

Part 1

2 minutes (3 minutes for groups of three)

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.

Select one or two questions and ask candidates in turn, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

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

- **What free time activity do you most enjoy? (Why?)**
- **What sort of work would you like to do in the future? (Why?)**
- **Do you think you spend too much time working or studying? (Why? / Why not?)**
- **Do you like using the internet to keep in touch with people?**
- **Have you celebrated anything recently? (How?)**
- **If you could travel to one country in the world, where would you go? (Why?)**
- **How important is it to you to spend time with your family? (Why? / Why not?)**
- **Who do you think has had the greatest influence on your life? (Why?)**

1 Attending special events**2 Different ways of learning****Part 2**

4 minutes (6 minutes for groups of three)

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

(Candidate A), it's your turn first. Here are your pictures. They show **people attending special events**.

Place Part 2 booklet, open at Task 1, in front of Candidate A.

I'd like you to compare **two** of the pictures, and say **what the people might find interesting about these events, and how difficult the events might be to organise**.

All right?

Candidate A

🕒 1 minute

.....

Interlocutor

Thank you.

(Candidate B), **which of these events do you think would attract the largest audience? (Why?)**

Candidate B

🕒 approximately 30 seconds

.....

Interlocutor

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

Now, *(Candidate B)*, here are your pictures. They show **people learning in different ways**.

Place Part 2 booklet, open at Task 2, in front of Candidate B.

I'd like you to compare **two** of the pictures, and say **how the students might react to these different ways of learning, and how effective these ways of learning might be**.

All right?

Candidate B

🕒 1 minute

.....

Interlocutor

Thank you.

(Candidate A), **which way of learning do you think will be the most memorable? (Why?)**

Candidate A

🕒 approximately 30 seconds

.....

Interlocutor

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

- What might the people find interesting about these events?
- How difficult might the events be to organise?

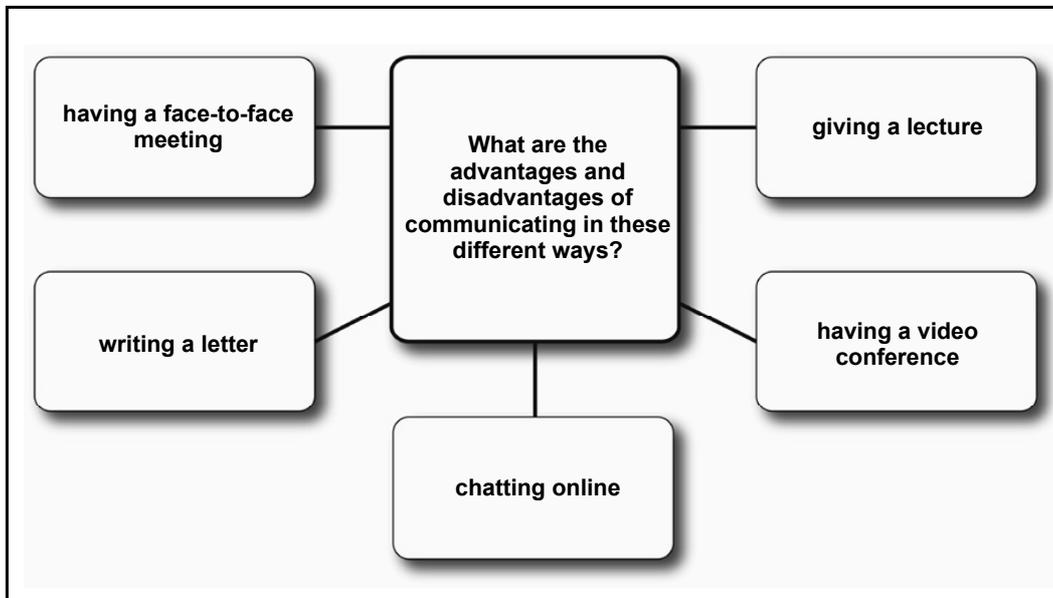
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- How might the students react to these different ways of learning?
- How effective might these ways of learning be?

