

ENGLISH FOR ACADEMIC PURPOSES SPEAKING EXAMINATION

SAMPLE 1

EXAMINER'S OVERVIEW

This speaking examination consists of 3 parts. Allow a 15-minute turnaround per candidate.

	What happens	Length of part
Part 1	You ask candidate 1 scripted question. This part of the test is designed as a warm-up to the main topic.	1 minute
Part 2	Candidate will read a task card, prepare a response and then speak.	4 minutes made up of: 2 minutes (preparation) 2 minutes (monologue)
Part 3	You ask the candidate 1 follow-up question followed by at least 1 question from the list provided. This part should develop into a two-way discussion. <i>In this part you have more flexibility to phrase follow-up questions which are appropriate to the context and are specific to the candidate's monologue.</i>	3-4 minutes
TOTAL		8-9 minutes

BEFORE THE EXAMINATION: Checklist

Exam room - outside	Equipment needed	Exam room - inside	Exam materials
Post the schedule on the door. ☐	Digital recorder & spare batteries, or other recording equipment. ☐	Should be quiet. ☐	Print out the exam sets. ☐
Post the notice 'Assessment in Progress - Do not Disturb' on the door. ☐	Stopwatch, visible to both student and examiner. ☐	Should have good lighting ☐	Laminate the student cards separately. ☐
Ensure there is somewhere for candidates to wait quietly. ☐	Sufficient fresh paper and pencils for each candidate. ☐	Arrange the tables so that the examiner faces the candidate. ☐	Ensure you have an examiner script for each student card. ☐
Ensure the corridor is as quiet as possible. ☐		Place the student version topic cards face down at all times. ☐	Ensure you have marking criteria (descriptors). ☐
			Ensure you are familiar with the instructions. ☐

DURING THE EXAMINATION:

- When the candidate enters the examination room, ask them to sit down and explain very briefly what will happen in the exam.
- Select an exam set (ensuring variety for candidates) but do not show the candidate the topic card at this point.
- Start the recorder. State the **module name** and **student cohort**, **exam date**, the **candidate's ID number**, and the **exam set**.
- Follow the script.** Following the script ensures procedures for examination conduct are consistent and fair.

NOTES:

PART 1 - questions should not be altered, paraphrased or prompted further unless indicated. Items of vocabulary can be explained if the candidate explicitly asks. If the candidate does not understand a question after it has been repeated twice, the examiner must move on. The candidate may speak for up to 1 minute. After 1 minute, or when they stop speaking if sooner, proceed to Part 2.

PART 2 - candidates may ask the examiner to explain vocabulary on their task card during the 2 minutes' preparation time. These clarifications are part of the preparation time, therefore should be succinct. Timing should be precise and transparent.

PART 3 - the examiner has more flexibility to phrase follow-up questions which are appropriate to the context and are specific to the candidate's monologue. The examiner should ask a follow-up question followed by at least question from the list provided. This should develop into a two-way discussion. **Prioritise student-centred discussion over asking fixed questions.**

AT THE END OF THE EXAMINATION:

- Inform the candidate that this is the end of the exam, thank them and invite them to leave.
- Stop the voice recorder.
- Collect all their notes and assessment materials before they leave the room. **No exam material should leave the room with the candidate.**
- The examiner should use the Kaplan International Pathways Descriptors to grade the candidate's performance.

**ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 1: SET 1
EXAMINER'S VERSION**

PART 1 (1 min)

Examiner: My name is (examiner's name) and I will be asking you some questions. Now, in this first part, I'd like to ask you a question about the topic of education and employment.

- How can education change people's lives?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of education and employment, and you will have to say how far you agree or disagree. You have to talk about this for 2 minutes. You have 2 minutes to think about what you are going to say and make some notes. You can choose whether to use the prompts on the card or your own ideas and you can ask me about vocabulary on the card if you want to. Okay? Your preparation time starts now. **[Start timer.]**
Give the candidate 2 minutes to read the task card and prepare for their monologue – they may make notes.

Statement:

***Education helps to prepare young people for the reality of working life.
Therefore, businesses and employers should decide what is taught and how
assessment is carried out in schools, colleges and universities.***

Think about (optional):

- Personal choice
- Job prospects
- Qualifications

Question:

How far do you agree or disagree? Use examples and evidence to support your opinion.

After 2 minutes, prompt the candidate to begin.

