

SPEAKING 1
(based on PET speaking section)
(Test duration: 10-12 minutes.)

Candidates are interviewed in pairs. There are two examiners: an interlocutor (speaker) and an assessor.*Back-up prompts should be used when candidates get stuck and need extra help.

Part 1 (2-3 minutes)

Part 1 Phase 1

Examiner/Teacher

Good morning/afternoon/evening.

My name is _____. This is _____ and s/he is going to listen to us. (pointing to the assessor)

(to Candidate A): What's your name? Thank you.

(to Candidate B): And, what's your name? Thank you.

(to Candidate B): What's your surname? (back-up prompt: How do you write your second/family name?)

Can you spell that?

Thank you.

Repeat for Candidate A.

(to Candidate A): Where do you live/come from? (back-up prompt: Do you live in...?)

Do you work or are you a student in...? (back-up prompt: Have you got a job?)

What do you do/study? (back-up prompt: What job do you do?/What subject(s) do you study?)

Thank you.

Repeat for Candidate B.

Part 1 Phase 2

Ask each candidate one or more of the following questions. Begin with Candidate B.

- Do you like learning English? Why/Why not?
- Do you think that English will help you in the future?
- What did you do yesterday/last weekend?
- What do you enjoy doing on weekends?

Part 2 (2-3 minutes)

Examiner/Teacher to both candidates.

Now, I'm going to describe a situation to you.

A friend of yours is going to spend 3 months in **England** to improve his English. Talk together about the things he will **need** when he is in England and decide which are the most important things for him to **take**.

Here is a picture with some ideas to help you.

Put the picture in front of the candidates. (pic of a boy in London surrounded by 5 different images: mobile phone, laptop, family photographs, camera, wallet with money)

I'll say that again. (Repeat the instructions above)

All right? Talk together.

(Give the candidates enough time to do the task, prompting only if necessary.)

Thank you.

Part 3 (3 minutes)

Examiner/Teacher to both candidates.

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of families enjoying themselves. (photograph of family eating together)

(to Candidate A) _____ here's your photograph. You can show it to _____ (Candidate B), but I want you to talk about it. _____ (Candidate B), you listen, and I will give you your photograph in a moment.

(to Candidate A) _____, please tell us what you can see in your photograph.

Candidates, in this part, should talk for approximately 1 minute. If candidates encounter difficulties, assist them with prompts rather than direct questions.

Thank you. (Take the photograph.)

Now, _____ (Candidate B), here's your photograph. It also shows families enjoying themselves. (photograph of family watching TV together) (Give the second photograph to Candidate B.) Show it to _____ (Candidate A) and then tell us what you can see in your photograph.

(about 1 minute)

Thank you. Take the photograph.

Part 4 (3 minutes)

Examiner/Teacher to both candidates.

Your photographs showed families enjoying themselves. Now, I want you to talk together about the different things **you** like to do with your family.

Give candidates enough time to do the task. Use the back-up prompts if they encounter difficulties.

(back up prompts: *Talk about what you don't like doing with your family. *Talk about where you like to go with your family. *Talk about when you usually spend time with your family.)

Time: **Parts 3 & 4** should take approximately 6 minutes together.

SPEAKING 2*(based on PET speaking section)**(Test duration: 10-12 minutes.)***Part 1 (2 minutes)****Phase 1****Interlocutor**

Good morning/afternoon/evening.

My name is _____. This is _____ and s/he is going to listen to us. (pointing to the assessor)

(to Candidate A): What's your name? Thank you.*(to Candidate B):* And, what's your name? Thank you.*(to Candidate B):* What's your surname? (back-up prompt: How do you write your second/family name?)

Can you spell that?

Thank you.

Repeat for Candidate A.

(to Candidate A): Where do you live/come from?
(back-up prompt: Do you live in...?)
Do you work or are you a student in...?
(back-up prompt: Have you got a job?)

What do you do/study? (back-up prompt: What job do you do?/What subject(s) do you study?)

Thank you.

Repeat for Candidate B.

Phase 2

(Select one or more questions from the list to ask each candidate. Ask Candidate B first.)

- Do you like studying English? Why (not)?
- Do you think that English will be useful to you in the future?
- What did you do last night/weekend?
- What do you do in your free time?
- Thank you.

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Part 2 (2-3 minutes)**Interlocutor** *Say to both candidates:*

I'm going to describe a situation to you.

