

# Cambridge English First

**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 First 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* 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 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 FCE 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 two questions from any of the following categories, as appropriate.*

### Likes and dislikes

- How do you like to spend your evenings? ..... (What do you do?) ..... (Why?)
- Do you prefer to spend time on your own or with other people? ..... (Why?)
- Tell us about a film you really like.
- Do you like cooking? ..... (What sort of things do you cook?)

### Special occasions

- Do you normally celebrate special occasions with friends or family? ..... (Why?)
- Tell us about a festival or celebration in (*candidate's country*).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? ..... (Where are you going to go?) ..... (What are you going to do?)

### Media

- How much TV do you watch in a week? ..... (Would you prefer to watch more TV than that or less?) ..... (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? ..... (Why? / Why not?)
- Do you ever listen to the radio? ..... (What programmes do you like?) ..... (Why?)

# 1 Travelling

## 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 travelling 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 **why you think the people have decided to travel 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 travelling by bus? ..... (Why? / Why not?)**
- **How important is it to get somewhere quickly? ..... (Why?)**
- **If you had a lot of money, where would you travel? ..... (Why?)**

### Candidate / Interlocutor

 *approximately  
1 minute*

.....

**Interlocutor** Thank you.

Why have the people decided to travel in these situations?

1



Why have the people decided to travel in these situations?

1



**Part 3**

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

**Here are some things people often do to keep fit and healthy** 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.*

Now, we're going to talk about **how important these things are for keeping fit and healthy**. Can you start?

**Candidate /  
Interlocutor**

.....

 *approximately  
2 minutes*

**Interlocutor** Thank you. Now we're going to decide **which two are most important for keeping fit in the long term**. Can you start?

**Candidate /  
Interlocutor**

.....

 *approximately  
1 minute*

*Prompts to be used if necessary:*

- **How important is it to eat healthy food? ..... (Why?)**
- **What's the best time of the day to take exercise? ..... (Why?)**
- **Why do you think some people prefer to stay indoors when they have free time?**

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

**Part 4**

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

- **What is the advantage of keeping fit with friends? ..... (Why?)**
- **Some people say it is a waste of time going to a gym because you can exercise outside for free. What do you think?**
- **Is it possible to live healthily without spending a lot of money? ..... (Why? / Why not?)**
- **Do you think the government should spend more money on sports and leisure facilities? ..... (Why? / Why not?)**
- **Some people say it's a school's responsibility to help students keep fit. Do you agree?**
- **Do you think advertising makes people worry too much about keeping fit and how they look? ..... (Why? / Why not?)**

Thank you. That is the end of the test.

**How important are these things for keeping fit and healthy?**

- 1 sleeping eight hours every night**
- 2 eating at regular times**
- 3 going to the gym**
- 4 visiting the doctor regularly**
- 5 spending time outdoors each day**

# 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 two questions from any of the following categories, as appropriate.*

### Likes and dislikes

- How do you like to spend your evenings? ..... (What do you do?) ..... (Why?)
- Do you prefer to spend time on your own or with other people? ..... (Why?)
- Tell us about a film you really like.
- Do you like cooking? ..... (What sort of things do you cook?)

### Special occasions

- Do you normally celebrate special occasions with friends or family? ..... (Why?)
- Tell us about a festival or celebration in (*candidate's country*).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? ..... (Where are you going to go?) ..... (What are you going to do?)

### Media

- How much TV do you watch in a week? ..... (Would you prefer to watch more TV than that or less?) ..... (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? ..... (Why? / Why not?)
- Do you ever listen to the radio? ..... (What programmes do you like?) ..... (Why?)