2





Part 3 4 minutes (6 minutes for groups of three)
Part 4 5 minutes (8 minutes for groups of three)

21 Ways of communicating

Part 3
Interlocutor Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).
Here are some different ways in which people communicate and a question for you to discuss. First you have some time to look at the task.
 Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.
Now, talk to each other about the advantages and disadvantages of communicating in these different ways.

Candidates
 ⌚ 2 minutes (3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute (2 minutes for groups of three) to decide which two ways of communicating are the least effective.

Candidates
 ⌚ 1 minute (2 minutes for groups of three)

Part 4
Interlocutor Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.

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

- Do you think it's important to have good communication skills to do a job well? (Why? / Why not?)
- Some people say that because of modern technology we are losing our communication skills. What's your opinion? (Why? / Why not?)
- Do you think people can be taught good communication skills or is it something we are born with? (Why? / Why not?)
- How important do you think it is for families to find time to communicate with each other? (Why? / Why not?)
- Do you think that all children should be taught at least one foreign language at school? (Why? / Why not?)
- Do you think that it's likely that one day there will be an international 'world language' that everyone speaks? (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?
- How about you?

21 Ways of communicating

Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

Part 3

Interlocutor Now, I'd like you to talk about something together for about two minutes (*3 minutes for groups of three*).

Here are some different ways in which people communicate and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **the advantages and disadvantages of communicating in these different ways**.

Candidates

🕒 2 minutes
(3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide **which two ways of communicating are the least effective**.

Candidates

🕒 1 minute
(2 minutes for groups of three)

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

Part 4

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

- Do you think it's important to have good communication skills to do a job well? (Why? / Why not?)
- Some people say that because of modern technology we are losing our communication skills. What's your opinion? (Why? / Why not?)
- Do you think people can be taught good communication skills or is it something we are born with? (Why? / Why not?)
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- Do you think that all children should be taught at least one foreign language at school? (Why? / Why not?)
- Do you think that it's likely that one day there will be an international 'world language' that everyone speaks? (Why? / Why not?)

Select any of the following prompts, as appropriate:

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- How about you?

Thank you. That is the end of the test.

Part 1

2 minutes (3 minutes for groups of three)

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And your names are?

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Thank you.

First of all, we'd like to know something about you.

Select one or two questions and ask candidates in turn, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

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

- **What has been your most interesting travel experience? (Why?)**
- **Do you prefer to get the news from newspapers, television or the internet? (Why?)**
- **What do you think is the best way to keep in touch with friends and family? (Why?)**
- **How important do you think it is to speak more than one language? (Why?)**
- **What did you like most about the area where you grew up?**
- **Who has more influence on your life – your friends or your family? (Why?)**
- **What do you hope to be doing in five years' time?**
- **Do you ever wish you were rich and famous? (Why? / Why not?)**

1 Doing things together**2 Student life****Part 2**

4 minutes (6 minutes for groups of three)

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

(Candidate A), it's your turn first. Here are your pictures. They show **people doing things together**.

Place **Part 2** booklet, open at **Task 1**, in front of *Candidate A*.

I'd like you to compare **two** of the pictures, and say **why the people might be doing these things together, and how the people might be feeling**.

All right?

Candidate A

🕒 1 minute

.....

Interlocutor

Thank you.

(Candidate B), in which situation do you think the people benefit most from being together? (Why?)

Candidate B

🕒 approximately 30 seconds

.....

Interlocutor

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

Now, *(Candidate B)*, here are your pictures. They show **students doing different activities**.

Place **Part 2** booklet, open at **Task 2**, in front of *Candidate B*.

I'd like you to compare **two** of the pictures, and say **how students can benefit from doing these different activities, and how helpful the activities might be in preparing them for their future lives**.

All right?

Candidate B

🕒 1 minute

.....

Interlocutor

Thank you.

(Candidate A), which of these activities do you think is most useful? (Why?)

Candidate A

🕒 approximately 30 seconds

.....

