CAE / SPEAKING TEST (15 minutes)

PART ONE= social interaction (3 minutes)

OUTLINES / PATTERN

In this part---)

The interlocutor asks each candidate a series of questions by addressing one question to Candidate A, then the same or a different question to Candidate B. The questions relate to the candidates' own lives and focus on areas such as work, leisure time and future plans.

The questions are designed to elicit a range of tenses.

The focus of this part of the test is on general interactional and social language arising out of the conversation between the interlocutor and each candidate.

This short social exchange is a natural way to begin an interaction, and it gives candidates time to settle before dealing with the more specific tasks in Parts 2, 3 and 4.

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- -The interlocutor asks the candidates questions about themselves
- -The candidates ask also each other questions using prompts given by the interlocutor,
- -The candidates are expected to listen to the questions and listen to what their partner has to say

POSSIBLE TOPICS

Studying English (why do you study English? How do you study English? How often a week do you happen to read or listen to some English?)

Travelling abroad (what country(ies) have you ever visited? When? How many times? / what did you do in this / these country(ies)?

Holiday (What kinds of holiday appeal to you most? Why? / which country would you most like to visit? Why? / which part of your country would you recommend to tourists? Why?)

Living abroad (How would you feel about living abroad permanently? / What are the advantages and disadvantages of living abroad for a short time? / If you could live in another country where would you choose? Why? / What would attract you to live in a certain place? Why?)

Likes(what do you particularly like in your country, in your area? Why?)

Home town (what places of interest are there where you live?)

Future plans(What change would you like to make in your life in the future)? / what are your future plans? / What do you hope to be doing this time next year? / Are you someone who likes to plan for the future or do you prefer to let things happen?)

Events (what interested events have happened in your life recently)

Influence (who has the greatest influence on your life so far?)

Memories (what are your earliest memories at school?)

Spare-time (what are your interests and leisure activities / hobbies? /

how important is sport and exercise in your life? / what types of TV programmes are worth watching? Why? / what kinds of music do you enjoy listening to?)

Attitude (what is your attitude to sports, to hi-tech? + to any topic,,,)

Habits (what are your routines?)

Daily life (which part of the day do you enjoy most? / what do you do at weekends? / What do you do to relax? / Do you prefer to follow a routine or do you like to do something different every day?

Work (how important is it to have a routine when working or studying? Why? / When do you prefer to work or study-in the morning, afternoon or evening? Why? / What jobs are popular in your country nowadays? Why?

Communication (Is it easy or not to communicate with people from different countries?)

Media (which do you use?how often:do you use the Internet, watch TV, listen to the radio, or read newspapers?)

People (what makes a good friend? / what are the advantages and disadvantage of sharing a flat (a pad=un apart) / which teacher will you always remember? Why? / (how do you like to spend time with your friends

Entertainment (what are the most popular sports in your country? What do you do to keep fit and healthy? What is your opinion of computer games? What kinds of book do you enjoy reading?)

Experience (what is the most exciting experience you've ever had? Why? /if you had the opportunity to try a new activity what would you choose? Why? / How has your life changed in the last two years? / How do you think your life might change in the future?)

Achievement (what is the best thing you have ever achieved so far?

Learning (What is your happiest memory at school? What were the most useful things you learned at school? / What do you enjoy learning? If you had an prortunity to learn something new what would you choose?

Rappels et conseils

Il faut produire une réponse <u>construite</u> et suffisamment <u>développée</u> pour qu'elle permette à l'examinateur d'apprécier **tout à la fois** la <u>qualité</u> de l'anglais, la prise de <u>parole en continu</u> et , si le cas se présente, la prise de <u>parole en inter-activité</u> avec l'autre candidat ou les autres candidats (groupe de 3 candidats)

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PART TWO = individual long turn (4 minutes)
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OUTLINES / PATTERN
In this part)
The interlocutor gives each candidate a one-minute speaking task. In turn, the candidates are asked
to compare two pictures from a set of three in response to a two-pronged task. The candidates are given both spoken and written prompts alongside the visual stimuli.
The listening candidate is asked to comment briefly (for about 30 seconds) after their partner's long turn.
This part tests the candidate's ability to produce an extended piece of discourse, which may involve comparing, describing, expressing opinions and speculating.

-Each candidate is given the opportunity to speak for about a minute without interruption
-Each candidate is asked to comment on a set of photographs or pictures
-They may be asked to:
compare and contrast
identify
rank
estimate
hypothesise
speculate
-The candidates should listen to their partner as they could be asked to comment briefly after their partner has spoken
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Interlocutor: In this part of the test, I'm going to give each of you the chance to speak for about a minute, and to comment briefly after your partner has spoken
First, you will each have the same set of pictures to look at, They show people + TOPIC,
(the interlocutor indicates the pictures to the candidates)

(candidate A), it's your turn <u>First</u> I'd like you to compare and contrast <u>two or three</u> of these situations, saying why the people might + TOPIC.

(and then) and how important it is for them to + TOPIC

Don't forget, you have about one minute for this,

All right? So (candidate A) would you start now, please?

(approximately one minute)

Now (candidate B) can you tell us:

- -in which situation you think it is most important to+TOPIC?
- -which picture do you think best shows the advantage or disavantage of + TOPIC ?

