

Part 2

Student A

- Why do you think people choose to travel in these ways?



Student B

- Why might people enjoy eating in these different ways?



Part 3

- What are the advantages and disadvantages of the different jobs?
- Which would be the best summer job for a young person?



Part 1

3 minutes (5 minutes for groups of 3)

Interlocutor:

Good morning/afternoon/evening. My name is _____ and this is my colleague, _____.

And your names are?

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

- Where do you live (*Student A*)?
- And you (*Student B*)?
- What can you tell us about living there?
- And what about you?

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

Likes and Dislikes

- What do you like to do to relax?
- Do you do a sport regularly in your free time?
- Is music important to you?

Education and Work

- What do you most enjoy about school?
- Would you like to work in a different country? (Why?/Why not?)
- Which school subjects do you think will be the most important for you in the future? (Why?)
- Would you like to do the same job as one of your parents? (Why?/Why not?)

Home Life

- In what ways do you think your grandparents are different from your parents?
- What are the good points about the house or flat you live in?
- Is there something that you would like to change about your home?

Leisure and Entertainment

- Do you like to go shopping?(What types of shop do you go to?)
- What, in your opinion, is the best way to spend a Sunday?
- Are you learning to play a musical instrument, or would you like to learn how to play one?
- How much time do you spend watching TV?

The Media

- Do you often watch the news on television? (Why?/Why not?)
- Why, in your opinion, do some people prefer to read a newspaper instead of watching television news?
- How important is the internet to you?

Travel

- What was the most interesting journey you ever went on?
- What is your favourite way of travelling? (Why?)
- If you could visit any other country, where would you go, and why?

Part 2

4 minutes (6 minutes for groups of three)

Travel and transport

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.

(*Student A*), it's your turn first. Here are your photographs. They show people travelling.

Give *Student A* a copy of page 225.

I'd like you to compare the photographs, and say why you think people choose to travel in these ways. All right?

Student A: [1 minute]

Interlocutor: Thank you. Can I have the photos, please?

(*Student B*), if you were travelling to another city in your country, how would you prefer to travel?

Student B: [Approximately 20 seconds]

Interlocutor: Thank you.

**Food and eating**

Now, (*Student B*), here are your photographs. They show people eating in different situations.

Give *Student B* a copy of page 225.

I'd like you to compare the photographs, and say why you think people might enjoy eating in these different ways. All right?

Student B: [1 minute]

Interlocutor: Thank you. Can I have the photos, please?

(*Student A*), do you enjoy eating outdoors?

Student A: [Approximately 20 seconds.]

Interlocutor: Thank you.



Parts 3 & 4

7 minutes (9 minutes for groups of three)

Part 3

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

Lots of young people get summer jobs to earn some money. Here are some jobs that a young person could do in a large hotel.

Give students a copy of page 226.

First, talk to each other about these types of work and the advantages and disadvantages of each one. Then decide which would be the best summer job for a young person.

All right?

Students: [3 minutes] (4 minutes for groups of three)

Interlocutor: Thank you.



Parts 3 & 4**Part 4**

Interlocutor: *Select any of the following questions as appropriate:*

- **What would be the perfect summer job for you? (Why?)**
- **Do you think it's a good idea for teenagers to do part-time work during the school year?**
- **Is it a good idea to get a job that is closely connected with your leisure activities? (Why?/Why not?)**
- **Is it better for people of your age to go on holiday with their family or with their friends? (Why?)**
- **Do you think it is a good idea to get a summer job in a country where people speak a language that you are learning? (Why?/Why not?)**
- **Do you think being able to speak English will be useful for your career?**

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.

FORM A: PROJECT FUNDING**Situation**

Pretend that I am the director of an organization for which you do some volunteer work. Our organization helps poor people in the area. We have only enough money to fund one project this year, and we want your opinion on which project to support.

First

You should look at the pictures below and ask:

- who the people are and why they need help
- what the organization can do to help each group
- what the advantages of each project are

Then

When you have all the information you need, explain to the examiner which group you think should be helped and why. Be prepared to explain why you didn't choose the other group. Remember to use information you learn from asking questions to explain your final choice.

Finally

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



FORM B: HELP SOLVE A PROBLEM**Situation**

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First

You should look at the pictures below and ask:

- What is the problem?
- What are your options?
- What are the disadvantages of each option?

Then

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the solutions or create your own solution to the problem. Remember to use information you learn from asking questions to explain your final choice.

