

ENGLISH FOR ACADEMIC PURPOSES SPEAKING EXAMINATION

SAMPLE 2

EXAMINER'S OVERVIEW

This speaking examination consists of 3 parts. Allow a 10 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 2 questions 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. ☐	Should be quiet. ☐	Print out the exam sets. ☐
Post the notice 'Assessment in Progress - Do not Disturb' on the door. ☐	Stopwatch. ☐	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) & mark sheets. ☐
			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.
- The interlocutor randomly selects an exam set (ensure variety for candidates) but must not show the student 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.

PART 2 - *candidates may ask the examiner to explain vocabulary on their task card during the 2 minutes' preparation time.*

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 put one follow-up question to the candidate followed by two questions from the list provided. This should develop into a two-way discussion.

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.
- The examiner should use the KIC EAP Individual Speaking Descriptors and mark sheet to grade the candidate's performance.

ENGLISH FOR ACADEMIC PURPOSES
SPEAKING EXAMINATION SAMPLE 2: 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 computer games.

- How popular are computer games in your country?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of computer games, 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?

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

Statement:

People who play computer games can improve their problem-solving, decision-making and team-working skills. Therefore, it would be a good idea to use computer games as a method for teaching and testing students in schools and universities.

Think about (optional):

- Traditional methods
- Skills for work
- Potential problems

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. Can you start speaking now please?

Candidate speaks. Stop the candidate after 2 minutes.

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.

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 a discussion. Ask the candidate two questions:

1. Are some computer games more educational than others? Why?
2. Why might some computer games be unsuitable for children?
3. What's another way to develop skills like problem-solving and decision-making?
4. How far do you agree that using technology improves the learning experience?

After 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 2: 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 writing.

- Do you prefer to write by hand, or type on a computer?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of writing, 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?

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

Statement:

Nowadays, we hardly ever write anything by hand and our electronic devices now have functions which automatically help us to write correctly. It is therefore a waste of time to teach children or language learners how to spell.

Think about (optional):

- New technology
- Priorities
- Potential problems

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. Can you start speaking now please?

Candidate speaks. Stop the candidate after 2 minutes.

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.

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 a discussion. Ask the candidate two questions:

1. How important is it to write correctly? Why?
2. Do you think that some languages are easier to write than others? Why/why not?
3. How far do you agree that technology has improved human communication? Why?
4. Do you think schools do enough to teach useful, practical life skills? Why/why not?

After 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 2: 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 dangerous sports.

- Would you like to try a dangerous sport like skydiving?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of dangerous sports, 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?

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

Statement:

Extreme sports like bungee jumping, skydiving and parachuting, which involve people jumping from great heights, are highly dangerous. These sports put both the participants and the people around them at risk. Therefore, they should be banned.

Think about (optional):

- Injuries & deaths
- Safety regulations
- Personal choice

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. Can you start speaking now please?

Candidate speaks. Stop the candidate after 2 minutes.

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.

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 a discussion. Ask the candidate two questions:

1. Why do you think some people enjoy doing dangerous things?
2. How important is it to keep trying out new things in life?
3. Do you think that men or women are more likely to take risks? Why?
4. Do you agree that people benefit from doing things they're afraid of? Why/why not?

After 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 2: 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 tourism.

- How important is it to visit new places?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of 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?

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

Statement:

Nowadays, people can go on holiday almost anywhere in the world. However, they often experience serious problems in places with a different language and culture; therefore, it is better to visit places with a similar language and culture to your own.

Think about (optional):

- Reasons for travel
- Personal preference
- Different experiences

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. Can you start speaking now please?

Candidate speaks. Stop the candidate after 2 minutes.

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.

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 a discussion. Ask the candidate two questions:

1. Do you agree that travelling abroad is better than travelling in your own country? Why/why not?
2. What are some of the negative impacts of tourism?
3. Do you agree that it's necessary to learn about other cultures? Why/why not?
4. Have globalisation and technology removed the need to travel abroad? Why/why not?

After 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 2: 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 childhood.

- What things made you happy when you were a child?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of childhood, 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?

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

Statement:

Many parents try to protect children from having any difficult experiences. However, these experiences are an important part of growing up; therefore, children should be left to face problems and learn how to deal with life's challenges.

Think about (optional):

- Children's happiness
- Preparation for life
- Different experiences

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. Can you start speaking now please?

Candidate speaks. Stop the candidate after 2 minutes.

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.

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 a discussion. Ask the candidate two questions:

1. Do you think parents always know what is best for their children? Why/why not?
2. What do you think is the best way to deal with failure or disappointment?
3. How far does a child's experience at school influence him or her in later life?
4. Do you agree that having a positive attitude to life makes people more successful? Why/why not?

After 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 2: 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 technology in education.

- How have you used technology in your studies so far?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of technology in education, 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?

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

Statement:

Many schools and universities are spending a lot of money on new technologies to use in the classroom. However, they don't really help students learn and these technologies will soon become outdated; therefore, money should be spent on other resources.

Think about (optional):

- IT skills
- Priorities
- Learning styles

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. Can you start speaking now please?

Candidate speaks. Stop the candidate after 2 minutes.

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.

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 a discussion. Ask the candidate two questions:

1. How can technology make education more interesting for young people?
2. What kind of problems might some people have with technology in the classroom?
3. In what ways might technology be used for education in the future?
4. Why do some teachers prefer traditional teaching methods over using new technology?

After 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 2: 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 school subjects.

- Which school subjects are considered most important in your country? Why?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of school subjects, 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?

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

Statement:

Qualifications in school subjects like art and literature are not often required by companies when looking for new employees. Therefore, there is no need to teach these subjects; more time should be spent studying really useful subjects like science and engineering.

Think about (optional):

- Career paths
- Individual choice
- Culture

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. Can you start speaking now please?

Candidate speaks. Stop the candidate after 2 minutes.

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.

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 a discussion. Ask the candidate two questions:

1. How much control should governments have over what is taught in schools?
2. Is developing work skills the most important part of education? Why/ why not?
3. How do you think the subjects taught in schools might change in the future?
4. Do you think university students should study a variety of subjects, or just one? Why?

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

Collect all exam papers/notes from the candidate.