangements 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.**

What material is used with candidates who are visually impaired?

Most Speaking Tests like *B1 Preliminary 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 *B1 Preliminary for Schools* Speaking:

Visual input (as used in the original task):



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

What different activities could the students do in their capital city?

1. Go shopping at the market.

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 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 *B1 Preliminary 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 B1 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.

There is no Part 2 in *B1 Preliminary for schools* Speaking Special Arrangements papers.

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.

For frequently asked questions, information, instructions and guides for running our exams, and updates, please see the support site: support.cambridgeenglish.org. You can also use it to contact our Helpdesk by submitting a query or instant messaging with a Helpdesk Analyst.

You can also reach the Helpdesk at helpdesk@cambridgeenglish.org or call **+44 1223 553997 (for urgent queries)**.

Single candidate format Visual material

For candidates using:

- Standard visual material
- Enlarged visual material

**B1 Preliminary for Schools
Speaking Test**

Part 1 (2–3 minutes approx.)

Phase 1

Interlocutor

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

Hand over the mark sheet to the Assessor.

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

What's your name? How old are you?
Thank you.

(Interlocutor asks the following questions.)

Back-up prompts

Where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2

Interlocutor

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

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

How do you get to school every day?

Do you walk to school every day?

Which do you like best, the morning or the afternoon? (Why?)

Which is better, morning or afternoon? (Why?)

Thank you.

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

There is no Part 2 in Preliminary for Schools Speaking SA papers.

Speaking Test 1 (School visit to a capital city)

Parts 3 and 4 (6 minutes)

Interlocutor I'm going to describe a situation to you. Some students from a small village school are going on a trip to their capital city.

Here are some activities they could do there.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidate. Allow the candidate adequate time to look at the picture.*

Now we're going to talk together about the different activities they could do in their capital city, and then I'd like you to decide which would be most interesting.

All right? Now we're going to talk together. Can you start?

Candidate / Interlocutor

 *approx.*
2 minutes

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

Part 4

Interlocutor *Use the following questions, as appropriate:*

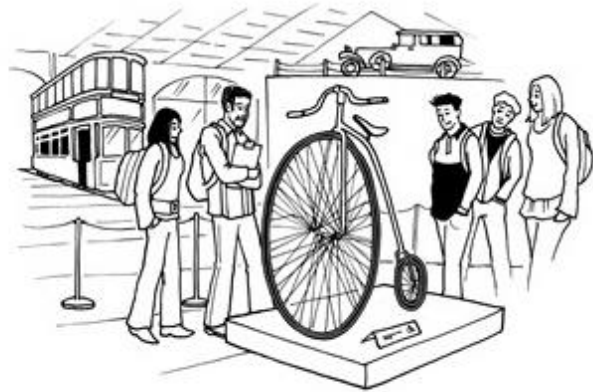
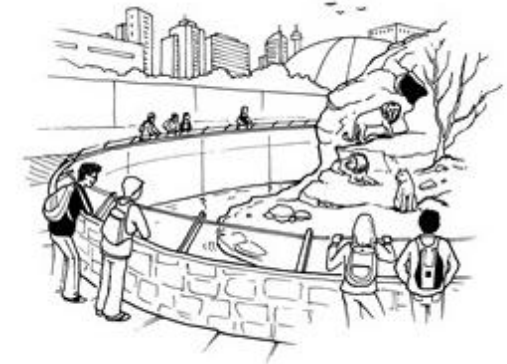
- **Would you like to have more school trips? (Where would you like to go?)**
- **What do you need to take when you go on a trip?**
- **Do you prefer to go on trips with your friends or your family? (Why?)**
- **What do you think is the best time of year to visit a city? (Why?)**
- **Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)**

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

A school visit to a capital city



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.**

**B1 Preliminary for Schools
Speaking Test**

Part 1 (2–3 minutes approx.)

Phase 1

Interlocutor

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

Hand over the mark sheet to the Assessor.

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

What's your name? How old are you?
Thank you.

(Interlocutor asks the following questions.)

Back-up prompts

Where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2

Interlocutor

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

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

How do you get to school every day?

Do you walk to school every day?

Which do you like best, the morning or the afternoon? (Why?)

Which is better, morning or afternoon? (Why?)

Thank you.

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

There is no Part 2 in Preliminary for Schools Speaking SA papers.

Speaking Test 1 (School visit to a capital city)

Parts 3 and 4 (6 minutes)

Interlocutor I'm going to describe a situation to you. Some students from a small village school are going on a trip to their capital city.

Here are some activities they could do there.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidate. Allow the candidate adequate time to read the task.*

Now we're going to talk together about the different activities they could do in their capital city, and then I'd like you to decide which would be most interesting.

All right? Now we're going to talk together. Can you start?

**Candidate /
Interlocutor**

.....

 *approx.*
2 minutes

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

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **Would you like to have more school trips? (Where would you like to go?)**
- **What do you need to take when you go on a trip?**
- **Do you prefer to go on trips with your friends or your family? (Why?)**
- **What do you think is the best time of year to visit a city? (Why?)**
- **Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)**

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

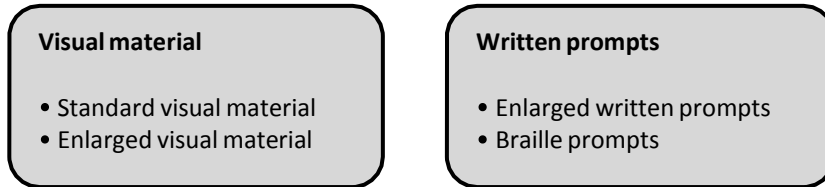
**PRELIMINARY for
Schools
Single format
Written prompts**

What different activities could the students do in their capital city?

