

FCE

SPEAKING TEST



CAE

SPEAKING TEST



Good morning/afternoon. My name is _____ and this is my colleague _____.
And your names are?
Can 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)?

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FCE/CAE SPEAKING TEST GUIDE

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This guide will walk you through the best ways of approaching the different parts of both the FCE and the CAE speaking paper of the Cambridge English examinations. It includes a compilation of tips, techniques and general advice from Cambridge examiners on what to do to pass the speaking test.

There are also Dos and Don'ts tables for each part of the exam. A large number of pictures and visual prompts for Part 2 and Part 3 have been included. They will help you prepare without needing to resort to other books.

This guide is ideal for any student of English who wants to pass the speaking paper of the FCE or the CAE Cambridge English examination.

Cambridge English: First - at a glance

In order to pass the FCE speaking examination you are expected to:

- Keep up a conversation on a fairly wide range of topics, expressing opinions and presenting arguments
- Use a range of structures and vocabulary as well as maintaining a coherent flow of language with an appropriate range of linguistic resources (e.g. linking words)

Cambridge English: Advanced - at a glance

In order to pass the CAE speaking examination you are expected to:

- Express attitudes and opinions in a range of different situations and on a range of general topics
- Use a range of structures and vocabulary as well as maintaining a coherent flow of language with an appropriate range of linguistic resources (e.g. linking words)
- Use language flexibly and effectively for social, academic and professional purposes.
- Produce natural-sounding English using appropriate collocations and phrases.

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Overview of the FCE & CAE Speaking Papers

The Speaking test lasts for 15 minutes and there are four parts.

You take the test with a partner. There are two examiners, although only one (the interlocutor) speaks to you. The other examiner listens and gives detailed marks.

Part 1

Part 1 takes about three minutes. First the interlocutor asks each of you direct questions asking for personal information. Then the interlocutor asks you and your partner questions in turn on general topics such as your interests, daily routines and likes and dislikes.

Part 2

Part 2 lasts about four minutes, during which you each speak on your own for about a minute. You are given **two photographs (FCE)** or **three photographs (CAE)**. You compare two of the pictures and say something more about them. A prompt is given to the candidate in the form of **one direct question (FCE)** or **two direct questions (CAE)**; this is written above the pictures. You are expected to point the similarities and differences between the photographs and then move on to deal with the questions. You are also asked a short question about your partner's photographs after they have finished speaking.

Part 3

Part 3 is divided into two parts, and lasts around four minutes.

You discuss a task with your partner for around two minutes using ideas you are given as written prompts on a mind-map. After two minutes, the interlocutor asks you a second question which is not written down, and you have to make a decision together connected to the topic you have been discussing. You have a minute for this part of the task.

Part 4

Part 4 takes around five minutes. The interlocutor leads a general discussion that broadens the topic of the Part 3 task by discussing more abstract questions on related issues.

Part 1 - The interview

For the initial questions on personal information, you only need to **give short answers**; don't prepare long speeches about who you are and where you are from, but you should say a little more than yes or no.

Aim to answer each question in a couple of sentences – not with just a word or phrase. Think of the question as a starting point; for example, if you are asked where you live, you could name the place, say whether it is a city, town or village, then briefly describe it, and go on to say how you feel about living there.

In the rest of Part 1 the interlocutor will ask you for your own ideas and opinions about more general topics, such as what you enjoy or what ambitions you have. Think of this as being similar to meeting someone in a social situation. You should provide enough detail to give interesting answers, without monopolising the time.

Dos	Don'ts
Give short answers. Aim to answer the question in a couple of sentences.	Don't prepare long speeches about who you are and where you are from
Give complete answers. "Because" should be your favourite word in this part of the test.	Don't give one-word answers! Try to give a reason as well. The examiner will not ask you follow-up questions.
Listen to your partner, you may be asked the same question and you don't want to repeat their answer.	Don't speak too quickly or too slowly.
Give appropriate answers for social situations. Talk in the same way as you would do in any social situation.	Don't worry if the examiner stops you. This has nothing to do with your performance. They have to stick to the time.
Try to provide enough detail to give interesting answers, without monopolising the time.	
Look at the examiner when he or she is speaking to you.	

Part 2 - Comparing and talking about pictures

Listen to the interlocutor's instructions carefully. The task is also written on the paper above the photographs so you won't forget what you have to do. You can ask the interlocutor to repeat the task if you have to, but only do this if it is really necessary as you will lose time from your minute.

Compare the pictures and then move on to the second part of the task. **Don't describe the pictures**; describing them won't allow you to show a range of language at the right level.

Listen to what your partner says about their pictures as the interlocutor will ask you a short question about them. In your answer, you should give some detail, but don't say too much as you only have a short time for this.

