

Cambridge
English
Skills Test
General

Interlocutor Booklet

Sample Speaking Test

Access Arrangements Versions

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1. ACCESS ARRANGEMENTS: AN INTRODUCTION

1.1 General Notes

Cambridge English processes applications for access arrangements so that candidates who have 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 [Submit a request – Cambridge English Support Site](https://support.cambridgeenglish.org/hc/en-gb/requests/new) (<https://support.cambridgeenglish.org/hc/en-gb/requests/new>) or call + 44 1223 553997 (for urgent queries)

The Cambridge English Skills Test: General Speaking Test is usually conducted online using the Cambridge English Portal. In most cases where access arrangements are required, a special face-to-face version of the test will 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 Speaking for candidates requiring access arrangements.

The centre is responsible for providing a digital recorder 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 test and for returning the recording and the digital recorder back to the centre after the test.

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 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 & Sign Language Interpreters

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. Candidates who are deaf or hard of hearing are not permitted to use signing in the Speaking Test or have a sign language interpreter.

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, a blind candidate will expect you to speak first. When you give the candidate the braille booklet, the candidate may ask you to place their hand on the correct page.

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.

1.5 Speaking Tests with Candidates who have Hearing Difficulties

Where it is known that a candidate has a hearing difficulty, there are various special arrangements which can be approved before the day of their Speaking Test.

If the hearing difficulty is not severe (for example, the candidate can hear reasonably well using a hearing-aid), the Interlocutor may be asked to allow candidates extra time to absorb what they have heard and say what they want. If the candidate relies partially (or completely) on lip-reading, he/she may need extra time to 'process' what is being said. Generally, a sympathetic and patient approach to **any necessary adjustments** should be adopted by the Interlocutor.

When preparing for a forthcoming Speaking Test with a candidate with hearing difficulties, Interlocutors will find it useful to find out:

- what degree of hearing loss the candidate has in either ear;
- whether the candidate is used to lip-reading English speakers.

The Cambridge English Skills Test Centre (and possibly the candidate's teacher, if appropriate) should be contacted to discuss what arrangements will be necessary.

Interlocutors should also take care to sit with a good source of light on the face to facilitate lip-reading (e.g. not directly in front of a window).

Interlocutors should run the face-to-face Cambridge English Skills Test: General Speaking using the 'Hearing Impaired' candidate booklet.

1.6 Speaking Tests with Candidates who have Speaking Difficulties

Interlocutors should run the face-to-face Cambridge English Skills Test: General Speaking using the 'Hearing Impaired' candidate booklet. As the Interlocutor, you should:

- be ready to wait for the candidate to speak or to complete what they are saying. Give the candidate extra time **throughout** the test.
- remember that giving too much time can increase the pressure on the candidate and care needs to be taken to ensure that the extra time given does not adversely affect the candidate's performance.
- give extra time at your discretion. There is no **fixed** amount of extra time awarded in this case.
- remember that a candidate with a speech difficulty has two reasons to be nervous in a Speaking Test. Not only are they under the normal pressure of the test situation but they may also have the added stress of worrying how the Interlocutor will react to their stammer, etc.
- try to make the candidate feel at ease as much as possible. It may be useful to introduce yourself outside the exam room. Reassure the candidate before the test starts that they will be given extra time to speak. Remember that the candidate may be feeling stressed, tired, upset or excited, all of which may cause them to stammer.
- speak normally. Converse in a natural, relaxed manner and maintain natural eye contact.
- listen carefully and do not interrupt or pre-empt the end of the sentence. Allow the candidate time to speak and do not appear embarrassed by the speech difficulty.

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

2.1 Versions Available

There are three different formats of the face-to-face access arrangements version of the Cambridge English Skills Test: General Speaking Test. Guidance as to how to run all three is given in this booklet. 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;
- c) for hearing impaired candidates, or candidates with speaking difficulties, where a hearing impaired 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).

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: General 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 14 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:

Part 1	Interview	Candidates answer eight questions about themselves, their studies, their interests etc.
Part 2	Reading aloud	Candidates read eight sentences aloud.
Part 3	Presentation	Candidates prepare for and give a short presentation on an everyday topic.
Part 4	Situation response	Candidates hear a situation and look at a table of information, and then respond to the situation.
Part 5	Information exchange	Candidates answer five questions about a specific 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, hearing impaired 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 in Parts 3, 4 and 5.
- A means of digital recording, 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 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.

