

ENGLISH FOR ACADEMIC PURPOSES SPEAKING EXAMINATION

SAMPLE 3

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 3: 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 cosmetic surgery.

- How common is it in your country for people to choose to have cosmetic surgery?

PART 2 (4 mins)

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

It is now much easier for people to alter their appearance through cosmetic surgery. This is a great achievement of science and technology and should be celebrated since it increases individual choice and control.

Think about (optional):

- Personal choice
- Costs
- Health risks

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. For what reasons do people usually consider having cosmetic surgery?
2. Should the choice to have cosmetic surgery be wholly down to the individual?
3. What do you think is likely to happen if a surgical procedure goes wrong?
4. Is there ever any justification for public money to be spent on cosmetic surgery?

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 3: 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 international travel.

- Why do so many people travel abroad these days?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of international travel, 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 people these days choose to travel to foreign countries for holidays. However, the result is increased air traffic and pollution. Therefore, we should all make a serious contribution to our natural environment by taking holidays in our own countries.

Think about (optional):

- Freedom of choice
- New experience
- Alternative transport methods

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. What are the disadvantages of taking holidays abroad?
2. Do you agree that most people have not explored their own country very much? Why / why not?
3. Do you think that air travel is the most damaging activity to our environment? Why/ why not?
4. What is the best way to reduce the impact of air travel on the environment?

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 3: 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 the community.

- What is the local community like where you come from?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of the community, 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 people around the world move from villages in the country to large cities. However, cities are impersonal places with no sense of community and people who live in them for long periods become more antisocial and selfish.

Think about (optional):

- Country life
- Housing
- Modern lifestyles

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. For what different reasons do people move to live in cities?
2. How is life different in small rural communities compared to cities?
3. What is your definition of a good neighbour?
4. Do you think there can be a sense of community in the city? 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 3: 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 borrowing money.

- Is it a good idea to borrow money from banks and other organisations? Why/ why not?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of borrowing money, 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 the easy availability of loans, overdrafts and consumer credit allows people to spend more money than they have and get into financial difficulty. In order to prevent debt, therefore, tighter restrictions should be placed on banks and other lenders.

Think about (optional):

- Repayment of debts
- Interest rates
- Cost of living

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. What are some of the reasons why people get into financial trouble?
2. Should governments make greater efforts to give financial advice to the general public? Why/ why not?
3. What should be done with an individual who cannot pay their debts?
4. How far do you agree that personal debt is sometimes impossible to avoid? Why?

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 3: 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 growing your own food.

- Is growing your own fruit or vegetables popular in your country? Why/ why not?

PART 2 (4 mins)

Examiner: I will give you a card with an opinion based on the topic of growing your own food, 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:

Fruit and vegetables sold in supermarkets often contain harmful chemicals, such as pesticides. Farmers should not be allowed to use chemicals, even if this means they will be able to produce a lot less food.

Think about (optional):

- Price
- Health
- Growing population

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 it is important to buy food that has been produced locally to you? Why/ why not?
2. How important is it that children learn where their food comes from? Why?
3. How much should people consider the nutritional value of food when cooking or eating? Why?
4. Which is more important about food, convenience or health? Why?

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 3: 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 litter.

- How much of a problem is litter in your country?

PART 2 (4 mins)

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

Singapore famously introduced a ban on chewing gum to keep the streets clean and free from litter. We should now follow this approach and ban the take-away cartons that fast-food restaurants and cafes provide.

Think about (optional):

- Choice
- Responsibility
- Practicality

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. What problems can be caused by having litter bins in city streets?
2. Do you think government education campaigns can help to solve litter problems? Why/ why not?
3. Do you agree that offenders should be forced to clear up litter by law? Why?
4. How much do you think tourism is affected by how a town or city looks? Why?

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 3: 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 roads.

- How important is it to be able to drive?

PART 2 (4 mins)

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

Governments spend a large amount of public money on looking after roads. This is unfair on people who don't drive and only those who use the roads should have to pay for their maintenance.

Think about (optional):

- Practicality
- Public transport
- Amount of money required

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 it's safer to travel by road, rail, sea or air? Why?
2. To what extent should we consider the environmental impact of our travelling habits?
3. How can we minimise the environmental impact of roads?
4. Do you think that technology will mean that people travel less in the future?

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

Collect all exam papers/notes from the candidate.