

**Certificate of Proficiency in English
Speaking Test****Part 1** (2 minutes / 3 minutes for groups of three)

Interlocutor	<p>Good morning / afternoon / evening. My name is and this is my colleague And your names are ? Could I have your mark sheets, please?</p> <p>Thank you.</p> <p>First of all, we'd like to know something about you.</p> <p>Where are you from (<i>Candidate A</i>)? And you (<i>Candidate B</i>)?</p> <p>[<i>address Candidate B</i>] Are you working or studying at the moment?</p> <p>[<i>address Candidate A</i>] And you?</p> <p><i>Select a further question for each candidate:</i></p> <ul style="list-style-type: none">• You've said you're from (<i>candidate's home town/area</i>). Would you like to spend your whole life living there?• Are your evenings generally busier than your days?• How important is television in your life?• Do you prefer travelling alone, or with other people?• If you could have any job, what job would you choose?• In the future, do you think you will use English more than you do now?
Candidates
Interlocutor	Thank you.

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Part 2 (approximately 4 minutes /
6 minutes for groups of three)

1 Class discussion – Helping others

Interlocutor

Now, in this part of the test you're going to do something together. Here are some pictures of people helping others.

*Place **Part 2** booklet, open at **Task 1**, in front of the candidates.*

*Select **two** of the pictures *-* for the candidates to look at*.*

First, I'd like you to look at pictures * and * and talk together about how common scenes like this are in your country/countries.

You have about a minute for this, so don't worry if I interrupt you.

(2 minutes for groups of three)

Candidates

⌚ 1 minute
(2 minutes for groups
of three)

.....

Interlocutor

Thank you. Now look at all the pictures.

I'd like you to imagine that some students are going to have a discussion on the importance of helping others. These pictures will be used as the basis for their discussion.

Talk together about the different ways people help others, as shown in these pictures. Then suggest other situations the students might discuss in which helping others is important.

You have about three minutes to talk about this. *(4 minutes for groups of three)*

Candidates

⌚ 3 minutes
(4 minutes for groups
of three)

.....

Interlocutor

Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

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Part 3 (approximately 10 minutes)

2 Experiences

Interlocutor

Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

A

So (*Candidate A*), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place **Part 3** booklet, open at **Task 2(a)**, in front of *Candidate A*.

Please let (*Candidate B*) see your card. Remember (*Candidate A*), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

Candidate A

⌚ 2 minutes

.....

Interlocutor

Thank you.

Interlocutor

Ask **one** of the following questions to *Candidate B*:

- Which do you prefer: individual sports or team sports?
- Do you think television has a positive or negative impact on sport?
- Why do extreme sports appeal to some people?

Invite *Candidate A* to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates

⌚ 1 minute

.....

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Task 2(a)

How can taking part in sport be a worthwhile experience?

- relationships
- incentives
- achievements

2 (cont.)

Interlocutor



Now (*Candidate B*), it's your turn to be given a question. Here is your card.

Place **Part 3** booklet, open at **Task 2(b)**, in front of *Candidate B*.

Please let (*Candidate A*) **see your card. Remember** (*Candidate B*), **you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?**

[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]

.....

Candidate B

🕒 2 minutes

Interlocutor

Thank you.

Interlocutor

Ask **one** of the following questions to *Candidate A*:

- **How much do you depend on technology in your daily life?**
- **Why do people share their experiences on social networking sites?**
- **Why should we travel, when we can experience the world through technology?**

Invite *Candidate B* to join in by selecting one of the following prompts:

- **What do you think?**
- **Do you agree?**
- **How about you?**

Candidates

🕒 1 minute

.....

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.

Task 2(b)

In what ways does technology influence how we experience the world?

- **information**
- **communication**
- **time**

Interlocutor

Now, to finish the test, we're going to talk about 'experiences' in general.

Address a selection of the following questions to both candidates:

🕒 up to 4 minutes

- **To what extent should education be an enjoyable experience?**
- **How effective is reading as a way of broadening people's experience?**
- **Why do some people dislike experiencing surprises?**
- **How does being part of a group influence our experience of an event?**
- **Are elderly people respected for their wisdom in your country?**
- **Which is more important when applying for a job in your country: qualifications or experience?**

Interlocutor

Thank you. That is the end of the test.

Helping others

A



B



C



D





To practise your English and prepare for your exam:

www.cambridgeenglish.org/exams/first/how-to-prepare

www.cambridgeenglish.org/learning-english



For teachers, find lesson plans and more sample materials:

www.cambridgeenglish.org/teaching-english

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

Acknowledgements

Helping Others

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