

Certificate of Proficiency in English Speaking Test

Part 1 (3 minutes / 4 minutes for groups of three)

The examiner who speaks to you (the interlocutor) uses the following script.

Interlocutor	<p>Good morning / afternoon / evening. My name is and this is my colleague And your names are ? Could I have your mark sheets, please?</p> <p>Thank you.</p> <p>First of all, we'd like to know something about you.</p> <p>Where are you from (<i>Candidate A</i>)? And you (<i>Candidate B</i>)?</p> <p><i>Select a further question for each candidate:</i></p> <ul style="list-style-type: none"> • Is English your main subject of study? • Do you spend more time studying alone or with friends? • (You said you're from) Have you lived there for a long time? • (You said you're from) What is the most interesting place for visitors to see there? • Do many tourists visit your area (in <i>candidate's own country</i>)?
Candidates
Interlocutor	<p><i>Select a further question for each candidate:</i></p> <ul style="list-style-type: none"> • Can you tell us something about housing in your area? • What do you look forward to most when you go home at the end of the day? • How important do you think it is to have a routine when working or studying? • Could you tell us about some of your favourite foods? • What opportunities are there for doing sports in your area? • How important is it to speak a foreign language in your country?
Candidates
Interlocutor	<p>Thank you. Now, we'd like to ask you what you think about one or two things.</p> <p><i>Select one or more questions for each candidate, as appropriate:</i></p> <ul style="list-style-type: none"> • If you could live in any country, apart from your own, which would it be? Why? • What do you find is changing most in your country? • Do you think that communications are better now than they used to be? • With more shopping being done over the internet, what future is there for ordinary shops? • Do you think people will still go to the cinema in 10 years' time? Why (not)? • If you could afford to, would you take a trip in space?
Candidates
Interlocutor	Thank you.

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

1 Poster campaign – Insurance protection

The examiner who speaks to you (the interlocutor) uses the following script.

Interlocutor Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

*Place **Part 2** booklet, open at **Task 1**, in front of the candidates.
Select **two** of the pictures for the candidates to look at*.*

First, I'd like you to look at pictures * and * and talk together about why these photographs might have been taken.

You have about a minute for this, so don't worry if I interrupt you.
(2 minutes for groups of three)

Candidates

⌚ 1 minute
(2 minutes for groups
of three)

.....

Interlocutor

Thank you. Now look at all the pictures.

I'd like you to imagine that an insurance company is launching a poster campaign to attract more clients. The picture on the left was used for last year's poster.

Talk together about the aspects of protection shown in all the pictures. Then decide which of the four pictures on the right would have the most impact for this year's poster.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates

⌚ 3 minutes
(4 minutes for groups
of three)

.....

Interlocutor

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

Poster campaign – Insurance protection

A



B



C



D



E



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Part 3 (approximately 12 minutes)

15 Sound

The examiner who speaks to you (the interlocutor) uses the following script.

Interlocutor	<p>Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.</p> <p>A</p> <p>So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.</p> <p>All right? Here is your card.</p> <p><i>Place Part 3 booklet, open at Task 15(a), in front of Candidate A.</i></p> <p>Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.</p> <p><i>[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]</i></p>
Candidate A ⌚ 2 minutes
Interlocutor	<p>Thank you.</p> <p><i>Select one appropriate response question for Candidate B:</i></p> <ul style="list-style-type: none">• What do you think?• Is there anything you would like to add?• Is there anything you don't agree with?• How does this differ from your experience?
Candidate B ⌚ up to 1 minute
Interlocutor	<p><i>Address one of the following follow-up questions to both candidates:</i></p> <ul style="list-style-type: none">• Do you think everyone has musical ability?• What kinds of music do you strongly dislike?• How has your taste in music changed?
Candidates ⌚ 1 minute
Interlocutor	<p>Thank you. Can I have the booklet please? <i>Retrieve Part 3 booklet.</i></p>

Task 15(a)

Why is music important to people around the world?

- traditions
- entertainment
- emotions

15 Sound (cont.)

<p>Interlocutor</p> <p>B</p>	<p>Now (<i>Candidate B</i>), it's your turn to be given a question. Here is your card.</p> <p><i>Place Part 3 booklet, open at Task 15(b), in front of Candidate B.</i></p> <p>Please let (<i>Candidate A</i>) see your card. Remember (<i>Candidate B</i>), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?</p> <p><i>[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]</i></p> <p>.....</p>
<p>Candidate B</p> <p>⌚ 2 minutes</p>	
<p>Interlocutor</p>	<p>Thank you.</p> <p><i>Select one appropriate response question for Candidate A:</i></p> <ul style="list-style-type: none"> • What do you think? • Is there anything you would like to add? • Is there anything you don't agree with? • How does this differ from your experience? <p>.....</p>
<p>Candidate A</p> <p>⌚ up to 1 minute</p>	
<p>Interlocutor</p>	<p><i>Address one of the following follow-up questions to both candidates:</i></p> <ul style="list-style-type: none"> • Are most of your friends quiet or loud people? • Why do people react differently to noise? • Do you think noise levels in public places should be controlled? <p>.....</p>
<p>Candidates</p> <p>⌚ 1 minute</p>	
<p>Interlocutor</p>	<p>Thank you. Can I have the booklet please? <i>Retrieve Part 3 booklet.</i></p>

Task 15(b)

When is it preferable to be in a quiet place or a noisy place?

- age
- activity
- time of day

<p>Interlocutor</p> <p>⌚ up to 4 minutes</p>	<p>Now, to finish the test, we're going to talk about 'sound' in general.</p> <p><i>Address a selection of the following questions to both candidates:</i></p> <ul style="list-style-type: none"> • Do you find the sounds of nature relaxing? Why (not)? • What makes a person's voice pleasant or unpleasant? • Why do you think some people dislike complete silence? • It is said that some nationalities are louder than others. How true is this? • "A great film needs a great soundtrack." Do you agree? Why (not)? • Do you think that children are noisier than adults? (In what circumstances?)
<p>Interlocutor</p>	<p>Thank you. That is the end of the test.</p>

How we assess your speaking for CPE

The assessor (the examiner who is listening to you) is looking for five different things:

Grammar

The assessor will listen to how accurate your grammar is and will check whether you can use complex as well as simple structures.

Vocabulary

The assessor will listen to how wide a range of vocabulary you are able to use and how appropriate it is.

Discourse management

Here the assessor wants to see that you can develop your ideas. You need to show that you can give more than just very short answers and that you can speak coherently and without too much hesitation. You have a good opportunity to develop your ideas in Part 2 of the test.

Pronunciation

The assessor will listen to how clear your pronunciation is. This doesn't mean that you are expected to have a perfect English accent, but it does mean that the assessor shouldn't have to work hard to understand what you are trying to say.

Interactive communication

The assessor wants you to show that you are able to begin a conversation and also that you are able to listen to what your partner says and respond in an appropriate way. You may agree or disagree with your partner, or ask your partner questions. The assessor will check that you don't hesitate too much, and that you are able to take turns with your partner, speaking when it's your turn but also allowing your partner to speak. The interlocutor (the examiner who talks to you) also gives a global mark.