

Cambridge

English

Skills Test

Schools

Interlocutor Booklet

Speaking Test

Access Arrangements

SAMPLE TEST

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1. ACCESS ARRANGEMENTS: AN INTRODUCTION

1.1 General Notes

Cambridge English processes applications for special arrangements so that candidates who require access arrangements can take various examinations from Cambridge English.

Please do not hesitate to contact the Helpdesk for advice and support before carrying out Speaking Tests with candidates with access arrangements. You can reach the Helpdesk at:

Email: helpdesk@cambridgeenglish.org

Tel: + 44 1223 553997 (for urgent queries)

The Cambridge English Skills Test – Schools Speaking Test is usually conducted online using the Cambridge English Portal. In most cases where special arrangements are required, a special face-to-face version of the test may be taken. This booklet explains how to conduct such tests and gives instructions for the Interlocutor as to how to run the face-to-face Cambridge English Skills Test – Schools Speaking Test for candidates requiring access arrangements.

The Centre is responsible for providing either a digital recorder or mobile phone for the Interlocutor to use, and for sending the recording back to Cambridge English, who will pass it on to an approved examiner for marking. The Interlocutor is responsible for digitally recording the whole of the speaking test and for ensuring that the recording is provided to the Centre, with the digital recorder/mobile phone.

The Centre should follow the directions for uploading the audio file to Kiteworks, which is set out in the Cambridge English Skills Test Access Arrangements Booklet and the instructions in the email provided when the arrangements were approved. Once the approved speaking examiners have manually marked the audio files, the results will be added to the Cambridge English Portal (Metrica), for the Cambridge English Skills Test – Schools Centre and candidate to view. The candidate will then be able to download their digital certificate or share their result as required. Please ensure that all candidate's test materials are kept until the results have been released.

1.2 Support Workers

Please note that, if a candidate asks to be accompanied by a support worker, a support worker is normally only permitted to accompany the candidate as far as the test room and must then wait outside until the Speaking Test has finished.

1.3 Speaking Tests with Blind Candidates

Tasks for use by blind candidates are selected to ensure that inappropriate material is not included.

When preparing the examination room in which the test will take place, remember that the candidate will need space to spread out brailled material. An effort should be made to ensure that the route the candidate takes from the door to their seat is not unduly cluttered with furniture, etc., and it should be remembered that the candidate may need to be guided to and from the examination room and to their seat.

Introduce yourself clearly. Generally, the blind candidate will expect you to speak first. When you give the candidate a Braille booklet, the candidate may ask you to place their hand on the booklet.

Expect blind candidates to touch things. This helps them to orientate themselves. If you need to change your position, or the position of anything in the room (furniture, for example), tell the candidate what changes you are making.

Do not avoid the words 'see', 'look', etc. or speak unnaturally slowly. Do not make assumptions about what a blind candidate can or cannot do. It is not necessary to avoid any questions which focus on playing sport, for example.

When in the examination room, it is worth bearing in mind that anything usually conveyed visually in standard Speaking Tests will need to be verbalised, or conveyed in some other way, for a blind candidate. For example, if you want to place something in front of the candidate, tell them exactly where you are putting it – 'I've put it just next to your right hand.'

1.4 Speaking Tests with Partially Sighted or Neurodivergent Candidates

Partially sighted candidates use enlarged written prompts and will often need extra time to scan and think about enlarged material. Neurodivergent candidates, e.g. dyslexic candidates, may also find the enlarged material and formatting easier to process. A Modified Large Print version is available using a standardised font and simplified layout. Extra time for processing instructions is also given throughout this version. Colour overlays may also be used.

