

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 1**

Note: In the examination, there will be both an assessor and an interlocutor in the room. The visual material for Test 1 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.

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

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

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)

After school clubs
Taking photographs

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 doing activities in after school clubs.

Indicate pictures 1A and 1B on page C1 to Candidate A.

I'd like you to compare the photographs, and say what you think the people are enjoying about doing these activities in after school clubs.

All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(Candidate B), which of these activities would you prefer to do? (Why?)

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

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

Indicate pictures 1C and 1D on page C2 to Candidate B.

I'd like you to compare the photographs, and say why you think the people have decided to take photographs in these situations.

All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(Candidate A), do you enjoy taking photographs? (Why?)

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Parts 3 and 4

Helping children with homework

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 parents help children with their homework, and other parents don't. Here are some things they think about and a question for you to discuss. First you have some time to look at the task.

Indicate the visual 1E on page C3 to the candidates. Allow 15 seconds.

Now, talk to each other about whether you think parents should help children with their homework.

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

Interlocutor: Thank you. Now you have about a minute to decide what you think is the best reason for parents to help children with their homework.

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 your parents give you a lot of help with your homework? (What do they help with?)
- Some people say that children shouldn't do any homework during the school week. Do you agree? (Why? / Why not?)
- Do you think the school day should be longer so that students don't have to do work at home? (Why? / Why not?)
- Some people say that homework isn't a good thing for children because they stay up too late doing it. What do you think?
- Do you think it would be a good idea for students to do homework online so that the teachers can see what they've done? (Why? / Why not?)
- Do you think it's true that giving children prizes is the best way to encourage them to work harder? (Why? / 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.

Photos

All photographs are sourced from Getty Images.

p. C1 (T): Hill Street Studios/Blend Images; p. C1 (B), p. C5 (B), p. C10 (T): Hero Images; p. C2 (T): Sean De Burca/The Image Bank; p. C2 (B), p. C4 (T): Steve Debenport/E+; p. C4 (B), p. C7 (T): asiseit/E+; p. C5 (T): Sam Edwards/Caiaimage; p. C7 (B): Robert Daly/Caiaimage; p. C8 (T): Emir Memedovski/E+; p. C8 (B): MivPiv/ E+; p. C10 (B): Hero Images/DigitalVision; p. C11 (T): Christa Paustenbaugh Photography/Moment Open; p. C11 (B): PeopleImages/E+.

Visual materials for the Speaking test

What are the people enjoying about doing these activities in after school clubs?

1A



1B



Why have the people decided to take photographs in these situations?

1C

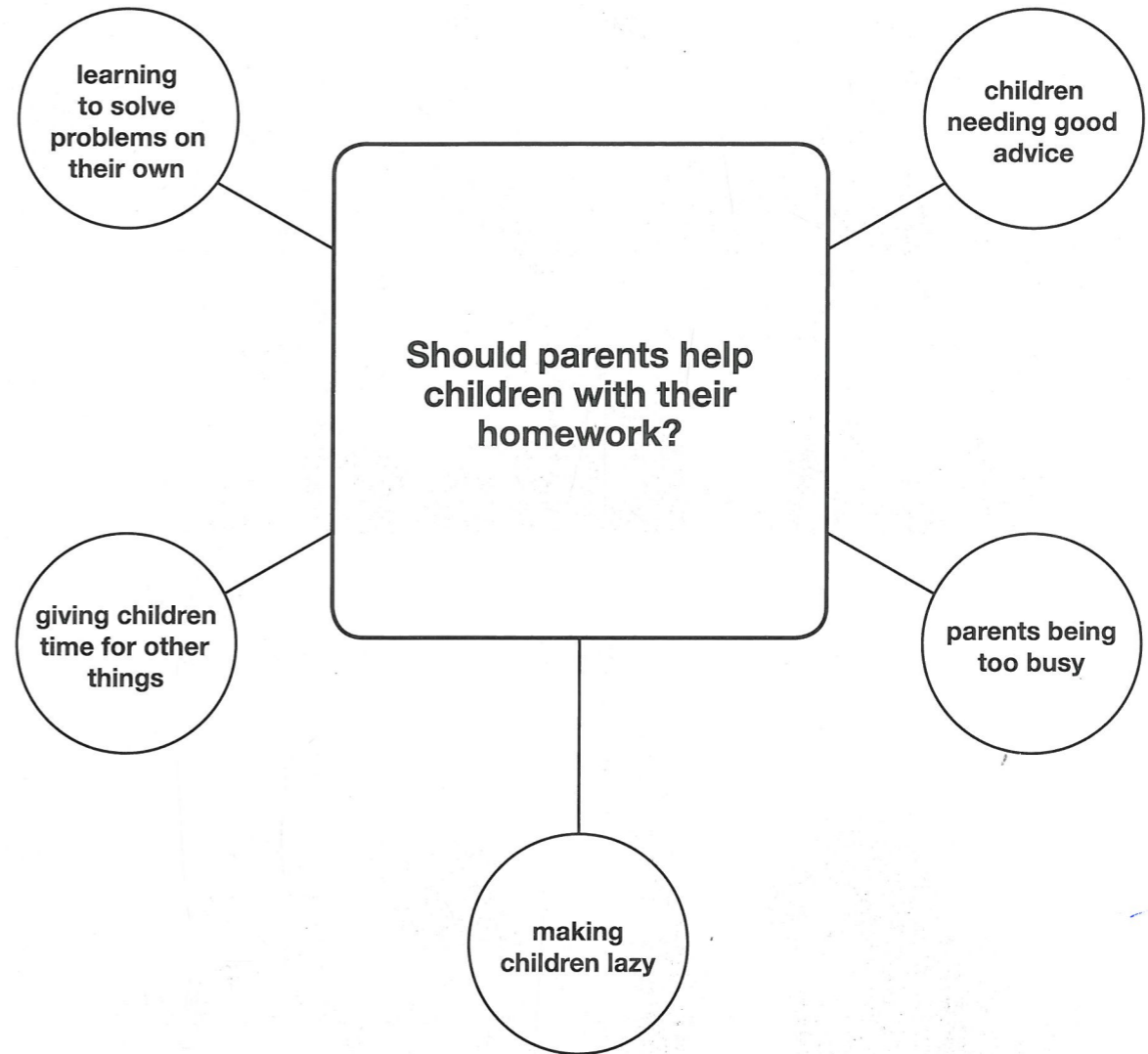


1D



C2

1E



C3