Dos	Don'ts
Listen to the interlocutor's instructions carefully	Don't give too much detail when comparing the pictures, you might not have enough time to answer the question.
Compare the pictures, do not describe them. Say what's happening in each photograph and how they are similar and how they are different.	Don't describe the pictures, compare them.
Listen to your partner, you will be asked to comment on his or her pictures.	
Be aware of how speaking for a minute feels.	
Remember to answer the question on the task sheet	Don't forget to answer the question on the task sheet
Keep eye contact with your examiner.	
Smile and relax	

Part 3 - Collaborative task (candidates talk together).

Listen to the task carefully so that you understand exactly what to do.

The task is written in the middle of the paper with prompts around it, and you have a short time to read the task before you have to start talking. You can ask the Interlocutor to repeat the task if you are not sure, but this should not be necessary.

Discuss each written prompt in turn. **It doesn't matter if you don't discuss all the prompts**, so make sure you say everything you can think of about each one before you move on to the next. Try to discuss the issues raised in the prompts in detail, and to **use a range of language**.

Remember to **ask your partner for their views** as well as giving your own opinion. Really listen to what they say so that you can respond to their ideas and suggestions appropriately.

After two minutes, you are given a minute to discuss a decision on a topic related to the one you have been discussing with the prompts.

Continue to use a range of language in your negotiation towards your decision. **Don't make your decision too quickly**, or you won't talk for a minute, and remember there is no 'right' decision.

Dos	Don'ts
Listen to the task carefully so that you understand exactly what to do.	Don't spend too long talking about one particular option.
Look at each other, not down at the paper or at the examiner.	Don't stop talking. Continue your discussion until the examiner says "thank you".
Take turns to ask and answer questions.	Don't worry if you don't have time to talk about every option- you won't lose marks for this.
Give reasons and examples to support your ideas.	Don't waste time reading or thinking. Remember to speak.
Say what you think. You don't have to agree with your partner.	Don't make the decision too soon – you have a minute to talk.
Try to use a range of language.	
Say what you think , then ask your partner for their opinion.	

Part 4 – Discussion on topics related to Part 3

The interlocutor may ask questions for you both to discuss, or they may ask you each a question in turn. You can **contribute to your partner's question**, as long as you do this appropriately.

The questions in this part are more abstract, and **you should give longer answers than you did in Part 1**. Try to develop your ideas, and give your opinions in an interesting and coherent way. **You can disagree with what your partner says!** There are no 'right' answers to the questions.

Dos	Don'ts
Say what you think. You don't have to agree with your partner.	Don't worry if you don't agree with your partner. You can disagree with what your partner says! There are no 'right' answers to the questions.
Give examples or justifications to back up your opinions.	Don't just say I don't know. If you don't have an opinion already about some topic, explore possibilities and speculate (e.g. I'm not sure but perhaps...).
Contribute to your partner's if you want but do it appropriately.	Don't forget that there are no right answers to any questions, so you only get judged on your use of language, not your opinions themselves.
Remember to listen as well as speak and show interest in what your partner has to say.	
Try to use a range of language.	
Say what you think, then ask your partner for their opinion.	
Give as full an answer as possible to each question. Keep words like 'Why?', 'How?', 'When?' and 'Where?' in your head to help you think of your response.	Do not give short answers. The questions in this part are more abstract, and you should give longer answers than you did in Part 1.

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FCCE SPEAKING TEST

ASSESSMENT CRITERIA

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

FCE SPEAKING

THE SPEAKING TEST IS MARKED IN FOUR DIFFERENT CATEGORIES

▪ GRAMMAR AND VOCABULARY

THE STUDENT IS MARKED ON HOW WELL THEY USE STRUCTURES , HOW ACCURATELY THEY USED THEM AND HOW APPROPRIATE THEIR VOCABULARY IS.

▪ PRONUNCIATION (STRESS & INTONATION)

THEY DON'T HAVE TO BE PERFECT , THEY HAVE TO BE CLEAR.

▪ DISCOURSE MANAGEMENT

HOW WELL THE STUDENT ORGANIZES WHAT THEY SAY SO THAT YOU CAN FOLLOW WHAT THEY SAY AND CAN UNDERSTAND THEIR OPINION.

▪ INTERACTIVE COMMUNICATION

HOW WELL THE STUDENT MANAGES TO INTERACT WITH OTHER PEOPLE.

PART 1

IN PART 1, THE EXAMINER IS LOOKING FOR THE STUDENT'S ABILITY TO GIVE PERSONAL INFORMATION IN A NATURAL , RELAX AND SOCIAL WAY.

ANSWERS SHOULD NOT GIVEN IN A VERY LONG WAY.