2. RUNNING A FACE-TO-FACE ACCESS ARRANGEMENTS VERSION OF THE CAMBRIDGE ENGLISH SKILLS TEST – SCHOOLS SPEAKING TEST

2.1 Versions Available

There are three different formats of the face-to-face access arrangements version of the Cambridge English Skills Test – Schools Speaking Test. They are:

- a) for blind candidates, where contracted or uncontracted brailled candidate booklets are provided;
- b) for partially sighted candidates, where a modified (enlarged print) candidate booklet is provided. Because of the simplified and standardised layout of the modified large print version, it can also be used by candidates with Specific Learning Difficulties (e.g. dyslexia);
- c) for hearing impaired candidates, or candidates with speaking difficulties, where a hearing-impaired candidate booklet is provided. Please see the Hearing-Impaired Interlocutor booklet for more details on how to run this test.

2.2 Selection of Interlocutor

When selecting an interlocutor, you must comply with employment laws in your country and carry out the necessary legal and employment checks, for example, a right to work check and character checks to ensure suitability for the role. This must include a Criminal or Police Records check. You must keep a record showing when the checks were carried out, the outcome and whether they are current or expired. Copies of any records must be treated in accordance with UK, GDPR or equivalent local data protection laws. If you hire staff through an agency, ensure that the agency carries out such checks as part of its recruitment process and provides you with the records.

The Interlocutor must avoid a conflict of interest and therefore must not be a friend, colleague or a relative of the candidate. They should be a suitably qualified and experienced person, preferably a member of the Centre's staff, but not the candidate's own teacher or another candidate or student associated with the Centre. The Interlocutor must be familiar with the whole of this document in order to confidently administer the desired access arrangements version of the Cambridge English Skills Test – Schools Speaking Test.

During the test, the Interlocutor should:

- read accurately and read only what is in the Interlocutor Frame;
- not give factual help to the candidate, nor offer any suggestions;
- not offer the candidate any other kind of assistance, e.g. indirectly by using intonation;
- if asked, give information regarding time elapsed and remaining time;
- refer any problems in communication during the test to the Centre.

2.3 Test Content

The test will last for approximately 20 minutes, or more, depending on the amount of extra time that may be required for candidates to prepare for and respond to the tasks.

There are five parts in the test including the practice interview:

Practice	Interview	Candidates answer three questions about themselves.
Part 1	Interview and presentations	Candidates answer three questions about themselves and then give two short presentations.
Part 2	Tell a story	Candidates tell a story using notes and answer a question.
Part 3	Talk about situations	Candidates compare two situations and answer two questions.
Part 4	Talk about a topic	Candidates answer three questions about a topic.

The activities in these parts are designed to elicit the candidates' best speaking performance. The emphasis of the test is on measuring candidates' communicative skills in the language in situations which they may encounter in everyday contexts, rather than their formal knowledge of grammar, vocabulary or other elements of the language.

2.4 Preparation before the Access Arrangements Speaking Test

Interlocutors must study the test material provided very carefully so that they are thoroughly familiar with it before administering the Speaking Test.

Materials required

The Interlocutor must ensure that they take the following to each test:

- This booklet.
- Appropriate candidate booklet (modified large print or contracted or uncontracted Braille).
- A reliable watch or small battery-operated clock (with a second hand).
- Pens/pencils and paper, for candidates who wish to make notes.
- A means of playing an audio MP3 file, e.g. laptop or PC. This is in addition to the digital recording device – see below.
- A digital recorder with an internal microphone, which the Centre must provide, and a backup option in case the first option fails. This should be checked before the test day, and then again directly before the test sitting. If there is a problem with the device, another suitable working device must be found.
- Digital recorders should have the following characteristics:
 - It should be possible to create a separate file for each Speaking Test (if there is more than one candidate).
 - It should be possible to play back the recording and return to the start of each Speaking Test.
 - They must not be voice-activated as it is a requirement that the candidate's preparation time and all pauses are recorded continuously.
 - They must not be a personal mobile phone.

N.B. A test is invalid if there is no audible recording of it. It is therefore essential that the digital recording is successful. Please check at the introductory stage that the recording device is working.

Additionally, blind candidates may wish to make notes using a Braille note-taker, or other forms of access technology, by prior arrangement with the centre.