# 1 Travelling

## 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 travelling 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 **why you think the people have decided to travel 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 travelling by bus? ..... (Why? / Why not?)**
- **How important is it to get somewhere quickly? ..... (Why?)**
- **If you had a lot of money, where would you like to travel? ..... (Why?)**

### Candidate / Interlocutor

.....  
 *approximately*  
*1 minute*

**Interlocutor** Thank you.

**Why have the people decided to travel in these situations?**

### **DESCRIPTION 1**

**Some children are travelling on a bus. They are sitting with their bags, talking together and looking at their phones. There are a few older passengers travelling at the back of the bus. One passenger is reading a newspaper.**

### **DESCRIPTION 2**

**Some people are getting on a plane at an airport. Two passengers are going up the steps of the plane and some others are waiting. The passengers are carrying bags and coats.**

**Part 3**

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

**Here are some things people often do to keep fit and healthy** 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.*

Now, we're going to talk about **how important these things are for keeping fit and healthy**. Can you start?

**Candidate /  
Interlocutor**

.....

 *approximately  
2 minutes*

**Interlocutor** Thank you. Now we're going to decide **which two are most important for keeping fit in the long term**. Can you start?

**Candidate /  
Interlocutor**

.....

 *approximately  
1 minute*

*Prompts to be used if necessary:*

- **How important is it to eat healthy food? ..... (Why?)**
- **What's the best time of the day to take exercise? ..... (Why?)**
- **Why do you think some people prefer to stay indoors when they have free time?**

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

**Part 4**

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

- **What is the advantage of keeping fit with friends? ..... (Why?)**
- **Some people say it is a waste of time going to a gym because you can exercise outside for free. What do you think?**
- **Is it possible to live healthily without spending a lot of money? ..... (Why? / Why not?)**
- **Do you think the government should spend more money on sports and leisure facilities? ..... (Why? / Why not?)**
- **Some people say it's a school's responsibility to help students keep fit. Do you agree?**
- **Do you think advertising makes people worry too much about keeping fit and how they look? ..... (Why? / Why not?)**

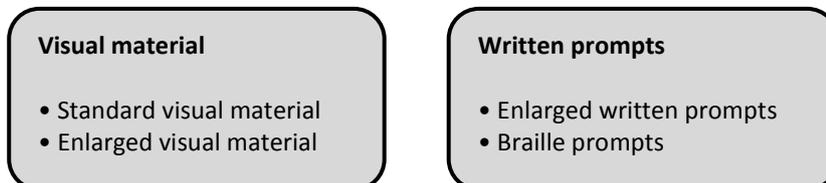
Thank you. That is the end of the test.

**How important are these things for keeping fit and healthy?**

- 1 sleeping eight hours every night**
- 2 eating at regular times**
- 3 going to the gym**
- 4 visiting the doctor regularly**
- 5 spending time outdoors each day**

## 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.*

### Likes and dislikes

- How do you like to spend your evenings? ..... (What do you do?) ..... (Why?)
- Do you prefer to spend time on your own or with other people? ..... (Why?)
- Tell us about a film you really like.
- Do you like cooking? ..... (What sort of things do you cook?)

### Special occasions

- Do you normally celebrate special occasions with friends or family? ..... (Why?)
- Tell us about a festival or celebration in (*candidate's country*).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? ..... (Where are you going to go?) ..... (What are you going to do?)

### Media

- How much TV do you watch in a week? ..... (Would you prefer to watch more TV than that or less?) ..... (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? ..... (Why? / Why not?)
- Do you ever listen to the radio? ..... (What programmes do you like?) ..... (Why?)

**1 Helping others**

**2 Gardens**

**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 **people who are helping other people in different situations.**

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

I'd like you to compare the photographs, and say **how important it is to help people in these situations.**

Allow candidate adequate time to look at the task.

All right?

**Candidate A**

 approximately  
1 minute

.....

**Interlocutor**

Thank you.

(Candidate B), **do you find it easy to ask for help when you have a problem? ..... (Why? / Why not?)**

**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 **people spending time in different gardens.**

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

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

Allow candidate adequate time to look at the task.

All right?

**Candidate B**

 approximately  
1 minute

.....