A friend of yours is going to spend a three-day weekend in another city, visiting the museums. Talk together about the things he will need, and decide which ones are the most important things to take/bring with him.

Here is a picture with some ideas to help you.

Hand over Picture Sheet to the candidates. (one sheet to be shared)

Pause.

I'll say that again.

A friend of yours is going to spend a three-day weekend in another city, visiting the museums. Talk together about the things he will need, and decide which ones are the most important things to take/bring with him.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention.

Thank you.

Time: **About 2-3 minutes** (including time to assimilate the information).**Part 3 (3 minutes)****Interlocutor** *Say to both candidates:*

Now, I'd like each of you to talk on your own about something, I'm going to give each of you a photograph of people doing an outdoor activity.

Candidate A, here's your photograph. (Hand one of the photographs to Candidate A.) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

Candidate A *approximately one minute*

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you.

Retrieve photograph from Candidate A.

Now, Candidate B, here's your photograph. It also shows people doing an outdoor activity. (Hand the second photograph to Candidate B.) Please show it to Candidate A and tell us what you can see in the photograph.

Candidate B *approximately one minute**Retrieve photograph from Candidate B.***Part 4 (3 minutes)****Interlocutor** *Say to both candidates:*

Your photographs showed people doing an outdoor activity. Now, I'd like you to talk together about the different kinds of outdoor activity you did when you were younger, and the kinds you do now.

Allow candidates enough time to complete the task without intervention. Prompt only if necessary

Thank you. That's the end of the test.

Time: **Parts 3 & 4** should take about 6 minutes together.

SPEAKING 3*(based on BCCE speaking section)**(Test duration: 10-15 minutes)***TOPIC: Music****Task 1: Personal questions (2-3 minutes)****Examiner/Teacher**

In this task, I will ask you some questions about your family, hobbies, school, work, etc.

- Do you enjoy school/your job?
- Do you live in this town/city?
- Do you have a big family?
- Do you prefer to stay at home or go out in your free time?
- Do you prefer to spend your free time with family or with friends?
- Do you prefer quiet, relaxing vacations or very active ones?
- Tell me a bit about your school/course/job.
- What sorts of activity do you do for fun?
- Tell me a bit about the neighborhood/area where you live.

Task 2: Picture-related questions (2-3 minutes)*(Ask candidate at least two of the three questions.)***Examiner/Teacher**

In this task, I will ask you some questions about a picture. *(show candidate picture)*

Picture-related questions *(ask at least two)*

- 1 What are these people doing?
- 2 How do you think they are feeling?
- 3 Would you enjoy playing music in a group/band/etc? Why (not)?

Task 3: Role-play (2-3 minutes)**Examiner/Teacher**

In this task, we are going to take part in a role-play. I will read out the situation.

I am a visitor to your country. I would like to hear some of your country's traditional music. Recommend somewhere I could go and explain why I should go there. Describe the type of music they play there.

Task 4: General questions (4-6 minutes)**Examiner/Teacher**

In this task, I'm going to ask you some general questions about what we have been discussing so far. *(Ask candidate at least 3 questions. You don't need to ask all the questions.)*

- 1 Do you play a musical instrument?
- 2 Do you enjoy going to concerts? Why (not)?
- 3 Should children have music lessons at school? Why (not)?
- 4 Why do so many people like music?
- 5 What are some of the advantages of knowing how to sing or play an instrument?
- 6 Should young people be encouraged to learn/listen to the traditional music of their country? Why (not)?

SPEAKING 4*(based on BCCE speaking section)**(Test duration: 10-15 minutes)*

In this exam there is one examiner and one candidate.

Task 1: Personal questions (2-3 minutes)**Examiner/Teacher**

In this task, I am going to ask you some questions about your hobbies, friends, family, school, home, etc.

(see Speaking 3 for examples)

Task 2: Picture-related questions (2-3 minutes)**Examiner/Teacher**

In this task I am going to ask you some questions about a picture. *(show candidate picture)*

Picture-related questions *(ask at least two)*

- 1 What is the man doing?
- 2 How do you think he is feeling?
- 3 Do you ever do this? Do you enjoy doing it? Why/Why not.

Task 3: Role-play (2-3 minutes)**Examiner/Teacher**

In this task, we are going to take part in a role-play.

I am a visitor to your country. I am staying with a family. Explain how house guests should behave and what they should not do. Then suggest some things I could do that would help the family.