Finally

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



NON-SENSITIVE PERSONAL QUESTIONS (STAGE 1)

Start by asking the student some of the questions below.

Family

- Do you have any brothers or sisters?
- What are the advantages and disadvantages of being an only child?
- Which member of your family do you admire the most? Why?

Home

- Which room in your house do you like the most?
- How would you change your home if you could?
- Can you tell me something about your neighbors?

Your town/city

- Tell me about the parks or open spaces in your town or city.
- In your opinion, why might tourists enjoy visiting your town or city?
- What new sports or entertainment facility would you like to have in your neighborhood? Why?

School/University

- What do you most enjoy at school/college?
- What would you like to be able to study that is not taught at your school/college?
- Do you think that you can learn much from school trips?

Work

- Tell me about a job you'd like to try.
- What sort of person would be a good boss?
- Do you think it's important to go to college before you get a job?

Studying English

- Is it important for young people in your country to be able to speak English?
- People study English to learn the language. What else might you learn by studying English?
- Have you ever used English to speak to someone you don't know?

Free time

- What is your favorite hobby? Why?
- Is it important for everyone to do a sport?
- How do you like to spend your free time when you're with your friends?

The Future

- Is there something that you want to do in the future?
- What do you hope to be doing five years from now?
- In what ways do you think life may be better in the future?

Stages 2, 3 & 4: Each student should do either the Form A or Form B test. Give the student a copy of page 231 or 232 and use the information on page 234 or 235 respectively, to complete the test.

FORM A: PROJECT FUNDING

Information for Examiners (Stages 2 and 3)

Read out the student's information (given again below). Then use the information in the 'Examiner Information' table to answer the student's questions.

Situation

Pretend that I am the director of an organization for which you do some volunteer work. Our organization helps poor people in the area. We have only enough money to fund one project this year, and we want your opinion on which project to support.

First

You should look at the pictures below and ask:

- who the people are and why they need help
- what the organization can do to help each group
- what the advantages of each project are



Then

When you have all the information you need, explain to the examiner which group you think should be helped and why. Be prepared to explain why you didn't choose the other group. Remember to use information you learn from asking questions to explain your final choice.

Finally

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

EXAMINER INFORMATION

| Possible projects: | Group 1 | Group 2 |
|---|---|---|
| Who are these people and why do they need help? | This family's house burned down last year. They don't have enough money to rent a house because the mother lost her job last year and the father doesn't earn very much money. | These are children who all go to the same school and who come from very poor families in the area. Most of them regularly go without breakfast or lunch and have to wait to see what little there may be for dinner at home. |
| What can the organization do to help each group? | We can rent a house for the family to live in temporarily while we organize and hire a construction crew and volunteers to rebuild their home. | We can provide each child with a proper breakfast and a hot lunch every school day for a year. |
| What are the advantages of each solution? | This project would help this family stay together. If we don't give them a house, they will become homeless. Also, the children might be taken away to live in an orphanage or with foster families if their parents can't give them proper housing. This would be very painful for the whole family. | As we all know, proper nutrition is crucial to a child's health and development. These meals would help the children stay healthy and do better in school. It would help the parents who often give the children what little food they have every day and go hungry themselves. |

Elaboration questions (Stage 4)

Generate a discussion on the topic using the elaboration questions below.

- 1 Is it important to help people who have less than we do? Why?
- 2 Why do you think there are so many homeless people in the world today, especially in big cities?
- 3 Other than eating well, what else can people do to stay healthy both physically and mentally?
- 4 Do you know about any organizations that help people, the environment etc? What do they do?

Stages 2, 3 & 4: Each student should do either the Form A or Form B test. Give the student a copy of page 231 or 232 and use the information on page 234 or 235 respectively, to complete the test.

FORM B: HELP SOLVE A PROBLEM

Information for Examiners (Stages 2 and 3)

Read out the student's information (given again below). Then use the information in the 'Examiner Information' table to answer the student's questions.

Situation

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First

You should look at the pictures below and ask:

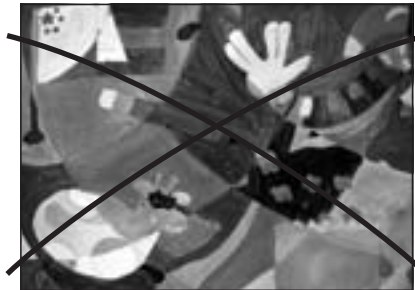
- What is the problem?
- What are your options?
- What are the disadvantages of each option?