Examiner: Alright? You have 2 minutes for this. I will take some notes while you are speaking and I'll tell you when the time is up. Do not worry if I interrupt you. Can you start speaking now please? **[Start timer.]**

Candidate speaks. If the candidate stops speaking with 20 seconds or more remaining, ask them "Do you want to say anything else?" neutrally. Allow them the full 2 minutes unless they explicitly want to stop. Stop/interrupt the candidate at 2 minutes. Do not offer extensions or time to complete thoughts or sentences. There is no penalty for filling the time.

Examiner: Thank you, now we will move on to part 3 of the examination.

PART 3 (3-4 mins)

Ask the candidate one follow-up question based on the content of their monologue. Allow discussion to develop.

Examiner: I would like to ask you some further questions about the topic you discussed in Part 2.

Examples: *You said that.... Why do you think this is true?*
 I didn't follow what you said about...? Could you go over that again, please?
 Why do you believe that is the most important concern?

Additional questions for building further discussion. Ask the candidate at least one question:

1. Do you think most employers are happy with the current education system? (Why/ why not?)
2. Should industries attempt to set up their own universities? (Why/ why not?)
3. How do you think the way we educate our children may change in the future?
4. Do you think high unemployment rates are partly due to poor educational practices?

After at least 3 minutes (4 minutes maximum): Examiner: Thank you. That is the end of the examination.
Collect all exam papers/notes from the candidate.

**ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 1: SET 2
EXAMINER'S VERSION**

PART 1 (1 min)

Examiner: My name is (examiner's name) and I will be asking you some questions. Now, in this first part, I'd like to ask you a question about the topic of public health.

- What do you think about the healthcare system in your country or region?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of public health, and you will have to say how far you agree or disagree. You have to talk about this for 2 minutes. You have 2 minutes to think about what you are going to say and make some notes. You can choose whether to use the prompts on the card or your own ideas and you can ask me about vocabulary on the card if you want to. Okay? Your preparation time starts now. **[Start timer.]**

Give the candidate 2 minutes to read the task card and prepare for their monologue – they may make notes.

Statement:

People need to take individual responsibility for looking after their own health and that of their families. Governments cannot be held responsible for the health of entire populations.

Think about (optional):

- Information/ education
- Personal choice
- Costs of healthcare

Question:

How far do you agree or disagree? Use examples and evidence to support your opinion.

After 2 minutes, prompt the candidate to begin.

Examiner: Alright? You have 2 minutes for this. I will take some notes while you are speaking and I'll tell you when the time is up. Do not worry if I interrupt you. Can you start speaking now please? **[Start timer.]**

Candidate speaks. If the candidate stops speaking with 20 seconds or more remaining, ask them "Do you want to say anything else?" neutrally. Allow them the full 2 minutes unless they explicitly want to stop. Stop/interrupt the candidate at 2 minutes. Do not offer extensions or time to complete thoughts or sentences. There is no penalty for filling the time.

Examiner: Thank you, now we will move on to part 3 of the examination.

PART 3 (3-4 mins)

Ask the candidate one follow-up question based on the content of their monologue. Allow discussion to develop.

Examiner: I would like to ask you some further questions about the topic you discussed in Part 2.

Examples: You said that.... Why do you think this is true?

I didn't follow what you said about....? Could you go over that again, please?

Why do you believe that is the most important concern?

Additional questions for building further discussion. Ask the candidate at least one question:

1. How does poor public health affect other aspects of society?
2. Should people have to pay for healthcare? (Why/ why not?)
3. Who should be responsible for people who have mental health problems?
4. What changes to public health services can you imagine in the future in your country or region?

After at least 3 minutes (4 minutes maximum): Examiner: Thank you. That is the end of the examination.

Collect all exam papers/notes from the candidate.

**ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 1: SET 3
EXAMINER'S VERSION**

PART 1 (1 min)

Examiner: My name is (examiner's name) and I will be asking you some questions. Now, in this first part, I'd like to ask you a question about the topic of pollution.

- What can people do to help protect the environment?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of pollution, and you will have to say how far you agree or disagree. You have to talk about this for 2 minutes. You have 2 minutes to think about what you are going to say and make some notes. You can choose whether to use the prompts on the card or your own ideas and you can ask me about vocabulary on the card if you want to. Okay? Your preparation time starts now. **[Start timer.]**

Give the candidate 2 minutes to read the task card and prepare for their monologue – they may make notes.

Statement:

People all over the world produce waste and cause a lot of pollution; this causes a lot of damage to the environment. We need much stricter laws and punishments to stop offenders who don't care.

Think about (optional):

- Responsibility
- Environmental problems
- Consequences of pollution

Question:

How far do you agree or disagree? Use examples and evidence to support your opinion.