Interlocutors should also be familiar with the Cambridge English Skills Test – Schools Test Instructions for Invigilators in that they follow the regulations in the section of the Cambridge English Skills Test Access Arrangements Booklet regarding Authorised and Unauthorised items.

Test Room

Two rooms are required for the Speaking Test: a room for the Interlocutor and a waiting room. If more than one candidate is taking an access arrangements version, arrangements should be made so that those waiting to be tested do not have contact with those who have just been tested. The room where the test will take place must contain:

- seating for two people;
- a large table;
- a means of digital recording.

The room should be quiet and there should be no intrusion of unnecessary noise or people. It should be set up in such a way as to minimise stress and to facilitate the conduct of the test. In some cultures, easy chairs with a low table may be appropriate, while in other places a setting where the test is conducted across a table may be preferable. The most suitable arrangement will largely depend on local cultural factors.

Any potentially helpful material, such as posters or notices, must be removed from the walls of the test room beforehand.

The Interlocutor must be prepared to run the test on their own. They should check the room, set up the digital recorder (and check that it is working) and collect the candidate from the waiting room. However, the Cambridge English Skills Test – Schools Agent may provide personnel to help where appropriate.

It is important to help make the candidate feel relaxed in the test. Here are some suggestions for achieving this:

- Conduct the Speaking Test in a quiet location.
- Use a small room or a corner in a large one.
- Avoid very bright lighting.
- Keep papers and materials neatly organised on the table/desk.
- Remove distracting objects and check for distracting sounds (e.g., a ticking clock).
- Arrange furniture to suit the cultural situation.
- Sit in a relaxed, friendly yet attentive position.

Recording the Test

The digital recorder should have an internal microphone and should be as unobtrusive as possible, but no attempt should be made to disguise it, and the candidate should be aware that the test is being recorded. Please inform all candidates with access arrangements that their test will be recorded and do this **before the test has started**. The exact location of the recorder will depend on the equipment available, but it should be located near the Interlocutor so that they can operate it easily while seated, but with the microphone pointed towards the candidate in order to pick up the candidate's voice more than the Interlocutor's. It should not be placed near a ticking clock or watch.

It is important that the audibility levels are checked before the tests begin and at regular intervals during the examining period so that the candidate can be easily and clearly heard on the recording.

Interlocutors must record the candidate and Interlocutor names and details when the candidate is in the room, and not in advance. First, explain to the candidate that it is required as a formality.

Interlocutors must check at the end of each Speaking Test that the recording was successful. Administrators should provide each Interlocutor on the test day with a copy of instructions for operating the recorder.

Digital recorders which contain recorded Speaking Tests must be securely stored at all times. If further clarification is needed, please contact the Cambridge English Helpdesk: helpdesk@cambridgeenglish.org or +44 1223 553997.

2.5 During the Access Arrangements Speaking Test

The interlocutor should ensure that the test is carefully structured according to the instructions for conducting the test. Adherence to the Interlocutor Frames provided is essential to ensure test reliability. See section 3 for the Interlocutor Frames to be used in the test.

The candidate booklets should be handed to the candidate as appropriate, opened at the relevant page. Braille booklets will be labelled. When the task is completed, retrieve the material in any appropriate way such as using the request: **Can I have the booklet please?**

Timing

Please give candidates enough time to read and think about texts. You may need to give candidates additional time (at your discretion) to process texts or questions before replying, or to read and think about material.

2.6 After the Access Arrangements Speaking Test

Transferring speaking tests from the recorder to a PC (if not captured by a PC)

As soon as possible following the delivery of the Speaking Test, all Speaking Test recordings must be saved with the following file name format:

[Candidate Family Name]_[Date in DDMMYY format]_CambridgeEnglishSkillsTest_Schools_Speaking

Check that the data has transferred successfully.

Once the transfer of the recordings is complete, delete all files from the digital recorders.

