

Test 2

Paper 4 Speaking

PART 1

2 minutes (3 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.
First of all, we'd like to know something about you. (to Candidate A) Where are you from?
(to Candidate B) And you? And what do you like about living there?
(to Candidate A) And what about you?
Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Education

- ❖ What are your favourite and least favourite school subjects?
- ❖ What is the most important thing that you've learned at school?
- ❖ Where do you go when you have to study? (Why do you like to study there?)
- ❖ Is there something new you'd really like to learn about? (Why?)
- ❖ Do you plan to study in the future? (What do you want to study?)

Paper 4 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

Interlocutor: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute and also to answer a question about your partner's photograph.

Candidate A, it's your turn first. Here are your photographs. They show places where people live in. *Candidate A has to look at the photographs on the next page.*

Candidate A, I'd like you to compare your photographs and say what the advantages and disadvantages are of living in these two places. All right?

Candidate A: (one minute)
Thank you.

Candidate B, which place would you dislike living in and why?

Candidate B: (approximately 30 seconds)
Thank you.

Now, **Candidate B,** here are your photographs. They show different types of social problems.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say which you think is a more serious problem. All right?

Candidate B: (one minute)
Thank you.

Candidate A, does your hometown have these kinds of problems?

Candidate A: (approximately 30 seconds)
Thank you.

Cambridge English First Fce Practice Tests Global Elt

Andrew Betsis



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Language Reading Examinations Rachel Yi-fen Wu, 2014-09-25 Validating Second Language Reading Examinations describes the development of an empirical framework for test validation and comparison of reading tests at different proficiency levels through a critical evaluation of alignment with the Common European Framework of Reference CEFR It focuses on contextual parameters cognitive processing operations and test results and identifies parameters for the description of different levels of reading proficiency examinations The volume explores procedures for linking tests to the CEFR and proposes both qualitative and quantitative methods that complement the procedures recommended in the Council of Europe's Relating Language Examinations to the Common European Framework of Reference for Languages CEFR A Manual piloted in 2003 and revised 2009 Key features of the book include a detailed review of the literature on CEFR alignment vertical scaling test specifications and test comparability a comprehensive and coherent approach to the validation of reading tests an accessible and systematic description of procedures for collecting validity evidence based on a sound theoretical framework a case study comparing different testing systems targeting the same CEFR level

Simply First for Schools (FCE) 8 Practice Tests Teacher's Book 2015 Format Andrew ; Mamas Betsis, 2015-02 Features 8 complete practice tests for the Cambridge English First FCE for Schools and guidance on both parts of the Paper 2 Writing

IELTS Collected Papers 2 Lynda B. Taylor, Lynda Taylor, Cyril J. Weir, 2012-02-23 This volume reports research that informs the development of reading and listening assessment in IELTS This volume brings together a set of eight IELTS related research studies four on reading and four on listening conducted between 2005 and 2010 Findings from these studies provide valuable evidence on the validity reliability impact and practicality of the IELTS test they are also instrumental in highlighting aspects needing attention and thus directly inform the continuing evolution of the IELTS reading and listening tests The volume reviews and comments on the specific contribution of each study to the ongoing process of IELTS reading and listening test design and development

Measured Constructs Cyril J. Weir, Ivana Vidaković, Evelina D. Galaczi, 2013-05-23 This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012 An addition to the Studies in Language Testing series this volume provides an overview of English language testing over the last century with coverage of key theoretical and practical aspects of the assessment of reading listening writing and speaking skills It includes examples of the Cambridge English exams old and new and is the first volume to describe in a systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years

Examining Listening Ardeshir Geranpayeh, Lynda B. Taylor, 2013-03-27 This volume examines the nature of second language listening proficiency and how it can be assessed The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence It operationalises a comprehensive test validation framework which

adopts a socio cognitive perspective The framework embraces six core components examining and then analysing Cambridge ESOL listening tasks from the following perspectives Test Taker Cognitive Validity Context Validity Scoring Validity Criterion related Validity and Consequential Validity *Assessing Language Teachers' Professional Skills and Knowledge* Rosemary Wilson, Monica Poulter, 2015-01-31 The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process while transparency of assessment procedures is also increasingly demanded by the candidates themselves This edited volume discusses key issues in assessing language teachers professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre service and in service levels within the framework of the Cambridge English Teaching Qualifications The volume provides discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment examples of specific assessment procedures for both teaching knowledge and practical classroom skills accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students **Examining Speaking** Lynda Taylor, 2011-08-25 An up to date review of the relevant literature on assessing speaking Learning Oriented Assessment Neil Jones, Nick Saville, Angeliki Salamoura, 2016-05-19 This volume outlines the general principles of Learning Oriented Assessment LOA placing it in the context of European language learning policy The authors pose three key questions central to LOA What is learning What is to be learned and What is to be assessed It focuses on the use of evidence and how it can be collected and used to feed back into learning overviews large scale assessment as practised by Cambridge English and learning oriented classroom assessment practices and concludes with a look at implementing LOA in practice With fresh insights into the role of assessment in supporting learning this volume will be of considerable interest to assessment practitioners teachers and academics educational policy makers and examination board personnel Exploring Language Frameworks Evelina D. Galaczi, Cyril J. Weir, 2013-01-10 This book explores the impact of language frameworks on learning teaching and assessment viewed from the perspective of policies procedures and challenges It brings together a selection of edited papers based on presentations given at the 4th International Conference of the Association of Language Testers in Europe ALTE held in Krak w Poland in July 2011 The selected papers focus on the conference s core themes as follows the effect of frameworks on teaching learning and assessment the value of frameworks for teachers learners and language policymakers the contribution of frameworks towards describing particular languages *Successful Cambridge FCE - Teacher's Book with 10 Practice Tests and FCE Exam Guide* Andrew Betsis, Lawrence Mamas, 2012-01-01 This is the

overprinted teachers edition of the course of the same name This course covers 10 complete FCE practice tests as well as a full colour speaking section an FCE Exam Guide with detailed analysis of all the FCE exam tasks **Succeed in Cambridge FCE** Andrew Betsis,2010-01-13 Succeed in Cambridge FCE 10 Practice Tests Student s Book Succeed in Cambridge FCE prepares candidates for the revised Cambridge FCE examination The ten practice tests provide comprehensive coverage in each of the five FCE papers Reading Writing Use of English Listening and Speaking The tests reflect the level of difficulty of the revised format of the FCE and the audio recordings are presented in the same format as the revised Listening exam Succeed in Cambridge FCE makes use of a wide range of thematically based units to help candidates develop the required level of English in real life situations These tests have been trialled under real exam conditions with FCE candidates Passing FCE certifies that you are able to use English with confidence in real life situations It is especially designed to focus your language learning on the skills you will actually need to communicate more effectively in your own life The FCE examination tests all four skills Reading Writing Listening and Speaking as well as the candidate s use of grammar and vocabulary Key Features Reflects the actual level of difficulty of the revised format of the FCE Includes all five papers of the FCE Test Reading Writing Use of English Listening and Speaking The tests have been trialled under real exam conditions with FCE candidates A wide range of thematically based units help students build the vocabulary required Audio recordings are presented in the same format as the Listening exam Contains two additional revision progress tests Accompanying Teacher s Book also available **FCE. Practice tests. Con 3 CD Audio. Per le Scuole superiori** Felicity O'Dell,2004

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