Interlocutor

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

SPEAKING | SAMPLE TEST 2

- Why might the people be doing these things together?
- How might the people be feeling?

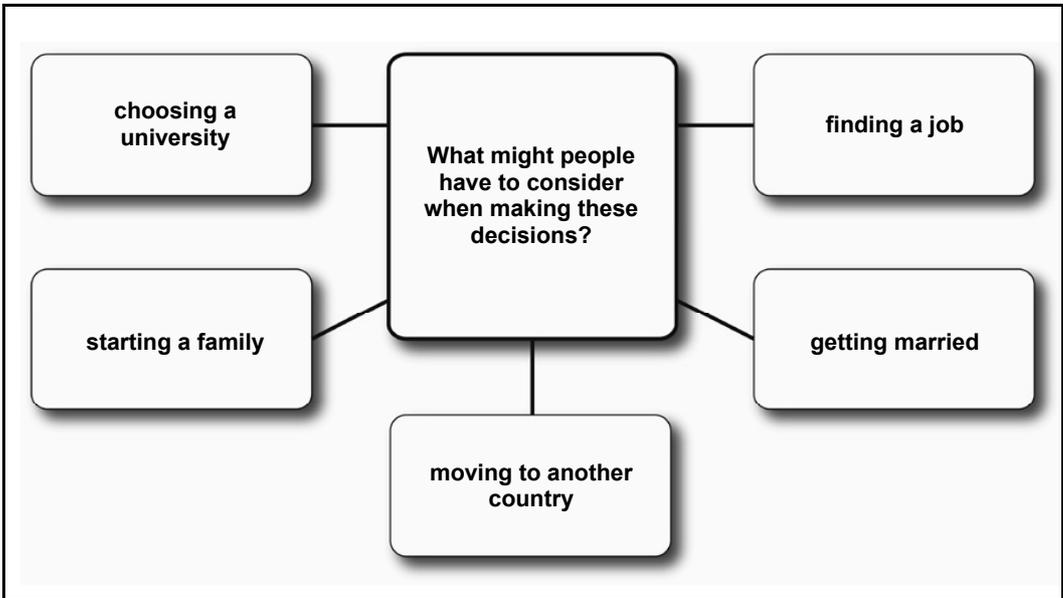
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- How can students benefit from doing these different activities?
- How helpful might the activities be in preparing them for their future lives?

2





Part 3 4 minutes (6 minutes for groups of three)
Part 4 5 minutes (8 minutes for groups of three)

21 Making decisions

Part 3

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 people often have to make decisions about and a question for you to discuss. First, you have some time to look at the task.

Place *Part 3* booklet, open at *Task 21*, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **what people might have to consider when making these decisions.**

.....

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor

Thank you. Now you have about a minute (2 minutes for groups of three) to decide in which situation it is most important to make the right decision.

.....

Candidates

⌚ 1 minute (2 minutes for groups of three)

Interlocutor

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

Part 4

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

- Is it best for people to make decisions on their own or to ask others for advice? (Why? / Why not?)
- Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion? (Why? / Why not?)
- Why do you think some people find it harder to make decisions than others?
- Do you think countries should work together to solve environmental problems? (Why? / Why not?)
- How do you think young people can be helped to take on responsibilities?
- Do you think that people whose jobs involve making important decisions should be highly paid? (Why? / Why not?)

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

21 Making decisions

Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

Part 3

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 people often have to make decisions about and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **what people might have to consider when making these decisions**.

Candidates

⌚ 2 minutes
(3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide in **which situation it is most important to make the right decision**.

Candidates

⌚ 1 minute
(2 minutes for groups of three)

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

Part 4

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

- **Is it best for people to make decisions on their own or to ask others for advice?** (Why? / Why not?)
- **Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion?** (Why? / Why not?)
- **Why do you think some people find it harder to make decisions than others?**
- **Do you think countries should work together to solve environmental problems?** (Why? / Why not?)
- **How do you think young people can be helped to take on responsibilities?**
- **Do you think that people whose jobs involve making important decisions should be highly paid?** (Why? / Why not?)

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.