Upload audio files to Cambridge English

Once all components of the test have been completed, any materials that need to be transmitted back to Cambridge English should be uploaded to the Cambridge English Kiteworks platform. You will have received instructions to access Kiteworks when the test was approved by Cambridge English.

If further clarification is needed, please contact the Cambridge English Helpdesk at: helpdesk@cambridgeenglish.org or +44 1223 553997.

Completion of speaking tests

Once results have been issued to the candidate, please delete all files from the PC.

2.7 Confidentiality and Security

You are reminded that all Cambridge English Skills Test – Schools Speaking Test materials are strictly confidential and must be kept under tight security at all times. No part of the material may be reproduced under any circumstances. Interlocutors must not leave material unattended or discuss the content of the test with anyone other than the main person of contact at the Centre.

3. INTERLOCUTOR FRAMES

Interlocutors must make sure that they hand the correct booklet open at the correct page for the task, when required. All Braille booklets will be labelled.

The candidate booklets available are:

- modified large print booklet for partially sighted candidates;
- booklets of contracted and uncontracted forms of Braille for blind candidates with a print version of the brailled material.

Phrases in italics are guidance for the Interlocutor and are not to be read aloud.

Phrases in bold are for the Interlocutor to read aloud.

[Phrases in square brackets indicate the space where the candidate should speak, with guidance for the amount of time to be allowed for the candidate's response.]

Text with a light blue background shows the text which is in the Candidate Booklet.

BEFORE PART ONE

Check that the recording device is working and that it records and plays back suitably.

Go to the door, invite the candidate in. Indicate or lead the candidate to their chair. Check the candidate's photo ID approved by the Centre.

Ensure that all mobile devices, except for the recording device, are turned off. This includes personal devices belonging to the Interlocutor.

Make sure you speak loudly and clearly, and at a slightly slower than usual pace. Do not deviate from the set script, though you may repeat the question if the candidate requests this because you have not spoken loudly or clearly enough. You should never explain the meaning of points of vocabulary and should politely refuse if a candidate asks you to do so.

An internal microphone (e.g. incorporated into a computer terminal) should be used in preference to an external microphone. The digital recorder should be as unobtrusive as possible, but no attempt should be made to disguise it, and the candidate should be aware that the test is being recorded. Please inform all candidates with access arrangements that their test will be recorded and do this before the test has started. The exact location of the recorder will depend on the equipment available, but it should be located near the Interlocutor so that he/she can operate it easily while seated, but with the microphone pointed towards the candidate in order to pick up the candidate's voice more than the Interlocutor's. It should not be placed near a ticking clock or watch.

Turn the recording device on. Check for any indication that the device is recording (e.g. light, icon, etc.).

All Braille booklets are labelled with part headings in text and Braille.

Start with the Practice questions.

Cambridge English Skills Test: Schools – Sample Speaking Test – Access

Arrangements version. The candidate's name is (*name*). The Interlocutor's name is

(*name*). Hello. Welcome to the Cambridge English Skills Test: Schools Sample

Speaking Test – Access Arrangements version.

My name is (*name*). You will answer 3 questions about yourself. First read questions 1 to 3. You will then have 10 seconds to answer each question.

Practice questions

Question 1

How old are you?

[Candidate responds. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Question 2

What is your favourite day of the week?

[Candidate responds. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Question 3

What is your favourite lesson at school?

[Candidate responds. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Thank you.

PART 1

Now read questions 4 to 6. You will then have 20 seconds to answer each question.

Question 4

What do you like doing in your free time?

[Candidate responds. Allow a minimum of 20 seconds with additional time at Interlocutor's discretion.]

Question 5

What did you do yesterday?

[Candidate responds. Allow a minimum of 20 seconds with additional time at Interlocutor's discretion.]

Question 6

Do you prefer playing sport or watching sport? Why?

[Candidate responds. Allow a minimum of 20 seconds with additional time at Interlocutor's discretion.]

PART 1 – continued

For questions 7 and 8, before you answer you have some time to read and think about each question. You then have 30 seconds to answer each question. I will give you extra time to speak if you need it. Please speak for all the time you have.