Then

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the solutions or create your own solution to the problem. Remember to use information you learn from asking questions to explain your final choice.

Finally

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



EXAMINER INFORMATION

| | | |
|---|---|--|
| What is the problem? | I just moved into a new house and my best friend, who is an artist, has painted me a large picture to hang in my living room. I think the painting is awful, and I don't know what to do! | |
| | Option 1 | Option 2 |
| What are your options? | I could thank him and hang the painting in the living room. After all, he put a lot of effort into it and I don't want to hurt his feelings. | I could thank him, but tell him that the painting is not right for my house. Then I could suggest that he give it to someone else. |
| What are the disadvantages of each option? | I would have to be dishonest with my friend, though we have always been honest with each other. Also, every day, I would have to look at a painting that I really dislike. | I might hurt my friend's feelings and that might affect our friendship. Also, he might lose confidence in his artistic abilities. |

Elaboration questions (Stage 4)

Generate a discussion on the topic using the elaboration questions below.

- 1 Have you ever lied to avoid hurting someone's feelings? Tell me about it.
- 2 Would you mind being lied to if someone did it to make you feel good? Why do you say that?
- 3 Do you like art? What kinds? Why?

Student's Task Sheet for Part Three



International Dance Group

Times

Wednesdays
7:30 – 9:00 pm

Benefits

- learn dances from all over the world
- get fit and have fun
- perform in end-of-year concert

Cost

£20 per month

TEST TIME: 10 minutes

I = Interlocutor

S = Student

PART 1 (2 minutes)

I: Hello. My name's _____ (*give full name*). Can you spell your family name for me, please?

S: (*Spells family name.*)

I: Thank you. Where are you from?

S: (*Responds.*)

I: Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself and your ideas. All right? (*Choose **up to five** questions, one from each of the different topic areas, as time allows. Name the topic, eg 'Now, Home and family'.*)

Topics

Home and family

- Do you come from a large or a small family?
- Where do you spend most of your time when you are at home?
- What kind of things do you enjoy doing with your family?
- What would your dream house be like?

Art

- How interested are you in art?
- Would you like to be an artist? Why/Why not?
- Would you like to have painting lessons?
- What sort of art do you have in your home?

The future

- What do you think you will be doing 10 years from now?
- Would you like to live in another country? Why/Why not?
- How do you think English will help you in the future?
- Is there a job you wouldn't like to do?

The environment

- What do you like most about the area where you live?
- Can you tell me something about the environmental problems facing your area?
- Do you learn about environmental problems at school/college?
- What do you do to help protect the environment?

Friendship

- How important are friends in your life?
- What do you like doing with your friends?
- Do you think you can have the same best friend for your whole life?
- Who is the most important person in your life?

S: (*Responds.*)

I: (*Interlocutor makes brief responses and/or comments.*)

I: Thank you.

PART 2 (2 minutes)

I: Now, Part Two. I'm going to read some situations. I want you to start or respond as necessary.
First situation (*choose one situation from A*).

A

- I'm your friend. I start.
Hi. Why don't we go to the cinema tonight?
- I'm your English teacher. I start.
Why were you late for class today?
- I'm your neighbour. I start.
I've made pizza. Would you like to come over for dinner?
- I'm a stranger in your town. I start.
Excuse me, can you tell me where I can catch the bus to the museum?

S: (*Responds.*)

I: (*Role-play the situation with the student – approximately two turns each.*)

I: Second situation (*choose one situation from B*).

B

- I'm your boss. You want to take a day off next Friday. You start.
- You're at a theatre box office. You have two tickets for tonight's performance that you want to change. You start.
- You're at the supermarket and you can't find the food item you want. You start.
- Your luggage has been lost. You're at the airport. Describe your suitcase and its contents. You start.

S: (*Initiates.*)

I: (*Role-play the situation with the student – approximately two turns each.*)

S: (*Role-play a third situation from A or B if time allows.*)

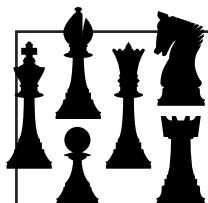
I: Thank you.

PART 3 (3 minutes)

I: Now, Part Three. In this part of the test we're going to discuss something together. I have some ideas and you have some different ones. All right?

You and your friend want to take up a new hobby. Here's some information about something you can do in your area. (*Give student a copy of page 236.*) I have some information about a different hobby. Let's ask and answer questions and decide which hobby to take up. Take twenty seconds to think about what you want to say. (20 seconds.) Why don't you start?