**Interlocutor**

Thank you.

(Candidate A), **which garden would you prefer to spend time in? ..... (Why?)**

**Candidate A**

 approximately  
30 seconds

.....

**Interlocutor**

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

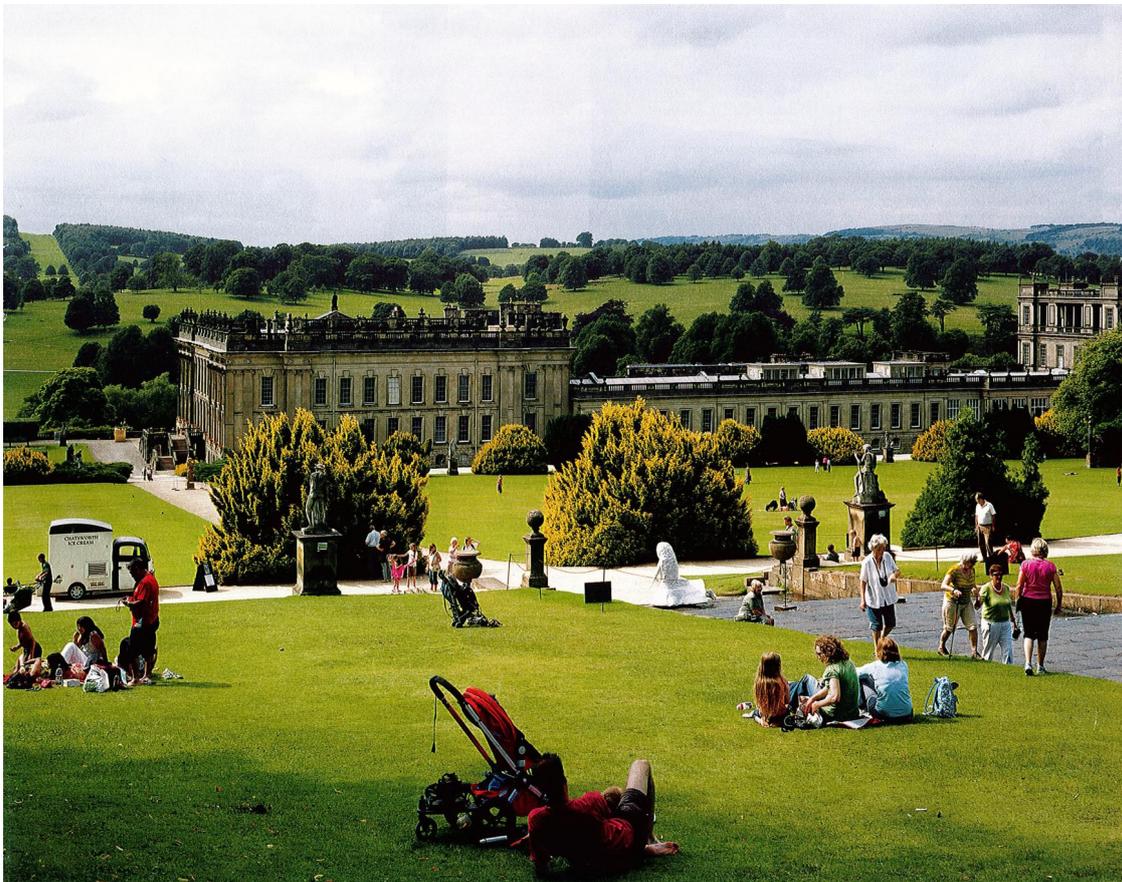
How important is it to help people in these situations?

1



What are the people enjoying about spending time in these gardens?

2



How important is it to help people in these situations?

1



What are the people enjoying about spending time in these gardens?