OK. Now read and think about question 7. You may make notes if you want to. You will then have 30 seconds to answer.

Turn to question 7 in the candidate booklet and place in front of the candidate.

Question 7

Talk about a movie or TV show you really like.

You can say:

- what it is
- what it is about
- why you like it.

Hand plain paper and pen/pencil to candidate so that they can take notes if they want to.

Allow time for the candidate to prepare – a minimum of 15 seconds should be given, but you may need to give candidates additional time (at your discretion) to process texts or questions before replying.

If the candidate indicates they are ready to speak before the time has passed, allow the candidate to respond as soon as they feel comfortable to do so.

OK. Please could you begin speaking now?

[Candidate responds, up to 30 seconds (or more if extra speaking time is required).]

*If the candidate stops before 30 seconds have passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.*

If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say:

Thank you.

Now read and think about question 8. You may make notes if you want to. You will then have 30 seconds to answer.

Turn to question 8 in the candidate booklet and place in front of the candidate.

Question 8

Talk about a place you want to visit in the future.

You can say:

- where you want to go
- why you want to go there
- what you want to do there.

PART 1 - continued

Allow time for the candidate to prepare – a minimum of 15 seconds should be given, but you may need to give candidates additional time (at your discretion) to process texts or questions before replying.

If the candidate indicates they are ready to speak before the time has passed, allow the candidate to respond as soon as they feel comfortable to do so.

OK. Please could you begin speaking now?

[Candidate responds, up to 30 seconds (or more if extra speaking time is required).]

*If the candidate stops before 30 seconds have passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.*

If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say:

Thank you.

Please could I have the booklet back, and any notes you made?

Interlocutor retrieves the booklet and any notes.

PART 2

Turn to Part 2 in the candidate booklet and place in front of the candidate.

Part 2

Telling a story

You will tell a story and answer a question.

There are 5 parts.

First, you have some time to read the notes for each part.

Then, you will have 70 seconds to tell the story.

Hand plain paper and pen/pencil to candidate, so they can make notes if they want to.

Read the notes.

Allow the candidate time to read and think about the task. Then read the task to the candidate.

Part 1

Time 8:21 AM – Teenage girl in bed looking at clock – looks shocked!

Part 2

Teenage girl in the street watching friends on school bus pass her – looks worried!

Part 3

Teenage girl outside her house with bicycle – with school backpack wearing helmet.

Part 4

School bus on the road needs new tyre – friends on the bus look worried – teenage girl cycles past.

Part 5

Time 9:10 AM – Teenage girl in class looks happy – school bus friends arrive late – teacher angry!

Now you have 70 seconds to tell the story.

Please begin speaking now.

[Candidate responds, up to 70 seconds (or more if extra speaking time has been granted).]

*If the candidate stops before 70 seconds have passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue*

speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.

PART 2 continued

If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say:
Thank you.

Now answer this question.

What would you do if your friend was always late?

You have 35 seconds to answer.

(If necessary, repeat the question. Give the candidate a minimum of 35 seconds to reply).

[Candidate responds, up to 35 seconds (or more if extra speaking time has been granted).]

*If the candidate stops before 35 seconds have passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.*

If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say:
Thank you.

Please could I have the booklet back, and any notes you made?

Interlocutor retrieves the booklet and any notes.

PART 3

You will talk about two situations where people are learning to do something new and answer two questions. First you have some time to read a description of the two situations and prepare what you are going to say.

Then you will have 35 seconds to compare the two situations.

Read the two descriptions and prepare what you are going to say. You may make notes if you want to.

Turn to Part 3 in the candidate booklet and place in front of the candidate.

If the candidate is using brailled material, they may wish to make notes using assistive technology, e.g., a Braille note-taker, etc., by prior agreement.

Allow candidate time to read and think about the task. Then read the task to the candidate.