Remember that the candidate is the 'expert' and is giving you advice and that you, (the examiner), don't know very much about the topic. Candidates can ask you for more information.

Examiner/Teacher

You have 30 seconds to prepare your answer.

Task 4: General questions (4-6 minutes)**Examiner/Teacher**

In this task, I'm going to ask you some general questions about what we have been discussing so far. *(Ask candidate at least 3 questions. You don't need to ask all the questions.)*

- 1 Do you help your parents with the household jobs? What sort of jobs do you do?
- 2 Are you a tidy person? Who cleans your room?
- 3 What's your least favourite household chore? Why? Who does it in your family?
- 5 Who does most of the household chores in your home. How do other family members help?
- 6 What household jobs do you think are the most important and should be done regularly? Why?

SPEAKING 5*(based on the PTE General, Level 2)**(Test duration: 7 minutes)*

In this exam there is one examiner and one candidate.

Examiner/Teacher:

Good morning/afternoon. My name is _____
Could you tell me your name, please?

Section 10 (1.5 minutes)

This section consists of four main prompts. Each prompt has 4 follow-up prompts that should be used to encourage candidates to keep talking for up to one minute. Examiners/Teachers should select one of the main prompts and follow-up prompts for each candidate.

Main prompt 1:

- Tell me about the clothes you like to wear.

Follow-up prompts:

- What clothes do you dislike wearing? Why?
- Do you think school uniforms are a good idea? Why (not)?
- Do you prefer shopping for clothes with your friends or with your parents? Why?
- Do you choose your clothes because they are fashionable or comfortable?

Main prompt 2:

- What do you usually do in your free time?

Follow-up prompts:

- Where do you like to go at weekends?
- What kinds of activities do you usually do with your family?
- Do you like spending time alone? Why/Why not?
- Do you prefer to relax or be active in your free time?

Main prompt 3:

- What's your favourite subject at school? Why?

Follow-up prompts:

- Is there anything new that you would like to learn?
- What would you like to change about your school? Why?
- Who is your favourite teacher? Why?
- Would you like to be a teacher? Why/Why not?

Main prompt 4:

- Do you prefer winter or summer holidays? Why?

Follow-up prompts:

- Tell me about a great holiday that you have had.
- What country would you like to visit? Why?
- Do you need a lot of money to have a good holiday?
- Do you prefer to go on holiday alone or with friends? Why?

Examiner/Teacher:

Now I'd like you to speak on your own for about a minute. (Give candidate one of the main prompts and its follow-up prompts if necessary.)

Section 11 (2 minutes)

In this section the examiner/teacher asks a question and then asks for the candidate's opinion. The examiner/

teacher will then take the opposing view to encourage a discussion. The examiner/teacher is given a list of arguments, for and against to use in the discussion.

Now we are going to discuss something together. The question is:

Is it better to do your shopping in a mall or in the centre of a big city?

What do you think?

When the candidate has stated whether s/he is for or against the issue, the examiner/teacher should discuss the issue with the candidate, using the points below to take the opposite view. The examiner/teacher does not need to use all of the points.

FOR shopping in a mall: A mall...

- offers a wide range of goods and shops all in one place
- is inside, so is warm in winter and cool in summer
- has cafés and restaurants where you can meet your friends
- has cinemas where you can go after shopping

AGAINST shopping in a mall: The city centre...

- has more competitive prices
- has a greater sense of community
- has more unusual shops and goods
- has a more exciting atmosphere

Section 12 (1.5 minutes)

In this section the candidate must describe a picture for about 45 seconds and then answer a follow-up question.

Examiner/Teacher:

Now, here is a picture of a classroom. Please tell me what you can see in the picture. (45 seconds)

Follow-up question: Please tell me how the teacher is feeling and what might happen next.

Section 13 (2 minutes)

In this section the candidate and the examiner take part in a role play. The candidate is given a card which describes a situation and states the role the candidate and the examiner will take. The candidate has 15 seconds to read the card. The examiner then reads out the situation from the examiner's script and announces who will begin.

Test taker's card

You are on your way to school when you meet a much younger student who lives in your street. The examiner is the younger student. You can see that s/he has been crying and that his/her clothes are dirty.

- Greet the student and ask her/him if s/he is alright.
- Find out the reason why s/he is upset.
- Ask who the bully is.
- Offer to walk to school with her/him every morning.
- End the conversation. Tell her/him to hurry or you'll be late.

