



PAPER 3:

Speaking Tasks

8-10 mins



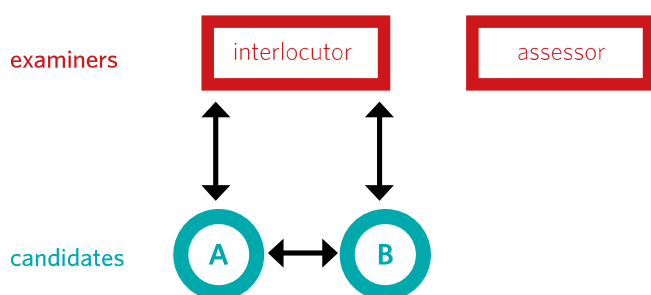
Speaking

Part	Timing	Interaction	Task type	What do candidates have to do?
1	5-6 minutes	Interlocutor ↓ Candidate	Interlocutor asks questions to each candidate in turn	Respond to questions , giving factual or personal information.
2	3-4 minutes	Candidate ↕ Candidate	Information exchange	Candidates ask and answer questions about factual, non-personal information using prompt material.
Total		25 marks		

Preparing learners

Advice for teachers

- The standard format for the Speaking test is two candidates and two examiners.
- One examiner is the interlocutor, who manages the interaction and speaks directly with the candidates. The interlocutor sets up the tasks and gives the candidates their instructions.
- The other examiner is the assessor, who does not join in the conversation, but assesses the candidates' performances.



- Candidates are usually assessed in pairs, unless there is an uneven number of candidates at a centre. In this case, the last test of the session will be a group of three. This is the only circumstance in which candidates can be assessed as a group of three.
- There are a number of packs of materials from which examiners can choose tasks in any one session.
- When selecting topics and resources for speaking practice, teachers can use the **topics list** to help them identify suitable topics to use with learners.
- Free teaching resources and lesson plans are available on the Cambridge English website.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.

Tips for preparing learners for the Speaking paper

- ✓ Give your learners practice speaking English in a range of contexts and, as much as possible, with a range of different people.
- ✓ Use classroom activities which focus on listening and responding to questions, expanding answers and helping to keep a conversation going.
- ✓ Make sure that learners are able to answer simple questions about themselves, including spelling their own names.
- ✓ Common topics for Part 1 include country of origin, subject of study, family, home town, free-time activities, likes and dislikes.
- ✓ Practise using the prompt cards in Part 2 of the Speaking paper by using sample materials from the Cambridge English website.
- ✓ Simple role-plays in which students are required to ask and answer questions will provide useful practice for Part 2.
- ✓ Watch videos of sample candidates, and do 'mock tests' to help your learners become very familiar with the format of the Speaking test.
- ✓ If candidates have any difficulty in understanding an instruction or response, they should ask the interlocutor or their partner to repeat what they said. This will not normally result in any loss of marks.
- ✓ Encourage learners not to learn set pieces for the exam. These will sound unnatural and probably won't answer the specific questions asked.

Quick links to resources

Learners

cambridgeenglish.org/exams/key/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/key/preparation

- Vocabulary list

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

- Free teaching resources
- Lesson plans

Advice by task

Speaking Part 1

THE TASK

- ▷ The interlocutor leads a general conversation with each of the candidates.
- ▷ The interlocutor asks questions about their personal details (including spelling their name), daily routines, likes, dislikes, etc.
- ▷ The interlocutor speaks to the candidates in turn.
- ▷ Candidates respond directly to the interlocutor – they do not talk to each other in this part.
- ▷ Each candidate speaks for 2-3 minutes in this part of the test.

HOW TO APPROACH THE TASK

- ▷ It's normal to feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language and should be easy for candidates to understand.
- ▷ Candidates should listen carefully to the questions and give relevant answers.
- ▷ Candidates should avoid giving one-word answers, but try to extend their answers with reasons and examples wherever possible.
- ▷ If candidates have any difficulty in understanding a question, they should ask the interlocutor to repeat it.

ASSESSMENT

- ▷ This part of the test assesses the candidates' ability to answer simple questions about themselves.

See this task in full on page 51.

Speaking Part 2

Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

*Candidate A, here is some information about a museum.
Candidate B, you don't know anything about the museum,
so ask A some questions about it. Now B, ask A your questions
about the museum and A, you answer them.*

Candidate A - your answers.

Candidate B - your questions.

SANDON AIR MUSEUM	MUSEUM
	♦ what / see?
More than 70 aeroplanes to look at OPEN DAILY 10 am - 6 pm Shop with books and postcards Large free car park	♦ open / weekends?
Tickets: Adults £8.00 Students £5.00	♦ student ticket? £ ?
	♦ car park?
	♦ buy / postcard?

There is a variety of acceptable questions which may be produced using this material. For example:


*What can I see at the museum?
Is it open at the weekend?
How much is a student ticket?
Is there a car park?
Can I buy a postcard there?*

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a library.

*Candidate B, here is some information about a bookshop.
Candidate A, you don't know anything about the bookshop,
so ask B some questions about it. Now A, ask B your questions
about the bookshop and B, you answer them.*

Candidate B - your answers.

Candidate A - your questions.

WORLD BOOKS 212 Main Street	BOOKSHOP
	♦ address ?
Largest bookshop in the country Get your travel books here	♦ big / small ?
Monday - Saturday 10.00 am - 8.00 pm Sunday 12.30 pm - 8.00 pm	♦ closed / Sundays ?
Tel: 724 399	♦ sell / travel books ?
	♦ telephone number ?

THE TASK

- In this part, the candidates talk to each other. The interlocutor sets up the task, but does not take part in it.
- The candidates ask and answer non-personal questions.
- One candidate is given a prompt card for making questions, and the other candidate has a card for answering them.
- Then the candidates are given new cards and swap roles.
- This part lasts 3-4 minutes in total.

HOW TO APPROACH THE TASK

- Candidates should look at the cards carefully and make sure they understand the information on them.
- Candidates should be clear whether they are asking or answering questions.
- Candidates should pay attention to accuracy of question forms.
- Possible topics include daily life, leisure activities and social life (including references to places, times, services, where to go, how to get there, what to eat, etc.).

ASSESSMENT

- This part tests candidates' ability to exchange simple, non-personal information, and to ask questions.