



Anglia Examination Syndicate Limited



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INTERNATIONAL ENGLISH LANGUAGE / BUSINESS EXAMS FOR SPEAKERS OF OTHER LANGUAGES

Speaking Test – November/ December 2005

Proficiency Level

NOTE: This sample test frame will not be shown to the candidates.

Conducting the test

Core Task 1

4 minutes in total (including administration)

The examiner welcomes and reassures the candidates. They are then encouraged to ask each other questions about certain aspects of their lives and lifestyles using prompts given by the examiner. After two minutes, the examiner then asks both candidates to reflect on certain aspects of learning a foreign language, the importance of English as a world language and/or certain areas of any of the other Proficiency exam papers they may have taken.

Suggested Examiner's lines **in bold**:

Hello! My name's ... (examiner's name) and I'll be your examiner today. What's your name? How do you spell your surname? (addressing candidate A). Could I please have your exam entry slip as well as your ID card? Thank you! (Examiner checks FULL name and ID card number on entry list/ exam entry slip, and amends, if necessary. Examiner returns ID card and exam entry slip to candidate A. Examiner repeats same procedure with candidate B.)

For the first part of the test, I'd like you to ask each other some questions about the things which motivate you to study English as well as other subjects you might be studying at the moment, or interested in studying in the future. You have about 3 minutes for this part, so don't worry if I interrupt you. You can start now!

The examiner withdraws eye contact. If necessary, the examiner can prompt candidates with some/ all of the following questions:

Ask each other about:

- **whether you enjoy learning English or you are just learning it because you/ your parents think it's important in your life.**
- **anyone or anything which has motivated you to learn English.**

- **whether you have ever thought of learning another language, besides English, and the reasons for it.**
- **each other's ideal (language) learning situations.**

Thank you!

Core Task 2

4 minutes in total

The examiner gives either one different set of pictures / photographs to each candidate or the same set of visual stimuli to both candidates. One candidate at a time is then given 1

minute to speak uninterrupted about one or more of the pictures / photographs. When both candidates have had their chance to fully exploit their visuals, the examiner will initiate a discussion with both candidates and him/herself about one or more of the topics suggested by the visuals.

Suggested Examiner's lines **in bold**:

Now I'm going to give each of you a picture and I'd like you to take one minute each and talk uninterrupted about your pictures. You should not only describe what you can see in your pictures, but you should also comment on any other aspects which you think might be relevant to the topics illustrated in your pictures. Examiner now gives one picture to each candidate (**ref. pic.:** shellfish; **ref. num.:** Prof1A – **ref. pic.:** bug grub; **ref. num.:** Prof1B).

(Candidate A), are you ready? You can start now.

After one minute, **Thank you!**

(Candidate B), it's your turn now. Can you start please?

After one minute, **Thank you!**

Now I'd like you to compare and contrast both pictures. In other words, talk to each other about the similarities and differences between the topics illustrated in both pictures. You have about 1 1/2 minutes for this. Try to keep the ball rolling for the whole length of time.

If necessary, the examiner should start prompting the candidates with one or more of the following:

Tell each other:

- **why you think some people would be more than happy to eat shellfish but might feel reluctant to try the tomatoes.**
- **whether you might ever consider eating insects.**
- **why some people might even enjoy eating insects.**
- **whether you think there is any difference between eating shellfish and insects.**

After 1 ½ minutes, **Thank you!**

Core Task 3

4 minutes in total

Candidates are given a set of visual stimuli. They are then asked to negotiate and collaborate with each other in order to perform a problem-solving task. Towards the end of the task, the candidates are expected to reach a conclusion regardless of the fact they may or may not have reached an agreement. They can agree to differ. Once the task has come to an end, the examiner invites both candidates to comment on the outcome of their discussion.

Suggested Examiner's lines **in bold**:

For the next part of the test, I'll ask you to look together at a set of pictures and talk to each other for 2 1/2 minutes in order to decide on the four most effective ways in which people could contribute to stop war in the world. You might agree or disagree with each other, but you will need to negotiate with each other in order to reach consensus. The examiner shows the candidates both pictures and puts them on the table within easy reach of the candidates (**ref. pic.:** How to stop war; **ref. num.:** Prof2).

After 2 ½ minutes, **Thank you! Now please tell me...**

The Examiner should select one or more of the following:

- **which one of your selected contributions against war in the world you'd say is the most effective.**
- **whether you have ever participated in one or more of the events shown in the pictures. If so, how did it feel?**
- **what other suggestions you could make in order to stop war in the world.**

After 1 minute, **Thank you!**

Core Task 4

5 minutes in total

The examiner provides each candidate with one short passage / visual stimulus with some wording and invites them to read, examine and think about the purpose / main topic of the visuals in 1 minute. They are then asked to comment on their own materials and to discuss the purpose, source, intended audience and general theme of the extracts. The examiner usually brings in other aspects to the discussion.

Suggested Examiner's lines **in bold**:

For the last part of the test, I'm going to give each of you an advertisement which appeared in an English magazine. I want you to take 1 minute to read and examine the advertisements carefully, and think about the purpose of them as well as how effective you think the advertisements might be. The examiner hands the candidates the advertisements and withdraws eye contact (**ref. pic.:** Sveltesse; **ref. num.:** Prof3A - **ref. pic.:** Uncle Ben's; **ref. num.:** Prof3B).

After 1 minute, ...

(Candidate B), are you ready? What do you think is the main purpose of your advertisement? Do you find it effective in terms of reaching the desired target audience? Why? Why not?

After 1 minute, **Thank you!**

(Candidate A), now it's your turn. I'd like you to tell us whether you find your advertisement effective. Why? Why not? Also, in your opinion, what kind of audience is your advertisement intended to appeal to?

After 1 minute, **Thank you!**

For the very last part of today's test, I'd like you to tell me whether you believe advertisements like these could be used in Argentina. Why? Why not? Examiner asks for candidate A's and candidate B's opinions respectively.

After 1 minute, Thank you very much! After 1 minute, Thank you very much! That was the end of the test. You can go now. Goodbye!