PART 2

THE IMPORTANT THING WITH THIS PART IS THAT THE STUDENTS DO REMEMBER TO **COMPARE** THE PICTURES BEFORE GOING ON TO ANSWERING THE QUESTION, AND NOT ONLY DESCRIBE WHAT THEY SEE.

THE EXAMINER IS LOOKING FOR THE STUDENT'S ABILITY TO BE ABLE TO ORGANISE WHAT THEY SAY COHERENTLY, IN OTHER WORDS THAT ANYBODY LISTENING TO THEM COULD FOLLOW WHAT THEY SAY VERY EASILY.

PART 3

THE EXAMINER IS LOOKING FOR THE STUDENT'S ABILITY TO INTERACT WITH EACH OTHER AND TO MOVE THE DISCUSSION FORWARD. THIS INVOLVES STARTING THE DISCUSSION AND RESPONDING TO WHAT THE PARTNER SAYS.

IT IS MORE IMPORTANT TO TALK AS MUCH AS THEY CAN ABOUT A PARTICULAR TOPIC , RATHER THAN TRYING TO COVER ALL OF THE IDEAS.

PART 4

THE EXAMINER IS LOOKING FOR THE STUDENT'S ABILITY TO USE COMPLEX LANGUAGE ABOUT MORE ABSTRACT TOPICS.

CAE SPEAKING TEST

ASSESSMENT CRITERIA

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>				
3	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	<i>Performance shares features of Bands 1 and 3.</i>				
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. 	<ul style="list-style-type: none"> Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	<i>Performance below Band 1.</i>				

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SPEAKING TEST TIPS

PART 1 – THE INTERVIEW



BUT DO NOT ONLY ANSWER WITH SINGLE WORDS EITHER.



EXAMINER : WHAT'S THE MOST IMPORTANT MEAL FOR YOU?

CANDIDATE : LUNCH.

A BETTER ANSWER WOULD HAVE BEEN :

CANDIDATE : THE MOST IMPORTANT MEAL FOR ME IS BREAKFAST. I THINK IT IS IMPORTANT TO START THE DAY FULL OF ENERGY.



EXAMINER: DO YOU LIKE GOING TO THE CINEMA?

CANDIDATE: NOT MUCH.

HE SHOULD HAVE EXPLAINED THE REASONS WHY HE DOESN'T LIKE GOING TO THE CINEMA.

A BETTER ANSWER WOULD HAVE BEEN:
CANDIDATE: NOT MUCH.I PREFER TO

Give appropriate answers for social situations.

Talk in the same way you would in any social situation.



Ask for clarification of instructions or a question if you're not sure.

- Why might the people think it is important to take these photos?



- Why might the people have chosen these forms of transport?



- Why might the people have chosen these forms of entertainment?



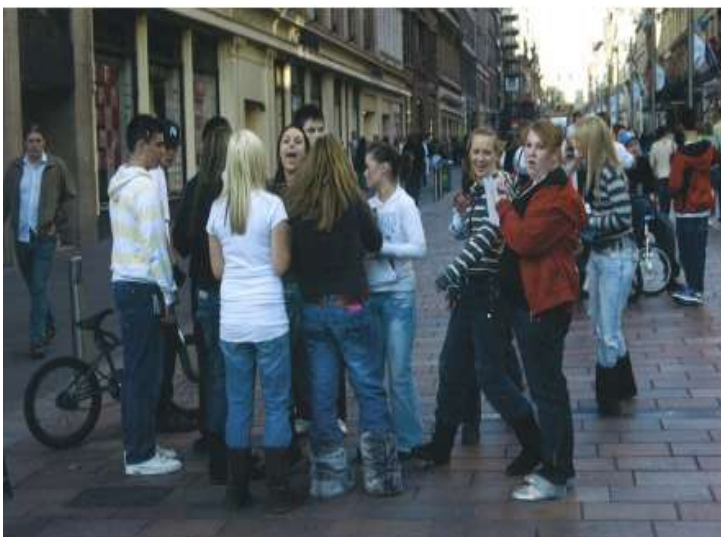
- Why do you think the people may be doing these challenging activities?



- Why would people want to visit places like these?



- What are the people enjoying about spending time together?



GENERAL TIPS



- Listen carefully to instructions and questions.
- Smile and make frequent eye-contact with the examiner and your partner.
- Avoid nervous habits like playing with your hair or biting your lip.
- Don't apologise for feeling nervous! Be positive!
- If you get stuck and can't think of a word, paraphrase - don't stop and try to find the word you are looking for; say what you want to say using other words.

FCE



SPEAKING TEST

GUIDE

CAE

CAMBRIDGE ENGLISH

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