Additionally, blind candidates may wish to make notes in Parts 3, 4 and 5 using a braille note-taker, or other forms of access technology, by prior arrangement with the centre.

Interlocutors should also be familiar with the Linguaskill Test Instructions for Invigilators in that they follow the regulations in the section of that document 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, ensure 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 centre 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 **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. It is not necessary to engage the candidate at this preliminary stage.

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 [Submit a request – Cambridge English Support Site](https://support.cambridgeenglish.org/hc/en-gb/requests/new) (<https://support.cambridgeenglish.org/hc/en-gb/requests/new>) or call +44 1223 553997.

2.5 During the Access Arrangements Speaking Test

For the candidate, the Speaking Test should, as far as possible, take the form of a natural conversation. However, 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 sheets 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_General_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 [Submit a request – Cambridge English Support Site](https://support.cambridgeenglish.org/hc/en-gb/requests/new) (<https://support.cambridgeenglish.org/hc/en-gb/requests/new>) or call +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 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;
- booklet for hearing impaired candidates;
- booklets of contracted or 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 recording device is working – records and plays back suitably.

Go to the door, invite the candidate in. Indicate or lead the candidate to their chair.

Ensure that all mobile devices, with the exception of 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. This is particularly the case for hearing impaired candidates. You should never explain the meaning of points of vocabulary and should politely refuse if a candidate asks you to do so.

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

PART ONE

Cambridge English Skills Test: General Speaking. The candidate's name is
(*name*). The Interlocutor's name is (*name*). **Hello. Welcome to the Cambridge
English Skills Test: General Speaking.**

**My name is (*name*). In Part 1, I will ask you 8 questions. Listen to each question and
then answer. OK, let's begin.**

What's your name?

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

How do you spell your family name?

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

Where are you from?

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

Do you work or are you a student?

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

What do you enjoy doing at weekends?

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

Do you get many opportunities to speak English?

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

What's the best thing that happened to you last week?

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

Where would you like to live in the future?

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

Thank you.

*If the candidate dries up before the allowed response time has passed, particularly in the last four questions which allow a minimum of 20 seconds, 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 TWO

In Part 2, I will give you 8 sentences. I'd like you to read each sentence aloud, when I ask you to.

OK, here are your sentences.

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

PART 2

SENTENCE 1

The library is closed for staff training until 11am.

SENTENCE 2

Mrs Hill would like to accept the invitation.

SENTENCE 3

The bus timetable can sometimes change at short notice.

SENTENCE 4

Thank you for coming to the film club's summer event.

SENTENCE 5

How easy will it be for university students to find accommodation near the university?

SENTENCE 6

After you have finished making your online payments, remember to log out of your account.

SENTENCE 7

A 'UV index' reading of 11 indicates an extreme risk of harm from the sun's rays.

SENTENCE 8

On average there are twice as many applicants for undergraduate degree courses as places available.

If appropriate, the Interlocutor should give the candidate some time for preparation before reading each sentence aloud. This is at the Interlocutor's discretion.

Could you read Sentence 1 aloud, please?

[Candidate reads Sentence 1 aloud. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Thank you. Could you read Sentence 2 aloud, please?

[Candidate reads Sentence 2 aloud. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

And Sentence 3?

[Candidate reads Sentence 3 aloud. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Sentence 4?

[Candidate reads Sentence 4 aloud. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Sentence 5?

[Candidate reads Sentence 5 aloud. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Sentence 6?

[Candidate reads Sentence 6 aloud. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Sentence 7?

[Candidate reads Sentence 7 aloud. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Sentence 8?

[Candidate reads Sentence 8 aloud. Allow a minimum of 10 seconds with additional time at Interlocutor's discretion.]

Thank you. Please could I have the booklet back?

Interlocutor retrieves the booklet.

PART THREE

In Part 3, you will have 1 minute to talk about a topic. First, I will give you a task, and you have some time to read the task and prepare what you are going to say. You will then have 1 minute to speak. Please speak for all the time you have.

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

OK, here is your task. You may make notes if you want to.

