

1 Free time
2 Museums

Part 2
4 minutes (6 minutes for groups of three)

Interlocutor

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

(Candidate A), it's your turn first. Here are your photographs. They show people **spending their free time in different ways**.

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

I'd like you to compare the photographs, and say what are the advantages and disadvantages for the people of spending their free time in these different ways.

All right?

Candidate A

⌚ 1 minute

Interlocutor

.....

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

(Candidate B), do you like going shopping?

Candidate B

⌚ approximately 20 seconds

Interlocutor

Thank you.

Now, (Candidate B), here are your photographs. They show people visiting different museums.

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

I'd like you to compare the photographs, and say what the people might find interesting about visiting these different museums.

All right?

Candidate B

⌚ 1 minute

Interlocutor

.....

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

(Candidate A), which of these museums would you like to visit?

.....

Candidate A

⌚ approximately 20 seconds

Interlocutor

Thank you.

Part 1

3 minutes (5 minutes for groups of three)

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.

- Where are you from, (Candidate A)?
- And you, (Candidate B)?
- What do you like about living (here / name of candidate's home town)?
- And what about you, (Candidate A/B)?

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

Everyday life

- What do you usually do in the evenings?
- Do you get a lot of homework every week? (When do you do it?)
- Is there something you do every week after school? (What do you do?)
- Who do you spend time with at the weekends? (What do you do together?)
- What are you going to do this weekend?

Likes and dislikes

- Do you ever go to the cinema? (Tell us about a good film you've seen.)
- Do you have any interests or hobbies? (What do you do?) (What do you like about [hobby mentioned]?)
- Do you play any sports? (What do you like about [sport mentioned]?)
- Have you been to any parties recently? (Tell us about it)
- What do you like doing when you're on holiday? (Why?)

PAPER 5: SPEAKING

Part 2

2

What might the people find interesting about visiting these different museums?



1

What are the advantages and disadvantages for the people of spending their free time in these different ways?



- Why might it be important to do these different activities at school?
- Which two activities are not important for students to do at school?



Parts 3 and 4

7 minutes (9 minutes for groups of three)

21 School Activities

Part 3

Interlocutor

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

(4 minutes for groups of three)

Here are some different activities that students often do during their school day.

Place Part 3 booklet, open at Task 21, in front of the candidates.

First, talk to each other about why it might be important to do these different activities at school. Then decide which two activities are not important for students to do at school.

All right?

.....

Candidates

3 minutes
(4 minutes for groups of three)

Interlocutor

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

Part 4

Interlocutor

Select any of the following questions, as appropriate:

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

- Which of these activities do you most enjoy doing at school? (Why?)

- Some people say that school is for lessons and that students should do other activities after school. What do you think?

- What do you think is the best thing about school life? (Why?)

- Do you think it's true that students have to study too hard these days and don't have enough time to enjoy themselves? (Why? / Why not?)

- Do you think we learn more in school or outside school? (Why?)

- What age do you think students should be allowed to leave school at? (Why?)

Thank you. That is the end of the test.

Assessment

Throughout the test candidates are assessed on their own individual performance and not in relation to each other, by two examiners. The assessor awards marks according to four analytical criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication.

The interlocutor awards a mark for Global Achievement.

■ Grammar and Vocabulary

This refers to the accurate and appropriate use of a range of grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used in spoken interaction.

■ Discourse Management

This refers to the candidate's ability to link utterances together to form coherent speech, without undue hesitation. The utterances should be relevant to the tasks and should be arranged logically to develop the themes or arguments required by the tasks.

■ Pronunciation

This refers to the candidate's ability to produce intelligible utterances to fulfil the task requirements. This includes stress and intonation as well as individual sounds. Examiners put themselves in the position of a non-ESOL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

■ Interactive Communication

This refers to the candidate's ability to take an active part in the development of the discourse. This requires an ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. This also refers to the deployment of strategies to maintain interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

■ Global Achievement

This refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the *Cambridge English: First for Schools* Speaking test. The global mark is an independent impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective.

Marking

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required. The Team Leaders are responsible to a Professional Support Leader, who is the professional representative of Cambridge ESOL for the Speaking tests.

Professional Support Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session in the UK. Team Leaders are appointed by the Professional Support Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both annual examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on video and then conduct practice tests with volunteer candidates in order to establish a common standard of assessment. The sample tests on video are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.