

Cambridge English Advanced

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

Examinations from 2015



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.

Who can partner candidates?

Blind candidates may take this Speaking test with:

- another candidate who is blind (not sighted or 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 blind or sighted.

Note that both partners must use written prompts (in either Braille or print versions).

Visually impaired candidates may take this Speaking test with:

- another candidate who is visually impaired (not sighted or blind)
- a 'dummy partner' (see above) who is either visually impaired or sighted.

Note that both partners must use material in the same format.

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 materials are not provided here, but note that brailled written prompts are the same as the text 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 *Advanced* use pictures, photographs or other visuals as a stimulus for interaction. For visually-impaired candidates, a special version of the speaking test is produced.

For *Advanced* Speaking the candidates can opt to use standard or enlarged visuals, written prompts (enlarged) or written prompts which have been brailled.

Below is an example of how the visual input might be adapted as a written prompt for *Cambridge English: Advanced* 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 a line side by side towards a snow-covered mountain in the distance. They are wearing warm clothes and carrying heavy backpacks.

All printed texts are 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. They are asked to study this material before the exam. There are different scripts for candidates taking the exam alone and those with a partner. These interlocutor frames are designed to keep the exam as close as possible to the standard *Advanced* Speaking in terms of structure and candidate experience, as far as is practicable.

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 then please contact the Cambridge English Language Assessment Helpdesk:

Tel: (+44) (0)1223 553997

Email: helpdesk@cambridgeenglish.org

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, whilst playing the role of the candidate's partner, will not dominate or monopolise the conversation and will always use vocabulary at CEFR C1 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 prepared where appropriate in order to compensate for the shortened nature of the test.

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.

First of all, we'd like to know something about you.

Select one or two questions, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

Select one or more questions from the following, as appropriate.

- **What free time activity do you most enjoy? (Why?)**
- **What sort of work would you like to do in the future? (Why?)**
- **Do you think you spend too much time working or studying? (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently? (How?)**
- **If you could travel to one country in the world, where would you go? (Why?)**
- **How important is it to you to spend time with your family? (Why? / Why not?)**
- **Who do you think has had the greatest influence on your life? (Why?)**

1 Doing things together

Part 2

approximately 3 minutes

Interlocutor

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

(Candidate A), here is your set of pictures. They show **people doing things together**.

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

I'd like you to compare **two** of the pictures, and say **why the people might be doing these things together, and how the people might be feeling**.

Allow candidate adequate time to look at the task. All right? Would you like to start?

Candidate A



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.

- Many people enjoy playing team sports. Why do you think this is?
- Do you think there are any benefits to going on holiday alone? (Why?/Why not?)
- How important do you think it is to ask for advice if you have a difficult task to do? (Why?/Why not?)
- Some people say you can only really enjoy music if you are with other people. What do you think?

Candidate / Interlocutor



approximately
1 minute

.....

Interlocutor

Thank you.

- Why might the people be doing these things together?
- How might the people be feeling?



- Why might the people be doing these things together?
- How might the people be feeling?



Part 3

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

Here are some of the things that people often have to make decisions about and a question for us to discuss. First you have some time to look at the task.

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

Candidate / Interlocutor Now, we're going to talk about **what people have to consider when making these decisions**. Can you start?



approximately 2 minutes

.....

Candidate / Interlocutor And now we're going to decide **in which situation it is most important to make the right decision**. Can you start?



approximately 1 minute

.....

Prompts to be used if necessary:

- **Do you think it's better for young people to study away from home?** (Why?/Why not?)
- **Do you think it's better to buy a house or rent one?** (Why?)
- **What's the best age to start a family?** (Why?)

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

Part 4

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

- **Is it best for people to make decisions on their own or to ask others for advice?** (Why? / Why not?)
- **Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion?** (Why? / Why not?)
- **Why do you think some people find it harder to make decisions than others?**
- **Do you think countries should work together to solve environmental problems?** (Why? / Why not?)
- **How do you think young people can be helped to take on responsibilities?**
- **Do you think that people whose jobs involve making important decisions should be highly paid?** (Why? / Why not?)

Thank you. That is the end of the test.

What might people have to consider when making these decisions?

- 1 choosing a university**
- 2 starting a family**
- 3 moving to another country**
- 4 getting married**
- 5 finding a job**

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.

First of all, we'd like to know something about you.

Select one or two questions, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

Select one or more questions from the following, as appropriate.

- **What free time activity do you most enjoy? (Why?)**
- **What sort of work would you like to do in the future? (Why?)**
- **Do you think you spend too much time working or studying? (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently? (How?)**
- **If you could travel to one country in the world, where would you go? (Why?)**
- **How important is it to you to spend time with your family? (Why? / Why not?)**
- **Who do you think has had the greatest influence on your life? (Why?)**

1 Doing things together

Part 2

approximately 3 minutes

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


*Place booklet/Braille sheet for **Task 1**, in front of the candidate.*

First, I'd like you to read the descriptions. Then, I'd like you to compare **two** of the descriptions, and say **why the people might be doing these things together, and how the people might be feeling.**

Please read the descriptions now.

