

Test 8

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for Test 8 appears on pages C10 and C11 (Part 2), and C12 (Part 3).

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are?
Can I have your mark sheets, please? Thank you.
First of all, we'd like to know something about you.

- Where are you from, (Candidate A)?
- And you, (Candidate B)?
- What do you like about living (here / name of candidate's home town)?
- And what about you, (Candidate A/B)?

Select one or more questions from any of the following categories, as appropriate.

Habits and routines

- Do you like to be busy every day? (Why? / Why not?)
- What sport do you enjoy playing? (Why do you like doing that?)
- Do you enjoy watching TV? (What's your favourite programme?) (Why do you like it?)
- Do you ever meet your friends in the evenings after school? (What do you do together?)

The Weekend

- Do you prefer to spend time with your family or with your friends at the weekend? (Why?)
- Are there a lot of interesting things to do in your town at the weekend? (What do you do there?)
- Do you often have to do homework at the weekend? (How do you feel about that?)
- Can you tell us something about what you're planning to do next weekend?

The Future

- What are you going to do after school today? (Why?)
- What would you like to do for your next birthday? (Why?)
- Is there something you'd like to learn in the future? (What would you like to learn?) (Why?)
- What would you like to do when you leave school? (Why?)

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

Eating together Working hard

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 short question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show people eating together in different places.

Indicate pictures 8A and 8B on page C10 to Candidate A.

I'd like you to compare the photographs, and say why the people have decided to eat together in these places.

All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(Candidate B), do you often eat out with friends? (Why? / Why not?)

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

Now, (Candidate B), here are your photographs. They show people working hard in different situations.

Indicate pictures 8C and 8D on page C11 to Candidate B.

I'd like you to compare the photographs, and say what you think they might find difficult about working hard in these situations. All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(Candidate A), do you ever go to a library to work? (Why? / Why not?)

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Parts 3 and 4

Feeling happy at school

Part 3 4 minutes (5 minutes for groups of three)

Interlocutor: Now, I'd like you to talk about something together for about two minutes.
[3 minutes for groups of three]

Here are some things that many people believe are important if students want to feel happy at school, and a question for you to discuss. First you have some time to look at the task.

Indicate the visual 8E on page C12 to the candidates.
Allow 15 seconds.

Now, talk to each other about how important these things are if students want to feel happy at school.

Candidates: [2 minutes / 3 minutes for groups of three]

Interlocutor: Thank you. Now you have about a minute to decide which is the most important thing that makes students feel happy at school.

Candidates: [1 minute]

Interlocutor: Thank you.

Part 4 4 minutes (6 minutes for groups of three)

Interlocutor: Use the following questions, in order, as appropriate:

- Do you think most students in (candidate's country) feel happy about going to school every day? (Why? / Why not?)
- Do you think it's true that it takes a long time to feel happy when you start a new school? (Why? / Why not?)
- Some people say that students should be allowed to choose what they want to study. What do you think?
- Should schools give students longer breaks during the day? (Why? / Why not?)
- Do you think it's a good idea for schools to organise trips to interesting places during the school day? (Why? / Why not?)
- Should schools give prizes to good students at the end of the year? (Why? / Why not?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Marks and results

Reading and Use of English

Candidates record their answers on a separate answer sheet. One mark is given for each correct answer in Parts 1, 2, 3 and 7. For Part 4, candidates are awarded a mark of 2, 1 or 0 for each question according to the accuracy of their response. Correct spelling is required in Parts 2, 3 and 4. Two marks are given for each correct answer in Parts 5 and 6.

Candidates will receive separate scores for Reading and for Use of English. The total marks candidates achieve for each section are converted into a score on the Cambridge English Scale. These are equally weighted when calculating the overall score on the scale (an average of the individual scores for the four skills and Use of English).

Writing

Examiners look at four aspects of your writing: Content, Communicative Achievement, Organisation and Language.

- Content focuses on how well you have fulfilled the task, in other words if you have done what you were asked to do.
- Communicative Achievement focuses on how appropriate the writing is for the letter or story and whether you have used the appropriate register.
- Organisation focuses on the way you put the piece of writing together, in other words if it is logical and ordered, and the punctuation is correct.
- Language focuses on your vocabulary and grammar. This includes the range of language as well as how accurate it is.

