

**SPEAKING** (14 minutes)

You take the Speaking test with another candidate (possibly two candidates), referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

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

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

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

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

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

The examiner asks you and your partner to talk together. They give you a task to look at so you can think about and discuss an idea, giving reasons for your opinion. For example, you may be asked to think about some changes in the world, or about spending free time with your family. After you have discussed the task for about two minutes with your partner, the examiner will ask you a follow-up question, which you should discuss for a further minute.

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

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

## Frames for the Speaking test

**Test 5**

**Note:** In the examination, there will be both an assessor and an interlocutor in the room. The visual material for Test 5 appears on pages C1 and C2 (Part 2), and C3 (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)

In the mountains  
Shopping in different places

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 photographs.

(Candidate A), it's your turn first. Here are your photographs. They show people spending time in the mountains for different reasons.

Indicate pictures 5A and 5B on page C1 to Candidate A.

I'd like you to compare the photographs, and say what you think the people are enjoying about spending time in the mountains. All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(Candidate B), which of these things would you prefer to do? (Why? / Why not?)

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

Now, (Candidate B), here are your photographs. They show people shopping in different places.

Indicate pictures 5C and 5D on page C2 to Candidate B.

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

All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(Candidate A), which of these things would you prefer to do? (Why? / Why not?)

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Parts 3 and 4

Helping with the housework

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]

Some teenagers don't want to help with the housework but their parents think they should. Here are some things they talk about together and a question for you to discuss. First you have some time to look at the task.

Indicate the visual 5E on page C3 to the candidates.

Allow 15 seconds.

Now, talk to each other about whether teenagers should help their parents with housework each day.

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

Interlocutor: Thank you. Now you have about a minute to decide what the most important reason is for teenagers to help their parents with the housework.

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:

- What's the most important thing teenagers can do to help their parents? (Why?)
- Some people say it's better to help because you want to, and not because you have to. Do you agree? (Why? / Why not?)
- Some people say that teenagers shouldn't have to do any work at the weekend but should just have fun. What do you think?
- Should parents decide how teenagers spend their free time? (Why? / Why not?)
- Do you think it's important for teenagers to learn to look after themselves? (Why? / Why not?)
- Some people say that the most important thing for parents to teach their children is how to be kind and helpful. What do you think?

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.

### Photo acknowledgements

p. C1 (photo 5A): Patrick Ingrand/The Image Bank/Getty Images; p. C1 (photo 5B): © MELBA PHOTO AGENCY/Alamy Stock Photo; p. C2 (photo 5C): Lisa Stirling/DigitalVision/Getty Images; p. C2 (photo 5D): Fancy Collection/Fancy Collection/Superstock; p. C4 (photo 6A): acilo/E+/Getty Images; p. C4 (photo 6B): ViewStock/Getty Images; p. C5 (photo 6C): Spencer Grant/age fotostock/Superstock; p. C5 (photo 6D): JGI/Blend Images/Getty Images; p. C7 (photo 7A): © Hero Images Inc./Alamy Stock Photo; p. C7 (photo 7B): © Rainer Elstermann/Corbis; p. C8 (photo 7C): © OJO Images Ltd/Alamy Stock Photo; p. C8 (photo 7D): Hero Images/Getty Images; p. C10 (photo 8A): © Ariel Skelley/Blend Images/Corbis; p. C10 (photo 8B): wavebreakmedia/Shutterstock; p. C11 (photo 8C): ColorBlind Images/Iconica/Getty Images; p. C11 (photo 8D): © KidStock/Blend Images/Corbis.

## Visual materials for the Speaking test

What are the people enjoying about spending time in the mountains?

5A



5B



Why have the people decided to go shopping in these places?

5C



5D



5E