After 2 minutes, prompt the candidate to begin.

Examiner: Alright? You have 2 minutes for this. I will take some notes while you are speaking and I'll tell you when the time is up. Do not worry if I interrupt you. Can you start speaking now please? **[Start timer.]**

Candidate speaks. If the candidate stops speaking with 20 seconds or more remaining, ask them "Do you want to say anything else?" neutrally. Allow them the full 2 minutes unless they explicitly want to stop. Stop/interrupt the candidate at 2 minutes. Do not offer extensions or time to complete thoughts or sentences. There is no penalty for filling the time.

Examiner: Thank you, now we will move on to part 3 of the examination.

PART 3 (3-4 mins)

Ask the candidate one follow-up question based on the content of their monologue. Allow discussion to develop.

Examiner: I would like to ask you some further questions about the topic you discussed in Part 2.

Examples: *You said that.... Why do you think this is true?*
 I didn't follow what you said about....? Could you go over that again, please?
 Why do you believe that is the most important concern?

Additional questions for building further discussion. Ask the candidate at least one question:

1. How can careless attitudes to pollution affect the future of children?
2. Why aren't some countries able to manage pollution control more effectively?
3. What do you think are the most important steps to take to protect the environment?
4. Do you think that fining people who produce pollution would be an effective solution to the problem?

After at least 3 minutes (4 minutes maximum): Examiner: Thank you. That is the end of the examination.

Collect all exam papers/notes from the candidate.

ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 1: SET 4
EXAMINER'S VERSION

PART 1 (1 min)

Examiner: My name is (examiner's name) and I will be asking you some questions. Now, in this first part, I'd like to ask you a question about the topic of travel and tourism.

- Why do so many people want to travel abroad these days?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of travel and tourism, and you will have to say how far you agree or disagree. You have to talk about this for 2 minutes. You have 2 minutes to think about what you are going to say and make some notes. You can choose whether to use the prompts on the card or your own ideas and you can ask me about vocabulary on the card if you want to. Okay? Your preparation time starts now. **[Start timer.]**

Give the candidate 2 minutes to read the task card and prepare for their monologue – they may make notes.

Statement:

Tourists can see and experience a lot of the world if they make foreign friends and go to visit them abroad. Travel agents, hotels and package holidays can never offer this kind of experience.

Think about (optional):

- Culture
- Organisation
- Cost

Question:

How far do you agree or disagree? Use examples and evidence to support your opinion.

After 2 minutes, prompt the candidate to begin.

Examiner: Alright? You have 2 minutes for this. I will take some notes while you are speaking and I'll tell you when the time is up. Do not worry if I interrupt you. Can you start speaking now please? **[Start timer.]**

Candidate speaks. If the candidate stops speaking with 20 seconds or more remaining, ask them "Do you want to say anything else?" neutrally. Allow them the full 2 minutes unless they explicitly want to stop. Stop/interrupt the candidate at 2 minutes. Do not offer extensions or time to complete thoughts or sentences. There is no penalty for filling the time.

Examiner: Thank you, now we will move on to part 3 of the examination.

PART 3 (3-4 mins)

Ask the candidate one follow-up question based on the content of their monologue. Allow discussion to develop.

Examiner: I would like to ask you some further questions about the topic you discussed in Part 2.

Examples: *You said that.... Why do you think this is true?*
 I didn't follow what you said about...? Could you go over that again, please?
 Why do you believe that is the most important concern?

Additional questions for building further discussion. Ask the candidate at least one question:

1. What are the dangers of travelling independently in foreign countries?
2. Do you think tourist visas should be more difficult to obtain? (Why/ why not?)
3. How is the experience of travelling different if you try and speak the language of the country or region you are visiting?
4. Why do you think local people in certain places can be hostile to tourists?

After at least 3 minutes (4 minutes maximum): Examiner: Thank you. That is the end of the examination.

Collect all exam papers/notes from the candidate.

ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 1: SET 5
EXAMINER'S VERSION

PART 1 (1 min)

Examiner: My name is (examiner's name) and I will be asking you some questions. Now, in this first part, I'd like to ask you a question about the topic of natural resources.

- Which are the most important natural resources, and why?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of natural resources, and you will have to say how far you agree or disagree. You have to talk about this for 2 minutes. You have 2 minutes to think about what you are going to say and make some notes. You can choose whether to use the prompts on the card or your own ideas and you can ask me about vocabulary on the card if you want to. Okay? Your preparation time starts now. **[Start timer.]**

Give the candidate 2 minutes to read the task card and prepare for their monologue – they may make notes.