Examiner's script

You are on your way to school when you meet a much younger student who lives in your street. I am the younger student. You can see that I have been crying.

Alright? You start.

- **No, I'm upset and frightened.**
- **Every morning a bully waits here for me. He pushes me and takes my lunch and my money.**
- **I don't know his name or what school he goes to. He's big, like you.**
- **That would be great**

[Finish the conversation as appropriate]

[Take back the card]

Thank you. That is the end of the test.

SPEAKING 6

*(based on the PTE General, Level 2)
(Test duration: 7 minutes)*

Section 10 (1.5 minutes)

Put one of the main prompts to the test taker and allow them to speak continuously for up to one minute. Use the related follow-up prompts to encourage them to continue talking.

Main prompt 1:

- Tell me about your school/university/workplace.

Follow-up prompts:

- What are your classrooms/offices like?
- Do you like most of the other students/employees? Why (not)?
- How important is it to have a good job?
- Is it important to study/work hard? Why (not)?

Main prompt 2:

- Tell me something about the kinds of reading you like and dislike.

Follow-up prompts:

- What sorts of reading do you do for school/work?
- What types of books/magazines are popular with people your age?
- How important is it for towns/cities to have public libraries?
- Is it important for people to read outside of school/work? Why (not)?

Main prompt 3:

- Can you tell me something about the types of TV show which are popular these days?

Follow-up prompts:

- Do you watch a lot of TV? Why (not)?
- How important is it for you to know what's on TV these days?
- What types of TV show do you think are the most interesting? Why?
- Why do you think some people choose to watch little or no television?

Main prompt 4:

- What kinds of shopping do you like/dislike? (food, clothes, etc)

Follow-up prompts:

- What sorts of shops are there in your area?
- Do you spend a lot of money on clothes? Why (not)?
- Do you prefer to shop alone or with someone else? Why?
- Do you think that shopping over the Internet has more advantages or disadvantages?

Section 11 (2 minutes)

Now we are going to discuss something together.

The question is:

Is it better to go to a big school or a small one?

What do you think?

Use the following arguments as appropriate to take an opposing view to that of the test taker.

FOR going to a big school:

- greater variety of lessons on offer
- more facilities
- chance to meet and learn to get on with lots of different people
- more sports teams/after-school activities to choose from

FOR going to a small school:

- quieter/more relaxed atmosphere
- easier for new students to feel at home
- teachers know all/most of the students quite well
- smaller classes and more individual help from teachers

Section 12 (1.5 minutes)

Now, here is a picture of some children and their parents. Please tell me what you can see in the picture.

(Hand the picture to the test taker.)

Allow the test taker to speak for about 45 seconds, then put this secondary prompt to her/him:

Please tell me how the parents are feeling and what you think will happen next.

(Retrieve the picture.)

Section 13

Now we are going to take part in a role play. Here is the card with the situation on it.

(Hand the card to the test taker. Allow him/her up to 15 seconds to study the card.)

Test taker's card

You are having lunch in the school canteen when your friend walks in. The examiner is your friend. You can see that he/she is very upset.

- Greet your friend and ask if he/she is OK.
- Find out why he/she is unhappy.
- Ask why he/she thinks that he/she wasn't chosen.
- Offer to practise with him/her at weekends.
- End the conversation. Say that you have to talk to your history teacher.

Examiner's script

You are having lunch in the school canteen when your friend walks in. I am your friend. You can see that I am very upset.

All right? You start.

- **No, it's been an awful day!**
- **I wasn't chosen for the basketball team.**
- **Well, the coach said that I'm not good enough.**
- **That would be wonderful. Thanks!**

[Finish the conversation as appropriate. Retrieve the card.]

Thank you. That is the end of the test.

SPEAKING 7

(based on PTE General, Level 3)
(Test duration: 7 minutes)

In this exam there is one examiner and one candidate.

Examiner/Teacher:

**Good morning/afternoon. My name is -----
Could you tell me your name, please?**

Section 10 (1.5 minutes)

This section consists of four main prompts. Each prompt has 4 follow-up prompts that should be used to encourage candidates to keep talking for up to one minute. Examiners/Teachers should select one of the main prompts and follow-up prompts for each candidate

Main prompt 1:

- Tell me about a good friend and how you met.

Follow-up prompts:

- Is it better to have one good friend or lots of friends? Why?
- Where do you like to go with your friends at the weekend?
- Is it possible to have a friend for life?
- Can you be good friends with someone who is much older or younger than you?