- 1. Go shopping at the market.**
- 2. Visit the transport museum.**
- 3. Go sightseeing on a bus tour.**
- 4. Visit the castle.**
- 5. Go to the zoo.**
- 6. Visit the art gallery.**
- 7. Watch a football match at the stadium.**

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.

There is no Part 2 in *B1 Preliminary for schools* Speaking Special Arrangements papers.

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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Paired candidate format Visual material

For candidates using:

- Standard visual material
- Enlarged visual material

**B1 Preliminary for Schools
Speaking Test**

Part 1 (2–3 minutes approx.)

Phase 1

Interlocutor

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? How old are you?
Thank you.

To Candidate B And what's your name? How old are you?
Thank you.

(Interlocutor asks the following questions.)

Back-up prompts

B, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

And **A**, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

How do you get to school every day?

Do you walk to school every day?

Which do you like best, the morning or the afternoon?
(Why?)

Which is better, morning or afternoon? (Why?)

Thank you.

There is no Part 2 in Preliminary for Schools Speaking SA papers.

Speaking Test 1 (School visit to a capital city)

Parts 3 and 4 (6 minutes)

Interlocutor I'm going to describe a situation to you. Some students from a small village school are going on a trip to their capital city.

Here are some activities they could do there.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates. Allow the candidates adequate time to look at the picture.*

Now, talk to each other about the different activities they could do in their capital city, and say which would be most interesting.

All right? Now talk together.

Candidates

 *approx.*
2 minutes

.....

Interlocutor

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

Part 4

Interlocutor

Use the following questions, as appropriate:

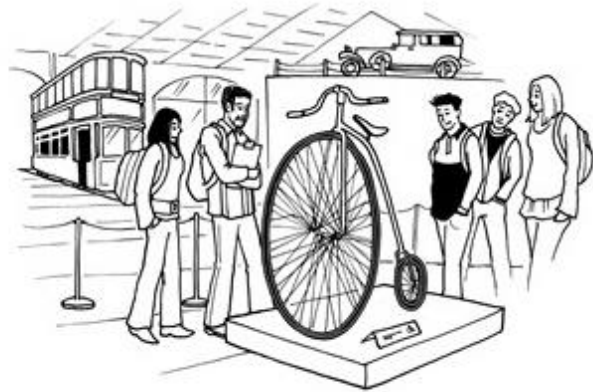
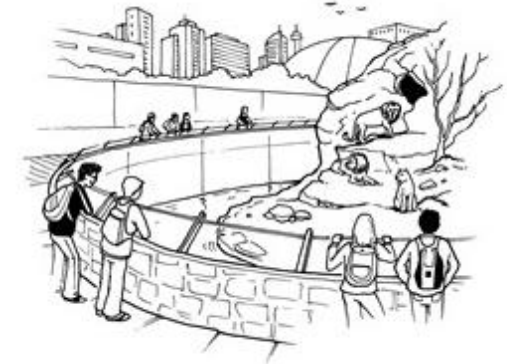
- **Would you like to have more school trips? (Where would you like to go?)**
- **What do you need to take when you go on a trip?**
- **Do you prefer to go on trips with your friends or your family? (Why?)**
- **What do you think is the best time of year to visit a city? (Why?)**
- **Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)**

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

A school visit to a capital city



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.

**B1 Preliminary for Schools
Speaking Test**

Part 1 (2–3 minutes approx.)

Phase 1

Interlocutor

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? How old are you?
Thank you.

To Candidate B And what's your name? How old are you?
Thank you.

(Interlocutor asks the following questions.)

Back-up prompts

B, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

And **A**, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

How do you get to school every day?

Do you walk to school every day?

Which do you like best, the morning or the afternoon?
(Why?)

Which is better, morning or afternoon? (Why?)

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There is no Part 2 in Preliminary for Schools Speaking SA papers.

Speaking Test 1 (School visit to a capital city)

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Interlocutor I'm going to describe a situation to you. Some students from a small village school are going on a trip to their capital city. Here are some activities they could do there.

Place Part 3 booklet, open at Task 1, in front of the candidates. Allow the candidates adequate time to read the task.

Now, talk to each other about the different activities they could do in their capital city, and say which would be most interesting.

All right? Now talk together.

Candidates



approx.

2 minutes

.....

Interlocutor

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

Part 4

Interlocutor

Use the following questions, as appropriate:

- **Would you like to have more school trips? (Where would you like to go?)**
- **What do you need to take when you go on a trip?**
- **Do you prefer to go on trips with your friends or your family? (Why?)**
- **What do you think is the best time of year to visit a city? (Why?)**
- **Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)**

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

**PRELIMINARY for
Schools
Paired format
Written prompts**

What different activities could the students do in their capital city?

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- 3. Go sightseeing on a bus tour.**
- 4. Visit the castle.**
- 5. Go to the zoo.**
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