Statement:

Water is the most basic essential of life but it is limited or expensive to provide in certain parts of the world; therefore, people should be encouraged to relocate and settle in places where water is more plentiful.

Think about (optional):

- Threat to lives
- Personal history
- Cost of alternative

Question:

How far do you agree or disagree? Use examples and evidence to support your opinion.

After 2 minutes, prompt the candidate to begin.

Examiner: Alright? You have 2 minutes for this. I will take some notes while you are speaking and I'll tell you when the time is up. Do not worry if I interrupt you. Can you start speaking now please? **[Start timer.]**

Candidate speaks. If the candidate stops speaking with 20 seconds or more remaining, ask them "Do you want to say anything else?" neutrally. Allow them the full 2 minutes unless they explicitly want to stop. Stop/interrupt the candidate at 2 minutes. Do not offer extensions or time to complete thoughts or sentences. There is no penalty for filling the time.

Examiner: Thank you, now we will move on to part 3 of the examination.

PART 3 (3-4 mins)

Ask the candidate one follow-up question based on the content of their monologue. Allow discussion to develop.

Examiner: I would like to ask you some further questions about the points you made in your talk.

Examples: *You said that.... Why do you think this is true?*
 I didn't follow what you said about....? Could you go over that again, please?
 Why do you believe that is the most important concern?

Additional questions for building further discussion. Ask the candidate at least one question:

1. How important is the natural resource of oil these days?
2. Is it okay to damage the environment in order to extract natural resources (Why/ why not?)
3. Which natural resources do you think will be the most important in the future?
4. Why do natural resources sometimes cause disagreements and conflicts between countries?

After at least 3 minutes (4 minutes maximum): Examiner: Thank you. That is the end of the examination.

Collect all exam papers/notes from the candidate.

ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 1: SET 6
EXAMINER'S VERSION

PART 1 (1 min)

Examiner: My name is (examiner's name) and I will be asking you some questions. Now, in this first part, I'd like to ask you a question about the topic of food and health.

- How important is healthy eating for children?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of fast food and health, and you will have to say how far you agree or disagree. You have to talk about this for 2 minutes. You have 2 minutes to think about what you are going to say and make some notes. You can choose whether to use the prompts on the card or your own ideas and you can ask me about vocabulary on the card if you want to. Okay? Your preparation time starts now. **[Start timer.]**

Give the candidate 2 minutes to read the task card and prepare for their monologue – they may make notes.

Statement:

A fast growing health crisis in developed countries is the excessive consumption of fast food and processed foods. Due to the fact that many individuals cannot manage their diets, there should be a total ban on the sale of these foods.

Think about (optional):

- Business and economy
- Responsibility
- Alternative solutions

Question:

How far do you agree or disagree? Use examples and evidence to support your opinion.

After 2 minutes, prompt the candidate to begin.

Examiner: Alright? You have 2 minutes for this. I will take some notes while you are speaking and I'll tell you when the time is up. Do not worry if I interrupt you. Can you start speaking now please? **[Start timer.]**

Candidate speaks. If the candidate stops speaking with 20 seconds or more remaining, ask them "Do you want to say anything else?" neutrally. Allow them the full 2 minutes unless they explicitly want to stop. Stop/interrupt the candidate at 2 minutes. Do not offer extensions or time to complete thoughts or sentences. There is no penalty for filling the time.

Examiner: Thank you, now we will move on to part 3 of the examination.

PART 3 (3-4 mins)

Ask the candidate one follow-up question based on the content of their monologue. Allow discussion to develop.

Examiner: I would like to ask you some further questions about the points you made in your talk.

Examples: *You said that.... Why do you think this is true?*
 I didn't follow what you said about...? Could you go over that again, please?
 Why do you believe that is the most important concern?

Additional questions for building further discussion. Ask the candidate at least one question:

1. How far should governments be responsible for the health of their populations?
2. How important is the role of family in the matter of eating habits and health?
3. Should the food industry be held responsible for the consequences of what it sells? Why/why not?
4. Why have fast and processed foods become so popular in some countries but not in others?

After at least 3 minutes (4 minutes maximum): Examiner: Thank you. That is the end of the examination.

Collect all exam papers/notes from the candidate.

ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 1: SET 7
EXAMINER'S VERSION

PART 1 (1 min)

Examiner: My name is (examiner's name) and I will be asking you some questions. Now, in this first part, I'd like to ask you a question about the topic of public transport.