Main prompt 2:

- Tell me about your neighbourhood and how you would change it if you could.

Follow-up prompts:

- What sort of person is a good neighbour?
- What can you do to help your neighbours?
- What kind of facilities do you have in your neighbourhood? What kind would you like to have?
- Would you like to live in the same neighbourhood all your life? Why/Why not?

Main prompt 3:

- What kind of music do you like listening to and why?

Follow-up prompts:

- Where do you usually listen to music and at what time of the day?
- Do you think reading and playing board games are interesting activities for young people?
- Do you have any hobbies?
- If you could take up any new hobby, what would you choose?

Main prompt 4:

- How do you try to maintain a healthy lifestyle?

Follow-up prompts:

- Do you think teenagers get enough exercise nowadays?
- Is junk food popular with teenagers? Why?
- What do you think is a healthy diet?

Examiner/Teacher:

Now I'd like you to speak on your own for about a minute. (Give candidate one of the main prompts and its follow-up prompts if necessary.)

Section 11 (2 minutes)

In this section the examiner/teacher asks a question and then asks for the candidate's opinion. The examiner/teacher will then take the opposing view to encourage a discussion. The examiner/teacher is given a list of arguments, for and against, to use in the discussion.

Now we are going to discuss something together.

The question is:

Has technology helped to bring people from all over the world closer together?

What do you think?

When the candidate has stated whether s/he is for or against the issue, the examiner/teacher should discuss the issue with the candidate, using the points below to take the opposite view. The examiner/teacher does not need to use all of the points.

FOR technology bringing people closer

- We can reach any country in the world quickly and easily by plane.
- Mobile phones allow us to be contacted any time and any place.

- Internet means we can communicate cheaply and instantly with people all over the world. This is particularly useful for business.
- Social networks like facebook can put us in touch with people we have lost contact with.

AGAINST technology bringing people closer

- People are losing the ability to communicate face to face.
- People that we don't want to communicate with can find us through social networks like facebook.
- Not everybody can afford to travel by plane.
- Internet and mobile phones can be addictive and have bad effects on our health.

Section 12 (1.5 minutes)

In this section the candidate must describe a picture for about 45 seconds and then answer a follow-up question.

Examiner/Teacher:

Now, here are two pictures showing different types of holiday. Please tell me what you can see in the pictures. (about 1 minute)

Follow-up question: Please tell me the advantages and disadvantages of each type of holiday.

Section 13 (2 minutes)

In this section the candidate and the examiner/teacher take part in a role play. The candidate is given a card which gives the situation of the role play and the candidate's goals; what the candidate should aim to achieve by the end of the role play. The candidate has 15 seconds to read the card. The examiner/teacher then reads out the situation from his/her script and announces who will start the role play.

Test taker's card

The situation: The examiner is your swimming coach. He/She is worried because you haven't been to training lately.

- Your goal:
- Apologise for not coming to training.
 - Explain why you've missed training.
 - Say when you plan to start again.
 - Tell your coach how hard you plan to train.

Examiner's script

I am your swimming coach. I am worried because you haven't been to training lately.

Alright? I'll start.

- Hi, you haven't been to training for weeks!
- But why have you missed so much training?
- Oh, I understand. So when do you think you'll be able to start training again?
- You know now, you'll have to train very hard. We've got competitions next month.

SPEAKING 8

(based on PTE General, Level 3)

(Test duration: 7 minutes)

Section 10 (1.5 minutes)

Put one of the main prompts to the test taker and allow them to speak continuously for up to one minute. Use the related follow-up prompts to encourage them to continue talking.

Main prompt 1:

- Tell me about a teacher you had who was very good at her/his job.

Follow-up prompts:

- What are the most important characteristics of a good teacher?
- In what ways can teachers influence their students?
- What are the difficult parts of a teacher's job?
- Give an example of a problem that may occur between a teacher and a student.

Main Prompt 2:

- Do you enjoy playing sports? Why (not)?

Follow-up prompts:

- How important is it to exercise regularly? Why?
- Do you prefer team sports or ones you can practise by yourself? Why?
- Is it fun to watch sports on TV? Why (not)?
- What are the characteristics of a good athlete?

Main Prompt 3:

- What sorts of pet are popular in your country?

Follow-up prompts:

- Have you got a pet? Why (not)?
- Why do lots of people like having a pet?
- What are the problems of having pets?
- What can children learn by looking after a pet?