Interlocutor's Task Sheet



Neighbourhood Chess Club



Times

Every evening
5:00 – 10:00
Come whenever you want!

Benefits

- develop your mind
- learn new strategies
- meet people of all ages

Cost

£60 per year

I: Thank you.

Student's Task Sheet for Part Three (Interlocutor's copy)



International Dance Group

Times

Wednesdays
7:30 – 9:00 pm

Benefits

- learn dances from all over the world
- get fit and have fun
- perform in end-of-year concert

Cost

£20 per month

PART 4 (3 minutes including follow-up questions)

I: In Part Four you are going to talk on your own for about one and a half minutes. Your topic is (choose topic for candidate).

Topics

- A** What you would change about education in your country.
- B** How you would spend a gap year between school and university.
- C** The person from the past or present that you would most like to meet.

I: First, think about it for thirty seconds and make some notes if you want. (*Hand over piece of paper and pen/pencil.*) So your topic is (*repeat topic*). All right? (*Withdraw eye contact for thirty seconds.*)

I: (*Student's name*), please start.

S: (*Talks for about one and a half minutes.*)

I: (*Choose follow-up questions.*)

Follow-up questions**What you would change about education in your country**

- What qualities does a good teacher have?
- What social skills can a student learn at school?
- Would you like to be a teacher? Why/Why not?
- Do you think school excursions are important? Why/Why not?

How you would spend a gap year between school and university

- Why do you think some people decide to take a year off before starting university?
- Do you know of any volunteer organisations working in your country?
- Do you think university students should work part-time? Why/Why not?
- Can you think of any disadvantages to taking a gap year before starting university?

The person from the past or the present you would most like to meet

- Would you like to be famous? Why/Why not?
- What characteristics should a good friend have?
- Is it right to judge people by their appearance?
- Who has influenced you most in your life?

I: Thank you. That is the end of the test. (*Give student's name.*) End of test.

SECTION 12



SECTION 13

The situation: You are at an interview for a job delivering newspapers to houses in your neighbourhood every morning before you go to school. Your teacher is the owner of the newsagent's shop.

Your goal: Explain why you want the job and persuade the shop owner that you are the most suitable person for the job.

Good morning/afternoon. My name's _____

Could you tell me your name, please?

SECTION 10 (1.5 minutes)

[Put one of the main points to the student and allow them to speak continuously for up to 1 minute. Use the related follow-up points to encourage them to continue talking.]

Now I'd like you to speak on your own for about 1 minute.

Main prompt 1: What do you and your friends most like to do together?

Follow-up prompts:

- Do you and your friends like to try new experiences?
- Are there some activities you would rather do with members of your family than with your friends?
- Is it possible to have good friends who are much older or younger than you?
- How do you usually celebrate your birthday?

Main prompt 2: How important is television to you?

Follow-up prompts:

- In what ways can watching television be educational?
- Can it be difficult for your family to agree on what you are going to watch?
- What sorts of problems might you have if you watch too much TV?
- Do you believe that TV is becoming less popular than it used to be? Why/Why not?

Main prompt 3: What qualities do you think a good teacher has?

Follow-up prompts:

- What do you enjoy most about your school?
- Which subjects do you think everyone should have to learn at school? Why?
- Do you think that first aid skills or driving should be taught at school?
- What changes would you like to make to your school?

Main prompt 4: How important is food in your life?

Follow-up prompts:

- What is your favourite food?
- What are the advantages and disadvantages of eating in a restaurant?
- Do you think that cooking should be taught at school?
- How important is it to eat a healthy diet?

SECTION 11 (2 minutes)

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

- "Should everybody regularly do a sport?"
What do you think?

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

For doing a sport regularly:

- Regular sport is important for staying fit and healthy.
- Doing sport is a great social activity that helps you make friends.
- Sport can help people to develop leadership skills.
- Taking part in sporting activities helps young people to stay out of trouble.

Against doing a sport regularly:

- People can get regular exercise without doing a sport.
- People can socialise and make friends without doing a sport.
- Sports injuries can cause a lot of people to lose days off school or work.
- People who aren't interested in sport shouldn't feel pressurised into doing one.

SECTION 12 (1.5 minutes)

Now, here are two pictures showing people going to work. Please tell me what you can see in the pictures.



[Hand a copy of the pictures (page 241) to the student.]

[Allow the student to speak for about 1 minute, then put this secondary prompt.]

