Certificate of Proficiency in English Speaking Test

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor	Good morning / afternoon / evening. My name is and this is my
	colleague And your names are ? Could 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)?
	[address Candidate B] Are you working or studying at the moment?
	[address Candidate A] And you?
	Select a further question for each candidate:
	 You've said you're from (candidate's home town/area). Would you like to spend your whole life living there? Are your evenings generally busier than your days? How important is television in your life? Do you prefer travelling alone, or with other people? If you could have any job, what job would you choose? In the future, do you think you will use English more than you do now?
Candidates	
Interlocutor	Thank you.

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

1 Class discussion - Helping others

Interlocutor	Now, in this part of the test you're going to do something together. Here are some pictures of people helping others.
	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 how common scenes like this are in your country/countries.
	You have about a minute for this, so don't worry if I interrupt you. (2 minutes for groups of three)
Candidates (2 minute (2 minutes for groups of three)	
Interlocutor	Thank you. Now look at all the pictures.
	I'd like you to imagine that some students are going to have a discussion on the importance of helping others. These pictures will be used as the basis for their discussion.
	Talk together about the different ways people help others, as shown in these pictures. Then suggest other situations the students might discuss in which helping others is important.
	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.

Helping others



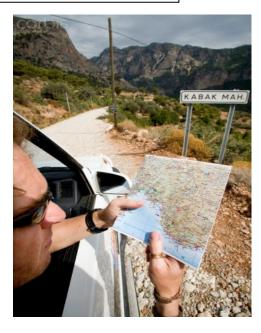






Importance of Reading

Α



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В



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Part 3 (approximately 10 minutes)

2 Experiences

Interlocutor

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.



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.

All right? Here is your card.

Place Part 3 booklet, open at Task 2(a), in front of Candidate A.

Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate A

© 2 minutes

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Interlocutor

Thank you.

Interlocutor

Ask **one** of the following questions to Candidate B:

- Which do you prefer: individual sports or team sports?
- Do you think television has a positive or negative impact on sport?
- Why do extreme sports appeal to some people?

Invite Candidate A to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates

^(b) 1 minute

Interlocutor

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

Task 2(a)

How can taking part in sport be a worthwhile experience?

- relationships
- incentives
- achievements

2 (cont.)

Interlocutor

Now (Candidate B), it's your turn to be given a question. Here is your card.

Place Part 3 booklet, open at Task 2(b), in front of Candidate B.



Please let (Candidate A) see your card. Remember (Candidate B), 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?

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate B ② 2 minutes

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Interlocutor

Thank you.

Interlocutor

Ask **one** of the following questions to Candidate A:

- How much do you depend on technology in your daily life?
- Why do people share their experiences on social networking sites?
- Why should we travel, when we can experience the world through technology?

Invite Candidate B to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates

(b) 1 minute

Interlocutor

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

Task 2(b)

In what ways does technology influence how we experience the world?

- information
- communication
- time

Interlocutor

(b) up to 4 minutes

Now, to finish the test, we're going to talk about 'experiences' in general.

Address a selection of the following questions to both candidates:

- To what extent should education be an enjoyable experience?
- How effective is reading as a way of broadening people's experience?
- Why do some people dislike experiencing surprises?
- How does being part of a group influence our experience of an event?
- Are elderly people respected for their wisdom in your country?
- Which is more important when applying for a job in your country: qualifications or experience?

Interlocutor

Thank you. That is the end of the test.



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For teachers, find lesson plans and more sample materials:

www.cambridgeenglish.org/teaching-english www.cambridgeenglish.org/teaching-english/resources-for-teachers

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