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.

- Many people enjoy playing team sports. Why do you think this is?
- Do you think there are any benefits to going on holiday alone? (Why?/Why not?)
- How important do you think it is to ask for advice if you have a difficult task to do? (Why?/Why not?)
- Some people say you can only really enjoy music if you are with other people. What do you think?

**Candidate /
Interlocutor**

 approximately
1 minute

.....

Interlocutor

Thank you.

**Why might the people be doing these things together?
How might the people be feeling?**

DESCRIPTION 1

Five people are walking on skis in a line side by side towards a snow-covered mountain in the distance. They are wearing warm clothes and carrying heavy backpacks.

DESCRIPTION 2

Three young girls are sitting at a table making star-shaped biscuits. They are decorating them with small pieces of chocolate and sweets. Two of the girls are talking about how to decorate the biscuits.

DESCRIPTION 3

A teenage boy is sitting playing an electric guitar in front of a keyboard. Another boy is sitting near him playing the drums. The first boy is speaking to the second boy and smiling.

Part 3

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

Here are some of the things that people often have to make decisions about 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 Now, we're going to talk about **what people have to consider when making these decisions**. Can you start?



approximately 2 minutes

.....

Candidate / Interlocutor And now we're going to decide **in which situation it is most important to make the right decision**. Can you start?



approximately 1 minute

.....

Prompts to be used if necessary:

- **Do you think it's better for young people to study away from home?** (Why?/Why not?)
- **Do you think it's better to buy a house or rent one?** (Why?)
- **What's the best age to start a family?** (Why?)

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

Part 4

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

- **Is it best for people to make decisions on their own or to ask others for advice?** (Why? / Why not?)
- **Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion?** (Why? / Why not?)
- **Why do you think some people find it harder to make decisions than others?**
- **Do you think countries should work together to solve environmental problems?** (Why? / Why not?)
- **How do you think young people can be helped to take on responsibilities?**
- **Do you think that people whose jobs involve making important decisions should be highly paid?** (Why? / Why not?)

Thank you. That is the end of the test.

What might people have to consider when making these decisions?

- 1 choosing a university**
- 2 starting a family**
- 3 moving to another country**
- 4 getting married**
- 5 finding a job**

The paired candidate format

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

Visual material:

- Standard visual material
- Enlarged visual material

Written prompts:

- Enlarged written prompts
- Braille prompts

What happens in the paired candidate format test?

Special interlocutor frames are prepared for visually-impaired candidates taking speaking tests with a partner. Partners of candidates, if sighted, are given a print version of the written prompts.

As far as is possible, the paired format for the speaking test procedure will be the 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 exam.

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.

First of all, we'd like to know something about you.

Select one or two questions and ask candidates in turn, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

Select one or more questions from the following, as appropriate.

- **What free time activity do you most enjoy? (Why?)**
- **What sort of work would you like to do in the future? (Why?)**
- **Do you think you spend too much time working or studying? (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently? (How?)**
- **If you could travel to one country in the world, where would you go? (Why?)**
- **How important is it to you to spend time with your family? (Why? / Why not?)**
- **Who do you think has had the greatest influence on your life? (Why?)**

2 Attending special events
3 Different ways of learning

Part 2
approximately 4 minutes

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

(Candidate A), it's your turn first. Here are your pictures. They show **people attending special events**.

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

I'd like you to compare **two** of the pictures, and say **what the people might find interesting about these events, and how difficult the events might be to organise**.

Allow candidate adequate time to look at the task. All right?

Candidate A
⌚ approximately
1 minute

.....

Interlocutor Thank you.

(Candidate B), **which of these events do you think would attract the largest audience? (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 pictures. They show **people learning in different ways**.

Place **Part 2** booklet, open at **Task 3**, in front of Candidate B.

I'd like you to compare **two** of the pictures, and say **how the students might react to these different ways of learning, and how effective these ways of learning might be**.

Allow candidate adequate time to look at the task. All right?

Candidate B
⌚ approximately
1 minute

.....

Interlocutor Thank you.

(Candidate A), **which way of learning do you think will be the most memorable? (Why?)**

Candidate A
⌚ approximately
30 seconds

.....

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

- What might the people find interesting about these events?
- How difficult might the events be to organise?



- How might the students react to these different ways of learning?
- How effective might these ways of learning be?



- What might the people find interesting about these events?
- How difficult might the events be to organise?



- How might the students react to these different ways of learning?
- How effective might these ways of learning be?



Part 3

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


Here are some different ways in which people communicate and a question for you to discuss. First you have some time to look at the task.

*Place **Part 3** booklet, open at **Task 22**, in front of the candidates.*

Allow candidates adequate time to look at the task.