Main Prompt 4:

- Do you enjoy cooking? Why (not)?

Follow-up prompts:

- What sorts of foods do you like to eat?
- Tell me about something you have cooked/baked recently.
- How important is it to be able to cook? Why?
- Do you like trying new dishes? Why (not)?

Section 11 (2 minutes)

Now we are going to discuss something together.

The question is:

"Should people be allowed to use mobile phones on public buses, trains, etc?"

What do you think?

[Use the following arguments as appropriate to take an opposing view to that of the test taker.]

FOR using mobile phones on public transport

- It's the only time some people have to talk to their friends on the phone.
- Some people make business calls while travelling to and from work.
- Children often need them to tell their parents what time to pick them up at a station.
- Some people pass the time on long journeys by using them to listen to music.

AGAINST the use of mobile phones on public transport

- It makes the bus/train ride less relaxing for all the passengers.
- Mobile phone signals can be bad for our health, so they shouldn't be allowed in public places.
- Some passengers use their mobiles to play music, which annoys some people.
- Mobile phone use disturbs people who like to sleep or rest while travelling.

Section 12 (1.5 minutes)

Now here are two pictures showing two different performances. Please tell me what you can see in the pictures.

[Hand the pictures to the test taker.]

[Allow the test taker to speak for about 1 minute, and then put the following secondary prompt to them.]

Which of these performances would you prefer to go to? Why?

[Retrieve the pictures.]

Section 13 (2 minutes)

Now we are going to take part in a role play. Here is a card with the situation on it.

[Hand the card to the test taker.]

[Allow the student up to 15 seconds to study the card.]

Test taker's card

The situation: You are at a restaurant. The spaghetti the waiter/waitress brought you was cold and didn't taste very good. The examiner is the waiter/waitress.

Your goal: You want a different dish, not the spaghetti reheated.

Examiner's script

You are at a restaurant. The spaghetti the waiter/waitress brought to you was cold. I am the waiter/waitress.

Alright? I'll start.

- Yes? How can I help you?
- Oh, I'm sorry. I'll take it to the kitchen and ask the chef to warm it up for you. It should taste better.
- Oh, all right. It will take some time though.
- That's fine then. What would you like?

[Retrieve the card.]

Thank you. That is the end of the test.

SPEAKING 9

(based on FCE speaking test)

(Test duration: 14 minutes)

(In this test there are two candidates and two examiners: an interlocutor and an assessor.)

Part 1 (3 minutes)

Examiner/Teacher:

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/in...)*?
- And what about you *(Candidate A/B)*?

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

Home and family

- Tell us about your home. (What's your favourite room?)
- What sort of things do you like doing with your family?

Personal experiences

- Do you remember your first day at school? How did you feel?
- Do you have a busy life?

Likes and dislikes

- What kind of music do you like listening to? Why?
- Can you play a musical instrument?

Travel

- Which city in the world would you most like to visit? Why?
- Tell us about a holiday you really enjoyed.

Part 2 (4 minutes)

Examiner/Teacher:

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 doing different activities outside.***

Put photographs 1A and 1B in front of Candidate A.

I'd like you to compare the photographs and say **what the people are enjoying about the different activities.**

All right?

Candidate A – 1 minute

Examiner/Teacher:

Thank you. *(take the photographs)*

(Candidate B), **which activity would you prefer to do?**

Candidate B – about 20 seconds

Examiner/Teacher:

Now, (Candidate B), here are your photographs. They **show children learning in different situations.**

Put photographs 2A and 2B in front of Candidate B.

I'd like you to compare the photographs and say **what you think the children are learning in these different situations.**

All right?

Candidate B – 1 minute

Examiner/Teacher:

Thank you. *(take the photographs)*

(Candidate A), **which situation do you think is best for learning?**

Candidate A – about 20 seconds

Examiner/ Teacher:

Thank you.

Part 3 (3 minutes) *(This is a collaborative task where the candidates must work together. They should discuss all the pictures before making a decision. Candidates do not have to agree.)*

Examiner/Teacher:

Now I'd like you to talk about something together for about three minutes.

Here are some pictures of people wearing special clothing.

Put pictures in front of candidates.

First, talk about why the special clothing is important to the people in the pictures. Then say in which situation the special clothing is the most important.

You have about three minutes for this. All right?

Candidates A & B – 3 minutes

Thank you.