2



**Part 3**

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

**I'd like you to imagine that a town wants more tourists to visit. Here are some ideas they're thinking about** 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 adequate time to read the task.*

Now, talk to each other about **why these ideas would attract more tourists to the town.**

**Candidates** .....

 *approximately 2 minutes*

**Interlocutor** Thank you. Now you have about a minute to decide **which idea would be best for the town.**

**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 you have to spend a lot of money to have a good holiday? .... (Why? / Why not?)**
- **Some people say we travel too much these days and shouldn't go on so many holidays. What do you think?**
- **Do you think people have enough time for holidays these days? .... (Why? / Why not?)**
- **Why do you think people like to go away on holiday?**
- **What do you think is the biggest advantage of living in a place where there are a lot of tourists?**
- **What can people do to have a good holiday in (candidate's country)? .... (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.

**Why would these ideas attract more tourists to the town?**

- 1 building a large night club**
- 2 putting up security cameras**
- 3 having more shops**
- 4 providing parks**
- 5 building holiday flats**

# 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 two questions from any of the following categories, as appropriate.*

### Likes and dislikes

- How do you like to spend your evenings? ..... (What do you do?) ..... (Why?)
- Do you prefer to spend time on your own or with other people? ..... (Why?)
- Tell us about a film you really like.
- Do you like cooking? ..... (What sort of things do you cook?)

### Special occasions

- Do you normally celebrate special occasions with friends or family? ..... (Why?)
- Tell us about a festival or celebration in (*candidate's country*).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? ..... (Where are you going to go?) ..... (What are you going to do?)

### Media

- How much TV do you watch in a week? ..... (Would you prefer to watch more TV than that or less?) ..... (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? ..... (Why? / Why not?)
- Do you ever listen to the radio? ..... (What programmes do you like?) ..... (Why?)

**1 Helping others**

**2 Gardens**

**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 **people who are helping other people in different situations.**

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

I'd like you to compare the descriptions, and say **how important it is to help people in these situations.** 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 find it easy to ask for help when you have a problem? .....**  
**(Why? / Why not?)**

**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 **people spending time in different gardens.**

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

I'd like you to compare the descriptions, and say **what you think the people are enjoying about spending time in these gardens.** 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 garden would you prefer to spend time in? .....** **(Why?)**

**Candidate A**

 approximately  
30 seconds

.....

**Interlocutor**

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

**How important is it to help people in these situations?**

### **DESCRIPTION 1**

**A footballer is sitting on the ground during a match. He has hurt his leg. A trainer is kneeling beside him, holding his leg. There is a bag on the ground next to the trainer.**

### **DESCRIPTION 2**

**A tourist is speaking to a policeman in a large city. She is pointing to a place on a map. The policeman is holding the map and speaking to her.**

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

### **DESCRIPTION 1**

**A man is kneeling on a small path beside some vegetables which are growing in his small garden. He is putting the vegetables into a basket beside him on the path.**

### **DESCRIPTION 2**

**Some families are sitting on the ground in a country park. In the distance there is a large old building, and some trees and fields. The sun is shining and some children are playing on the grass.**

**Part 3**

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

**I'd like you to imagine that a town wants more tourists to visit. Here are some ideas they're thinking about** 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 adequate time to read the task.*

Now, talk to each other about **why these ideas would attract more tourists to the town.**

**Candidates** .....

 *approximately 2 minutes*

**Interlocutor** Thank you. Now you have about a minute to decide **which idea would be best for the town.**

**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 you have to spend a lot of money to have a good holiday? .... (Why? / Why not?)**
- **Some people say we travel too much these days and shouldn't go on so many holidays. What do you think?**
- **Do you think people have enough time for holidays these days? .... (Why? / Why not?)**
- **Why do you think people like to go away on holiday?**
- **What do you think is the biggest advantage of living in a place where there are a lot of tourists?**
- **What can people do to have a good holiday in (candidate's country)? .... (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.

**Why would these ideas attract more tourists to the town?**

- 1 building a large night club**
- 2 putting up security cameras**
- 3 having more shops**
- 4 providing parks**
- 5 building holiday flats**