Now, talk to each other about **the advantages and disadvantages of communicating in these different ways.**

Candidates

 approximately
2 minutes

Interlocutor Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide **which two ways of communicating are the least effective.**

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 it's important to have good communication skills to do a job well? (Why? / Why not?)
- Some people say that because of modern technology we are losing our communication skills. What's your opinion? (Why? / Why not?)
- Do you think people can be taught good communication skills or is it something we are born with? (Why? / Why not?)
- How important do you think it is for families to find time to communicate with each other? (Why? / Why not?)
- Do you think that all children should be taught at least one foreign language at school? (Why? / Why not?)
- Do you think that it's likely that one day there will be an international 'world language' that everyone speaks? (Why? / Why not?)

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.

What are the advantages and disadvantages of communicating in these different ways?

1 having a face-to-face meeting

2 writing a letter

3 chatting online

4 giving a lecture

5 sending an email

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.

First of all, we'd like to know something about you.

Select one or two questions and ask candidates in turn, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

Select one or more questions from the following, as appropriate.

- **What free time activity do you most enjoy? (Why?)**
- **What sort of work would you like to do in the future? (Why?)**
- **Do you think you spend too much time working or studying? (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently? (How?)**
- **If you could travel to one country in the world, where would you go? (Why?)**
- **How important is it to you to spend time with your family? (Why? / Why not?)**
- **Who do you think has had the greatest influence on your life? (Why?)**

2 Attending special events

3 Different ways of learning

Part 2

approximately 4 minutes

Interlocutor

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

(*Candidate A*), it's your turn first. Here are your descriptions. They describe **people attending special events**.

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

I'd like you to compare **two** of the descriptions, and say **what the people might find interesting about these events, and how difficult the events might be to organise**.

Allow candidate adequate time to read the task. All right?

Candidate A



approximately

1 minute

.....

Interlocutor

Thank you.

(*Candidate B*), **which of these events do you think would attract the largest audience? (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 **people learning in different ways**.

Place **Part 2** booklet, open at **Task 3**, in front of *Candidate B*.

I'd like you to compare **two** of the descriptions, and say **how the students might react to these different ways of learning, and how effective these ways of learning might be**.

Allow candidate adequate time to read the task. All right?

Candidate B



approximately

1 minute

.....

Interlocutor

Thank you.

(*Candidate A*), **which way of learning do you think will be the most memorable? (Why?)**

Candidate A



approximately

30 seconds

.....

Interlocutor

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

What might the people find interesting about these events?

How difficult might the events be to organise?

DESCRIPTION 1

A band is playing on stage in the open air. Near them there is a tall tower with speakers and other equipment. In front of the stage a large number of people are holding their arms in the air. There are some people standing between the audience and the stage, to control the audience.

DESCRIPTION 2

Two tennis players are playing tennis outdoors in an important competition. A large crowd of spectators are sitting watching. It is a very hot day. On one side of the tennis game, some people are sitting in a covered section.

DESCRIPTION 3

A group of about fifteen female models are standing on a circular stage, wearing the latest fashions. There are a large number of people sitting around the stage looking at the models and the clothes they are wearing. Some people are taking photographs.

How might the students react to these different ways of learning?

How effective might these ways of learning be?

DESCRIPTION 1

A large number of students are sitting in rows in a circular lecture hall, listening to a teacher and taking notes. There are many rows of students and the teacher is standing at a small table in front of the first row.

DESCRIPTION 2

Five students are sitting in a classroom facing another five students. Each student is working at a laptop on the table in front of them and is wearing headphones. Two adults are standing behind the students looking at what they are doing.

DESCRIPTION 3

A small group of young girls are sitting on a blanket together outside, with a teacher. They are looking at a baby kangaroo on the ground in front of them. They are smiling at the kangaroo.

Part 3

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


Here are some different ways in which people communicate and a question for you to discuss. First you have some time to read the task.

*Place **Part 3** booklet, open at **Task 22**, in front of the candidates.*

Allow candidates adequate time to read the task.


Now, talk to each other about **the advantages and disadvantages of communicating in these different ways.**

Candidates

 approximately
2 minutes

Interlocutor Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide **which two ways of communicating are the least effective.**

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 it's important to have good communication skills to do a job well?**
..... (Why? / Why not?)
- **Some people say that because of modern technology we are losing our communication skills. What's your opinion?** (Why? / Why not?)
- **Do you think people can be taught good communication skills or is it something we are born with?** (Why? / Why not?)
- **How important do you think it is for families to find time to communicate with each other?** (Why? / Why not?)
- **Do you think that all children should be taught at least one foreign language at school?** (Why? / Why not?)
- **Do you think that it's likely that one day there will be an international 'world language' that everyone speaks?** (Why? / Why not?)

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.

What are the advantages and disadvantages of communicating in these different ways?

1 having a face-to-face meeting

2 writing a letter

3 chatting online

4 giving a lecture

5 sending an email