- Do you often use public transport in your country or region? Why/ why not?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of public transport, and you will have to say how far you agree or disagree. You have to talk about this for 2 minutes. You have 2 minutes to think about what you are going to say and make some notes. You can choose whether to use the prompts on the card or your own ideas and you can ask me about vocabulary on the card if you want to. Okay? Your preparation time starts now. **[Start timer.]**

Give the candidate 2 minutes to read the task card and prepare for their monologue – they may make notes.

Statement:

One way to reduce traffic and pollution in cities is to get people to use public transport instead of private cars. For this reason, governments should make laws to ban private vehicles from city centres.

Think about (optional):

- Freedom of choice
- Environment
- Cost

Question:

How far do you agree or disagree? Use examples and evidence to support your opinion.

After 2 minutes, prompt the candidate to begin.

Examiner: Alright? You have 2 minutes for this. I will take some notes while you are speaking and I'll tell you when the time is up. Do not worry if I interrupt you. Can you start speaking now please? **[Start timer.]**

Candidate speaks. If the candidate stops speaking with 20 seconds or more remaining, ask them "Do you want to say anything else?" neutrally. Allow them the full 2 minutes unless they explicitly want to stop. Stop/interrupt the candidate at 2 minutes. Do not offer extensions or time to complete thoughts or sentences. There is no penalty for filling the time.

Examiner: Thank you, now we will move on to part 3 of the examination.

PART 3 (3-4 mins)

Ask the candidate one follow-up question based on the content of their monologue. Allow discussion to develop.

Examiner: I would like to ask you some further questions about the topic you discussed in Part 2.

Examples: *You said that.... Why do you think this is true?*
 I didn't follow what you said about...? Could you go over that again, please?
 Why do you believe that is the most important concern?

Additional questions for building further discussion. Ask the candidate at least one question:

1. How do you think public transport and its use will change in the future?
2. Do all countries face the same problems with providing public transport? Why/ why not?
3. How could new developments in cars and road systems affect this issue?
4. Which is more important, protecting the environment or individual freedom of choice? Why?

After at least 3 minutes (4 minutes maximum): Examiner: Thank you. That is the end of the examination.

Collect all exam papers/notes from the candidate.

ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 1: SET 8
EXAMINER'S VERSION

PART 1 (1 min)

Examiner: My name is (examiner's name) and I will be asking you some questions. Now, in this first part, I'd like to ask you a question about the topic of technological developments.

- What do you think is the most important recent technological development?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of technological development, and you will have to say how far you agree or disagree. You have to talk about this for 2 minutes. You have 2 minutes to think about what you are going to say and make some notes. You can choose whether to use the prompts on the card or your own ideas and you can ask me about vocabulary on the card if you want to. Okay? Your preparation time starts now. **[Start timer.]**

Give the candidate 2 minutes to read the task card and prepare for their monologue – they may make notes.

Statement:

Much technology has been invented to investigate historical events. This is a waste of time and money. Technological developments should focus on improving the future rather than learning about the past.

Think about (optional):

- Spending and time priorities
- Educational benefits
- Future needs

Question:

How far do you agree or disagree? Use examples and evidence to support your opinion.

After 2 minutes, prompt the candidate to begin.

Examiner: Alright? You have 2 minutes for this. I will take some notes while you are speaking and I'll tell you when the time is up. Do not worry if I interrupt you. Can you start speaking now please? **[Start timer.]**

Candidate speaks. If the candidate stops speaking with 20 seconds or more remaining, ask them "Do you want to say anything else?" neutrally. Allow them the full 2 minutes unless they explicitly want to stop. Stop/interrupt the candidate at 2 minutes. Do not offer extensions or time to complete thoughts or sentences. There is no penalty for filling the time.

Examiner: Thank you, now we will move on to part 3 of the examination.

PART 3 (3-4 mins)

Ask the candidate one follow-up question based on the content of their monologue. Allow discussion to develop.

Examiner: I would like to ask you some further questions about the topic you discussed in Part 2.

Examples: *You said that.... Why do you think this is true?*
 I didn't follow what you said about...? Could you go over that again, please?
 Why do you believe that is the most important concern?

Additional questions for building further discussion. Ask the candidate at least one question:

1. In your opinion, how important is history as a school subject? (Why?)
2. Do you think people become more interested in history as they get older? (Why/ why not?)
3. Can events in the past teach us about events which might happen in the future? (Why/ why not?)
4. What should the priorities be for technological development in the future?

After at least 3 minutes (4 minutes maximum): Examiner: Thank you. That is the end of the examination.

Collect all exam papers/notes from the candidate.