Part 4 (4 minutes) *(Examiner/Teacher should select any of the questions below. Not all the questions below need to be asked.)*

- Do you think school uniforms are a good idea? Why/Why not.
- Can you judge a person by his appearance?
- Do you think teenagers put too much emphasis on appearance nowadays?
- Why do you think some people like to dress like their friends?
- Are expensive brands of clothing always better? Why/Why not?
- If you were going to a job interview, what clothes would you wear? Why?

Thank you. That is the end of the test.

SPEAKING 10

(based on FCE speaking test)

(Test duration: 14 minutes)

Part 1 (3 minutes for each pair; 5 minutes for a group of three)

Good morning/afternoon/evening. My name is ...

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 hometown)?
- And what about you (Candidate A/B)?

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

Education and Work

- What is/was your favourite subject at school?
(Why do/did you like it so much?)
- Tell us about one of your best teachers.
(Why did you like her/him?)
- Does anyone you know have an interesting job?
(What does he/she do?)
- Do you work well with other people? *(Why?/Why not?)*

Home Life

- Could you describe the people you live with?
(What do you like about them?)
- What sort of house do you live in? *(What do you like about it?)*
- Could you tell us something about your neighbours?
(How well do you get on with them?)
- What do you dislike about the area you live in?
(Why do you dislike that?)

Free time

- Do you spend a lot of your free time at home?
(Why?/Why not?)
- Do you spend a lot of time with friends?
(What do you do with them?)
- What is your favourite pastime? *(Why do you enjoy doing that?)*
- Do you watch a lot of TV? *(Why?/Why not?)*
- Have you got any plans for this weekend?
(What are they?)

Likes and Dislikes

- What sorts of music do you like? *(Why do you like it?)*
- Do you enjoy going to the cinema? *(Tell us about a good movie you've seen recently.)*
- What do you like to do for your birthday?
- What is one dish or food you really dislike?
(Why do you dislike it?)
- Do you enjoy meeting new people? *(Why?/Why not?)*

Leisure and Entertainment

- What is there to do for fun in this/your town?
(What do you like to do?)

- Do you like parties? (*Why?/Why not?*)
- Do you ever surf the Net? (*What sorts of sites do you visit?*)
- Have you ever been to a music or arts festival? (*Tell us about it.*)
- Do you like going out to eat? (*Where do you like to go?*)

Part 2 (4 minutes for each pair; 6 minutes for a group of three)

- 1 Celebrations
- 2 Learning

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 celebrating in different ways**. (Give Candidate A the photographs.)

I'd like you to compare the photographs and say **what you think the people are enjoying about celebrating in these ways**.

All right?

Candidate A: 1 minute -----

Interlocutor: Thank you. (Retrieve the pictures.)

Candidate B, **which of these celebrations would you prefer to go to?**

Candidate B: approximately 20 seconds

Interlocutor: Thank you.

Interlocutor: Now, Candidate B, here are your photographs. They show **people working in different situations**.

(Give Candidate B the photographs.)

I'd like you to compare these photographs and say **what you think is difficult about working in these situations**.

All right?

Candidate B: 1 minute -----

Interlocutor: Thank you. (Retrieve the pictures.)

Candidate A, **which of these jobs would you prefer to have?**

Candidate A: approximately 20 seconds

Interlocutor: Thank you.

Parts 3 and 4 (*7 minutes for each pair; 9 minutes for a group of three*)

Part 3

Interlocutor: Now, I'd like you to talk about something together for about 3 minutes. (*4 minutes for groups of three*)

I'd like you to imagine that a local park wants to attract more people. Here are some of the suggestions they are considering.

(Give pictures and questions to candidates.)

First, talk to each other about how successful these suggestions might be. Then decide which two would attract the most people.

All right?

Candidates: 3 minutes (4 minutes for groups of three)

Interlocutor: Thank you. (Retrieve the pictures/questions.)

Part 4 (4 minutes for each pair; 5 minutes for groups of three)

Interlocutor: Select any of the following questions, as appropriate.

- Do you like spending time in parks? Why (not)?
- Is it important for people to spend time outdoors? Why (not)?
- What do you think a park should include or look like?
- What can people do in your local parks?
- In what way are city parks good for the environment?
- Some people think that public parks are a waste of public money. Do you agree? Why (not)?

Select any of the following prompts, as appropriate.

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

Thank you. That is the end of the test.