For each of the subscales, the examiner gives a maximum of 5 marks. Examiners use the following assessment scale:

Why have the people decided to eat together in these situations?

8A



8B



What might the people find difficult about working hard in these situations?

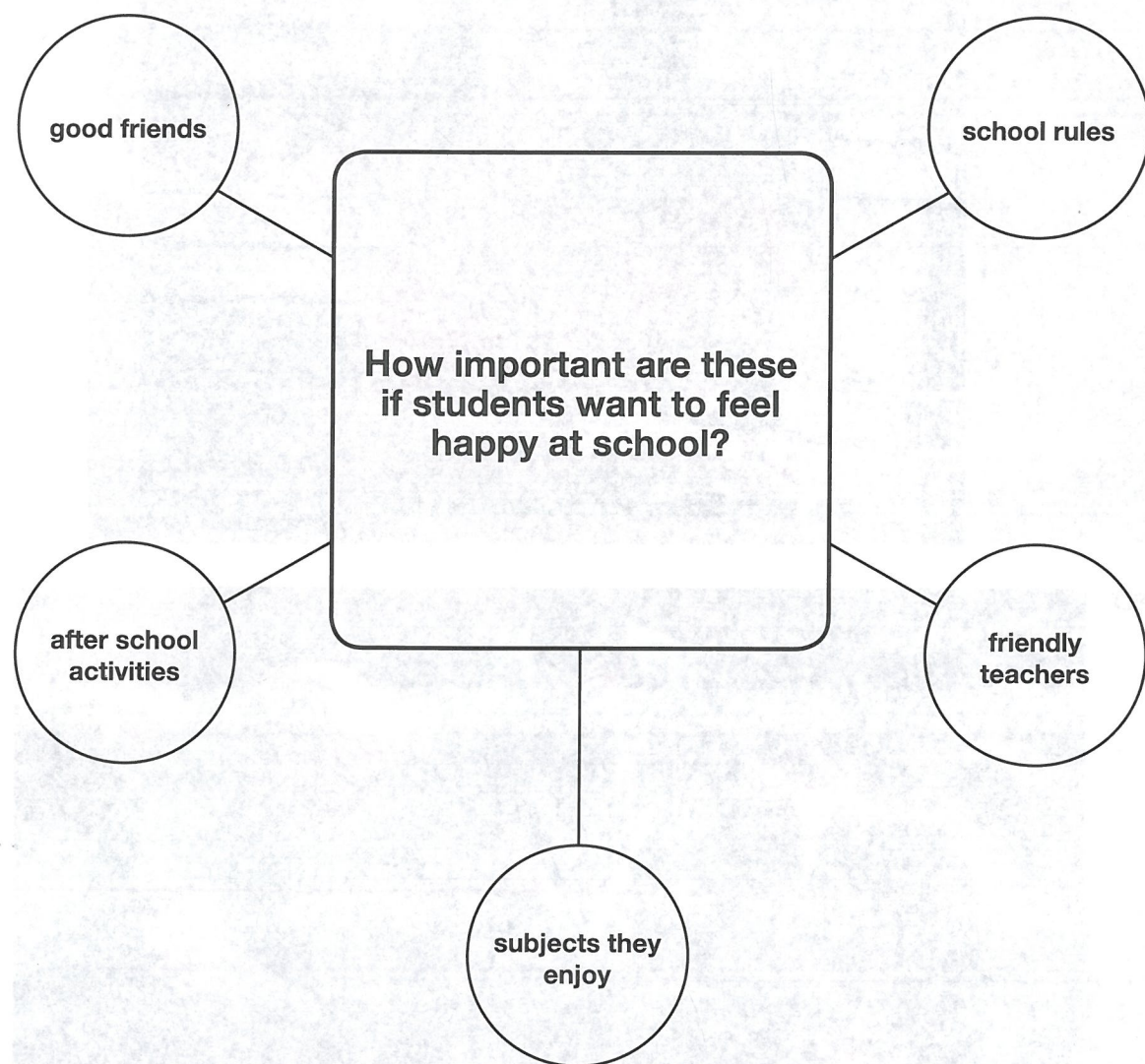
8C



8D



8E



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