Approximately thirty seconds)

thank you

now (candidate B) same instructions + different TOPIC

Don't forget, you have about one minute for this,

All right? So (candidate B) would you start now, please?
(approximately one minute)
Now (candidate A) can you tell us in which situation you think it is most important to+TOPIC (Approximately thirty seconds)
thank you
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USEFUL PHRASES
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Comparing and contrasting
Both of these pictures
Neither of these pictures
One of these pictureswhile / whereas the other
This one but on the other hand that one,,,,,,

It seems to me that.... It's hard to say but I think... It looks like a... It looks as if / as though.. I'd say.. It must / might / could/ can't be.... I don't think it.....because.....

Speculating

Expressing opinions

Personally speaking....

Speaking personally....

Personally....

I've never thought about it, but I suppose..

I don't really like...but if I had to choose...

It's very difficult to say, but I think...

HELPFUL HINTS FOR CANDIDATES

-Ask for clarification if you are unsure about what to do.
-Begin immediately, don't waste time thinking about what you are going to say.
-Concentrate on the task, don't merely describe the picture.
-Don't panic if you don't know the word for something-paraphrase it.
-Don't interrupt while your partner is talking.
-Even if you have no opinion, invent something.
-Remember-your worst enemy is silence.

PART THREE = collaborative task (**3 minutes**)

OUTLINES / PATTERN

This part of the test consists of a two-way discussion between the candidates in response to a two-pronged task based on visual and written stimuli, e.g. several photographs, artwork or computer graphics with spoken and written prompts.

<u>Candidates engage in a discussion and work towards reaching a negotiated</u> conclusion towards the end of the task.

This part forms the basis for the questions in Part 4 and

tests the candidate's ability to engage in a discussion,

exchange ideas,

express and justify opinions,

agree and/or disagree,

make suggestions,

speculate, evaluate and

work towards a negotiated outcome.

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-The candidates are given a problem to solve in a task to complete together,
-The task would involve
exchanging ideas and opinions
making suggestions
negotiating
agreeing or disagreeing
based on photographs, drawings or visual material
-the candidates are asked to reach a conclusion but they can agree to differ

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Interlocutor
I'd like you to discuss something between / among yourselves, but please speak so that we can hear you,
Here are some pictures showing + TOPIC
FIRST Talk to each other about + TOPIC, saying why + TOPIC, and THEN decide which (two) (issue(s), case(s), situation(s)) are most important / needed
You have about four minutes for this (six minutes for groups of three)
All right
Thank you
So, which (two) (issue(s), case(s), situation(s),,) have you chosen?

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USEFUL PHRASES
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<u>Initiating / focusing</u>
So we have to
There are several possibilities for
Let's talk aboutfirst, shall we?
Let's see what the good points are, shall we?
I think they / we will / would need to
We have to choose
We have to decide which
Opinions / views / ideas
I think
What do you think
From what I know
In my opinion
As far as I'm concerned
Personally speaking
Could I just add that
If I might come in here
Don't you think

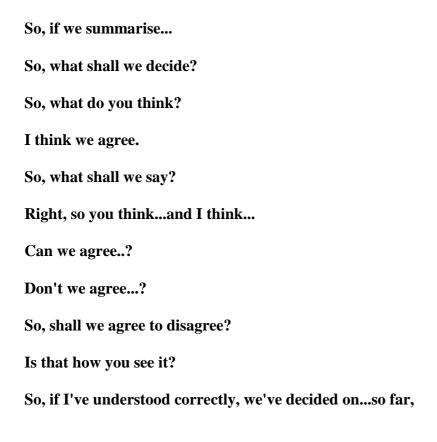
I've heard...

I'm sure..

Agreeing

That's a good point. I couldn't have put it better myself. I couldn't agree more. I'm sure you're right. I hadn't thought of that. What a good idea! Exactly! **Disagreeing** I see what you mean, but don't you think... Yes, but isn't it true that.. I'm sure that's wrong, I don't think I would go along with that... You have a point here, but I think I think that might be a bit difficult if... I'm sorry but I can't agree. That's a good point but...

Concluding



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PART FOUR = a 3-way discussion (4 minutes)
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OUTLINES / PATTERN
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In this part of the test, the interlocutor directs the interaction by asking candidates questions that widen the scope of the topic or issues in Part 3 and may be more abstract in nature.
The interlocutor may specifically invite one of the candidates to respond or ask an open question of the pair.
This part tests the candidate's ability to engage in a more in-depth discussion, exchange information, express and justify opinions and agree and/or disagree.
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-The interlocutor leads the discussion with the $2/3$ candidates:
-The topic is based on the task done in part 3 but broadened by a range of different questions asked,
-They may be asked to respond to the same questions,
-The questions become more abstract as the discussion develops,
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QUESTIONS

what do you think about this topic?

What are the advantages and the disavantages of+ TOPIC

Do you agree?

Why do you agree?

How far=to what extent do you agree that + TOPIC?

How about you?

Do you find this worrying / important / necessary/ useful...?

How important do you think + TOPIC?

What kinds of problem can + TOPIC cause?

Is it a good idea to...?

do you think it is better to,,,

in the future, do you think people will+TOPIC

USEFUL PHRASES \$
Offering a tentative opinion I'm not sure Probably
I'm not sure Probably
Probably
Probably
Perhaps
Maybe
It's very difficult but I think
It's not something I feel strongly about, but
It's not something I feel strongly about, but

Developing the discussion

I'd like to add something...

There's something else I'd like to say..

I couldn't have put it better myself.
Offering a strong opinion
Actually I feel quite strongly that
I'm quite certain that
I know for a fact that
I really don't think it's right that
Expressing agreement
Could I just add that
Exactly!