SPEAKING 11
(based on the ECCE test)
(Test duration: 8 – 14 minutes)

Stage 1 (2-3 minutes)

The candidates are asked general nonsensitive questions about themselves, their hobbies, interests, daily routine, family life, school life etc.

- What do you do to relax?
- Tell me something about your school.
- What sort of things do you like to read?
- Do you have a large or a small family?
- How do you like to celebrate special occasions?

Stage 2 (3-4 minutes)

(Information Exchange stage: In this stage the examiner/teacher introduces the situation and the candidate asks questions to elicit more information. Candidates have the EXAMINEE INFORMATION card in front of them to guide them through Stage 2.)

Examiner/Teacher:

Read the *SITUATION* on the *EXAMINEE INFORMATION* card, pointing to where you are reading so that the candidate can follow. You can paraphrase if you like. Then ask, 'Do you have any questions?'

Continue reading from the *EXAMINEE INFORMATION* card: First you should look at the pictures below and ask these questions. (point to the three questions and give the candidate time to read them.)

Then continue reading aloud through the rest of the *EXAMINEE INFORMATION* card, pointing to the text so that the candidate can follow.

Do you have any questions? Candidate now asks questions to elicit information about the task/problem/option. Examiner/Teacher answers questions using information on the *EXAMINER INFORMATION* card. If the candidate asks a question that is not answered on the *EXAMINER INFORMATION* card, the examiner/teacher can make up an appropriate answer.

EXAMINER INFORMATION

Who the person is: My 12 year old brother, Nick

What the problem is: He plays electronic games after school when he is supposed to be doing his homework. I am in charge of him after school.

Possible solutions: Reward him - let him borrow your laptop on weekends to play computer games if he does his homework during the week.

Punish him – Tell Mum and Dad who will be very angry and worried

When the candidate asks about possible solutions, the examiner/teacher can remind the candidate about what they have to do with this information by saying something like, 'Okay, we have a couple of ideas, but you might have a better idea than these.' Remember that the examiner/teacher does quite a lot of talking in Stage 2.

Stage 3 (1–3 minutes)

(Expressing an opinion and supporting it)

In this stage the candidate shares her/his opinion and explains why s/he didn't choose the other option. The candidate also answers any other questions that the examiner asks.

Stage 4 (2–4 minutes) (Elaborating on the topic)

The examiner asks the candidate an Elaboration question or a related question of their own so that the candidate can elaborate and expand on the topic. Remember that the Elaboration questions are graded in terms of difficulty with question 3 being the most difficult, 2 being less difficult and 1 being the least difficult. Sit back and give candidates time to explain their ideas.

Elaboration questions

- 1 Do you always do your homework? Why/Why not?
- 2 Where and with whom do you like to do your homework?
- 3 What is the value of homework?

SPEAKING 12

(based on the ECCE test)

(Test duration: 8 – 14 minutes)

Stage 1 (2-3 minutes)

The candidates are asked general nonsensitive questions about themselves, their hobbies, interests, daily routine, family life, school life etc.

- What is the neighborhood you live in like? Do you like it? Why/Why not?
- Do you do a sport regularly? Tell me something about it. Is there a sport you'd like to do?
- Do you have a pet? Can you tell me something about it? Would you like a pet? Why/Why not?
- What would you like to do when you leave school?

Stage 2 (3-4 minutes)

EXAMINEE INFORMATION

Situation

I am organizing an awards ceremony for local volunteers and am trying to find the right place for it. Find out what my options are, and then give me advice on where you think the awards ceremony should be held.

First You should look at the pictures below and ask:

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then When you have all the information you need, explain which location you have chosen and why. Be ready to explain why you didn't choose the other location. Remember to use information you learn from asking questions to explain your final choice. **(Stage 3)**

Finally After you have shared your advice, you will be asked more questions about the topic.

EXAMINER INFORMATION

What are the options?

What are the advantages of each option?

What are the disadvantages of each option?

Option 1

- outdoor garden venue
- beautiful green spot and fresh summer air OR inexpensive to rent
- food and service not very good OR outside of town; no public transportation

Option 2

- central location near metro station OR attractive modern facilities
- expensive to rent OR not nice to be indoors during summer

Elaboration Questions

- 1 Do you think volunteers should be publicly awarded? Why (not)?
- 2 Do you think it would be fun to attend a major event such as an international film awards ceremony? Why (not)?
- 3 Would you like to be an event organizer? Why (not)?