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

Hand plain paper and pen/pencil to candidate, if appropriate. 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 arrangement.

PART 3

You will talk about a topic. First you will read the task and prepare what you are going to say. You will then have 1 minute to talk about the topic. Please speak for all the time you have.

Talk about a person that is special to you.

You should say:

- who the person is**
- how you know the person**
- why the person is special to you.**

Allow time for the candidate to prepare – a minimum of 1 minute should be given, but you may need to give candidates additional time (at your discretion) to process texts or questions before replying, or to read and think about brailled material.

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 1 minute (or more if extra speaking time has been granted).]

*If the candidate dries up before a minute 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.*

*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 FOUR

In Part 4, you will have 1 minute to talk about some information. First, you have some time to read the information and prepare what you are going to say. You will then have 1 minute to talk about the information. 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 this rubric as appropriate.

OK, here is your task. You may make notes if you want to.

Turn to Part 4 in the candidate booklet and place in front of the candidate.

Hand plain paper and pen/pencil to candidate, if appropriate. 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 arrangement.

Braille and Modified Large Print versions:

PART 4

You will talk about some information. First, you will read the information and prepare what you are going to say. You will then have 1 minute to talk about the information. Please speak for all the time you have.

Your English-speaking friend needs to travel to a nearby city. The information below shows different ways your friend could travel.

Here is some information about three different ways to travel to a nearby city.

Read the information and then leave a message for your friend, recommending a way to travel and explaining why you think this way of travelling is best.

Three Different Ways to Travel

1. By bus

Comfort: 5 out of 5 stars

Value: 3 out of 5 stars

Free WiFi: Yes

Advantage: Nice views

2. By train

Comfort: 2 out of 5 stars

Value: 5 out of 5 stars

Free WiFi: Yes

Advantage: Fast travel

3. By taxi

Comfort: 5 out of 5 stars

Value: 2 out of 5 stars

Free WiFi: No

Advantage: Friendly drivers

PART 4

You will talk about some information.

First, you will read the information and prepare what you are going to say.

You will then talk about the information.

Please speak for all the time you have.

Your English-speaking friend needs to travel to a nearby city.

This table shows the different ways your friend could travel.

Look at the table and then leave a message for your friend, recommending a way to travel and explaining why you think this way to travel is best.

			
	By bus	By train	By taxi
Comfort			
Value for money			
Free WiFi			
Advantage	Nice views	Fast travel	Friendly drivers

Allow appropriate time for the candidate to prepare – a minimum of 90 seconds should be given but you may need to give candidates additional time (at your discretion) to read the task and prepare.

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

OK. Please could you tell me about the information now?

[Candidate responds, up to 1 minute (or more if extra speaking time has been granted).]

*If the candidate dries up before a minute 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.*

*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 FIVE

In Part 5, I will ask you five questions about a topic. First, you have some time to read the task. After I ask you each question, you can have 20 seconds to give your answer. 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, here is your task. You may make notes if you want to.

Turn to Part 5 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 5

You will hear five questions about a topic. First, you have some time to read the task. After you hear each question, you will have 20 seconds to give your answer. Please speak for all the time you have.

A researcher is writing a report about people's leisure time. She/He wants to find out your opinion about the importance of leisure time for young people.

She/He will ask you questions about:

- **daily leisure time**
- **playing sports**
- **being alone**
- **joining clubs**
- **too much leisure time.**

Allow appropriate time for the candidate to prepare – a minimum of 1 minute should be given but you may need to give candidates additional time (at your discretion) to read the task and prepare. If the candidate indicates they are ready to speak before the time has passed, allow them to respond as soon as they feel comfortable to do so.

OK. Now, I am a researcher writing a report about people's leisure time.

How important is it for young people to have some leisure time every day?

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

In your opinion, is it a good idea for all young people to play sports?

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

Is it better for young people to spend leisure time alone or with other people?

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

Some people say that all students should join university clubs. Do you agree?

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

How might having too much leisure time affect how well students do on their courses?

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

*In all five questions above, if the candidate dries up before 20 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.*

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

After the end of the final question, the Interlocutor should say:

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 check that all material, including notes, have been handed back, or deleted from the braille note-taking equipment. The Interlocutor should lead the candidate out of the test room, as appropriate.