Which means of transport do you think is better for travelling in a city? 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 a copy of the card (page 241) to the student.]

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

Test taker's role card

The situation: You are at an interview for a job delivering newspapers to houses in your neighbourhood every morning before you go to school. Your teacher is the owner of the newsagent's shop.

Your goal: Explain why you want the job and persuade the shop owner that you are the most suitable person for the job.

Examiner's Script

The situation: You are at an interview for a job delivering newspapers to houses in your neighbourhood every morning before you go to school. I am the shop owner.

Alright? I'll start.

- So, can you tell me why you've applied for this job?
- Are you sure that you can be here every morning at seven o'clock?
- How well do you know this neighbourhood?
- What makes you think you would be better at this job than anyone else?

[Retrieve the card.]

Thank you. That is the end of the test.

Students' prompts**TOPIC – The World of Work**
Part 2**Student A's Statement:**

- It is more important to be successful in your career than to have a happy personal life.

Student B's Statement:

- Long working hours are bad for people's mental and physical health.

Part 1 – Introduction

Interview to elicit personal information

Students respond to the interlocutor and not to each other. The interview consists of a number of short turns with students being invited to respond alternately. Part 1 lasts for **3 minutes** divided equally between both students. In the event of three students, allow **4 minutes** divided equally between all students.

Interlocutor: **Good morning/afternoon.** *(Make a note of the time at this point as this is the official start of the test.)* **I am** *(interlocutor's name)* **and this is my colleague** *(assessor's name)*. **She/He will just be listening.**

Interlocutor: **What's your name?** *(to Student A)* **And what's your name?** *(to Student B)* **Thank you.**

First I'm going to ask you some questions about yourselves.

Interlocutor asks Students A and B a selection of questions from those below.

- **Tell us something about your neighbourhood.**
- **What do you like to do in the evening?**
- **Tell us about a film that you really like.**
- **Can you remember your first teacher? What was he/she like?**
- **Tell us something about your family.**
- **Describe one of your dreams/goals for the future.**
- **Are there any interesting places for visitors in your town/city?**
- **What would be the perfect job for you? Why is that?**
- **Is there a sport that you like to watch or play?**

Thank you.

TOPIC - The World of Work
Part 2 - Interactive Discussion

Students discuss a topic based on two prompts provided by the interlocutor. They exchange ideas and opinions and sustain a discussion for **four minutes**. The interlocutor does not take part in the discussion. If students start to address the interlocutor directly, hand or other gestures should be used to indicate that the students should speak to each other.

Interlocutor: **Now in this part of the test, I am going to give both of you two written statements based on the same topic. I would like you to talk together for about four minutes using the statements to help you. You can add ideas of your own if you wish. I am just going to listen to you. You only have about four minutes so don't worry if I stop you and please speak so that we can both hear you.**

(to both Students A and B) **Here are your statements. (Place a copy of the prompts (page 245) in the middle of the pair.) The topic is "The World of Work."**

You may start when you are ready.

(after four minutes) **Thank you.**

(retrieve prompts)

Copy of Students' prompts
TOPIC – The World of Work
Part 2

Student A's Statement:

- It is more important to be successful in your career than to have a happy personal life.

Student B's Statement:

- Long working hours are bad for people's mental and physical health.

Part 3 – Responding to Questions

A three-way discussion between interlocutor and students based on the topic from Part 2 of the test.

The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one student or throw the discussion open to both students. The interlocutor should encourage students to elaborate on, or react to, their partner's response by verbal invitation (eg – What do you think? Do you agree?) or non-verbal gesture. Students should be given equal opportunities to speak, but the interlocutor may wish to give a student who has been rather reticent in earlier parts of the test a chance to redress the balance. This part of the test lasts about **five minutes**.

(interlocutor to both students) **We are going to talk together for about five minutes. I would like you to respond to my questions and to what your partner says. The topic we are discussing is “The World of Work”, the same as in Part 2 of the test.**

- **Why do you think some people like to change jobs once in a while?**
- **How difficult is it to find work in your area?**
- **Do you think it's a good idea for teenagers to work in their free time?**
- **What makes a good colleague?**
- **Are there any disadvantages to having a job that involves a lot of travelling?**
- **Do you think mothers of young children should work?**
- **What sort of jobs do you think are really boring?**
- **Do you think it's better to work alone or with other people?**

Thank you. That is the end of the test.

Goodbye. *(Assessor and Interlocutor)*