Part 3

Situation 1

A young woman and an older man are making bread. The young woman is telling the man how to do it. They are in a family kitchen. They are holding the bread mix in their hands and putting it into a tray, which has flour in it.

Situation 2

A young man is sitting behind the wheel of a car, with an older man in the seat next to him. The older man is telling him what to do. The young man has both hands on the steering wheel and is looking straight ahead. The car is not moving.

Compare the two situations.

You have 35 seconds to answer.

Please begin speaking now.

[Candidate responds, up to 35 seconds (or more if extra speaking time has been granted).]

*If the candidate stops before 35 seconds have passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.*

*If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say: **Thank you.***

PART 3 continued

Now answer this question.

What do you think might be difficult about learning to do these things?

You have 50 seconds to answer.

(If necessary, repeat the question. Give the candidate a minimum of 50 seconds to reply.)

[Candidate responds, up to 50 seconds (or more if extra speaking time has been granted).]

*If the candidate stops before 50 seconds have passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.*

If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say:
Thank you.

Now answer this question.

Do you prefer to have a teacher or to learn by yourself? Why?

You have 35 seconds to answer.

(If necessary, repeat the question. Give the candidate a minimum of 35 seconds to reply.)

[Candidate responds, up to 35 seconds (or more if extra speaking time has been granted).]

*If the candidate stops before 35 seconds have passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.*

If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say:
Thank you.

Please could I have the booklet back, and any notes you made?

Interlocutor retrieves the booklet and any notes.

PART 4

In Part 4, you will talk about a topic and answer three questions. First you will have some time to read a heading and list of five ways to learn a language and prepare what you are going to say. You will then answer the questions that follow. Please speak for all the time you have.

If extra time is required for speaking, rather than preparation, for example, because the candidate has speaking difficulties, the Interlocutor should adjust the wording of the above rubric as appropriate.

OK, now read the heading and list of 5 things. You may make notes if you want to.

Turn to Part 4 in the candidate booklet and place in front of the candidate. If the candidate is using Brailled material, they may wish to make notes using assistive technology, e.g. a Braille note-taker, etc., by prior agreement.

PART 4

You will talk about a topic and answer three questions.

Read the heading and list of five ways to learn a language.

Ways to learn a language

- watching videos
- studying with friends
- going to class
- reading books
- 1-1 with a teacher

What are the advantages and disadvantages of learning a language in these ways?

You have some time to think about the question.

Now you have 50 seconds to answer the question.

Allow appropriate time for the candidate to prepare. If the candidate indicates they are ready to speak, allow them to respond as soon as they feel comfortable to do so.

What do you think is the best way to learn a language? Why?

Now you have 40 seconds to answer the question.

Please speak for all the time you have. I will give you extra time to speak if you need it.

[Candidate responds. Allow a minimum of 50 seconds with additional speaking time at Interlocutor's discretion.]

*If the candidate stops before 50 seconds has passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.*

PART 4 continued

*If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say: **Thank you.***

Now answer this question.

Do you think children learn languages in a different way to adults? Why?/Why not?

You have 40 seconds to answer.

(If necessary, repeat the question. Give the candidate a minimum of 50 seconds to reply.)

[Candidate responds, up to 40 seconds (or more if extra speaking time has been granted).]

*If the candidate stops before 40 seconds have passed, the Interlocutor can briefly prompt the candidate to continue by saying **Do you want to say any more?** to indicate to the candidate that they should continue speaking if possible. If a candidate clearly shows that they have finished speaking and will not say anything else, then the Interlocutor should move on.*

*If the candidate is continuing to speak when the allocated time has passed, then the Interlocutor should firmly say: **Thank you.***

Please could I have the booklet back, and any notes you made?

Interlocutor retrieves the booklet and any notes.

Thank you. That is the end of the Sample Speaking Test.

The Interlocutor should then stop the recording.

The Interlocutor should check that all material, including notes, have been handed back. The Interlocutor should lead the candidate out of the test room, as appropriate.